

## Preparation for Adulthood: Senior Core

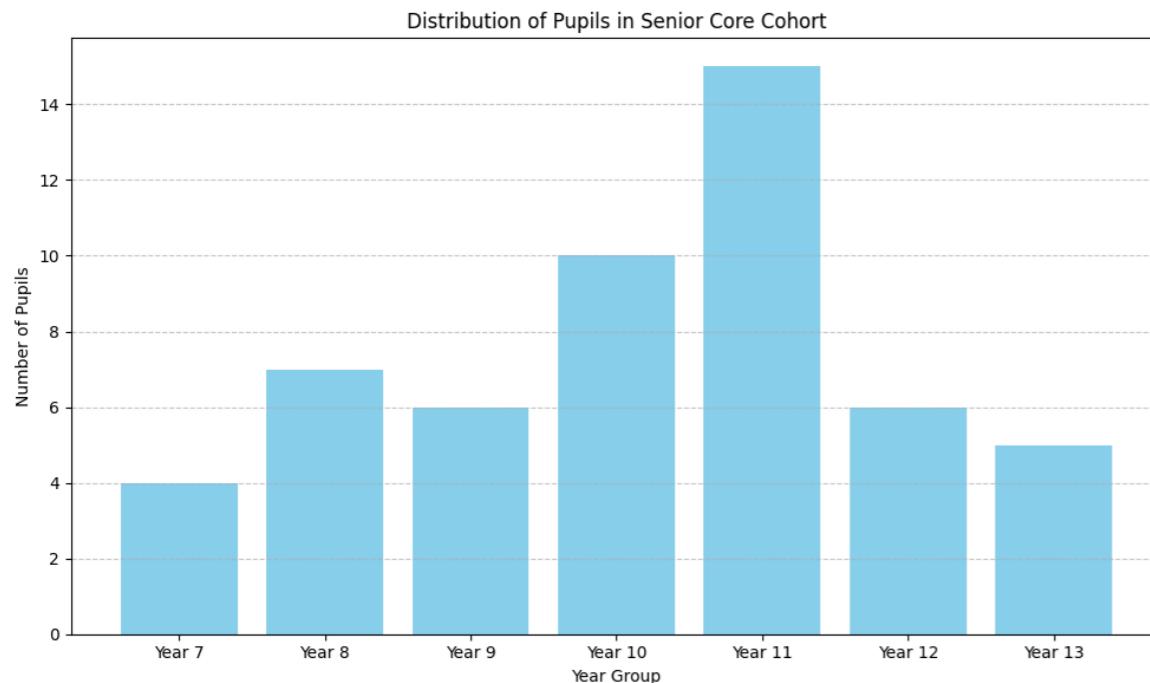
### Intent:

The Preparation for Adulthood (PfA) curriculum is a framework designed to support young people—particularly those with special educational needs and disabilities (SEND)—in making a successful transition from childhood to adult life. It is rooted in our own evidence-based practice, such as destination data tracking, and aligns closely with the SEND Code of Practice and national PfA outcomes, ensuring that provision is both purposeful and progressive.

The curriculum is structured around four nationally recognised PfA outcomes:

- Independent Living – Developing self-care, home management skills, financial awareness, and travel skills to promote autonomy.
- Health – Supporting physical and mental well-being through personal hygiene, healthy lifestyle choices, and emotional resilience strategies.
- Employment – Encouraging confidence in the workplace through teamwork, problem-solving, and vocational experiences.
- Community Inclusion – Building meaningful relationships, understanding personal safety, and fostering active community participation.

Within the Senior Core cohort of 53 students there are:



All students in Senior Core receive three discrete PfA sessions weekly following the learning objectives within the scheme of work, supplemented by embedded opportunities, in context, across the wider curriculum and community-based experiences. Personalised PfA targets are set in Year 9, as part of the EHCP review process.

Person-centred planning arrangements have recently changed and are now unavailable unless a young person is assigned an adult social worker and the social worker requests input from the person-centred planning team. In order to continue supporting young people to be actively involved in shaping their own learning and future goals, school have trained a Careers Advisor who will work collaboratively with the PfA Lead in the delivery of person-centred action plans. Students will explore personal goals and aspirations through an approach that fosters confidence, independence and well-being.

