

# Experience for Life [EfL] Learner Journey

**Non-subject-specific** curriculum model focussing on **communication, physical development, independence, functional skills** and **social skills**. Pupils with **complex physical, medical** and **sensory needs** follow this pathway. **High levels of support** and **small groups** are key to achievement.

Health & Wellbeing	Physical & Sensory	Communication & Language	Cognition & Learning	Independence and Community	World & Creativity
Emotional wellbeing Mental Health Personal Hygiene Keeping Safe People who help me	Posture and balance Physical control Coordination	Responsiveness Causing an effect Establishing means of communication Intentional communication Social interaction	Exploration Realisation Anticipation Persistence Initiation	Self-help skills Transitions Community Integration Opportunities	Personal experiences Valuable experiences Expressive arts The world around me

**Enablers** help facilitate **delivery** and **implementation** of our intentions of learning across this Learner Journey.

Speech & Language Therapy – AAC - MOVE – Physiotherapy – Hydrotherapy – Rebound Therapy – Occupational Therapy - Physical Development – Complex Health Input - Sport & Leisure - Enrichment activities - Experiential learning opportunities – IT/Media - Community Inclusion – ELSA – Intensive Interaction – Music & Singing – Positive Looking

## Skills

Communication – Language - Physical – Cognitive - Functional - Sensory – Social - Emotional - Fine motor - Gross motor – Life - Proprioceptive & vestibular - Active learning - Active exploration - Behavioural

In terms of building **experiences** for pupils on the Experience for Life Learner Journey, these should facilitate the following outcomes, across all phases, with relative cognitive and age-appropriate contexts.

## Expected Outcomes

### Exploration

- Learners develop their initial reactions
- Learners demonstrate interest and curiosity
- Learners experience a range on environments and contexts to widen their breadth of interests
- Learners develop their attention, knowledge and skills

### Realisation

- Learners' interactions show more control
- Learners show emotions
- Learners use new skills in new ways
- Learners show responsiveness to familiar people, place and routines
- Learners show responsiveness to other people, outside of immediate family, within their world

### Anticipation

- Learners predict, expect and/or associate
- Learners interpret cues and/or prompts [visual – auditory – tactile]
- Learners understand cause and effect
- Learners develop their memory and sequencing

### Persistence

- Learners show determination
- Learners make intentional changes
- Learners develop, reinforce and apply skills
- Learners show increased active participation
- Learners develop elements of independence within activities through the use of AAC

### Initiation

- Learners bring about a desired outcome
- Learners create an impact on their environment
- Learners develop relative levels of independence
- Learners develop skills of participation in small groups / paired activities
- Learners' communicative attempts increase in consistency
- Learners show preference through AAC enabling the emergence of choice-making