



# PREPARING FOR ADULTHOOD FROM THE EARLIEST YEARS

REVIEW GUIDE



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# FOREWORD

At each stage of their learning and development, early years settings, primary and secondary schools each need to prepare children and young people for the new responsibilities, new experiences, new independence and the new risks of the next stage: from a child learning to make choices about food and friends, to a young person making choices about education, training or employment beyond school.

This Review of Preparing for Adulthood from the Earliest Years (PfA Review), has been developed as part of a package of tools developed by the Whole School SEND Consortium to embed good SEND provision in schools. It is designed to support schools in preparing children and young people with SEN and disabilities for the next stage of their learning and development and into adulthood.

The PfA Review was developed through a collaboration between the Council for Disabled Children, a group of schools brought together by Swiss Cottage School, parent/carers and children and young people. The schools involved keep their practice under constant review and through the development of this review, they have reflected on how well their approach prepares their pupils for the next stage. Everything from crossing the road to the deployment of support staff has come under scrutiny, but the most significant issue to emerge from this work is a focus on ensuring that children and young people are encouraged and supported to express their views and to participate in decision-making.

The parent/carers we consulted were very keen that preparing for adulthood, almost more than any other aspect of a school's work, should be a joint endeavour. In particular, that schools undertaking a review of preparing for adulthood, should regard the Review itself as a joint endeavour between home and school.

The children and young people we consulted wanted preparing for adulthood to start earlier than it had for them. The Code of Practice makes it clear that preparing for adulthood should start in the earliest years and this review is designed to support schools in doing just that.



**Anita Kerwin-Nye**  
Chair of Whole School SEND



**Becky Shaw**  
Swiss Cottage School, Development  
and Research Centre



**Philippa Stobbs**  
Council for Disabled Children



**Jayshree Thakore**  
Barham Primary School

## What is a Review of Preparing for Adulthood from the Earliest Years (PfA Review)?

The Special Educational Needs and Disability Code of Practice describes preparing for adulthood as 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

Whilst this set of outcomes sounds as if it applies to older pupils, and certainly secondary aged pupils, the Code makes it clear that preparation for adulthood should start in the earliest years. The foundations for success in moving into adulthood are laid early, through a planned and deliberate approach to what is taught and learnt, how it is taught and learnt, pupils' growth in making decisions and how pupils themselves participate in shaping their experiences of school. It is important that preparation for adulthood is addressed as a whole school approach, involving every aspect of school life.

The PfA Review has been developed to sit alongside the SEND Review and the Teaching Assistant (TA) Review developed by Whole School SEND. As with the SEND Review and the TA Review, the PfA Review is designed to be used in the context of supported peer review, with trained reviewers from other schools supporting the process.

The PfA Review is available to every educational setting, including mainstream schools, alternative provision and special settings. Any school or college can commission a PfA Review to evaluate its decision-making in relation to how it prepares pupils for adulthood. The purpose of a PfA Review is to look at what a school is doing well and identify areas for development. This helps school leaders to share existing best practice across the school, and to be precise about where improvements are needed, so that resources can be appropriately targeted.

The PfA Review is a starting point of a whole school improvement journey, which recognises the importance of effective preparation for the next stage of learning and development and ultimately into adulthood. This preparation involves leadership teams and classroom teachers and every aspect of school life.

A range of online resources is also available to support the use of the PfA Review, see Annex 4. In particular, these support development work following the Review.

## What is the PfA review process?

The review process normally takes two to three days. This includes the preparatory work before going into the school, the time needed to collect evidence during the school visit, and the report writing and feedback that takes place after the review. Many schools will establish an on-going relationship with their reviewer who can provide follow-up support and advice. The timescale for a review would normally be two to three days from preparation to reporting. Follow-up visits may vary from intensive weekly visits to visits spread across the academic year.

A PfA review should be led by an experienced, independent system leader, with a track record of implementing sustainable strategic, organisational change and improving outcomes for pupils.

