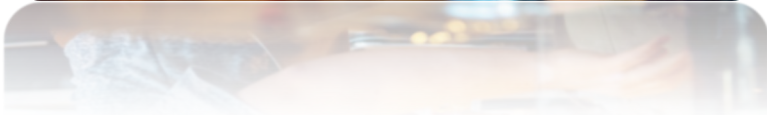


# Graduated Approach Post-16 and Preparation for Adulthood (PfA)



## **Post-16 and Preparation for Adulthood**

Post-16 is education that is delivered in schools, sixth form colleges, Further Education (FE) Colleges, Specialist Colleges, Apprenticeships and Training Providers.

A greater emphasis in Post-16 education is placed on Preparing for Adulthood (PfA), and post-16 providers should refer to the dedicated Preparing for Adulthood tables provided in the Graduated Approach in order to fully support young people with SEND within their provision. PfA underpins all that we do and begins from early years. PfA is about developing skills which will enable CYP to live as independently as possible. It is important the CYP are valued, contributing members of the community. PfA is based on having high expectations and aspirations for our children and is rooted in seeing them grow and blossom.

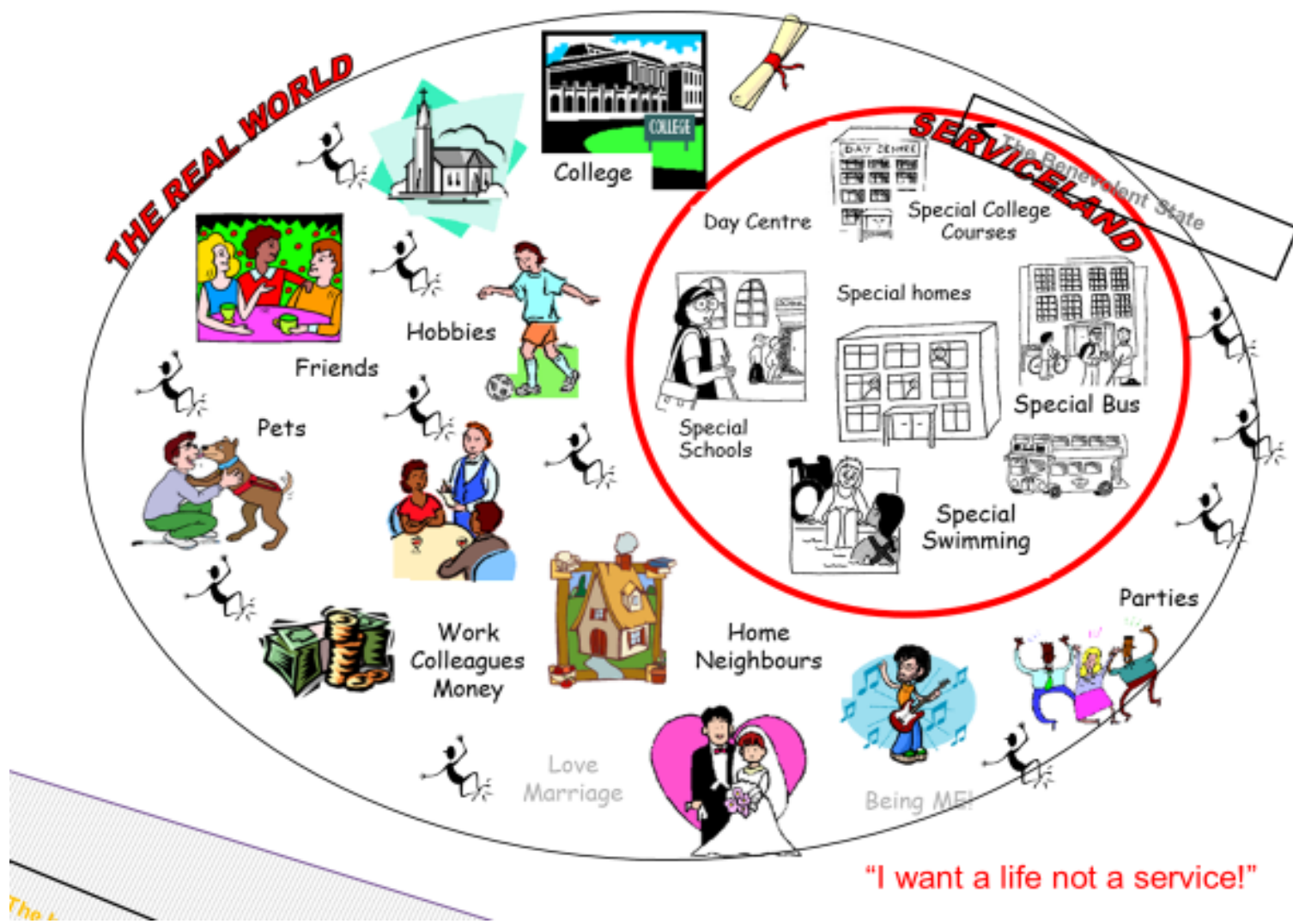
As part of helping the young person to prepare for the future, schools and colleges have to ensure that all young people attending education provision from Year 8 until Year 13 are provided with independent careers guidance. FE colleges also have equivalent requirements to support and provide access to careers guidance, to young people from age 18-25.

Young people, particularly those with SEND want all the things that every young person wants – a lifestyle that they can enjoy. To have friends and a social life is pivotal to emotional wellbeing and therefore our ‘curriculum’ which is everything we do, must give opportunities and creative ways in which young people can have friendship groups, access leisure facilities and become more independent both in their provision but also in their local community.

The Post-16 provision and practice should build on the effective SEND practice in schools and Early Years across all the Graduated Approach. Therefore, Post-16 providers must use the Pre-16 cohort descriptors and the range of specific teaching interventions that have been successful and if appropriate in the planning of their Post-16 programme. The importance of transition cannot be underestimated. Transition should begin at Year 8 and with regard to the four PfA outcomes – education/employment, developing independence, staying healthy and being included in the local community – making friends and having a social life – these should begin and be embedded from the Early Years.

Post-16 providers should be involved with schools and settings from Year 8/9 in understanding the needs of the young person, the curriculum that they are undertaking and how this can be built upon successfully in College, work placements, voluntary work and in shaping the ‘lifestyle’ that the young person wishes to have. Therefore, the Post-16 section of the Graduated Approach will focus in the main on the PfA outcomes with links to the specific needs and Ranges Pre-16. Most young people with SEND will have been

identified prior to entering Post-16 providers through the embedding of the Graduated Approach in schools and settings, however, there will be some young people for whom their needs may not have been met. It will be important for the Post-16 providers to use the descriptors in identifying the needs of those young people and the subsequent provision that should be in place to meet those needs.



