



Supporting Aspirations

Introduction to the tutor guidance and resources



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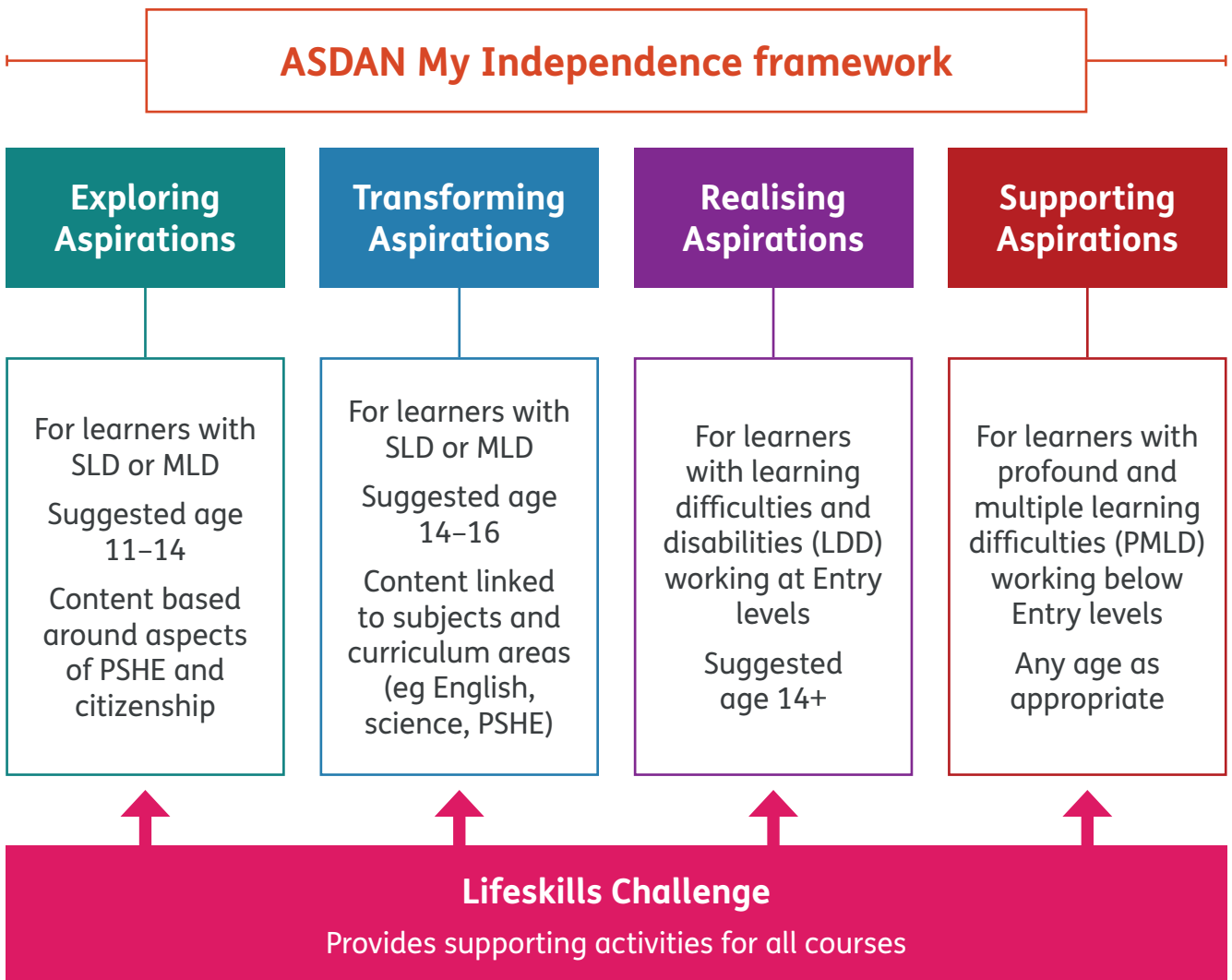
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My Independence framework

ASDAN's My Independence courses have been developed in partnership with the National Development Team for Inclusion (NDTi) and in consultation with ASDAN centres. The courses are mapped to the four Preparing for Adulthood pathways: friends, relationships and community; employment; good health; and independent living. This will enable centres to link learning opportunities to an individual's Education Health and Care Plan (EHCP) or Individual Development Profile (IDP) outcomes.

The courses will both inform the development of outcomes and provide evidence of achievement. The ethos of the courses is based on a person-centred approach, using person-centred planning tools to explore what is important for the young person to have good life outcomes. More information about the My Independence framework is available to centres as part of the **My Independence tutor guidance and person-centred planning toolkit**.

