

# **SES KITE**

## **Residential Accommodation**

### **Supporting Young Adult Development and Learning**

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*SES Kite Ltd (12634002) is a subsidiary company of  
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# 1 RATIONALE

This document aims to set out how SES Kite strives to support the development and learning of young adults living in our homes.

Young Adults admitted to SES Kite need a holistic framework of care, support and guidance for them to succeed in the learning process. SES provide such a framework of high quality care and therapeutic intervention embedded in a highly personalised learning experience.

The stated purpose of SES is to achieve the highest possible standard of achievement, as measured by:

- ✓ Improvements in approach conducive to education, training and employment
- ✓ A growing enthusiasm for learning
- ✓ Specific and generalised achievements
- ✓ Tangible accredited outcomes; vocational and leisure
- ✓ Emerging gifts, talents and passions
- ✓ Lifelong improvements in wellbeing and mental health
- ✓ Extending life skills to enable successful transition towards independent adulthood

Our personalised learning approach aspires to broaden young adult's horizons, stimulate their interest and discover a love of learning. Irrespective of their personal challenges and starting points, we believe all young adults have the potential to learn, be happy and become successful within society. Our intention is to foster a sense of optimism that prepares them for their journey through life.

Specifically, our personalised learning aims for all young adults to:

- Experience learning opportunities that provide a rich young adulthood, building their aspirations, hopes, gifts, happiness and sense of fun.
- Have the necessary personal, emotional and social developmental skills for a successful life.
- Be a functional reader and writer, alongside an increasingly broad and rich vocabulary to describe the world.
- Possess functional maths and computing skills.
- To be physically fit and healthy.
- Achieve positive mental health and well being.
- Be prepared for purposeful and fulfilling working lives.
- To be equipped with practical life skills in the areas of finance, home management, self care, travel, and social skills and relationships.
- To develop experience and knowledge of enterprise, recognising the opportunities it affords.
- Be ready to access for continue further education, training or employment.
- Understand how to develop friendships and sustain healthy relationships.
- Develop a sense of resilience and determination, allowing them to overcome personal barriers.
- Understand appropriate risk taking, make safe choices and foster a willingness to try new challenges.
- Possess respect for self and others identity, views and beliefs.

- Know who they are and can be, discovering their personal potential and how they can contribute to society.
- Experience the outdoors as well as creative and expressive arts to unlock a sense of exploration.
- Try new things, visit different places and meet different people.

## 1.1 VALUES

The values that underpin our philosophy are:

- ✓ *we believe in a 'no limits' approach to helping children and young adults*
- ✓ *we believe in children's and young adults' abilities and potential*
- ✓ *we believe in unconditional positive regard*
- ✓ *we believe our young adults deserve fun and happiness in life*
- ✓ *we believe in a 'can do' philosophy*
- ✓ *we believe in success and learning from mistakes*
- ✓ *we believe intelligence is multifaceted*
- ✓ *we believe learning is a lifelong process*
- ✓ *we believe creativity and imagination are the keys to developing passions and talents, and preparing for life in a rapidly changing world*
- ✓ *we believe assessment of progress is based on improvements on 'previous best'*
- ✓ *we are future orientated*

## 1.2 OUR BELIEF IN A POSITIVE PSYCHOLOGY

Most if not all young adults admitted to SES Kite will have experienced repeated failure situations both in mainstream settings and possibly in previous special school settings and will usually have Education Health and Care Plans (these are likely to cease if not in education or training).

Additionally, our young adults often come from backgrounds of deprivation and have experienced significant adversity and trauma throughout their life. These adverse childhood experiences and high levels of adversity potentially impact on longer term health in adulthood, mental health, social skills and their stress regulation systems. As a result, they are likely to have missed out on significant chunks of learning experience due to the secondary behavioural barriers created.

Therefore, the starting points for our young adults are almost inevitably extremely low relative to their cognitive potential. There may well be a complicated picture of educational dysfunction and mental health issues labelled under such headings as:

- Complex Emotional and Social Difficulties
- Mental Health Problems
- Attachment Difficulties
- General Learning Difficulties
- Specific Learning Difficulties
- Developmental Delay
- Attentional Problems

### 1.3 PERSONALISED LEARNING

At SES we have tried to incorporate our “no limits” philosophy with personalisation. This relies on re-exciting young adults with the idea of learning starting from their strengths, interests, talents and passions as the gateway to success. Similarly learning becomes something one does for oneself rather than something someone else does to you.

