



# Starting out Sensory



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This module has been developed as the result of collaborative work between ASDAN and practitioners delivering the Towards Independence programme. Our thanks go to all those who contributed to the development of these materials.

## **DISCLAIMER:**

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# Welcome

This is the **Starting out** booklet and will help you show your interests, and what you would like to do on your learning journey through the Towards Independence programme.

Here you can work with your tutor through pages **8-37** to help you plan your learning goals. You can also use these pages to communicate who you are and your next steps in adult life.

**Good luck in completing the Towards Independence modules!**



# Tutor notes

## Recording and assessment

Your centre's preferred assessment method or software programme such as B-Squared, PIVATS or MAPP can be used to record learner achievement.

The Engagement model and pre-key stage standards can be used as guidelines for learner achievement and progress who are working below the level of the national curriculum, depending on whether the learner is engaged in subject-specific study.

Tutors can insert the appropriate level or chosen descriptor using your centre's preferred assessment method in the record box after each module activity. The subject area can also be provided here, if required.

Recording a learner's achievements in this way can provide a platform for further planning of learning goals and personal development, which will contribute to the learner's Individual Education/Learning/Development Plan (IEP/ILP/IDP), Education, Health and Care Plan (EHCP) or Education/Co-ordinated Support Plan.

Recording of assessment methods and levels is optional and is not a prerequisite for completing any Towards Independence modules.

### mandatory pages

- Centre details (**page 7**)
- All about me (**pages 8-9**)
- How I communicate (**pages 10-15**)
- Module plan (**pages 40-41**)
- Summative achievement record (**pages 42-46**)

### optional pages

- Person-centred toolkit (**pages 17-27**)
- Skills pages (**pages 28-31**)
- My learning journey (**pages 32-37**)
- Education / learning plan outcomes (**page 39**)



# All about me

mandatory

**i Hints and tips:** To be led by the tutor and can include photos.

**My name is:**



**I like to be called:**

**I need help to...**



**Support me by...**



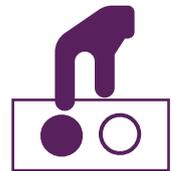
# All about me

mandatory

I can do these things on my own...



How to present choices to me...



How I show a clear yes or no...



# How I communicate

mandatory

**i Hints and tips:** Images on pages 11,13 and 15 can be used here or a photo of your learner communicating and any equipment they use.

**💡 Idea:** You can either cut out the images or download our digital versions from our website: [asdan.org.uk/towards-independence/](https://asdan.org.uk/towards-independence/) under **Course Resources** at the bottom of the page.



**Other important things about my communication:**



**Ball games**



**Music**



**Creating art**



**Drama and performing**



**Cooking**



**Visiting a cafe**

# My learning

optional

**i Hints and tips:** Lists and pictures can be used here.



**Positive learning for me looks like:**

**Barriers to my learning are:**



A large rectangular area with a green border, intended for writing about positive learning. It contains a small icon of a picture and a pencil in the top-left corner.



A large rectangular area with a red border, intended for writing about barriers to learning. It contains a small icon of a picture and a pencil in the top-left corner.

Sample



# Communication skills

optional

Things I can do ✓

Things I would like to try 👍

**i Hints and tips:** Things I can do boxes can be used as a recognition of prior learning. Things I would like to try boxes can be used as a guide to learning goals. If skills aren't relevant or of interest to your learner, they can be left blank.



Attention and focus

✓  👍



Response to others

✓  👍



Signalling preference

✓  👍



Using speech

✓  👍



Augmentative and Alternative Communication (AAC)

✓  👍



Engaging with others

✓  👍

**Other communication skills:**  
(please describe)



# Work-related skills

optional

Things I can do ✓

Things I would like to try 👍



Joint attention

✓  👍



Acting to engage others

✓  👍



Preparing for an activity

✓  👍



Exploring something new

✓  👍



Engaging in an activity

✓  👍



Solving problems

✓  👍

Other work-related skills  
(please describe)



# My learning journey examples

**i Hints and tips:** You can find these two digital examples of a learning journey which you can resize or adapt to suit your learner. You can download them from our website: [asdan.org.uk/towards-independence/](http://asdan.org.uk/towards-independence/) under **Course resources** at the bottom of the page.

## My learning journey (option 1)

**Hints and tips:**  
The skills you're going to work on can go in these circles.

**Idea:** You can write or use the skills stickers here

**Hints and tips:** To be completed by the learner and tutor. This can support the mandatory module plan on pages 40-41.

---

**Learning goals:**

**Hints and tips:** These can be centre curriculum or education/learning plan outcomes.

**The module(s) I would like to do:**

**Hints and tips:** Images of module books, titles and extension pages can be downloaded on our website: [asdan.org.uk/towards-independence/](http://asdan.org.uk/towards-independence/) under **Course resources**.

## My learning journey

**Hints and tips:**  
The skills you're going to work on can go in these circles.

**Idea:** You can either write the skills or use the skills stickers.

---

**Learning goals:**

**Hints and tips:** These can be centre curriculum or education/learning plan outcomes.

**The module(s) I would like to do:**

**Hints and tips:** Images of module books, titles and extension pages can be downloaded on our website: [asdan.org.uk/towards-independence/](http://asdan.org.uk/towards-independence/) under **Course resources**.

# Module Plan

**i Hints and tips:** This page must be completed by the tutor/supervisor and is a working document for **planning modules**.

mandatory

Learning goal(s)	Module(s)	Start date	Tutor signature
<p><b>i Hints and tips:</b> These can include centre curriculum or education/ learning plan outcomes</p> <p><i>To access the community safely</i></p>	TISM 13	15/09/24	<p><b>i Hints and tips:</b> Tutor/ assessor to sign when the planned module is started</p> <p>CJ</p>

# Summative achievement record

mandatory

**i Hints and tips:** This page must be completed by the tutor/supervisor and is a working document for **recording completed modules and next steps.**

TI module	Start date	Level of support	Completion date	Next steps	Tutor signature
Developing Communication Skills: Introduction	15.9.24	SH	15.12.24	Developing Communication Skills Progression Practising independent travel skills Health and safety awareness	CJ

Sample