



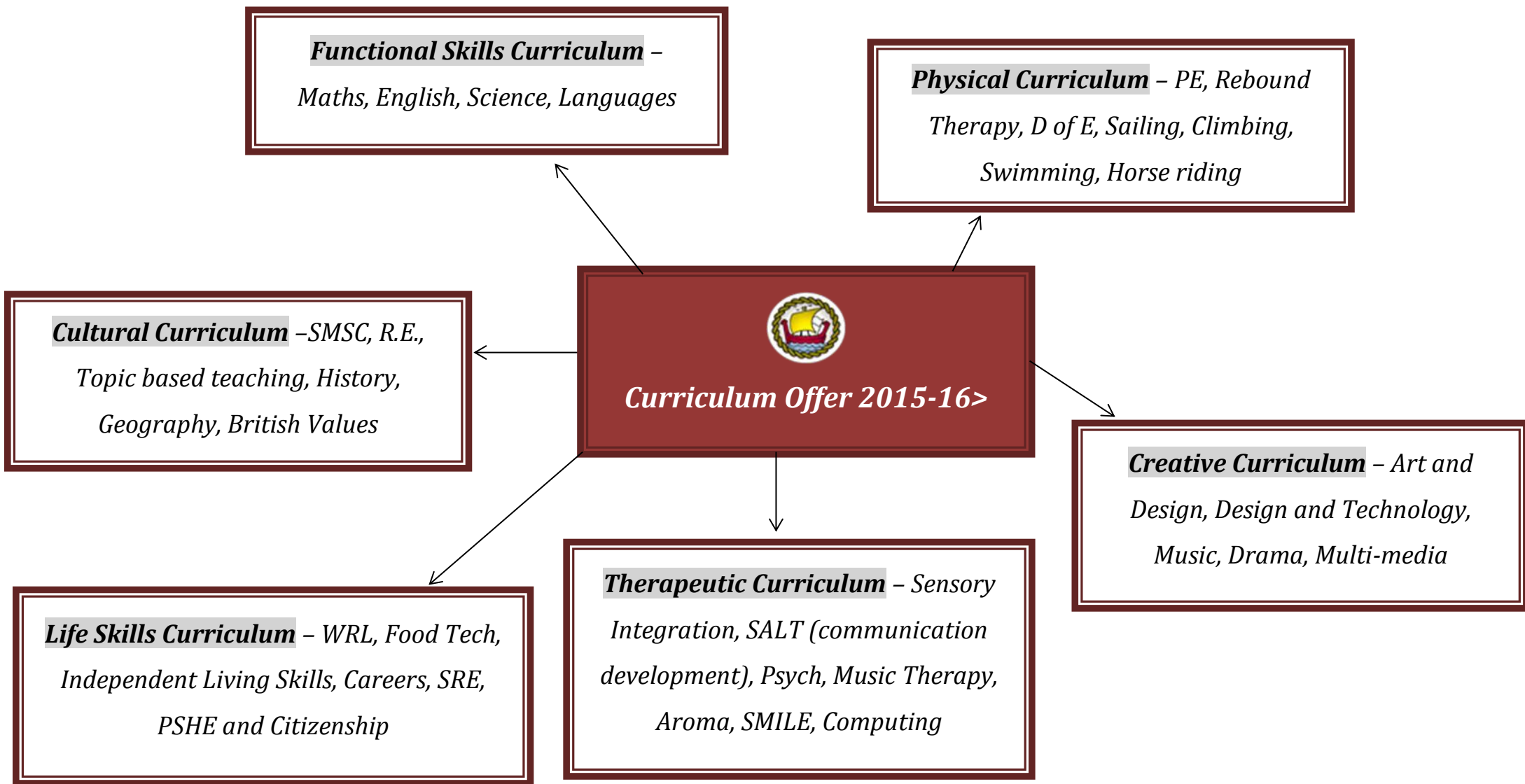
Kisimul



School



Kisimul Schools Lincolnshire  
Curriculum Overview, Routes for Learners  
and 14-19 Accredited Learning Overview.  
2015/16>



# Routes for Learners / Curriculum Delivery

## KS3-KS5

### Context:



Kisimul School Lincolnshire is a school for learners with SLD, ASD and other associated SEN. All learners are placed at the school because of the intensity and severity of their challenging behaviour, which has in most instances led to placement and educational breakdown at point of admission. Learners have complex profiles, and although the routes below are defined into 3 exemplar pathways to demonstrate the various modes of delivery and curriculum, in reality students will transition across all elements dependent on their learning profile.

