



Post -16 Desirable Outcome Exemplars

Contents

My Attendance:	2
Context: Young person’s attendance at college is 63% and the college’s Stage One Disciplinary process has been initiated.....	2
<i>Context Young person is at Stage Three Disciplinary Process for consistent and repetitive lesson disruption when the session focus is theoretical. When the session is practical, the young person can engage well.</i>	2
My Education	3
Context: Year 12 young person studying A-Levels aspires to attend university but is unsure of which course to study, the financial implications or the qualifications required.	3
Context: Year 13 young person attending college aspires to have a career in the theatre but is unsure of career opportunities or qualifications related to the theatre. The young person has begun attending a youth theatre group but has never seen a live theatre production.....	3
My Individual Needs	4
Context: Year 12 young person has just begun at a new sixth form college and is experiencing high levels of anxiety at social times.	4
Context: Year 12 young person has started at college and multiple staff members are reporting they are unable to follow multi-step instructions. This is affecting their ability to complete tasks and their self-esteem.	4
My Achievements	5
Context: Year 13 young person is studying English, Maths and History A-Levels. Their target grades are Bs for all subject. Over the last academic term, progress in History has slowed and the young person is now not on track to achieve a grade B at the end of the academic year. The young person’s university offer is conditional on achieving three grade Bs.	5
Context: Year 12 young person attending college and studying Health and Social Care. Whilst in KS4, there was a significant period of disengagement with school and this resulted in the young person achieving three GCSEs at a grade 2. KS2 attainment shows the young person did not achieve the expected standard with standardised scores of 97 (Maths) and 96 (English).	5

My Attendance:

What can I do at the moment? <i>What is my baseline?</i>	By	What will I be able to do? <i>What will I have achieved?</i>	How will I achieve this? <i>What interventions / support will be put in place?</i>
Context: Young person's attendance at college is 63% and the college's Stage One Disciplinary process has been initiated			
I am only attending college on days when I feel motivated to attend.	Week 6 of Autumn term (wc 6 th October)	I will be attending college for at least 80% of sessions.	My home support worker will wake me up on the days I need to attend college With my home support worker, I will review my journey to college each day to find the easiest travel route and the best time to leave for each session My attendance will be reviewed weekly by my tutor (NM) and if there is an improvement on the previous week, a chosen reward will be given
I am attending college for some sessions when my home support worker reminds me to attend.	Week 11 of Autumn term (wc 15 th November)	I will be independently attending college for at least 90% of sessions.	My home support worker to support me to set up alarms on my phone for each college session With the support of my home support worker, I will prepare my bag with lunch and equipment the evening before each college session If I am running late, I will go to NM's office for a breakfast bar before my session so I am not delayed further by waiting for breakfast in the canteen. Tutor (NM) to meet with me at the end of each college day to review timetable for the following day and go through routine
<u>Context</u> Young person is at Stage Three Disciplinary Process for consistent and repetitive lesson disruption when the session focus is theoretical. When the session is practical, the young person can engage well.			
I can engage well with all practical sessions and when the lesson is theoretical, I can remain focussed for 10-minute periods.	The next PEP review meeting	When I am unable to focus, on more occasions than not, I will independently use the given strategies enabling me to re-focus.	I will adhere to the conditions outlined in my Stage Three Disciplinary Process documentation – brain breaks, use of self-regulating sensory resources. My tutor (JK) will gather information from my tutor regarding any unmet learning need that may be impacting upon my concentration levels
I can sometimes use the strategies we have developed to support my re-engagement with focus, but this is not yet consistent. I can focus for a maximum of 10 minutes.	February half term.	I will be able to focus for one ten-minute block followed by another seven-minute block when there is an independent written activity.	When prompted by my tutor, I will use the strategies to re-focus my attention I will use a timer to judge the period that I am focussing for

My Education

Baseline/What I can do already: At the moment I.....	By.....	What will I be able to do/What will have achieved?	How will I achieve this? What interventions/support will be put in place?
<p><i>Context: Year 12 young person studying A-Levels aspires to attend university but is unsure of which course to study, the financial implications or the qualifications required.</i></p>			
I know that I want to attend university but I am unsure of which course I would like to study and at which university	The end of Autumn term	I will have chosen three appropriate degree courses that I wish to study.	An additional CIAG session with CIAG advisor to be arranged to explore career options following degree courses My 6 th form tutor will help me select at least five potential degree courses My carers will take me to at least three open days
I have identified three appropriate degree courses but I am unsure of how I will be able to afford attending university.	February half term	I will understand the bursaries available to me and what different support each of my three university choices can provide me with.	With my 6 th form tutor, I will use the Propel university search to identify what support is available at each university and any scholarships I may be able to apply for My carers will support me to create an information folder with all relevant financial information about attending university
<p><i>Context: Year 13 young person attending college aspires to have a career in the theatre but is unsure of career opportunities or qualifications related to the theatre. The young person has begun attending a youth theatre group but has never seen a live theatre production.</i></p>			
I am inspired by the theatre group that I have started attending and achieved a Grade 7 in drama GCSE. I have limited understanding of the production of a stage performance.	By the end of the Autumn term	I will understand the different roles within a theatre that enable an effective production.	My drama teacher (MK) will liaise with my theatre group to facilitate a backstage tour of a theatre performance.
Following my backstage tour of the theatre, I have decided to explore the backstage apprenticeship with the National Theatre as a Post 18 pathway.	By the Easter break	I will understand the daily working experience of backstage crew to be able to understand if this is the career path I would like.	I will participate in a week of work experience at the local theatre.

