



Intent Purple Pathway

Description of Pathway Provision:

- Subject specific learning leading to Certificates of Achievement
- Emphasis on Functional Skills accreditation
- Managing own therapies and self-regulation
- Becoming independent in education, work and social situations
- Self-assessment and improvement
- Self-evaluated personalised target and goal setting

Goals and ambitions	<i>College education and employment</i>	<i>Empowered to be autonomous in life decisions</i>	<i>Building a purposeful adult life in the community</i>	<i>Understand a healthy lifestyle: physically, mentally and emotionally</i>
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Summary:

Curriculum Themes – including Preparing for Adulthood	A young person on this pathway would have had the following opportunities Experience and be involved in:	A young person on this pathway will have the following knowledge, skills and understanding To be able to:
	By the end of Phase 1	
	<ul style="list-style-type: none"> • a broad and balanced subject based curriculum • using a dressing up and role play corner • outside classroom activities • observing people in work, in school and during offsite 	<ul style="list-style-type: none"> • participate in a variety of subject activities • recognise different adults in the school and the jobs they do, e.g. going to the nurse for medication • select appropriate clothing for going outside

Education and Employment	visits	
	<ul style="list-style-type: none"> exploring different clothing for different times of year 	
	By the end of Phase 2	
	<ul style="list-style-type: none"> take part in imaginative role-play focusing on the local community and the services they provide e.g. play shops visit services in the community a broad and balanced subject based curriculum with an emphasis on personal experience taking into consideration sensory and therapy needs. structured careers days- parents and other visitors invited in to talk about their job as well as discussion about skills and qualifications needed. focused phonics and reading sessions focused sessions using ICT equipment and a range of software using ICT/writing to record learning in a wide range of activities so that they begin to understand their likes and dislikes taking part in clubs and leisure time activities 	<ul style="list-style-type: none"> demonstrate an understanding of roles of pupil in their community identify appropriate clothes for different seasons and occasions be aware of what services are in their local community follow a daily class timetable with minimal cues meet expected outcomes in all areas of the curriculum communicate needs and feelings to familiar people in a known setting distinguish between their likes and dislikes and share these with familiar adults and peers demonstrate expected ICT Skills in preparation for adulthood.
	By the end of Phase 3	
	<ul style="list-style-type: none"> an introduction to Careers through weekly lessons, such as enterprise key skills lessons in Maths, English and ICT a broad and balanced subject based curriculum a Tutor Time curriculum that covers a range of interview and role play situations 	<ul style="list-style-type: none"> demonstrate an understanding of how small businesses in the local community operate exhibit transferable skills for the world of work recognise their own skills and attributes and share with familiar adults choose appropriate clothing and exhibit positive behaviour for a role play interview communicate appropriately with a range of people in a known setting follow a structured and supervised work schedule

	By the End of Phase 4	
	<ul style="list-style-type: none"> • fundraising events at school • visits to the local community to explore what could be provided for school events • work experience in the school community and in the local area, with appropriate supervision • a variety of careers and transition events including visits to and from providers/further education • personalised transition, education and career sessions • functional skills lessons and accredited examination courses • a broad and balanced subject-based curriculum with a JCS certificate • personal and vocational profile building sessions and activities • a range of interview and role play situations • working directly with outside providers and business partners • attending sessions with the West London Careers Hub; the Careers & Enterprise Co; Ealing SEND Hub 	<ul style="list-style-type: none"> • create an action plan to organise an event at school • understand the importance of group work and be able to carry out tasks relating to the event. • demonstrate an understanding of the responsibilities and tasks within appropriate jobs • follow a schedule of tasks in a work experience role/setting with a consistent mentor • recognise which subjects and qualifications are needed for chosen career/education • attain functional skills accreditation in English, maths and ICT • recognise and label skills, attributes and experience for a CV, building on own strengths and interests • identify appropriate clothing and behaviour for an interview • communicate with unfamiliar people in a variety of settings using my CV and/or appropriate support • follow a structured transition programme, understanding where to find help if needed

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Independent Living	By the end of Phase 1	
	<ul style="list-style-type: none"> • simple self-care tasks during the day e.g. hanging up coats, washing hands before eating... • participation in familiar routines for different activities and weather- with some visual cues 	<ul style="list-style-type: none"> • follow a simple routine at the start and end of the day • communicate with familiar adults and be more aware of peers • follow a simple visual timetable

