

Preparing for  
Adulthood



# Supporting Planning & Writing Good PfA Outcomes



# Table of Contents

Introduction ..... 3

PfA Pathways ..... 4

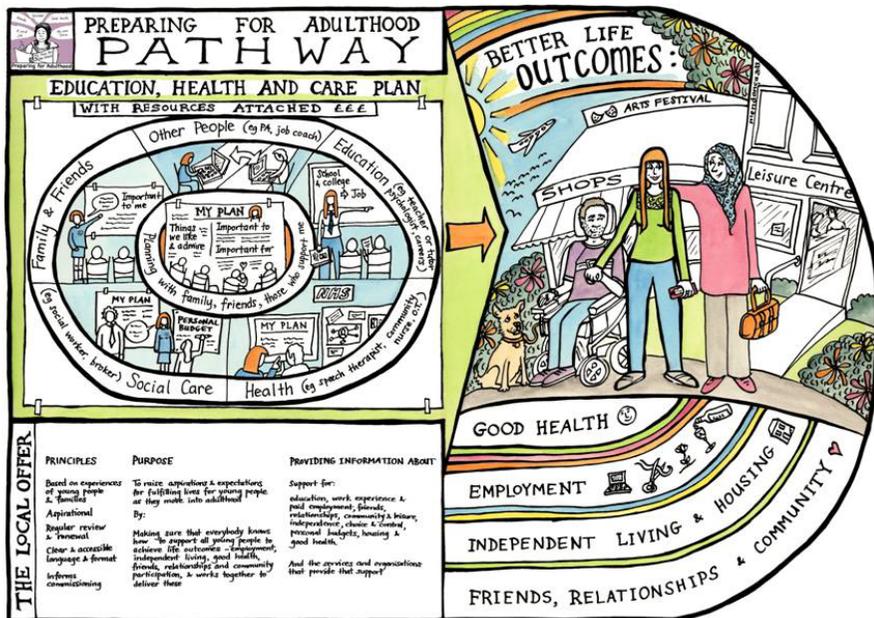
Person-Centred Planning ..... 5

Writing Good Outcomes ..... 8

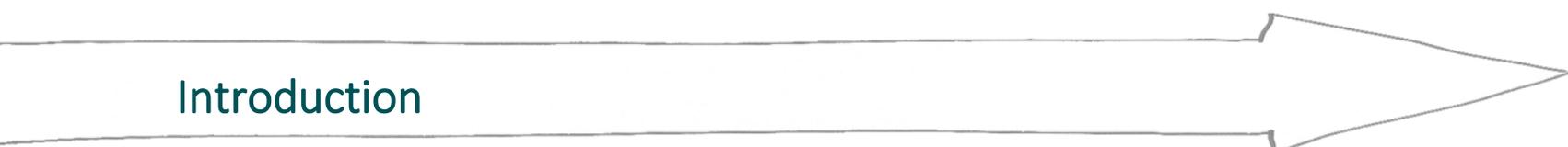
The Golden Thread in Plans ..... 13

Good Practice Examples ..... 14

Further Resources ..... 17



## Introduction



Young disabled people have made it clear that they want the same as all young people. For them, the most important things are to have friends to have a good time with, to have a career and to be seen as independent adults. It is also obvious that if planning for good health does not happen, none of the other things are possible. If we are going to support young people into adulthood with good life outcomes it is important that we take their views seriously and support them to plan ahead.

**‘Being supported towards greater independence and employability can be life transforming for children and young people with SEND. This support needs to start early and should centre on the child or young person’s own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions.’ (Code of Practice, para 7.37)**

