<b>14-19 Outcome Responses</b> 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	Multi-sensory English	Multi-sensory Maths, Science, Computing	Multi-sensory PSHE	Personalised opportunities linked to My Body vehicles Inc. EHCP outcomes	Experiences linked to termly	
Pathway 2	Early Literacy	Early Maths, Science, Computing	Early PSHE	Early PE	theme	
Pathways 3 & 4	Speaking and Listening Reading Writing Phonics	Maths Science Computing	PSHE RSE Citizenship Careers	Physical Education Swimming	Religious Education History Geography Art & Design Design & Technology Music	
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.	RelationshipsBuild fulfilling relationshipswhich encouragecommunication andinteraction.To form and maintain safe,meaningful relationships (bothfriendships and romantic).To experience positiverelationships.To develop positiverelationships.Be prepared to meet newpeople 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.	

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	To communicate in a way which	To have opportunities to	To build new relationships	therefore make informed	Have access to a social life which
	receives a positive response and	problem solve and implement	with carers and/or staff in a	choices.	makes me happy.
	interaction.	skills into real life contexts.	setting when I leave school.	To know how to keep myself fit	Have access to my memories which
	Have the confidence to have a	To develop my abilities and	To maintain friendships our	and healthy.	make me happy.
	voice.	strengths.	young people make in school.	To take part in physical exercise	To develop my confidence.
	Functional communication that		To maintain/build new	safely.	Be confident (have a go attitude).
	allows student voice to be heard		friendships.	Self- esteem to look after their	Have confidence in own abilities.
	in the community.	<u>Thoughts (Thinking skills)</u>		bodies and diets.	Have the confidence to apply skills
	To have an established and	Understand their rights and	<u>Social</u>	Know where leisure centres are	and knowledge to different situations
	consistent communication	responsibilities.	Meet new people in the local	and how to join community	and environments.
	method, e.g ALD's, OoR, signs,	Understand social situations.	community.	groups.	
	symbols.	Understand there are options at	Be socially appropriate with	Confident in using public	Complete an activity independently.
	To be able to tell an adult when	Post 19.	adults and peers.	transport to access facilities.	Problem solve in real life situations.
	something is wrong.	Know who the important people	To enjoy interactions with	Join a club to take part in	To use my own initiative.
	Be able to ask for help.	in their lives are.	friends and adults.	activities I enjoy.	To solve problems in real life
	Be able to say No.	To develop empathy.	Learn how to look after each	To have developed confidence to	situations, e.g. not having enough
	Understand when to say No.	To have opportunities to explore	other and empathise with each	try new activities.	money to pay for something, lost bus
	Tell someone something is	early literacy, numeracy and	other, (being kind and caring).		pass, locating the toilets in a
	wrong.	understanding of the world skills	Know who to ask for support		shopping centre.
	To be able to communicate in the	in a fun and interesting way	and help.	Understand how to keep my	
	wider community in various	which allows our young people	To stay safe out in the	body clean, which products to	To have support to develop my
	, settings.	to build on encounters and	community.	use and how often.	career choices.
	To have confidence and to have a	interactions.	Know how to keep themselves	To understand and access regular	Develop own interests and hobbies.
	'voice'.		safe. (as potentially	health checks and appointments.	Be aware of appropriate use of the
	To have experienced friendships		vulnerable)		internet.
	and socialised both within school	Maths	To have an awareness of safe,		
	and the wider community.	To have the confidence to use	personal boundaries.	Life Skills	Encourage independence in everyday
	To allow pupils to build fulfilling	and apply their skills and	To feel safe and tell someone	Be as independent as possible	activities to provide vital skills for
	relationships that encourage	knowledge in different settings.	when they don't feel safe.	within own personal care.	when I leave school.
	communication and interaction.	To have the desire to continue	To engage in meaningful	To be able to dress and undress	when heave school.
	To have positive experiences	to learn, want to investigate and	activities in my spare time.	myself.	Need social care support to have
	when choosing to interact.	find out new and different	To have fun together.	To make a drink independently.	things in place before a young person
	To look forward to events.	things.	To have full together.	Recognise the signs when I am	leaves school.
	To understand universal signs	Use problem solving skills to	Social Awareness/ Safety	not well.	Be as independent as possible when
	which are found within	find solutions.	Able to ask for help.	Cooking, cleaning, make a bed	
					out in the community and wider
	community settings. (toilets,	Solve problems and implement skills in real life contexts.	Know how to stay safe, spot dangers in their homes and	Understand how to keep my body clean, which products to	world in everyday situations e.g,
	traffic signs, college).		-		catching a bus, going to the cinema,
	To place an order in a café.	Demonstrate resilience.	community.	use and how often to use them.	shopping, social situations.
	To communicate effectively with	To persevere.	Understand right and wrong.	Understand basic warning labels	
	unfamiliar adults when they	To understand the concepts of	Be able to keep safe. Know	and about potentially	To make the track of the state of the
	leave our school.	time.	who can help.	dangerous/hazardous	To make choices in the wider world
	Understand simple directions and	Money, to have an	To be as independent as	substances. E.g. cleaning	which will make them happy.
	be able to follow them.	understanding of the options I	possible.	materials.	Make meaningful life choices.
		can/can not afford.			