## What are the benefits of commissioning a PfA review?

Commissioning a PfA review from a system leader means that both the ‘supporting’ and ‘supported’ school benefit from working together. The school receiving the review benefits from an experienced practitioner with knowledge and expertise in preparing pupils for adulthood – and not just those with SEND, but all pupils. Reviewers, including National Leaders of Education (NLEs) and Specialist Leaders of Education (SLEs), also benefit from the process: they gain experience of schools in different contexts and settings, and are able to share what they learn with the schools they work with. It is a rewarding and enriching experience that supports professional development, develops knowledge and inspires new ideas and ways of working. As a result, the opportunity to engage in such work can also offer a powerful staff retention strategy for schools involved.

School-to-school PfA reviews also offer real opportunities for special schools and mainstream schools to learn from each other. For example, many mainstream schools commissioning the SEND review have found it helpful to have their SEND provision reviewed by colleagues from specialist settings. Similar benefits, in both directions, can be gained from a PfA review.

## Who pays for the PfA review and how much will it cost?

Schools or academy trusts are responsible for paying for their PfA review. The cost is agreed between the reviewer and the commissioning school. It may vary depending on the time needed to complete the review and the experience of the reviewer.



## Taking an evidence-informed approach

At school-leaving age, children become young people, under the Children and Families Act 2014 (CFA), and take on responsibility for engaging in decision-making with their school and, where they have an EHC plan, with the local authority and other agencies. In addition, principles set out in the CFA require a new level of engagement with children, young people and their parents and carers in thinking ahead to aspirations and outcomes for the future and preparing for adulthood.

At any age and stage, what do we know about the experiences that best prepare pupils for the growing responsibilities and increased engagement in decision-making of the next age and stage?

The changes brought in by CFA build on a range of evidence, highlighting the importance of both the participation of children, young people and their parents/carers, and a focus on outcomes, in raising expectations and improving

pupil progress<sup>1,2,3</sup>. At the same time, with the growing use of teaching assistants as the main form of provision for pupils with SEND, research highlighted evidence that, in many schools, teaching assistants were not being deployed in ways that improve pupil outcomes. Follow up work has highlighted more effective strategies in deploying support staff, which can facilitate the development of independent learning skills, which are associated with improved learning outcomes<sup>4</sup>.

Some of the earlier evidence is being subjected to more rigorous evaluation through the Education Endowment Foundation, who hold a growing range of evidence on school effectiveness in a Teaching and Learning Toolkit<sup>5</sup>. However, the evidence on progress and attainment is more substantial than the evidence of progress on the wider preparing for adulthood outcomes set out in chapter 8 of the SEND Code of Practice.

The role of school leaders is all the more crucial in this context: both in setting the ethos of the school: having high expectations and valuing the progress of all pupils; and in drawing on evidence to inform school practices. The latter involves drawing on evidence from research but also weighing evidence from within the school, and, for pupils moving from one key stage to the next and towards adulthood, evidence drawn from beyond the school and from the next stage. The PfA review supports schools in looking at the evidence on attainment but also at the wider range of skills that support pupils in preparing for adulthood and that, as the Code says, starts in the earliest years.

<sup>1</sup> DCSF (2009) The Lamb Inquiry: special educational needs and parental confidence [dera.ioe.ac.uk/9042](http://dera.ioe.ac.uk/9042)

<sup>2</sup> Ofsted (2010) The special educational needs and disability review: A statement is not enough [gov.uk/government/uploads/system/uploads/attachment\\_data/file/413814/Special\\_education\\_needs\\_and\\_disability\\_review.pdf](http://gov.uk/government/uploads/system/uploads/attachment_data/file/413814/Special_education_needs_and_disability_review.pdf)

<sup>3</sup> Humphrey, N and Squires, G (2011) Achievement for All National evaluation [gov.uk/government/uploads/system/uploads/attachment\\_data/file/183076/DFE-RR123.pdf](http://gov.uk/government/uploads/system/uploads/attachment_data/file/183076/DFE-RR123.pdf)

<sup>4</sup> [educationendowmentfoundation.org.uk/resources/making-the-best-use-of-teaching-assistants](http://educationendowmentfoundation.org.uk/resources/making-the-best-use-of-teaching-assistants)

