

Welcome to this Whole School SEND webinar!

The session will begin shortly.

- Feel free to introduce yourself in the 'Chat'
- Put any questions for our speakers in the 'Q&A'
- Slides and a recording will be available tomorrow
- Attendees are automatically muted and have their cameras off
- Please be respectful towards speakers and other attendees
- Message one of the team if you are having any technical issues

Please complete our opening poll while you wait for the session to begin.

Perfecting Preparation for Adulthood:

Session 2: The Targeted PfA Offer

Guest Speaker: Barry Jones ntdi

Angela Holdsworth MBE, Nicole Dempsey, Helen Howe

Lancashire and West Yorkshire

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Helping Everyone Achieve

Whole School SEND Contract Aims

Equip the school workforce to prioritise and understand their responsibilities in relation to SEND and to share and embed good practice at individual and setting-level within their CPD and school improvement plans, particularly in relation to SEN Support, early intervention and effective preparation for adulthood

Equip schools to meet their training needs in relation to SEND to improve provision through the delivery of targeted training packages within specific Local Authorities

Build capability within the school workforce to ensure all professionals can contribute to excellent SEND provision at every point in their career by providing clear CPD pathways to support their development, including in relation to specialist provision

Our Presenters

Angela Holdsworth is the Regional SEND Leader for Lancashire and West Yorkshire. She is also an NLE and CEO of the Sea View Trust, a Trust with nurseries, primary schools, all through special schools and a specialist college.

Nicole Dempsey is a Deputy Regional Leader for Lancashire and West Yorkshire. She is an experienced mainstream SENCO now working for Dixons Academies Trust, supporting SEND and safeguarding across all phases in the North of England.

Helen Howe is a Deputy Regional Leader for Lancashire and West Yorkshire. She is an experienced mainstream secondary SENCO currently working in Sefton.

Barry Jones is an independent consultant with over 18 years of leadership and operational experience in the public sector in children's and adults services including SEND, Care Leavers, Children Looked After, Connexions, programme management, strategy and commissioning.

Session Objectives:

What do we hope this session will achieve?

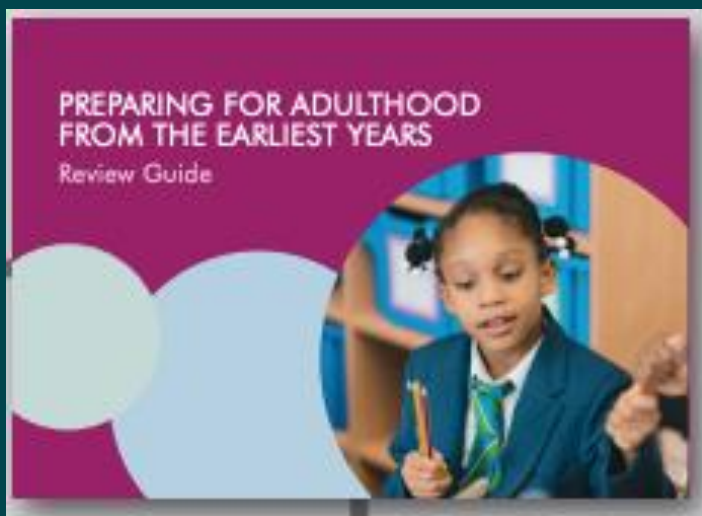
- 1) Introduction to PfA at a targeted level
- 2) Sector examples
- 3) Audit tool

Universal Offer – making PfA provision for everyone



Session 1: Recap

In our first session ...



Barry Jones from ntdi did a great starter activity to get us all to think about what **a good life** meant to us as teenagers.

- We unpicked the 4 core themes of PfA: Employment; Good Health; Independent Living; Friendships, Relationships and Community.
- We explored some of the available **statistics and labour market information** to identify why a focus on Preparation for Adulthood (PfA) across the 0-25 age range is important for all learners, not just those with SEND.
- We acknowledged that some of the data raises concerns and there is a real need to improve PfA to improve long term outcomes for everyone, including children and young people with SEND.
- We gave an overview of the **Disability Perception Gap**
- We identified how hearing **young peoples' voices** can tell us about how to design a better PfA offer.
- We considered the three levels of offer that should be in place in schools and educational settings: **Universal/ Targeted** and **Specialist**.
- We then focused on how **PfA** may be already being delivered at a **Universal Offer** level.
- **Participants shared some reflections** from their own settings.
- The Gap Task was to start to **Articulate your UNIVERSAL PfA offer and look at the Preparation for Adulthood Review Guide and the PfA website.**



Levels of Provision

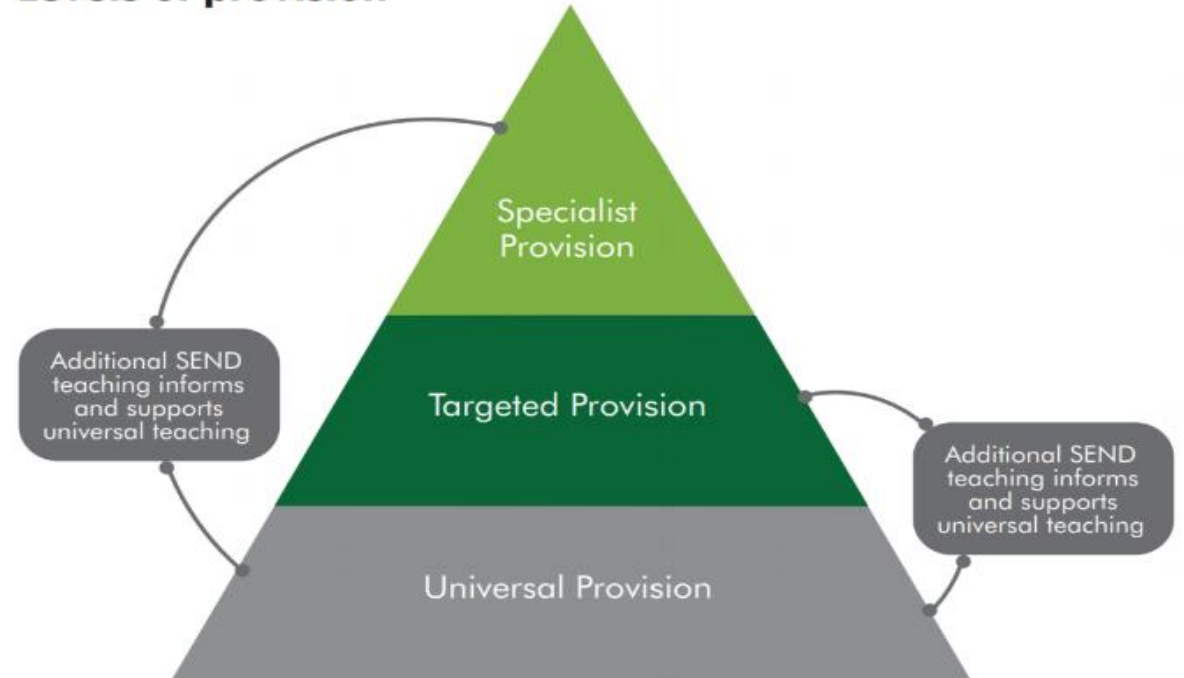
A Quick Recap



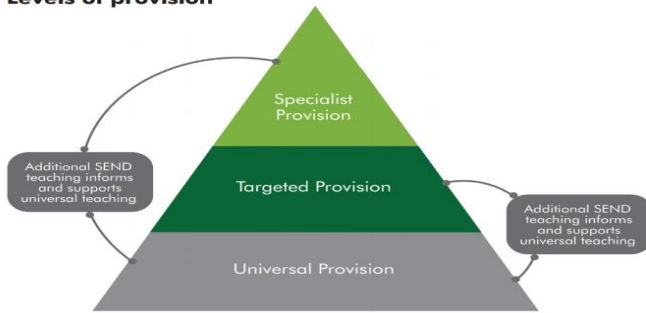
Levels of Support ...

Universal Targeted Specialist Offer

Levels of provision



Levels of provision



Levels of Support ...

Universal Targeted Specialist Offer

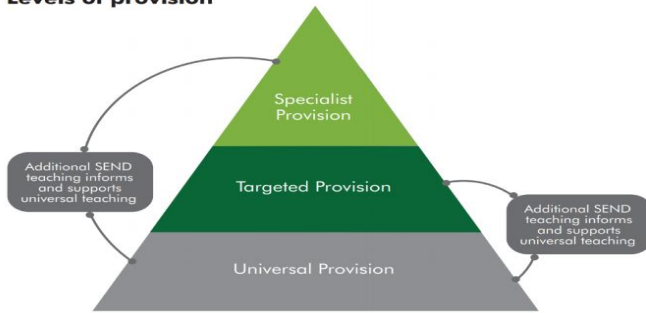
Universal Provision- A whole school ethos, culture and values underpinned by High Quality teaching and learning that is differentiated and tailored to meet the individual needs of the majority of children and young people, including those with and without SEND.

Targeted Provision- Educational provision that is additional to and different from the Universal provision. Typically, this provision is provided for those learners with SEN support needs. *12.2% of all pupils in England who require SEN support*, source National Office of Statistics, 2020/21.

