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**Newcastle SEND Descriptors of Need**

**4.4 Guidance for Young People who are Deaf 16-25 years**



Version 1 February 2023

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| **Descriptors of Need Overview** | |
| **Range 1** | * This is likely to include young people with a mild or unilateral loss which may be temporary/fluctuating conductive or permanent sensorineural but who can manage well with reasonable adjustments and are subsequently not aided. * May have Auditory Neuropathy Spectrum Disorder or Auditory Processing Disorder * Local authority assessment carried out as a result of suspected hearing loss * Annual/bi-annual support /advice offered if the Service is informed about the young person |
| **Range 2** | * Bilateral mild permanent/temporary hearing loss * Permanent unilateral hearing loss * May have Auditory Neuropathy Spectrum Disorder and are referred to SEND Sensory Service and /or auditory processing disorder for which they use additional equipment? * Hearing aids will be issued from Audiology * May have difficulty accessing spoken language in Post 16 which may in turn affect, access, and inclusion * May experience listening fatigue and become more tired * May have difficulty with listening, attention, concentration, speech, language, and class participation |
| **Range 3** | * Bilateral moderate conductive or sensorineural hearing loss * May have Auditory Neuropathy Spectrum Disorder * Will have hearing aids * May have a radio aid/sound field/babble guard system * May have delayed speech language skills, associated with diagnosed hearing level * May have difficulty accessing spoken language in Post 16 which may in turn affect, access and inclusion * May experience listening fatigue and become more tired |
| **Range 4** | * Bilateral moderate or severe permanent hearing loss * May have Auditory Neuropathy Spectrum Disorder. * May have additional language delay associated with diagnosed hearing level * Will have hearing aids and /or cochlear implant. * Likely to have a radio aid/sound field system/babble guard system * Likely to have difficulty accessing spoken language and therefore the curriculum * May experience listening fatigue and become more tired * May have difficulties with attention, concentration, confidence, and class participation * May have communication needs related to their hearing loss which require communication support in line with Total Communication policy |
| **Range 5** | * Bilateral moderate/severe or severe/profound permanent hearing loss * May have Auditory Neuropathy Spectrum Disorder * Will (Should this be ‘likely to’?) have hearing aids or cochlear implant * Likely to have a radio aid/soundfield system/babble guard system * May have additional language delay associated with diagnosed hearing level * Speech clarity may be affected- Specialist SaLT input required. * Likely to have difficulties with attention, concentration, confidence, and class participation * May have significant difficulty accessing spoken language * May experience listening fatigue and become more tired |
| **Range 6** | * Bilateral severe/profound permanent hearing loss * May have Auditory Neuropathy Spectrum Disorder * British Sign Language (BSL) or Sign Supported English (SSE) may be needed for effective communication * Will have hearing aids or cochlear implants * Will have a radio aid/soundfield system/babble guard system * Likely to have significant language delay associated with diagnosed hearing level * If BSL first lang user and BSL is well established- then communication support will be needed but may not be evidence of language delay. May need access to ARP for deaf peer support. * May have a significant language delay and communication difficulties which may prevent the development of age appropriate social and emotional health * May have significant difficulty accessing spoken language and therefore the curriculum without specialist intervention and support * Speech clarity may be significantly affected, Specialist Speech and Language Therapy Services may be involved * May have significant difficulties with attention, concentration, confidence, and class participation * May experience listening and processing fatigue |
| **Range 7** | * Bilateral severe/profound permanent hearing loss * May have Auditory Neuropathy Spectrum Disorder * BSL or SSE may be needed for effective communication * Will have hearing aids/cochlear implants * Will have a radio aid/soundfield/babble guard system * Will have significant language difficulties associated with diagnosed hearing level- unless BSL first language user with no language deprivation * May have a significant language delay and communication difficulties which may prevent the development of age appropriate social and emotional health * Will have significant difficulty accessing spoken language and therefore the curriculum without specialist intervention and support * Speech clarity will be affected, specialist SaLT involvement * May have significant difficulty with attention, concentration, confidence, and class participation (Deaf children do not all have difficulty with attention, difficulty accessing the information in spoken language due to hearing loss). * May experience listening and processing fatigue * Will have additional difficulties and learning needs not associated with hearing loss |

