

# Learning for Life [LfL] Learner Journey

A **semi-formal** curriculum model focussing on learning **essential skills for life** whilst following a broad and varied programme of learning. Pupils with **significant intellectual** or **cognitive impairments** and **communication** and **perception difficulties** follow this pathway. **High levels of support** and **small groups** are key to achievement.

<b>Physical &amp; Sensory</b> Posture and balance Physical control Coordination Health and fitness	<b>Communication &amp; Language</b> Comprehension development Language development Social interaction Emotional understanding	<b>Cognition &amp; Learning</b> Literacy skills Mathematical thinking Thinking scientifically Understanding tech	<b>Health &amp; Wellbeing</b> Emotional wellbeing Mental health Keeping safe Personal Hygiene PSHE/RSE	<b>Independence &amp; Community</b> Functional skills Life skills Transitions Real-world experiences	<b>My World</b> British Values The world around me Personal experiences Humanities Expressive Arts
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**Enablers** help facilitate **delivery** and **implementation** of our intentions of learning across this Learner Journey.

Speech & Language Therapy – AAC – Pragmatic groups – Literacy - MOVE – Physiotherapy - Physical Development – Health - Sport & Leisure - Enrichment activities - Experiential learning opportunities – IT/Media - Community Inclusion – ELSA – Intensive Interaction – Music, Singing & Dancing – Sherborne Developmental Movement Therapy – Positive Looking

## Skills

Language - Functional – Physical – Sensory – Social - Emotional – Motor – Life – Independence – Proprioceptive - Active learning – Active exploration – Communication – Thinking – Self-regulation – Self-help – Problem solving – Spatial reasoning

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

## Expected Outcomes

### Personal and Social Development

- Learners develop social interaction skills, how to respond to others and how to work with others
- Learners develop understanding of emotions and how to regulate their behaviours
- Learners become more confident, take risks, become more self-motivated and engaged in learning
- Learners better understand routine, and develop self-help and independence skills

### Communication

- Learners develop social interaction communication skills including initiation, exchange of information, continuing interactions and persistence with their communication partner
- Learners' communicative functions broaden to include choice-making, ascertain of choice, recalling information, narration and expression of views, thoughts and ideas
- Learners use a wide range of vocabulary which is syntactically organised and ideas linked through the connectives / conjunctions
- Learners' comprehension skills develop to include understanding and following of instructions / requests, with increased language load
- Learners demonstrate understanding of a wide range of vocabulary including concepts and abstract language

### Thinking

- Learners develop their functional literacy skills of reading and writing
- Learners develop their thinking skills such as memory and routine
- Learners can make connections, solve problems and be creative
- Learners understand about patterns, sequences and properties
- Learners develop their functional numeracy skills of using numbers and mathematical thinking