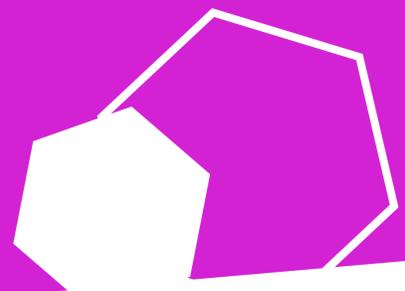


Ambitious College

Engagement and Interaction

Curriculum and Assessment



**Ambitious
College**

Engagement & Interaction

On the Engagement and Interaction course learners who have a high level of sensory or Occupational Therapy need will have sessions centered around increasing their ability to access a range of environments with peers.

The Speech and Language Therapist, Behaviour Analyst and Occupational Therapist will work closely with the teacher to plan sessions and create an environment that maximises learners ability to attend sessions and access learning.

Key Functional Skills concepts such as up/down, fast/slow, yes/no are intergrated and taught throughout the timetable in enagaging and fun sessions.

Next Steps and Destinations:

Learners who have completes this course may progress to our Maximum Independence course. This course is designed to give learners the skills they need access the world around them as independently as possible. Learners may also go on to supported living in community environments where they can use the skills they have learned to be active and engaged members of their supported communities.

Interacting

...the way they interact, play and develop relationships



Processing Information

...their attention, interests and how they learn.

Sensory Processing

...taking in and perceiving sensory information. This may include hyper (high) or hypo (low) sensitivity to the 5 senses, as well as balance and body awareness.



Communication

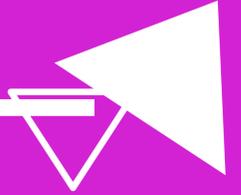
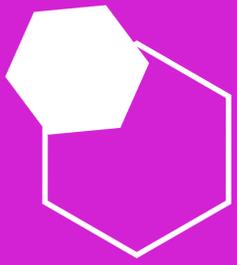
...the way they communicate, understand and use language.



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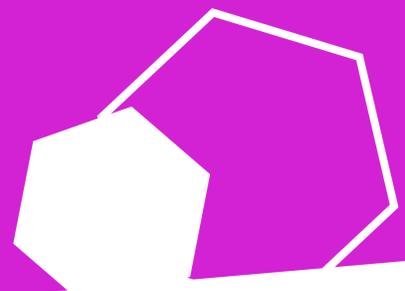
Engagement & Interaction

	9:30 10:00	10:00 10:45	10:45 – 11:00	11:00 – 12:15	12:30 – 1:30	1:30 – 2:15	2:15 – 3:15	3:15 – 3:30		
Monday	Wellbeing	Personal Development	Community Prep	Community Access Independence focus	Community Review	Lunch	Social Communication	ILS Daily Living Skills	Transition Out (Independence focus)	
Tuesday			Independent Skills What can I do well? What can I do for myself? Who wants my skills?				Enrichment Music Therapy Art Therapy Cooking for leisure Craft Yoga Girls/guys groups			
Wednesday			Cause and effect	My Senses			Community Prep	Community Access Leisure Focus		Community Review
Thursday			Intensive Interaction				Physical wellbeing			ILS Daily Living Skills
Friday			My Interests What do I like? What makes me happy? What calms me? Who do I like				Physical Wellbeing			Next Steps What will I do at the weekend/next week/next term/after Ambitious College?
<p>Functional Skills maths and English Planned for and embedded throughout the week</p>										
<p>IT and Multi Me Individual times for learners to access multi me every day</p>										



Contents

Quality of Life
English and Maths
Personal Development
Community Access
Social Communication
ILS - Daily Living
Independent Skills
Enrichment
Cause and Effect
My Senses
Intensive Interaction
Physical Wellbeing
My Interests
Next Steps
Behaviour
Language and Communication
Occupational Therapy



**Ambitious
College**

Quality of Life

The college curriculum takes account of quality of life indicators to work towards impacting our learners lives in a range of meaningful ways including skills, knowledge and quality of life.

