



PARENTS' PERSPECTIVE ON ENHANCING SPECIAL EDUCATIONAL NEEDS PROGRAMMES

REFORMING THE SENIOR CYCLE



NPC

SUPPORTING PARENTS
SUPPORTING CHILDREN

NPC Vision

The National Parents Council want to see an Ireland where every child has the opportunity to reach their full potential

NPC Mission

The National Parents Council exists to ensure that all parents are supported and empowered to become effective partners in their children’s education. NPC will work to increase the capacity and capability of the education sector, to achieve true partnership and deliver better outcomes for all children and young people.

Values

NPC knows that when parents and schools work together, children do better. Therefore, NPC believes that in order to achieve this parents must feel:

Engaged: Parents must be actively engaged in the education of their children.

Supported: Parents’ involvement in children’s education must be supported by the attitudes, beliefs and practices of all members of the school and broader education community.

Partners: Parents must be viewed as partners in facilitating children’s learning and be supported in this role by the school and broader education community.

Valued: Parents should be viewed as full partners in the decisions that affect their children and their family.

Welcomed: Parents should be welcome in the school, and their support and assistance sought as a valuable resource to support children’s education in the school.

Connected: All communication and dialogue with parents must be regular, open, two-way and meaningful.

National Parents Council

Key Activities

SERVICE DELIVERY

NPC's services are developed to empower parents so that they can support their children in all aspects of education.

HELPLINE

The NPC helpline is a national confidential service for parents. The helpline staff listen and give information and support to parents to help them make the best possible decisions for and with their children.

TRAINING AND DEVELOPMENT

The NPC Training and Development programme is a national programme of training, development and support for parents. The purpose is to empower parents to play an active part in their child's education at every level.

WEBSITE

The NPC's website www.npc.ie aims to provide parents with information regarding education at early years, primary and post primary levels.

ADVOCACY

NPC engages in awareness-raising activities and campaigning and lobbying at a national level on the objectives of its Strategic Plan.

REPRESENTING PARENTS

NPC represents the voice of parents through representation on external bodies and other mediums. NPC consults with parents and brings parents' views to bear on education policy.

BUILDING PARTICIPATION

NPC builds participation strategies and activities to ensure parents and children are an integral part of the work of NPC.



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Introduction

The National Council for Curriculum and Assessment (NCCA) is creating new optional courses for senior cycle students with additional educational needs. For students in the Level 1 Learning Programme, the proposed subjects include Drama, Personal Care, and Visual Art. For students in the Level 2 Learning Programme, the new subjects include Cookery, Personal Care, and Visual Art. These courses support students' intellectual, social, and personal development.

The National Parents Council (NPC) has gathered feedback from parents about these proposed elective modules. This report looks at important areas, such as parents' awareness of the changes in subject content, their understanding of the new skills being introduced, and how these updates will affect students' learning, social life, and overall education. The feedback comes from a survey and online discussions with parents as part of the consultation process for improving the Senior Cycle special education curriculum.

The findings presented here are based on the results of a survey and online focus group conducted by the NPC during April 2025. The survey was sent to all parents on the NPC mailing list who had consented to receiving such invitations, and an invitation to the online focus group was sent to those who answered the survey. The survey was open from 10 April 2025 to 24 April 2025. During this time, a total of 72 parents completed the survey. The online focus group was held on 29 April 2025. The opinions of all parents who took part in the survey and the online focus group will be shared in this report.



Surveys

A survey titled Redevelopment of the Post-Primary Special Educational Needs Programmes – Senior Cycle was sent to parents to collect feedback. The survey asked a number of questions to find out how well the elective modules meet the needs of students with special educational needs.

It included a mix of multiple-choice questions, rating scales, and open-ended questions. This gave parents the chance to choose answers that suited their views and also share extra thoughts. Parents were also asked to think about how well the proposed subjects match their child's learning needs. The main results of the survey, including key points and parents' opinions, will be shared in this report.

Focus Group

On 29 April 2025, a small online focus group with 3 parents was held to gather some in-depth insight on the redevelopment of the post-primary special educational needs programmes.

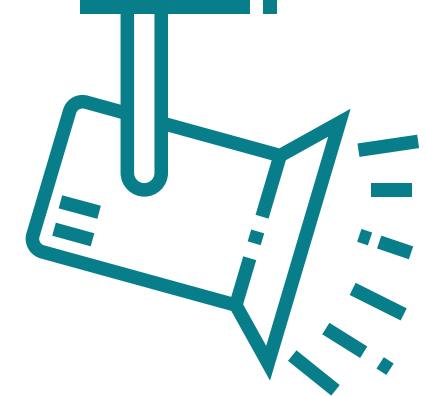
NPC opened the session by outlining the purpose of the focus group and surveys, emphasising their role in improving the effectiveness of special educational needs programmes.

A key part of the session included a presentation of NPC survey results from 72 parents, revealing mixed opinions on the development of the new elective modules.

During the discussion, parents in the focus group were asked a series of questions to provide deeper insight into their experiences and perspectives on their children's special educational needs in schools. The questions focused on:

- What do you think is going well right now?
- What challenges are you facing at the moment?
- Which elective modules do you think would help your child the most, and why?
- What other skills or topics should be added to support your child's learning?

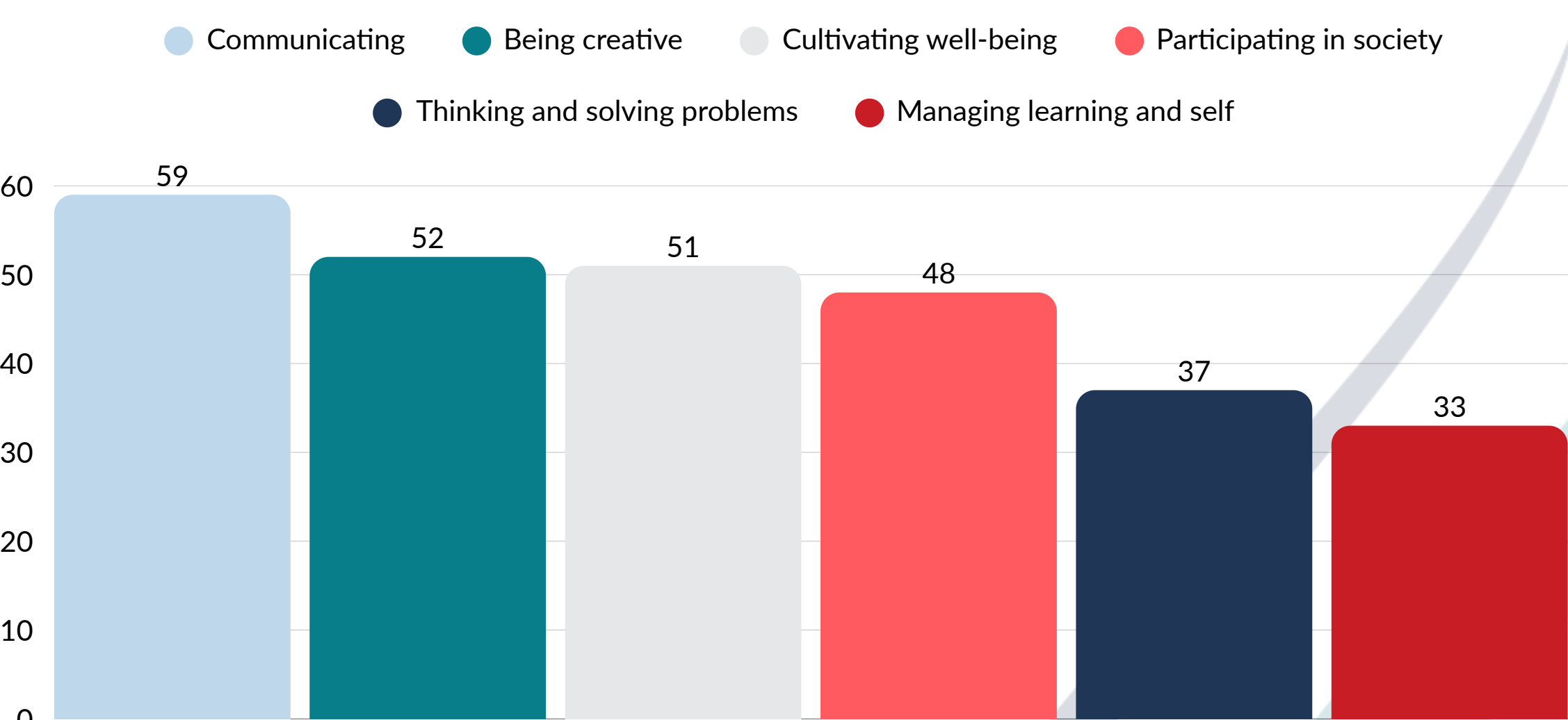




Survey Findings

Level (1): Drama Elective Module

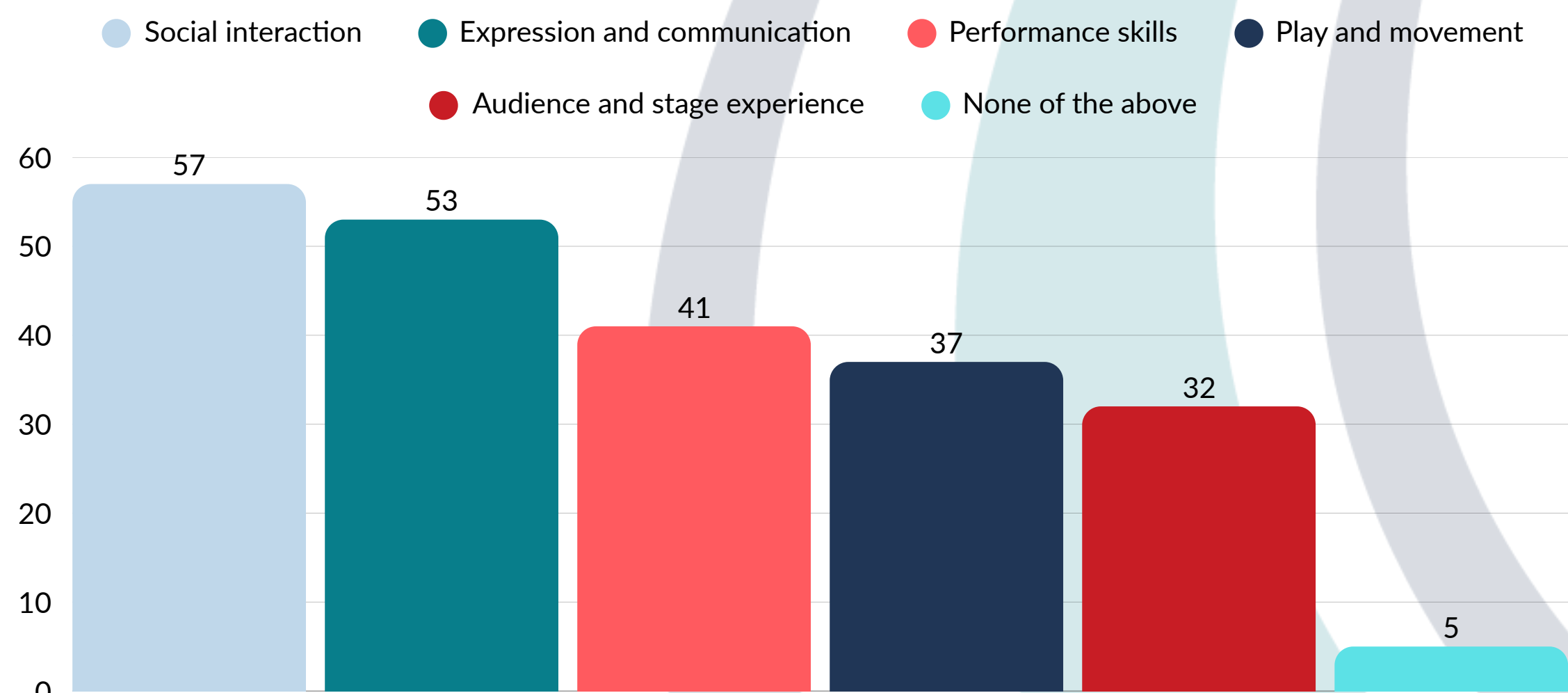
When parents were asked which abilities and skills they believed would be best aligned with their child's needs through participation in the Drama Elective Module, the majority mentioned skills such as communication, creativity, and cultivating well-being, while a smaller group highlighted participation in society, thinking and solving problems, and managing learning and self (see Figure 1).