Personalised learning is about:

- setting high expectations and giving every young adult confidence they can succeed
- establishing what young adults already know and building on it
- structuring and pacing the learning experience to make it challenging and enjoyable
- inspiring learning through passion for the subject and interest
- making individuals active partners in their learning
- developing learning skills and personal qualities
- enabling young adults to further develop the skills they will need in adulthood

This means shaping learning experiences around the way young adults learn, taking the care to nurture the unique talents of every young adult based on a sound knowledge and understanding of their needs. Planned learning experiences have to be holistic and therapeutically orientated, but rigorous in their evidencing of progress and outcomes.

On arrival, a young adult’s initial development and learning planning will seek to establish secure relationships through varied personalised experiences. This is likely to focus on personal, emotional and social skills, functional literacy and mathematics, life skills and their understanding of the wider world.

As young adult’s progress at SES, there is also a strong emphasis on career pathways, work experience, training, employment and vocational courses, aiming to raise aspirations and re-motivate. Providing access to bespoke learning and development packages supported by off site local education and skills providers will be planned as appropriate.

## 2 **STRUCTURES TO SUPPORT DEVELOPMENT AND LEARNING**

A range of processes are utilised to support development and learning for young adults. At the heart of the personalised planning for all young adults is the PAN process, underpinned by the Development and Learning Planning structures.

Once key outcomes are identified, planning learning for young adults is delivered through action plans, 24 hour learning, SES Life Skills, as well as a range of informal and natural experiences.

## 2.1 PORTFOLIO OF ACHIEVEMENTS AND NEEDS (PAN) PROCESS

At the centre of our work is a 'no limits' highly personalised learning package developed from the young adult's Portfolio of Achievements and Needs (PAN). Our young adults need an holistic framework of care, support and guidance for them to engage in the development and learning process. SES provides such a framework of high quality care and therapeutic intervention embedded in a highly personalised learning experience. We accept no barriers to innovation, creativity and response in order to reawaken a passion for learning in each young adult.

Portfolio of Achievement and Need (PAN) refers to the process of overall planning that supports an individual's learning and development at SES. Care planning is embedded within this process.

At SES we also believe that all parts of the waking day and all experiences are potential learning opportunities.

The PAN process and planning structures are what we use to draw together social, health and academic learning development. It commences as part of the admissions process, identifying long-term aspirations for young adults in partnership with the placing authority, and where appropriate, their family.

Learning targets are not deficit based by concentrating solely on perceived needs. We actively seek to start with a young adult's strengths, passions and talents and expand from there.

We encourage young adults to make choices, state preferences and define outcomes for themselves, and we respect these choices and preferences.

The ultimate goal for our young adults is **maximising achievement**, academically, vocationally and socially, and we accept no limits to what their learning package and / or journey might look like. This might mean attending a Further Education placement, a vocational placement, bespoke training packages or employment. In some cases, they may be supported, coached or taught by adults from SES Kite, the broader SES team, or by specialist consultants or instructors bought in to enrich development and learning opportunities. In most circumstance it will be a combination of these.

## 2.2 PAN PLANNING STRUCTURES

### 2.2.1 Development and Learning Overview (DLO)

The Development and Learning Overview is a once only document created at the outset of a young adult's placement with SES, using information gathered through the referral and admission process. As such it provides a detailed baseline that all future progress can be judged against. The DLO outlines the young adult's care history, provides a brief pen picture and summarises their achievements and needs in each of six dimensions.

- Education training and employment
- Social emotional and mental health

- Physical health and medical conditions
- Family relationships and identity
- Practical life skills for independent living
- Living arrangements and support beyond SES

The adult team agree on the desired long-term outcomes in each area for the placement through discussion with the lead consultant, executive team (SES Principal, SES Deputy Principal, Operational Director and SES Director), and placing authority with the help of the initial paperwork.

### 2.2.2 Development and Learning Plan (DLP)

The Development and Learning Plan is where the key team around the young adult discuss their planning for the young adult under the six dimensions above, (supported by a bank of prompt questions).

Within each of the six dimensions staff adults identify long, medium and short term desired outcomes. For the first DLP these are established using the Lead Consultant's report/referral papers plus a scrutiny of the relevant DLP prompts. Subsequent DLP's will be completed in line with progress identified within the evaluation phase.

Once the DLP is completed, staff adults are required to prioritise a maximum of four desired short term outcomes, recording this in the 'Rationale for the Development and Learning Plan'.

The DLP is produced three times in an annual cycle, with a full update completed in line with the evaluation of the Development and Learning Focus.