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## Cognition and Learning Needs Guidance

### Range Descriptors Overview

<p><b>Quality First Teaching</b></p> <p><b>Range 1</b></p> <p><i>Mild</i></p>	<ul style="list-style-type: none"> <li>• May be below age-related expectations</li> <li>• Difficulty with the acquisition/use of language, literacy and numeracy skills</li> <li>• Difficulty with the pace of curriculum delivery</li> <li>• Some problems with concept development</li> <li>• Evidence of some difficulties in aspects of literacy, numeracy or motor coordination</li> <li>• Attainment levels are likely to be a year or more delayed</li> </ul>
<p><b>Initial Support</b></p> <p><b>Range 2</b></p> <p><i>Mild - Moderate</i></p>	<ul style="list-style-type: none"> <li>• Continuing and persistent difficulties in the acquisition/use of language/literacy/numeracy skills</li> <li>• The student is operating at a level well below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention and differentiation through a support plan</li> <li>• Evidence of difficulties with aspects of cognition i.e. memory, concept development, information processing, understanding, sequencing and reasoning that impact on learning and/or limit access to the curriculum</li> <li>• Progress is at a slow rate but with evidence of response to intervention</li> <li>• Support is required to maintain gains and to access the curriculum</li> <li>• Attainment is well below expectations despite targeted differentiation</li> <li>• Processing difficulties limit independence and student may need adult support in some areas</li> <li>• The student will have <b>mild</b> but <b>persistent</b> difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention and quality first teaching</li> <li>• May have difficulties with organisation and independence in comparison to peers</li> <li>• Difficulties impact on access to the curriculum</li> <li>• Student will require reasonable adjustments to support them in the classroom</li> <li>• Self-esteem and motivation may be an issue</li> <li>• Possibly other needs or circumstances that impact on learning</li> <li>•</li> </ul>
<p><b>SEND Support</b></p> <p><b>Range 3</b></p> <p><i>Moderate</i></p>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• Persistent difficulties in the acquisition/use of language/literacy/numeracy skills</li> <li>• May appear resistant to previous interventions</li> <li>• Student is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention, differentiation and curriculum modification</li> </ul>

	<ul style="list-style-type: none"> <li>• Moderate difficulties with independent working and may sometimes need the support of an adult and a modified curriculum <u>or</u> assessment findings from a range of standardised cognitive assessments</li> <li>• Assessment by an Educational Psychologist indicates significant and enduring difficulties with several aspects of cognition e.g. memory, concept development, information processing, understanding, sequencing and reasoning</li> <li>• Difficulties impact on learning and/or limit access to the curriculum</li> <li>• Significant discrepancies between different areas of cognition or a highly unusual profile of strengths and difficulties</li> <li>• Personalised learning plan</li> <li>• Access to advice from a specialist</li> <li>• Support for reading/recording to access the curriculum at the appropriate level of understanding</li> <li>• Student will have <b>moderate</b> and <b>persistent</b> difficulties with literacy, numeracy and/or motor co-ordination despite regular attendance, significant levels of focused intervention, effective provision mapping and quality first teaching</li> <li>• Difficulties in some aspect of cognitive processing will be present, i.e. slow phonological processing, poor working memory, and difficulties with auditory and visual processing</li> <li>• Difficulties will affect access to curriculum, and specialist support/advice and arrangements will be required</li> <li>• May require assistive technology and/or augmented or alternative communication supports</li> <li>• Difficulties with learning may impact on self-esteem, motivation and emotional wellbeing despite positive support</li> <li>• Involvement of student in target setting and personalised learning</li> </ul>
<p><b>Enhanced SEND Support</b></p> <p><b>Range 4</b></p> <p><i>Significant</i></p>	<ul style="list-style-type: none"> <li>• Student will have significant and persistent difficulties with literacy, numeracy or motor co-ordination despite regular attendance and high-quality specialist intervention and teaching</li> <li>• Key language, literacy and/or numeracy skills are well below functional levels for their year group – the student cannot access text or record independently</li> <li>• Student has significant levels of difficulty in cognitive processing, requiring significant alteration to the pace and delivery of the curriculum</li> <li>• Difficulties likely to be long term/lifelong</li> <li>• Condition is pervasive and debilitating</li> <li>• Significantly affects access to curriculum and academic progress</li> <li>• High levels of support required which include assistive technology</li> </ul>

- Social skills and behaviour may be affected, and issues of self-esteem and motivation are likely to be present
- The student may appear to be increasingly socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding or expressing thoughts
- Difficulties may be so significant that specialist daily teaching in literacy and numeracy and access to a modified curriculum are required

### Cognition and Learning: PfA Outcomes

	Employability/Education	Independence	Community Participation	Health
<b>Post-16</b>	<p>YP will build upon strengths and interests highlighted in personal/vocational profile.</p> <p>YP will achieve steps toward academic and vocational qualifications.</p> <p>YP will achieve A level results, or equivalent to enable progression on to university or other education/training opportunities.</p> <p>YP will have skills in CV writing and in applying for jobs or Higher Education.</p>	<p>YP will be able to manage potential income, including personal independence payments and incoming bills.</p> <p>YP will demonstrate skills in time management and negotiating travel/transport.</p> <p>YP will understand different types of living arrangements and which of these are positive or possible for each YP.</p> <p>YP will begin to plan for future living.</p>	<p>YP will understand personal budgets and how they could be spent post 16 to further PfA aspirations.</p> <p>YP will understand the potential risks relating to drugs and alcohol within the community and will be able to make safe choices.</p> <p>YP will understand how the criminal justice system works to enable them to function appropriately with the community.</p> <p>YP will develop increasing social awareness including understanding and reasoning skills to promote</p>	<p>YP will understand their health needs and will be able to manage these where applicable.</p> <p>YP will see a GP or other health professionals as appropriate.</p> <p>YP will understand the importance of regular medical, dental and optical checks.</p> <p>YP will understand healthy choices, including healthy eating and benefits of exercise and will take steps to remain health and active.</p>

	<b>Employability/Education</b>	<b>Independence</b>	<b>Community Participation</b>	<b>Health</b>
			social and emotional wellbeing and reduce vulnerability within the community.	
<b>Post 19</b>	<p>YP will consolidate or complete learning, achieving outcomes to enable progression into employment/adult education or community learning.</p> <p>YP will understand processes and support in relation to job centre provision.</p> <p>YP will understand and access benefits where applicable.</p>	<p>YP will continue to develop independent living skills through appropriate study programmes.</p> <p>YP will understand correspondence/bills and manage them appropriately.</p> <p>YP will have planned living arrangements in place.</p>	<p>YP will show awareness of the role of adult social care and will access the service as required.</p> <p>YP will develop increasing social awareness including understanding and reasoning skills to promote social and emotional wellbeing and reduce vulnerability within the community.</p>	YP will manage health appointments/interventions.