**Descriptors of need for Children and Young People who are Hearing Impaired**

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| **Range 1**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Unilateral/bilateral near normal/mild hearing loss who can manage well with reasonable adjustments and are subsequently not aided * May have Auditory Processing Disorder * Local authority assessment carried out * Annual/bi-annual support /advice offered if the Service is informed about the YP | * Quality First Teaching includes planned adjustments * Part of mainstream assessments * Curriculum plan must reflect levels of achievement and include individually focused support plan as required   **LA**   * Functional listening assessments may be used to assess access to spoken language * May receive assessment and advice from a qualified Teacher of the Deaf as determined by eligibility criteria * Student profile to provider and family | * Mainstream class * Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation * Hearing friendly strategies should be evident in the Post 16 e.g., seating position, lighting etc. * Accessibility planning should involve consideration of acoustic and sound properties in Post 16 . | * Equal access to curriculum and extra curricular activities | * Use of Newcastle Mainstream Guidance * Main provision by class/subject teacher * Advice from SEND Sensory Service |

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| **Range 2**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Bilateral mild permanent/temporary hearing loss * Permanent unilateral hearing loss * May have Auditory Neuropathy Spectrum Disorder. * May have auditory processing disorder for which they use additional equipment. * Hearing aids will be issued from Audiology * May have difficulty accessing spoken language in Post 16 which may in turn affect, access, and inclusion * May experience listening fatigue and become more tired * May have difficulty with listening, attention, concentration, speech, language, and class participation | As range 1 plus   * Referrals to Speech and Language and Language and Learning if appropriate.   **LA**   * Assessment, monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility framework * Functional listening assessments may be used to assess access to spoken language * Teacher of the Deaf will monitor hearing aid management * Student profile to provider and family | * Mainstream class. * Hearing friendly strategies should be evident in the Post 16 setting e.g., seating position, lighting etc. * Accessibility planning should involve consideration of acoustic and sound properties in Post 16 . * Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation * Use of visual resources to support learning   **LA**   * Training provided by Teacher of the Deaf could include: * Deaf Awareness * Checking of hearing aids * Ongoing monitoring and assessment of effective working of hearing technology/amplification equipment | * Equal access to curriculum and extra curricular activities   **LA**   * Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity and personal understanding of deafness PUD | * Main provision by class/subject teacher * Staff should attend Deaf awareness training * Key contact identified in Post 16 to support with audiological equipment management   **LA**   * Advice and support from SEND Sensory Service |

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| **Range 3**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Bilateral moderate conductive or sensorineural hearing loss * May have Auditory Neuropathy Spectrum Disorder * Will have hearing aids * May have a radio aid/sound field/babble guard system * May have delayed speech language skills, associated with hearing loss * May have difficulty accessing spoken language in Post 16 which may in turn affect, access and inclusion * May experience listening fatigue and become more tired | **Assessment**   * Part of Post 16 and class assessments * Referrals to Speech and Language and Language and Learning if appropriate. * Curriculum plan must reflect levels of achievement and include individual support plan/advice from ToD   **LA**   * Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility framework * Functional listening assessments may be used to assess access to spoken language * Teacher of the Deaf will monitor hearing aid management * CYP should be assessed for assistive listening technology (radio aid/sound field system). Teacher of the Deaf will monitor and set hearing aid/radio aid management targets. * Student Profile sent to provider and families | * Mainstream class * Hearing friendly strategies should be evident in the Post 16 e.g., seating position, lighting etc. * Accessibility planning should involve consideration of acoustic and sound properties in Post 16 * Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation * Use of visual resources to support learning * Opportunities for 1:1 and small group work as required   **LA**   * Training provided by Teacher of the Deaf could include: * Deaf Awareness * Checking of hearing aids * Use of Assistive Technology * Ongoing monitoring and assessment of effective working of hearing technology/amplification equipment | * Equal access to curriculum and extra curricular activities * Resources and outcomes adapted to meet young person’s individual learning needs and as set out in SEND support plan or following advice from ToD. * Opportunities for explanation, clarification and reinforcement of lesson content and language * Specific interventions to follow advice from other agencies i.e., SaLT/ DLD team * Weekly tutorial   **LA**   * May be referred to and have access to specialist speech and language therapy/health services * Direct Teaching/ Intervention by the Teacher of the Deaf to support vocabulary development and listening and discrimination skills * Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity and personal understanding of deafness PUD | * Main provision by class/subject teacher * Speech testing and other specialist tools must be used to assess access to spoken language carried out by a qualified Teacher of the Deaf * All Post 16 staff should undergo Deaf Awareness Training as provided by SEND Sensory Service |

