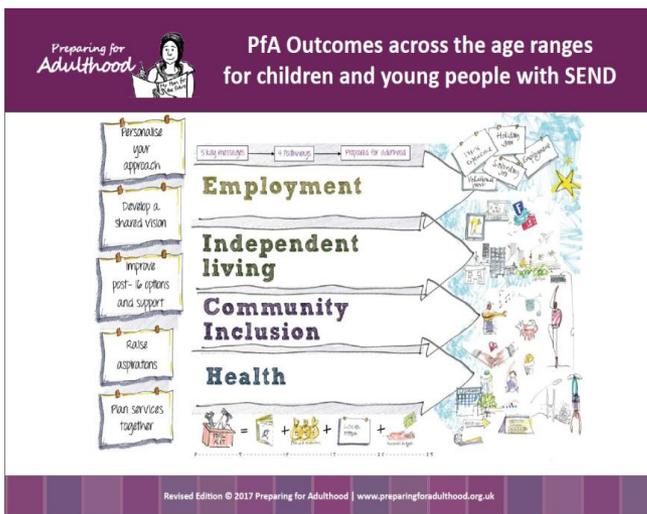


Preparation for Adulthood (PfA)

At Beverley PfA and its four strands are inherent across each school Phase and linked to the school aims, the curriculum offer and individual EHCP outcomes. Our aim: for each of our students to become as independent as possible, having a valued contribution to society in the pursuit of a happy and fulfilled future. This is at the heart of our school ethos and practice.

Students vary in their developmental stage at each age related Phase at Beverley and so will access each of the four PfA strands at a point when they are developmentally ready, cognitively, socially and emotionally.



This is adapted from the PfA programme from the National Development Team for Inclusion (NDTi) funded by the Department for Education as part of the delivery support for the SEND reforms

An individual approach to meeting students needs.

- This model is integral to Beverleys' personalised approach to developing essential lifelong skills and aptitude across a wide range of need. It enables a focus on personalised progress in a sensitive and appropriate way.
- The focus will be on outcomes that are transferable to the real world and that build skills in the PfA areas of Independence, Community inclusion, Employment (including Careers and Employability skills) and healthy lifestyles.
- This whole school approach will raise aspirations and expectations and encourage thinking about what the future might look like for our young people from an early age.
- Outcomes are personalised and focused on the young person's needs and aspirations, supporting as independent and fulfilling life as possible. They are applicable across the all the Beverley school Phases and student stages depending on their individual cognitive, social and emotional aptitude and development.
- As young people and adults develop at different rates, for some, outcomes included in early childhood may continue to be outcomes they are progressing toward as they get older. Therefore it is important that this model is flexible to enable each new Phase/stage to develop and build on the previous ones. For example a young person aged 17 may still be learning to dress or organise themselves. Some critical skills are generic throughout e.g. 'making choices' and 'managing change' are applicable to all PfA strands.
- Individual and creative approaches are used to introduce, reinforce and embed experiences and activities throughout the school curriculum and in everyday activities outside of the classroom.
- At EHCR review meetings this model supports development of appropriate yet achievable ways to develop individual progress under each outcome.

Independent living

Phase 1 - KS1 and 2
Phase 2 - Yr 7 - 10
Phase 3 - Yr 11-14

<p>Age</p> <p>Beverley Phases</p>	<p>Early Years 0-4 year olds</p> <p>Phase 1 Phase 2 Phase 3</p>	<p>Primary Reception Y2 Key Stage 1 5-7 year olds</p> <p>Phase 1 Phase 2 Phase 3</p>	<p>Primary Y3-Y6 Key Stage 2 8-11 year olds</p> <p>Phase 1 Phase 2 Phase 3</p>
<p>Steps Towards Outcomes</p>	<ul style="list-style-type: none"> • Feeding and drinking • Toileting • Real world play (kitchens, DIY, cleaning) • Getting dressed • Making choices 	<p>Washing / brushing teeth</p> <ul style="list-style-type: none"> • Telling the time • Paying in shops (supervised) 	<p>Sleep-overs and residential trips</p> <ul style="list-style-type: none"> • Cooking at school and home • Understanding money - paying for snacks in school • Shopping • Moving around the school independently • Transport and road signs • Road safety
<p>Age</p> <p>Beverley Phases</p>	<p>Secondary Y7-Y11 Key Stages 3 & 4 11-16 year olds</p> <p>Phase 2 higher Phase 3</p>	<p>Post-16 -In schools and post-16 providers 16-19 year olds</p> <p>Phase 3</p>	
<p>Steps Towards Outcomes</p>	<ul style="list-style-type: none"> • Travel training • Making decisions about what to spend money on • Making own food • Socialising unsupervised in town / local community • Independent living skills 	<ul style="list-style-type: none"> • Managing bills (e.g. mobile phone) • Managing potential income including Personal Independence Payments • Residential and local learning options • Mental capacity - decision making • Understanding consent and best interest • Life skills • Managing your time • Transition to adult care • Being safe in your home • Understanding different types of living arrangements - what arrangements are positive and possible for each YP • Actively planning for future living arrangements with family, LA etc. 	

