

Post 16

From entering the 14-19 students are encouraged to develop their independence skills and work across Key Stage 3 and 4 to begin to prepare for adulthood. This involves students taking part in group projects related to transition, e-safety, independent travel, recycling and mental health/ fitness. As they transition into Post 16, students are taught to be as independent as they are possibly able, alongside valuable life skills to prepare them for transition to adulthood. They are taught through a mixture of practical and theory-based lessons that are adapted to meet the individual needs and personalised targets of each student. Provision is made up of experiences both within school and in the wider community, in order to practise and apply skills to real life situations e.g., independent travel, cookery and grocery shopping. Students are encouraged to make their own choices and decisions (with support and where appropriate), regarding all aspects of their life.

Students in the formal Post 16 class set their own personalised targets, alongside their EHCP outcomes and Personalised Learning Plans (PLPs). They are provided with a personalised curriculum that meets all their individual needs. Teaching and learning is designed to prepare students for life beyond Freddie's, including further education and/or employment, where appropriate. It is split across three strands;

- Functional Skills
- Independence
- Being Healthy

Personal, Social and Health Education (PSHE) continues to be taught as a key component throughout the 14-19 department, alongside cognitively and/ or age-appropriate Sex and Relationships Education (SRE).

Students in the sensory Post 16 class, with profound and multiple needs are also encouraged to be as independent as possible, make choices and anticipate certain situations, though it is recognised that this will look very different to the independence demonstrated by our more formal learners. They also benefit from learning opportunities outside of school, including community visits and sensory activities. These students, as per their earlier education provision, continue to follow an ImPACTS Curriculum, alongside The Engagement Model as way of documenting and sharing their achievements. Communication with parents, carers and families ensure that everyone feels supported as the student prepares for their transition to adulthood and that a suitable provision is identified.

Students from across the two classes have the opportunity to come together to socialise, prepare for transition, complete Post 19 provision visits and work on mini projects throughout the year.

All students will have the opportunity to complete accreditations and qualifications based on their interests, personalised targets and future plans. Links to more formal and overarching accreditations and qualifications have been threaded in across the three strands, where appropriate. Students working at the Pre-Stage 1 and Stage 1 level access Personal Progress Qualifications which are assessed against a continuum of ten stages of development from 'Encounter' through to 'Application'. Students will be awarded with an Award, Certificate, Extended Certificate or Diploma depending on the number of credits they have been able to achieve. Students working at Stage 2 have opportunities to achieve Personal Social Development, Employability and Entry Level qualifications.

Once students enter Year 9, they and their families are supported to begin to think about and prepare for their Post 19 Transition. This takes on a bigger emphasis once they are in Post 16 and forms the main focus for EHCP Annual Reviews to ensure a carefully planned and considered transition period.

The physical and mental health of all of our students plays a key role in preparing the students for learning opportunities and transition and are managed and supported by dedicated staff members, familiar with the needs of each young person. The Duke of Edinburgh scheme is a programme of practical, cultural and adventurous activities, designed to support the personal and social development of young people. It encourages young people to undertake exciting, constructive, challenging and enjoyable activities they may otherwise not have attempted. The award is also recognised and valued by employers and further education institutions for the skills it develops and the hard work required to achieve the award. It provides multiple opportunities for students to apply the basic skills they gain in other areas of the curriculum when out in the wider community. Activities are adapted to meet the needs of our students appropriately and any 14-19 student may participate, where they are physically able.

Whilst we maintain high expectations and encourage rapid progress in all our pupils, we recognise them as individuals who have, or are still overcoming multiple barriers to learning, considering their EHCP outcomes alongside a Personalised Learning Plan, that ensures the progress they make is meaningful and purposeful to their development.

Preparation for Adulthood		Preparing for Life Beyond Freddie's (Pre-Stage 1 – Sensory Learners)	Preparing for Life Beyond Freddie's (Stage 1)	Preparing for Next Steps in Education and Employment (Stage 2)
Functional Skills	Communication	<p><i>Links to Engaging with the World Around You – Sensory Stories; Engaging with the World Around You – Objects, Personal Progress Qualification</i></p> <p>Know how to anticipate and make choices based on wants, needs, likes and dislikes</p> <p>Know how to engage in communication with a familiar person</p> <p>Know how to initiate communication with a familiar person</p> <p>Knows own name</p> <p>Begin to communicate consistent preferences and make simple</p>	<p><i>Links to Developing Communication Skills, Personal Progress Qualification</i></p> <p>Know the letters of the alphabet</p> <p>Know and are able to share their wants, needs, likes and dislikes using an appropriate method of communication</p> <ul style="list-style-type: none"> - Oral/ VOCA - AAC - Signing <p>Know the simple expectations of a conversation</p> <ul style="list-style-type: none"> - Greeting - Ask questions (who are you, what is your name, how are you) - Answer simple questions in return - Initiate and participate in simple conversations, with familiar and unfamiliar people 	<p>Know how to socialise with a range of people, communicating feelings and opinions with</p> <ul style="list-style-type: none"> - Friends/ peers - Family - Professionals and authority figures (teachers, doctors, nurses, police) <p><i>Links to Managing Social Relationships, Personal Social Development Qualification</i></p> <p>Know that conversation exchange will be different in different contexts and/ or with different people, and make appropriate contributions</p> <ul style="list-style-type: none"> - Friends/ peers - Family - Professionals and authority figures (teachers, doctors, nurses, police) <p><i>Links to Managing Social Relationships, Personal Social Development Qualification</i></p> <p>Know how to use a range of communication methods</p> <ul style="list-style-type: none"> - Telephone call

