

# Camtree Digital Library



## Embedding preparation for adulthood in primary curriculum

Title	Embedding preparation for adulthood in primary curriculum
Publication date	2026
Download date	2026-03-05 11:32:18
Link to Item	<a href="https://hdl.handle.net/20.500.14069/1240">https://hdl.handle.net/20.500.14069/1240</a>



## Embedding preparation for adulthood In primary curriculum

## Strengthening preparation for adulthood through clear target setting

### School/Background Context

This school is an LA maintained special school situated in the West Midlands. The school has provision for pupils with severe and profound learning difficulties. There are 197 places in main school and 20 places in specialist classes (pupils with profound and multiple LD with highly complex physical (non-ambulant) / medical needs). All pupils have Education, Health and Care Plans. There are Reception classes in EYFS; a Primary Phase; a Secondary Phase and Post 16 Provision (specialist class only).

### The Challenge

I am focusing my case study on the following question:

- What were the outcomes on students resulting from the introduction of a Preparation for Adulthood curriculum into KS1 and KS2?

This will support and enhance the practice and provision in the Bridge by:

- Pupils having individual targets based on skills which will prepare them for adulthood in four areas: Health, Living skills, Employment and Community Inclusion.
- Providing staff with clear targets to help the pupils work towards, covering each of the 4 areas of Preparation for Adulthood.
- Encouraging staff to complete more incidental learning slips to help with assessing pupil's progress towards PFA outcomes. These are used as a way for teaching assistants to record any spontaneous learning that may occur throughout the day.

To complete my baseline, we did the following:

- Sent out a questionnaire to staff in a KS1 class and a KS2 class to gauge their current level of knowledge related to Preparation for Adulthood.
- Looked at current assessment systems to see what links to Preparation for Adulthood now.
- Reviewed pupils' work folders to see current number of incidentals being filled in that relate to these skills.

## The Challenge (continued)

**After completing this baseline, I found that the current challenges we face at the Bridge are:**

- There is currently a lack of consistency across the whole school when it comes to Preparation for Adulthood and its implementation, in particular in the primary and EYFS phases.
- Teaching assistants aren't clear on what Preparation for Adulthood is and therefore aren't aware that they may be already doing things that are covered by PFA, e.g. turn taking and independence skills, or they may be missing opportunities to allow pupils to further develop these skills.
- There is no clear assessment of PFA skills on the Bridge school assessment system (Onwards and Upwards). There is a PSD (Personal and social development) section which covers living and some health skills but other areas such as Employment and Community Inclusion are not explicitly assessed, although some skills may be covered in other areas of the curriculum, e.g. turn taking in PSHE.

**At the end of the project, I will:**

- Review the folders again to see number of incidentals being completed in comparison to at the start of the project.
- Assess the progress of each pupil in each of their 4 outcomes that have been set, using the incidentals and other learning outcome slips. This can also be tracked against relevant statements on Onwards and Upwards (our online assessment system).

## What They Did

**For my project, I did the following:**

- Set 4 targets related to Preparation for Adulthood for 2 pupils in KS1 and 2 pupils in KS2.
- The targets related to the 4 areas:
  - o Health e.g. washing of hands
  - o Living skills e.g. putting shoes on independently
  - o Employment e.g. following instructions
  - o Community inclusion e.g. turn taking with a peer or sharing
- Had discussions with staff team that are working with the pupils to explain what the outcomes are and how we can support them in their day-to-day practice.
- Ensured that Incidental LO slips are always available during the school day, so that staff can complete them wherever possible.

Myself and another primary teacher set 4 targets for 2 pupils each (KS1 and KS2), relating to each of the 4 areas. We ensured that we chose pupils with different levels of understanding and engagement. Examples of targets set include:

- Health: To sit on the toilet for at least 30 seconds as part of his personal care routine.
- Living skills: To independently put his shoes (Velcro fastenings) on after Soft Play and Gym.
- Employment: To follow 1 information carrying word instructions to pass familiar objects to an adult.
- Community Inclusion: To take 3 turns with a peer when engaging in a motivating activity



## What They Did (continued)

After setting the targets we both had meetings with our teams to ensure that they understood the new targets and were confident in how they could support the pupils to make progress towards these outcomes.

### Challenges I faced when completing this project included:

- Lack of consistency with staffing. We have a high number of staff absence which means that we are either short staffed or have agency/unfamiliar staff working with the pupils.
- Lack of time to inform supply staff of the outcomes and also lack of time to work on the outcomes due to the need to relax the curriculum offer when staffing is particularly challenging.
- Short period of time to complete the project, so limited data to judge progress.

## Outcomes and Anticipated Impact

Since carrying out this project, I have seen evidence that it has had a positive effect on pupil progress in the 4 targeted areas. For example, I have seen an increase in the number of incidental learning slips that my staff have filled in, showing the pupils' progress. One of the pupils had a target linked to putting his own shoes on after PE, Soft Play and the Gym, and there are multiple incidentals now showing how he is improving at this. He started off requiring full support and now will assist by pushing his foot in himself when an adult loosens the shoe and prompts him "foot in". He can now independently do up the Velcro fastenings following a verbal and gestural prompt. This is just one example of the benefits of implementing this Preparation for Adulthood curriculum. I believe that this progress is down to an increase in staff understanding, clearer target setting and more opportunities for accurate assessment in these areas.

### Conclusions:

- Clear evidence that pupils are making good progress towards the targets set even with the short amount of time we have had.
- More incidental learning slips completed by teaching assistants, allowing for more accurate assessment.
- Staff clearer on the targets and more confident in supporting pupils to build on these skills.
- Findings are positive as expected. I believed initially that we were already doing a lot to prepare our pupils for adulthood but by making it more explicit, this has had a positive impact.

### Next steps:

- I believe that setting Preparation for adulthood targets in each of the 4 areas would be beneficial to all pupils so in the long run this could be something we look at implementing whole school.
- I also think we should highlight on our online assessment system (Onwards and Upwards) which band statements are linked to Preparation for adulthood skills.



More inclusive ethos/culture in the setting



Better outcomes for learners with SEND