pdnet STANDARDS

Young People with Physical Disability in Post-16 Settings

pdnet

A network for those supporting learners with physical disability

# Contents

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Introduction

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There are almost 30,000 children and young people with physical disability (CYP with PD) within our education system[1]. Each one of these learners has a unique set of needs which affects their access to and engagement in learning tasks and activities.

Responding to these individual needs and overcoming barriers to learning doesn't happen automatically. It needs informed and imaginative problem-solving, at an individual and organisational level, and for the educational setting, the learner, their family and the professional team around them to work together to develop personalised solutions.

The pdnet 'Standards for Post-16 Settings' enable staff in educational settings, both mainstream and special, to meet the unique needs of learners with physical disability as well as other non-disabled peers and to support "every teacher to develop as a teacher of children and young people with SEN and disabilities'[2],

[1] Special educational needs in England: January 2016, DfE (SFR29/2016)
[2] Justine Greening, Secretary of State for Education and Minister for Woman and Equalities, 2017
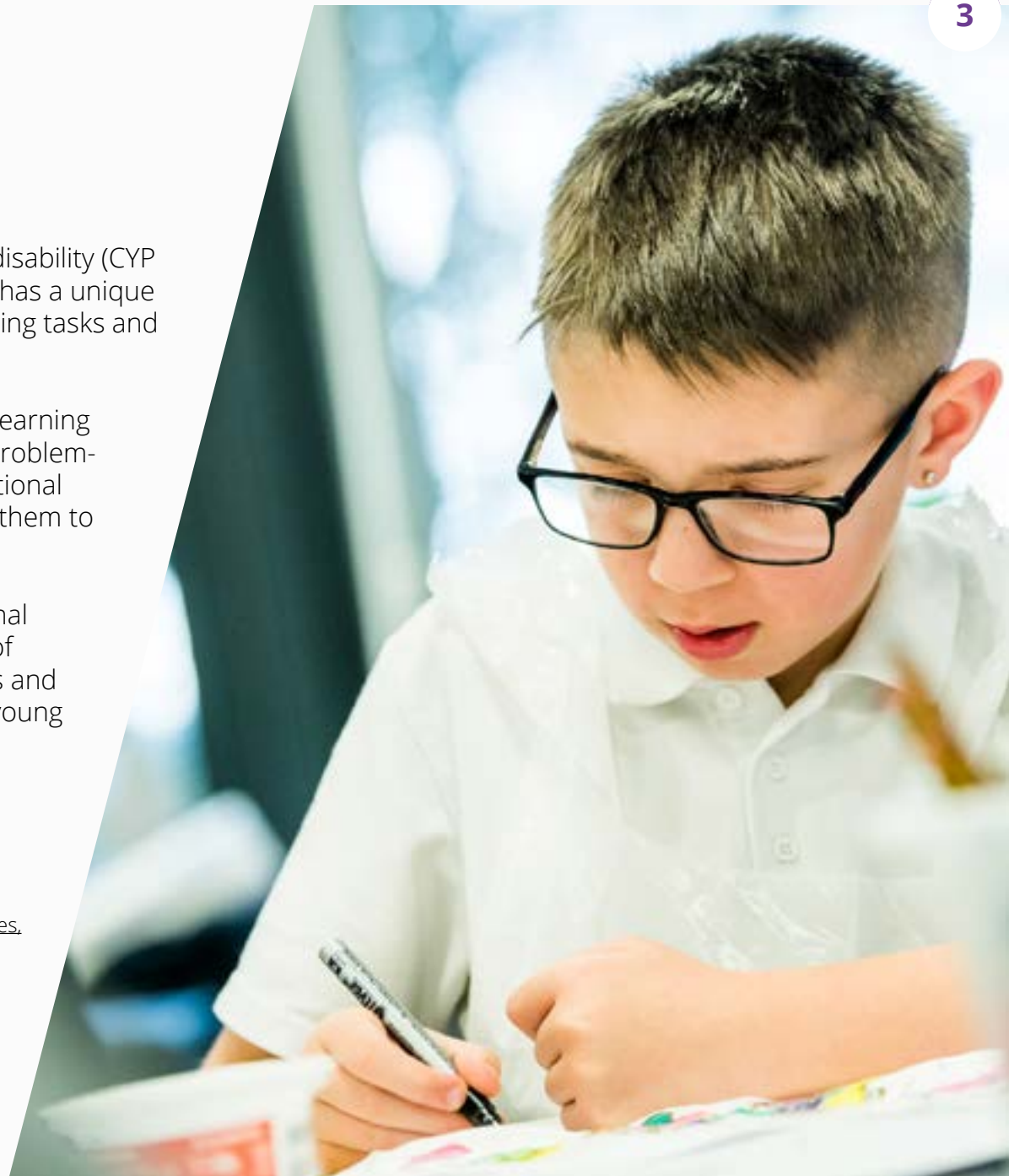
Terms used in the Standards

To help make this document easier to read we have adopted some common terms:

'College' includes:
- general further education (FE) colleges
- specialist art and design and land-based colleges
- sixth form colleges
- 16-19 academies
- independent specialist colleges
- special post-16 institutions approved under section 41 of the Children and Families Act 2014

'Post-16 education' includes:
- school sixth forms (both mainstream and special schools)
- sixth form colleges
- general further education (FE) colleges
- 16-19 academies
- special post-16 institutions
- vocational learning and training providers in the private or voluntary sector

The range of available study programmes is broad and includes AS/A-levels, vocational qualifications at all levels, apprenticeships, traineeships, supported internships and bespoke packages of learning.

- **'Physical disability (PD)'** refers to all types of physical disability – the impact may be hidden, mild or profound.
- **'Parent'** refers to all parents and carers of children.
- **'Young people with physical disability** (PD)' refers to students aged 16 to 25 at all levels of learning.

'SEMH' includes[3]:
- 'Emotional wellbeing' – happy and confident, not anxious or depressed
- 'Psychological wellbeing' - autonomous and able to problem-solve, manage emotions, experience empathy, be resilient and attentive
- 'Social wellbeing' - in good relationships with others and without behavioural problems (i.e. not disruptive, violent or a bully)

A glossary at the end of this document explains other terms and acronyms used in the pdnet Standards and supporting resources.

3 Social and emotional wellbeing for children and young people, NICE, 2013

Our pdnet vision

Our vision is for children and young people with physical disability to achieve as much as other learners at every phase of education, from Early Years Foundation Stage to Post-16 studies.

We want these children and young people to:

- be fully included in their school/learning community
- actively take part in high quality learning activities with their peers
- thrive and enjoy learning
- develop knowledge and skills so they can go on to lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

How do we achieve this vision?

We need post-16 settings to be engaged in this vision and committed to supporting young people with PD through high expectations and aspirations which inspire, motivate and challenge. The setting's systems which drive performance, participation and progress at every level of the organisation need to apply to, and work for, learners with unique and individual need who require personalised solutions.

About pdnet

pdnet is a long-established national organisation that provides professionals in education with support in promoting positive outcomes for children and young people with a physical disability.

We have a strong commitment to developing and sharing effective educational practice and pedagogy for learners with physical disability.