In accordance with the Children and Family Act, 2014, Schools and college must use their best endeavours to ensure such provision is made for those who require it. (CoP 1.25 pg 25)

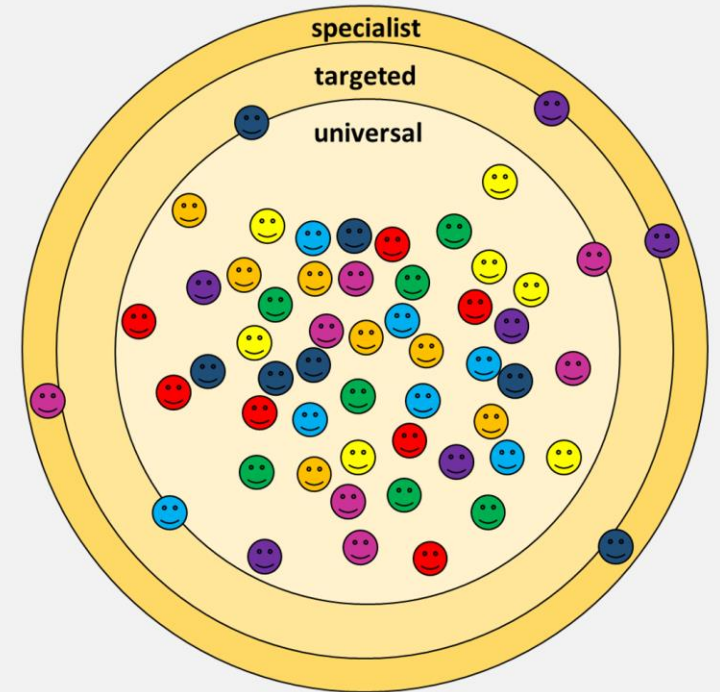
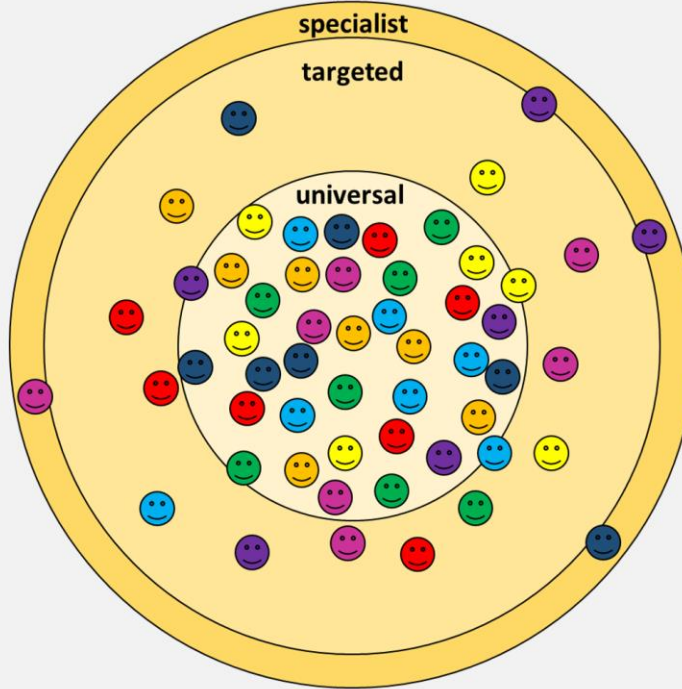
Specialist Provision- Educational provision that is designed specifically to meet highly personalised need, typically this is provision that would be identified through an Education, Health Care Plan (EHCP) *3.7% of all pupils in England have an EHCP*, source National Office of Statistics, 2020/21

Levels of provision



Levels of
Support ...

Universal
Targeted
Specialist
Offer



Recap: The disability perception gap

Source:

<http://www.scope.org.uk/campaigns/disability-perception-gap/>

Summary

The more we can provide for our students as part of the universal offer, with a diverse ability range learning and succeeding alongside one another, the more skills we are teaching them to go on and live in a fair and diverse society.

Consider what our children – all of our children – learn passively by our approaches to meeting need. This doesn't mean not providing additional and different, but it does mean prioritising opportunities for the school to learn to meet a wider range of needs as the norm, and considering the 'hidden' learning implications of the choices we make.

We have more in common than that which divides us!

No one doesn't benefit from a fairer, more flexible and responsive, diverse school community.

Recap: The disability perception gap

Source:

<http://www.scope.org.uk/campaigns/disability-perception-gap/>

Overview

The 'hidden' curriculum:

- As well as the knowledge and skills we are intentionally teaching our students, they are also learning from our choices and behaviour on a day to day basis
- This includes our attitudes towards disability and diversity, not just how we talk about it or how we talk to people with differences or needs, but how we manage educating a diverse range of needs in our classrooms and the wider school experience
- Another aspect of this is 'access to experiences' and what our children can learn from those experiences

What are our children – non-SEND and SEND – learning about themselves and diversity by learning and accessing experiences alongside one another or, crucially, not alongside one another?



Targeted

– PfA in the Curriculum

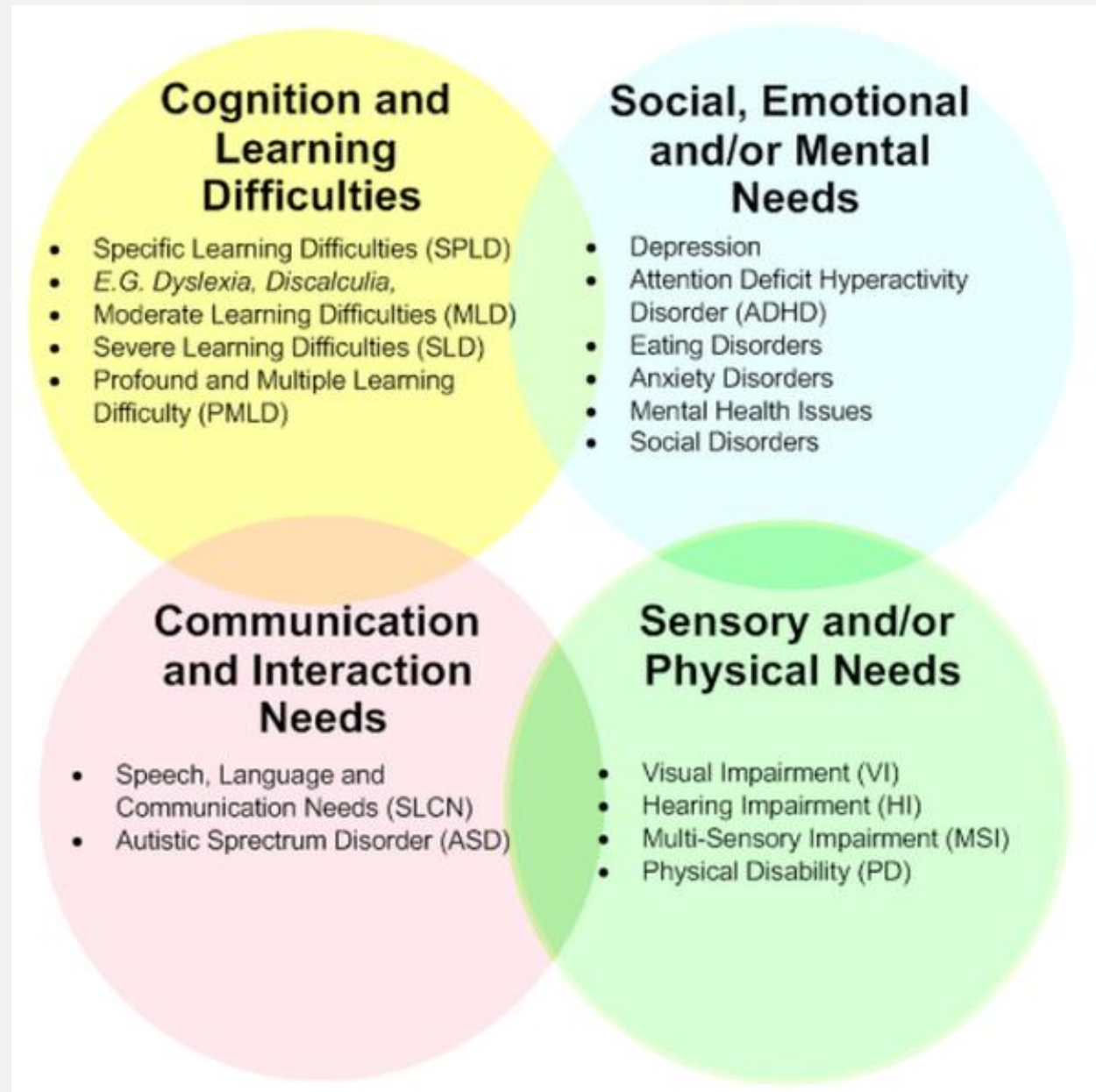


4 Broad Areas of Need

Code of Practice (DfE, 2015)

Need may be multiple and overlapping

When developing the targeted 'Additional to' and 'different from' offer it may be useful to consider adaption for all 4 broad areas of need.



