

Learning Outcomes

Community			
By the end of KS5 pupils should know:	Redway Formal Pathway Encounter → Foundation	Redway Formal Pathway Core Development →	Redway Formal Pathway Enrichment → Enhancement
	The Pupil Can	The Pupil Can	The Pupil Can
Community Experiences - Please refer to independence framework for travel and shopping	Community Belonging - Responds to different community environments (e.g. shops, parks, cafés, libraries). - Responds to familiar sounds, sights and smells in the community. - Tolerates visiting a range of community settings with support. - Explores community objects (e.g. shopping basket, bus ticket, library book). - Shows awareness of familiar people in the community. - Responds to visual or verbal prompts during community visits. - Makes a choice between two community activities using gesture, eye gaze, symbols or speech. - Participates in simple community routines with support. Staying Safe	Community Belonging - Identifies familiar community places from a choice of two. - Chooses a community activity from a choice of two. - Collects the items needed for a community visit (e.g. coat, bag, wallet). - Travels to a familiar community location with support. - Follows a familiar route with adult support. - Waits appropriately in a queue with support. - Greets familiar members of the community when prompted. - Uses simple manners (e.g. "please", "thank you") with support.	Community Belonging - Knows the purpose of a range of community places (e.g. supermarket, café, library, post office, pharmacy, leisure centre). - Identifies which community service is appropriate for a particular need. - Plans what is needed before visiting a community location (e.g. money, bank card, shopping list, library card). - Selects appropriate clothing and belongings for the visit. - Travels safely to familiar community locations. - Follows community rules and expectations independently. - Demonstrates appropriate behaviour in different community settings.

	• Responds to familiar adults during community visits. • Responds to their name when called in the community. • Tolerates holding hands or using agreed support when travelling in the community. • Shows awareness of changes in the environment (e.g. traffic, people, noise) • Responds to simple safety instructions (e.g. "stop", "wait", "come here"). • Responds to visual or verbal safety prompts during community visits • Participates in community outings with support. • Stays with a familiar adult or group with support. Parks and Woods • Responds to the sights, sounds and smells of a park. • Explores natural materials (e.g. grass, leaves, flowers, sand or bark) through touch, sight or smell. • Tolerates spending time in a park with support.	• Follows simple rules within community settings (e.g. walking indoors, waiting their turn). • Participates in a simple transaction or activity with support. • Carries personal belongings safely during a community visit. • Returns borrowed or shared items to the correct place (e.g. library books, café tray). • Leaves a community setting appropriately with support. Staying Safe • Identifies a trusted adult from a choice of two. • Stays with their group or supporting adult during a community visit. • Stops when instructed. • Waits safely before crossing a road with support. • Holds an adult's hand or uses an agreed method of support when appropriate. • Identifies common community hazards from a choice of two (e.g. road, hot drink, deep water).	• Waits appropriately in queues and shared spaces. • Communicates appropriately with members of the public and staff. • Uses good manners throughout the visit. • Completes a simple activity or transaction independently where appropriate. • Keeps personal belongings safe during community visits. • Identifies potential hazards within the community and responds safely. • Knows who to ask for help if they need assistance. • Demonstrates road safety when travelling within the community. • Returns home or to school with all personal belongings. • Reflects on the community experience and identifies what went well. Staying Safe • Knows why it is important to keep safe in the community. • Identifies trusted adults who can provide help.
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Learning Outcomes

