

# The Outcomes Booklet

## Some Examples



# Some handy tips and reminders

There should be a minimum of three long term outcomes that focus on how the young person can progress with their learning up to the end of the next Key Stage. Long term outcomes will be reviewed at the end of the next Key Stage. The outcomes should clearly link to key skills that will allow the young person to reach their **aspirations/goals**.

The outcomes must be devised in discussion with the young person and their parents and carers as well as all of the people who have provided advice. The outcomes need to describe what the young person will be able to do as a result of getting the extra help in Sections F-H.

**DO NOT USE words including have access to, opportunities for, regular, improve, will develop.**

**Ensure that outcomes are not school curriculum targets. e.g.**

**To learn the 5x, 10x times tables**

**To read and write the first 100 high frequency words**

**To use subject, verb, object to write three sentences**

## **Have I checked the outcome(s) against the following:**

- Can we measure it? Do we know the starting point?
- Is it achievable?
- Does it keep or build on what is working?
- Does it change what is not working?
- Does it move the young person closer to their positive change/ aspiration?
- Where there is an assessed need, does the outcome meet it?
- Is it written in everyday language, and not expressed from a service perspective?
- Is there a solution embedded in the outcome?

**This booklet provides some examples of long term and short term outcomes that may assist you when writing outcomes within EHCPs.**

# Pre 16

To take turns during short, structured activities, such as a game with at least one other child without adult prompt or intervention with 70% success and consistency.

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To remain engaged for up to 5 minutes, in short, adult-led activities in group and 1:1 interactions.

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To follow a spontaneous instruction containing 3 information carrying words with 70% success and consistency during adult-led or directed interaction at home and in school.

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To consistently (90% of the time) use \*practised words and phrases that are taught, to tell an adult or peer when he is frustrated or anxious during day to day child-led, independent play.

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To use Makaton signs and/or spoken words at 2 and 3 key word level for 90% of the time.

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J will follow 3 Information Carrying Word instructions that contain an object, a place and a position.

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To extend levels of attention for up to 10 minutes in a range of adult initiated activities.

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C will successfully express his wants and needs and independently communicate choices in class.

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L will stay at a self-chosen activity excluding the IWB for 10 minutes with adult support.

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L will put his socks on independently and try his lunch main meal every day at school.

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L will spontaneously use a subject/verb/object phrase to describe an event or picture in front of him at least twice a day.

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L will consistently understand language at three key word level by following instructions 9/10 times a day.

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By the end of Reception, T will follow classroom routines/instructions and simple 3 step instructions when reinforced by visual prompts / objects of reference when needed.

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By the end of Reception, T will take turns successfully when playing with another child during child-led play situations with minimal adult intervention.

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By the end of Reception, T will choose from a wider range of activities offered through showing photographs on a choice board if required and increasingly verbalise his choice.

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J will communicate his own needs and wishes effectively using speech and visual cues.

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J will show an awareness of and interest in his peers and will begin to enjoy some supported play-based activities with them.

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J will maintain shared attention for an adult led task beyond 10 minutes.

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A will recognise and use money up to £5.00 in real world scenarios.

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A will communicate effectively in classroom lessons so that she can ask and answer questions effectively and complete appropriately differentiated tasks independently.

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L will complete an increasing number of teacher set tasks each day with support in group and 1:1 situations. Initially 50% increasing to 90.

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For 70% of the time, L will use practised words and phrases that are taught, to tell an adult or peer when he is frustrated or anxious during day to day child-led, independent play.

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L will comply with an adult direction, within two times of asking, 70% of the time.

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J will organise his own equipment and resources so that he can access day-to-day activities, for example PE equipment, cookery equipment.

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J will use verbal and/or non-verbal methods (glance/reaching out or exchange an object or picture) to interact with/request a motivating activity or toy from a familiar adult during extended periods of play with minimal adult prompting and modelling.

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J will follow familiar routines when supported with visual and auditory prompts on 3/5 occasions during daily interaction with familiar adults.

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J will engage in a variety of physical activities e.g. Jumping, climbing, crawling, propel himself along on a bike during daily outdoor play when modelled and encouraged by an adult.

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J will assist in all aspects of feeding, developing a tolerance of textures, dressing and toileting, achieving some aspects independently.

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### **Communication:**

- XX will spontaneously exchange a photo or symbol at home and nursery to request his wants and needs 15 times per day.

### **Cognition and Learning:**

- XXX will demonstrate shared enjoyment with a familiar adult 3 times per session when engaging in motivating activities.

### **Social, Emotional and Mental Health:**

- XXX will demonstrate the ability to deal with 70% of his minor frustrations using modelled problem-solving processes or by asking for help.

## Physical and Sensory:

- XX will assist in all aspects of day-to-day feeding, dressing with adult and toileting, achieving some aspects independently.

## Communication and Language

- X will make a simple, spontaneous request to an adult using predominantly eye glance/vocalisation/single words during a daily shared interaction on 3/5 occasions.
- X will follow a simple verbal adult request when reinforced with an object of reference.
- X will show engagement in a daily, motivating adult-led activity by taking 3 turns and looking towards the adult on 3/5 occasions.
- X will show she wants something or wants to do it again by using the adult, objects, picture symbols, vocalisations and speech.

## Cognition and Learning

- X will show joint interest in a motivating play activity with an adult by maintaining her attention for 3-4 turns and looking to the adult.
- X will follow simple instructions related to her routine and everyday activities with support from objects of reference and picture symbols.

## SEMH

- X will join an activity with an adult where the activity is motivating and interactive for 2 minutes when shown an object of reference.

## Sensory and Physical

- X will move to the toilet area and sit on the toilet in school with adult reminders and support.
- X will remain in bed when she wakes and will settle back to sleep when her parents sit with her.
- X will explore different food textures with her hands during adult-led learning in the classroom.

## Pre 16 – Cognition and Learning

- XXXX will achieve age-related expectations in English.
- XXXX will solve Maths problems using the four basic operations with confidence.

**The Action Plan** should show the short-term outcomes/steps towards achieving these long-term outcomes. The short-term outcomes in the Action Plan show how the Young Person will work towards meeting these long-term outcomes during the next 12 months and the help and support in terms of provision that they will be given to do this.

The Action Plan should be current, appropriate and in line with the long-term outcomes. The setting should informally review progress every term with parents/carers and keep a record of both their views and the young person's.

