



# Peterhouse School

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## Peterhouse Preparing for Adulthood Accessing the Community

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**This document should be read in conjunction with:**

PE Curriculum and Enrichment Offer

Arts Award

Teaching & Learning Policy

Assessment Policy

PPfA Policy

Educational visits & Journeys Policy

**1 PHILOSOPHY AND VALUES**

Peterhouse School mission statement;

*Peterhouse aims to provide a specialist environment which is flexible and responsive in fulfilling the academic, social, emotional and physical potential of all our young people, equipping them with the skills, knowledge and understanding to be a successful adult with autism.*

In keeping with this mission statement, we aim to equip our students with the knowledge and understanding, together with the appropriate skills and strategies, to help them succeed in life as an adult.

We recognise that our student's autism can impact significantly on their vulnerability as an adult and addressing this is embedded in everything we do.

In keeping with all of our curriculum planning, Accessing the Community is a vehicle through which our students' autism can be addressed. Each activity and experience offered is aimed to address the differences in communication, social understanding, thinking, and for some, sensory perception or sensory processing.

**2 AIMS AND OBJECTIVES**

The purpose of this policy is to outline how Peterhouse School delivers its *Community Access* to support pupils in developing essential life skills,

independence, and cultural capital. This offer is designed to enhance students' experiences beyond the classroom, preparing them to engage confidently and safely within their wider community and to pursue lifelong interests.

## Aims and Outcomes

Accessing the Community (AtC) supports pupils with ASC by providing opportunities to:

- Broaden pupils' **cultural capital** by exposing them to new experiences and environments
- Foster independence and confidence in community settings
- **Encourage healthy, active lifestyles through physical participation.** This supports physical health and well-being, and sensory integration etc. Many of our young people spend a lot of time at home using their technology, don't tend to play out with friends, play football, sport etc. so can benefit from the opportunity to get moving
- Develop transferable life skills including communication, decision-making, and teamwork
- Provide pupils with activities and interests they can enjoy and sustain beyond their school life
- **Generalise and apply skills in a real-life context and make learning more meaningful** which supports flexible thinking and problem solving. Although pupils with ASC often learn facts and skills very well, they can find using and applying those skills to solve real life problems difficult
- **Provide enrichment and knowledge of the wider world** beyond the classroom or the home and may help pupils to really notice what is right under their noses!
- Help to build **resilience** when things go wrong or are difficult
- Give pupils a sense of **space and freedom**
- Develop **confidence and self esteem**
- Give pupils **a sense of achievement**
- **Develop awareness and understanding of risk**

## 3 PLANNING

### Overview of Provision

Every class has a dedicated session on their timetable for AtC. This rotates between enrichment and curriculum activities. Additional to this, pupils may access AtC at the following times:

- Within tutorials – personalised targets are identified by the pupil / family or tutor
- As part of taking a break i.e. using a walk to self-regulate / time with staff to reflect or hold different types of conversation

- Independent travellers – our FE class may work on a personalised approach to be able to support them catch a bus to / from home or into town for example

Accessing the community is planned and delivered through two complementary components:

### 1. Travel Section

The Travel section provides structured opportunities for pupils to experience and practise real-life travel and mobility skills. This includes:

- Walking safely in the local community
- Using school transport appropriately
- Learning to plan and take journeys by bus or train
- Understanding road safety, public behaviour, and awareness of surroundings

The aim is to promote independence, confidence, and the ability to navigate community environments safely and responsibly.

### 2. Enrichment Section

The Enrichment Section offers diverse, hands-on activities that encourage exploration, teamwork, and personal growth. Activities include:

- **Walking/Rambling** – Exploring nature and developing map reading and navigational skills.
- **Climbing** – building fitness, resilience, and cooperation/developing technical skills, learning how to use equipment, and to keep themselves safe and manage risk
- **Cycling** – developing balance, coordination, learning how to use and maintain equipment and road awareness and safety
- **Bushcraft (also via Forest School)** – learning outdoor survival and environmental awareness skills through practical, nature-based experiences. This builds on to support pupils to be able to access DofE activities such as building and cooking on an open fire, using tools to build a range of items using natural materials, shelter building and environmental stewardship.

These enrichment opportunities are designed to build confidence, problem-solving ability, and a connection with nature and the community.

## Implementation

- Activities are planned and risk-assessed in line with the school's Health and Safety and Safeguarding policies.

- Staff ensure that all pupils can participate meaningfully, with appropriate support and adaptations.
- Opportunities are embedded within the curriculum to ensure continuity and progression.

### Where should learning take place?

The most important consideration is to make learning come alive. To make learning meaningful for our pupils, opportunities are consciously chosen within our local community to facilitate opportunities beyond the school lesson. It does not need to be expensive or far afield and the possibilities are boundless and we can link with other curricular opportunities we already have in place e.g.

