



# Curriculum

## Intent, Implementation, Impact

Deep Dive

*Formal, Semi-Formal and Informal*

# We are proud of

**Our flexible curriculum design with emphasis on key areas to help develop communication and independence**

**Our Curriculum content being broken down into manageable chunks**

**The spiral model organisation and sequence of our curriculum**

**Overall aims and journey for our pupils**

**Curriculum themes and subject specific threads that hold our curriculum together**

**Our Intent: The core knowledge that we have chosen and why**

**Daily implementation, how decisions are made, approaches, activities and strategies to help cyp remember content**

**The measured impact the curriculum is having through EFL, MAPP, SS and OA**

**Reflective practice- What are they learning 'today', how it fits with their EHCP outcomes and our curriculum. we know this through observation, EFL, work scrutiny, student and staff responses**

# Communication

## Intent

- To help students improve communication and language skills and develop Augmentative and Alternative Communication AAC

## Implementation

- Through discreet communication sessions, communication opportunities interwoven throughout the day. Use of assistive technology, makaton and PECS, signing and symbols. Clear, language rich environment

## Impact

- Observed in outcomes progression, engagement, confidence, clarity and accuracy

We use: NC, The Communication Trust- Communicating the Curriculum, AF Communication planning developed with SALT, ELKLAN, Autism Education Trust, SCERTS, Equals- My Communication, Colourful Semantics, Attention Autism, Intensive Interaction, AF Curriculum Map, PECS, Eye Gaze, MAPP, moving on literacy-Equals, Open Awards and Small Steps speaking & listening.

# Examples of personalised Communication outcomes

- ★ I will develop social interactions with my peers by participating fully in tabletop games with them, when directed to, at least once a week.
- ★ I will clearly convey a simple message to a variety of people
- ★ After attending to a speaker, I will interact with what they have said (question or comment)
- ★ To use symbols consistently to indicate preference.
- ★ I will independently communicate with customers when using the till and delivering coffees when working in the Coffee Cart at least 70% of the time.
- ★ I will understand and participate in simple discussions or exchanges with another person about a straightforward topic.

***Set from: AF toolbox of assessment. Agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP, ongoing learning journeys on EFL & pupil progress meetings.***



# Preparation for Adult Life/ Life Skills

## Intent

- To enable each individual to build upon valuable life and self help skills so they can be as independent as they can be in aspects of their life

## Implementation

- Through AF life skills curriculum and real life experiences in; self care, environment, future, finances, relationships, organisation, community, safety, wellbeing and travel.

## Impact

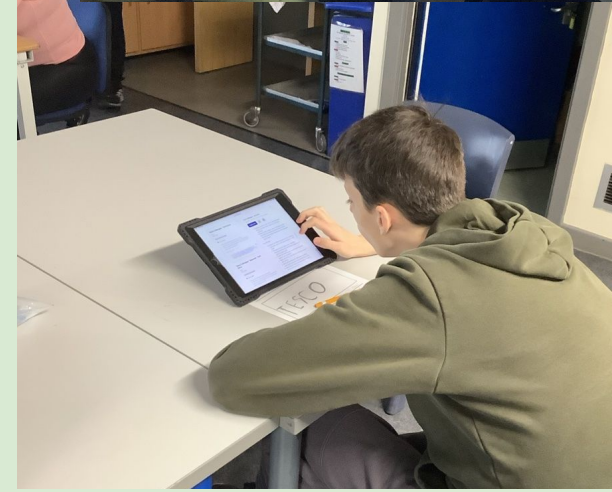
- Shown in each young person's capacity for independence in aspects of their life. Linked to life skills curriculum, EFL objectives and journey and personal PFA outcomes agreed at EHCP.

We use: AF life skills curriculum, Equals- My Independence, My Cookery, My Travel Training, My Shopping, My Dressing & Undressing, OA enterprise, OA retail, AET and Communicating the Curriculum

## Examples of personalised PFA outcomes

- ★ I will use the ipad to communicate my needs and wants (toilet, drink, snack and favourite activity) with 80% accuracy.
- ★ I will independently locate items from my shopping list in the supermarket using self help techniques such as sign and asking staff questions at least 80% of the time.
- ★ I know how and where to look for jobs/courses/apprenticeships e.g. job advert, websites or open days
- ★ I will, with staff help, talk to people that I haven't talked to before
- ★ I can allow adults to help me with daily self care tasks without trying to hurt them.

***Set from: AF toolbox of assessment. Agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly though MAPP, ongoing learning journeys on EFL & pupil progress meetings.***





# WRL/ DT

## Intent

- Solve real life problems when designing & making products. To inspire students with practical skills, creativity and imagination for a purpose- selling

## Implementation

- Through sessions in the foundry, classroom and off site. Opportunities for students to make products for a purpose e.g. Christmas market, cafe shop, gifts/ sales for occasions

## Impact

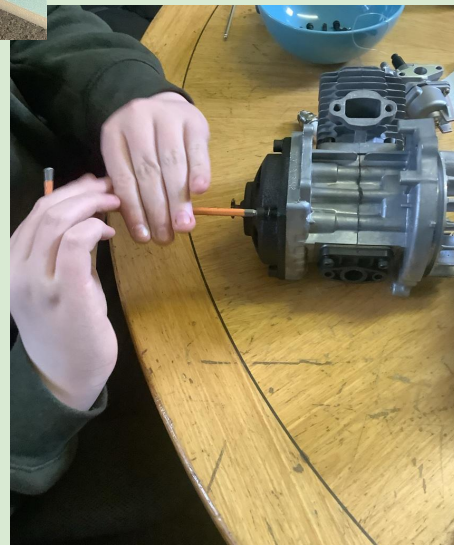
- Assessment of independence levels on products made and sold by students. Knowledge gained on processes, mechanisms and other technical aspects recorded on EfL learning journey and through MAPP independence, accuracy, maintenance and skills generalisation