### **Cognition and Learning: PfA Provision**

	An adapted curriculum/ workplace-based training programme to consider difficulties in relation to independent working and personal organisation. This may require learning	Specific programmes of teaching relating to finance, independent travel, time management, types of living arrangements, and provision of information to	Supported opportunities to access community-based activities and to make choices in relation to participation in activities available to them.	<p>Support to understand their own healthcare requirements.</p> <p>Support to access and understand information with regard to healthy</p>
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	<p>and work-based tasks to be broken down in to smaller stages with a higher level of adult direction.</p> <p>Curriculum/work-based materials and instructions which are adapted to the YP's developmental level and individual learning needs.</p> <p>Alterations to the pace of delivery in work-based settings in accordance with the YP's ability to process and internalise information.</p> <p>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. Provision of careers advice</p>	<p>support the YP 's understanding of these and ability to make positive choices.</p> <p>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.</p> <p>Support to access documentation relating to health needs including NICE guidance and health check guide.</p>	<p>Individual programmes of support to facilitate community participation in accordance with the YP's choices and levels of cognitive function.</p> <p>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.</p>	<p>eating and healthy lifestyle and exercise choices.</p> <p>Access to adult health services.</p> <p>Access to specialist services in line with any medical assessments.</p>
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	Access to assistive technology as required.			
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## Communication and Interaction Needs Guidance - Autism Spectrum

### Range Descriptors Overview

<p><b>Quality First Teaching</b></p> <p><b>Range 1</b></p> <p><i>Mild</i></p>	<ul style="list-style-type: none"> <li>• Students will have communication and interaction needs that <b>may</b> affect their access to some aspects of the National Curriculum, including the social emotional curriculum and school life</li> <li>• The student does not have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team</li> <li>• Students may or may not have low level sensory needs</li> </ul>
<p><b>Initial Support</b></p> <p><b>Range 2</b></p> <p><i>Mild - Moderate</i></p>	<ul style="list-style-type: none"> <li>• Students will have communication and interaction needs that affect access to a number of aspects of the National Curriculum, including the social emotional curriculum and school life</li> <li>• Students may or may not have low to moderate sensory needs</li> </ul>
<p><b>SEND Support</b></p> <p><b>Range 3</b></p> <p><i>Moderate</i></p>	<ul style="list-style-type: none"> <li>• Students will have communication and interaction needs that will <b>moderately</b> affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life</li> <li>• This is especially true in new and unfamiliar contexts</li> <li>• The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment</li> <li>• Students may or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency team</li> <li>• Students may or may not have moderate sensory needs</li> </ul>
<p><b>Enhanced SEND Support</b></p> <p><b>Range 4</b></p> <p><i>Significant</i></p>	<ul style="list-style-type: none"> <li>• Students will have communication and interaction needs that <b>significantly</b> affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life</li> <li>• This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available</li> <li>• The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment</li> <li>• Students will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• Students may or may not have a diagnosis of an Autism Spectrum Disorder by an appropriate multi-agency diagnostic team</li> <li>• Students may or may not have sensory significant sensory needs</li> <li>• Students will have communication and interaction needs that <b>severely</b> affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available</li> <li>• The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment</li> <li>• Students will have an uneven learning profile, but their attainment levels suggest they can access a differentiated mainstream curriculum</li> <li>• Students may or may not have sensory significant sensory needs</li> <li>•</li> </ul>
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## Communication and Interaction Needs Guidance - Speech, Language and Communication Needs

### Range Descriptors Overview

<p><b>Quality First Teaching</b></p> <p><b>Range 1</b></p> <p><i>Mild</i></p>	<p>Student will have communication and interaction needs which <b>may affect access</b> to some aspects of the National Curriculum, including the social emotional curriculum and school life:</p> <ul style="list-style-type: none"> <li>• Student does not have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team</li> <li>• Speech is understood by familiar adults but has some immaturities, which may impact on social interaction and may impact on the acquisition of literacy</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning</li> <li>• Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the student needs some support with listening and responding</li> <li>• Difficulties in the understanding of language for learning (conceptual language: size, time, shape, position)</li> <li>• Reduced vocabulary range, both expressive and receptive</li> <li>• May rely on simple phrases with everyday vocabulary</li> <li>• Social interaction could be limited and there may be some difficulty in making and maintaining friendships</li> <li>• Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement</li> </ul>
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	<ul style="list-style-type: none"> <li>• May present with difficulty in talking fluently e.g. adults may observe repeated sounds, words or phrases, if this is consistent, higher levels of need may be present</li> </ul>
<p><b>Initial Support</b></p> <p><b>Range 2</b></p> <p><i>Mild - Moderate</i></p>	<p>Student will have communication and interaction needs that <b>affect access</b> to a number of aspects of the National Curriculum, including the social emotional curriculum and school life:</p> <ul style="list-style-type: none"> <li>• Speech is usually understood by familiar adults; unfamiliar people may not be able to understand what the child is saying if out of context.</li> <li>• The child’s speech may have some immaturities or use of more unusual sounds within their talking, which may impact on social interaction and the acquisition of literacy</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning</li> <li>• Comments and questions indicate difficulties in understanding the main points of discussion, information and explanations</li> <li>• Student needs some support with listening and responding</li> <li>• Difficulties in the understanding of language for learning (conceptual language: size, time, shape, position)</li> <li>• Reduced vocabulary range, both expressive and receptive</li> <li>• May rely on simple phrases with everyday vocabulary</li> <li>• May rely heavily on non-verbal communication to complete tasks (adult’s gestures, copying peers) and this may mask comprehension weaknesses</li> <li>• Social interaction could be limited and there may be some difficulty in making and maintaining friendships</li> <li>• Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement</li> <li>• Student is likely to present with difficulty in talking fluently e.g. adults may observe repeated sounds, words or phrases more consistently</li> </ul>
<p><b>SEND Support</b></p> <p><b>Range 3</b></p> <p><i>Moderate</i></p>	<p>Student will have communication and interaction needs that will <b>moderately affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts.</p> <ul style="list-style-type: none"> <li>• The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment</li> <li>• Students may or may not have a diagnosis of Autism made by an appropriate multi-agency team</li> <li>• Persistent delay against age related speech, language and communication</li> <li>• Persistent difficulties that do not follow normal developmental patterns (disordered)</li> </ul>

### **Speech**

- Speech may not be understood by others i.e. parents/family/carers where context is unknown. Difficulty in conveying meaning, feelings and needs to others due to speech intelligibility
- Speech sound difficulty may lead to limited opportunities to interact with peers
- May be socially vulnerable
- May become isolated or frustrated
- Phonological awareness (Speech sound awareness) difficulties impact on literacy development.