Well-being

Emotional Well-being
Physical Well-being
Personal Development

Independence

Independent Living
Self-Determination
Rights
Employment
Material Well-being

Social Participation

Community Inclusion
Interpersonal Relationships



(Supporting, Enabling or Facilitating)



**Ambitious
College**

Functional Skills ENGLISH AND MATHS

Engagement and Interaction

Pre-entry English and maths are worked on through fun and engaging activities. Key concepts such as 'up and down' and 'on and off' are integrated into a range of sessions. The aim is to support destinations with further understanding and language regarding the world around our learners.

Maximum Independence

Pre-entry English and maths are worked on through fun and engaging activities. Key concepts such as 'up and down' and 'on and off' are integrated into a range of sessions. Learners who are working towards Entry 1 will be given the opportunity to access stand alone English and maths sessions in the PfE course

Preparing for Employment

English

Learners on the PfE course will be working towards a qualification in English which is relevant to their identified career choice. Whilst English is integrated throughout the curriculum, learners on this course will access stand alone English sessions to pick up needs identified from baseline and prepare learners for qualifications.

Maths

Learners on the PfE course will be working towards a qualification in maths which is relevant to their identified career choice. Whilst maths is integrated throughout the curriculum, learners on this course will access stand alone maths sessions to pick up needs identified from baseline and prepare learners for qualifications.

Interacting

...the way they interact, play and develop relationships



Processing Information

...their attention, interests and how they learn.

Sensory Processing

...taking in and perceiving sensory information. This may include hyper (high) or hypo (low) sensitivity to the 5 senses, as well as balance and body awareness.



Communication

...the way they communicate, understand and use language.



**Ambitious
College**

Assessment for – English & Maths

Engagement and Interaction

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Above/below 'On top' / 'Underneath'						
Inside/outside						
Forwards/backwards						
Fast/slow						
Start/finish						
Now/later						
Stop/go/wait						
Near/far						
Numbers 1,2,3						
Basic shapes (circle/square)						

EM = is being introduced to the skill

D = is learning the skill

C = Has learnt aspects of the skill and is continuing to learn

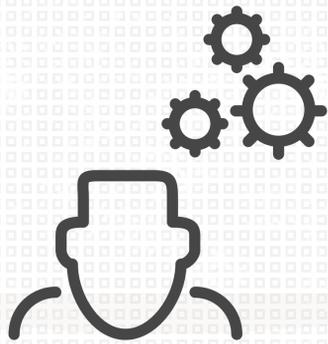
F = The skill is demonstrated with accuracy, no hesitation and without prompting

I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.

Personal Development

Ofsted has recognised that pupils' development extends beyond their academic, vocational or technical achievements. To further support our learners to advocate, develop a sense of self and an understanding and engagement with the world around them personal development focuses upon the following skills. Personal Development is also addressed across college in a variety of ways.

- Ask for help using preferred communication method
- Demonstrate knowledge of different cultures
- Can say 'No' using preferred communication method
- Make a meaningful choice between 2 things
- Identify who to go to for help



Assessment for – Personal Development Engagement & Interaction

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Ask for help using preferred communication method						
Demonstrate knowledge of Religious Festivals pertinent to their culture						
Can say 'No' using preferred communication method						
Make meaningful choice between 2 things						
Identify who to go to for help						