We use; DT projects on a page, STEM, Equals- the world about me, creativity, thinking skills, National Curriculum, AF planning, Maths planning, MOZ Open Awards in creative arts

# Examples of WRL Outcomes

- ★ To increase independence and life skills across a range of settings
- ★ Understand how a craft or design project is made
- ★ Demonstrate awareness of materials to create crafted items or designs
- ★ Be able to create a crafted item or design
- ★ Combine two or more materials/items to create a craft item or design
- ★ Be able to participate in the selection of a creative group project
- ★ Contribute to selecting a creative group project
- ★ Be able to engage in new creative activities
- ★ Take part in a minimum of 3 different new creative activities

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# Social, Emotional, Mental Health

## Intent

- To develop students' social, emotional and good mental health so they know strategies for self regulation and how to be well or seek help

## Implementation

- Well-being work, ELSA support, Zones of regulation and role-play scenarios.

## Impact

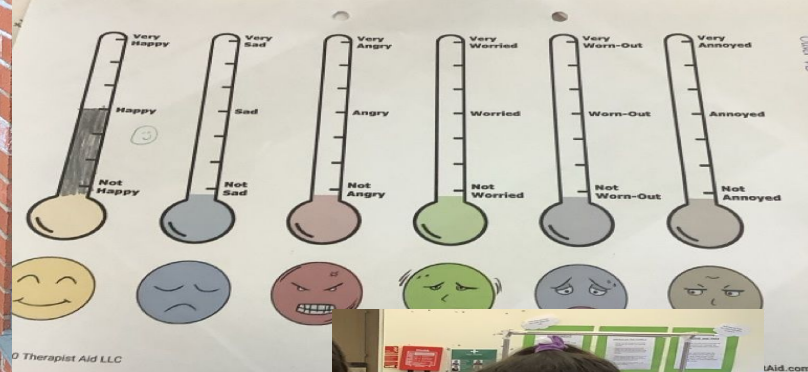
- Students' improved communication and conflict resolution skills. Students will use strategies in their toolbox/ accept & seek support and have less recorded incidents of dysregulation

We use: NAPPI, NAPPI Lalemand scales, Zones of regulation, Autism Education Trust, Communicating the Curriculum, RSHE curriculum, Jigsaw, PSHE association, EQUALS- My citizenship, My relationships, CYC SEMH profiles, AF Graduated Support Model

# Examples of personalised SEMH outcomes

- ★ Start and complete a short familiar task/activity without the support of an adult, daily.
- ★ I will begin to join in group activities in the classroom for up to 5 mins 80% of the time.
- ★ I can take part in sensory activities at school which help me to feel more regulated.
- ★ I will be able to negotiate with reasonable requests when I interact with staff, without using physical aggression
- ★ I will try and experience new, unfamiliar things with adult support
- ★ I will communicate to an adult when I'm not in the green zone and name the emotion I am feeling and potential reasons why I am feeling that emotion with adult support.

***Set from: AF toolbox of assessment. Agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP, ongoing learning journeys on EFL & pupil progress meetings.***



<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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# RSHE

## Intent

- To live as safely and as healthily as possible physically and mentally. To be self aware, be able to regulate and make good choices. To be as independent as possible in the world.

## Implementation

- Through RSHE lessons at each students' level, on and off site activities and interactions

## Impact

- CYP develop means of communication about their mental health, changes when growing up and their wellbeing. CYP will know about relationships, health, safety and abuse

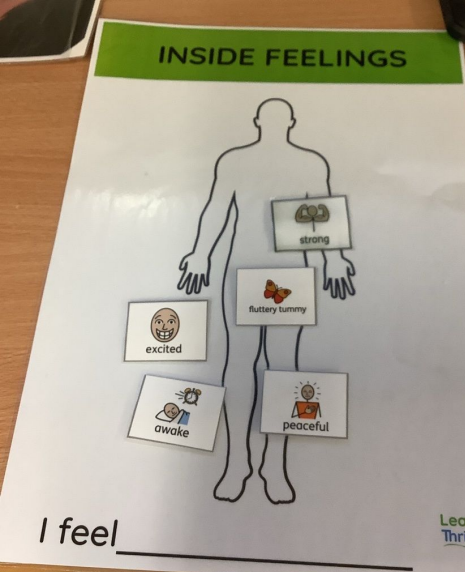
We use: JIGSAW, PSHE Association, TWINKL RSHE, EQUALS- My relationships and sex ed, EQUALS- My Citizenship, DfE SEND Guidance & Training, RSE Scotland ASD, NSPCC SEND plan, Applefields (AF) RSHE topic tracker

## Examples of personalised RSHE outcomes

- ★ I can use the carb book or app to calculate the carb values for the foods I eat - using the calculator on my phone and the guidance from an adult.
- ★ I will use my zones of regulation chart to indicate how I feel throughout the day
- ★ I can begin to understand where and when it is appropriate for me to touch myself
- ★ I know about public and private and where I can be undressed/ naked
- ★ *Body awareness, relationships and feelings, appropriate behaviour, sexual health*

***Set from: AF toolbox of assessment. RSHE Policy, Safeguarding policy, agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP, ongoing learning journeys on EFL & pupil progress meetings.***





# Play & Leisure

## Intent

- For CYP to develop social skills, regulation, resilience, problem solving, communication

## Implementation

- Through regulation activities, parallel play, cooperative play, solitary play, being an onlooker, physical play, play with objects, symbolic play, pretend play, games and through adults modelling/ supporting play and leisure time.