<sup>5</sup> [educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit](http://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit)

# THE FRAMEWORK FOR THE REVIEW OF PREPARING FOR ADULTHOOD FROM THE EARLIEST YEARS



## IDENTIFICATION

REQUEST FOR A REVIEW IS MADE

## SELF-EVALUATION

SCHOOL COMPLETES A SELF-EVALUATION OF CURRENT PROVISION

## PREPARATION

THE REVIEWER REQUESTS PREPARATORY INFORMATION, ANALYSES RELEVANT DATA AND CONFIRMS PROGRAMME

## SCHOOL VISIT

THE REVIEWER VISITS THE SCHOOL, COLLECTS EVIDENCE AND DELIVERS VERBAL FEEDBACK

## REPORTING

THE REVIEWER SUBMITS A WRITTEN REPORT WITHIN A TIMESCALE AGREED WITH THE SCHOOL

## FOLLOW-UP

THE SCHOOL MAY AGREE FOLLOW-UP VISITS AND SUPPORT



## IDENTIFYING SCHOOLS FOR A REVIEW

### When should schools commission a review?

Reviews can be commissioned for a variety of reasons including:

- Raising attainment and improving progress
- Improving the quality of teaching and learning in classrooms
- Identifying areas and examples of good practice on which to build
- Reviewing the quality of inclusive practice at the school
- Reviewing pupil participation in individual and strategic decision-making
- Gaining a better understanding of how well pupils are prepared for adulthood from the earliest years
- Reviewing the role of family, community, business and vocational links in supporting preparation for adulthood
- Gaining a better understanding of the quality of provision for pupils with SEND
- To support effective implementation of the SEND reforms
- Identifying Preparing for Adulthood from the Earliest Years as an area for development through self-evaluation or inspection
- Obtaining a fresh perspective on provision from an experienced system leader
- A change in leadership and management at the school
- External validation of a school's evaluation of its SEND provision
- Obtaining a baseline against which improvement can be assessed



## Who recommends that a PfA Review should take place?

A review might be recommended as a result of a peer review process or it can be requested by a number of stakeholder bodies, which may include:

- A school, including the governing body
- Further education colleges
- Independent providers
- Regional Schools Commissioners
- A school's local authority
- A Teaching School Alliance
- A Multi Academy Trust
- A school cluster or federation
- An organisation involved in running the school, such as a Trust or Diocese.

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## SELF-EVALUATION

A school should take the opportunity to evaluate its current practice before the PfA review takes place. This can provide useful information to the reviewer and also help the school to focus on what it does well and identify areas for development. Completing a self-evaluation is therefore a useful way for the school to make the most of their review. This should take into account the context of whole school improvement priorities.

The self-evaluation template is a useful starting point for schools to think about and reflect on the nature and quality of current

arrangements for preparing pupils for adulthood. The template has been designed for use in mainstream schools and specialist settings. It can be found in Annex 1.

Whilst the focus of the Review is all-age, there are a few items that reflect the specific responsibilities of secondary schools and, in particular, those relating to pupils in Year 9 onwards. These items are highlighted in the Review.

A member of the senior leadership team should complete the self-evaluation, then forward it to the reviewer before the day of the on-site visit.



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## PREPARATION

Taking time to collect a range of evidence before the review can provide invaluable information for the reviewer. Data provides an important part of the evidence but qualitative evidence, including case studies, should supplement data, particularly in relation to a highly personalised approach. It is important that there is triangulation of evidence, with different sources of evidence helping to build a holistic picture. This might include, summative assessments, dialogue with children and young people, classroom observations, the evidence of samples of work, views gathered from parents, carers and a range of agencies involved in working with schools to support children and young people moving towards adulthood.

Reviewers often spend at least a half-day in preparation prior to visiting the school. This can help to identify a particular focus, as well as areas of strength and areas for improvement. It is helpful to agree a programme or timetable in advance, so that the right people are available on the day the review takes place. This will also maximise the use of the reviewer's time in school.

