

Key Stage 4

Preparation for Adulthood Curriculum: Intent, Implementation and Impact

In order to prepare students for adulthood, we recognise the importance of students being able to develop key skills needed for life. We recognise that all students are at different stages of developing these skills and that this is an ongoing area that students will need to learn to develop and more importantly, be able to apply within a range of different contexts. Within the preparation for adulthood curriculum, students will focus on the development of key areas linked to their Education and Health Care Plans.

The Preparation for Adulthood curriculum very much focuses on the development of students working towards a greater independence with a focus around the 4 preparation for adulthood strands- Health, Community Inclusion, Employment and the World of Work and Living Independently.

Building upon the learning of students from Key Stage 3, the Key Stage 4 programme focuses on preparing pupils for life outside of school.

Learning is highly adapted and differentiated to meet the needs of all our learners. There will be a focus throughout on the encouragement of independent learning and independent application of skills. For students within our most complex learning pathway, students will engage in a sensory curriculum that will focus on the engagement profile, with a particular focus on following systems and routines, but also in terms of being confident in a range of different settings and environments through sensory exploration. We also recognise that all students will differ in terms of their ability to be independent and will need some levels of support to help them to reach independence. Some students will never be fully independent and the curriculum will aim to foster and encourage steps towards independence in terms of their decisions and choices.

The units of study are chosen from the Personal Social Development programme running through ASDAN. Students will be taught in ability groups. Where possible, school will try to facilitate meaningful encounters within the local and wider community to replicate real life situations.

It is hoped that students will make progress over time and that this will be monitored through the use of the 'How is my learning model. As students become more familiar with the tasks they are doing, they will be encouraged to apply these in a range of environments and with people less familiar to them.

The Preparation for Adulthood curriculum is highly differentiated to meet the needs of learners within the aspirational pathways. Outcomes, therefore, for students will differ according to the pathway they follow.

### **Yellow Pathways:**

Intent: To help to prepare students prepare for adulthood by engaging in a range of experiences that will help to develop the necessary skills needed for daily living.

To have meaningful encounters with different environments within the local and wider community so that they have a better understanding of the real world.

### **Implementation:**

- Overseen by the Preparation for Adulthood curriculum lead
- Subject specific learning
- Delivery of a progressive, engaging curriculum
- Units taught termly focusing on skills pupils will need to gain independence needed for independent living/ employment
- Cross-curricular links to allow for strengthening knowledge
- Two year programme allowing for revision and progression of skills throughout Key Stage 4.
- Multi-sensory environments (music, video, audio, physical objects)
- Role play and drama
- Visits/encounters to a range of facilities within the local and wider community to promote confidence.
- All learning is enhanced by revisiting prior knowledge

### **Impact:**

It is hoped that students will have the confidence to be able to carry out everyday tasks with increasing independence. Students will have a better idea of what is real life might look like and will be better prepared for being able to cope with the demands of daily living. Some students will be able to apply the skills that they have learned within a range of different social contexts.

### **Green/Blue Pathways**

#### **Intent:**

Intent:

- To help to prepare students prepare for adulthood by engaging in a range of experiences that will help to develop the necessary skills needed for daily living.
- To have meaningful encounters with different environments within the local and wider community so that they have a better understanding of the real world.
- To experience activities within school and within the wider community that explore the concept of staying healthy.
- To experience activities that expand knowledge of completing activities linked to preparing students for routine of work/college.

*Enjoy. Learn. Achieve.*

- To undertake daily living tasks that will help to further develop their independence.
- Students will develop some specific vocabulary linked to adulthood.
- Students will develop functional skills which they can apply to everyday life.

**Implementation:**

- Overseen by the Preparation for Adulthood curriculum lead
- Subject specific learning
- Delivery of a progressive, engaging curriculum
- Units taught termly focusing on skills pupils will need to gain independence needed for independent living/ employment/ community and social inclusion/staying healthy.
- Cross-curricular links to allow for strengthening knowledge
- Two year programme allowing for revision and progression of skills throughout Key Stage 4.
- Multi-sensory environments (music, video, audio, physical objects)
- Students will make gains in complementary accreditation routes.
- Students will be curious and independent learners.
- Develop early communication, literacy and numeracy skills.
- Students will experience role play and drama on real life scenarios- e.g. shopping, making a telephone call for an appointment.
- All learning is enhanced by revisiting prior knowledge

**Impact:**

- Students will demonstrate progress in their awareness and understanding of the world around them.
- Students will develop simple problem-solving skills using thinking and sorting skills.
- Students will develop basic functional skills which they can apply to everyday life
- Students will show a love of learning and greater curiosity towards within their learning.
- Students will demonstrate progress in their communication, literacy and numeracy skills
- Students will demonstrate gains in accreditation (Asdan Unit Award Scheme)

**Indigo/Violet Pathways:**

**Intent:** For students to be encouraged to **develop their early communication skills/sensory cues**

**Implementation:**

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- Develop sense of self awareness, e.g. learning to use and understand vocalisations
- Develop awareness of key people and places around them
- Develop an interest in the people and world around them
- Develop an ability to gain attention of others
- Using and understanding eye contact
- Using and understanding of facial expressions
- Using and understanding of non-verbal communication such as gesture and body language
- Develop a recognised means of expressing wants/needs
- Develop patience and resilience to persevere with waiting for requests to be responded to/understood
- Development of engagement; develop engagement areas of; exploration, realisation, anticipation, persistence and initiation
- Develop patience and resilience to persevere with waiting for requests to be responded to/understood
- Development of engagement; develop engagement areas of; exploration, realisation, anticipation, persistence and initiation.
- Following instructions/routines (work/break/work)
- Matching activities
- Sequencing activities (physical tasks, or e.g. understanding toilet/wash/dress or lunch/wipe face/go to bathroom - any sequence/anticipation of next activity)
- 'Sensory stories' that focus on being independent.
- Making packed lunch
- ICT/Equipment
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- Eat with 'colleagues' / working together
- Any purposeful activity/task
- Develop resilience
- Medium Term Planning for pupils with PMLD will be different and separate from planning for the rest of the class group as it is personalised to the individual.

**Impact:**

- Developed sense of self awareness
- Developed awareness of key people and places around them
- Developed an interest in the people and world around them
- Developed means of communication (to gain attention/express wants/dislikes).
- Developed patience and resilience to persevere with waiting for requests to be responded to/understood

*Enjoy. Learn. Achieve.*

- Made gains in their development within areas of engagement; exploration, realisation, anticipation, persistence and initiation.
- Made progress towards outcomes identified with their education and health care plans.