EM = is being introduced to the skill

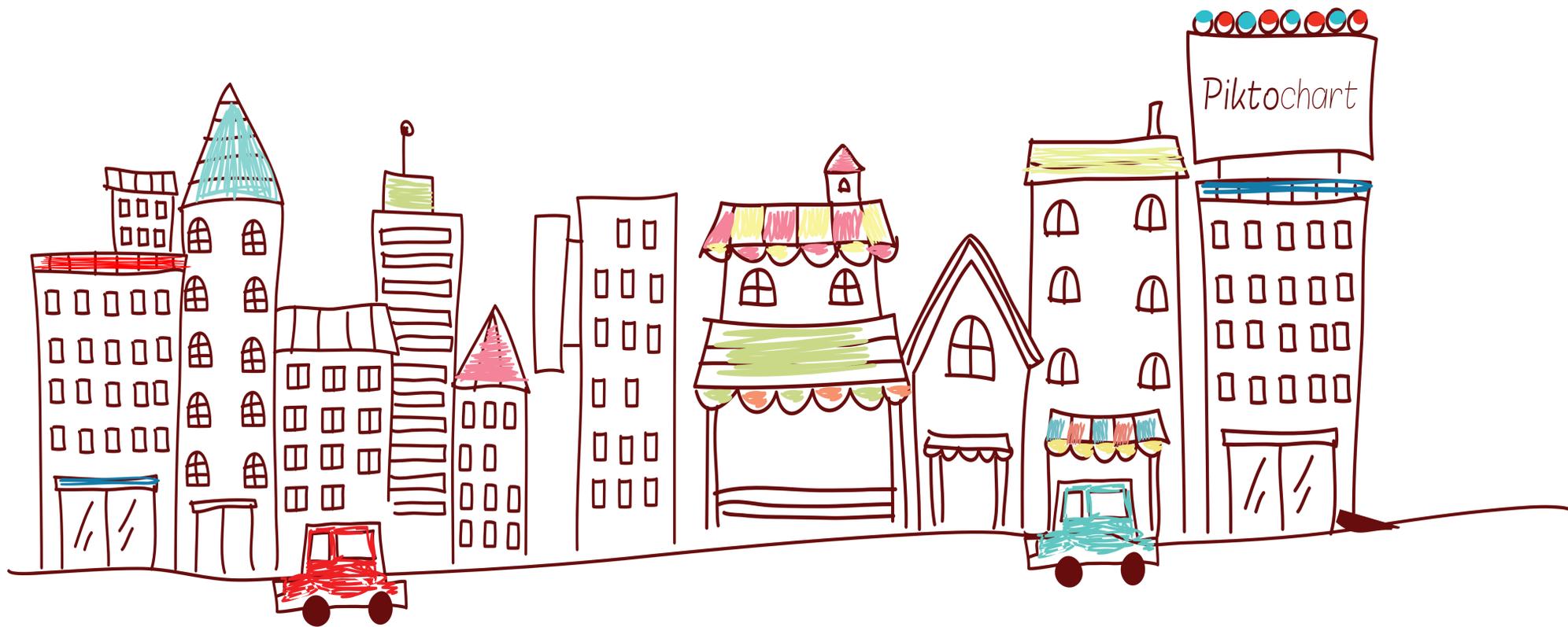
D = is learning the skill

C = Has learnt aspects of the skill and is continuing to learn

F = The skill is demonstrated with accuracy, no hesitation and without prompting

I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.

Community Access



Community access is an important part of all our lives. Our learners should work towards accessing the community to support their quality of life and ability to engage with the world. The following skills aim to support our learners to engage and interact with the community.

- Access community space safely
- Access public transport
- Follow road safety
- Use a primary form of communication in the community
- Show awareness of others in the community



(Supporting) Quality of life: Social Participation: Community Inclusion

Assessment for –Community Access Engagement & Interaction

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Access a community space safely						
Access public transport safely						
Follow road safety						
Use primary form of communication in the community						
Show awareness of others in the community						

EM = is being introduced to the skill

D = is learning the skill

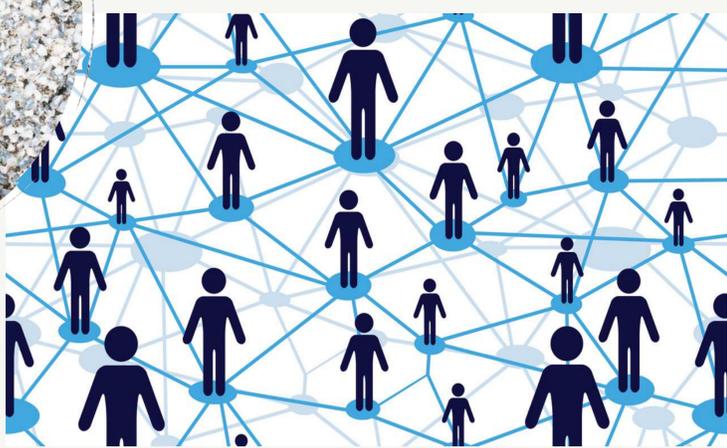
C = Has learnt aspects of the skill and is continuing to learn

F = The skill is demonstrated with accuracy, no hesitation and without prompting

I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.