# Pre 16 – Communication and Interaction

- XXXX will initiate conversations with adults and peers about a range of topics
- XXXX will tolerate turn-taking and other people joining and developing his play

Short term outcome	What XXXX needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>1. Long term outcome – XXXX will initiate conversations with adults and peers about a range of topics</b>				
<ul style="list-style-type: none"> <li>• To initiate a conversation with a peer based on a topic that interests them both (from a choice of 2).</li> </ul>	<ul style="list-style-type: none"> <li>• Adult modelling and support.</li> <li>• Regular opportunities to comment on events, stories or the actions of his peers.</li> </ul>	<ul style="list-style-type: none"> <li>• 10 mins per day during registration time.</li> </ul>	<ul style="list-style-type: none"> <li>• Class team</li> <li>• SaLT</li> <li>• Home</li> </ul>	<ul style="list-style-type: none"> <li>• Learning journal</li> <li>• SaLT summary sheets</li> <li>• SCERTS</li> </ul>
<b>2. Long term outcome – XXXX will tolerate turn taking and other people joining and developing his play</b>				
<ul style="list-style-type: none"> <li>• To tolerate other people joining and developing his play on 3/5 occasions during a child-led activity with adult reassurance and encouragement.</li> </ul>	<ul style="list-style-type: none"> <li>• Toys and activities of his own interest.</li> <li>• Adult support in play as a play partner, commentating on the play and reassurance.</li> <li>• “Peace and quiet”.</li> <li>• Advice from SALT</li> </ul>	<ul style="list-style-type: none"> <li>• 5 x 15 minutes opportunities across the week.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• SALT</li> </ul>	<ul style="list-style-type: none"> <li>• xxxx will play with other people joining his game with adult support.</li> </ul>

Short term outcome	What J needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>1. Long term outcome – To use Makaton signs and/or spoken words at 2 and 3 key word level</b>				
<ul style="list-style-type: none"> <li>J will spontaneously use Makaton signs and/or spoken words to communicate with others at 2 key word level.</li> </ul>	<ul style="list-style-type: none"> <li>Adults to sign and gesture continually when they speak.</li> <li>He needs open questions to encourage answers beyond single word.</li> <li>Singing Hands and Mr Tumble DVDs and resources.</li> <li>Jolly Phonics signs for letter work.</li> <li>Specific activities to promote sign e.g. silent Bingo/ Lotto, What's in the bag.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the nursery session and in the home.</li> </ul>	<ul style="list-style-type: none"> <li>All adults in the nursery are learning to sign and all children are being encouraged to sign.</li> <li>EYAIT to support signing.</li> <li>Parents sign at home.</li> <li>ECCDS sessions support signing.</li> <li>SALT to provide advice as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Daily diaries will give examples of phrases used and those recorded often have 2 key words in them.</li> </ul>
<b>2. Long term outcome – J will follow 3 Information Carrying Word instructions that contain an object, a place and a position</b>				
<ul style="list-style-type: none"> <li>J will follow instructions in nursery that contain 2 key words with 90% accuracy and some 3 key word phrases (30% accuracy).</li> </ul>	<ul style="list-style-type: none"> <li>Access to story books, songs and rhymes that support development of key vocabulary e.g. nouns and positional language.</li> <li>Use of signed narrative to describe his play and that of others around him.</li> <li>Specific activities with small world toys and using Language Steps and similar resources.</li> </ul>	<ul style="list-style-type: none"> <li>At least one planned activity per nursery session and as interest and opportunity arise thereafter.</li> </ul>	<ul style="list-style-type: none"> <li>All nursery staff.</li> <li>Parents.</li> <li>EYAIT.</li> <li>SALT.</li> <li>ECCDS.</li> </ul>	<ul style="list-style-type: none"> <li>J will follow instructions such as 'put the dog on the chair' with minimal error (success 9/10 times) during formative assessment.</li> </ul>

Short term outcome	What J needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>3. Long term outcome – To show an improved awareness of his own personal needs and safety when dressing, eating and using the toilet and being mobile</b>				
<ul style="list-style-type: none"> <li>• <b>Mobility:</b> J will access nursery resources independently by standing, seating himself at a chair, cruising around furniture, seating himself on the floor. He will confidently walk short distances with an adult's hand held.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play resources such as weighted buggy or shopping trolley.</li> <li>• His walker will be available to him at all times but he will be expected to use it when moving from the classroom to other areas of school.</li> <li>• Large construction bricks to build tall towers with to give motivation to stand.</li> <li>• Give reasons to move e.g. gather favoured resources and offer a hand where possible to encourage walking and discourage crawling.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous observation will allow adults to only intervene when necessary when J moves around the room or when sitting or standing and look for the reasons to move/ motivators.</li> </ul>	<ul style="list-style-type: none"> <li>• All nursery staff</li> <li>• Parents</li> <li>• EYAIT</li> <li>• SALT</li> <li>• ECCDS</li> </ul>	<ul style="list-style-type: none"> <li>• Observation notes will show that J can access nursery resources independently by standing, seating himself at a chair, cruising around furniture, seating himself on the floor. He will confidently walk short distances with an adult's hand held. He will move around mainly on his feet and not crawling.</li> </ul>
<b>4. Long term outcome – To extend levels of attention for up to 10 minutes in a range of adult initiated activities</b>				
<ul style="list-style-type: none"> <li>• J will actively engage in craft activities, supported by an adult where necessary, for at least 5 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated access to messy play and craft activities for increasing periods of time.</li> <li>• Using favoured resources in places he doesn't actively access e.g. favourite toys hidden in gloop, decorating biscuits with icing, train wheels in paint to make tracks.</li> </ul>	<ul style="list-style-type: none"> <li>• Adult initiated and supported craft activity at least once a session.</li> </ul>	<ul style="list-style-type: none"> <li>• All nursery staff</li> <li>• Parents</li> <li>• EYAIT</li> <li>• SALT</li> <li>• ECCDS</li> </ul>	<ul style="list-style-type: none"> <li>• Nursery records will indicate that J engages in messy play at least twice a week and remains at each activity for 5 plus minutes.</li> </ul>