<b>Senior Core Implementation</b>	<b>25/26</b>
Autumn 1	<p>Independent Living</p> <p>Project ideas:</p> <ul style="list-style-type: none"> <li>-Food categories</li> <li>-Kitchen safety</li> <li>-Restaurant roleplay</li> <li>-Preparing a meal</li> <li>-Cooking a meal</li> <li>-Sourcing ingredients</li> <li>-Managing money</li> </ul> <ul style="list-style-type: none"> <li>• Follow simple recipes to prepare basic meals independently or with support.</li> <li>• Create a personal recipe booklet by collecting and recording recipes used in class.</li> <li>• Demonstrate safe use of cooking equipment, including knives, ovens, and hobs.</li> <li>• Pour drinks accurately and safely, using appropriate containers and techniques.</li> <li>• Apply basic principles of food hygiene, including handwashing, safe storage, and cleanliness during food preparation.</li> <li>• Identify what money is and describe its uses in everyday life.</li> <li>• Use appropriate language for shopping transactions (e.g. "altogether," "total," "change") during role-play with an adult.</li> <li>• Understand what a budget is and its purpose in managing money.</li> <li>• Recognise affordable items in a shop by comparing prices with available funds.</li> <li>• Use a range of payment methods (e.g. cash, card, contactless) to purchase goods and services.</li> </ul>
Autumn 2	<p>Community Inclusion</p> <p>Project ideas:</p> <ul style="list-style-type: none"> <li>-Team challenge</li> <li>-Construction challenge</li> <li>-Our choice, Our voice art project</li> <li>-Community builders project</li> </ul> <ul style="list-style-type: none"> <li>• Play and work cooperatively with others, both in person and online.</li> <li>• Understand and show the qualities of a kind and supportive friend.</li> <li>• Build and keep positive relationships with adults and peers.</li> <li>• Recognise other people may have different ideas, thoughts and feelings.</li> <li>• To demonstrate personal preference and make a decision in a socially acceptable way.</li> <li>• Take part in and enjoy activities with friends and peers.</li> <li>• Contribute positively to group play and teamwork.</li> </ul>
Spring 1	<p>Health</p> <p>Project ideas:</p> <ul style="list-style-type: none"> <li>-Leisure centre</li> <li>-Food sorting station</li> <li>-Accessing therapies</li> <li>-Hydration Heroes</li> </ul> <ul style="list-style-type: none"> <li>• Participating in exercise and increasing physical activity</li> <li>• Developing an awareness of good health habits</li> <li>• Understand why drinking water is important for our bodies</li> <li>• Recognise the difference between healthy and unhealthy foods</li> </ul>
Spring 2	<p>Employment</p> <p>Project ideas:</p> <ul style="list-style-type: none"> <li>-Job role in classroom</li> <li>-Job role in school</li> </ul> <ul style="list-style-type: none"> <li>• Recognise my own skills and talents.</li> <li>• Explore my interests and hobbies.</li> <li>• Being aware that jobs are made up of tasks.</li> <li>• To choose and carry out a job role in school.</li> <li>• Know what support I might need to do a job well.</li> <li>• To carry out a job role successfully and with pride.</li> </ul>

Summer 1	Community Inclusion
Project ideas: -Access a community group weekly -Independent travel	<ul style="list-style-type: none"> <li>• Investigate and access groups in the community, including using social media to source information.</li> <li>• Recognise safe and appropriate people to talk to in the community.</li> <li>• Being aware of how to communicate with peers and workers in community/work/social care settings.</li> <li>• Demonstrate safety rules when travelling.</li> <li>• Communicate my safety and travel needs when travelling.</li> </ul>
Summer 2	Health <ul style="list-style-type: none"> <li>• Recognise the feelings when I am feeling unwell or are in pain – basic health ailments.</li> <li>• Know who to talk to when I feel unwell or need help.</li> <li>• Understand what different health professionals do to help me, including doctors, physiotherapists, dentists, and others who support health</li> <li>• Know where and how to find reliable medical information.</li> <li>• To make and attend health appointments, with support.</li> <li>• Know that health professionals may change as I move into adulthood.</li> <li>• Get repeat prescriptions for medications (with support/ independently).</li> <li>• Manage daily care needs with increasing independence (e.g. use inhaler, manage diabetes).</li> <li>• Understand what immunisations are and what to expect.</li> </ul>