### **Expressive**

- The student may have difficulty speaking in age appropriate sentences and the vocabulary range is reduced. This will also be evident in written work
- Talking may not be fluent
- May have difficulties in recounting events in a written or spoken narrative

### **Receptive**

- Difficulties in accessing the curriculum, following instructions, answering questions, processing verbal information, following everyday conversations
- Needs regular and planned additional support and resources
- Difficulties with listening and attention that affect task engagement and independent learning
- May not be able to focus attention for sustained periods
- May appear passive or distracted
- Difficulties with sequencing, predicting, and inference within both social and academic contexts. This may impact on behaviour and responses in everyday situations e.g. not understanding the consequences of an action

### **Social Communication**

- Difficulties with speech and/or language mean that social situations present challenges resulting in emotional outbursts, anxiety, social isolation and social vulnerability
- Difficulties with using and understanding non-verbal communication (NVC) such as facial expressions, tone of voice and gestures

	<ul style="list-style-type: none"> <li>• Poor understanding of abstract language and verbal reasoning skills needed for problem solving, inferring and understanding the feelings of others</li> <li>• Anxiety related to lack of understanding of time and inference</li> <li>• Needs reassurance and forewarning of changes to routine or when encountering new situations/experiences</li> </ul>
<p><b>Enhanced SEND Support</b></p> <p><b>Range 4</b></p> <p><i>Significant</i></p>	<p>Student will have communication and interaction needs that <b>significantly affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life. <b>This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.</b></p> <ul style="list-style-type: none"> <li>• The pervasive nature of the Autism/ C&amp;I needs is likely to have a significant effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment</li> <li>• Student will have an uneven learning profile, but their attainment levels suggest they can access a differentiated mainstream curriculum</li> <li>• Student may or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency diagnostic team</li> <li>• Could communicate or benefit from communicating using Augmented and Alternative Communication</li> <li>• Some or all aspects of language acquisition are significantly below age expected levels</li> <li>• Significant speech sound difficulties, making speech difficult for all listeners to understand when out of context (and sometimes where it is known).</li> </ul> <p><b>Must have an identified Speech, Language and /or Communication Delay/Disorder</b></p> <p>This could be difficulties in:</p> <ul style="list-style-type: none"> <li>• Understanding and/or using language.</li> <li>• Speech Sound development</li> <li>• Social Interaction</li> </ul> <p><b>Identification</b></p> <ul style="list-style-type: none"> <li>• Diagnosed by a Speech and Language Therapist</li> <li>• Students with Developmental Language Disorder (DLD) may have associated social communication difficulties</li> <li>• Students with DLD may have difficulties with literacy associated with writing fluency, reading comprehension and spelling</li> </ul>

Students with DLD may have behavioural, emotional and social difficulties which impact on everyday interactions and learning

### Communication and Interaction: PfA Outcomes

	<i>Employability/Education</i>	<i>Independence</i>	<i>Community Participation</i>	<i>Health</i>
<b>Post-16</b>	<p>YP will have appropriate communication and interaction skills to facilitate successful access to apprenticeships, internships, traineeships as required.</p> <p>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.</p> <p>YP will demonstrate appropriate communication skills, written or verbal, to enable successful</p>	<p>YP will have the communication and interaction skills to participate in residential and local learning options where relevant.</p> <p>YP will have the communication and interaction skills to facilitate independent living (shopping, travel).</p> <p>YP will have the communication and interaction skills to enable them to discuss their views and opinions in relation to future living arrangements.</p> <p>YP will be able to access information relating to travel and transport to facilitate independent</p>	<p>YP will demonstrate appropriate communication and interaction skills to be able to access community, leisure and social activities within the local community in accordance with the YP's preference.</p> <p>YP will be able to communicate their choices and preferences to ensure their personal wellbeing within the community.</p> <p>YP will demonstrate appropriate communication and interaction skills necessary to successfully engage in voluntary work and/or community-based projects/initiatives.</p> <p>YP will be able to communicate effectively</p>	<p>Young Person (YP) will access information relating to relevant health services in order to maintain good health.</p> <p>YP will take responsibility for dental, medical and optical appointments; communicating their needs and interacting with appropriate staff to arrange these.</p> <p>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.</p>



	<i>Employability/Education</i>	<i>Independence</i>	<i>Community Participation</i>	<i>Health</i>
	<p>application for jobs or higher education.</p> <p>YP will be able to respond appropriately to questions, displaying the communication skills required to present their skills and attributes within an interview situation.</p>	<p>travel appropriate to individual circumstances.</p>	<p>with relevant agencies and /or emergency services as required.</p>	
<b>Post 19</b>	<p>YP will demonstrate appropriate communication and interaction skills necessary to successfully engage in paid work, voluntary work or higher education.</p>	<p>YP will have the communication and interaction skills to enable them to arrange independent/supported living options as applicable.</p>	<p>YP will be able to communicate appropriately with professionals from adult social care in order to access assistance as required.</p> <p>YP will be able to interact effectively with others within a range of social situations, including online, in order to make and maintain appropriate reciprocal friendships and relationships.</p>	<p>YP will access information relating to relevant health services in order to maintain good health.</p> <p>YP will take responsibility for dental, medical and optical appointments; communicating their needs and interacting with appropriate staff to arrange these.</p> <p>YP will have the communication and interaction skills necessary (in the context of individual circumstances) to</p>

	<i>Employability/Education</i>	<i>Independence</i>	<i>Community Participation</i>	<i>Health</i>
				articulate health concerns/needs to relevant health professionals during appointments.

