

LEAP FOUNDATION CURRICULUM MAP					
ENTRY 1 – ENTRY 3 Rolling Programme to Support Progress and Achievement					
ENTRY 1 – 3	20 Learning sessions per week	Year 1 - 3			
		Term 1	Term 2	Term 3	
COMMUNITY INCLUSION	Community Skills RARPA/ Resilience Curriculum OPEN AWARDS: Independent Travel Award Open Awards Personal progress Entry 1	4	Road Safety and Personal Safety –		
			Self Help and Independence/Cognition		
			YEAR 1 – Independent Travel alongside PfA areas and accredited learning pathways. Entry 2 Award in Skills for Travelling in the Community (6 credits: Mandatory unit A (3) + 3 credits from B units)		
			Flexibility within the curriculum will allow identified students to complete accredited learning qualification through:		
			Open Awards Personal Progress E1 (8 credits) Entry 1 Travel within the Community: Going Places (3 credits) Encountering Experiences: Being Part of Things (3 credits) Developing Independent Living Skills: Keeping Safe (2 credits)		
			Identified students' exempt from accredited learning travel pathway will follow a RARPA non accredited learning pathway to support knowledge and skills for travelling within the community:		
			Community Skills – travelling safely on the minibus Community Skills – travelling safely on public transport		
			My Community: - Family, Immediate Community, Wider Community, College Day	Eating Out: - My Health Needs, Healthy Mind and Body	My Travel – Getting myself around now, Public Transport ALL students will follow a RARPA non accredited learning pathway to further support and embed knowledge and skills for travelling within the community:
			Cognition, Communication, Physical Skills, Self Help & Independence	Self Help & Independence, Communication, Physical Skills	Self Help & Independence
			INDEPENDENT LIVING	Independent Living Skills RARPA/ Resilience Curriculum	4
Looking After Clothes:- Laundry Looking After a Home: - Shopping, Self-Care	Understanding Relationships/ Getting About Safely	Personal Awareness/ Living in the community/ Working as a Volunteer			
Self Help & Independence Communication/Physical Skills	Cognition, Communication/Physical Skills	Cognition/Communication/Self Help & Independence			
Rights and Responsibilities: - My Environment, Cleaning, Green Living, Accommodation	Living in A Diverse Society: - Wider Community, identifying difference	Sex and Relationship Education: - Friendships, Relationships, Communication			
Cognition, Self Help & Independence	Communication, Physical Skills, Cognition	Communication, Cognition, Self Help & Independence			

