

1. Good Health

P4A Outcomes: Indicative Mastery Statements

a) INNER Health:

- i. chooses to eat a balanced and varied diet that helps them maintain a healthy weight and lifestyle.
- ii. can make good use of food labelling to help them make informed choices.
- iii. can make informed decisions about recreational and medicinal drug use.
- iv. understands the law on legal, illegal and controlled substances.
- v. knows how to access appropriate drugs information and support.

b) OUTER Health:

- i. willingly engages in activities that promote physical fitness in line with government advice.
- ii. understands the lifelong benefits of maintaining a healthy lifestyle and how physical exercise benefits my emotional and physical health.
- iii. can identify a variety of activities that benefit both strength and cardio-vascular fitness.
- iv. has a healthy sleep routine

c) Emotional REGULATION:

- i. can recognise and name their own feelings and those of others.
- ii. can respond to their own and others' feelings appropriately.
- iii. can wait for an appropriate time to discuss my feelings.
- iv. can listen to and follow appropriate advice.

d) Emotional RESILIENCE:

- i. can accept and give praise and criticism in a wide range of social, educational and work settings.
- ii. can work hard to overcome difficulties.
- iii. can make mistakes without giving up.
- iv. can deal with change appropriately.

Transition Ready?

Each statement above describes a 'MASTER' adult. A student doesn't need to be a MASTER to be ready to leave, but the more independent they are, the more confident you can be about their readiness. Look at each statement and make a judgment about the most appropriate level to summarise attainment in Good Health.

1	2	3	4	5	6	7	8	9	10	11
Dependent		Lots of help		Some help			A little help		Independent	

2. Employment

P4A Outcomes: Indicative Mastery Statements

a) EXPERIENCE OF WORK:

- i. knows, through experience, about a wide range of work sector settings related to curriculum subjects.
- ii. has demonstrated that they are employable through meaningful work experience.

b) Preparation for TRANSITION:

- i. has clear ideas and realistic plans about their short, medium and long-term future.
- ii. can write and update a CV.
- iii. can complete an application form appropriately and independently.
- iv. can use a wide range of resources to seek college and job information and vacancies.

c) EMPLOYABILITY:

- i. has all the essential skills to make them a realistic candidate for employment.
- ii. 's attendance at school or at work is good.
- iii. can arrive to a range of activities and events with clothing and equipment that is suitable.
- iv. is able to make their own plans to ensure they arrive on time and well-prepared for work and learning.

d) ENTERPRISE:

- i. can take part in a range of activities with employers and employees enthusiastically. and
- ii. understands how business works and can contribute to successful creative and collaborative enterprise projects.

Transition Ready?

Each statement above describes a 'MASTER' adult. A student doesn't need to be a MASTER to be ready to leave, but the more independent they are, the more confident you can be about their readiness. Look at each statement and make a judgment about the most appropriate level to summarise attainment in Employment.

1	2	3	4	5	6	7	8	9	10	11
Dependent		Lots of help		Some help			A little help		Independent	

3.Independent Lives

P4A Outcomes: Indicative Mastery Statements

a) PERSONAL CARE:

- i. can look after their personal care needs safely and appropriately.
- ii. look after their own appearance in a range of contexts.
- iii. can look after their own health needs appropriately, including accessing health services and advice when needed.

b) Independent LIVING:

- i. can perform safely and confidently all the tasks required to maintain a clean and tidy living space.
- ii. can shop safely to meet their own needs.
- iii. can prepare their own meals to meet their needs.
- iv. can manage their own finances responsibly and safely.
- v. can travel safely and confidently, on a range of forms of public transportation to unfamiliar destinations.

c) ONLINE Safety:

- i. Content: can use the Internet, social media, mobile phones and other forms of electronic communication and keep themselves safe from being exposed to illegal, inappropriate or harmful content.
- ii. Contact: has an age-appropriate attitude to risk online and is able to themselves safe from being subjected to harmful online interaction with other users.
- iii. Conduct: 's personal online behaviour reduces the likelihood of, or causes, harm to themselves or others.
- iv. Commerce: {Student} is aware of risks such as online gambling, inappropriate advertising, phishing and or financial scams and is able to keep themselves safe.

d) PERSONAL Safety:

- i. can keep safe on the roads as a pedestrian, passenger and where appropriate as a driver.
- ii. 's conduct helps them and others to learn effectively.
- iii. can protect them self from all forms of maltreatment and exploitation at home, at school and in the wider community.

Transition Ready?

Each statement above describes a 'MASTER' adult. A student doesn't need to be a MASTER to be ready to leave, but the more independent they are, the more confident you can be about their readiness. Look at each statement and make a judgment about the most appropriate level to summarise attainment in Independent Lives.

1	2	3	4	5	6	7	8	9	10	11
Dependent		Lots of help		Some help			A little help		Independent	

4.Friends, Relationships and Community Inclusion		P4A Outcomes: Indicative Mastery Statements									
		a) TOLERANCE:									
		i. can accept the views of others even when those views are different to their own.									
		ii. shows respect to all people regardless of their socio-economic status, religion, race, sexuality, gender, profession, age or disability.									
		iii. can successfully engage with all groups of people in a range of situations.									
		b) PARTICIPATION:									
		i. can access a wide range of facilities and activities in the school.									
		ii. use retail and leisure facilities in their community confidently.									
		iii. takes part in clubs or groups in their community.									
		iv. can access support services in their community.									
v. volunteers in their community.											
c) FRIENDS:											
i. has a stable, close group of trusted friends.											
ii. manages disagreements appropriately.											
iii. maintains friendships over a period of time. and											
iv. engages in appropriate leisure activities outside of school with their friends.											
d) PARTNERS:											
i. If is in an intimate relationship, they are able to conduct them self appropriately and make safe and informed decisions.											
ii. understands issues related to consent and applies this knowledge appropriately.											
iii. knows about sexual health and contraception.											
iv. can seek appropriate RSE support.											
Transition Ready?		Each statement above describes a 'MASTER' adult. A student doesn't need to be a MASTER to be ready to leave, but the more independent they are, the more confident you can be about their readiness. Look at each statement and make a judgment about the most appropriate level to summarise attainment in Friends, Relationships and Community Inclusion.									
1	2	3	4	5	6	7	8	9	10	11	
Dependent		Lots of help		Some help			A little help		Independent		