

Ickburgh School Sixth Form



The Sixth Form Curriculum 2021-2024

Contents

	Area		'At a glance' version	'In depth' version	Full version
1	The Sixth Form – Our purpose	Page 3			
2	Working together – Students, families, and the multi-disciplinary approach	Page 3			
3	Educational Health Care plans and Live Outcomes Maps	Page 4-5			
4	The Pathways – How we tailor our approach	Page 6-8			
5	The Curriculum – How we achieve our purpose	Page 9-12			
8	Recognising achievements – Accreditation programme by Pathway	Page 13			
9	Measuring impact – How we track accreditation progress	Page 13			
10	Futures and Career guidance	Page 14			
11	Recognising achievements – Accreditation programme Sensory learners	Page 15			
12	Recognising achievements – Accreditation programme Connecting learners A	Page 25			
13	Recognising achievements – Accreditation programme - Connecting learners B	Page 32			
14	Recognising achievements – Accreditation programme Accreditation- Active learners	Page 43			

The Sixth Form – Our purpose

As with all areas of the school, our Sixth Form fulfils our vision, values, and aims as below:

Vision

Ickburgh School: A place where all students and staff members find Fulfilment, Belonging, and Independence.

Values

Fulfilment

I feel a deep and nourishing sense of fulfilment, through achieving meaningful outcomes.

Belonging

I belong to something bigger than myself; a community of diversity, tolerance and respect, where difference is celebrated.

Independence

I am as independent as I can be in achieving my outcomes, and I'm nurtured to develop my own personality, interests, and talents.

Aims

To deliver this for our students and staff members, we aim to be a world class centre of excellence by:

- Establishing the school as an outward-facing learning community, constantly seeking to improve its practice by reflection, evaluation and innovation.
- Working in partnership with, and drawing on the expertise of, parents, other agencies and the wider community.
- And, most importantly, placing students at the heart of everything we do.

For our Sixth Formers, we aim:

- For each student to be at the centre of their learning journey.
- For each student to actively communicate their needs and make choices and decisions about themselves including their future.
- For each student to be an active participant in their community and wider world.
- For each student to be able to initiate and build meaningful interactions and friendships.
- For each student to achieve external accreditation which will be recognised by future education settings and/or the world of work.
- For each student to be prepared for adulthood, and have a smooth transition to their next destination.

Working together – Students, families, and the multi-disciplinary approach

Each student has their identified multidisciplinary educational team who work in partnership with parents/careers and families to ensure that the educational and developmental needs of each student are met. We place the highest value the partnerships we have with parents and families.

Planning for the future can be difficult but all our students in the 6th Form have the support of a dedicated team who can work in partnership with them and their families to help make this transition as smooth as possible and more importantly, support the young person on achieving their goals. For some young people, this may be going to college for others it may be going into the world of work, and /or supported living. The key document is the student's Education, Health and Care Plan, which we ensure is kept relevant and meaningful through the creation of a Live Outcomes Map.

Education, Health and Care Plans and the Live Outcomes Maps

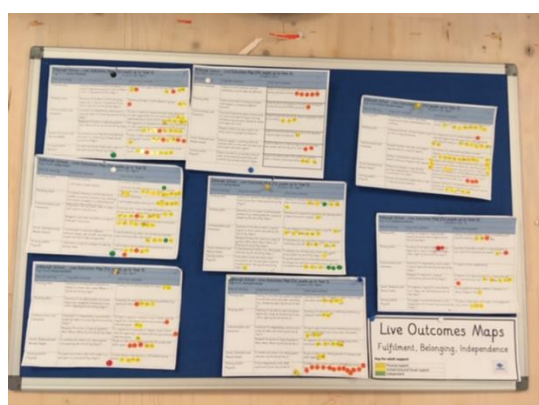
To work towards the ideals of Fulfilment, Belonging and Independence, and to ensure that the wider purpose of their daily learning isn't lost on the students or the staff supporting them, every student has a 'Live Outcome Map' which sets out the key 6 to 7 priorities for the next two to three years, and the short term outcomes which will move them towards these. These priorities in Sixth form are linked the Department for Education's Preparing for Adulthood agenda.

The outcomes have been set in conjunction with parents/carers and the multi-disciplinary team which support the student, as well as the student themselves where possible. These outcomes are reviewed on a half-termly basis, and reporting happens at annual reviews.

Each student has a live outcome map which relates to the four areas of preparation for adulthood are Good Health, Independent Lives, Employment and Careers and Friends, Relationships and Community.

Ickburgh School – Live Outcomes Map (For students in year 9-14)		
Pupil Name Shania Matik		Academic Year 12
Area of Learning	Long-term outcomes	Short-term outcomes
Employment training skills for work	Functional Literacy To develop functional and employability skills by participating in planned work related learning and work experience activities	To be able to read selected signs, symbols and key words during practical activities 3 times a week To follow written instructions supported by symbols and visuals to complete jobs in school on a daily basis
Employment training skills for work	Functional Numeracy To develop functional numeracy skills and transfer to everyday situations	Functional Numeracy To be able to count up to 10 items in a shop into shopping basket by the end of yr12 and experience simple money exchanges through roleplay weekly and in real life settings with faded adult support
Community inclusion	Expressive Develop communication and self –advocacy skills to confidently communicate needs in a variety of community facilities	To learn 10 new Makaton signs per term and practice use in the school and/or community setting 3 times a week To practice use of voice through drama, singing or social interaction on a daily basis To use visual cues and identify landmarks on weekly journeys in the community
	Receptive To develop travel skills showing understanding of community facilities and how to access them	To use visual cues and identify landmarks on weekly journeys in the community using public transport
Independence/ independent living	To enhance independence in daily living by developing personal care skills	To show through practical opportunities ability to manage personal hygiene: including blowing nose and washing hands without prompting 3/5 times a day
Health	To improve social skills and form safe relationships	To identify and show understanding of 6 different types of feelings using roleplay, games and practical scenarios by the end of yr12
	To understand how to live a healthy lifestyle	To be able to identify 5 healthy food choices and 3 exercise opportunities by the end of yr12

Example of Live Outcomes Map



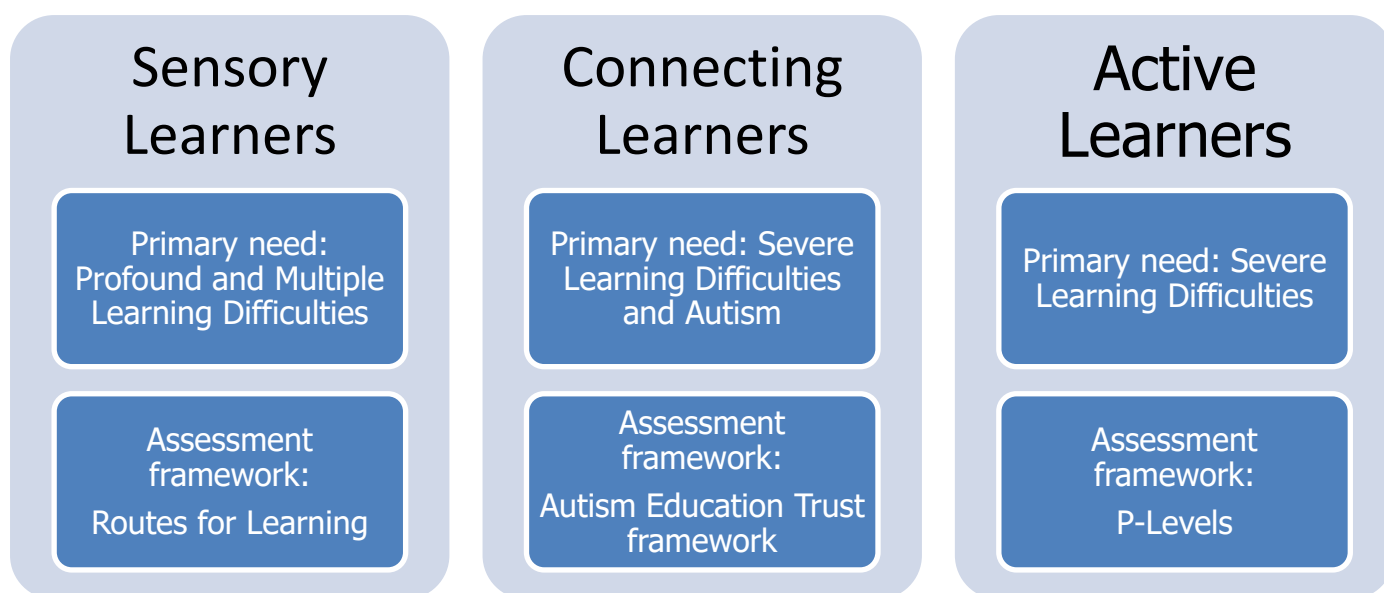
Key for adult support - Live Outcomes Maps

	Physical support
	Verbal/Gestural/Visual support
	Independent

Example of Live Outcome Map display with 'live' assessment: sticky dots are used to identify when a student has engaged in a short-term outcome.