The Primary Categories of SEN need in Primary and Secondary schools in England in 2021

■ Primary ■ Secondary

KEY:

SpLD Specific Learning Difficulties

MLD Moderate Learning Difficulties

SLD Severe Learning Difficulties

PMLD Profound & Multiple Learning Difficulties

SEMH Social Emotional Mental Health

SLCN Speech Language Communication Need

ASD Autism Spectrum Disorder

VI Vision Impairment

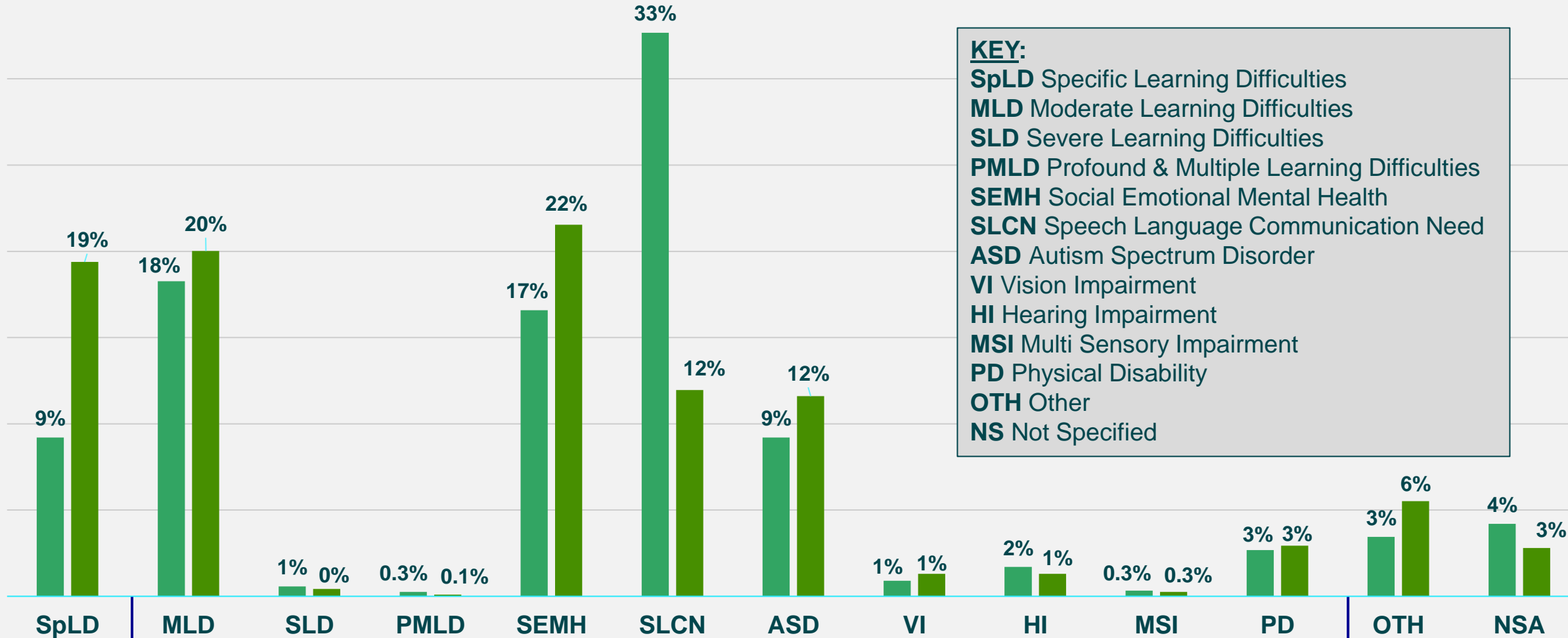
HI Hearing Impairment

MSI Multi Sensory Impairment

PD Physical Disability

OTH Other

NS Not Specified



PfA Targeted Offer

Recap:
4 Themes of
PfA

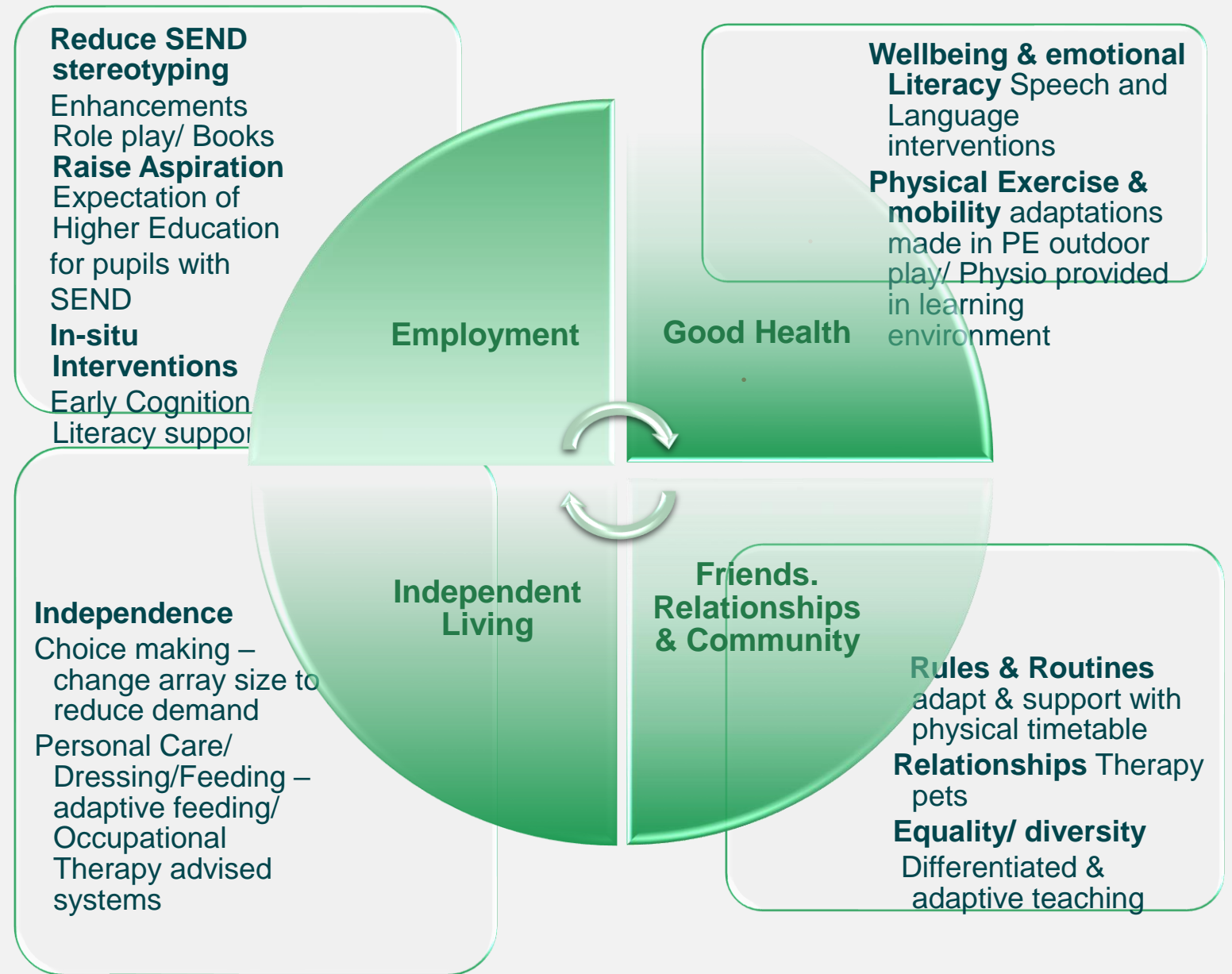


Targeted PfA Offer EYFS

‘The support young children with SEND receive in the early years has a life-long impact on them and their family.’

Code of Practice (DfE, 2015)

Towards a Targeted Offer



Targeted PfA Offer Primary

6 years old - The age at which children start to adopt stereotypes based on gender, ethnicity, and social background. Such stereotypes can go on to influence career and subject choices.

9 years old - The age at which children start to abandon fantasy careers and start to become more aware of potential constraints on their futures.