Employment

Phase 1 - KS1 and 2
Phase 2 - Yr 7 - 10
Phase 3 - Yr 11-14

<p>Age</p> <p>Beverley Phases</p>	<p>Early Years 0-4 year olds</p> <p>Phase 1 Phase 2 Phase 3</p>	<p>Primary Reception Y2 Key Stage 1 5-7 year olds</p> <p>Phase 1 Phase 2 Phase 3</p>	<p>Primary Y3-Y6 Key Stage 2 8-11 year olds</p> <p>Phase 1 Phase 2 Phase 3</p>
<p>Steps Towards Outcomes</p>	<p>Following instructions - consider any specifics around sensory impairment</p> <ul style="list-style-type: none"> • Adapting to new environments • Playing with other children • Real world play (builder / nurse / doctor) 	<p>Numeracy</p> <ul style="list-style-type: none"> • Real world visits (fire stations, farms etc.) • 'What do you want to be when you grow up?' • Meeting role models 	<ul style="list-style-type: none"> • Talk about different careers and education options • People who help us • Access to career related role models • Start to build a personal profile of interests and ambitions • School sessions from visitors on their careers, employability skills and future aspirations
<p>Age</p> <p>Beverley Phases</p>	<p>Secondary Y7-Y11 Key Stages 3 & 4 11-16 year olds</p> <p>Phase 2 higher Phase 3</p>	<p>Post-16 -In schools and post-16 providers 16-19 year olds</p> <p>Phase 3</p>	
<p>Steps Towards Outcomes</p>	<ul style="list-style-type: none"> • Subject option choices - thinking about FE and college, picking the right subjects for future career goals • Exploring different careers • Understanding requirements for HE • Structured careers advisory sessions • Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful • Work experience, starting with encounters / tasters and building up to increasing time in the workplace - with support where needed • GCSEs / NVQs / Entry level qualifications • Vocational options • Continue to build personal / vocational profile - use in careers sessions • After school / Saturday jobs / part-time employment • Understanding supported employment options e.g. access to work • Transition to new settings • Starting micro-enterprises 	<ul style="list-style-type: none"> • Build on strengths and interests highlighted in personal / vocational profile • Apprenticeships • Supported internships • Traineeships • Further work on academic and vocational qualifications • A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor • CV writing • Skills in applying for jobs or higher education • Interviewing • Understanding support from the LA, e.g. do they have a supported employment service? 	

Community Inclusion

Phase 1 - KS1 and 2
Phase 2 - Yr 7 - 10
Phase 3 - Yr 11-14

<p>Age</p> <p>Beverley Phases</p>	<p>Early Years 0-4 year olds</p> <p>Phase 1 Phase 2 Phase 3</p>	<p>Primary Reception Y2 Key Stage 1 5-7 year olds</p> <p>Phase 1 Phase 2 Phase 3</p>	<p>Primary Y3-Y6 Key Stage 2 8-11 year olds</p> <p>Phase 1 Phase 2 Phase 3</p>
<p>Steps Towards Outcomes</p>	<p>Making friends</p> <ul style="list-style-type: none"> • Social interaction • Visits / day trips 	<ul style="list-style-type: none"> • Team playing • After school clubs • Weekend activities • Developing friendships / friendship groups • Appropriate use of digital devices 	<ul style="list-style-type: none"> • Youth and after-school clubs • Learning to be safe on and offline • Knowing the local area • Walking short distances alone • Friendships • Understanding bullying • Managing change
<p>Age</p> <p>Beverley Phases</p>	<p>Secondary Y7-Y11 Key Stages 3 & 4 11-16 year olds</p> <p>Phase 1 higher Phase 2 higher Phase 3</p>		<p>Post-16 -In schools and post-16 providers 16-19 year olds</p> <p>Phase 3</p>
<p>Steps Towards Outcomes</p>	<p>Making decisions about how to spend free time</p> <ul style="list-style-type: none"> • Managing social media and other technology • Online gaming and staying safe • Belonging to different groups • Friendships and relationships • Understanding the bigger picture and building resilience 		<ul style="list-style-type: none"> • Developing new friendships • Personal budgets - how could they be spent Post 16 to further PfA aspirations • Managing your time • Being safe on the streets • Understanding alcohol and drugs • Volunteering • Understanding the criminal justice system • Knowing where to go for help and how to use the emergency services

Health

Phase 1 - KS1 and 2
Phase 2 - Yr 7 - 10
Phase 3 - Yr 11-14

<p>Age</p> <p>Beverley Phases</p>	<p>Early Years 0-4 year olds</p> <p>Phase 1 Phase 2 Phase 3</p>	<p>Primary Reception Y2 Key Stage 1 5-7 year olds</p> <p>Phase 1 Phase 2 Phase 3</p>	<p>Primary Y3-Y6 Key Stage 2 8-11 year olds</p> <p>Phase 1 Phase 2 Phase 3</p>
<p>Steps Towards Outcomes</p>	<p>Checks at birth (hearing etc)</p> <ul style="list-style-type: none"> • Diet and food variety • 2 year old development check • immunisations • Child obesity checks 	<ul style="list-style-type: none"> • Diet - making choices • Dentist school visit • Immunisations • Physical exercise 	<ul style="list-style-type: none"> • Managing minor health needs e.g. asthma • Starting puberty immunisation BCG • Obesity check • Articulating pain / health problems • Starting puberty
<p>Age</p> <p>Beverley Phases</p>	<p>Secondary Y7-Y11 Key Stages 3 & 4 11-16 year olds</p> <p>Phase 2 higher Phase 3</p>		<p>Post-16 -In schools and post-16 providers 16-19 year olds</p> <p>Phase 3</p>
<p>Steps Towards Outcomes</p>	<p>Sex education</p> <ul style="list-style-type: none"> • Immunisation - tetanus • Managing more complex health needs • Understanding what the GP can help you with • Annual health check with GP if registered Learning Disability • Mental health and wellbeing • Drug and alcohol education • Switching the screens off and getting a good night's sleep 		<ul style="list-style-type: none"> • Developing new friendships • Personal budgets - how could they be spent Post 16 to further PfA aspirations • Managing your time • Being safe on the streets • Understanding alcohol and drugs • Volunteering • Understanding the criminal justice system • Knowing where to go for help and how to use the emergency services