(Figure 1)

In your opinion, which abilities and skills would be aligned with your child's needs through participation in the "Drama Elective Module"?

When parents were asked which of the learning outcomes for the Drama Elective Module they felt would be most relevant for their child's learning needs, the majority highlighted social interaction, followed by expression and communication and performance skills. Fewer parents mentioned play and movement or audience and stage experience, with a small group indicating none of the above (see Figure 2).



(Figure 2)

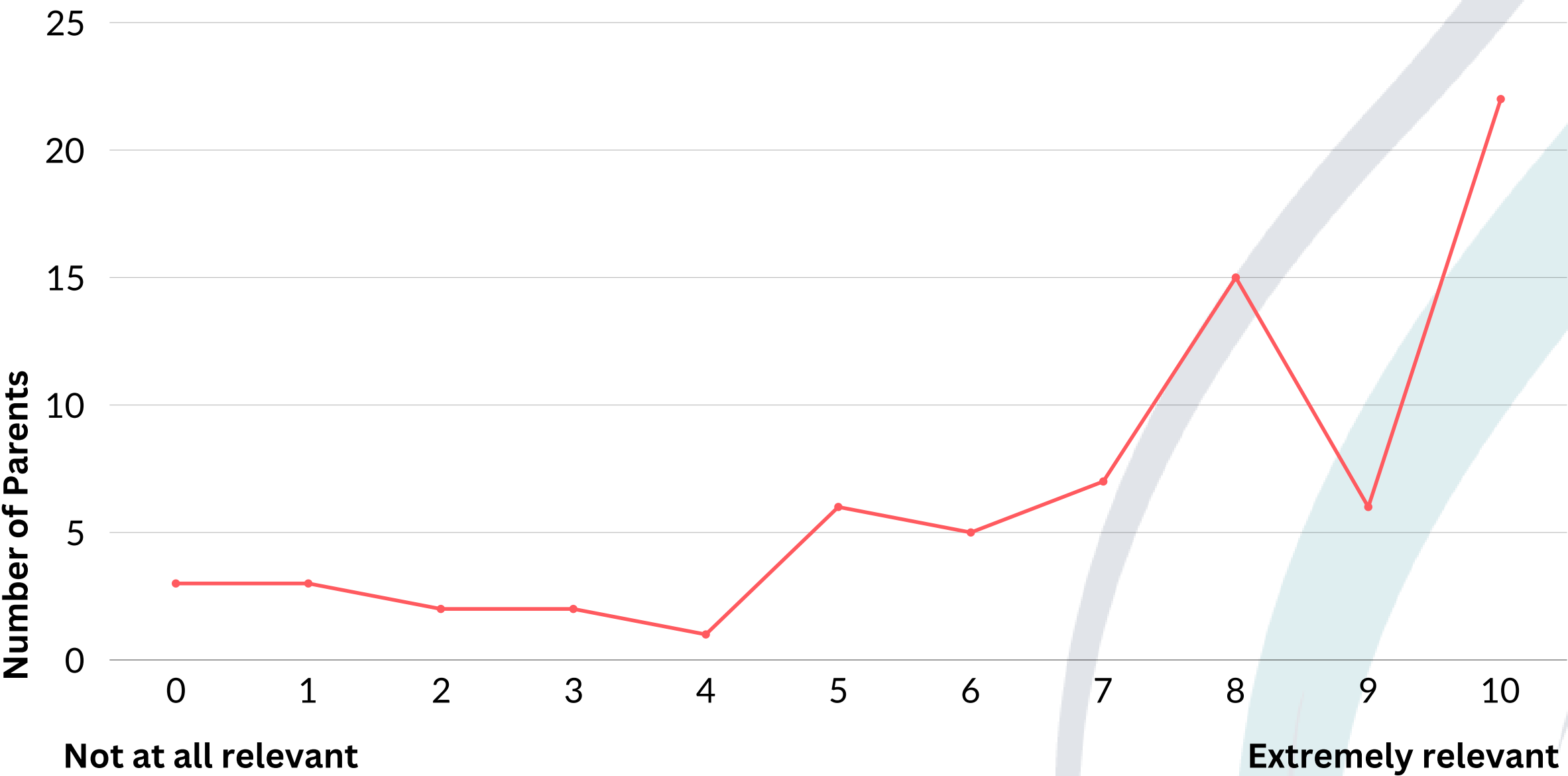
The NCCA has developed learning outcomes for this elective. We have summarised them into the following categories. Which of these would be relevant for your child's learning needs?



Parents who selected none of the above were given the option to express their views in a free text box. Some expressed uncertainty about whether the Drama Elective Module would be suitable for their children, particularly for those on the autism spectrum, as they felt that playing different roles might not appeal to them. One parent noted that their son, who is non-verbal and prefers not to work with others, might not benefit from this type of activity. Another mentioned challenges with basic tasks, like putting on shoes, which would make participation in a play difficult. Finally, parents suggested the need for a higher-level version of the programme, believing that more capable children, such as those with high-functioning autism, could benefit from it but might not engage in the current format.*

* This is a summary of the parents voices; please refer to the appendix for full answers.

Parents were asked how relevant the Drama Elective Module would be for their child's needs. Out of 72 responses, a strong majority (71%) rated the module between 7 and 10, indicating they found it highly relevant. A smaller portion (15%) gave it a moderate rating between 4 and 6, suggesting that while some aspects were beneficial, the module did not fully meet their child’s needs. The remaining (14%) rated it between 0 and 3, indicating little or no relevance to their child (see Figure 3).



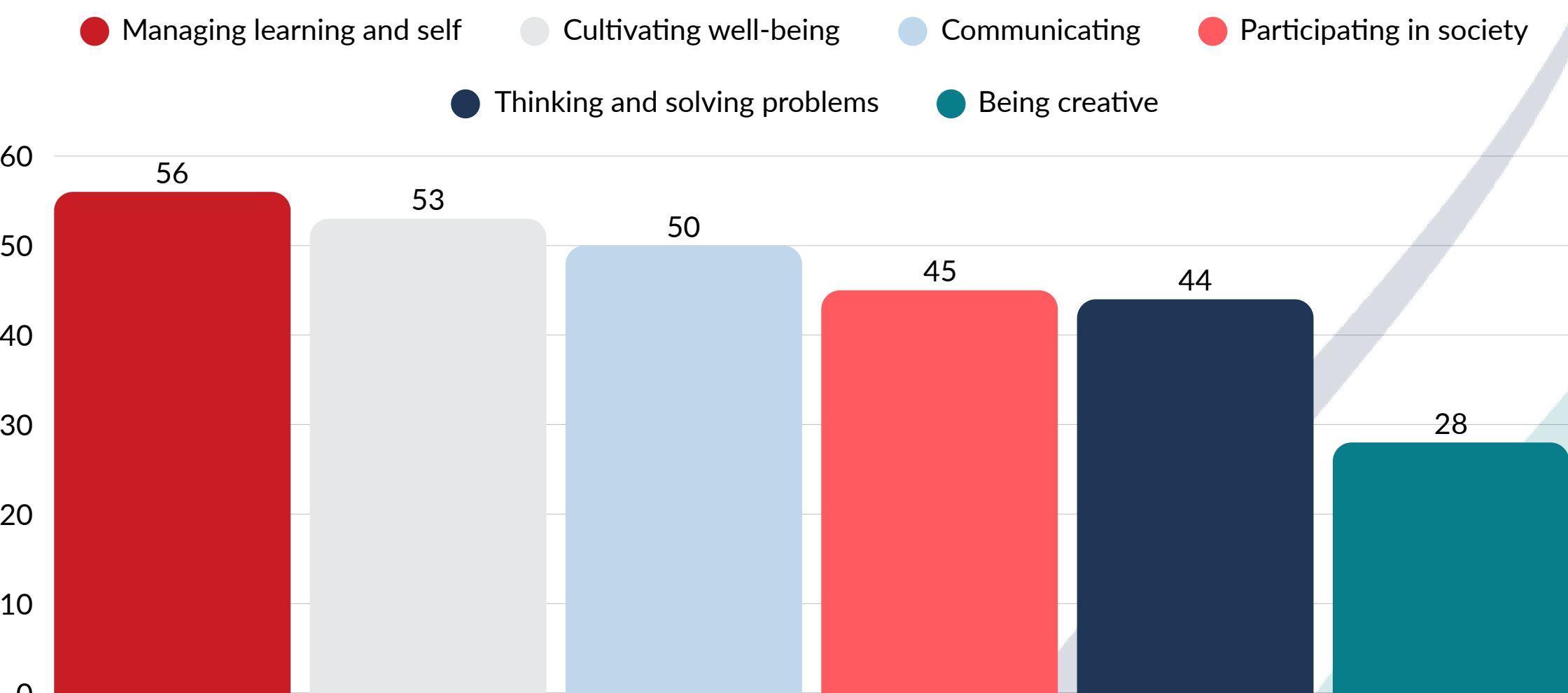
(Figure 3)
To what extent will this elective will be relevant for your child's individual needs?



Level (1): Personal Care Elective Module



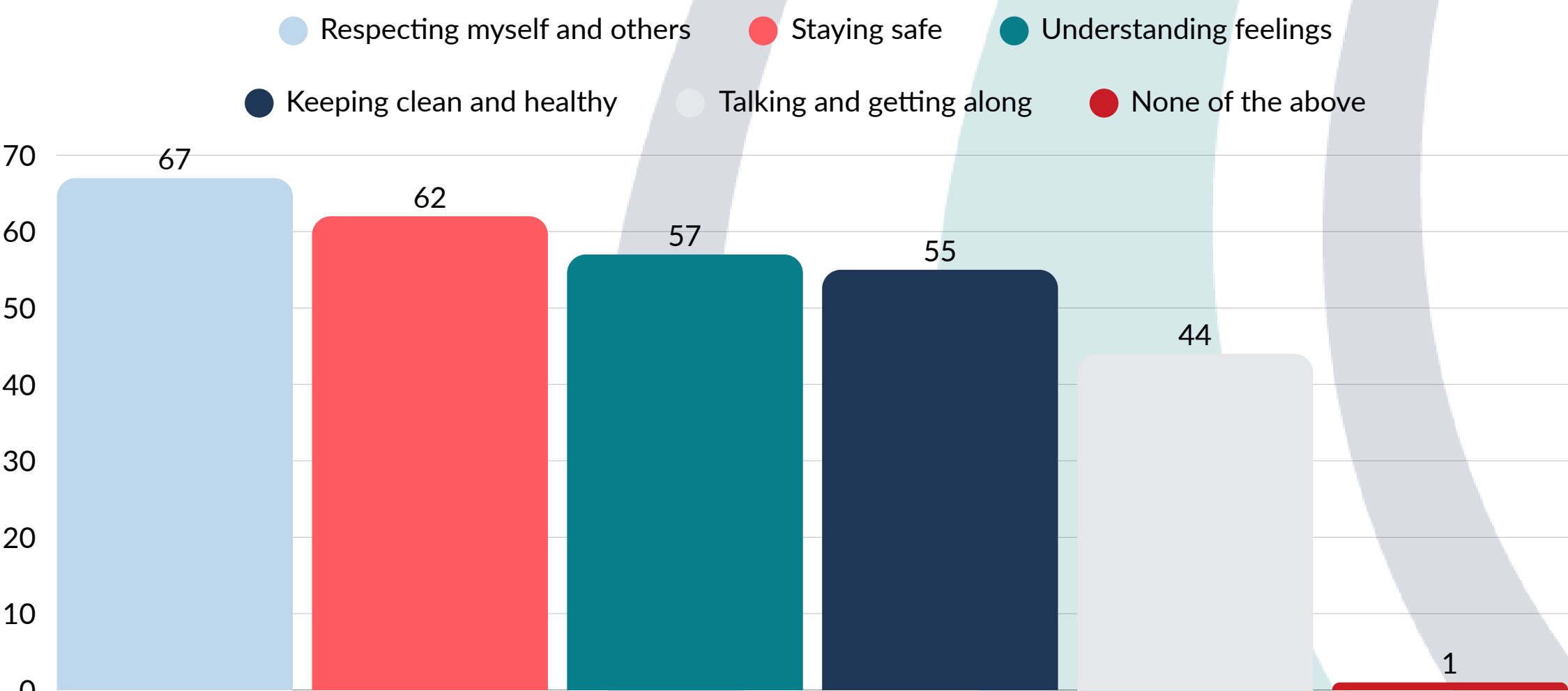
When parents were asked which abilities and skills they believed would be best aligned with their child's needs through participation in the Personal Care Elective Module, the majority mentioned skills such as managing learning and self, cultivating well-being, and communicating, while a smaller group highlighted participation in society, thinking and solving problems, and being creative (see Figure 4).