Towards a Targeted Offer

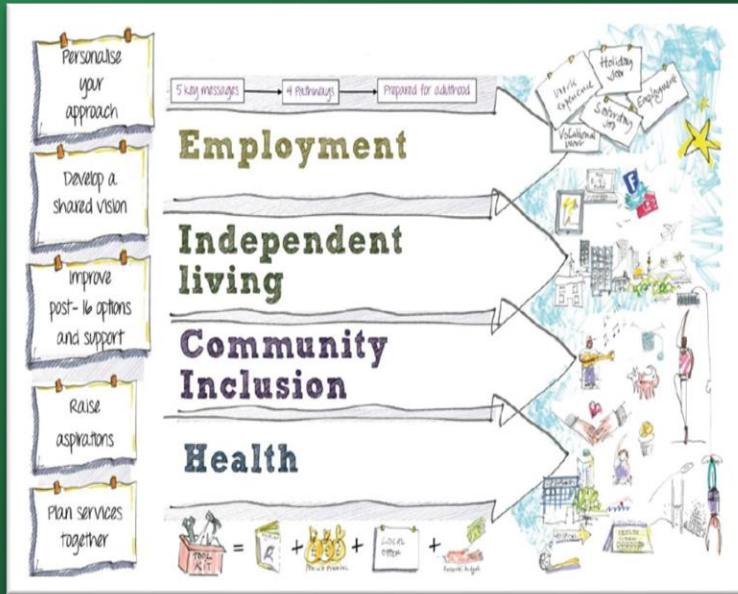
- Develop **Key skills – Literacy Numeracy/ ICT** through research-led & impactful Intervention, adapt materials to need
- **Role models/ Work Experience** links with special school to demonstrate adults with needs in work roles. Images in books and resources

- **PSHE** – understanding emotions (eg temperature charts)
- **PE** (adaptive equipment/ access to physio & OT programmes)
- **Mentally Healthy Schools**
- **Food Technology** – Visual structure/ symbol recipes



- **Mastery of independence skills** – staff hold back, task analyse to build up skills eg shoelaces
- **– Personal Hygiene & Care** Teach skills /symbol checklists/ mirror skills
- **Personal Financial management** – Secure numeracy skills

- **Citizenship** – Pupil Council rep/ responsibilities/ show stars/ represent school
- **Relationships Education** – SaLT intervention – Sulp/ social stories
- **Charity work** – being the ambassador



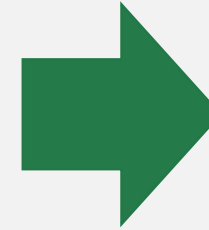
Preparation for adulthood at KS3/KS4 should have the following principles at its heart:

- Person Centred Planning- Giving the young person control and choice over their future
- Involvement of Carers and parents-Young people and their families should be recognised as partners in the process and be actively involved in helping prepare for their future.
- Working towards positive outcomes-Planning should focus on life outcomes, independence and leading meaningful and enjoyable adult lives.
- Early assessment and transition planning- Helping young people transition to the next phase in a timely manner

Building a Person Centred Curriculum.

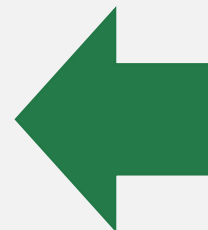
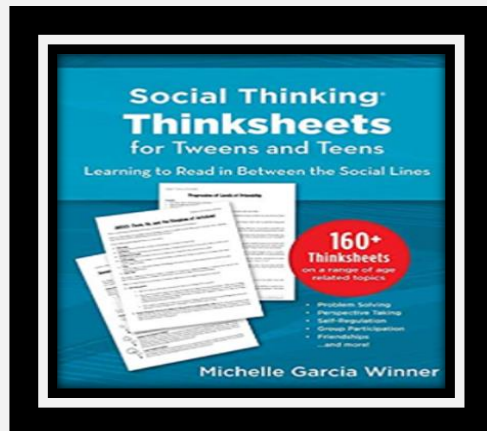
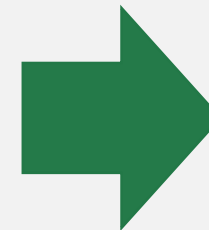
Entry Level and Functional skills qualifications.

English and Maths Entry level qualifications have an inbuilt PFA focus. Tasks and assessments are centred around life skills e.g. letter writing, correspondence by email, budgeting and using money and progress on a much slower and incremental basis than GCSE exams



NDTi and ASDAN -Qualifications.

My Independence is a suite of four certificated programmes for young people with a range of special educational needs. Mapped to the preparing for adulthood (PFA) pathways, each programme provides a real-life context to reward achievement and foster the personal, social and work-related abilities of all learners by focusing on a person-centred planning approach. The **ASDAN COPE AWARD** is also PFA centred.



Social Communication Groups

EHCP learners will often have stipulated within a plan for specific SALT and Social communication interventions to be delivered. There are many social communication programs that also help develop PFA. Michelle Garcia Williams **Social Thinking series** is designed with this in mind and helps pupils navigate and develop social interactions.

Health and Community

The Person Centred Approach.

PUPIL PROFILE

Basic Information:

Name: [REDACTED]
 D.O.B: [REDACTED]
 Form: 15/12/09

SEN- SEND SUPPORT/EHCP

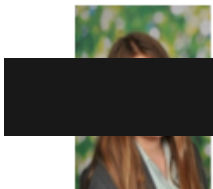
- Area of Need : **Cognition and Learning**
- Specific Learning Difficulty - Dyslexic tendencies/Dyscalculia/ Dyspraxia/Processing/ Visual Stress
- SEMH- Separation anxiety. ADHD/EBD/MH
- Social Communication- ASC- On Pathway
- **Physical and Sensory**
- Speech and Language

I would like you to know that...

- I wear hearing aids but some times need to lip read
- I struggle writing a lot in E
- I like Maths
- I find it difficult to take eve
- I forget things easily, my m
- I don't like music because
- I struggle with spellings
- I might need someone to r
- I have a **toilet pass**
- I prefer for my teacher to s
- I find it difficult to:
- To read and spell
- Using a ruler to help read te
- I lose focus when watching
- I find it hard to focus somet

Attendance and Achie

- My attendance is 88.9%



Target Setting



Autumn Term 2021

Short term targets

1. Find Mrs Howe if any problems or issues
2. Achieve the best possible attendance
3. Consider attending the after school cookery club

Achieved

Partially Achieved

Not Achieved



Autumn Term 2021 PFA term targets

1. To arrive to lessons on time. (Employment)
2. To be able to read my timetable on my lanyard and know which week I am following (Independent living)
3. Ask mentors to support me when I am struggling with my friends. Use the Friendship club to help resolve issues. (Friendship/community)
4. Use my extra lunch money to buy healthy snacks (Health)

Achieved

Partially Achieved

Not Achieved



Useful PfA resources for students with SEND

The National Careers and Enterprise Company was set up by the government in 2015 and aims to support excellent careers services within our schools. They have bespoke resources to support SEND learners with careers.

<https://resources.careersandenterprise.co.uk/browse-category/send>

The NDTi website has produced excellent vocational profiles for SEND learners in either a 1 page or 8 page format. The 1 page overview is an excellent resource to use with EHCP students, particularly those at KS4.

<https://www.preparingforadulthood.org.uk/downloads/person-centred-planning/vocational-profile.htm>

Useful websites:

<https://nationalcareersservice.direct.gov.uk/> <https://www.prospects.ac.uk/>

<https://www.ucas.com/> <https://kudos.casaid.co.uk/#/>

<https://www.startprofile.com/> <https://targetjobs.co.uk/>



Employment

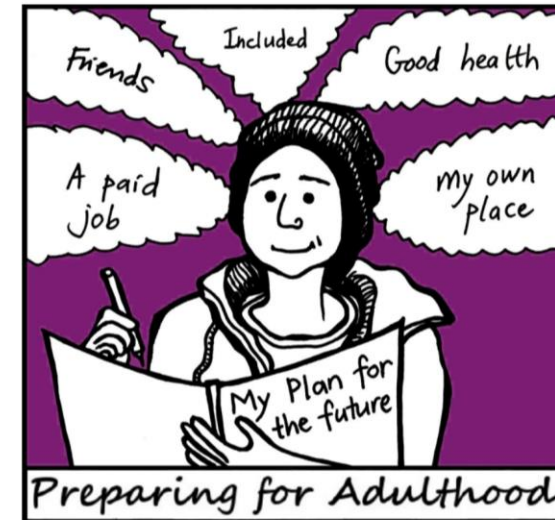


Age	Secondary Y7-Y11 Key Stages 3 & 4 11-16 year olds	Post-16 In schools and post-16 providers 16-19 year olds	Post-19 19-25 year olds
Steps Towards Outcomes	<ul style="list-style-type: none"> Subject option choices - thinking about university and college, picking the right subjects for future career goals Exploring different careers Understanding requirements for HE Structured careers advisory sessions Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed GCSEs / NVQs / Entry level qualifications Vocational options Continue to build personal / vocational profile - use in careers sessions After school / Saturday jobs / part-time employment understanding supported employment options e.g. access to work Transition to new settings Starting micro-enterprises 	<ul style="list-style-type: none"> Build on strengths and interests highlighted in personal / vocational profile Apprenticeships Supported internships Traineeships Further work on academic and vocational qualifications A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor CV writing Skills in applying for jobs or higher education Interviewing Understanding support from the LA, e.g. do they have a supported employment service? 	<ul style="list-style-type: none"> Consolidate or finish learning Taking part in adult education / community learning Completing outcomes in EHC plan Voluntary work Knowing how to access support from Job Centre post-education Paid work or higher education Understanding benefits
Resources	<ul style="list-style-type: none"> Vocational Profile Workbook National Careers Service Preparing for Adulthood Employment Resources Downs Syndrome Association Employment PfA review toolkit 	<ul style="list-style-type: none"> Supported Internships Apprenticeships/Traineeships Study Programmes Disability Rights UK Factsheets and Guides & Higher Education Guide 	<ul style="list-style-type: none"> Care Act and C&F Act Fact Sheet Mental Capacity Act Transition Quick Guidance Care Act Transition Guidance

PfA Self-evaluation tool: Post-16 Providers



PfA Self-evaluation tool: Schools



[PfA Self-evaluation tool \(preparingforadulthood.org.uk\)](http://preparingforadulthood.org.uk)



PfA Audit



Gap Task 2 things to do now...

