

Unit Provision Pathway 1 – students are healthy, safe, supported and challenged to grow and be prepared for personal future success

Intent

Our aims

Provide a personalised, innovative and high-quality curriculum

Support students to develop strategies to regulate their own emotions

Offer off site, community-based learning outside the classroom

Enable effective communication skills
1) Functional Communication,
2) Expressive and receptive communication,
3) Expressing and accepting opinions

Whole child approach

Provide a range of aspirational certification and accreditation

Students to share their opinions safely and appropriately

Implementation

How is our learning organised?

Personalised vocational pathways following a multisensory, informal curriculum:

Preparation for adulthood including:

- Independent living
- Accessing the local community
- Employability skills

Strategies & resources:

- Multi agency approach
- Scaffolded activities to lead to independence
- Personalised sensory diet
- Protective behaviours
- Zones of Regulation

Lessons:

Core subjects developing life skills
Vocational Subjects
Multi-sensory learning

Communication:

Vocabulary, visuals/symbols
Social skills
AAC device
Colourful Semantics
Sign language

Interventions:

SALT, Physio, Occupational Therapy
Accelerated Reader, Maths
Additional interventions personalised to meet need

Learning Outside the Classroom:

Leisure activities, using the local community, contextualised visits, college visits. work experience

Impact

How do we measure success?

Provision Map: progress against EHCP outcomes

Assess and monitor small step progress:
B Squared Progression Steps and Steps 4 Life

Vocational accreditation and certification:
AQA Unit Award Scheme
ASDAN Personal Progress

Students feel safe are able to communicate their personal wants and needs

Evidence of learning

Regular student progress meetings

Destinations: students attend college or setting with sensory stimulus to support their understanding of the world