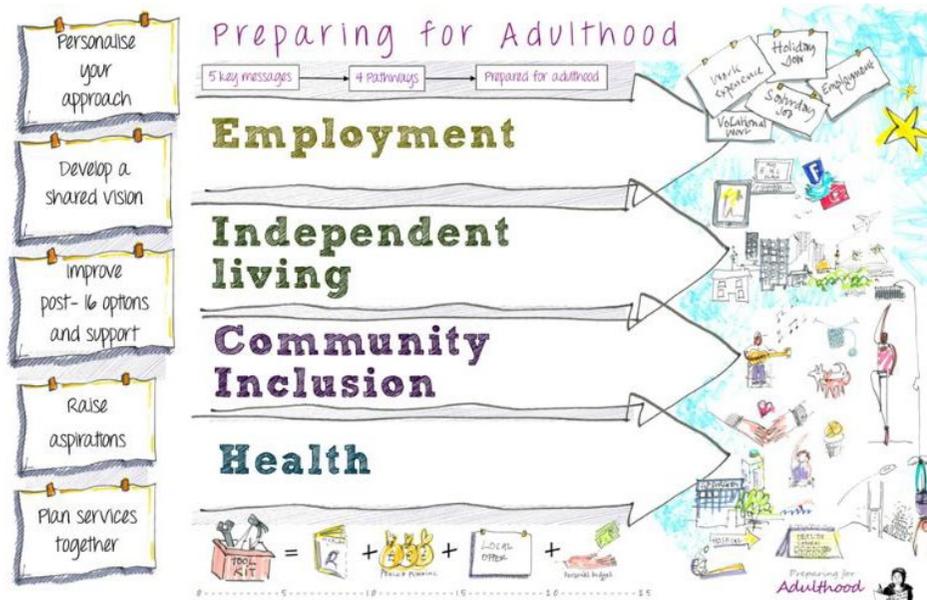
The Code of Practice also sets out that Preparing for Adulthood (PfA) means preparing for:

- **higher education and/or employment** – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- **independent living** – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- participating in society, including having **friends and supportive relationships**, and participating in, and contributing to, the local community
- **being as healthy as possible** in adult life (para 7.38)

These are known as the Preparing for Adulthood outcomes, also referred to as ‘life outcomes’.

## PfA Pathways

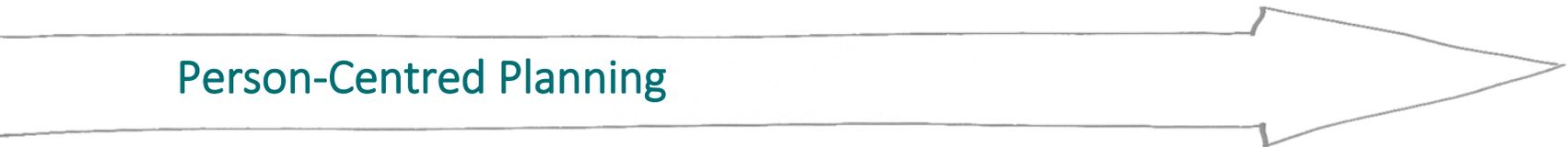
The Preparing for Adulthood programme is firmly rooted in an evidence base of what works to support young people with special needs and disabilities to have good lives. The Preparing for Adulthood pathways were coproduced with 400 young people, their families and the people working with them across the education, health and care systems in twelve local areas.



We have pathways because pathways lead to outcomes. They are important because:

- They enable us to remember that children and young people with SEND have the same aspirations, needs and rights as all young people
- They help us to remember what a good life is for all young people
- They help us to find out about the child or young person's aspirations
- They help us put the right support in place
- They help us to develop education targets that link to life outcomes and take the young person towards their aspirations

## Person-Centred Planning



In order to achieve the writing of good outcomes in an Education, Health and Care Plan (EHCP), it is reliant on the quality of the conversation with children and young people and their parents/carers. The best outcomes are written when you focus on person centred planning.

[Here](#) is a link to written guidance and a short video which explains the importance of person-centred planning.

Person-centred planning is a way of supporting a person to achieve the things that are important to them in their life. There are different person-centred approaches, but they all focus on three key questions:

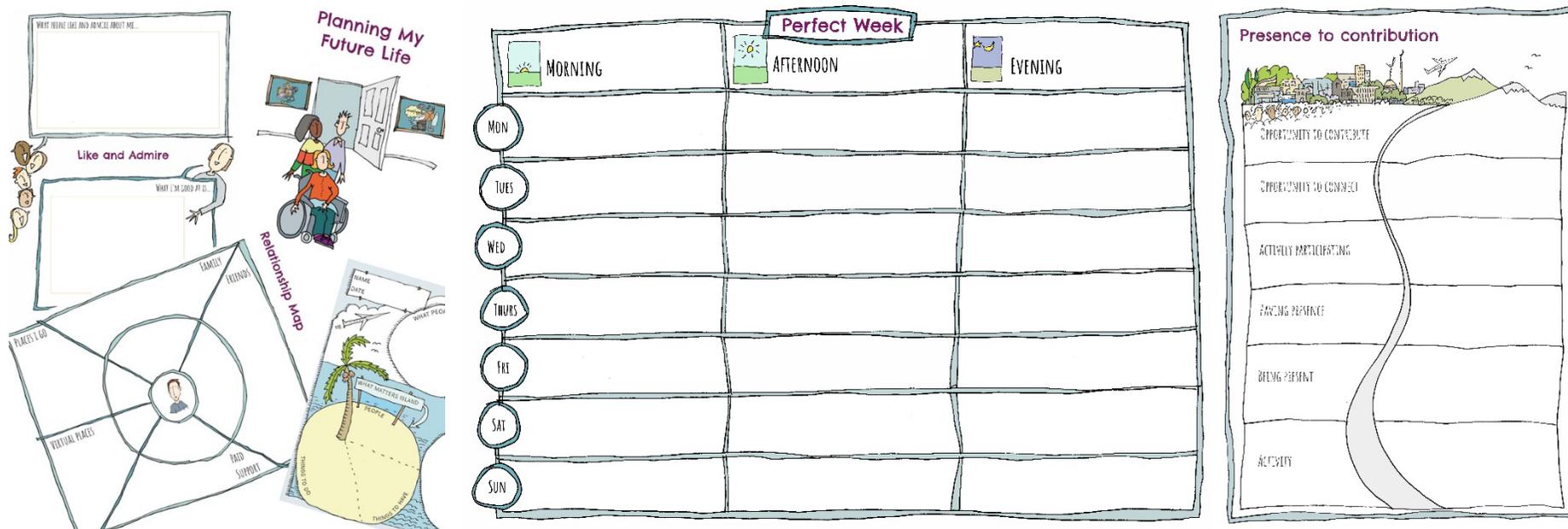
- Who are you?
- What is important to you?
- What support do you need to achieve the things that are important to you?

By using this approach within a family context, professionals and local authorities can ensure that children, young people and parents are involved in all aspects of planning and decision-making.

A good person-centred conversation will explore the following:

- What do people like and admire about you?
- Who are the important people in your life?
- What is important to you – now and in the future?
- What is important for you – now and in the future?
- What is working well?
- And not so well in your life at the moment?
- What support and help do you need?
- Who is going to do what and by when?

This is so important to the child/young person because they need to be at the centre of any discussions and/or decisions about their lives.



There are a range of other tools that can support young people as they move into their adult life. These are all available on the [PFA website](https://www.preparingforadulthood.org.uk) along with video clips to help you understand how to use them and include the following:

### One Page Profile

A good way to bring together what people like and admire about someone, what's important to them and for them.

### Coping Strategies

This is a new tool that we have developed to support young people to think about returning to education after the lockdown ends. It helps to express anxieties and other concerns and to think about ways to help address these.

### Inclusion Web

This builds on the relationship map to help you get to know the person better and map how they can become more included in their community over time.

### Perfect Week

Also very useful in transition review meetings, it can be used to describe what happens now in a person's week or what they would like their week to look like in the future.

### Decision Making Profile

The decision making profile creates a clear picture about how a person makes a decision and how they want to be supported in decision-making.

### Matching Support

Getting a good match between the person supporting and the person being supported - whether paid or unpaid - is crucial. The matching support tool is a simple way to record what is needed to create the best match.

### Good Day / Bad Day

The good day / bad day person-centred thinking tool helps us to sort out and understand the important aspects of a person's day to day living. This tool helps with understanding what is important to and for people, to have the life that they want and is especially useful at times of transition.

### What Matters Island

This template is designed to help young people talk with their family, carers and any paid supporters to coproduce a summary Preparing for Adulthood plan.

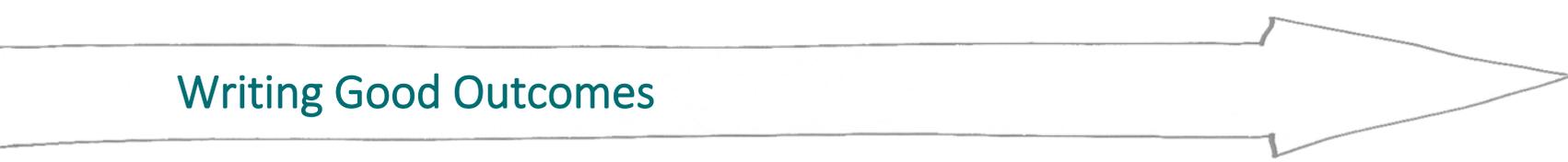
### Communication Passport

This is a helpful tool and is essential to use when people don't use many words to speak.

