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| **DVLSC**  **2022-2023**  **MLR/ELR** | Autumn Term-  **Discovering and exploring my interests** | Spring Term-  **Sharing my interests** | Summer Term-  **My interests in my local community** |
| Communication & Literacy | **Assessment of Literacy/Communication Skills**  **S & L** – News/about me (my feelings), my stories introducing myself, appropriate greetings, new interest, Fundamentals of communication, Body language, meeting new trusted people.  Individual Learning  **Reading** & **Writing**- initial assessment- / Signs in the community, environmental text in supermarkets, library and retail places/ Reading: fiction books  **Skills for Life** **and Leisure**- have your say: voting, student council, reaching an agreement  Following instructions: shopping lists, recipes, work-volunteering | **S & L** –Role play (your feelings, shopping, social events, work experience) / familiar people, making full sentences, pronunciation skills, expanding my sentences / News  Individual learning  **Reading** & **Writing**- High frequency words, categorizing words / making a healthy meal; factual books and printing  **Skills for Life and Leisure**- Have your say: making choices- my interest (music, drama, Makaton, dance…)  Following instructions: shopping lists, recipes, work-volunteering, | **S & L** – Role play (others’ feelings, emotional & challenging based situations, work experience situations), presentations, unfamiliar people / News  Individual Learning  **Reading** & **Writing –** Filling in a form / Planning and preparation, / Jobs-hobbies that I do / Finding information .  Reading: for pleasure  **Skills for Life and Leisure-** Have your say: my future (being independent, home, job, interests, transitions)  Following instructions: shopping lists, recipes, work-volunteering |
| Maths & Problem Solving | **Assessment of numeracy skills**  **Number**: number recognition, recognizing number in my environment  **Money skills:**  Coin/note recognition, money value, introduction to shopping skills, role play, ordering  **Using and applying:** role play shops, local shopping, self-service, measuring ingredients  **Focus:** Money skills  ***Shape, space and measures ongoing:*** *measuring ingredients, time and money (shapes as needed linked to O&U targets)* | **Number:**  time skills, functional problems, sequencing events, daily problem solving  **Time Skills:** sequencing, events through the day/week/month/year, digital and analogue clock,  **Using and applying:** bus timetables, online shopping, supported and independent shopping, measuring time  **Focus:** Time skills  ***Shape, space and measures ongoing:*** *measuring ingredients, time and money (shapes as needed linked to O&U targets)* | **Shape, space and measure:**  Charts, data handling, measuring ingredients  **Number/money skills**: mathematical operations, numbers in the community, items value,change, money needed, role play (identifying prices, value)  **Using and applying:** reading and collecting data, interpreting it, budgeting, supported and independent shopping, self-service  **Focus:** Using and applying of money and time skills (reading timetables as appropriate/needed) |
| Computing | **Accessing and gaining information**  Personal information, user name/password  E-Safety- healthy use of internet  M. Word (Finding things I like)  *Using keyboards, switches and iPads*  *Cross-curricular activities* | **Gaining Information and communicating**  Using the internet/ Search engines  E-Safety –Use of the telephone (social media)  Online shopping  *Using keyboards, switches and iPads*  *Cross-curricular activities* | **Communicating**  E-Safety – Email (communication online)  Being safe online  Power Point and Excel (Presentations/Data)  *Using keyboards, switches and iPads*  *Cross-curricular activities* |
| **PSHE**/  Health and wellbeing / Citizenship/  RSE | **DVLSC- settling in/ Keeping Safe and clean**  **Health and wellbeing-** keeping clean & personal hygiene / My emotions and feelings – self-regulation, anti-bullying week E N P D  **Citizenship-** college routines / rules / likes-dislikes / All about me O  **RSE-**  myself, my body (private/public), my identity, people in my circle, trusted adults S  **Ongoing topics:** Household skills  Road Safety/Food Technology/Personal care | **Healthy Living/ Keeping Safe and healthy**  **Health and wellbeing-** keeping healthy and fit- Diet- Exercise / Empathy- your feelings and respecting others  E N P  **Citizenship-** Safety at home / signs and environmental printing at home **/** Bus safety / Road safety /  F  **RSE**- private and public places / activities  - Personal care and private time S  **Ongoing focus:** Household skills  Road Safety/Food Technology/Personal care | **Keeping safe in the community**  keeping safe out in my community  **Health and wellbeing-** Drugs, alcohol and smoking, Sun safety N  **Citizenship-** behaviours in the community / emergency services /choices in my community  **RSE-**Consent, social awareness, sexuality, social media, E-safety, self-respect / Diversity and respect- Other’s feelings E S P  **Ongoing focus:** Household skills  Road Safety/Food Technology/Personal care |
