PfA Outcomes across the age ranges for children and young people with SEND

Personalise your approach
Develop a shared vision
Improve post-16 options and support
Raise aspirations
Plan services together

5 key messages → 4 Pathways → Prepared for adulthood

Employment

Independent living

Community Inclusion

Health

0 ----------- 5 ----------- 10 ----------- 15 ----------- 20 ----------- 25
This supportive tool has been designed by the Department for Education (DfE) to promote consideration of the four PfA outcomes as part of EHC planning across the age range.

This includes consideration of aspirations, activity and provision that can support progress towards the PfA outcomes and what this might mean at different ages and stages of development. It is not intended to be a definitive list but is a starting point and we encourage feedback from colleagues testing out the tool in practice so that DfE can continue to develop it in the future.

Please get in touch at: info@preparingforadulthood.org.uk.
Things to remember when using the tool:

- The outcomes will need to be personalised and focused on the young person’s aspirations, supporting as independent a life as possible.

- Children develop at different rates. For some young people indicators included in early childhood may continue to be outcomes they are progressing toward as they get older. Therefore it is important that each new age/stage continues to develop and build on the previous ones.

- At review meetings the tool can be used to support development of imaginative yet achievable ways to support progress under each outcome.

- This tool should be used as part of a personalised approach and can therefore be used as a starting point to develop EHC plans across a wide range of need. If you are supporting a young person with a life-limiting condition this tool can be used to focus on progress in a sensitive and personalised way.

- Use creative approaches to embed activities in the curriculum and in everyday activities outside of the classroom.

- Raise aspirations and expectations and encourage thinking about what the future might look like for children from an early age.

- Promote a focus on outcomes that are transferable to the real world.

- Local authorities should make sure they focus on the PfA outcomes in EHC plan reviews and make sure related information is covered in the local offer.

- The indicators included in this grid, although specified against a certain age, are applicable across the age ranges depending on cognitive ability i.e. a young person aged 17 may still be learning to feed themselves. Some indicators translate across outcomes - ‘making choices’ and ‘managing change’ all applicable to all four PfA outcomes.
### Steps Towards Outcomes

<table>
<thead>
<tr>
<th>Age</th>
<th>Early Years 0-4 year olds</th>
<th>Primary Reception Y2 Key Stage 1 5-7 year olds</th>
<th>Primary Y3-Y6 Key Stage 2 8-11 year olds</th>
</tr>
</thead>
</table>
|                   | • Following instructions - consider any specifics around sensory impairment  
|                   | • Adapting to new environments  
|                   | • Playing with other children  
|                   | • Real world play (builder / nurse / doctor)                      | • Numeracy                                   | • Talk about different careers and education options  
|                   |                                                                  | • Real world visits (fire stations, farms etc.)  
|                   |                                                                  | • ‘What do you want to be when you grow up?’  
|                   |                                                                  | • Meeting role models                         | • Access to career related role models  
|                   |                                                                  |                                               | • Start to build a personal profile of interests and ambitions  
|                   |                                                                  |                                               | • School sessions from visitors on their careers  

**Resources**

<table>
<thead>
<tr>
<th></th>
<th>Early Years 0-4 year olds</th>
<th>Primary Reception Y2 Key Stage 1 5-7 year olds</th>
<th>Primary Y3-Y6 Key Stage 2 8-11 year olds</th>
</tr>
</thead>
</table>
|                   | • [Achievement for all – Whole School Approach](#)              | • [Aspirations for Life employment posters](#) | • [Aspirations for Life employment posters](#)  
|                   | • Whole School SEND                                             | • [Employment Video Case Studies](#)          | • [Employment Video Case Studies](#)        
|                   | • Communication Trust                                           |                                               |                                          
|                   | • Children’s Sleep Charity                                       |                                               |                                          
|                   |                                                                 |                                               |                                          

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[www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk)
### Secondary Y7-Y11
**Key Stages 3 & 4**
11-16 year olds

- Subject option choices - thinking about university 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 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

### Post-16
**In schools and post-16 providers**
16-19 year olds

- 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?