## Impact

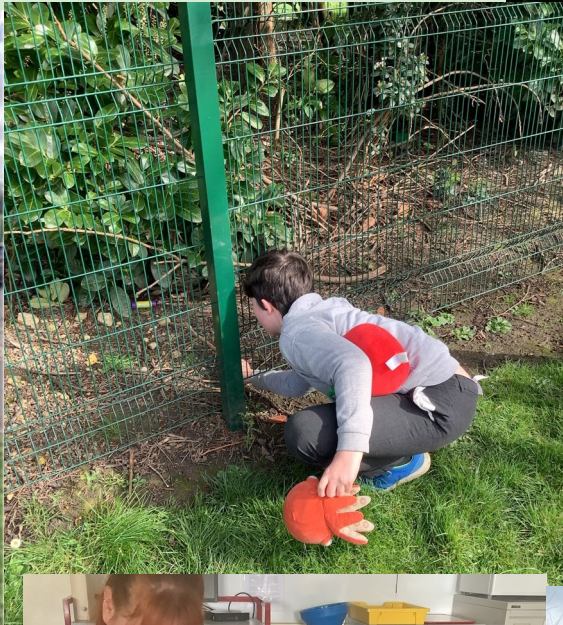
- Students who are more resilient and willing to take part in lessons with peers

We use: Equals Play- Formal, Semi- Formal, Sunningdale school training, AF play curriculum map, KS1 Learning through play resource N.Ireland

## Examples of personalised Play & Leisure outcomes

- ★ I will access community and leisure environments or join in school based life skills tasks at least once a week.
- ★ I can join in one activity with a friend/classmate once a week.
- ★ I will take part in a shared play activity
- ★ I will cooperate with a peer in a preferred activity
- ★ I will complete a structured play activity such as matching or building three times a week
- ★ I will share an activity/ item with a peer with adult support

***Set from: Set from: AF toolbox of assessment. Agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP, ongoing learning journeys on EFL & pupil progress meetings.***



# Physical & Sensory/ Physical Education

## Intent

- To promote physical health, gross and fine motor skills, self help and cooperation.

## Implementation

- Incorporating physical skills, sport, physiotherapy, rebound, hydrotherapy and health education into the curriculum.

## Impact

- Seen in students' improved physical health, improved physical outcomes and teamwork skills.

We use: NC, Formal-Equals Physical Wellbeing, Semi-Formal- Equals My Dance, AF Formal & SF scheme of work, AF MOZ Scheme of work, Informal AF scheme of work, MATP, YST Top Sportsability

## Examples of personalised Physical Outcomes

- ★ I will engage and participate in PE/Activity sessions 70% of the time, twice a week.
- ★ I will sit without back support for 2 minutes, during weekly focused sessions.
- ★ I can put on my own tie independently when I get changed after PE.
- ★ I will take part in fine motor skills activities (threading, pegs, peg boards) for a minimum of five minutes every day
- ★ To develop fine motor skills in order to produce writing that is legible & on the line.

***Set from AF toolbox of assessment. Agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP & ongoing learning journeys on EFL.***



# Cognition and Learning

## Intent

- To provide an all-inclusive curriculum with specialist provision and interventions to support cognitive development.

## Implementation

- Our curriculum is centred on our current cohort of pupils. Pupils' individual timetables reflect their own specific needs and their EHCP short & long term outcomes, alongside formal, semi-formal, informal learning programmes.

## Impact

- Will enable pupils to make personal progress where they can learn and do more. This documented and shown through achievements in their individual outcomes.

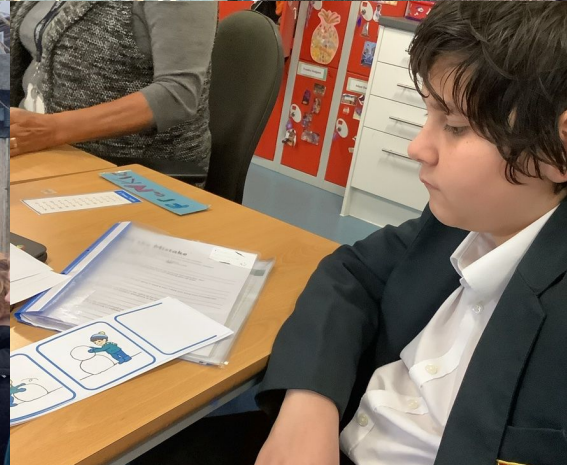
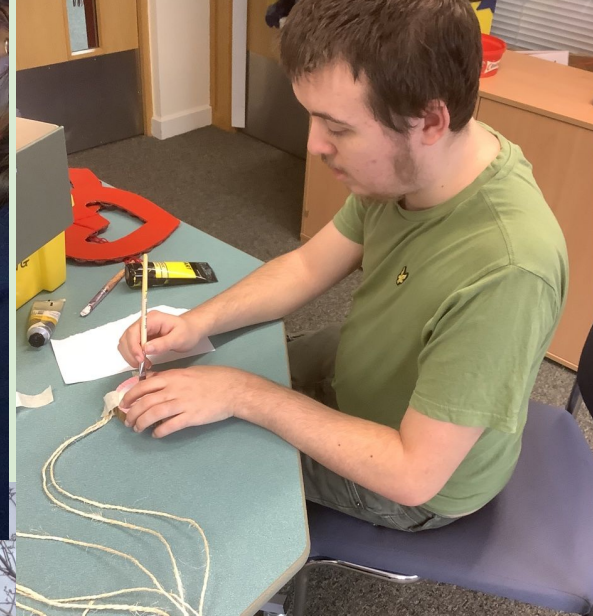
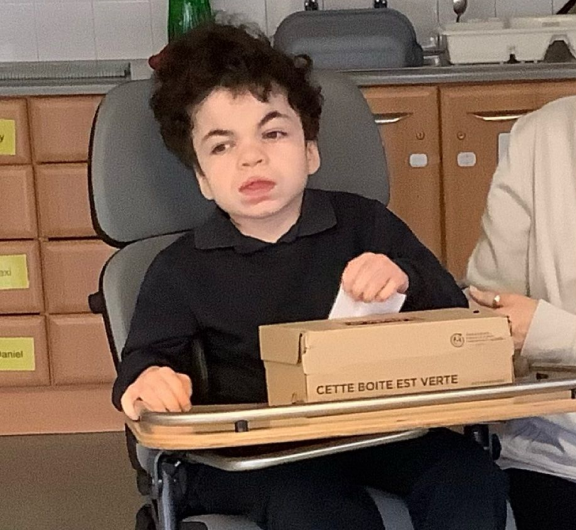
We use: NC, Equals, AET, Communicating the curriculum, AF planning, AF assessment toolbox, OA & SS, Engagement Model, Branch Maps, Routes for Learning