	• Responds to movement on playground equipment with support. Shows awareness of other people using the park. • Responds to visual or verbal prompts during a park visit. • Makes a choice between two park activities using gesture, eye gaze, symbols or speech. • Participates in simple play activities with support. • Leisure Facilities • Responds to different leisure environments (e.g. leisure centre, cinema, bowling alley, soft play, sports hall). • Responds to the sights, sounds and smells of leisure facilities. • Explores leisure equipment through touch, sight or sound. • Tolerates spending time in a leisure facility with support. • Shows awareness of other people using the facility • Responds to visual or verbal prompts during leisure activities. • Makes a choice between two leisure activities using gesture, eye gaze, symbols or speech.	• Follows simple road safety routines with support (e.g. stop, look, listen). • Recognises simple safety signs and symbols (e.g. pedestrian crossing, exit). • Carries personal belongings safely. • Knows to ask for help if they feel worried or become separated from their group. • Identifies a safe place to wait if they become separated, with support. Parks and Woods • Identifies a park from a choice of two community locations. • Chooses a preferred park activity from a choice of two. • Collects the items needed for a park visit (e.g. coat, drink, hat). • Walks safely around the park with support. • Uses simple playground equipment with support. • Waits for their turn to use playground equipment. • Shares playground equipment with others when prompted.	• Demonstrates safe behaviour when walking near roads. • Uses the Stop, Look, Listen and Think routine before crossing a road. • Crosses roads safely using an appropriate crossing where available. • Identifies common community hazards (e.g. traffic, strangers, uneven surfaces, water, dogs). • Demonstrates safe behaviour around identified hazards. • Follows community rules designed to keep people safe. • Keeps personal belongings secure when out in the community. • Knows not to share personal information with strangers. • Knows what to do if approached by someone who makes them feel unsafe. • Knows what to do if they become lost or separated from their group. • Identifies safe places to seek help (e.g. shop, library, police station, information desk). • Carries emergency contact information where appropriate.
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	- Participates in a leisure activity with support. Bowling - Responds to the sound of bowling balls rolling and pins falling. - Explores a bowling ball, ramp or bowling shoes through touch. - Tolerates spending time in a bowling alley with support. - Watches others take a turn at bowling. - Responds to visual or verbal prompts during the activity. - Makes a choice between two bowling balls or activities using gesture, eye gaze, symbols or speech. - Participates in the activity with physical support. Garden Centre - Responds to the sights, sounds and smells of a garden centre. - Explores plants, flowers and gardening materials through touch, sight or smell. - Responds to different textures (e.g. leaves, compost bags, plant pots, gravel).	- Follows simple park rules with support (e.g. walking on paths, staying within boundaries). - Uses a litter bin appropriately. - Identifies when they need a drink or rest. - Stays with their group or supporting adult. - Leaves the park when prompted. Leisure Facilities - Identifies a leisure facility from a choice of two community locations. - Chooses a preferred leisure activity from a choice of two. - Collects the items needed for a leisure activity (e.g. water bottle, sports kit, ticket) with support. - Enters a leisure facility appropriately with support. - Waits appropriately to begin an activity. - Follows simple rules within the leisure facility with support. - Shares equipment with others when prompted. - Uses leisure equipment safely with support.	- Uses a mobile phone appropriately to contact a trusted adult in an emergency, where appropriate. - Knows how and when to contact the emergency services. - Demonstrates awareness of personal safety when using public transport. - Returns safely from a community visit with all personal belongings. Parks and Woods - Identifies a park from a choice of two community locations. - Chooses a preferred park activity from a choice of two. - Collects the items needed for a park visit (e.g. coat, drink, hat). - Walks safely around the park with support. - Uses simple playground equipment with support. - Waits for their turn to use playground equipment. - Shares playground equipment with others when prompted. - Follows simple park rules with support (e.g. walking on paths, staying within boundaries).
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	• Tolerates spending time in a garden centre with support. • Shows awareness of displays, plants and other shoppers. • Responds to visual or verbal prompts during the visit. • Makes a choice between two plants, flowers or garden items using gesture, eye gaze, symbols or speech. • Participates in exploring different areas of the garden centre with support. Café • Responds to the sights, sounds and smells of a café. • Explores café items (e.g. cup, plate, menu, tray) through touch, sight or smell. • Tolerates spending time in a café with support. • Shows awareness of other people eating and drinking. • Responds to visual or verbal prompts during the visit. • Makes a choice between two food or drink items using gesture, eye gaze, symbols or speech.	• Demonstrates appropriate behaviour towards staff and other users. • Carries personal belongings safely during the visit. • Leaves the leisure facility appropriately with support. Bowling • Identifies a bowling alley from a choice of two leisure facilities. • Chooses a bowling ball from a choice of two. • Collects the equipment needed for bowling with support. • Waits for their turn with support. • Carries or pushes a bowling ball safely with support. • Places the bowling ball onto a bowling ramp with support, where appropriate. • Rolls a bowling ball down the lane with support. • Watches the ball travel towards the pins. • Celebrates or acknowledges their turn. • Returns to the seating area after their turn.	• Uses a litter bin appropriately. • Identifies when they need a drink or rest. • Stays with their group or supporting adult. • Leaves the park when prompted. • Organises equipment needed for specific activities (e.g. football, picnic, nature walk). • Demonstrates respect for wildlife and the natural environment. • Participates appropriately in group games and recreational activities. • Uses outdoor fitness or recreational equipment safely where available. • Follows countryside or park codes where appropriate (e.g. closing gates, keeping to paths, respecting wildlife). • Supports others to use the park safely and respectfully. • Demonstrates independence in accessing and enjoying parks and other outdoor recreational spaces. Leisure Facilities • Knows the purpose of different leisure facilities (e.g. leisure
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Learning Outcomes