### Presence to Communication

This tool is a way of having a conversation with someone to find ways to enable them to be part of their community.

## Writing Good Outcomes



The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Children and young people and their parents/carers need to be fully involved in decisions about their support and what they want to achieve. Importantly, aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence and high-quality plans are important tools in enabling young people to live the lives they want to in their communities.

Local authorities should ensure that children and young people have the support they need to participate fully in this planning and make decisions with transition planning being built into the revised EHCP and resulting in clear outcomes being agreed that are ambitious and stretching and which will prepare young people for adulthood.

When you are writing an outcome in an EHCP, it's useful to think about what an outcome is.

**'An outcome is the benefit or difference made to an individual as a result of an intervention.'** (Code of Practice, para 9.66)

Ask yourself what achieving an outcome would do for the young person:

- What would it give them?
- Do for them?
- Make possible for them?

Outcomes must be person centred; they should be specific to the child or young person and expressed from a personal perspective, not a service one. They should be SMART:

- Specific
- Measurable
- Achievable
- Realistic/Relevant
- Time bound

**If it is SMART**, the purpose of the outcome will be clear, and everyone will know when the outcome should be achieved and when it has actually been achieved. **If not SMART**, it is difficult for young people, families and professionals involved to assess if the child/young person has made progress to, or indeed achieved, the outcomes listed. This then risks outcomes remaining in the EHCP without being appropriately updated.

If you are going to write good outcomes in plans, it is useful to consider:

- Avoid setting too many outcomes
- Plan for longer term – more than 12 months – to a key transition time or key stage
- Ensure that an outcome is linked to an aspiration
- Make them clear and simple – ideally written in the first person so that they are person centred
- Avoid language that is jargon, vague, generic
- Think holistically, relate to whole life outcomes, not just education
- Write outcomes positively
- Do not frame outcomes around provision



The '[Outcome Sandwich](#)' is a structure to support writing person-centred outcomes:

### The top: timescale & name of young person

Specifies a realistic timescale by which an outcome will be achieved. This part should also contain the young person's name.

'By...'

### The filling: the skill to be developed by the recommended provision

Specifies the skill that will develop as a result of provision. Skills should be measurable through observation or assessment.

'...will be able to...'

### The base: what the development of the skill would make possible for the young person

Specifies how the skills in 'the filling' move the young person towards the life they want for themselves.

'...in order that...'

The evidence for writing good outcomes is very clear. Below are some suggestions that you might want to consider from what we know works.

## Employment

- Purposefully plan from Year 9
- Ensure the EHC plan includes aspirations about employment
- Develop a [Vocational Profile](#)
- Arrange work experience while still at school
- Provide a curriculum to support planning for employment
- Access to good careers advice (Gatsby standards)
- Invite in disabled adults who are working to provide inspiration and role models
- Engage with supported employment expertise to support young person
- Utilise all available resources to support employment activity
- Explore the 'Place and train' model – it has been shown to work well

## Independent Living

- Support independence and having a voice from the earliest years
- Purposefully plan from Year 9
- Think about advocacy, communication passports, decision making agreements, technology, peer support
- Provide within the curriculum, support to young people to find out about housing and support options – choosing where to live and who to live with – start the conversation
- Support young people to have time away with other young people – short breaks
- Support young people and families to know what is positive and possible - meet adults to provide inspiration and role models
- Consider the Equality Act and the Mental Capacity Act as well as what is positive and possible
- Provide access to welfare benefits advice

## Friends, Relationships & Community Inclusion

- Think about friends from the earliest years
- Set up and support circles of friends
- Ensure that those supporting children and young people are aware of the importance of supporting friendships for motivation and learning
- Use available resources to support friendships and community participation
- Ensure the Local Offer is inclusive and universal provision supports inclusion
- Have student forums which include young disabled people
- Use [Inclusion Web](#)
- Build in travel to all aspects of planning
- Include the tools of keeping in touch in the curriculum
- Support adult relationships to be developed
- Focus on the things that are important to all young people
- Enable access to activities within the community, this may include use of personal budgets