# Examples of personalised Cognition and Learning outcomes

- ★ I can maintain attention to familiar or enjoyable joint and small group activities for up to 5 minute intervals 80% of the time.
- ★ With adult support, I can join in with a group circle time activity for up to 5 minutes.
- ★ I will use symbols to develop my understanding in literacy activities
- ★ I will be able to predict what might happen next in a story using visual supports 90% of the time.
- ★ I can engage in a physical activity (favoured activities tailored to myself, e.g. posting & throwing) with some independence for 5 mins 2 times per week.

***Set from AF toolbox of assessment. Agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP & ongoing learning journeys on EFL.***



# English, My Literacy- Reading

## Intent

- Develop students' enjoyment and achievements in reading

## Implementation

- Incorporating a variety of genres in the reading list, finding a 'hook' for complex learners, and dedicating time for paired, group and independent reading. A signs, symbols rich environment, phonics, paired reading

## Impact

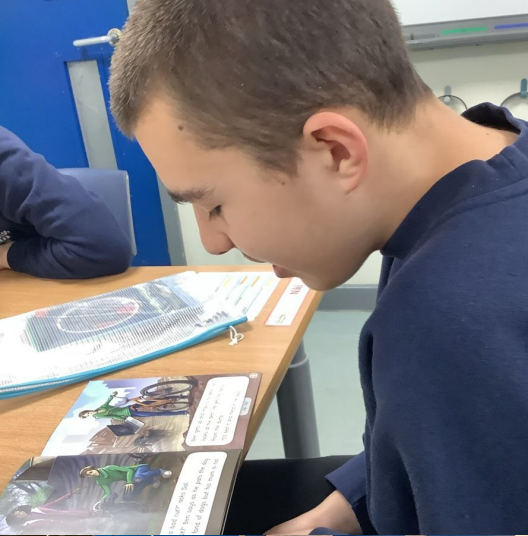
- Students choosing to read, moving through our book band scheme, improved sight reading and decoding strategies, small steps and open awards achievement in reading, reading signs/ symbols in local environment, notices and menus

We use: NC, Formal- Equals-English, AF English scheme of work, Equals- Semi-formal- my literacy,, Equals- Moving on literacy, AET, Communicating the curriculum, Small Steps and Open Awards, TWINKL Phonics, EEF Improving literacy

# Examples of personalised Reading outcomes

- ★ I can practice my phonics phase 3 sounds to help with my reading.
- ★ I can verbalise words of more than one syllable
- ★ I will be able to read and write the first 20 high frequency words with 80% accuracy.
- ★ I will use symbols to develop my understanding in literacy activities
- ★ I will begin to do some rhyming words practice.
- ★ With an adult prompt, I will orally blend sounds
- ★ Answers questions about what they have read, e.g. What is red?
- ★ Follows text of read story
- ★ Self-corrects errors in own reading

***Set from AF toolbox of assessment. Agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through Small steps, Open Awards, MAPP & ongoing learning journeys on EFL***



# English / My Literacy- Writing

## Intent

- Develop students' enjoyment, stamina and achievements in writing

## Implementation

- Through conventional methods for writing, digitally, through dictation and colourful semantics, symbols and storyboards. Writing will be for purpose and encompass life skills and motivating tasks.