### 2.2.3 Development and Learning Focus (DLF)

The Development and Learning Focus provides a simple framework for up to four desired short term outcomes, identified as priority areas in the DLP. The DLF sets out the planned strategies, interventions and activities required in order to meet the overall short-term outcomes. Each short term outcome will have specific measures identified so that the staff team recognise whether they have been achieved. This could be through a range of robust internal processes and/or formal assessments. Wherever possible, outcomes should be SMART in nature (Specific, Measurable, Achievable, Relevant, Time-bound).

The Development and Learning Focus is evaluated at the end of a set cycle (see below). Within the evaluation, key areas of progress will be evidenced as well as the potential next steps, and the DLP is therefore updated to reflect these changes.

Following adaptations to the DLP, a new Development and Learning Focus is agreed and the cycle begins again. As part of the evaluation the young adult's views on their progress are evidenced, along with other incidental outcomes outside of the targeted foci.



The agreed cycle for the DLF is:

**September:** team evaluate DLF, update DLP, discuss and create new DLF.  
This runs to the end of December.

**January:** team evaluate DLF, update DLP, discuss and create new DLF.  
This runs to the end of April.

**May:** team evaluate DLF, update DLP, discuss and create new DLF.  
This runs to the end of August.

New admissions will be incorporated into the cycle in line with the next available phase of the annual cycle. All young adults would be expected to have a full Development and Learning Overview and draft Development and Learning Plan within one month of admission.

#### 2.2.4 Daily Care Plan.

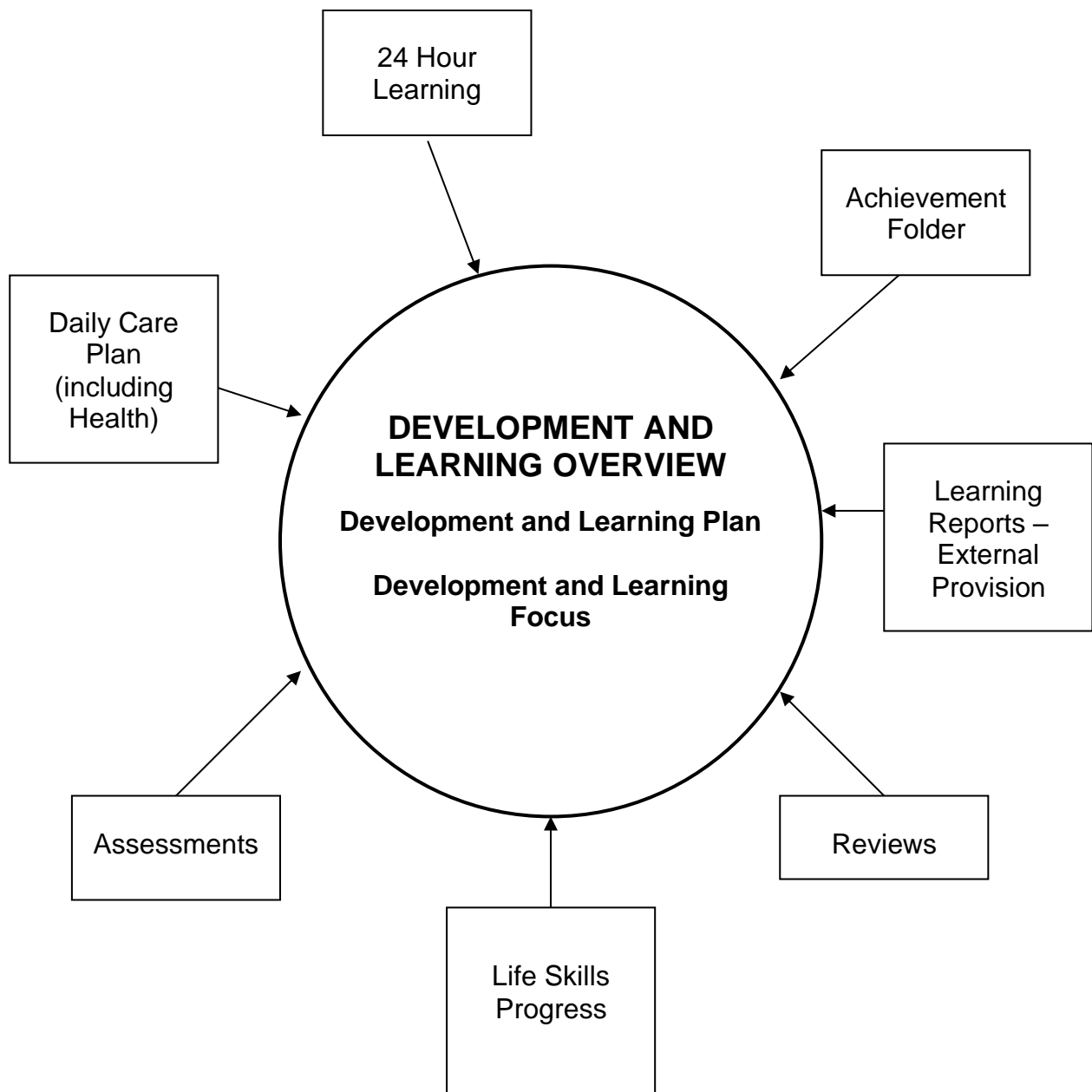
The daily care plan is a bullet point summary of each young adult's ongoing care that help support familial living and the quality of day to day life. This includes the following:

- Morning Routine
- Bedtime Routine
- Health/Medical Needs and Logistics
- Finances
- Independence
- Family Liaison
- Activities
- Information Technology

It will be changed and updated according to need and is reviewed on a monthly basis by the 5<sup>th</sup> of each month as a minimum.

#### 2.2.5 Additional PAN Supporting Structures

An extensive range of additional documents support the key planning structures, and these are summarised in the diagram on the next page:



### 2.3 24 HOUR LEARNING

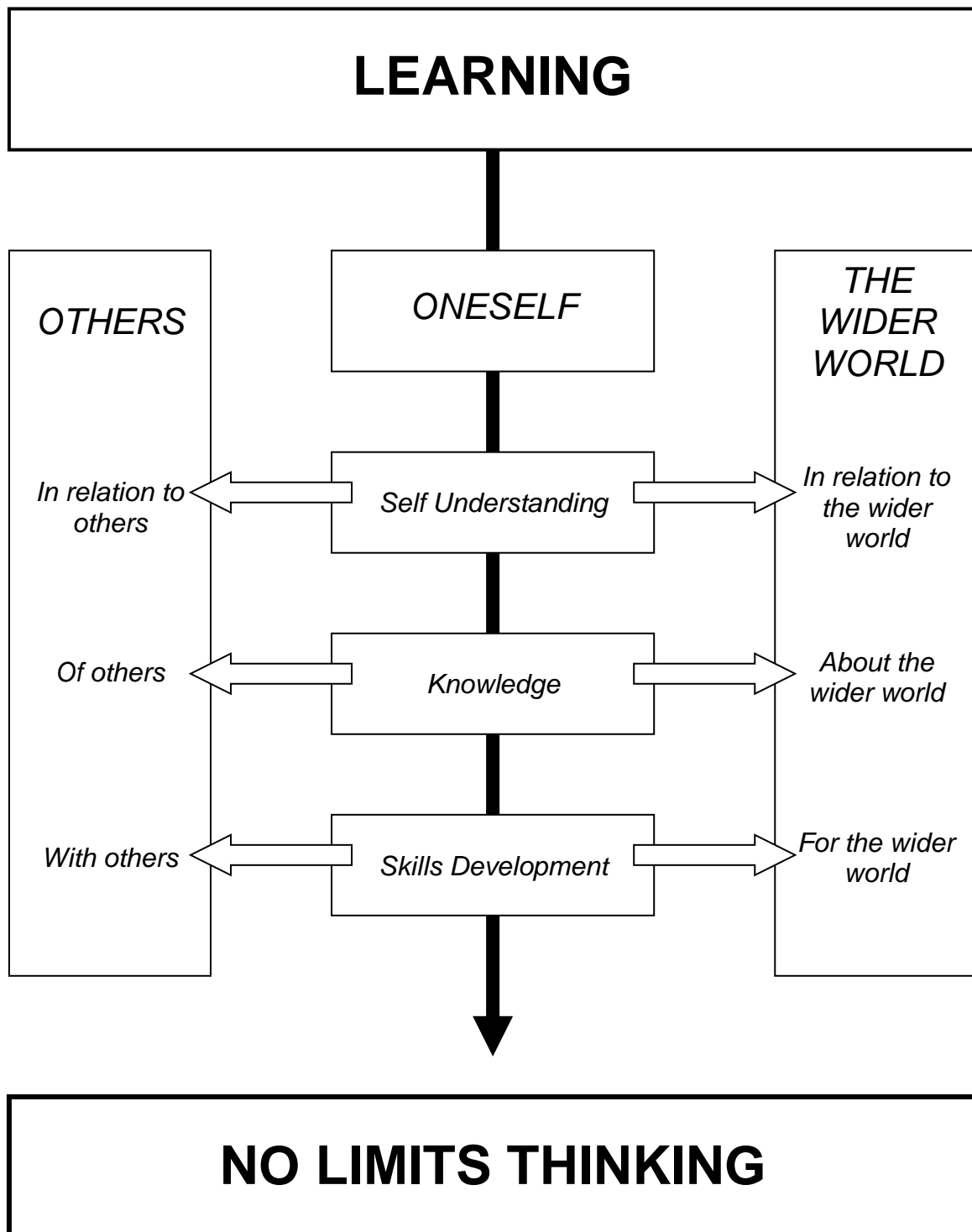
At SES our vision is to deliver an integrated and personalised development and learning package for each young adult.