	<ul style="list-style-type: none"> • simple turn taking activities • using simple ICT and choosing games to communicate wants and needs • simple food preparation with support • dressing up and role play activities • personal and intimate care routines with familiar people 	<ul style="list-style-type: none"> • move with cues around familiar parts of the school to take messages • communicate a need to use the toilets in the class area • recognise their personal equipment and pegs • participate in a personal care routine with familiar adults
	By end of Phase 2	
	<ul style="list-style-type: none"> • hygiene sessions and activities related to personal care routines • a range of simple cooking and food and drink activities • making simple shopping lists and reading recipe ingredients with support. • role play activities using money/shopping • local trips and preparation for these • moving independently around the school and completing simple jobs • accessing the local area and follow road safety guidelines as instructed by an adult • putting together a timetable for the day with reminders • meeting less familiar people in the community 	<ul style="list-style-type: none"> • initiate personal care routines and instruct familiar carers where there is a physical/sensory difficulty • take responsibility for own personal care if appropriate • follow their therapy programme in simple picture form • demonstrate an understanding of the importance of having a shopping list when out shopping in the community • use money in familiar settings, and understand what it's for • demonstrate how to organise and follow a simple timetable • demonstrate independence and being responsible for self in school, and stay close to a familiar adult in the community • actively participate in activities with peers safely, e.g. in clubs • recognise key land marks in the area and directions • order days of the week and discuss what is happening across the week • recognise simple kitchen equipment and know how to use pieces
	By end of Phase 3	
	<ul style="list-style-type: none"> • hygiene and puberty sessions and activities to support knowledge of own personal care routines • a range of cooking and preparing food and drink activities • sessions planning a shopping trip • managing money sessions in a supported and functional way – understanding the value of money (Key Skills Maths). 	<ul style="list-style-type: none"> • demonstrate more independence in their own personal care • initiate and/or have a voice in personal care routines and where necessary instruct carers where there is a physical/sensory difficulty • follow a simple guided recipe and use kitchen equipment and appliances safely (with appropriate support)

	<ul style="list-style-type: none"> • supervised trips to local shop to buy food items exchange money for goods. • time management sessions • using a range of different household appliances and equipment with close supervision • planned sports' trips with familiar staff • attendance at their Annual Reviews and visual cues to support their contribution • practical sessions in cooking, teaching in conjunction with science, PSHE and Cooking/ DT 	<ul style="list-style-type: none"> • use different amounts of money in order to buy things. • understand a calendar and dates, tell the time using a digital clock • read a timetable of known activities • move independently around the school and complete jobs with check ins • move with supervision around the local area and follow road safety guidelines • recognise situations that may be unsafe and seek assistance from a trusted adult • use a range of household appliances safely with supervision
By end of Phase 4		
	<ul style="list-style-type: none"> • hygiene and puberty sessions and activities in a small setting • a range of cooking and preparing food and drink activities • planning a shopping trip or session online • money sessions covering different ways of managing their money in the future e.g. banks, cards, benefits and saving with visual cues • time management sessions and exploring the use of devices to support • life Skills lessons on travel in the local community, covering a variety of travel training activities and transport use • safety in the home through practical sessions in cooking, washing, using different appliances for household chores with clear guides • planning visits to leisure and social settings in the community with support • how to use a mobile phone and appropriate apps, such as the calendar or calculator • opportunities to take part in different tasks around the school. • Travel Training workshops with outside provider 	<ul style="list-style-type: none"> • initiate personal care routines and instruct carers where there is a physical/sensory difficulty • manage own personal care safely with cues • follow a simple recipe and use kitchen equipment and appliances safely with visual reminders to assist • travel using a Freedom Pass or Oyster card with support. • make a shopping list for needed items from a recipe, know where to purchase them and pay for them • complete an online payment transaction with some support • read a calendar and dates, schedule appointments and events with support • recognise important times of the day and tell the time using a digital clock • use different kitchen equipment following simple instructions safely • travel independently on known routes around the local area following road safety guidelines, calling a carer if physical support needed • use public transport and taxis for longer familiar distances supported to leave enough time for journeys and to get to appointments, following advice where necessary

		<ul style="list-style-type: none"> • recognise situations that may be unsafe and have key safe people in their phone contacts for assistance when needed • plan a meeting with friends with adult support, in the community and keep in touch with a trusted adult

Curriculum Themes – including Preparing for Adulthood	A young person on this pathway would have had the following opportunities	A young person on this pathway will have the following knowledge, skills and understanding
	Experience and be involved in:	To be able to:
Friendships, Relationships and Community	By the end of Phase 1	
	<ul style="list-style-type: none"> • taking part in group activities involving sharing and turn taking • Circle time activities • Bucket group activities 	<ul style="list-style-type: none"> • recognise how a good friend behaves • interact appropriately with others with visual cues • listen to others • take turns in a familiar social setting
	By the end of Phase 2	
	<ul style="list-style-type: none"> • visiting local community facilities; such as shops, leisure centres, libraries • visit the local shop to buy a select number of items • activities teaching road safety . • stranger danger (start with lanyards) activities-which adults in the school are safe to talk to and be with • online safety activities – learning about passwords • PSHE/RSHE sessions about relationships and families • Lunch and afterschool clubs 	<ul style="list-style-type: none"> • recognise suitable leisure activities and facilities in the local community, and arrange access with support where needed. • demonstrate an understanding of shopping and money through role play • follow social rules of listening and sharing, and being a good friend • tell familiar adults how they like to spend their spare time at home or in the community • recognise what is a stranger and people who can help us in the community • Seek help from a trusted adult if worried about themselves online