The Pathways – How we tailor our approach

As with the rest of the school, our Sixth Form continues the Pathway approaches to ensure we are responding to and meeting the needs of our students. The school is divided into three Pathways, as below:



Below, you will find further information about these three Pathways:

OUR SENSORY LEARNERS

Our sensory learners are unique individuals with remarkable abilities and huge potential. They experience the World in the 'here and now', and understand the world through a structured and recognisable day. Our aim is to provide an enabling learning environment that gives them the best possible opportunity to explore what they *can* do in preparation for a meaningful life in and beyond school. Our sensory learners rely on facial expressions, vocal sounds, body language and exhibit a range of unconventional behaviours to communicate. Some of our sensory learners may use a small range of formal communication; others may not have reached the stage of using intentional communication.

APPROACHES AND STRATEGIES

The Sensory Learners Department makes use of a range of approaches and strategies, with class teams taking a personalised approach to support learners to make progress and maintain skills.

- *Sensory Learners @ Ickburgh*: a customised song book used to develop our learners' memory, and anticipation of events and activities.
- Objects of Reference: items that represent events and activities that provide our learners with concrete cues about what is happening next.
- Canaan Barrie on-body Signing: an interactive touch and movement signing system used to communicate and build trust with our learners.
- Adult Child Interaction: an approach to interaction that acknowledges that it takes more than words to communicate, and promoting our learners' 'voice' and 'choice'.
- Intensive Interaction: an approach designed to help our learners enjoy being with other people, and to relate, interact, and practice communication routines.
- Switch Communication: the use of single and multiple message devices to structure conversations and develop understanding of cause and effect.
- MiLE (Multisensory Interactive Learning Environments): opportunities for our learners to explore their immediate surroundings, develop preferences and a sense of autonomy.
- Movement: learning occurs naturally through movement; such as aqua sessions, rebound therapy or physical movement activities in the classroom such as assisted walking.

OUR CONNECTING LEARNERS

Our Connecting Learners Ickburgh School provides an education for students aged from three to nineteen with severe and profound communication difficulties, as well as severe learning difficulties. Many of these learners will

have a diagnosis of Autism. These learners are developing their 'connecting' skills in preparation for a purposeful life beyond school, with as high a degree of independence as possible.

KEY AREAS OF LEARNING

Our Connecting Learners' Curriculum is based around a framework of the following key areas of learning:

- **Social communication** - Expressive communication; Listening and understanding; Conversations
- **Social interaction** - Being with others; Positive Relationships (adults); Positive relationships and friendships (peers); Group activities
- **Social imagination and Flexibility** - Coping with change; Transitions; Special Interests; Play; Problem solving and thinking skills
- **Sensory processing** - Understanding and expressing own sensory needs; Responding to interventions; Increasing tolerance of sensory input; Managing own sensory needs
- **Emotional understanding and self-awareness** - Understanding and expressing own emotions; Managing emotions and behaviour; Understanding others' emotions / intentions; Self-awareness; Developing confidence and self-esteem
- **Learning** - Organisation and independent learning; Motivation and engagement; School routines and expectations; Evaluating own learning
- **Independence and community participation** - Independent living; Road safety and travel; Personal safety; Keeping healthy; Personal care; Leisure

APPROACHES AND STRATEGIES

The Connecting Learners Department makes use of a range of approaches and strategies, with class teams taking a personalised approach to support learners or groups of learners.

To promote communication and understanding, we make use of Alternative (for those who can't or can't yet speak) and Augmentative (to help those who have difficulties with speech) Communication. Strategies include:

- Picture Exchange Communication Systems (where images are given to make requests for real items)
- Objects of Reference (items to represent of subjects or areas of the school, e.g. a wooden spoon for Food Technology)
- Now and Next boards (showing with images what is happening now and what is going to happen next)
- Visual timetables (images accompanying words to show the student's day or part of their day)
- Core Boards (with key symbols and words to which students can point to make themselves understood)
- High-tech devices (including tablets)
- Makaton (signing to work instead of or alongside speech)
- TEACCH - an evidence-based academic programme that is based on the idea that autistic individuals are often visual learners, so teachers must correspondingly adapt their teaching style and intervention strategies.

OUR ACTIVE LEARNERS

Our Active Learners Ickburgh School provides an education for students aged from sixteen to nineteen with severe learning difficulties. We do not want to define these young people by their disability, so we call the department in which they learn 'Active Learners'. This name describes both their strength in 'learning by doing', and our commitment that their experiences at the school will be strongly practical and hands-on.

APPROACHES AND STRATEGIES

The Active Learners Department makes use of a range of approaches and strategies, with class teams taking a personalised approach to support learners or groups of learners.

To promote communication and understanding, we make use of Alternative (for those who can't or can't yet speak) and Augmentative (to help those who have difficulties with speech) Communication. Strategies within the department include:

- Picture Exchange Communication Systems (where images are given to make requests for real items)
- Objects of Reference (items to represent of subjects or areas of the school, e.g. a wooden spoon for Food Technology)
- Now and Next boards (showing with images what is happening now and what is going to happen next)
- Visual timetables (images accompanying words to show the student's day or part of their day)
- Core Boards (with key symbols and words to which students can point to make themselves understood)
- High-tech devices (including tablets)
- Makaton (signing to work instead of or alongside speech)

The Curriculum – How we achieve our purpose

For our Sixth Formers, there are the additional priorities of the four areas of the Preparation for Adulthood agenda, as devised by the Department for Education and set out below



The four areas of the Preparation for Adulthood agenda (Good Health, Independent Lives, Friends, Relationships and Community, and Employment and Careers) are split into curriculum areas as follows:

Preparation for adulthood	Accreditation areas	Overall areas (Timetabled subjects)	Separate curriculum areas
Good Health	Community participation	PE	PE / Physiotherapy
			Swimming / hydrotherapy
	Personal development	PHSE&SRE	PHSE
			SRE
Independent lives	Independent living skills	Independent Living and Food Technology	Cooking
			Home management
			Travel training
	Community participation	Creative skills and Leisure	Art
			Drama
			Music
Friends relationships community	Community participation	Independent Living: Community	Using the community
	Personal development	RE	Citizenship
			RE
Employment & careers	Literacy, numeracy and ICT	Functional skills	Literacy
			Numeracy
			ICT
	Preparation for work	Vocational skills	Mini enterprise
			Workplace skills
			Work Experience

For each of these curriculum areas, the learning intentions will differ in each of the Pathways. This is summarised below:

OUR SENSORY LEARNERS

At Ickburgh School all our education is seen as a preparation for adulthood. In the sixth form adulthood is a reality growing ever closer for our students.

Our vision is to maximise every sensory learner's potential to enable them to live as fulfilled a life as possible in the community. To this end communication both formal and informal is an integrated and major element of every activity or session.

