

Curriculum Rationale (ASDAN Personal Progress & Personal Social Development)

This curriculum is designed to provide a highly personalised, developmental and aspirational learning pathway for learners with a wide range of additional needs. It is underpinned by the ASDAN Personal Progress (E1) and Personal and Social Development (E2) frameworks, which offer flexible, modular and accredited routes to recognise small-step achievement and support meaningful progression.

Intent: Preparing Learners for Adulthood

The curriculum is structured around the four key areas of EHCP **Preparation for Adulthood**:

- Independent living
- Employment
- Community inclusion
- Health and wellbeing

These are explicitly mapped across all units (U1–U5) through the themed strands:

- *My Learning*
- *My Social Self*
- *My Personal Care and Health*
- *My Independence*
- *My Travel*
- *My Play and Leisure*
- *My Safety*
- *My Future*

This ensures that learning is purposeful, functional and relevant, enabling students to develop the skills required for adulthood at an appropriate level.

ASDAN Personal Progress: Building Foundational Skills (U1–U4)

At the earliest stages (U1–U4), the curriculum is rooted in ASDAN Personal Progress, which:

- Recognises small, incremental achievements
- Embeds learning through practical, experiential contexts

Learners develop essential skills through structured but flexible opportunities such as:

- Communication, sensory stories and early literacy (*My Learning*)
- Community participation via trips and travel training (*My Social Self* / *My Travel*)

- Personal care, physical development and wellbeing (*My Personal Care and Health*)
- Life skills such as cooking, shopping and daily routines (*My Independence*)

The curriculum is highly sensory, repetitive and experiential, ensuring accessibility for learners with complex needs, while also allowing for individualised differentiation and EHCP-linked targets.

ASDAN Personal and Social Development (PSD): Accreditation and Next Steps (U5)

At U5, learners transition to ASDAN **Personal and Social Development (PSD)** alongside English and maths qualifications. This:

- Provides formal qualification (Entry 2 and above)
- Develops transferable life and employability skills
- Prepares learners for further education, supported employment or adult services

PSD units such as:

- Managing social relationships
- Personal safety
- Healthy living
- Preparation for work

are explicitly embedded within the same thematic structure, ensuring continuity and familiarity while increasing challenge and independence

Implementation: A Functional, Integrated Curriculum

The curriculum is:

- **Cross-curricular** – linking English, maths and functional skills into real-life contexts (e.g. enterprise, cooking, shopping)
- **Experiential** – delivered through community visits, work-related learning, and practical activities
- **Flexible and modular** – allowing adaptation based on need, interest and progress

For example:

- Enterprise and work-related learning link to *My Future*
- Travel training and community visits embed *My Social Self* and *My Travel*
- Leisure, creativity and enrichment develop *My Play and Leisure*

- PSHE, PE and health education underpin *My Personal Care and Health* ¹

Personalisation and Inclusion

A core strength of the curriculum is its individualised approach:

- Learning is differentiated by need, level and support
- EHCP outcomes are integrated through consolidation sessions and targeted teaching
- A matrix cycle model ensures breadth, repetition and progression over time

The use of ASDAN frameworks allows all learners to:

- Achieve and be recognised at their individual level
- Build confidence, independence and self-esteem
- Experience success through accreditation
-

Impact: Outcomes for Learners

The curriculum enables learners to:

- Develop functional communication, numeracy and life skills
- Increase independence in daily living and community participation
- Build social understanding and emotional resilience
- Gain recognised qualifications where appropriate
- Progress to further education, training, supported employment or adulthood pathways

¹https://thriveeducationpartnership-my.sharepoint.com/personal/l_parker_bagintonfields_thrive_ac/_layouts/15/Doc.aspx?sourcedoc=%7B2A12B3F1-D3A8-47DC-AB1D-DF270947013B%7D&file=Current%20overview.docx&action=default&mobileredirect=true