		<p>choices with less familiar adults, in a range of learning and social contexts</p> <p>Know, recognise and anticipate Body Signs, Objects of Reference and 2D representational images and symbols in line with the Communication Pathway</p> <p>Enjoy sharing books and stories with an adult</p>	<p>Understand and participate in simple exchanges about a familiar topic, asking their own questions</p> <ul style="list-style-type: none"> - Who is that? - Where are they? - What happened? - Why...? <p>Know the answer to simple questions that require recall</p> <p>Know and respond to two-part instructions</p>	<ul style="list-style-type: none"> - Text message - Letter - E-mail <p>Know the answer to questions in discussion with the teacher</p> <p>Know what questions to ask to improve understanding</p>
	<p>Reading & Writing</p>	<p>Curriculum Not Appropriate to Sensory Cohort due to Profound Needs</p>	<p><i>Links to Developing Reading Skills – Writing Skills, Personal Progress Qualification</i></p> <p>Know that information can be shared in a written format</p> <ul style="list-style-type: none"> - Letters and words - Symbols and logos <p>Know that there are two types of shared information</p> <ul style="list-style-type: none"> - Factual/ non- fiction (instructions, information) - Fiction (stories) <p>Understand a short piece of text on a simple/ familiar subject</p> <ul style="list-style-type: none"> - That has been read to them - That they can read/ understand themselves <p>Know where to locate initial letters, words and symbols using AAC, where appropriate</p>	<p>Know how to read by extracting the main information and detail from</p> <ul style="list-style-type: none"> - A form - Letters/ e-mail - Shopping list - Instructions/ recipe - Text message - A Timetable (bus/ train/ TV) <p>In a variety of formats (words/ written text/ symbols and logos)</p> <p><i>Links to Health and Safety in the Workplace, Employability Qualification</i></p> <p>Know how to write/ complete</p> <ul style="list-style-type: none"> - A form - Letter/ e-mail - Shopping list - Instructions - Text message <p>In a variety of formats (words/ written text/ symbols and logos/ AAC)</p> <p><i>Links to Introduction to Working with Others, Employability Qualification</i></p>

			<p>Know how to make up their phrases or short sentences orally (or using AAC) about their experiences</p> <p>Write, using an appropriate method of communication, a caption or short phrase (using known graphemes)</p> <p>Read-aloud own 'writing' and begin to make corrections</p>	<p><i>Links to Introduction to Preparation for Work, Personal and Social Development Qualification</i></p> <p>Know a dictionary can be used to check the meaning of unknown or unfamiliar words, and to check spellings (alongside a digital spell-checker)</p> <p>Know that images, illustrations and captions can be used to locate information</p> <p>Know whether what they have read makes sense</p> <p>Know words, phrases and adjectives that can be used to communicate (orally or written) information appropriate to audience and purpose</p> <p>Know how to write down/ record at least one of their rehearsed sentences</p> <p>Know to correct themselves if they have read a word incorrectly</p> <p>Read with fluency, where able</p> <p>Know how to read aloud with some expression and intonation</p> <p>Have developed some fluency and stamina for writing, in their preferred method</p>
	<p>Maths, including Money and Problem Solving</p>	<p><i>Links to Engaging with the World Around You – Sequence & Pattern, Personal Progress Qualification</i></p> <p>Knows to exchange objects</p>	<p>Know numbers up to 20</p> <ul style="list-style-type: none"> - Read - Write/ choose symbol - Order - Compare 	<p>Know numbers up to 100 (and beyond)</p> <ul style="list-style-type: none"> - Read - Write - Order - Compare