(Figure 4)

In your opinion, which abilities and skills would be aligned with your child's needs through participation in the "Personal Care Elective Module"?

When parents were asked which of the learning outcomes for the Personal Care Elective Module they felt would be most relevant for their child's learning needs, the majority highlighted respecting myself and others, followed by staying safe and understanding feelings. Fewer parents mentioned keeping clean and healthy or talking and getting along, with one parent choosing none of the above (see Figure 5).

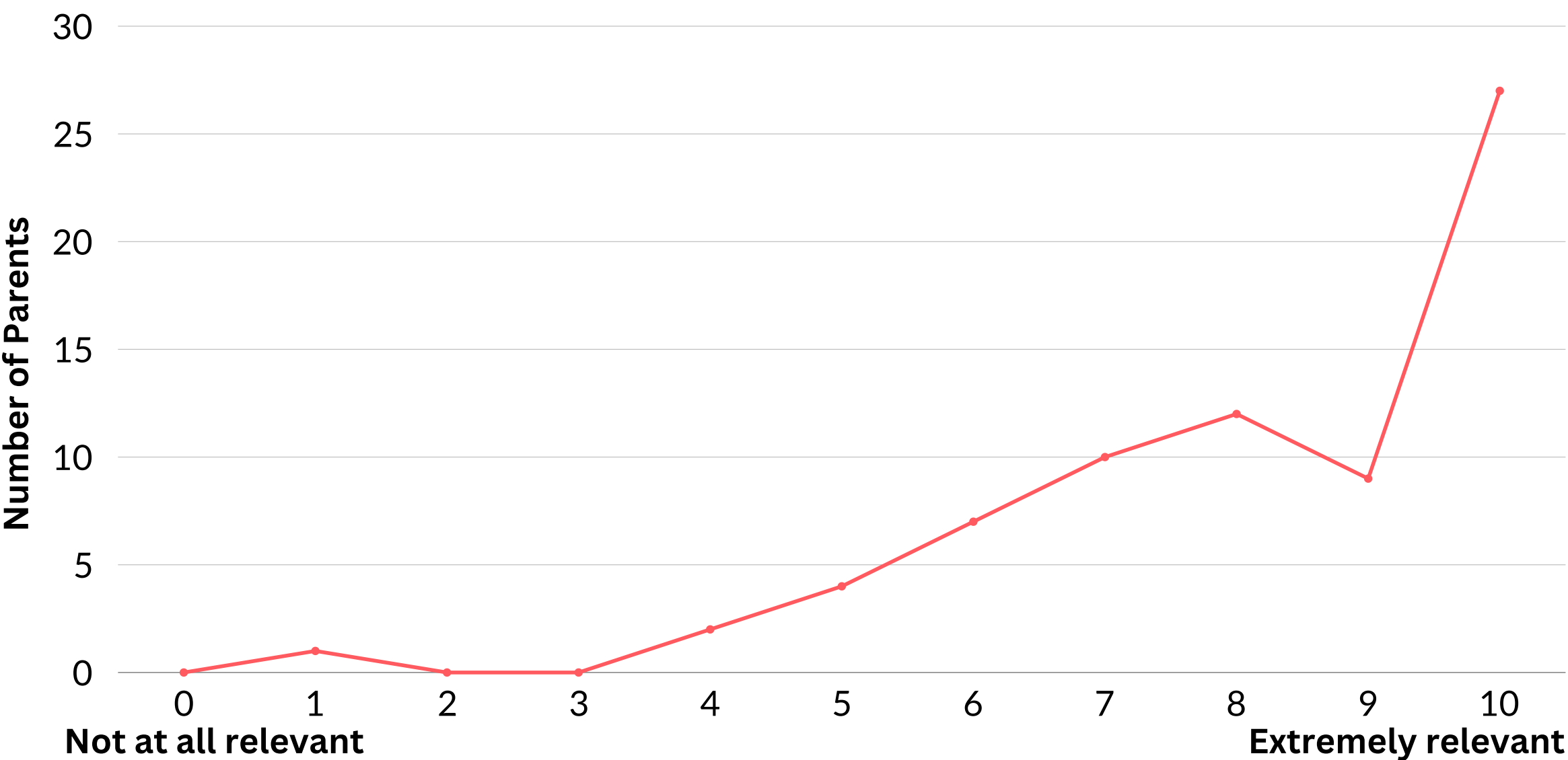


(Figure 5)

The NCCA has developed learning outcomes for this elective. We have summarised them into the following categories. Which of these would be relevant for your child's learning needs?



Parents were asked how relevant the Personal Care Elective Module would be for their child's individual needs. Out of 72 responses, the vast majority (79%) rated the module between 7 and 10, indicating they found it highly relevant. A smaller portion (19%) gave a moderate rating between 4 and 6, suggesting that the module was somewhat beneficial but did not fully meet their child’s needs. Only (2%) of respondents rated it between 0 and 3, indicating little or no relevance (see Figure 6).



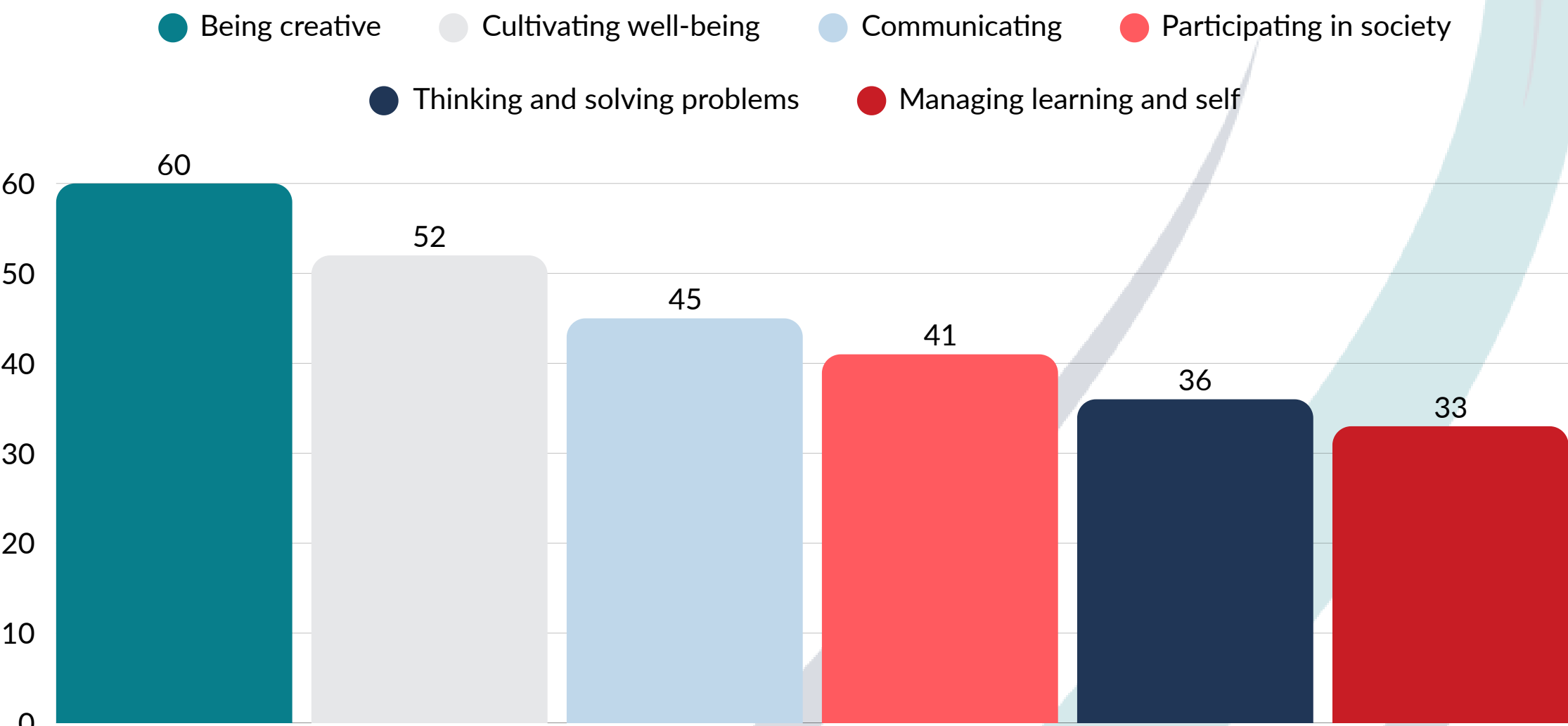
(Figure 6)
To what extent will this elective will be relevant for your child's individual needs?





