

Cognition and Learning: PFA Outcomes and Provision

| | PFA Outcomes | | | |
|-----------------------|--|---|---|---|
| | Employability/Education | Independence | Community Participation | Health |
| EY (0-4 years) | <p>Child will engage in aspects of real-world/role play and show developing awareness of the tasks carried out by different professionals (doctor, nurse, firefighter, police officer).</p> <p>Child will show interest in activities and resources within the nursery environment and will engage in aspects of exploratory, functional and sensory play, demonstrating developing understanding of the world around them.</p> <p>Child will show developing imagination through substitution and representation of objects within play (using a cardboard tube to represent a phone, for example)</p> <p>Child will begin to make meaningful choices between objects and activities</p> <p>Child will show increased listening skills and task focus</p> | <p>Child will make choices between options offered at snack and mealtimes.</p> <p>Child will have an understanding of risk/safety within the home (hot pans, cooker top, boiling water etc.).</p> | <p>Child will show a developing understanding of friendships and interaction with others and will be able to name 'friends' within their nursery group.</p> | <p>Child will begin to recognise which foods and drinks are healthier and the importance of a healthy diet.</p> <p>Child will have an understanding of the importance of self-care routines to maintain good health (washing hands, cleaning teeth, having a bath etc.)</p> <p>Child will have a developing understanding that some substances are harmful to ingest or touch.</p> <p>Child will have an understanding of basic feelings and emotions</p> |
| | <p>Child will have reached expected outcomes in relation to EFYS ELG (40-60 months) upon transition from Early Years to Reception, with reference to Prime Areas of Learning: literacy skills, Mathematics, Understanding of the world and Expressive Art and Design http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc</p> | | | |
| Provision | <p>Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the Early Years Ranges Guidance: Cognition and Learning.</p> | | | |

Cognition and learning: PFA Outcomes and provision

| | PFA Outcomes | | | |
|------------------------------------|---|--|--|---|
| | Employability/Education | Independence | Community Participation | Health |
| Reception to Y2 (5-7 years) | <p>Child will have the listening skills and concentration to increase the amount of time they are able to maintain focus upon learning tasks</p> <p>Child will be developing early concepts of literacy and numeracy skills to enable them to lay the</p> | <p>Child will understand the concept of time and will develop the skills necessary to access digital and analogue clocks.</p> <p>Child will understand the</p> | <p>Child will have an understanding of the concept of friendships and will be applying this in their approach to shared play with peers.</p> | <p>Child will understand the concept of being healthy, including the benefits of exercise and making healthy food choices and will begin to apply this in the context</p> |

| | | | | |
|---------------------------------------|---|---|---|---|
| | <p>foundations of later learning.</p> <p>Child will have an awareness of 'growing up', and beginning to have some ideas of what they would 'like to be', when they are older.</p> | <p>concept of cooking and the contribution of ingredients to produce different foods.</p> | | <p>of mealtimes and attendance at clubs and sports activities.</p> <p>Child will understand the need for regular dental, vision and hearing checks to maintain good health.</p> |
| <p>Y3 to Y6 (8-11 years)</p> | <p>Child will understand and be able to talk about different careers and education options so that they are able to make choices about what they will do next.</p> <p>Child will begin to develop a profile of interests and aspirations in order to demonstrate individual strengths and skills.</p> | <p>Child will understand the concept of money, demonstrating awareness that different objects are of different monetary values and beginning to use money to pay for items such as snacks in school.</p> <p>Child will begin to understand concepts relation to travel and transport including paying for a ticket/pass, timetables, and road signs and will be aware of the role of these in facilitating independent travel.</p> <p>Child will understand the concept of recipes relating to preparation of food and will be able to follow these with adult support to make simple foods (cupcakes, sandwiches etc.)</p> | <p>Child will understand the importance of being safe within the local community, including online, and will begin to understand potential areas of risk, e.g. strangers, online hazards, bullying and ways to take steps to avoid these.</p> <p>Child will be familiar with the local area, including particular places, routes of travel to enable them to begin to understand where they are going and methods to get there.</p> | <p>Child will understand the purpose of vaccinations and will cooperate with these to ensure good medical health.</p> <p>Child will understand changes to their body associated with puberty and will be aware of self-care routines required to maintain good physical health.</p> <p>Child will understand minor health needs that they may have, asthma, eczema, difficulties with vision and/or hearing; they will understand the strategies and resources to manage these.</p> |
| <p>Y7 to Y11 (11-16 years)</p> | <p>Child will be able to understand information relating to course options (GCSE, NVQ, Entry level qualifications, vocational options etc.) including the requirements for access to a range of HE options to enable realistic and informed choices.</p> <p>Child will be able to think about subject option choices alongside longer term career goals and</p> | <p>Child will understand monetary value, how much money they have and how much money items cost, and will be able to make decisions in relation to what they spend their money on as a first step towards financial budgeting.</p> <p>Child will demonstrate skills</p> | <p>Child will understand risks associated with social media, online gaming and online communities and will be increasingly competent in understanding how to keep themselves safe.</p> <p>Child will understand social norms and conventions in</p> | <p>Child will understand information relating to sex education and sexual health in preparation for adulthood.</p> <p>Child will understand the role of the GP and the support available to them.</p> <p>Child will understand the</p> |

