



## Mill Water Preparation for Adulthood (PfA) Document

### Introduction

This Preparation for Adulthood (PfA) document is designed to support pupils at Mill Water school transition to their next step. The aim is to facilitate a smooth transition from school to a Further Education (FE) SEND college or a social provision, focusing on developing independence skills, community skills, and overall readiness for adult life. A key component of this preparation is fostering a life of purposeful leisure and the ability to self-occupy, which are essential for personal fulfilment and well-being. This document outlines the progression of skills across age groups from Year 7 onwards, emphasizing the four key areas of employment, independent living, community inclusion, and health.

### 1. Independence Skills Development

Independence is a crucial aspect of preparing for adulthood. The following strategies will be implemented to enhance pupils' independence skills across different age groups:

#### Year 7-9:

**Daily Living Skills:** Pupils will engage in foundational daily living skills, such as personal hygiene, dressing, and basic meal preparation. They will participate in structured lessons that teach them how to wash hands properly, brush teeth, and select appropriate clothing for different occasions.

**Functional Activities:** Activities will include simple cooking tasks, such as making sandwiches or preparing snacks, which will help them understand food safety and nutrition. They will also practice setting the table and cleaning up after meals, reinforcing the importance of responsibility and teamwork.

**Decision-Making:** Opportunities will be provided for pupils to make choices in their daily routines, such as selecting activities, meals, and personal items. This will help them develop confidence in their decision-making abilities, with staff guiding them through the process of weighing options and understanding consequences.

#### Year 10-11:

**Advanced Daily Living Skills:** As pupils progress, they will take on more complex daily living tasks, such as planning and preparing simple meals, managing personal belongings, and where possible basic budgeting. They will learn to create shopping lists, compare prices, and make informed choices when purchasing items.

**Independent Travel Training:** Pupils will receive training on using public transport, including understanding bus and train schedules, purchasing tickets, and navigating routes. This will help them gain confidence in traveling independently within their community.

**Relationships and Sex Education (RSE):** Pupils will participate in age-appropriate RSE lessons that cover topics such as understanding personal boundaries, consent, and



healthy relationships. They will learn about their rights and responsibilities in relationships, promoting self-advocacy and respect for others.

**Problem-Solving:** Problem-solving scenarios will be introduced, encouraging pupils to navigate challenges independently. This may include resolving conflicts with peers, adapting to changes in routine, or finding solutions to everyday problems.

**Functional Activities:** Pupils will engage in community-based projects, such as gardening or maintaining a school environment, which will teach them about responsibility and teamwork. They will also participate in role-playing scenarios that simulate real-life situations, such as handling money, using public transport, and interacting with service providers.

#### **Post-16 (Pre-Formal Pathway):**

For pupils following a pre-formal pathway who require additional support, the focus will be on therapeutic programs that enhance daily living skills in a supportive environment. Activities will be tailored to individual needs, emphasizing sensory experiences, routine establishment, and gradual skill acquisition.

**Functional Activities:** Pupils will engage in sensory-based activities that promote self-regulation and emotional well-being, such as art, music, and movement activities. They will also participate in life skills workshops that focus on personal care routines, social interactions, and basic life skills, ensuring that each pupil can progress at their own pace.

## **2. Health**

Promoting health and well-being is essential for preparing pupils for adulthood. The following strategies will be implemented:

#### **Year 7-9:**

**Health Education:** Pupils will learn about personal hygiene, nutrition, and the importance of physical activity. They will participate in interactive lessons that cover topics such as healthy eating, exercise, and self-care routines.

**Functional Activities:** Activities will include cooking healthy meals, engaging in physical activities like sports or dance, and practicing relaxation techniques. These experiences will help pupils understand the connection between health and well-being.

#### **Year 10-11:**

**Advanced Health Education:** Pupils will explore more complex health topics, such as understanding emotions, mental health awareness, and the importance of regular health check-ups. They will learn to recognize signs of stress and develop coping strategies.

**Relationships and Sex Education (RSE):** Continuing from earlier years, pupils will delve deeper into topics related to relationships, including understanding consent, personal



boundaries, and the emotional aspects of relationships. This will empower them to make informed choices and develop healthy interpersonal connections.

**Functional Activities:** Pupils will participate in fitness programs, mindfulness sessions, and workshops on healthy lifestyle choices. They will also engage in discussions about personal health goals and how to achieve them.

### **Post-16 (Pre-Formal Pathway):**

Health education for pupils on a pre-formal pathway will focus on sensory experiences that promote well-being. Activities may include sensory integration therapy, relaxation techniques, and gentle physical activities tailored to individual needs.

**Functional Activities:** Pupils will engage in therapeutic activities that promote emotional regulation and self-awareness, such as art, music and nature walks. These experiences will help them develop a positive relationship with their health and well-being.