Find out more about our work at www.pdnet.org.uk

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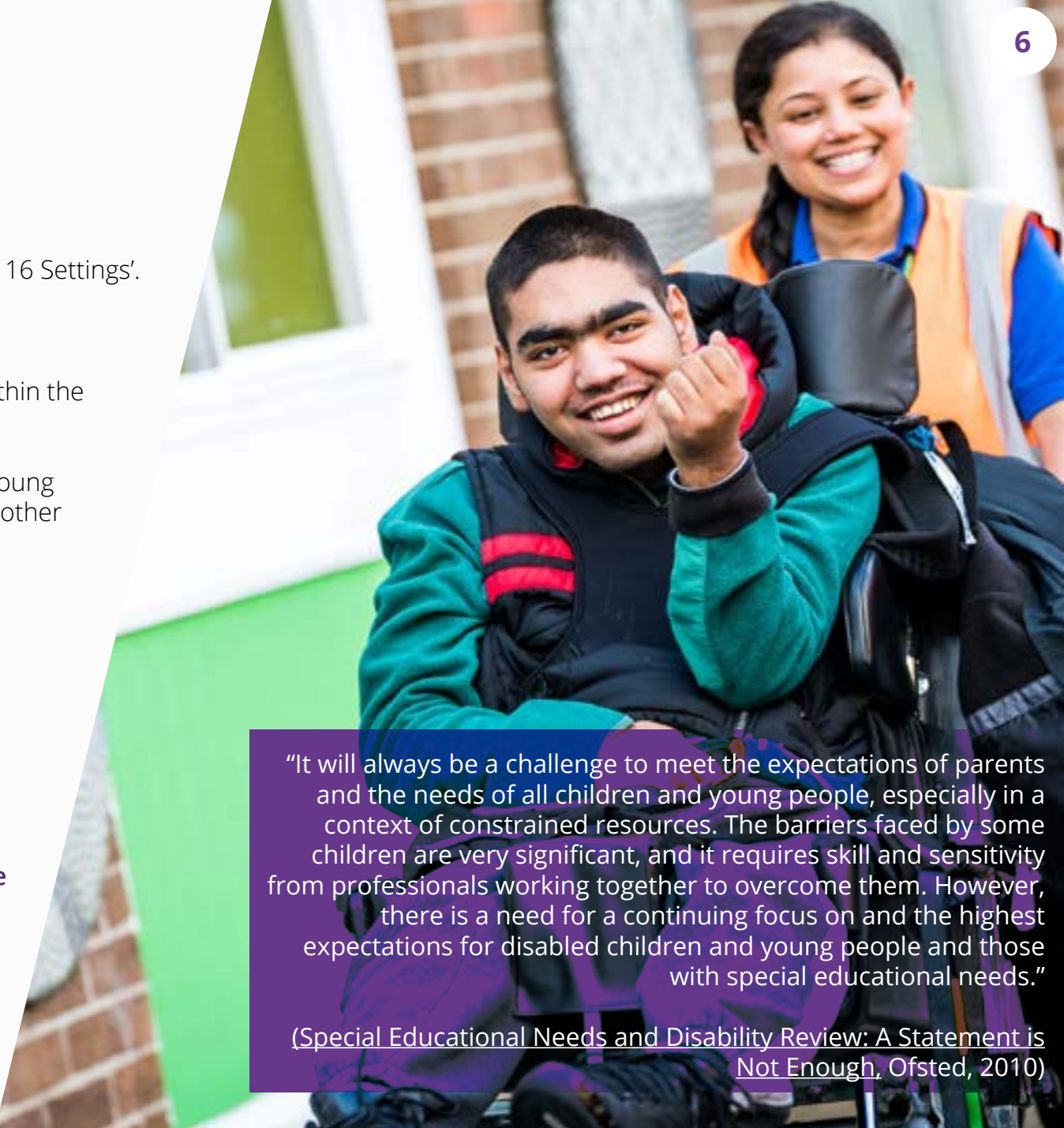
Key principles

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Three principles underpin the pdnet 'Standards for Post 16 Settings'.

We believe that:

1. Diversity should be valued, respected and enabled within the education system.

2. With the right support and knowledge, children and young people with a physical disability can achieve as much as other children.

3. Learners with a physical disability are equally entitled to take an active part in a broad education – one that is stimulating and enables them to reach their individual potential to engage in society as active citizens, as independently as possible, with friends of their choice.

Ofsted's focus on 'highest expectations' underpins the values of pdnet's Standards and our vision of ensuring educational excellence for all young people with physical disability.

"It will always be a challenge to meet the expectations of parents and the needs of all children and young people, especially in a context of constrained resources. The barriers faced by some children are very significant, and it requires skill and sensitivity from professionals working together to overcome them. However, there is a need for a continuing focus on and the highest expectations for disabled children and young people and those with special educational needs."

(Special Educational Needs and Disability Review: A Statement is Not Enough, Ofsted, 2010)

The pdnet Standards

The pdnet Standards provide a practical structure for schools and post-16 settings to self-evaluate current provision and reflect on the effectiveness of their organisation in meeting the diverse needs of young people with PD.

These Standards will help your post-16 setting build capacity to deliver government policy and SEND reforms, ensuring you meet the unique needs of individual young people with physical disability, and support them to achieve the best possible outcomes and make a successful transition to adulthood.

Four key areas identify the knowledge, skills, actions and attitudes needed to successfully support and nurture a learner with physical disability.

Standard 1: Vision, ambition and expectation

Standard 2: Identifying and assessing need

Standard 3: Meeting diverse need

Standard 4: Enabling individual outcomes

The Standards are non-hierarchical; they should link together and build on other key areas for school improvement.

The scope of the Standards

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The scope of the pdnet Standards is broad. They have been designed to support the development of good practice and provision for any young person with PD in any post-16 setting, mainstream or special. The Standards apply equally to young people with PD whether studying on a part-time or full-time basis.

Children and young people with physical disability

It is hard to pinpoint an exact figure for CYP with PD in the UK but we know one child in 250 births has a physical disability[4]. Therefore, the majority of post-16 settings will have a least one young person with PD on their roll at any given time. As setting demographics vary enormously, some may have young people with PD on roll less frequently. Given the link between poverty and disability, post-16 settings in areas of social deprivation may often need to support larger groups of young people with PD.

Every young person with PD is unique, but their physical needs are generally likely to come from:

· physical, metabolic or neurological causes, e.g. cerebral palsy or achondroplasia
· degenerative conditions, e.g. Duchenne muscular dystrophy
· severe trauma, e.g. as a result of an accident, amputation or serious illness
· chromosomal disorder, e.g. Turner syndrome or Ehlers-Danlos syndrome
· acquired brain injury (ABI)
· muscular skeletal conditions
· birth trauma and prematurity
· upper limb differences affecting hand function and fine motor movement
· lower limb differences affecting mobility
· complex medical needs which impact on physical function
· persistent symptoms affecting mobility and physical function, although there is no diagnosis

4 (Disability in the United Kingdom, Papworth Trust, 2016)

The effects of physical disability

Physical disability will often have a profound impact on a young person with PD's experience of education.

Whilst every individual is affected by their unique physical needs in a different way, young people with PD in your post-16 setting may often have difficulty in:

- accessing the physical environment
- using equipment and facilities safely
- accessing work experience or work
- taking part in practical tasks and activities
- recording ideas and thoughts legibly or to time
- achieving independent work
- developing self-care skills
- communicating
- managing fatigue and pain
- interacting socially and taking part in community activities
- processing and regulating sensory information
- developing positive social emotional mental health (SEMH) & wellbeing

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When to use the Standards

Post-16 settings should be well prepared for young people with PD and anticipate their needs in accordance with duties under the Equality Act 2010 (SEND Code of Practice, 2015, para 7.7). Specific triggers alerting a post-16 setting to an opportunity to self-evaluate their provision using the pdnet Standards will vary.

Evaluation prompted by the identification of a new or changing physical need

The Standards should be used when a young person:
- discloses a physical disability and/or learning need that has not been identified prior to post-16 study
- is newly diagnosed with PD
- has increasing and changing physical need
- experiences a trauma, or life changing accident or illness, e.g. acquired brain injury (ABI)
- requires significant orthopaedic surgery

Other triggers for evaluation

Where needs related to physical disability have already been identified, provision should be evaluated when a young person with PD:
- chooses post-16 study options which require further identification, assessment and intervention in relation to their physical needs in a different learning environment, e.g. apprenticeship
- has increasing/significant social, emotional and mental health (SEMH) or wellbeing needs
- is not making good progress against their outcomes despite high quality provision and an inclusive approach to teaching and learning being in place
- identifies challenges in accessing provision and/or premises (or these are identified by their parents, if appropriate)
- requires enhanced transition planning
- is at a transition point, e.g. college to work
- experiences barriers to learning which their peers do not
- is not using individual assistive technology effectively for communication and/or recording

It is anticipated that the majority of learners' needs will have been identified prior to post-16 study and that post-16 settings will be able to build on successful interventions and effective practice used previously, through careful transition planning to enable and ensure continuity of approach.

Ongoing evaluation

Post-16 settings may also choose to audit their provision for young people with PD on a biennial basis as part of their self-evaluation processes and to ensure provision is in place for young people with mild physical needs with a lower impact.

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Preparing for Adulthood

The SEND Code of Practice, 2015 sets out how post-16 professionals should support students to be ready for adult life. This support should focus on the four elements of the Preparing for Adulthood (PfA) outcomes.

By using the pdnet Standards, post-16 settings can design provision that enables young people with PD to have the same opportunities and information as their non-disabled peers and to achieve their Preparing for Adulthood (PfA) outcomes.

Employment

All students should have access to suitable study programmes and should not repeat learning that they have already completed successfully. Schools and Colleges are expected to design and deliver study programmes which enable all students, including those with PD, to progress to a higher level of study than their prior attainment. All students, including those with PD, should also participate in meaningful work-related activities and non-accredited activities.