The sessions are sensory based incorporating all of the senses including olfactory and are based upon assessed need and individual strengths and preferences. Progress is assessed against individual baselines and recorded against the Routes for Learning framework/ECHP/outcomes. The timetable reflects sessions predicated on pupil's highly personalised learning, which is more appropriate to achieving these aims for our pupils than a more formalised timetable.

The four areas of the preparation for adulthood will be delivered as follows:

Preparation for adulthood	
Good Health	Individual programmes covering oral care, individual physio/OT

	programmes, hydro therapy, rebound therapy, personal care and medical regimes and scheduled PE lessons. As well as exploring healthy objects including healthy food.
Independent lives	Educational community visits. Individual programmes designed to increase independence including personal care, choice making incorporating sensoryleaners@Ickburgh routine.
Friends relationships community	Sensory stories, individual memory/ stimulation boxes/ materials and local educational visits
Employment & careers	Soft skills, ICT, working with and reacting to people and objects, ASDAN qualifications.

OUR CONNECTING LEARNERS

Subject area	What does it mean for connecting Learners?
PE / Physiotherapy/ Swimming / hydrotherapy	Developing physical/leisure skills/ participation-yoga & relaxation, Proprioception, Hydrotherapy, rebound therapy, games
PHSE	Increased emotional regulation, flexibility, confidence, self-esteem- Story Massage, TacPac, sensory circuits, yoga & relaxation

SRE	Relating to others, using appropriate/ functional interaction/ communication skills.
Cooking	Exploring food/ Increasing independence in preparing snacks/ food
Home management/life skills	Increasing independence in small meaningful tasks from everyday life.
Travel training	Transitions, Inclusion & travel, Road safety and travel; Personal safety
Creative skills	Participating/ engaging in creative experiences , developing sensory processing skills.
Using the community	Journeys within school/community. Effective transition within the school, developing leisure skills and choice, community experiences
Citizenship	Relating to others, using appropriate/ functional interaction/ communication skills.
RE	Engaging with a wide variety of people/experiences.
Functional skills	Functional communication skills, PECS, Makaton, Objects of reference, Augmentative and Alternative Communication (AAC)- to request and comment
ICT	Switch work- cause and effect, ICT in the home, school, community
Mini enterprise	Creating objects to exchange for money
Workplace skills	Developing work based skills including transitions, motivation, engagement, routines, practicing functional work skills.
Work Experience	Developing work based skills, developing skills out of the class.

OUR ACTIVE LEARNERS

Subject area	What does it mean for Active Learners?
PE / Physiotherapy/ Swimming / hydrotherapy	School and community sporting activities
PHSE	My health and well- being, living in the wider world and my future plans

SRE	Keeping safe and my healthy relationship skills
Cooking	Preparing healthy meals safely
Home management	Everyday household tasks and following basic safety rules in the home
Travel training	Journeys within the local community, safely and as independently as possible
Art/DT	Exploring creative activities, visiting venues
Music	Participating in and creating musical experiences, visiting venues
Using the community	Using local facilities regularly and as independently as possible
Citizenship	Identifying with our community, it's people and our environment
RE	Valuing others
Literacy	Literacy for life and leisure
Numeracy	Maths for everyday life at home and in the Community
ICT	Using devices for leisure, information and learning
Mini enterprise	Planning, preparing and creating opportunities that raise funds
Workplace skills	Key skills developed through experience of work-related activities and Jobs in school
Work Experience	Work placement at school or in the community

Recognising achievements – Accreditation programme by Pathway

The curriculum is enriched by a range of creative and physical education programmes and opportunities, including extra-curricular activities, residential trips, sports clubs and hobby clubs. In the summer term the students plan their own School Prom for which they provide the music, entertainment and catering.

The sixth form curriculum focuses on all students gaining an ASDAN Entry Level Qualification. There are four levels of qualifications: Award, Certificate, Extended Certificate and Diploma in Personal Progress (Entry 1).

This provides learners to have their achievements recognised within a nationally recognised qualification framework. The benefits include: The opportunity to learn new skills in a range of settings • Build self-reliance and confidence • Preparation for potential work • Have learning recognised and accredited by an awarding organisation. For further information please ask or look on the Asdan website: [ASDAN | Personal Progress](#)

In addition, in Key Stage 4 and Key Stage 5 some students gain Gateway Qualifications Awards/Certificates in Mathematics/English. These qualifications have been designed as stepping stones for learners and to recognise and reward progress towards the national adult numeracy/literacy standards from Entry 1 to level 2. These qualifications address the needs of learners with maths/English skills below Level 2 and provide the necessary flexibility and responsiveness required by adult learners.

The qualifications in Mathematics are built from a number of small units at each level. Each unit covers a curriculum area or an aspect of a curriculum area and is a qualification in its own right and is also included in rules of combination for a certificate which covers all the curriculum areas. Each unit is underpinned by the national standards for adult numeracy (QCA 2005) and mapped to the Adult Numeracy Core Curriculum (DfES 2001, revised 2006-7 and updated 2009). The units have also been mapped to the Functional Skills standards.

The qualifications in English are built from seven small units at each level. Each unit covers one aspect of a skill, is a qualification in its own right and is also included in rules of combination for a larger award for the relevant skill area and a certificate which covers all the skill areas. The learning outcomes and assessment criteria reflect the national literacy standards from Entry 1 to Level 2.

Each unit is underpinned by the national standards for adult literacy (QCA 2005) and mapped to the Adult Literacy Core Curriculum (DfES 2001 and later revised 2006-7). The units have also been mapped to the Functional Skills standards.

The English qualifications cover: Speaking, listening and responding, Reading for purpose, meaning and information, Writing to communicate

The design of the qualifications reflects the announcements by the Skills Funding Agency with regard to the development of English skills. For further information, please ask or look on the Gateway qualifications website: [Search - Gateway Qualifications](#)

Each student on entry to the Sixth Form has an assessment plan, which outlines the qualifications to be taken. These may be either Asdan or Gateway qualifications or a mixture of both to ensure that the curriculum covers all aspects of preparing for adulthood; Employment, Independent living, Good Health, Friends, relationships and community. It also ensures that each student has a tailor-made plan to enable the student to leave Ickburgh more fulfilled and more independent.

Measuring impact – How we track accreditation progress

We are targeting progress for our students through the ASDAN units. At the outset of each unit, teachers will make individual assessments of students' levels using the OCR achievement continuum below. They will create 'assessment plan' documents, which will also set out the individual approaches the students will need to develop through the course of the unit.

1 Encounter	2 Early awareness	3 Interest	4 Supported participation	5 Active involvement	6 Development	7 Exploration	8 Initiation	9 Consolidation	10 Application
----------------	----------------------	---------------	------------------------------	-------------------------	------------------	------------------	-----------------	--------------------	-------------------

Where students are assessed as working at the current achievement level 1-3, outstanding progress would be 1 stage of progress along the continuum.

Where students are assessed as working at the current achievement level 4-8, expected progress would be 1 stage of progress along the continuum, outstanding progress would be 2 stages of progress along the continuum.

If students are assessed at current achievement level 9-10, some consideration needs to be given as to whether the student can be entered for a higher qualification in this area and should discuss with the school's ASDAN lead.

This approach takes into account student's prior attainment and starting level, whilst also allowing for the student's individual profiles across the different units. For example, a student may have strengths in independent travel skills because of their prior life experience but may be relatively challenged in their abilities in the kitchen. This will ensure they make progress, regardless of their starting point.

Futures and Career Guidance

Planning for the future can be difficult but all our students in the 6th Form have the support of a dedicated team who can work in partnership with them and their families to help make this transition as smooth as possible and more importantly, support the young person on achieving their goals. For some young people, this may be going to college for others it may be going into the world of work.

Every autumn we hold a 'Futures' event for secondary and sixth form families to support families beginning this journey. To support with this process, the transitions team are invited to attend annual reviews from year 10.