| Leisure, Recreation & Physical Education | **College based:** relaxation/dance/Cricket/Gym/ Hydrotherapy/Physiotherapy/  Fine and Gross Motor Skills  **Community facilities:** Open spaces (parks) | **College based:** relaxation/dance /Table Cricket/ Gym/ Hydrotherapy/Physiotherapy/  Fine and Gross Motor Skills  **Community facilities:** Community sports events Football/Basketball/Badminton **(Covid19 – to re-assess)** | **College based:** relaxation/dance/Cricket/Table Cricket/ Gym/ Hydrotherapy/Physiotherapy/  Fine and Gross Motor Skills  **Community facilities:** Ongoing  **(Covid19- to reassess)** |
| Spiritual / Moral Cultural Studies  Creative Arts | **Celebrating diversity- Myself and self-esteem**  Art Competition/Film Festival/Anti-bulling Week/  Halloween / Bonfire Night / Diwali / Christmas / Hanukah  **Enrichment program: Class based**  **Student Council** | **Celebrating diversity - Respecting others**  Museums/Safer Internet Day/ Apple Store/ Autism and Downs Syndrome Awareness Week/Red Nose day/Chinese New Year/Cinematography / Carnival and Spanish celebration  **Enrichment program: to review**  **Student Council** | **Celebrating diversity- diversity in my community**  Visit local galleries, exhibitions and Museums  Local services of my interest/ Best of Health Day  **Enrichment program: to review**  **Student Council** |
| Careers - Employability Skills | **Exploring different careers**  **Jobs/Special interest/ hobbies**  Interaction with familiar people-  Greetings/manners- formal vs informal  Introduction to jobs- gardener / waitress-waiter / Shop assistant / animal care / Artist / Administrator / Working in a kitchen / Cleaner / Helping others (e.g. TA)  Introduction to jobs around college/**classroom**- gardening, recycling, shredding, cleaning and tidying up, catering  **Focus- Intro. Jobs / Greetings / waitressing** | **Career choice**  **Jobs/Special interest/ hobbies**  **Bus travelling- Behaviours**  My Curriculum Vitae  Role play- Interviews /clothing / Dressing for an interview  Interaction & following routines from unfamiliar people  Jobs around college (Company role play)  Work experience- Social skills-Co-workers / Routines at work / Asking for help / Role Play  Enrichment visits- Road safety officer, Job Centre, dentist, , Cafes, garden centres  **Focus- Administrator / Shop assistant / CV** | **Developing understanding of preferred carer**  **Jobs/Special interest/ hobbies**  **Understanding Job descriptions**  Developing skills linked to preferred job  Presentation for employers- Booklet (case studies)  Feedback and review of experiences  Ongoing:  Work experience/ Job coaching/jobs around college  Enrichment visits- dentist, , Cafes, garden centres  **Focus- Feedback-preferences / Equipment / animal care / helping others /** |
| **Life Skills** | **Introduction to the college**  Exploring my local community  Keeping myself clean- Personal care routines  Keeping my home clean- Kitchen hygiene  Introduction to Employment-  Introduction to E-Safety (healthy use of Internet)  Behaviours at home, self -regulation in a safe environment  Shopping and cooking a simple meal | **Sharing my interests in the college**  My interests in the world of work  Keeping myself fit- exercise routines  Keeping my self-healthy- healthy food and size portions  Keeping my home clean- household cleaning  Work experience  E-Safety- navigating, online Shopping, Internet Safety Day- Use of the telephone  Behaviours and situations in my work experience  Self-regulation in my work experience  Shopping and cooking my favourite meal | **Developing an understanding of supported living**  My interests/hobbies in my local community: swimming, table tennis, walking, etc  Keeping myself safe in the community  Keeping my home clean- Managing general waste and recycling  Self-reflection of my work experience/jobs at the flat- booklet project  E-Safety- Online communication-Use of the email  Behaviours in public and problem solving  Self-regulation in public  Shopping and cooking for others |