Social Communication

- Take turns in tasks and activities
- Engage in group communication sessions
- Engage in peer interactions
- Express feelings and emotions
- Express likes and dislikes
- Interact with a range of people
- Take turns in Conversations
- Adapt to different social situations
- Use non-verbal communication skills appropriately
- Manage feelings and emotions



(Supporting, Enabling or Facilitating) Quality of Life:
Social Participation: Interpersonal Relationships

Interacting

...the way they interact, play and develop relationships



Processing Information

...their attention, interests and how they learn.



Sensory Processing

...taking in and perceiving sensory information. This may include hyper (high) or hypo (low) sensitivity to the 5 senses, as well as balance and body awareness.



Communication

...the way they communicate, understand and use language.



**Ambitious
College**

Assessment for – Social Communication Universal

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Take turns in tasks and activities						
Engage in group communication sessions						
Engage in peer interactions						
Express feelings and emotions						
Express likes and dislikes						
Interact with a range of people						
Take turns in conversations						
Adapt to different social situations						
Use non-verbal communication skills appropriately						
Manage feelings and emotions						

EM = is being introduced to the skill

D = is learning the skill

C = Has learnt aspects of the skill and is continuing to learn

F = The skill is demonstrated with accuracy, no hesitation and without prompting

I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.

Independent Skills

Moving towards as independent lives as possible is central to the work of Ambitious College. To support our learners have as ordinary lives as possible the following skills are developed to move towards levels of independence.

- Attend a session for 10 minutes
- Get what I need from and put away my bag
- Use my locker to store and retrieve my things
- Make requests with AAT eg: object, toilet or activity
- Retrieve an item or object from another space eg: lunch, tech or preferred item



(Supporting) Quality of Life: Independence: Independent Living

Assessment for – Independent Skills - Engagement & Interaction

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Attend a session for 10 minutes						
Get what I need from and put away my bag						
Use my locker to store and retrieve my things						
Make requests with AAT eg: object, toilet or activity						
Retrieve an item or object from another space eg: lunch, tech or preferred item						

EM = is being introduced to the skill

D = is learning the skill

C = Has learnt aspects of the skill and is continuing to learn

F = The skill is demonstrated with accuracy, no hesitation and without prompting

I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.

Enrichment

- Create something new
- Listen to other people
- Work with other people
- Communicate with peers
- Be engaged
- Follow instructions
- Practice skills
- Use Maths and English
- Express ideas
- Make Decisions

Enrichment provides learners with a chance to explore a range of activities which they may not have had access to previously and which have the potential to increase the quality of life of those individuals. Therapeutic approaches can be explored through, art, music and yoga and interests and aptitude in a range of other areas can be probed, where there is no pressure to undertake a complete course. Learners also have the opportunity to mix with peers who are not in their immediate tutor group and form friendships through enjoyment of a joint activity.



Assessment for – Enrichment

Universal

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Create something new						
Listen to other people						
Work with other people						
Communicate with peers						
Be engaged						
Follow instructions						
Practice Skills						
Use maths and English						
Express ideas						
Make decisions						

EM = is being introduced to the skill

D = is learning the skill

C = Has learnt aspects of the skill and is continuing to learn

F = The skill is demonstrated with accuracy, no hesitation and without prompting

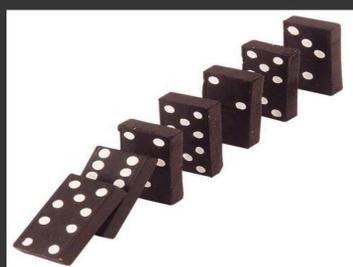
I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.

Cause and Effect

To support our learners to effectively interact with the world around them we look to develop learning activities that support understanding of cause and effect. The following skills aim to develop learners understanding of cause and effect and how they can further work to control the world around them.

- Understand that symbol/icons have meaning
- Use technology to interact with item on a screen
- Understand that actions cause reactions
- Demonstrate knowledge that an event influences another
- Be aware of our physical influence on others

Interacting ...the way they interact, play and develop relationships		Processing Information ...their attention, interests and how they learn.	
Sensory Processing ...taking in and perceiving sensory information. This may include hyper (high) or hypo (low) sensitivity to the 5 senses, as well as balance and body awareness.		Communication ...the way they communicate, understand and use language.	