External partners are used to talk about a range of job and careers. Workshops have included career choices, apprenticeships, applying for jobs, CV writing and interview techniques. Students are also supported by external providers who deliver independent career advice. Prior to the student's final EHCP review, they also provide individual support to the young person and the family, with targets from these sessions feed into the Leavers review.

For further information, see our **Careers and Futures Guidance**.

Transitions

To provide a consistent program that will enhance learner's skills, knowledge and understanding of their transitional pathways. To offer a careers service that supports the Annual Review, EHCP process and is able provide informative and a cohesive link to all external agencies in the delivery of learners, parents/carers future inspirations.

We aim to provide learners, staff and external agencies the required resources and links that will enable them to make informed decisions about their future pathways. We do this by:

- An established program of observations, meetings with students KS3, KS4 and KS5 to compile profiles
- Establishing links with parents/carers through parent's evenings.
- Delivering impartial Careers Information Advice and Guidance that is independent of the School, thereby meeting the School's Statutory obligations in accordance with the Education Act 2011.
- An established program of information events – Futures event.
- Providing learners with the current and relevant information of current pathways in education, apprenticeships and the world of work
- One to One Guidance Interviews with leavers
- Effective transitions in Year 11/14 to new placements supported by current Ickburgh staff.

Sensory learners

Good Health			PE / Physiotherapy/ Hydrotherapy/Rebound therapy
Year / Term		Accreditation	
Year A	Autumn	PPU: Engage with the world around you- developing a personal profile- EWPT	1.1 Engage in activities to develop a profile
	Spring		
	Summer		1.2 Communicate personal preferences
Year B	Autumn	PPU: Engaging with the world around you therapies- EWTH	1.1 Take part in different therapies
	Spring		1.2 Communicate their preferences
	Summer		
Year C	Autumn	PPU: Engaging with the world around you- centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		3.1 Show they have been an active citizen by contributing to an event or activity in the wider community

Good Health			PHSE
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you- developing a profile- EWPT	1.1 Engage in activities to develop a profile
	Spring		1.2 Communicate personal preferences
	Summer		
Year B	Autumn	PPU: Engaging in the world around you- sensory story- EWSS	1.1 Recognise that a story telling event is happening
	Spring		
	Summer		1.2 Engage with a story telling experience
Year C	Autumn	Engaging with the world around you people and relationships- EWPR	1.1 Engage with people
	Spring		2.1 Communicate who they would like to spend time with
	Summer		3.1 Engage in an activity with a friend

Good Health			SRE
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you-developing a profile- EWPT	1.1 Engage in activities to develop a profile
	Spring		1.2 Communicate personal preferences
	Summer		
Year B	Autumn	Engaging with the world around you people and relationships - EWPR	1.1 Engage with people
	Spring		2.1 Communicate who they would like to spend time with
	Summer		3.1 Engage in an activity with a friend
Year C	Autumn	Engaging with the world around you people and relationships - EWPR	1.1 Engage with people
	Spring		2.1 Communicate who they would like to spend time with
	Summer		3.1 Engage in an activity with a friend

Independent Lives			Independence/home management skills
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging with objects-EWOB	Engaging with objects
	Spring		
	Summer		
Year B	Autumn	PPU: Engaging with self-help and independence skills: dressing/undressing-ESDU	1.1 Engage with the process of getting dressed or undressed
	Spring		
	Summer		
Year C	Autumn	PPU: Engaging with self-help and independence skills: eating or drinking-ESED	1.1 Show an awareness of drink or food
	Spring		1.2 Show a preference for a particular drink or food
	Summer		

Friends relationships community			Citizenship
Year / Term		Accreditation	
Year A	Autumn	Engaging with the world around you people and relationships -EWPR	1.1 Engage with people
	Spring		2.1 Communicate who they would like to spend time with
	Summer		3.1 Engage in an activity with a friend
Year B	Autumn	PPU: Engaging in the world around you-centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		3.1 Show they have been an active citizen by contributing to an event or activity in the wider community
Year C	Autumn	PPU: Engaging in the world around you-centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		3.1 Show they have been an active citizen by contributing to an event or activity in the wider community

Friends relationships community			RE
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you-developing a profile-EWPT	1.1 Engage in activities to develop a profile
	Spring		1.2 Communicate personal preferences
	Summer		
Year B	Autumn	PPU: Engaging in the world around you-sensory story- EWSS	1.1 Recognise that a story telling event is happening
	Spring		1.2 Engage with a story telling experience
	Summer		
Year C	Autumn	Engaging with the world around you people and relationships -EWPR	1.1 Engage with people
	Spring		2.1 Communicate who they would like to spend time with
	Summer		3.1 Engage in an activity with a friend

Friends relationships community			Creative
Year / Term		Accreditation	
Year A	Autumn	PPU: Encountering experiences: being a part of things- EEPT	1.1 Experience activities and situations
	Spring		2.1 Give reflex responses to external stimuli
	Summer		
Year B	Autumn	PPU: Encountering experiences: creativity-EECR	1.1 Experience creative activities and events
	Spring		2.1 Give a simple response to a creative activity
	Summer		
Year C	Autumn	PPU: Engaging with the world around me Objects-EWOB	1.1 Engage with objects
	Spring		
	Summer		

Friends relationships community			Using our community
Year / Term		Accreditation	
Year A	Autumn	PPU: Encountering experiences: being a part of things- EEPT	1.1 Experience activities and situations
	Spring		1.1 Experience activities and situations
	Summer		2.1 Give reflex responses to external stimuli
Year B	Autumn	PPU: Encountering experiences: being a part of things- EEPT	1.1 Experience activities and situations
	Spring		1.1 Experience activities and situations
	Summer		2.1 Give reflex responses to external stimuli
Year C	Autumn	PPU: Engaging in the world around you-centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		3.1 Show they have been an active citizen by contributing to an event or activity in the wider community

Employment & careers			Functional Skills: Literacy
Year / Term		Accreditation	
Year A	Autumn	PPU: Encountering experiences: being a part of things- EEPT	1.1 Experience activities and situations
	Spring		1.1 Experience activities and situations
	Summer		2.1 Give reflex responses to external stimuli
Year B	Autumn	PPU: Engaging with the world around you People and relationships - EWPR	1.1 Engage with people
	Spring		2.1 Communicate who they would like to spend time with
	Summer		3.1 Engage in an activity with a friend
Year C	Autumn	PPU: Engaging with the world around you People and relationships - EWPR	1.1 Engage with people
	Spring		2.1 Communicate who they would like to spend time with
	Summer		3.1 Engage in an activity with a friend

Employment & careers			Functional Skills: Numeracy
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging with the world around me Objects-EWOB	1.1 Engage with objects
	Spring		
	Summer		
Year B	Autumn	PPU: Encountering experiences: being a part of things- EEPT	1.1 Experience activities and situations
	Spring		2.1 Give reflex responses to external stimuli
	Summer		
Year C	Autumn	PPU: Engaging with the world of work- sequence and pattern-EWSP	1.1 Experience aspects of a sequence or pattern during repetitive activities
	Spring		
	Summer		

Employment & careers			Functional Skills: ICT
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging with the world around you technology- EWTE	1.1 Engage with technology
	Spring		
	Summer		
Year B	Autumn	PPU: Engaging with the world of work- sequence and pattern-EWSP	1.1 Experience aspects of a sequence or pattern during repetitive activities
	Spring		
	Summer		
Year C	Autumn	PPU: Engaging with the world of work- sequence and pattern- EWSP	1.1 Experience aspects of a sequence or pattern during repetitive activities
	Spring		
	Summer		

Employment & careers			Vocational Skills: Mini Enterprise
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you-natural environment-EWNE	1.1 Experience features relating to the natural environment
	Spring		2.1 React to activities involving the natural environment
	Summer		
Year B	Autumn	PPU: Engaging in the world around you-centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		3.1 Show they have been an active citizen by contributing to an event or activity in the wider community
Year C	Autumn	PPU: Engaging with the world of work- work experience-EWWE	1.1 Engage with work experience activities
	Spring		1.2 Take part in a work experience activity
	Summer		