| | | | | |
|------------------|--|--|---|--|
| | <p>will be able to choose subjects and course options to enable next steps in their chosen direction.</p> <p>Child will begin to think about and plan work experience/part-time opportunities to enable them to understand workplace demands and requirements and to gain early experience in areas of interest for future employment.</p> <p>Child will continue to develop a profile of interests and achievements in order to demonstrate individual strengths and skills. This will be used in accordance with careers sessions and guidance.</p> <p>Child will understand supported employment options e.g. Access to Work.</p> | <p>in accessing local transport services, buying a ticket/pass, understanding bus times, using these systems of travel to access school, for example.</p> <p>Child will understand information relating to different food groups and meal planning and will be able to understand instructions within a recipe card/book to enable them to cook simple meals with support.</p> | <p>relation to a variety of friendships and relationships and will be able to use this knowledge to enable them to engage appropriately within a range social contexts.</p> <p>Child will understand options in relation to a range of leisure and social activities available and will be able to use this to make informed and positive choices about how they want to spend their free time.</p> <p>Child will show increased understanding of the wider picture and will build resistance to support emotional wellbeing.</p> | <p>risks associated with drugs and alcohol and will apply information learned to keep themselves safe.</p> <p>Child will have a more active role in understanding and managing more complex health needs to facilitate greater independence.</p> |
| Provision | Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the School Age Ranges Guidance: Cognition and Learning. | | | |

Cognition and Learning: Pfa Outcomes and Provision

| | Pfa Outcomes | | | |
|----------------|---|---|--|---|
| | Employability/Education | Independence | Community Participation | Health |
| Post 16 | <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 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</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</p> | <p>YP will have an understanding of 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 have an understanding of the importance of regular medical, dental and optical checks.</p> |

| | | | | |
|----------------|---|--|--|---|
| | <p>YP will have skills in CV writing and in applying for jobs or Higher Education.</p> | <p>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>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 social and emotional wellbeing and reduce vulnerability within the community.</p> | <p>YP will understand healthy choices, including healthy eating and benefits of exercise and will take steps to remain health and active.</p> |
| Post 19 | <p>YP will consolidate or complete learning, achieving outcomes to enable progression into employment/adult education or community learning. YP will understand processes and support in relation to job centre provision. YP will understand and access benefits where applicable.</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</p> | <p>YP will manage health appointments/interventions.</p> |