EMPLOYMENT	Maths CITY AND GUILDS: Mathematics Skills	3	City and Guilds Mathematics Skills - Award (6 credits per themed award) or Unit Accreditation (2 credits per unit) (SEE CITY AND GUILDS MATHS QUALIFICATION OPTIONS MAP TO SET PERSONALISED LEARNING ROUTES)		
	English CITY AND GUILDS: English Skills		City and Guilds English Skills - Award (6 credits per themed award) or Unit Accreditation (2 credits per unit) Cover EDI themes – EDI, beliefs and culture, R&R (SEE CITY AND GUILDS ENGLISH QUALIFICATION OPTIONS MAP TO SET PERSONALISED LEARNING ROUTES)		
	ICT (RARPA and individual qualifications as appropriate)		1	Open Awards Functional Skills Entry 1 – Entry 3	
	Occupational Learning (incl. work experience) (RARPA/ Resilience Curriculum)	6		Developing, presenting and communicating information Cognition, Communication	Finding and selecting information Cognition, Communication
	Responsibilities in the Workplace Health and Safety in the Workplace You at Work		Communication, Physical Skills, Self Help & Independence	Cognition, Self Help & Independence, Communication	Self Help & Independence, Communication, Physical Skills
			Interview Preparation and Participation	Communication, Self Help and Independence	
	OPEN AWARDS: Skills for Further Learning & Employment Awards and Certificate DUKE of ED Gold minimum 3 sessions per week		Up to E3 only: Personal Action Planning (A – Mandatory)		
			YEAR 1 – Introduction to Work Entry 1 - Award: Preparation for work (B – 2 credits) plus additional 2 credits section C (work specific) Entry 2 - Award: Preparation for work (B – 2 credits) plus additional 2 credits section C (work specific) Entry 3 - Award: Preparation for work (B – 2 credits) plus additional 2 credits section C (work specific) Level 1 - Award (9 credits): <u>developing own interpersonal skills (mandatory 3 credits)</u> plus a 3 credit unit from group B and a 3 credit unit from group C (these are optional and to be chosen in conjunction with students goals/aspirations and work placement) Level 2 - Award: (B – 3 credits) plus additional 3 credits section C (work specific)		
			YEAR 2 – 3 Introduction to Work at next level (see above, i.e. progress along the Entry 1-3 or Level 1 – 2 continuum pathways to certificate, extended certificate or diploma or progress up an Entry or Level pathway) Or Credits from year 1 award to be carried across towards certificate. Entry 1 - Certificate: Additional 5 x B credits from: Understanding Professional Relationships (3), Taking Part in an Interview (2), Preparing for Work Placement (2) Additional 2 x C credits (work specific – different from year 1) Entry 2 - Certificate: Additional 5 x B credits from: Understanding Professional Relationships (3), Preparing for and Taking Part in an Interview (2), Dealing with Problems at Work (2) Additional 2 x C credits (work specific – different from year 1) Entry 3 - Certificate: Additional 3 x B credits from: Understanding Professional Relationships (3), Preparation for a Recruitment Interview (2), Problem Solving Skills at Work (2) Additional 4 x C credits (work specific – different from year 1) Level 1 - Certificate 13 credits: developing own interpersonal skills (mandatory 3 credits) plus 4 credits from group B and 6 credits from group C (these are optional and to be chosen in conjunction with students' goals/aspirations and work placement) Level 2 - Certificate: Additional 3 credits from group B and 9 credits from group C (one pathway only).		
			Duke of Edinburgh Gold (3 sessions per week) • Volunteering-raising money/awareness/helping others • Physical-participate in sport show improvement over time • Skills-learn a new skill or develop existing talent • Expedition-plan, train for and complete an adventurous journey	Duke of Edinburgh Gold (3 sessions per week) • Volunteering-raising money/awareness/helping others • Physical-participate in sport show improvement over time • Skills-learn a new skill or develop existing talent • Expedition-plan, train for and complete an adventurous journey	Duke of Edinburgh Gold (3 sessions per week) • Volunteering-raising money/awareness/helping others • Physical-participate in sport show improvement over time • Skills-learn a new skill or develop existing talent • Expedition-plan, train for and complete an adventurous journey

HEALTH	Functional Well-Being	Direct and indirect across the week according to individual banding	Drama, Music, Rebound, Orientation Mobility Skills, Visual and Auditory discrimination Skills, Physical Sensory Skills Social Skills/Student Voice/Pet Therapy/OT/SaLT Refer to Therapy targets for individualised student plan.		
	Health and Fitness RARPA/ Resilience Curriculum	2	Personal Health Goals		
			Self Help and Independence		
			Accessing Leisure Services	Personal Care and Hygiene	Accessing Health Services
		Physical Skills, Self Help & Independence	Self Help & Independence, Communication	Communication, Self Help & Independence, Cognition	

Key

Preparing for Adulthood (RARPA);	Skills for Further Learning and Employment Award/Certificate; Independent Travel Award (Open Awards);	City and Guilds English and Mathematics Skills (C&G)
Open Awards Functional Skills ICT (Entry 1 – Entry 3)	The Sensory Curriculum 4 Pillars underpinning each area.	Personal Progress (Entry 1)
Duke of Edinburgh Bronze (66 hrs min learning hrs) Silver (119 hrs min learning hrs if completed Bronze)		