



Addressing SEND areas of need

ASDAN Preparing for Adulthood
Programmes and Entry 1 qualifications
in Personal Progress

Introduction

ASDAN's vision is to transform life chances through learning.

ASDAN engage courses are specifically designed for children and young people with special educational needs and disabilities. These courses provide meaningful outcomes through a person-centred approach that prepares learners for adult life.

This booklet shows how ASDAN's Preparing for Adulthood programmes and Entry 1 qualifications in Personal Progress can provide opportunities to develop and practice the skills that will prepare a young person for adulthood.

These courses can support centres in planning curriculum pathways that address individual learner's priorities in the four broad areas of need, as identified in the 0–25 SEND code of practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Individual programmes, modules and units from these courses can be used to support longer term outcomes when creating and reviewing EHC and transition plans.

Addressing SEND areas of need through ASDAN provision

The grids on the following pages show how components of ASDAN's Preparing for Adulthood programmes (eg modules, activities) and units from the Entry 1 qualifications in Personal Progress can meet the four broad areas of need outlined above.

New Horizons

New Horizons is an activity-based curriculum for those aged 9–13 with SEND. Learners cover areas including PSHE, citizenship and transition from primary to secondary school. See page 3.

Transition Challenge

Transition Challenge provides an activity-based curriculum to support learners aged 14–16 with SEND.

- The Sensory programme recognises small steps of achievement for those with significant learning difficulties. See page 3.
- The Introduction and Progression programme is linked to curriculum areas, such as English, mathematics, science, ICT, citizenship and work-related. See page 4.

Workright

Workright has been designed for learners aged 14+ with SEND that are following a work-related or work-based programme of study. It supports learners in developing a range of transferable employability skills. See page 4.

Towards Independence

Towards Independence provides an activity-based curriculum to support learners aged 14 and over with SEND. It comprises more than 70 modules to develop learners' personal, social, independent living and work-related skills. See pages 5–7.

Entry 1 qualifications in Personal Progress

The Personal Progress qualifications have been developed for learners working at Entry 1 and below. A choice of units is available, covering the following topics: literacy, numeracy and ICT; independent living skills; personal development; community participation; and preparation for work. See pages 8–11.

Preparing for Adulthood programmes

New Horizons

This grid shows how activities 1–5 from each of the five modules in New Horizons can address the four broad areas of need.

Modules and activities	Communication and interaction					Cognition and learning					Social, emotional and mental health					Sensory and physical				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Personal																				
Social																				
Health																				
Citizenship																				
Relationships																				

Transition Challenge: Sensory

This grid shows how activities 1–9 from each of the four modules in Transition Challenge: Sensory can address the four broad areas of need.

Modules and activities	Communication and interaction					Cognition and learning					Social, emotional and mental health					Sensory and physical				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Communication and interaction	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5
	6	7	8	9	–	6	7	8	9	–	6	7	8	9	–	6	7	8	9	–
Cognition	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5
	6	7	8	9	–	6	7	8	9	–						6	7	8	9	–
Physical	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5
	6	7	8	9	–	6	7	8	9	–	6	7	8	9	–	6	7	8	9	–
Self-help and independence	1	2	3	4	5	1	2	3	4	5	1	2			5	1	2	3	4	
	6	7	8	9	–	6	7	8	9	–						6	7	8	9	–

Preparing for Adulthood programmes

Transition Challenge: Introduction and Progression

This grid shows how activities 1–18 from each of the five modules in Transition Challenge: Introduction and Progression can address the four broad areas of need.

Modules and activities	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and physical
Knowing how	1 2 3 4 5 6	1 2 3 4 5 6	3 5	4
	7 8 9 10 11 12	7 8 9 10 11 12	7 8 9 11 12	10 12
	13 14 15 16 17 18	13 14 15 16 17 18		
Making choices	1 2 3 4 5 6	1 2 3 4 5 6	1	3 6
	7 8 9 10 11 12	7 8 9 10 11 12	8 11 12	8 10 11 12
	13 14 15 16 17 18	13 14 15 16 17 18	13 14 17 18	13
Feeling good	1 2 3 4 5 6	1 2 3 4 5 6	1 6	
	7 8 9 10 11 12	7 8 9 10 11 12	8 9 10 11 12	10 11 12
	13 14 15 16 17 18	13 14 15 16 17 18	14 17 18	
Moving forwards	1 2 3 4 5 6	1 2 3 4 5 6	1 2	1 6
	7 8 9 10 11 12	7 8 9 10 11 12	8 9 10	10
	13 14 15 16 17 18	13 14 15 16 17 18	13 14 17 18	
Taking the lead	1 2 3 4 5 6	1 2 3 4 5 6	2	6
	7 8 9 10 11 12	7 8 9 10 11 12	7 9 10 11 12	7 8 9 10 12
	13 14 15 16 17 18	13 14 15 16 17 18	13 14 17 18	

Workright

This grid shows how sections 1–3 from each of the four modules in Workright can address the four broad areas of need.

