

REPORT TITLE: 'The Big Plan' – Preparation for Adulthood

Meeting:	Children's Scrutiny
Date:	6th February 2026
Cabinet Member (if applicable)	Cllr Viv Kendrick – Children's Services Cllr Jane Rylah - Education
Key Decision Eligible for Call In	No No
Purpose of Report : To outline what Preparation for Adulthood is, as set out in the SEND Code of Practise (2015) and provide an overview of the work the Local Area Partnership is undertaking to improve our approach as part of our SEND transformation.	
Recommendations <ul style="list-style-type: none"> To note the progress made so far and the planned next steps. Reasons for Recommendations <ul style="list-style-type: none"> The Local Area Partnership have in place our co-produced 'Big Plan', the SEND Transformation Strategy and in addition, as Preparation for Adulthood was identified as an Area for Improvement in the Area SEND and AP inspection in June 2025, Big Plan 3 sets out the detailed work that is being undertaken this year. As part of Big Plan 3, we arranged for a Peer Review to take place in January 2026, the outcomes of which will inform the actions moving forwards. 	
Resource Implications: Not Applicable	
Date signed off by <u>Executive Director</u> & name	Tom Brailsford – Executive Director for Children and Families – 23 rd January 2026
Is it also signed off by the Service Director for Finance?	N/A
Is it also signed off by the Service Director for Legal Governance and Commissioning (Monitoring Officer)?	N/A

Electoral wards affected: ALL

Ward councillors consulted: N/A

Public or private: Public

Has GDPR been considered? Yes, there is no individual data included in the report.

1. Executive Summary

The SEND Code of Practice (2015) sets out a clear expectation that preparation for adulthood (PfA) begins in the earliest years, not solely at secondary school transition points. Early planning supports better long-term outcomes for children and young people with Special Educational Needs and/or Disabilities.

The Code identifies four Preparing for Adulthood (PfA) outcomes, which should shape planning from early childhood onwards:

- **Higher Education and/or Employment** – Developing aspirations and exploring future pathways, including supported employment, apprenticeships and opportunities for self-employment.
- **Independent Living** – Enabling young people to have choice and control over their support, accommodation and day-to-day decision-making, including access to supported living options.
- **Participation in Society** – Supporting the development of friendships, positive relationships and active engagement in community life.
- **Health** – Ensuring young people can achieve the best possible adult health outcomes through early support, health literacy and effective transitions into adult health services.

Although these outcomes are often associated with older children, the Code emphasises that the foundations for successful adulthood are established early. A planned, intentional approach to teaching and learning in early years and school settings should:

- Build children's decision-making skills
- Involve them meaningfully in shaping their learning experiences
- Develop early independence
- Embed PfA outcomes within the curriculum across all age phases

Embedding PfA from the earliest years ensures that education, health and social care systems work together to support long-term aspirations and seamless transitions into adulthood.

This report will provide an overview of the work in progress to develop the Local Area Partnership's approach to Preparation for Adulthood as part of the SEND Strategy 'The Big Plan'.

2. Information required to take a decision

Background

Preparing our children and young people for independence and supporting them into adulthood is important universally, and even more so for those who have a Special Educational Need and/or a Disability. We have good information available for young people, parents and carers on both the Council Website as well as the Local Offer (this includes videos, checklists, easy read guides, and co-production is evident), but also recognise the world changes quickly and there is more we can do across our partnership.

[What preparing for adulthood means | Kirklees Council](#)
[Transitions - moving between schools | Education | Kirklees SEND Local Offer](#)
[Preparing for Adulthood \(PFA\), Transitions and post 16 | Kirklees SEND Local Offer](#)

Our 'Inclusive Ambitions' co-developed across the partnership in a Workshop in 2020 includes a specific reference to supporting independence and preparing children into adult years;

'Children and young people are supported to have clear aspirations for the future, with a focus on independence and preparing for adulthood. Throughout a young person's journey, they are supported to achieve their aspirations through the support they receive. Ultimately, this will mean more young people enter education, employment and training as they progress into adulthood.'

Preparation for Adulthood has been a key focus, with strong representation from across the partnership, Adults and Childrens Social Care, Health, Public Health, Learning, Education across our SEND Transformation Programme.

To further develop opportunities, on 11th January 2024, the Executive Director for Adults and the Executive Director for Children's Services invited the Local Government Association to facilitate a PfA workshop for Service Directors and Heads of Service across Childrens and Adults. This informed a SEND Programme Board decision to refresh the approach to PfA in May 2024.

Our Parent Carer Forum (PCAN) told us they were planning a 'Preparing for the Future' event for parents and asked for a range of partners to attend in May 2024. The feedback from this event was shared with the SEND Transformation and Commissioning Group in June 2024 and we explained we intended to 'reset/refresh' the PfA workstream.