Useful information for reviewers might include:

- The school's Self-Evaluation Form
- The school's development plan
- The school's mission statement/vision and values
- The school prospectus
- A provision map
- Job descriptions and person specifications for posts with responsibilities for PfA
- CPD programme for staff
- Records of classroom observations
- Records of visits, use of community and other local facilities
- Destinations data
- The SEN information report
- SEND development plan
- The school's behaviour policy
- The school's Ofsted report
- Statutory equalities information and objectives
- The school's Pupil Premium statement
- External reviews or reports, including Pupil Premium review
- Timetable of the school visit day for the reviewer

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## SCHOOL VISIT

The reviewer should follow a programme or timetable, which has been agreed in advance with the school. The school visit should include gathering the views of a range of stakeholders, including:

- Headteacher/Principal
- Senior lead for SEND
- Pupils
- Parents/carers
- Classroom teachers
- Teaching assistants
- Chair of governors or governor for SEND
- Those who work with the school to support pupils' progress towards PfA outcomes

In addition to the completed school self-evaluation, the reviewer will find it useful to gather evidence from a variety of sources, including:

- Lesson observation
- Observation of work-related learning within or beyond the school gate
- Reporting systems used for assessment/tracking progress
- Pupil self-assessment materials
- Records of pupil participation in reviews of progress (SEN support or EHCP)
- Role, remit and impact of any formal arrangements for hearing pupils' views
- A tour of the school
- Learning walks
- Paperwork scrutiny (e.g. policies; job descriptions; timetables)
- Case studies illustrating transitions in to and out of the school

The school visit/self-evaluation template provides the reviewer with a useful framework for exploring, deepening and building on the school's self-evaluation.

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## REPORTING

Following the school visit the reviewer is expected to produce a written report for the school leadership team. The report should summarise the school's areas of strengths and identify areas for development. The reviewer will also set out a series of evidence-informed recommendations for improving Preparation for Adulthood from the Earliest Years.

School leaders should expect to see recommendations for actions that can directly improve teachers' practice (e.g. how to plan lessons to increase pupil participation in decision-making) and planning (e.g. how to make better use of links with local businesses and community organisations). The report may also contain advice for school leaders on any wider school processes that require attention in order to ensure the best possible approach to preparation for adulthood (e.g. ensuring all staff understand the importance of promoting independence).

The report will provide links to references and suggested resources in relation to implementing the recommendations, which school leaders may find useful.

The school and reviewer should agree a timescale for the delivery of the report. A suggested PfA review report template, using the themes of the school visit/self-evaluation framework, is provided in Annex 2.



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## FOLLOW-UP

Following the reporting stage, schools may find it helpful to request a further visit from the reviewer after an agreed period. A follow-up visit is an opportunity to review the school's progress on implementing the recommendations.

The cost of the follow-up visit should be agreed between the reviewer and the school. A school may wish to agree a package of support with their reviewer for additional support, or the reviewer may be able to direct the school to practitioners or organisations who can provide on-going support. Regular visits can help the school to maintain focus on making improvements and access expert advice from a 'critical friend' familiar with the school and its context.

A suggested report template for follow-up visits is provided in Annex 3.



# ANNEX I

## School visit/self-evaluation template

Brief context of school including key SEND statistics, for example number of pupils in each key stage, % pupils in each key stage with SEND, % pupils with an EHC plan, summary of latest destinations data for pupils with SEND.

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<b>Leadership</b>	<p>The school has a culture of high aspirations for all pupils and gives a high priority to preparing pupils for adulthood.</p> <p>The school's strategic vision for preparing for adulthood is shaped by the views of pupils with SEND and their parents and carers.</p> <p>The school promotes the participation of pupils in decision-making.</p> <p>Governors hold the school to account for pupil outcomes and the quality of provision that prepares pupils for adulthood.</p> <p>School leadership ensures that all teachers understand their responsibilities for preparing pupils for adulthood.</p> <p>School leaders promote a range of local partnerships and networks to support pupils' progress towards PFA outcomes.</p>		

