



# Strategically Resourced Provision Curriculum

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## **ASDAN**

ASDAN is an education awarding organisation providing courses, accredited curriculum programmes and regulated qualifications to engage, elevate and empower young people aged 11 to 25 years with a Special Educational Need or those not engaged or succeeding in their education.

Our goal at Cockermonth School is to engage our autistic students with an Education Health Care Plan (EHCP) through relevant and motivating courses to achieve meaningful learning outcomes, which support them to go on to further education, training and work, and empower them to take control of their lives. We do this by developing courses with an accessible and practical pedagogy for our learners; to foster the personal, social and work-related abilities. We know the development of personal, social and work-related abilities is vital for learners of all abilities because:

- Strengthening these abilities supports academic and vocational learning.
- They are particularly effective in re-engaging young people in greatest need.
- They are important for accessing knowledge and skills at work.
- They are especially important for entry level work.
- They equip learners to live well and make full use of their abilities.

### **ASDAN Life Skills Challenges (Years 7-9)**

Life Skills Challenge are an online bank of almost 1,000 challenges, enabling us to provide a personalised curriculum for our learners with Special Educational Needs and Disabilities (SEND) or those facing barriers to learning, enabling us to meet the outcomes specified in their Education, Health and Care Plans (EHCPs). Challenges are mapped to the four Preparing for Adulthood pathways (Employment, Independent Living, Community Inclusion and Health) which are discussed during our students' Annual Reviews.

We deliver Life Skills Challenge to students in Years 7-9 as part of their Resourced Provision Curriculum. This curriculum is aimed at preparing the learners for adulthood and Life Skills Challenge is the key resource we use because we wanted a programme that would help our learners develop greater independence and confidence as well as developing those all-important life skills.

The structure of Life Skills challenges enables us to assess, evaluate and evidence the development of students' life skills and independent living skills. The record of oral questioning and the observation checklist is a quick and efficient way of assessing the learners and ensuring they've met the criteria for the challenges.

### **ASDAN Personal Development Programme (Years 10 and 11)**

We introduced and adapted the ASDAN PDP to specifically meet the needs of our autistic students, in relation to independent living, accessing the community, self-identity, work experience, autism specific PSHE, futures, transition to post 16, employment and reasonable adjustments. This allows us to provide an ambitious curriculum, in a smaller setting for students to feel safe. The programme has the following modules: Communication; My community; Sport and leisure; Independent Living; My environment; Number handling; Health and wellbeing; World of work; Science and technology; The wider world; Expressive arts; Beliefs and values; and Combined studies.

The ASDAN PDP allows the curriculum to remain broad and relevant to the students and builds towards a clear end point, the transition to adulthood. For our autistic learners, learning about being autistic in a safe, small environment alongside other autistics allows for better self-awareness, coping strategies and fosters a positive outcome on life and a successful transition to post 16. ASDAN compliments core subjects while fostering life skills for success beyond education.

### **ASDAN Lift Off Transition (primary to secondary year 7 only)**

Lift Off is an activity-based programme that raises self-esteem to help learners make a successful transition from primary to secondary school. Lift Off will help learners to manage their own learning, recognise their strengths and the characteristics they need to develop, and prepare for their future.

This programme is offered to our year 7 EHCP students who may require a more bespoke curriculum upon entry to Cockermouth School.

## 1:1 key worker support

This is an opportunity for our EHCP students to have a bespoke 1:1 session with their key worker to develop positive relationships, reflect on barriers to learning and address academic and personal difficulties. These sessions can also be used as a reward to promote positive behaviour as well as an opportunity for autistic students to indulge in their “special interest” if appropriate. All students with an EHCP have the opportunity to meet weekly/fortnightly for one session if this is felt beneficial.

## Study Support

Some autistic young people find masking their behaviour and managing transitions difficult, exhausting and stressful; this, if not managed carefully, impacts on the young person's wellbeing at home. Some have difficulty transferring learning at school to home. When necessary we provide supported study support lessons to ensure that those unable to complete work at home, do not miss out on access to the full curriculum offered. This intervention is particularly important for the core subjects. Key Workers work closely with parents to develop supportive relationships around home working. To facilitate this, students may be withdrawn from a non-core subject, depending on the timetable and after discussion with parents and teaching staff.