Employment & careers		Vocational Skills: World of Work	
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging with the world of work- sequence and pattern-EWSP	1.1 Experience aspects of a sequence or pattern during repetitive activities
	Spring		
	Summer		
Year B	Autumn	PPU: Engaging with the world of work- exploring work-EWEW	1.1 Identify places where people work
	Spring		2.1 Identify different job roles within a workplace
	Summer		
Year C	Autumn	PPU: Engaging with the world of work- work experience-EWWE	1.1 Engage with work experience activities
	Spring		1.2 Take part in a work experience activity
	Summer		

PPU Unit	Credits
PPU: EWTB-Engaging with the world around you: therapies	2
PPU: EWSP-Engaging with the world of work- sequence and pattern	3
PPU: EWOB -Engaging with the world around you objects	3
PPU: EEPT -Encountering experiences: being a part of things	3
PPU: EWPR-Engaging with the world around you People and relationships	3
PPU: EWTE -Engaging with the world around you technology	2
PPU: EWEW-Engaging with the world of work- exploring work	3
PPU: EWWE-Engaging with the world of work- work experience	3
PPU: ESED -Engaging with self-help and independence skills: eating or drinking	3
PPU: ESDU-Engaging with self-help and independence skills: dressing/undressing	3
PPU: EECR-Encountering experiences: creativity	3
PPU: EWCE-Engaging in the world around you- centre and community based events	4
PPU: EWPT-Engaging in the world around you- developing a profile	3
PPU: EWSS -Engaging in the world around you- sensory story	3
PPU: EWNE-Engaging in the world around you- natural environment	3

Good Health			PE / Physiotherapy/ Hydrotherapy/Rebound therapy
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging with the world around you- centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		3.1 Show they have been an active citizen by contributing to an event or activity in the wider community
Year B	Autumn	PPU: Developing independent living skills: being healthy-ILBH	1.1 Take part in activities that contribute to keeping themselves healthy
	Spring		
	Summer		
Year C	Autumn	PPU: Engaging with self-help and independence skills: dressing/undressing ESDU	1.1 Engage with the process of getting dressed or undressed
	Spring		
	Summer		
Good Health			PHSE
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you- developing a profile- EWPT	1.1 Engage in activities to develop a profile
	Spring		1.2 Communicate personal preferences
	Summer		
Year B	Autumn	PPU: Engaging in the world around you: people/objects- EWOB	Engage with people/objects. Communicate like/dislike
	Spring		
	Summer		
Year C	Autumn	Engaging with the world around you people and relationships- EWPR	1.1 Engage with people
	Spring		2.1 Communicate who they would like to spend time with
	Summer		3.1 Engage in an activity with a friend
Independent lives		Travel	

Year / Term		Accreditation			
Year A	Autumn	PPU: Travel within the community- Places-CGP	Going	Journeys within class/school/by foot	
	Spring				
	Summer				
Year B	Autumn	PPU: Travel within the community- Places-CGP	Going	Journeys within class/school/by foot	
	Spring				
	Summer				
Year C	Autumn	PPU: Travel within the community- Places-CGP	Going	Journeys within local community- using local facilities	
	Spring				
	Summer				
Friends relationships community				Using our community	
Year / Term		Accreditation			
Year A	Autumn	PPU: Encountering experiences: being a part of things- EEPT		1.1 Experience activities and situations	
	Spring			1.1 Experience activities and situations	
	Summer			2.1 Give reflex responses to external stimuli	
Year B	Autumn	PPU: Engaging in the world around you- natural environment- EWNE		Experience features relating to the natural environment	
	Spring			2.1 React to activities involving the natural environment	
	Summer				
Year C	Autumn	PPU: Engaging in the world around you- centre and community based events-EWCE		1.1 Engage with events in their centre	
	Spring			2.1 Identify events or activities in the wider community they would like to be part of	
	Summer				

Independent lives	Independent Living Skills: Cooking/ Home management
-------------------	---

Year / Term	Accreditation		
Year A	Autumn	PPU: Engaging with self-help and independence skills: eating or drinking- ESED	1.1 Engage with the process of Preparing drinks/snacks Washing hands/ asking for snacks/drinks
	Spring		
	Summer		
Year B	Autumn	PPU: Engaging with self-help and independence skills: dressing/undressing- ESDU	1.1 Engage with the process of getting dressed or undressed
	Spring		
	Summer		
Year C	Autumn	PPU: Engaging in the world around you: people/objects- EWOB	1.1 Engage with household objects
	Spring		
	Summer		

Friends relationships community			RE
Year / Term	Accreditation		
Year A	Autumn	PPU: Engaging in the world around you- developing a profile- EWPT	1.1 Engage in activities to develop a profile
	Spring		1.2 Communicate personal preferences
	Summer		
Year B	Autumn	PPU: Engaging in the world around you- sensory story- EWSS	1.1 Recognise that a story telling event is happening 1.2 Engage with a story telling experience
	Spring		
	Summer		
Year C	Autumn	PPU: Engaging with the world around you People and relationships - EWPR	1.1 Engage with people
	Spring		2.1 Communicate who they would like to spend time with
	Summer		3.1 Engage in an activity with a friend

Friends relationships community	Leisure/creative Skills:
---------------------------------	--------------------------

Year / Term		Accreditation	
Year A	Autumn	PPU: Encountering experiences: creativity-EECR	1.1 Experience creative activities and events
	Spring		2.1 Give a simple response to a creative activity
	Summer		
Year B	Autumn	PPU : Community participation skills: personal enrichment-CPPE	1.1 Take part in an activity of personal interest
	Spring		1.2 Take part in visits to places of interest or events
	Summer		
Year C	Autumn	PPU: Engaging in the world around you- centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		

Employment & careers			Functional Skills: Literacy
Year / Term		Accreditation	
Year A	Autumn	PPU: Encountering experiences: being a part of things- EEPT	1.1 Experience activities and situations
	Spring		2.1 Give reflex responses to external stimuli
	Summer		
Year C	Autumn	PPU: Engaging with the world around you People and relationships - EWPR	1.1 Engage with people
	Spring		2.1 Communicate who they would like to spend time with
	Summer		3.1 Engage in an activity with a friend

Employment & careers			Functional Skills: Numeracy
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging with the	1.1 Engage with objects

	Spring	world around me Objects-EWOB	
	Summer		
Year B	Autumn	PPU: Encountering experiences: being a part of things- EEPT	1.1 Experience activities and situations
	Spring		
	Summer		2.1 Give reflex responses to external stimuli
Year C	Autumn	PPU: Engaging with the world of work- sequence and pattern-EWSP	1.1 Experience aspects of a sequence or pattern during repetitive activities
	Spring		
	Summer		

Employment & careers			Functional Skills: ICT
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging with the world around you technology- EWTE	1.1 Engage with technology
	Spring		
	Summer		
Year B	Autumn	PPU: Engaging with the world of work- sequence and pattern-EWSP	1.1 Experience aspects of a sequence or pattern during repetitive activities
	Spring		
	Summer		
Year C	Autumn	PPU: Engaging with the world of work- sequence and pattern- EWSP	1.1 Experience aspects of a sequence or pattern during repetitive activities
	Spring		
	Summer		

Employment & careers			Vocational Skills: Mini Enterprise
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you- natural environment-	1.1 Experience features relating to the natural environment
	Spring		2.1 React to activities involving the natural environment

