**Preparation for Adulthood (PfA) – Outcomes by area of SEND**

This document can be used by the LA SEN service, education, health and social care professionals, and education setting leaders when setting outcomes (section E) in Education, Health and Care Plans (EHCPs), and in planning PfA education provision for the child or young person (C/YP) in section F.

*Outcomes (in section E of the EHCP) must be personalised and focused on the C/YP’s aspirations, supporting as independent a life as possible. There should be a golden thread through aspirations, needs, outcomes and provision. This can be achieved by thinking about outcomes as steps on the journey to meet needs /aspirations. When composing outcomes, adapt the generic terms below to set SMART (specific, measurable, achievable, realistic and time bound) outcomes. Ensure the C/YP’s bespoke PfA needs are addressed, as identified by professionals’ advice, in sections B (education), C (health) and D (social care) needs.*

*Similarly, provision must state what support will be provided to enable achievement of outcomes. State: what will be provided; who will deliver the support; duration/ frequency of the intervention or support; and when its effectiveness on meeting needs and achieving outcomes will be reviewed. See FAQs below for more guidance.*

**Frequently asked Questions (FAQs)**

**1. Where do PfA needs belong on the EHCP? There is no PfA section on the EHCP.**

Answer: Include PfA education needs in section B.

Firstly, ensure outcomes set are informed by professionals’ documentation on the C/YP’s needs. If changes to needs are proposed, these must be underpinned by professionals’ advice, as well as the school’s/ setting’s education advice. Quote the source of professional evidence on the annual review meeting form, stating what has changed in B, E and F.

Ensure only educational needs is included in B. These can be taken from education, health and social care advice-giver reports, if needs relate to education. Outcomes (section E) can then be set, linked to meet needs. Provision (section F) will be planned to meet needs too.

Health needs specifically related only to the child or young person’s health must be included in section C of the EHCP. Discrete health outcomes must be included in E, and health provision in G. Social care needs specifically related only to the child or young person’s care needs, must be included in section D of the EHCP. Discrete social care outcomes must be included in E, and social care provision in H1 and H2.

**2. How do I ensure that PfA needs are in the correct special educational needs section within section B?**

* **Cognition and Learning Needs**

-include PfA ‘education and employment’ needs from advice givers, (e.g., school, education report, Educational Psychologist, careers advisor, tutor, training provider skills coach, etc.)

* **Communication and Interaction Needs**

-include PfA ‘community inclusion’ and ‘independent living’ needs which relate to communication and interaction (e.g. speech and language therapists; autism advice giver reports; etc)

* **Social Emotional and Mental Health Needs;**

-include PfA ‘health’ needs which relate to C/YP’s mental health barriers to learning outlined in advice reports (e.g. CAMHS; CYPS; counsellor; play therapists; psychiatrist; psychologists, etc)

* **Sensory and/ or Physical Needs**

-include PfA ‘health’ needs relating to education (e.g. educ. occupational therapy, physiotherapists)

N.B. If PfA needs don’t fit neatly into one of the categories of need in B, then make a best-fit decision.

**3. What format does Wokingham LA request education settings to use for proposed amendments to the EHCP? - if stakeholders have agreed significant changes are required**

Answer: Make changes directly on the most recent final EHCP. **Do not use tracked changes**. Use this format: normal type = no changes / underlined type = amendments/ ~~strikethrough~~ = ~~deletions~~

**4. If the EHCP is an LA document, should schools/ settings edit it after the annual review?**

Answer: Yes. The EHCP is an LA document, however the SEN Code of Practice 2015 permits schools and settings to make proposed draft changes to the EHCP, at key stage reviews, or at annual reviews when stakeholders agree amendments are required. The setting then submits the proposed amended EHCP to the LA for consideration.

LA decision-making for amendment requests should consider advice-givers documentation and evidence in support of significant changes. Objectivity is vital. If a decision is taken to amend the EHCP following a key stage or annual review, the LA will consider:

* the annual review meeting report;
* stakeholder reports, including parent carer and child/ young person voice;
* the education setting’s EHCP proposed changes.

The LA has the authority to make further proposed amendments as informed by evidence and will circulate the LA draft to stakeholders for consideration, prior to finalising the EHCP.

**5. Must I use the PfA outcomes in tables above. Does this mean I can’t compose my own?**

Answer: The above outcomes and provision ideas are not exhaustive and will inevitably require further editing to make these personalised, ‘SMART’ and ability appropriate.

**6.** **Are there any ‘Don’ts’ when composing ‘SMART’ outcomes and provision?**

Answer: To ensure EHCPs are specific, measurable, achievable, realistic and time-bound (‘SMART’), do not use these, or other ambiguous phrases, in outcomes or provision:

Outcomes:

* X will ~~begin to~~ express feelings … (Replace with: X will express new feelings in addition to happy and sad, such as angry, lonely and disappointed and will say why he feels these.)
* X will ~~develop the ability to~~ concentrate and improve attention … (Replace with: X will concentrate on and actively engage in tasks of her own choosing for up to 30 minutes, and extend teacher directed task concentration to 15 minutes.)
* X will ~~improve~~ his … (By the end of Y11, X will achieve entry level 1 in Maths and English to gain entry to X course in X college)
* X will ~~move into supported accommodation~~ (Who will live with him/ her? Where will he live? What support is needed to mitigate for risk factors?)
* X ~~will gain access to a hospitality course~~ (Replace with: By the end of key stage 4, X will pass functional skills level 1 and 2 in English and maths, and complete the school’s hospitality curriculum in the vocational hub, to gain entry to X college’s NVQ level 2 in hospitality).

Provision: X will ~~have access to~~ … (Replace with, e.g., X will receive 6 sessions each half term, of speech and language therapy to build receptive /expressive preposition knowledge, lasting 30 minutes a session, and delivered and reviewed termly by a qualified speech and language therapist.)

**7. How are ‘outcomes’ on EHCPs, different to ‘targets’ on the education setting’s Individual Education Plan’s (IEPs), Personal Education Plans (PEPs) or SEN Support plans?**

* Outcomes in EHCPs should be overarching to last for a whole key stage or phase of education. Outcomes would not usually require updating at mid-key stage annual reviews, unless professional advice shows significant changes and need for amendment. Education settings must ensure provision is delivered as specified in the EHCP so key stage or phase outcomes can be met.
* As part of the SEN ‘Graduated Approach’ (assess, plan, do, review), the education setting must also plan targets on IEPs/ support plans. IEP / SEN support targets must be carefully planned as steps towards the EHCP outcomes.
* IEP / SEN support targets must be reviewed at least termly with the child or young person and parents or carers. If targets have been met at termly or half termly reviews, these will be replaced by new targets linked to EHCP needs, i.e. the next steps towards EHCP outcomes.
* Thus, if the graduated approach is successful, and IEP targets are set appropriately, underpinned by bespoke provision, then targets may well be replaced by new targets each term. The setting must document progress made towards outcomes on the IEP/ support plan after the review, and send the three termly reviews with the next EHCP annual review documentation. The review will inform any changes needed to the graduated approach, to ensure the child or young person is on track to meet the EHCP outcomes.

**Examples of PfA Outcomes and linked IEP/ SEN support plan targets towards outcomes:**

**Year 6**

**EHCP Outcome:** By the end of KS3, Jack will know and apply strategies to attend secondary school, and will engage successfully in independent and supported learning, to achieve entry level 2 in maths and English.

**IEP/ SEN support plan targets:** Jack will:

• walk independently and safely, to and from school, and between lessons, by himself or with a trusted peer.

• pack his bag independently and use a checklist to organise/bring the equipment he needs for each lesson.

• engage independently in learning for at least 50% of every lesson, making progress with a visual task prompt.

• engage in supported learning with an adult for 15 minutes in each lesson, responding positively to task feedback, and tolerating feedback when he has made mistakes.

• use a quiet voice, or point to a symbol, when he needs help or wants to request a break.

**Year 9**

**EHCP Outcome:** By the end of KS4, Samra will walk and take public transport safely to move around in her community, and will know how to seek support if needed.

**IEP/ SEN support plan targets:** Samra will:

• walk independently to and from the bus stop, school and her youth club, and travel independently by bus;

• explain what she will do to keep safe crossing roads, and get help if she is lost, and if the bus doesn’t arrive;

• recognise key travel symbols/words, and tell digital time, to read timetables/ travel safely in her community.

**8. Where can I find help for breaking down outcomes, and writing next step ‘targets’ on Individual Education Plan’s (IEPs), Personal Education Plans (PEPs) or SEN Support plans?**

Settings in which SENCos or teachers are new to SEND differentiation, may find it useful to refer to target ladder publication exemplars, such as these LDA ‘Target Ladder’ books. These offer smaller step, hierarchically organised targets related to needs, and include a wealth of evidence-based provision ideas. SENCos, as leaders of SEN in schools, may find these a useful continuous professional development central resource, which can support teachers who are new to setting termly targets on IEPs. N.B. Other target sources are available too.

[Search | LDA Resources (ldalearning.com)](https://www.ldalearning.com/search?phrase=target+ladder+books)

**Preparation for Adulthood (PfA) – Outcomes by area of SEND**

**SEND Area of Need 1: Cognition and Learning- PfA Outcomes and Provision**

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| --- | --- | --- | --- | --- |
|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **EY (0-4 years)** | Child will engage in aspects of real-world/role play and show awareness of the tasks carried out by different professions (nurse, (doctor, firefighter, police).  Child will show interest in activities and resources within the nursery environment and will engage in aspects of exploratory, functional and sensory play, demonstrating understanding of the world around them.  Child will show imagination through substitution and representation of objects within play (using a cardboard tube to represent a phone, for example)  Child will make meaningful choices between objects and activities.  Child will show increased listening skills and task focus. | Child will make choices between options offered at snack and mealtimes.  Child will know and understand and name risks and signs of safety within the home and school (e.g. hot pans on the cooker top, boiling water in the kettle, a moving swing etc.). | Child will show understanding of friendships and interaction with others and will be able to name ‘friends’ within their nursery group. | Child will recognise foods and drinks which are healthier options, and know ways that a healthy diet is important for bodies.  Child will show understanding of the importance of self-care routines, to maintain good health (washing hands, cleaning teeth, having a bath etc.).  Child will have an understanding that some substances are harmful to ingest or touch (e.g., glue, paint, cleaning products and perfumes).  Child will understand basic feelings and emotions such as happy, sad, angry. |
| **Provision** | Incorporate professionals’ advice and teaching and learning strategies / ability appropriate activities in:  [Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf) | | | |

**SEND Area of Need 1: Cognition and Learning- PfA Outcomes and Provision**

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| --- | --- | --- | --- | --- |
|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Reception to Y2**  **(5-7 years)** | Child will have the listening skills and concentration to increase the amount of time they are able to maintain focus upon learning tasks.  Child will know early concepts of literacy and numeracy skills within EYFS and Key Stage 1 curriculum, to enable them to lay the foundations of later learning (specify which…).  Child will have an awareness of ‘growing up’, and have some ideas of what they would ‘like to be’, when they are older. | Child will understand the concept of time and will have skills to read digital and analogue clocks (specify levels - e.g., to o’clock, half past and quarter past/ to the hour…).  Child will understand the concept of cooking and name the contribution of ingredients to produce different foods (e.g., sugar makes cakes sweets, eggs make them rise…). | Child will understand the concept of friendships, and will apply this in their approach to shared play with peers. | Child will understand the concept of being healthy, including the benefits of exercise and making healthy food choices and will apply this in the context of mealtimes and attendance at school or after school clubs and sports’ activities.  Child will understand the need for regular dental, vision and hearing checks to maintain good health. |
| **Y3 to Y6 (8-11 years)** | Child will understand and be able to talk about different careers and education options so that they are able to express choices about what they will do in the future.  Child will develop a profile of interests and aspirations in order to demonstrate, use and apply individual strengths and skills. | Child will understand the concept of money, demonstrating awareness that different objects are worth different monetary values; they will use money to pay for items such as snacks in school (specify values worked towards, e.g., identify and calculate pounds and pence within 1-100).  Child will understand concepts in relation to travel and transport including paying for a ticket or pass, reading timetables, and road signs, and will be aware of how these facilitate independent travel.  Child will understand the concept of recipes relating to food preparation and will follow these with adult support. | Child will understand the importance of being safe within the local community, including online, and will understand potential areas of risk, e.g., strangers, online hazards, bullying and ways to take steps to avoid these.  Child will be familiar with the local area, including particular places, routes of travel to enable them to understand where they are going and methods to get there. | Child will understand the purpose of vaccinations and will cooperate with these to ensure good medical health.  Child will understand changes to their body associated with puberty and will be aware of self-care routines required to maintain good physical health.  Child will understand minor health needs that they may have, asthma, eczema, difficulties with vision and/or hearing; they will understand the strategies and resources to manage these. |

**SEND Area of Need 1: Cognition and Learning- PfA Outcomes and Provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Y7 to Y11 (11-16 years)** | Child will be able to understand information relating to course options (GCSE, NVQ, Entry level qualifications, vocational options etc.) including the requirements for a range of HE options to enable realistic and informed future education, training and career choices.  Child will be able to think about subject option choices alongside longer term career goals and  will be able to choose subjects and course options to enable next steps in their chosen direction.  Child will think about and plan work experience/part-time opportunities to enable them to understand workplace demands and requirements and to gain early experience in areas of interest for future employment.  Child will know and express their own profile of interests and achievements in order to demonstrate individual strengths and skills. This will be used in accordance with careers sessions and guidance.  Child will understand supported employment options e.g., internships and apprenticeships. | Child will understand monetary value, how much money they have and how much money items cost, and will be able to make decisions in relation to what they spend their money on as a first step towards financial budgeting (quantify money targets).  Child will know how to use a mobile banking app to manage a personal budget.  Child will demonstrate skills in accessing local transport services, buying a ticket/pass, understanding bus times, and using these systems of travel to go to e.g., school / the shops.  Child will understand information relating to different food groups and meal planning and will be able to understand instructions within a recipe card/book to enable them to cook simple meals. | Child will understand risks associated with social media, online gaming and online communities, and will be increasingly competent in understanding how to keep themselves safe.  Child will understand social norms and conventions in relation to a variety of friendships and relationships and will be able to use this knowledge to enable them to engage appropriately within a range social contexts.  Child will understand options in relation to a range of leisure and social activities available and will be able to use this to make informed and positive choices about how they want to spend their free time.  Child will show increased understanding of the wider community and will build resilience to increase self-confidence and social networks. | Child will understand information relating to sex and relationship education, and sexual health, in preparation for adulthood.  Child will understand the role of the GP and the support and health checks available to them.  Child will understand the risks associated with drugs and alcohol and will apply information learned to keep themselves safe.  Child will have a more active role in understanding and managing more complex health needs and special equipment required for health, to facilitate greater independence. |
| **Provision** | Please see provision ideas and age/ ability related resource links in:  [Updated 2017 PfA Outcomes Tool (preparingforadulthood.org.uk)](https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm)  [Developing Outcomes in EHC Plans.pdf](file:///C:\Users\Linda\Downloads\Developing%20Outcomes%20in%20EHC%20Plans.pdf)  Also incorporate teaching and learning strategies and curriculum interventions from education, health and social care professional advice which relates to Cognition and Learning needs. | | | |

**SEND Area of Need 1: Cognition and Learning- PfA Outcomes and Provision**

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|  | **PfA Outcomes** | | | |
| **Employability and Education** | **Independence** | **Community Participation** | **Health** |
| **Post 16** | YP will build upon strengths and interests highlighted in personal/ vocational profile.    YP will know and achieve steps toward academic and vocational qualifications (specify what).  YP will achieve A level or NVQ/ BTEC results, or other qualifications (specify subjects and levels) to enable progression to university or other education/ training/ skills provider opportunities (outline course, training and / or employment aspirations).  YP will have skills in CV writing and in applying for jobs or Higher Education. | YP will be able to manage potential income, including personal independence payments and incoming bills.  YP will demonstrate skills in time management and negotiating travel/transport.  YP will understand different types of living arrangements and which of these are positive or possible for each YP.  YP will plan for future living. | YP will understand personal budgets and how they could be spent post 16 to further PfA aspirations.  YP will understand the potential risks relating to drugs and alcohol within the community and will be able to make safe choices.  YP will understand how the criminal justice system works to enable them to function appropriately with the community.  YP will increase awareness of social norms, and will use and apply social skills to achieve social and emotional wellbeing and reduce vulnerability within the community. | YP will understand their health needs, and will manage these independently (or with visual checklist prompts).    YP will understand roles of health professionals and book and attend a GP or other health professional visit as appropriate.    YP will understand the importance of regular medical, dental and optical checks.  YP will understand healthy choices, including healthy eating and benefits of exercise, and will take steps to remain healthy and active. |
| **Post 19** | YP will consolidate learning, achieving outcomes to enable progression into employment/ adult education or community learning.  YP will understand processes and support in relation to job centre provision.  YP will understand and access benefits where applicable. | YP will continue to develop independent living skills through appropriate study programmes.  YP will understand bills/ correspondence & manage them appropriately.  YP will have planned living arrangements in place. | YP will show awareness of the role of adult social care and will access the service as required.  YP will develop increasing social awareness including understanding and reasoning skills to promote social and emotional wellbeing and reduce  vulnerability within the community. | YP will manage own health appointments and schedule/ attend health interventions. |

**SEND Area of Need 1: Cognition and Learning- PfA Outcomes and Provision**

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| **Provision Post-16/ Post-19** | Refer to school provision links above, plus Wokingham specific post-16 pathway advice:  Wokingham Local Offer: [Becoming an adult - Wokingham Borough Council](https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/becoming-an-adult/)  Wokingham PfA booklet: | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| An adapted curriculum/ work-based training programme to consider difficulties in relation to independent working & personal organisation. This may require learning and work-based tasks to be broken down into smaller stages with a higher level of adult support  Curriculum/work-based materials and instructions which are adapted to the YP’s developmental level and individual learning needs.  Alterations to the pace of delivery in work-based settings in accordance with the YP’s ability to process and internalise information.  A regular programme of activities designed to promote the development of skills for further training/employment to include skills in CV writing, interviews, job applications, understanding job-centre access and support.  Careers advice.  assistive technology. | Specific programmes of teaching relating to finance, independent travel, time management, types of living arrangements, and provision of information to support the YP‘s understanding of these and ability to make positive choices.  Supported opportunities to negotiate daily living tasks to include travel, income, bills, planning living and a future in accordance with the YP’s cognitive functioning.  Support to access documentation relating to health needs including NICE guidance and health check guide. | Supported opportunities to access community-based activities and to make choices in relation to participation in activities available to them.  Individual programmes of support to facilitate community participation in accordance with the YP’s choices and levels of cognitive function.  Specific teaching in relation to community participation including potential risks, to include drugs, alcohol, criminal activity, social vulnerability, and provision of information to support the YP’s understanding of these and ability to make safe choices. | Support to understand their own healthcare requirements.  Support to access and understand information with regard to healthy eating and healthy lifestyle and exercise choices.  adult health services.  specialist services in line with any medical assessments. |

**SEND Area of Need 2: Communication and Interaction- PfA Outcomes and Provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **EY (0-4 years)** | Child will be able to follow direction within routines and comply with simple instructions.  Child will show increased listening skills, attention and task focus  Child will have the communication and interaction skills to facilitate joint play with peers.  Child will have the language and communication skills to support real world/ role play (doctor, nurse, builder, firefighter, policeman). | Child will have the communication and interaction skills required to request objects or ask for help as required.  Child will have the language and communication skills necessary to support their understanding and ability to make choices between options offered (indoor/outdoor play, snack time, meal time, activities to access within free play etc.). | Child will know, say and use words and phrases in context to communicate and interact with adults and peers in and outside of nursery or school. | Child will be able to alert an adult at times when they are hurt or feeling unwell.  Child will have the communication skills required to convey basic feelings such as happy, sad and angry to others, to facilitate emotional well being |
| **Provision** | Incorporate professionals’ advice and teaching and learning strategies / ability appropriate activities in:  [Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf) | | | |

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Reception to Y2 (5-7 years)** | Child will have the communication and interaction skills required to meet with adult role models from a range of careers, and obtain information, appropriate to the child’s age and developmental level, in relation to different jobs, to enable them to think about what they may like to do in the future.  Child will engage with real world visits (fire stations, farms, etc.) and be able to communicate with adults present to obtain info. on questions they may have. | Child will have the communication and interaction skills required to enable them, with adult supervision support and modelling, to ask for things that they would like (ordering juice in a coffee shop, asking for a toy or food item at a shop counter etc.) | Child will be able to interact and communicate appropriately with peers to enable participation in teams and games, after school clubs and weekend activities.  Child will have the communication and interaction skills required to know how to be a friend to peers. | Child will have the language, and communication skills required to gain the attention of an adult at times when they feel unwell in order to ask for appropriate medical care.  Child will have the receptive language and communication skills required to enable them to express choices relating to diet and physical exercise. |

**SEND Area of Need 2: Communication and Interaction- PfA Outcomes and Provision**

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| --- | --- | --- | --- | --- |
|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Y3 to Y6 (8-11 years)** | Child will be able to articulate their ideas in relation to different career and education options and will have the communication skills required to ask questions to support them in moving towards making choices.  Child will be able to engage with career related role models, and participate in sessions on different career paths, led by visitors in school, to increase their understanding of potential areas of interest, strengths and future career options. | Child will have the communication and interaction skills required, to enable them to ask for things that they would like, and to request and pay for things in a shop or lunch hall, as a step towards independent living.  Child will have the communication skills required to facilitate the development of age-related independent living skills to include cookery, travel, time, and money, being able to ask questions and seek support/guidance where required (specify levels). | Child will have the communication and interaction skills required to make, follow rules of friendship, and maintain friendships with peers.  Child will be able to interact and communicate appropriately with peers to enable participation in team games, youth and after-school clubs.  Child will have the language and communication skills required to express any issues relating to bullying or safety online to an adult. | Child will have the language and communication skills required to explain the issue to an adult at times when they are hurt or feel unwell in order to access appropriate medical care as required.  Child will have the language and communication skills required to enable them to express choices relating to diet and physical exercise. |
| **Y7 to Y11 (11-16 years)** | Child will be able to engage with structured careers advisory sessions, communicating their thoughts and ideas relating to potential career choices and having the interaction skills to talk with adults to obtain additional information/guidance as required to enable them to make informed choices.  Child will have the communication and interaction skills (written or verbal) required to facilitate the building of a personal/vocational profile within careers sessions, moving towards building a CV for application for further education/training or employment. | Child will have the communication skills required to facilitate the development of age-related independent living skills to include cookery, travel, time and money, being able to ask questions and seek support/guidance where required (specify levels). | Child will have the language, communication and interaction skills to develop and maintain friendships with peers and to integrate successfully into a range of social groupings and situations. | Child will have the language and communication skills required to ask questions, to obtain additional information relating to sex education, managing more complex health needs, risks related to drugs and alcohol, and seek support for mental health and wellbeing as required. |

**SEND Area of Need 2: Communication and Interaction- PfA Outcomes and Provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Continued…**  **Y7 to Y11 (11-16 years)** | Child will have the communication and interaction skills required to function within a workplace environment, either with respect to work experience/voluntary work or part time employment to enable them to gain work related experience and explain areas of interest. | Child will have the communication and interaction skills required to enable them to socialise with peers (unsupervised) within the community and to access activities within the local community in accordance with their preferences. | Child will be able to interact appropriately via social media, online games and within the online community to maintain personal safety and lessen potential vulnerability. | Child will (with adult support or prompts) be able to communicate any health needs or concerns to a GP or medical professional, to obtain appropriate medical care or support as required. |
| **Provision** | Please see provision ideas and age/ ability related resource links in:  [Updated 2017 PfA Outcomes Tool (preparingforadulthood.org.uk)](https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm)  [Developing Outcomes in EHC Plans.pdf](file:///C:\Users\Linda\Downloads\Developing%20Outcomes%20in%20EHC%20Plans.pdf)  Also incorporate teaching and learning strategies and curriculum interventions from education, health and social care professional advice which relates to Communication / Interaction needs | | | |

**SEND Area of Need 2: Communication and Interaction- PfA Outcomes and Provision**

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| --- | --- | --- | --- | --- |
|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Post 16** | YP will have appropriate communication and interaction skills to facilitate apprenticeships, internships, traineeships as required.  YP will have appropriate communication and interaction skills to facilitate the development of relationships with peers within the workplace/ education environments to promote emotional wellbeing. | YP will have the communication and interaction skills to participate in local and residential learning options (examples?).  YP will have the communication and interaction skills to facilitate independent living (e.g., shopping, travel, cooking, etc.).  YP will have the communication and interaction skills to discuss future living views and opinions. | YP will demonstrate appropriate communication and interaction skills to be able to access leisure and social activities within the local community in accordance with the YP’s preference  YP will be able to communicate their choices and preferences to maintain self-confidence and personal wellbeing within the community. | YP will know and understand relevant health services needed to maintain good health.  YP will take responsibility for dental, medical and optical appointments; communicating their needs and interacting with appropriate staff to arrange these. |

**SEND Area of Need 2: Communication and Interaction- PfA Outcomes and Provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Post 16** | YP will demonstrate appropriate communication skills, verbal and written, to enable successful job or higher education applications.  YP will be able to organise thoughts and respond appropriately to questions, displaying the communication skills required to present their skills and attributes within an interview situation. | YP will be able to access and understand information relating to travel and transport, to facilitate travel independence (outline individual circumstances e.g., cross roads safely when walking alone, get the bus to college). | YP will demonstrate appropriate communication and interaction skills necessary to successfully engage in voluntary work and/or community-based activities, hobbies, projects and initiatives.  YP will be able to understand stranger safety rules and communicate effectively with people, relevant agencies and emergency services, to seek help safely from others when out in the community. | YP will have the communication and interaction skills necessary (in the context of individual circumstances) to articulate health concerns/needs to relevant health professionals during appointments. |
| **Post 19** | YP will demonstrate appropriate communication and interaction skills necessary to successfully engage in paid work, voluntary work or higher education. | YP will have the communication and interaction skills to enable them to arrange independent/supported living options as applicable. | YP will be able to communicate appropriately with professionals from adult social care to access assistance and build independence in the community.  YP will be able to interact effectively with others within a range of social situations, including interacting safely online, in order to make and maintain safe, appropriate and reciprocal friendships and relationships. | YP will understand and know where to access information relating to relevant health services, to maintain good health.  YP will take responsibility for dental, medical and optical appointments; communicating their needs and interacting with appropriate staff to arrange these.  YP will have the communication and interaction skills to relay individual health circumstances and articulate health concerns to relevant health professionals during appointments. |

**SEND Area of Need 2: Communication and Interaction- PfA Outcomes and Provision**

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| **Provision Post-16/ Post-19** | Refer to school provision links above, plus Wokingham specific post-16 pathway advice and make advice ‘SMART’:  Wokingham Local Offer: [Becoming an adult - Wokingham Borough Council](https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/becoming-an-adult/)  Wokingham PfA booklet: | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| Clear information given to relevant others in relation to the preferred communication method of the YP.  Provision of education/workplace information in a range of forms as may be appropriate to individual needs. This may include enlarged print, braille, audio, electronic and visual information as appropriate.  Strategies and resources to facilitate the YP’s communication and interaction skills. This may include visual approaches, such as PECS; augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate.  Adult support to facilitate alternative/adapted forms of communication as required. | Clear information given to relevant others in relation to the preferred communication method of the YP, e.g., a ‘SMART’ communication passport.    Provision of information relating to local learning options, living provision and transport in a range of forms as may be appropriate to individual needs. This may include enlarged print, braille, audio, electronic and visual information as appropriate.  Appropriate strategies and resources to facilitate the YP’s communication and interaction skills. e.g., visual approaches, such as PECS; augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate. | Clear information given to relevant others in relation to the preferred communication method of the YP.  Provision of information relating to community-based activities in a range of forms as may be appropriate to individual needs. This may include enlarged print, braille, audio, electronic and visual information as appropriate.  Appropriate strategies and resources to facilitate the YP’s communication and interaction skills. This may include visual approaches, such as PECS; augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate. | Clear information given to relevant others in relation to the preferred communication method of the YP.  Provision of health services information in a range of forms as may be appropriate to individual needs. This may include enlarged print, braille, audio, electronic and visual information as appropriate.  Appropriate strategies and resources to facilitate the YP’s communication and interaction skills. |

**SEND Area of Need 2: Communication and Interaction- PfA Outcomes and Provision**

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| **Continued…**  **Provision Post-16/ Post-19** | Refer to school provision links above, plus Wokingham specific post-16 pathway advice:  Wokingham Local Offer: [Becoming an adult - Wokingham Borough Council](https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/becoming-an-adult/)  Wokingham PfA booklet: | | | |
| **Employability/**  **Education** | **Independence** | **Community Participation** | **Health** |
| Opportunities to interact with peers through supported social activities.  Provision of information and instruction at a level appropriate to the needs of the YP. Repetition and reinforcement as required.  Alterations may need to be made to the pace of delivery.  Electronic forms of communication (phone, text, email), modified if necessary to assist workplace operation. This may include assistive technology.    Advice and guidance from SALT, HI team/ToD, VI team as required. | Adult support to facilitate alternative/adapted forms of communication as required.    Adult support to facilitate independent living as required (transport, shopping, bills).  Electronic forms of communication (phone, text, email, social media), modified if necessary to assist accessibility.  This may include assistive technology.    Advice and guidance from SALT, HI team/ToD, VI team as required. | Community based activities/groups appropriate to the YP’s age and developmental level designed to facilitate the development of friendships through communication, interaction and shared interests.  Adult support to facilitate alternative/adapted forms of communication as required.  electronic forms of communication (phone, text, email, social media), modified if necessary to assist accessibility. This may include assistive technology.  Advice and guidance from SALT, HI team/ToD, VI team as required. | This may include visual approaches, such as PECS; augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate.    Adult support to facilitate alternative/ adapted forms of communication as required.  Electronic forms of communication (phone, text, email), modified if necessary, to assist with the making and checking of appointments. This may include assistive technology.  Advice and guidance from SALT, HI team/ToD, VI team as required. |

**SEND Area of Need 3: Social, Emotional and Mental Health- PfA Outcomes/ Provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **EY (0-4 years)** | Child will have the social and emotional skills and resilience required to be able to adapt to change and new environments.  Child will be more able to regulate basic feelings and skills such as waiting to take a turn in an activity or when wanting to share news with an adult.  Child will inhibit negative behaviour to engage and listen/ participate in adult directed learning activities for a longer period (specify time). | Child will grow awareness of independent living skills through real-world play (e.g., kitchens, DIY, gardening, cleaning).  Child will be able to sit alongside peers at mealtimes and snack times, carrying out modelled skills to pass out plates, cutlery and cups to their peers and to take a turn to serve themselves and others. | Child will have social skills necessary to facilitate shared play and interaction with peers, developing a growing awareness of friendships to support emotional wellbeing and self-esteem.  Child will be able to recognise indicators of basic feelings in peers (happy and sad) and with support and modelling will respond accordingly at their developmental level (giving a hug to a peer who is crying for example)  With prompting, child will develop an awareness of basic social conventions in interaction with other, for example, using please and thankyou when asking for or receiving things from others | Child will attend necessary dental, medical and optical checks following parental direction and supervision.  Child will cooperate with self-care and personal hygiene routines with prompting and adult support as required.  Child will show awareness of and name basic feelings, and will have the support and strategies required to promote resilience and emotional wellbeing. |
| **Provision** | Incorporate professionals’ advice and teaching and learning strategies / ability appropriate activities in:  [Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf) | | | |

**SEND Area of Need 3: Social, Emotional and Mental Health- PfA Outcomes/ Provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Reception to Y2 (5-7 years)** | Child will interact with peers and form friendships to support emotional wellbeing.  Child will name feelings and say how these relate to familiar activities and situations.  Child will brainstorm ways in which they could have acted differently when they have struggled to engage in learning or follow rules. | Child will show awareness of independent living skills (cooking, cleaning, DIY) and will extend and develop these through real world play  Child will be able to access the dining hall alongside peers, following social routines in relation to seating and turn taking, and will be able to make appropriate choices in relation to meals | Child will interact with peers and form friendships with peers to support emotional wellbeing.  Child will maintain positive emotional wellbeing through participation in team games, after-school clubs and weekend activities.  Child will identify bullying in relationships and will be able to seek adult support. | Child will attend necessary dental, medical and optical checks following parental direction and supervision.  Child will cooperate with self-care and personal hygiene routines with prompting and adult support as required.  Child will use and apply self-regulation strategies to manage feelings, promote resilience and emotional wellbeing. |
| **Y3 to Y6 (8-11 years)** | Child will interact with peers, making and maintaining friendships with others to support emotional wellbeing.  Child will be aware of structures in place to support social and emotional wellbeing and will access these as required.  Child will show awareness of a wider range of feelings and emotions (e.g., angry, lonely, disappointed, over-excited) and with support will identify and apply appropriate strategies to manage these emotions. | Child will be able to maintain friendships with peers and access community based clubs/after school clubs to promote independence and emotional wellbeing.  Child will have the social skills necessary to facilitate participation in sleepovers and residential trips.  Child will be able to manage their feelings and emotions, accessing support to apply strategies as appropriate. | Child will maintain friendships with peers to support emotional wellbeing and avoid isolation.  Child will identify bullying within relationships and will be able to identify support and strategies to manage this.  Child will be able to manage social and emotional responses to change.  Child will be aware of strategies and precautions to remain safe online. | Child will understand physical changes associated with the onset of puberty and will manage these appropriately, with support as required, maintaining social and emotional wellbeing.  Child will choose and apply known and modelled strategies to manage any emotional or mental health needs associated with their physical or mental health conditions/ diagnoses. |