Short term outcome	What J needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>5. Long term outcome – To develop greater stamina, strength and precision in single handed and bi-manual activity.</b>				
<ul style="list-style-type: none"> <li>J will position and 'click together' materials such as Duplo blocks and Stickle Bricks to make horizontal towers and vertical rows.</li> </ul>	<ul style="list-style-type: none"> <li>Duplo</li> <li>Stickle Bricks</li> <li>Magnetic puzzles such as Animags</li> <li>Velcro fruit and vegetables</li> <li>Linking resources such as sorting camels</li> </ul>	<ul style="list-style-type: none"> <li>Adult initiated and supported fine motor activity at least once a session.</li> </ul>	<ul style="list-style-type: none"> <li>All nursery staff</li> <li>Parents</li> <li>EYAIT</li> <li>SALT</li> <li>ECCDS</li> </ul>	<ul style="list-style-type: none"> <li>Observation notes, photographs etc will demonstrate that J is able to position and push together building and linking resources.</li> </ul>

## Develop social interaction skills

Short term outcome	What C needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>6. Long term outcome – C will show awareness of his peers and engage with a peer on a motivating task supported by an adult.</b>				
<ul style="list-style-type: none"> <li>C will show awareness of peers playing alongside him by looking towards them or making attempts to touch them.</li> </ul>	<ul style="list-style-type: none"> <li>Motivating activities for C to engage with.</li> <li>Adult to model turn taking activity with one other child to develop awareness.</li> <li>Adult to manage interactions during adult-led activities to touch the child sitting beside C.</li> </ul>	<ul style="list-style-type: none"> <li>During group activities and child-led activities throughout the week</li> </ul>	<ul style="list-style-type: none"> <li>Class team</li> </ul>	<ul style="list-style-type: none"> <li>Observations, notes, photographs will demonstrate C's awareness of peers playing alongside him.</li> </ul>

# Develop expressive communication skills

Short term outcome	What C needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>7. Long term outcome – C will successfully express his wants and needs and independently communicate choices in class.</b>				
<ul style="list-style-type: none"> <li>To independently and consistently make a choice from up to 3 photographs during child-led activities.</li> </ul>	<ul style="list-style-type: none"> <li>Photograph support</li> <li>Initial adult prompting gradually faded</li> <li>Immediate response to choice made</li> <li>Positive praise</li> </ul>	<ul style="list-style-type: none"> <li>During child-led activities throughout the week (2 sessions per day minimum).</li> </ul>	<ul style="list-style-type: none"> <li>Class team</li> <li>(SALT)</li> </ul>	<ul style="list-style-type: none"> <li>Observations, notes, photographs</li> </ul>
<b>8. Long term outcome – C will be confident to explore and try new experiences offered in the classroom.</b>				
<ul style="list-style-type: none"> <li>C will independently touch and mouth 3 new food items when these food items are placed in front of him with no pressure applied to him.</li> </ul>	<ul style="list-style-type: none"> <li>Offering food items consistently.</li> <li>Apply deep pressure to C's arms and hands.</li> <li>Apply zero pressure during this time as Cory finds this upsetting.</li> <li>Positive praise when C touches or mouths food items independently.</li> </ul>	<ul style="list-style-type: none"> <li>During snack time, dinner time and food technology sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Class team</li> </ul>	<ul style="list-style-type: none"> <li>Weekly diaries, notes, observations will document independent touch and new food items mouthed.</li> </ul>

Short term outcome	What R needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>9. Long term outcome – To understand the concept of friendship. He will recognise his role within a friendship and identify meaningful bonds with his peers.</b>				
<ul style="list-style-type: none"> <li>By summer XXXX, R will choose an enjoyable activity he wishes to share with a friend.</li> </ul>	<ul style="list-style-type: none"> <li>Adult support and opportunities to engage in tasks.</li> </ul>	<ul style="list-style-type: none"> <li>½ an hour daily.</li> <li>Running on a weekly cycle of plan-do-review.</li> </ul>	<ul style="list-style-type: none"> <li>SENCo – TA3</li> </ul>	<ul style="list-style-type: none"> <li>R record book will show that he is able to identify suitable task and friends.</li> </ul>
<b>10. Long term outcome – To apply functional numeracy skills to a number of everyday situations such as using money and telling the time.</b>				
<ul style="list-style-type: none"> <li>R recognises coin values up to £1.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Role Play Setting</li> <li>Coins</li> <li>Teaching Assistant Support</li> <li>Matching pack</li> </ul>	<ul style="list-style-type: none"> <li>Weekly – 2 maths sessions focused on money.</li> </ul>	<ul style="list-style-type: none"> <li>TA3</li> <li>Class Teacher</li> <li>SENCO</li> </ul>	<ul style="list-style-type: none"> <li>Record of achievement</li> </ul>
<b>11. Long term outcome – To understand how to keep himself safe in the community, he will know the difference between a stranger and friend.</b>				
<ul style="list-style-type: none"> <li>R can sort information that is classed as personal and non-personal.</li> </ul>	<ul style="list-style-type: none"> <li>Sorting activity – personal and non-personal information.</li> </ul>	<ul style="list-style-type: none"> <li>1 session per week for 45 mins until end of summer term.</li> </ul>	<ul style="list-style-type: none"> <li>TA3</li> <li>SENCO</li> </ul>	<ul style="list-style-type: none"> <li>Able to sort between personal and non-personal information.</li> <li>List of Circle of Intimacy.</li> </ul>
<b>12. Long term outcome – To organise his own equipment and resources so that he can access day-to-day activities, for example PE equipment, cookery equipment.</b>				
<ul style="list-style-type: none"> <li>R can match items to a list.</li> </ul>	<ul style="list-style-type: none"> <li>Reward.</li> <li>Timetable for school circulated with home.</li> <li>Items he needs for school – stationary, home school diary, PE Kit.</li> </ul>	<ul style="list-style-type: none"> <li>Daily – end of summer term</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> </ul>	<ul style="list-style-type: none"> <li>R can work from a list to organise what he needs for the following day.</li> </ul>

