

Preparation for Adulthood

Many of the skills described will be taught/supported by parent/carers and in collaboration with them when taught/supported by school.

Skills and targeted interventions recommended when Preparing for Adulthood

RNIB Curriculum Framework for Children and Young People with Vision Impairment

Identifies the following skills needed when Preparing for Adulthood – transition support, careers advice, YP taking responsibility, entitlements and benefits, engagement with health and social services, understanding certification of VI, accessing community services (bank/library/surgery...), housing, wider relationships (house sharing, romantic relationships). And skills communication skills, healthy living, personal safety, life and independence skills, self-care skills (AET Progression Framework assessment tool and LCC Hearing Support Service Preparation for Adulthood booklets).

Examples of targeted intervention approaches:

- Providing support in preparation for key transitions, e.g.:
 - Seeking and participating in employment;
 - Assisted living
 - Further and Higher Education
- Specialist input to careers education, information and guidance, including supporting volunteering/work experience opportunities, searching for and applying for jobs, disclosing vision impairment, preparing for interviews, supporting work experience placements.
- Supporting young person taking personal responsibility; recognising their rights and responsibilities. (AET Progression Framework)
- Entitlement and benefits (including transitions between child and adult systems).
- Supporting skills and knowledge for accessing key community services, such as banks, libraries, and doctors surgery. (some of which is included in the AET Progression Framework)
- Housing.
- Wider relationships: house sharing, romantic relationships, preparing for parenthood

AET Progression Framework 2019

The AET Progression Framework is an assessment tool which allows schools to assess and evaluate a child or young person's skills and progress as they prepare for the adult world.

- Own management of sensory needs
- Healthy Living
 - Being able to identify own health needs
 - Manage simple first aid for themselves
 - Make medical appointment
 - Being able to communication with a medical professional about symptoms or concerns
 - To know how and when to contact emergency services
 - Sex education and puberty
 - Understands and is able to communicate what their needs are in relation to their diagnosis/diagnoses (self-advocacy)
 - Personal hygiene and self-care: handwashing, toileting, brushing teeth, bathing/showering, management of mensuration, personal grooming including being able to choose preferred hygiene products, knows when clothes need washing
 - Healthy choices: food and drink
 - Healthy choices: smoking, alcohol and drugs
 - Health choices: exercise
 - Healthy choices: sleep
- Medicine and medication
 - Knows how to take their medication (including setting of timers)
 - Knows what a safe dose is and what to do if they have exceeded this
 - Knows how to store their medication
 - Knows how to reorder medication
 - Knows what the medication is for
 - Knows what contraception is and how to request appropriate contraception
- Personal safety
 - Understands proximity
 - Understands how to keep safe in social situations
 - Understands what maybe dangerous in an environment e.g. hot drinks, science equipment
 - Safe use of public toilets
 - Understands public and private (including personal information)
 - Understands what consent is
 - Knows how and where to seek help and/or support
 - Keeps safe online
- Life skills and independence
 - Knows how to dress themselves correctly
 - Knows what clothes to wear for what occasions
 - Knows when clothes have got dirty and how to wash them

- Relationships: understands what good friendships and relationships are and how to maintain them
- Time management including telling the time, scheduling, starting and completing tasks, organising own calendar
- Manages change
- Knows how to prepare and/or cook food
- Knows how to prepare or request a drink
- Knows how to order a meal and how to pay for it
- Knows how to prepare and shop for things they need
- Household tasks: cleaning e.g. using a vacuum cleaner
- Manages own money including understanding how to set up a bank account
- Can use a phone
- Can use email or messaging
- Road safety
- Independent travel skills including understanding directions and using signage
- Identifies leisure activities that they may enjoy
- Engages in leisure activities and extra curricula activities with peers

Useful resources

Transition to Adulthood guides for young people with special educational needs/disabilities, their parents/carers are available on the [Local Offer website](#).

[Family Information | Independence and independent living](#)

[Family Information | Thinking about independence](#)

Agencies and Organisation

Special Educational Needs and Disability Support Service

Connexions

Adult Social Care Transitions (Local Offer)