(Supporting) Quality of Life: Independence: Self Determination

Assessment for – Cause and Effect Engagement & Interaction

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Understand that symbols/icons have meaning						
Use technology to interact with an item on the screen						
Understands that actions have reactions						
Demonstrate knowledge that one event influences another						
Shows awareness of our physical influence on others						

EM = is being introduced to the skill

D = is learning the skill

C = Has learnt aspects of the skill and is continuing to learn

F = The skill is demonstrated with accuracy, no hesitation and without prompting

I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.

My Senses

Our senses help us understand the world around us and give us feedback and information to help us access and engage. The following skills help our learners to engage and interact with the world around through the senses whilst developing understanding of their own senses and how to use them.

Engage and Interact in:

- Tasting activities
- Smelling activities
- Hearing Activities
- Visual Activities
- Touch Activities

Interacting

...the way they interact, play and develop relationships



Processing Information

...their attention, interests and how they learn.

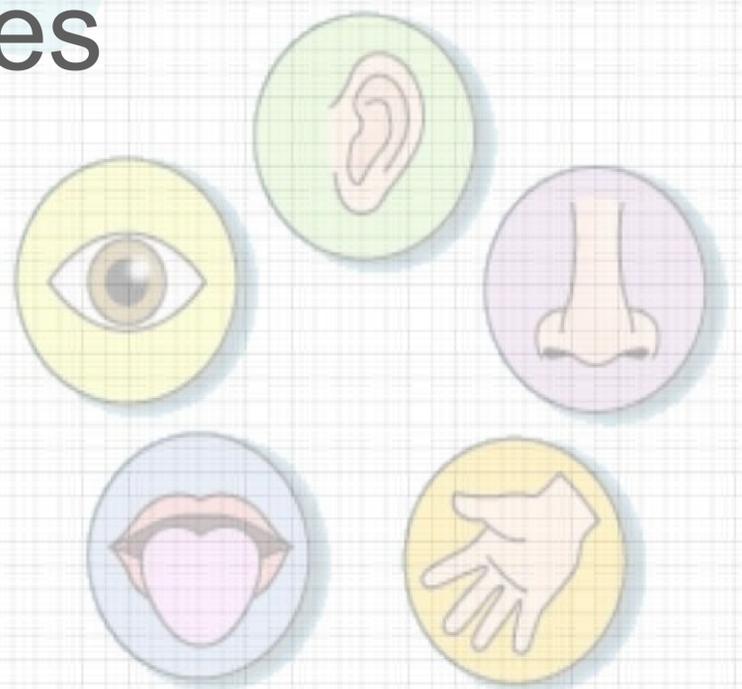
Sensory Processing

...taking in and perceiving sensory information. This may include hyper (high) or hypo (low) sensitivity to the 5 senses, as well as balance and body awareness.



Communication

...the way they communicate, understand and use language.



Assessment for – My Senses

Engagement & Interaction

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Engage and interact with tasting activities						
Engage and interact with smelling activities						
Engage and interact with hearing activities						
Engage and interact with visual activities						
Engage and interact with touch activities						

EM = is being introduced to the skill

D = is learning the skill

C = Has learnt aspects of the skill and is continuing to learn

F = The skill is demonstrated with accuracy, no hesitation and without prompting

I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.

Intensive Interaction

Intensive Interaction allows our learners to engage in communication that supports their interactions and meets them at their stage of communication. The learners will develop the following skills to support their communication throughout their adult lives.

- Encounter a shared space
- Show awareness of others
- Engage with others
- taking turns in interactions
- Initiate an interaction



Assessment for – Intensive Interaction Engagement & Interaction

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Encounter a shared space						
Show an awareness of others						
Engage with others						
Take turns in interactions with others						
Initiate an interaction						

EM = is being introduced to the skill

D = is learning the skill

C = Has learnt aspects of the skill and is continuing to learn

F = The skill is demonstrated with accuracy, no hesitation and without prompting

I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.



Physical Wellbeing

Physical wellbeing supports learners to engage and interact with their environment and bodies to support ongoing physical wellbeing. The following skills aim to support learners to access activities that support and develop their skills in this area.

- Engage with a range of equipment
- Take part in group activities
- Explore physical fitness
- Move my body
- Develop movement skills through interactions

Interacting

...the way they interact, play and develop relationships



Processing Information

...their attention, interests and how they learn.