Independent living

All young people should have access to support and information through the Local Offer enabling them to have choice and make informed decisions about their lives.

Good health and wellbeing

All young people should have access to sports, leisure and recreational activities, enabling them to have choice and to make informed decisions about being healthy as possible in adult life. This includes effective planning with health services.

Community inclusion

All young people should have access to information and opportunities to enable them to contribute to and participate in social and community activities. This includes support to develop and maintain friendships and relationships, such participation helps greater independence, community inclusion and good health.

How to use the Standards

Once a trigger point has initiated the process, self-evaluation with the pdnet Standards follows a straightforward route of four simple steps:

1. Get started

- Get to know the pdnet Standards
- Bring together your self-evaluation team
- Complete the pdnet Level 1 online training module 'Raising awareness of physical disability'

2. Collect information

- Collate existing setting documents and information
- Collect feedback from relevant stakeholders

3. Evaluate provision

- Compare your settings's existing provision to the pdnet Standards
- Discuss your findings with others

4. Take action

- Plan actions arising from your self-evaluation
- Disseminate your findings and action plan
- Set review dates

The following pages will look at each of these steps in more detail and highlight pdnet guidance and resources that will support you through the process.

Getting started

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Get to know the pdnet Standards

Why not start by:

- browsing the **Standards statements** for the four key areas

  Standard 1: Vision, ambition and expectation

  Standard 2: Identifying and assessing need

  Standard 3: Meeting diverse need

  Standard 4: Enabling individual outcomes

- exploring the **detailed descriptors** which set out what each Standard looks like in practice

- visiting the **pdnet Effective Practice Hub** to access supporting resources and case studies

- downloading any **feedback forms** or **templates** you need for opinion gathering

Getting started

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Bring together your self-evaluation team

Identify who is best placed to complete the pdnet Standards self-evaluation – in terms of experience, expertise and availability.

The self-evaluation can be carried out and reviewed by an individual member of staff or a small group. In this case, it may be helpful to ask an external professional to contribute to the process to provide a more independent and objective view.

However, we recommend that as a minimum a member of the Learning Support Management Team, a Governor (if appropriate) and a member of the Senior Leadership Team work together to complete the pdnet Standards self-evaluation. This will provide a range of knowledge, experience and skills in the team and ensure that all aspects of the post-16 setting's organisational structure are considered. Other parties, such as OTs or Learning Support Mentors, can then be included in the process as and when appropriate.

Extend your current knowledge of this area

If any of the team feel they need to develop their understanding of the needs of young people with PD in post-16 settings, the pdnet Level 1 online training module 'Raising awareness of Physical Disability" will help them broaden their knowledge of this area before the team begins the self-evaluation process.

This self-evaluation process should not be followed in isolation but considered alongside other sets of standards in education such as:

- DfE Teachers Standards (2011)
- SEND Code of Practice (2015)
- Ofsted Common Inspection Framework (2015)
- Ofsted School Inspection Handbook (2017)
- Standards for Augmentative and Alternative Communication (AAC)
- Further Education and Skills Inspection Handbook (2017)

Collecting information

Collate existing setting documents and information

Your post-16 setting will already have standard documents and useful information that can help you complete your pdnet Standards self-evaluation. Before you begin the process, gather up and examine documents such as

- Your setting's self-evaluation processes
- SEND Development/Improvement Plan
- Accessibility Plan
- Ofsted inspection report
- SEND Information Report and other information on the Post 16 website
- Other policies, materials and objectives including: safeguarding policy, public sector equalities duty objectives, SEN assessment policy, admission requirements
- CPD Programme

Collect feedback from relevant stakeholders

Feedback from young people with PD, parents (if appropriate) and other professionals will help you compare their experience of your provision with the setting's own self-evaluation against the Standards, and so strengthen your audit process. This information can be collected using the pdnet Feedback Forms. These questionnaires have been designed with each of these groups in mind, with questions and language tailored to fit. You may wish to use a different approach to collect views from your young people with PD.

Editable versions of the Feedback Forms are available within the pdnet Effective Practice Hub. These forms are designed to be used flexibly by settings and can be customised by adding your setting logo, changing the language used in the question to reflect your loacal area or removing the Standard descriptor references. Templates for covering letters that explain why feedback is being requested and how it will be used are also available to download.

You may want to include some or all of the following professionals working with young people with PD in your feedback process: Physiotherapist, Occupational Therapist, Speech and Language Therapist or ICT Technician.

Evaluating provision

Compare your setting's existing provision to the pdnet Standards

Make a step-by-step evaluation of your provision for young people with PD against each of the Standards. The matrix will ask you to assess your current provision as:

Green	Established	Provision in the post-16 setting is fully in place and well established over time across the whole setting
Amber	Developing	Work has started on this area
Red	Not yet developed	Work will need to be initiated to develop practice in this area

You should find that referring to the resources and case studies in the pdnet Effective Practice Hub alongside the Standards descriptors will help you compare your current provision with good practice and what is possible.

Remember to consider your setting's understanding of current provision in conjunction with the opinions and experiences reported to you in feedback from young people with PD, parents (if appropriate) and professionals. Doing this will ensure you evaluate from an objective and accurate picture of your provision.

Once your analysis is complete, make a list of all the Standards statements where you have classed your provision as 'not yet developed' (red). This list will highlight areas for improvement that will form the basis for your action planning.

Discuss your findings with others

Analysis of the self-evaluation findings could be undertaken with staff from other post-16 settings who have experience of working with young people with PD and/or a Specialist Advisory Teacher or Independent Consultant for PD.

Reflecting with others provides a powerful way of checking your assessment of how well the setting is performing and what it needs to do next .

Taking action

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Plan actions arising from your self-evaluation

Working from your list of 'not yet developed' (red) areas of provision, consider how these could be improved and the steps that might be taken to remedy any issues.

To help you develop effective improvement measures you could:

- refer to the supporting resources and case studies in the pdnet Effective Practice Hub
- take a look at the pdnet case studies to see how other post-16 settings have addressed the standards
- seek advice from professionals (and parents, if appropriate), the pdnet forum, or other post-16 settings

Be aware that the resources provided in the pdnet Effective Practice Hub do not show the only way to address the Standards; remember that the unique needs of each young person with PD will require individual solutions.

Once you have identified your action points, consider assigning these to individuals/teams for action and including completion dates. Prioritise actions which will have the most benefit to young people with PD. You may also want to set measures for evaluating success. The Post-evaluation Action Plan Template (available in the Effective Practice Hub) will help you structure your action plan.

Disseminate your findings and action plan

Responses and actions from the self-evaluation process should be fed back to the Leadership Team, then to Departments and the whole staff, as applicable. They can also be shared with those people who filled in the Feedback Tool, Student Council and Governors. Comments should be invited and these can further inform your findings. You may wish to publish the pdnet action plan on your setting's website and update your Local Offer. Work completed towards the Standards can be evidenced in the post-16 setting's Improvement Plan and used to inform the development of the setting's Accessibility Plan.

Taking action

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Set review dates

Regular review of the pdnet Standards and progress towards the priorities identified in the action plan will build your setting's provision over time. To maximise the impact of the pdnet Standards, set regular review dates immediately after completion of the self-evaluation involving students, parents and professionals , as appropriate.

You may find it helpful to plan an initial follow-up meeting after six weeks, then review progress and next steps at regular intervals. Ideally, the Standards should be revisited on a regular basis to ensure the setting has capacity to meet the needs of young people with PD.

Funded by Department for Education

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Developing the Standards

We developed this set of pdnet Standards and supporting resources with funding from the Department of Education (DfE) in England.

The Standards draw on existing materials including:

- NatSIP Quality Standards
- Autism Education Trust Autism Standards
- National Deaf Children's Society Quality Standards
- London Leadership Strategy SEND Review Guide
- Expertise and opinions of people who work in the field of physical disability

When developing these Standards, we consulted with pdnet members and a range of other partners including: children and young people with physical disability and their families, expert professionals who work within the SEND (special educational needs and disabilities) sector, and experts from a range of educational settings. We asked for input from therapeutic professionals, charities and voluntary organisations.

For a full list of acknowledgements please click here.

If you have any comments or feedback about the Standards please contact us by emailing support@pdnet.org.uk.

Glossary of terms

1.AAC
Augmentative and alternative communication

2.ABI
An acquired brain injury (ABI) is an injury caused to the brain after birth. There are many possible causes, including a fall, a road accident, infection, tumour and stroke. ABI can affect memory and thought processes, physical ability, speech/language, swallowing, physical ability, psychological functioning and/or behaviour.

