

Area of my life:	My needs:	My outcomes: These are my goals and should be specific, measurable, agreed, realistic and timed with a review date	Actions: What will help me achieve my outcomes	Resources to be used: Who will do what, when and how often	Review: At Review, has this outcome been achieved? What is working and not working
About my... Learning and training	Emma needs to get the qualifications required to help her get a job in the restaurant and food industry	Emma has a level 1 in Food Preparation and Food Hygiene (by end of academic year)	Work with Emma to help her come into college each day and complete her course work	College Tutor and College Learning Support Assistant (LSA)	Choose an item.
Emotional wellbeing	Emma needs to know what she can do when she feels sad, lonely or angry	Emma can say how she knows what she is feeling; Emma can show what she does when she feels certain emotions such as anger and sadness; Emma can say who she talks to when things get too much for her; (12 weeks)	Work with Emma on how she can identify different feelings and name them; Work with Emma on what to do when she is feeling sad and angry; Identify someone in College who Emma can talk to when she needs to.	A health action plan developed with support from a nurse within the Community Learning Disability team College LSA	Choose an item.
	Emma needs to develop her social network and make friends that she can enjoy spending time with	Emma can say where she goes to meet people, spend time with friends and go to different events and activities (6-12 weeks)	College support worker to bring Emma to her local Drop In to register and develop my social networks	Drop In (on-going support)	

			To access social events, talks and other events to meet peers and make friends		
Physical health	<p>Emma needs to keep to a healthy weight and lifestyle</p> <p>Emma can say what a healthy weight for her is and which food is healthy and she eat lots of and which food is less healthy and to eat as a treat (6 weeks)</p> <p>Emma has lost the additional weight she gained last year (6 months)</p> <p>Emma can show a schedule of activities she does each week to exercise and keep healthy (6 weeks)</p> <p>Emma is not feeling so much pain from her ankles and knees when she walks (6 months)</p>	<p>Emma can say what a healthy weight for her is and which food is healthy and she eat lots of and which food is less healthy and to eat as a treat (6 weeks)</p> <p>Emma has lost the additional weight she gained last year (6 months)</p> <p>Emma can show a schedule of activities she does each week to exercise and keep healthy (6 weeks)</p> <p>Emma is not feeling so much pain from her ankles and knees when she walks (6 months)</p>	<p>To meet with the practice nurse and set out the different foods and activities that are good for Emma</p> <p>To be weighed every 2 weeks to monitor progress with weight loss</p> <p>Jane (sister) to help Emma put a diary/schedule of foods and activities that Emma can use to remind her about keeping healthy</p> <p>Regular health checks with GP and practice nurse</p> <p>To access physical</p>	<p>Practice nurse at GP surgery – appointment every 2 weeks for 12 weeks)</p> <p>Pictures of food and activities and template schedule to use</p> <p>GP and Practice nurse – family to liaise</p> <p>Drop In (on-</p>	Choose an item.

			activities such as swimming and dancing on a regular basis	going support) Support from family	
Independence and life skills	<p>Emma needs to prepare meals independently</p> <p>Emma needs to develop money skills</p> <p>Emma needs to learn to travel independently</p> <p>Emma needs to learn and develop skills with healthy eating options.</p>	<p>Emma is cooking basic meals for herself.</p> <p>Emma can use money independently.</p> <p>Emma is taking the bus into town and back home independently (with support in 6 weeks) (independently in 12 weeks)</p> <p>Emma can show her healthy menu and shopping list; Emma can say how she makes healthy food choices (12 weeks)</p>	<p>Accessing the enablement Team for support Family support</p> <p>Access College courses and support from the enablement Team</p> <p>Support from family when out shopping</p> <p>To be supported by Gloucestershire Voices buddy scheme or Enablement Team</p> <p>Support from the Enablement Team and from accessing talks at the Drop In.</p> <p>Support from family when out shopping</p>	<p>Enablement Team (initial 6 weeks and Review progress)</p> <p>College/ Enablement Team (initial 6 weeks and Review progress)</p> <p>Gloucestershire Voices/ Enablement Team (initial 6 weeks and Review progress)</p> <p>Enablement Team/Drop In (initial 6 weeks and Review progress)</p>	Choose an item.

	Emma needs to develop a plan to remind her to brush hair and teeth	Emma can describe her morning and evening routine which includes brushing teeth and hair.	Enablement Team to develop a visual aid prompt that she can use on a daily basis when getting ready to remind her to undertake these tasks	Enablement Team (A one off piece of work To be reviewed in one week)	
Employment options	<p>Emma needs help to find a job she wants to do</p> <p>Emma can talk about different job options and say who can help her to get a job doing what she is interested in</p> <p>Emma can talk about her work preparation experience – what was good, what she learned and what she would like more help with</p> <p>Emma can describe what she needs to do to find a job she would like, make an application and prepare for interview</p>	<p>Support to look at job vacancy resources; Make contact with Forwards Employment Team (Glos CC)</p> <p>Support to make applications</p> <p>Visit the local Job Centre</p> <p>Register with employment agencies</p> <p>Take part in mock interview sessions;</p> <p>Talking to employers about her experience, interests, strengths etc.</p> <p>Write a CV</p>	<p>Liaise with Education Link Adviser (Forwards Employment Team)</p> <p>College Careers Adviser to be consulted in Emma's penultimate term at college.</p> <p>YST CRO to be referred to for transitions advice;</p> <p>College LSA to investigate mock interview options;</p> <p>College LSA to</p>	<p>Choose an item.</p>	

				allocate time to look at employment vacancies, job agencies and visits to job centre and agencies. College LSA and YST CRO to liaise with Forwards Employment Team	
Housing options	<p>Emma needs to know about her housing options</p> <p>Emma can say where she would like to live e.g. at home or elsewhere</p> <p>Emma can say if she would like to share or live alone and who she would like to share with</p> <p>Emma can say what she needs in her home, ground floor access or adaptations</p> <p>Emma can say what will happen next with</p>	<p>Emma can say where she would like to live e.g. at home or elsewhere</p> <p>Emma can say if she would like to share or live alone and who she would like to share with</p> <p>Emma can say what she needs in her home, ground floor access or adaptations</p> <p>Emma can say what will happen next with</p>	<p>Discuss different housing options with Emma and her family including living at home</p> <p>Contact the housing options teams at the district councils for advice and assistance.</p> <p>Identify next steps to support Emma towards her preferred housing option</p> <p>Budget will need to be understood to make sure</p>	<p>Transition Co-ordinator and Enablement Team</p> <p>Drop in Teams can contact the housing broker for guidance or advice or to make an appointment</p>	<p>Choose an item.</p> <p>Housing options teams</p>

		regards her housing options	housing options being exploring are affordable.	in each district can give general housing advice or support to register on their home seekers	
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