

Great Oaks School Policies



Preparation for Adulthood			
Version	1	Approved by	Great Oaks Governors
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Lead officer	Assistant Headteacher for Great Oaks College	Review date	March 2027
Contact	Kate Henty	Effective date	15.03.23

Definition

The term “Preparing for Adulthood” is used to describe **the process of moving from childhood into adult life**. It is used by professionals to describe the changes in services when a child becomes an adult. However, this transition can happen at different times for different families.

At Great Oaks, we are dedicated to supporting our children and young people in leading active, fulfilling lives as adults.

The Special Educational Needs and Disability Code of Practice 2015 emphasises *Preparing for Adulthood* from the earliest years, and there are important, specific statutory requirements that must be covered at the year 9 review.

At Great Oaks Special Needs School and College, we are committed to ensuring that all our students are well-prepared for adulthood. Our goal is to equip them with the skills, knowledge, and confidence necessary to lead active, fulfilling lives as adults. We recognise that each student has unique needs and aspirations, and our approach is tailored to support them in achieving their fullest potential.

2. Relevant Legislation and Guidance This policy aligns with key legislation and statutory guidance, including:

- **The Children and Families Act 2014** – Emphasizing the importance of preparing young people with SEND for adulthood.

- **The SEND Code of Practice (2015)** – Providing guidance on supporting young people with special educational needs and disabilities (SEND) in their transition to adulthood. The Code of Practice highlights that preparation for adulthood should begin from the earliest years and be embedded throughout a child’s educational journey. However, from **Year 9 onwards**, the focus on transition planning becomes particularly important, ensuring that EHCP outcomes align with future aspirations for independent living, employment, community participation, and health and well-being.
- **The Care Act 2014** – Outlining the responsibilities of local authorities in supporting young people with care and support needs as they transition into adulthood.
- **The Equality Act 2010** – Protecting individuals from discrimination and ensuring equal opportunities in education, employment, and independent living.
- **The Preparing for Adulthood (PfA) Framework** – Offering a structured approach to support young people in developing independence, employment, and community participation.

3. Aims and Objectives

- To support students in developing independence and self-advocacy skills.
- To provide meaningful experiences that prepare students for further education, employment, and community participation.
- To enhance social, emotional, and communication skills to enable positive relationships and social inclusion.
- To promote health, well-being, and self-care to encourage a high quality of life.
- To engage families, carers, and external agencies in the transition planning process.

4. Key Areas of Focus

a) Independent Living

- Teaching daily living skills such as cooking, cleaning, personal hygiene, and money management.
- Providing opportunities for supported and independent decision-making.
- Encouraging use of public transport and safe travel training.

b) Employment and Further Education

- Offering work experience placements in collaboration with local businesses and organisations.
- Developing employability skills such as time management, teamwork, and workplace communication.
- Supporting access to vocational training, apprenticeships, volunteering and further education opportunities.

c) Community Inclusion

- Encouraging participation in social and leisure activities.
- Supporting students in accessing community facilities such as shops, libraries, and recreational spaces.
- Promoting volunteering and community engagement opportunities.

d) Health and Well-being

- Delivering a curriculum that promotes physical and mental well-being.
- Teaching self-care, personal safety, and managing healthcare needs.
- Providing guidance on relationships, social boundaries, and safeguarding.

5. Transition Planning

- Each student will have a personalized transition plan starting from Year 9 (or earlier if needed), outlining their aspirations and support needs.
- Regular reviews will be conducted involving students, parents/carers, and relevant professionals.
- Collaboration with external agencies, including social care, health services, and employment support providers, to ensure a smooth transition to adulthood.
- Preparation for adulthood will be embedded into the **Education, Health and Care Plan (EHCP) review process**, ensuring that students' goals and support needs are continually assessed and adapted as necessary.
- The EHCP annual review meetings will focus on key areas such as independent living, employment, health and well-being, and community inclusion to track progress and update transition plans accordingly.
- Emphasis will be placed on aligning EHCP outcomes with the student's aspirations for adulthood, with a focus on developing practical skills and identifying suitable post-16 pathways.

6. Roles and Responsibilities

- **Senior Leadership Team:** Ensuring the implementation and effectiveness of the policy.
- **Teaching and Support Staff:** Embedding preparation for adulthood within the curriculum and daily activities.
- **Parents/Carers:** Engaging in transition planning and supporting skill development at home.
- **Students:** Actively participating in planning and developing their future pathways.

7. Monitoring and Evaluation

- Regular assessment of students' progress towards independence.
- Feedback from students, families, and external partners to improve provision.
- Annual review of the policy to ensure alignment with best practices and national guidelines.

8. Conclusion At Great Oaks Special Needs School and College, we are dedicated to preparing our students for a meaningful and fulfilling adulthood. Through a supportive, individualised, and collaborative approach, we strive to empower them to achieve their potential and lead enriched lives.