### Post-19
19-25 year olds

- Consolidate or finish learning
- Taking part in adult education / community learning
- Completing outcomes in EHC plan
- Voluntary work
- Knowing how to access support from Job Centre post-education
- Paid work or higher education
- Understanding benefits

### Steps Towards Outcomes

### Resources
- **Vocational Profile Workbook**
- **National Careers Service**
- **Preparing for Adulthood Employment Resources**
- **Downs Syndrome Association Employment**
- **PfA review toolkit**

- **Supported Internships**
- **Apprenticeships/Traineeships**
- **Study Programmes**
- **Disability Rights UK Factsheets and Guides & Higher Education Guide**

- **Care Act and C&F Act Fact Sheet**
- **Mental Capacity Act**
- **Transition Quick Guidance**
- **Care Act Transition Guidance**

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www.preparingforadulthood.org.uk
# Independent Living

## Steps Towards Outcomes

<table>
<thead>
<tr>
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<th>Primary Reception Y2 5-7 year olds</th>
<th>Primary Y3-Y6 8-11 year olds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Feeding and drinking</td>
<td>• Washing / brushing teeth</td>
<td>• Sleep-overs and residential trips</td>
</tr>
<tr>
<td></td>
<td>• Toileting</td>
<td>• Telling the time</td>
<td>• Cooking at school and home</td>
</tr>
<tr>
<td></td>
<td>• Real world play (kitchens, DIY, cleaning)</td>
<td>• Paying in shops (supervised)</td>
<td>• Understanding money – paying for snacks in school</td>
</tr>
<tr>
<td></td>
<td>• Getting dressed</td>
<td></td>
<td>• Shopping</td>
</tr>
<tr>
<td></td>
<td>• Making choices</td>
<td></td>
<td>• Moving around the school independently</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Travel training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Transport and road signs</td>
</tr>
</tbody>
</table>

## Resources

- Making it Personal – Guidance to personal budgets
- Integrated Personal Commissioning
## Independent Living

### Age
- **Secondary Y7-Y11**
  - Key Stages 3 & 4
  - 11-16 year olds
- **Post-16**
  - In schools and post-16 providers
  - 16-19 year olds
- **Post-19**
  - 19-25 year olds

### Steps Towards Outcomes
- **Secondary Y7-Y11**
  - Travel training
  - Making decisions about what to spend money on
  - Making own food
  - Socialising unsupervised in town / local community
  - Independent living skills
- **Post-16**
  - 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.
- **Post-19**
  - Arranging potential independent / supported living options
  - Planning other living arrangements
  - Understanding correspondence / bills
  - Continuing to develop independent living skills as part of a study programme

### Resources
- **My Own Place**
- **Your Place to Live**
- **Housing and Support**
- **No Place Like Home Guide**
- **Housing discussion papers 1-4**
- **Reach Standards**
- **Down’s Syndrome Association housing guidance**
- **Making it Personal– Guidance to personal budgets**
- **Integrated Personal Commissioning**

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## Community Inclusion

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<tbody>
<tr>
<td>Steps Towards Outcomes</td>
<td>• Making friends</td>
<td>• Team playing</td>
<td>• Youth and after-school clubs</td>
</tr>
<tr>
<td></td>
<td>• Social interaction</td>
<td>• After school clubs</td>
<td>• Learning to be safe on and offline</td>
</tr>
<tr>
<td></td>
<td>• Visits / day trips</td>
<td>• Weekend activities</td>
<td>• Knowing the local area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Developing friendships / friendship groups</td>
<td>• Walking short distances alone</td>
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<tr>
<td>Resources</td>
<td></td>
<td></td>
<td>• Friendships</td>
</tr>
<tr>
<td></td>
<td>• <a href="#">Local Offer Guide</a></td>
<td></td>
<td>• Understanding bullying</td>
</tr>
<tr>
<td></td>
<td>• TFL Travel Training Support</td>
<td></td>
<td>• Managing change</td>
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<tr>
<td></td>
<td>• <a href="#">Downs Syndrome Association Poseidon Project</a></td>
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## Community Inclusion