Level (1): Visual Art Elective Module

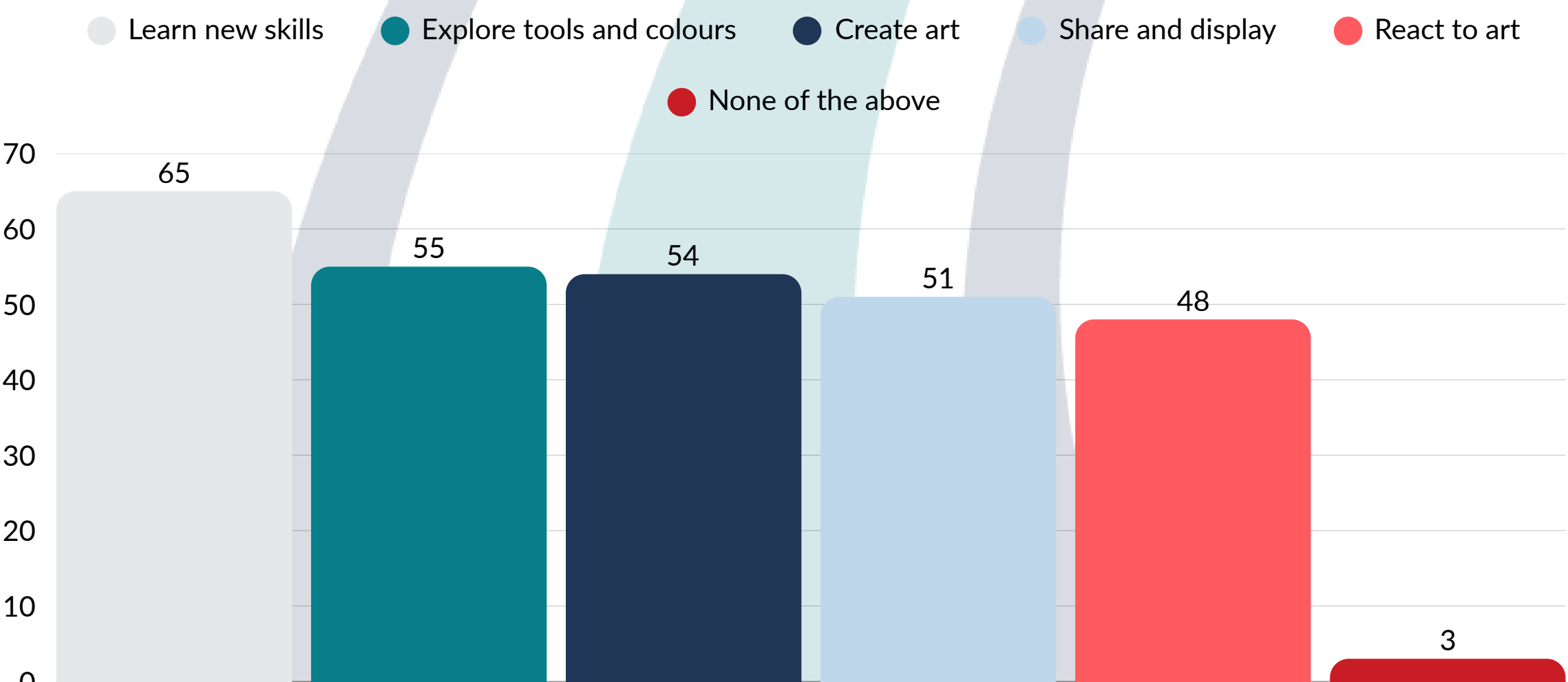
When parents were asked which abilities and skills they believed would be best aligned with their child's needs through participation in the Visual Art Elective Module, the majority selected being creative, followed by cultivating well-being and communicating. A smaller group selected participating in society, thinking and solving problems, and managing learning and self (see Figure 7).



(Figure 7)

In your opinion, which abilities and skills would be aligned with your child's needs through participation in the "Visual Art Elective Module"?

When parents were asked which of the learning outcomes for the Visual Art Elective Module they felt would be most relevant for their child's learning needs, the majority selected learning new skills, followed by exploring tools and colours and creating art. Fewer parents mentioned sharing and displaying art and reacting to art, with a small group choosing none of the above (see Figure 8).



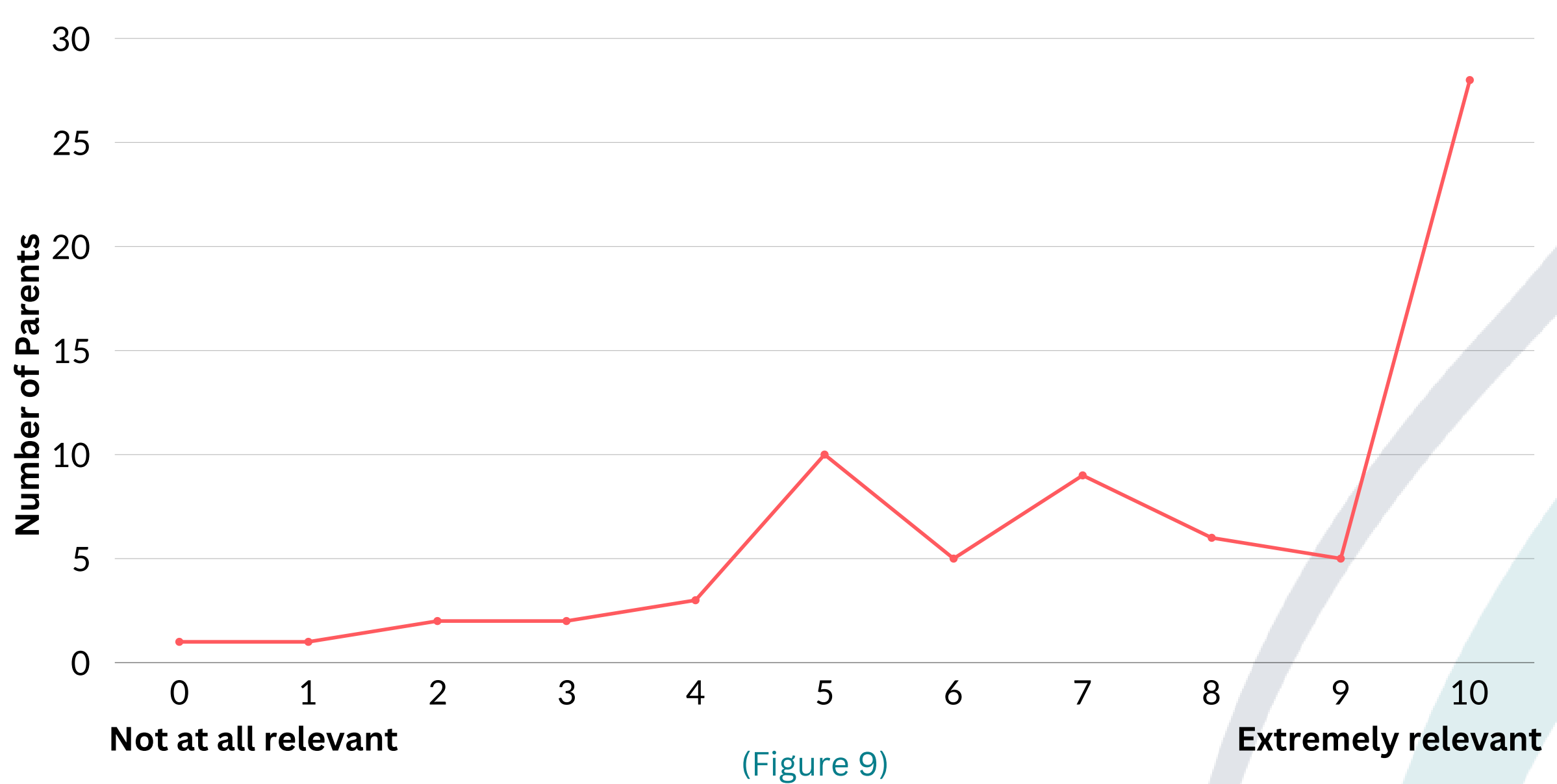
(Figure 8)

The NCCA has developed learning outcomes for this elective. We have summarised them into the following categories. Which of these would be relevant for your child's learning needs?

One parent, who selected none of the above, expressed concern about the focus on art in the curriculum, feeling that it did not address more practical life skills. The parent suggested that the school should prioritise subjects that teach independent living skills, such as reading labels, managing money, telling time, and learning about safety and relationships. The parent felt that these skills were more beneficial for real-life situations, while art, although valuable for self-expression, did not provide the same practical benefits.*

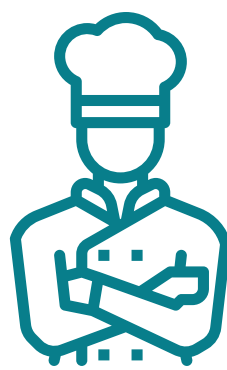
* This is a summary of the parents voices; please refer to the appendix for full answers

Parents were asked how relevant the Visual Art Elective Module would be for their child's individual needs. Among the 72 responses, (67%) rated the module between 7 and 10, indicating they found it highly relevant. Another (25%) gave a moderate rating between 4 and 6, suggesting that the module was somewhat beneficial but did not entirely meet their child’s needs. The remaining (8%) rated it between 0 and 3, indicating little or no relevance (see Figure 9).



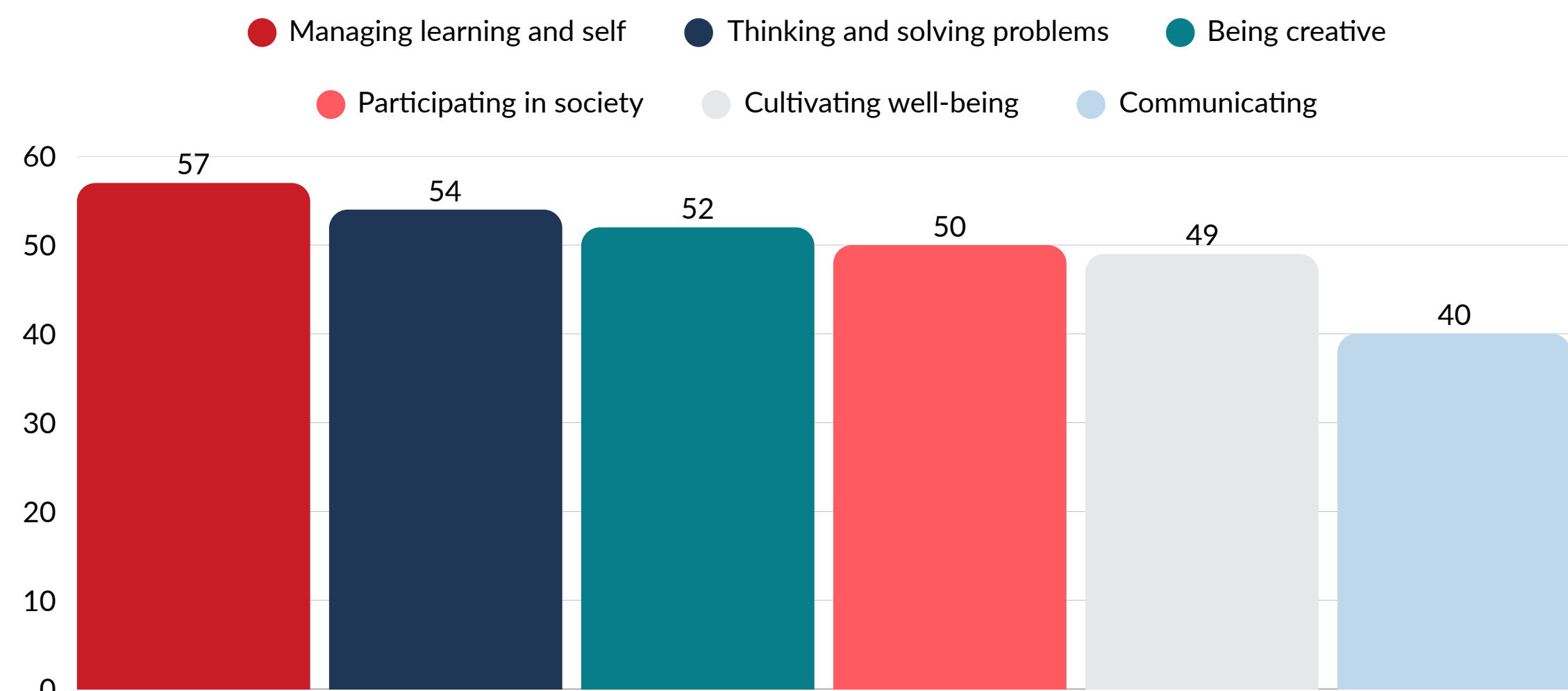
To what extent will this elective will be relevant for your child's individual needs?