There are four My Independence courses, each designed to support different groups of learners:



Supporting Aspirations

Supporting Aspirations has been developed to meet the needs of young people with profound and multiple learning difficulties (PMLD). The aim of the Supporting Aspirations course is to better prepare young people with PMLD to plan for good life outcomes.

The Supporting Aspirations modules are mapped to the four Preparing for Adulthood pathways. This will enable educational providers to link learning opportunities to an individual's Education Health and Care Plan (EHCP) outcomes. The modules can both inform the development of outcomes and provide evidence of their achievement. The course is based on a person-centred approach, starting with what is important to the individual to have good life outcomes across the four pathways. Person-centred planning tools are embedded throughout the modules to explore and inform this process.

The module outcomes are based on what needs to be in place for a young person with PMLD to plan for the future and make a successful transition to new opportunities at college, adult social care, training programmes, employment or in supported living.

Course structure

The Supporting Aspirations modules are mapped to the four Preparing for Adulthood pathways; each pathway comprises three modules:

	Friends, relationships and community	<ul style="list-style-type: none">• My community• My friendships• My relationships
	Good health	<ul style="list-style-type: none">• My healthy lifestyle• My sensory and physical wellbeing• Understanding my behaviour
	Independent living	<ul style="list-style-type: none">• Engaging with my environment• Looking after myself• My technology
	Employment	<ul style="list-style-type: none">• My enterprise project• My work experience• My workplace visits

Centres can choose to deliver as many or as few modules as they wish. Completing all 12 modules will ensure that the young person has covered all four pathways and support progress towards good life outcomes. Centres may choose to deliver modules concurrently or consecutively, depending on the needs of the individual and the demands of their setting.

Supporting Aspirations

It may be useful to review the **Realising Aspirations** modules for learners with learning difficulties and disabilities (LDD) working at Entry levels to assess if these are more appropriate. It is possible to use modules from both courses to ensure they meet individual needs.

Requirements

Centres should gather supporting evidence showing the learners' achievements and progress within the Supporting Aspirations modules. Guidance on suitable evidence is available to centres as part of the **My Independence tutor guidance and person-centred planning toolkit**.

This evidence should be stored with the relevant module templates and pathway profiles (see page 14). Module checklists have been produced for each module (see page 14).

Certification

Centres wishing to claim certification should purchase a **Supporting Aspirations learner registration** for each learner. This allows centres to enter which modules a learner has completed to demonstrate progress and reward small steps of achievement.

- Module certificates can be downloaded upon completion of each module.
- Pathway certificates can be downloaded upon completion of all three modules within a pathway and the relevant pathway profile.
- Course certification is available to learners who have completed all four pathways and the relevant pathway profile for all four pathways.

Working with learners with PMLD

From age 14 onwards, centres are responsible for ensuring young people can achieve their personal aspirations and goals that will lead to a life after school that is based on what the individual chooses, doing activities that are meaningful and fulfilling, including further employment and training opportunities. For young people with PMLD it is essential this planning starts early, involves people who know the young person well and focuses on what is meaningful to the individual.

The term PMLD can cover a wide range of young people. While there will be differences in how settings refer to different groups of young people, it will generally be the case that the majority of these young people will have a complex combination of learning, care and support needs. Centres may use the descriptors pre-formal, informal or pre-entry to describe this profile of young people. This can include young people with multi-sensory impairments who require a high level of sensory input and those with complex behaviours of concern who require a low-arousal and sensory-regulating environment. These modules will benefit young people who are at the earliest stages of communication and cognition and benefit from a highly individualised and creative approach to learning.

The young person's voice is central to this process. Young people with PMLD may use a wide variety of ways to communicate (eg vocalisations, facial expressions, gestures, body movements, alternative and augmented communication devices, signs, symbols, objects, photos) and will generally rely on others to interpret meaning from them.

The modules are based on the premise that all communication is meaningful but will require careful interpretation from people who know the person well; usually a multi-disciplinary team including teachers, support staff, parents, carers, speech and language therapists and other health and social care practitioners.

The Supporting Aspirations modules should be delivered using a highly individualised, sensory stimulating/regulating and creative approach to learning.

Support strategies

Young people with PMLD who are working below Entry level require highly personalised approaches to learning; they may not be able to build on learning experiences in a linear way and will most likely have a complex combination of health and care needs that require high levels of support from people who know them well.