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| **DVLSC**  **2021-2022**  **EDS** | Autumn Term-  **Discovering and exploring my interests** | Spring Term-  **Sharing my interests** | Summer Term-  **My interests in my local community** |
| Communication & Literacy  **Early Communication** | **Key texts:** We are going on a bear hunt, the Gruffalo**,** the snail and the whale, what the ladybird heard  **Assessment of Literacy/Communication Skills**  **S & L** –**Early expression**  Using intensive interaction practice and facial expressions/ body language:  meeting new trusted people, showing interest in people (fleeting), make eye contact etc  Begin introducing consistent use of symbols and objects of reference as well as body signs.  **Visual skills**- initial assessment- reacting to light/ reflective surfaces or objects, fixing on brightly coloured objects, tracking left, right up and down.  ***Phonics-***  Using intensive interaction practice imitation of sounds, vocalisations and facial expressions.  **Skills for Life** **and Leisure**- have your say: (Expressive communication) Practice: showing consistent interest in familiar people, making open vowel sounds, making eye contact (brief), identifying vocalisations and there meaning (assessment- hungry pain etc), stilling during interactions.  **Early comprehension:**  Practice: responding to people rather than objects, reacting to changes in facial expression etc, smiling, responding differently to friendly and stern tone of voice. | **Key texts**: The very hungry caterpillar, spider sandwiches, there is a lion in my cornflakes, Charlie and the chocolate factory (adapted), James and the Giant peach (adapted), Goldilocks and the three bears  **S & L** – **Early expression**  Through intensive interaction, facial expressions, body language, body signs, OOR  Focus- Auditory skills:  Practice: tracking sounds, around the room and to each side, attending to environmental sounds (phonics), listening to voices/ instructions.  **Visual skills**-  Using motivating objects to encourage tracking e.g.  Caterpillars/ spiders, balls rolling down slopes, shifting and transferring gaze between two objects.  ***Phonics-***  Being exposed to different taste stimuli through sensory stories, breakfast club, snack time, relate food/ taste to symbols/ objects.  **Skills for Life and Leisure**- Have your say: making choices- my interest (music, drama, Makaton, dance…) choosing ingredients through sensory exploration, switches, symbols and OOR, likes/dislikes to olfactory stimuli, choosing art materials, choosing leisure time activities e.g. music or book.  **Early comprehension:**  intensive interaction- repeating an action that has caused something, respond to own name, directing attention (teacher tap table). | **Key texts:** doing the animal bop, down by the cool of the pool, whoosh around the mulberry bush, the ding- dong bag, bumpus jumpus dinosaur rumpus, room on the broom.  **S & L** – **Early expression**  Through intensive interaction, facial expressions, body language, body signs, OOR,  Practice: open vowel sounds/ phonics aspects 1,2,3 and 6, vocalisations/ specific movements for purpose, associating sounds with symbols, objects animals etc  **Visual skills –**  Relating symbols to real life objects. Recognising objects of reference- processing what comes next, mark making in different sensory materials. Holding mark making utensils with purpose.  ***Phonics-***  Being exposed to different sounds, musical instruments, engines, wind, trees, birds, etc, using intensive interaction linked to phonics aspects 1,2,3, and 6  **Skills for Life and Leisure-**  (Expressive communication) Focus on using switches and own signs and signals for the purpose of requesting, making clear and consistent choices.  **Early comprehension:**  Practice: responding to verbal and non verbal cues throughout the day e.g. P.C, snack time, whilst interacting with stimuli, during intensive interaction. |
| Math  **Problem Solving - Math** | **Assessment of problem solving skills**  **Number**: number songs (1-5) using objects  **Problem solving:** encountering and showing an awareness of light and texture stimuli, identifying likes and dislikes, exploring a variety of textures etc,  Beginning to push, twist, pull, post different stimuli in order for something to happen.  **Focus- light and texture stimuli** | **Number:**  Number songs 1-5  **Problem solving:** encountering and showing awareness of taste stimuli, showing likes and dislikes,  Using switches to take notice of cause and effect activities e.g. bubble tube, blender, IWB games.  **Focus- taste stimuli** | **Problem solving:** sound and vibratory stimuli  Encountering and showing an awareness of sound and vibratory stimuli.  Using switches to further develop understanding of cause and effect- blender noise producing.  **Focus- sound and vibratory stimuli** |