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| **Range 4**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Bilateral moderate or severe permanent hearing loss * May have Auditory Neuropathy Spectrum Disorder * May have additional language delay associated with hearing loss * Will have hearing aids/ cochlear implant * Likely to have a radio aid/soundfield system * May experience listening fatigue and become more tired * Likely to have difficulty accessing spoken language and therefore the curriculum * May have difficulties with attention, concentration, confidence, and class participation * May have communication needs related to their hearing loss which require communication support in line with Total Communication policy (BSL/SSE) | **Assessment**   * Part of Post 16 and class assessments * Must have modifications to the presentation of assessments     **Planning**   * Curriculum plan reflects levels of achievement and must include individually focused support plan     **LA**   * Functional listening assessments must be used to assess access to spoken language * Assessment, monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria * The Post 16 will make a referral for Assessment of SEND and write advice * Teacher of the Deaf will monitor and set hearing aid/radio aid management targets | * Mainstream class * Hearing friendly strategies should be evident in the Post 16 setting e.g., seating position, lighting etc. * Accessibility planning should involve consideration of acoustic and sound properties in Post 16 * Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation * Must have regular opportunities for 1:1 and small group work based on identified need   **LA**   * Should have systematic application of speech and language and communication assessment tools for deaf young people as per service delivery * Ongoing monitoring and assessment of effective working of hearing technology/amplification equipment * Training provided by Teacher of the Deaf could include: * Deaf Awareness * Checking of hearing aids * Use of Assistive Technology | * Equal access to learning and social life at Post 16 * Resources and outcomes adapted to meet young person’s individual learning needs and as set out in SEND support plan or following advice from Tod.  * Opportunities for explanation, clarification and reinforcement of lesson content and language * Specific interventions to follow advice from other agencies i.e., SaLT/ DLD team * Weekly tutorial   **LA**   * May be referred to and have access to specialist speech and language therapy/health services * Direct Teaching/ Intervention by the Teacher of the Deaf to support vocabulary development and listening and discrimination skills * Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity and personal understanding of deafness PUD * Teacher of the Deaf may set curriculum targets to support young person’s achievement | * Main provision by class/subject teacher with advice from Teacher of the Deaf * Post 16 support staff will carry out 1:1/small group interventions in a quiet room as advised by a teacher of the deaf * Post 16 staff should undergo Deaf Awareness Training delivered by the SEND Sensory Service |
| **Additional adult support 1:1 and small group work for:**   * work on significantly modified curriculum tasks * support language development and adapt language used in the classroom to an accessible level * provide targeted individual support * encourage independence * create opportunities for peer-to-peer interaction * monitor the progress of the young person using highly structured methods * work on programs advised by a Teacher of the Deaf and/or Speech and Language Therapist * pre-teach new language * explain, clarify and reinforce lesson content * implement advice from the QToD in the classroom * regular checking of auditory equipment: hearing aids, radio aid | | | | |