## Impact

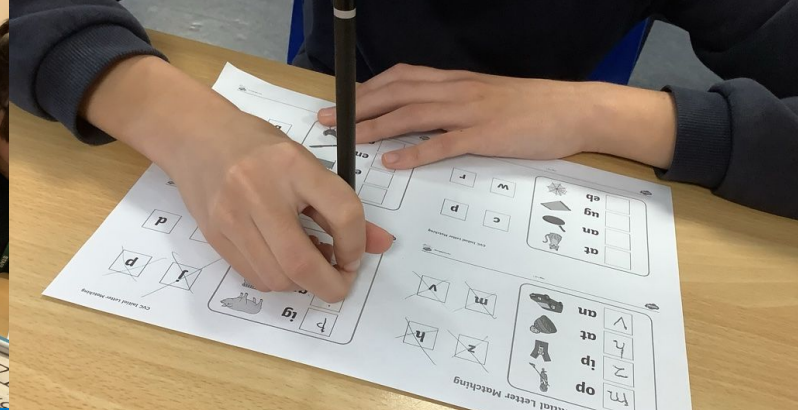
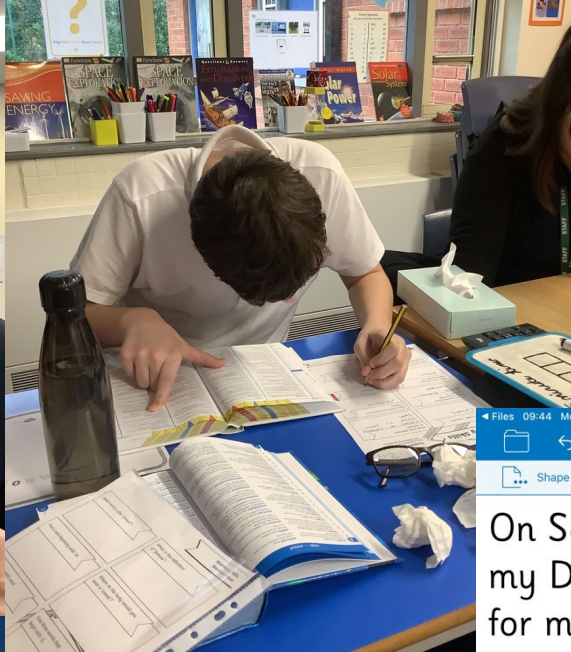
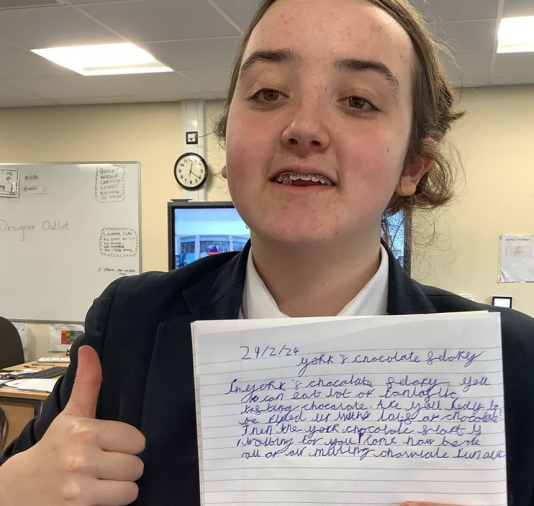
- Students choosing to write, improved skills in composition, editing, structure, vocabulary, grammar, punctuation, handwriting & spelling. Small steps and open awards achievement in writing.

We use: NC, Formal- Equals-English, AF English scheme of work, Equals- Semi-formal- my literacy, Equals-Moving on literacy, AET, Communicating the curriculum, Small Steps and Open Awards, EEF improving literacy













# Examples of personalised & small steps writing outcomes

- ★ Use Clicker grid on the iPad to communicate a full sentence or a question at least twice a week.
- ★ Knows to use a dictionary to check spelling of a word
- ★ Identifies words beginning with letter sounds from their name
- ★ Knows the alphabet from A to Z
- ★ Writes most lower case letters correctly
- ★ Use lower-case letters when there is no reason to use capital letters
- ★ Spell correctly words designated at Entry Level 1
- ★ Use basic punctuation correctly (e.g. full stops, capital letters, ? and ! marks)

***Set from AF toolbox of assessment. Agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP, AF Small Steps, Open Awards & ongoing learning journeys on EFL.***



the correct picture. Read the word again to make sure it's correct.

car	cart	car	star	arm	park
shark	art	jar	farm	tart	barn
					
jar	bark	farm			
					
car	star	cart			
					
arm	park	barn			
					

The treasure  
 was a mixture  
 of silver and  
 gold

Files 09:44 Mon 11 Mar Document Clicker Board

Shape My Weekend News

On Saturday We went in the garden and played with my Dad. It was fun.. On Sunday I washed the dishes for my mum. It was good. I think that the weekend was funny.

The weekend made me feel

I think that the weekend was

It was

tiring

surprising

fun

calm

exciting

anxious

sad

boring

good

funny

.



# Maths, Thinking & Problem Solving

## Intent

- To prepare students for everyday life by overlearning and consolidating maths knowledge and understanding that will enable them to progress to more advanced material within their capabilities. Students will think mathematically, enabling them to reason & solve problems in a range of contexts

## Implementation

- Taught lessons, ICT programmes, concrete resources, real life maths- time, timetables, money, shop, cafe, visits, class shop, life skills lessons- namely cookery and work station activities.

## Impact

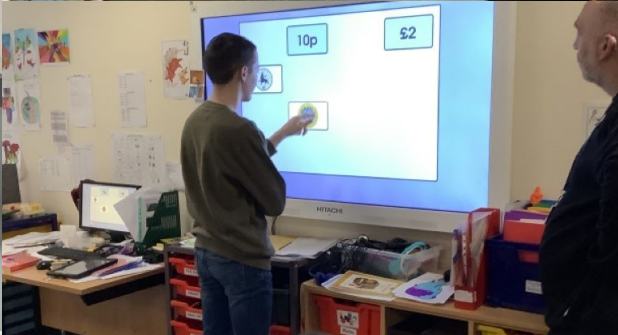
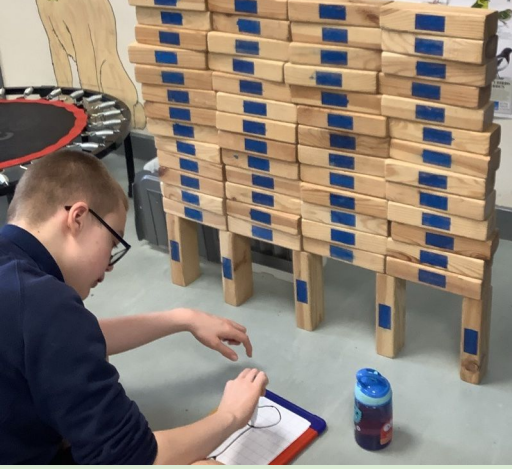
- CYP are able to independently apply their mathematical and problem solving knowledge to a range of everyday life maths problems.

