



# *Preparing for Life*

*Wath Central  
Primary School*



## *What is meant by 'Preparing for Life?'*

'Preparing for Adulthood' (PfA) is a phrase used in education which refers to skills that a child needs to acquire before moving into adulthood. This includes continuing learning in further education, becoming employed, living independently, participating in wider society and being as healthy as possible. This process usually formally begins when children are in Year 9 – but realistically primary schools have a key role to play in the early steps of this process too as all schools have clear duties regarding preparing children and young people with special educational needs and/or disabilities (SEND) for Life. These duties sit in the Children and Families Act 2014 and SEN and Disability Code of Practice 2015.

At Wath Central, we refer to our part of in this process as "Preparation for Life (PFL)." This means that within our school, on all our curriculum pathways, we consider the children's learning and development and aim to prepare them for the new responsibilities, experiences and challenges of the next stage of their life. Our aim is to equip our children with the necessary skills to cope with their next steps – wherever this may be. At Wath Central, our vision for all pupils is to 'value every child for who they are and prepare them for everything they could be' therefore PFL is a key part of our provision.

## *Why is this important in primary school?*

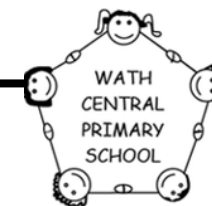
Chapter 8 of the SEND Code of Practice is entitled "Preparing for Life from the Earliest Years" it says that when a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. All professionals should encourage these ambitions right from the start.

## *What does this include?*

Preparation for Life can be split into four key areas;

- Employment
- Good Health
- Friends, relationships and community
- Independent Living

## *Four areas of Preparation for Life.*



When working with children and young people we focus on outcomes. The following are examples for positive outcomes that relate to the different areas of PfL.

Good Health	Employment and/or Higher Education
<ul style="list-style-type: none"> <li>• To be a relaxed and happy person who does not get easily stressed or worried.</li> <li>• To enjoy being active and taking part in activities.</li> <li>• To move around safely.</li> <li>• To have a healthy and nutritious diet.</li> <li>• To eat and drink safely.</li> <li>• To look after personal care needs.</li> <li>• To breathe safely.</li> <li>• To take all relevant medication safely.</li> <li>• To be free from pain.</li> <li>• To keep themselves and others safe from harm.</li> <li>• To manage personal and sexual health</li> <li>• To know how to access support for mental health and wellbeing?</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to read and write at a functional level.</li> <li>• To use Maths at a functional level.</li> <li>• To enjoy taking part in activities and learning new skills.</li> <li>• To understand and follow instructions.</li> <li>• To express self clearly so that others can understand.</li> <li>• To pay attention and maintain focus.</li> <li>• To learn the skills needed to get a job.</li> <li>• To be ready to learn and able to make appropriate behaviour choices</li> <li>• To cope with change and unexpected situations.</li> <li>• To take part in meaningful work experience.</li> </ul>
Friends, relationships and community	Independent Living
<ul style="list-style-type: none"> <li>• To be safe and enjoy the company of others.</li> <li>• To enjoy taking some risks and be safe.</li> <li>• To go out a lot, enjoy being active and taking part in activities.</li> <li>• To look forward to new people and new places.</li> <li>• To know about good and bad relationships.</li> <li>• To be able to access social media safely (e-safety).</li> <li>• To have a circle of friends and support.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn the skills needed to live independently.</li> <li>• To live in a house and feel safe.</li> <li>• To be able to travel to chosen places.</li> <li>• To complete routine household tasks.</li> <li>• To complete forms and other documents</li> <li>• To be able to manage money and understand budgeting.</li> <li>• To understand what is happening and make decisions.</li> </ul>

*What does this look like at Wath Central?*



At Wath Central, we support our pupils with Pfl throughout their time at our school. We are passionate about providing the best possible education for all of our pupils, including those with additional needs, to enable them to reach their true potential and develop as individuals. As a result, we teach and promote the following regarding Pfl:

Good Health	
Pre-formal Learners	Foundation Stage
<p><b>Taking care of ourselves</b></p> <ul style="list-style-type: none"> <li>• Tolerate hands being washed and show an increasing interest in washing their own hands.</li> <li>• Maintain good hand hygiene.</li> <li>• Pulling trousers up and down with support and/or prompting.</li> <li>• Tolerate intimate care and become increasingly involved in the process (for example – carrying changing bag to changing area, placing nappy into bin.)</li> <li>• Tolerate teeth being cleaned and show an increasing interest in cleaning their own teeth.</li> </ul> <p><b>Staying safe</b></p> <ul style="list-style-type: none"> <li>• To be able to point or name key body parts.</li> <li>• Recognise when people are happy, sad or angry.</li> </ul> <p><b>Keeping Healthy</b></p> <ul style="list-style-type: none"> <li>• Eat foods from each of the food groups with support and/or prompting.</li> <li>• Try new foods with support and/or prompting.</li> <li>• Be able to identify people who can help me (i.e. doctors, nurses, fire brigade, police, teachers) and the vehicles they use or where they work.</li> <li>• Participate in PE and outdoor play (at a developmentally appropriate level.)</li> <li>• Tolerate administering of medication.</li> </ul>	<p><b>Taking care of ourselves</b></p> <ul style="list-style-type: none"> <li>• Maintain good hand hygiene.</li> <li>• Pulling trousers up and down.</li> <li>• Begin to using the toilet independently and clean self after visiting the toilet.</li> <li>• Cleaning teeth with support and/or prompting.</li> </ul> <p><b>Staying safe</b></p> <ul style="list-style-type: none"> <li>• To name my body parts</li> <li>• To begin to learn that privates are private and that their body belongs to them.</li> <li>• Recognise that people should treat you with care.</li> </ul> <p><b>Keeping Healthy</b></p> <ul style="list-style-type: none"> <li>• Understand that some foods are healthy choices and some are unhealthy choices.</li> <li>• Eat foods from each of the food groups with limited support and/or prompting.</li> <li>• Try new foods with limited support and/or prompting.</li> <li>• Understand who can help me with my health and who can keep me safe.</li> <li>• Begin to understand what it means to have a healthy lifestyle (i.e. exercise).</li> <li>• To participate in sports clubs with support from a trusted adult.</li> <li>• Participate in PE activities and outdoor play.</li> <li>• Be aware of their own medical needs and begin to be able to communicate these.</li> <li>• Begin to follow advice support and prompting.</li> </ul> <p><b>Growing up</b></p> <ul style="list-style-type: none"> <li>• To identify the difference between a grown up and a child.</li> </ul>

Good Health	
Key Stage 1	Key Stage 2



**Taking care of ourselves**

- Understand the importance of good hand hygiene.
- Using toilet independently and cleaning self after visiting the toilet.
- Cleaning teeth under supervision.

**Staying safe**

- To name my body parts, identify public and private areas and understand the difference between the two.
- Recognise that people should treat you with care.

**Keeping Healthy**

- Understand healthy food making choices about food.
- Eat foods from each of the food groups.
- Eat a wide range of foods.
- Try new foods.
- Understand who can help me with my health (doctor, dentist), who can keep me safe and how I can meet these people.
- Healthy lifestyle including exercise.
- To participate in sports clubs.
- Participate in PE activities and outdoor play.
- Be aware of their own medical needs and follow advice with supervision.

**Growing up**

- To understand the life cycle of a person (i.e. baby, child, grown up.)
- To understand the how the body visibly changes as they grow.

**Taking care of ourselves**

- Maintaining good body hygiene – knows when to different toiletries (i.e. shampoo, soap, deodorant, toothpaste).
- To use a towel to dry body when it is wet and wet clothes after a swimming lesson.
- To understand how and why we brush our hair.
- Follow food hygiene processes e.g. washing hands.
- To name my body parts independently.
- To wear appropriate clothing for the weather.
- Cleaning teeth correctly.

**Staying safe**

- To understand and recognise appropriate touching of others – appropriate to relationships

**Keeping Healthy**

- Understand healthy food making choices about food.
- Healthy lifestyle including exercise.
- Make informed choices about their health and wellbeing.
- Being aware of their own medical needs and follow medical advice.
- Recognise medicines and safety in taking them.
- Understanding the law and safety concerns around drugs/cigarettes/ alcohol.
- Understanding the importance of mental wellbeing and how to tell people you are upset.