## Therapeutic/Outdoor Experience

Structured outdoor learning for autistic children has the following benefits:

**Sensory-motor** - Children experience increased sensory engagement in nature. It provides an opportunity to make discoveries and learn new things while being active and using fine and gross motor skills, helping improve sensory integration.

**Social/emotional** - Nature is a natural stress reducer that helps instil positive feelings. Being outside also removes autistic children from some of their typical life stressors.

**Physical** - Physical activity can improve a child's overall life, and being outdoors in nature is a great way to stay active. Walking, reaching, and moving about in nature over varying surfaces offers new ways to improve general fitness, health, agility, coordination, and balance. Spending time outdoors offers unique and beneficial experiences that cannot be replicated in the classroom; there's evidence that better prepares our Autistic students for learning in the classroom. Autistic EHCP students engage in this learning one morning a week in year 7 and one morning fortnightly in year 8.

## Autism Understanding Intervention 1:1 or groups.

A programme which helps autistic students to understand themselves and their diagnosis, gain confidence and work towards developing a positive autistic identity. One of our highly trained STA's supports students across school. The number and frequency of these sessions is determined by need decided by the member of staff and the student.

## Understanding Myself

Daisy Chain is a strategic partner for The Autism Education Trust (AET) which is supported by the Department for Education (DfE). These courses offer staff working in education settings a range of training options, practical strategies and free resources to enable them to support autistic children and young people from the ages 0-25 years in both mainstream and specialist settings.

The Understanding Myself programme has been developed by Daisy Chain as part of the Autism in Schools Project which is a national initiative. It has been piloted and adapted in co-production with neurodivergent young people and is underpinned by numerous psychological theories and practices. The aim of the intervention is to increase self-awareness; help others understand the needs of the young people and their unique experiences of the world; improve self-esteem and raise confidence.

## ASDAN PD Curriculum

Some of our autistic students find the topics covered in PD too emotive and distressing. Where necessary we use the ASDAN PD curriculum to mirror the mainstream curriculum as closely as possible. PD taught in a smaller setting with other autistic students and adults who know them well means that they are able to get the most from their learning.

## Quiet Room

A space for students to work if they cannot manage their anxiety in the mainstream environment. The Quiet Room may be a place to problem solve, continue their learning or have some time out in a quiet and calm environment.

Working alongside pastoral support, we support the social emotional and mental health needs of students through the ELSA and Draw and Talk intervention.

## Emotional Literacy/wellbeing Support from trained ELSAs (Emotional Literacy Support Assistants)

We support the emotional needs of students, to help build resilience. This is a structured program, delivered individually or in a small group. Examples of topics covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. Students engage in weekly sessions over a period of 6 weeks. At any one time up to nine students can engage with this with three Senior Teaching Assistants, one session weekly.

## Draw and Talk

Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions. Work with an individual is carried out safely and non-intrusively, with respect for their pace and their state of being. This intervention-focused work builds healthy attachments and helps process trauma.

Up to three students can access this programme, one session weekly over a period of 12 weeks

## External Providers

In addition to the above we have strong links with providers of local SEND provision. We utilise these to support the transition to post 16 and adult services.

**Westhouse Pottery** - *Westhouse pottery is an enterprise, students access this to develop an outlet for their creativity, whilst learning needed for employment.*

**Westhouse Cafe** - *Westhouse cafe supports young people to develop skills for employment. We have worked with them for regular work experience placements.*

**Lakes College** - *Largest local Post-16 provider for SEND. We regularly take students on visits to support their transition, for taster days and for alternative provision.*

**NISAI** - *Online classroom. Used when students are unable to access the learning environment in school or for particular subject areas e.g. Science.*

**PRISM Arts** - *Prism Arts is an inclusive arts organisation. They develop projects that enable disabled people, young people and older people to engage in the arts.*

**Cumbria Youth Alliance (CYA)** - *Cumbria Youth Alliance is a charitable organisation that work alongside the ASDAN PDP students to specifically*