Learning is a life-long process process, especially for the young adults arriving at SES Kite homes. It is therefore unsurprising that at SES we take advantage of all opportunities open to us for extending learning experiences across the 24 hour cycle. This means that all staff adults will be ‘educators’ in the broadest sense and that all experiences relating to individual needs can be planned, monitored and used to ‘accredit’ learning.

SES believe it is essential that all young adults are provided access to a variety of experiences beyond formally taught learning, for example experiential learning,

learning in the outdoors, visits to theatres, concerts, museums, trips to historical, geographical and religious places of interest. These experiences also build cultural capital for our young adults.

Everything within the planned and unplanned framework of experiences are learning experiences (see diagram overleaf):



Progress is monitored and the quality of learning audited by scrutinising targets, appropriateness of challenge and outcomes. The same principles such as clarity of setting learning objectives, collecting evidence and making judgements apply.

## 2.4 PLANNING FOR LEARNING

All activities at SES are considered as potential learning situations. Whether these are formal or informal will vary with the situation and the individual concerned. Formal activities and learning situations require a level of structure relating to the objectives that the adult is aiming to achieve in that activity.

This structure is illustrated by the development of 24 Hour Learning Plans (**K24's**), that may link to the young adult's development and learning in a variety of ways:

- a learning activity that has clear, planned links to the young adult's education (learning) curriculum with specific objectives and outcomes.
- a learning activity that has clear, planned links to the PAN process, (e.g. it might form part of the young adult's action plan relating to their PAN Targets or be related to some other area of their development), with specific objectives and outcomes.
- a learning activity that has clear, planned objectives and outcomes, with possible incidental links their education curriculum or PAN process

All activities have the following in common:

- they are planned and staff are aware of their purpose
- staff have clear outcomes in mind and therefore are in a position to respond to the dynamics of the situation as the activity unfolds
- young adults will be working on skills they are learning for the first time, skills they have yet to fully establish or reinforce, or skills that are established but need repetition and embedding
- staff have clear criteria against which they can assess progress/achievement

Illustrative examples of some of the activities that are provided are:

swimming, snooker, jewellery making, badminton, cycling, cycle maintenance, ice skating, gardening, art, birdwatching, golf, cookery, photography, horse riding, cultural events, talent shows, fishing, climbing, bowling, squash, cinema, gym, kite flying, skateboarding, themed evenings, walking and theatre trips.....and many, many more

Our young adults are also encouraged to take part in clubs and activities within the local community.

We also recognise that a purely recreational activity has value and we aim to ensure that a significant proportion of time is set aside for recreation and "down time".

An important aspect of learning at SES involves the ongoing social development for each young adult through daily interactions with staff adults. Additionally, all staff adults are expected to propose suitable activities for weekday and weekend periods, and the delivery of these is recorded after each shift.

All activities have the following in common:

- they are planned and staff adults are aware of their purpose
- staff adults have clear outcomes in mind and therefore are in a position to respond to the dynamics of the situation as the activity unfolds
- young adults will be working on skills they are learning for the first time, skills they have yet to fully establish or reinforce, or skills that are established but need repetition and embedding
- adults have clear criteria against which they can assess young adult's progress/achievement

## 2.5 LIFE SKILLS PROGRAMME

The SES Life Skills programme is an integral aspect of the PAN planning structures and is specifically referenced in the Practical Life Skills for Independent Living area. Additionally, life skills may be incorporated within the other five areas depending on current desired outcomes.

The Life Skills programme is designed to teach young adults all the practical skills they need to be able to live independently successfully. It is designed so that all young adults can achieve to their own ability, with success possible soon after admission. Effective life skills learning should be an integral part of every day routines for young adults, with staff adults planning experiences in a natural, domestic way.

