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| **Inclusion Framework: Lives without Labels** | | | | | | | | | |
| **Developing Resilience and Confidence** | | | **Improving Well-Being** | | | **Increasing Opportunity** | | **Encouraging Independence** | |
| *Creative Thinking* | *Critical Thinking* | *Problem Solving* | *Social* | *Emotional* | *Physical* | *Enterprise* | *Curriculum and Community Inclusion* | *Decision-Making* | *Self-Awareness* |
| Able to interpret and deliver outcomes imaginatively. | Able to keep an open mind in all contexts and formulate opinions and arguments accordingly. | Able to adapt thinking based on evidence and to accept that there can be more than one solution to a problem. | Able to adapt communication and behaviours to any situation. | Demonstrates empathy by adjusting their own behaviours in support of others. Has the confidence to act as an advocate/speak out about emotional wellbeing & mental health. | Has the confidence to discuss health issues appropriately and with appropriate people. | Actively seeks out opportunities to take on new challenges. | Exposed to work experience and enterprise opportunities which raise aspiration and allows informed choices to be taken, including opportunities to actively engage in voluntary work. | Confident decision making and reflective learning from decisions. | Able to use self- regulation to adapt behaviours according to situation and context, based on skill set and past performance. |
| Able to improvise  in any situation. | Able to question information, ideas and argument. | Show initiative when solving problems, after analysing all options. | Able to sustain mutually respectful friendships, fully recognising that some actions can hurt or harm others. | Demonstrates self- awareness and displays positive self-esteem. | Has an awareness of/engages in healthy physical relationships. | Able to tackle courageous projects confidently, demonstrating  resilience, and perseverance in the face of challenge. | Exposure through the curriculum to career/education/life CIAG. Has opportunity for interaction with inspiring role models, including those in the local community. | Able to review decisions and consequences, taking on board the opinions of others. | Seeks support through co-regulation and practical help in unfamiliar or challenging situations. |
| Has the confidence to do things differently and try new things. | Able to develop a well-reasoned argument. | Able to solve a problem independently, persevering until it is solved and approaching it in  different ways. | Able to form positive attachments to adults and friendships with peers. | Has an awareness of stressors and how to self-regulate when experiencing distress. | Able to manage their own basic hygiene needs and maintain good physical health, including diet. | Able to maximise resources. | Shows willingness to develop individual strengths and interests and key skills that allow independence and safety in the community (for example, reading, comprehension and financial literacy). | Able to understand the consequence of a decision and review decision. | Shows confidence in sharing their own needs, wants, interests and opinions with others, in a familiar group. |
| Understands the 'bigger' picture and external influences. | Able to prioritise to make good decisions. | Able to ask for help to solve a problem.  Describe a problem they encounter and suggest ways to solve the problem. | Able to work and play cooperatively, share and take turns with others. | Able to seeks support through co-regulation of emotions and practical help in new or challenging situations, when required. | Recognises need for maintaining good physical health through exercise/ rest. | Shows willingness to undertake new ventures,  try new activities and show independence. | Expresses interests and provision allows for the pursuit of these interests and talents.  Recognises that some life skills (for example, reading) are important and engages with teaching/learning. | Able to weigh up evidence. | Shows awareness of the similarities and differences between themselves and others.  Demonstrates a sense of belonging by identifying themselves in relation to social groups and their peers. |
| Able to role play an idea or thought, engaging in imaginative play based on own ideas or first-hand or peer experiences. | Able to consider views of others. | Able to break a problem they encounter in to parts and describe them to others. | Shows sensitivity to their own and others’ feelings and needs. Beginning to recognise their own dysregulation and to self-regulate. | Demonstrate secure attachments and feelings of safety resulting in independence in familiar situations. | Recognises need for maintaining good personal hygiene. | Able to take instruction and engage in exploring concepts of interest. | Able to articulate what they like/ enjoy/ strengths. | Able to gather information to make a choice. | Able to explore feelings/sensations in relation to a range of stimuli and situations. |
| Demonstrates original thought. | Able to communicate an idea, organising sequencing and clarifying thinking, feelings and events. | Able to recognise a problem. | Able to interact positively with others. | Able to separate from their close carers and explore new situations with support from another familiar adult. | Begins to recognise danger and seeks the support of significant adults in order to keep physically safe. | Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. | Engages in real world play and visits. | Able to identify a choice  Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. | Responds to new experiences that you bring to their attention. |