<b>Senior Core Implementation</b>	<b>26/27</b>
Autumn 1	<p>Independent Living</p> <p>Project ideas:</p> <ul style="list-style-type: none"> <li>-Accessing the local community</li> <li>-Choosing items</li> <li>-Using money in local shops</li> </ul> <ul style="list-style-type: none"> <li>• Recognise the value of coins and notes.</li> <li>• Being aware of how money can be earned.</li> <li>• Know that money from a cash machine or cash back belongs to me.</li> <li>• Know how to use a debit card.</li> <li>• Understand how to keep my money and personal information safe.</li> <li>• To demonstrate basic road safety skills when travelling, with supervision.</li> <li>• To navigate a route to familiar places without aids.</li> <li>• Request an item e.g. want or need using preferred method of communication.</li> </ul>
Autumn 2	<p>Community Inclusion</p> <p>Project ideas:</p> <ul style="list-style-type: none"> <li>-Participating in a leisure activity in school</li> <li>-Participate in leisure activities in the community</li> </ul> <ul style="list-style-type: none"> <li>• Join an after-school club/member of a team/lunchtime club to widen social interaction.</li> <li>• Choose a leisure activity or hobby to participate in.</li> <li>• To plan social interactions across my week.</li> <li>• Use appropriate strategies to resolve conflicts.</li> <li>• Use self - regulation strategies to manage my feelings.</li> <li>• Being willing to challenge myself and try new things.</li> <li>• Being proactive about trying different approaches to solving challenges.</li> </ul>
Spring 1	<p>Health</p> <p>Project ideas:</p> <ul style="list-style-type: none"> <li>-Person centred plans</li> <li>-Inside Out</li> <li>-Empathy role play</li> </ul> <ul style="list-style-type: none"> <li>• Recognise and name emotions.</li> <li>• Understand how my feelings are linked to things that happen to me.</li> <li>• Share how I feel with others in a way that works for me.</li> <li>• Understand how to respond to others' feelings.</li> <li>• Recognise how things may have an impact (positive or negative) on mental health/emotional well-being.</li> <li>• Manage mental health with support/independently.</li> <li>• Know about different mental health conditions.</li> <li>• Understand and build resilience.</li> <li>• Use helpful coping strategies to feel calm.</li> <li>• Recognise personal successes.</li> </ul>
Spring 2	<p>Employment</p> <p>Project ideas:</p> <ul style="list-style-type: none"> <li>-Visits to social care providers</li> <li>-Project linked with social care or community-based provider</li> </ul> <ul style="list-style-type: none"> <li>• Experience a range of activities and visits to help understand my future options.</li> <li>• Participate in person-centred action planning.</li> <li>• Explore my options for future provision.</li> <li>• To know who to ask for help.</li> <li>• To explore new environments e.g. Brightside, Parkhead, Mowbray, care homes.</li> <li>• Identify questions to ask a visitor/someone I meet on a visit about their job e.g. alumni visits, Citizens Advice.</li> <li>• Exploring the jobs that people do to help each other.</li> <li>• Being able to give examples of jobs in different sectors.</li> </ul>

Summer 1	<p>Community Inclusion</p> <p>Project ideas:          -Independent travel          -Accessing local towns and community settings          -Volunteering</p> <ul style="list-style-type: none"> <li>• Explore and experience new environments.</li> <li>• Learn how to keep myself safe in a new or unfamiliar environments.</li> <li>• Develop coping strategies to help me stay calm in new or unexpected situations.</li> <li>• Talk about a goal or target I am working towards.</li> <li>• Recognise risks when out in the community.</li> <li>• Recognise safe and unsafe areas in the community.</li> <li>• To know how and who to get help from when travelling in the community.</li> <li>• Recognising signs and symbols in my community.</li> <li>• Using time to order my day, opening times in a shop, recognising now/next.</li> <li>• Being proactive about trying different approaches to solving challenges.</li> <li>• Recognising jobs and volunteering roles.</li> <li>• Recognising that I and other people like to choose the work I/they do.</li> </ul>
Summer 2	<p>Health</p> <p>Project ideas:          -Accessing shops          -Meeting health professionals</p> <ul style="list-style-type: none"> <li>• Understand why it is important to keep my teeth clean and know what I need to brush them.</li> <li>• Recognise the need to and maintain personal hygiene and know what I need to stay clean.</li> <li>• Take care of my body by washing regularly and using products such as deodorant.</li> <li>• Identify my own clothing, clothing style, clothing and shoe size.</li> <li>• Dress and undress (with support/independently).</li> <li>• Understanding appropriate and inappropriate environments to carry out personal care routines.</li> <li>• Being aware of what people do whose jobs involve caring for young people / adults and keeping them safe.</li> </ul>