**Communication and Interaction: PfA Provision**

	<p>Clear information given to relevant others in relation to the preferred communication method of the YP.</p> <p>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.</p> <p>Access to appropriate strategies and resources to facilitate the YP's communication and</p>	<p>Clear information given to relevant others in relation to the preferred communication method of the YP.</p> <p>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.</p> <p>Access to appropriate strategies and resources to facilitate the YP's</p>	<p>Clear information given to relevant others in relation to the preferred communication method of the YP.</p> <p>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.</p> <p>Access to appropriate strategies and resources to facilitate the YP's communication and interaction skills. This may</p>	<p>Clear information given to relevant others in relation to the preferred communication method of the YP.</p> <p>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.</p> <p>Access to appropriate strategies and resources to facilitate the YP's communication and interaction skills. This may</p>
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	<p>interaction skills. This may include access to visual approaches, such as PECS; access to augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate.</p> <p>Adult support to facilitate alternative/adapted forms of communication as required.</p> <p>Opportunities to interact with peers through supported social activities.</p> <p>Provision of information and instruction at a level appropriate to the needs of the YP. Repetition and reinforcement as required.</p>	<p>communication and interaction skills. This may include access to visual approaches, such as PECS; access to augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate.</p> <p>Adult support to facilitate alternative/adapted forms of communication as required.</p> <p>Adult support to facilitate independent living as required (transport, shopping, bills).</p> <p>Access to electronic forms of communication (phone, text, email, social media), modified if necessary to assist accessibility. This may</p>	<p>include access to visual approaches, such as PECS; access to augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate.</p> <p>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.</p> <p>Adult support to facilitate alternative/adapted forms of communication as required.</p> <p>Access to electronic forms of communication (phone, text, email, social media), modified if necessary to assist accessibility. This may include assistive technology.</p>	<p>include access to visual approaches, such as PECS; access to augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate.</p> <p>Adult support to facilitate alternative/adapted forms of communication as required.</p> <p>Access to electronic forms of communication (phone, text, email), modified if necessary, to assist with the making and checking of appointments. This may include assistive technology.</p> <p>Advice and guidance from SALT, HI team/ToD, VI team as required.</p>
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	<p>Alterations may need to be made to the pace of delivery.</p> <p>Access to electronic forms of communication (phone, text, email), modified if necessary to assist workplace operation. This may include assistive technology.</p> <p>Advice and guidance from SALT, HI team/ToD, VI team as required.</p>	<p>include assistive technology.</p> <p>Advice and guidance from SALT, HI team/ToD, VI team as required.</p>	<p>Advice and guidance from SALT, HI team/ToD, VI team as required.</p>	
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## Social, Emotional and Mental Health Needs

### Range Descriptors Overview

<p><b>Quality First Teaching</b></p> <p><b>Range 1</b></p> <p><i>Mild</i></p>	<p><b>MILD</b></p> <ul style="list-style-type: none"> <li>• Children will have been identified as presenting with some low-level features of behaviour, emotional, social difficulties</li> <li>• They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration</li> <li>• They may follow some but not all school rules/routines around behaviour in the school environment</li> <li>• They may experience some difficulties with social /interaction skills</li> <li>• They may show signs of stress and anxiety and/or difficulties managing emotions on occasions</li> </ul>
<p><b>Initial Support</b></p> <p><b>Range 2</b></p> <p><i>Mild - Moderate</i></p>	<p><b>MILD – MODERATE</b></p> <p>Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place.</p> <ul style="list-style-type: none"> <li>• SEMH continues to interfere with young person’s social/learning development across a range of settings and young person does not follow routines in school consistently</li> <li>• Young person beginning to be at risk of exclusion and may have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions</li> <li>• Young person may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour that impact on learning may be beginning to emerge</li> <li>• Young person may show patterns of stress/anxiety related to specific times of the day</li> <li>• Young person may prefer their own agenda and be reluctant to follow instructions</li> <li>• Young person may have begun to experience short term behavioural crises</li> </ul>
<p><b>SEND Support</b></p> <p><b>Range 3</b></p> <p><i>Moderate</i></p>	<p><b>MODERATE</b></p> <p>Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions being in place.</p> <ul style="list-style-type: none"> <li>• SEMH interfere more frequently with young person’s social/learning development across a range of settings and young person does not follow routines in school without adult support</li> <li>• Young person may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions</li> <li>• Young person remains socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Young person patterns of stress/anxiety related to specific times of the day have become more common</li> <li>• Young person may prefer their own agenda and may be reluctant to follow instructions</li> <li>• Short-term behavioural crises have become more frequent and are more intense</li> </ul>
<p style="text-align: center;"><b>Enhanced SEND Support</b></p> <p style="text-align: center;"><b>Range 4</b></p> <p style="text-align: center;"><i>Significant</i></p>	<p><b>SIGNIFICANT</b></p> <p>Young person continues to present with significant and persistent levels of behaviour, emotional, social difficulties which are now more complex, and which necessitate a multi-agency response.</p> <ul style="list-style-type: none"> <li>• Young person is more likely to have experienced fixed term exclusion from school</li> <li>• Young person may be at increased risk of permanent exclusion</li> <li>• Young person does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day</li> <li>• Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance</li> <li>• Young person is increasingly isolated and struggles to maintain positive relationships with adults or peers</li> <li>• Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning</li> </ul>

### Social Emotional and Mental Health: PfA Outcomes

	<i>Employability/Education</i>	<i>Independence</i>	<i>Community Participation</i>	<i>Health</i>
<b>Post-16</b>	<p>YP will have acquired the necessary social skills to interact with employers and clients in order to function effectively in apprenticeships, internships and traineeships as required.</p> <p>YP will have appropriate communication and interaction skills to</p>	<p>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.</p> <p>YP will have an awareness of boundaries and social conventions with respect to a range of</p>	<p>YP will understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required to facilitate/mediate interactions with others.</p> <p>YP will have developed appropriate social skills in order to establish new</p>	<p>YP will engage with self-care routines in order to maintain appropriate levels of personal hygiene. To include their environment.</p> <p>YP will make safe choices in relation to sexual health.</p>

	<b><i>Employability/Education</i></b>	<b><i>Independence</i></b>	<b><i>Community Participation</i></b>	<b><i>Health</i></b>
	<p>facilitate the development of relationships with peers within the workplace/education environments to promote emotional wellbeing.</p> <p>YP will understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required.</p>	<p>relationships and social situations (including online).</p> <p>YP will be able to recognise potential abusive and exploitative behaviour in others and will be able to make safe choices.</p> <p>YP will understand different types of living arrangements and those which are positive and possible in relation to their own circumstances.</p>	<p>friendships in the context of community involvement.</p> <p>YP will demonstrate awareness of social conventions and boundaries and will be able to negotiate these to maintain personal safety while in the community.</p> <p>YP will have an awareness of boundaries and social conventions with respect to a range of relationships and social situations (including online).</p> <p>YP will be able to recognise potential abusive and exploitative behaviour in others and will be able to make safe choices.</p> <p>YP will understand risks associated with drugs and alcohol and will adhere to legal restrictions with regard to these substances.</p>	<p>YP will understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required to maintain emotional wellbeing.</p> <p>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.</p>