		<ul style="list-style-type: none"> - OOR - Symbols <p>Knows and anticipate certain actions/ reactions and cause and effect</p> <ul style="list-style-type: none"> - Use of ECT e.g. switches turn objects on/ off - Pushing/ throwing objects away means they have gone from sight - Turn taking <p>Know how to make purposeful choices</p> <ul style="list-style-type: none"> - Sorting - Sequencing - Patterns <p>Demonstrate curiosity and explore through pattern, rhythm and pulse</p>	<p><i>Links to Early Mathematics – Developing Number Skills; Early Mathematics – Sequencing & Sorting; Understanding What Money is Used For, Personal Progress Qualification</i></p> <p>Know the symbols for addition (+), subtraction (-) and equals (=)</p> <p><i>Links to Early Mathematics – Developing Number Skills, Personal Progress Qualification</i></p> <p>Know common 2D and 3D shapes</p> <ul style="list-style-type: none"> - Square/ rectangle/ cube/ cuboid - Circle/ sphere - Triangle/ triangular prism <p><i>Links to Early Mathematics – Shape, Personal Progress Qualification</i></p> <p>Know and make comparisons between measures of items</p> <ul style="list-style-type: none"> - Long/ short - Wide/ narrow - Tall/ short - Heavy/ light - Full/ empty <p><i>Links to Early Mathematics – Measure, Personal Progress Qualification</i></p> <p>Know and use every day positional language</p> <ul style="list-style-type: none"> - Left/ right - In front/ behind - Under/ above - Up/ down - Forwards/ backwards - Turn <p><i>Links to Early Mathematics – Position, Personal Progress Qualification</i></p>	<p><i>Links to Tackling Number Problems, Employability Qualification</i></p> <p>Know and can use the symbols for addition (+), subtraction (-), multiply (x), divide (÷) and equals (=)</p> <p><i>Links to Tackling Number Problems, Employability Qualification</i></p> <p>Know how to add and subtract 2-digit numbers, including money</p> <p><i>Links to Tackling Number Problems, Employability Qualification</i></p> <p>Know many of the times tables in the range 0x0 to 12x12</p> <p><i>Links to Tackling Number Problems, Employability Qualification</i></p> <p>Read and use decimals to one decimal place, including money</p> <p><i>Links to Tackling Number Problems, Employability Qualification</i></p> <p>Know and use a range of positional language correctly</p> <ul style="list-style-type: none"> - Between/ inside/ outside - Middle/ below/ bottom/ top <p><i>Links to Tackling Number Problems, Employability Qualification</i></p> <p>Know how to use a range of measures with a degree of accuracy</p> <ul style="list-style-type: none"> - Millilitres/ litres - Grams/ kilograms - Millimetres/ centimetres/ metres
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			<p>Know that specific amounts of ingredients are required when following a recipe <i>Links to Early Mathematics – Measure; Preparing Drinks & Snack, Personal Progress Qualification</i></p> <p>Know that money is made up of notes and coins (and may also be available on a debit/ credit card) <i>Links to Understanding What Money is Used For, Personal Progress Qualification</i></p> <p>Know when money is required</p> <ul style="list-style-type: none"> - In a shop - In a restaurant/ pub - To order something online <p><i>Links to Understanding What Money is Used For, Personal Progress Qualification</i></p> <p>Know to hand over money when buying/ ordering items <i>Links to Understanding What Money is Used For, Personal Progress Qualification</i></p> <p>Know that they should save some money in case they need it for a big expense</p> <ul style="list-style-type: none"> - Something breaks and needs replacing - Something they particularly want (e.g. a new phone) <p><i>Links to Understanding What Money is Used For, Personal Progress Qualification</i></p> <p>Know their own daily routine</p> <ul style="list-style-type: none"> - What they do in the morning/ afternoon/ evening 	<p><i>Links to Tackling Number Problems, Employability Qualification</i></p> <p>Know how to measure</p> <ul style="list-style-type: none"> - Space for furniture - Ingredients for a recipe <p><i>Links to Tackling Number Problems, Employability Qualification</i></p> <p>Know how to manage their money (using correct symbols, £ and p)</p> <ul style="list-style-type: none"> - Calculating spends - Budgeting - Saving - Big expenses <p><i>Links to Managing Own Money, Personal Social Development Qualification</i></p> <p>Know how to budget successfully (using correct symbols, £ and p)</p> <ul style="list-style-type: none"> - Incomings - Outgoings - Savings <p><i>Links to Managing Own Money, Personal Social Development Qualification</i></p> <p>Know how to tell the time using an analogue and/ or digital clock</p> <ul style="list-style-type: none"> - Apply this to managing their day/ week (appointments, bus or train times, college etc.) <p>Know the days of the week and associate this with their routine <i>Links to Understanding Work Standards, Employability Qualification</i></p>
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			<ul style="list-style-type: none"> - What they do on some days <p><i>Links to Recognising Time Through Regular Events; Taking Part in Daily Routine Activities, Personal Progress Qualification</i></p> <p>Know that they can ask for help to follow instructions and solve problems</p> <p><i>Links to Developing Skills for the Workplace – Following Instructions; Dealing with Problems, Personal Progress Qualification</i></p> <p>Know what cause and effect is</p> <ul style="list-style-type: none"> - Operations that will cause certain effects (turning something on/ off) - Impact of some of their decisions 	<p>Know how to solve problems</p> <ul style="list-style-type: none"> - Looking at what they already know/ have - Identify what needs to be done - Ask for help if needed <p><i>Links to Working Towards Goals; Tackling Problems, Employability Qualification</i></p> <p>Know why understanding cause and effect is important when solving some problems</p> <ul style="list-style-type: none"> - Why an electrical device won't work? - Why they have less money than last month?
	ICT	<p><i>Links to Engaging with the World Around You – Technology; Preparing Drinks and Snacks, Personal Progress Qualification</i></p> <p>Know how to use a range of ECT devices/ switches</p> <ul style="list-style-type: none"> - Food Technology appliances - Other household appliances <p>Knows and anticipate certain actions/ reactions and cause and effect</p> <ul style="list-style-type: none"> - Use of ECT e.g. switches turn objects on/ off - Pushing/ throwing objects away means they have gone from sight - Turn taking 	<p><i>Links to Developing ICT Skills, Personal Progress Qualification</i></p> <p>Know how to use technology purposefully</p> <ul style="list-style-type: none"> - For communication (typing, texting, VOCA, EyeGaze) - For fun (games, TV, videos) - To take a photo/ video <p>Know and name a wider range of digital devices and technologies</p> <ul style="list-style-type: none"> - Washing machine - Microwave - Radio - Alexa/ smart device <p>Know how to control technology for a purpose</p> <ul style="list-style-type: none"> - Turn on/ off - Sound up/ down - Stop/ start 	<p>Know how to programme a range of digital devices and technologies</p> <ul style="list-style-type: none"> - Washing machine - Microwave - Radio - Alexa/ smart device <p><i>Links to Using Technology in the Community and Home, Personal Social Development Qualification</i></p> <p>Know how to use smart technology to help them with their daily life</p> <ul style="list-style-type: none"> - Setting alarms/ reminders - Controlling devices from their phone/ tablet - Home security <p><i>Links to Using Technology in the Community and Home, Personal Social Development Qualification</i></p> <p>Know how to use simple search facilities</p>

