

What is Preparing for Adulthood (PFA)?

Preparing for Adulthood is a term used to describe the support available to young people with special educational needs and/or disabilities (SEND) as they move towards adult life. This support is designed to help each young person make a successful transition into adulthood and focuses on four key areas:

Higher education or employment – including training, apprenticeships, or supported internships

Independent living – making choices about housing and daily living

Community inclusion – being involved in society, building friendships, and having a social life

Health and wellbeing – being as healthy as possible in both body and mind

Planning Early for the Future

Planning for adulthood should begin as early as possible. It is recommended that discussions about a young person's future start in Year 9. These conversations should include:

- The young person
- Their parents or carers
- Teachers and education staff
- Other professionals involved in their support

All of our learners have an Education, Health and Care Plan (EHCP), which outlines their needs, goals, and the support they require. We carry out an annual review of each EHCP to check progress, make any updates, and agree on the next steps. The goal is to ensure everyone involved is working together to help the young person achieve their goals and aspirations.

The young person should be as involved as possible in these reviews, so that their voice is heard, and they can shape their own future.

Our Preparing for Adulthood Curriculum

At college, our Preparing for Adulthood (PFA) curriculum is designed to give students regular, meaningful opportunities to work towards the outcomes in their EHCPs. By focusing on the four PFA areas, we aim to support every young person in reaching their full potential.

We follow a three-year rolling programme of themed units, but it's essential that teaching is also personalised. Staff adapt lessons and activities to match each learner's individual outcomes and long-term goals, ensuring the support is relevant and impactful.

All learners have individual EHCP targets, which are broken down into smaller, manageable steps that can be worked on and achieved termly during their time at college. As these short-term targets are met, learners make steady, meaningful progress towards their wider EHCP outcomes. Progress is recorded and monitored using Evidence for Learning (EfL), where staff use written observations, photos, and videos to capture and celebrate achievements against each learner's IEP targets.

Planning information for PFA curriculum

Using the 2026 PSHE Association SEND Framework

In addition to the KS4 outcome codes identified within this curriculum, staff should use the updated 2026 PSHE Association Planning Framework for Pupils with SEND to select learning outcomes appropriate to individual learners' developmental stage. Outcomes should be drawn from the six curriculum strands:

Self-Awareness (SA)

Self-Care, Support and Safety (SSS)

Managing Feelings (MF)

Changing and Growing (CG)

Healthy Lifestyles (HL)

The World I Live In (WILI)

The framework promotes progression across the seven stages of learning (Encountering, Exploring, Foundation, Core, Development, Enrichment and Enhancement) and supports learners to develop greater independence, community participation, positive relationships, health management and preparation for adult life. These outcomes should be used alongside learners' EHCP outcomes and Preparation for Adulthood targets to ensure personalised learning and meaningful progress.

Clarification on Employability Delivery

As part of our commitment to preparing learners for successful, independent adult lives, our *Preparation for Adulthood* curriculum is structured around the four key PfA areas:

- Employment
- Independent Living
- Good Health
- Friends, Relationships and Community

While all four areas are embedded across the wider college curriculum, it is important to note that:

The Employability area of the PfA framework is not covered in the general PfA lessons.

This is because Employability is delivered through a dedicated standalone lesson on Monday mornings, which focuses exclusively on preparing learners for the world of work.

These Monday sessions provide focused time to:

- Explore work-related skills and knowledge,
- Build job-seeking confidence,
- Prepare for employment or further training,
- Engage in work readiness activities and employer-linked learning.

By delivering Employability in its own dedicated session, we ensure that learners receive more targeted and practical support, which complements and enhances the broader aims of the PfA curriculum.

<https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources/pfa-person-centred-planning-tools>

The two documents below provide examples of additional outcomes for all areas of PFA that you can incorporate into lessons based on the needs of individuals. These should be used alongside the outcomes from the PSHE framework.

<https://www.durham.gov.uk/media/31190/PfA-Outcomes-across-the-age-range-0-25-for-children-and-young-people-with-SEND/pdf/PfAToolkitMay2021.pdf?m=637774287736730000>

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Preparation for Adulthood Curriculum – Woolston 6th Form College

3 Year Plan.

<u>Year 1.</u>	Autumn	Spring	Summer
Area of PFA	PfA: Being part of the local community Keeping safe in the community (Domestic)	PfA: Being part of the local community Visiting nearby Cities	PfA: Good Health Friendships
KS5 PSHE outcomes	SSS3 Accidents & Risk, SSS5 Emergency Situations, SSS4 Safe Online Communication, WILI4 Rules & Law	WILI2 Belonging to a Community, WILI1 Respecting Differences, SSS3 Risk Management, SA2 Skills for Learning	WILI2 Belonging to a Community, WILI1 Respecting Differences, SSS3 Risk Management, SA2 Skills for Learning
Area of PFA	PfA: Independent Living Accessing shops	PfA: Good Health Understanding my disability/learning needs	PfA: Independent Living Skills Eating out
KS5 PSHE outcomes	WILI6 Money, WILI4 Rules & Laws, SSS3 Risk & Safety, SSS4 Online Purchasing Safety	SA1 Personal Strengths, SA2 Skills for Learning, MF5 Mental Wellbeing, SA5 Getting Help	HL1 Healthy Eating, WILI6 Money, SSS1 Feeling Well & Staying Well, Community Participation

<u>Year 2.</u>	Autumn	Spring	Summer
Area of PFA	PfA: Independent Living Mental capacity-self advocacy	PfA: Good Health Diet	PfA: Independent Living In the Home
KS5 PSHE outcomes	SA5 Getting Help, SSS8 Power Imbalances, CG4 Consent, SA1 Personal Strengths	HL1 Healthy Eating, HL2 Physical Health, HL3 Being Active, SSS1 Staying Well	WILI7 Independent Living, WILI6 Money, SSS3 Risk, HL1 Meal Preparation
Area of PFA	PfA: Good Health Managing Health Needs	PfA: Being part of the local community Physical Processing	PfA: Being part of the local community Keeping safe in the community (Personal)
KS5 PSHE outcomes	SSS1 Feeling Well & Staying Well, MF5 Mental Wellbeing, SA5 Getting Help	HL3 Being Active, MF2 Strong Feelings, MF5 Mental Wellbeing	SSS2 Personal Space & Unwanted Touch, SSS3 Risk, SSS8 Power Imbalances

<u>Year 3.</u>	Autumn	Spring	Summer
Area of PFA	PfA: Good Health Sensory Processing	PfA: Independent Living Living arrangements	PfA: Independent Living Skills Managing my money
KS5 PSHE outcomes	MF2 Strong Feelings MF5 Mental Wellbeing HL2 Physical Health	WILI7 Independent Living WILI6 Managing Finances SA2 Future Planning SA5 Accessing Support Services	WILI6 Money Budgeting Saving Banking Online Financial Safety
Area of PFA	PfA: Being part of the local community Accessing Services	PfA: Being part of the local community Social Interactions	PfA: Good Health General Health
KS5 PSHE outcomes	SA5 Getting Help SSS1 Staying Well SSS5 Emergency Situations Community Support Networks	CG2 Friendship CG3 Healthy Relationships MF3 Romantic Feelings SA4 Managing Pressure	HL1–HL6 Mental Health Awareness Accessing Healthcare Healthy Lifestyle Choices Substance Awareness

