

14-19 Outcome Responses

Based on responses to the questions, When a pupil leaves school, what do we want them to be able to do? To have experienced?
To have developed? To be prepared for? To have had support from? To have access to?

	My Communication	My Thinking	My Well-being	My Body	My World
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and/or Sensory	
Pathway 1	<i>Multi-sensory English</i>	<i>Multi-sensory Maths, Science, Computing</i>	<i>Multi-sensory PSHE</i>	<i>Personalised opportunities linked to My Body vehicles Inc. EHCP outcomes</i>	<i>Experiences linked to termly theme</i>
Pathway 2	<i>Early Literacy</i>	<i>Early Maths, Science, Computing</i>	<i>Early PSHE</i>	<i>Early PE</i>	
Pathways 3 & 4	<i>Speaking and Listening Reading Writing Phonics</i>	<i>Maths Science Computing</i>	<i>PSHE RSE Citizenship Careers</i>	<i>Physical Education Swimming</i>	<i>Religious Education History Geography Art & Design Design & Technology Music</i>
Staff and Governor Responses	Expressing likes and dislikes. Expressing preferences and opinions To have developed an appropriate and functional means of communication which provides/gives maximum independence and self-expression. To communicate through whichever means they are able and in their preferred mode of communication.	To reach out and explore sensory items with increased independence. To control my environment with the activation of a switch. To demonstrate likes and dislikes. Know and understand 'now' and 'next' Use devices to support their choice making. Confident to use their skills and knowledge in different settings.	<u>Relationships</u> Build fulfilling relationships which encourage communication and interaction. To form and maintain safe, meaningful relationships (both friendships and romantic). To experience positive relationships. To develop positive relationships. Be prepared to meet new people when I leave school.	To have all my physical needs met daily to promote comfort and prevent pain. To increase young peoples' physical abilities, developing independence of movement and spatial awareness. Explore physical activities which I enjoy/make me happy. To stay physically active. To develop my fine and gross motor skills. To understand about healthy eating, healthy life styles and	To support me to have an understanding of the world, of people and places around me. To have a voice to say "This is me" and "I am proud of who I am". Be prepared for the real world, accessing things which make me happy. Make choices in the wider world which will make them happy. Have dreams and plans for the future and advocates to support these to become reality.