<b>Senior Core Implementation</b>	<b>27/28</b>
Autumn 1 Project ideas: -Home management integrated in curriculum e.g. magic breakfast -Visit independent living/social care settings -Citizens Advice -Visit from social worker	Independent Living <ul style="list-style-type: none"> <li>• Develop skills to take care of my home by doing simple cleaning tasks.</li> <li>• Use household equipment safely e.g. washing machine, hanging clothes, folding clothes</li> <li>• Understand what alerting devices (e.g. visual/vibrating smoke alarm, doorbell alerts) are and know how to respond safely.</li> <li>• Know what to do in case of emergency (fire exits, evacuation plan, first aid etc).</li> <li>• Explore different places I could live in the future and share my thoughts/opinions.</li> <li>• Recognise who can help me with decisions around my living arrangements.</li> <li>• Understand what financial support or benefits I am entitled to.</li> <li>• Being aware that I and others can play a part in helping to ensure that people are treated well, including people who work with me.</li> <li>• Recognise how I can keep safe and how to ask for help.</li> </ul>
Autumn 2 Project ideas: -Visit areas of interest -Public transport -Exploring cultures	Community Inclusion <ul style="list-style-type: none"> <li>• Identify how to stay safe when travelling.</li> <li>• Use public transport with support and follow basic travel routines.</li> <li>• Show respect and positive attitudes towards people whose identities and backgrounds are different to mine.</li> <li>• Experience new environments.</li> <li>• Recognise how to keep myself safe in a new environment.</li> <li>• Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.</li> </ul>
Spring 1 Project ideas: -planning and shopping for a menu -Shopping lists -Visits to allotments -Visits to specialist shops e.g. butchers, greengrocers -Visit dairy farm -Purchasing items	Health <ul style="list-style-type: none"> <li>• Recognise, name and eat a range of foods with a variety of textures and flavours.</li> <li>• Know where foods come from e.g. plants, animals.</li> <li>• Know what a balanced diet looks like.</li> <li>• How to make choices for a balanced diet.</li> <li>• Recognise that eating habits are linked to emotional wellbeing and physical health.</li> <li>• Recognise health issues linked to diet.</li> <li>• Understand/use the language needed to pay for an item at the shop e.g. altogether, total, change with support.</li> <li>• Know what a budget means.</li> <li>• Recognise what is affordable in a shop (would I have enough money to pay for the items?).</li> <li>• Use a range of ways to pay for goods and services.</li> <li>• Use self-service checkouts.</li> </ul>

Spring 2	Employment
Project ideas: -Enterprise project -Raising money for an event	<ul style="list-style-type: none"> <li>• Develop teamwork and communication skills by working with others.</li> <li>• Use problem solving and critical thinking skills to find solutions.</li> <li>• Develop financial literacy, teamwork, and communication skills through running small business initiatives.</li> <li>• Choose and carry out a job role successfully that suits my interests and skills, with support or independently.</li> <li>• Begin to understand what is meant by the terms 'afford', 'borrow' and 'lend'.</li> <li>• Understand the difference between essential and luxury purchases (need and want).</li> <li>• Know what a budget is and why it is important.</li> </ul>
Summer 1	Community Inclusion
Project ideas: -Visits within the local area -Visits within the wider community -Make decisions around visits and express preferences	<ul style="list-style-type: none"> <li>• Explore familiar and new environments with support.</li> <li>• Understand how to keep safe in places I know and places that are new to me.</li> <li>• Develop coping strategies in a new or unexpected situation.</li> <li>• Know when to ask for help and know who I can ask for help.</li> <li>• Recognise my own emotions and respond appropriately to how others feel.</li> <li>• Be able to recognise likes and dislikes within the community.</li> </ul>
Summer 2	Health
Project ideas: -Visual timetable -Leisure activities at home to reduce screen time - Exploring hobbies for relaxation	<ul style="list-style-type: none"> <li>• Understand the importance of maintaining a healthy routine.</li> <li>• Develop coping strategies when there is a change of routine.</li> <li>• Identify strategies that can be used when I feel overwhelmed or dysregulated.</li> <li>• Understanding the importance of sleep hygiene routines and how to achieve them.</li> <li>• Reduce screen time and identify alternative activities I enjoy.</li> </ul>