1. **Articulate your Targeted PfA offer**
2. **Download a copy of the PfA Leadership Reflection Tool**

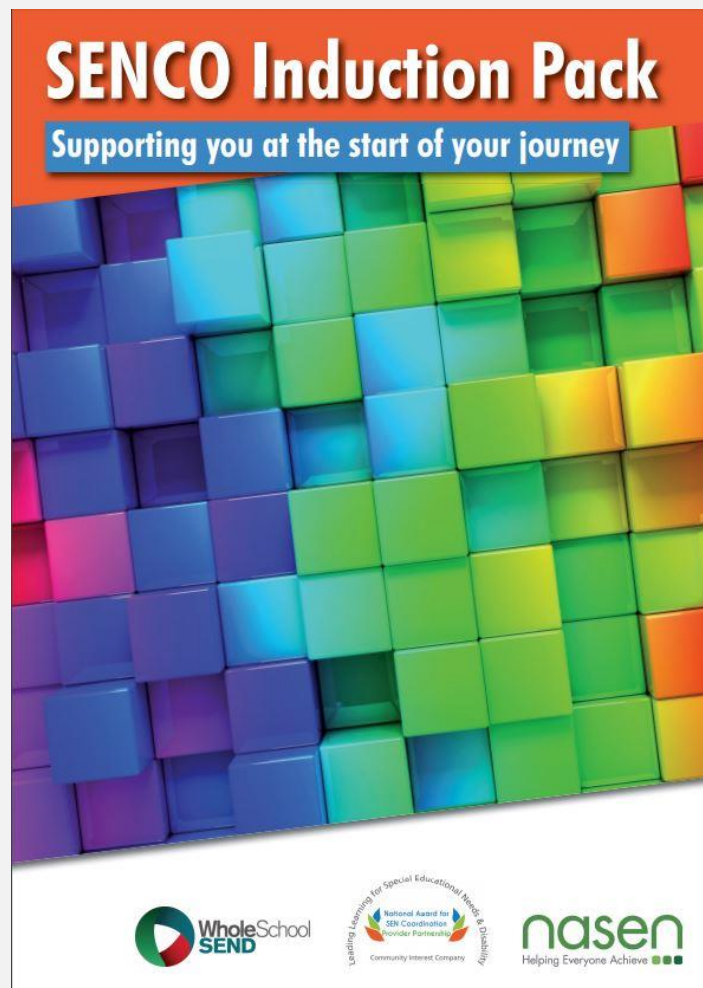
The **SEND Leadership Reflection Tool** describes a set of four themes where effective leadership could and should be having an identifiable impact. Within each theme, it describes the questions that people could/should ask themselves about leadership impact – with illustrations of the types of things that people might be able to see or identify as evidence that effective leadership is in place.





Useful Resources





The following suite of videos cover **ADHD, Acquired Brain Injury, Autism, Down's Syndrome, Dyscalculia, Dyslexia, Dyspraxia, Hearing Impairment, Physical Disability, Social, Emotional and Mental Health, Speech, Language and Communication Needs and Visual Impairment.**

[+ Acquired Brain Injury](#)

[+ ADHD](#)

[+ Autism](#)

[+ Down's Syndrome](#)

[+ Dyscalculia](#)

[+ Dyslexia](#)

[+ Dyspraxia](#)

[- Social Emotional and Mental Health](#)



[+ Hearing Impairment](#)

[+ Speech Language and Communication](#)

[+ Physical Disability](#)

[+ Vision Impairment](#)



Thank you for attending!

- Join our member community: <https://www.sendgateway.org.uk/register>
- Get in touch: info@wholeschoolsend.com
- Sendgateway.org.uk
- Nasen.org.uk
- @wholeschoolSEND
- @nasen_org

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Additional Links and Useful Info:


- Children and Families Act 2014. [Online] Accessible from:
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- Council for Disabled Children (2015) Disabled Children and the Equality Act 2010: what teachers need to know and what schools need to do, including responsibilities to disabled children and young people under the Children and Families Act 2014. [Online] Accessible from:
https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf
- College Governance: A Guide [Online] Accessible
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachme nt_data/file/344615/BIS-14-1012-college-governance-a-guide.pdf

Check out all our upcoming webinars!

EVENTS CALENDAR

Discover the latest fully-funded CPD events delivered by Whole School SEND. We offer CPD on a wide range of topics, hosted by our expert regional SEND teams and featuring a range of guest speakers.

VIEW EVENTS ONLINE: <https://www.sendgateway.org.uk/events>




2022

SPRING


JAN/FEB

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<p>Wed 5th Jan 15:45-16:45 INTRODUCTION TO THE TEACHER HANDBOOK: SEND</p> <p>In this webinar, lead authors Katherine Walsh and Amelia Thompson will take participants through Whole School SEND's latest resource, the Teacher Handbook: SEND. They will explain the vision of the handbook and detail how it can be used to support inclusive teaching in every classroom.</p> <p>Book now!</p> <p>S T</p>	<p>Tues 11th Jan 14:00-15:30 LEADERSHIP OF SEND</p> <p>This series of webinars aimed at leaders will explore effective leadership of SEND, including how to use data strategically, the current inspection landscape and fostering a culture of collective responsibility. (Part 3 of 3).</p> <p>Book now!</p> <p>HT SL</p>	<p>Wed 12th Jan 16:00-17:00 WORKING WITH PARENTS, CARERS AND FAMILIES</p> <p>Preparing young people for transition: a co-ordinated approach: This session will explore how schools can work with families to prepare young people for transition, including understanding the different phases of transition and sharing strategies that can reduce anxiety (Part 3 of 3).</p> <p>Book now!</p> <p>S HT SL T</p>	<p>Thurs 13th Jan 16:00-17:30 SEND IN MAINSTREAM FOR EARLY CAREER TEACHERS AND BEYOND</p> <p>Relationships and Knowing Your Learner: This three-part webinar series will support teachers to develop their ability to meet the needs of all SEND learners in the classroom. The first session will have Educational Psychologists sharing their top tips for building effective relationships. (Part 1 of 3).</p> <p>Book now!</p> <p>T</p>
<p>Wed 19th Jan 15:45-17:00 EXPLORING OPPORTUNITY AND ASPIRATION INTO FE AND BEYOND</p> <p>Beyond the School Gates: This series will focus on aspiration, provision and opportunities from KS4 through to FE and beyond, exploring curriculum, long term outcomes, transitions and connectivity across the system to best support students and families (Part 1 of 3).</p> <p>Book now!</p> <p>S HT SL G</p>	<p>Thurs 20th Jan 14:00-15:30 NEW TO THE SENCO ROLE</p> <p>This three-part webinar series, aimed specifically at new-in-post SENCOs, will be an opportunity to understand the roles and responsibilities of the SENCO and to develop the role of the SENCO as a strategic leader. (Part 2 of 3).</p> <p>Book now!</p> <p>S</p>	<p>Thurs 27th Jan 16:00-18:00 SEND IN MAINSTREAM FOR EARLY CAREER TEACHERS AND BEYOND</p> <p>Practical High-Quality Teaching Strategies: In this session attendees will hear from outstanding classroom practitioners and experts as they share real-school, practical tips on how to implement the EEF's top 5 effective High Quality Teaching strategies in the classroom. (Part 2 of 3).</p> <p>Book now!</p> <p>T</p>	<p>Wed 2nd Feb 15:45-17:00 EXPLORING OPPORTUNITY AND ASPIRATION INTO FE AND BEYOND</p> <p>Co-creation of Aspirational Curriculum Pathways: This series will focus on aspiration, provision and opportunities from KS4 through to FE and beyond, exploring curriculum, long term outcomes, transitions and connectivity across the system to best support students and families (Part 2 of 3).</p> <p>Book now!</p> <p>S HT SL G</p>
<p>Thurs 3rd Feb 15:45-17:30 LEADING CPD FOR INCLUSIVE SEND PROVISION</p> <p>Planning Effective SEND CPD: This session will be led by Gary Aubin, Content Specialist for SEND at the EEF and will focus on contextualising the EEF Guide to Support School Planning, and the new Effective Professional Development Guide. (Part 1 of 3).</p> <p>Book now!</p> <p>S HT SL</p>	<p>Thurs 10th Feb 14:00-15:30 NEW TO THE SENCO ROLE</p> <p>This three-part webinar series, aimed specifically at new-in-post SENCOs, will be an opportunity to understand the roles and responsibilities of the SENCO and to develop the role of the SENCO as a strategic leader. (Part 3 of 3).</p> <p>Book now!</p> <p>S</p>	<p>Thurs 10th Feb 16:00-17:30 PERFECTING PREPARATION FOR ADULTHOOD</p> <p>Preparation for Adulthood at the Universal Level: This series aims to demystify the Preparation for Adulthood agenda, making it accessible to classroom teachers and school leaders in all school types and phases, using examples from the sector and self-audit tools (Part 1 of 3).</p> <p>Book now!</p> <p>S SL T</p>	

KEY

Sessions are suitable for:

S SENCOs G Governors
HT Headteachers TA Assistant Teachers
T Teachers SL Senior Leaders

Missed part of a series?
You can catch up on all our past webinars on the [SEND Gateway](#)

All our events are fully funded by the Department for Education – making them **FREE** to attend for UK individuals.

