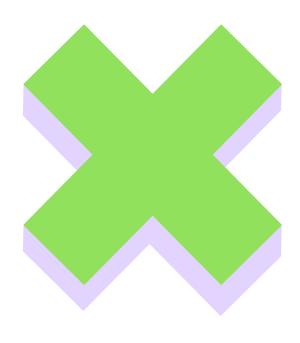
The Anchor SENDfriendly Independent School

Post 16 & 19 Offerings: Moving On Plus: Pathways for Success





sensory play education

www.thetascentre.co.uk

Welcome to TAS

At TAS, our commitment is unwavering:
every child matters, every voice is heard, and
every individual has the chance to flourish.
We dedicate ourselves to inclusivity and
empowerment, ensuring that abilities or
backgrounds never stand in the way of
growth.

We provide a personalised, accessible education that equips all young people with the tools they need to lead fulfilling, meaningful lives. Under the guidance of our skilled staff, students learn to overcome challenges, develop resilience, and embrace new opportunities.

Here, education is a shared journey, one guided by empathy, dedication, and the belief that no child gets left behind.





Introduction





Our Moving On Plus Curriculum prepares young people effectively for adulthood, employment, independence, and community participation. Each pathway supports students' unique needs, abilities, and aspirations through tailored educational experiences.

ASDAN Programme

Our Azadan Programme promotes tailored independence and community integration through structured activities, life skills development, and supported volunteering opportunities designed to empower students in everyday contexts.

ASDAN Qualifications

Our curriculum incorporates ASDAN courses tailored specifically to each pathway, supporting vocational development, independence, and essential life skills. Modules include 'Employability', 'Transition Challenge', 'Personal Progress', and 'Towards Independence', all designed to empower students for successful adulthood transitions.

Careers and Work Experience

Our Careers Education programme provides structured work experiences, both internally within school environments (e.g., café helper, library assistant) and externally within the community. Students gain valuable vocational skills, develop workplace etiquette, and build independence and social confidence through carefully supported roles.

▲ College Courses

Students have access to diverse, entry-level vocational courses and supported internships that ease their transition to Further Education. Our curriculum includes transition programmes specifically tailored to individual strengths, interests, and long-term career aspirations, facilitating meaningful educational journeys beyond school.



Post-19 pathways offer various tailored opportunities including sensory-focused day services, supported community volunteering, vocational training courses, supported employment, and apprenticeships. Each pathway is designed to match student aspirations, skills, and independence levels, enabling successful community participation.



Communication and Support

We employ comprehensive total communication approaches (symbols, visuals, Makaton), alongside sensory and emotional regulation strategies. Structured routines enhance independence, and each student's EHCP goals are integrated into daily activities, ensuring individualised and meaningful support.

Parent and Carer Engagement

Parent and carer involvement is fundamental to our programme. Regular communication through photo diaries, visual portfolios, active participation in transition planning, and school events ensures parents and carers remain integral partners in their child's educational journey.

Pathways Overview

Each of our pathways is designed to support students at every stage of their educational journey, offering specialised curricula, personalised support, and clearly structured opportunities that guide students towards fulfilling and successful adult lives. Below is an overview of each pathway, highlighting their unique features and benefits.



Adventurer Pathway

Multi-sensory, personalised experiences for early learners.

Explorer Pathway.

Functional skills and semi-formal structured routines for developing independence.

Globetrotter Pathway

Semi-formal vocational education aimed at practical independence.

Traveller Pathway

Entry-level formal learning focused on practical employment skills.

Voyager Pathway

Academic and vocational programme fostering employability and independence.



Adventurer Pathway

Curriculum Pathway

Adventurer Pathway – highly personalised, multi-sensory curriculum focused on engagement, early choices, cause and effect, and experiencing roles through play or exploration.