Modules and sections	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and physical
1: Health and safety at work	1 2 3	1 2 3	2 3	
2: Responsibilities in the workplace	1 2 3	1 2 3	1 2	
3: Working with others	1 2 3	1 2 3	1 2 3	
4: You at work	1 2 3	1 2 3	3	

Preparing for Adulthood programmes

Towards Independence

This grid shows how Towards Independence modules can address the four broad areas of need.

	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and physical
Module titles	<ul style="list-style-type: none"> • Animal Care • Baking: Sensory • Baking: Introduction • Business Enterprise • Citizenship • Coping with People • Craft Making • Creativity • Current Affairs • Developing Communication Skills: Sensory • Developing Communication Skills: Introduction • Developing Communication Skills: Progression • Developing Numeracy Skills: Introduction • Developing Numeracy Skills: Progression • E-Safety • Engaging with the world around me: Events • Engaging with the world around me: Objects • Engaging with the world around me: People • The Environment • Everyday Living • Geography • Getting Ready to Go Out • Going to College • History • Horticulture 	<ul style="list-style-type: none"> • Animal Care • Baking: Sensory • Baking: Introduction • Business Enterprise • Citizenship • Coping with People • Craft Making • Creativity • Current Affairs • Developing Communication Skills: Sensory • Developing Communication Skills: Introduction • Developing Communication Skills: Progression • Developing Numeracy Skills: Introduction • Developing Numeracy Skills: Progression • E-Safety • Engaging with the world around me: Events • Engaging with the world around me: Objects • Engaging with the world around me: People • The Environment • Everyday Living • Geography • Getting Ready to Go Out • Going to College • History • Horticulture 	<ul style="list-style-type: none"> • Baking: Sensory • Citizenship • Coping with People • Craft Making • Creativity • Current Affairs • Developing Communication Skills: Introduction • Developing Numeracy Skills: Introduction • E-Safety • Engaging with the world around me: People • The Environment • Everyday Living • Getting to Know a Group • Going to College • Horticulture • Independent Living: Progression • Knowing About Myself • Living Here • Looking Smart: Sensory • Looking Smart: Introduction • Making Pictures • Meal Preparation and Cooking: Sensory • Meal Preparation and Cooking: Introduction • Meal Preparation and Cooking: Progression • Money: Introduction 	<ul style="list-style-type: none"> • Baking: Sensory • Craft Making • Creativity • Developing Communication Skills: Sensory • Engaging with the world around me: Events • Engaging with the world around me: Objects • Engaging with the world around me: People • Everyday Living • Looking Smart: Sensory • Making Pictures • Meal Preparation and Cooking: Sensory • Multi-sensory Experiences • Myself and Others • Personal Care Routines: Sensory • Pottery and Ceramics • Printing • Sound • Rhythm and Music • Sport and Leisure • Using ICT • The World Around Us • Yogacise

Preparing for Adulthood programmes

Towards Independence (continued)

	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and physical
Module titles	<ul style="list-style-type: none"> • Independent Living: Introduction • Independent Living: Progression • Knowing About Myself • Living Here • Looking Smart: Sensory • Looking Smart: Introduction • Making Pictures • Meal Preparation and Cooking: Sensory • Meal Preparation and Cooking: Introduction • Meal Preparation and Cooking: Progression • Mobility • Money: Introduction • Money: Progression • Multi-sensory Experiences • My Future Choices • Myself and Others • Out in the Community • Performing Arts • Personal Care Routines: Sensory • Personal Care Routines: Introduction • Personal Safety • Photography/Multi-media • Popular Culture • Pottery and Ceramics • Practical Workshop • Printing 	<ul style="list-style-type: none"> • Independent Living: Introduction • Independent Living: Progression • Knowing About Myself • Living Here • Looking Smart: Sensory • Looking Smart: Introduction • Making Pictures • Meal Preparation and Cooking: Sensory • Meal Preparation and Cooking: Introduction • Meal Preparation and Cooking: Progression • Mobility • Money: Introduction • Money: Progression • Multi-sensory Experiences • My Future Choices • Myself and Others • Out in the Community • Performing Arts • Personal Care Routines: Sensory • Personal Care Routines: Introduction • Personal Safety • Photography/Multi-media • Popular Culture • Pottery and Ceramics • Practical Workshop • Printing 	<ul style="list-style-type: none"> • Money: Progression • My Future Choices • Myself and Others • Out in the Community • Personal Care Routines: Sensory • Personal Care Routines: Introduction • Personal Safety • Photography/Multi-media • Popular Culture • Pottery and Ceramics • Practical Workshop • Printing • Relationships • Residential Experiences • Self-Advocacy • Sound, Rhythm and Music • Sport and Leisure • Sports Studies • Time Management and Self-organisation • Using Computer Technology • Using ICT • Using Leisure Time • Using Transport • Water Skills • The Wider World • Work Awareness • The World Around Us • World of Work: Care Assistant • World of Work: Catering Assistant • World of Work: Horticulture Assistant 	