You can book your FREE place on all upcoming webinars [here](#).

Regional Contact Information

- Angela Holdsworth – RSL.LWY@wholeschoolsend.com
- Nicole Dempsey – DRSL.LWY@wholeschoolsend.com
- Helen Howe – DRSL2.LWY@wholeschoolsend.com
- Contact us on Twitter: [@WSSLancsWY](https://twitter.com/WSSLancsWY)

Let us know how this session has informed your practice!

Whole School SEND is always looking to improve our CPD offer by evaluating how attendees have changed their practice or embedded new strategies. We welcome any feedback on the session, either through our **post-events survey** or directly via **email** to info@wholeschoolsend.com.

If you would like to, we are also very happy for attendees to submit copies of any post-event activities so we can see how these have been used in practice

Let us know:

- What worked? What didn't? What were the challenges in putting ideas from this session into practice? What do you need more support with? Do you feel more confident after attending this session?

Find your region

- The WSS Regions are based on the boundaries used by the Regional Schools Commissioner areas.
- You can find out which region your local authority comes under here:

<https://www.sendgateway.org.uk/whole-school-send-regional-send-leads>

Recordings

- You can find recordings of our past webinars with the accompanying materials on the SEND gateway:

<https://www.sendgateway.org.uk/page/wss-past-events>

- You can also subscribe to our YouTube channel to keep updated:

www.youtube.com/c/WholeSchoolSEND



**Whole School
SEND**

Please get in touch if you are struggling
to locate any of our resources.

info@wholeschoolsend.com



WholeSchool
SEND



PfA & Good Conversations

3rd March 2022 WSS Webinar

Barry Jones PfA NW & NE Regional Facilitator

07712061491

barry.jones@ndti.org.uk

Nancy Kline: Listening is a radical act.....

*Everything we do depends for its
quality on the thinking we do first*

*Our thinking depends of the
quality of our attention to
each other*

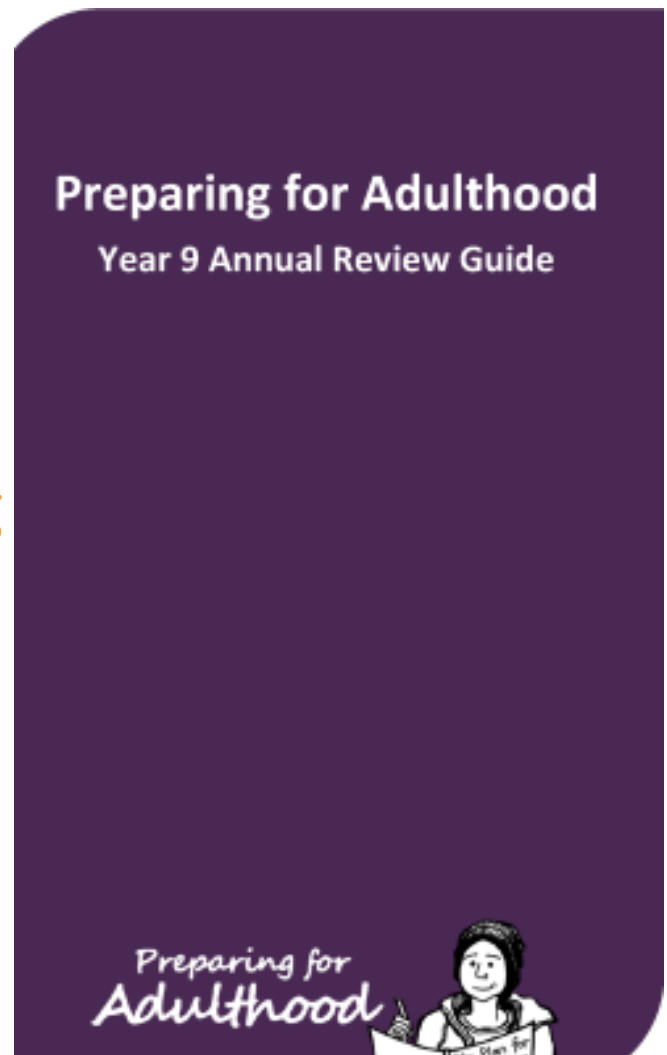
*Listening of this calibre
ignites the human mind...*



The Year 9 Review Guide

This guide is based on the outcomes of work with 18 Local areas across the country and sets out the legal requirements for the year 9 reviews **and reviews thereafter** as well as good practice in supporting young people to prepare for adulthood

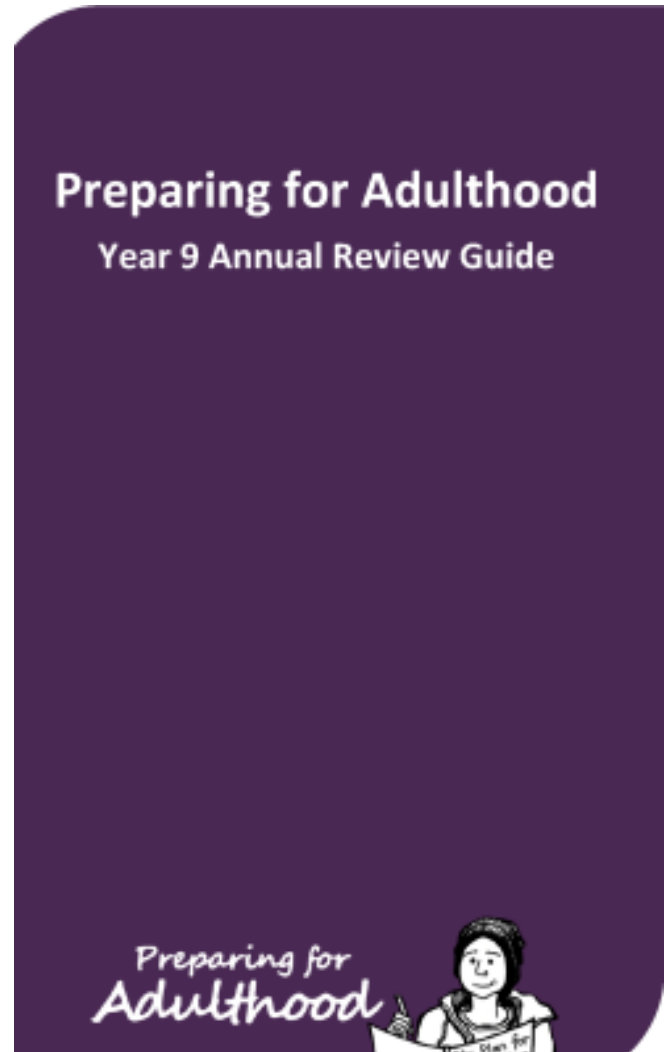
<https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/zuix00j2637369911529053456.pdf>



PfA Annual reviews...

The Code of Practice says that:

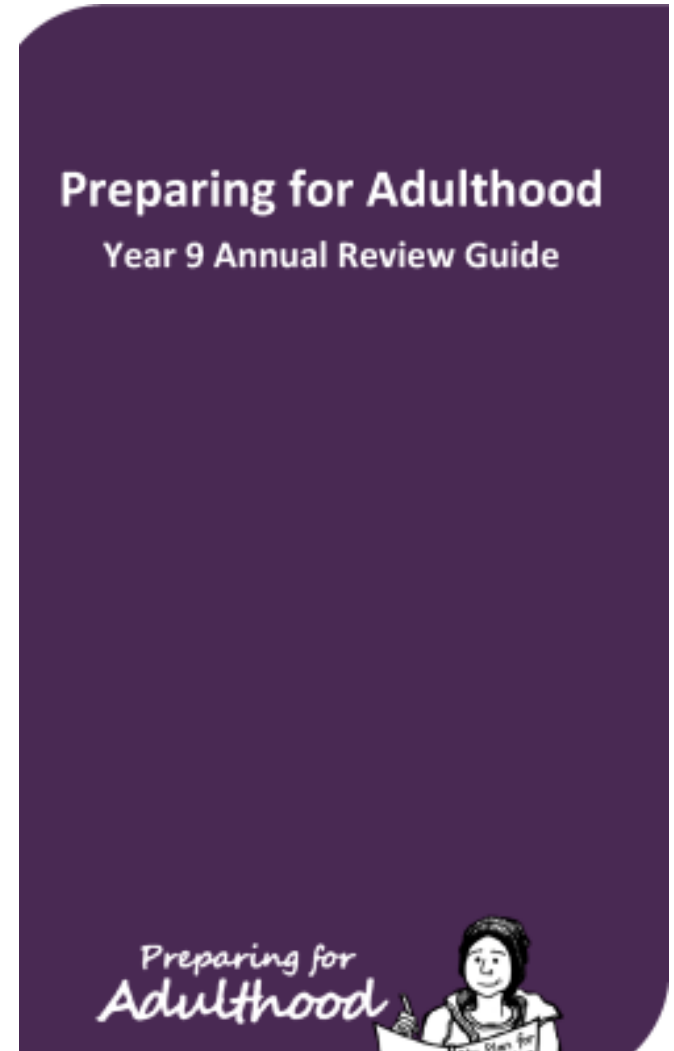
‘Being supported towards greater independence and employability can be life transforming for children and young people with SEND. This support needs to start early and should centre on the child or young person’s own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions”. (7.37)



PfA Annual reviews...