Careers Education Focus

- Awareness of job roles through real objects, photos, and play
- Developing independence in routines (e.g. tidying, helping)
- Understanding cause and effect of actions in jobs
- Participating in sensory-friendly structured work tasks
- Making supported choices and expressing preferences

Gatsby Benchmark Alignment

- Stable programme Embedded in daily routine and EHCP planning
- Labour market awareness Use of symbols, job-themed stories and role play
- Individualised approach Observation-led MAPP/EfL outcomes
- Curriculum connection Early functional tasks linked to themes (e.g. food, travel)
- Encounters Meet visitors with job roles (caretaker, chef, etc.)
- Experiences Internal jobs with support (e.g. handing out snack, watering plants)
- · Personal guidance Through key adult reflections and simple visual choice making
- FE/community awareness Familiarisation with next settings through sensory visits

Careers Plan (Years 9-14)

- Year 9: Sensory exploration of jobs, early role play (e.g. uniforms, tools)
- Year 10: Symbol/real object matching to tasks, begin class helper routines
- Year 11: Repeating familiar routines, develop visual record of roles
- Year 12: Functional pre-vocational task practice (e.g. packing, sorting)
- Year 13: Engagement in structured team task with adult support
- Year 14: Photo passport of jobs experienced, transition link activities

Communication & Support

Total Communication (objects of reference, symbols, gesture, sign) - Consistent visual schedules and task strips - Hands-on, sensory-rich tasks - Co-regulation and sensory calming routines - Staff modelling and backward chaining

Post-19 Pathways

- Sensory-focused day services with life skills Community volunteering with high adult support
- Structured engagement programmes Protected environments with familiar adult facilitation

Monitoring & Review

Learning journals and photo evidence of task participation - MAPP outcome records (e.g. independence, engagement) - Visual 'Careers Passport' folder with symbols/photos - EHCP review including PfA outcomes (employment, community)

Parent/Carer Involvement

Photo diary sharing - Shared 'jobs at home' activities - Participation in transition and visit planning - Regular parent-teacher communication about progress and engagement

ASDAN Link:

ASDAN: Towards Independence – modules like 'Personal Development', 'Using ICT', and 'Independent Living' tailored with full adult support and sensory-friendly materials.

Curriculum Pathway

Explorer Pathway – functional, semi-formal learning with adult-supported structured routines, community learning, and emerging independence.

Careers Education Focus

- Understanding purpose of work and daily routines
- · Identifying preferences and interests
- · Practising supported jobs with adult modelling
- · Participating in enterprise and team-based tasks
- Developing communication for choices, routines, and asking for help

Gatsby Benchmark Alignment

- Stable programme Embedded in EHCP and curriculum mapping
- · Labour market links Use of videos, photos, symbol-based profiles
- Individual planning MAPP/EFL targets set with student voice input
- Careers-linked curriculum Life skills in context (e.g. budgeting, preparing food)
- Employer encounters Guest visits, staff profiles, mock jobs in school
- Experience of work Internal tasks and role play (e.g. café, delivery, library)
- Guidance Symbol-supported conversation about preferences and success
- 8. FE/Transition encounters Familiarisation visits to local provision, supported by visuals

Careers Plan (Years 9–14)

- Year 9: Job role recognition, simple class jobs
- Year 10: Peer jobs, basic team tasks, visual reward chart
- Year 11: Rotations of structured school-based work experiences
- Year 12: Functional project (e.g. snack shop, art sale), early college exposure
- Year 13: Generalising work behaviours in new contexts, photo CV
- Year 14: Final passport preparation, supported placement visits, FE transition readiness

Communication & Support

Use of symbols, photos, Makaton ,Visual instructions and Now/Next boards , Role play, video modelling, hands-on demonstration ,Sensory support and quiet workspaces - Social stories and staff guidance

Post-19 Pathways

- · Local specialist college with supported vocational stream -
- · Community work placements with job coaching -
- · Structured life skills day programme
- · Supported voluntary roles (e.g. charity shop, school helper)

Monitoring & Review

- MAPP/Individual outcomes tracking,
- · Visual portfolios and photo diaries,
- Careers Passport and 'Things I've Tried' books,
- · EHCP annual reviews and person-centred planning

Parent/Carer Involvement

- Weekly updates and photos of vocational tasks,
- · Careers events and family involvement weeks,
- · Support with transition decisions and visits,
- · Parent voice in planning activities and targets

ASDAN Link:

ASDAN: Transition Challenge – 'Knowing How' and 'Making Choices' modules focusing on real-life tasks, communication, and self-awareness.