Sensory Processing

...taking in and perceiving sensory information. This may include hyper (high) or hypo (low) sensitivity to the 5 senses, as well as balance and body awareness.



Communication

...the way they communicate, understand and use language.



**Ambitious
College**

Assessment for – Physical Wellbeing Engagement & Interaction

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Engage with a range of equipment						
Take part in group activities						
Explore physical fitness						
Move my body						
Develop movement skills through interactions						

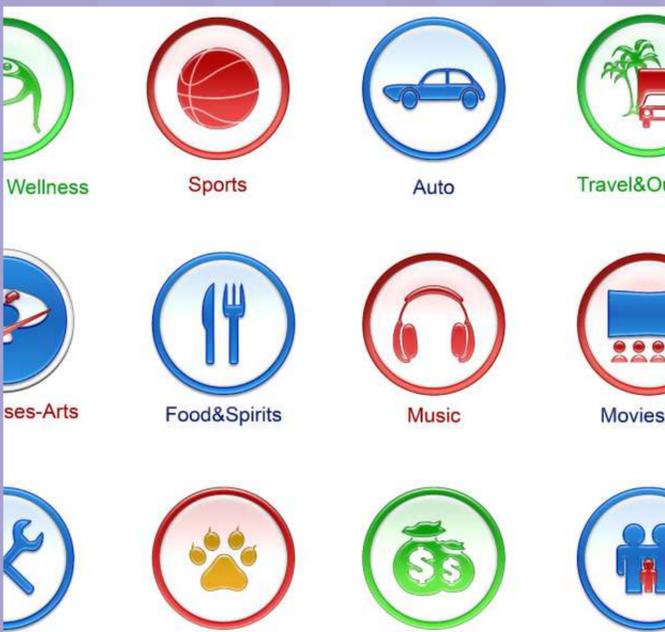
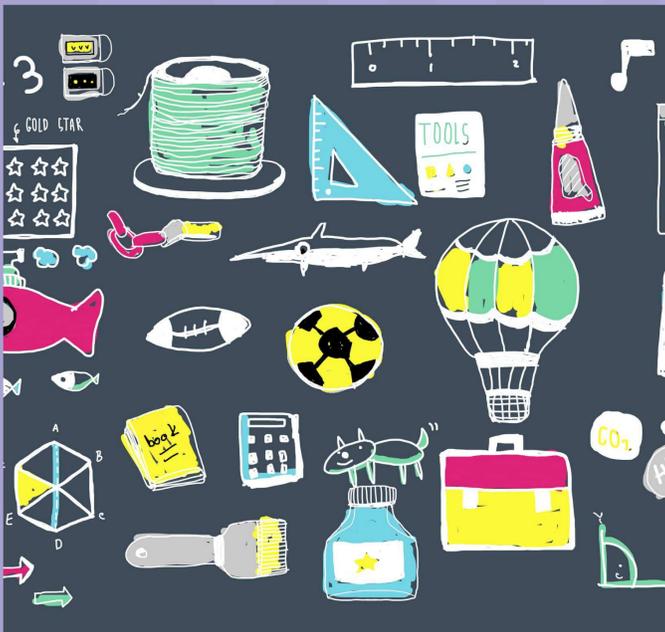
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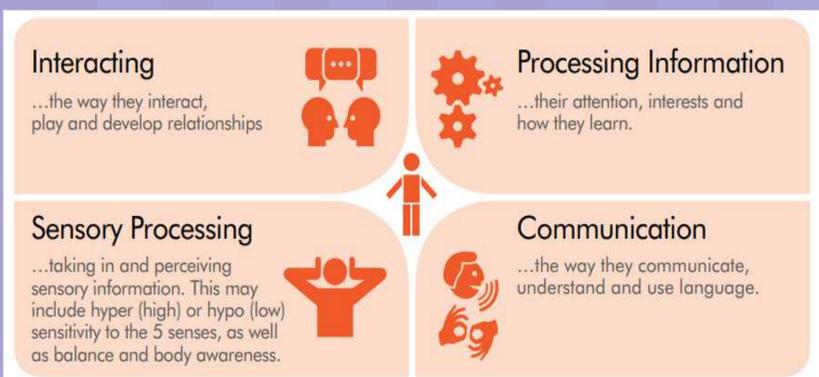
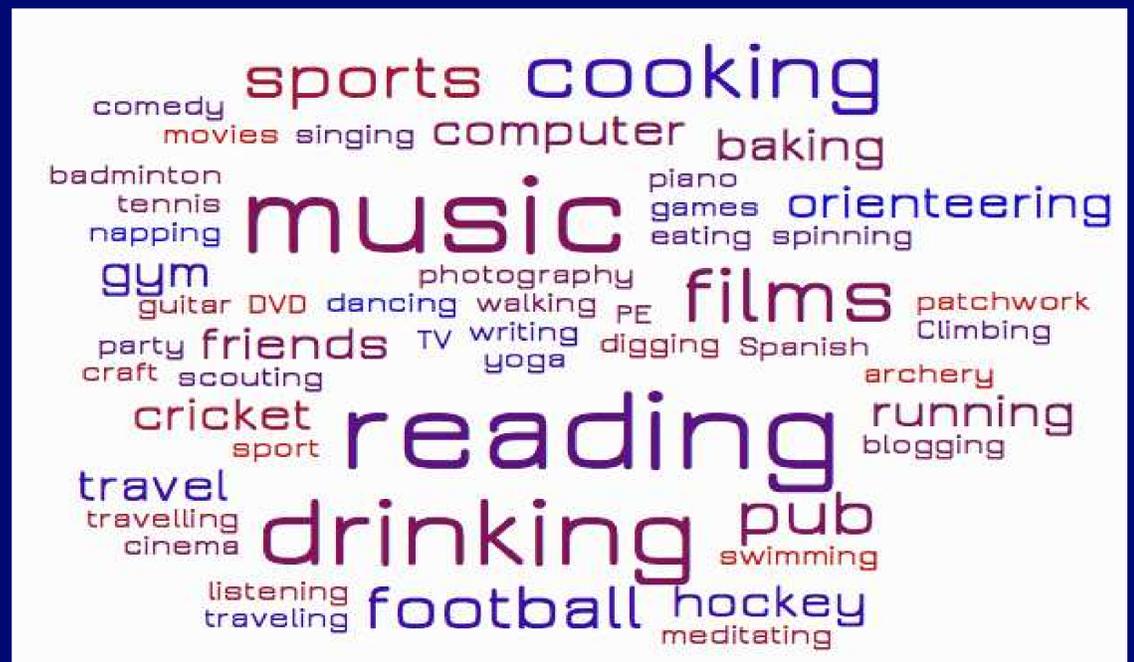
F = The skill is demonstrated with accuracy, no hesitation and without prompting