	<p>To communicate in a way which receives a positive response and interaction. Have the confidence to have a voice. Functional communication that allows student voice to be heard in the community. To have an established and consistent communication method, e.g ALD's, OoR, signs, symbols. To be able to tell an adult when something is wrong. Be able to ask for help. Be able to say No. Understand when to say No. Tell someone something is wrong. To be able to communicate in the wider community in various settings. To have confidence and to have a 'voice'. To have experienced friendships and socialised both within school and the wider community. To allow pupils to build fulfilling relationships that encourage communication and interaction. To have positive experiences when choosing to interact. To look forward to events. To understand universal signs which are found within community settings. (toilets, traffic signs, college). To place an order in a café. To communicate effectively with unfamiliar adults when they leave our school. Understand simple directions and be able to follow them.</p>	<p><i>To have opportunities to problem solve and implement skills into real life contexts. To develop my abilities and strengths.</i></p> <p><u>Thoughts (Thinking skills)</u> Understand their rights and responsibilities. Understand social situations. Understand there are options at Post 19. Know who the important people in their lives are. To develop empathy. <i>To have opportunities to explore early literacy, numeracy and understanding of the world skills in a fun and interesting way which allows our young people to build on encounters and interactions.</i></p> <p><u>Maths</u> To have the confidence to use and apply their skills and knowledge in different settings. To have the desire to continue to learn, want to investigate and find out new and different things. Use problem solving skills to find solutions. Solve problems and implement skills in real life contexts. Demonstrate resilience. To persevere. To understand the concepts of time. Money, to have an understanding of the options I can/can not afford.</p>	<p>To build new relationships with carers and/or staff in a setting when I leave school. To maintain friendships our young people make in school. To maintain/build new friendships.</p> <p><u>Social</u> Meet new people in the local community. Be socially appropriate with adults and peers. To enjoy interactions with friends and adults. Learn how to look after each other and empathise with each other, (being kind and caring). Know who to ask for support and help. To stay safe out in the community. Know how to keep themselves safe. (as potentially vulnerable) To have an awareness of safe, personal boundaries. To feel safe and tell someone when they don't feel safe. To engage in meaningful activities in my spare time. To have fun together.</p> <p><u>Social Awareness/ Safety</u> Able to ask for help. Know how to stay safe, spot dangers in their homes and community. Understand right and wrong. Be able to keep safe. Know who can help. To be as independent as possible.</p>	<p>therefore make informed choices. To know how to keep myself fit and healthy. To take part in physical exercise safely. Self- esteem to look after their bodies and diets. Know where leisure centres are and how to join community groups. Confident in using public transport to access facilities. Join a club to take part in activities I enjoy. To have developed confidence to try new activities.</p> <p>Understand how to keep my body clean, which products to use and how often. To understand and access regular health checks and appointments.</p> <p><u>Life Skills</u> <i>Be as independent as possible within own personal care.</i> To be able to dress and undress myself. To make a drink independently. Recognise the signs when I am not well. Cooking, cleaning, make a bed Understand how to keep my body clean, which products to use and how often to use them. Understand basic warning labels and about potentially dangerous/hazardous substances. E.g. cleaning materials.</p>	<p>Have access to a social life which makes me happy. Have access to my memories which make me happy. To develop my confidence. Be confident (have a go attitude). Have confidence in own abilities. Have the confidence to apply skills and knowledge to different situations and environments.</p> <p>Complete an activity independently. Problem solve in real life situations. To use my own initiative. To solve problems in real life situations, e.g. not having enough money to pay for something, lost bus pass, locating the toilets in a shopping centre.</p> <p>To have support to develop my career choices. Develop own interests and hobbies. Be aware of appropriate use of the internet.</p> <p>Encourage independence in everyday activities to provide vital skills for when I leave school.</p> <p>Need social care support to have things in place before a young person leaves school. Be as independent as possible when out in the community and wider world in everyday situations e.g, catching a bus, going to the cinema, shopping, social situations.</p> <p>To make choices in the wider world which will make them happy. Make meaningful life choices.</p>
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	<p><u>Communication/English</u> To recognise and write my own name. To have an understanding of a core vocabulary, e.g. I, you, more, finish, again, yes, no, stop, verbs, adjectives. To understand signs and symbols in the community. To complete forms, sign their name or produce a consistent mark to represent their name.</p>	<p>To use numbers in practical situations.</p> <p><u>Science</u> Be prepared for body changes. <i>Understand public and private places.</i></p> <p><u>Computing</u> Ability to use changing IT to communicate e.g. emojis, simple texts, use of mobiles. <i>Be able to locate information on the internet.</i> <i>To be able to apply their IT skills in different situations.</i> <i>To keep up to date with changing technology.</i> <i>Be positively involved with social media.</i> To use a mobile phone. To use an i pad. To stay safe when on line.</p>	<p><u>Wellbeing/Emotions & Mental Health</u> Be supported to understand my feelings in different social settings. To be able to regulate my emotions. Expressing needs and wants, wishes and feelings. Expressing thoughts and feelings. (feelings and emotions) Share own wishes and feelings for the future.</p> <p>Have an understanding of a range of emotions and be able to regulate these. To develop strategies for self-regulation of my emotional wellbeing. Develop coping strategies.</p> <p>To be aware of own emotions and mental health. Recognise the signs when I am not well. To express how I am feeling. To express my emotions in a socially acceptable way. Develop empathy towards others. To understand that it is ok to feel different and have different emotions. Be able to communicate illness, pain and discomfort. Be active, eat well and follow a healthy diet. Understands what makes me happy. Know who I am.</p>		<p>To experience a wide range of enrichment opportunities, these will help to inspire out students and promote communication. To express where I would like to carry out my work experience.</p>
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Parent /Carer Responses	<p>To communicate and interact confidently.</p> <p>To communicate using communication aids.</p> <p>To communicate with strangers effectively and express their needs and wants.</p> <p>To interact with family and friends.</p> <p>Express their likes and dislikes.</p> <p>Express their needs, feelings and wants.</p> <p>To process peoples responses.</p> <p>To know how to start a conversation.</p> <p>To be understood by people other than family and school staff.</p>	<p>To take part in lots of practical life skills, e.g. making a drink, shopping.</p> <p>Be able to transfer my skills.</p> <p>To learn life skills.</p> <p>To get my ideas heard.</p> <p>Take part in thinking and problem solving skills.</p> <p>Support me to be as independent as I possibly can be.</p> <p>To go out in the community.</p> <p>Every opportunity should be provided for the pupils to develop their learning, to make choices and to explore the world around them.</p> <p>To excel at something s/he really enjoys.</p> <p>To leave school and be part of something, e.g. local club</p> <p>To understand the world around him/her.</p> <p>The core curriculum is important but we would like staff to focus on skills which will</p>	<p>To be respected for who I am.</p> <p>Continue to be happy.</p> <p>Achieve full potential and be happy.</p> <p>To regulate my behaviour and my emotions.</p> <p>To understand his/her difficulties and learn strategies to help.</p> <p>To manage my emotions.</p> <p>To express emotions in a non physical/aggressive way.</p> <p>To regulate my temper and reduce frustration.</p> <p>To communicate if in pain.</p> <p>To tell people and my family if I am upset and what has upset me.</p> <p>Be aware of my feelings.</p> <p>To communicate my feelings to people around me.</p> <p>To interact with my peers.</p> <p>To interact in larger groups.</p> <p>To be a sociable person, not isolate himself from his peers or adults around him.</p>	<p>Keep safe and clean.</p> <p>To use the toilet.</p> <p>To toilet as independently as possible.</p> <p>To be encouraged to use the toilet instead of pads.</p> <p>Take care of my own personal care.</p> <p>To dress independently.</p> <p>To wash him or her self.</p> <p>To use cutlery appropriately.</p> <p>To use a knife and fork.</p> <p>To care for him/herself. E.g. make a sandwich, get a drink, getting dressed.</p> <p>To have tasted new foods.</p> <p>Although physical fitness is important, it is also important to recognise that children have different needs, likes and dislikes. It is important to incorporate healthy life style choices into everyday school life.</p> <p>To be active and be able to do everything I can do and do whatever I put my mind to.</p>	<p>Achieve my full potential and be happy.</p> <p>Be happy.</p> <p>Have fun and enjoy their time at school.</p> <p>To communicate what isn't appropriate to safeguard him/herself.</p> <p>Be confident.</p> <p>Be as independent as possible, to care for myself as much as possible</p> <p>Independently carry out life skills.</p> <p>To have fun and enjoy my time at school.</p> <p>To be able to sign their name on documents e.g. banking, legal/financial.</p> <p>To voice an opinion.</p> <p>To cook a simple meal, make a drink, get themselves washed, dressed and ready to go out.</p> <p>Go shopping for ingredients for a meal they have chosen.</p> <p>Be able to choose where they would like to do work experience.</p> <p>To experience time away from my family, e.g. residential trips,</p>

