



Physical and Sensory



PE

Individualised physical activities will develop body awareness, coordination, **movement** and participation. Students will be supported to communicate choices and responses during physical activities.



Swimming – Individualised timetables

Swimming will support physical development, coordination, wellbeing and sensory regulation. Students will develop confidence, participation and independence within changing and swimming routines.



Therapies – Hydrotherapy

Hydrotherapy will support physical wellbeing, relaxation and regulation. Students will be supported to anticipate routines, communicate preferences and participate actively.



Sensory Art

Art linked to All About Me and Winter Lights will provide opportunities for sensory exploration, creativity, choice-making, anticipation and shared engagement.



Communication and Interaction



Communication Access Across Learning

Communication will be embedded throughout the school day. Students will be supported to express choices, preferences, needs, feelings, requests and refusals using their individual communication systems, including speech, AAC, PECS, Makaton, objects of reference and gestures. Adults will model communication consistently and create opportunities for students to initiate and influence their learning.



Attention Autism

Highly motivating activities will develop shared attention, anticipation, engagement and spontaneous communication.



Sensory Stories

Sensory stories will develop attention, anticipation, communication and interaction through meaningful multisensory experiences.



SALT

Individual SALT targets will be embedded across learning and everyday routines to support the generalisation of communication skills.



Social and Emotional



Participation and Belonging

Regular opportunities to participate alongside others in class, across the college and within the community. Learning will develop shared attention, turn-taking, proximity to others, interaction and a sense of belonging.



PSHE – Body Awareness / Appropriate Behaviour

Develop awareness of their bodies, privacy and personal boundaries. Learning will include appropriate touch, public/private behaviours, clothing and personal safety. Students will be supported to communicate consent, preferences and discomfort.



RE

Experience different religious and cultural celebrations through accessible and sensory activities, including **Diwali and Christmas**.



Life skills



Cooking

Participate in preparing simple foods through choosing, preparing, mixing, following routines and using equipment safely. Adult support will be adjusted to encourage increasing participation and independence.



Shopping

Develop meaningful shopping skills including choosing and locating items, using money/payment methods, waiting, carrying purchases and participating safely in public environments.



Personal Hygiene and Grooming

Supported to participate increasingly in washing, dressing, grooming, toileting and personal-care routines. Learning will promote dignity, privacy, choice and independence.



Supported Independence

Across activities, students will be encouraged to do as much as possible for themselves. Progress may include making choices, initiating actions, completing additional steps or requiring less adult prompting.

5SM Autumn Term 2026

Autumn 1: All about me | Autumn 2: Winter lights

Learn • Participate • Belong • Grow



QUEST / Community visits

Students will access the community weekly to generalise their **communication, regulation, engagement, participation and independence** across authentic contexts.

Students will develop their ability to tolerate transitions, travel safely, communicate choices and needs, engage with unfamiliar environments and participate appropriately alongside others.



Community experiences may include:

- Parks
- Garden centres
- Libraries
- National Trust properties
- Cafés
- Shops



Activities will be individualised according to each student's interests, communication needs, sensory profile and level of support.



Cognition and Learning



Maths – Functional Numeracy

Number, quantity, money, measurement and time will be developed through meaningful everyday activities. Students will experience numeracy through cooking, shopping, timetables, classroom routines and community activities.



Money

Develop awareness of coins, prices, exchange and payment through authentic shopping experiences.



Weight and Measurement

Explore heavy/light, full/empty, quantity, size and measurement through practical activities, particularly cooking.



Time

Use individual schedules, now-and-next boards, objects of reference and other visual supports to anticipate what is happening throughout their day.



Reading / Sensory Stories

The Lion Inside by Rachel Bright and *The Squirrels Who Squabbled* by Rachel Bright will support enjoyment, shared attention, anticipation, interaction and communication.



Geography

Explore their local community through meaningful community participation.



Progression across all areas

Communication

Regulation

Engagement

Participation

Supported Independence

Across the whole curriculum, adults will provide the communication access, environmental adaptations, sensory support and co-regulation necessary for students to participate.

Progress will be evidenced through Earwig, capturing meaningful small steps including increased engagement, intentional communication, greater participation, generalisation across contexts and reduced levels of adult prompting.

Brighter Futures Together