The module outcomes require staff who know the learner well to record the participation of the young person in their learning activities and provide advice on how they can be supported in any future activity. There are a range of resources and materials provided (see page 14) that have been designed for use in a young person's transition. While these documents are not accessible to young people with PMLD, the suggested module activities are designed to provide the information required to ensure a young person can continue building the skills they need for a fulfilling life, being an active citizen and taking their place in society. The modules aim to promote inclusion, extend and develop learning opportunities beyond school or college and support good planning for the type of support required to make this a reality.

Working with learners with PMLD

Young people with PMLD will require support with most, if not all, aspects of daily living. If we concentrate on what young people cannot do, we will always be working within a deficit model; this will not support us to be ambitious for what a young person can achieve.

It is useful to know what support level has been provided in order to assess what will be needed in the future if this activity is continued. Young people with PMLD may require different levels of support with the same activity at different times because of their range of needs. Environmental and staffing changes along with complex healthcare needs will impact on the day to day life of a young person with PMLD.

Support strategies provide more detailed information on what needs to happen to ensure the young person's participation in an activity is as meaningful as possible and enables them to demonstrate their choices and responses towards the activity.

Centres will already have lots of information regarding the type of support an individual requires to take part in educational activities and stay safe and well. This should be used in developing the resource templates and the person-centred planning tools. Each module will request feedback on the **Module completion log** (see page 15) of the support strategies used to enable the module to be completed. This will require staff to state what worked or what didn't work in engaging the young person in an activity which, in turn, will support developing the different profiles required in each module.

Employment pathway

Supporting Aspirations includes an employment pathway. Employment has not always been viewed as a relevant and meaningful activity for young people with PMLD. In this pathway, centres are asked to explore how a young person with PMLD can have access to employment opportunities in their broadest context – as an opportunity for social inclusion and citizenship rather than to secure a traditional job role. Young people with PMLD have qualities and abilities that are an asset to wider society, including workplaces; the modules in the Employment pathway provide creative approaches to making this a realistic option for the future.

Links to your curriculum

Supporting Aspirations is designed to be delivered within your existing curriculum or can be used to support the development of a curriculum. There is no time limit for activities or a module. This is in recognition that days can be very different for young people with PMLD and repetition is a necessary strategy to develop the cognition necessary to anticipate, participate and initiate actions.

It may suit providers to base a module around the same day or time each week and this consistency would likely be beneficial to a young person. Some modules can be delivered across a whole week, term or year in order to gather the information required and to enable the young person to fully explore what is important to them.

It is expected that providers will be using a form of assessment specific to the needs of PMLD learners. Providers in schools will be familiar with the Engagement Model of 2020 from the Standards and Testing Agency. Although there is no statutory requirement to use this model in Key Stages 3 and 4 or post-16, it may be helpful in assessing how well young people are accessing the curriculum. The model emphasises that 'in post-16 education, schools and colleges should ensure there is an emphasis on how their pupils' acquired skills are preparing them for adulthood'. The engagement model may be useful when assessing how young people are involved with different learning activities suggested in the modules.

The level of engagement the learner has in the activity is not prescriptive and does not determine if the learner has completed the module. If the learner does not engage consistently with an activity this would indicate the type of activity is not meaningful or motivating for them and staff would need to consider why that is and make changes to the type of activity offered.

The purpose of each module is to enable learners to engage in activities that support good life outcomes and provide personalised information around good support planning for this to happen.

For young people with PMLD who may not be able to complete many or any physical tasks independently, this should not preclude them from being able to complete the modules as they are based on what is relevant and appropriate for an individual. This will support a strengths-based approach rather than a deficit model.

Centres can choose to deliver as many or as few Supporting Aspirations modules as they wish. There is no formal structure that requires an individual to have completed all modules within a pathway or all pathways. Centres should choose modules based on what is most important for an individual or a group of young people.

Links to your curriculum

PSHE

The modules and suggested activities can be used in conjunction with the PSHE Association Planning Framework for Pupils with SEND (Key Stages 1–4):

[🔗 https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key](https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key)

Learning opportunities within the framework have been revised and updated to ensure that they appropriately address the Department for Education (DfE) statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education within the context of meeting the needs of young people with SEND. The full guidance can be accessed at:

[🔗 https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

Links to SEND Code of Practice

Supporting Aspirations meets the requirements of the SEND Code of Practice (2014). The modules are based on person-centred approaches and ensures there is evidence that the young person has been involved in decision making and planning. This can be challenging for people with PMLD where staff are frequently in a non-instructed advocacy role, being asked to speak on behalf of an individual who may not use verbal communication and is unable to use language to let people know what they want and need.