3.CYP
Children and young people

4.DfE
Department for Education

5.EHCP
Education, health and care plan

6.EYFS
Early years foundation stage

7.IHCP
Individual healthcare plan

8. ILR
Individualised Learner Record

9. LRC
Learning Resource Centre

8.Manual handling
Any transporting or supporting of a load (including the lifting, putting down, pushing, pulling, carry or moving) by hand or bodily force. The load can be a person (child or young person) or object, e.g. standing frame.

9.Multi-agency
When young people (and their families, if appropriate) are accessing advice or support from different agencies.

10.Multi-disciplinary team
Members of different professions (e.g. Physiotherapist, Social Worker) who each provide specific services to the young person (and family, if appropriate). The way they work together as a team to co-ordinate advice to support a young person to achieve positive outcomes or specific goals is called multi-disciplinary working.

7.PA
Personal assistant

11.PEEP
Personal emergency evacuation plan

12.PD
Physical disability

13.SEMH
Social, emotional and mental health

14.SEND
Special educational needs and disability

15.SLT
Senior leadership team

16.SRE
Sex and relationships education

17.Therapeutic working
Any activity undertaken under the direction of a health care professional to facilitate self care, physical well being, communication or independence, e.g. positioning, good seating, transfers between equipment or activity, eating or drinking.

pdnet Standards for Post 16

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Established
Developing
Not yet developed

Standard 1: Vision, ambition and expectation	Your current provision:		
1.1 Leaders of post-16 settings (including governors, business managers and staff) demonstrate an ambitious vision for young people with PD. They are aware of their legal duties to support young people with PD (which may include young people with medical needs). Roles and responsibilities for SEND provision are clear. (Click here to view the detailed descriptor)			
1.2 The post-16 setting leaders and staff promote equality, independence and an inclusive culture that actively welcomes and enables young people with PD with diverse individual and cultural needs. (Click here to view the detailed descriptor)			
1.3 The post-16 setting's systems optimise outcomes for young people with PD. (Click here to view the detailed descriptor)			
1.4 Post-16 setting leaders and staff have high aspirations and expectations of what a young person with PD can achieve. They ensure high standards of support, provision and care. (Click here to view the detailed descriptor)			
1.5 Post-16 setting leaders anticipate the needs of young people with PD. They ensure sound strategic financial planning and budgetary management, and provide appropriate 'must have' resources to support these needs. (Click here to view the detailed descriptor)			

pdnet STANDARDS: Young People with Physical Disability in Post-16 Settings

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pdnet Standards for Post 16

	Established
	Developing
	Not yet developed

Standard 2: Identifying and assessing need	Your current provision:		
2.1 The post-16 setting identifies need at the earliest point and uses a range of assessment tools (including observation) to support learning needs through appropriate evidence-based interventions. Staff understand young people with PD may learn differently from others and may have had different (or less rich) early learning experiences or knowledge of the world than their peers. The setting understands young people with PD may have other additional needs (e.g. epilepsy, specific learning difficulties, visual/hearing impairment) and may be at risk of poor SEMH. (Click here to view the detailed descriptor)			
2.2 The post-16 setting actively listens to and communicates with the young person with PD with regard to identifying and assessing their needs over time.Their needs are monitored in accordance with the SEND Code of Practice. (Click here to view the detailed descriptor)			
2.3 The post-16 setting actively enables, listens to and responds to feedback and opinion from young people with PD about what works for them. It uses this information to make changes which enhance curriculum access and participation. (Click here to view the detailed descriptor)			
2.4 The post-16 setting knows how to access external professionals and sources of information such as Physiotherapy Teams, Wheelchair Services, Social Care, pdnet and other voluntary and independent sector organisations. It works effectively with them to identify and assess need over time. (Click here to view the detailed descriptor)			
2.5 Staff assess and analyse progress using a range of assessment tools (including ICT, assistive technology and appropriate software) to support judgements about how young people with PD are progressing. (Click here to view the detailed descriptor)			

Funded by Department for Education

pdnet Standards for Post 16

		Established
		Developing
		Not yet developed

Standard 3: Meeting diverse need	Your current provision:		
3.1 The post-16 setting demonstrates flexibility in making adjustments as necessary (to assessments, activities, lessons, course work, timetables and their delivery) to accommodate the requirements of young people with PD and their equipment.(Click here to view the detailed descriptor)			
3.2 Young people with PD make good progress from their starting points. The quality of teaching and learning for young people with PD is good. Teaching, assessment, and learning tasks are appropriately differentiated and modified to suit the strengths and needs of young people with PD. Gaps in learning and knowledge are identified and appropriate, evidence-based interventions are implemented in a timely manner. (Click here to view the detailed descriptor)			
3.3 The post-16 setting is proactive in working with young people with PD to develop information/communication plans. Relationships with peers are supported and developed as appropriate. Individual student voice is heard, recorded and responded to. (Click here to view the detailed descriptor)			
3.4 Robust back-up systems are in place and speedily implemented to support young people with PD when regular staff are not available. The post-16 setting actively listens to young people with PD and their families to ensure their input into information to be shared with setting staff. Training about a young person with PD's needs and their impact on learning is provided for all setting staff (including lunchtime supervisors, office staff, drivers) on a need to know basis. (Click here to view the detailed descriptor)			
3.5 The post-16 setting safeguards the wellbeing of young people with PD. (Click here to view the detailed descriptor)			
3.6 Transitions into and out of the post-16 setting are well planned for young people with PD. (Click here to view the detailed descriptor)			

pdnet STANDARDS: Young People with Physical Disability in Post-16 Settings

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pdnet Standards for Post 16

Established
Developing
Not yet developed

Standard 4: Enabling individual outcomes	Your current provision:
4.1 Young people with PD achieve positive outcomes. The curriculum addresses the mobility and physical needs of young people with PD, in addition to their learning needs (including communication, life skills and social, emotional wellbeing). Through reflection and taking part in thoughtful, wide-ranging experiences with their peers, young people with PD enjoy learning about themselves as they approach adult life. (Click here to view the detailed descriptor)	
4.2 The post-16 setting is flexible and proactive in making adjustments to activities, as appropriate, for the young person with PD. (Click here to view the detailed descriptor)	
4.3 Opportunities to develop and strengthen independence are actively sought, embedded throughout all setting activity, and progress is celebrated. The post-16 setting provides opportunities for young people with PD to meet others with PD to share interests and experiences. The post-16 setting involves the young person with PD in setting long-term goals, and outcomes. There is a clear focus on Preparing for Adulthood (PfA) outcomes in a young person's planning. (Click here to view the detailed descriptor)	
4.4 The post-16 setting safeguards the wellbeing of young people with PD through their provision, policies, procedures and a 'can-do' approach to risk assessment. The setting leaders understand the legal framework of Manual Handling Operations Regulations 1992, as amended by the Health and Safety Regulations 2002 and Health and Safety at work act, 1974. Staff recognise that young people with PD may be vulnerable to teasing, bullying (including cyber bullying) stress, anxiety and depression. (Click here to view the detailed descriptor)	
4.5 The setting is forward looking and ensures all young people are prepared for the use of 21st century technology across all learning activity. (Click here to view the detailed descriptor)	
4.6 The post-16 setting prepares young people with PD for the challenges they will encounter in their adult lives and outside their setting. The setting knows about the range of post-16 pathways that are available (e.g. FE colleges, apprenticeships, supported internships, traineeships) and the support available (e.g. Access to Work, Job Coaching, Job Carving). (Click here to view the detailed descriptor)	

Standard 1: Vision, ambition and expectation: 1.1

Standard requirements

Leaders of post-16 settings (including governors, business managers and staff) demonstrate an ambitious vision for young people with PD. They are aware of their legal duties to support young people with PD (which may include young people with medical needs).
Roles and responsibilities for SEND provision are clear.

Back to Matrix

Supporting Resources

Areas for reflection

This vision is reflected in the life of the post-16 setting, the work of staff, their job descriptions and performance management targets. Post-16 practitioners understand they are responsible for the progress of all, including young people with PD. There is a clear policy for the deployment of support staff.

Setting leaders know about the statutory guidance and legal duties including the Health and Safety at Work Act 1974, Equality Act 2010, Manual Handling Operations Regulations 1992 (MHOR) and for Post-16 students in schools 'Supporting pupils with medical conditions at school', DfE, 2015. The setting has appropriate policies and protocols in place, which are regularly reviewed and publicised (including information about the designated member of staff for young people with medical needs and processes for managing medicines).