We use: NC, Formal- Equals- Maths, AF maths scheme of work, Equals- Semi-formal- my thinking and problem solving, Equals- Moving on numeracy, AF ICT planning, Small Steps and Open Awards

# Examples of personalised maths/ thinking skills outcomes

- ★ I will be able to say numbers 1 to 5 when shown the number and count the matching number of objects 70% of the time.
- ★ I can understand the value of numbers 1-50 in different contexts
- ★ I can use doubles and halves number facts to 50 to help me in my maths questions
- ★ To be able to count in 2,5,10's to support my practical maths skills (e.g. money skills) using physical resources 80% of the time.
- ★ To engage in different maths games with numbers to 20.
- ★ I can combine coins and notes to make a total when receiving a payment for goods or to pay for items in the community 80% of the time.

***Set from AF toolbox of assessment. Agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP, AF Small Steps, Open Awards & ongoing learning journeys on EFL.***



# IT/ Computing

## Intent

- Utilise technology positively, responsibly and safely. Want students to be creators and to use technology for leisure, research, life skills and learning.

## Implementation

- Through computer science, information technology and digital literacy in engaging and accessible ways for all students across areas of the curriculum.

## Impact

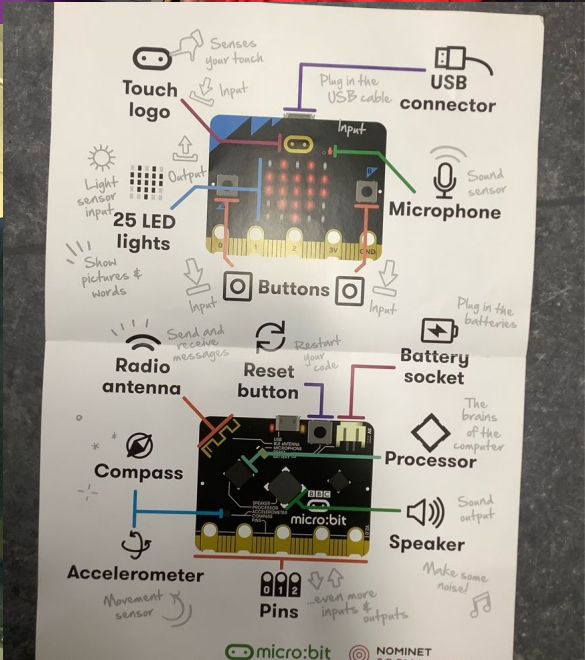
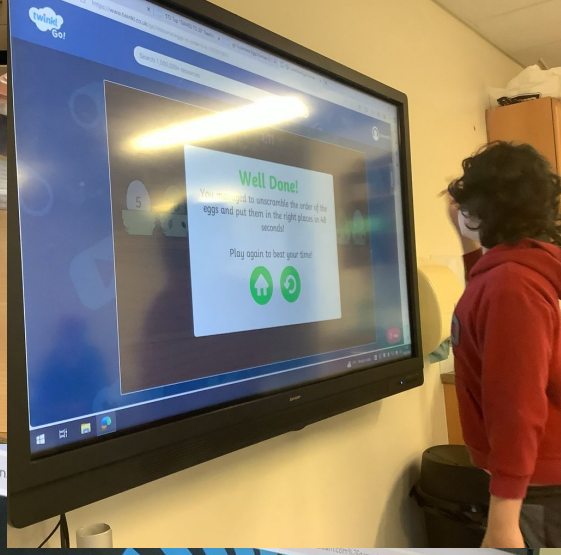
- Learners to appreciate the impact computing has on their learning, development and well-being. Progress of our computing curriculum is demonstrated through outcomes and the record of coverage of the process of achieving these outcomes.

We use: AF IT curriculum, Pathfinder Y7 curriculum, Apps, programmes to support T&L such as RM maths, Wordshark, Clicker, HelpKidZlearn and Education City. Microbits, Beebots, assistive technology and switch progression. Education for a connected world - framework, DfE teaching online safety, SEND online safety

## Examples of personalised IT outcomes

- ★ I will independently use the large keyboard connected to a class computer and type my news, shopping list or other pieces of work, copying the words from an adult model.
- ★ I will activate a switch a number of times to keep an activity playing (Switch progression 17) when I am in good health.
- ★ I will engage with the eye gaze weekly to complete one action.
- ★ I will remember and follow a range of instructions that vary in complexity
- ★ Use a search engine
- ★ Command a robot with directional instructions

***Set from: AF toolbox of assessment. Agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP, ongoing learning journeys on EFL & pupil progress meetings.***



# Our World- Science

## Intent

- Foster curiosity, communication and scientific thinking

## Implementation

- Incorporating experiments, talk for learning and observations into lessons

## Impact

- Asking questions and making connections between their observations and scientific theories. Improved C&L and CI outcomes.