			<p>Know how to correct simple errors</p> <ul style="list-style-type: none"> - Turn off and turn on again <p>Know that repeating an action will trigger the same response (using logic and anticipation)</p> <ul style="list-style-type: none"> - Turning a digital device on/ off - Select an app (using touch or EyeGaze technology) <p>Know how to open a text and email</p> <p>Know that some online content is not child-friendly</p> <p>Know to tell an appropriate adult about anything they see that upsets them</p> <ul style="list-style-type: none"> - Teacher - Family member 	<ul style="list-style-type: none"> - Search icons (magnifying glass) - Search engines <p>Know to how to read, send and receive electronic messages</p> <p>Know how to operate a digital device independently to fulfil a task</p> <ul style="list-style-type: none"> - TV - Phone - Tablet - Computer/ laptop - Camera <p><i>Links to Using Technology in the Community and Home, Personal Social Development Qualification</i></p> <p>Know who to tell if concerned about content or contact online</p> <ul style="list-style-type: none"> - Teacher - Family member - Police <p>Know that you can share digital content online</p> <ul style="list-style-type: none"> - Personal information - Photos - Videos <p>Know what personal information is and the need to keep it private</p> <p><i>Links to Using Technology in the Community and Home, Personal Social Development Qualification</i></p> <p>Know why passwords are used and that they should be kept private</p>
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				<p><i>Links to Using Technology in the Community and Home, Personal Social Development Qualification</i></p> <p>Know that some adults will try to get personal information from them to scam them, and that this should be kept private</p> <ul style="list-style-type: none"> - Full name - Date of birth - Address - Passwords - Any bank information <p>Know that it is unsafe to arrange to meet unknown people online</p>
	<p>Work & Hobbies</p>	<p><i>Links to Participate in a Mini Enterprise Project, Personal Progress Qualification</i></p> <p>Know their preferences, likes and dislikes</p> <ul style="list-style-type: none"> - Using visual supports (concrete objects and sensory stimuli) - Gestures - Expressions <p>Experience a shared sense of fun during whole peer group learning and social activities</p> <ul style="list-style-type: none"> - Soft play - Rebound - Hydrotherapy - Physical therapy/ P.E. - Duke of Edinburgh (assisted sessions) 	<p>Know a range of workplaces</p> <ul style="list-style-type: none"> - Shops - Schools - Office - Café/ food service <p>And participate in a work experience in one of these places</p> <p><i>Links to Participate in a Mini Enterprise Project, Personal Progress Qualification</i></p> <p>Know a range of extra- curricular activities/ hobbies</p> <ul style="list-style-type: none"> - Cinema - Bowling - Swimming - Drama - Horticulture - Cookery - Art/ music <p>And participate, with support, stating likes and dislikes</p>	<p>Know the expectations, similarities and differences between a range of workplaces</p> <ul style="list-style-type: none"> - Shops - Schools - Office - Café/ food service <p>And participate in a preferred work experience</p> <p><i>Links to Introduction to Working with Others; Understanding Work Standards; Exploring Job Opportunities; Rights & Responsibilities at Work; Planning & Reviewing Learning; Preparation for Work; Introduction to Customer Care, Employability Qualification</i></p> <p>Know and demonstrate the communication skills needed to work with a range of people in a work setting</p> <ul style="list-style-type: none"> - Colleagues - Customers - Visiting professionals

