

## Code of Practice: Guidance on using Preparing for Adulthood (PfA) Outcomes

The Code of Practice specifies four areas, which should be used to define the child's needs and consequently their provision.

These areas are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and physical needs

Not every child will have needs in all four areas.

From Year 9, at the latest, it becomes increasingly important to consider how best to prepare and support that child or young person for adulthood. Young people should be supported to exercise choice and control over their lives. Transition planning in the following four areas should be considered at the annual review:

- *support to prepare for higher education and/or employment...*
- *support to prepare for independent living, including exploring what decisions young people want to take for themselves and planning their role in decision making as they become older...*
- *support in maintaining good health in adult life...*
- *support in participating in society... This also includes support in developing and maintaining friendships and relationships'*

*(For more information see 8:10 of the SEND Code of Practice)*

*The Code of Practice goes on to say...*

*8.11 - 'the review should identify the support the child or young person needs to achieve these aspirations...'*

What this means is that from at least year 9, needs, provision and outcomes for a young person need to be looked at from a slightly different point of view, in order to identify what support they need to prepare them for as independent a life as possible. This does not mean that all young people will be expected to lead an independent life in adulthood but it does mean that there is a duty to consider what support should be put in place to provide that young person with the means to be as independent as they are able to be.

Currently, the EHCP Form for Richmond and Kingston provides an 'add on' to the EHCP template which is to be reviewed and completed during the year 9 annual review, to introduce the four 'preparing for adulthood' outcomes and to highlight any additional changes to support that should be considered in the light of preparing the young person for adulthood. An example might be 'independent travel training', where the child or young person has been taken to school by a parent or carer or has been provided with transport by the local authority and needs to develop the skills to be able to travel independently on public transport.

From year 10 onwards the four preparing for adulthood outcomes are fully incorporated into the revised EHCP and these are defined as:

1. Further or higher education and/or employment
2. Independence and independent living
3. Community and friendships
4. Maintaining good health

## DETAILED GUIDANCE ON COMPLETING THE EHCP FORM

The preparing for Adulthood outcomes should not make it more difficult to identify needs and provision. It may help to consider needs from the perspective of the four areas of need in the pre-PfA version of the EHCP Form (Communication and interaction, Cognition and learning, Social, emotional and mental health, Sensory and physical needs) and then decide where each need best fits in the PfA needs categories

For example, a young person may have expressive language difficulties. This may affect his/ her ability to participate in higher education as they may find it difficult to engage in class discussion and articulate answers. It will also mean there are needs in the area of community and friendships as this could impact on communication and developing meaningful relationships.

So a need which may be relating just to one category in the pre-PfA EHCP (i.e. communication and interaction), may be documented in more than 1 area of need in the PfA EHCP Form. This is likely to mean that more than 1 type of provision is required (provision to support with higher education and provision to support with developing independence skills may not be the same).

To summarise: there is no 1:1 mapping of pre-PfA needs, outcomes and provision with PfA needs, outcomes and provision. The important thing is that ALL needs are documented, even if it means repeating something in more than one category.

The Department for Education (DfE) has designed a supportive tool to promote consideration of the four PfA outcomes as part of EHC planning across the age. This toolkit can be found on the following link: [www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk) under the Education Health and Care Plan section.