KS 3	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 – L3) E1/2/3
	<p>Learners have access to a sensory orientated curriculum – Functional Skills are reinforced through daily objectives work within structured programs which are individualised according to need. Students receive ‘Intensive Interaction’ to reinforce their communicative skills.</p> <p>Sensory Greetings/ Sensory diet programmes are in place for all learners.</p> <p>National Curriculum core strands – ICT/ History / Geography / SRE/ RE are taught through a topic based curriculum and to develop self-confidence/ awareness, personal choices within behaviour.</p> <p>Learners have practical sensory based approach to learning within Creative and Sensory provision – access the sensory barn, SMILE, sensory rooms, sensory swimming sessions.</p>	<p>Learners reinforce emerging functional skills through daily objectives work, and social skills reinforcement during snack meals, social skills groups and context based learning.</p> <p>Sensory Greetings/ sensory diets are in place for all learners, with some learners completing elements of their programme with increasing independence</p> <p>National Curriculum core strands taught through a topic based curriculum differentiated though language and content.</p> <p>Topic based curriculum is used to reinforce learning across core subjects, and topics are taught over termly periods to reinforce learning and understanding.</p>	<p>Objectives work focusses on more formal learning though daily English and Maths targets and some small group teaching approaches where appropriate.</p> <p>Learners continue to have sensory diets and a focus on sensory modulation, although this may be more incorporated into the daily curriculum through movement based tasks (such as register duty/stock taking etc.)</p> <p>Topic based curriculum is still used to reinforce core subject work, although emphasis could be more on taught skills, research and small discussion /project work.</p>

