**Writing Outcomes and Provisions for PFA**

**The SEND code of practice states:**

***9.61   EHC plans must specify the outcomes sought for the child or young person. Outcomes in EHC plans should be SMART (specific, measurable, achievable, realistic, time-bound).***

***9.66     An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be SMART.***

***The outcomes will need to be personalised and focused on the young person's aspirations, supporting as independent a life as possible***

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| **PFA OUTCOMES AND PROVISIONS** | | |
| **Independent Living (maps on to CL)** | | |
|  | **By the end of Key Stage 5**  **OR By the end of the year**  **OR By the end of the apprenticeship** | **The educational setting will provide;**  **OR *The Post 16 setting will provide Aaron with;***   * ***A bespoke package involving one to one support with trusted adults from Evolve/Adelong.***   **OR social care will provide** |
|  | Elijahwill manage his own personal  care needs by age 21, using  equipment where he needs it. | * The appropriate supportive equipment. * Adult support to make the transition to full independent personal care. |
|  | Jacksonwill be able to  prepare a simple breakfast (cereal or  toast) on every college day morning. | * A personal assistant to make sure the cereal, bowls etc are accessible every morning. |
|  | Mayawill be able to look after her assistance  dog Rusty, by feeding and walking him  twice a day and brushing him once a  week. | * Support to remind Maya to look after her dog. |
|  | Jay will be able to manage his mobile phone bill all of the time so that he can develop his IL skills | * Numeracy functional skills L3 lessons every week in a small group. * Adult support to check his phone use record every week. |
|  | Jay will be able to reliably manage a weekly budget of £30 so that he can develop his IL skills. | * Adult support to plan his budget every week. * Numeracy functional skills L1 lessons every week in a small group. |
|  | Jay will be able to travel to college independently using public transport every day, and know what to do should something go wrong so that he can develop is ILS. | * Adult supported travel training for all new journeys that Jay needs to make. * Adult support in how to use his smart phone to navigate his way around his community. |
|  | Jay will be able to understand his correspondence and bills every week so that he can develop his IL skills. | * Adult support to manage all correspondence. * Literacy functional skills level 1 delivered weekly in a small group. |
|  | Jay will be aware of the living arrangements available to him and be able to make an informed choice about this so that he can be heard and have his needs met. | * Adult support to take Jay to see the choices of living arrangement available and to discuss the pros and cons of each. * Adult support to liaise with the housing department. |
|  | Jay will be able to manage his PIP income every month so that he can develop his IL skills. | * Adult support to complete a weekly budget sheet for his PIP. |
|  | Jay will be able to carry out all basic home care tasks every week so that he can develop his IL skills. This will include cleaning, hoovering, tidying up, putting out the rubbish etc | * Adult support to make a housework rota and check that it has been followed every week. |
|  | Aaron will be able to carry out all basic independent living skills so that he can become an independent young adult. | * Support with finding employment and/or voluntary work and further work experience. * Support with budgeting and managing money on a daily basis. * Support to be able to cook a range of simple healthy meals and snacks every week. * Support to be able to manage all personal hygiene routines every day. * Support to be able to access housing opportunities. * Support to become more self-sufficient. |
|  | Jake will be able to manage all of his self-care needs at an age appropriate level so that he can fulfil his aspiration in this. | * Daily opportunities to develop his fine motor skills so that he can use buttons, zips etc for dressing and undressing. * Daily opportunities to develop his personal hygiene skills e.g. knowing when he needs to use deodorant (after a shower, before exercise etc). * Support workers who will support Jake to make small steps to becoming totally independent. * A personalised programme to support him to become fully toilet trained. |
| **Community Interaction (maps on to CI)** | | |
|  | **By the end of Key Stage 5**  **OR By the end of the year**  **OR By the end of the apprenticeship** | **The educational setting will provide;**  **OR *The Post 16 setting will provide Aaron with;***   * ***A bespoke package involving one to one support with trusted adults from Evolve/Adelong.*** |
|  | Jay will develop and maintain two friendships across settings (e.g. Volunteering and college/band and drama) and will report greater confidence in initiating conversations so that he can develop his friendship groups. | * Weekly social skills support to be delivered 1:1 or in a small group by an adult experienced at delivering social skills. * Support to initiate and maintain conversations on topics not of his choice. |
|  | Jay will be able to maintain one friendship outside of an educational setting and meet with them at least fortnightly so that he can develop his social circle. | * Weekly social skills support from an adult experienced at working with young people with ASC. * Age appropriate social stories to go through possible social situations and conversation starters. |
|  | Jay will know and understand the effects of alcohol and drugs so that he can make informed decisions and stay safe in the community. | * Support from the college nurse/drug counsellor to ensure that Jay is fully informed of all the issues relating to health and the law. * A weekly check in with a trusted adult who will use a THRIVE (or similar) approach. * a referral to a counsellor. |
|  | Jay will be able to respond appropriately to text messages all of the time so that he can stay safe in the digital world. | * Support with understanding how to be safe online, for example not replying to threatening messages when person unknown, to close down profile so cannot be accessed by all and keep personal data safe. |
|  | Jay will be aware of what images are appropriate to send and which are not as well as the law around sexting so that he can stay safe in the community. | * Support in understanding about posting pictures, sexting and the criminal implications. * Referral to the CSE team |
|  | Jay will be able to arrange to meet one or two friends to do a shared activity every week so that he can develop his friendship group. | * Support for Jay to arrange weekly meet ups. * Age appropriate social stories to support Jay to be able to manage in new situations. |
|  | Jay will be able to communicate is needs in a range of social situations so that he can be part of his local community. This will include at the shops, the cinema, the bank, the cafe and others as appropriate. | * Practical adult supported activities in the community to support Jay to manage new situations eg at the cinema, at the café. |
|  | Jay will be able to make a range of journeys in his local community on foot and using public transport so that he can engage with community activities. | * Adult supported travel training in the local community**.** |
|  | By the end of the next academic year Aaron will be able to behave appropriately in a range of social situations all of the time so that he can become a positive member of his community. This will include at college, home and on social media. | * Support form a key trusted adult with experience of working with young people with disordered attachment. * A nurturing flexible learning environment that will be able to recognise that some days will not go so well. * Support in understanding about posting pictures, sexting and the criminal implications. * Support with understanding how to be safe online, for example not replying to threatening messages when person unknown, to close down profile so cannot be accessed by all and keep personal data safe. * Emotional support using a THRIVE approach or similar. |
|  | Aaron will be able to make good choices around friendships and in the community so that he can be confident and safe in his community. | * Support to access the most appropriate therapeutic support. * Modelling from all adults on how to maintain positive relationships. * Team ‘Aaron’ in which 3 or 4 key adults work with his to form trusted relationships. * Support with making good friendship choices. |
|  | By the end of Key Stage 5 Evan will be able to hold a reciprocal conversation with is peers using appropriate body language every day so that he can develop and maintain a supportive friendship group***.*** | * Support and encouragement to develop his conversational skills. This will include being able to initiate a conversation, listening skills and taking turn to maintain the conversation appropriately. * Direct instruction and support to recognise body language a facial expressions in context. This will include modelling of these to support Evan to recognise them and understand the implications. * Modelling of conversational skills for Evan by all the adults supporting him. * Weekly opportunities to hold conversations on subjects of particular interest to Evan, such as motorbikes. * A key person to meet with at least weekly to go through arising social situations and prepare conversation starters and whether formal or informal language is necessary. |
|  | Shane will be able to take part in daily exchanges about familiar topics, making active contributions, with one or more people in familiar situations so that he can develop his friendship group and communication skills. | * Weekly opportunities to experience supported situations that include unfamiliar adults with whom Shane has to communicate with, for example travel training, at the shop etc. * Support to develop his skills in communicating with unfamiliar adults eg asking for help to find an item, saying please and thankyou to the bus driver. Shane will need guidance on appropriate ways to speak with people that he is less familiar with. * Support to develop his friendships in unstructured times such as encouraging Shane to sit with a larger group of peers at lunchtime and have a friendly and positive chat. Staff will have to explicitly teach how to initiate, maintain and turn take in conversations. |
|  | Jake will be able to build 4-5 key word phrases consistently and independently using a combination of speech, signing and the iPad so that he can develop his expressive language skills. | * A structured programme to develop his expressive and receptive language skills in conjunction with the advice from a speech and language therapist. * Daily communication lessons delivered in a mixture of small group and 1:1 situations. * Adult modelling of how to build longer sentences in a range of real life, practical situations. * A language rich environment that is strongly supported with visual stimuli. * A learning environment with a very high adult to pupil ratio. |
| **Health (maps on to SEMH and S/P)** | | |
|  | **By the end of Key Stage 5**  **OR By the end of the year**  **OR By the end of the apprenticeship** | **The educational setting will provide;**  **OR *The Post 16 setting will provide Aaron with;***   * ***A bespoke package involving one to one support with trusted adults from Evolve/Adelong.*** |
|  | Kai will reach a healthy weight for his  height (within healthy BMI range) by the  age of 21 by following the diet plan written by his GP. | * Support to buy the correct ingredients for the diet plan. * Support to take daily exercise. |
|  | Russell will take his medication himself  at college by the end of the year. | * Support to fill Russell’s medication dispenser at the start of every week and then gradual planned withdrawal of support. |
|  | Adrian will train with the local  wheelchair basketball team and try out  for the team by the end of the year. | * Support to travel to the training sessions and to ensure all of the kit required is ready. |
|  | Jay will be able to use a range of techniques to manage his anxiety and to prevent aggressive outbursts towards his peers and members of the public all of the time so that he has no incidents in the community. | * A key person for Jay to meet with every day to pre plan for the events of the day and trouble shoot any possible anxiety causing situations. * Support to prepare Jay for any changes to his usual routine. * Support for Jay to develop a range of strategies to support him to remain calm. This will include mindfulness, breathing techniques, walking and others as appropriate. |
|  | Jay will be able to choose a healthy meal to cook every week and use written/visual recipe to cook it so that he can maintain a healthy weight. | * Support in the weekly health and social care lessons to ensure that the work is suitably differentiated for Jay. * Support to plan a weekly recipe. |