	• Participates in a café visit with support. • Responds to waiting before receiving food or drink.	• Follows simple bowling rules with support. • Demonstrates appropriate behaviour towards staff and other players. Garden Centre • Identifies a garden centre from a choice of two community locations. • Chooses a preferred plant or garden item from a choice of two. • Collects the items needed for a garden centre visit (e.g. shopping bag, wallet). • Walks safely around the garden centre with support. • Handles plants and garden items carefully. • Places a chosen item into a shopping basket or trolley. • Waits appropriately in a queue with support. • Participates in a simple purchase with support. • Demonstrates appropriate behaviour towards staff and other customers. • Carries purchased items carefully with support.	centre, cinema, bowling alley, swimming pool, gym, sports hall). • Identifies the most appropriate leisure facility for a chosen activity. • Plans what is needed before visiting a leisure facility (e.g. suitable clothing, equipment, money, membership card or ticket). • Selects appropriate clothing and footwear for the activity. • Demonstrates appropriate behaviour within different leisure facilities. • Follows the rules and instructions of the leisure facility. • Uses equipment safely and as intended. • Waits appropriately for their turn when required. • Demonstrates respect for staff, other users and shared equipment. • Keeps personal belongings safe during the visit. • Identifies potential hazards and behaves safely within the leisure environment.
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		- Leaves the garden centre with all personal belongings. Café - Identifies a café from a choice of two community locations. - Chooses a preferred food or drink item from a choice of two. - Collects the items needed for the café visit (e.g. wallet, bank card, money). - Enters the café appropriately with support. - Waits appropriately in a queue with support. - Uses simple manners (e.g. "please" and "thank you") when prompted. - Places a simple order with support. - Carries a tray or drink carefully with support. - Sits appropriately while eating or drinking. - Clears their cup, plate or tray after use with support where appropriate. - Demonstrates appropriate behaviour towards staff and other customers.	- Knows who to ask for help if needed. - Completes a simple transaction where appropriate (e.g. purchasing a ticket or paying for an activity). - Leaves the leisure facility with all personal belongings. - Reflects on the activity and identifies what they enjoyed or would like to improve. Bowling - Knows the purpose of a bowling alley. - Plans what is needed before going bowling (e.g. appropriate clothing, money, bowling shoes). - Selects the correct bowling shoes if required. - Chooses an appropriate bowling ball based on size or weight. - Waits appropriately for their turn. - Demonstrates awareness of lane safety and follows bowling alley rules. - Carries and handles the bowling ball safely. - Positions themselves correctly before bowling.
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Careers

Learning Outcomes



		Leaves the café with all personal belongings.	- Rolls the bowling ball safely down the lane. - Uses a bowling ramp independently where appropriate. - Watches and identifies how many pins have been knocked down. - Takes turns appropriately throughout the game. - Demonstrates good sportsmanship towards other players. - Returns the bowling ball safely after each turn. - Keeps personal belongings safe during the visit. - Knows who to ask for help if needed. - Leaves the bowling alley with all personal belongings. - Selects the most appropriate bowling ball independently. - Keeps score with support or independently where appropriate. - Understands basic scoring in bowling. - Adapts their technique to improve accuracy. - Participates confidently in a full game of bowling.
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Careers

