



**National Star**

Realising the aspirations  
of people with disabilities

## EIZub - Individual Learning Programme

### Information to support continuity of programme and wellbeing

To enable E to be able to maintain the skills she is currently developing at National Star, we would like to provide families and carers with information on her Primary Learning Goals, Annual Goals and targets.

This document outlines the suggested activities and therapy reports that will ensure that both college and home environments continue to support E in a flexible and meaningful way.

We also recognise that E will be away from college and her usual social interactions with both her residential and course based peers. To enable her to keep in touch with friends, we can facilitate appropriate sharing of contact details

The table below outlines E's long term aspirations, Goals and also links to her EHCP Outcomes.

Long term Aspirations for transition from college
<ul style="list-style-type: none"> <li>• Long term living arrangement with creative activities. Examples are: William Morris Centre for Learning disabilities.</li> <li>• Day-time Leisure/Activities programme focusing on her sensory needs, music and arts and crafts.</li> </ul>

Primary Learning Goals Annual Goals for 2019-2020	
PLG & AG Core target	EHCP Outcome Area
PLG: Develop her use of low tech communication aid in a range of contexts. AG: Develop the use of a low tech communication aid	Communication and Interaction
PLG: To engage in a variety of supported activities to promote her health and wellbeing. AG: E will access a variety of different leisure activities in different locations.	Social, Emotional and Mental Health. Physical and Sensory
PLG: To be able to sequence daily routines. AG: E will be able to participate within her daily routine.	Physical and Sensory, Self-care and independence.
PLG: To achieve the Edexcel Award in Personal Progress at Entry Level One AG: To complete unit 'Engaging with the world around you - Objects'	Cognition and Learning

### Accredited Outcome

E is currently in her first year at National Star and part way through her accredited Primary Learning Goal:

To achieve the Edexcel Award in Personal Progress at Entry Level One.

In light of her wider Goals and progress against short-term targets, E is aiming to achieve the Personal Progress unit 'Engaging with the world around you - Objects' this year. Evidence has been gathered from a range of her classroom, residential and community environments and we would welcome your input into recording and sending additional evidence against the criteria for this unit. To discuss this further, contact the Senior Personal Learning Coordinator / Tutor who oversees E's programme:

[dfenley@nationalstar.or](mailto:dfenley@nationalstar.or)

## Keeping in Touch with Friends and Peers

E has a number of friends who she may wish to stay in touch with whilst at home. National Star is able to facilitate the sharing of contact details but only in the instance where both students and/or families are both in agreement. To support you with this request, please contact your PLC.

## Learning Activities and Key Reports Contents:

Please see the table below of resources and other reports. For ease of reference, we have used EHCP outcome areas to organise the information for you. Members of E's multidisciplinary team have contributed to the relevant areas. If there is any other further information you require, please contact your PLC.

EHCP Outcome Area	Learning Activity / Report
Communication and Interaction	<ul style="list-style-type: none"> <li>E to familiarise herself with PODD book pages and modelling of vocabulary. Please find attached a number of functional temporary pages to use whilst Elisa is at home, as well as some useful guidance on PODD.</li> <li>Useful link to find information: <a href="https://novitatech.com.au/equipment/podd-communication-books/">https://novitatech.com.au/equipment/podd-communication-books/</a></li> </ul>
Cognition and Learning	<ul style="list-style-type: none"> <li>E's Course Tutor has put together a timetable of activities that support E to work towards her accreditation. The activities are taken from her familiar timetable at College and will give opportunity for E to use low tech communication aid on a range of contexts and engage in a variety of supported activities to promote her health and wellbeing. The activities will include Sensory Stories, Art, Music and Interactive Stories.</li> <li>Below is a video that explains the principles of Intensive Interaction. <a href="https://www.youtube.com/watch?v=EppQXyl5FX0">https://www.youtube.com/watch?v=EppQXyl5FX0</a></li> </ul>
Physical and Sensory	<ul style="list-style-type: none"> <li>The document titled 'General Principles' for some general guidelines on structuring activities throughout the day or week.</li> <li>E seeks a lot of tactile input and she does not appear to be avoidant of any textures. Suggestions of tactile sensory activities to support E to meet her sensory needs are included in the workbook 'OT home learning - Sensory' and the 'Sensory Activity Cards' documents. These use a range of products that might be found around the home.</li> <li>Sensory resources - <a href="http://www.thesensoryprojects.co.uk/covid19-resources">http://www.thesensoryprojects.co.uk/covid19-resources</a></li> <li>Walking for a minimum of 20 minutes daily, with 1:1 on her right-hand side.</li> <li>Practice walking up and down stairs with 1:1 support, ensuring E can hold onto the bannister as able, 2-3 times a week.</li> <li>Unsupported sitting balance practice when completing other tasks, such as making sensory dough. Complete as able, as E may tire.</li> <li>Please click on the link provided to see the Physiotherapy Page for further activities <a href="https://www.nationalstar.org/therapy-and-health/physiotherapy/">https://www.nationalstar.org/therapy-and-health/physiotherapy/</a> (then 'click here to have a look'). I recommend E carries out parts B1 and F 2-3 times a week.</li> <li>Sensory baking- Recipes attached.</li> </ul>
Self-care and Independence	<ul style="list-style-type: none"> <li>Self-Care routine resource attached. E to make a choice out of two options as to which step she thinks is next.</li> <li>E to make choices during her meal times between two choices given.</li> </ul>
Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>Walk for 20 minutes outdoors getting some fresh air.</li> <li>Completion of a reflection diary at the end of the week. This can be done by E being given two choices and chooses which one she preferred.</li> <li>E to choose and Activity of her choice for leisure.</li> <li>Please see attached 'Emotional Wellbeing Service Pack'.</li> <li>Please see attached Positive Behaviour Support Plan.</li> </ul>