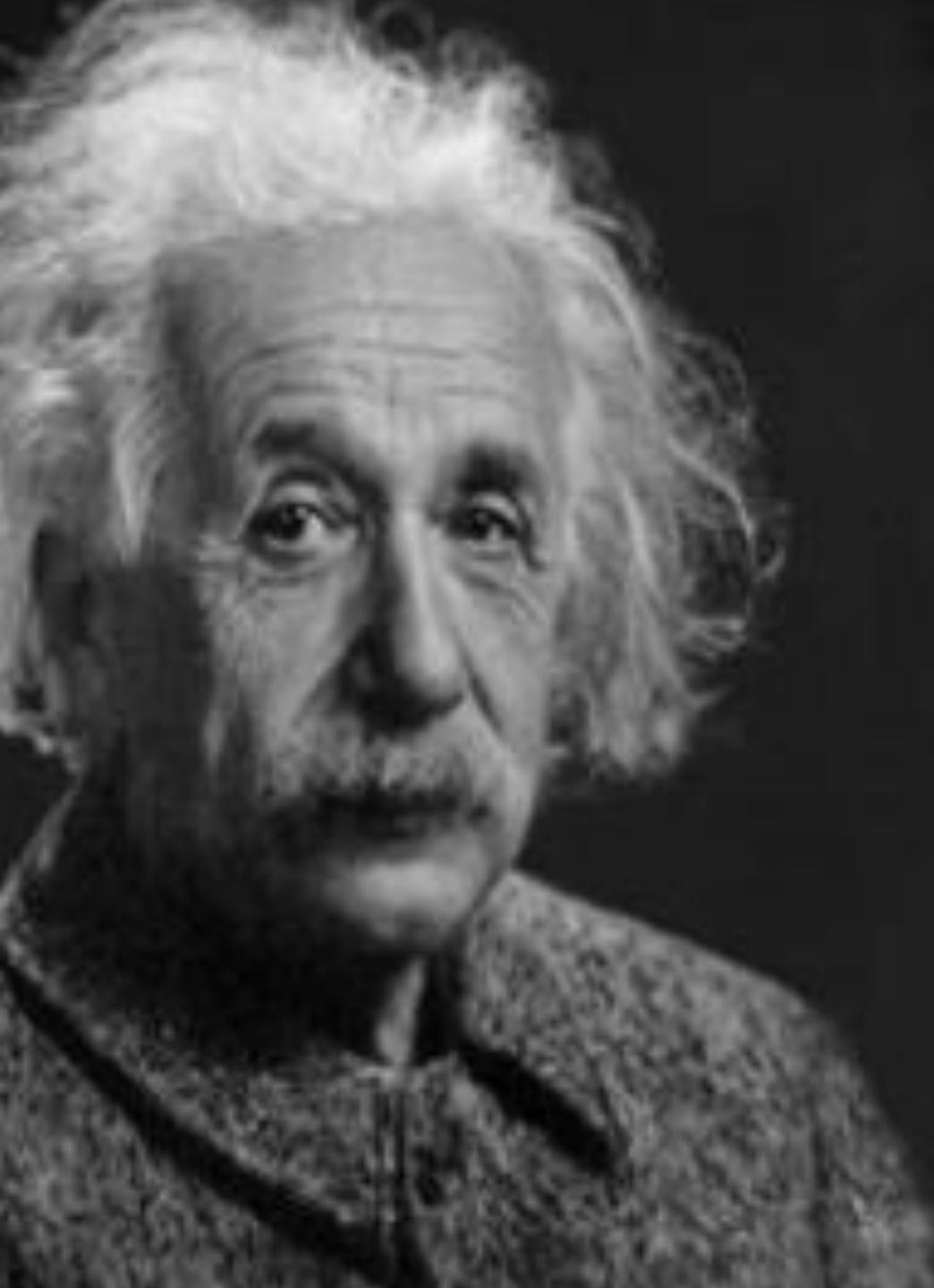
Planning & Outcomes - The Code of Practice says that:

- There **must** be a focus on Preparing for Adulthood
- The discussions **must** centre on the young person
- The young person's aspirations and what they want to achieve **must** be explored
- The revised EHC plan **must** include outcomes that are ambitious, stretching and will prepare the young person for adulthood
- Outcomes should be ambitious and show how they will enable young people to make progress towards their aspirations
- Young people should have the support they need to fully participate in this planning and decision making



Our world is not shaped by those who think similarly, but by those who dare to think differently.





READUPMOTIVATION.COM

Imagination is everything.
It is the **preview** of life's
coming attractions.

ALBERT EINSTEIN



MARVEL STUDIOS

WHAT IF...?

ONE QUESTION CHANGES EVERYTHING

Disney+

WHAT IF:

- Young people freely express their passion?
- Francis. Bourgeois 12,000,000 likes on TikTok
- Appeared on the ITV show This Morning





MARVEL STUDIOS

WHAT IF...?

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



on what matters

NAME
DATE



WHAT PEOPLE LIKE ABOUT ME

IF I COULD... I WOULD...



WHAT I WANT IN THE FUTURE

WHAT MATTERS ISLAND

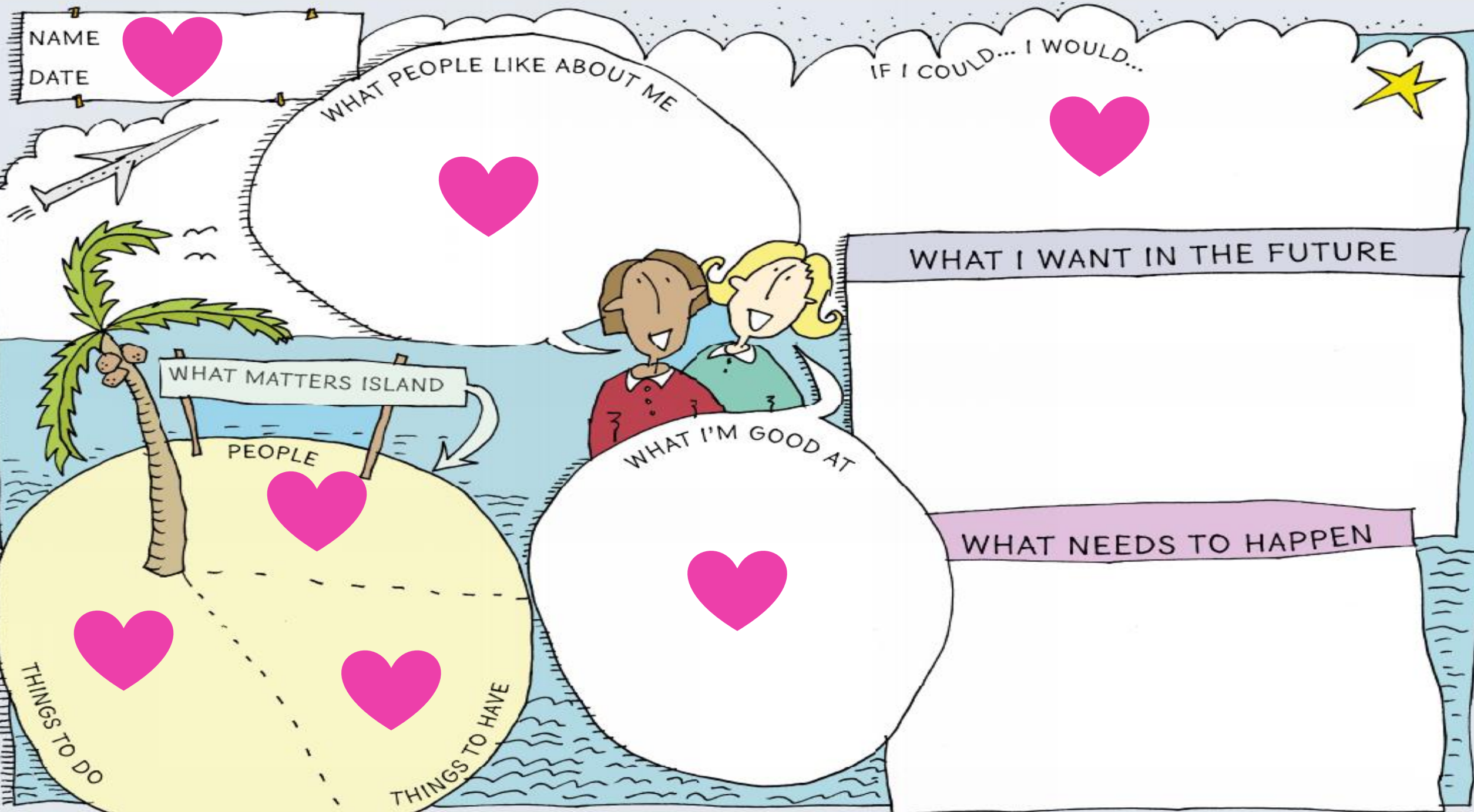
PEOPLE

WHAT I'M GOOD AT

WHAT NEEDS TO HAPPEN

THINGS TO DO

THINGS TO HAVE



My best life ever!