Learning Outcomes



		• Encourages and supports other players appropriately. • Books or pays for a bowling session with support or independently. • Plans a bowling trip, including transport, cost and equipment needed. • Demonstrates independence and confidence when accessing and participating in bowling as a leisure activity. Garden Centre • Knows the purpose of a garden centre. • Identifies different areas within a garden centre (e.g. plants, gardening tools, outdoor furniture, café). • Plans what is needed before visiting a garden centre (e.g. shopping list, money, reusable bag). • Selects appropriate clothing and footwear for the visit. • Finds items from a simple shopping list.
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Careers

Learning Outcomes



		• Selects healthy plants or appropriate gardening products for a given purpose. • Handles plants and fragile items carefully. • Demonstrates appropriate behaviour within the garden centre. • Follows safety rules, including being aware of heavy or fragile items. • Completes a simple purchase independently where appropriate. • Demonstrates good manners when interacting with staff. • Keeps personal belongings safe during the visit. • Knows who to ask for help if unable to find an item. • Carries purchases safely. • Leaves the garden centre with all personal belongings and purchases. • Reflects on the visit and identifies what they learned or enjoyed. • Café • Knows the purpose of a café.
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Careers

Learning Outcomes



		• Plans what is needed before visiting a café (e.g. money, bank card, budget). • Demonstrates appropriate behaviour within a café. • Reads a simple menu or uses pictures to choose food and drinks. • Selects food and drinks appropriate to their budget. • Places an order independently. • Communicates any dietary requirements or preferences where appropriate. • Completes a payment using cash or card where appropriate. • Waits appropriately while food or drinks are prepared. • Carries food and drinks safely to the table. • Uses appropriate table manners while eating and drinking. • Clears away their tray or crockery where expected. • Demonstrates good manners when interacting with staff and other customers. • Keeps personal belongings safe during the visit.
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Careers



Learning Outcomes

			• Knows who to ask for help if needed. • Leaves the café with all personal belongings. • Reflects on the visit and identifies what they enjoyed. •
Encounters with People	Responds to familiar people through eye contact, facial expression, vocalisation or gesture. Shows awareness of unfamiliar people in different environments. Tolerates being near familiar and unfamiliar people during shared activities. Responds to their name when spoken by a familiar adult. Responds to greetings from familiar people. Observes interactions with unfamiliar people. Participates in simple social interactions with support. Responds to visual or verbal prompts during social encounters. Demonstrates awareness of personal space with support.	Identifies familiar and unfamiliar people from a choice of two. Greets familiar people when prompted. Responds appropriately when an unfamiliar person greets them. Uses simple social language (e.g. "hello", "goodbye", "please", "thank you") with familiar and unfamiliar people when prompted. Maintains an appropriate distance from familiar and unfamiliar people with support. Waits appropriately while another person is speaking. Takes turns during simple conversations. Identifies trusted adults from a choice of two. Identifies people who work in the community (e.g. shop assistants, librarians, café staff, police officers).	Knows that different social situations require different ways of interacting with familiar and unfamiliar people. Greets familiar and unfamiliar people appropriately. Uses polite and respectful language during conversations with familiar and unfamiliar people. Maintains appropriate personal space when interacting with others. Recognises verbal and non-verbal social cues (e.g. facial expressions, tone of voice and body language). Listens when others are speaking without interrupting. Takes turns during conversations. Introduces themselves appropriately when meeting an unfamiliar person when appropriate. Asks and answers simple questions during conversations with familiar and unfamiliar people.