Short term outcome	What J needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>13. Long term outcome – J will understand the concept of friendship. He will recognise his role within a friendship and be able to identify meaningful bonds within friendship.</b>				
<ul style="list-style-type: none"> <li>J will deliver a message and receive a response from/to a named child in his class e.g. <i>ask a child which piece of fruit they want a respond appropriately.</i></li> <li>J will be able to play a motivating, turn-taking game with 2 other children for up to 10 minutes with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>Visual support- choices available</li> <li>Modelled vocabulary from an adult.</li> <li>Turn taking visuals e.g. pictures of the children playing the game and the order of turns.</li> </ul>	<ul style="list-style-type: none"> <li>Message- 2x per day</li> <li>Turn Taking- At least 3 times a week for up to 10 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> <li>Class Teaching Assistant</li> </ul>	<ul style="list-style-type: none"> <li>Classroom records</li> <li>Evaluations from intervention sessions</li> <li>Observations</li> </ul>
<b>14. Long term outcome – J will work independently on short adult-led tasks for a set period of time within both numeracy and literacy subject areas.</b>				
<ul style="list-style-type: none"> <li>J will be able to complete a numeracy or literacy task of approx. 10 mins.</li> <li>J will be able to write two sentences independently.</li> </ul>	<ul style="list-style-type: none"> <li>Sand timers</li> <li>Visual support- Now/Next board</li> <li>Reward and incentive schemes</li> </ul>	<ul style="list-style-type: none"> <li>4x teaching sessions per day for 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> <li>Class Teaching Assistant</li> <li>Parents at home</li> </ul>	<ul style="list-style-type: none"> <li>Workbooks</li> <li>Lesson evaluations</li> <li>Observations</li> </ul>
<b>15. Long term outcome – J will have a positive view about school and his abilities.</b>				
<ul style="list-style-type: none"> <li>J will record (either independently or scribed by an adult) at least 1 positive thing a day about what he has enjoyed or been interested in at school.</li> </ul>	<ul style="list-style-type: none"> <li>Individual Success book to keep his record of this.</li> <li>Alternative ways of recording i.e., certificates, stickers, photos, writing, drawings, internet based activities etc.</li> </ul>	<ul style="list-style-type: none"> <li>At the end of every day</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> <li>Class Teaching Assistant</li> <li>Parents at home</li> </ul>	<ul style="list-style-type: none"> <li>Success book</li> <li>J being able to recall/ talk about positive events</li> </ul>

Short term outcome	What J needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>16. Long term outcome – J will understand and be able to regulate his emotions and feelings.</b>				
<ul style="list-style-type: none"> <li>J will rate his feelings on an intensity scale of 1-5 relating to associated feelings (happy, sad, stressed, angry) and adopt a range of coping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Pictorial, numbered scales with associated words for each emotion.</li> <li>Reflection time (when calm) to discuss scenarios and their intensity on the scales.</li> <li>Range of coping strategies i.e., time out area.</li> </ul>	<ul style="list-style-type: none"> <li>As needed across each school day- access to the intensity scale</li> <li>At least weekly reflections of behaviours during 1:1 time (20 mins x2 sessions per week).</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> <li>Class Teaching Assistant</li> <li>Parents at home.</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Intervention evaluations.</li> </ul>

Short term outcome	What L needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>1. Long term outcome – L will complete an increasing number of teacher set tasks each day with support in group and 1:1 situations. Initially 50% increasing to 90%</b>				
<ul style="list-style-type: none"> <li>To remain engaged for up to 15 minutes, in short, adult-led activities in group and 1:1 interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction and modelling of the use of a visual timetable initially split into one task before break, one after break and then lunch time. Gradually increase the content and expectation over the year and as Leo shows increasing engagement.</li> <li>Complete a gradually increasing set of adult-led work tasks daily with support from a visual timetable.</li> </ul>	<ul style="list-style-type: none"> <li>At least twice daily initially, gradually increasing over time.</li> </ul>	<ul style="list-style-type: none"> <li>TA support</li> <li>Class teacher</li> </ul>	<ul style="list-style-type: none"> <li>L will fully engage in or complete up to 5 teacher tasks and discussions for up to 15 mins on a daily basis. (including registration, news sharing and recorded work).</li> </ul>
<ul style="list-style-type: none"> <li>To consistently (70% of the time) use practised words and phrases that are taught, to tell an adult or peer when he is frustrated or anxious during day to day child-led, independent play.</li> </ul>	<p>Time allocated to teach L the following phrases:</p> <p><b>For peers -</b></p> <ul style="list-style-type: none"> <li>I'm upset with you.</li> <li>I don't like that.</li> </ul> <p><b>For adults -</b></p> <ul style="list-style-type: none"> <li>I'm upset with _____ because they _____.</li> <li>All adults working with Leo to reinforce these statements, repeat them back to him and model their use consistently.</li> <li>Praise and rewards for using these phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Daily modelling, planned in the first instance then as needed.</li> </ul>	<ul style="list-style-type: none"> <li>All adults who work with Leo including lunch staff.</li> <li>Parents and grandparents.</li> </ul>	<ul style="list-style-type: none"> <li>L will consistently (70% of the time) use the practised words and phrases to tell an adult or peer when he is frustrated or anxious.</li> </ul>

Short term outcome	What L needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>2. Long term outcome – L will develop his expressive language and show understanding of complex instructions, initially 3 word level moving to 4 word level in 80% of instances</b>				
<p>1) To demonstrate understanding and expression of a range of verbs (running, standing, crying, sitting, sleeping, reading, eating, hiding, drinking, laughing, brushing).</p> <p>2) For L to describe action picture using subject/verb/objects structure on ¾ occasions.</p> <p>3) For L to follow 3 word level instructions in structured tasks when these instructions are SVO e.g. find the man washing his face or the girl sitting on the bed.</p> <p>4) For L to consistently answer “who” and “where” questions in relation to pictures and his real world environment 80% of the time.</p>	<ul style="list-style-type: none"> <li>• Access to regular speech therapy.</li> <li>• Regular opportunities in class to apply recommendations from speech therapy.</li> <li>• Modelling of correct use of verbs.</li> <li>• Access to Speech and Language support in school with specialist SENSA following targets set by SALT.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuously</li> <li>• Blocks of therapy and daily in class and at home.</li> </ul>	<ul style="list-style-type: none"> <li>• All adults</li> <li>• SALT</li> </ul>	<ul style="list-style-type: none"> <li>• Use correct verb to describe an action in his own speech 70% of the time.</li> <li>• Describe action picture using subject/verb/objects structure on ¾ occasions</li> <li>• to follow 3 word level instructions in structured tasks when these instructions are SVO 70% of the time.</li> <li>• For L to correctly answer “who” and “where” questions in relation to pictures and his real world environment 70% of the time.</li> </ul>