Barry



"Non-Violence", a sculpture by Karl Fredrik Reuterswärd, sits permanently outside UN Headquarters in New York. (UN Photo)

NAME
DATE

WHAT PEOPLE LIKE ABOUT ME

IF I COULD... I WOULD...



WHAT I WANT IN THE FUTURE

WHAT I'M GOOD AT

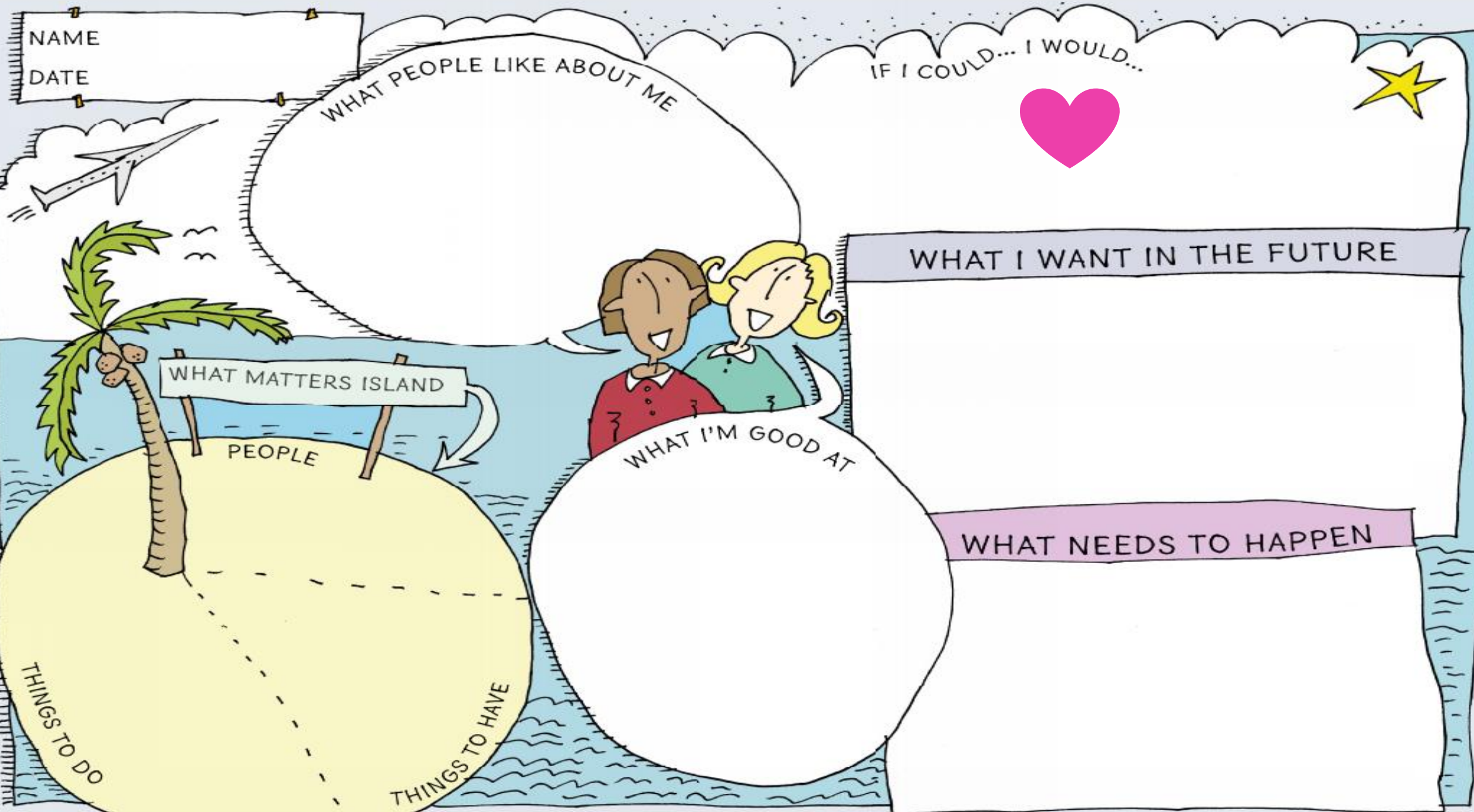
WHAT NEEDS TO HAPPEN

WHAT MATTERS ISLAND

PEOPLE

THINGS TO DO

THINGS TO HAVE



**Is it Positive
&**

POSSIBLE

?

NAME

DATE

WHAT PEOPLE LIKE ABOUT ME

IF I COULD... I WOULD...



Positive & Possible?

WHAT I WANT IN THE FUTURE



WHAT NEEDS TO HAPPEN

WHAT MATTERS ISLAND

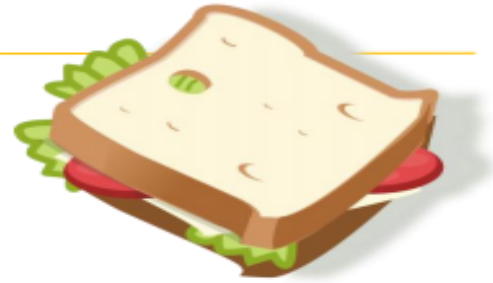
PEOPLE

WHAT I'M GOOD AT

THINGS TO DO

THINGS TO HAVE

PfA Outcomes - The Sandwich Model



www.accesstoeducation.birmingham.gov.uk

NAME
DATE

WHAT PEOPLE LIKE ABOUT ME

IF I COULD... I WOULD...



WHAT I WANT IN THE FUTURE



WHAT NEEDS TO HAPPEN



WHAT MATTERS ISLAND

PEOPLE

THINGS TO DO

THINGS TO HAVE

WHAT I'M GOOD AT



NAME
DATE

WHAT PEOPLE LIKE ABOUT ME

IF I COULD... I WOULD...



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WHAT I WANT IN THE FUTURE

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WHAT MATTERS ISLAND

PEOPLE

WHAT I'M GOOD AT

WHAT NEEDS TO HAPPEN

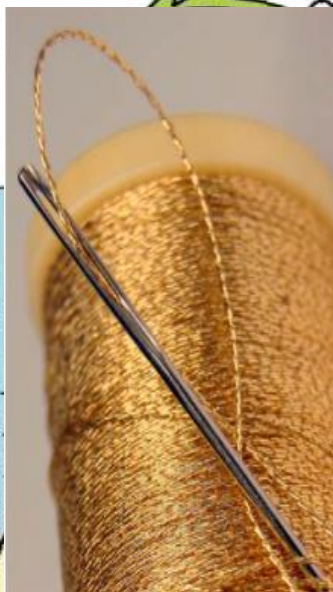
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THINGS TO DO

THINGS TO HAVE



PEOPLE WE KNOW AS A FAMILY

PEOPLE

PEOPLE MY CHILD / YOUNG PERSON KNOWS



WHO I /WE ARE IN THE CHILD / YOUNG PERSON'S LIFE

IF MY CHILD / YOUNG PERSON COULD... THEY WOULD...

IF I COULD™



PLACES AS A FAMILY WE LIKE TO GO

PLACES

PLACES MY CHILD / YOUNG PERSON LIKES TO GO

WHAT WE LIKE AND ADMIRE ABOUT OUR CHILD / YOUNG PERSON

WHAT OTHER PEOPLE LIKE AND ADMIRE ABOUT OUR CHILD / YOUNG PERSON

NEXT YEAR

IN 5 YEARS

IN 10 YEARS

WHAT WE WANT FOR OUR CHILD / YOUNG PERSON

THINGS THAT MATTER TO US

THINGS

THINGS THAT MATTER TO OUR CHILD / YOUNG PERSON

AS A FAMILY WE CAN...

STEPS TOWARDS THE FUTURE

OUR CHILD / YOUNG PERSON CAN...

WE MIGHT NEED HELP WITH...

A hand holding a vintage compass over a blue sea under a bright sky. The hand is wearing a brown leather watch strap. The compass is a round, brass-colored instrument with a black face and white markings. The background is a blurred view of the ocean and a bright sky with some clouds. The entire image is framed by a white border with rounded corners.

...What now...?



NEVER DOUBT THAT
A SMALL GROUP OF
THOUGHTFUL, COMMITTED
CITIZENS CAN CHANGE
THE WORLD;



INDEED, IT'S THE ONLY
THING THAT EVER HAS

- MARGARET MEAD