| | | | | |
|------------------|---|---|---|--|
| | | | social and emotional wellbeing and reduce vulnerability within the community. | |
| Provision | <p>An adapted curriculum/ workplace-based training programme to consider difficulties in relation to independent working and personal organisation. This may require learning 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.</p> <p>Provision of careers advice</p> <p>Access to assistive technology as required.</p> | <p>Specific programmes of teaching relating to finance, independent travel, time management, types of living arrangements, and provision of information to support the YP's understanding of these and ability to make positive choices.</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>Supported opportunities to access community-based activities and to make choices in relation to participation in activities available to them.</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</p> | <p>Support to understand their own healthcare requirements.</p> <p>Support to access and understand information with regard to healthy 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> |

| | | | | |
|--|--|--|--------------------|--|
| | | | make safe choices. | |
|--|--|--|--------------------|--|

Communication and Interaction: PfA Outcomes and Provision

| | PfA Outcomes | | | |
|-----------------------|---|--|---|--|
| | Employability/Education | Independence | Community Participation | Health |
| EY (0-4 years) | <p>Child will be able to follow direction within routines and comply with simple instructions.</p> <p>Child will show increased listening skills, attention and task focus</p> <p>Child will have the communication and interaction skills to facilitate joint play with peers.</p> <p>Child will have the language and communication skills to support real world/role play (doctor, nurse, builder, firefighter, policeman).</p> | <p>Child will have the communication and interaction skills required to request objects or help as required.</p> <p>Child will have the language and communication skills necessary to support their understanding and ability to make choices between options offered (indoor/outdoor play, snack time, meal time, activities to access within free play etc.).</p> | <p>Child will have the communication and interaction skills required to support the development of shared interaction, friendships and play with peers.</p> | <p>Child will be able to alert an adult at times when they are hurt or feeling unwell.</p> <p>Child will have the communication skills required skills to convey basic feelings to others to facilitate emotional well being</p> |
| | <p>Child will have reached expected outcomes in relation to EFYS ELG (40-60 months) upon transition from Early Years to Reception, with reference to Prime Areas of Learning for Communication and Interaction: Listening and Attention, Understanding and Speaking http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc</p> | | | |
| Provision | <p>Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the Early Years Ranges Guidance: Communication and Interaction.</p> | | | |

Communication and interaction: PfA Outcomes and Provision

| | PfA Outcomes | | | |
|------------------------------------|---|--|--|--|
| | Employability/Education | Independence | Community Participation | Health |
| Reception to Y2 (5-7 years) | <p>Child will have the communication and interaction skills required to meet with adults from a range of careers and obtain information, appropriate to the child's age and developmental level, in relation to different jobs to enable them to begin to think about what they may like to do in the future.</p> | <p>Child will have the communication and interaction skills required to enable them, with adult supervision support and modelling, to ask for things that they would like (ordering juice in a coffee shop, asking for a toy or food</p> | <p>Child will be able to interact and communicate appropriately with peers to enable participation in teams and games, after school clubs and weekend activities.</p> <p>Child will have the communication</p> | <p>Child will have the language, communication skills required to gain the attention of an adult at times when they feel unwell in order to access appropriate medical care as required.</p> <p>Child will have the language and</p> |