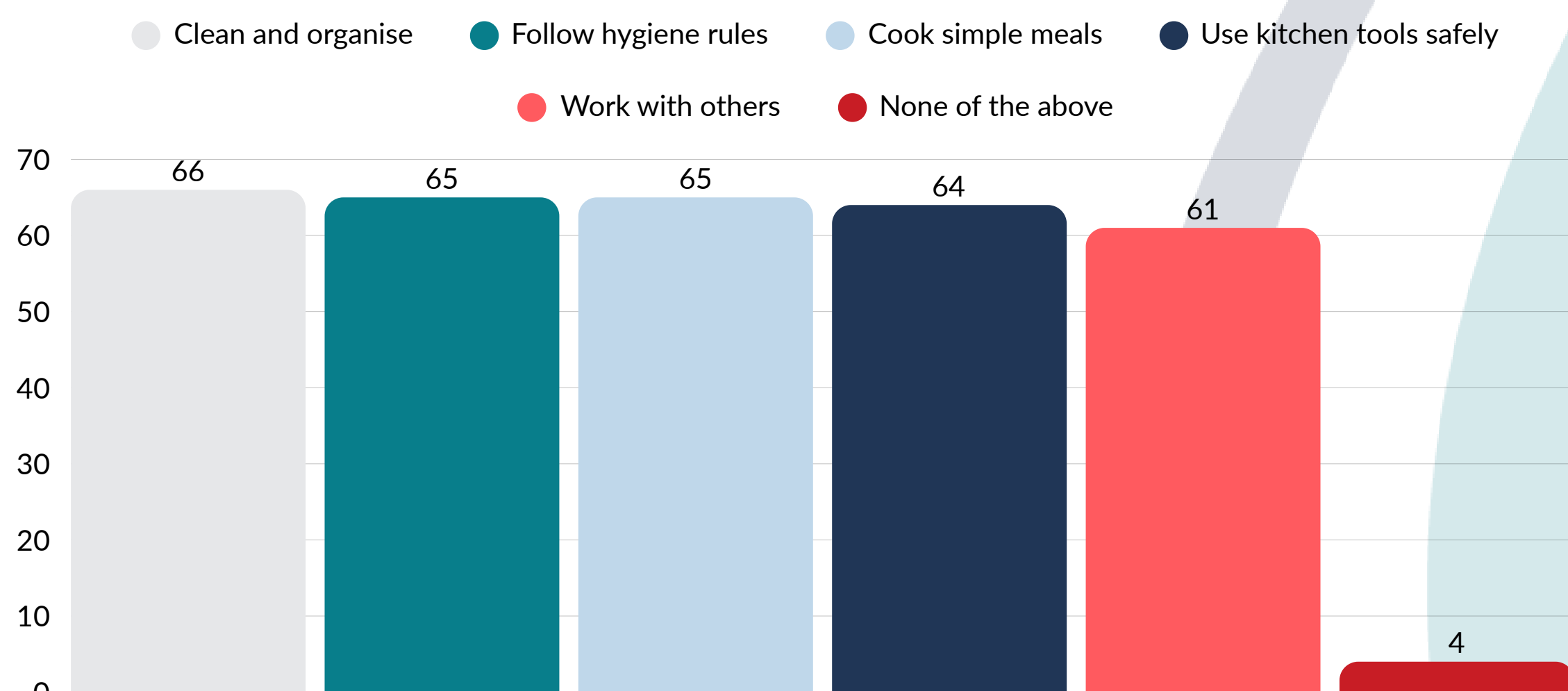
Level (2): Cookery Elective Module

When parents were asked which abilities and skills they believed would be best aligned with their child's needs through participation in the Cookery Elective Module, the majority selected managing learning and self, followed by thinking and solving problems and being creative. A smaller group selected participating in society, cultivating well-being, and communicating (see Figure 10).



(Figure 10)
In your opinion, which abilities and skills would be aligned with your child's needs through participation in the "Cookery Elective Module"?

When parents were asked which of the learning outcomes for the Cookery Elective Module they felt would be most relevant for their child's learning needs, the majority selected cleaning and organising, followed by following hygiene rules and cooking simple meals. Fewer parents mentioned using kitchen tools safely and working with others, with a small group choosing none of the above (see Figure 11).



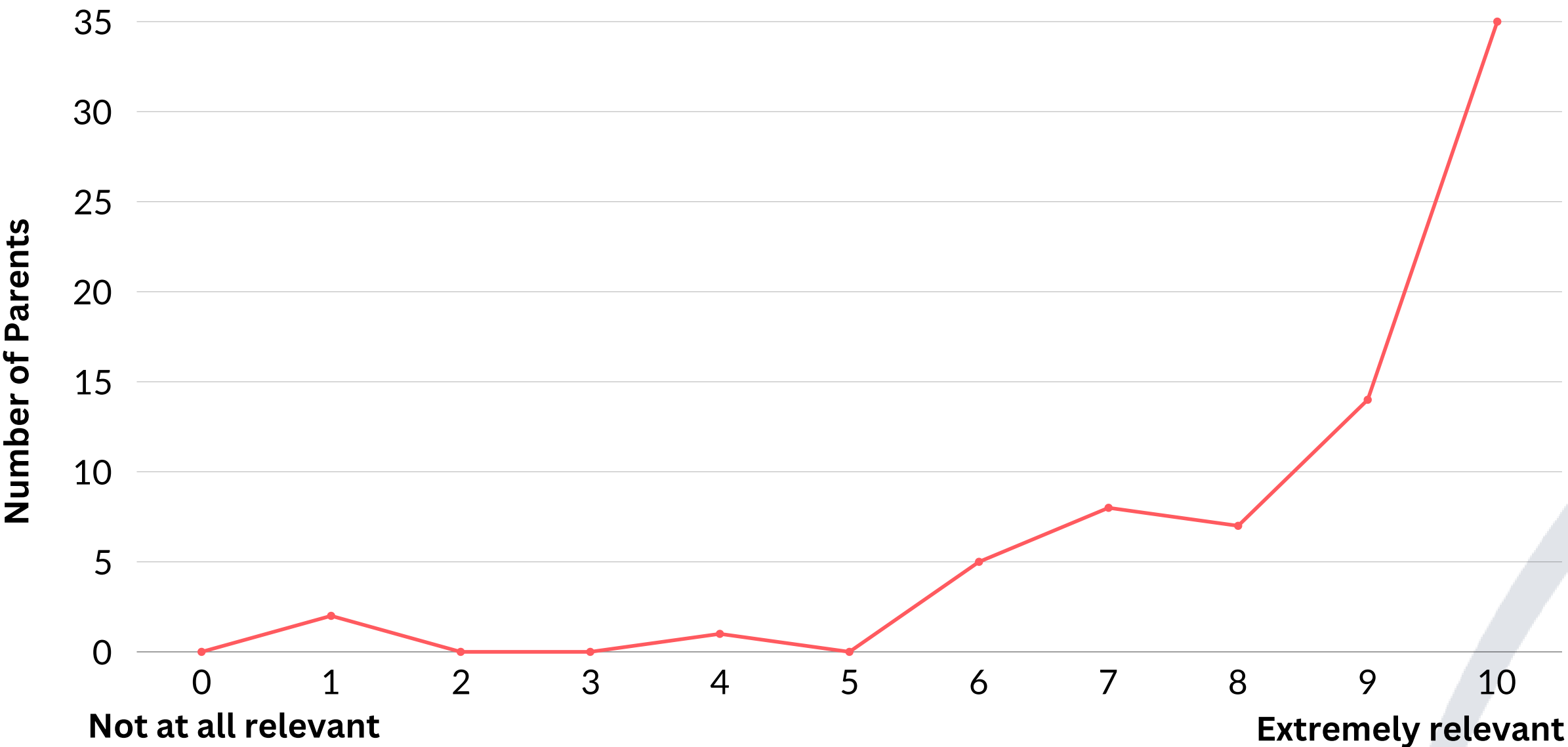
(Figure 11)
The NCCA has developed learning outcomes for this elective. We have summarised them into the following categories. Which of these would be relevant for your child's learning needs?



Two parents, who chose none of the above, shared their thoughts in a free text box. One parent felt that important skills, like living on their own, naturally develop as children grow. The other parent was worried about safety, saying their child could be in danger in the kitchen because they do not understand the risks of equipment and heat.*

* This is a summary of the parents voices; please refer to the appendix for full answers

Parents were asked how relevant the Cookery Elective Module would be for their child's individual needs. In this group of 72 responses, a large majority (90%) rated the module between 7 and 10, indicating it was highly relevant to their child. A smaller group (7%) rated it between 4 and 6, suggesting partial relevance. Only (3%) of parents rated it between 0 and 3, indicating little or no relevance (see Figure 12).



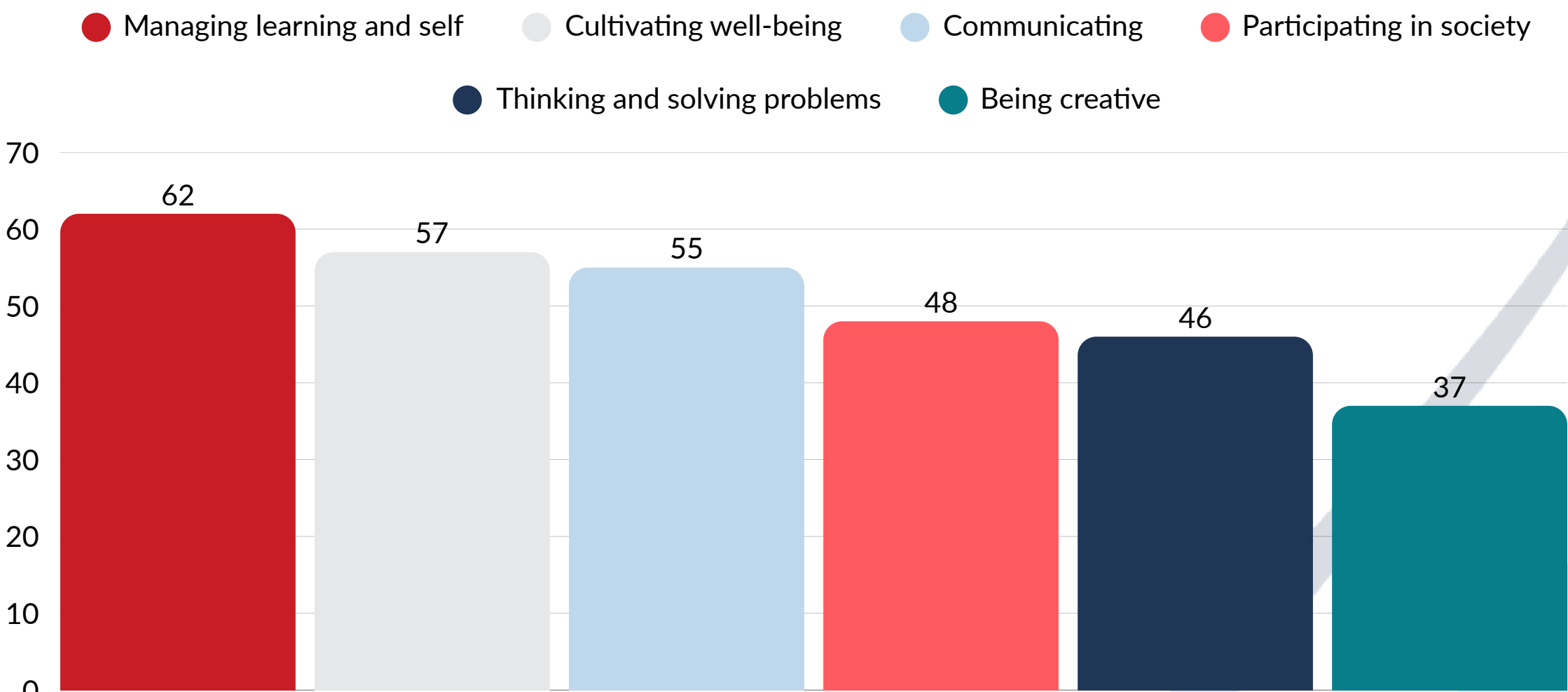
(Figure 12)
To what extent will this elective will be relevant for your child's individual needs?



