

Year 13 Extended Diploma in Health and Social Care Curriculum Sequencing Grid 2022-2023			
Subject: Health and Social Care	Term One	Term Two	Term Three
Unit <i>(Tablet in 39 week plan)</i>	Unit 12: Supporting Individuals with Additional Needs (Learning Aim A)	Unit 12: Supporting Individuals with Additional Needs (Learning Aim B & C)	
Key Retainable Skills <i>(required for Y12)</i> <i>What... How... Why...</i>	Diagnostic procedures used to identify additional needs	How to minimise challenges faced by individuals with additional needs Strategies and provision used in vocational settings to support individual with additional needs	
Key Retainable Knowledge <i>(required for Y12)</i> <i>What... How.... Why....</i>	Explore the range of additional needs that are faced by individuals, considering the effects these needs have on their wellbeing, rights and access. Investigate the support provided to explain how it is possible to overcome the challenges that these needs pose to daily living. Investigate the legislation, frameworks and policies that govern work in the health and social care sector, and support the rights of individuals with additional needs.		
Key Technical Vocabulary <i>To be modelled and deliberately practiced in context.</i>	Diagnostics Discrimination Cognitive needs Physical needs Social/emotional needs	Disability Environmental challenges Social challenges Personal challenges Adaptations Statutory provision Person-centred care	
Opportunities for reading	https://www.disabilityrightsuk.org/ https://cks.nice.org.uk/topics/learning-disabilities/diagnosis/diagnosis/ MENCAP website BMJ medical journals NHS website Scholarly articles to support further/wider reading – Google scholar		
Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i>	In Unit 12, students gain a deep understanding of challenges facing individuals with additional needs, how disabilities are diagnosed and the support and provision in place to ensure those with additional needs aren't disadvantaged. This aids students in developing an appreciation for diversity and equality and how they can become more understanding citizens. It also enables students to gain an understanding of the different career opportunities within the health care sector.		

Authentic Connections – Cross Curricular Links	Psychology/Sociology – Equality/diversity, diagnostic procedures, understanding cognitive impairments PE – physical support for those with additional needs
Key Assessment	Assessments scheduled following each topic completed. Each assessment includes assessment on the previous topic completed to hone long-term memory. Each formal assessment is standardised with another member of staff in department using BTEC IV procedures.