The post-16 setting has a high degree of expertise in SEND including PD. Young people with PD (at all levels of learning) have their statutory needs met. Staff feel confident and supported and are inspired, challenged, motivated and empowered to meet the needs of young people with PD. Inclusive approaches and models of teaching and learning are in place for all.

Standard 1: Vision, ambition and expectation: 1.1
(Part 2)

Standard requirements

Leaders of post-16 settings (including governors, business managers and staff) demonstrate an ambitious vision for young people with PD. They are aware of their legal duties to support young people with PD (which may include young people with medical needs).
Roles and responsibilities for SEND provision are clear.

Back to Matrix

Supporting Resources

Areas for reflection

The post-16 setting meets its duties in relation to identifying and supporting young people with SEN and/or disabilities, whether or not they have an education, health and care (EHC) plan. The setting uses its best endeavors to put appropriate evidence-based support in place. This support is aimed at promoting independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and community participation (SEND Code of Practice, 2015, chapter 7). The setting's staff involve and work with others - including parents (if appropriate), other FE providers, health, social care and voluntary agencies - to set ambitious standards and challenging outcomes for young people with PD. These outcomes are co-produced with the young person.

Staff and governors participate in appropriate training and development opportunities. Any actions arising are enabled and regularly reviewed by the designated SEND Lead and SLT. Regular audits of CPD needs are undertaken and acted upon. Young people (and parents, where appropriate) communicate and work alongside setting staff, e.g. taking part in staff selection, inputting into training. Confidential information and records about staff and young people are held securely and are only accessible and available to those who have a right or professional need to see them. The post-16 setting is aware of its responsibilities under the General Data Protection Regulation (GDPR) and, where relevant, the Freedom of Information Act 2000. Some young people with PD may wish for a fresh start when leaving school to start a post-16 course, so any sharing of information should be sensitive to their concerns and carried out only with their agreement.

Standard 1: Vision, ambition and expectation: 1.2

Standard requirements

The post-16 setting leaders and staff promote equality, independence and an inclusive culture that actively welcomes and enables young people with PD with diverse individual and cultural needs.

Back to Matrix

Supporting Resources

Areas for reflection

The post-16 setting is committed to meeting diverse needs and the right of all to 'be the best that they can' and as independent as possible. The setting is aware of and respects any cultural barriers or differences.

Leaders and managers have the necessary knowledge, experience and skills to guide and monitor staff performance in relation to young people with PD. They are able to recognise characteristics of effective inclusive practice. Quality of teaching for young people with PD, and their progress against their targets/outcomes, forms a core part of appraisal arrangements and is a key CPD component for all staff (SEND Code of Practice, 2015, para 6.4).

The post-16 setting promotes a social model of disability, encouraging the use of positive images, resources and disability-friendly language. Positive disabled role models feature throughout the post-16 setting, e.g. are represented in visiting speakers and governors. Young people with PD are represented on student bodies and in the life of the setting, e.g. drama, music, sport. Setting representatives convey the setting's 'can-do' ethos at all transition and review meetings, inside and outside of the setting.

There is a clear focus on promoting student independence and enabling the young person with PD to make good progress towards employment and/or higher education, independent living, good health and participation in the community. All practitioners and staff are aware of their responsibilities to young people with PD. They plan for, and take responsibility for, the participation and progress of young people with PD. Access requirements are anticipated and prepared for, and activities and resources are appropriately differentiated and modified. The post-16 setting ensures that low attendance due to PD or medical needs is not a barrier to accessing enrichment activities.

Standard 1: Vision, ambition and expectation: 1.3

● ● ● ● ●

Standard requirements

The post-16 setting's systems optimise outcomes for young people with PD.

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Supporting Resources

Areas for reflection

Systems and policies (e.g. safeguarding policy, off-site visits, work experience) anticipate and apply to young people with PD. They are inclusive, proactive and 'can-do'. Systems and policies are reviewed regularly by leaders (including the Learning Support Manager) using an Assess, Plan, Do, Review approach to ensure they meet the diverse needs of young people with PD.

Systems in place promote social, psychological and emotional wellbeing for all, including young people with unique needs arising from physical disability. The post-16 setting's systems reflect input from, and co-production with, young people with PD at all stages of support and learning (involving parents as well, if appropriate). Robust and enhanced transition planning is in place for young people with PD into the post-16 setting and to ensure effective in-year transition. The setting draws on previous assessments (and other information) from a young person's former school or other educational setting. Young people are supported to describe the support they think will help them best, with the setting involving the family as appropriate.

Young people with PD access suitable study programmes and do not repeat learning they have already completed successfully. They can access courses which are designed to provide pathways to employment and have a clear focus on preparing for work. Opportunities for young people with PD to access support from a job coach or engage in supported internship are made clear. The post-16 setting ensures the advice of professionals and therapy goals are integrated into all aspects of the young person's day (as appropriate).

Funded by Department for Education

pdnet

Standard 1: Vision, ambition and expectation: 1.4

Standard requirements

Post-16 setting leaders and staff have high aspirations and expectations of what a young person with PD can achieve. They ensure high standards of support, provision and care.

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Supporting Resources

Areas for reflection

The post-16 setting provides a safe, secure and healthy environment that promotes learning for young people with PD. Staff are aware of, and can recognise, additional factors and vulnerabilities in relation to safeguarding for young people with PD (Keeping Children Safe in Education, DfE 2018). High aspirations for young people with PD are embedded throughout the setting through personalised learning/work experiences and appropriate differentiation. Underperformance for all, including young people with PD, is challenged. Leaders invest time and resources so that staff know how to support and accelerate progress for young people with PD and how to modify materials to enable access. Leaders monitor the impact of these interventions. Young people with PD can access study programmes which are designed and delivered to enable them to progress to a higher level of study than their prior attainment and participate in meaningful work-based learning and other non-qualification activity (SEND Code of Practice, 2015, para 8.30).

The post-16 setting works with others to plan and integrate equipment use alongside therapeutic/professional advice. Risk assessments (including individual healthcare plans (IHCP), personal emergency evacuation plans (PEEPs) and intimate care plans) are co-produced and reviewed with young people with PD (and their families, if appropriate) and NHS professionals. Flexible, individual learning plans are enabled and regularly reviewed, taking into consideration any care, health, mobility, continence, fatigue and pain management issues. Progress and attainment data for young people with PD is closely monitored and promptly acted upon. There is commitment to closing the attainment gap for young people with PD and recognition of the impact of time taken out for therapy, fluctuating fatigue and pain levels, and time off for medical appointments and equipment reviews. The setting actively collects, reflects on and responds to feedback from young people with PD (and their parents, if appropriate).

Standard 1: Vision, ambition and expectation: 1.5

Standard requirements

Post-16 setting leaders anticipate the needs of young people with PD. They ensure sound strategic financial planning and budgetary management, and provide appropriate 'must have' resources to support these needs.

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Supporting Resources

Areas for reflection

Post-16 systems facilitate creative solutions. They both anticipate and meet individual need, using feedback from a young person with PD about their difficulties, any changing needs and the support they require to be put in place.

Robust strategic financial planning and resource management takes account of the requirements of young people with PD. Capital investment is earmarked for improving access over time. There are clear protocols with regard to the procurement and maintenance of any equipment and auxiliary aids. There is clarity about arrangements for equipment funded privately.

The post-16 setting supports the use of new technologies to facilitate teaching and learning, including use of augmentative and alternative communication (AAC) and a range of IT to support recording (e.g. using digital photos, video, voice-to-text, e- books). Best use is made of existing equipment, and maintenance and support is managed and reliable.

Standard 2: Identifying and assessing need: 2.1

Standard requirements

The post-16 setting identifies need at the earliest point and uses a range of assessment tools (including observation) to support learning needs through appropriate evidence-based interventions. Staff understand young people with PD may learn differently from others and may have had different (or less rich) early learning experiences or knowledge of the world than their peers. The setting understands young people with PD may have other additional needs (e.g. epilepsy, specific learning difficulties, visual/hearing impairment) and may be at risk of poor SEMH.

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Supporting Resources

Areas for reflection

Staff use a range of assessments (which are modified and adapted) to take account of the different ways a young person with PD may demonstrate their knowledge and abilities. Qualitative and quantitative measures are used as a baseline from which progress can be judged. They do not make assumptions and are aware that not all young people with PD have SEN, but they may have a more complex process of additional needs (including specific learning difficulties or learning disability, e.g. autism or epilepsy). Staff recognise that difficulties may fluctuate and some learners may need short-term support to access tasks, particularly practical tasks.