| | | | | |
|--------------------------------|--|--|---|--|
| | Child will engage with real world visits (fire stations, farms, etc.) and be able to communicate with adults present to obtain information relating to any questions they may have. | item at a shop counter etc.) | and interaction skills required to begin to develop friendships with peers. | communication skills required to enable them to articulate choices relating to diet and physical exercise. |
| Y3 to Y6 (8-11 years) | <p>Child will be able to articulate their ideas in relation to different career and education options and will have the communication skills required to ask questions to support them in moving towards making choices.</p> <p>Child will be able to engage with career related role models/sessions on different career paths from visitors in school to further increase their understanding of potential options/areas of interest.</p> | <p>Child will have the communication and interaction skills required to enable them to ask for things that they would like, to pay for things in a shop or school lunch hall, as step toward independent living.</p> <p>Child will have the communication skills required to facilitate the development of age-related independent living skills to include cookery, travel time, money, being able to ask questions and seek support/guidance where required.</p> | <p>Child will have the communication and interaction skills required to develop and maintain friendships with peers.</p> <p>Child will be able to interact and communicate appropriately with peers to enable participation in team games, youth and after-school clubs.</p> <p>Child will have the language and communication skills required to outline any issues relating to bullying or safety online to an adult.</p> | <p>Child will have the language and communication skills required to explain the issue to an adult at times when they are hurt or feel unwell in order to access appropriate medical care as required.</p> <p>Child will have the language and communication skills required to enable them to articulate choices relating to diet and physical exercise.</p> |
| Y7 to Y11 (11-16 years) | <p>Child will be able to engage with structured careers advisory sessions, communicating their thoughts and ideas relating to potential career choices and having the interaction skills to talk with adults to obtain additional information/guidance as required to enable them to make informed choices.</p> <p>Child will have the communication and interaction skills (written or verbal) required to facilitate the building of a personal/vocational profile within careers sessions, moving towards building a CV for application for further education/training or employment.</p> <p>Child will have the communication and interaction skills required to function within a workplace</p> | <p>Child will have the communication skills required to facilitate the development of age-related independent living skills to include cookery, travel time, money, being able to ask questions and seek support/guidance where required.</p> <p>Child will have the communication and interaction skills required to enable them to socialise with peers (unsupervised) within the community and to access activities within the local community in</p> | <p>Child will have the language, communication and interaction skills to develop and maintain friendships with peers and to integrate successfully into a range of social groupings and situations.</p> <p>Child will be able to interact appropriately via social media, online games and within the online community to maintain personal safety and lessen potential vulnerability.</p> | <p>Child will have the language and communication skills required to ask questions in order to obtain additional information relating to sex education managing more complex health needs, risks related to drugs and alcohol and support for mental health and wellbeing as required.</p> <p>Child will be able to communicate, with adult support/prompting, any health needs or concerns to a GP to obtain appropriate medical care or support as required.</p> |

| | | | | |
|------------------|---|------------------------------------|--|--|
| | environment, either with respect to work experience/voluntary work or part time employment to enable them to gain work related experience and explain areas of interest. | accordance with their preferences. | | |
| Provision | Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the School Age Ranges Guidance: Communication and Interaction, SLCN and ASD. | | | |

Communication and Interaction: PfA Outcomes and Provision

| | PfA Outcomes | | | |
|----------------|--|--|---|---|
| | Employability/Education | Independence | Community Participation | Health |
| Post 16 | <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 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</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 travel appropriate to individual circumstances.</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</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> |

| | | | | |
|------------------|--|---|--|--|
| | attributes within an interview situation. | | <p>projects/initiatives.</p> <p>YP will be able to communicate effectively with relevant agencies and /or emergency services as required.</p> | |
| Post 19 | YP will demonstrate appropriate communication and interaction skills necessary to successfully engage in paid work, voluntary work or higher education. | YP will have the communication and interaction skills to enable them to arrange independent/support ed living options as applicable. | <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 articulate health concerns/needs to relevant health professionals during appointments.</p> |
| 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,</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</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</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</p> |

| | | | |
|---|---|--|--|
| <p>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 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. 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>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 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 include assistive technology.</p> <p>Advice and guidance from SALT, HI</p> | <p>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 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. Access to electronic forms</p> | <p>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 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</p> |
|---|---|--|--|

| | | | | |
|--|--|--------------------------------|--|--------------------------------|
| | | team/ToD, VI team as required. | of communication (phone, text, email, social media), modified if necessary to assist accessibility. This may include assistive technology. Advice and guidance from SALT, HI team/ToD, VI team as required. | team/ToD, VI team as required. |
|--|--|--------------------------------|--|--------------------------------|