|  | Jay will consistently make healthy food choices when preparing meals so that he can maintain a healthy weight and follow his aspirations to be a swimming instructor. | * Support for Jay to understand which foods are healthy and plan a balanced diet every week. |
|  | Jay will be motivated to follow his physiotherapy plan and attend every session so that he can maintain his mobility. | * A key person to meet with Jay at the start of every week to prepare for all appointments. * Support for Jay to set phone reminders and plan how he will get to all appointments on time. |
|  | Jay will take one form of exercise for at least 20 minutes every day so that he can maintain his health. | * Weekly supported PE activities. * Support to take part in a sport extra-curricular activity every week. |
|  | By the end of the next academic year Aaron will be able to set himself small achievable goals every week so that he can experience success every week and build his self-esteem. | * Support to help Aaron to engage with therapeutic provisions. * Support for Aaron to identify his strengths and areas of expertise. * Support to devise small step targets that build on his existing strengths. |
|  | By the end of Key Stage 5 Shane will be able to take part in a daily physical activity without protesting or opting out so that he can maintain and develop his balance and coordination skills and stay healthy. | * Daily opportunities to take part in a physical activity such as gym, Zumba, swimming, walking, yoga, gardening. * Regular opportunities to take part in work related activities such as Farm, Stover and Ponies. * Support from staff to encourage Shane to take part, persevere and develop his physical fitness, to include motor skills, coordination and balance. |
| **Employment (maps on to CL)** | | |
|  | **By the end of Key Stage 5**  **OR By the end of the year**  **OR By the end of the apprenticeship** | **The educational setting will provide;**  **OR *The Post 16 setting will provide Aaron with;***   * ***A bespoke package involving one to one support with trusted adults from Evolve/Adelong.*** |
|  | By the end of 6th form, Muhammed  will have completed meaningful  experience of work in 3 local businesses  so that he has an understanding of the  different types of job roles available in  the local community. | * Support to complete on line applications. * Support to develop his interview skills through role play and practice questions. |
|  | Alexwill be able to buy a bus ticket independently from  her home to the local town where she would like to get a job and/or volunteer. | * Supported travel training. * Support to find job vacancies and make applications. |
|  | Jay will identify and apply for a volunteering position  or weekend job in line with his skills and interests so that he can gain further work experience. | * Appropriate careers guidance and advice by a practitioner experienced at working with young people with SEND. |
|  | Jay will complete at least 75% of his coursework on time so that he can meet the grades that he needs to go to catering college. | * Support from a key adult every week to plan and organise his work schedule. * Weekly study skills sessions delivered in a small group. |
|  | Jay will complete a university application and his  EHC plan will be shared with the university with Jay’s consent, so that he feels confident about what will be available to support him. | * Support for Jay to complete his UCAS application and ensure that the learning support department are fully aware of his needs and what support will be offered. |
|  | Jay will complete his History and Computer Science A-levels and meet both of his target grades so that he can follow his aspiration to go to university. | * Weekly study skills intervention delivered in a small group. * At least termly tracking of Jay’s progress towards his target grades that will be shared with Jay. * Small achievable targets set at least termly. |
|  | Jay will have achieved accredited training providing him with a clear work/career pathway in line with his aspiration to be a carpenter. | * Adult support in all literacy based lessons. * Alternative methods to record his ideas such as bullet points, flow charts, mind maps etc. * Exam access arrangements. * Weekly study skills lessons delivered in a small group. |
|  | Jay will have an up to date CV and will have identified where he needs to make applications to follow his aspiration to become a carpenter. | * Regular careers guidance. * Adult support to complete a CV and update it when necessary. |
|  | Jay will have a weekend job so that he can develop his work experience skills and follow his aspiration to become a lifeguard. | * Support for Jay to complete online application forms and develop his interview skills using role play or social stories. |
|  | Jay will have secured a place on an apprenticeship so that he can follow his aspiration of becoming a carpenter. | * Support for Jay to complete on line application forms and develop his interview skills using mock interviews and practice questions. |
|  | Evan will be able read and write at an age appropriate level to so that he can achieve his functional skills target grade and increase his employability skills. | * Weekly support in functional English lessons. * Regular opportunities to learn via real life situations that are relevant and of high interest to Evan. * Assessment to determine if exam access arrangements may be appropriate (reader, scribe or 15% extra time). |
|  | Shane will be able to reliably read and understand short, simple texts that explain or recount information so that he can follow written instructions in the world of work and achieve his functional skills target grade. | * A highly differentiated and specialist curriculum adapted to the needs of children with a severe learning difficulty. He will need small group or individual support to increase his literacy skills. * Teaching in carefully graded small steps with frequent repetition and reinforcement and revisiting of concepts, where ideas are presented in a variety of different ways with opportunities to practice his learning in a variety of ways and situations, to achieve full mastery of each step. * A high level of direct intervention through practical and game activities and the use of the computer, linking learning tasks as far as possible to his own experiences. Adults will need to teach processes and skills that other children pick up from the environment and by watching others, through modelling, shaping and physical prompts as necessary. He will need focussed support to make links across different activities and different settings. |