The programme is split into five sections:

- Finance
- Home Management
- Self Care, Health and Food
- Social Skills and Relationships
- Travel

Each section has three levels (bronze, silver and gold) and each has its own booklet that can be signed when a task has been achieved and a syllabus to explain exactly what is needed in order to achieve that task.

## 2.6 EXTERNAL PROVISION

The Development and Learning structures will support the staff adults in identifying where appropriate external education or training will enhance the learning for a young adult. Once commissioned, regular liaison with the external professionals will ensure the learning opportunities are maximised, and that progress can be monitored.

### **3 ASSESSING AND REPORTING DEVELOPMENT AND LEARNING PROGRESS**

#### **3.1 DEFINITIONS**

At SES we use the general term 'assessment' to refer to all those activities undertaken by educators (e.g. staff adults), and by young adults in assessing themselves. We conduct assessment to provide information and feedback that is used to modify learning experiences.

#### **3.2 SETTING OBJECTIVES FOR DEVELOPMENT AND LEARNING OUTCOMES**

Irrespective of the staff adult's role at SES, a shared understanding of learning objectives and learning outcomes is crucial. Once this is achieved then it is possible to:

- be consistent across the team about what is meant by learning objectives and learning outcomes;
- demonstrate the purpose and importance of sharing learning objectives with young adults;
- provide appropriate and meaningful strategies for sharing learning objectives with young adults.

Why is this understanding important?

- a Effective learning takes place when learners understand what they are trying to achieve. This is enabled by sharing objectives with young adults, ensuring they are aware of what they are learning and why. In sharing the learning objectives there is a clear focus for the staff adult and the young adult to review progress in their learning within the activity.
- b What the staff adult intends the young adult to learn is called the learning objective, and how achievement will be demonstrated by young adult is called the learning outcome.
- c In talking about the learning objective in an activity it is useful to link any previous learning and outline how it links to future activities. A learning objective should be set in a learning context and help connect current learning with longer term purposes.
- d Learning objectives and intended learning outcomes are the principal focus in planning and appropriate activities are established from these.

#### **3.3 REPORTING PROGRESS**

##### **3.3.1 Formal Reviews**

Every young adult attending SES Kite homes is likely to have an EHCP (this may cease if the young adult has finished education and training, and no longer requires this structured support) and a Pathway Plan that has involved a range of professionals and possibly their family in its preparation. These are the starting points for drawing up the individual programme for the young adult. This is what the review meeting 'reviews'. It marks the progress the young adult has made against the description of special educational needs in the EHCP and against targets in the Care Plan.

It is the policy at SES Kite homes to review progress through reviews at the following intervals:

- a. Initial review 6 weeks from admission.
- b. Subsequent reviews at 3 months and 6 months from admission.
- c. Reviews every year thereafter.
- d. The statutory requirement is to formally review the EHCP annually. These reviews are timed to coincide with the Care review cycle.

If there is any information or evidence that suggests that circumstances have changed in a way that may affect the efficacy, appropriateness or content of the care plan, then the local authority or SES Kite home staff should immediately request and conduct a review to ascertain whether the plan requires revision.

Monitoring of progress is, of course, continuous and the Review Meeting is only a marking post in this process.

Progress against targets set as a response to the young adults Portfolio of Achievements and Needs (Development and Learning), and their outcomes, are thoroughly examined at each review.

### 3.3.2 Development and Learning (PAN)

The Development and Learning planning structures provide a simple framework to review progress on a continuous cycle. Evaluating progress for the desired outcomes informs next steps as well as identifying and celebrating the achievements of the young adult.

## 4 EXTERNAL SPECIALIST ASSESSMENTS

SES will seek any additional specialist assessments required in relation to a young adult's Portfolio of Achievements and Needs. These cannot be outlined or detailed in this document, as they will be particular to each individual young adult and their circumstances.

## 5 TRANSITION FROM SES KITE

What do we mean by "Transition"?

Transition starts once a referral turns into an admission. The Transition to SES Kite then merges into the journey over the years with SES and finally Transition away from SES into the next stage of adulthood. In our opinion even this apparently final transition may not be the end of our relationship as our children may maintain their "SES Family" contact well into adulthood and the transitions that brings. The role of SES in providing highly personalised planning for all transitions is vital to the long term success of any young adult. Transition must be planned in partnership with other professional agencies, as one individual home cannot achieve positive

outcomes in isolation. SES has a responsibility to act as an advocate for all young adults, promoting their needs first and foremost.