		<p>- Creative Arts</p> <p>Know and anticipate personal routines through consistent use of objects of reference and repeated structured routines</p>	<p><i>Links to Developing Community Participation Skills – Participating in Sporting Activities, Personal Progress Qualification</i></p> <p>Know the difference between imaginary and real</p> <p>Know how to use their imagination, with some prompts and support</p> <p>Know some Post 19 provisions and options, including but not limited to</p> <ul style="list-style-type: none"> - Same Difference - Platform - Danny’s Dream - Case - Further Education providers, where appropriate <p>And participate in visits, stating likes, dislikes and preference</p> <p><i>Links to Developing Self Awareness – All About Me, Personal Progress Qualification</i></p> <p>Know some skills they will need to support themselves as they transition into Post 19</p> <ul style="list-style-type: none"> - Communication - Physical <p>And identify appropriate targets to work towards their end goal</p> <p><i>Links to Developing Skills for the Workplace: Learning to Learn, Personal Progress Qualification</i></p>	<p><i>Links to Communicating with Others at Work; Introduction to Working with Others; Introduction to Customer Care, Employability Qualification</i></p> <p>Know a range of extra- curricular activities/ hobbies</p> <ul style="list-style-type: none"> - Cinema - Bowling - Swimming - Shopping - Drama - Horticulture - Cookery - Art/ music - Youth clubs <p>And participate (with some support), stating likes and dislikes</p> <p><i>Links to Making the Most of Leisure Time, Personal Social Development Qualification</i></p> <p>Know how to use their imagination and talk about what they have imagined in relation to an idea or concept</p> <p>Know of a range of Post 19 provisions and options, including but not limited to</p> <ul style="list-style-type: none"> - Hull College - East Riding College - Bishop Burton College - Case - Linkage - Project Search (supported internships) - Other FE <p>And participate in visits, stating likes, dislikes and preference</p>
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Independence	Food Preparation	Curriculum Not Appropriate for Sensory Cohort due to Profound Needs	<p>Know that they need a shopping list before going shopping, in order to get the correct food(s)/ ingredient(s)</p> <p><i>Links to Understanding What Money is Used For, Personal Progress Qualification</i></p> <p>Know that food can be purchases online and, in a shop, and participate in either, with support</p> <p><i>Links to Understanding What Money is Used For, Personal Progress Qualification</i></p> <p>Know basic hygiene routines</p> <ul style="list-style-type: none"> - Wash and dry hands thoroughly - Tie hair back - Wear apron <p><i>Links to Preparing Drinks & Snacks; Developing Independent Living Skills – Personal Care, Personal Progress Qualification</i></p>	<p>Know what they need to add to a shopping list by completing a meal plan and looking at a recipe</p> <p>Know how to acquire required food(s)/ ingredient(s)</p> <ul style="list-style-type: none"> - Online food order - In a supermarket <p>Knows and can perform hygiene routines before preparing a snack</p> <ul style="list-style-type: none"> - Washes and dries hands - Clears space - Wipes down surfaces - Ties hair back - Wears apron <p><i>Links to Health & Safety in the Workplace, Employability Qualification</i></p> <p><i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know how to follow a simple recipe</p>

			<p>Know how to perform simple food preparation processes (mixing, spreading, kneading, pouring, sieving, chopping)</p> <p>Weigh ingredients using non-standard measures <i>Links to Early Mathematics – Measure; Preparing Drinks and Snacks, Personal Progress Qualification</i></p> <p>Know foods that they like and dislike <i>Links to Developing Self Awareness – All About Me, Personal Progress Qualification</i></p> <p>Begin to follow a simple recipe and knows how to make simple snacks</p> <ul style="list-style-type: none"> - Sandwich - Toast with topping - Smoothie - Warm a microwave meal <p><i>Links to Early Mathematics – Measure; Preparing Drinks and Snacks, Personal Progress Qualification</i></p>	<p>Weigh ingredients using standard measuring units</p> <p>With supervision, know how to prepare and cook some savoury dishes</p> <ul style="list-style-type: none"> - Pizza - Pasta - Cottage pie - Jacket potatoes with various toppings
	Looking After the Home	Curriculum Not Appropriate for Sensory Cohort due to Profound Needs	<p>Know that dishes, pans and utensils need to be cleaned after use, and can do this with support <i>Links to Developing Skills for the Workplace – Following Instructions; Developing Skills for the Workplace – Getting Things Done, Personal Progress Qualification</i></p> <p>Know that surfaces need to be cleaned regularly</p> <ul style="list-style-type: none"> - Dusting - Hoovering <p>And can participate in this with support <i>Links to Developing Skills for the Workplace – Following Instructions; Developing Skills for the</i></p>	<p>Know that dishes, pans and utensils need to be cleaned after use and know how to clean them</p> <ul style="list-style-type: none"> - With washing up liquid and hot water - In a dishwasher <p><i>Links to Healthy Living – Parenting Awareness, Personal Social Development Qualification</i></p> <p>Know that rooms should be dusted and hoovered weekly and can demonstrate how to do this <i>Links to Healthy Living, Personal Social Development Qualification</i></p>