Social, Emotional and Mental Health: PfA Outcomes and Provision

| | PfA Outcomes | | | |
|-----------------------|---|---|---|--|
| | Employability/Education | Independence | Community Participation | Health |
| EY (0-4 years) | <p>Child will have the social and emotional skills and resilience required to be able to adapt to change and new environments.</p> <p>Child will be more able to regulate basic feelings; developing skills such as waiting to take a turn in an activity or when wanting to share news with an adult</p> | <p>Child will develop a growing awareness of independent living skills through real-world play (kitchens, DIY, cleaning).</p> <p>Child will be able to sit alongside peers to access meal times and snack times, developing the skills to pass out plates, cutlery and cups to their peers and to take a turn to serve themselves and others.</p> | <p>Child will have social skills necessary to facilitate shared play and interaction with peers, developing a growing awareness of friendships to support emotional wellbeing and self-esteem.</p> <p>Child will be able to recognise indicators of basic feelings in peers (happy and sad) and with support and modelling will respond accordingly at their developmental level (giving a hug to a peer who is crying for example)</p> <p>With prompting, child will begin to develop an awareness of basic social conventions in interaction with other, for example,</p> | <p>Child will attend necessary dental, medical and optical checks following parental direction and supervision.</p> <p>Child will cooperate with self-care and personal hygiene routines with prompting and adult support as required.</p> <p>Child will show awareness of basic feelings and will have the support and strategies required to promote resilience and emotional wellbeing.</p> |

| | | | | |
|------------------|---|--|---|--|
| | | | using please and thankyou when asking for or receiving things from others | |
| | Child will have reached expected outcomes in relation to EFYS ELG (40-60 months) upon transition from Early Years to Reception, with reference to Personal, Social and Emotional Prime Areas of learning: Making Relationships, Self Confidence and Self Awareness and Managing Feelings and Behaviour http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc | | | |
| Provision | Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the Early Years Ranges Guidance: Social, Emotional and Mental Health. | | | |

Social, Emotional and Mental Health: Pfa Outcomes and Provision

| | Pfa Outcomes | | | |
|------------------------------------|--|--|---|---|
| | Employability/Education | Independence | Community Participation | Health |
| Reception to Y2 (5-7 years) | Child will interact with peers and begin to form friendships to support emotional wellbeing. | Child will show awareness of independent living skills (cooking, cleaning, DIY) and will extend and develop these through real world play Child will be able to access the dining hall alongside peers, following social routines in relation to seating and turn taking, and will be able to make appropriate choices in relation to meals | Child will interact with peers and begin to form friendships with peers to support emotional wellbeing. Child will maintain positive emotional wellbeing through participation in team games, after-school clubs and weekend activities. Child will begin to identify bullying in relationships and will be able to seek adult support. | Child will attend necessary dental, medical and optical checks following parental direction and supervision. Child will cooperate with self-care and personal hygiene routines with prompting and adult support as required. Child will have the support and strategies required to promote resilience and emotional wellbeing. |
| Y3 to Y6 (8-11 years) | Child will interact with peers, making and maintaining friendships with others to support emotional wellbeing. Child will be aware of structures in place to support social and emotional wellbeing and will access these as required. Child will show awareness of different feelings and emotions and with support will identify and apply appropriate strategies to manage these. | Child will be able to maintain friendships with peers and access community based clubs/after school clubs to promote independence and emotional wellbeing. Child will have the social skills necessary to facilitate participation in sleepovers and residential trips. | Child will maintain friendships with peers to support emotional wellbeing and avoid isolation. Child will begin to identify bullying within relationships and will be able to identify support and strategies to manage this. Child will be able to manage social | Child will understand physical changes associated with the onset of puberty and will manage these appropriately, with support as required, maintaining social and emotional wellbeing. With support, child will access strategies to manage any emotional or mental health needs associated with their physical or mental health conditions/diagnoses. |