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<tr>
<td></td>
<td>• Making decisions about how to spend free time</td>
<td>• Developing new friendships</td>
<td>• Accessing adult social care post 18</td>
</tr>
<tr>
<td></td>
<td>• Managing social media and other technology</td>
<td>• Personal budgets - how could they be spent post 16 to further PfA aspirations</td>
<td>• Maintaining friendships outside of an education setting</td>
</tr>
<tr>
<td></td>
<td>• Online gaming and staying safe</td>
<td>• Managing your time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Belonging to different groups</td>
<td>• Being safe on the streets</td>
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<tr>
<td></td>
<td>• Friendships and relationships</td>
<td>• Understanding alcohol and drugs</td>
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<tr>
<td></td>
<td>• Understanding the bigger picture and building resilience</td>
<td>• Volunteering</td>
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<tr>
<td></td>
<td></td>
<td>• Understanding the criminal justice system</td>
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<td>• Knowing where to go for help and how to use the emergency services</td>
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<tr>
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<tr>
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<td>• Friends videos on PfA site Community participation outcome all ages</td>
<td>• Volunteering Matters – Community Participation 16+</td>
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<td></td>
<td>• Change easy read leaflets on sex and relationships</td>
<td></td>
<td>• Inclusion Web</td>
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<tr>
<td></td>
<td>• Downs Syndrome Association Independent Travel App</td>
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| Steps Towards Outcomes   | Checks at birth (hearing etc)  
Diet and food variety  
2 year old development check  
immunisations  
Child obesity checks  
Diet - making choices  
Dentist school visit  
Immunisations  
Physical exercise  
Managing minor health needs e.g. asthma  
Starting puberty immunisation BCG  
Obesity check  
Articulating pain / health problems  
Starting puberty |                                                                                       |                                           |
| Resources                | PFA self-evaluation tools all outcomes and all ages  
Personal health budgets for children and young people with complex needs – top tips  
Green light tool kit  
Downs Syndrome Association health guidance |                                                             |                                           |

**General resources:**
- Contact a Family - [https://www.cafamily.org.uk/](https://www.cafamily.org.uk/)
- Council for Disabled Children: [https://councilfordisabledchildren.org.uk/](https://councilfordisabledchildren.org.uk/)
- NDTi: [www.ndti.org.uk](http://www.ndti.org.uk)
- PFA: [www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk)
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<tr>
<td>Steps Towards Outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sex education</td>
<td></td>
<td>• Taking responsibility for dental and optical appointments</td>
<td>• Managing health appointments</td>
</tr>
<tr>
<td>• Immunisation - tetanus</td>
<td></td>
<td>• Managing own health</td>
<td></td>
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<tr>
<td>• Managing more complex health needs</td>
<td></td>
<td>• Transition to adult health services</td>
<td></td>
</tr>
<tr>
<td>• Understanding what the GP can help you with</td>
<td></td>
<td>• Knowing when you need to see the GP</td>
<td></td>
</tr>
<tr>
<td>• Annual health check with GP if registered Learning Disability</td>
<td></td>
<td>• Staying physically active and healthy</td>
<td></td>
</tr>
<tr>
<td>• Mental health and wellbeing</td>
<td></td>
<td>• Understanding relationships, including sexual relationships - choices, safety and good health</td>
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<tr>
<td>• Drug and alcohol education</td>
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<tr>
<td>• Switching the screens off and getting a good night’s sleep</td>
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<tr>
<td>Resources</td>
<td></td>
<td></td>
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<tr>
<td>• Ready Steady Go project Transition Guidance for children to adult health</td>
<td></td>
<td>• Nice Guidance Transition</td>
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<tr>
<td>• Sheffield Children’s Trust Transition Guidance</td>
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<td>• Health Check Guide</td>
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<td></td>
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PfA is a programme delivered by National Development Team for Inclusion (NDTi) and funded by the Department for Education as part of the delivery support for the SEND reforms.