



Discovery Special Academy Preparing for Adulthood themes

	Employment	Friends, community & relationships	Independent living	Good health	Pupil voice and agency	Minimum external opportunities
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 After school clubs	Hand washing Independent feeding skills Changing for PE (beginning with shoes and socks) Coats/hats – dressing appropriately for weather	Outdoor play Physical exercise Varied diet Sensory integration Happiness boxes Collective worship	Developing communication Communication boards in outdoor areas	Pupils will have opportunities for visits into the community throughout their time in the academy, including at least:
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 Communicating pain/illness	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	Sensory centre eg Pendragon
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	Sensory centre eg Pendragon Woodland park Local shop Local café, eg Priory Woods School Aquarium or similar
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 Mindfulness/yoga	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	Community building eg church Farm Woodland park Local shop Cafe
Semi-formal year 3 & 4	Follow string of (complex) instructions Adapt social skills to audience Adaptability – managing choice and change 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 Horse riding First aid / life saving Safety Awareness of medical professionals eg doctor, dentist Awareness of challenging issues: Eg. substance abuse, alcohol (as appropriate) Promoting movement daily combined with healthy lifestyles to support positive physical and mental health Importance of limiting screen time Importance of sleep	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	Library Museum Post office Sporting venue, eg Sports Village Community building eg mosque Café Garden centre
Semi-formal year 5 & 6	What are pupils good at? What are their interests? Wide range of experiences so can make informed choices Internal work experience opportunities Mini enterprise	Negotiation at simple levels On and offline safety Social time with pupils in other schools eg at trust events Team work in PE	Healthy habits Promoting independence for personal skills (e.g. learning to tie shoelaces) Responsibilities within classroom and academy Buddies	Mental health issues discussed, eg anxiety, depression Strategies to support positive mental health Where help can be found Puberty Relationships education	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	Bank Art gallery Temple/Gurdwara Public event, eg concert, award ceremony Theatre

Semi-formal year 7 & 8	Confidence building activities Development of vocational profile Work experience opportunities – internal and external Mini enterprise Visits to a wide range of work places	Managing time Developing independent travel skills Understanding alcohol and drugs (simple) Resilience building activities Developing hobbies and interests	Responsibility for self – movement around academy, to different subject areas etc Real life experiences eg shopping, journeys Independent living tasks eg cleaning, laundry	Sex and relationships education Developing responsibility for own health Planning meals for balanced diet	Involvement in decision making regarding home school communication books, academy logo etc	Town Hall/Civic building Office building (work place) Local college/HE institution Residential home
Semi-Formal Year 9	Careers afternoon focus. Participation in TVCA Careers and Enterprise week. All pupils have a meaningful workplace role. Visits from DWP to inform pupils about the labour market. Access to independent careers advice. Opportunity to be a Young Journalist, reporting on academy events.	PSHERE focus on relationships Work with outside agencies around healthy relationships. Team work and problem solving. Contributing to JLT, ECO Warriors. Representing the academy at trust-level events. Representing academy in sporting events with other schools. Contributions to assemblies.	Real-life experiences and independent living tasks extended to having responsibilities for certain areas – eg. maintaining library, cooking room, art room. Greater responsibilities in classrooms and for areas around the academy.	Physical Development curriculum with the potential to lead to external accreditation. STEM afternoons that include food technology with a focus on healthy eating Healthy lifestyles covered in PSHERE A focus on staying safe offline and online in PSHERE and through computing. Access to Headstart and other mental health services.	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 and beginning to consider Preparation for Adulthood Pathways Organising and delivering enterprise events Fulfilling a meaningful employment role within the academy – partaking in the entire recruitment process	One place of employment, museum, building of cultural significance, sporting venue, local college/HE institution, residential setting.