Short term outcome	What E needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>1. Long term outcome – To attend to an adult directed academic task for a duration of 10 minutes</b>				
<ul style="list-style-type: none"> <li>To attend to an adult directed academic task for a duration of 10 minutes (increasing in increments of 2 minutes).</li> </ul>	<ul style="list-style-type: none"> <li>To attend to a single task for 10 minutes</li> <li>To regularly change tasks within a session to prolong her attention.</li> <li>To use tasks and topics of high interest to E</li> <li>To use visual and practical support strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Group teaching 10 minutes each afternoon.</li> <li>Differentiated tasks</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> <li>Targeted intervention sessions</li> <li>Target group teaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>E will attend to an adult directed academic task for a duration of 10 minutes.</li> </ul>
<b>2. Long term outcome – to successfully participate in a small group demonstrating an awareness of her own and others' roles within the group, contribute appropriately, and attend to what others say or do</b>				
<ul style="list-style-type: none"> <li>To successfully participate in a small group demonstrating an awareness of her own and others' roles within the group, contribute appropriately, and attend to what others say or do.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated tasks.</li> <li>Use of high interest tasks and topic based work.</li> <li>Explicit teaching of group work skills (prompts).</li> <li>Social cafe session.</li> <li>Social skills group (101 Ways to Teach Social Skills) and accompanying play activities.</li> </ul>	<ul style="list-style-type: none"> <li>Café sessions - 4 days a week</li> <li>1 x 30 minutes with female peers</li> <li>Other sessions to be identified by xxxx as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> <li>Targeted intervention sessions</li> <li>Target group teaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>E will successfully participate in a small group demonstrating an awareness of her own and others' roles within the group, contribute appropriately, and attend to what others say or do.</li> </ul>
<b>3. Long term outcome – to comply with an adult direction, within two times of asking, 70% of the time</b>				
<ul style="list-style-type: none"> <li>to comply with an adult direction, within two times of asking, 70% of the time</li> </ul>	<ul style="list-style-type: none"> <li>Clear explicit instructions</li> <li>Staged instructions and repeated</li> <li>Explicit boundaries, expectations and consequences.</li> <li>Consistency</li> <li>Appropriate classroom differentiation</li> <li>Support for E to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>E will comply with an adult direction, within two times of asking, 70% of the time</li> </ul>

# Pre 16 – Social, Emotional and Mental Health

- XXXX will engage in a range of activities to build relationships
- XXXX will have a range of calming techniques that he will use independently

Short term outcome	What XXXX needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>1. Long term outcome – XXXX will engage in a range of activities to build relationships</b>				
<ul style="list-style-type: none"> <li>• XXXX will join 1 after-school club to support self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• XXXX will choose the club he would like to attend.</li> <li>• Key person to support XXXX with what is available.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 night per week</li> </ul>	<ul style="list-style-type: none"> <li>• Key person</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• XXXX will attend the after-school club</li> <li>• Observations</li> </ul>
<b>2. Long term outcome – XXXX will have a range of calming techniques that he will use independently</b>				
<ul style="list-style-type: none"> <li>• XXXX will use 1 technique to calm pro-actively on 1 occasion.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to self-regulate emotions independently.</li> <li>• Key person to support in establishing these techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• As and when appropriate / needed</li> </ul>	<ul style="list-style-type: none"> <li>• Key person</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> </ul>

# Pre 16 – Sensory and Physical

- Under the guidance of a physiotherapist, XXXX will complete exercises to improve the strength in his right side
- XXXX will successfully and safely navigate his school environment independently using his Kaye walker

Short term outcome	What D needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>1. Long term outcome – D will engage in a range of activities to build relationships</b>				
<ul style="list-style-type: none"> <li>• D will use his right hand when needed without prompting.</li> <li>• D will follow a daily exercise programme devised by a physiotherapist.</li> <li>• D will find a suitable time in the week to use his standing frame.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued encouragement to use both hands during activities which could be linked to a reward and praise system.</li> <li>• XXXX will complete exercises to strengthen his upper body.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily exercise sessions for 15 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• School staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded observations</li> </ul>
<b>2. Long term outcome – D will have a range of calming techniques that he will use independently</b>				
<ul style="list-style-type: none"> <li>• D will use his walker consistently around the school environment with support from an adult.</li> <li>• D will follow an adjusted timetable in order to get around school in a timely manner with support from an adult or a designated peer.</li> <li>• D will know who he can ask to assist him in his movement at different parts of the day.</li> </ul>	<ul style="list-style-type: none"> <li>• D needs adult supervision when using his walker.</li> <li>• D needs consistent encouragement from adults to use his walker effectively.</li> <li>• Daily physio in school to work on skills.</li> <li>• Prompted to use his wheelchair independently when in the chair.</li> <li>• A suitable timetable to follow.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily physio sessions for 15 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• School staff.</li> <li>• Designated staff at all times of the day when moving around school</li> <li>• Program overseen and devised by the physiotherapist</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Feedback from Daniel and staff</li> </ul>

# Post 16

B will achieve a minimum of 8 A-C (or equivalent) at GCSE to reflect his underlying ability and allow him to progress to appropriate post 16 education

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B will independently participate in a full lesson without interrupting the learning of himself and others in 75% of lessons.

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B will follow social rules during lunchtimes in the school dining hall and lunchtime group 4 days a week

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B will manage his workload and plan homework tasks independently 80% of the time.

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B will better express/understand his feelings and anxieties and be able to seek support before becoming overwhelmed 90% of the time in school.

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## Independent Living:

- XX will pre plan and make 3 journeys independently and communicate this in advance with all involved.

## Education and Employment:

- XX will work with increasing independence, across a range of curriculum subjects, for a set period of time.

## Relationships:

- XX to engage in face-to-face social time with friends/peers one day a week after college.

## Physical Health:

- XX will develop emotional self-awareness using vocabulary and self-calming techniques to express his feelings successfully..

By the end of year 12 I will be going out with my friends at least twice a week. We will be going to the gym, swimming, walking, going to the cinema, music events or a club.

- By September XXXX, I will have a volunteer circle of support who meet 4 times a year and regularly help me to live my life and implement my person centred plan
- By the end of year 12, I will text my friends to make arrangements
- I will have decided who I want to live with and where I want to live by the end of year 12.
- By the end of year 13, I will have a clear idea of how I want to be supported

- By July xxxx, I will use money to buy my food each week.

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- I will have a clearer understanding of key things I need to do to be safe at home, online and in the community and (when I know where I will be living) be able transfer this learning to my new home

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- By September xxxx I will have had 4 meaningful work experiences in a range of community based settings so that I have an understanding of different type of job roles

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- By Sept XXX I will have a vocational profile that clearly sets out what I'm good at, what type of employers need my abilities and what support I need to get a paid job when I leave education

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- In 12 months time I will travel independently around my local community by either walking, using the bus or the train.

