

Real life, learning experiences that enable concrete understanding - allowing pupils to transfer learning into their everyday lives.

Access to sensory input which supports pupils to better regulate and assess, their own emotional regulation and therefore access learning more independently.

Give pupils a sense of responsibility as well as opportunities to practise functional skills.

Apply learnt skills in functional ways in preparing for independence and adulthood. Pupils 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.

Pupils will be asked to prepare themselves for lessons and off site activities by identifying the equipment they need in the classroom.

Pupils are encouraged to think more independently by making their own choices during the school day, such as lunch times and choice times.

KS3 Speech and Language Functionality Driver

Pupils supported and encouraged to be more independent learners by the use of task plans and jobs lists to organise themselves for learning activities by identifying and collecting equipment and work through more familiar tasks with increasing independence.

Equipment which is adapted to the needs of the 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 boards, pencil grips, increased text size and caring cutlery. This gives increases each pupils self esteem and therefore their belief that they can achieve more

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

Close communication and collaboration with parents/carers to extend functionality and independence into the home environment

Specific tailored therapy session to address personal needs linked to independence and functionality for each pupil. These sessions are decided by the team and where appropriate, in discussion with home. Learning that takes place in therapy sessions is generalised and contextualised through out the school day.

Learning activities are differentiated and scaffolded in a manner which supports independence by building self esteem. Through the small steps approach, children build confidence to work more independently.