- School grounds or Local area
- The built environment - shops, streets, parks, fire / police station, bakery
- Heritage sites and sacred spaces - museums, galleries, libraries, historic buildings, monuments, churches, mosques, town hall
- Natural environment / field studies - woods, lakes, beach, farms, zoos, hedgerows (links with horticulture and the plot)
- Arts and creativity theatre, cinema, pottery (link to arts award)
- Adventure activities water sports, climbing, archery, assault courses, cycling, orienteering and rambling paths (links with DofE and PE)
- Use of Local Sports Facilities e.g. YMCA Climbing Wall and Sports Hall, Victoria Leisure Swimming Pool, Brooms Cross Fishery (Links with DofE and PE) and a visiting Bikeability specialist
- Links with AI Social enterprises, Great Little Place café, Me Cycle and We Grow
- Natural woodland areas for forest school

Planning should happen before, during and after a session

**Before:** Sessions should be carefully planned and prepared to gain the most from them. Planning can and should involve the pupils too e.g. researching, costing, planning routes, timings, resources.

- The **class teacher and/or specialists** are responsible for the **planning** of curriculum related themes.
- The **AtC instructor** is responsible for planning and organising the trips that involve enrichment (climbing, walking/rambling and cycling).
- The Forest School Leader (FSL) is responsible for forest school sessions and activities (including bushcraft, using tools and building shelters)
- **All staff** are responsible for planning for and evidencing the travel curriculum

Inevitably, any activity undertaken outside the classroom environment will need to be risk assessed.

All sessions should have clearly defined learning outcomes, which may be differentiated to meet individual pupil needs. These can be multiple and cross curricular.

**During:** Staff should think about those young people whose preferred learning style may not be best served by the constraints of the classroom and provide opportunities for:

- direct experience
- 'hands-on' practical work
- exploration and discovery
- opportunities for experiencing 'awe and wonder' first hand
- practical teamwork
- experiencing challenge and managing risk
- experiencing success and achievement
- enjoyment and fun!

Consider also:

Levels of support  
Resources

**After** Plan for...

- Recall and reflection
- Follow up activities to extend and reinforce learning including cross curricular opportunities
- Evaluation of learning outcomes and ways to involve the pupils in evaluating their own experiences
- Opportunities to evidence and record achievements
- Celebrate and share achievements through displays, news items, presentations etc.

## 4 EVALUATION & ASSESSMENT

### Monitoring and Review

The impact of AtC is reviewed regularly through pupil feedback, staff evaluation, and curriculum review processes. Adjustments are made to ensure relevance, inclusivity, and alignment with pupils' developmental needs.

All activities to be evidenced and assessed following the School assessment Policy.

- The AtC instructor, or FSL where relating for forest school, will evaluate the suitability of the chosen environment in each session terms of safety, practicality, accessibility etc.
- The AtC instructor, or FSL where relating for forest school, and the team of TA's are responsible in evidencing learning and Earwig evidence can include; curriculum links and evidence through photos, videos and samples of work

Teachers will evaluate outcomes in terms of engagement, the learning objectives, new knowledge or skills acquired, and individual learning targets set termly through our PPfA planning / setting of targets.

They may also evaluate in relation to the differences presented by ASC; communication, social understanding, problem solving and thinking, developing independence, sensory integration etc..

Pupils can evaluate their experiences in terms of enjoyment and learning.

The AtC instructor will evaluate in terms of overall effectiveness and outcomes.

## 5 EVIDENCE AND REPORTING

The AtC instructor, or FSL where relating for forest school, and class teachers will provide evidence through Earwig records, end of year subject report and the pupil progress tracker.

The Class teacher will assess subject specific curriculum links progress half termly. The AtC instructor, or FSL where relating for forest school, will assess the enrichment related targets half termly.

Pupils will collate evidence in whatever form is appropriate, scrapbooks, photos, reflections, art work, floor books etc.

## 6 ROLES AND RESPONSIBILITIES

The **AtC instructor** will work with all groups undertaking AtC and facilitate all out of school activities by researching, risk assessing, resourcing and organising the trips.

The **AtC instructor, along with the PE Teacher & WRL Teacher where appropriate**, will plan and facilitate all DofE activities by researching, risk assessing, resourcing and organising the trips.

The **AtC instructor** will plan and facilitate all intervention activities by researching, risk assessing, resourcing and organising the trips.

**Class Teachers and/or specialists** will provide the AtC instructor with a half termly planning overview of curriculum links and do the planning of relevant trips to be organised by the instructor.

**Class Teachers and/or specialists** / TA's will assess and record the Subject curriculum links. The AtC instructor, or FSL where relating for forest school, will assess and record the enrichment related targets

**REVISION STATUS**

<b>This Review Date</b>	<b>Details of Changes</b>	<b>Sections Changed</b>	<b>Author</b>	<b>Date of next review</b>
Draft policy May 2017			Gill Burnell	
Policy updated June 2019	Mission statement  Coordinator  Recording on earwig	1,4,5,6	Gill Burnell	
Policy updated January 2022	Named person updated  Bring in line with our new curriculum to instructor  Instructor and teacher roles and responsibilities  Planning overview grid added	throughout	Cheryl Amy	
November 2025		throughout	CAmy, NBrowne SUnsworth TForster	November 2028