

## Unit Provision Pathway 3 – students are healthy, safe, understand the world around them and are prepared for future success

### Intent

#### Our aims

Provide a personalised, innovative and high-quality formal curriculum

Support students to develop strategies to regulate and identify their own emotions and those of others

Offer off site, community-based learning outside the classroom (LOtC)

Enable effective communication skills  
1) To express opinions safely and appropriately,  
2) To develop social skills to enable individuals to become responsible citizens

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 formal curriculum:

- Core subjects focussed on accreditation routes
- Vocational subjects
- Independent living and accessing the local community
- College visits and links
- Personalised preparation for next steps

##### Strategies & resources:

- Multi agency approach
- Scaffolded activities to lead to independence
- Self-review strategies
- Protective behaviours
- Zones of Regulation

##### Lessons:

Core subjects developing life skills  
Vocational Subjects  
Multi-sensory learning

##### Communication:

Vocabulary, visuals/symbols  
Social skills in different contexts  
AAC device, Sign language  
Extending vocabulary

##### Interventions:

SALT, Physio, Occupational Therapy, Teacher of the Deaf  
Accelerated Reader, Maths  
Additional interventions personalised to meet need

##### LOtC:

Leisure activities, accessing local community, contextual visits, college visits, work experience, awareness of personal safety

### 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

Standardised Assessment: Functional Skills (where appropriate)

Vocational accreditation and certification:  
LASER LEAP Vocational Accreditation

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

Evidence of learning and regular student progress meetings

Destinations: attend college, apprenticeships, internships or setting to gain supported work

Level 2 qualifications (where appropriate, e.g. progress is in line with age related expectations)