Preparing for Adulthood programmes

Towards Independence (continued)

	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and physical
Module titles	<ul style="list-style-type: none"> • Recognising and Using Everyday Signs • Relationships • Residential Experiences • Self-Advocacy • Sound, Rhythm and Music • Sport and Leisure • Sports Studies • Time Management and Self-organisation • Using Computer Technology • Using ICT • Using Leisure Time • Using Transport • Water Skills • The Wider World • Work Awareness • The World Around Us • World of Work: Care Assistant • World of Work: Catering Assistant • World of Work: Horticulture Assistant • World of Work: Leisure Assistant • World of Work: Office Assistant • World of Work: Retail Assistant • World of work: Salon Assistant • Yogacise 	<ul style="list-style-type: none"> • Recognising and Using Everyday Signs • Relationships • Residential Experiences • Self-Advocacy • Sound, Rhythm and Music • Sport and Leisure • Sports Studies • Time Management and Self-organisation • Using Computer Technology • Using ICT • Using Leisure Time • Using Transport • Water Skills • The Wider World • Work Awareness • The World Around Us • World of Work: Care Assistant • World of Work: Catering Assistant • World of Work: Horticulture Assistant • World of Work: Leisure Assistant • World of Work: Office Assistant • World of Work: Retail Assistant • World of work: Salon Assistant • Yogacise 	<ul style="list-style-type: none"> • World of Work: Leisure Assistant • World of Work: Office Assistant • World of Work: Retail Assistant • World of work: Salon Assistant • Yogacise 	

Entry 1 qualifications in Personal Progress

This grid shows how units from the Entry 1 qualifications in Personal Progress can address the four broad areas of need.

	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and physical
Unit titles	<ul style="list-style-type: none"> Developing communication skills (DCS) Developing ICT skills (DIS) Developing reading skills (DRS) Developing writing skills (DWS) Early mathematics: developing number skills (EMNS) Early mathematics: measure (EMM) Early mathematics: position (EMP) Early mathematics: sequencing and sorting (EMSO) Early mathematics: shape (EMSH) Making requests and asking questions in familiar situations (RAQ) Providing personal information (PPI) Recognising time through regular events (TRE) Understanding what money is used for (UMF) Developing independent living skills: being healthy (ILBH) Developing independent living skills: having your say (HYS) Developing independent living skills: keeping safe (ILKS) 	<ul style="list-style-type: none"> Developing communication skills (DCS) Developing ICT skills (DIS) Developing reading skills (DRS) Developing writing skills (DWS) Early mathematics: developing number skills (EMNS) Early mathematics: measure (EMM) Early mathematics: position (EMP) Early mathematics: sequencing and sorting (EMSO) Early mathematics: shape (EMSH) Making requests and asking questions in familiar situations (RAQ) Providing personal information (PPI) Recognising time through regular events (TRE) Understanding what money is used for (UMF) Developing independent living skills: being healthy (ILBH) Developing independent living skills: having your say (HYS) Developing independent living skills: keeping safe (ILKS) 	<ul style="list-style-type: none"> Developing communication skills (DCS) Making requests and asking questions in familiar situations (RAQ) Providing personal information (PPI) Understanding what money is used for (UMF) Developing independent living skills: being healthy (ILBH) Developing independent living skills: having your say (HYS) Developing independent living skills: keeping safe (ILKS) Developing independent skills: looking after your home (ILOH) Developing independent skills: looking after yourself (LAY) Developing independent skills: personal presentation (ILPP) Planning and preparing food for an event (PFE) Preparing drinks and snacks (PDS) Taking part in daily routine activities (DRA) Dealing with problems (DPS) 	<ul style="list-style-type: none"> Developing ICT skills (DIS) Engaging in new creative activities (NCA) Encountering experiences: being part of things (EES) Engaging with the world around you: events (EWE) Engaging with the world around you: objects (EWO) Engaging with the world around you: people (EWP) Engaging with the world around you: technology (EWT) Engaging with the world around you: therapies (EWTH)