**Growing up**

- To understand how a body will change as it grow up (i.e. periods, voice changes, emotions).
- To know what happens bodies through adolescence and puberty and what to do when this happens (i.e. use of sanitary products).

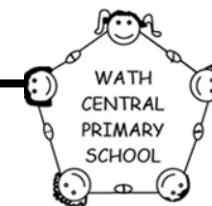
*Friendships, relationships and community.*

<b>Pre-formal Learners</b>	<b>Foundation Stage</b>
<b>Social skills/Relationships</b>	<b>Social skills/Relationships</b>



<ul style="list-style-type: none"> <li>Respond to basic social interactions either verbally, using signs or pictorial means of communication prompt.</li> <li>Develop an understanding of key social interactions and phases to accompany these.</li> </ul> <p><b>Listening and attending</b></p> <ul style="list-style-type: none"> <li>To be able to listen to and follow single step instructions.</li> <li>To know who to ask for help.</li> <li>Play with friends.</li> </ul> <p><b>Collaborative tasks</b></p> <ul style="list-style-type: none"> <li>Tolerate joint attention tasks.</li> <li>Show an awareness that others are sharing their play space.</li> <li>Engage in self-directed play.</li> <li>Begin to engage with short and familiar joint attention tasks.</li> </ul> <p><b>Emotional awareness and resilience</b></p> <ul style="list-style-type: none"> <li>Show an emotional response to kind and unkind behaviours.</li> <li>Be begin to tolerate leaving a favoured activity.</li> <li>Recognise people who are familiar to them.</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Recognise people who are special to us.</li> <li>To explore role play and small world activities.</li> <li>Develop an understanding of how to ask for help either verbally, using signs or pictorial means of communication prompt</li> </ul>	<ul style="list-style-type: none"> <li>Participate with social interactions during shared play.</li> <li>To identify what makes a good friend.</li> </ul> <p><b>Listening and attending</b></p> <ul style="list-style-type: none"> <li>Participating in circle time with support and/or prompt.</li> <li>Play with friends.</li> <li>To be able to listen to and follow two step instructions.</li> </ul> <p><b>Collaborative tasks</b></p> <ul style="list-style-type: none"> <li>Engage with joint attention tasks.</li> <li>Sharing and turn taking with a peer.</li> <li>Engage in directed play and/or learning.</li> <li>Working/playing alongside peers in a small group.</li> </ul> <p><b>Emotional awareness and resilience</b></p> <ul style="list-style-type: none"> <li>Identify the difference between kind and unkind behaviours.</li> <li>Identify and kind and unkind behaviours.</li> <li>Begin to recognise how their behaviour affects other people.</li> <li>Use understanding of kind and unkind to reflect (with support) on decisions made.</li> <li>Be able to leave a favoured activity and know that I can go back to it.</li> <li>Recognise that people have differences and similarities.</li> <li>Awareness that family and friends should care for each other.</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Identify people who are special to us.</li> <li>Engaging in role play and small world activities with support and/or prompting</li> <li>Pupils recognise they belong to a specific group (for example class in a school.)</li> <li>Participate in out of school groups.</li> <li>Recognise who to ask for help.</li> </ul>
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<i>Friendships, relationships and community.</i>	
<b>Key Stage 1</b>	<b>Key Stage 2</b>
<b>Social skills/Relationships</b>	<b>Social skills/Relationships</b>
<ul style="list-style-type: none"> <li>To identify and explain what makes a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that different people make different choices.</li> </ul>