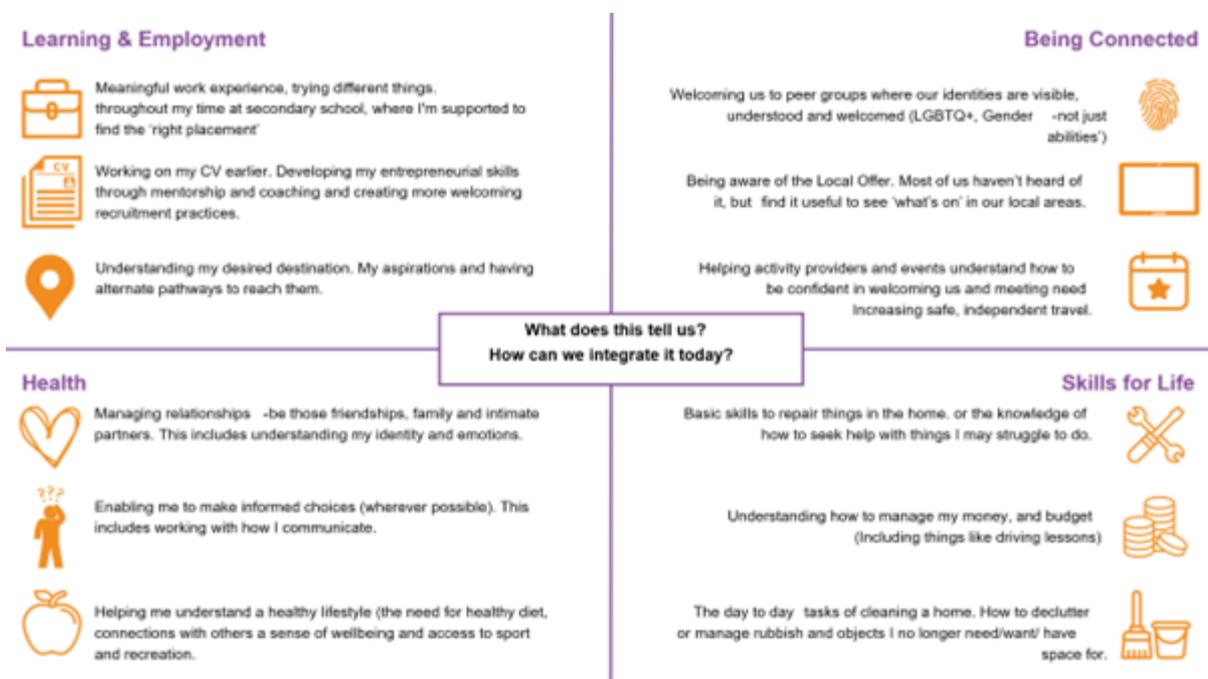
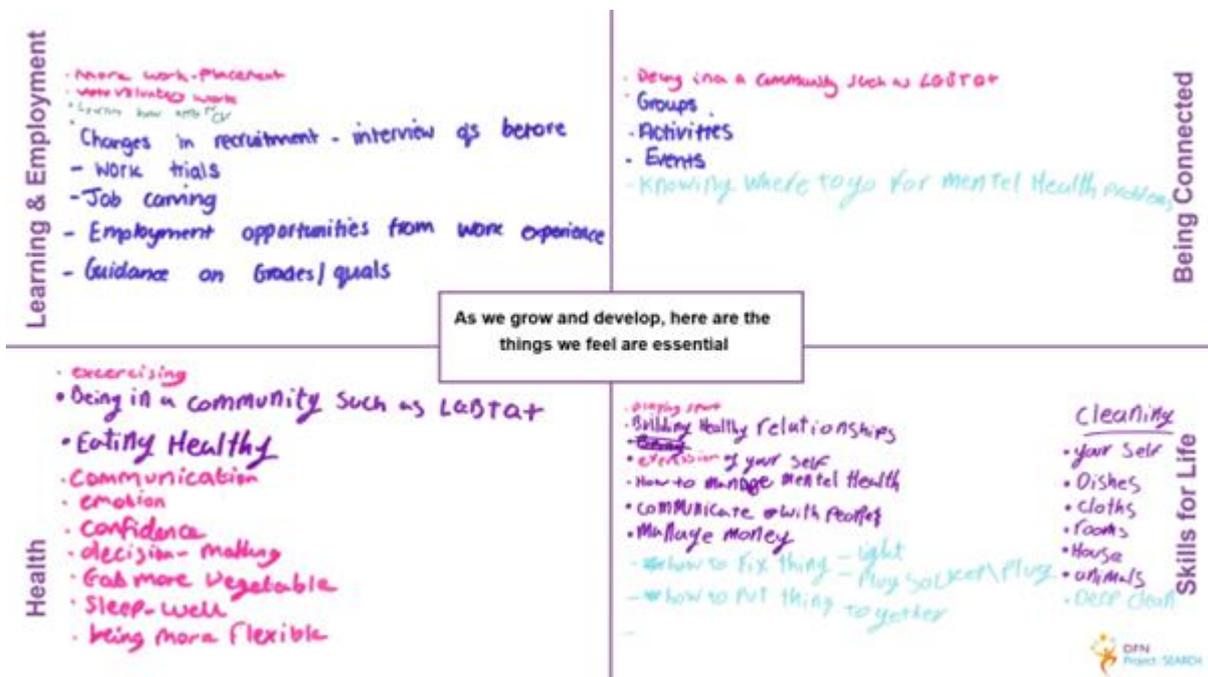
Our strategy for SEND improvement is set out in our Big Plan and is supported in the Big Plan 2, and since the recent Local Area Inspection, Big Plan 3.