## **3. Employment**

While employment is a key area of focus, it is essential to emphasize the importance of community exposure and engagement in leading a fulfilling life. The following strategies will be implemented to prepare pupils for future opportunities in a community context:

### **Year 7-9:**

**Introduction to Work Concepts:** Pupils will be introduced to the concept of work through role-playing and exploring various job roles within the community. They will learn about different types of jobs and the skills required for each, using visual aids and interactive activities to enhance understanding.

**Functional Activities:** Activities will include simple tasks that mimic job responsibilities, such as organizing materials, assisting in school events, or participating in classroom jobs. These experiences will help pupils understand the value of contributing to a team and the importance of responsibility in a work setting.

### **Year 10-11:**

**Community Exposure:** Instead of traditional work experience, pupils will engage in community-based activities that expose them to various roles and responsibilities within their local environment. This may include participating in community events, helping at local charities, or engaging in projects that benefit the community, such as park clean-ups or food drives.

**Skill Development through Community Engagement:** Pupils will focus on developing skills relevant to community involvement, such as communication, teamwork, and problem-solving. They will participate in group projects that require collaboration and interaction with community members, helping them build essential social skills and confidence.



**Purposeful Leisure Activities:** Emphasis will be placed on identifying leisure activities that can lead to community involvement, such as joining local clubs, participating in sports teams, or attending workshops. These activities will not only enhance their social connections but also provide opportunities for skill development in a relaxed and enjoyable setting.

**Post-16 (Pre-Formal Pathway):**

For pupils following a pre-formal pathway, the focus will be on exploring meaningful activities that promote a sense of purpose and engagement within the community. While traditional employment may not be the primary goal, opportunities for skill development and community involvement will be emphasized.

**Functional Activities:** Pupils will engage in therapeutic work-related activities that align with their interests and abilities, such as arts and crafts, gardening, or simple tasks in a supportive environment. These activities will help them develop a sense of accomplishment and purpose, even if they do not lead to formal employment.

#### 4. Community Inclusion

Engaging with the community is essential for building social connections and enhancing life skills. The following initiatives will be implemented:

**Year 7-9:**

**Community Outings:** Regular community outings will be organized to help pupils practice navigating their environment, using school transport, and interacting with community members. These outings will include trips to local shops, parks, and community centres, where pupils can practice social greetings and engage with others.

**Functional Activities:** Pupils will participate in community service projects, such as helping at local charities or participating in clean-up days, which will foster a sense of belonging and responsibility. They will also learn to identify and access community resources, such as libraries, recreational centres, and support services.

**Year 10-11:**

**Structured Community Engagement:** Pupils will participate in structured community engagement activities, such as volunteering or joining local clubs. This will help them develop social skills and foster a sense of belonging. They will also learn to identify and access community resources, such as libraries, recreational centres, and support services.

**Functional Activities:** Activities will include planning and executing community events, such as bake sales or charity drives, which will enhance their organizational and teamwork skills. They will also engage in role-playing scenarios that simulate real-life interactions, such as ordering food at a restaurant or asking for directions.



### **Post-16 (Pre-Formal Pathway):**

Community engagement for pupils on a pre-formal pathway will focus on therapeutic and supportive experiences. Activities may include sensory outings, nature walks, and community-based events that promote social interaction in a low-pressure environment. The emphasis will be on building comfort and familiarity with community settings, allowing pupils to engage at their own level.

**Functional Activities:** Pupils will participate in community-based activities that promote social interaction, such as attending local events, visiting parks, or engaging in group outings. These experiences will help them develop confidence in social situations and foster a sense of belonging within their community.

### **Conclusion**

By focusing on independence skills, health, employment, and community inclusion, we aim to empower our pupils to lead fulfilling and independent lives (as much as possible) as they move into adulthood. Regular reviews and adaptations of this plan will ensure that it remains relevant and effective in meeting the needs of each individual pupil. Through a collaborative effort involving staff, families, and community partners, we will create a supportive environment that fosters growth, confidence, and a sense of purpose for all pupils.

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Website Interface:

### **Helping Pupils Prepare for Adulthood**

**Our programme focuses on four key areas to support pupils as they grow towards independence:**

**Independence Skills:** Building confidence in everyday tasks, decision-making, and self-care at a pace suited to each pupil.

**Health & Wellbeing:** Promoting healthy habits, emotional awareness, and positive relationships.

**Employment & Community:** Encouraging practical skills, community involvement, and meaningful activities that build purpose.

**Community Inclusion:** Supporting social connections and engagement through outings, volunteering, and group activities.

We work closely with families and local partners to ensure every pupil receives personalised support, helping them become confident, capable, and connected adults.