<ul style="list-style-type: none"> <li>• To make friends with others.</li> <li>• Participating within a social exchange within an activity.</li> <li>• Be able to play a game that is lead by either themselves or others.</li> <li>• To have an increasing level of understanding about acceptable behaviour.</li> </ul> <p><b>Listening and attending</b></p> <ul style="list-style-type: none"> <li>• Participating in circle time.</li> <li>• To identify when help is needed and know who could be asked for help.</li> <li>• To be able to listen to and follow three step instructions.</li> </ul> <p><b>Collaborative tasks</b></p> <ul style="list-style-type: none"> <li>• Sharing and turn taking with a peer.</li> <li>• Working/playing alongside peers in a small group.</li> <li>• Play an active role in a paired / team activity.</li> </ul> <p><b>Emotional awareness and resilience</b></p> <ul style="list-style-type: none"> <li>• Identify an awareness of kind and unkind behaviours and apply this awareness to inform decision making and reflection.</li> <li>• Begin to recognise how their behaviour affects other people.</li> <li>• Be able to leave a favoured activity and know that I can go back to it.</li> <li>• Recognise that people have differences and similarities.</li> <li>• Awareness that family and friends should care for each other.</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Identify people who are special to us and explain why they are special.</li> <li>• Engaging in role play and small world activities.</li> <li>• Pupils recognise they belong to various groups/communities.</li> <li>• Participate in out of school groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on with others.</li> <li>• Resisting negative pressure including peer pressure.</li> <li>• Understand the different types of relationships.</li> <li>• Understand what a friend is and be able to make and keep a friend.</li> <li>• To understand and recognise what bullying is in real life and online.</li> <li>• Understanding the difference between reality and fiction.</li> <li>• Understanding safety issues relating to social media.</li> <li>• To have an increasing level of understanding about acceptable personal and social behaviour both within school and outside of school.</li> </ul> <p><b>Listening and attending</b></p> <ul style="list-style-type: none"> <li>• To demonstrate active listening skills.</li> <li>• To be able to listen to and follow multi-step instructions.</li> </ul> <p><b>Collaborative tasks</b></p> <ul style="list-style-type: none"> <li>• Working on collaborative tasks with decreasing support, prompting and/or supervision.</li> <li>• Be able to organise tasks and define responsibilities when working in a team.</li> </ul> <p><b>Emotional awareness and resilience</b></p> <ul style="list-style-type: none"> <li>• Recognising their own emotions and that of others.</li> <li>• Understanding my feelings/triggers what strategies help me.</li> <li>• Being able to leave a favoured activity and know that I can go back to it.</li> <li>• Knowing that they can manage strong feelings.</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• To know about organisations who do community work e.g. support services, charities.</li> <li>• Participate in different groups outside school. Respecting differences between people.</li> <li>• Taking care of the environment –recycling, littering etc.</li> </ul>
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<i>Employment and/or Higher Education</i>	
Pre-formal Learners	Foundation Stage
<p><b>Time management</b></p> <ul style="list-style-type: none"> <li>• Understanding the difference between day and night.</li> </ul>	<p><b>Time management</b></p> <ul style="list-style-type: none"> <li>• Understanding the different times of day e.g. morning, afternoon and night.</li> <li>• Ordering of the days of the week.</li> </ul>



<ul style="list-style-type: none"> <li>• Show an awareness of familiar activities using either verbally, object, sound or pictorial means of communication prompt</li> <li>• Be able to operate a physical counting down timer (i.e. sand time) and reset it when it ends.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Greeting someone when you see them in an appropriate manner either verbally, using signs or pictorial means of communication.</li> <li>• Begin to use please and thank you either verbally, using signs or pictorial means of communication prompt.</li> </ul> <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>• Begin to understand cause and effect.</li> <li>• Showing a personal preference for an activity.</li> <li>• Taking pride in something you have done.</li> <li>• Show a range of feelings in response to stimuli.</li> <li>• The ability to express feelings with support.</li> </ul> <p><b>Being Responsible</b></p> <ul style="list-style-type: none"> <li>• Join in with 'jobs' around the classroom (such as tidy up time) with support and/or prompts.</li> <li>• Learning to understand and follow rules.</li> </ul> <p><b>Respecting authority.</b></p> <ul style="list-style-type: none"> <li>• Being able to identify people who are in charge.</li> <li>• To transition between tasks with adult support</li> </ul> <p><b>Career/Aspirations</b></p> <ul style="list-style-type: none"> <li>• Understanding that there are different jobs.</li> <li>• Explore different jobs through real world play.</li> </ul>	<ul style="list-style-type: none"> <li>• Ordering daily key events.</li> <li>• Understanding when a task is finished (e.g. put in finished tray/ tidy away resources).</li> <li>• Ability to follow a now/next task with support and/or prompting.</li> <li>• Understand that a timer counts down the passing of time.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Greeting someone when you see them in an appropriate manner.</li> <li>• Understanding of appropriate volume of level of voice for environment.</li> <li>• Begin to use of good manners in familiar contexts.</li> </ul> <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>• Taking pride in something you have done.</li> <li>• The ability to identify and express feelings.</li> <li>• Choosing and showing a personal preference for an activity.</li> <li>• Recognising their own emotions and preferences.</li> </ul> <p><b>Being Responsible</b></p> <ul style="list-style-type: none"> <li>• Having a job (or responsibility) within the classroom or playground.</li> <li>• Carry out 'jobs' around the classroom (such as tidy up time) with support and/or prompts.</li> <li>• Become</li> <li>• Tidying up.</li> <li>• Learning to understand and follow rules.</li> </ul> <p><b>Respecting authority.</b></p> <ul style="list-style-type: none"> <li>• Knowing who to ask for help.</li> <li>• To transition between tasks with adult support</li> <li>• To understand that people have different responsibilities.</li> </ul> <p><b>Career/Aspirations</b></p> <ul style="list-style-type: none"> <li>• Understanding that different jobs exist and what the aim of the job is.</li> <li>• Real world play.</li> </ul>
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*Employment and/or Higher Education*