| | | | | |
|--------------------------------|---|---|---|--|
| | | Child will be able to manage their feelings and emotions, accessing support to apply strategies as appropriate. | and emotional responses to change. Child will be aware of strategies and precautions to remain safe online. | |
| Y7 to Y11 (11-16 years) | <p>Child will have acquired the necessary social skills in order to interact with employers, clients and peers within the workplace within the context of work experience, voluntary work or part-time employment.</p> <p>Child will be able to form friendships in the context of education or employment to facilitate emotional wellbeing.</p> <p>Child should be aware of structures in place to support social and emotional wellbeing and will access these as required.</p> <p>Child will show awareness of different feelings and emotions and, with support, will identify and apply appropriate strategies to manage these.</p> | <p>Child will have an awareness of boundaries and social conventions with respect to different relationships and social situations, including online.</p> <p>Child will begin to show awareness of potential abusive and exploitative behaviour in others and with support and guidance will be able to make safe choices.</p> <p>Young person will begin to make choices to include money, food, exercise, opportunities to socialise, form relationships with others, to support the development of confidence and emotional wellbeing.</p> | <p>Child will maintain friendships with peers to support emotional wellbeing and avoid isolation.</p> <p>Child will maintain positive emotional wellbeing through participation in community based activities and socialisation with peers within the community in accordance with their own personal choices.</p> <p>Child will have an awareness of boundaries and social conventions within a range of relationships and social contexts, including online.</p> <p>Child will show increased awareness of the bigger picture and will build resilience to support emotional wellbeing.</p> | <p>Child will have an understanding of sex education and the social and emotional implications of intimate relationships.</p> <p>The child will have strategies and resources to support them to maintain positive mental health and emotional wellbeing.</p> <p>The child will understand the social and emotional implications of spending too much time on electronic devices and will recognise the importance of sleep and 'down time' in supporting social and emotional health and wellbeing.</p> <p>Child will access strategies and support, as required, to manage any emotional or mental health needs associated with their physical or medical health conditions/diagnoses.</p> |
| Provision | Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the School Age Ranges Guidance: Social, Emotional and Mental Health Needs. | | | |

Social Emotional and Mental Health: PfA Outcomes and Provision

| | PfA Outcomes | | | |
|----------------|--|--|-------------------------------------|---|
| | Employability/Education | Independence | Community Participation | Health |
| Post 16 | YP will have acquired the necessary social skills to | YP will understand their right to make | YP will understand and manage their | YP will engage with self-care routines in |

| | | | | |
|----------------|--|--|---|--|
| | <p>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 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>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 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>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 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>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 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> |
| Post 19 | <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</p> | <p>YP will make positive choices in relation to their own living arrangements considering circumstances and possible options best suited to facilitate social</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</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>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>and emotional wellbeing.</p> | <p>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.</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> |
| 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 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>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 apply protocol relating to e-safety.</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>Links to organisations who</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</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>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>coping 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> |
|--|---|--|---|--|

Sensory, Physical and Medical: PfA Outcomes and Provision

| | PfA Outcomes | | | |
|------------------------------|--|--|--|--|
| | Employability/Education | Independence | Community Participation | Health |
| <p>EY (0-4 years)</p> | <p>Child will access the EY environment and activities in accordance with their physical capabilities, to support them to make progress towards early learning goals. N.B, for some children with complex medical/physical needs, alternative feeding plans will need to be considered following guidance from relevant professionals.</p> <p>Child will dress and undress with increasing independence in accordance with their physical/medical needs.</p> | <p>Child will be able to use the toilet independently in accordance with their physical/medical needs/diagnoses.</p> <p>Child will participate in mealtime routines using cutlery with increasing dexterity and independence to feed themselves appropriately. N.B for some children</p> | <p>Child will access community-based activities/clubs/groups in accordance with their physical/medical capabilities, to facilitate shared play and interaction and to support the development of friendships with peers.</p> <p>Child will access visits/day trips as appropriate.</p> | <p>Child will attend regular medical, optical and visual checks to support good health.</p> <p>Child will comply with self-care routines and medical routines to support good physical health.</p> <p>Child will engage in regular physical exercise to maintain good physical health and support the development of gross motor skills.</p> <p>Child will try a range of new foods offered to support the</p> |

| | | | | |
|------------------|--|--|--|---|
| | | | | development of a balanced and healthy diet. |
| | Child will have reached expected outcomes in relation to EFYS ELG (40-60 months) upon transition from Early Years to Reception, with reference to Prime Areas of Learning for Physical Development: Moving and Handling and Health and Self Care. http://www.primaryresources.co.uk/foundation/docs/devmatters_tracking_2012.doc | | | |
| Provision | Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the Early Years Ranges Guidance: Physical, Medical and Sensory Needs. | | | |