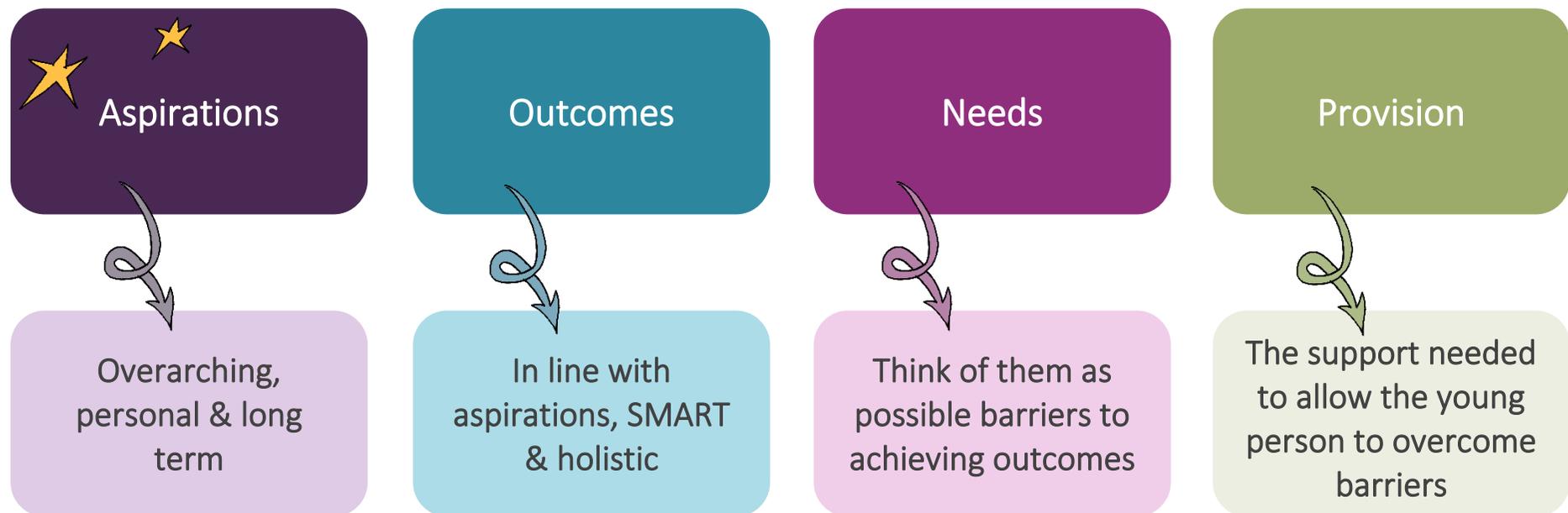
## Good Health

- Purposefully plan from Year 9
- Ensure health is clearly included in plans – physical, medical and mental health needs
- Have a communication passport and decision-making agreements in place for young people with limited verbal communication before they leave school
- Ensure Health Action Plans are in harmony with contents of EHCP
- Provide information to young people and families so NHS services work between age 16 and 25 – discharge times, responsibilities for referrals and equipment, transition planning between children’s and adult services
- Include opportunities to support young people to stay healthy such as using short breaks to access sport and leisure facilities
- Use Local Offer to explore universal health services, both inclusive and specialist

Writing an EHCP depends not only on the voice of the child, young person and their family but also on the advice of professionals who know and work with them. Professional advice is important in understanding the support a young person needs in order to achieve their outcomes and take them towards their aspirations. Professional advice should provide lots of ideas and strategies which will support a child or young person to overcome the barriers they face in achieving their outcomes and aspirations

## The Golden Thread in Plans

There should be a golden thread directly through the aspirations, needs, outcomes and provision, this can be achieved by thinking about outcomes as steps on the journey towards the aspirations.



## Good Practice Examples

These are some good practice examples of how you can reflect PfA outcomes in EHCPs:

### Employment

★ **Aspiration: To get a job**

Example of outcome	Example of steps	Example of provision & support
By the end of Year 11, I will have a vocational profile that sets out what I am good at, and what support I need to get a paid job.	I will visit the local FE college with my family to look at their Supported Internship by the end of Year 11.	Career's advisor to support with completing the vocational profile.
By the end of Year 11, I will have had meaningful work experiences in a range of community-based settings, so I understand different types of jobs.	I will have one block of work experience in the Autumn term and one in the Summer term of Year 11.	Study Programme with work experience.