Key Stage 1	Key Stage 2
<p><b>Time management</b></p> <ul style="list-style-type: none"> <li>• Understanding the different times of day and how days of the week differ.</li> <li>• Ordering the seasons and recognise the difference between the seasons,</li> <li>• Ordering daily events.</li> </ul>	<p><b>Time management</b></p> <ul style="list-style-type: none"> <li>• Ability to follow a routine.</li> <li>• Telling the time independently.</li> <li>• To know what time key events happen e.g. lunchtime, home time.</li> </ul>





- Understanding when a task is finished (e.g. put in finished tray/ tidy away resources).
- Ability to follow a routine with support and/or prompting.
- Use a timer to support time management with support and/or prompting.

**Communication**

- Greeting someone when you see them in an appropriate manner.
- How to start and end a conversation with a familiar person.
- Begin to develop an understanding that communication changes depending on audience.
- Use of good manners.

**Self-awareness**

- Taking pride in something you have done.
- The ability to identify and express feelings.
- Choosing and showing a personal preference for an activity.
- Recognising their own emotions and preferences.

**Being Responsible**

- Having a job (or responsibility) within the classroom or playground.
- Tidying up after an activity with minimal prompting and/or support.
- Learning to understand and follow rules.

**Respecting authority.**

- Knowing who to ask for help and when this is needed.
- To transition between tasks with adult support
- To understand that in some situations there is a hierarchy and some people are 'in charge' over others.

**Career/Aspirations**

- Understanding that there are different jobs/roles within society.
- Understand that when you are employed and complete a job you receive pay.

**Communication**

- Greet someone when you see them.
- How to start, maintain and end a conversation with both familiar and unfamiliar people.
- Talk to other people's about their interests.
- Awareness that communication changes depending on audience.
- Use of good manners consistently.

**Self-awareness**

- Understanding your own interests and ambitions
- Recognising things that we are good at or need help with.

**Being Responsible**

- Carrying out jobs or tasks independently.
- Have a role within a group.
- To know how and when to ask for help.
- Being able to set own goals and targets and work towards these.

**Respecting authority**

- Understand rules and laws and that some rules can be different depending on the environment.
- Understand different roles of responsibility within a variety of contexts.

**Career/Aspirations**

- Understand the different jobs that people do and the different types of workplaces people can work in.
- Speak to people with different roles ask questions.
- Explore different routes people can take to get to their jobs.

*Independent Living*

**Pre-formal Learners**

**Routines**

- Following a simple, one-word instruction.
- Follow a routine with support.

**Resource management**

**Foundation Stage**

**Routines**

- Following a simple routine and instruction with support and/or prompting.
- Follow single-step instructions.

**Resource management**



- To know where particular resources are located within the classroom with support.
- Hang coat and bag on peg with prompting and/or support.

**Independent travel**

- To know my first name.
- To transition between areas with direct support by adult/peer or visual cues.
- To know I have to walk (not run) across a road with adult support.
- To tolerate use of reins or holding an adults hand to keep me safe.