	By the end of Phase 3	
	<ul style="list-style-type: none"> visiting local community facilities; such as shops, leisure centres, libraries, cinemas Walks and trips in the local area activities exploring how to be safe in the community. social opportunities within leisure time at school, mixing with different pupils safe online access on video games and other appropriate platforms 	<ul style="list-style-type: none"> identify how they like to spend their time, with support can find suitable leisure activities near their home use a visual planner to arrange a trip to a local destination recognise a risky situation, and know how to resolve or report this to trusted adults, with a cue card/reminder develop and maintain friendships through suitable interpersonal skills, using appropriate positive behaviours demonstrate understanding of how to stay safe online, including online gaming with supervision and support
	By the end of Phase 4	
	<ul style="list-style-type: none"> using local community facilities; such as shops, leisure centres, libraries, cinemas, banks with minimal adult supervision simple budgeting activities travel training for local areas and using public transport in preparation for college independently where possible. scenarios and activities exploring how to be safe in the community; such as street safety, recognising bullying; resilience when challenged, where to get help and the emergency services available social opportunities in the community, meeting new people and making friends through local clubs, accessible activities and volunteering services online safety lessons 	<ul style="list-style-type: none"> identify they like to spend their time, what they need and find suitable leisure activities and community facilities to meet need with some support identify sources of income, open a bank account and manage a budget in real life situations (with support) including: <ul style="list-style-type: none"> shopping in stores using vending machines using an ATM calculating costs and change using their mobile phone select and help plan a journey to a wanted destination, understanding timings with appropriate support manage their leisure and spare time by joining groups and clubs that interest them with parental support keep themselves safe online, and know where to get help and report recognised risks online maintain friendships and positive social interactions using their own regulation tips

Curriculum Themes – including Preparing for Adulthood	A young person on this pathway would have had the following opportunities	A young person on this pathway will have the following knowledge, skills and understanding
Good Health	Experience and be involved in:	
	By the end of Phase 1	
	<ul style="list-style-type: none"> washing hands making simple foods- pizza, sandwiches with support trying different foods exercise in PE with cues 	<ul style="list-style-type: none"> make healthy food/ life choices from a limited selection with support
	By the end of Phase 2	
	<ul style="list-style-type: none"> a range of healthy eating activities and events a range of fitness activities including therapy programmes a range of activities about drugs and alcohol and keeping safe activities and events exploring emotions and wellbeing and who to talk to a range of activities about healthy relationships and saying yes and no to others, including visits from relevant agencies and online safety reinforcement activities through science, DT and PSHE 	<ul style="list-style-type: none"> know what constitutes a healthy diet, including medication find relevant leisure activities in the community manage my emotions and find help when needed form healthy relationships at home and school with support make healthy choices – exercise and diet
By the end of Phase 3		
	<ul style="list-style-type: none"> meeting and visiting a wide range of health professionals in school a range of healthy eating activities and events a range of fitness activities including therapy programmes and visits to the wider community with support introductory sessions to drugs and alcohol and keeping safe activities and events exploring emotions and wellbeing. a range of activities about healthy relationships and saying yes and no to others, including visits from relevant agencies and online safety with support Zones of Regulation Attendance at annual reviews 	<ul style="list-style-type: none"> demonstrate some understanding of their health care and where appropriate, inform adults about some of their health care needs participate in routines of their prescribed medication e.g. when to take or use know what constitutes a healthy diet, and understand the negative impact of drugs and alcohol take part in leisure activities during school breaks and out in the community with family support know safe places and people in the school, home and community who can support them manage their emotions with a support programme, and find help when needed

		<ul style="list-style-type: none"> • form healthy relationships with peers in education with support from trusted adults • contribute to their annual review with support
	By the end of Phase 4	
	<ul style="list-style-type: none"> • meeting and visiting a wide range of health professionals in school, hospitals and the community • a range of healthy eating activities and events in the wider community • a range of fitness activities including therapy programmes in the community including local sports centres • a range of activities about drugs and alcohol and keeping safe • activities and events exploring emotions and wellbeing and how to get help when outside school • a range of activities about healthy relationships and saying yes and no to others, including visits from relevant agencies and online safety • attending annual reviews, meetings and transition activities take an active role i.e. ask questions 	<ul style="list-style-type: none"> • make and attend appointments with appropriate health professionals online or by phone i.e. ask questions; with family support • demonstrate an understanding about their prescribed medication i.e. set time reminders on phone when to take medication • assist in preparation of meals at home • play an active role finding and accessing relevant leisure activities in the community • know safe places and people in the school, home and community who can help. • begin to manage their emotions and find help when necessary • form healthy relationships with peers in education and socially outside school • contribute to their EHCP through the annual review with prompts and cues • understand that there are changes to adult services at 18 years old, and know who to ask for help