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- By Sept I will have a way of making myself understood in the work place by work colleagues

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- By XXXXX I will read the key words that I will need at work

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- I will be eating three balanced meals a day by the end of year 12.

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- By the end of year 13, I will write a shopping list and go shopping with support buying healthy options.

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- By the end of year 13, I will be exercising at least three times a week (walking, swimming & going to the gym).

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- By the end of year 12, I will be using my health plan to remind me about my medicines, my diet and exercise.

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- By the end of year 12, I will be attending regular health checks, with my GP or nurse, to review my health plan.

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- X X will achieve Functional Skills in Maths and English which will enable him to enter his chosen employment

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- X X will engage in vocational activities and undertake 2 different places of work experience which will allow him to develop his employability skills in a real-life situation

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- X X will balance her own interest with the views of others during interaction demonstrating improved understanding of social cues.

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- X X will have a new hobby and engage in 3 forms of physical activity per week in order to support her quality of life and diet

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- X will use strategies to self-regulate his emotional and behavioural well-being to enable X to safely access the community-based learning and work opportunities

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- X will undertake 5 safe visits into the community, the first four with a peer and the latter one independently to meet a peer.

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Short term outcome	What B needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>1. Long term outcome – B will achieve a minimum of 8 A-C (or equivalent) at GCSE to reflect his underlying ability and allow him to progress to appropriate post 16 education</b>				
<ul style="list-style-type: none"> <li>B will manage extended projects in a range of subjects.</li> <li>B will know the Post 16 options available to him and secure places on courses at a provision of his choice.</li> </ul>	<ul style="list-style-type: none"> <li>Mentor time, support and guidance</li> <li>Exemplars</li> <li>Tasks broken into sequential manageable chunks</li> <li>Visits to college</li> <li>Meetings with Connexions</li> <li>Independent Research</li> <li>Options evenings at school</li> </ul>	<ul style="list-style-type: none"> <li>Weekly basis- 10 minutes rehearsal conversation prior to each teaching session.</li> <li>At strategic times during Years 10 &amp; 11.</li> </ul>	<ul style="list-style-type: none"> <li>Learning Mentor for autism</li> <li>LSAs</li> <li>Teachers</li> <li>Parents</li> <li>Connexions</li> <li>LS staff</li> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>B produces projects of quality and depth that reflect his ability.</li> <li>B will have a range of suitable options and be clear of the qualifications he needs to progress on to the course of his choice.</li> </ul>
<b>2. Long term outcome – B will independently participate in a full lesson without interrupting the learning of himself and others in 75% of lessons.</b>				
<ul style="list-style-type: none"> <li>B will stop and think before he interrupts or puts his hand up.</li> <li>B will allow others to express and have opinions different to his own.</li> </ul>	<ul style="list-style-type: none"> <li>1:1 support in class</li> <li>Small group work</li> <li>Opportunity to practise in a controlled environment</li> <li>Social Stories</li> <li>In class support</li> <li>Mentoring sessions to discuss situations</li> </ul>	<ul style="list-style-type: none"> <li>During each directed teaching session (20 sessions per week).</li> </ul>	<ul style="list-style-type: none"> <li>LS Staff</li> <li>Subject teachers</li> <li>Pastoral teacher</li> <li>Peer support</li> </ul>	<ul style="list-style-type: none"> <li>B will only put his hand up to contribute when it is appropriate and relevant.</li> <li>B accepts that others opinions may be different to his and that is alright. He will allow them to express them and not talk over them.</li> </ul>

Short term outcome	What B needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>3. Long term outcome – B will follow social rules during lunchtimes in the school dining hall and lunchtime group 4 days a week.</b>				
<ul style="list-style-type: none"> <li>B will move round the school in a calmer manner and not squeeze past people.</li> <li>B will self-regulate approach in the school canteen and wait his turn for food at the till.</li> </ul>	<ul style="list-style-type: none"> <li>Good role models.</li> <li>LSA/adult guidance.</li> <li>Good understanding of school policy and routes around the school.</li> <li>Strategies to control anxiety levels.</li> </ul>	<ul style="list-style-type: none"> <li>Observe from a distance (Daily and reduce as appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>LS staff</li> <li>Teachers</li> <li>All adults in school</li> <li>Sixth form mentors</li> </ul>	<ul style="list-style-type: none"> <li>B will navigate the school in a calm manner and not run or speed walk.</li> <li>B will follow etiquette and queue with other students without going to the front.</li> </ul>
<b>4. Long term outcome – B will manage his workload and plan homework tasks independently 80% of the time.</b>				
<ul style="list-style-type: none"> <li>B will be able to keep on top of classwork and homework. He will have a complete set of notes and he will hand books in to the correct place at the correct time.</li> </ul>	<ul style="list-style-type: none"> <li>LS Mentor support sessions</li> <li>Good use of planner and accurate recording of work</li> </ul>	<ul style="list-style-type: none"> <li>Daily support session to plan workload and check against previous session.</li> </ul>	<ul style="list-style-type: none"> <li>LS staff</li> <li>Teachers</li> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>Work is of the required standard</li> <li>B has a full set of notes to revise from</li> <li>Homework is handed in on time</li> </ul>
<b>5. Long term outcome – B will better express/understand his feelings and anxieties and seek support before becoming overwhelmed 90% of the time in school.</b>				
<ul style="list-style-type: none"> <li>Each week B will say 2 positive things about school and himself.</li> <li>B will cope with a change of teacher at short notice, eg a cover teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Time with mentor to explore positives and recognise his own achievements.</li> <li>Self-calming strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Daily- positive affirmation</li> <li>Planned change of teacher once a week in addition to when it happens with no notice - as B arrives at the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>LS staff</li> <li>Teachers</li> <li>Peer support</li> </ul>	<ul style="list-style-type: none"> <li>B recognises positive experiences and can feel good about himself.</li> <li>B gets used to cover teachers and can concentrate in the lesson.</li> </ul>

# Post 16 – Friends, Relationships and Participating in the Community

- XXXX will have the language, communication and interaction skills to obtain information relating to any questions he may have
- XXXX will communicate confidently in class