Staff implement appropriate evidence-based support and interventions alongside imaginative and innovative 'can-do' problem-solving. They raise and discuss concerns with students and involve them in planning support approaches. This may include talking to the student's parents where the student does not have capacity.

Systems are in place for staff to seek information about young people's needs on a need to know basis. Staff are given verbal and written explanations of the different types of assessment undertaken and what they mean for a young person with PD. They are aware of the young person's strengths and the steps staff will need to take to ensure that young person can access teaching and learning and make progress.

Staff know how to access internal and external advice and guidance. This advice is then implemented in a timely manner to enhance learning. Advice is shared and staff coach each other so that expertise in relation to supporting young people with PD builds up over time and planning for in-year transition is robust.

The post-16 setting has appropriate arrangements in place to assess the learning environment and its impact on a young person's physical disability.

Standard 2: Identifying and assessing need: 2.2

Standard requirements

The post-16 setting actively listens to and communicates with the young person with PD with regard to identifying and assessing their needs over time. Their needs are monitored in accordance with the SEND Code of Practice.

Areas for reflection

The post-16 setting regularly consults with young people with PD to enable the setting to identify need and implement appropriate interventions. These interventions are regularly reviewed with the student (and parents, if appropriate). The frequency of these reviews will vary in relation to need, but could be as often as every six weeks.

Staff are aware that young people with PD may be vulnerable to poor emotional wellbeing and social isolation. They know where to signpost for support, whom to involve and what to do next. The post-16 setting has preventative systems in place to identify and manage social emotional mental health needs in a timely manner.

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Supporting Resources

Standard 2: Identifying and assessing need: 2.3

Standard requirements

The post-16 setting actively enables, listens to and responds to feedback and opinion from young people with PD about what works for them. It uses this information to make changes which enhance curriculum access and participation.

Areas for reflection

Staff provide high quality differentiation and, when this is not enough to ensure young people with PD achieve their outcomes, they speedily implement an Assess, Plan, Do, Review cycle (involving the young person with PD at all stages). Where a young person does not have capacity, close liaison with home ensures the post-16 setting is made aware of changes at home that may impact the student.

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Supporting Resources

Funded by Department for Education

Standard 2: Identifying and assessing need: 2.4

Standard requirements

The post-16 setting knows how to access external professionals and sources of information such as Physiotherapy Teams, Wheelchair Services, Social Care, pdnet and other voluntary and independent sector organisations. It works effectively with them to identify and assess need over time.

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Supporting Resources

Areas for reflection

Staff know how to search the Local Offer to locate sources of relevant advice and support for students with PD.

The post-16 setting draws on the advice of outside specialists in a timely manner, particularly where (despite having taken relevant and purposeful action) the learner is still not making expected progress (SEND Code of Practice, 2015, para 7.23).

The setting is aware of pdnet and the resources available to them.

Funded by Department for Education

pdnet
A network for those supporting learners with physical disability

Standard 2: Identifying and assessing need: 2.5

Standard requirements

> **Staff assess and analyse progress using a range of assessment tools (including ICT, assistive technology and appropriate software) to support judgements about how young people with PD are progressing.**

Areas for reflection

The post-16 setting ensures special arrangements (including extra time, rest breaks, use of reader, scribe, modified materials) are planned and in place in a timely way for all assessments and test situations.

Young people with PD (and their parents, if appropriate) can talk about what these arrangements are and have experience and support in using them. Regular reviews reflect any new technologies/developments which would be beneficial.

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Supporting Resources

Funded by Department for Education

Standard 3: Meeting diverse need: 3.1

Standard requirements

The post-16 setting demonstrates flexibility in making adjustments as necessary (to assessments, activities, lessons, course work, timetables and their delivery) to accommodate the requirements of young people with PD and their equipment.

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Supporting Resources

Areas for reflection

Staff receive guidance on and understand their duties under the Equality Act 2010 so they know how to anticipate and make reasonable adjustments to avoid placing a young person with PD at a substantial disadvantage compared with others in accessing education:

- Reasonable adjustments are consistently applied.
- Subject staff know how to contact curriculum bodies for advice.
- Staff know how to implement reasonable adjustments in specific subject areas.
- Provision of auxiliary aids and services is timely.

Extended activities (e.g. trips and residentials) are well organised and accessible. They are well planned in advance with the young person (and parents, if appropriate) and transport providers. The post-16 setting supports young people with PD in briefing residential facility providers about their access requirements.

Standard 3: Meeting diverse need: 3.2

Standard requirements

Young people with PD make good progress from their starting points. The quality of teaching and learning for young people with PD is good. Teaching, assessment, and learning tasks are appropriately differentiated and modified to suit the strengths and needs of young people with PD. Gaps in learning and knowledge are identified and appropriate, evidence-based interventions are implemented in a timely manner.

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Supporting Resources

Areas for reflection

Activities are well planned and accessible, enabling active and timely participation of young people with PD with their peers. Staff know how to differentiate and personalise learning, resources, activities and assessments effectively to meet the needs of individuals, tracking their progress over time.

Staff are aware that young people with PD may require:
- additional time to process and respond to instructions or information
- modified or adapted learning materials
- alternative methods of recording, including maximising the use of technology, digital cameras, video or working with a scribe
- the skills to work with a scribe who has good dictation and editing skills
- support to practise the skills of working with a scribe, using dictation and editing skills
- adapted sport and leisure activities and practical subjects such as food technology and textiles
- rest breaks
- special arrangements for assessments
- additional adapted resources, e.g. electronic text, a learning platform/safe storage to access learning materials
- practical advice and support to overcome work-related obstacles
- practical advice and support to take part in activities in the community

Special arrangements for assessments are in place in a timely way and applied to all testing situations. Individual equipment (including standing frames, walkers, individual seating systems, in addition to assistive technology and AAC devices) are appropriately stored, maintained and readily available. Effectiveness of provision for young people with PD is considered through quality assurance processes, e.g. learning walks. Opportunities to enable and enhance independence are actively planned for.

Standard 3: Meeting diverse need: 3.3

Standard requirements

The post-16 setting is proactive in working with young people with PD to develop information/communication plans. Relationships with peers are supported and developed as appropriate. Individual student voice is heard, recorded and responded to.

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Supporting Resources

Areas for reflection

Staff know how to provide suitable inclusive opportunities and social activities that promote social and emotional wellbeing. Unstructured times and group situations are carefully considered to maximise opportunities to interact and learn with others and foster independence.

Peers are supportive and informed, e.g. they understand why a young person with PD might use equipment. The post-16 setting does not place unnecessary expectations on non-disabled peers in relation to supporting young people with PD.

Staff ensure that young people with PD who need to leave lectures early or arrive late are aware of session starters, learning outcomes and/or plenary content. Implications arising from medical/orthopaedic interventions (e.g. absences) are proactively planned for and managed.

Students (and parents, if appropriate) are aware of Local Offer and national organisations that provide advice and support to young people with PD, e.g. the list of helpful organisations on the pdnet website.

Standard 3: Meeting diverse need: 3.4

Standard requirements

Robust back-up systems are in place and speedily implemented to support young people with PD when regular staff are not available. The post-16 setting actively listens to young people with PD and ensures their input and engagement. Training about a young person with PD's needs and their impact on learning is provided for all teaching and support staff (including refectory and admin staff, drivers) on a need to know basis.

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Supporting Resources

Areas for reflection

Staff are aware, on a need to know basis, of individual needs and the impact any equipment use, therapy plans, fatigue, pain and continence management will have on learning and participation in activities.

Use of personalised plans (e.g. individual learning plans - ILPs) are embedded through all areas of the organisation. Personalised plans are informed by input from the learner (and parents, if appropriate) and professionals and are regularly reviewed. Young people with PD, and their parents (if appropriate), are involved in what (and how) information about them is to be shared and stored.

The post-16 setting makes effective staff deployment decisions. Trained support staff effectively assist young people with PD and understand their role in enabling positive outcomes. They are fully prepared for their role and receive regular professional reviews and high quality CPD. They have opportunities to say what training they need.

Systems are in place to support staff (including new and supply staff) ensuring they know where to access immediate support and information.

Standard 3: Meeting diverse need: 3.5

Standard requirements

The post-16 setting safeguards the wellbeing of young people with PD.

Areas for reflection

Staff are trained and aware of protocols for managing medical needs, including the use of any equipment, safe manual handling and personal emergency evacuation plans (PEEPs). Training and risk assessments are regularly reviewed.