| Computing  **Early ICT- Responding to and controlling technology** | **Accessing and gaining information**  **RESPONDING**  Experience using big mac switches to communicate during morning routine, to make choices etc.  Cross-curricular activities | **Gaining Information and communicating**  **RESPONDING AND CONTROLLING**  Continue to develop big mac switch skills (requesting). Use switches to power games on IWB, bubble tube, blender. Experience cause and effect on touch screen.  Cross-curricular activities | **Communicating**  **CONTROLING**  Use switches to power interactive games, blenders, bubble tube, use IPad and touch screen for mark making.  Cross-curricular activities |
| PSHE  **Early self-help and physical development** | **DVLSC- settling in/ Keeping Safe and clean**  **Health and wellbeing-** keeping clean & personal hygiene / My emotions and feelings – self-regulation  **Citizenship-** college routines / likes-dislikes  **RSE-**  myself reflection in the mirror) , trusted adults, having physical contact with adults on a daily basis  **Ongoing topics:** See individual PSHE targets | **Healthy Living/ Keeping Safe and healthy**  **Health and wellbeing-** keeping clean & personal hygiene / tasting healthy foods, expressing likes and dislikes,  **Citizenship-** Bus safety (trips out), being a part of the community by going to the shops, cafes and parks.  **RSE-**  personal care- private time, introduce OOR to symbolise private.  **Ongoing topics:** See individual PSHE targets | **Keeping safe in the community:**  **Health and wellbeing-** Keeping clean & personal hygiene, interact with objects purposefully eg stampers, rollers, mark making tools, play at the tough spot  **Citizenship-** making choices in my community, activities, food, drink etc  **RSE-** consistently use OOR regarding personal care, private time etc**.**  **Ongoing focus:** Personal care  See individual PSHE targets |
| Leisure, Recreation & Physical Education | **College based:** relaxation/dance/ Hydrotherapy/Physiotherapy/  Fine and Gross Motor Skills Story massage (technique-book)/ Massage Story/ Sensory Story/ Write Dance / Special Yoga | **College based:** relaxation/dance / Hydrotherapy/Physiotherapy/  Fine and Gross Motor Skills/ Story massage (technique-book)/ Massage Story/ Sensory Story/ Write Dance / Special Yoga  **Community facilities:** Swimming, walks in the park, chaily heritage sensory room | **College based:** relaxation/dance/ Hydrotherapy/Physiotherapy/  Fine and Gross Motor Skills Story massage (technique-book)/ Massage Story/ Sensory Story/ Write Dance / Special Yoga  **Community facilities:** Swimming, walks in the park, chaily heritage sensory room, outdoor water play |
| Spiritual / Moral Cultural Studies  Creative Arts | **Celebrating diversity- Myself and self-esteem**  Art Competition/Film Festival/Anti-bulling Week/  Halloween / Bonfire Night / Diwali / Christmas / Hanukah  **Enrichment program: class based**  Art/Music/Dance /Relaxation/ Gardening/ **Student Council** | **Celebrating diversity - Respecting others**  Museums/Safer Internet Day/ Apple Store/ Autism and Downs Syndrome Awareness Week/Red Nose day/Chinese New Year/Cinematography / Carnival and Spanish celebration  **Enrichment program: to review**  Art/Music/Dance /Relaxation / Gardening/ **Student Council** | **Celebrating diversity- diversity in my community**  Visit local galleries, exhibitions and Museums  Local services of my interest/ Best of Health Day  **Enrichment program: to review**  Art/Music/Dance /Relaxation/ Gardening/ **Student Council** |
| Careers - Employability Skills | **Special interest/ hobbies**  Interaction with familiar people  Identifying likes and dislikes  Identifying interests | **Special interest/ hobbies**  **Bus travelling- Behaviours**  Practice getting on the minibus and public buses  Continuing to develop interests and likes. | **Special interest/ hobbies**  Continue to go out in the community and explore different places travelling by public bus and mini bus. Generalise skills through practicing in the community e.g. choice making. |