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| **Range 5**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Bilateral moderate/severe or severe/profound permanent hearing loss * May have Auditory Neuropathy Spectrum Disorder * Will have hearing aids or cochlear implant * British Sign Language (BSL) or Sign Supported English (SSE) may be needed for effective communication * Likely to have a radio aid/soundfield system/babble guard * May have additional language delay associated with hearing loss * Speech clarity may be affected * Likely to have difficulties with attention, concentration, confidence, and class participation * May have significant difficulty accessing spoken language | **Assessment**:   * Must be part of Post 16 and class assessments * Must have modification to the presentation of assessments   **Planning**:   * Curriculum plan must closely track levels of achievement and all support plan targets are individualised, short term and specific incorporating advice from the Teacher of the Deaf   **LA**   * Functional listening assessments must be used to assess access to spoken language * Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria * Teacher of the Deaf will monitor and set hearing aid/radio aid management targets * SEND support reviews to be held | * Mainstream class * Hearing friendly strategies should be evident in the Post 16 setting e.g., seating position, lighting etc. * Accessibility planning should involve consideration of acoustic and sound properties in Post 16 setting * Reasonable adjustments must be in place to support young person’s individual learning and access to the curriculum/life in Post 16 setting * Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation * Mainstream class with flexible grouping arrangements * Ongoing opportunities for 1:1 support focused on specific support plan targets * -frequent opportunities for small group work based on identified need   **LA**   * Should have systematic application of speech and language and communication assessment tools for deaf young people * Training provided by Teacher of the Deaf could include:   + Deaf Awareness   + Checking of hearing aids   + Use of Assistive Technology * Ongoing monitoring and assessment of effective working of hearing technology/amplification equipment | * Equal access to learning and social life at Post 16 setting * Resources and outcomes adapted to meet young person’s individual learning needs and as set out in SEND support plan or following advice from Tod. * Opportunities for explanation, clarification and reinforcement of lesson content and language * Specific interventions to follow advice from other agencies i.e., SaLT/ DLD team * Weekly tutorial   **LA**   * May be referred to and have access to specialist speech and language therapy/health services * Direct Teaching/ Intervention by the Teacher of the Deaf to support vocabulary development and listening and discrimination skills * Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity and personal understanding of deafness PUD * Teacher of the Deaf may set curriculum targets to support young person’s achievement | * Main provision by class/subject teacher with advice from Teacher of the Deaf * Post 16 setting support staff who have appropriate training in working with deaf young people, will work with them to:   + reinforce lessons   + support language and communication knowledge and development * Access to a quiet room for small group and 1:1 session * Post 16 setting staff should undergo Deaf Awareness Training delivered by the SEND Sensory Service |
| **Under the direction of the teacher and Teacher of the Deaf, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes and:**   * modified curriculum tasks to allow access as advised by a Teacher of the Deaf * regular opportunities for 1:1 and small group work for specific identified parts of curriculum: * explanation, clarification and reinforcement of lesson content and language * pre-teach new language * specific interventions for speaking, listening and teaching of phonics * teaching strategies to assist the development of independent learning, * work on targets as advised by a Teacher of the Deaf * to develop social skills * modification to the presentation of assessments * create frequent opportunities for structured peer to peer interaction * adult support to facilitate the development of independence and class participation * monitor the progress of the young person using structured methods * young people are taught strategies and provided with resources to assist with the development of independent learning * daily/regular checking of hearing aids and other technology * advice from Teacher of the Deaf is implemented in the classroom | | | | |

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| **Range 6**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Bilateral severe/profound permanent hearing loss * May have Auditory Neuropathy Spectrum Disorder * British Sign Language (BSL) or Sign Supported English (SSE) may be needed for effective communication * Will have hearing aids or cochlear implants * Will have a radio aid/soundfield system/babble guard * Likely to have significant language delay associated with hearing loss * May have a significant language delay and communication difficulties which may prevent the development of appropriate social and emotional health * May have significant difficulty accessing spoken language and therefore the curriculum without specialist intervention * Speech clarity may be significantly affected, and Speech and Language Therapy Services may be involved * May have significant difficulties with attention, concentration, confidence and class participation | **Assessment**:   * Mainstream assessments carried out as required/as set out in SEND reports/advice * Modification arrangements in place for assessments and examinations   **Planning**:   * Curriculum plan must closely track levels of achievement and all support plan targets are individualised, short term and specific   **LA**   * Functional listening assessments must be used to assess access to spoken language * Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria * Regular SEND reviews * Functional Listening Assessment | * Mainstream class * Hearing friendly strategies should be evident in the Post 16 setting e.g., seating position, lighting etc. * Accessibility planning should involve consideration of acoustic and sound properties in Post 16 setting * Reasonable adjustments must be in place to support individual students’ learning and access to the curriculum/life in Post 16 * Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation * Mainstream class with flexible grouping arrangements   + Ongoing opportunities for 1:1 support focused on specific support plan targets   + frequent opportunities for small group work based on identified need   **LA**   * Should have systematic application of speech and language and communication assessment tools for deaf young people * Ongoing monitoring and assessment of effective working of hearing technology/amplification equipment * Training provided by Teacher of the Deaf could include: * Deaf Awareness * Checking of hearing aids * Use of Assistive Technology | * Equal access to learning and social life at Post 16 * Resources and outcomes adapted to meet young person’s individual learning needs and as set out in SEND support plan or following advice from Tod. * Opportunities for explanation, clarification and reinforcement of lesson content and language * Specific interventions to follow advice from other agencies i.e., SaLT/ DLD team * Weekly tutorial   **LA**   * May be referred to and have access to specialist speech and language therapy/health services * Direct Teaching/ Intervention by the Teacher of the Deaf to support vocabulary development and listening and discrimination skills * Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity and personal understanding of deafness PUD * Teacher of the Deaf may set curriculum targets to support young person’s achievement | * Main provision by class/subject teacher with support from Teacher of the Deaf * Must have ongoing assessment of needs. * Post 16 staff must undergo Deaf Awareness Training as provided by SEND Sensory Service * Must have access to a quiet room for small group and 1:1 session * Provision needs to include SALT. |

