



Discovery Special Academy Preparing for Adulthood themes

	Employment	Friends, community & relationships	Independent living	Good health	Pupil voice and agency
Throughout the academy - the golden thread of all pathways	Developing focus and attention Following routines Developing communication at whatever level	Developing relationships with staff and peers New experiences and opportunities provided, eg visitors into the academy	Hand washing Independent feeding skills Changing for PE (beginning with shoes and socks) Coats	Outdoor play Physical exercise Varied diet Sensory integration Happiness boxes	Developing communication Communication boards in outdoor areas
EYFS	Attention Autism Daily routines/visual timetables Focussed learning / listening times throughout the day Intensive interaction Individual tasks Embedded routines	Fluidity between classroom and sensory space – all children mixing together Visits out of school Trust developed between adults and child through play, ratios, tasks and adults observing children	Toileting Eating Washing hands Walking Dressing / undressing Sitting Choosing	Fruit offered at snack Physical activity – outside play Food exploration – sensory Play session weekly All children offered veg daily on their plate to gain tolerance	PECs shelves PECs sentence strips Timetable (visual) Communication boards/signs (toilet etc) Staff develop awareness of child's behaviours/triggers/body language & act accordingly Staff observations Communication between staff Behaviour logs/plans Behaviour chart to see patterns of behaviours
Informal	Routines Communication Appropriate behaviour Manners Now & next Encouragement & support (new things)	Sharing, turn taking, waiting Mixing across classes where appropriate Buddy system	Toileting, dressing, shoes, coat, hair, teeth Numeracy Go into a shop, library etc Real life experiences (e.g. bus, train)	Healthy fruit Outdoor play Soft play Sensory sessions	Communication techniques – gestures, signs, symbols, verbal Staff observation Staff to speak up on behalf of child if needed
Semi-formal year 1 & 2	Now/next board (visual timetable) Transitions Following instructions Boundaries	Playing alongside each other Sharing toys Good relationships with familiar adults Encourage recognition of names Encourage communication 'hello'	Finding own coat Accepting help Tidy up song – What do we do? Lining up Choices – food, activities Money – 5 currant buns	Accepting support – self care Exercise / movement Sensory Mindfulness	Choice boards in classroom Being aware of how child is behaving Awareness of what is happening around us Involvement in the Junior leadership team Involvement in annual review process where appropriate – all about me
Semi-formal year 3 & 4	Follow string of (complex) instructions Adapt social skills to audience Adaptability – manage choice Problem solving Career choices – What can you do? – Explore range External agencies to provide experiences (e.g. Tesco) Role play / shop areas within the classroom	Safety Social awareness Social time Community visits Visitors to school "Real world" Emergency services Self-regulation Social skills taught holistically Social skills within/outside the academy Building resilience to deal with varied situations	Practical life skills Self-reflection Money awareness/value Choice Communication IT skills Fully change for PE Choices – fruit time Encourage their voice – meal times/menus Life skills such as making sandwiches safely	Walking in community Swimming First aid / life saving Safety Awareness of challenging issues: Eg. substance abuse, alcohol (as appropriate) Promoting movement daily combined with healthy lifestyles to support positive physical and mental health	Wellbeing/ability and opportunities to make choices Express wants & needs Involvement in and leading on projects in the Junior leadership team Involvement in annual review process – all about me
Semi-formal year 5 & 6	What are the children good at? What are their interests? Experiences so can make informed choices	Negotiation at simple levels	Healthy habits Promoting independence for personal skills (e.g. learning to tie shoelaces)	Mental health issues discussed, eg anxiety, depression Strategies to support positive mental health Where help can be found	Involvement and leading on projects and leading the team in the Junior leadership team Involvement in local and national events eg SEND conference Involvement in annual review process, eg attend beginning of meeting Involvement in discussions around transition to secondary

