

# Camtree Digital Library



## **Strengthening Preparation for Adulthood (PfA) across a Multi-Academy Trust (MAT) using Whole School SEND (WSS) resources**

Title	Strengthening Preparation for Adulthood (PfA) across a Multi-Academy Trust (MAT) using Whole School SEND (WSS) resources
Publisher	nasen
Publication date	2026
Download date	2026-03-05 11:38:11
Item License	<a href="https://creativecommons.org/licenses/by-nc-sa/4.0/">https://creativecommons.org/licenses/by-nc-sa/4.0/</a>
Link to Item	<a href="https://hdl.handle.net/20.500.14069/1175">https://hdl.handle.net/20.500.14069/1175</a>



## Strengthening Preparation for Adulthood (PfA) across a Multi-Academy Trust (MAT) using Whole School SEND (WSS) resources

### Preparation for Adulthood Review Guide

## Introduction

The case study demonstrates the Whole School SEND (WSS) Preparation for Adulthood (PfA) initiative, together with use of WSS resources – namely the PfA review guide. It details how this initiative led to a positive impact for schools across a trust and improved outcomes for their learners with SEND.

Six schools in a Multi-Academy Trust worked with a WSS Regional Lead to improve outcomes for learners' preparation for adulthood. Using the WSS Preparation for Adulthood Review Guide, the schools assessed how they prepared learners with SEND for the next stage of learning and adulthood, and then developed strategic plans based on their findings. Over 12 months, they focused on key themes such as working with learners with SEND and their families, improving quality of teaching and learning, and monitoring and evaluation. Strategic planning followed the Education Endowment Foundation's Implementation Cycle and informed School Improvement Plans, while strengthening partnerships across the Trust.

School	PfA Area for Improvement	Target Focus
A	Working with learners with SEND and their families	<ol style="list-style-type: none"> <li>1. Improve SEND passports and effective communication and engagement with families in the process</li> <li>2. Greater opportunities available for learners with SEND when leaving school due to increased aspirations.</li> </ol>
B	Working with learners with SEND and their families	Write effective learning targets and develop open communication with families around these to ensure clearer progress for learners with SEND
C	Working with learners with SEND and their families	Increase parental engagement with parent consultations and communication around achievement and progress for learners with SEND
D	Monitoring and Evaluation	Improve the transition process so learners with SEND are prepared and progress is sustained in their new setting
E	Quality of Teaching and Learning	Increase learners' independence through effective deployment of support staff
F	Working with learners with SEND and their families	Empower learners to voice their strengths and explore future opportunities during annual reviews

 Improved parental/carer satisfaction

 Improved transitions for learners with SEND

## Implementation

The six schools implemented strategies across five key areas to enhance support for learners with SEND and to secure better preparation for adulthood.

1. **Family and Learner Engagement:** Schools strengthened communication with parents through regular meetings, surveys, and prioritising SEND families in consultations, ensuring greater parental involvement in decision-making.
2. **Targeted Learning Support:** Professional development for staff focused on writing effective SMART targets and revising student learning plans to include individualised, skills-based goals.
3. **Attendance and Monitoring:** Schools introduced proactive attendance strategies, such as personalised intervention plans and flexible meeting options, to improve parental engagement and student attendance.
4. **Transition Planning:** Strengthened connections with post-16 settings, earlier transition planning from Year 9, and tailored careers guidance provided learners with clearer pathways to further education and employment.
5. **Promoting Independence:** Training for Learning Support Assistants (LSAs) and teachers emphasised scaffolding strategies and open-ended questioning to foster learner independence, reducing reliance on adult support. These efforts resulted in improved parental engagement, enhanced learner self-advocacy, better transition processes, and a more personalised approach to SEND education.

## Outcomes & Impact

The initiatives implemented by the six schools led to significant improvements across five key areas.

1. **Enhanced Parental Engagement:** Schools saw a significant rise in parental involvement, with increased participation in consultations, improved awareness of learner needs, and greater engagement with digital communication platforms.
2. **Improved Target Setting and Learning Plans:** The refinement of Pupil Passports and SMART targets led to better alignment between learner needs and support strategies, ensuring more effective scaffolding of learning and tracking of progress.
3. **Increased Attendance and Engagement:** Targeted attendance interventions, such as flexible meetings and personalised support plans, significantly improved attendance rates, especially for learners with SEND facing medical or mental health challenges.
4. **Strengthened Transition Support:** Earlier transition planning, expanded links with further education and alternative pathways, and dedicated careers guidance, including work experience placements, helped learners make more informed post-school choices.
5. **Greater Learner Independence and Aspirations:** Focused learning support assistant deployment, independence-promoting strategies, and careers-linked interventions empowered learners to take a more active role in their education and future planning. Collectively, these initiatives resulted in better-prepared learners, more cohesive school-to-adulthood transitions, and stronger partnerships between schools, families, and external stakeholders.

## Key Learning

Sustaining the current quality assurance processes is essential, ensuring they align effectively with the LLW calendar. Additionally, continued development of assessment processes is essential for enhancing consistency and accessibility across the provision.

Partnering with a peer college to audit the RARPA provision during the summer term will provide insights for improvement. Exploring the possibility of inviting a local Inclusion Leader to demonstrate the assessment system to the local authority may also offer a strategic opportunity to promote the adoption of a unified system across multiple settings.