My Individual Needs

Baseline/What I can do already: At the moment I.....	By.....	What will I be able to do/What will have achieved?	How will I achieve this? What interventions/support will be put in place?
<p><i>Context: Year 12 young person has just begun at a new sixth form college and is experiencing high levels of anxiety at social times.</i></p>			
I am feeling more confident in my lessons, but am lacking self-confidence at social times to interact positively with my peer group.	The end of the Autumn term	I will be able to hold a positive, reciprocal conversation with a chosen group of friends at least once per day.	1:1 mentoring with support worker to identify individual strengths to build upon Writing of scripts to support initiate conversations with peers
I am able to hold a reciprocal conversation when a friend starts talking to me and are feeling more confident within myself. I do not participate in any clubs or groups but have an interest in football.	The end of the Spring term.	I will be able to talk about a chosen hobby or interest with enthusiasm and interact with an unknown group of peers on at least two occasions.	1:1 mentor to support me to identify local/college football clubs or drop-in football sessions that I want to attend My support worker will ensure that I have equipment such as shinpads to play football I will use my scripts to introduce myself at the football sessions I will share my experiences with my 1:1 mentor
<p><i>Context: Year 12 young person has started at college and multiple staff members are reporting they are unable to follow multi-step instructions. This is affecting their ability to complete tasks and their self-esteem.</i></p>			
I can follow simple instructions well, including one step instructions in a variety of contexts. My ability to follow more complex instructions is significantly affecting my ability to complete tasks and it is beginning to upset me as I feel I am not doing as well as I could.	By the next PEP meeting review.	I will be able to use strategies to support my listening of instructions and follow simple two-step instructions correctly on at least five occasions.	A SALT assessment will be conducted to identify any undiagnosed S&L needs S&L therapist to support me to identify any strategies that will enable me to record multi-step instructions to help me to follow them
A SALT assessment has shown that I have a language processing need which is preventing me from easily following multi-step instructions. My S&L therapist has provided some strategies for me to implement to help me organise my thinking and complete multi-step tasks.	By the next PEP meeting review.	I will be able to correctly follow multi-step instructions more often than not.	I will experiment with the different strategies the S&L therapist provided with me to identify which strategies are most effective in different contexts My DT will communicate my needs and strategies with other members of staff My carer will liaise with my DT to show my progress at home

My Achievements

Baseline/What I can do already: At the moment I.....	By.....	What will I be able to do/What will I have achieved?	How will I achieve this? What interventions/support will be put in place?
<p><i>Context: Year 13 young person is studying English, Maths and History A-Levels. Their target grades are Bs for all subject. Over the last academic term, progress in History has slowed and the young person is now not on track to achieve a grade B at the end of the academic year. The young person's university offer is conditional on achieving three grade Bs.</i></p>			
My last assessment for History shows I am currently a grade D and I am not on track to achieve my grade B target which I need for my university entry.	Next PEP meeting	I will have a thorough understanding of The Cold War content and be able to effectively justify viewpoints, in essay writing, using factual evidence.	Group tuition with History teacher x2 sessions per week
My most recent assessment shows I am now on track to achieve a Grade B in History and my content knowledge is strong. I am not fully confident with writing styles to justify a viewpoint.	End of Week 4 of Spring Term	I will be able to structure an essay effectively to ensure that my viewpoint is clearly explained and justified with factual evidence.	1:1 tuition with English teacher x1 per week to review recent essay writing and identify how to improve.
<p><i>Context: Year 12 young person attending college and studying Health and Social Care. Whilst in KS4, there was a significant period of disengagement with school and this resulted in the young person achieving three GCSEs at a grade 2. KS2 attainment shows the young person did not achieve the expected standard with standardised scores of 97 (Maths) and 96 (English).</i></p>			
My tutors and my carer have noticed that I have great subject knowledge and can explain my thinking verbally. When I'm required to write my ideas down, I find it difficult to organise my thoughts into a clear structure.	Next PEP meeting	I will be able to structure at least two simple pieces of writing on a topic of my choice using a clear structure of introduction, argument 1, argument 2 and conclusion.	Pre-teaching session with tutor for at least two sessions ahead of lesson where writing is required: With support, I will use a writing scaffold template, to plan my writing When writing in full, I will cross off the information included in the writing scaffold to show what I have already included

<p>My tutor and carer concerned there may be an undiagnosed need such as dyslexia. Using the writing scaffold with my tutor helped me to structure my writing, but I cannot yet do this independently.</p>	<p>Next PEP meeting</p>	<p>I will be able to correctly use the writing scaffold template on at least two occasions.</p>	<p>A screening tool will be used to identify the likelihood of dyslexia Pre-teaching sessions with my tutor ahead of writing lessons will continue.</p>
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