Robust risk assessment (which is regularly reviewed and informed by the views of young people, professionals, and parents, if appropriate) enables a 'can-do' approach and maximises independence.

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Supporting Resources

Standard 3: Meeting diverse need: 3.6

Standard requirements

Transitions into and out of the post-16 setting are well planned for young people with PD.

Areas for reflection

The post-16 setting has a successful track record of supporting transition for young people with diverse need. Appropriate post-16 representatives are invited to review meetings. Questions are asked early enough about course content and accreditation (e.g. What reasonable adjustments are possible? What is not possible?) so that inappropriate study choices are avoided and students access learning at the right level for them.

Recommendations made by the professionals supporting the young person are actioned in a timely manner, e.g. individual seating provision recommended by Occupational Therapy. Key information is communicated to all relevant adults, and information is given to students in the most appropriate way, at the right time.

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Supporting Resources

Standard 4: Enabling individual outcomes: 4.1

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Standard requirements

Young people with PD achieve positive outcomes. The curriculum addresses the mobility and physical needs of young people with PD, in addition to their learning needs (including communication, life skills and social, emotional wellbeing). Through reflection and taking part in thoughtful, wide-ranging experiences with their peers, young people with PD enjoy learning about themselves as they approach adult life.

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Supporting Resources

Areas for reflection

Provision is in place across the post-16 setting for any young person with PD to have the same opportunities and information as their non-disabled peers. They can access suitable study programmes and do not repeat learning that they have already completed successfully. Course leaders design and deliver study programmes which enable all students, including those with PD, to progress to a higher level of study than their prior attainment.

Young people with PD have opportunities to take part in meaningful work-based learning and non-accredited activities.

Course leaders plan and deliver accessible curriculum opportunities which are personalised for students young people with PD. Young people with PD can access information and have opportunities to contribute to, and participate in, community activities which promote independence and enable them to make good progress towards independent living, good health and wider participation in society.

Young people with PD have access to information about accessible sports, leisure and recreational activities, enabling them to have choice and make informed decisions about being as healthy as possible in adult life. Their participation supports wider independence, community inclusion and better health outcomes. Young people with PD are appropriately supported by health and safety/risk assessment policies, to which they are invited to input their ideas and opinions.

Standard requirements

Young people with PD achieve positive outcomes. The curriculum addresses the mobility and physical needs of young people with PD, in addition to their learning needs (including communication, life skills and social, emotional wellbeing). Through reflection and taking part in thoughtful, wide-ranging experiences with their peers, young people with PD enjoy learning about themselves as they approach adult life.

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Supporting Resources

Areas for reflection

The setting supports the use of augmentative and alternative communication systems (AAC) and staff are trained in their use.

Young people with PD are supported to tell others about their needs. They are enabled to express preferences and make choices. They can identify things they like, are good at, and can talk about areas for development. Young people with PD take part in meetings and their EHCP reviews.

Feedback from the perspective of the young person with PD is regularly collected and acted on, e.g. How accessible is your setting inside and out? What do you do at lunch times and break? Additional data and qualitative feedback that measures social and emotional wellbeing and independence is collected, monitored and acted upon as appropriate.

Emotional needs are recognised early and preventative work initiated to reduce (or prevent escalation of) need.

Standard 4: Enabling individual outcomes: 4.2

Standard requirements

> **The post-16 setting is flexible and proactive in making adjustments to activities, as appropriate, for the young person with PD.**

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Supporting Resources

Areas for reflection

The post-16 setting has a 'can-do' attitude to individual requirements.

The access requirements of individual young people with PD are accommodated by the post-16 setting's timetabling and reflected in their personal emergency evacuation plan (PEEPs).

Individual equipment is stored securely in clearly defined areas. Systems are in place to charge individual equipment, e.g. power chairs and communication aids. There are clear systems for insurance and maintenance, and back-up plans for equipment are in place .

Enrichment activities are well planned in advance and accessible for young people with PD, e.g. trips to cultural/careers events.

Standard 4: Enabling individual outcomes: 4.3

Standard requirements

Opportunities to develop and strengthen independence are actively sought, embedded throughout all setting activity, and progress is celebrated. The post-16 setting provides opportunities for young people with PD to meet others with PD to share interests and experiences. The post-16 setting involves the young person with PD in setting long-term goals, and outcomes. There is a clear focus on Preparing for Adulthood (PfA) outcomes in a young person's planning.

Areas for reflection

Young people with PD actively take part in activities which develop skills for independent living. They have access to information, enabling choice, informed decision-making and control over the support they receive.

An enabling environment and positive risk assessment, created with input from the young person with PD (and parents, if appropriate), maximises opportunities for independent learning, social interaction and fun with others.

Support is calm, empathetic and solution-focused. It encourages independence and joint action planning/problem-solving. Success and effort are recognised, praised and celebrated appropriately.

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Supporting Resources

Standard 4: Enabling individual outcomes: 4.4

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Standard requirements

> The post-16 setting safeguards the wellbeing of young people with PD through their provision, policies, procedures and a 'can-do' approach to risk assessment. The setting leaders understand the legal framework of Manual Handling Operations Regulations 1992, as amended by the Health and Safety Regulations 2002 and Health and Safety at work act, 1974. Staff recognise that young people with PD may be vulnerable to teasing, bullying (including cyber bullying) stress, anxiety and depression.

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Supporting Resources

Areas for reflection

Targeted, group and whole-setting activities promote and support emotional wellbeing. Systems support the young person with PD in the development of strategies to self-regulate their emotions, developing the ability to be autonomous, to problem-solve, manage emotions, experience empathy and be resilient.

Staff are trained in managing medical needs, undertaking safe manual handling and supporting personal care.

Staff are involved in writing and regularly reviewing any risk assessments, individual healthcare plans, manual handling plans, intimate care plans and clean intermittent catheterisation plans. All plans are written with the young person with PD (and parents, if appropriate). These are informed by advice from NHS and care professionals.

Staff are competent in undertaking activities identified in risk assessments (including transfers and use of equipment) and in supporting the dignity and privacy of the young person with PD.

The post-16 setting has clear policies for information sharing and confidentiality.

Standard 4: Enabling individual outcomes: 4.5

Standard requirements

> **The setting is forward looking and ensures all young people are prepared for the use of 21st century technology across all learning activity.**

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Supporting Resources

Areas for reflection

The post-16 setting actively promotes the young person with PD's use of technology and/or assistive technology (e.g. environmental controls, switch access, mounting systems) to enable them to access the curriculum and assessments, source information, communicate with others and develop recording skills.

Young people who use AAC receive sufficient support to enable them to develop as successful learners and use their aids across all environments.

All staff and peers are technology/AAC aware. Young people with PD have access to up-to-date technology that is appropriately managed. Core staff are offered training on devices and systems provided to the young person with PD, whether on a trial, loan or permanent provision basis.

AAC users are supported to use their devices: for learning, communication and social development; to develop their own 'voice'; and to further their independence.

Standard 4: Enabling individual outcomes: 4.6

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Standard requirements

The post-16 setting prepares young people with PD for the challenges they will encounter in their adult lives and outside their setting. The setting knows about the range of post-16 pathways that are available (e.g. FE colleges, apprenticeships, supported internships, traineeships) and the support available (e.g. Access to Work, Job Coaching, Job Carving).

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Supporting Resources

Areas for reflection

Learning and enrichment activities provide new experiences and challenges for young people with PD, equipping them with knowledge, experience, life skills and a sound understanding of the competences necessary in order to make safe and informed choices and decisions.

All young people, including those with PD, participate in meaningful work-based learning activities and non-accredited activities.

Young people with PD have access to good quality, independent careers information, advice and guidance (IAG), along with more specialist IAG where required.

Post-16 settings raise the career aspirations of young people with PD and broaden their employment horizons through a range of approaches, e.g. taster opportunities, work experience, mentoring, role models, inspiring speakers, exploring entrepreneurial options (SEND Code of Practice, 2015, para 8.28).

