



Upper School
Exploration Pathway
Curriculum Rationale

Independence Course



Upper School Exploration Pathway Curriculum Rationale

The Upper School Exploration Pathway builds upon the foundations laid in earlier phases, supporting learners with complex communication, sensory, social and emotional needs. The curriculum focuses on functional literacy and communication skills, cognition and functional maths skills, therapeutic support and preparation for adulthood. It is designed to be age-appropriate, purposeful, and rooted in real-life contexts.

Purpose

The key priority in Upper School is to prepare learners for life beyond Doubletrees. This is achieved through:

- Personalised Learning Goals (PLGs) based on EHCP outcome.
- Increased access to the local community
- A therapeutic, motivating, and immersive curriculum
- A focus on functional communication, independence, and wellbeing

Curriculum Design

Learning is delivered through thematic, cross-curricular projects that integrate core academic and therapeutic strands. The curriculum is skills-based and spiralling, allowing learners to revisit and embed key concepts across different contexts. Core subjects include Communication & Literacy, Cognition & Maths, PSHE, and Physical Education. Thematic strands include Creative and Expressive Arts, Exploration, and Investigation.

Curriculum Implementation

A typical day in Upper School Exploration includes:

- Emotional regulation and Motion activities
- Sensory regulation and fine and gross motor skills
- Functional maths and cognition activities linked to the termly theme
- Functional literacy and communication skills embedded throughout the day and linked to termly theme.
- Self-help and independence through snack and lunch routines and enterprise and work-related learning opportunities.
- Physical development and social interaction
- Therapy plans and sensory integration
- Reflection sessions

Preparing for Adulthood

The curriculum aligns with the Preparing for Adulthood outcomes:

- **Employment:** through enterprise, role-play, and community engagement
- **Independent Living:** through self-care, food preparation, and travel training
- **Community Inclusion:** through regular outings and social interaction
- **Health:** through physical activity, emotional regulation, and wellbeing education

Individual Preparing for Adulthood outcomes are written alongside parents and external professionals during the annual review process.



Therapeutic and Community-Based Learning is embedded throughout the day, with sensory regulation, emotional coaching, and physical development tailored to individual needs. Community-based learning is central, with regular visits to local venues to practise functional skills.

Preparing for Adulthood Outcomes: Key Priorities	
Employment	• Accessing the wider community to experience a variety of settings and recognising people who work there and could support them. • Following instructions with support. • Engaging with enterprise activities, with support.
Independence	• Using an established communication system to communicate with a variety of people within school and the local community. • Accessing offsite leisure activities to gain a variety of experience and develop preferences. • Home management tasks in the laundry. • Cooking simple snacks and drinks. • Engaging in preferred activities independently during free (supervised) time.
Good Health	• Communication of personal needs to known and unknown people with increasing independence. • Managing personal hygiene, clothes and personal care, with support. • Integrated therapy plan: Pathway 2 (SIT) and Pathway 3 (OT, SaLT and physio programmes) • Taking part in a variety of physical activities to maintain a good level of physical fitness • Engaging in preferred leisure activities to support good mental health
Friends, Relationships and the Community	• Communicating preferences • Learning how to be safe in a variety of settings • Learning and practising who to ask for help in a variety of settings • Experiencing a breadth of leisure activities to develop preferences and know interests and join activities with independence • Online safety • Communicating with friends and staff and other lesser-known people functionally and socially

What is the long term scheme of work?

The upper school is in line with the lower and middle school and follows a four-year rolling programme. The Upper School Exploration curriculum is as follows:



 Doubletrees School Upper School long term curriculum map Exploration Pathway: Independence Course 			
Year 1			
	Autumn Enterprise Focus	Spring The World Around Us Focus	Summer Our Local Area Focus
Theme	Party Planning	Holidays	Caring for the Environment
Key ideas	Assigning roles (e.g. planner, caterer, host), making collaborative decisions, solving problems, and exploring careers in events, hospitality, and retail. Encouraging teamwork, turn-taking, and self-advocacy. Engaging with the community through visits and guest invitations. Emphasising hygiene, food safety, and conducting risk assessments	Learning how holidays are celebrated around the world. Practising packing, choosing clothes for different climates, and planning simple itineraries. Role-playing travel scenarios and using public transport maps for local trip planning. Building interaction skills through collaborative planning, role-play, and community engagement.	Visiting local parks (to identify plants and animals). Learning about recycling. Participating in local clean-up activities. Hosting a community event to raise environmental awareness. Engaging with local businesses to learn about eco-friendly practices and creating posters for display. Practising gardening tasks like planting and watering. Role-playing scenarios such as litter picking and recycling. Planning a local park trip using public transport maps. Encouraging teamwork, responsibility, and interaction through real-world environmental activities.
Functional Literacy and Communication skills	Explore party themes through sensory stories and role-play (e.g. pretending to welcome guests). Use symbols, photos, or objects to create simple invitations or posters with support. Practise making choices (e.g. food, music, decorations) using visual aids or communication devices. Watch short videos of parties or celebrations to build understanding and anticipation. Take photos of preparations and use them to create a simple digital party book.	Explore holiday themes through sensory stories (e.g. beach, camping, airport). Use symbols, photos, or objects to create simple postcards or travel-themed visuals. Practise making choices about destinations, foods, or activities using communication aids.	Explore nature through sensory stories and picture books about local parks and animals. Use symbols, photos, or objects to label plants or create simple posters about looking after the environment. Practise making choices and expressing preferences using communication aids (e.g. "Do you like flowers or trees?").
Cognition and Functional Maths skills	Engage in practical counting (e.g. cups, plates, balloons). Explore money through role-play shopping for party items using real coins and notes. Use simple measuring tools to scoop ingredients or pour drinks.	Count items for packing (e.g. hats, shoes, snacks). Explore calendars and visual timelines to understand when holidays happen. Use real coins in role-play shops or cafés to practise simple exchanges.	Count natural objects (e.g. leaves, stones, flowers) during outdoor walks. Explore simple measuring activities like scooping soil or pouring water. Use real coins in role-play shops to "buy" seeds or tools.
Computing and Online Safety	2f posters and presentations Online safety linking into 2f (pop-ups and adverts) 4b sequencing instructions and algorithms	2a art 1c key skills Online safety linking into 1c (the importance of using passwords)	4a we control technology Online safety linking into 4a (online friendships) 3a counting
PSHE	Self-esteem and peer pressure Consent and contraception	Drugs, alcohol and tobacco Romantic feelings/ public and private	Long-term relationships and parenthood Managing finances and gambling
Science & DT	Party Planning	Seasonal Changes	Science week: Forces
PE	Body Awareness and Sensory Exploration	Balance, Stability, Movement Expression & Shared Games/Activities	Outdoor Exploration, Cooperation & Physical Challenge
Creative and Expressive Arts	My Art: Sculpture (1) form and space. Encountering 2D and 3D shapes. Exploring various 3D shapes. Developing understanding of how to make various 3D shapes. Charanga Create Project: Music to Groove to	My Art: Collage (4) – Texture Encountering differing textures Charanga SEND Unit 14 Right Sound, Right Time	My Art: Painting (5) – freedom to explore and create. Learning to be free within the artistic process. Charanga SEND Unit 15 Playing in a group
Work related learning	In school and community opportunities. Take on supported roles such as greeter, helper, or snack server during the party. Practise turn-taking and teamwork while setting up or tidying the party space. Explore real-world jobs through visits or guest talks (e.g. caterers, decorators).	In school and community opportunities. Enterprise and Community Engagement Host a "Holiday Around the World" day with themed stalls, music, and snacks. Involve families or local community members to share stories or help with activities. Create simple crafts or treats to share or sell as part of the event.	In school and community opportunities. Community Engagement and Enterprise Host a simple awareness event (e.g. "Green Day") with crafts, songs, or a nature walk. Involve local visitors (e.g. park rangers, gardeners) to share their work. Create and share simple recycled crafts or nature-themed items with the school or community.
Preparation for adulthood opportunities Linked to theme	Life Skills and Independence Practise dressing for a party, packing a bag, or choosing food and drink. Follow simple routines like setting the table or handing out invitations. Use visual schedules to support understanding of event preparation and sequence. Community Engagement and Wellbeing Invite family members or local guests to attend the party. Visit a local shop to buy party supplies as a supported outing. Include calming sensory activities (e.g. music, lights, textures) to support regulation and enjoyment. Functional ICT Use touch-screen devices to design invitations or explore party music and images. Watch short videos of parties or celebrations to build understanding and anticipation. Take photos of preparations and use them to create a simple digital party book.	Cultural Awareness Experience holiday traditions through sensory activities (e.g. tasting food, listening to music, dressing up). Use adapted materials to explore holidays like Diwali, Christmas, or Eid. Create a "holiday passport" with stamps or stickers for each country explored. Life Skills and Independence Practise packing a suitcase, choosing clothes for different weather, and following a simple itinerary. Role-play travel scenarios (e.g. airport, hotel, bus stop) to build confidence and communication. Use public transport maps or timetables to plan a supported local outing. Functional ICT Use touch-screen devices to explore images or videos of holiday destinations and traditions. Create digital postcards or simple photo books with support. Use cause-and-effect apps with holiday themes (e.g. transport sounds, beach scenes).	Environmental Awareness and Local Learning Visit local parks (e.g. St Austell, St Blazey) for sensory exploration—touching leaves, listening to birds, smelling flowers. Sort materials into recycling bins using real objects and colour-coded visuals. Take part in supported clean-up activities (e.g. picking up litter with grabbers). Life Skills and Independence Practise gardening tasks like planting seeds, watering plants, and tidying up. Role-play caring for the environment (e.g. sorting recycling, picking up litter). Use visual schedules and prompts to support routines and transitions. Functional ICT Use touch-screen devices to explore images or videos of local wildlife and green spaces. Take photos of nature during visits and create a simple digital nature book. Use cause-and-effect apps with environmental themes (e.g. recycling games, garden sounds).



 Doubletrees School Upper School long term curriculum map Exploration Pathway: Independence Course 			
Year 2			
	Autumn Enterprise Focus	Spring The World Around Us Focus	Summer Our Local Area Focus
Theme	Eating Out	Blooming Marvellous	The Beach
Key Ideas	Assigning roles like restaurant manager, chef, waiter, and host. Making collaborative decisions on restaurants, meals, and budgets. Exploring careers in hospitality, culinary arts, and customer service. Practising teamwork, turn-taking, and self-advocacy. Visiting local eateries or inviting community guests. Understanding hygiene, food safety, and conducting risk assessments. Connecting with local businesses and venues to enhance real-world learning. Encouraging interaction with guests and service providers. Building confidence through role-play, ordering scenarios, and collaborative planning.	Learning the plant life cycle from seed to flower or vegetable. Exploring composting, recycling, and the environmental benefits of growing plants. Engaging in hands-on activities like planting and observing changes over time. Assigning roles such as gardener, designer, and event planner. Making decisions about plant choices, garden layout, and spring show planning. Involving local community members or gardening clubs in the event. Practising teamwork, responsibility, and self-advocacy. Using gardening tools safely and following routines. Understanding hygiene, tool safety, and conducting risk assessments. Building confidence through collaborative planning, event hosting, and community interaction.	Experiencing the beach through touch, sound, smell, and taste. Visiting a local beach, participating in clean-ups, and learning beach safety rules. Recognising lifeguard symbols and practising sun safety. Planning a school beach day with crafts, a beach party, and role-play activities. Assigning roles such as lifeguard, sandcastle builder, and snack seller. Managing a small budget and adapting plans for weather. Building confidence through community interaction, storytelling, and collaborative planning.
Functional Literacy and Communication skills	Explore eating out through sensory stories and role-play (e.g. pretending to order food or welcome guests). Use symbols, photos, or objects to create simple menus or invitations. Practise making choices (e.g. favourite foods, drinks) using communication aids or visual prompts.	Explore plant growth through sensory stories and nature-themed books. Use symbols, photos, or objects to label plants or create simple invitations for a spring show. Practise making choices (e.g. favourite flowers, colours) using communication aids or visual prompts.	Explore beach themes through sensory stories (e.g. sand, waves, seagulls). Use symbols, photos, or objects to create simple postcards or beach safety visuals. Practise making choices (e.g. favourite beach items or snacks) using communication aids.
Cognition and Functional Maths skills	Count items like cutlery, plates, or food portions. Use real coins in role-play cafés to practise simple exchanges. Explore basic budgeting through supported shopping for snacks or ingredients.	Count seeds, petals, or gardening tools during hands-on activities. Explore measuring through scooping soil or pouring water. Use real coins in role-play garden centres to practise simple exchanges.	Count shells, buckets, or beach items during hands-on activities. Explore size and shape by comparing beach items (e.g. big/small sandcastles). Use real coins in role-play beach shops to practise simple exchanges.
Computing and Online safety	1a everyday technology 4c finding patterns Online safety linking into 4c (responsible use of technology)	2g working with text Online safety linking into 2g (online friendships and being kind) 4d simple programs: beebots	3c pictograms and charts, refer to 3a for counting if needed Online safety linking into 3c (personal information) 2f posters and presentations
PSHE	Public and private Feeling frightened/ worried	Body image Romantic feelings / Consent and contraception	Healthy relationships (safeguarding) Managing online information and emergency situations
Science & DT	Preparing drinks and snacks	Growing and caring for plants	Science week: Solids, liquids and gases
PE	Body Awareness and Sensory Exploration	Balance, Stability, Movement Expression & Shared Games/Activities	Outdoor Exploration, Cooperation & Physical Challenge
Creative and Expressive Arts	My Art: Drawing (1) – line and space Encountering, exploring and developing understanding of mark making and the use of hands and feet to create line and space.	My Art: Drawing (3) - line, tone and texture. Encountering drawing faces Exploring how parts of the face look separately and together. Learning to look. Developing understanding of the face as parts and as a whole	My Art: Print making (4) – freedom to explore and create. Learning to be free within the artistic process.
Work related learning	Charanga Create Project: Improvise and Groove In school and community opportunities. Take on supported roles such as greeter, helper, or snack server during a class café or event. Practise teamwork and turn-taking while setting up or tidying a café space. Explore real-world jobs through visits or guest talks (e.g. chefs, waiters).	Charanga SEND Unit 17 Shake-Tap – Ring In school and community opportunities. Host a simple spring show or garden event with crafts, flowers, and music. Involve local visitors (e.g. gardeners, family members) to share knowledge or help with planting. Create and share simple garden-themed crafts or treats with the school or community.	Charanga SEND Unit 18 Shhh! In school and community opportunities. Community Engagement Visit a local beach for sensory exploration and supported clean-up activities. Invite community members to share beach stories or help with activities.
Preparation for adulthood opportunities linked to theme	Life Skills and Independence Practise dressing for a café visit, packing a bag, or choosing food and drink. Role-play ordering food, paying for items, or asking for help. Use visual schedules to support routines and transitions. Community Engagement and Wellbeing Visit a local café or restaurant for a supported outing. Invite family members or local guests to a class café event. Include calming sensory activities (e.g. food tasting, music, textures) to support regulation and enjoyment. Functional ICT Use touch-screen devices to explore restaurant images, menus, or food videos. Create digital menus or photo books of eating out experiences. Use cause-and-effect apps with food or café themes.	Environmental Awareness Explore the plant life cycle using real plants, props, and visuals. Engage in hands-on gardening: planting seeds, watering, and observing changes. Learn about composting and recycling through sorting activities and sensory exploration. Enterprise and Community Engagement Host a simple spring show or garden event with crafts, flowers, and music. Involve local visitors (e.g. gardeners, family members) to share knowledge or help with planting. Create and share simple garden-themed crafts or treats with the school or community. Life Skills and Independence Practise using gardening tools safely with adult support. Follow simple routines like watering plants or tidying the garden area. Use visual schedules and prompts to support independence and transitions. Functional ICT Use touch-screen devices to watch videos about planting and flowers. Take photos of plants growing and create a simple digital growth diary. Use cause-and-effect apps with garden or nature themes.	Life Skills and Independence Practise packing a beach bag, choosing weather-appropriate clothing, and following simple routines. Role-play visiting the beach, buying snacks, or asking for help. Use visual schedules to support understanding of trip preparation and sequence. Health and Safety Learn about beach safety using visuals (e.g. lifeguard symbols, sun safety). Practise hygiene routines like handwashing after sand play or before snacks. Explore safe behaviour through role-play and supported discussions. Functional ICT Use touch-screen devices to explore beach videos, sounds, and images. Create digital postcards or photo books of beach-themed activities. Use cause-and-effect apps with seaside or marine life themes.



 Doubletrees School Upper School long term curriculum map Exploration Pathway: Independence Course 			
Year 3			
	Autumn Enterprise Focus	Spring The World Around Us Focus	Summer Our Local Area Focus
Theme	Helping Others	Food Around the World	Local Events and Festivals
Key ideas	Budgeting for events, writing invitations and posters, and using software for planning and design. Assigning roles (e.g. planner, caterer), making collaborative decisions, solving problems, and exploring jobs in events and hospitality. Practising teamwork, turn-taking, and self-advocacy through real-life charity events and community visits. Understanding hygiene and safety and involving the local community in fundraising activities.	Learning about traditional foods and customs from different countries and creating a recipe book or "passport" to track the journey. Hosting an International Food Festival with country-themed stalls and involving families or local cooks. Shopping, meal prep, role-playing restaurant scenarios, and planning local food-related outings.	Exploring local events like the Eden Sessions, Royal Cornwall Show, and St Austell Feast Week. Creating a "festival passport" to track experiences. Hosting a school festival day with stalls, crafts, and performances. Assigning roles, managing a small budget, and preparing for real-world scenarios. Practising communication, planning trips using transport maps, and engaging with the local community.
Functional Literacy and Communication skills	Explore helping others through sensory stories (e.g. preparing for a cake sale or charity event). Use symbols, photos, or objects to create simple invitations or thank-you cards. Practise making choices (e.g. who to help, what to bake) using communication aids or visual prompts.	Explore global foods through sensory stories and food-themed picture books. Use symbols, photos, or objects to create simple menus or food passports. Practise making choices (e.g. favourite foods, textures, or smells) using communication aids.	Explore festivals through sensory stories and themed picture books (e.g. music, food, parades). Use symbols, photos, or objects to create simple invitations, posters, or "festival passports." Practise making choices (e.g. favourite music, snacks, decorations) using communication aids.
Cognition and Functional Maths skills	Count items for events (e.g. cakes, plates, coins). Use real coins in role-play charity shops or cafés to practise simple exchanges. Explore basic budgeting through supported shopping for ingredients or supplies.	Count food items (e.g. fruit, utensils, ingredients) during cooking or role-play. Explore measuring through scooping, pouring, and comparing quantities. Use real coins in role-play markets or cafés to practise simple exchanges.	Count items for events (e.g. tickets, decorations, snacks). Use real coins in role-play stalls to practise simple exchanges. Explore calendars and visual timelines to understand when events happen.
Computing and Online Safety	1c key skills 2e eBooks Online safety linking in to eBooks (safe searching online – inappropriate content)	3d branching database Online safety linking into 3d (copyright – who owns an image) 4e simple programs: scratch jnr	2c photographs Online safety linking into 2c (inappropriate images)
PSHE	Medicinal drugs / Consent and contraception Romantic feelings and sexual attraction	Managing pressure Prejudice and discrimination	Intimate relationships Preparing for adulthood
Science & DT	Food Hygiene	Preparing simple meals	Science week: Growing plants
PE	Body Awareness and Sensory Exploration	Balance, Stability, Movement Expression & Shared Games/Activities	Outdoor Exploration, Cooperation & Physical Challenge
Creative and Expressive Arts	My Art: Collage (3) – using colour. Negative and positive shape and space Encountering, exploring and developing understanding of coloured collage, layering, and both positive and negative spaces. Charanga SEND Unit 19 Playing quietly	Food around the world My Art: Painting (4) – Colour pattern and space Encountering, exploring and developing understanding of the colour pattern and space used in aboriginal art. Charanga create project: Sensory India	Local events and festivals My Art: Collage (5) – freedom to explore and create. Learning to be free within the artistic process. Charanga SEND Unit 21 Composition
Work related learning	In school and community opportunities. Take on supported roles such as greeter, helper, or snack server during a class event. Practise teamwork and turn-taking while preparing for a charity activity. Explore real-world jobs through visits or guest talks (e.g. postal workers, kitchen staff, caretakers).	In school and community opportunities. Host a simple "International Food Day" with themed snacks, music, and decorations. Involve families or local community members to share recipes or help with cooking. Create and share simple food-themed crafts or treats with the school or community.	In school and community opportunities. Host a simple "Festival Day" with themed stalls, crafts, and music. Take on supported roles such as greeter, helper, or snack server. Create and share simple festival-themed crafts or treats with the school or community.
Preparation for adulthood opportunities Linked to theme	Life Skills and Independence Practise dressing for an event, packing a bag, or choosing items to donate. Role-play helping scenarios (e.g. delivering letters, setting up tables, sweeping leaves). Use visual schedules and prompts to support routines and transitions. Community Engagement and Wellbeing Visit local shops or community spaces to deliver donations or buy supplies. Invite guests to join class events or share their experiences of helping others. Include calming sensory activities (e.g. baking, music, tactile crafts) to support regulation and enjoyment. Health and Safety Learn about hygiene and food safety through supported baking or snack preparation. Practise safe use of tools and materials with adult guidance. Use visual aids to support understanding of risk assessments and safe behaviour. Functional ICT Use touch-screen devices to explore videos or images of charity events and community helpers. Create simple digital posters or photo books of class fundraising activities. Use cause-and-effect apps with themes of kindness, giving, or community.	Cultural Awareness Taste and explore foods from different cultures (e.g. pasta, rice, flatbreads) using all senses. Dress up or use props to represent different countries during themed days. Use adapted materials to learn about food customs and traditions visually and experientially. Enterprise and Community Links Host a simple "International Food Day" with themed snacks, music, and decorations. Involve families or local community members to share recipes or help with cooking. Create and share simple food-themed crafts or treats with the school or community. Life Skills and Independence Practise shopping for ingredients, preparing simple snacks, and setting the table. Role-play restaurant or café scenarios to build communication and social interaction. Use public transport maps or timetables to plan a supported visit to a local food market or café. Therapeutic and Sensory Engagement Engage in calming sensory activities like food tasting, kneading dough, or listening to cultural music. Use movement activities like food-themed dances or mimicking cooking actions. Include relaxation strategies such as quiet tasting corners or sensory trays with herbs and spices. Functional ICT Use touch-screen devices to explore videos or images of foods from different countries. Create digital food passports or photo books of tasting experiences. Use cause-and-effect apps with food preparation or cultural themes.	Cultural Awareness and Community Engagement Experience local traditions through sensory activities (e.g. tasting local food, listening to Cornish music). Visit local events or invite community members to share stories, crafts, or performances. Use adapted materials to explore the sights, sounds, and smells of festivals. Enterprise and Creativity Host a simple "Festival Day" with themed stalls, crafts, and music. Take on supported roles such as greeter, helper, or snack server. Create and share simple festival-themed crafts or treats with the school or community. Life Skills and Independence Practise preparing for an outing: packing a bag, choosing clothing, and following a simple itinerary. Role-play scenarios like buying a ticket, finding a seat, or asking for help. Use public transport maps or timetables to plan a supported local trip. Therapeutic and Sensory Engagement Engage in calming sensory activities like music, lights, and tactile crafts. Use movement and dance to explore festival rhythms and routines. Include relaxation strategies such as quiet zones or sensory tents during events. Functional ICT Use touch-screen devices to explore videos or images of local festivals (e.g. Eden Sessions, Feast Week). Create digital photo books or simple posters about events. Use cause-and-effect apps with music, light, or celebration themes.



Special Partnership Trust

 Doubletrees School Upper School long term curriculum map Exploration Pathway: Independence Course 			
Year 4			
	Autumn Enterprise Focus	Spring The World Around Us Focus	Summer Our Local Area Focus
Theme	Make, Do, Mend and Sell	Transport and Travel	Cornish Life
Key ideas	Assigning roles (e.g. designer, technician), making collaborative decisions, solving problems, and exploring careers in repair, design, and retail. Practising teamwork, responsibility, and using tools safely through hands-on projects. Visiting local repair shops, involving guests, and learning about tool safety and risk assessments.	Learning about global transport methods (e.g. tuk-tuks, gondolas), using visual resources, and tracking progress with a "passport" or "boarding pass." Hosting a "Travel Expo" with themed stalls, crafts, and performances, and involving families or community members. Practising packing, planning itineraries, role-playing travel scenarios, and using public transport maps for local outings.	Learning about Cornish traditions (e.g. pasty making, local legends), and tracking visits with a "passport" or "boarding pass." Hosting a "Cornish Life" event with themed stalls, crafts, and performances, and involving families or local contributors. Practising trip prep, role-playing visits, and building communication through real-world scenarios.
Functional Literacy and Communication skills	Explore repair and making through sensory stories and hands-on demonstrations. Use symbols, photos, or objects to sequence simple steps (e.g. "cut," "stick," "sell"). Practise making choices (e.g. colours, materials, roles) using communication aids or visual prompts.	Explore travel through sensory stories (e.g. going on a train, flying in a plane). Use symbols, photos, or objects to create simple postcards, travel labels, or "boarding passes." Practise making choices (e.g. favourite transport, destinations) using communication aids or visual prompts.	Explore Cornish legends through sensory storytelling (e.g. using props, sound effects, and role-play). Create simple postcards or invitations using symbols, pictures, or assisted writing tools. Use visual supports and communication aids to express preferences about local places or foods.
Cognition and Functional Maths skills	Count tools, materials, or finished items during activities. Explore measuring through pouring, cutting, or comparing sizes. Use real coins in role-play shops or stalls to practise simple exchanges.	Count transport items (e.g. wheels, tickets, passengers). Use real coins in role-play travel scenarios (e.g. buying a bus ticket). Explore calendars and visual timelines to understand when trips or events happen.	Engage in practical counting activities (e.g. counting pasties, shells, or tickets). Use real coins in role-play shops or cafés to practise simple exchanges. Explore calendars and timelines with visual aids to understand when events happen.
Computing and Online Safety	2h animation Online safety linking into 2h (age ratings) 4b sequencing instructions and algorithms	2b sound and music 3c pictograms and charts (could progress onto spreadsheets) Online safety linking into 3c (personal information)	1b what is the internet Online safety linking into 1b (safe searching for information and responsible use of the internet) 4d beebots
PSHE	Prejudice and discrimination Romantic feelings and sexual attraction	Self-care and safety: Public and private Consent and contraception	Health relationships (safeguarding) Emergency situations
DT & Science	Mini enterprise project	Transport and travel	Science week: Change and Adapt
PE	Body Awareness and Sensory Exploration	Balance, Stability, Movement Expression & Shared Games/Activities	Outdoor Exploration, Cooperation & Physical Challenge
Creative and Expressive Arts	My Art: Textiles (2) texture and pattern To encounter the process of collage to create tactile tiles/panels. To experience making prints from a tactile surface. Exploring the patterns and textures that are all around us. Developing understanding of recreating patterns and/or textures. Charanga Create Project: Create a music video	My Art: Digital Media (2) photography, photomontage – Surrealism Experiencing the possibility and potential of digital media. Exploring surrealist invention and free form. Developing understanding of Surrealism.	My Art: Sculpture (4) - Freedom to explore and create Learning to be free within the artistic process.
Work related learning	In school and community opportunities. Take on supported roles such as helper, organiser, or seller during a class stall or event. Practise teamwork and turn-taking while preparing items to sell. Explore real-world jobs through visits or guest talks (e.g. caretakers, shop assistants, crafters).	Charanga SEND Unit 23 Pulse In school and community opportunities. Host a simple "Travel Expo" with themed stalls, crafts, and music. Involve families or local visitors to share travel stories or help with activities. Create and share simple transport-themed crafts or treats with the school or community.	Charanga SEND Unit 24 Pitch In school and community opportunities. Enterprise and Creativity Take part in making simple Cornish-themed crafts (e.g. flags, bunting, painted stones). Help set up a class stall to share or sell crafts during a school event. Practise roles such as greeter, helper, or seller with adult support.
Preparation for adulthood opportunities Linked to theme	Life Skills and Independence Practise using tools safely with adult support (e.g. scissors, glue sticks). Follow simple routines like tidying up, sorting materials, or packing items. Use visual schedules and prompts to support independence and transitions. Community Engagement and Wellbeing Visit local charity shops or cafés to explore real-life examples. Invite community members to share skills or help with projects. Include calming sensory activities (e.g. fabric sorting, painting, music) to support regulation. Health and Safety Learn about safe tool use and hygiene through supported activities. Practise risk awareness using visuals and role-play (e.g. "What's safe?" "What's sharp?"). Reinforce safety routines with consistent adult modelling and support. Functional ICT Use touch-screen devices to explore videos of making or mending activities. Create simple digital labels or photo books of projects. Use cause-and-effect apps with craft or tool themes.	Cultural Awareness Experience global transport through themed days (e.g. tuk-tuks, gondolas, bicycles). Use adapted materials to explore how people travel in different countries. Create a "travel passport" with stamps or stickers for each mode of transport explored. Enterprise and Community Engagement Host a simple "Travel Expo" with themed stalls, crafts, and music. Involve families or local visitors to share travel stories or help with activities. Create and share simple transport-themed crafts or treats with the school or community. Life Skills and Independence Practise packing a bag, choosing clothes for different weather, and following a simple itinerary. Role-play travel scenarios (e.g. airport, train station, bus stop) to build confidence and communication. Use public transport maps or timetables to plan a supported local outing. Therapeutic and Sensory Engagement Engage in calming sensory activities like listening to transport sounds, exploring textures (e.g. tyres, tickets), or movement games (e.g. moving like a train). Use movement and music to explore travel actions and routines. Include relaxation strategies such as quiet zones or sensory corners during travel-themed activities. Functional ICT Use touch-screen devices to explore videos or images of different transport types. Create digital postcards or simple photo books of travel-themed activities. Use cause-and-effect apps with transport sounds and animations.	Cultural Awareness and Community Engagement Visit local places like the Eden Project or a Cornish bakery for sensory experiences. Taste local foods (e.g. pasties, saffron buns) and explore textures and smells. Invite community members to share stories, music, or crafts from Cornish culture. Life Skills and Independence Practise packing a bag for a local outing and choosing weather-appropriate clothing. Role-play visiting a local attraction (e.g. buying a ticket, asking for help). Use visual schedules and prompts to support routines and transitions. Health, Safety and Wellbeing Learn about staying safe in the community (e.g. crossing roads, staying with an adult). Explore hygiene routines through hands-on activities (e.g. washing hands before food tasting). Engage in calming sensory activities linked to Cornish themes (e.g. wave sounds, sand trays). Functional ICT Use touch-screen devices to explore images or videos of Cornish landmarks and traditions. Create digital postcards or simple photo books with support. Use cause-and-effect apps to engage with themed content (e.g. seaside sounds, local animals).