**Self-care (including eating, drinking, dressing)**

- Dress and undress including:
  - Taking shoes on/off.
  - Do and undo a zip
  - Getting changed for PE with minimal support and/or prompting.
  - Hang up own coat and bag.
  - Do a button.
- Place water bottle in water area.
- Open food wrappers with support.
- Use hands to feed independently.
- To begin to use developmentally appropriate cutlery.
- Drink from a familiar cup or bottle.
- Make a choice about food and snacks with adult support.
- Sit at the table to eat with adult support.

**Household tasks**

- Join in with completing a household task.

**Money management**

- Understand the concept of exchanging one item for another.

- To know where particular resources are located within the classroom with prompting.
- Hang coat and bag on peg.

**Independent travel**

- To know my full name.
- To know I have to cross a road safely with adult support and/or prompting.
- To use a safe road crossing with adult support and/or prompting.
- To recognise dangers when out walking – cars, cyclists.
- To transition between areas with prompting with some adult/peer support or visual cues

**Self-care**

- Dress and undress including:
  - Zipping coat up independently.
  - Getting changed for PE independently.
  - Taking shoes on/off.
  - Do a buckle, zip, tie a bow and/or knot.
- Make a choice about food and snacks with adult support.
- Open food wrappers independently or with minimal support.
- To know when I need to have a drink and collect my own water bottle.
- Sit appropriately at the table to eat and use cutlery.
- Drink from cup.

**Household tasks**

- Responsibility for simple household tasks e.g. tidying a space. with support and/or prompting.

**Money management**

- Using money within a role play activity to buy objects.

*Independent Living*

**Key Stage 1**

**Routines**

- Following a simple routines and instruction and progress towards follow two-step instructions.

**Key Stage 2**

**Routines**

- To follow a classroom routine using a visual timetable.
- Follow multi-step instructions with increasing levels of independence.
- Managing own time and routine with increasing levels of independence.



#### Resource management

- To know where particular resources are located within the classroom.
- To collect resources for a particular activity when asked by an adult.
- Hang coat and bag on peg with minimal support and/or prompting.

#### Independent travel

- To know my full name and address.
- To know how to safely cross a road and walk next to a road.
- To use the principles of the green cross code with some adult support and/or prompting,
- To recognise dangers when out walking – cars, cyclists.
- To transition between areas with some adult or peer support and/or visual cues.
- To begin to know my way around familiar places and ask for help if I get lost.

#### Self-care

- Dress and undress independently.
- Make a choice about food and snacks with adult support.
- Open food wrappers independently.
- To know when I need to have a drink and collect my own water bottle.
- Sit appropriately at the table to eat and use cutlery.
- Drink from cup.

#### Household tasks

- Responsibility for simple household tasks e.g. tidying a space with minimal support and/or prompting.

#### Money management

- Using money within a role play activity to buy objects with items with life-like coins.
- Begin to recognise coins and notes.
- Show an understanding that 1p is less than £1.

#### Resource management

- To identify, with increasing independence, resources needed to complete a task.
- To collect resources for a particular activity.
- Hang coat and bag on peg without any prompting.

#### Independent travel

- To know my full name and the names of my parents and carers.
- To know where I live and to recite my home address and contact phone number for one of my parents/carers.
- To cross a road safely with increasing levels of independence.
- To apply the principles of the green cross code with increasing levels of independence.
- To recognise dangers when out walking.
- To know my way around familiar places and confidently ask for help if I get lost.
- Use public transport with support.

#### Self-care

- Make a choice about food and snacks.
- Eat food appropriately using cutlery where appropriate.
- Know how to use a phone to ring/text family and friends.
- To know what to do in an emergency – e.g. if I got lost when out on a trip or with my parents.
- To know where to seek advice or help with problems.

#### Household tasks

- Make own food with increasing levels of independence.
- Following instructions/recipe.
- Learn skills such as chopping/cutting/washing.
- Responsibility for simple household tasks with increasing levels of independence.

#### Money management

- To know the value of each coin and what change is.
- To buy an object of interest using the correct money.

## Further information

Further useful information regarding Pfl can be found on the following websites:



Rotherham Local Offer website

<https://www.rotherhamsendlocaloffer.org.uk/preparing-for-Life/>

National Development Team for Inclusion

<https://www.ndti.org.uk/projects/preparing-for-Life>

Council for Disabled Children

<https://councilfordisabledchildren.org.uk/resources-0/preparing-Life>