



Expected Outcome Map

	EXPERIENCE FOR LIFE		CHOICES FOR LIFE		
	EMERALD/ AMETHYST SAPPHIRE	PATHWAY 1	PATHWAY 2	PATHWAY 3	PATHWAY 4
FEATURES					
DESTINATION	SPECIALIST POST 16 PROVISION FOR PRE-ENTRY / ENTRY 1 LEVEL COURSES (THIS MAY INCLUDE RESIDENTIAL DUE TO COMPLEXITY OF NEED)	SPECIALIST POST 16 PROVISION FOR PRE-ENTRY / ENTRY 1 LEVEL COURSES (THIS MAY INCLUDE RESIDENTIAL FOR MEDICAL NEEDS)	SPECIALIST POST 16 FOR ENTRY 1 / 2 LEVEL COURSES	FOUNDATION LEARNING AT FE COLLEGE (ENTRY 2 / 3 LEVEL – COURSES DEPENDENT UPON COLLEGE)	FE COLLEGES – SOME WILL ACCESS FOUNDATION COURSES AT ENTRY 3 OR LEVEL 1 MAINSTREAM COURSES WITH SUPPORT
ACCREDITATION/ QUALIFACTIONS	AQA UNIT AWARDS IN NON-CORE SUBJECTS AT PRE-ENTRY DOFE	AQA UNIT AWARDS IN NON-CORE SUBJECTS AT PRE-ENTRY DOFE	ENTRY LEVEL 1 – ENG, MATHS AQA UNIT AWARDS IN NON-CORE SUBJECTS AT PRE-ENTRY OR ENTRY LEVEL DOFE	ENTRY LEVEL 1, 2 – ENG, MATHS AQA UNIT AWARDS IN NON-CORE SUBJECTS AT ENTRY LEVEL DOFE	GCSE – ENG, MATHS FUNCTIONAL SKILLS - MATHS AQA UNIT AWARDS IN NON-CORE SUBJECTS AT ENTRY LEVEL/LEVEL 1 ENTRY LEVEL 2,3 – ENG, MATHS, SCIENCE DOFE

INDEPENDENCE FOR LIFE



Experience for Life



AIMS FOR LEARNERS

- Develop skills to have some independence
- Be able to communicate functionally (wants and needs)
- Recognise basic emotions and regulate with support
- Total communication environment
- Live a happy and safe life with support
- Addresses the needs and requirements of all learners EHCP.



CURRICULUM OFFER

- Communication and Language
- Phonics
- Number and Problem Solving
- My Independence
- Cooking
- Science
- PFA and Careers
- PSHE
- PE
- World around Us
- Music (Primary)
- SCERTS
- Zones of Regulation
- I.T (Primary)



INTERVENTIONS

- High staff ratio
- Visual timetables
- Personalised targets- Communication and Language/Number and Problem Solving
- Highly structured environment
- Routine lead
- Sensory Profiles
- Multi Sensory approaches
- Promotion of communication skills with the ability to use AAC and or assisted technology as required
- Intensive interaction
- Sensory integration and sensory regulation
- Interoception



Choices for Life



AIMS FOR LEARNERS

- Develop skills to be able to complete some tasks independently
- Develop their method of communication to have a voice
- Making appropriate choices to live a safe, happy and healthy life.
- With support, be able to access aspects of the community
- Recognise emotions and regulate with support
- Enjoy learning through a range of experiences/subjects



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INTERVENTIONS

- High staff ratio
- Visual timetables
- Personalised targets- Communication and Language/Number and Problem Solving
- Structured environment
- Routine lead
- Sensory Profiles
- Multi Sensory approaches
- Access to a range of AAC and or assisted technology as required.
- Interoception
- Embedding knowledge and skills with opportunities for skill transference

Independence for Life



AIMS FOR LEARNERS

- Develop skills to be able to complete some tasks independently
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