The modules encourage a multi-disciplinary approach to collating information that will support the young person's participation and learning. This includes working with parents and carers and external agencies to plan with the young person rather than for them. The use of person-centred planning tools throughout the modules support an understanding of what is important to the young person, as they tell it through their everyday communication.

Supporting Aspirations is focused on planning for good life outcomes which is a central feature of the Code and will support transition planning from school and college into adult life.

Links to the Ofsted Education Inspection Framework

The Ofsted Education Inspection Framework (2019) requires settings to ensure they have the highest aspirations for the most disadvantaged young people. The Supporting Aspirations modules will provide evidence that settings are meeting the requirements of the new framework for young people with SEND.

Quality of Education

‘Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special education needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life’ Ofsted May 2019

Supporting Aspirations has a strong intent on preparing for adult life. It lends itself to a highly differentiated approach to teaching and learning, focussed on personalised learning outcomes and continuous assessment.

It is expected that centres will have highly individualised targets that enable knowledge and skills to be learned sequentially. The modules support this approach to learning, whereby the learning activities provide opportunities for consolidation and transferring of knowledge and skills across contexts. The modules are designed to ensure learning can continue in a new setting and prevent a deterioration or regression in cognition that is possible during the transition process to new environments and working with new people.

The modules are designed to make a strong impact on the next stage of the young person’s life, keeping the young person’s voice at the centre of planning for their next destination.

Links to RARPA and other non-qualification activity

RARPA (Recognising and Recording Progress and Achievement) is being used increasingly in post-16 settings with learners with learning difficulties and disabilities to ensure there is a quality assured approach to non-accredited learning. Ofsted supports the use of non-qualification activity where it is more appropriate for the individual; Ofsted requires settings to provide evidence that learning is being measured as robustly as with qualifications and accreditation. The RARPA process is designed to be flexible, based on the assessment of individual targets and outcomes within any type of course or curriculum.

Supporting Aspirations can be delivered using a RARPA approach as each individual will engage in activities in a highly personalised way. The outcomes for each module are the evidence of participation in activities, however there is no specific hierarchy of skill development that could be found in materials aimed at young people working at Entry levels or above.

Links to the RARPA process

- **Stage one: Aims of programme are appropriate** – Supporting Aspirations has been developed specifically for young people with PMLD to support their preparation for adult life. It is based on current guidance and legislation around what supports good life outcomes and how to keep the young person at the centre of all planning.
- **Stage two: Initial assessment** – centres will have an initial assessment period and be informed by previous learning opportunities. All the modules provide resources that are specifically designed to explore what is important to the individual and can support baseline assessments.
- **Stage three: Identifying challenging learning objectives** – these will be identified by the centre in relation to the individual's starting points and relate to the EHCP outcomes. Centres will use their available knowledge of the young person to identify targets that are meaningful and relate to making progress towards good life outcomes.
- **Stage four: Formative feedback** – the person-centred planning tools can be used to assess what is working or not working for the individual. The modules use recording templates to capture what is important to and for the individual now and for future planning.
- **Stage five: Summative assessment** – the module completion log will provide evidence of achievement. Centres will also collect photo and video evidence of individuals making progress. It is expected settings will use appropriate data collection systems to record progress against individual targets and wider outcomes. Supporting Aspirations celebrates achievement in ways that are meaningful for the individual (eg certificates, statements of progress), which allows parents and carers to see the achievement of their young people and to be positive about the future.
- **Stage six: Informed choices about progression** – this will be ongoing throughout the modules that will inform which destinations can provide good life outcomes for an individual. Using the module information to support person-centred annual reviews will support this.

Links to RARPA and other non-qualification activity

- **Stages seven, eight and nine: Quality assurance** – centres will have quality assurance procedures in place to monitor how RARPA is being implemented. An internal review of how the modules are enabling young people to achieve their short and long-term targets and outcomes will support settings to further improve the quality of the provision. ASDAN will support centres through annual meetings to assess the quality of outcomes for young people completing the modules and the impact this has on their good life outcomes.

Resources and materials

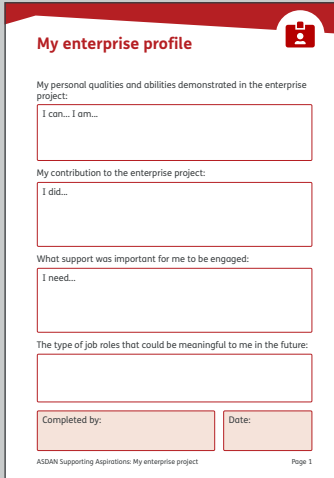
The following resources are available to structure the delivery and record the outcomes of Supporting Aspirations modules. Plain text versions are also available in Word document format for centres that wish to complete them electronically.