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| **Range 7**  **Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Bilateral severe/profound permanent hearing loss * May have Auditory Neuropathy Spectrum Disorder * May use BSL/SSE or augmentative communication to communicate * Will have hearing aids/cochlear implants * Will have a radio aid/soundfield/babble guard * Will have significant language difficulties associated with hearing loss * Will have significant language delay and communication difficulties which prevent the development of appropriate social and emotional health * Will have significant difficulty accessing spoken language and therefore the curriculum * Speech clarity will be affected * May experience listening and processing fatigue * Will have difficulty with attention, concentration, confidence, and class participation * Additional language/ learning needs not associated with hearing loss | * Mainstream assessments carried out as required/as set out in EHCP/SEND support plan * Modification arrangements in place for assessments and examinations * Functional Listening Assessments reviews if placement is a HIARP.   **Planning**:   * Curriculum plan must closely track levels of achievement and all support plan targets are individualised, short term and specific   **LA**   * Speech testing and other specialist tools must be used to assess access to spoken language * Must have systematic application of speech, language, and communication assessment tools for deaf young people * Must have assessment by education and non-education professionals as appropriate * ToD assessment and planning * SEND and EHCP reviews * Access to mainstream class and assessments if required/ set out in EHCP/SEND support plan | * Mainstream class * Hearing friendly strategies should be evident in the Post 16 setting e.g., seating position, lighting etc. * Accessibility planning should involve consideration of acoustic and sound properties in Post 16 * Reasonable adjustments must be in place to support individual students’ learning and access to the curriculum/life in Post 16 * Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation * Mainstream class with flexible grouping arrangements   + Ongoing opportunities for 1:1 support focused on specific support plan targets   + frequent opportunities for small group work based on identified need * Communication strategies appropriate to deaf young people are planned in conjunction with Post 16 staff, parents and TOD and based on regular assessments   **LA**   * Ongoing monitoring and assessment of effective working of hearing technology/amplification equipment * Should have systematic application of speech and language and communication assessment tools for deaf young people * Training provided by Teacher of the Deaf could include: * Deaf Awareness * Checking of hearing aids * Use of Assistive Technology | * Equal access to learning and social life at Post 16 * Resources and outcomes adapted to meet young person’s individual learning needs and as set out in SEND support plan or following advice from Tod. * Opportunities for explanation, clarification and reinforcement of lesson content and language * Specific interventions to follow advice from other agencies i.e., SaLT/ DLD team * Weekly tutorial   **LA**   * May be referred to and have access to specialist speech and language therapy/health services * Direct Teaching/ Intervention by the Teacher of the Deaf to support vocabulary development and listening and discrimination skills * Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity and personal understanding of deafness PUD * Teacher of the Deaf may set curriculum targets to support young person’s achievement. | * 5 hours 1:1 support in Mainstream or * A bespoke specialist environment (HIARP / Specialist provider) to support students with complex needs * Enhanced teacher-student ratio with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. * A specialist teacher of SEND and appropriately experienced, specifically trained support staff * A high level of additional adult support with all aspects of selfcare, self-regulation and during non-structured times |
| **Local Authority led Additional Resource Provision for children and young people who are deaf (ARP):**   Daily advice and input from a Qualified Teacher of the Deaf (QTOD) on a range of issues pertinent to deaf young people.   Small group (no more than 1:6) teaching by TOD, usually for English and maths (10 hrs per week).   Small group (no more than 1:6) teaching by a TOD for other subjects as required if unable to access mainstream teaching.   Delivery of specialist curricula for Deaf young people such as Personal Understanding of Deafness (PUD) / Emotions curriculum.   Access to appropriate equipment to facilitate access to learning through residual hearing.   In class communication and learning support from specialist support staff trained in British Sign Language functioning equivalent to BSL Level 3 / or working towards level 3 (depending upon group / setting)   Access to mainstream classes facilitated by daily advice and input / delivery from QTOD   Access to a Highly Specialist Speech and Language Therapist, skilled in meeting the needs of deaf young people.  **Additional Secondary needs may require**:   Additional support to facilitate a further bespoke personalised timetable to support learning and progress.   Personalised curriculum with access to specific programmes, support, intervention and resources which are in addition to the core offer for HI, to support learning and self-regulation   Specialist multi-agency teaching and advice (in addition to the QTOD) will be required to support the additional needs such as epilepsy, autism, cognition and learning.   And / or individual specialist support for mobility, medical and personal care needs etc.   Trained / specialist staff to support social communication, social and emotional and sensory needs of the young person e.g., to help with emotional regulation skills, as and when required throughout the day   Provision of an appropriate environment to suit the learning and social and emotional needs of the young person with additional space to facilitate the specific programmes and interventions require | | | | |