		<p><i>Workplace – Getting Things Done, Personal Progress Qualification</i></p> <p>Know that clothes, towels and bedsheets need to be washed regularly and can put them in the washing machine with appropriate detergent, with support <i>Links to Developing Skills for the Workplace – Following Instructions; Developing Skills for the Workplace – Getting Things Done, Personal Progress Qualification</i></p> <p>Know that doors and windows should be closed and locked before leaving the home, and can remind/ help someone to do this <i>Links to Developing Skills for the Workplace – Following Instructions; Developing Skills for the Workplace – Getting Things Done, Personal Progress Qualification</i></p> <p>Know and name a range of non-perishable items that are also needed in the home</p> <ul style="list-style-type: none"> - Toilet paper - Bin bags - Sponges - Washing up liquid - Soap <p><i>Links to Developing Skills for the Workplace – Following Instructions; Developing Skills for the Workplace – Getting Things Done, Personal Progress Qualification</i></p>	<p>Know that clothes, towels and bedsheets need to be washed regularly and can put the washing machine on the correct programme <i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know how to clean and maintain other areas of the home on a regular basis</p> <ul style="list-style-type: none"> - Toilet - Sink(s)/ shower/ bath - Windows - Garden - Simple DIY and decorating <p><i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know how to close and lock doors and windows before leaving the home and can be responsible for their own key <i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know that other items need to be purchased regularly from the shop when doing a food shop</p> <ul style="list-style-type: none"> - Toilet paper/ tissues - Cleaning products - Personal hygiene products - Other non- perishables (foil, clingfilm, bin bags etc.) <p><i>Links to Healthy Living, Personal Social Development Qualification</i></p>	
	<p>Community Inclusion</p>	<p><i>Links to Engaging in the World Around You – People & Friendships; Engaging in the World Around You – Community Participation Skills, Personal Progress Qualification</i></p>	<p>Know a range of extra- curricular activities/ hobbies</p> <ul style="list-style-type: none"> - Cinema - Bowling - Drama 	<p>Know a range of extra- curricular activities/ hobbies</p> <ul style="list-style-type: none"> - Cinema - Bowling - Shopping