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<b>Outcomes</b>	<p>The school secures good PfA outcomes for all pupils, taking account of their different starting points. Outcomes linked to the emotional, social and physical well-being are valued alongside attainment. The school gathers a range of data to support an understanding of what leads to good preparing for adulthood outcomes.</p> <p>The school critically analyses and reflects on the outcomes, achievements and destinations of pupils with SEND, to inform the development of PfA.</p> <p>The school critically analyses and reflects on the views and experiences of pupils with SEND and on those of their parents and carers, to inform the development of PfA.</p>		
<b>Curriculum and personalisation</b>	<p>Preparation for adulthood is aspirational, personalised and embedded in all aspects of the curriculum. At each key stage, the school promotes the development of independence to enable pupils to flourish at the next.</p> <p>Throughout their school life, pupils are equipped to understand and engage with life outside and beyond the school gate.</p> <p>The school supports pupils to develop skills in identifying and developing their own interests to support positive choices for the future.</p> <p>The school uses links with the local community and with businesses to provide a range of age-appropriate work-related learning opportunities such as visits, enterprise activities, work experience.</p> <p>The curriculum enables all pupils to make informed choices and to apply those skills in real life situations.</p> <p>The school curriculum involves relevant local partners to ensure successful transitions from one stage to the next.</p> <p>All children and young people in Years 8-13 receive impartial careers advice and guidance on learning, training and work opportunities.<sup>1</sup></p>		
<b>Quality of teaching and learning</b>	<p>Preparation for adulthood is differentiated, personalised and based on a holistic assessment of pupils' strengths and needs.</p> <p>Teachers design and implement imaginative learning experiences that lead toward an understanding of the world outside and beyond school.</p> <p>Teachers engage with local partners and stakeholders to devise meaningful and relevant learning opportunities.</p> <p>Pupils have opportunities to develop, practice and generalise their learning in a range of different contexts.</p> <p>Teachers deploy additional adults to promote, support and develop independence and independent learning within and beyond the classroom.</p> <p>Staff promote positive relationships to ensure that all pupils can learn, work and play alongside others inside the school and become active members of their local community.</p>		

<sup>1</sup> For secondary pupils, see note on page 10



AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<b>Working with pupils with SEND and their parents and carers</b>	<p>The school works with families to raise aspirations for pupils and develop an understanding of what is positive and possible in partnership with others.</p> <p>The school works with pupils and their parents and carers to ensure that pupils are part of their local community.</p> <p>The school supports continuity between home and school to help pupils make progress.</p> <p>The school provides information and support to pupils and their parents and carers about options for the next stage of their education.</p> <p>All pupils are encouraged and supported to express their aspirations for the future, make informed choices and participate in decision-making.</p> <p>The school works closely with pupils and their parents and carers to ensure a smooth transition between key stages and into adulthood.</p> <p>The school ensures that parents understand the range of provision that is available beyond school.</p>		
<b>Assessment and identification</b>	<p>The school tracks the progress of pupils with SEND across each key stage and uses data to identify the need for targeted action for individuals and groups of pupils.</p> <p>The school uses a range of assessment to understand the strengths and needs of pupils with SEND and identify next steps in learning.</p> <p>Throughout the school, there is a focus on assessing progress in key life skills, social skills and functional skills.</p> <p>The school draws on a range of partners to inform and support assessment and identification.</p> <p>Clear and robust assessment is built into work experience and other vocational learning.</p>		
<b>Monitoring and evaluation</b>	<p>Teachers regularly evaluate outcomes to ensure that all children and young people are working toward their long-term aspirations.</p> <p>Staff use the review of short-term targets and longer-term plans to track progress towards PfA outcomes.</p> <p>The school supports CYP to develop skills in monitoring their own progress towards PfA outcomes.</p> <p>The school keeps preparation for adulthood under review and draws on a range of evidence to understand what is working well and what needs to change or develop.</p> <p>Pupils and their families actively participate in reviewing progress towards outcomes, including statutory review.</p> <p>From Year 9 all pupils with an EHC plan have an annual review that includes a focus on preparing for adulthood<sup>1</sup>.</p>		

