

Independent Living Curriculum: Intent, Implementation and Impact

As part of the Preparation for Adulthood Curriculum, at SCP we have based our curriculum around the four areas of the preparation for adulthood agenda. We hope that the curriculum offered, will help students to build upon the skills previously gained, to help them to develop as socially independent a life as possible as they prepare to transition into the real world.

As a school, we recognise the importance of students being able to be as socially confident as possible and for students to keep themselves safe whilst out with the local and wider community. We recognise that all students will differ in terms of their ability to be socially independent and will need some levels of support to help them to reach social independence. Some students will never be fully socially independent and the curriculum will aim to foster and encourage steps towards independence in terms of their choices.

The units of study are chosen from ASDAN Life Skills Challenges but 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.

Students will be taught in year groups in mixed ability classes. We strongly believe that students should have the opportunity to mix with other students socially, regardless of their cognitive and physical abilities. 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 community and social curriculum offers opportunities to develop students learning in a range of areas. Students learning will focus on what a community is. They will explore community groups and think about ways in which they may be able to access these groups and any problems that they may be faced with when out and about. Students will be shown and have the opportunity to practice keeping themselves safe when out in the community. They will explore community facilities linked to not only their health, but also social activities that they may wish to access in the future,

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

Red/Orange/Yellow Pathways:

**Intent:** To help to prepare students in confidently being able to experience/access community facilities within the local and wider community. This will help students to prepare for life beyond school.

**Implementation:**

- Overseen by the Life Skills curriculum lead
- Subject specific learning
- Delivery of a progressive, engaging curriculum
- Units taught termly focusing on skills pupils will need to gain social independence needed for independent living/ employment/ accessing social and community activities.
- Cross-curricular links to allow for strengthening knowledge
- Three year programme allowing for revision and progression of skills throughout sixth form
- Multi-sensory environments (music, video, audio, physical objects)
- Role play and drama
- All learning is enhanced by revisiting prior knowledge

**Impact:**

It is hoped that students will have the confidence to be able to access social and community activities with increasing independence. Students will have the opportunity to work towards their EHCP outcomes and be better prepared for 'real life' and what this might look like in the future. Some students will be able to apply the skills that they have learned within a range of different social contexts.

**Green/Blue Pathways**

**Intent:** To help to prepare students in confidently being able to experience/access community facilities within the local and wider community. This will help students to prepare for life beyond school.

**Implementation:**

- Overseen by the Life Skills curriculum lead
- Subject specific learning
- Delivery of a progressive, engaging curriculum
- Units taught termly focusing on skills pupils will need to gain social independence needed for independent living/ employment
- Cross-curricular links to allow for strengthening knowledge
- Three year programme allowing for revision and progression of skills throughout sixth form
- Multi-sensory environments (music, video, audio, physical objects)
- Role play and drama

*Enjoy. Learn. Achieve.*

- 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 the opportunity to work towards their EHCP outcomes and be better prepared for 'real life' and what this might look like in the future.

**Indigo/Violet Pathways:**

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

- 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
- 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
- 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: To provide students with the** opportunity to develop their knowledge and skills in experiencing social activities such as getting out and about, being healthy, making choices. It is hoped that this will help students better prepare for life when moving on from Sir Charles Parsons School as they navigate the real world.