<p>Students follow ASDAN 'New Horizons' focussing on: Personal Care, Citizenship and Health.</p> <p>Physical curriculum is supported on site by access to the gym, swimming pool, sensory trail.</p> <p>Students follow developmental based SOW for SRE, PE.</p> <p>Students begin to embed community learning through following developmental based SOW for Shopping, community access, travel curriculum.</p> <p>Assessment using B-Squared 'Small Steps' and comparison against UQ expectations for learners with SEN.</p> <p>Life Skills curriculum is embedded through ASDAN 'New Horizons'. Students begin to accrue formal accreditation for ASDAN awards, focussing on sensory elements such as: likes and dislikes, leisure activities, visiting different places in the local community and experiencing different job roles'.</p> <p>Therapeutic curriculum threads timetable dependent on pupils' statement focus and SEN.</p> <p>Sensory approaches to learning / rewards through: Ipad sensory apps, interactive whiteboard work, sensory room , switch work reinforce sensory and communicative skills.</p>	<p>Students follow ASDAN 'New Horizons' focussing on Personal and Social Skills, gaining accreditation throughout the KS.</p> <p>Students follow 'National Plan ASA Swimming Stage' awards and 'Water-Skills Plus' school accredited achievements.</p> <p>Physical / Life Skills curriculum is reinforced by more formal learning paths using SOW for PE/and Pre- Entry Level for SRE.</p> <p>Students follow Pre-Entry SOW for SRE and PE.</p> <p>Students follow elements of developmental, Pre-Entry and Entry Level curriculum for: shopping, community access, travel curriculum and access weekly sessions to reinforce skills.</p> <p>Students with complex sensory modulation needs have input from therapeutic teams either through direct intervention or through provision or programs (such as sensory diets) throughout the day.</p> <p>Students access the SMILE / sensory rooms for interaction and creative work, both to increase functional communication and to increase creativity and understanding of topic work through sensory/ play based input.</p>	<p>Physical life skills curriculum is accessed through Entry Level curriculum for PE and SRE.</p> <p>Students follow 'National Plan ASA Swimming Stage' awards 'Water-Skills Plus' school accredited achievements.</p> <p>Accreditation for life skills through ASDAN 'New Horizons' with a focus on contextual based learning and achieving independent living based 24 hour targets.</p> <p>Students follow elements of developmental, Pre-Entry and Entry Level curriculum for: shopping, community access, travel curriculum, and access weekly sessions to reinforce skills.</p> <p>Students with complex sensory modulation needs have input from therapeutic teams either through direct intervention or through provision or programs such as: sensory diets or aromatherapy throughout the day.</p>
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KS 4	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 – L3) E1/2/3
	<p>Learners have access to a sensory orientated curriculum – Functional Skills are reinforced through daily Objectives work within structured programs which are individualised according to need. Students receive Intensive Interaction to reinforce their communicative skills.</p> <p>Sensory Greetings / Sensory diet programs are in place for all learners – support staff embed established programs and consult therapeutic teams for input on a dynamic basis.</p> <p>Timetable compromises: sensory art, food technology, music, and multi - sensory input for multi –cultural and mini-enterprise based curriculum.</p> <p>Work Related Learning (WRL) focusses on on-site based tasks such as: stock taking, preparation of drinks and snacks and sensory based elements of Animal Husbandry.</p> <p>Life skills are reinforced through learners actively being encouraged to look after own items of clothing/laundry/ equipment etc.</p> <p>Learners follow developmental strands of shopping and travel curriculum. There is an increased focus on community based participation through 2/3 weekly timetabled visits into the local environments.</p> <p>National Curriculum core strands – ICT/ History</p>	<p>Learners continue to reinforce learning through daily objectives work which has a more contextual learning focus and is related to real life skills.</p> <p>Learners reinforce functional skills with a greater emphasis on community based activities – such as: setting up and stocking tuck shop, coffee shop in the local village hall, WRL (such as local church cleaning) and accessing the local community.</p> <p>Sensory diet and movement based curriculum are in place for learners with complex sensory profiles and need for daily input.</p> <p>Life skills are reinforced through ASDAN ‘Transition Challenge’ accreditation, and through community based contextual learning.</p> <p>Daily reinforcement of these skills is embedded through the implementation of 24 hour targets based on personal health and social targets that are reinforced in real life rehearsal.</p> <p>Learners follow Pre-Entry emphasis strands of shopping and travel curriculum. There is an increased focus on community based participation through 2/3 weekly timetabled visits into the local environments.</p> <p>National Curriculum core strands – ICT/</p>	<p>Learners take part in ASDAN work related learning through completion of ASDAN ‘World of Work’.</p> <p>Learners reinforce functional skills with a greater emphasis on community based activities – such as: setting up and stocking tuck shop, coffee shop in the local village hall, WRL (such as local church cleaning) and accessing the local community.</p> <p>Students with complex sensory modulation needs have input from therapeutic teams either through direct intervention or through provision or programmes such as: sensory diets or aromatherapy throughout the day.</p> <p>Learners follow Entry Level emphasis of shopping and travel curriculum. There is an increased focus on community based participation through 2/3 weekly timetabled visits into the local environment – learners will take increasingly independent roles in planning and accessing some elements of off-site learning independently.</p> <p>Learners have a practical based</p>

