

EBSA Pre-pathway

Examples of Outcomes for Plan-Do-Review Record

Transitions

- [Student] has completed induction activities at their new school/college, e.g. fact-finding mission, additional visits, or meetings with new staff.
- [Student] has made positive plans or goals for their new setting, e.g. made a 'bucket list' or identified 2/3/4 new activities they would like to try.
- [Student] has shared key information about him/herself with receiving members of staff, e.g. a personal All About Me document.
- [Key adults] have completed a transition meeting with [Student] and key staff from new school/college.
- [Key adults] have completed a transition review meeting with [Student] and key staff from new school/college.

Cognition and Learning

- [Student] has made measurable, adult-assessed progress through a structured literacy/numeracy intervention, e.g. Precision Teaching.
- [Student] has contributed their views towards a Pupil Passport which includes adaptations and specific strategies they find supportive in the classroom.
- [Student] has identified memory/concentration/organisation aids that they can use independently to support their learning.
- [Student] can identify 1/2/3 activities at school/college that they find achievable, are proud of, or good at.

Relationships and Belonging

- [Student] has completed All About Me or ice-breaking activities with a member of staff.
- [Student] can identify at least one person they trust to report a problem to.
- [Student] spontaneously labels emotions or asks for help from a trusted adult.
- [Student] has engaged with structured peer support programme, e.g. Circle of Friends.
- [Student] has attended a club or social group.
- [Student] has a regular job, area of responsibility, or area of leadership at school/college.

Social, Emotional and Mental Health (SEMH)

- [Student] can make links between their thoughts, feelings, and behaviour during discussions with a trusted adult.



- [Student] can independently use a safe and appropriate strategy to cope with strong emotions, for example using a Quiet Space or asking an adult for help.
- [Student] can independently use a calming strategy to help them cope in situations they find stressful, for example a breathing-based or mindfulness/body awareness-based grounding activity.
- [Student] has contributed ideas and examples towards a personalised Calm Box.
- [Student] spontaneously asks for help as necessary.
- [Student] has had reduced incidences of withdrawing from the classroom/using defiant/disruptive behaviour compared to a baseline measurement of [x] times per week.

Physical and Sensory

- [Student] has completed a scheme of work related to healthy living/exercise/healthy eating.
- [Student] has weekly engagement with adapted PE lessons and/or sporting/outdoor activities.
- [Student] has made observable, adult-assessed progress through a structured gross motor/fine motor skills programme, e.g. Fizzy Training or Clever Hands.
- [Student] can independently signal their need for a movement break/sensory circuit.
- [Student] has engaged with a sensory diet approach and increased their tolerance of specific sensory experiences, e.g. new textures/loud noises/new food items.

Home and Family Factors

- [Student] has contributed views on their education via the SEND and You advisory service.
- [Parents/Carers] have contributed their views on [student's] education via the SEND and You advisory service.
- [Student] has engaged with lessons related to bereavement and loss.
- [Student] can identify at least one adult at school/college that they trust to ask for help as necessary.
- [Student] has developed a system or signal that they can independently use to ask for a meeting or check-in with their key person or mentor figure at school/college.