Level (2): Personal Care Elective Module



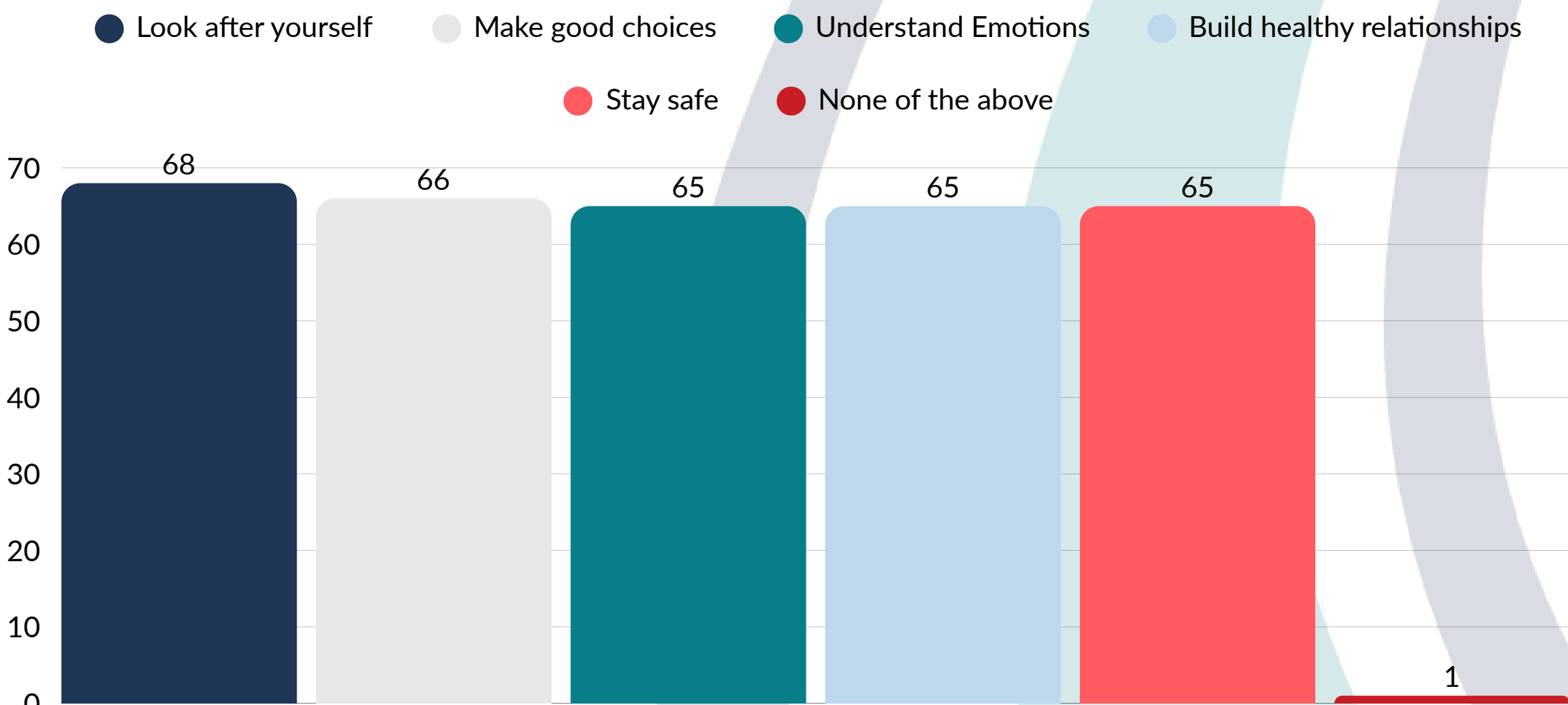
When parents were asked which abilities and skills they believed would be best aligned with their child's needs through participation in the Personal Care Elective Module, the majority selected managing learning and self, followed by cultivating well-being and communicating. A smaller group selected participating in society, thinking and solving problems, and being creative (see Figure 13).



(Figure 13)

In your opinion, which abilities and skills would be aligned with your child's needs through participation in the "Personal Care Elective Module"?

When parents were asked which of the learning outcomes for the Personal Care Elective Module they felt would be most relevant for their child's learning needs, the majority selected looking after yourself, followed by making good choices, and equally by understanding emotions, building healthy relationships, and staying safe. One parent chose none of the above (see Figure 14).

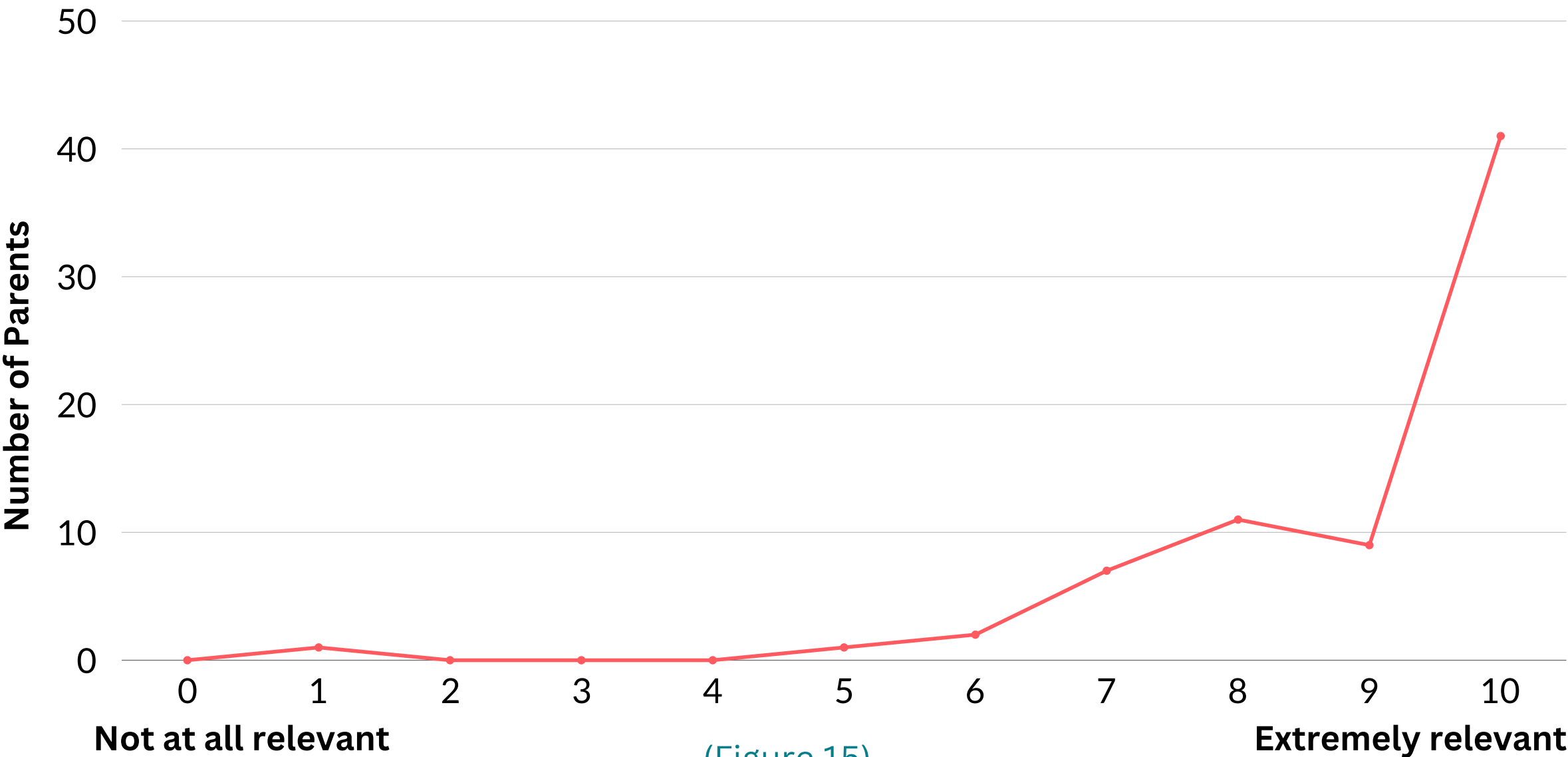


(Figure 14)

The NCCA has developed learning outcomes for this elective. We have summarised them into the following categories. Which of these would be relevant for your child's learning needs?



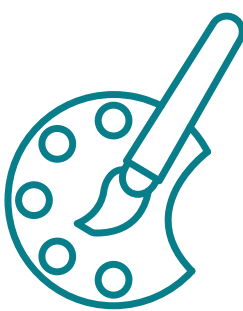
Parents were asked how relevant the Personal Care Elective Module would be for their child's individual needs. Of the 72 responses, an overwhelming majority (94%) rated the module between 7 and 10, indicating it was highly relevant. A small group (4%) gave a moderate rating between 4 and 6, while just (2%) rated it between 0 and 3, indicating little or no relevance (see Figure 15).



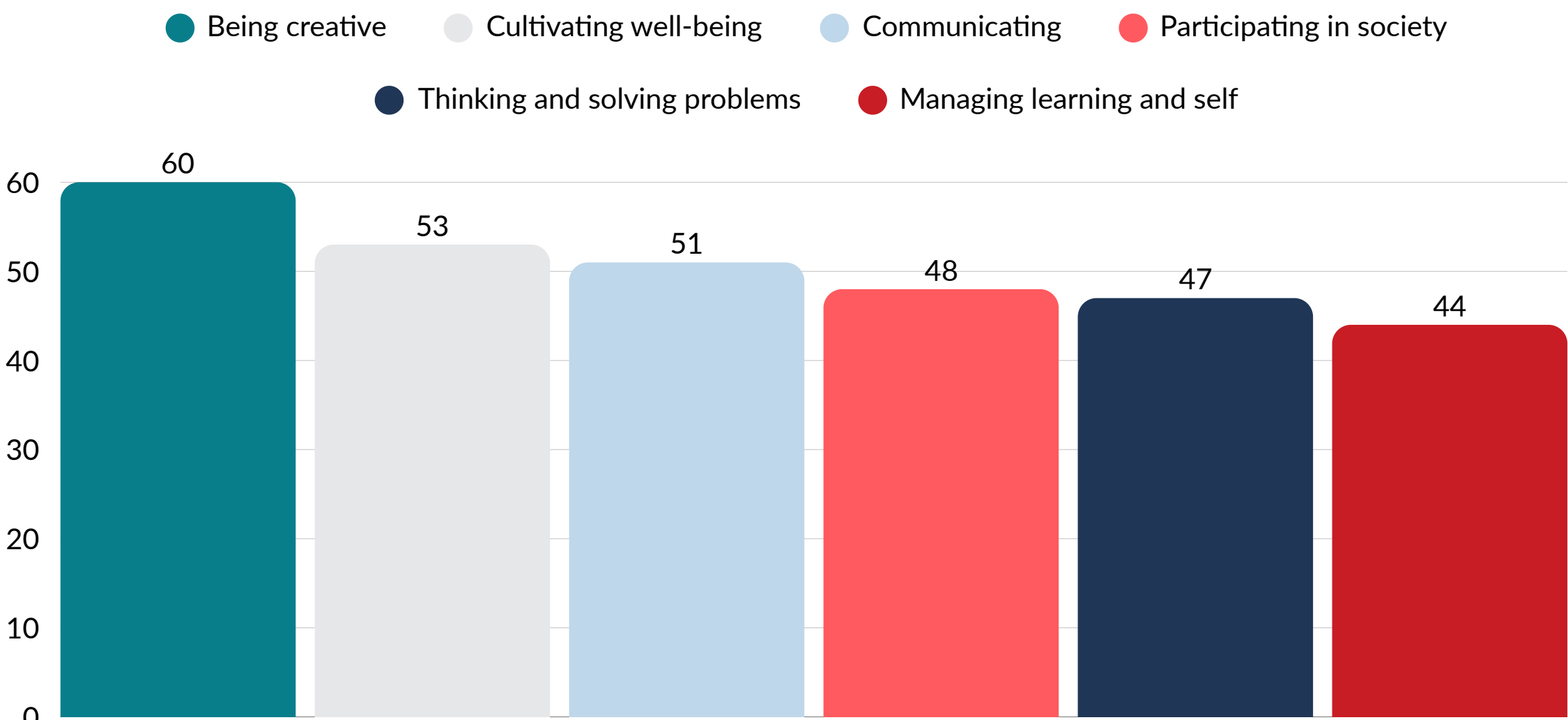
(Figure 15)
To what extent will this elective will be relevant for your child's individual needs?