Transition for young adults is a complex and potentially challenging emotional experience, especially when facing periods of significant change. For example, planning to move on from SES Kite following periods of sustained success inevitably places the young adult under emotional pressure due to the questions it raises around their ability to cope as an adult in an increasingly complex world.

Every young adult's circumstances will be different, therefore a carefully constructed plan that encapsulates all essential elements to increase the likelihood of success and sustained progress is integral to the vision of SES.

## **6 APPENDICES**

6.1 DEVELOPMENT AND LEARNING OVERVIEW FORMAT

6.2 DEVELOPMENT AND LEARNING PLAN FORMAT

6.3 DEVELOPMENT AND LEARNING FOCUS FORMAT

6.4 K24 HOUR LEARNING PLAN FORMAT



SPECIALIST EDUCATION SERVICES

**DEVELOPMENT AND LEARNING OVERVIEW**

<b>Young Adult</b>		<b>Placing Authority</b>	
<b>Date of Birth</b>			
<b>Date Started</b>			
<b>Date Completed</b>			

**CARE HISTORY** *(From Lead Consultant's report)*

**PEN PICTURE**

**YOUNG ADULT'S NEEDS AND DESIRED LONG TERM OUTCOMES FROM PLACEMENT** *(taken from Lead Consultant's Report, Social Worker, Young Adult, Family)*

**A. Education, Training and Employment**

Initial Summary

Desired Long Term Outcomes

**B. Social, Emotional and Mental Health**

Initial Summary

Desired Long Term Outcomes

<b>C. Physical Health/Medical</b>
Initial Summary
Desired Long Term Outcomes
<b>D. Family Relationships and Identity</b>
Initial Summary
Desired Long Term Outcomes
<b>E. Practical Life Skills for Independent Living</b>
Initial Summary
Desired Long Term Outcomes
<b>F. Living Arrangements and support beyond SES</b>
Initial Summary
Desired Long Term Outcomes

SPECIALIST EDUCATION SERVICES

## DEVELOPMENT AND LEARNING PLAN

Young Adult:	
Date of Birth:	
Date Started:	
Date for review:	

DEVELOPMENT AND LEARNING PLAN EDUCATION, TRAINING AND EMPLOYMENT
Summary of Achievement and Need
Desired Long Term Outcome(s) <i>(consider the time frame as approx. 2-3 years)</i>
Desired Medium Term Outcome(s) <i>(consider the time frame as approx. a year)</i>
Desired Short Term Outcome(s) <i>(consider the time frame as approx. 4 months)</i>

**DEVELOPMENT AND LEARNING PLAN  
SOCIAL, EMOTIONAL AND MENTAL HEALTH**

Desired Long Term Outcome(s) *(consider the time frame as approx. 2-3 years)*

Summary of Achievement and Need

Desired Medium Term Outcome(s) *(consider the time frame as approx. a year)*

Desired Short Term Outcome(s) *(consider the time frame as approx. 4 months)*

**DEVELOPMENT AND LEARNING PLAN  
PHYSICAL HEALTH AND MEDICAL**

Desired Long Term Outcome(s) *(consider the time frame as approx. 2-3 years)*

Summary of Achievement and Need

Desired Medium Term Outcome(s) *(consider the time frame as approx. a year)*

Desired Short Term Outcome(s) *(consider the time frame as approx. 4 months)*

**DEVELOPMENT AND LEARNING PLAN  
FAMILY RELATIONSHIPS AND IDENTITY**

Desired Long Term Outcome(s) *(consider the time frame as approx. 2-3 years)*

Summary of Achievement and Need

Desired Medium Term Outcome(s) *(consider the time frame as approx. a year)*

Desired Short Term Outcome(s) *(consider the time frame as approx. 4 months)*

**DEVELOPMENT AND LEARNING PLAN  
PRACTICAL LIFE SKILLS FOR INDEPENDENT LIVING**

Desired Long Term Outcome(s) *(consider the time frame as approx. 2-3 years)*

Summary of Achievement and Need

Desired Medium Term Outcome(s) *(consider the time frame as approx. a year)*

Desired Short Term Outcome(s) *(consider the time frame as approx. 4 months)*

**DEVELOPMENT AND LEARNING PLAN  
LIVING ARRANGEMENTS AND SUPPORT BEYOND SES**

Desired Long Term Outcome(s) *(consider the time frame as approx. 2-3 years)*

Summary of Achievement and Need

Desired Medium Term Outcome(s) *(consider the time frame as approx. a year)*

Desired Short Term Outcome(s) *(consider the time frame as approx. 4 months)*

**RATIONALE FOR DEVELOPMENT AND LEARNING PLAN** *(Indicate the reasons why the desired outcomes have been chosen, and the decision making for selecting the short term outcomes)*