Parent feedback form

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Name: Date:

Child's name:

How much does your school know about?	Not a lot 👎 ———— 👍 Lots			
	1	2	3	4
Your child's physical needs and what helps them to access learning and take part in activities, e.g. visits and trips to support their course (Standard 1.1, 2.1, 2.2, 2.5, 3.1, 4.1)				
Their equipment, including when and how it is used (Standard 1.3, 2.3, 2.4, 3.1, 4.2)				
Making sure your child is making progress and achieving their outcomes (Standard 1.4, 2.1, 2.3, 2.5, 3.4, 4.1, 4.2, 4.3, 4.5, 4.6)				
Involving you and listening to your ideas and feedback about what works for your child (Standard 1.3, 1.4, 2.2, 2.3)				
Taking advice from you and professionals involved with your child - and involving others when needed (Standard 1.1, 1.3, 2.2, 2.4, 3.3)				

Parent feedback form

How confident are you that?	Not at all 1	2	3	Very 4
Your child is happy in the post-16 setting (Standard 2.1, 3.5, 4.1, 4.3, 4.4)				
The setting staff understand disability and have received training to support your child (Standard 1.2, 2.1, 3.1, 3.4, 4.1)				
Staff prepare and deliver work that lets your child take part in learning and social activities, e.g. using a power chair (Standard 2.3, 2.5, 3.1, 3.2, 4.1, 4.2)				
Your child is safe in the post-16 setting and their needs are recognised, e.g. PEEPs, risk assessment (Standard 1.4, 3.1, 3.4, 3.5, 3.6, 4.4)				
Your partnership with the post -16 setting ensures continuity between home and the setting and fosters independence (Standard 1.1, 2.2, 2.3, 3.3, 3.4, 4.3)				
You can communicate with the setting if you have issues or are upset or worried (Standard 1.1, 2.2, 3.3)				
Outcomes on your child's EHC plan or Individualised Learner Record (ILR) are appropriate and that provision is in place to support your child to achieve them (Standard 1.3, 1.5, 3.2, 4.1)				
The post-16 setting nurtures your child's long-term aspirations and what they want to do in future (Standard 3.2, 4.3, 4.5, 4.6)				

Parent feedback form

How confident are you that?	Not at all 👎———👍 Very
	1 2 3 4

The post-16 setting works with others involved in your child's care, e.g physiotherapist
(Standard 1.4, 2.4, 4.2)

The post-16 setting does all it can to help your child be as safe and independent as they can
(Standard 1.4, 3.4, 3.5, 4.1, 4.3, 4.5, 4.6)

How do you feel about?	Not at all positive 👎———👍 Very Positive
	1 2 3 4

How your child and yourself are welcomed in the post-16 setting (Standard 1.1, 1.2, 3.3)

The provision and support for your child in the post-16 setting (Standard 1.4, 1.5, 3.1, 4.1)

Your child's progress and achievement (Standard 1.4, 3.2, 4.1, 4.5)

Your child taking part in trips related to their course (Standard 3.1)

Your child's reviews, e.g. reviews of EHC plan or Individualised Learner Record (ILR), risk assessment
(Standard 1.1, 1.2, 2.2)

Parent feedback form

How do you feel about?	Not at all positive			Very Positive
	1	2	3	4
Talking to someone in the post-16 setting if you have concerns, are worried or upset (Standard 1.2, 3.3)				
Transition planning for your child (Standard 3.6)				

Is there anything else that you'd like to tell us?

Enter your answer below...

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A network for those supporting learners with physical disability

Professional feedback form

Name:

Date:

Role:

Client's name:

How much does the school know and do about?	Not a lot ![thumbs down] ———— ![thumbs up] Lots			
	1	2	3	4
Your client's physical needs and what helps them to access, learn and take part in activities, e.g. trips (Standard 1.4)				
Your client's equipment, including when and how it is used (Standard 2.4)				
Making sure your client is making progress and achieving their outcomes (Standard 2.1, 3.3, 3.4, 4.2, 4.6)				
Involving you and listening to your ideas and feedback about what works for your client (Standard 1.1, 1.4)				
Taking on board advice from you, parents (if appropriate) and other professionals involved with your client - and involving others when needed (Standard 2.1, 2.4)				

pdnet

Professional feedback form

How confident are you that?	Not at all			Very
	1	2	3	4
Staff understand disability and have received training to support your client (Standard 1.2, 3.1, 3.2, 4.3)				
Staff prepare and deliver work that lets your client take part in learning and social activities, e.g. using a power chair (Standard 1.2, 3.1, 3.3, 3.6)				
Your client is safe and their needs are recognised in the post-16 setting's policy and practice, e.g. PEEPs, risk assessment (Standard 1.4, 3.1, 3.2, 3.5, 4.4)				
Your partnership with the post-16 setting ensures continuity between home and the setting and fosters independence (Standard 2.3, 2.4)				
You know who to communicate with if you have issues (Standard 1.1, 2.3, 2.4)				
Your client's outcomes on their EHC plan or Individualised Learner Record (ILR) are appropriate and there is provision in place in to support them, including any therapeutic interventions (Standard 3.5)				
Reasonable adjustments (including technology) have been made to support your client's learning and social needs (Standard 1.2, 4.1)				

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Professional feedback form

How do you feel about?	Not at all positive			Vary positive
	1	2	3	4
How your client and yourself are welcomed in the setting (Standard 1.1, 1.2, 2.1, 4.1, 4.2)				
The provision and support for your client and how any therapeutic provision is integrated into the day (Standard 1.4, 3.1, 4.1)				
The ways (interventions) your client is helped to take part in work experience and social activities (Standard 1.5, 3.1, 3.3, 4.1, 4.4, 4.5, 4.6)				
Your client's progress and achievement against their outcomes, therapeutic goals and aspirations (Standard 1.5, 4.1, 4.5, 4.6)				
Taking part in meetings (Standard 4.1, 4.2)				
Transition planning for your client (Standard 3.6, 4.6)				
Your client's transition to adult life, e.g. higher education, employment, adult health and social care services (Standard 3.6, 4.6)				

Professional feedback form

● ● ● ● ●

Is there anything else that you'd like to tell us?

Enter your answer below...

Student feedback form

How confident are you that?	Not at all 👎 ———————— 👍 Very			
	1	2	3	4
Staff understand your needs and know what they are doing (Standard 1.2, 3.1, 3.2)	○	○	○	○
Staff prepare work that lets you take part in work experience, learning and social activities with your peers (Standard 1.2, 3.1)	○	○	○	○
You are safe, e.g. Do you know what to do if the fire alarm goes off? (Standard 1.4, 3.1, 3.2, 3.5, 4.4)	○	○	○	○
You can get around by yourself (in and out of the setting) (Standard 3.3)	○	○	○	○
You can tell someone if you have issues or are upset or worried (Standard 2.4, 3.1)	○	○	○	○
You can achieve the outcomes on your plan or your Individualised Learner Record (ILR) (Standard 1.3)	○	○	○	○
You can use technology to support your learning and social needs (Standard 1.5, 2.5, 3.2, 4.1)	○	○	○	○
Your post-16 setting does all they can to help you be as safe and independent as you can (Standard 4.1, 4.2, 4.3, 4.5, 4.6)	○	○	○	○

Student feedback form

● ● ● ● ●

How do you feel about?	Not at all positive			Vary positive
	1	2	3	4
How you were supported by your setting to be ready for post-16 and how the transition was organised				
Being welcome in your post-16 setting (Standard 1.1, 1.2, 2.1, 4.1, 4.2)				
The provision and support for you in your setting (Standard 1.4, 3.1, 4.1)				
Your progress and achievement (Standard 1.3, 3.2, 4.1)				
The Learning Support Department and your reviews, e.g. annual review, ILR reviews (Standard 4.1, 4.2)				
Talking to someone if you have concerns, are worried or upset (Standard 4.3)				
Your friends and others knowing about your needs (Standard 4.3)				
The way your setting works with other people in your team, e.g. your parents, Physiotherapist, OT (Standard 1.4, 2.3, 3.5)				
Your transition to adult life, e.g. higher education, employment, adult health and social care services				

Student feedback form

● ● ● ● ●

Is there anything else that you'd like to tell us?

Enter your answer below...

My views form

Name: Date:

My name:

I like:

My views form

● ● ● ● ●

My friends:

What I can do well:

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My views form

● ● ● ● ●

It helps me if others:

These people help me:

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My views form

● ● ● ● ●

They help me with:

I don't need help with:

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My views form

● ● ● ● ●

It's a good day when:

Sometimes I worry about:

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My views form

● ● ● ● ●

When I leave
college I would like to:

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pdnet Standards: Post-evaluation action plan

Completed by: Date: Review date:

Standard number	What needs to be done? What development or improvement needs to be undertaken?	Priority High Medium Low	By when?	How? What are the specific actions you will take?	Who? Who do you report back to? Who has overall responsibility?	What are the resource implications? e.g. cost, time, training	Date achieved	Evidence and impact of actions undertaken How can you show you have met this standard? What is the impact for a young person with PD?

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