<sup>1</sup> For secondary pupils, see note on page 10

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<p><b>Efficient use of resources</b></p>	<p>Resources of the school and the community are used to support the development of pupils towards adulthood.</p> <p>Pupils are provided with the support they need to express their views, make choices and participate in decision-making.</p> <p>Teachers and additional adults have a range of professional development opportunities that enable them to personalise pathways to adulthood.</p> <p>Skills and expertise are deployed effectively to support a range of activities outside and beyond the school including, for example, enrichment activities, vocational learning and community activities.</p> <p>The impact of a variety of resources and the outcome of different approaches are all carefully evaluated to secure the best possible outcomes for pupils.</p>		

# ANNEX 2

## Preparing for Adulthood from the Earliest Years: review report template

<b>Name of school:</b>	<b>Name of reviewer:</b>	<b>Date of review:</b>
Brief context of school including key SEND statistics, for example number of pupils in each key stage, % pupils in each key stage with SEND, % pupils with an EHC plan, summary of latest destinations data for pupils with SEND.		
<b>Particular area of focus for the PfA Review</b>	<b>Vision for an improved PfA workforce</b>	

<b>FOCUS</b>	<b>STRENGTHS</b>	<b>AREAS FOR DEVELOPMENT</b>	<b>RECOMMENDATIONS (LINKS TO REFERENCES AND RESOURCES)</b>
Leadership			
Outcomes			
Curriculum and personalisation			
Quality of teaching and learning			
Working with pupils with SEND and their parents and carers			
Assessment and identification			
Monitoring and evaluation			
Efficient use of resources			

# ANNEX 3

## Follow-up visit report template

<b>Name of school:</b>	<b>Name of reviewer:</b>	<b>Date of review:</b>
<b>SUMMARY OF VISIT</b>		
<b>ACTION POINTS FOR THE SCHOOL</b>		
<b>ACTION POINTS FOR THE REVIEWER</b>		
<b>VISION FOR AN IMPROVED PFA WORKFORCE</b>		
<b>Date of next visit:</b>		

# ANNEX 4

## Resources:

**Preparing for Adulthood (PFA) resources:** some of the resources below have a wider application than schools; all include relevant transferrable learning and draw on a range of national programmes as well as local examples:

The Department for Education's PFA outcomes tool is designed to support the development of PFA outcomes for those with and without EHC plans. It explores the key indicators for preparing for adulthood at different ages and stages of development:

[preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm](https://preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm)

The national Preparing for Adulthood programme have developed Workforce Development Guidance:

[preparingforadulthood.org.uk/media/389434/workforce\\_development\\_guidance\\_summary\\_final.pdf](https://preparingforadulthood.org.uk/media/389434/workforce_development_guidance_summary_final.pdf)

[preparingforadulthood.org.uk/media/389804/guide\\_to\\_supporting\\_staff.pdf](https://preparingforadulthood.org.uk/media/389804/guide_to_supporting_staff.pdf)

The programme has developed a self-evaluation tool for a range of audiences, including schools:

[preparingforadulthood.org.uk/media/415462/pfa\\_checklist\\_-\\_schools\\_final.pdf](https://preparingforadulthood.org.uk/media/415462/pfa_checklist_-_schools_final.pdf)

NIACE - Learning & Work – Dyslexia and transition:

[learningandwork.org.uk/sites/niace\\_en/files/resources/DyslexiaAndTransition\\_1.pdf](https://learningandwork.org.uk/sites/niace_en/files/resources/DyslexiaAndTransition_1.pdf)

Disability Matters: e-learning on Decision Making and Growing Up, including a section on Transition:

[disabilitymatters.org.uk/mod/page/view.php?id=3](https://disabilitymatters.org.uk/mod/page/view.php?id=3)

Person Centred Planning: advice for using person centred thinking, planning and reviews in schools and transition:

[ndti.org.uk/uploads/files/PCP\\_in\\_schools\\_and\\_transitions.pdf](https://ndti.org.uk/uploads/files/PCP_in_schools_and_transitions.pdf)

Some examples of One Page Profiles used in schools

[personalisededucation.org/one-page-profiles](https://personalisededucation.org/one-page-profiles)

Year 9 onwards: the Preparing for Adulthood review toolkit includes a range of information on roles and responsibilities