Short term outcome	What XXXX needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>1. Long term outcome – XXXX will have the language, communication and interaction skills to obtain information relating to any questions he may have.</b>				
<ul style="list-style-type: none"> <li>• XXXX will ask for help when independently identified 3 out of 5 times without prompting.</li> <li>• XXXX will have the verbal and written skills to build a vocational profile moving towards developing a CV for application for further training or employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of red, amber, green cards to illustrate degree of help needed.</li> <li>• Highly differentiated curriculum</li> <li>• Praise.</li> <li>• Success criteria to support completion of tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily within teaching sessions. Ensure situations are manipulated to prompt the need for help.</li> </ul>	<ul style="list-style-type: none"> <li>• College</li> <li>• LSO</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor observations and assessments</li> </ul>
<b>2. Long term outcome – XXXX will communicate confidently in class</b>				
<ul style="list-style-type: none"> <li>• XXXX will ask one question or answer one directed question within each directed teaching session.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Stage Support sessions</li> <li>• Smaller group teaching</li> <li>• Pre/over learn key/GCSE vocabulary</li> <li>• Support choosing appropriate options</li> <li>• Encouragement and praise to develop self esteem</li> <li>• Revision materials</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to direct a question with some rehearsal time built in within each directed teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• School</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• STEP Data 6 times a year</li> </ul>

# Post 16 – Independent Living Skills

- XXXX will be independent around his home; completing set tasks daily to build knowledge and confidence that will help him to become less reliant on others
- XXXX will use age appropriate independence skills on a daily basis

Short term outcome	What XXXX needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>1. Long term outcome – XXXX will be independent around his home; completing set tasks daily to build knowledge and confidence that will help him to become less reliant on others</b>				
<ul style="list-style-type: none"> <li>• XXXX to access his PAs focussing on independent skills, accessing the community, independent travel and using money.</li> <li>• XXXX to start helping to cook at home with mum, building up skills helping him become more independent.</li> </ul>	<ul style="list-style-type: none"> <li>• XXXX to have access 2x PA for 4 hours a week to help him access the community and work on his independence skills.</li> <li>• Mum to start asking him to help with basic cooking in the house.</li> <li>• XXXX to cook in school with his class.</li> </ul>	<ul style="list-style-type: none"> <li>• 4 hours per week</li> <li>• Weekly at home</li> </ul>	<ul style="list-style-type: none"> <li>• PA's</li> <li>• Parents</li> <li>• Teachers</li> <li>• TA's</li> </ul>	<ul style="list-style-type: none"> <li>• XXXX to be accessing the community with his PAs.</li> <li>• XXXX to be confident preparing basic meals with supervision.</li> </ul>
<b>2. Long term outcome – XXXX will use age appropriate independence skills on a daily basis</b>				
<ul style="list-style-type: none"> <li>• XXXX will wash her own hair whenever it needs washing.</li> <li>• XXXX will save for an item of her choice.</li> <li>• XXXX will travel independently to and from college.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouragement and support from home.</li> <li>• Independent travel training (if possible, from school).</li> </ul>	<ul style="list-style-type: none"> <li>• Hair as and when necessary.</li> <li>• Saving on a weekly basis.</li> <li>• Travel training hopefully summer term 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and school staff</li> </ul>	<ul style="list-style-type: none"> <li>• XXXX will wash her own hair.</li> <li>• XXXX will save up for and buy at least one item.</li> <li>• XXXX will always travel independently to and from college.</li> </ul>

# Post 16 – Higher Education and/or Employment

- XXXX will increase his functional maths knowledge (20% b-squared step 4 maths) to gain more independence and with support, be able to access more of the world around him with confidence and understanding
- XXXX will complete a work placement/volunteer to help in an area of work that he is interested in to gain a better knowledge and understanding of the world of work/ volunteering in order to make an informed transition into adulthood

Short term outcome	What XXXX needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>1. Long term outcome – XXXX will increase his functional maths knowledge (20% b-squared step 4 maths) to gain more independence and with support, be able to access more of the world around him with confidence and understanding</b>				
<ul style="list-style-type: none"> <li>• XXXX to work towards 20% of his b-squared step 4, helping him to understand the world around him</li> <li>• XXXX to be able to tell the time using half past on 10 occasions</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Maths lessons a week</li> <li>• Regular practice</li> <li>• Pictorial modelling of time telling</li> <li>• 1-1 explanations</li> <li>• Imbedded in class reinforcement</li> <li>• Encouragement and practice from home</li> <li>• Access to his own watch</li> </ul>	<ul style="list-style-type: none"> <li>• 4 maths lessons a week</li> <li>• Hourly reinforcement within the classroom environment</li> <li>• Daily from home</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• TA's</li> <li>• Parents</li> <li>• Social worker</li> </ul>	<ul style="list-style-type: none"> <li>• XXXX to have achieved 20% of b-squared step 4 maths by Summer 2021</li> <li>• XXXX to be confident telling the time to o'clock and half past and demonstrate it on 10 separate occasions. (Summer 2021)</li> </ul>
<b>2. Long term outcome – XXXX will complete a work placement/volunteer to help in an area of work that he is interested in to gain a better knowledge and understanding of the world of work/ volunteering in order to make an informed transition into adulthood</b>				
<ul style="list-style-type: none"> <li>• XXXX to start to have ideas of what he would like to do in the future helping with his aspirations and helping him be happy and content</li> <li>• XXXX to build up knowledge of different job roles and what they entail so he can make an informed choice for the future, working with animals and children</li> </ul>	<ul style="list-style-type: none"> <li>• XXXX to take part in school visits to post 16 education providers (Dryden, Cedars College)</li> <li>• XXXX to take part in the schools PFA curriculum focussing on employment and job roles</li> <li>• XXXX to have access to a careers adviser every half term</li> <li>• XXXX to take part in class activities and assemblies focussing on job roles</li> <li>• Work experience (Covid permitting)</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly PFA lessons</li> <li>• PFA embedded in all curriculum areas daily</li> <li>• ½ termly access to a careers adviser</li> <li>• College visits</li> <li>• Assemblies (Weekly)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• TA's</li> <li>• Careers Adviser</li> <li>• Support from parents</li> <li>• Colleges</li> </ul>	<ul style="list-style-type: none"> <li>• XXXX to state ideas of jobs or volunteering he would like to be involved in (summer 2021)</li> </ul>

# Post 16 – Good Health

- XXXX will demonstrate a better understanding of his epilepsy and how to control the condition. He will administer his own medication and know and understand the possible treatment options that will be available to him in the future and the impact these will have on his health.
- XXXX will have a range of coping strategies that she can apply herself to manage her anxieties and lessen the impact on the general life functioning of herself and her family