Globetrotter Pathway

Curriculum Pathway

Globetrotter Pathway – functional semi-formal/entry-level access with vocational focus, communication and teamwork development, and increasing supported independence.

Careers Education Focus

- Strengths and interests exploration
- Functional job roles (e.g. retail, arts, cleaning, food service)
- · Real-life work routines in school and community
- Team working and communication skills
- Confidence in transitioning between tasks/environments

Gatsby Benchmark Alignment

- Stable careers programme Structured around EHCP goals and vocational strands
- Labour market links Use of career videos, visits, talks with accessible content
- Individual needs Termly MAPP/EfL review and target setting 4.
- Curriculum link Vocational links in literacy, numeracy, ICT 5.
- Encounters with employers Visits from supportive employers, retail/maintenance staff
- Workplace experience Supervised internal/external projects (e.g. café, garden team)
- Personal guidance Symbol-based reviews with adult support and video evidence
- FE and training encounters Visits and transitions to post-16/19 providers

Careers Plan (Years 9-14)

- Year 9: Introduce work roles through video/role play, help with class jobs
- · Year 10: Community link visits, functional task projects (e.g. packing, sorting)
- Year 11: Visual CV, team enterprise (e.g. fruit delivery, art printing)
- Year 12: Independent task practice with support, local worksite visits
- Year 13: Careers folder updates, interview role play, job applications (symbol-supported)
- Year 14: Transition passport, specialist college links, placement preparation

Communication & Support

- Visual aids, symbol sequences
- Repetition and modelling of tasks, Clear routines and predictable schedules, Positive reinforcement and motivation-based rewards - Simplified language and supported choices

Post-19 Pathways

- Entry-level college study (vocational/life skills) -
- · Supported internships with job coaching -
- Community employment training (e.g. council initiatives, gardening groups)
- · Part-time supported volunteering

Monitoring & Review

- Photo/video portfolios of tasks
- Careers progress reviews with student involvement
- EHCP reviews with embedded careers targets
- Annual updating of Careers Passport/Work Record

Parent/Carer Involvement

- Collaborative planning meetings
- Photo evidence shared regularly
- Involvement in job-themed events and projects
- Planning and visiting post-16/19 settings together

ASDAN Link:

ASDAN Personal Progress (Entry 1) and Employability (Entry 1–2) – tailored to support teamwork, community participation, communication, and real-life job scenarios. Modules include 'Developing Skills for the Workplace', 'Engaging with the World of Work', and 'Making Choices'.



Curriculum Pathway

Traveller Pathway – entry-level formal learning with a functional focus on employment preparation, applied learning, and increasing autonomy.

Careers Education Focus

- · Identify strengths and suitable job roles
- Build confidence in teamwork and responsibility
- Understand workplace behaviours and routines
- Develop application/interview awareness with support
- Experience structured, supported work-related learning

Gatsby Benchmark Alignment

- Careers programme Delivered via Moving On themes, linked to EHCP 2.
- · Labour market info Careers websites with adult support, simplified text/videos
- Individual needs Aspirational EHCP outcomes, visual careers profiles
- Curriculum links Literacy/numeracy/ICT in workplace context
- Employer encounters Guest speakers, virtual or real site visits
- Workplace experience Supported internal/external placements, enterprise
- Personal guidance 1:1 planning sessions with symbol-supported documents
- FE/training exposure College programme tasters, transition planning with provider input

Careers Plan (Years 9–14)

- Year 9: Introduce career vocabulary and personal interests
- Year 10: Create job boards, supported mock roles (e.g. post run, café helper)
- Year 11: Internal enterprise or structured role (e.g. weekly shop, deliveries)
- Year 12: Community placements with job coach/adult
- Year 13: CV writing, interview prep, workplace etiquette focus
- Year 14: Final transition passport, FE/traineeship or supported internship readiness

Communication & Support

Visuals, simplified text, Makaton/sign , Step-by-step checklists and job instructions, Rehearsal and role play of job tasks , Supported decision-making through choice boards , Emotional regulation and communication supports