Level (2): Visual Art Elective Module

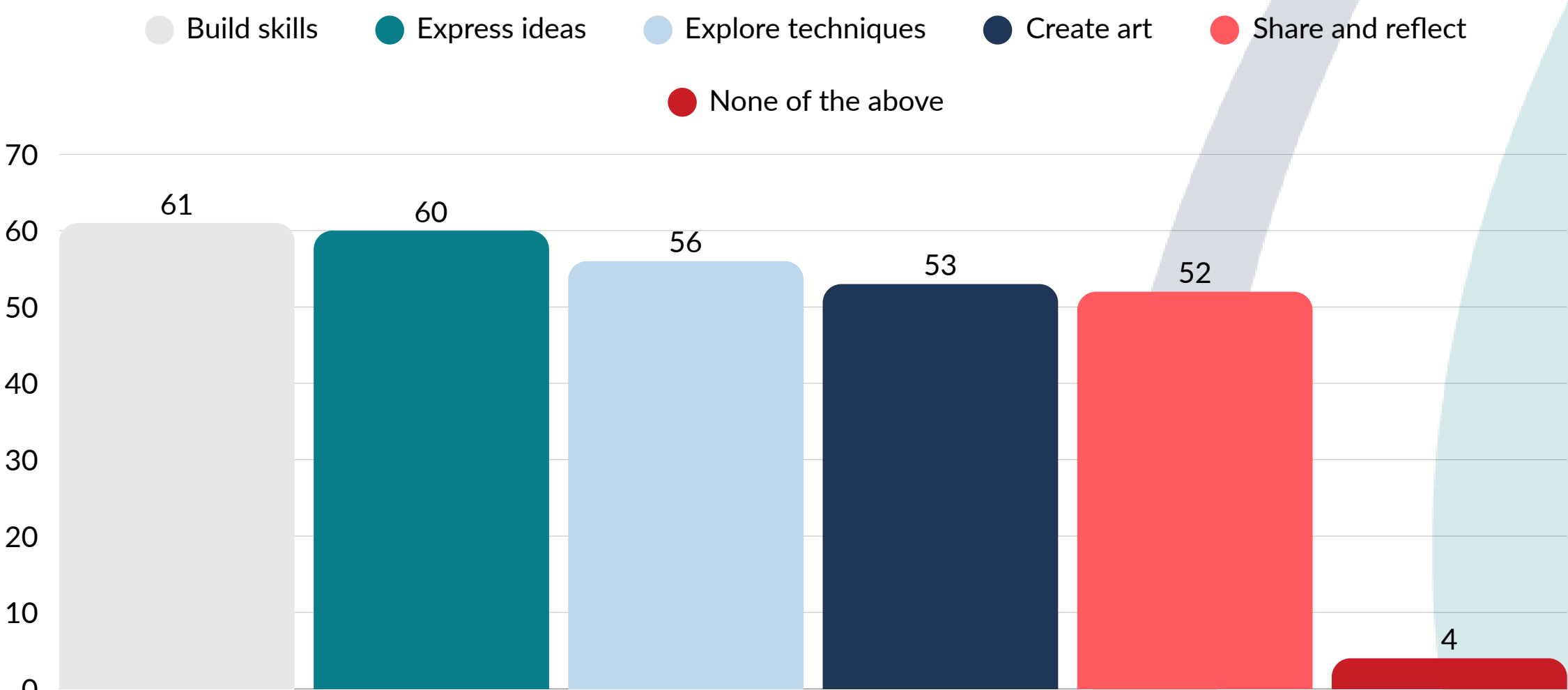


When parents were asked which abilities and skills they believed would best align with their child's needs through participation in the Visual Art Elective Module, the majority selected being creative, followed by cultivating well-being, communicating, and participating in society. A smaller group selected thinking and solving problems, and managing learning and self (see Figure 16).

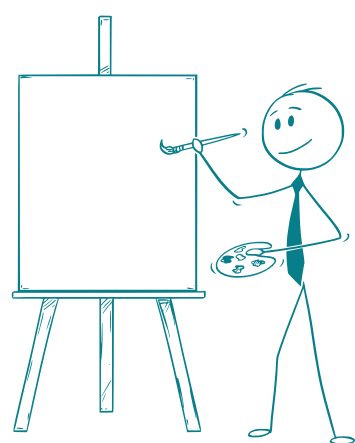


(Figure 16)
In your opinion, which abilities and skills would be aligned with your child's needs through participation in the "Visual Art Elective Module"?

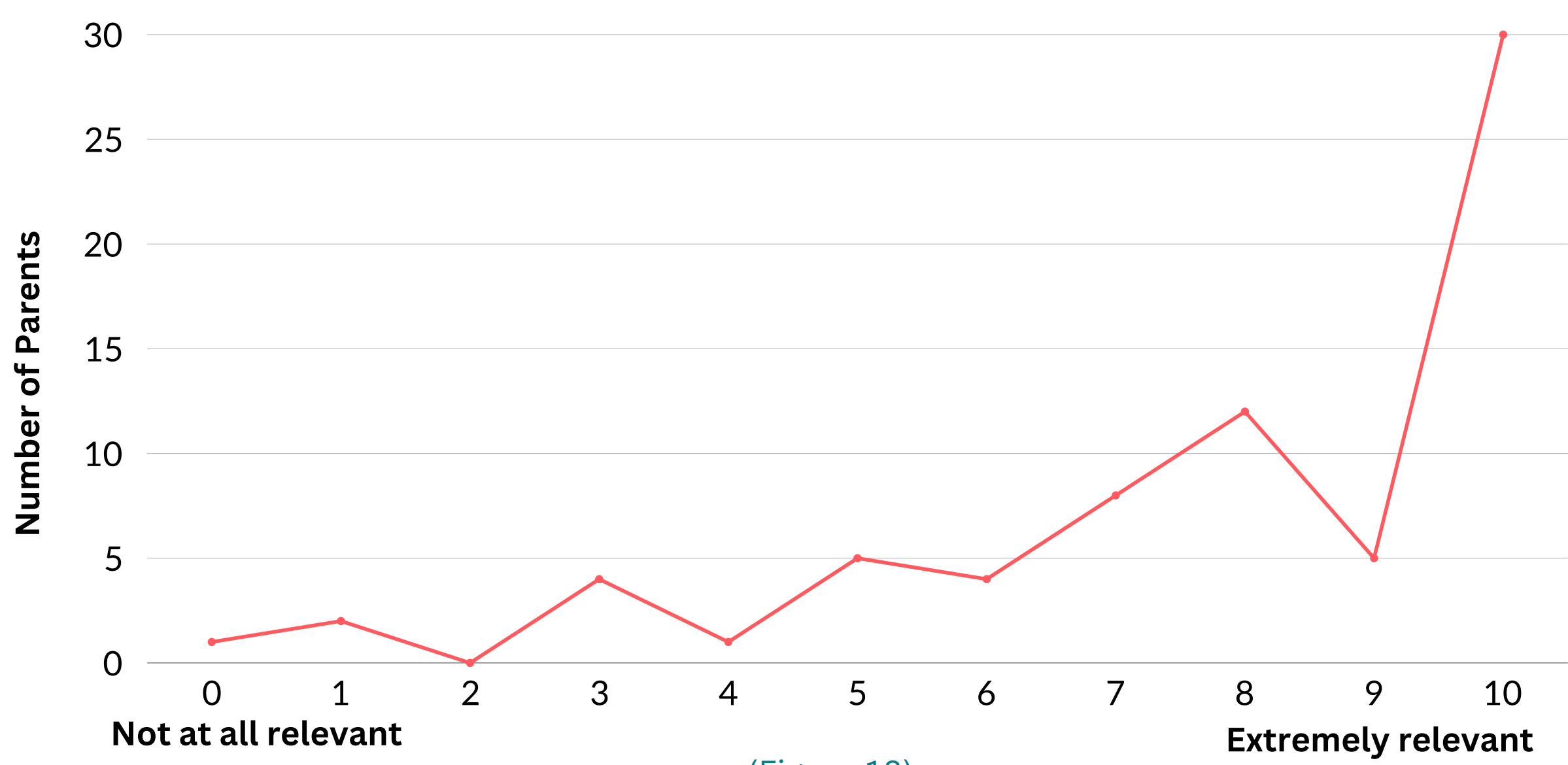
When parents were asked which of the learning outcomes for the Visual Art Elective Module they felt would be most relevant for their child's learning needs, the majority selected building skills, followed by expressing ideas, exploring techniques, and creating art. A smaller group selected sharing and reflecting, and four parent chose none of the above (see Figure 17).



(Figure 17)
The NCCA has developed learning outcomes for this elective. We have summarised them into the following categories. Which of these would be relevant for your child's learning needs?



Parents were asked how relevant the Visual Art Elective Module would be for their child's individual needs. In this set of 72 responses, (76%) rated the module between 7 and 10, showing they found it highly relevant. Another (14%) gave a moderate rating between 4 and 6, while (10%) rated it between 0 and 3, indicating little or no relevance (see Figure 18).



(Figure 18)
To what extent will this elective will be relevant for your child's individual needs?



Suggestions for New Elective Modules and Ideas

This is a summary of the parents' voices; please refer to the appendix for full answers:

When parents were asked what new elective modules or ideas they thought should be added to help meet their child's needs, many suggested practical subjects like home DIY (painting, repairs, and basic electrical skills) to build confidence. They also recommended preparing for life after post-primary school, with lessons on becoming a responsible member of society and understanding basic money skills like budgeting and saving.

Other suggestions included life skills such as managing money, applying for bank accounts, booking doctor appointments, and learning to run a home. Some parents also suggested teaching more specialised skills like carpentry and cybersecurity and giving students more work experience opportunities. There were calls for modules on mental health and wellness, focusing on things like managing anxiety, improving social communication, and building resilience. Music, especially for students with special needs, was also seen as important for its therapeutic benefits.

Parents also wanted more learning about neurodiversity and self-advocacy to help students understand different learning needs and how to speak up for themselves. Other ideas included more real-life experiences, such as visits to hospitals, care centres, and factories, along with practical lessons on road safety, fire safety, and personal self-defence.

Additional recommendations included teaching digital safety, gardening, and physical education, along with more career-focused lessons, apprenticeships, and non-academic modules. There were also suggestions for more flexibility in teaching methods and better communication with parents.



Focus Group Findings

In the online focus group, parents were asked to share their views on the proposed elective modules. The focus group included a set of questions designed to gather feedback and help the National Parents Council better represent parents' voices. This part of the report will highlight the views parents shared, along with their suggestions. A total of 4 questions were asked during the discussions, as listed below:

1. What challenges are you facing at the moment?

The parents involved spoke about many problems they are facing in special education right now.