		benefit our young people in life after school.	<p>To experience and enjoy motivating, engaging activities which have stimulated him to take part.</p> <p>To develop coping strategies which will reduce the frequency of challenging behaviour.</p> <p>I would like my child to be in the best possible place in terms of mind and health.</p> <p>To know how to manage emotions such as sadness and anger.</p> <p>Build resilience.</p> <p>Understand 'private time'.</p> <p>Understand personal boundaries, what is and what isn't acceptable.</p> <p>To communicate anything that is not acceptable in order to safeguard herself.</p>	<p>To be exposed to a variety of different physical activities that will both motivate and improve his physical fitness.</p> <p>To cope with sensory issues.</p>	excursions, respite which will help me develop as a person away from familiar people.
Connexions Wider Community	<p>The communication system a young person is using (verbal, signing, symbols, communication aid etc) needs to be continued post transition.</p> <p>Having their voice heard and young people being involved in the EHCP reviews as far as possible, making choices a decisions.</p> <p>Develop a shared vision of a young person's goals, aspirations and plans with parents and the young person.</p> <p>To provide opportunities for young people to communicate in the community in a way that suits them.</p>	<p>For students to continue to learn and develop with good access to language and communication systems.</p> <p>To have experienced work based learning, work experience and had contacts with employers, colleges, community and social activities.</p> <p>Access to a qualification with a meaningful outcome.</p> <p>To have Outcomes in their EHCP's and their learning plans that lead towards key life and independence skills.</p>	<p>For students to feel safe, secure and happy during transition and in their new learning environment.</p> <p>To have access to specialist behaviour support and/or advice from adult services at Ridge Hill.</p> <p>That young people have experienced healthy SRE that meets their needs.</p> <p>That young people have specific learning about relationships and risks when they move into more adult settings such as college and social care provision.</p>	To give young people access to adult services and to ensure these continue into adulthood.	<p>To express needs, choices, ideas and humour.</p> <p>To develop relationships with employers, leading to work experience placements. This may offer potential for progression to Supported Internships.</p> <p>To develop a Vocational Profile, capturing work goal skills and interests.</p> <p>To include in EHCP planning and reviews, specific planning for independence skills, health transition and community activities alongside Education.</p> <p>To provide access and help for young people and parents to transition from Children's to Adult services.</p> <p>To ensure that assessments for all health needs of young people needed for transition are organised and planned well in advance.</p>