**SEND Area of Need 3: Social, Emotional and Mental Health- PfA Outcomes/ Provision**

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| **Y7 to Y11 (11-16 years)** | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| Child will have acquired the necessary engagement and social skills in order to interact with employers, clients and peers within the workplace within the context of work experience, voluntary work or part-time employment.  Child will be able to form friendships in the context of education or employment to facilitate emotional wellbeing.  Child should be aware of structures in place to support social and emotional wellbeing and will access these as required.  Child will show awareness of different feelings and emotions and, with support, will identify and apply appropriate strategies to manage these. | Child will have an awareness of boundaries and social conventions with respect to different relationships and social situations, including online.  Child will show awareness of potential abusive and exploitative behaviour in others and with support and guidance will be able to make safe choices.  Young person will express strengths and make choices to include money, food, exercise, opportunities to socialise, form relationships with others, to support the development of self- confidence and emotional wellbeing. | Child will maintain friendships with peers to support emotional wellbeing and avoid isolation.  Child will maintain positive emotional wellbeing through participation in community based activities and socialisation with peers within the community in accordance with their own personal choices.  Child will have an awareness of boundaries and social conventions within a range of relationships and social contexts, including online.  Child will show increased awareness of the bigger picture and will build resilience to support emotional wellbeing. | Child will have an understanding of sex education and the social and emotional implications of intimate relationships.  The child will have strategies and resources to support them to maintain positive mental health and emotional wellbeing.  The child will understand the social and emotional implications of spending too much time on electronic devices and will recognise the importance of sleep and ‘down time’ in supporting social and emotional health and wellbeing.  Child will access strategies and support, as required, to manage any emotional of mental health needs associated with their physical or medical health conditions /diagnoses. |
| **Provision** | Please see provision ideas and age/ ability related resource links in:  [Updated 2017 PfA Outcomes Tool (preparingforadulthood.org.uk)](https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm)  [Developing Outcomes in EHC Plans.pdf](file:///C:\Users\Linda\Downloads\Developing%20Outcomes%20in%20EHC%20Plans.pdf)  Also incorporate teaching and learning strategies and curriculum interventions from education, health and social care advice, which relates to Social, Emotional & Mental Health Needs. | | | |

**SEND Area of Need 3: Social, Emotional and Mental Health- PfA Outcomes/ Provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Post 16** | YP will have acquired the necessary social skills to engage in learning and iinteract with employers and clients to function effectively in apprenticeships, internships and traineeships as required.  YP will have appropriate communication and interaction skills to facilitate the development of relationships with peers within the workplace/ education environments to promote emotional wellbeing.  YP will understand and manage their feelings and emotions, accessing appropriate emotional regulation strategies independently (e.g., requesting a learning break) or expressing difficult feelings verbally and seeking assistance to regulate and re-engage in learning. | YP will understand their right to make choices, and to exercise decision making in relationships with others with emphasis on best interests and informed consent.  YP will have an awareness of boundaries and social conventions with respect to a range of relationships and social situations (including online).  YP will be able to recognise potential abusive and exploitative behaviour in others and will be able to make safe choices.  YP will understand different types of living arrangements and those which are positive and possible in relation to their own circumstances. | YP will understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required to facilitate/mediate interactions with others.  YP will have developed appropriate social skills in order to establish new friendships in the context of community involvement.  YP will demonstrate awareness of social conventions and boundaries and will be able to negotiate these to maintain personal safety while in the community.  YP will have an awareness of boundaries and social conventions with respect to a range of relationships and social situations (including online).  YP will be able to recognise potential abusive and exploitative behaviour in others and will be able to make safe choices.  YP will understand risks associated with drugs and alcohol and will adhere to legal restrictions with regard to these substances. | YP will engage with self-care routines in order to maintain appropriate levels of personal hygiene. To include their environment.    YP will make safe choices in relation to sexual health.  YP will understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required to maintain emotional wellbeing.  YP will employ strategies to maintain good mental health. To include recognition of times when they are not coping and being able to seek assistance as required. |

**SEND Area of Need 3: Social, Emotional and Mental Health- PfA Outcomes/ Provision**

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| **Post 19** | **PfA Outcomes** | | | |
| **Employability/**  **Education** | **Independence** | **Community Participation** | **Health** |
| YP will have acquired the necessary social skills to interact with employers and clients or academic staff in order to function effectively in voluntary work, paid work or Higher Education as required.  YP will have appropriate communication and interaction skills to facilitate the development of relationships with peers within the workplace/education environments to promote emotional wellbeing.  YP will understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required. | YP will make positive choices in relation to their own living arrangements considering circumstances and possible options best suited to facilitate social and emotional wellbeing. | YP will have developed appropriate social skills in order to maintain friendships in the context of community involvement.  YP will demonstrate awareness of social conventions and boundaries and will be able to negotiate these to maintain personal safety while in the community.  YP will have an awareness of boundaries and social conventions with respect to a range of relationships and social situations (including online).  YP will be able to recognise potential abusive and exploitative behaviour in others and will be able to make safe choices.  YP will understand risks associated with drugs and alcohol and will adhere to legal restrictions with regard to these substances. | YP will engage with self-care routines in order to maintain appropriate levels of personal hygiene. To include their environment...  YP will make safe choices in relation to sexual health.  YP will understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required.  YP will employ strategies to maintain good mental health. YP will recognise times when they are not coping and be able to seek assistance to regulate emotions as required. |