***We use: NC, Equals- The world about us, Our World-Science-Branch Maps, STEM York Planning below L1 & L1-4, EEF Science, AET Autism Ed Trust-learn & engagement- evaluating learning, Communicating the Curriculum, OA horticulture***

# Examples of Science outcomes

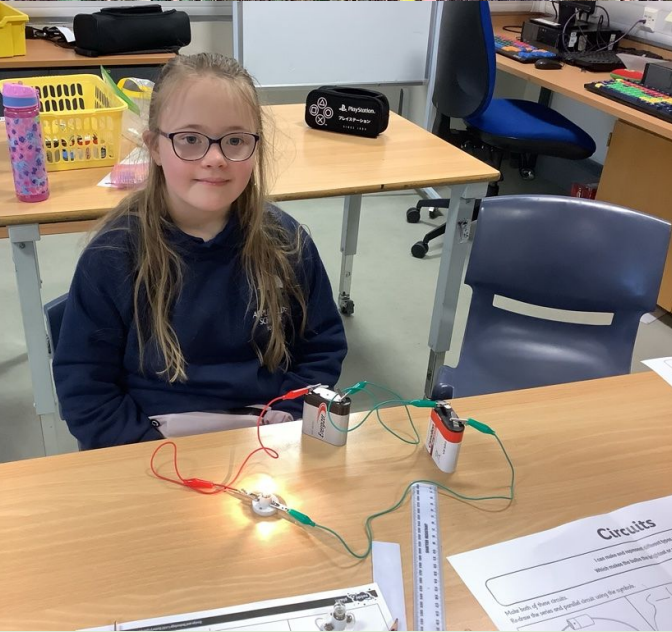
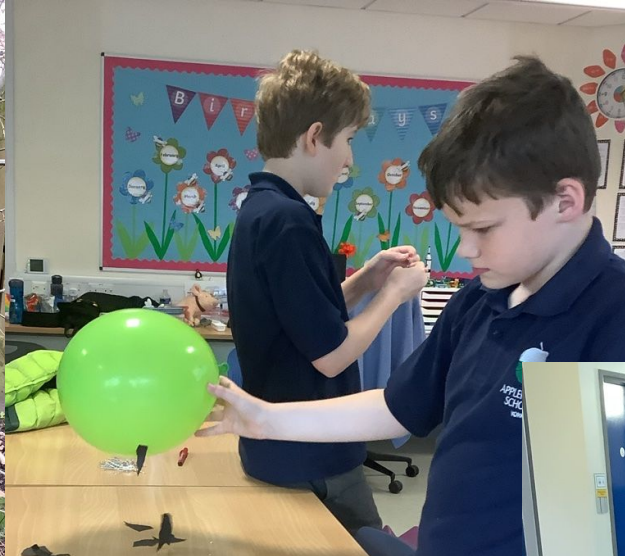
- ★ I will independently work on an appropriately set task for 5 minutes. (*pic-circuits in science*)
- ★ I will ask one appropriate question when listening to others, with prompts from an adult. (*pic-balloon and testing hypothesis*)
- ★ To be able to wait my turn to speak during a group discussion or turn taking game. (*STEM- circuits*)

*In science students;*

- ★ *Name, test, explore, choose, request, shows awareness of change under effect, use equipment, repeats an action, investigate, comment on, compare, contrast, sort, respond to suggestions, predict, collect objects, use terminology, identify variables, decide results to collect, question, record, carry out health and safety practice*

***Set from AF toolbox of assessment. Agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP & ongoing learning journeys on EFL.***





# Our World- History

## Intent

- To know about historical events in their lives and key historical events relevant to them and their family, to help understand change and the passage of time

## Implementation

- Relating historical events to current affairs, newsround, look at selves, family, change and timelines. Use of pictures, stories, role play. Look at similarities/ differences, family, routine and change.

## Impact

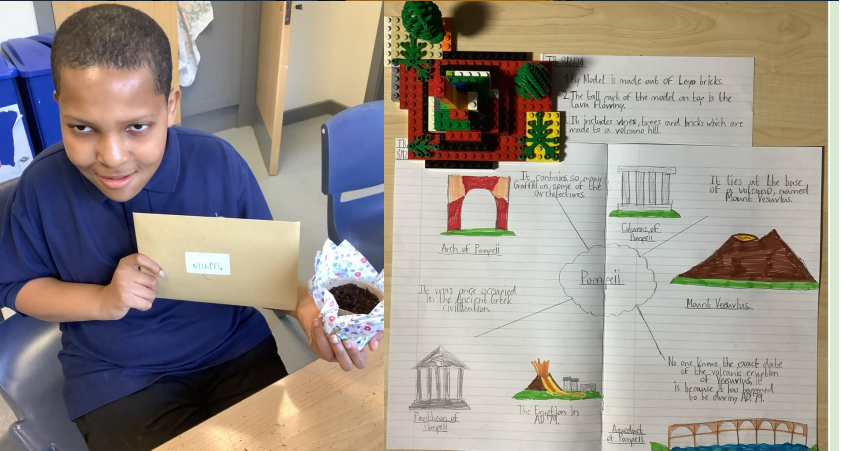
- Students' ability to draw parallels between past and present. Be able to look at and plan for future.

We use: *NC, Equals- the world around us, branch maps-our world- history*

# Examples of History outcomes

- ★ Learn that change occurs over time and life has not always been as it is today
- ★ Prepare for change
- ★ Experience change
- ★ To reflect upon the past
- ★ To reflect on life without modern luxuries
- ★ To reflect on how trade and transport worked
- ★ To reflect on the differences of food, eating and living
- ★ Recognise the passing of a year
- ★ To know occasions in the year
- ★ To participate in events specific to each season
- ★ To use supporting evidence to confirm seasonal change
- ★ To relate changes in temperature to the time of year

***Set from AF toolbox of assessment. Outcomes agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP & ongoing learning journeys on EFL.***



# Our World- Geography

**Intent**- develop students' understanding of themselves, tolerance, directions, where they live, their community and the wider world.