I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.



My Interests

This session allows learners to work towards developing their own interests with support from the college. The aims of these sessions are to further develop learner voices, expressions of interests, hobbies, meaningful activity and ongoing self-determination.



(Supporting) Quality of Life: Independence: Self Determination

Next Steps

Target.Review

What have I done this week?

What will I do at the weekend?

What will I do next week?

Next term?

After ambitious?

Interacting
...the way they interact, play and develop relationships



Processing Information
...their attention, interests and how they learn.



Sensory Processing
...taking in and perceiving sensory information. This may include hyper (high) or hypo (low) sensitivity to the 5 senses, as well as balance and body awareness.



Communication
...the way they communicate, understand and use language.



Ambitious College

Behaviour

Supporting our learners with their behaviour allows them to further engage and develop a positive relationship with the world around them. The following areas support the skills needed to continue to develop our learners independence and quality of life.

- Increase functional communication
- Increase motivation and establish reinforcers
- Develop Independence
- Develop social behaviour
- Develop and maintain positive relationships
- Engage in group learning
- Access the community safely
- Increase behaviour skillset
- Generalise behaviour skillset
- Increase displays of socially appropriate behaviour



Assessment for – Behaviour

Universal

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Increase functional Communication						
Increase motivation and establish reinforcers						
Develop independence						
Develop social behaviour						
Develop and maintain positive relationships						
Engage in group learning						
Access the community safely						
Increase Behaviour Skillset						
Generalise Behaviour skillset						
Increase displays of socially appropriate behaviour						