Sensory, Physical and Medical: PFA Outcomes and Provision

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

| | | | | |
|--------------------------------|--|---|--|--|
| | | and medical capabilities. | | |
| Y7 to Y11 (11-16 years) | <p>Child will be able to access work experience placements, voluntary work or part-time employment opportunities through adaptations and formats which consider physical, sensory and/or medical needs as appropriate to individual circumstances.</p> <p>Child will understand supported employment options e.g. Access to Work</p> <p>Child will be able to make smooth transitions to new settings to facilitate emotional wellbeing and support integration and inclusion.</p> | <p>Child will be able to move around the school or work-based environment as required.</p> <p>Child will demonstrate age-appropriate independent living skills to include cookery, access to local transport, money and time management in accordance with their physical and medical capabilities.</p> | <p>Child will be able to access transport options within their physical and medical capabilities to facilitate independence and community participation.</p> <p>Child will be able to access community-based groups/activities in accordance with their physical and medical capabilities.</p> | <p>Child will be more independent in managing more complex health needs in accordance with their physical and mental capabilities.</p> <p>Child will attend their annual health check with their GP if registered as having a learning disability.</p> |
| Provision | Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the School Age Ranges Guidance: Physical, Medical and Sensory Needs: HI, VI, Dual Sensory Needs, Physical and Medical Needs. | | | |

Physical, Medical and Sensory: PfA Outcomes and Provision

| | PfA Outcomes | | | |
|----------------|---|---|--|--|
| | Employability/Education | Independence | Community Participation | Health |
| Post 16 | <p>YP will be able to access and function within work-based environments in relation to apprenticeships, supported internships and traineeships in order to progress with future career choices.</p> <p>YP will be able to present their skills in written form (C.V) to help secure future</p> | <p>YP will have life skills necessary (cooking, cleaning, shopping etc.) to facilitate independent living in the context of individual circumstances.</p> <p>YP will engage with self-care routines in order to maintain appropriate levels</p> | <p>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.</p> <p>YP will be able to access appropriate transport in order to facilitate</p> | <p>YP will recognise the need for dental, medical and optical health and will take responsibility for making appointments as required.</p> <p>YP will take steps to remain physically active and healthy in the context of their</p> |

| | | | | |
|----------------|--|--|---|--|
| | <p>education and work-based options.</p> | <p>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>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>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> |
| Post 19 | <p>YP will be able to access and function within work-based environments in relation to voluntary work, community based projects and paid work in order to progress with future career choices.</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</p> | <p>YP will access living arrangements appropriate to individual circumstances (including residential arrangements for education), that are positive in promoting independence and wellbeing.</p> | <p>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.</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</p> | <p>YP will recognise the need for dental, medical and optical health and will 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</p> |

| | | | | |
|------------------|---|---|--|--|
| | pathways into employment post education. | | order to remain safe. | ensure physical health and optimum mobility in the context of their individual circumstances. YP will engage with self-care routines in order to maintain appropriate levels of personal hygiene in the context of their individual circumstances. |
| 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 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</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> <p>Training in the delivery of</p> |

| | | | | |
|--|--|--|--|--|
| | <p>voice output communication aids (VOCA) as appropriate.</p> <p>Adult support to facilitate alternative/adapted forms of communication as required.</p> | | | <p>emergency medications to appropriate professionals/care rs</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> |
|--|--|--|--|--|