Following the SEND Transformation and Commissioning Group we held a planning workshop with partners on 22nd July 2024 to begin to rescope the workstream. We asked C + K Careers to lead the PfA workstream and together created a project scope.

In August 2024 we received the RISE (Research in Special Educational Needs) prospectus from our DfE Advisor and in agreement with the DfE we were able to scope and secure support from National Development Team for Inclusion (NDTI) and the Council for Disabled Children (CDC) which was signed off in October 2024 (see Appendix A). Three sessions took place between November 2024 and March 2025 with representation from Children's Services, Adult Services, Education, Secondary Schools, Post-16 Sector, PCAN, Health Sector, DWP, Youth Voice representatives and young people.

Young people told us that the following were important to them: -

'When you get to 18 and you have SEND everyone says you are an ADULT, but I wasn't ready and didn't feel like an adult. This change should happen slowly.'



The additional outputs of the workshop were extensive and enabled a wider range of potential actions to be identified and from that established an action plan as well as putting in place our terms of reference.

Partnership Governance

The PfA project reports directly to the SEND Transformation programme board. The programme board reports through a number of channels. These include partnership boards such as the Health and Wellbeing Board, the Ambition Board and SEND Transformation and Commissioning Group.

A partnership PfA project board has been established. It is chaired by our partner – C+K Careers, and has wide membership including Children’s Services, Adult Services, Learning Services, Education, Secondary School, Post-16 Sector, PCAN, Health Sector, Communities and a Youth Voice representative.

Tranches of work / key activity within the project has, and will have, people involved from across the partnership. PCAN are integral to this approach to ensure parent / carer voice is central to change and there is full transparency.

The things young people have told us are being used as touchstones / key themes to inform all future work.

The combination of the above has led to 4 initial areas of action. The work focuses on supporting parents, carers and professionals through supporting information; cultural change via effective use of processes; training; and the development of the SEND Employment Forum.

Where are we now

The Local Area Partnership had a SEND and AP Area inspection in June 2025 and PfA was identified as an area for improvement.

In our 'Big Plan 3' we summarised what the feedback from Ofsted and CQC said we needed to do

Leaders across the partnership should improve how effectively children and young people are prepared for adulthood by ensuring that:

- *We make a clear, joint, big plan about preparing for adulthood in a way that everyone knows how well things are going.*
- *People who work in Education, Health (NHS including GPs / Locala) and social care, work together better and at an earlier age to help prepare the child or young people and their families for adulthood*
- *Annual reviews of EHCPs show how children and young people will achieve their goals and be supported to fully take part in adult life.*
- *There are enough choices for learning, jobs, and training after age 16, so children and young people with SEND can follow their dreams and interests.*

As part of the agreed actions, we said we would arrange for a Peer Review on how we approach Preparation for Adulthood by the Regional Sector Led Improvement Programme. Supported by the Executive Director for Children and Families, and the Executive Director for Adult Services, the peer review took place on the 12th and 13th January 2026, with the whole partnership participating.

Peer Review 12th and 13th January 2026

The agreed purpose of the review of the peer review was to;

Provide an objective, informed assessment of Kirklees' approach to Preparing for Adulthood, focusing on:

- The strength and impact of partnerships across education, health, social care, and the voluntary sector.
- The culture of aspiration, inclusion, and co-production.
- How well young adults' voices are heard, valued, and acted upon.
- The extent to which PFA is embedded from early years, including community inclusion.
- How well parents are prepared for their young person becoming an adult.
- The effectiveness of services in supporting early outcomes and enabling independence.

We are awaiting the formal outcome of the review which will inform the next stages of our work programme.