**SEND Area of Need 3: Social, Emotional and Mental Health- PfA Outcomes/ Provision**

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| **Provision Post-16/ Post-19** | Refer to school provision links above, plus Wokingham specific post-16 pathway advice:  Wokingham Local Offer: [Becoming an adult - Wokingham Borough Council](https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/becoming-an-adult/)  Wokingham PfA booklet: | | | |
| **Employability/**  **Education** | **Independence** | **Community Participation** | **Health** |
| Highly supported work experience placements and short-term training opportunities with specific teaching in relation to interactions with employers, peers and clients in preparation for longer term learning provision and/or employment.  An adapted curriculum/work-based training programme to consider the YP’s emotional /mental health needs and appropriate provision to ensure the promotion of positive mental health and wellbeing.  Regular monitoring of the YP’s workload, behaviour patterns, interactions with others to identify early indications of stress, anxiety, depression etc. ensuring that appropriate steps are taken to support the YP to manage this as required.  Adult guidance and support to apply my regulatory or coping strategies and provision within the workplace or education setting to accommodate these.  agencies/organisations who provide mental health and emotional support within the workplace or education setting as appropriate. | programmes designed to support and develop the YP’s awareness of social boundaries and conventions in relation to a range of social situations and relationships.  Adult support and guidance to ensure that the YP is able to apply taught knowledge and skills to enable them to make safe choices within the community.  Specific teaching in relation to risks associated with social media/online communities and guidance and support to apply protocol relating to e-safety. | programmes designed to support and develop the YP’s awareness of social boundaries and conventions in relation to a range of social situations and relationships.  Adult support and guidance to ensure that the YP is able to apply taught knowledge and skills to enable them to make safe choices within the community.  Community based activities/groups appropriate to the YP’s age and developmental level designed to facilitate socialisation and the development of friendships.  Links to organisations who provide social and emotional support as required.  Specific teaching in relation to risks associated with drugs, alcohol, criminal activity, social vulnerability and provision of information to support the YP’s understanding of these and ability to make safe choices.  Specific teaching in relation to risks associated with social media/online communities and guidance and support to apply protocol relating to e-safety. | Programmes of activities designed to promote positive self-care routines (relating to personal care and the home/work environment) and support to apply and embed these within daily routines.  Programmes of activities and provision of information relating to sexual health and associated risks and support and guidance as required to enable the YP to make positive relationship choices and remain safe.  Information and guidance to positive mental health and wellbeing and individual programmes of activities to identify coping strategies and mechanisms in accordance with the YP’s circumstances and emotional/mental health needs.  Links to agencies /organisations who provide mental health and emotional support as required.  emotional support workers as required. |

**SEND Area of Need 4: Sensory, Physical and Medical- PfA Outcomes and Provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **EY (0-4 years)** | Child will access the EY environment and activities in accordance with their physical capabilities, to support them to make progress towards early learning goals. N.B, for some children with complex medical/physical needs, alternative feeding plans will need to be considered following guidance from relevant professionals.  Child will dress and undress with increasing independence in accordance with their physical/medical needs. | Child will be able to use the toilet independently in accordance with their physical/medical needs/diagnoses.  Child will participate in mealtime routines using cutlery with increasing dexterity and independence to feed themselves appropriately. N.B for some children | Child will access community-based activities/clubs/groups in accordance with their physical/medical capabilities, to facilitate shared play and interaction and to support the development of friendships with peers.  Child will access visits/day trips to broaden community experience and build tolerance of new situations. | Child will attend regular medical, optical and visual checks to support good health.  Child will comply with self-care routines and medical routines to support good physical health.  Child will engage in regular physical exercise to maintain good physical health and support the development of gross motor skills.  Child will try a range of new foods offered to support the development of a balanced and healthy diet. |
| **Provision** | Incorporate professionals’ advice and teaching and learning strategies / ability appropriate activities in:  [Development Matters - Non-statutory curriculum guidance for the early years’ foundation stage (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf) | | | |

**SEND Area of Need 4: Sensory, Physical and Medical- PfA Outcomes and Provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Reception to Y2 (5-7 years)** | Child will cooperate with self-care routines and medical routines, including those associated with any physical or medical conditions/diagnoses.  Child will access regulatory activities to support them to concentrate and maintain focus in the classroom. | Child will cooperate with self-care routines, medical routines including those associated with any physical or medical conditions/diagnoses | Child will be able to participate in team games, after-school clubs and weekend activities in accordance with their physical and medical capabilities. | Child will attend relevant health, dental, optical and hearing checks as required to promote good physical health.  Child will cooperate with self-care routines and medical routines including those associated with any physical or medical conditions/diagnoses.  Child will participate in sport and physical exercise in accordance with their physical/medical capabilities. |
| **Y3 to Y6 (8-11 years)** | Child will be able to access careers information, opportunities to meet role models/talks from visitors to school through adaptions and formats which consider physical, sensory or medical needs as appropriate to individual circumstances. | Child will be able to move around the school environment as required.  Child will show age-appropriate life skills to include basic cooking skills, awareness of transport and requirements for travel (tickets, timetables etc.), money in accordance with their physical and medical capabilities. | Child will be able to access after-school clubs, youth groups, sports teams, community-based groups in accordance with their physical and medical capabilities. | Child will be able to manage minor health needs.  Child will make healthy eating choices and will engage in physical exercise in accordance with their physical/medical capabilities. |

**SEND Area of Need 4: Sensory, Physical and Medical- PfA Outcomes and Provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Y7 to Y11 (11-16 years)** | Child will be able to access work experience placements, voluntary work or part-time employment opportunities through adaptations and formats which consider physical, sensory and/or medical needs as appropriate to individual circumstances.  Child will understand supported employment options e.g., Work  Child will be able to make smooth transitions to new settings to facilitate emotional wellbeing and support integration and inclusion. | Child will be able to move around the school or work-based environment as required.  Child will demonstrate age-appropriate independent living skills to include cookery, local transport, money and time management in accordance with their physical and medical capabilities. | Child will be able to access transport options within their physical and medical capabilities to facilitate independence and community participation.  Child will be able to access community-based groups/activities in accordance with their physical and medical capabilities. | Child will be more independent in managing more complex health needs in accordance with their physical and mental capabilities.  Child will attend their annual health check with their GP if registered as having a learning disability. |
| **Provision** | Please see provision ideas and age/ ability related resource links in:  [Updated 2017 PfA Outcomes Tool (preparingforadulthood.org.uk)](https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm)  [Developing Outcomes in EHC Plans.pdf](file:///C:\Users\Linda\Downloads\Developing%20Outcomes%20in%20EHC%20Plans.pdf)  Also incorporate teaching and learning strategies and curriculum interventions from education, health and social care professional advice which relates to Sensory, Physical and Medical needs | | | |

