iASEND summative assessment has been developed and implemented across the curriculum at Percy Hedley to promote and encourage not only the teaching and learning of new skills, but to apply these skills in a range of contexts with the aim of generalisation and the ability to use skills in real life situations.

Opportunities for pupils to apply their learning and skills in functional ways which will prepare them for independence, adulthood and life beyond Percy Hedley School. Children are given opportunities, with the support of therapist, teachers and support staff, to go out into the community and use the skills they have developed in school. Examples of this include social communication skills and power chair driving.

Close communication and collaboration with parents/ carers to extend functionality and independence into the home environment or focus and support specific home based targets. Communication with outside agencies such as community OTs and social workers look at bridging the gap between home and school, in

Tasks differentiated and scaffolded in a manner which support independence by building self esteem. Through the small steps approach, children build confidence to work more independently with individualised equipment. Personal reflection of targets encourages ownership of their work.

Children are encouraged to think more independently by making their own choices during the school day, such as lunch times and choice times. They also share their views when electing their class representative to the school council.

Equipment which is adapted to the needs of each pupil to enable them to access the school day and succeed with as greater level of independence as possible. This includes equipment such as angle symbol supported texts, pencil grips, adapted scissors, increased text size, caring cutlery, mobility aids etc. With individualised aids, this increases pupils self esteem and therefore their belief that they can achieve more independently and in other contexts.

Therapy targets linked to there areas integrated throughout the school day to ensure consolidation and the ability to use skills in context.

2IE Functionality and Independence Drivers

Dressing skills and practical use of fastenings supported and developed in real contexts such as weekly swimming sessions.

Specific tailored therapy session to address personal needs linked to independence and functionality for each pupil. The focus of these sessions are decided by the team and, where appropriate, in discussion with home. The learning that takes place in therapy sessions in generalised and contextualised throughout the school day.

Conductive Education is a unique, holistic approach which sees every person as a unified whole and focuses upon improving the full personality. It's a an educational framework which addresses the mobility, cognitive skills, communication, self-care skills and social skills while teaching pupils to live as independently as possible. (Conductive Education was developed for people of all ages who have neuro-motor disorders such as Cerebral Palsy, or movement control problems which originate from an injury of the brain or another part of the central nervous system).