Communication/Exaplish   To use numbers in practical   Wellbeing/Contoins&Mental Bath Be supported to understand mark.   To use numbers in practical   To experience a wide range of enrichment opportunities, these to discretized public and private places.   To experience a wide range of enrichment opportunities, these help to inspire out students and promote communication.     To complete forms, sign their mark to represent their name.   Communicate e.g. emolis, simple tests, use of mobiles.   Expressing needs and wants, wishes and feelings.   To experience a wide range of enrichment opportunities, these understand signs, and symbots in the communicy.   To complete forms, sign their mark to represent their name.   Computing Ability to use changing IT to the internet.   Expressing needs and wants, wishes and feelings.   To repressive here in vold like to carry out my work experience.     Robitity to use on woile be to locate information on the internet.   To be able to apply their IT skills in different situations.   To regulate these.   To develop strategies for self- regulation of the able to regulate these.     To use an upact   To use an i pad.   To te press where I would with social media.   To express where I would with social media.   Develop coping strategies.     To use an i pad.   To express how I a minor wells.   To express how I a minor wells.   To express how I a minor wells.     To well wells of the signs when I am not well.   To express how I am not wells.   To express how I am not wells.   To express	<del>_</del> _	<b>a b b b b b b b b b b</b>			
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different emotions.					
				different emotions.	
Be able to communicate					
illness, pain and discomfort.				illness, pain and discomfort.	
Be active, eat well and follow a					
healthy diet.				healthy diet.	
Understands what makes me				Understands what makes me	
happy.				happy.	
Know who I am.				Know who I am.	

			To recognise and value		
			oneself.		
			Develop own style, find one's		
			interests.		
			To share with others.		
			Be prepared for change when I		
			leave school.		
			Have had support from		
			relevant agencies or advocate.		
			Be able to select what I want		
			to do and what I don't want to		
			do.		
			Do things I enjoy which help		
			me relax.		
			Have opportunities to develop		
			emotional resilience in an ever		
	To communicate and interact	To take part in late of are still	changing world.	Keen sets and else a	Achieve my full potential and he
	To communicate and interact	To take part in lots of practical	To be respected for who I am.	Keep safe and clean.	Achieve my full potential and be
	confidently.	life skills, e.g. making a drink,	Continue to be happy.	To use the toilet.	happy.
Parent /Carer	To communicate using	shopping.	Achieve full potential and be	To toilet as independently as	Be happy.
Responses	communication aids.	Be able to transfer my skills.	happy.	possible.	Have fun and enjoy their time at
Responses	To communicate with strangers	To learn life skills.	To regulate my behaviour and	To be encouraged to use the	school.
	effectively and express their	To get my ideas heard.	my emotions.	toilet instead of pads.	To communicate what isn't
	needs and wants.	Take part in thinking and	To understand his/her	Take care of my own personal	appropriate to safeguard
	To interact with family and	problem solving skills.	difficulties and learn strategies	care.	him/herself.
	friends.	Support me to be as	to help.	To dress independently.	Be confident.
	Express their likes and dislikes.	independent as I possibly can	To manage my emotions.	To wash him or her self.	Be as independent as possible, to
	Express their needs, feelings and	be.	To express emotions in a non	To use cutlery appropriately. To use a knife and fork.	care for myself as much as possible
	wants. To process peoples responses.	To go out in the community. Every opportunity should be	physical/aggressive way. To regulate my temper and	To care for him/herself. E.g. make	Independently carry out life skills. To have fun and enjoy my time at
			reduce frustration.		
	To know how to start a conversation.	provided for the pupils to develop their learning, to make		a sandwich, get a drink, getting dressed.	school. To be able to sign their name on
	To be understood by people	choices and to explore the	To communicate if in pain. To tell people and my family if	To have tasted new foods.	documents e.g. banking,
	<i>.</i>	world around them.		To have tasted new loous.	legal/financial.
	other than family and school staff.	world around them.	I am upset and what has upset	Although physical fitness is	To voice an opinion.
	stall.	To excel at something s/he	me. Be aware of my feelings.	important, it is also important to	To cook a simple meal, make a drink,
		really enjoys.	To communicate my feelings	recognise that children have	get themselves washed, dressed and
		To leave school and be part of	to people around me.	different needs, likes and dislikes.	ready to go out.
		something, e.g. local club	To interact with my peers.	It is important to incorporate	Go shopping for ingredients for a
		To understand the world	To interact in larger groups.	healthy life style choices into	meal they have chosen.
		around him/her.	To be a sociable person, not	everyday school life.	Be able to choose where they would
		The core curriculum is	isolate himself from his peers	To be active and be able to do	like to do work experience.
		important but we would like	or adults around him.	everything I can do and do	To experience time away from my
		-			
		staff to focus on skills which will		whatever I put my mind to.	family, e.g. residential trips,

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