How is the curriculum assessed?

All learners have Personalised learning Goals (PLGs). They have these for their EHCP outcomes and also for Functional Literacy and Communication Skills and Cognition and Functional Maths skills. Some learners will work towards appropriate ASDAN transition challenge modules based on the activities and learning they have taken part in linked to the termly theme.

Year 1		
EMPLOYMENT Module: My Enterprise Project Making decorations for a special event 1821 Participate in planning a celebration event 4939	FRIENDS, RELATIONSHIP AND COMMUNITY Module: My Friendships Engaging in activities linked to going places 2451 Exploring print 1500	FRIENDS, RELATIONSHIP AND COMMUNITY Module: My Community Group Nature Project 1232 Improving an outdoor area 4749
EMPLOYMENT Module: My Enterprise Project Preparing a simple snack 1035 Using kitchen measures 1292 Card crafting 2314	GOOD HEALTH Module: My Healthy lifestyle Going out for a drink in the community 1173 Healthy lifestyles 9264	
Post 16	EMPLOYMENT Module: My Workplace Visits Experience activities in the world of work 2346	

Year 2		
INDEPENDENT LIVING Module: Looking after myself Actively exploring healthy eating 3196 Using cutlery 9722	GOOD HEALTH Module: Understanding my behaviour Gardeners world 6853 Experiencing nature and the environment 2433	FRIENDS, RELATIONSHIP AND COMMUNITY Module: My Relationships Engaging in activities in the community 1814 Relationships my family and friends 4322
INDEPENDENT LIVING Module: Looking after myself Personal safety when going out 5189 Going out in the community 1814	GOOD HEALTH Module: Understanding my behaviour Understanding wellbeing 5624 Understanding own heart rate 3371	
Post 16	EMPLOYMENT Module: My Workplace Visits Introduction to employability in the workplace 3815	



Year 3		
INDEPENDENT LIVING Module: Engaging with the environment Engaging with a favourite television programme 10369 Crossing the road safely 10129	GOOD HEALTH Module: My sensory and physical wellbeing Cooking dishes from around the world 7652 Communicating feelings around music 7494	FRIENDS, RELATIONSHIP AND COMMUNITY Module: My Friendships Responding to people in the community 1900 Transport and leisure in the community 1846
INDEPENDENT LIVING Module: Engaging with the environment Laying the table with support 7830 Engaging with shopping activities 1886	FRIENDS, RELATIONSHIP AND COMMUNITY Module: My Relationships The world around me 7770 Exploring world foods 6547	
Post 16	EMPLOYMENT Module: My work Experience Exploring different types of jobs 1761	

Year 4		
INDEPENDENT LIVING Module: Using my technology Using a toaster to make toast 6655 Using a kettle to make food items 8402	GOOD HEALTH Module: My Healthy lifestyle Transport and leisure in the community 1846 Experiencing nature and the environment 2433	FRIENDS, RELATIONSHIP AND COMMUNITY Module: My Community Local history 5252 Visiting local community outdoor venues 4736
INDEPENDENT LIVING Module: Engaging with the environment Using money and going shopping 10371 Learning how to get dressed/ make choices 6771	GOOD HEALTH Module: My Healthy lifestyle Travel to the local town 7390 Using transport 1237 Travel safety 9188	
Post 16	EMPLOYMENT Module: My Work Experience Exploring jobs 2012	

Post 16 Education at Doubletrees

At Doubletrees School, Post-16 provision is delivered as an integral part of the Upper School rather than as a separate department. Learners who remain in education beyond Year 11 do so because they are continuing to make meaningful academic, therapeutic and/or social progress within their existing class group and have not yet outgrown the provision available. Remaining with familiar peers, staff and routines supports emotional regulation, communication, engagement and sustained progress, particularly for learners with complex needs. Decisions about Post-16 placement are made through the statutory annual review process, in partnership with the Local Authority, families and professionals, and are based on individual progress, readiness for transition and Preparing for Adulthood outcomes. Post-16 placements are reviewed annually to ensure they remain appropriate, purposeful and aspirational, and that continued placement represents the most suitable pathway at that stage. For learners accessing the Discovery and Exploration pathways, additional opportunities to engage in work-related learning and associated accreditation are built into the curriculum, enabling learners to develop workplace skills, independence and community participation where appropriate. Parents and carers are guided and supported throughout this process by Your Future Kernow, the Local Authority's careers and transition service, ensuring that families are well informed about Post-16 options and that future pathways are planned carefully and realistically in line with each learner's needs and aspirations.



Engagement → Therapeutic	Exploration → Independence	Discovery → Pre-vocational
Equity of offer with an enhanced focus on health and wellbeing and independence to ensure that they have meaning, purpose and enjoyment in adult life. Participation and involvement in the school and their local community.	Equity of offer with an enhanced focus on independent living and life skills and health and wellbeing to ensure students are equipped for their life as adults and that they are as involved as possible in their local communities.	Equity of offer with an equal focus on all strands to ensure students have the skills and knowledge to lead healthy, purposeful and as independent lives as possible and to contribute to their local communities through paid or voluntary work.
Curriculum Offer		
		
 Community Inclusion		

Life beyond doubletrees

Adult needs:	- Will require support in home management tasks - May be able to access the wider community with support - Will be able to join some SEND leisure activities - May be able to access public transport with support.
Priorities of Outcomes	Will need: - to be able to communicate functionally. - to be able to be safe in a variety of settings. - to be able to make simple snacks and drinks. - to communicate their preferences and interests for leisure activities. - to communicate when they feel unwell. - to access annual medical and dental checks. - to be able to regulate, either self-regulation or with a clear process for supported regulation.
Adult or Post 16 destination after Doubletrees	Truro college Tregye or independent Post 16 provision Supported living at home with bespoke community care programme or a residential setting