3. Implications for the Council

3.1 Council Plan

Our SEND Big Plan aligns with our Council Plan, it explains that together we've strive to make sure that every child has the best possible start in life and achieve their best. We know that there are always opportunities to improve how we do that - sometimes that's doing more, but often it's about doing things differently.

We're ambitious for children, young people and parents and carers in Kirklees. We want to make sure we support children and families at the earliest opportunity; our young people go to school in Kirklees with positive results; there's a consistent and inclusive offer; and whatever our young people are interested in, we want them to excel.

3.2 Financial Implications

3.3 Legal Implications

3.4 Climate Change and Air Quality

N/A

3.5 Risk, Integrated Impact Assessment (IIA) or Human Resources

N/A

4. Consultation

We have been working across our partnership and have an established workstream for Preparation for Adulthood, as well as, ensuring we have this in view across all aspects of our Transformation programme. In 2024 and 2025, we took feedback from the session that our Parent Carer Forum held, and, had good participation from the whole partnership in the support we received from NDTI and CDC as part of the RISE partnership. This has helped us to shape priorities and our workplan.

5. Engagement

We have worked across the partnership to develop the plan including engaging with our parents and carers and including messages we know our children and young people want us to hear. We have also work closely with NHS England and the Department for Education in developing our plan and take opportunities for example, through the RISE partnership and Yorkshire and Humber Sector Led Improvement offers to help us to improve.

6. Options

6.1 Options considered

N/A

6.2 Reasons for recommended option

N/A

7. Next steps and timelines

We will continue to follow the planning we set out in Big Plan 3, and, once we have had the report from the Peer Review we will consider how to take forward any recommendations made.

8. Contact officer

Jo-Anne Sanders – Service Director – Learning and Inclusion

9. Background Papers and History of Decisions

N/A

10. Appendices

Appendix A – RISE agreed support 2024/25

11. Service Director responsible

Jo-Anne Sanders – Service Director – Learning and Inclusion

Appendix A – Support received from RISE

Local Authority	Delivery Partner
Kirklees	The Rise Partnership

Overview of deliverables

Themes	Deliverables	Days	Expected outcomes and evidence
Scoping Call	Scoping call between the delivery partner and the LA	0.5	By completion of Phase 1, training session attendees have an increased understanding of their role in PfA, and how this intersects with others. By completion of Phase 1, training session attendees have an increased understanding of what PfA is and the statutory framework behind it. By the completion of Phase 1, attendees will have a better understanding of how to embed young people's voices into PfA outcomes and reviews.
Liaison with Local Leaders	Liaison with local leaders	0.75	
Planning for PfA Training 1 (Introducing PfA)	This online 2-hour workshop is aimed at introducing PfA, what it is, statutory requirements from the SEND Code of Practice and the evidence base for success. It will cover writing PfA outcomes in EHCPs, including working together across the sector and should act as a refresher for partners who wish to increase their understanding of the power and purpose of Preparation for Adulthood.	0.5	
Delivery of PfA Training 1 (Introducing PfA)		1	
Follow up from PfA Training 1 (Introducing PfA)		0.5	
Planning for PfA Mapping and Visioning in-person workshop	In-person workshop bringing together a group of local leaders across adult and children's social care, schools, health and parent carer representatives to map the current understanding of Preparing for Adulthood and discuss strengths and challenges. The	0.5	By completion of Phase 2, workshop attendees have an increased understanding of local strengths, opportunities and areas for development regarding PfA.
Delivery of PfA Mapping and Visioning in-person workshop		4	By completion of Phase 2, workshop attendees have a shared vision for PfA locally as well as focused priorities.
Follow up from PfA Mapping and Visioning in-person workshop		0.5	

	workshop will begin to develop a vision for PfA in Kirklees and will also set out the opportunities in the area, as well as the role practitioners can play in supporting this for young people and their families. The workshop will encourage attendees to think about the role of varying agencies in the vision, where responsibility lies for embedding PfA and the data indicators for success as discussed in the scoping call.		
Planning for 'Action Planning in PfA'	Online trainings for colleagues across the Kirklees local area.	0.5	By 3 months after completion of Phase 3, local leaders report increased confidence in the direction of travel for PfA locally.
Delivery of 'Action Planning in PfA'	This training will explore effective practice to embed PfA outcomes and what good looks like.	1	By 6 months after completion of Phase 3, members of the wider workforce report an increased understanding of the local PfA vision, and what this means for their role.
Follow up from 'Action Planning in PfA'		0.5	By 12 months after completion of Phase 3, children, young people and parent carers report greater confidence in local approaches to PfA. By 6 months after completion of Phase 3, practitioners report improved embedding of Preparing for Adulthood processes.