	Summer	EWNE	
Year B	Autumn	PPU: Engaging in the world around you- centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		3.1 Show they have been an active citizen by contributing to an event or activity in the wider community
Year C	Autumn	PPU: Engaging with the world of work- work experience-EWWE	1.1 Engage with work experience activities
	Spring		1.2 Take part in a work experience activity
	Summer		
Employment & careers			Vocational Skills: World of Work
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging with the world of work- sequence and pattern-EWSP	1.1 Experience aspects of a sequence or pattern during repetitive activities
	Spring		
	Summer		
Year B	Autumn	PPU: Engaging with the world of work- exploring work-EWEW	1.1 Identify places where people work
	Spring		2.1 Identify different job roles within a workplace
	Summer		
Year C	Autumn	PPU: Engaging with the world of work- work experience-EWWE	1.1 Engage with work experience activities
	Spring		1.2 Take part in a work experience activity
	Summer		

PPU Credit totals

PPU Unit	Credits
PPU: EWTH-Engaging with the world around you: therapies	2
PPU: EWOB -Engaging with the world around you: objects	3
PPU: EWPR-Engaging with the world around you: people	2
PPU: CPPE-Developing community participation skills: personal enrichment	2
PPU:EEPT- Encountering experiences: being a part of things	3
PPU: ILBH-Developing independent living skills: being healthy	2
PPU: EWCE-Engaging with the world around you: centre and community based events	3
PPU: EWWE-Engaging with the world of work- work experience	3
PPU: ESED -Engaging with self-help and independence skills: eating or drinking	3
PPU: EECR-Encountering experiences: creativity	3
PPU: EWCE-Engaging in the world around you- centre and community based events	4

PPU: EWPT -Engaging in the world around you- developing a profile	3
PPU: EWSS-Engaging in the world around you- sensory story	3
PPU: EWNE-Engaging in the world around you- natural environment	3
PPU: EWSP-Engaging with the world of work- sequence and pattern	3

Connecting learners B

Good Health		PE / Physiotherapy/ Hydrotherapy/Rebound therapy/ Healthy eating	
Year / Term		Accreditation	
Year	Autumn	PPU: Developing	1.1 Take part in activities that contribute to keeping

A	Spring	independent living skills: being healthy-ILBH	themselves healthy
	Summer		
Year B	Autumn	PPU: Developing Community participation skills: Participating in Sporting activities - CPSA	1.1 Select appropriate clothing and footwear to suit different sporting activities
	Spring		1.2 Take part in different sporting activities
	Summer		
Year C	Autumn	PPU: Developing Community participation skills: Participating in Sporting activities - CPSA	1.3 Follow basic safety rules when taking part in different sporting activities
	Spring		
	Summer		2.1 Make use of a community sports facility on more than one occasion

Good Health			PHSE
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you- developing a profile- EWPT	1.1 Engage in activities to develop a profile
	Spring		1.2 Communicate personal preferences
	Summer		
Year B	Autumn	PPU Developing Self Awareness : All about Me-DSA	1.1 Demonstrate appropriate use of personal space
	Spring		1.2 Cooperate with others- Saying 'NO'
	Summer		
Year C	Autumn	PPU: learning skills: learning to learn-DLS	1.1/1.2 Recognise what they are good at and what they find difficult
	Spring		2.1/2.2 Contribute to decisions about what they want to learn how and/or why they want to learn it
	Summer		3.1 Contribute to decisions about what they want to learn, how and/or why they want to learn it

Good Health			SRE
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you- developing a profile- EWPT	1.1 Engage in activities to develop a profile
	Spring		1.2 Communicate personal preferences
	Summer		
Year B	Autumn	PPU: Getting on with people-GOP	1.1 Demonstrate an awareness of others /1.2 Communicate with others
	Spring		2.1 Follow instructions from others /2.2 Accept, ask for or offer help
	Summer		2.3 Engage in an activity involving two or more people/2.4 Take account of other group members
Year C	Autumn	PPU: learning skills: learning to learn-DLS	4.1 Show they know where and from whom they can get support with their learning
	Spring		5.1 Contribute to setting and monitoring targets for their own learning
	Summer		

Independent Lives- Strand A			Independence/home management skills
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging with self-help and independence skills: eating or drinking-ESED	1.1 Show an awareness of drink or food
	Spring		
	Summer		1.2 Show a preference for a particular drink or food

Year B	Autumn	PPU: Engaging with self-help and independence skills: dressing/undressing-ESDU	1.1 Engage with the process of getting dressed or undressed
	Spring		
	Summer		
Year C	Autumn	PPU: Preparing drinks and snacks-PDS	1.1 Take part in preparing a variety of drinks 1.2 Follow basic safety rules when preparing drinks 2.1 Take part in preparing different snacks 2.2 Follow basic safety rules when preparing snacks
	Spring		
	Summer		

Independent lives Strand B			Independent Living Skills: Cooking/ Home management Daily Living Skills
Year A	Autumn	PPU: Preparing drinks and snacks-PDS	1.1 Take part in preparing a variety of drinks 1.2 Follow basic safety rules when preparing drinks
	Spring		
	Summer		
Year B	Autumn	PPU: Preparing drinks and snacks-PDS	2.1 Take part in preparing different snacks
	Spring		2.2 Follow basic safety rules when preparing snacks
	Summer		
Year B	Autumn	PPU: Developing independent living skills looking after your own environment-ILOE	Take part in preparing a variety of drinks/snacks Follow basic safety rules when preparing drinks/snacks
	Spring		1.1 Recognise ways they can keep their own environment clean and safe
	Summer		2.1 Take part in activities to keep their environment clean and safe
Year C	Autumn	PPU: Planning and preparing food for an event-PFE	2.2 Demonstrate they can follow basic safety rules to keep their own environment safe
	Spring		1.1 Be able to be involved in planning food for an event 2.1 Take part in preparing different foods for an event
	Summer		2.2 Follow basic safety rules to ensure that food preparation is safe 2.3 Request support when appropriate

Friends relationships community			Citizenship
Year / Term		Accreditation	
Year A	Autumn	Engaging with the world around you people and relationships -EWPR	1.1 Engage with people
	Spring		2.1 Communicate who they would like to spend time with
	Summer		3.1 Engage in an activity with a friend
Year B	Autumn	PPU: Engaging in the world around you-centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		3.1 Show they have been an active citizen by contributing to an event or activity in the wider community
Year C	Autumn	PPU: Planning and preparing food for an event-PFE	1.1 Be able to be involved in planning food for an event
	Spring		2.1 Take part in preparing different foods for an event
	Summer		2.2 Follow basic safety rules to ensure that food preparation is safe 2.3 Request support when appropriate

Friends relationships community			RE
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you-developing a profile-EWPT	1.1 Engage in activities to develop a profile 1.2 Communicate personal preferences
	Spring		
	Summer		
Year B	Autumn	PPU: Engaging in the world around you-centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		
Year	Autumn	PPU: Engaging in the	1.1 Recognise that a story telling event is

C		world around you- sensory story- EWSS	happening 1.2 Engage with a story telling experience
	Spring		
	Summer		

Independent Lives			Leisure Skills: Creative Arts
Year / Term		Accreditation	
Year A	Autumn	PPU: Encountering experiences: creativity-EECR	1.1 Experience creative activities and events 2.1 Give a simple response to a creative activity
	Spring		
	Summer		
Year B	Autumn	PPU: Encountering experiences: creativity-EECR	1.1 Experience creative activities and events 2.1 Give a simple response to a creative activity
	Spring		
	Summer		
Year C	Autumn	PPU: Encountering experiences: being a part of things-EEPT	1.1 Experience activities and situations 2.1 Give reflex responses to external stimuli
	Spring		
	Summer		

Friends relationships community			Using our community
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you-centre and community based events-EWCE	1.1 Engage with events in their centre 1.2 2.1 Identify events or activities in the wider community they would like to be part of
	Spring		
	Summer		
Year B	Autumn	PPU: Engaging in the world around you-centre and community based events-EWCE	3.1 Show they have been an active citizen by contributing to an event or activity in the wider community
	Spring		
	Summer		
Year C	Autumn	PPU: Encountering experiences: being a part of things- EEPT	1.1 Experience activities and situations 2.1 Give reflex responses to external stimuli
	Spring		
	Summer		

Employment & careers	Functional Skills: Work experience
----------------------	------------------------------------

Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you-natural environment-EWNE	1.1 Experience features relating to the natural environment 1.2 2.1 React to activities involving the natural environment
	Spring		
	Summer		
Year B	Autumn	PPU: Engaging in the world around you-centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		3.1 Show they have been an active citizen by contributing to an event or activity in the wider community
Year C	Autumn	PPU: Engaging in the world around you-centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		3.1 Show they have been an active citizen by contributing to an event or activity in the wider community

Employment & careers			Functional Skills: Work experience
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you-natural environment-EWNE	1.1 Experience features relating to the natural environment
	Spring		2.1 React to activities involving the natural environment
	Summer		
Year B	Autumn	PPU: Engaging in the world around you-centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		3.1 Show they have been an active citizen by contributing to an event or activity in the wider community
Year	Autumn	PPU: Engaging	1.1 Engage with events in their centre

C	Spring	in the world around you-centre and	2.1 Identify events or activities in the wider community they would like to be part of
	Summer	community based events-EWCE	3.1 Show they have been an active citizen by contributing to an event or activity in the wider community

Employment & careers			Functional Skills: Numeracy
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging with the world around me Objects-EWOB	1.1 Engage with objects
	Spring		
	Summer		
Year B	Autumn	PPU: Encountering experiences: being a part of things- EEPT	1.1 Experience activities and situations
	Spring		2.1 Give reflex responses to external stimuli
	Summer		
Year C	Autumn	PPU: Engaging with the world of work-sequence and pattern-EWSP	1.1 Experience aspects of a sequence or pattern during repetitive activities
	Spring		
	Summer		

Employment & careers			Functional Skills: ICT
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging with the world around you technology- EWTE	1.1 Engage with technology
	Spring		
	Summer		
Year B	Autumn	PPU: Engaging with the world of work-sequence and pattern-EWSP	1.1 Experience aspects of a sequence or pattern during repetitive activities
	Spring		
	Summer		

Year C	Autumn	PPU: Engaging with the world of work-sequence and pattern-EWSP	1.1 Experience aspects of a sequence or pattern during repetitive activities
	Spring		
	Summer		

Employment & careers			Vocational Skills: Mini Enterprise
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you-natural environment-EWNE	1.1 Experience features relating to the natural environment
	Spring		2.1 React to activities involving the natural environment
	Summer		
Year B	Autumn	PPU: Engaging in the world around you-centre and community based events-EWCE	1.1 Engage with events in their centre
	Spring		2.1 Identify events or activities in the wider community they would like to be part of
	Summer		3.1 Show they have been an active citizen by contributing to an event or activity in the wider community
Year C	Autumn	PPU: Engaging with the world of work-experience-EWWE	1.1 Engage with work experience activities
	Spring		1.2 Take part in a work experience activity
	Summer		

Employment & careers			Vocational Skills: World of Work
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging with the world of work-sequence and pattern-EWSP	1.1 Experience aspects of a sequence or pattern during repetitive activities
	Spring		
	Summer		
Year B	Autumn	PPU: Engaging with the world of work-exploring work-EWEW	1.1 Identify places where people work
	Spring		2.1 Identify different job roles within a workplace

	Summer		
Year C	Autumn	PPU: Engaging with the world of work- work experience- EWWE	1.1 Engage with work experience activities
	Spring		1.2 Take part in a work experience activity
	Summer		

Connecting LEARNERS PPU Credit totals

PPU Unit	Credits
PPU: EWTH-Engaging with the world around you: therapies	2
PPU: EWOB -Engaging with the world around you: objects	3
PPU: NCA -Engaging in new creative activities	3
PPU: EWPR-Engaging with the world around you: people	2
PPU: CPPE-Developing community participation skills: personal enrichment	2
PPU:EEPT- Encountering experiences: being a part of things	3

PPU: ILBH-Developing independent living skills: being healthy	2
PPU: DSA-Developing Self Awareness : All about Me	3
PPU: EWCE-Engaging with the world around you: centre and community based events	3
PPU: ISPR-Using Interpersonal Skills to Contribute to Positive Relationships	2
PPU: GOP-Getting on with people	4
PPU: PDS-Preparing drinks and snacks	3
PPU: ILOE-Developing independent living skills looking after your own environment	2
PPU: PFE-Planning and preparing food for an event	3
PPU: DIS-Developing ICT skills	4
PPU: MEP-Participating in a mini enterprise project	4
PPU: PPI-Providing Personal information	
PPU: GWTD-Getting things done	4
PPU: DWCP-growing & caring for plants	2
PPU: EWWE-Engaging with the world of work- work experience	3
PPU: ESED -Engaging with self-help and independence skills: eating or drinking	3
PPU: ESDU-Engaging with self-help and independence skills: dressing/undressing	3
PPU: EECR-Encountering experiences: creativity	3
PPU: EWCE-Engaging in the world around you- centre and community based events	4
PPU: EWPT -Engaging in the world around you- developing a profile	3
PPU: EWSS-Engaging in the world around you- sensory story	3
PPU: EWNE-Engaging in the world around you- natural environment	3
PPU: EWSP-Engaging with the world of work- sequence and pattern	3

OUR Active LEARNERS Accreditation

	Good Health	PE / Physiotherapy Swimming / hydrotherapy
	Accreditation	

Year A		PPU: Developing independent living skills: being healthy-ILBH	1.1 Take part in activities that contribute to keeping themselves healthy
Year B	Autumn	PPU: Developing Community participation skills: Participating in Sporting activities - CPSA	1.1 Select appropriate clothing and footwear to suit different sporting activities
	Spring		
	Summer		1.2 Take part in different sporting activities
Year C	Autumn	PPU: Developing Community participation skills: Participating in Sporting activities - CPSA	1.3 Follow basic safety rules when taking part in different sporting activities
	Spring		
	Summer		2.1 Make use of a community sports facility on more than one occasion

Friends and relationships			PHSE/SRE
Year A	Autumn	PPU Developing Self Awareness : All about Me-DSA	1.1 Recognise what makes them individual/Prepare a profile
	Spring		1.2 Express their individuality/Personal hygiene

	Summer		
			2.1 Recognise how they relate to others
Year A	Autumn	PPU: Using Interpersonal Skills to Contribute to Positive Relationships-ISPR	1.1 Demonstrate appropriate use of personal space
	Spring		1.2 Cooperate with others
	Summer		Saying 'NO'
Year B	Autumn	PPU: learning skills: learning to learn-DLS	Recognise what they are good at and what they find difficult
	Spring		Contribute to decisions about what they want to learn how and/or why they want to learn it
	Summer		Understand how to access sources of support Contribute to setting and monitoring targets for their own learning
Year C	Autumn	PPU: Getting on with people	1.1 Demonstrate an awareness of others 1.2 Communicate with others
	Spring		2.1 Follow instructions from others 2.2 Accept, ask for or offer help
	Summer		2.3 Engage in an activity involving two or more people 2.4 Take account of other group members Be able to recognise appropriate behaviour in public places and be able to demonstrate this.