<p>/ Geography / SRE/ RE are taught through a topic based curriculum.</p> <p>Life Skills curriculum is embedded through ASDAN 'Transition Challenge'. Students begin to accrue formal accreditation for ASDAN awards, focussing on sensory orientated accreditation.</p> <p>Learners have practical sensory based approach to learning within Creative and Sensory provision - access the sensory barn, SMILE, sensory rooms, sensory swimming sessions.</p> <p>Physical curriculum is supported on site by access to the gym, swimming pool, sensory trail.</p> <p>Students follow developmental based SOW for SRE, PE.</p> <p>Students begin to embed community learning through following developmental based SOW for Shopping, community access, travel curriculum.</p> <p>Assessment using B-Squared 'Small Steps' and comparison against UQ expectations for learners with SEN.</p>	<p>History / Geography / SRE/ RE are taught through a topic based curriculum.</p> <p>Learners have practical based approach to learning within the creative and Sensory provision -and access the sensory barn, SMILE, sensory rooms and sensory swimming sessions.</p> <p>Learner's physical curriculum is embedded through: horse riding, swimming, after school activity (such as sailing/ wall climbing) and through gym based sessions focussing on co-ordination and participation skills.</p> <p>Learners follow Pre-Entry Level based curriculum for SRE / PE.</p> <p>Assessment using B-Squared 'Small Steps' and comparison against UQ expectations for learners with SEN.</p>	<p>approach to learning within Creative and Sensory provision -and access the sensory barn, SMILE, sensory rooms, sensory swimming sessions. Soundbeam and interactive elements enable learners to take control of aspects of the session and improve planning and problem solving skills, alongside engaging with creative and interactive learning experiences.</p> <p>Learners follow Entry Level emphasis for SRE/ PE.</p> <p>Learners continue to have individualised sensory greetings programmes and sensory diet based activities and to facilitate their readiness for learning and engagement.</p> <p>Year 11 learners will begin a gradual transitional and familiarisation programme with regular timetabled curriculum opportunities at Acacia Hall, in readiness for post 16 learning.</p> <p>Assessment using B-Squared 'Small Steps' and comparison against UQ expectations for learners with SEN.</p>
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KS 5	Developmental Curriculum (P1-P4)	Pre Entry (P5-P8)	Entry Level (P8 – L3) E1/2/3
	<p data-bbox="376 454 887 499"></p> <p data-bbox="295 762 913 1029">Learners follow vocational orientated Post 16 curriculum. Learners continue to have a sensory orientated approach encompassing daily objectives work to embed functional skills, frequent opportunity to access social skills rehearsal, and a high therapeutic input to focus on functional communication and interaction skills.</p> <p data-bbox="295 1074 913 1241">Learners follow ASDAN accreditation routes and accrue certification that reflects the level of input required. This focusses on functional learning, sensory and community based participation.</p> <p data-bbox="295 1286 913 1377">Learners continue to embed life skills through access to ASDAN meal preparation, sensory participation and 24 hour target reinforcement.</p>	<p data-bbox="943 280 1532 515">A more collegiate model of delivery is in place within Post 16 – students are placed within a class group of appropriate peers, but may have an individualised pathway, with therapeutic and choice* based curriculum delivered by education staff with specific area responsibility – e.g. creative or physical curriculum</p> <p data-bbox="943 555 1532 722"><i>*education staff act as advocates based on student responses but emphasis is on encouraging additional motivational activity and curriculum where this has a positive response to student engagement.</i></p> <p data-bbox="943 762 1532 1029">Learners follow vocational orientated Post 16 curriculum. Delivery continues to have an emphasis on real life rehearsal of independent living skills, frequent opportunity for social skills rehearsal and community participation, and a high therapeutic input to focus on functional communication and interaction skills.</p> <p data-bbox="943 1074 1532 1278">Learners follow ASDAN Independent Living units within ‘Towards Independence’- e.g. Using Transport, and Personal Progress Units such as: ‘Using a Community Facility Over a Period of Time’ and ‘Developing Independent Living Skills: ‘Being Healthy’.</p>	<p data-bbox="1570 454 2000 499"></p> <p data-bbox="1563 775 2051 1217">Learners follow vocational orientated Post 16 curriculum. Delivery continues to have an emphasis on real life rehearsal of independent living skills, frequent opportunity for social skills rehearsal and community participation, and a high therapeutic input to focus on functional communication and interaction skills. More independent learners may access WRL opportunities off site including work in local charity shops/ hairdressers and local churches.</p> <p data-bbox="1563 1262 2051 1385">Learners complete mini-enterprise work including accreditation within Personal Progress Units – e.g. Participating in a Mini-Enterprise</p>

	<p>Learners access on site provision for Animal Husbandry and creative elements with a focus on sensory development and passive participation.</p> <p>Physical curriculum is accessed through Rebound Therapy, swimming, and individualised elements through sensory diets and movement based curriculum such as: Rebound Therapy and Animal Husbandry sessions.</p> <p>Students access music therapy, sensory barn provision, and Swinderby swimming pool for sensory/communication focussed swimming sessions.</p> <p>Students access SRE and PE programs at a level appropriate to their level of functioning.</p>	<p>Learners continue to embed life skills through access to ASDAN meal preparation, sensory participation and 24 hour target reinforcement, with support from education staff reflective of emerging skills.</p> <p>Learners access on site provision for Animal Husbandry and creative elements with a focus on increasingly active participation within routine tasks for animal care and maintaining the environment.</p> <p>Physical curriculum is delivered through Rebound Therapy, swimming, and individualised elements such as sensory diet and movement based curriculum e.g. Rebound Therapy and Animal Husbandry sessions.</p> <p>Learners will complete WRL by completing ASDAN accreditation such as 'World of Work'</p> <p>Learners have the opportunity to participate in residential based ASDAN accreditation, and also D of E rehearsal and expeditions with appropriate levels of support and some independent completion of tasks.</p>	<p>project. This includes producing items for the local community and also for the bi-annual Christmas and Summer school Fayres.</p> <p>Learners have the opportunity to participate in residential based ASDAN accreditation, and also D of E rehearsal and expeditions. Some learners will complete extended expeditions involving organisation of equipment, extended hikes across variant terrain, and preparation of food outdoors etc.</p> <p>Students complete appropriate accreditation for Physical Skills rehearsal and application, such as: 'Towards Independence: Water skills' and 'Towards Independence: Sport Studies' ASDAN.</p> <p>Learners will complete WRL accreditation by completing appropriate Personal Progress units such as 'Developing skills for the Workplace'.</p>
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**Curriculum Structure 2015-2016**

Class	Careers Focus	Personal Progress/PSD/Diploma in Life Skills (Foundation Learning)	ASDAN – Class Specific
<b>Red Arrows</b>	People Who Help us in the Community.	Personal Progress: <ul style="list-style-type: none"> <li>• Travel within the Community: Going Places</li> <li>• Engaging with the World Around You: People</li> <li>• Making Drinks and Snacks</li> </ul>	<ul style="list-style-type: none"> <li>• Printing</li> <li>• Developing Communication Skills: Sensory</li> </ul>
<b>Spitfires</b>	Men and Women at Work.	Personal Progress: <ul style="list-style-type: none"> <li>• Developing Skills for the Workplace: Looking After and Caring for Animals</li> <li>• Engaging in New Creative Experiences</li> <li>• Developing Community Participation Skills: Getting Out and About</li> </ul>	<ul style="list-style-type: none"> <li>• Developing Communication Skills: Sensory/Introduction</li> <li>• Meal Preparation and Cooking: Introduction</li> </ul>
<b>Lancasters</b>	Men and Women at Work.	Personal Progress: <ul style="list-style-type: none"> <li>• Developing Skills for the Workplace: Looking After and Caring for Animals (*TI to not complete)</li> <li>• Travel within the Community: Going Places</li> <li>• Making Drinks and Snacks</li> </ul> *TI Developing Skills for the Workplace: Looking and Acting the Part *AW Engaging in New Creative Experiences	<ul style="list-style-type: none"> <li>• Creativity (TI, EM, TRC)*</li> <li>• Developing Communication Skills: Sensory/Introduction</li> </ul>

<b>Vulcans</b>	People Who Help us in the Community.	<p>Personal Progress:</p> <ul style="list-style-type: none"> <li>• Developing Skills for the Workplace: Growing and Caring for Plants</li> <li>• Engaging in New Creative Experiences</li> <li>• Personal Progress: Making Drinks and Snacks</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging with the World Around Me: People Out in the Community</li> </ul>
<b>Hurrianes</b>	Developing Skills in the Workplace	<p>Personal Progress:</p> <ul style="list-style-type: none"> <li>• Developing Skills for the Workplace: Looking After and Caring for Animals</li> <li>• Community Participation Skills: Using a Community Facility Over a Period of Time</li> </ul>	<ul style="list-style-type: none"> <li>• Meal Preparation: Introduction/Progression (dependent on ability)</li> <li>• Making Pictures</li> <li>• Developing Maths Skills: Introduction/Progression (dependent on ability)</li> </ul>
<b>Harriers</b>	Preparation for Working Life	<p>Personal Progress:</p> <ul style="list-style-type: none"> <li>• Planning and Preparing Food for an Event</li> </ul> <p>PSD/PPU (level dependent):</p> <ul style="list-style-type: none"> <li>• Environmental awareness/ Developing Community Participation Skills: Caring for the Environment.</li> <li>• Healthy Living/ Developing Independent Living Skills: Being Healthy</li> <li>• Making the most of leisure time/ Developing Community Participation Skills: Personal Enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> </ul>
<b>Mariners</b>	Skills and Qualities in the Workplace	<p>Personal Progress:</p> <ul style="list-style-type: none"> <li>• Planning and Preparing Food for an Event</li> <li>• Developing Skills for the Workplace: Getting Things Done.</li> </ul> <p>PSD:</p> <p>Making the Most of Leisure Time. Healthy Living</p>	<ul style="list-style-type: none"> <li>• Performing Arts</li> </ul>

Accredited Learning:	Overview:	Key Skill/ Outcomes for Learners:	Assessment:
<p>ASDAN New Horizons</p> <p>(*For learners aged 9-13)</p>	<p>New Horizons is an activity based curriculum resource, which supports the delivery of: PHSE, Citizenship and Careers Education for learners at Key Stage 2/3 working between P Levels 1-8.</p> <p>The New Horizons Student Record Book contains activities within a framework of 5 modules: Personal, Social, Health, Citizenship and Relationships.</p>	<ul style="list-style-type: none"> <li>• Developing Self-Awareness Skills/Self-advocacy skills.</li> <li>• Developing personal and social skills.</li> <li>• Developing functional English and Maths skills.</li> <li>• Developing interpersonal relationships.</li> <li>• Developing self-management and organisational skills.</li> <li>• Developing interaction and participation skills.</li> <li>• Developing healthy living awareness.</li> </ul>	<p>Collated portfolio of evidence. E-portfolios of classroom/community participation, teacher observations and written statements r.e. progress and participation.</p> <p>Module handbook to be completed to track progress.</p> <p>Modules are moderated both internally and externally.</p> <p>Small steps of achievement are recognised.</p>
<p>ASDAN Transition Challenge</p>	<p>Transition Challenge provides a framework of activities for accrediting independent living and personal skills through areas relating to the statutory Key Stage 4 National Curriculum Subjects, and for developing skills needed in adult life. Areas of Activity include: English, Mathematics, Science, Design and Technology, Modern Foreign Languages, ICT, Religious Education, Citizenship, Community, Expressive Arts, Family/Home, Recreation, Sports and Leisure and Work Related. Activities are split into a framework of 5 modules: 'Knowing How', 'Making Choices', 'Feeling Good', 'Moving Forward' and 'Taking the Lead'.</p>	<ul style="list-style-type: none"> <li>• Developing awareness of the wider world.</li> <li>• Developing self-awareness and self-advocacy skills.</li> <li>• Developing functional English, Maths and ICT skills.</li> <li>• Developing personal and social skills.</li> <li>• Developing interpersonal relationships.</li> <li>• Developing self-management and organisational skills.</li> <li>• Developing interaction and participation skills.</li> <li>• Developing awareness of the immediate and wider community.</li> </ul>	<p>Collated portfolio of evidence. E-portfolios of classroom/community participation, teacher observations and written statements r.e. progress and participation.</p> <p>Module handbook to be completed to track progress.</p> <p>Modules are moderated both internally and externally.</p>