Careers

Learning Outcomes



		Asks a familiar or trusted unfamiliar adult (e.g. shop assistant or librarian) for help when prompted. Demonstrates appropriate behaviour when meeting unfamiliar people with support. Ends a social interaction appropriately when prompted.	Recognises the difference between familiar people, unfamiliar people and trusted adults. Identifies trusted unfamiliar adults in the community who can provide help (e.g. police officers, library staff, shop assistants). Knows what personal information is appropriate to share with unfamiliar people. Demonstrates appropriate behaviour when interacting with staff, peers and members of the public. Respects other people's opinions, choices and personal boundaries. Ends conversations appropriately. Reflects on social interactions and identifies what went well. Adapts communication according to whether they are speaking to a friend, family member, unfamiliar adult or professional. Initiates conversations confidently and appropriately with familiar and unfamiliar people when required. Maintains a conversation by asking relevant follow-up questions and showing interest.
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			Recognises when someone may not wish to continue a conversation and responds appropriately. Demonstrates empathy by recognising and responding appropriately to the feelings of others. Identifies safe and unsafe interactions with unfamiliar people and knows how to respond. Uses assertive communication to say "no", leave a situation or seek help if an interaction feels unsafe. Builds and maintains positive relationships while demonstrating safe and appropriate interactions with unfamiliar people in school and community settings.
Leisure Skills -	Managing Free Time Responds to a range of leisure activities through sight, sound, touch or movement. Shows enjoyment or preference for familiar leisure activities. Makes a choice between two preferred activities using gesture, eye gaze, symbols or speech.	Managing Free Time Identifies familiar leisure activities from a choice of two. Chooses a preferred leisure activity from a choice of two. Identifies activities they enjoy. Identifies activities they do not enjoy. Chooses an activity appropriate for the available time from a choice of two. Chooses an indoor or outdoor activity when prompted.	Managing Free Time Knows that free time can be used for rest, enjoyment, learning or physical activity. Identifies a range of leisure activities they enjoy. Identifies activities they would like to try. Makes informed choices about how to spend their free time.

Learning Outcomes

Responds to pictures, symbols or objects representing different leisure activities. Participates in a chosen leisure activity with support. Responds to visual or verbal prompts when choosing an activity. Shows awareness that they can make choices about how to spend their free time. Engaging in Hobbies Responds to a range of hobby-related materials through sight, sound, touch or smell. Explores different hobbies through sensory experiences (e.g. music, art materials, gardening tools, books, sports equipment). Shows enjoyment or interest in familiar hobbies. Responds to pictures, symbols or objects representing different hobbies. Makes a choice between two hobbies using gesture, eye gaze, symbols or speech. Participates in a preferred hobby with support. Responds to visual or verbal prompts during hobby activities.	Collects the equipment needed for a chosen activity with support. Tries a new leisure activity with encouragement. Participates in an activity for an agreed period of time. Expresses likes and dislikes about different leisure activities. Returns equipment to the correct place after use. Engaging in Hobbies Identifies familiar hobbies from a choice of two. Chooses a preferred hobby from a choice of two. Identifies the equipment needed for a familiar hobby. Collects the equipment needed for a chosen hobby with support. Participates in a range of hobbies with support. Tries a new hobby with encouragement. Participates in a hobby for an agreed period of time. Shares equipment appropriately during a hobby activity. Expresses likes and dislikes about different hobbies.	Chooses leisure activities appropriate to the time available. Chooses leisure activities appropriate to the weather or location. Chooses activities that match their interests and abilities. Balances active and sedentary leisure activities. Identifies when they would like to spend free time alone or with others. Selects the equipment needed for a chosen activity. Plans what is needed before beginning a leisure activity. Demonstrates independence when choosing and beginning a leisure activity. Evaluates whether they enjoyed an activity and would choose it again. Recognises that trying new activities can develop new interests and skills. Makes choices that promote their physical, emotional and social wellbeing. Engaging in Hobbies Knows that hobbies are activities people enjoy in their free time. Identifies a range of hobbies they enjoy.
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Learning Outcomes

	Social Games Responds to shared play with another person. Shows awareness of another person during a game or activity. Responds to simple turn-taking routines. Watches another person take a turn. Participates in a shared game with physical or verbal support. Responds to visual or verbal prompts during social games. Anticipates their turn during a familiar activity. Shows enjoyment during shared games and activities.	Returns equipment to the correct place after use. Social Games Identifies when it is their turn from a visual or verbal cue. Waits for their turn with support. Takes a turn during a simple game. Passes equipment or game pieces to another player when prompted. Follows one or two simple game rules with support. Shares equipment appropriately during a game. Joins in with a familiar group game. Accepts support when they do not win. Uses simple social language during games (e.g. "my turn", "your turn", "well done"). Finishes a game before moving to another activity.	Identifies hobbies they would like to try. Chooses hobbies that match their interests and abilities. Identifies the equipment or resources needed for different hobbies. Plans what is needed before taking part in a hobby. Demonstrates independence when preparing for a hobby. Participates independently in familiar hobbies. Demonstrates appropriate behaviour when taking part in individual or group hobbies. Develops skills and confidence through regular participation in hobbies. Identifies hobbies that can be completed at home and in the community. Explains why they enjoy particular hobbies. Evaluates whether they would like to continue or develop a hobby. Recognises that hobbies can support physical health, emotional wellbeing and social relationships.
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Careers

