

Personal Development – New curriculum combining PSHE/RSE and CEIAG. September 2021

At Hope House School our new Personal Development curriculum will follow PfA (Preparing for Adulthood) and its four strands and be mapped to the PSHE Association's 2020 planning framework for pupils with SEND. The PfA strands are inherent across the school and linked to the school aims, our Personal Development Policy and individual EHCP outcomes.

Our aim: for each of our students to become as independent as possible, having a valued contribution to society in the pursuit of a happy and fulfilled future. This is at the heart of our school ethos and practice.

Students vary in their development at each age-related stage and so will access each of the four PfA strands at a point when they are developmentally ready, cognitively, socially and emotionally.

This new curriculum is adapted from the PfA programme from the National Development Team for Inclusion (NDTi) funded by the Department for Education as part of the delivery support for the SEND reforms

Our model is integral to our school's personalised approach to developing essential lifelong skills and aptitude across a wide range of need. It enables a focus on personalised progress in a sensitive and appropriate way.

- The focus will be on outcomes that are transferable to the real world and that build skills in the PfA areas of Independence, Community inclusion, Employment (including Careers and Employability skills) and Healthy Lifestyles.
- This whole school approach will raise aspirations and expectations and encourage thinking about what the future might look like for our pupils from an early age.
- Outcomes are personalised and focused on the young person's needs and aspirations, supporting as independent and fulfilling a life as possible. They are applicable across the whole school and depending on our pupils individual cognitive, social and emotional aptitude and development.
- As children and young people develop at different rates, for some, outcomes included in early childhood may continue to be outcomes they are progressing toward as they get older. Therefore, it is important that this model is flexible to enable pupils to develop and build on their previous learning and knowledge. For example, a young person aged 17 may still be learning to dress or organise themselves. Some critical skills however, are generic throughout e.g. 'making choices' and 'managing change' and are applicable to all PfA strands.
- Individual and creative approaches are used to introduce, reinforce and embed experiences throughout the school curriculum and in everyday activities both in and outside of the classroom.
- At EHCP review meetings this model supports development of appropriate yet achievable ways to develop individual progress under each outcome so that learning can be tailored to pupils and revisited/re-enforced as necessary to help and aid progression at a rate appropriate to the individual.