EM = is being introduced to the skill

D = is learning the skill

C = Has learnt aspects of the skill and is continuing to learn

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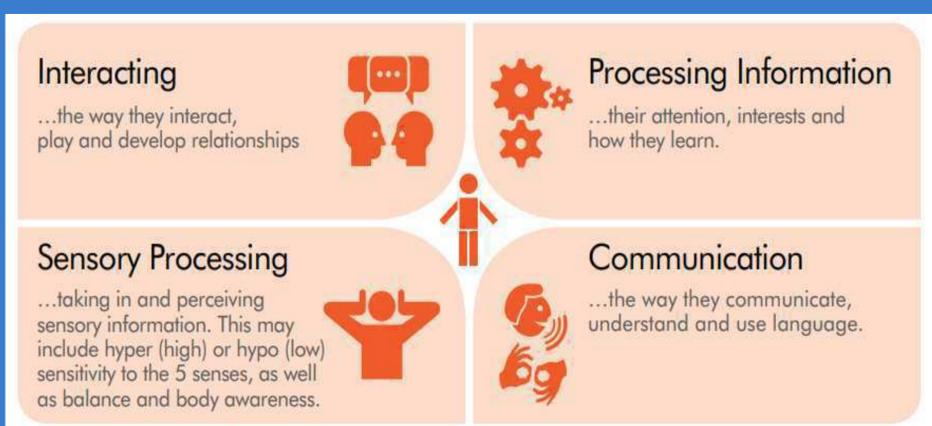
I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.

Language and Communication



Language and Communication allows us to interact with the world around us in a meaningful way. It supports us to engage and share our needs, wants thoughts and feelings with those around us. The following skills support our learners to get the most they can out of their interactions and support their Language and Communication development.

- Initiate social interactions
- Maintain social interactions
- Transition between activities
- Follow instructions
- Understand and respond to questions
- Make requests for wants and needs
- Express likes and dislikes
- Listen and focus in groups sessions
- Communicate with a range of people
- Understand and follow a daily routine



Assessment for – Language and Communication

Universal

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Initiate social interactions						
Maintain social interactions						
Transition between activities						
Follow instructions						
Understand and respond to questions						
Make requests for wants and needs						
Express likes and dislikes						
Listen and focus in group sessions						
Communicate with a range of people						
Understand and follow a daily routine						

EM = is being introduced to the skill

D = is learning the skill

C = Has learnt aspects of the skill and is continuing to learn

F = The skill is demonstrated with accuracy, no hesitation and without prompting

I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.

Occupational Therapy

Occupational Therapy supports our learners growth and development and their interaction with the environment through daily activities. Occupational Therapy also supports social, emotional, and physiological wellbeing. The following skills support learners across the college to develop independence.

- Sit at a table with feet flat on the floor and maintain an upright position
- Navigate the physical environment by moving effectively in relation to space
- Use a range of physical exercise equipment
- Use a ball to play a range of games
- Hold and use writing implement
- Manipulate a range of smaller items using both hands as appropriate
- Can perform a full toileting routine
- Dress myself
- Engage in calming/alerting activities with staff to enable me to be ready to learn

Interacting

...the way they interact, play and develop relationships



Processing Information

...their attention, interests and how they learn.

Sensory Processing

...taking in and perceiving sensory information. This may include hyper (high) or hypo (low) sensitivity to the 5 senses, as well as balance and body awareness.



Communication

...the way they communicate, understand and use language.



**Ambitious
College**

Assessment for – Occupational Therapy

Universal

Skill	Emerging (EM)	Developing (D)	Consolidating (C)	Fluent (F)	Independent (I)	Notes
Sit at a table with feet flat on the floor and maintain an upright position						
Navigate the physical environment by moving effectively in relation to space						
Use a range of physical exercise equipment						
Use a ball to play ball games						
Hold and use a writing implement						
Manipulate a range of smaller items using both hands as appropriate						
Can perform a full toileting routine						
Dress myself						
Engage in calming/alerting activities to enable me to be ready to learn.						

EM = is being introduced to the skill

D = is learning the skill

C = Has learnt aspects of the skill and is continuing to learn

F = The skill is demonstrated with accuracy, no hesitation and without prompting

I = The learner has learnt the skill, can do independent of prompts from others and can generalise to different settings.