[preparingforadulthood.org.uk/resources/all-resources/the-preparing-for-adulthood-review](https://preparingforadulthood.org.uk/resources/all-resources/the-preparing-for-adulthood-review)

Ambitious about Autism: Supporting young people with autism move from school to college: learning from the Finished at School Programme:

[ambitiousaboutautism.org.uk/sites/default/files/Finished\\_at\\_School\\_guide.pdf](https://ambitiousaboutautism.org.uk/sites/default/files/Finished_at_School_guide.pdf)

**Participation resources:** The skills that children and young people can grow through participation are those that will help them to get on in life as they make the transition to adulthood ([gov.scot/Publications/2007/03/12103614/1](http://gov.scot/Publications/2007/03/12103614/1)). Hence there is a strong focus on participation in the review tool.

Participation Works is an online gateway for children and young people's participation in decision-making. It holds information and resources on the involvement of young people in decision-making across a wide range of settings. [participationworks.org.uk/topics/education](http://participationworks.org.uk/topics/education)

UNICEF website includes materials created by schools as well as teaching resources, guidance and checklists for teaching young people about their rights, including the right to be involved in decisions and have their voice heard. [unicef.org.uk/rights-respecting-schools/resources](http://unicef.org.uk/rights-respecting-schools/resources)

Practical resources to embed young people's participation. Includes creative ways of involving young people, games to foster an understanding of democracy and citizenship, ways of evaluating the difference young people's participation has made: [publicengagement.ac.uk/plan-it/who-engage-with/resources-working-with-young-people](http://publicengagement.ac.uk/plan-it/who-engage-with/resources-working-with-young-people)

Disability Rights UK 'I can make it' campaign was created to increase employment opportunities for disabled young people: [disabilityrightsuk.org/how-we-can-help/i-can-make-it](http://disabilityrightsuk.org/how-we-can-help/i-can-make-it)

VIPER standards: ten important elements that make up high-quality participation for young disabled people, developed in partnership with young disabled people: [councilfordisabledchildren.org.uk/help-resources/resources/ingredients-high-quality-participation](http://councilfordisabledchildren.org.uk/help-resources/resources/ingredients-high-quality-participation)



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**Maureen Morrissey**, National Network of Parent Carer Forums  
**Natasha Niman**, London Leadership Strategy  
**Octavia Holland**, The Communication Trust  
**Anita Kerwin-Nye**, London Leadership Strategy  
**Simon Knight**, London Leadership Strategy  
**Bob Lowndes**, Autism Education Trust  
**Rosalind Luff**, National Network of Parent Carer Forums

**Matt McArthur**, Frank Wise School, Banbury  
**Loic Menzies**, LKMco  
**Tina Murray**, Barham Primary School  
**Jarlath O'Brien**, Carwarden House Community School  
**Vijita Patel**, Swiss Cottage School  
**Laura Pease**, Whitefield Academy Trust  
**Julie Pointer**, National Development Team for Inclusion  
**Charlotte Rains**, London Leadership Strategy  
**Malcolm Reeve**, Academies Enterprise Trust  
**Chris Rossiter**, Driver Youth Trust  
**Becky Shaw**, Swiss Cottage School  
**Karen Sitch**, Harris Federation  
**Michael Surr**, nasen  
**Lauren Sutcliffe**, The Bridge School  
**Heather Tarbuck**, contact (formerly Contact a Family)  
**Jayshree Thakore**, Barham Primary School  
**Elaine Underwood**, Department for Education  
**Gail Walshe**, contact (formerly Contact a Family)  
**Rob Webster**, UCL Institute of Education  
**Hannah Wilson**, GFL Schools

# PREPARING FOR ADULTHOOD FROM THE EARLIEST YEARS

REVIEW GUIDE

**EMAIL:**

[info@wholeschoolsend.com](mailto:info@wholeschoolsend.com)

**WEBSITES:**

[wholeschoolsend.com](http://wholeschoolsend.com)

[www.sendgateway.org.uk](http://www.sendgateway.org.uk)

**PHONE:**

020 3960 7908

020 3960 7907

**TWITTER:**

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