	<b><i>Employability/Education</i></b>	<b><i>Independence</i></b>	<b><i>Community Participation</i></b>	<b><i>Health</i></b>
<b>Post 19</b>	<p>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.</p> <p>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.</p> <p>YP will understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required.</p>	<p>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.</p>	<p>YP will have developed appropriate social skills in order to maintain friendships in the context of community involvement.</p> <p>YP will demonstrate awareness of social conventions and boundaries and will be able to negotiate these to maintain personal safety while in the community.</p> <p>YP will have an awareness of boundaries and social conventions with respect to a range of relationships and social situations (including online).</p> <p>YP will be able to recognise potential abusive and exploitative behaviour in others and will be able to make safe choices.</p> <p>YP will understand risks associated with drugs and alcohol and will adhere to</p>	<p>YP will engage with self-care routines in order to maintain appropriate levels of personal hygiene. To include their environment...</p> <p>YP will make safe choices in relation to sexual health.</p> <p>YP will understand and manage their feelings and emotions, accessing appropriate strategies or assistance as required.</p> <p>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.</p>



	<i>Employability/Education</i>	<i>Independence</i>	<i>Community Participation</i>	<i>Health</i>
			legal restrictions with regard to these substances.	

### **Social Emotional and Mental Health: PfA Provision**

	<p>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 access to longer term learning provision and/or employment.</p> <p>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.</p> <p>Regular monitoring of the YP's workload, behaviour</p>	<p>Access to 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.</p> <p>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.</p> <p>Specific teaching in relation to risks associated with social media/online communities and guidance and support to</p>	<p>Access to 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.</p> <p>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.</p> <p>Community based activities/groups appropriate to the YP's age and developmental level designed to facilitate socialisation and the development of friendships.</p>	<p>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.</p> <p>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.</p> <p>Information and guidance to positive mental health and wellbeing and individual programmes of activities to identify coping</p>
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	<p>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.</p> <p>Adult guidance and support to apply my regulatory or coping strategies and provision within the workplace or education setting to accommodate these.</p> <p>Access to agencies/organisations who provide mental health and emotional support within the workplace or education setting as appropriate.</p>	<p>apply protocol relating to e-safety.</p>	<p>Links to organisations who provide social and emotional support as required.</p> <p>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.</p> <p>Specific teaching in relation to risks associated with social media/online communities and guidance and support to apply protocol relating to e-safety.</p>	<p>strategies and mechanisms in accordance with the YP's circumstances and emotional/mental health needs.</p> <p>Links to agencies /organisations who provide mental health and emotional support as required. Access to emotional support workers as required.</p>
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**Sensory and/or Physical and Medical Needs - Physical/Medical  
Range Descriptors Overview**

<b>Quality First Teaching</b>	<ul style="list-style-type: none"> <li>• Some mild problems with fine motor skills and recording</li> <li>• Mild problems with self-help and independence</li> </ul>
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<p><b>Range 1</b></p> <p><i>Mild</i></p>	<ul style="list-style-type: none"> <li>• Some problems with gross motor skills and coordination often seen in PE</li> <li>• Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment</li> <li>• May have continence/ toileting issues</li> <li>• Possible low levels of self-esteem</li> <li>• May have medical condition that impacts on time in school and requires a medical care plan</li> </ul> <p><b>The NHS notes:</b></p> <ul style="list-style-type: none"> <li>• <i>It would be anticipated that schools would usually be able to implement first line strategies at this point. These strategies/ interventions have been made available to all schools and settings.</i></li> <li>• <i>Physio may intervene with children who have mild physical issues to prevent further deterioration/reduce impact of condition/early intervention to achieve more successful outcomes</i></li> </ul>
<p><b>Initial Support</b></p> <p><b>Range 2</b></p> <p><i>Mild - Moderate</i></p>	<ul style="list-style-type: none"> <li>• Continuing mild to moderate problems with hand/eye co-ordination, fine/gross motor skills and recording, impacting on access to curriculum</li> <li>• Making slow or little progress despite provision of targeted teaching approaches</li> <li>• Continuing difficulties with continence/ toileting</li> <li>• Continuing problems with self-esteem and peer relationships</li> <li>• Continuing problems with self-help and independence</li> <li>• Continuing problems with gross motor skills and coordination often seen in PE</li> <li>• Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment</li> <li>• May have medical condition that impacts on time in school and requires a medical care plan</li> <li>• May have a condition that requires assessment for equipment and resources.</li> </ul> <p><b>The NHS notes:</b></p> <ul style="list-style-type: none"> <li>• <i>An Educational Occupational Therapist may see children at any range once there is evidence that first line strategies/interventions have been implemented.</i></li> <li>• <i>Physio may intervene with children who have mild-moderate physical issues to prevent further deterioration/reduce impact of condition/early intervention to achieve more successful outcomes</i></li> </ul>
<p><b>SEND Support</b></p> <p><b>Range 3</b></p> <p><i>Moderate</i></p>	<ul style="list-style-type: none"> <li>• Moderate or persistent gross and/or fine motor difficulties</li> <li>• Recording and/or mobility now impacting more on access to the curriculum</li> <li>• May need specialist input to comply with health and safety legislation; e.g. to access learning in the classroom, for personal care needs, at break and lunch times</li> <li>• Increased dependence on seating to promote appropriate posture for fine motor activities/feeding</li> <li>• Increased dependence on mobility aids i.e. wheelchair or walking aid</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased use of alternative methods for extended recording e.g. scribe, ICT</li> <li>• May have medical condition that impacts on time in school and requires a medical/care/ specialist support plan for seating and specialist equipment via the educational OT</li> </ul> <p><b>The NHS notes:</b></p> <ul style="list-style-type: none"> <li>• <i>It would be anticipated that schools would make a referral to OT if first line strategies, advice and programmes have been trialled and evidenced but achievement is limited</i></li> <li>• <i>These children may form the basis of targeted assessment – assessment and advice to home and school with programme/strategies to follow</i></li> <li>• <i>The school/setting may require moving and handling training.</i></li> <li>• <i>Physio needs would be based on assessment on a case by case basis – if a child is at the level when they need a walking aid/wheelchair they will already be known to Physio</i></li> </ul>
<p><b>Enhanced SEND Support</b></p> <p><b>Range 4</b></p> <p><i>Significant</i></p>	<ul style="list-style-type: none"> <li>• Significant physical/medical difficulties with or without associated learning difficulties</li> <li>• Physical and/or medical condition will have a significant impact on the ability to access the curriculum. This may be through a combination of physical, communication and learning difficulties</li> <li>• Significant and persistent difficulties in mobility around the building and in the classroom</li> <li>• Significant personal care needs which require adult support and access to a hygiene suite with specialist equipment</li> <li>• May have developmental delay and/or learning difficulties which impact upon access to curriculum</li> <li>• Primary need is identified as physical/medical</li> </ul> <p><b>The NHS notes:</b></p> <ul style="list-style-type: none"> <li>• <i>Children in this category may require specialist equipment via physio/OT services</i></li> <li>• <i>Physio needs would be based on assessment on a case by case basis – children with degenerative neurological conditions or traumatic physical injury requiring rehabilitation would be known to physio in most cases</i></li> </ul>