**SEND Area of Need 4: Sensory, Physical and Medical- PfA Outcomes and Provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Post 16** | YP will be able to access and function within work-based environments in relation to apprenticeships, supported internships and traineeships in order to progress with future career choices.  YP will be able to present their skills in written form (C.V) to help secure future education and work-based options. | YP will have life skills necessary (cooking, cleaning, shopping etc.) to facilitate independent living in the context of individual circumstances.  YP will engage with self-care routines in order to maintain appropriate levels of personal hygiene in the context of their individual circumstances.  YP will have an awareness of risk within the home context and will manage this appropriately in order to remain safe.  YP will plan for future living arrangements, recognising what is positive and possible to promote independence and wellbeing. | YP will be able to participate in community, leisure and social facilities to enable inclusion within the local community in accordance with the YP’s preference.  YP will be able to use transport in order to facilitate participation within community, leisure and social activities.  YP will show awareness of risk (travel, road safety, personal safety) in the context of community participation in order to remain safe. | YP will recognise the need for dental, medical and optical health and will take responsibility for making appointments as required.  YP will take steps to remain physically active and healthy in the context of their individual circumstances.  YP will make healthy eating choices in order to promote physical wellbeing.  YP will maintain any physiotherapy regimes necessary to ensure physical health and optimum mobility in the context of their individual circumstances.  .  YP will engage with self-care routines in order to maintain appropriate levels of personal hygiene in the context of their individual circumstances. |

**SEND Area of Need 4: Sensory, Physical and Medical- PfA Outcomes and Provision**

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|  | **PfA Outcomes** | | | |
| **Employability/Education** | **Independence** | **Community Participation** | **Health** |
| **Post 19** | YP will be able to access and function within work-based environments in relation to voluntary work, community-based projects and paid work in order to progress with future career choices.  YP will engage in and function positively within higher education provision in order to progress with future career choices (specify what)  YP will be able to present their skills in written form (C.V) to help secure future education and work-based options.  YP will engage in job centre provision visits and participate in discussions to support pathways into employment post education. | YP will access living arrangements appropriate to individual circumstances (including residential arrangements for education), that are positive in promoting independence and wellbeing. | YP will be able to access community, leisure and social facilities to enable participation within the local community in accordance with the YP’s preference.  YP will be able to access transport on foot and by bus safely in order to facilitate independent participation within community, leisure and social activities.  YP will show awareness of risk (travel, road safety, personal safety) in the context of community participation in order to remain safe. | YP will recognise the need for dental, medical and optical health and will take responsibility for making appointments as required.  YP will take steps to remain physically active and healthy in the context of their individual circumstances.  YP will make healthy eating choices in order to promote physical wellbeing.  YP will maintain any physiotherapy regimes necessary to ensure physical health and optimum mobility in the context of their individual circumstances.  .  YP will engage with self-care routines in order to maintain appropriate levels of personal hygiene in the context of their individual circumstances. |

**SEND Area of Need 4: Sensory, Physical and Medical- PfA Outcomes and Provision**

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| Refer to school provision links above, plus Wokingham specific post-16 pathway advice:  Wokingham Local Offer: [Becoming an adult - Wokingham Borough Council](https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/becoming-an-adult/)  Wokingham PfA booklet: | | | |
| **Provision**  **Post-16/ post-19** | | | |
| **Employability/**  **Education** | **Independence** | **Community Participation** | **Health** |
| Adapted education and workplace arrangements to consider the YP’s physical and medical needs  Onsite medical professionals as required  Adaptations to daily education/employment-based routines to consider any ongoing Physiotherapy/OT programmes. Adult support as required to facilitate delivery.    Appropriate equipment/resources: standing frames, wheelchairs (manual and power), walking aids  Appropriate strategies and resources to facilitate the YP’s communication and interaction skills.  This may include visual approaches, such as PECS; augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate.  Adult support to facilitate alternative/adapted forms of communication | Adapted living arrangements suited to the YP’s physical and medical needs  Appropriate equipment/resources: standing frames, wheelchairs, manual and power, walking aids  Equipment to facilitate independence in self-care routines  Adapted forms of accommodation and transport to consider the physical needs of the YP and facilitate independence  Enhanced PSHCE/life skills and SRE programmes to ensure skills embedded | Appropriate equipment/resources: standing frames, wheelchairs, manual and power, walking aids  Adapted forms of accommodation and transport to consider the physical needs of the YP and facilitate independence  Provision of information relating to disabled access and adapted environments.  Adult support to facilitate community participation  Programmes of study to facilitate the YP understanding of risk in the context of community participation and support to enable them to make informed choices suited to the YP’s individual needs  Sensory activities and stimuli/ input where required, e.g., continuity of sensory provision for C/YP with profound and multiple needs in community hubs. | Equipment to facilitate independence in selfcare routines  Appropriate equipment/resources to facilitate mobility: standing frames, wheelchairs, manual and power, walking aids  Medical teams or trained carers on site as required or if a day provision  A medically trained carer as required.    Occupational Therapy programmes to be carried out by a trained carer  Physiotherapy programmes that will be delivered by trained carers/ family members.  Training in the delivery of emergency medications to appropriate professionals/ carers  People working with/supporting people must have knowledge of the individuals’ preferred method of communication. |

**Other useful links:**

Council for Disabled Children (EHCP exemplar advice)

[EHCP Exemplar Guide 2017.pdf (councilfordisabledchildren.org.uk)](https://councilfordisabledchildren.org.uk/sites/default/files/uploads/attachments/EHCP%20Exemplar%20Guide%202017.pdf)

National Institute for Health and Care Excellence

[Tools and resources | Transition from children’s to adults’ services for young people using health or social care services | Guidance | NICE](https://www.nice.org.uk/guidance/ng43/resources)

Learning Disability England (advice about housing and supported living)

[www.learningdisabilityengland.org.uk](http://www.learningdisabilityengland.org.uk)

Living Made Easy (advice about independent living)

[www.livingmadeeasy.org.uk](http://www.livingmadeeasy.org.uk)

British Association for Supported Employment

[www.base-uk.org](http://www.base-uk.org)

Job Centre Plus Disability Employment Advisors

[www.gov.uk/looking-for-work-if-disabled/lookingfor-a-job](http://www.gov.uk/looking-for-work-if-disabled/lookingfor-a-job)

**Wokingham SENDIASS** (For information or support with education, health and care plan, SENDIASS offers confidential, impartial advice, guidance & support to families.)

[**www.sendiasswokingham.org.uk**](http://www.sendiasswokingham.org.uk) **0118 908 8233** [**sendiass@wokingham.gov.uk**](mailto:sendiass@wokingham.gov.uk)

**Wokingham Local Offer** (The Local Offer details the range of services, support and information available nearby, and helps parents, carers and young people to access these.)

[Becoming an adult - Wokingham Borough Council](https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/becoming-an-adult/)

**Wokingham SEN Service**

[**www.wokingham.gov.uk**](http://www.wokingham.gov.uk) **0118 974 6216** [**sen@wokingham.gov.uk**](mailto:sen@wokingham.gov.uk)