Entry 1 qualifications in Personal Progress

	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and physical
Unit titles	<ul style="list-style-type: none"> Developing independent skills: looking after your home (ILOH) Developing independent skills: looking after yourself (LAY) Developing independent skills: personal presentation (ILPP) Planning and preparing food for an event (PFE) Preparing drinks and snacks (PDS) Taking part in daily routine activities (DRA) Dealing with problems (DPS) Developing learning skills: learn to learn (DLS) Developing self-awareness: all about me (DSA) Engaging in new creative activities (NCA) Getting on with other people (GOP) Rights and responsibilities: everybody matters (RAR) Using interpersonal skills to contribute to positive relationships (ISPR) Developing community participation skills: caring for the environment (CPE) 	<ul style="list-style-type: none"> Developing independent skills: looking after your home (ILOH) Developing independent skills: looking after yourself (LAY) Developing independent skills: personal presentation (ILPP) Planning and preparing food for an event (PFE) Preparing drinks and snacks (PDS) Taking part in daily routine activities (DRA) Dealing with problems (DPS) Developing learning skills: learn to learn (DLS) Developing self-awareness: all about me (DSA) Engaging in new creative activities (NCA) Getting on with other people (GOP) Rights and responsibilities: everybody matters (RAR) Using interpersonal skills to contribute to positive relationships (ISPR) Developing community participation skills: caring for the environment (CPE) 	<ul style="list-style-type: none"> Developing learning skills: learn to learn (DLS) Developing self-awareness: all about me (DSA) Getting on with other people (GOP) Rights and responsibilities: everybody matters (RAR) Using interpersonal skills to contribute to positive relationships (ISPR) Developing community participation skills: caring for the environment (CPE) Developing community participation skills: getting out and about (CPS) Developing community participation skills: participating in sporting activities (CPSA) Developing community participation skills: personal enrichment (CPP) Travel within the community: going places (CGP) Using a community facility over a period of time (CPT) Using local health services (LHS) Developing skills for the workplace: following instructions (FIS) 	

Entry 1 qualifications in Personal Progress

	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and physical
Unit titles	<ul style="list-style-type: none"> Developing community participation skills: getting out and about (CPS) Developing community participation skills: participating in sporting activities (CPSA) Developing community participation skills: personal enrichment (CPP) Travel within the community: going places (CGP) Using a community facility over a period of time (CPT) Using local health services (LHS) Developing skills for the workplace: following instructions (FIS) Developing skills for the workplace: getting things done (GTD) Developing skills for the workplace: growing and caring for plants (GCP) Developing skills for the workplace: health and safety (HAS) Developing skills for the workplace: looking after and caring for animals (LCA) Developing skills for the workplace: looking and acting the part (LAP) 	<ul style="list-style-type: none"> Developing community participation skills: getting out and about (CPS) Developing community participation skills: participating in sporting activities (CPSA) Developing community participation skills: personal enrichment (CPP) Travel within the community: going places (CGP) Using a community facility over a period of time (CPT) Using local health services (LHS) Developing skills for the workplace: following instructions (FIS) Developing skills for the workplace: getting things done (GTD) Developing skills for the workplace: growing and caring for plants (GCP) Developing skills for the workplace: health and safety (HAS) Developing skills for the workplace: looking after and caring for animals (LCA) Developing skills for the workplace: looking and acting the part (LAP) 	<ul style="list-style-type: none"> Developing skills for the workplace: getting things done (GTD) Developing skills for the workplace: health and safety (HAS) Developing skills for the workplace: looking after and caring for animals (LCA) Participating in a mini enterprise project (MEP) Encountering experiences: being part of things (EES) Engaging with the world around you: events (EWE) Engaging with the world around you: people (EWP) 	

Entry 1 qualifications in Personal Progress

	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and physical
Unit titles	<ul style="list-style-type: none"> • Participating in a mini enterprise project (MEP) • Encountering experiences: being part of things (EES) • Engaging with the world around you: events (EWE) • Engaging with the world around you: objects (EWO) • Engaging with the world around you: people (EWP) • Engaging with the world around you: technology (EWT) • Engaging with the world around you: therapies (EWTH) 	<ul style="list-style-type: none"> • Participating in a mini enterprise project (MEP) • Encountering experiences: being part of things (EES) • Engaging with the world around you: events (EWE) • Engaging with the world around you: objects (EWO) • Engaging with the world around you: people (EWP) • Engaging with the world around you: technology (EWT) • Engaging with the world around you: therapies (EWTH) 		



© ASDAN January 2019

Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY

t: 0117 941 1126 | e: info@asdan.org.uk | www.asdan.org.uk |   @ASDANeducation