**Sensory and/or Physical and Medical Needs - Hearing Impairment**  
**Range Descriptors Overview**

<p><b>Quality First Teaching</b></p>	<ul style="list-style-type: none"> <li>• Young people who are not aided (see previous proposed descriptor). Local Authority Assessment may be carried out at the request of Audiology/ENT to support decisions.</li> </ul>
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<p style="text-align: center;"><b>Range 1</b> <i>Mild</i></p>	<ul style="list-style-type: none"> <li>• Unilateral/bilateral hearing loss greater than 20dBHL</li> <li>• This is likely to include children with a mild or unilateral loss which may be temporary/fluctuating conductive or permanent sensorineural but whom can manage well with reasonable adjustments and are subsequently not aided.</li> </ul>
<p style="text-align: center;"><b>Initial Support</b> <b>Range 2</b> <i>Mild - Moderate</i></p>	<ul style="list-style-type: none"> <li>• Bilateral mild long term conductive or sensorineural hearing loss</li> <li>• May have Auditory Neuropathy Spectrum Disorder</li> <li>• Mild to moderate permanent unilateral (moderate or greater hearing loss)</li> <li>• Hearing aids used</li> <li>• Moderate difficulty with listening, attention, concentration, speech, language and class participation</li> </ul>
<p style="text-align: center;"><b>SEND Support</b> <b>Range 3</b> <i>Moderate</i></p>	<ul style="list-style-type: none"> <li>• Bilateral moderate long term conductive or sensorineural hearing loss</li> <li>• Will have hearing aids and may have a radio aid</li> <li>• Will have moderate difficulty accessing spoken language; likely language delay</li> <li>• May have Auditory Neuropathy Spectrum Disorder and may require frequent monitoring</li> <li>• Moderate difficulty with listening, attention, concentration and class participation</li> </ul>
<p style="text-align: center;"><b>Enhanced SEND Support</b> <b>Range 4</b> <i>Significant</i></p>	<ul style="list-style-type: none"> <li>• Bilateral moderate or severe permanent hearing loss with no additional learning difficulties</li> <li>• Severe difficulty accessing spoken language and therefore the curriculum</li> <li>• May have additional language delay associated with hearing loss</li> <li>• Will have hearing aids and may have a radio aid</li> <li>• Auditory Neuropathy Spectrum Disorder and may have hearing aids</li> <li>• Difficulties with attention, concentration, confidence and class participation</li> </ul>

## Sensory and/or Physical Needs - Visual Impairment

### Range Descriptors Overview

<p style="text-align: center;"><b>Quality First Teaching</b> <b>Range 1</b></p>	<p><b>Mild Visual Impairment</b></p> <ul style="list-style-type: none"> <li>• Young person may find concentration difficult</li> <li>• Young person may peer or screw up eyes</li> <li>• Distance vision approximately 6/18. This means that the young person needs to be about 2 metres away to see what fully sighted young persons can see from 6 metres</li> </ul>
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<p><i>Mild</i></p>	<ul style="list-style-type: none"> <li>• Can probably see details on a whiteboard from the front of a classroom, as well as others can see from the back of the room Near vision: likely to have difficulty with print sizes smaller than 12 point or equivalent sized details in pictures</li> <li>• Young persons who have nystagmus may be within this range or subsequent ranges depending on what their visual acuity is at worst. Young persons who have nystagmus have fluctuating vision. Their vision can worsen if they are tired, upset, angry, worried or unwell. It is likely their vision will worsen in unfamiliar places. They may struggle with depth perception and may find unfamiliar steps difficult or be cautious if the ground is uneven.</li> </ul>
<p><b>Initial Support</b></p> <p><b>Range 2</b></p> <p><i>Mild - Moderate</i></p>	<p><b>Moderate Visual Impairment</b></p> <ul style="list-style-type: none"> <li>• Young person may find concentration difficult</li> <li>• Young person may peer or screw up eyes</li> <li>• Young person may move closer when looking at books or notice boards</li> <li>• Young person may make frequent “copying” mistakes</li> <li>• Distance vision: approximately 6/24. This means that the young person needs to be about 1.5 metres away to see what fully sighted young persons can see from 6 metres</li> <li>• Will not be able to see details on a white board from the front of classroom as well as others can see from the back</li> <li>• Near vision: likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures</li> </ul>
<p><b>SEND Support</b></p> <p><b>Range 3</b></p> <p><i>Moderate</i></p>	<p><b>Moderate to Significant Visual Impairment</b></p> <ul style="list-style-type: none"> <li>• Young person will find concentration difficult</li> <li>• Young person will peer or screw up eyes</li> <li>• Young person will move closer when looking at books or notice boards</li> <li>• Young person will make frequent “copying” mistakes</li> <li>• Young person will have poor hand - eye coordination</li> <li>• Young person will have a slow work rate</li> <li>• Distance vision: approximately 6/36. This means that the young person needs to be about 1 metre away to see what fully sighted young persons can see from 6 metres</li> <li>• Will not be able to see details on a white board without approaching to within 1 metre of it</li> <li>• Near vision: likely to have difficulty with print sizes smaller than 18 point or equivalent sized details in pictures</li> </ul>