**Physical, Medical and Sensory: PfA Outcomes and Provision**

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|  | **PfA Outcomes** | | | | | | |
| **Employability/Education** | **Independence** | | **Community Participation** | | | **Health** |
| **Age range 16-25** | YP to identify life goals, personal values, interests, strengths and skills  YP to be aware of the different post 16 education providers available  YP to understand key terminology around Post 16 choice, e.g. internship, provider, taster days  YP to be aware that different pathways may have different qualification requirements  YP will be able to access and function within higher education provision in order to progress with future career choices.  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.  YP will be able to present their skills in written form (C.V) to help secure future education and work-based options.  YP to know how to navigate the application process for employment, internships, traineeships and the voluntary sector.  YP to know how to prepare for interviews, including advocating for their own needs  YP to be signposted to relevant support e.g. Disabled Students’ Allowance and Access to Work.  YP to understand their rights under the Equality Act to ‘reasonable adjustments’ on employment  YP will be able to access job-centre provision to support pathways into employment post education. | YP will have life skills necessary (cooking, cleaning, shopping etc.) to facilitate independent living in the context of 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  YP will have an awareness of risk within the home context and will manage this appropriately in order to remain safe  YP will plan for future living arrangements, recognising what is positive and possible to promote independence and wellbeing  YP will access living arrangements appropriate to individual circumstances (including residential arrangements for education), that are positive in promoting independence and wellbeing  YP to be supported in their decisions if they have the mental capacity to do this.  YP will know what benefits are available to them  YP to know online safety rules  YP to contribute to a transition profile, identifying key information and effective communication strategies and support with independent travel. It should include signposting to appropriate support contacts. | | YP will be able to access community, leisure and social facilities to enable participation within the local community in accordance with the YP’s preference  YP will be able to access appropriate transport in order to facilitate participation within community, leisure and social activities.  YP will show awareness of risk (travel, road safety, personal safety) in the context of community participation in order to remain safe  YP to be able to explain strategies that enable optimum communication  YP to be aware of current affairs | | | YP will recognise the need for dental, medical and optical health and will take responsibility for making appointments as required.  YP will take steps to remain physically active and healthy in the context of their individual circumstances  YP will make healthy eating choices in order to promote physical wellbeing  YP will maintain any physiotherapy regimes necessary to 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  YP will make healthy choices around their mental well-being  YP to know how to book GP appointments and ensure they are accessible  YP to understand the transition to adult services  YP to be able to contact the  emergency services, using 999, Emergency SMS or BSL999 |
|  | Successful transfer to adult services when and where appropriate  Successful independent travel where and when appropriate  Support to have optimum communication awareness with YP | | | | | | |
| **Provision** | Adapted education and workplace arrangements to consider the YP’s sensory, physical and medical needs and awareness training provided where appropriate  Access to onsite medical professionals as required  Adaptations to daily education/employment-based routines to consider any ongoing Physiotherapy/OT programmes. Adult support as required to facilitate delivery.  Access to appropriate information, strategies, resources and equipment specific to the needs of the YP  Adult support to facilitate alternative/adapted forms of communication as required  Access to careers advice and tutorial sessions  Support to arrange visits and to complete an application for a suitable education or employment option during transition | | Adapted living arrangements suited to the YP’s Sensory, physical, and medical needs  Access to appropriate equipment/resources and information  Access to equipment to facilitate independence in self- care routines  Adapted forms of accommodation and transport to consider the physical and sensory needs of the YP and facilitate independence  Signposting to enhanced PSHCE/life skills and SRE programmes to ensure skills embedded | | Access to appropriate equipment/resources specific to the needs of the YP  Adapted forms of accommodation and transport to consider the physical and sensory needs of the YP and facilitate independence  Provision and discussion of information relating to disabled access and adapted environments, including any appropriate risk assessment  Adult support to facilitate community participation if appropriate  Support to complete online applications, e.g. gym or provisional driving licence | Access to equipment to facilitate independence in self-care routines and mobility  Medical teams or trained carers on site as required  Access to Occupational, Physiotherapy and Sensory programmes as appropriate  Training in the delivery of emergency medications to appropriate professionals/carers  Signposting to mental health organisations and other strategies to support well-being. | |