<p>Personal Progress (Diploma, Certificate, Award)</p>	<p>Personal Progress is made up of units that can be broadly divided into the following areas: English/Maths/ICT, Independent Living Skills, Personal Development, Community Participation, and Preparation for Work and units Particularly Accessible for Learners with PMLD. The qualifications have been developed for learners working between P Levels 1-8 and Entry 1 to have their achievements recognised within a qualification framework.</p> <p>Some of the units currently being studied are as follows:</p> <ul style="list-style-type: none"> <li>• Engaging in New Creative Activities.</li> <li>• Developing Community Participation Skills: Getting Out &amp; About.</li> <li>• Participating in a Mini-Enterprise Project</li> <li>• Engaging with the World Around You: Objects</li> <li>• Developing Skills for the Workplace: Growing and Caring for Plants.</li> <li>• Planning and Preparing Food for an Event.</li> <li>• Developing Community Participation Skills: Caring for the Environment</li> <li>• Developing Skills for the Workplace: Health and Safety</li> <li>• Developing ICT Skills</li> <li>• Engaging with the World Around You: Technology</li> <li>• Engaging with the World Around You: therapies</li> <li>• Developing Skills for the Workplace: Looking after and Caring for Animals.</li> <li>• Developing Community Participation Skills: Getting Out and About.</li> <li>• Using a Community Facility over a Period of Time.</li> <li>• Engaging with the World Around You: Objects</li> </ul>	<ul style="list-style-type: none"> <li>• Developing Independent and functional English and Maths skills.</li> <li>• Contributing to the local and wider community through a range of initiatives.</li> <li>• Developing interpersonal relationships.</li> <li>• Developing self-management and organisational skills.</li> <li>• Developing interaction and participation skills.</li> <li>• Developing awareness of how to use differing ICT equipment.</li> </ul>	<p>Portfolio including: photographic evidence, annotations, witness statements and evidence of work completed – e.g. artwork, creative products, evidence of community visits.</p> <p>A Unit Transcript is completed at the conclusion of each unit.</p> <p>Units are moderated both internally and externally.</p>
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ASDAN Towards Independence	Towards Independence presents a framework of activities through which: personal, social and independence skills can be developed and accredited. It is designed for learners working between P Levels 1-8. There are more than 50 modules to choose from. Modules are separated into categories such as: Creative; Independent Living Skills; Personal Development; Citizenship; PHSE; Cultural; Leisure/Recreation/Sport; Work Related and Communication and Maths.	<ul style="list-style-type: none"> <li>• Developing interpersonal relationships.</li> <li>• Developing self-management and organisational skills.</li> <li>• Developing interaction and participation skills.</li> <li>• Developing work-related skills e.g. listening to and following instructions.</li> <li>• Developing awareness of key health and safety features.</li> <li>• Developing functional English and Maths skills.</li> <li>• Developing personal and social skills.</li> </ul>	<p>Collated portfolio of evidence, including E-portfolios of classroom/community participation, photographic evidence, annotations, witness statements and evidence of work</p> <p>Module handbook to be completed to track progress.</p> <p>Modules are moderated both internally and externally.</p>
ASDAN Workright	Workright provides a framework to develop a range of basic work-related skills and knowledge whilst on a work-based programme. Workright contains clearly specified outcomes within a framework of four units: 'Health and Safety in the Workplace', 'Responsibilities in the Workplace', 'Working with Others' and 'You at Work'.	<ul style="list-style-type: none"> <li>• Developing interpersonal relationships.</li> <li>• Developing self-management and organisational skills.</li> <li>• Developing interaction and participation skills.</li> <li>• Developing work-related skills e.g. listening to and following instructions.</li> <li>• Developing awareness of key health and safety features.</li> <li>• Developing problem solving skills.</li> </ul>	<p>Portfolio including: photographic evidence, annotations, witness statements (e.g. from Work Experience Placement) and evidence of work completed – e.g. evidence of working within the community.</p> <p>Module handbook to be completed to track progress.</p> <p>Modules are moderated both internally and externally.</p>
Personal and Social Development (PSD) (Certificate, Award)	<p>The Personal and Social development (PSD) qualification offer a curriculum to support young people in:</p> <ul style="list-style-type: none"> <li>• Becoming confident individuals who are physically, emotionally and socially healthy.</li> <li>• Being responsible citizens who make a positive</li> </ul>	<ul style="list-style-type: none"> <li>• Developing Independent Living Skills.</li> <li>• Developing Functional English and Maths Skills.</li> <li>• Making positive contributions to their local and wider communities.</li> </ul>	<p>Portfolio including: photographic evidence, annotations, witness statements and evidence of work completed e.g. posters, evidence of community participation.</p>

	<p>contribution to society</p> <ul style="list-style-type: none"> <li>• Managing Risk Together with their own well-being as well as introducing new activities and personal challenges.</li> </ul> <p>Some of the units currently being studied are as follows:</p> <ul style="list-style-type: none"> <li>• Managing Social Relationships</li> <li>• Environmental awareness</li> <li>• Healthy Living</li> <li>• Making the most of leisure time</li> </ul>	<ul style="list-style-type: none"> <li>• Developing self-Awareness and self-advocacy skills.</li> <li>• Developing interaction and participation skills.</li> </ul>	<p>Units are moderated both internally and externally.</p>
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