Learning Outcomes



			Researches new hobbies based on personal interests. Joins a club or community group related to a hobby. Plans time each week to participate in hobbies. Develops a hobby to improve specific skills or achieve personal goals. Shares hobbies with friends, family or community groups. Selects hobbies that fit within a personal budget. Demonstrates commitment by practising and improving a hobby over time. Explores hobbies that could lead to volunteering, further learning or employment opportunities. Independently manages and maintains one or more hobbies as part of a healthy and balanced lifestyle. Social Games Knows that games have rules to ensure everyone can participate fairly. Waits appropriately for their turn without prompting. Takes turns independently during a variety of games. Follows the rules of familiar games.
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Careers

Learning Outcomes



		Shares equipment and game materials appropriately. Demonstrates patience while others take their turns. Encourages and praises other players appropriately. Demonstrates good sportsmanship when winning or losing. Accepts the outcome of a game appropriately. Resolves simple disagreements during games with support where needed. Communicates appropriately with other players throughout a game. Participates cooperatively in team and individual games. Recognises when someone else needs help during a game. Demonstrates respect for other players, equipment and game rules. Reflects on their participation and identifies what they enjoyed about the game. Learns and follows the rules of new or more complex games independently. Explains the rules of a game to others. Organises and leads a simple social game for peers.
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			Adapts games to include others with different abilities or needs. Uses problem-solving and negotiation skills to resolve disagreements fairly. Demonstrates leadership and teamwork during group games. Supports less confident players to participate successfully. Selects appropriate games for different groups, settings and occasions. Demonstrates confidence, resilience and positive social interaction through participation in a range of social games.
Asking for Help	Responds to an adult offering help. Shows awareness that another person can provide support. Indicates a need for help using facial expression, gesture, eye gaze, vocalisation or communication aid. Responds to visual or verbal prompts to request help. Accepts help from a familiar adult. Participates in activities with support from others. Responds when their name is called by a familiar adult.	Requests help using speech, signs, symbols, gesture or a communication aid. Identifies when they need help during a familiar activity. Asks a familiar adult for help when prompted. Asks a trusted unfamiliar adult (e.g. teacher, shop assistant, librarian) for help when prompted. Uses simple phrases such as "Can you help me?" or "I need help." Waits for a response after asking for help.	Knows that asking for help is appropriate when they are unable to complete a task safely or independently. Identifies when they need help. Identifies who is the most appropriate person to ask for help in different situations. Asks for help using clear and appropriate language. Explains what help they need. Asks for clarification if they do not understand instructions.

Careers

Learning Outcomes



	Demonstrates awareness of trusted adults.	Follows simple instructions after receiving help. Thanks the person who has helped them when prompted. Identifies trusted adults from a choice of two. Recognises situations where they should ask for help (e.g. lost item, difficult task, feeling unwell).	Asks familiar adults for help when appropriate. Asks trusted unfamiliar adults for help in community settings when appropriate (e.g. shop assistants, library staff, police officers). Uses appropriate communication methods to ask for help (e.g. speech, sign, symbols, communication device). Waits appropriately for assistance. Follows advice or instructions given after asking for help. Thanks the person who has helped them. Recognises situations where immediate help is needed (e.g. injury, becoming lost, feeling unsafe). Knows how to seek help in an emergency. Reflects on situations where asking for help enabled them to solve a problem safely. Independently decides when to solve a problem themselves and when to ask for help. Selects the most appropriate person to ask for help in unfamiliar situations. Explains a problem clearly, including relevant information.
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Careers

Learning Outcomes



			Uses a telephone or mobile phone to ask for help when appropriate. Contacts emergency services appropriately in an emergency. Advocates for their own needs by requesting reasonable adjustments or additional support. Supports others to identify when they may need help and encourages them to seek appropriate assistance. Demonstrates confidence and independence in seeking help appropriately across school, home and community settings.
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