<b>Visit Ideas</b>				
Shopping	Leisure	Services	Volunteering	Future Provision
<ul style="list-style-type: none"> <li>• Supermarkets</li> <li>• Local shops</li> <li>• Post office</li> <li>• Café</li> <li>• Online shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Gym</li> <li>• Leisure centre</li> <li>• Local parks and areas of interest</li> <li>• Hydrotherapy</li> <li>• Ability2play</li> <li>• Northumberland Games</li> <li>• Museums</li> <li>• Restaurants</li> <li>• Cinema</li> <li>• Beach</li> <li>• Art and performance</li> <li>• Groups e.g. dog walking</li> <li>• Park run</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Post office</li> <li>• Doctors</li> <li>• Dentist</li> <li>• Emergency services</li> <li>• Walk-in centre</li> <li>• Opticians</li> <li>• Places of worship</li> </ul>	<ul style="list-style-type: none"> <li>• Care homes</li> <li>• Litter picking</li> <li>• Food banks</li> <li>• Supermarkets</li> <li>• Databases</li> <li>• Using social media to find opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Brightside</li> <li>• Journey</li> <li>• Parkhead</li> <li>• Blyth Riverside Day Centre</li> <li>• Hepscott Park</li> <li>• Mowbray Day Centre</li> <li>• Twisting Ducks</li> <li>• Tyne Coast College</li> <li>• Azure</li> </ul>

<b>Useful Resources</b>	
NDTi resources	<a href="#">Preparing for Adulthood: All Tools &amp; Resources - NDTi</a>
Growing Up in Northumberland	<a href="#">04ba77_0edf24825cb646fa9f88f6881ef4a4be.pdf</a>
Careers (Employment) lesson plans	<a href="#">Teaching &amp; Learning - Talentino! CAEL Heritage Manual latest version 2021.pdf - All Documents</a>
SEND Local Offer	<a href="#">Friendships and relationships   SEND local offer</a> <a href="#">Independent living and housing   SEND local offer</a> <a href="#">Staying healthy and well   SEND local offer</a> <a href="#">Education, employment and training   SEND local offer</a> <a href="#">Travel training   SEND local offer</a> <a href="#">Leisure   SEND local offer</a> <a href="#">Staying healthy and well   SEND local offer</a>
Citizens Advice	<a href="#">Benefits - Citizens Advice</a> <a href="#">Housing - Citizens Advice</a> <a href="#">Work - Citizens Advice</a> <a href="#">Health - Citizens Advice</a> <a href="#">Debt and money - Citizens Advice</a> <a href="#">Consumer - Citizens Advice</a>

### **Strategic Impact**

#### **Impact:**

- Improved life readiness: Students develop practical skills in budgeting, travel, home management, and accessing services, directly supporting independence and safeguarding.
- Enhanced participation and contribution: Vocational experiences, enterprise projects, and careers guidance (delivered by a trained advisor) build confidence and occupation awareness.
- Health and well-being: The curriculum promotes physical and emotional health through structured activities, therapy access, and mental health education.
- Community engagement: Students participate in volunteering, leisure activities, and social interaction projects, fostering inclusion and citizenship.

#### **Adaptability and Responsiveness:**

- The curriculum responds to changes in external services (e.g. person-centred planning availability) by embedding internal capacity, such as careers advisor training.
- It leverages destination data tracking and local partnerships to ensure relevance and continuity beyond school.

#### **Evidence of Impact:**

- Students demonstrate increased autonomy, resilience, and engagement in real-world contexts.
- The curriculum supports EHCP outcomes, contributes to Ofsted preparation, and aligns with local authority SEND priorities.

This PfA provision is a cornerstone of the school's inclusive ethos and long-term strategic planning, ensuring that every learner is equipped to thrive beyond education.