Post-19 Pathways

- Local college (vocational Entry Level/Level 1)
- Supported internships or community employment programmes
- Work-based learning with specialist support (e.g. job coach)
- Entry-level part-time employment or volunteerin

Monitoring & Review

- Careers profile with visual and written reflections
- Target review termly (MAPP/EFL/ILP)
- Careers Passport (CV, achievements, interests)
- EHCP review with preparation for adulthood focus

Parent/Carer Involvement

- · Parent info sessions and reviews -
- Supported planning for FE/work -
- Involvement in CV/profile building -
- Engagement in Careers Week or placements

ASDAN Link:

ASDAN: Employability and PSD (Personal and Social Development) – Entry Level 2/3 modules such as 'Developing Skills for the Workplace', 'Managing Money', 'Healthy Living', and 'Applying for a Job', supporting functional learning and preparation for adulthood.



Voyager Pathway

Curriculum Pathway

Voyager Pathway – Functional academic programme focused on developing employability, vocational competencies, workplace literacy/numeracy, and career planning.

Careers Education Focus

- Understanding job roles and local employment sectors
- Developing a personal careers plan with adult guidance
- Independent CV creation, interview prep, application writing
- · Building independence in work experience settings
- Rights, responsibilities and workplace behaviour

Gatsby Benchmark Alignment

- Careers programme Embedded in Moving On curriculum and ILPs
- Labour market info Websites, guest talks, work role comparisons
- Personalised planning Regular reviews of strengths and preferences
- Linked curriculum Careers content in literacy, numeracy and ICT
- Employer encounters Sector-specific speakers, job fairs, interviews
- Work experience Supported placements or voluntary roles
- Guidance Key worker coaching, application and goal setting sessions
- FE/apprenticeship exposure Provider visits and transition prep

Careers Plan (Years 9–14)

- Year 9: Explore career sectors and skills for work
- Year 10: Job match activities, CV template creation
- Year 11: Enterprise projects, careers carousel events
- Year 12: Interview skills, workplace etiquette, internal placements
- Year 13: External work experience or voluntary placements
- Year 14: Final Careers Passport, FE/apprenticeship application, careers guidance review

Communication & Support

- Use of career boards, writing frames, simplified language -
- Structured discussion prompts for planning, Visual timelines for goals and transitions, Peer role modelling and video-based learning & Coaching strategies for emotional regulation

Post-19 Pathways

- Further education (vocational Level 1/2 courses)
- Supported apprenticeship or traineeship
- Local employment with job coach or mentor
- Entry-level paid employment or structured volunteering

Monitoring & Review

- Termly review of career targets and planning
- MAPP/EfL records for vocational outcomes
- Updated Careers Passport (CV, skills log, experience)
- EHCP outcomes aligned to employment and independence

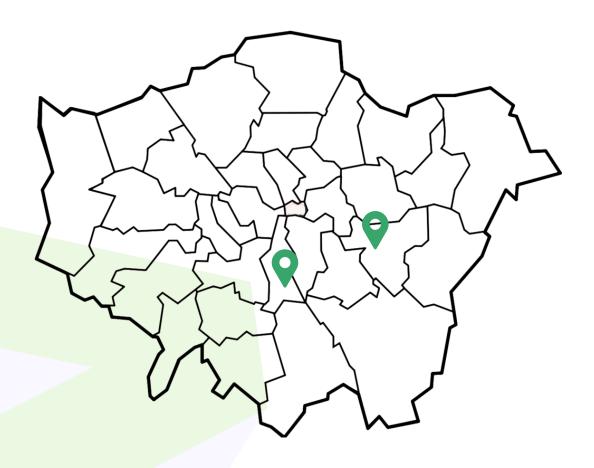
Parent/Carer Involvement

- Support with applications and planning
- Attendance at careers events and meetings
- Shared review of CV and college/work readiness
- Encouraging independence and transitions at home

ASDAN Link:

ASDAN: Employability Level 1/2 and Careers and Experiencing Work – modules include 'Searching for a Job', 'Planning for Progression', 'Working with Others', and 'Managing Money', supporting independence and preparation for adulthood.

Our Sites



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