	<ul style="list-style-type: none"> <li>Young persons may have Cerebral Visual Impairment (CVI) – these young persons have normal or near normal visual acuities but will display moderate to significant visual processing difficulties</li> </ul>
<p><b>Enhanced SEND Support</b></p> <p><b>Range 4</b></p> <p><i>Significant</i></p>	<p><b>Cerebral Visual Impairment (CVI)</b></p> <ul style="list-style-type: none"> <li>CVI must be diagnosed by an ophthalmologist. The young person will typically have good acuities when tested in familiar situations, but this will vary throughout the day. A key feature of CVI is that vision varies from hour to hour with the young person’s well-being.</li> <li>All young persons with CVI will have a different set of difficulties which means thorough assessment is a key aspect. The young person has difficulties associated with dorsal processing stream, ventral processing stream or a combination of both.</li> </ul> <p>Dorsal stream difficulties include:</p> <ul style="list-style-type: none"> <li>Difficulties seeing moving objects</li> <li>Difficulties reading</li> <li>Difficulties doing more than one thing at a time (e.g. looking and listening)</li> </ul> <p>Ventral Stream Difficulties include:</p> <ul style="list-style-type: none"> <li>Inability to recognise familiar faces</li> <li>Difficulties route finding</li> <li>Difficulties with visual clutter</li> </ul> <ul style="list-style-type: none"> <li>Lower visual field loss</li> </ul>

**Sensory and/or Physical Needs: PfA Outcomes**

	<i>Employability/Education</i>	<i>Independence</i>	<i>Community Participation</i>	<i>Health</i>
<b>Post 16</b>	YP will be able to access and function within work-based environments in relation to apprenticeships, supported internships and traineeships in order	YP will have life skills necessary (cooking, cleaning, shopping etc.) to facilitate independent living in the context of individual circumstances.	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 recognise the need for dental, medical and optical health and will take responsibility for making appointments as required.

	<i>Employability/Education</i>	<i>Independence</i>	<i>Community Participation</i>	<i>Health</i>
	<p>to progress with future career choices.</p> <p>YP will be able to present their skills in written form (C.V) to help secure future education and work-based options.</p>	<p>YP will engage with self-care routines in order to maintain appropriate levels of personal hygiene in the context of their individual circumstances.</p> <p>YP will have an awareness of risk within the home context and will manage this appropriately in order to remain safe.</p> <p>YP will plan for future living arrangements, recognising what is positive and possible to promote independence and wellbeing.</p>	<p>YP will be able to access appropriate transport in order to facilitate participation within community, leisure and social activities.</p> <p>YP will show awareness of risk (travel, road safety, personal safety) in the context of community participation in order to remain safe.</p>	<p>YP will take steps to remain physically active and healthy in the context of their individual circumstances.</p> <p>YP will make healthy eating choices in order to promote physical wellbeing.</p> <p>YP will maintain any physiotherapy regimes necessary to ensure physical health and optimum mobility in the context of their individual circumstances.</p> <p>YP will engage with self-care routines in order to maintain appropriate levels of personal hygiene in the context of their individual circumstances.</p>
<b>Post 19</b>	YP will be able to access and function within work-based environments in	YP will access living arrangements appropriate to individual	YP will be able to access community, leisure and social facilities to enable	YP will recognise the need for dental, medical and optical health and will



	<i>Employability/Education</i>	<i>Independence</i>	<i>Community Participation</i>	<i>Health</i>
	<p>relation to voluntary work, community-based projects and paid work in order to progress with future career choices.</p> <p>YP will be able to access and function within higher education provision in order to progress with future career choices.</p> <p>YP will be able to present their skills in written form (C.V) to help secure future education and work-based options.</p> <p>YP will be able to access job centre provision to support pathways into employment post education.</p>	<p>circumstances (including residential arrangements for education), that are positive in promoting independence and wellbeing.</p>	<p>participation within the local community in accordance with the YP's preference.</p> <p>YP will be able to access appropriate transport in order to facilitate participation within community, leisure and social activities.</p> <p>YP will show awareness of risk (travel, road safety, personal safety) in the context of community participation in order to remain safe.</p>	<p>take responsibility for making appointments as required.</p> <p>YP will take steps to remain physically active and healthy in the context of their individual circumstances.</p> <p>YP will make healthy eating choices in order to promote physical wellbeing.</p> <p>YP will maintain any physiotherapy regimes necessary to ensure physical health and optimum mobility in the context of their individual circumstances.</p> <p>YP will engage with self-care routines in order to maintain appropriate levels of personal hygiene in the context of their individual circumstances.</p>

### Sensory and/or Physical Needs: PfA Provision

	<p>Adapted education and workplace arrangements to consider the YP's physical and medical needs</p> <p>Access to onsite medical professionals as required</p> <p>Adaptations to daily education/employment-based routines to consider any ongoing Physiotherapy/OT programmes. Adult support as required to facilitate delivery.</p> <p>Access to appropriate equipment/resources: standing frames, wheelchairs (manual and power), walking aids</p> <p>Access to appropriate strategies and resources to facilitate the YP's communication and interaction skills. This</p>	<p>Adapted living arrangements suited to the YP's physical and medical needs</p> <p>Access to appropriate equipment/resources: standing frames, wheelchairs, manual and power, walking aids</p> <p>Access to equipment to facilitate independence in self-care routines</p> <p>Adapted forms of accommodation and transport to consider the physical needs of the YP and facilitate independence</p> <p>Enhanced PSHCE/life skills and SRE programmes to ensure skills embedded</p>	<p>Access to appropriate equipment/resources: standing frames, wheelchairs, manual and power, walking aids</p> <p>Adapted forms of accommodation and transport to consider the physical needs of the YP and facilitate independence</p> <p>Provision of information relating to disabled access and adapted environments.</p> <p>Adult support to facilitate community participation</p> <p>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</p>	<p>Access to equipment to facilitate independence in selfcare routines</p> <p>Access to appropriate equipment/resources to facilitate mobility: standing frames, wheelchairs, manual and power, walking aids</p> <p>Medical teams or trained carers on site as required or if a day provision</p> <p>Access to a medically trained carer as required.</p> <p>Access to Occupational Therapy programmes to be carried out by a trained carer</p> <p>Access to physiotherapy programmes that will be delivered by trained carers/ family members.</p>
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	<p>may include access to visual approaches, such as PECS; access to augmented and alternative communication; BSL or SSE; hearing aids/cochlear implants; radio aids; electronic voice output communication aids (VOCA) as appropriate.</p> <p>Adult support to facilitate alternative/adapted forms of communication as required.</p>			<p>Training in the delivery of emergency medications to appropriate professionals/carers</p> <p>People working with/supporting people in this cohort must have knowledge of the individuals' method of communication.</p> <p>Sensory input where required</p>
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