**DESIRED SHORT TERM OUTCOMES SELECTED FOR THE DEVELOPMENT AND LEARNING FOCUS**

1	
2	
3	
4	

**SPECIALIST EDUCATION SERVICES**

**DEVELOPMENT AND LEARNING FOCUS**

<b>Young Adult:</b>	
<b>Date of Birth:</b>	
<b>Date Started:</b>	
<b>Date for review:</b>	

<b>YOUNG ADULT'S VIEW ON DEVELOPMENT AND LEARNING, THEIR PROGRESS AND PERSONAL ASPIRATIONS</b>



<b>DESIRED SHORT TERM OUTCOMES SELECTED FOR THE DEVELOPMENT AND LEARNING FOCUS</b> <i>(taken from Development and Learning Plan)</i>	
1	
2	
3	
4	

<b>Desired Short Term Outcome (1)</b>	
<b>Outcome Measures</b> <i>(how will we know we have achieved the desired outcome)</i>	
<b>Planned strategies, interventions and activities</b>	<b>Staff Adult responsible for delivery</b>

<b>Development and Learning Focus Evaluation</b>
Evaluation of progress towards desired short term outcome: <i>(with reference to outcome measures)</i>
Potential Next Steps: <i>(To be reflected in new Development and Learning Plan Cycle)</i>

<b>Desired Short Term Outcome (2)</b>	
<b>Outcome Measures</b> <i>(how will we know we have achieved the desired outcome)</i>	
<b>Planned strategies, interventions and activities</b>	<b>Staff Adult responsible for delivery</b>

<b>Development and Learning Focus Evaluation</b>
Evaluation of progress towards desired short term outcome: <i>(with reference to outcome measures)</i>
Potential Next Steps: <i>(To be reflected in new Development and Learning Plan Cycle)</i>

<b>Desired Short Term Outcome (3)</b>	
<b>Outcome Measures</b> <i>(how will we know we have achieved the desired outcome)</i>	
<b>Planned strategies, interventions and activities</b>	<b>Staff Adult responsible for delivery</b>

<b>Development and Learning Focus Evaluation</b>
Evaluation of progress towards desired short term outcome: <i>(with reference to outcome measures)</i>
Potential Next Steps: <i>(To be reflected in new Development and Learning Plan Cycle)</i>

<b>Desired Short Term Outcome (4)</b>	
<b>Outcome Measures</b> <i>(how will we know we have achieved the desired outcome)</i>	
<b>Planned strategies, interventions and activities</b>	<b>Staff Adult responsible for delivery</b>

**Development and Learning Focus Evaluation**

Evaluation of progress towards desired short term outcome: *(with reference to outcome measures)*

Potential Next Steps: *(To be reflected in new Development and Learning Plan Cycle)*

**ADDITIONAL OUTCOMES ACHIEVED WITHIN THE DURATION OF THIS DEVELOPMENT AND LEARNING FOCUS** *(outside of the desired short term outcomes)*

<b>Outcome(s)</b>	<b>Evidence</b>	<b>Reasons for Success</b>	<b>Potential Implications / Next Steps</b>	<b>Date</b>

# K24 (24 HOUR LEARNING PLAN)

**A learning activity that has:**

- Planned links to PAN
- Clear Planned/Incidental links to Curriculum
- Specific objectives and outcomes

<b>Individual / Group</b>	<b>Student(s):</b>
<b>Activity / Programme:</b>	<b>Staff Facilitators:</b>

<b>Planned or Incidental Links to PAN/Learning</b>	<b>Start Date:</b>
	<b>Further Dates/Completion/Timescale</b>

<b>Aim(s) of Activity</b>	<b>Objectives</b>
<b>Links to SMSC</b>	<b>Links to British Values</b>
<b>Links to Reading, Writing Communication and Maths</b>	<b>Links to Life Skills / PESD</b>

<b>Activities/Tasks</b>	<b>Resources Required:</b>
	<b>Costs:</b>
	<b>Budget:</b>
	<b>Requisition Form Completed:</b> <b>Yes</b> <b>No</b>
	<b>Risk Assessments</b>

**EVALUATION**

**Objectives Met/Exceeded**

**Objectives Not Met**

**Evaluation of Activity**

**Future Activities/Progression**

Evaluated By:

Date: