



Preparing for Adulthood



Preparing for Adulthood Guide for Parents/Carers



Independent Living



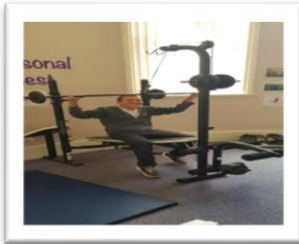
Employability



Community Inclusion



Healthy Life Style





## What Does preparing for adulthood mean?

Preparing for adulthood means preparing young people with special educational needs and or disabilities for:

- **Further Education and/or Employment** – this includes exploring what your son/daughter will do during the day when they leave school, this may include attending a day service, further education, different employment options, such as supported employment, volunteering, as well as other daytime opportunities.
- **Being Independent** – This means young people having choice and control over their lives, the support they receive, their accommodation and living arrangements, whenever possible
- **Being part of society** – having friends and supportive relationships, and being part of their local community.
- **Being as healthy as possible in adult life** – including moving to adult health services, having access to sport and keeping active and an annual health check.

These key 4 areas are embedded into your child's learning curriculum and journey of experiences from foundation early years and transition right through to Post 16.

## What are the benefits of preparing for adulthood?

- Planning and preparing early will make it a more positive experience and build confidence and independence for leaving school and transition to Adults Health and Social Care services and an understanding of what services are available to support them. Every young person's development will be different, so plans and services need to take account of this and be tailored to the individual and their family.
- The Benefits of planning and early integration into the curriculum is to create a platform of knowledge and experiences that enables the student by Year 9 to have a meaningful and successful progression which is supported to the student's needs.
- Any decisions or choices are flexible, as over time the child's ideas and choices may change. However early interventions enable students to maximise their opportunity to experiences within different career fields to achieve their aspirations and dreams.
- Within Abbey School every child will have an Annual Review Meeting in which inspirational long, medium and short term goals will be stated by the child and a clear Pathway created and recorded that is realistic and possible.

# **Parents/Carers Guide to Preparing for adulthood**



## **What to think about....**

You may have questions or concerns about a number of issues.....

- . What your child will do and where they will go when they leave school?
- . If they will be able to find a job?
- . What Benefits and Money could they receive?
- . Where they will live or have short breaks?
- . How they will keep healthy and safe?
- . What Leisure and social activities are available in the community?
- . How they will stay in touch with, and make new, friends
- . Who to contact to pay for care and support?
- . Longer term plans

To make sure you get the most out of annual review meetings it is important to help your son/daughter to think about what they like and their hopes for the future before the meeting, This can also be supported by Class Teams within Abbey School.

## **Who Can Help?**

There may be a number of people who will be working with you/your son or daughter such as:

- . Transition Worker or personal advisor
- . Social worker
- . Teacher
- . GP
- . Youth Worker
- . Allied health professional
- . Doctor/Nurse
- . Early Help
- . CAMHs
- . Speech & Language Therapist

Speaking to and questioning your son/daughter about the 4 areas of preparing for adulthood at home continues learning and supports their journey to adulthood

## What Happens at Early Years... Key Stage 1



### Employment

Employability is integrated into this fundamental stage of learning through the children interacting together in real world role plays such as Doctor, Nurse, Builder. This process of open imaginative learning and the children collaborating together enhancing team work and social skills.

The children are beginning to have an understanding of different roles and responsibilities of the role model and chosen character. This endorses the child's ability to adapt to new environment and follow instructions.

The reinforcement of positive experiences of work and using key employability words.

### Independent Living

The origin of enhancing children's Independent skills is an important intervention at this early stage, through feeding and drinking, toileting and dressing skills the children are gaining fundamental life skills.

Independent living role play is incorporated within play through building Lego, kitchens and cleaning duties and delivers ownership, social skills and a rise in confidence for the children.

Telling the time and basic money skills are immersed into daily learning as well as turn taking and making choices

### Community Inclusion

Cognitive and Physiological Learning at this stage is based around play and social interaction therefore children are learning how to make friends and find their own interests and personal preferences.

A child's communication skills through verbal/non-verbal is an important process at this stage and is supported through individual/group interventions. School trips are important to engage the children in real life experience, adaptation to new environments and social interaction.

### Health

Promoting healthy lifestyles and inclusion of physical activity is optimum to a pathway into adulthood for all the children at Abbey School; children engage in weekly physical education lessons and outside learning. Making healthy food choices education is very important to our young people.

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#### **PARENTING QUESTIONS**



Who are your friends at school?

Have you played outside today?

## **What Happens at Foundation Key Stage 2**



### **Employment**

Through intervention of role play children are being to think about what they want to be when they get older in terms of careers, personal interests and social circles and this is continued to be displayed through play and interaction. Children are meeting different staff within and out of school and beginning to understand different roles and adult responsibilities.

### **Independent Living**

Children's money skills and time skills are developing through playing shop and leadership roles. The children are beginning to set themselves social and emotional targets through their own unique golden goals.

Children are using their money skills and education and it is been immersed into real life situations, i.e paying for snacks at school kitchen and out on school trips.

Brushing Teeth and personal hygiene is highlighted through learning and bringing in external visitors i.e dentist

Visits by the community police and emergency services enable young people to know how to stay safe and incorporates with employability.

### **Community Inclusion**

Children's friendships and relationships are widened though engaging within teams and children of other ages and abilities.

Playing within a team i.e lunch time clubs, afterschool clubs promotes social skills, leadership and attitudes that are valuable early interventions for adulthood

### **Health**

Children are beginning to be aware of their own bodies, feelings and emotions and early interventions of coping strategies to support students.

The promotions of healthy diets are suggested and physical activity are continued to be endorsed.

#### **PARENTING QUESTIONS**



How do you Feel today?

What is your Lion Leadership role in your class?

## Whats Happening at Key Stage 3?



### Employment

The young people are starting to talk and think about their future options and career choices, this is interlinked with guest speakers and face to face encounter with employers and employees to raise their aspirations and career guidance.

Student's personal interests and ambitions are being integrated into their personal pathway plans and knowledge of how these transferrable skills and interest can be taken into the work place.

Enterprise projects at school events

### Independent Living

Cooking and life skills are introduced within the weekly timetable to enable students to learn independent skills .

Students are gathering road and bicycle safety skills.

Following instructions through student internal activities and leadership roles and enhancing their personal skills.

Students are learning and using the internet safely and are educated about the positives and dangers of social media.

### Community Inclusion

Students understanding about safe healthy friendships and relationships, know about bullying and what to do in different social situations.

Stranger danger awareness in the community, coping skills with new environments and situations.

### Health

Starting Puberty and being able to say if there is pain or health problems.

Knowing who and where to get health support

Continued inclusion of physical activity and personal health education, knowledge of the effects of poor health and obesity

#### **PARENTING QUESTIONS**



What do you want to be when you get older?

Where would you like to live when your older?



## **Whats happening at Key Stage 4?**



### **Employment**

Students are considering personal further education options/careers and visiting local provisions and providers

Structured Careers education programme delivered to increase students awareness of skills and personal values needed within the workplace, mock interviews and CV writing.

Enterprise projects and knowledge of running a business and entrepreneur qualities.

Taster internal/external work experience sessions

Starting Vocational BTEC qualifications..i.e Health & Social care

### **Independent Living**

Travel training – Buses, Trains

Continuing to develop cooking and life skills within the school house i.e cleaning, ironing.

Budgeting and money skills, Bills etc

Managing the Internet and social media safely.

### **Community Inclusion**

Students are gaining a bigger picture of the world and building resilience

Students can socialise and are immersed with other students through PE (play unified) and after school activities

Interaction with different age groups and abilities

Engaging in Schools trips and participating in residential experiences.

### **Health**

Sex Education

Mental health awareness, Drugs and alcohol education

Healthy relationships

#### **PARENTING QUESTIONS**



How do you keep safe on the internet?

How are you spending your money?

## Whats Happening at Post 16?



### Employment

The students are participating in meaningful work experiences with a variety of companies, the student's choices of work placements are linked to and highlighted to their views stated in their annual reviews.

Students engage in external employability programmes which support them create their own CVs, develop personal and real life work skills and knowledge of their future options i.e apprenticeships, traineeships, Further education and employment.

Students are visiting local colleges/university to support their choices and options for their next steps

### Independent Living

Students engage weekly in community activities i.e shopping, budgeting, cleaning. Travel training is incorporated within the weekly curriculum and participate in weekly trips using a range of travel options . Identifying and researching future living housing options.

### Community Inclusion

Within our new post 16 provision based in the heart of Rotherham Centre, Students engage within the local community and businesses. Students learn about being safe in the community and have visits from the local police and services to know what to do to keep safe.

### Health

In our Post 16 building we have our own gym which students use within their weekly timetable, Students plan, buy and prepare a healthy weekly menu. Mental health is supported through mindfulness and meditation.

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### **PARENTING QUESTIONS**



Where would you like to live in the future?

Would you like to go to college or work through an apprenticeship?

Can I help you to travel independently?



## What happens after Post 16?

### Employment?

We are working very closely with a number of Further education provisions, training providers and Job Centre Plus to give our students the best opportunities we can to fulfil their dreams.



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



[www.rotherham.ac.uk](http://www.rotherham.ac.uk)



<https://learnaliving.co.uk>



[www.barnsley.ac.uk](http://www.barnsley.ac.uk)



[www.landmarks.ac.uk](http://www.landmarks.ac.uk)

**Sheffield  
Hallam  
University**

[www.shu.ac.uk](http://www.shu.ac.uk)

### Support and Advice



Proud to work with Rotherham's  
children • young people • families

<https://www.rotherham.gov.uk/earlyhelp>



Rotherham Camhs

<http://camhs.rdash.nhs.uk/professionals/rotherham>