



DURANTS SCHOOL – POLICY DOCUMENT

Preparing for Adulthood

February 2025

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WHAT IS PREPARING FOR ADULTHOOD (PfA)?

The concept of Preparing for Adulthood (PfA) is to focus on the transition for children into adulthood. SEND reforms in 2014 focused on the importance for people with SEND to have the same life opportunities as their mainstream peers. The initiative also highlights the importance of educators and local services providing a safe space for children and young people to develop the knowledge and skills needed to achieve the best quality outcomes in life.

There are four main strands to the PfA programme are Employment, Independent Living, Friends, Relationships & Community and Good Health.

PREPARING FOR ADULTHOOD AT DURANTS SCHOOL

Durants School prides itself on enabling students to reach their maximum potential and aims to support students in their journey to adulthood. We strive to support all children and young people to develop the skills required to live an independent and successful life as an adult. Each student's journey into adulthood is different and the educational needs of each individual are considered as soon as they enter the school. From that point each student's education is targeted to support them in reaching their fullest potential.

Promotion of Independence

Promoting the independence of the children and young people at Durants school is a vital part of developing skills for adulthood. Our school provision aims to give all students the ability to function as independently as possible both in their current educational context and also in the wider world.

At Durants, we begin building independent skills as soon as students enter the school with a focus around maintaining one's own personal care, communicating one's wants or needs, transitioning around school safely, organising resources for learning, implementing daily routines and regulating one's own emotions and we believe this is the foundation of which further independence can be established.

Education, Health and Care Plans (EHCPs) and Preparing for Adulthood

All students at Durants School have Annual Reviews that are held for each pupil every year. In these meetings EHC Plans should be used to actively monitor children and young people's progress towards their current outcomes as well as create a forum to discuss an individual's future ambitions.

From Year 9 Annual Review meetings must focus on preparing for adulthood and should consider how best to support students to:

- Discuss suitable post-16 pathways that lead to potential outcomes for further education, training or employment.
- Prepare for independent living, including exploring decisions young people want to make for themselves e.g. where they want to live

- maintain good health and wellbeing in adulthood;
- Develop independent travel skills to enable independence;
- Participate and maintain relationships in the community – including support on activities in the community.

Reviews should be person-centred and consider what has been successful for the individual, what is important to the young person and what is important for the young person as they progress towards adult life.

Preparing for Adulthood Years 7 to 11

Students have access to opportunities for developing important independent skills from the moment they enter the school in year 7. Students engage in life skills and out and about community sessions as part of their class's weekly schedule to begin building skills for adulthood. Students also have Individual Education Plan (IEP) targets set from Annual Review meetings that provide a person centred approach towards achieving EHCP outcomes and better prepare students for their future.

Preparing for Adulthood Post 16 Curriculum

As students enter Durants School's Post 16 provision the shift of focus towards preparing students for adulthood intensifies. The Post 16 the curriculum is adapted and broken down into four main areas, Core Skills (Functional Maths and English), Options (Pupil Choice), My Health (skills for maintaining good health and relationships) and My Future (skills for independent Living and Employment). Within the areas of My Health and My Future pupils are working towards achieving set outcomes to help develop independence and support them in reaching their full potential as they enter adulthood. The curriculum outcomes are set under the following topic areas:

MY HEALTH

PfA Good Health

Personal Care (Toileting, Dressing, Personal Hygiene & Privacy)

Physical Health (Oral Health, Healthy Diet, Exercise and Health & People Who Help Us Health)

Emotional Health & Wellbeing (Emotional Understanding & Maintaining Mental Wellbeing)

PfA Relationships & Community

Relationships & Community (Early Social Skills, Developing Friendships & Social Rules for Community)

MY FUTURE

Independent Living

Maintaining a Home

Navigating the Community (Travel Training, Shopping Skills (Food) & Shopping Skills (Clothing))

Everyday Life Essentials (Cooking Skills & Money Management)

Future Employment

Employment (Employability Skills, Time Management Skills, Work Related Learning)

Work Related Learning Opportunities

Developing the skills for employment is an integral part of our Post 16 curriculum and hopes to prepare pupils for the world of work. Durants offers work related learning opportunities for all students at differentiated levels to help prepare them for their longer term aspirations both through the curriculum delivered (AQA Award Scheme Units) and the experiences offered.

At present many of the work related learning opportunities are offered within the school environment and can include supporting with school office work, supporting with school premise tasks e.g. replenishing tissues, soap etc in classes, supporting catering staff in the set up and pack away of lunch hall as well as offering services such as a weekly washing service and food parcel delivery services.

Alongside these activities, pupils also have opportunity to run mini enterprises or larger scale enterprise projects across the school where they would be required to create items, take orders, deliver/ sell items, exchange money and manage project finance. The school continues to attempt to source work experience opportunities from outside of our school environment and are part of the Local Authority SEND Employment Board.

TRANSITION ONTO FUTURE PROVISION

In a students' final year at Durants School a Transition Annual Review is held in late September/ October. In these final review meetings discussions between educational professionals, parents/ carers, the student themselves (where appropriate), Local Authority SEN Officers, Careers Advisors and any other allocated professionals (e.g. Adult social workers, Occupational Therapists) focus on making decisions about and arrangements for suitable future placements for the young person. Future options for young people at Durants School can include moving onto a further education college, attending a day service provision, accessing a supported internship programme or being supported by carers to follow an individualised care programme of activities.

Transition to Further Education or Supported Internship Programme

For students transferring to further education colleges and supported internship programmes the Durants School Head of Upper Department will liaise with the designated college, complete the necessary application forms, pre-assessment forms and submit them by the end of November.

Once confirmation of consultation process is received the Head of Upper Department will continue discussions with proposed colleges and internship programmes to make appropriate arrangements for provisions to complete observations or individual assessments on applicant's suitability and to arrange potential transition days during the Summer Term.

Transition to Adult Day Services

For students transferring to a day service provision the transition is managed mostly by a young person's Care Co-ordinator whom is allocated from Local Authority's Adult Services.

In these instances, a first choice day centre provision is identified as early as possible by parents, carers and the young person themselves (where appropriate) after visits to judge suitability. Unfortunately, first choice centres are not always successful, therefore, it is advised that all involved consider potential alternative centre provisions as a backup option. Once a placement is agreed, meetings are then arranged for centre staff to meet the young person at Durants School and to plan a transition programme for the Summer Term.

Transition to an Individualised Care Programme

Similar to day service provision transitions, Individualised care programmes are managed and arranged by a young person's Care Co-ordinator allocated from the Local Authority's Adult Services.

Care agencies are sent to assess the young person's needs in the home and a company will be allocated to support the individual as per the hours agreed by Local Authority.

WORK EXPERIENCE OPPORTUNITIES FOR FORMER STUDENTS

Where appropriate we offer the opportunity for former students to return to Durants school for work experience placements after leaving. Students are approached dependent on whether the school feel that they are ready for the responsibility of employment and whether the positions available are suitable for the individual. Placements are usually offered for one day per week.