Lack of Clarity and Communication

One of the main problems was poor communication and confusion about new programmes like Level 1 and Level 2 qualifications. Many parents felt upset because they do not know how these programmes will be used or what they will include. This makes it hard for schools to plan properly. There is a worry that by the time September comes, schools still will not know what to do. This affects how they plan for staff, time, and learning materials.

Not Enough Specialised Teachers

Another big problem is that there are not enough trained teachers for certain subjects. Parents reported that some schools are lucky to have teachers for subjects/activities like home economics, metalwork, and gardening, but other schools cannot find the right teachers. Some parents felt that this means that some students get better chances than others, which is unfair and can affect their learning.

Assessment and Record Keeping

There was discussion about the difficulties of assessing students' work and the problems related to recording their achievements for certification. This is even more important for students with special needs who might not be able to do normal tests. The possibility of parents recording their child's achievements was discussed, with all attendees agreeing that this could be a possibility.

Student-Specific Challenges

Many parents talked about how hard it is to help students with very significant special educational needs, especially those who are non-verbal or have significant behavioural challenges.



These students often need individualised support. Some of them do well in hands-on classes like cooking or personal care, but others find it hard to join in.

Parents also shared how difficult it is to deal with the system. One parent said their child was sent home often because of behaviour, which made them feel stressed and unsure. This parent stressed the need for a school system which is caring and predictable. The parent also worries that the current way of doing things does not deal well with serious behaviour problems.

2. What do you feel is currently working well? Which elective modules do you believe would be most beneficial for your child, and why?

Most parents in the focus group agreed on which subjects would help students with special educational needs the most. They said that practical subjects that teach life skills are the most useful, as they help students become more independent and improve their everyday lives.

Life Skills Subjects

Subjects like personal care and cookery were seen as very important. These lessons teach students skills they can use in daily life, like looking after themselves and cooking meals. Parents said that learning these skills can help students feel more confident and proud of themselves.

Horticulture, or gardening, was also seen as a good choice. Parents liked how working with plants and being outside in nature can have a calming effect, especially for students with autism. Gardening also lets students work at their own speed and do both creative and hands-on tasks.

Creative and Hands-On Subjects

Some parents also suggested subjects like art, woodworking, metalworking, and other creative, practical tasks. These subjects help students who find normal schoolwork difficult. They give students the chance to use their hands, make things, and show their ideas in a different way. These skills can also be useful in real life and future jobs.

Work Experience and Getting Ready for Jobs

Another important subject parents talked about was work experience. They felt it was very important to help students get ready for life after school. Even though some students may not be able to do regular work placements, there are other good options. These include jobs inside the school or special placements in the community that suit the students' needs. These activities help students learn work skills and understand what it is like to be in a job setting.



Some schools also work with outside groups like Bray Area Partnership and Impact. These groups help students learn job skills, such as how to do interviews and write a CV. People in the group said this kind of training is very helpful because it builds confidence and gives students skills they can use in the future.

3. What other skills or topics should be added to support your child's learning?

The group shared ideas for extra skills and topics that could be added to the school programme to better support children with special educational needs.

Getting Ready for Work and Careers

As students get closer to finishing school, learning about jobs and workplaces becomes more important. Parents suggested adding lessons on how to do interviews, write a CV, and get ready for work. They also wanted these efforts to be recognised, maybe by giving students credits or certificates for work-based learning or job skills.

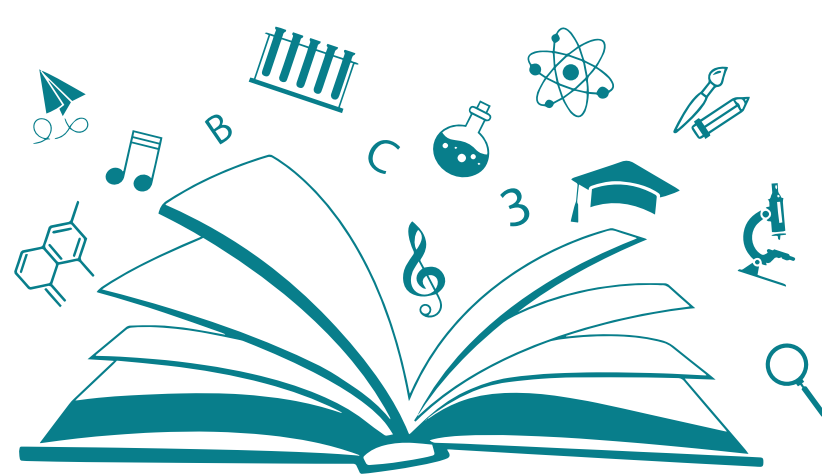
Learning to Manage Emotions and Behaviour

For students who find it hard to manage their behaviour, learning how to stay calm and handle emotions was seen as very important. Parents said that lessons in stress control, solving problems, and dealing with anxiety could help students feel better and do better in school and in life.

Planning for Life After School

Planning for what happens after school was another key topic. Many parents said that students need clear steps for moving on to further education, work, or other support services. They wanted more organised programmes that guide students from school to adult life, including training, housing support, or help from social services.

Some parents said they did not have enough clear information about what happens after school. They asked for better advice and support to help them understand the options available and how to plan the next steps for their children.



Conclusion

This report shares what parents think about the changes to special education programmes in senior cycle. It shows that while some new ideas are working well, there are still areas that need to be better.

Parents want a school system that gives all students the support they need to learn important life skills and feel confident. They believe the subjects should be useful, easy to understand, and help students in their daily lives and future plans.

By adding more practical subjects, offering clearer information about next steps after school, and listening to parents and students, schools can create a more fair and helpful learning environment. Working together, we can make sure every student has what they need to grow, succeed, and feel included.

Appendix

Q3. If none of the above, please tell us why?

1. I wish there was a level 2 version of this. There are high functioning children who could still find great value in this programme. I believe my son would reject participating at level 1 within the school environment.
2. My child can't even put on his shoes not to mind participate in a play
3. My son is non verbal and has no interest in working with others.
4. NA
5. Level 1 learners don't typically use imaginary play
6. We have 2 sons on the autism spectrum and I am not so sure if Drama would be their cup of tea as playing different roles is not something our boys might enjoy. I am open to it though.

Q7. If none of the above, please tell us why?

1. NA

Q11. If none of the above, please tell us why?

1. my child is already doing the l2p2 (mild disability) & he brings home tons of art daily and I find it extremely annoying that the teacher/ school are not focusing on real life subjects like label reading for buying food etc, money management for making purchases & getting the right change, learning the clock and time so he can get his bus on time etc.. we need real life subjects, not art, seriously! they shud b learning independent living skills, social skills, personal care, safety, being kind but not too friendly, circles of people and who you can trust, relationship skills.. etc theres so many other worth wile subjects to pursue other than art, art is a great hobby & its good for expressing urself, but i dont see real benifits or skills in this subject that u can carry into real life living!!! art feels like U didnt really put any time or effort into thinking up real beneficial subjects that u cud offer & dont actually have any special needs kids to think about or u didnt interview any parents with kids with disabilities nor ask those kids with disabilities! Infuriating
2. NaIA

Q15. If none of the above, please tell us why?

1. A lot of this comes naturally with maturity
2. My child presents a danger in the kitchen as he has no sense around equipment or heat
3. NA

Q19. If none of the above, please tell us why?

1.NA

Q23. If none of the above, please tell us why?

- 1.My child is not interested in art
- 2.please see my previous response to this
- 3.NA

Q25. What new elective modules or ideas do you think should be added to help meet your child's needs? Please share any ideas you believe would be beneficial.

- 1.More practical subjects like home DIY to build confidence and capability to add to the options
- 2.Preparing for life after secondary school
Being a contributor to society
DIY skills..painting, repairs, sockets.
Basic financial understanding for life
- 3.Music - My son who has DS & Autism can read music and play the piano.
Music is very important and therapeutic
Functional Math - very important for those able
English at their ability even if it means taking primary school books at their level
- 4.Finance & life skills
- 5.Financial literacy: how to complete taxes, how to set up a budget and strategies to stick to it, how to approach saving.
- 6.Life skills; applying for bank accounts, learning yo pay bills, book doctors appointments, running a home.
- 7.Carpentry, trades
- 8.Another week of work experience
- 9.Cyber security for staying safe and to stop bullying
- 10.More social communication techniques,,
Managing anxiety
How to have conversations,,what to say in conversations,
How to recognize people taking advantage
- 11.Graphic design or product development
- 12.Drama for level 2 would be amazing . Including interview skills and social interaction.
Finance skills for level 2 - saving, budgeting,
- 13.Anything that can be used in real life and prepare for adulthood
- 14.Suggestions you've come up with would help my daughter particularly
Personal Care and Cookery.
- 15.Music. Especially for Level 1.
- 16.More practical site visits for hospitals, caring centers, Gardi stations, factories

17. These are a great start.

18. Drama and visual art would be fantastic

19. Mental health and wellness module. Yoga, meditation, CBT, resilience training, coping with stress skills, walk and talk, being outdoors in nature during the module.

20. None

21. Maybe using technology & being safe on the Internet??

22. Financial/ Money dealing day to day costs and bills etc....

23. Learning about neurodiversity., neurodivergence, learning support needs and disabilities.. From a neuro affirming and disability model.. A module such as this should be mandatory for all learners. Not just those with support needs. And the information needs to be up to date and non ableist..

We are not currently doing enough to help NT and able bodied teens Understand accept, include and become friends with their ND, or disabled peers.

Yes our teenagers need support, but the ones is always put on the person with a disability or learning support need to adapt and change. And we are not helping their NT and non disabled peers beyond a nice video during awareness weeks

It is important that. All and every module's aim isn't to encourage the learners to mask and to try to act more neurotypical or be more like their able bodied..peers As this is ableist and harmful.

School staff also need a similar training as understanding with in schools and among staff is very hit and miss leading to too many school staff especially, inexperienced teachers, not being up to date with current knowledge and understanding.

Another module called self advocacy....Would also be helpful.

24. extra modules included could be singing included with Drama.

Road safety skills, Fire safety skills. Personal Self Defence.

Internet Safety. Gardening and wood work

25. Personal care is a big one. Maybe being out in community more

26. Experiential environmental education.

27. Digital skills

28. Physical education and work experience

29. Movement/breathwork - yoga

30. My daughter loves problem solving and thinking about things from different angles. Bringing science to life, engineering skills and exploration of the universe would be beneficial to encouraging her continued self learning which she currently does outside of the school curriculum.

31. Gardening, Taking public transport, Road safety, household skills (cleaning etc).

32. More work experience

33. Digital Safety, Apprenticeships and Careers

34. Choice of non academic or non competitive modules / ideas.

- 35. managing money, spending, saving, shopping & the cost of things
- telling the time, how to read time tables eg bus, & learn to manage your time
- learning to read labels, in shops & supermarkets, & understanding whats healthy & whats not
- 36. Sports programmes to further develop fine and gross motor skills. Enable movement breaks for neurodivergent students
- 37. Social interaction, OT, SLT (practical life & communication skills)
- 38. Transition to life after school
- 39. Sport and Fitness
- 40. Drama for Level 2. What about Music as a subject following the Sounds of Intent programme? Or some version of sport aligned with special or paralympics? Or looking at the caring profession in terms of HCA?
- 41. Diversity in language options
- 42. Digital safety
- 43. Help with transitioning to secondary school. More 1 to 1 teaching resource. Greater flexibility around learning and using different teaching methods. Regular communication with Parents.
- 44. Music - Financial - shopping, learning about money