Centres may use their own equivalent versions of these document templates to avoid unnecessary duplication.

Module templates

Recording templates are available to support each of the Supporting Aspirations modules. These resources are designed to form part of the learner's evidence. The module templates can be completed by the teacher/tutor on behalf of the learner, using words, symbols or pictures.

Copies of the module templates for each pathway can be found within the module guidance.



The image shows a digital form titled "My enterprise profile" with a red header and a small icon in the top right corner. The form contains several text input fields with red borders. The first field is labeled "My personal qualities and abilities demonstrated in the enterprise project:" and contains the text "I can... I am...". The second field is labeled "My contribution to the enterprise project:" and contains the text "I did...". The third field is labeled "What support was important for me to be engaged:" and contains the text "I need...". The fourth field is labeled "The type of job roles that could be meaningful to me in the future:". At the bottom, there are two smaller input fields: "Completed by:" and "Date:". The footer of the form reads "ASDAN Supporting Aspirations: My enterprise project" and "Page 1".

The **My enterprise profile** template.

Module completion log

The **Module completion log** should be completed by the teacher/tutor at the end of each module. A copy of this resource can be found on page 14.

Pathway profiles

These profiles should be completed by the teacher/tutor. They include all the relevant information a young person will need to take with them to a new setting and in preparation for adulthood:

- Inclusion profile
- Health and wellbeing profile
- Independent living profile
- Vocational profile

Copies of the pathway profile templates can be found within the guidance for each pathway.

Module outcomes checklists

Checklists have been produced for each of the Supporting Aspirations modules. These list the outcomes for each module and can be completed by the teacher/tutor on behalf of the learner. They can be used to structure any evidence gathered by the centre.

Supporting Aspirations

Module completion log

Learner name:	
Pathway:	
Module:	
Start date:	Completion date:
What activities took place to support the module?	What new things were learned about the young person?
What worked well and can be developed?	What didn't work well and needs to change/be done differently?
What support strategies enabled the young person to complete the activities?	
What individual targets were worked on during the module?	What progress towards individual targets was made?
How did the module activity support progress towards the EHCP outcomes?	How can the module activity support developing the EHCP outcomes?
Portfolio reference to supporting evidence of progress made during the module:	
Completed by:	Date:

Resources and materials

Person-centred planning tools

The module guidance and module records include links to person-centred planning tools that can be used to support each module. These vary across modules, but many can be repeated.

The person-centred planning tools are a key component of all ASDAN's My Independence courses and are available to centres as part of the **My Independence tutor guidance and person-centred planning toolkit**. This resource includes the following person-centred planning tools in a number of different formats:

- Communication chart
- Decision making profile
- From presence to contribution
- Good day, bad day
- Important to, important for
- Like and admire
- Matching support
- Perfect day
- Perfect week
- Relationship circle
- Working, not working

Module guidance

This document includes guidance for the Supporting Aspirations modules. This guidance is intended to support teachers and tutors in delivering the modules.

The table below shows the information provided for each module:

Aim of module	Information about the specific module. There is some repetition across modules in the same pathway as aims are related.
Format of delivery	Suggestions as to how the module can be delivered, with examples.
Suggested activities	Starter ideas to support the delivery of the module. Centres will already have activities in place and this will be highly personalised for individuals.
Support strategies and module templates	Advice on support strategies and completion of the module templates. Support strategies should be decided by the centre and should be relevant to the individual across different contexts.
Individual objectives	Advice for centres on setting individual objectives linked to the theme of the module.
Module outcomes	Specific outcomes for each module. They include the completion of module templates and providing evidence that the young person has been able to participate in the module activities.
Person-centred planning tools	Recommendations for person-centred planning tools that can be used to support the module.
Links between modules	Information on the links between the three modules within the pathway.
Useful links	<p>Links to websites and online resources that may be useful to teachers/tutors delivering the module. These lists are not exhaustive and ASDAN does not make any recommendations about specific websites; these links are provided for interest and to support the development of activities within the modules.</p> <p>ASDAN has made every effort to ensure the resources provided in this guidance are accurate, up-to-date and relevant. ASDAN cannot take responsibility for web pages maintained by external providers.</p>