Independent lives			Independent Living Skills: Travel
Year A-C		PPU: Travel within the community- Going places- CGP	1.1 Make journeys within their local community/within school, whether on foot or by public or private transport

Independent lives			Independent Living Skills: Community skills
Year A-C		PPU: Developing Community participation skills: Getting out and about- CPOA	<p>Recognise aspects of their relationship as an individual to the community/ies to which they belong</p> <p>Show that they can use local facilities and services such as post offices, ATMs and leisure services</p> <p>3.1 Show that they can use local shops</p> <p>4.1 Show that they can use local eating and drinking places such as cafes, restaurants and pubs</p>
Year C		PPU: Using a community facility over a period of time- CPT	<p>1.1 Take part in selecting a community facility to use</p> <p>Take part in using a community facility over a period of time/Personal care in the community</p>

Independent lives			Independent Living Skills: Cooking/ Home management Daily Living Skills
Year A	Autumn	PPU: Preparing drinks and snacks-	<p>1.1 Take part in preparing a variety of drinks</p> <p>1.2 Follow basic safety rules when preparing</p>

	Spring	PDS	drinks
			2.1 Take part in preparing different snacks 2.2 Follow basic safety rules when preparing snacks
	Summer		Take part in preparing a variety of drinks/snacks Follow basic safety rules when preparing drinks/snacks
Year B	Autumn	PPU: Developing independent living skills looking after your own environment-ILOE	1.1 Recognise ways they can keep their own environment clean and safe
	Spring		2.1 Take part in activities to keep their environment clean and safe
	Summer		2.2 Demonstrate they can follow basic safety rules to keep their own environment safe
Year C	Autumn	PPU: Planning and preparing food for an event-PFE	1.1 Be able to be involved in planning food for an event 2.1 Take part in preparing different foods for an event
	Spring		2.2 Follow basic safety rules to ensure that food preparation is safe
	Summer		2.3 Request support when appropriate

	Spring		1.2 Express their individuality
	Summer		2.1 Recognise how they relate to others

Friends, relationships community			RE
Year / Term		Accreditation	
Year A	Autumn	PPU: Engaging in the world around you-developing a profile- EWPT	1.1 Engage in activities to develop a profile
	Spring		1.2 Communicate personal preferences
	Summer		
Year B	Autumn	PPU: RAR Rights and responsibilities: everybody matters	1.1 Identify some of their basic rights as an individual
	Spring		2.1 Take some responsibility for themselves
	Summer		2.2 Identify some responsibilities that they have towards others
Year C	Autumn	PPU: DSA – Developing Self Awareness : All about Me/positive relationships	1.1 Recognise what makes them individual
	Spring		1.2 Express their individuality
	Summer		2.1 Recognise how they relate to others

Independent lives			Leisure/creative Skills:
Year A		PPU: Engaging in new creative activities-NCA	Take part in different new creative activities
Year B	Autumn	PPU :Community participation skills: personal enrichment-CPPE	Developing 1.1 Take part in activities such as hobbies, religious observance, individual and group projects
			Take part in activities such as hobbies,

	Spring	religious observance, individual and group projects
	Summer	1.2 Take part in visits to places of interest or events

Employment & careers			Functional Skills: Literacy and Numeracy
Year A-C		Gateway Entry 1 English Writing	Write using Basic Punctuation and Spelling <ol style="list-style-type: none"> 1. Be able to produce writing. <ul style="list-style-type: none"> • Construct a simple sentence, using a capital letter and full stop. • Use a capital letter for 'I'. • Spell correctly some personal key words and familiar words. • Use strategies to aid spelling, for example look, say, cover, write, check; tracing letters in the air. • Write the letters of the alphabet using upper and lower case.
Year A-C		Entry 1 Maths	Money and Time <ol style="list-style-type: none"> 1. Know about money. 2. Know about time.
Year A-C		Entry 1 Maths	Using and Communicating Data <ol style="list-style-type: none"> 1. Be able to extract information. 2. Be able to sort and classify objects. 3. Be able to present results.
Year A-C		Entry 1 Maths	Using Size, Shape and Space <ol style="list-style-type: none"> 1. Know about size and weight. 2. Know about shape, positional vocabulary and space
Year A-C		Entry 1 Maths	Using Whole Numbers <ol style="list-style-type: none"> 1. Be able to count and order whole numbers up to 10. 2. Be able to read and write numbers.

			3. Be able to compare whole numbers.
Year A	Autumn	PPU: Developing reading skills-DRS	Demonstrate an interest in texts
	Spring		2.1 Demonstrate some understanding of what is being read
	Summer		3.1 Match objects to symbols, letters or words
Year A	Autumn	PPU Developing writing skills-DWS	Recognise that meaning can be conveyed by marks, symbols, signs or words
	Spring		2.1 Communicate using marks, symbols, signs or words
	Summer		2.1 Communicate using marks, symbols, signs or words
Year A	Autumn	PPU Developing number skills-EMNS	1.2 Engage in activities relating to counting in whole numbers
	Spring		2.1 Recognise the use of numbers in familiar contexts
	Summer		2.1 Recognise the use of numbers in familiar contexts
Year B		PPU: Early Maths position-EMP	Demonstrate an awareness of position
Year A-C	Autumn	PPU: developing ICT skills-DIS	Effect change in their own environment, using ICT
	Spring		Gain information through ICT
	Summer		Communicate through ICT

Year A-C		Gateway Entry levels 1-3	https://www.gatewayqualifications.org.uk/wp-content/uploads/2018/02/Qualification-Assessment-Guidance-English.pdf#page=82
----------	--	--------------------------	---

			Vocational Skills: Workplace skills/ Work Experience
Year A-C		PPU: Understanding what money is used for-UMF	1.1 Identify money from other items 1.2 Identify uses of money 1.3 Use money in realistic situations
Year A		PPU: Providing Personal information-PPI	1.1 Communicate personal information using own preferred method of communication
Year A-C		Gateway Entry levels 1-3	https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Qualification-Assessment-Guidance-Mathematics.pdf#page=73
Year A-C		Gateway Entry 1 Maths	Adding and Subtracting 1. Be able to add whole numbers. 2. Be able to subtract whole numbers. 3. Be able to solve everyday problems with and without a calculator.
Year A-C		PPU: Participating in a mini enterprise project-MEP	1.1 Take part in selecting a mini-enterprise project to be involved in 1.2 Take part in planning an identified mini-enterprise project 2.1 Engage in straightforward activities that are part of an identified min-enterprise project
Year B		PPU: Growing & caring for plants-DWCP	1.1 Take part in activities to grow and care for plants 1.2 Follow basic safety rules when growing and caring for plants

Year B		PPU: Health & safety-DWHS	1.1 Recognise key features of health and safety in the workplace
Year C		PPU Looking & acting the part-relationships-DWLA	Present him/herself in a manner appropriate to the workplace 1.2 Demonstrate appropriate time-keeping and attendance
Year C		PPU: Getting things done-DWTD	1.1 Take part in activities which require simple decisions to be made 2.1 Take part in activities which require straightforward problems to be solved 3.1 Engage in straightforward activities which require him/her to interact with other people
Year C		PPU Following instructions-DWFI	1.1 Follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace

PPU Unit	Credits
PPU: CPSA –Developing Community participation skills: Participating in Sporting activities	3
PPU: DSA –Developing Self Awareness : All about Me	3
PPU: GOP-Developing skills for the workplace: Getting on with other people	4
PPU: Developing independent living skills: Keeping Safe	2
PPU: ISPR –Using Interpersonal Skills to Contribute to Positive Relationships	2
PPU: CGP –Travel within the community- Going Places	3
PPU: PFE-Planning and preparing food for an event	3
PPU: ILOE-Developing independent living skills looking after your own environment	2
PPU: NCA-Engaging in new creative activities	3
PPU: CPOA- Developing Community participation skills: Getting out and about	5
PPU: CPT-Using a community facility over a period of time	3
PPU: DRS-Developing reading skills	3
PPU DWS-Developing writing skills	3
PPU: DLS- Developing learning skills	5
PPU: EMNS-Developing Number skills	2
PPU: EMP-Early Maths : position	2
PPU: DIS-Developing ICT skills	4
PPU: MEP-Participating in a mini enterprise project	4
PPU:PPI-Providing Personal information	2
PPU: DWLA-Developing skills for the workplace: Looking & acting the part	2
PPU: DWHS -Developing skills for the workplace: Health & safety	2
PPU: DWCP -Developing skills for the workplace: growing & caring for plants	2
PPU DWFI-Developing skills for the workplace: Following instructions	2
PPU DWTD -Developing skills for the workplace: getting things done	4
PPU: UMF-Understanding what money is used for	3
PPU: CPPE-Developing community skills –Personal Enrichment	2
PPU: PDS -Preparing drinks and snacks	3
PPU: ILBH-Being healthy	2