

What /Why

-Students are put into pathways based on their end aspirational destinations

- Their whole weekly curriculum and longer-term curriculum is based around preparing them for their planned aspirational end destinations.

This includes – Maths and English at their level, Options based on PFA outcomes – Mental health and wellbeing, Creativity, Life and independence.

1 morning per week in the to visit aspirational destinations – Sometimes our students can't voice where they want to go until they visit. If this is a child without a voice adults advocate. PSHE, Employability Tolentino, Enterprise and work experience

See PFA – Sheet for further info.

- All provision is fully focused on functional use of skills – practice of these skills in real life situations
– Outside of the setting

One of our groups work at prior 3 days per week – stepping stone to going and makes transition much easier. Softer skills that can't always be taught in a sessions – Going into town independently to get lunch, traveling to and from, going into a larger dining hall.

Further development into the independence plus curriculum this year – see curriculum overview. This further enhances and promotes independence skills.

What's the impact?

- Qualification/ accreditation of their learning is growing rapidly
- Qualification accreditation is now fit for the learners needs and aspirations
- - All learners (Where relevant) leaving with independent living skills qualifications in cookery, customer service, various life skills – Travel training relevant to them – Ability to travel to and from college/ provision inside and outside setting
- All pupils for the last 4 years have made it to their end aspirational destinations
- LA data shows children that left 4 years ago 100 percent sustained destination