	<p>Know their preferences, likes and dislikes</p> <ul style="list-style-type: none"> - Using visual supports (concrete objects and sensory stimuli) - Gestures - Expressions <p>Experience a shared sense of fun during whole peer group learning and social activities</p> <ul style="list-style-type: none"> - Soft play - Rebound - Hydrotherapy - Physical therapy/ P.E. - Duke of Edinburgh (assisted sessions) - Creative Arts <p>Know that they visit other places outside of home and school (and medical appointments)</p> <ul style="list-style-type: none"> - Shops - Cafés/ Pubs/ Restaurants - Garden Centres - Parks - Libraries 	<ul style="list-style-type: none"> - Horticulture - Cookery - Art/ music <p>And participate, with support, stating likes and dislikes</p> <p><i>Links to Developing Community Participation Skills – Personal Enrichment; Developing Community Participation Skills – Getting Out and About; Travel Within the Community – Going Places; Using a Community Facility Over Time, Personal Progress Qualification</i></p> <p>Know some of the services that are available to them in the local community</p> <ul style="list-style-type: none"> - Pharmacist - Police - Cafés/ Pubs/ Restaurants - Community groups/ clubs - Parks - Leisure Centres <p>And visit some of these people/ places</p> <p>Know why rules are needed</p> <ul style="list-style-type: none"> - Fair - Safety - What is right and wrong <p><i>Links to Rights & Responsibilities – Everybody Matters; Developing Independent Living Skills – Keeping Safe, Personal Progress Qualification</i></p> <p>Know why working with others can be helpful</p> <ul style="list-style-type: none"> - Talk about what they are doing - Help each other <p><i>Links to Using Interpersonal Skills to Contribute to Positive Relationships, Personal Progress Qualification</i></p>	<ul style="list-style-type: none"> - Drama - Horticulture - Cookery - Art/ music - Youth clubs <p>And participate (with some support), stating likes and dislikes</p> <p><i>Links to Making the Most of Leisure Time – Parenting Awareness, Personal Social Development Qualification</i></p> <p>Know what services are available to them in the local community</p> <ul style="list-style-type: none"> - Pharmacist - PCSO - Fire department (checking and changing smoke alarms) - Cafés/ Foodbanks/ Pubs/ Restaurants - Community groups/ clubs - Parks - Leisure Centres <p>And visit some of these people/ places</p> <p><i>Links to Environmental Awareness – Parenting Awareness, Personal Social Development Qualification</i></p> <p>Know how their behaviour can impact a group</p> <ul style="list-style-type: none"> - Safety - Participation <p>Know that others are relying on them to</p> <ul style="list-style-type: none"> - Be on time - Help - Take responsibility <p><i>Links to Understanding Work Standards, Employability Qualification</i></p>
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			<p>Know how to behave when working with others</p> <ul style="list-style-type: none"> - Share - Contribute - Help <p><i>Links to Using Interpersonal Skills to Contribute to Positive Relationships, Personal Progress Qualification</i></p>	
Being Healthy	Health & Hygiene	<p>Know that they need other people to look after them</p> <ul style="list-style-type: none"> - Allow and accept physical management - Allow and accept help with hygiene routines - Allow and accept medication administration <p>Know and anticipate personal routines through consistent use of objects of reference and repeated structured routines</p> <p>Know that people look after them when they are unwell</p> <ul style="list-style-type: none"> - Parents - Other family members - Teachers - Personal Assistants - Doctors/ nurses 	<p>Know why it is important to wash regularly</p> <ul style="list-style-type: none"> - Hygiene - Smell - Risk of illness/ infection <p>And help/ allow others to support with their personal care and hygiene needs</p> <p><i>Links to Developing Independent Living Skills – Keeping Safe; Developing Independent Living Skills – Keeping Healthy; Developing Independent Living Skills – Personal Care, Personal Progress Qualification</i></p> <p>Know that people need a healthy lifestyle</p> <ul style="list-style-type: none"> - Eating well - Exercise - Drinking water <p><i>Links to Developing Independent Living Skills – Keeping Healthy, Personal Progress Qualification</i></p> <p>Know that they take medication to support their health and help/ allow others to administer it to them</p> <p><i>Links to Developing Independent Living Skills – Keeping Healthy, Personal Progress Qualification</i></p>	<p>Know that they need to wash regularly</p> <ul style="list-style-type: none"> - Body - Hair - Teeth <p>And do this daily/ often as independently as possible</p> <p><i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know and describe how to keep healthy (diet, exercise, drugs and lifestyle)</p> <p><i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know the effect of keeping healthy on our bodies (strong bones, healthy teeth, muscles and breathing)</p> <p><i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know how to look after their sexual health</p> <ul style="list-style-type: none"> - Consent - Protection (against unwanted pregnancy and sexually transmitted diseases) <p><i>Links to Healthy Living, Personal Social Development Qualification</i></p>

				<p>Know which medications they take and when <i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know how to administer their own medication, with support/ prompts <i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know that some medication is not safe and they should only take medication that has been recommended by a pharmacist or prescribed by a doctor <i>Links to Healthy Living, Personal Social Development Qualification</i></p>
	<p>Physical Wellbeing</p>	<p><i>Links to Engaging with the World Around You – Therapies, Personal Progress Qualification</i></p> <p>Know that they need other people to look after them</p> <ul style="list-style-type: none"> - Allow and accept personal care - Allow and accept support with eating and drinking <p>Know and anticipate personal routines through consistent use of objects of reference and repeated structured routines</p> <p>Know that their bodies need rest</p> <p>Know and have an awareness of their own body</p> <ul style="list-style-type: none"> - Head 	<p>Know and describe how they are feeling physically, with prompting/ support</p> <ul style="list-style-type: none"> - Unwell - Sick - Hot/ cold - In pain <p><i>Links to Developing Independent Living Skills – Keeping Healthy, Personal Progress Qualification</i></p> <p>Begin to know and recognise some of the effect on their body when exercising</p> <ul style="list-style-type: none"> - Heavy breathing - Heart beating faster <p>Begin to know that there are different types of intimate touch, and that they can say no if they don't like it</p>	<p>Know the importance of a healthy lifestyle and implement a healthy eating/ drinking routine <i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know that they should live as active a lifestyle as possible by eating and drinking well, and exercising as able/ appropriate <i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know that sexual intercourse between a male and a female can lead to the conception of a baby <i>Links to Healthy Living, Personal Social Development Qualification</i></p>