**Implementation**-incorporating opportunities for visits within school and out of school in the local area (including virtual). Directional and map work.

**Impact**-increased awareness of themselves, tolerance of their environment and the ability to access the wider world. Knowledge of where they live and important places to them.

We use: NC, Equals- The world about us, Branch maps, TWINKL - ks1/2 Geography

# Examples of Geography outcomes

- ★ Can travel short distances to transition between activities
- ★ Plays purposefully with small world models
- ★ Notices signs/symbols for significant places in their environment
- ★ Comments on aspects of familiarity such as the place where they live or the natural world
- ★ Sort plants, animals and objects by criteria
- ★ Shows care and concern for living things and environmental care
- ★ Ask questions about aspects of their familiar world such as the place where they live or the natural world
- ★ Developing an understanding of growth, decay and changes over time
- ★ Move around a 'course' using directional language
- ★ Use maps and aerial photographs with accuracy

***Set from AF toolbox of assessment. Outcomes agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly though MAPP & ongoing learning journeys on EFL.***



PICCOLLAGO

# RE

## Intent

- RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.

## Implementation

- Through Our World curriculum, festivals & celebrations, assemblies, community events such as Christmas market, summer fair, garden party, current affairs topics and discussions, social stories and sensory experiences and stories.

## Impact

- Pupils will begin to know themselves, their preferences, likes/ dislikes and express these in their own ways. Pupils will be part of our community in their own way. Pupils will move forward with Communication, SEMH and PFA outcomes as well as Cognition.

We use: York agreed RE syllabus, East Riding RE Units, Equals- The world about us, Branch maps



## Examples of RE outcomes

- ★ I will expand my experiences to unfamiliar settings, activities & people
- ★ Curious about people & shows an interest in stories about themselves & their family
- ★ In pretend play imitates everyday actions & events from own family and cultural background
- ★ Describes some of the things that makes them unique
- ★ Talks about events and their own experiences
- ★ Recognises events and special times for family or friends
- ★ Shows an interest in different occupations and ways of life
- ★ Enjoys joining in with customs and routines
- ★ Can talk about past events

***Set from AF toolbox of assessment. Outcomes agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP & ongoing learning journeys on EFL.***



# Creativity- Art, Music, Drama

## Intent

- Encourage creativity and self-expression. To support; engagement with the world and other people, interest, curiosity, exploring, practising, consolidating and creating, at first perhaps by accident and discovery, and then intentionally.

## Implementation

- A range of media, drama opportunities including Shakespeare project, assemblies, open orchestras, drumba, imuse, Jessie's Fund-music, core music choir, animation and a range of creative projects linked to curriculum themes

## Impact

- Seen in the variety and originality of students' artwork, through drama performance/ participation and through music skills and engagement

We use: Equals my music, my creativity, Branch Maps, Open Orchestra project, Sounds of Intent (pml),

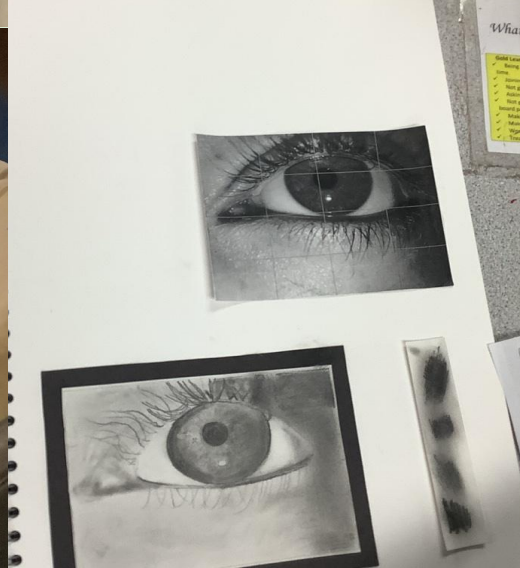
# Examples of personalised creativity outcomes

- ★ I will explore different methods of music e.g imuse, eye gaze twice a week with adult modelling.
- ★ To react/ participate to changes eg tempo, beat
- ★ To create own music/ drama/ art work using own ideas
- ★ To adapt a particular theme to create/ compose own work

Other outcomes may involve;

- ★ Focus, attention, sharing, turn taking, responses such as anticipation, expression of feelings, performance, experimenting, making connections, sustaining attention

***Set from: AF toolbox of assessment. Agreed and monitored at EHCP meetings & termly parent/carer consultation. Monitored Termly through MAPP, ongoing learning journeys on EFL & pupil progress meetings.***



# EHCP Outcomes

## Intent

- To tailor each pupils outcomes to theirs and their family aspirations and what is important and achievable to them

## Implementation

- Throughout the curriculum

## Impact

- Measured through MAPP steps of progress in Independence, Fluency, Maintenance and Generalisation. Parental consultations, EHCP reviews, EFL learning journeys, moving on to new outcome within our assessment toolbox

We use: A Toolbox of assessment for all our cohorts with a range of options to cover each broad area of need; Cognition & Learning. Communication & Interaction, SEMH, Physical & Medical, Sensory and Preparation for Adult Life.



Own your future

Well-being & Regulation, Communication & Independence  
Personalisation & Preparation

March 2024 LW