### Independent living

★ **Aspiration: To live on my own with the support I need**

Example of outcome	Example of steps	Example of provision & support
By (insert date) I will have thought about, and have some ideas about, who I might want to live with and where.	I will have visited 3 types of housing, so I know that they differ.	2-year study programme at the local college includes learning about housing rights and responsibilities and different housing and support options and learning about managing money, housekeeping, travelling independently, being safe (at home, online and in the community).

By (insert date) I will have a clear idea of what support I need to live as independently as possible.	I will have done a series of practical tasks at home and in school to show that I can do some simple housekeeping and budgeting.	Short breaks to develop independent living skills and help the young person get used to being away from home. Occupational therapy assessment carried out in following year to inform the young person's housing specification.
By (insert date) I will have a clearer understanding of key things I need to do to be safe at home, online and in the community and (when I know where I will be living) be able to transfer this learning to my new home.	I will have completed a personal safety course and can show that I understand what I can do to keep safe.	Adult services provide information, advice and support to the family on housing rights and the different housing and support options (including tenancies), Mental Capacity Act and how to support young person make decisions and managing finances.

## Friends, Relationships & Community Inclusion

 **Aspiration: To have friends, be part of my community and have people who can help me have fun and get what I want in life**

Example of outcome	Example of steps	Example of provision & support
By the end of year 12, I will be going out with my friends at least twice a week. We will be going to the gym, swimming, walking, going to the cinema, music events or a club.	To identify what I am interested in, what I am good at that will help me to be part of the community.	School has a plan for helping me to make friends at school break times and after school clubs, and implements this. Speech therapist helps with communication and decision-making chart with school which sets out how to support me to communicate with others.
By September 2021, I will have a volunteer circle of support who meet 4 times a year and regularly help me to live my life and implement my person-centred plan.	To have a communication passport so that friends know how to communicate with me communicate with others, so they understand my needs and understand others more.	Personal budget used to support young person to develop relationships with other people with similar interests and take part in new activities.

## Health

★ Aspiration: To be as fit and healthy as I can be

Example of outcome	Example of steps	Example of provision & support
By the end of year 12, I will be using my health plan to remind me about my medicines, my diet and exercise.	My study programme in year 12 will include healthy eating.	The 2-year study programme at the local college will include opportunities to learn about healthy eating, the importance of exercise and being aware of health needs.
By the end of year 12, I will be attending regular health checks, with my GP or nurse, to review my health plan.	I will have support from the school nurse/ GP to discuss how I can independently contribute to my health plan and take more responsibility for my health.	Community nurse to liaise with my GP to arrange annual health check and health action plan. This includes how I communicate and how health professionals need to communicate with me.



## Further Resources

### [PfA Outcomes Across the Age Ranges](#)

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 ranges. 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.

### [Post 16 Checklist](#)

Developed to give leaders and others in local areas a guide to what they should have in place to ensure that young people receive the support they need to move into adulthood with good lives. This checklist is a high level, simple document to help local areas make sure they are working on the themes that need to be tackled if young people are going to be supported well into adulthood.

### [Annual Review Checklist from Year 9](#)

Designed around the four pathways, and key topics. A simple aide memoir to ensure young people and families are given the information they need, are signposted to relevant resources of support and are enabled to plan for a positive future.

### [Year 9 Review Guide](#)

This guide is based on the outcomes of work with 18 local areas across the country and sets out the legal requirements for the Year 9 reviews and reviews thereafter as well as good practice in supporting young people to prepare for adulthood.

### [Person-Centred Planning](#)

The Preparing for Adulthood Team has refreshed a suite of person-centred planning materials. [Planning My Future Life](#) is a person-centred planning booklet. The tools are specifically designed to find out what is important to a young person and the support they need. [Additional Helpful Tools](#) can be used when planning with children, young people and their families. We have worked in many areas across the country and used these tools to support the development of Education, Health and Care plans and SEND Support Plans. The tools are specifically designed to find out what is important to a young person and the support they need. They can in fact be used in any planning situation and for many years have been used with people of all ages and with a range of labels and needs.

# Preparing for Adulthood



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