Short term outcome	What XXXX needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>1. Long term outcome – XXXX will demonstrate a better understanding of his epilepsy and how to control the condition. He will administer his own medication and know and understand the possible treatment options that will be available to him in the future and the impact these will have on his health.</b>				
<ul style="list-style-type: none"> <li>• XXXX to start to take more responsibility for his medication self-medicating with supervision.</li> <li>• XXXX to fully engage in a meeting with Dr at the QE to discuss possible treatment options giving him a chance to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Mum to go over all of the medication that XXXX takes and explain them all.</li> <li>• Mum to start supervising XXXX to self-administer his medication.</li> <li>• XXXX to attend his epilepsy review meeting in December and given the opportunity to ask questions around the treatment options.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily</li> <li>• December 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• QE hospital</li> </ul>	<ul style="list-style-type: none"> <li>• XXXX with supervision to be taking more responsibility around his medication.</li> <li>• XXXX to have knowledge of the different treatment options.</li> </ul>
<b>2. Long term outcome – XXXX will have a range of coping strategies that she can apply herself to manage her anxieties and lessen the impact on the general life functioning of herself and her family</b>				
<ul style="list-style-type: none"> <li>• XXXX will communicate her anxieties to a named adult either orally or via a communication book</li> </ul>	<ul style="list-style-type: none"> <li>• Support from home</li> <li>• Support from College</li> <li>• relaxing and enjoyable activities at home - for example theatre, cinema and swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Daily</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• College mentor</li> </ul>	<ul style="list-style-type: none"> <li>• XXXX will use the strategies successfully.</li> </ul>

Short term outcome	What S needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>1. Long term outcome – To have a positive view of himself as a learner who can monitor and manage aspects of his own behaviour showing a willingness to take responsibility for his actions and the changes he wishes to make</b>				
<ul style="list-style-type: none"> <li>• Attempts all work set to the best of his ability.</li> <li>• Will redraft and improve work when asked and without confrontation.</li> <li>• Recognise consequences linked to his behaviour and take responsibility and pride in his achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• S to continue to comply with school rules and expectations.</li> <li>• Staff to engage S in interactive learning.</li> <li>• Work to be readily available for S to be practice and complete.</li> <li>• Adults to talk S about his positive and negative achievements.</li> <li>• Staff and adults to get S to repeat information given to him around his behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Each direct teaching session (4x per day)</li> </ul>	<ul style="list-style-type: none"> <li>• Home</li> <li>• Staff</li> <li>• PSHE teacher</li> <li>• Key worker</li> </ul>	<ul style="list-style-type: none"> <li>• S will be more proactive in his lessons and be able to improve his work without prompts needed from staff.</li> <li>• S will be able to discuss his behaviour with a trusted adult.</li> <li>• Observations and reports.</li> </ul>
<b>2. Long term outcome – To have meaningful peer relationships which have a positive impact on his learning and behaviour</b>				
<ul style="list-style-type: none"> <li>• S will be able to talk about what a good friendship looks like.</li> <li>• S will accept guidance about how good relationships impact his learning.</li> <li>• S to access a social activity outside of school</li> </ul>	<ul style="list-style-type: none"> <li>• Role models on how develop positive relationships</li> <li>• Access to PSHE lessons and pastoral care to promote positive relationships.</li> <li>• Discussions with school and home about extra curricular activities he would like to take part in.</li> </ul>	<ul style="list-style-type: none"> <li>• During pastoral time at school including tutor and PSHE lessons.</li> <li>• Access extra curricular activities at least one night a week</li> </ul>	<ul style="list-style-type: none"> <li>• Home</li> <li>• Staff</li> <li>• Keyworker</li> <li>• Tutor</li> <li>• PSHE teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Observations and reports will show that S is developing some positive relationships. S will also be able to verbalise what a positive friendship looks like.</li> <li>• S will be accessing an extra curricular activity.</li> </ul>

Short term outcome	What S needs to help him	How often and for how long will this happen?	Who will provide the help? (Details of person or agency)	How will we know that this has been successful?
<b>3. Long term outcome – To have a greater level of functional literacy and numeracy skills which can be utilises in everyday life situations building towards his independence in adulthood</b>				
<ul style="list-style-type: none"> <li>S recognises his strengths and weakness in core subjects.</li> <li>S to make progress in numeracy but accessing an intervention and completed additional work.</li> <li>S will consistently complete his homework.</li> </ul>	<ul style="list-style-type: none"> <li>S to received differentiated homework weekly which meets his needs.</li> <li>S to access a numeracy intervention 3 times a week.</li> <li>S given the opportunity to discuss his strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy intervention 3 times a week.</li> <li>Homework once a week completing two pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Home</li> <li>Staff</li> <li>SENCO</li> <li>Tutor</li> </ul>	<ul style="list-style-type: none"> <li>S will show progress in math.</li> <li>S will be able to verbally state his strengths and weaknesses.</li> <li>S will receive full points for returning his homework.</li> </ul>
<b>4. Long term outcome – To have independence in his self-care and daily routines</b>				
<ul style="list-style-type: none"> <li>S will wash himself correctly with fewer prompts from home.</li> <li>S will access breakfast club in a mature manner.</li> </ul>	<ul style="list-style-type: none"> <li>Trial a poster which will be displayed in his bathroom to help prompt Shane.</li> <li>S will be reminded of behaviour expectations during unstructured times.</li> </ul>	<ul style="list-style-type: none"> <li>Every morning and evening.</li> </ul>	<ul style="list-style-type: none"> <li>Home</li> <li>School</li> </ul>	<ul style="list-style-type: none"> <li>Less behaviour watch reports based on S negative behaviour in breakfast club.</li> <li>Fewer prompts needed for S to prepare himself on a morning.</li> </ul>
<b>5. Long term outcome – To have a good understanding of his own needs, strengths and interests which he may begin to apply in considering his future aspirations</b>				
<ul style="list-style-type: none"> <li>S to talk to an adult about some positive aspects that have happened in his life.</li> <li>S to successfully engage with the school therapist.</li> </ul>	<ul style="list-style-type: none"> <li>Adult's to be approachable and try and engage S in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>At the end of every day for 10 minutes and at the start of every day for 10 minutes</li> <li>At least once a week to see therapist.</li> </ul>	<ul style="list-style-type: none"> <li>Home</li> <li>School</li> <li>Therapist</li> <li>Key worker</li> <li>Tutor</li> </ul>	<ul style="list-style-type: none"> <li>S will access the therapist sessions successfully.</li> <li>S will begin to talk about his life with a trusted adult.</li> </ul>