		<ul style="list-style-type: none"> - Arms/ hands - Legs/ feet 	<p>Begin to know that babies can be made when a man and woman share a special type of love/ relationship</p>	
	<p style="text-align: center;">Mental Wellbeing & Leisure</p>	<p><i>Links to Engaging with the World Around You – Natural Environment, Personal Progress Qualification</i></p> <p>Know their preferences, likes and dislikes</p> <ul style="list-style-type: none"> - Using visual supports (concrete objects and sensory stimuli) - Gestures - Expressions <p>Experience a shared sense of fun during whole peer group learning and social activities</p> <ul style="list-style-type: none"> - Soft play - Rebound - Hydrotherapy - Physical therapy/ P.E. - Duke of Edinburgh (assisted sessions) - Creative Arts <p>Know that they can have access to quiet time and 1:1 support for interaction and emotional regulation</p>	<p>Know and describe how they are feeling mentally, with prompting/ support</p> <ul style="list-style-type: none"> - Happy - Sad - Worried - Angry - Hurt <p><i>Links to Developing Communication Skills; Developing Self-Awareness – All About Me, Personal Progress Qualification</i></p> <p>Know and tell someone when they are finding something difficult</p> <p>Know that they should keep trying when something goes wrong or does not work first time</p> <p>Know that humans, follow a life cycle (birth, growth, maturity, old age, death)</p> <p>Know that there are family and friends that they no longer see and can remember happy memories</p> <ul style="list-style-type: none"> - Death of a loved one/ friend/ pet - Family breakdown - Friends changing school/ moving on - People moving away <p>Know that they have a right to make decisions about their everyday life, with support from others</p>	<p>Know that it is important to take care of their mental health and wellbeing by</p> <ul style="list-style-type: none"> - Talking about their emotions and worries - Asking for help - Doing activities that make them feel happy - Meeting friends <p><i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know when are finding something difficult</p> <ul style="list-style-type: none"> - Persevere - Seek help <p>Know what doing well looks like for them</p> <ul style="list-style-type: none"> - Recognise their good work - Recognise their contributions <p>Begin to know when others are feeling positive or negative</p> <p>Know what they are looking forward to about growing up, becoming a teenager and preparing for adulthood</p> <p>Have an awareness of the importance of a positive body image, self- esteem and self-respect</p> <p><i>Links to Healthy Living, Personal Social Development Qualification</i></p>

			<p><i>Links to Rights & Responsibilities – Everybody Matters, Personal Progress Qualification</i></p>	<p>Know that they may feel pressure from their peers to participate in some activities and that they can say no if they are not comfortable with it</p> <ul style="list-style-type: none"> - Drinking alcohol - Smoking - Having sex - Taking recreational drugs <p><i>Links to Healthy Living, Personal Social Development Qualification</i></p> <p>Know that they have a right to be involved in important decisions about their life, and make decisions (with support if needed)</p> <p><i>Links to Rights & Responsibilities, Personal Social Development Qualification</i></p>
Personal Safety	Curriculum Not Appropriate for Sensory Cohort due to Profound Needs		<p>Know who to ask for help if they feel unsafe</p> <ul style="list-style-type: none"> - Family members - Teachers - Policemen - Doctors - Nurses <p>Know that they need to keep themselves safe/ take support from others when near places that are dangerous</p> <ul style="list-style-type: none"> - Roads - Car parks - Train lines <p>Know that they need to keep themselves safe when using computers and, on the internet</p> <p><i>Links to Developing ICT Skills, Personal Progress Qualification</i></p>	<p>Know how to keep safe when crossing a road</p> <ul style="list-style-type: none"> - Use a crossing (zebra/ pelican) - Look left/ right - Cross a traffic lights using the green man <p><i>Links to Personal Safety in the Community and Home; Using Technology in the Community and Home, Personal Social Development Qualification</i></p> <p><i>Links to Developing Skills for Travelling to and From Work, Employability Qualification</i></p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p><i>Links to Personal Safety in the Community and Home, Personal Social Development Qualification</i></p> <p>Know that they should not talk to, or go anywhere with a stranger (or have discussed it with a trusted adult if there is an expectation</p>

			<p>Know some important information about themselves</p> <ul style="list-style-type: none"> - Name - Parent/ carer name - Where they live 	<p>that they will meet a stranger e.g. at work, in a hospital)</p> <p><i>Links to Personal Safety in the Community and Home, Personal Social Development Qualification</i></p> <p>Know how to keep themselves safe online</p> <p><i>Links to Using Technology in the Community and Home, Personal Social Development Qualification</i></p> <p>Know how to keep themselves safe whilst participating in independent travel</p> <p><i>Links to Developing Skills for Travelling to and From Work, Employability Qualification</i></p> <p>Know important information about themselves</p> <ul style="list-style-type: none"> - Where they live - Contact information - Medical information <p>And know that they should not share this information with strangers</p>
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