**Modules / Departments**

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| *Department* | *Subject* | *Sessions / Resources* |
| **LIFE WELLBEING** | - PSHE  - Communication  - Leisure, recreation and sport  - Spiritual, Moral & Cultural Studies  - Making choices  - Self regulation | - Behaviours out in the community  - Self-Regulation  - Well-being trips  - Oral hygiene nurse workshops  - Celebrating Diversity  - Just Right Programme  - The Flat  - Enrichment program  - Educational trips and sports events  - Relaxation & Yoga  - Exercise, walks & PE, including using local facilities  - Speak Up- Counselling  - Therapy dog- Flow |
| **BLOSSOMMING GARDENERS** | - Careers  - Communication  - Leisure & Recreation | - On-site work  - Peace gardens  - The Grange- volunteering project  *-* Adopt a station  - The Flat |
| **CREATIVE ARTS** | - Creative Studies  - Computing  - Communication  - Vocational careers | - Art Awards  - Dancing  - Music (drum kit, piano, guitar…)  - Role play  - Cinematography  - Radio Podcast  - Art work  - Open House |
| **LIVING SKILLS** | - Numeracy  - Communication  - PSHE  - Leisure, recreation and sport | - Food technology  - Money skills & shopping  - Household skills  - Healthy Life Style  - Personal Care  - Accessing my local community and services  - Bus travelling training |
| **EMPLOYABILITY SKILLS** | - Careers  - Communication  - Numeracy  - Linked to other departments:  \*Blossoming gardeners  \*Creative Arts  \*Downs View Life  \* The Downs View Enterprise | - Employability Skills  - Vocational work and hobbies:  Work experience; Paid work; Volunteering; Job coaching.  - Eden Perfume; The Grange; AMEX; Adopt a Station; Pizza Express, RSPCA; Scope Charity Shop; Fab Cafe  - Workshops & Visits: road safety officer, dentist, Makaton instructor, Autism awareness week, Apple Store, Lush,  - Open House- Being an artist  - Carousel- Radio Podcast; Film making  - Portslade Train Station |
| **INDIVIDUAL**  **LEARNING** | - Communication  - Computing  - PSHE  - PE (motor skills)  - Skills ladders | - Makaton, PECs, Proloquo2go  - Hydrotherapy  - Physiotherapy  - Fine and Gross Motor Skills  - Switches  - Eye Gaze  - Bus travelling training |
| **THE DOWNS VIEW ENTERPRISE** | - Careers  - Communication  - PSHE  - Creative Studies  - Computing | - Open House - Art  - Fab Café  - Beverages at college, meetings…  - Cards (e.g.: birthday…)  - Fairs |

**Partnerships with:**

* Morley St, School Clinic- Special Care Dentistry (Sussex Community NHS Foundation Trust)
* Road Safety Officer- Brighton and Hove City Council
* Speak Out Brighton and Hove- Transitions advocacy
* Carousel (Art Awards – Radio / Film projects)
* Fabrica (Art projects- working with artists)
* Portslade Train Station- Sussex Community Rail Partnership
* Gardening- City Parks (Brighton and Hove) and U3A- University of the 3rd age
* Disability Cricket – Sussex Cricket (Cricket and table cricket) and Sport Leaders
* Albion in the Community- Football competition
* Disability Employment – Brighton and Job Centre Plus
* CWMT Book Club – monthly/termly Mental Health Book Club (The Charlie Waller Memorial Trust) - HoS
* Volunteer Centre Brighton
* The Grange, Café at the AMEX, Scope Charity Shop, RSCPA, Moulsecomb Forest Gardens, Fab Café, Eden Perfumes, City Parks
* Brighton fringe – Open House
* Duckfayre – Patcham community
* Brighton University (Being an artist)

**DVLSC would like to form a number of departments** to offer a wide range of opportunities and too meet students’ interests, to further develop his life skills and to ensure they maintain their arousal levels and wellbeing at the right state while learning own strategies. The path to follow by each individual learner will be working towards independence. In each department, specific subjects are taught.

**Subjects**:

* Communication/Literacy
* Numeracy / Problem solving
* Computing (cross-curricular)
* PSHE
* Careers / Employability Skills
* Creative Arts
* Spiritual, Moral and Cultural Studies
* Leisure, Recreation and Sport

**Lessons**:

* Volunteering/Work experience
* Bus travelling Training
* Healthy Life Style
* Educational visits (onsite: dentist, road safety officer, Autism awareness week) & offsite: local library, outdoor gym, local sport facilities, Amberley Museum, Pizza Express workshop, Cinema- Film Festival, AMEX Stadium, Apple Store, The Grange, Cricket disability day, Ferring Country Centre)
* Accessing local community
* Shopping & Food technology
* Role plays (shopping, work experience, emotions, challenging situations)
* Music / Art / Dancing
* Relaxation / Special Yoga
* Physiotherapy / Hydrotherapy
* Fine & Gross Motor Skills
* Table cricket Club / Gym / Table Cricket / Cricket/ Football / Basketball / Badminton
* Learning through an iPad / Switches /IWB
* Household skills
* Personal Care / Teeth Care
* Speak Out
* Therapy dog- Flow

**Work experience / Volunteering experience / Job Coaching**

* **Onsite**
  + **Gardening**
  + **TA / MDSA**
  + **Jobs around the college**
  + **The Learners Café**
  + **Art Awards (Being an artist)**
  + **Being an artist (M-Art Brighton University)**
  + **Open House (Being an artist)**
* **Off site**
  + **Scope Charity shop**
  + **FAB Café (Tennis Club)**
  + **Portslade Train Station**
  + **Gardening – The Peace Gardens – City Parks and U3A (University of the third age)**
  + **Gardening – The Grange**
  + **Moulsecomb Forest Gardens**
  + **Sport Leaders (Table Cricket)**
  + Eden Perfume (to be reviewed)
  + Café at the AMEX (to be reviewed)
  + RSPC (to be reviewed)
* **Workshops**
  + **Small Batch Café (Barista training)**
  + **Pizza express**
  + **Speak Out**
  + **Guided visit (Job centre)**
  + **Volunteering Centre**
  + **Fabrika / Carousel (Being an artist, Radio podcast, film-making)**

**Key differentiation strategies, educational methods and AAC used**

* **Makaton**
* **Intensive Interaction**
* **Touch cues**
* **Proloquo2go**
* **Grid 3**
* **Eye-Gaze technology**
* **Symbols – CIP3 (and PECs as needed)**
* **OOR**
* **Systematic Instruction (work experience)**
* **Just Right Program**
* **TEACHH**
* **Switches**
* **TacPac**
* **Sherborne Developmental Movement (as appropriate)**
* **Story massage (technique-book)**
* **Massage Story**
* **Sensory Story and multisensory cues**
* **Attention Autism**
* **Writing Dance**
* **Special Yoga**
* **Oral Movement**
* **Therapy dog weekly visits (Covid19- Not happening currently)**

**DEVELOPING PROJECTS AND POSSIBLE PROJECTS**

**Projects in current progress of developing**

* The John Muir Awards- Taking care of our local community
* Portslade Train STATION- Officially adopted! - **New Volunteering experience – Sep 2019**
  + Gardening
  + General maintenance- littering
  + Library- Donations
  + Art exhibition
  + Publicity space for DVLSC
* Art Awards / Art workshop -

**Possible future Projects:**

* Digital enterprise / Marketing
* Journalism: The Downs View Magazine- it needs to be reviewed
* Library – work experience ?
* Farm - Work experience / workshop ?
* Citizenship / global awareness (fundraising charity event)
* Drama?
* Work experience week 12/16 Oct
* Voluntary charity shop – **DONE 19-20 (Contact to be done again after Covid19)**
* Garden Centre Work Experience
* To create an initial pack / letter work experience / feedback- for employers – **DONE 19-20**

**Raul to continue checking:**

* Careers Education Information Advice and Guidance
* Skills and Work Life
* BTECs
* Horticulture – Awards
* Art Awards – By DVLSC
* Fair Train – Work experience Quality Standard
* Work Experience Week

**ACCREDITATION**

* **To see Accreditation routes document**

**Links to Safeguarding**

**Physical (incl domestic abuse, modern slavery as appropriate) P**

**Sexual (incl modern slavery GSM, forced marriage, sexualised behaviours S**

**Emotional (incl Mental health, country lines as appropriate E**

**Neglect/Self neglect N**

**Discriminatory D**

**Organisational O**

**Financial F**

*Useful references:*

* *The National Curriculum (UK)*
* *The Rochford Review (SEN)*
* *Preparing for Adulthood (DfE)*
* *Norther Ireland Curriculum (PSHE)*
* *The Bridge School (PMLD)*