

Key Stage 4

Towards Independence Curriculum: Intent, Implementation and Impact

Every young person needs high-quality career guidance to make informed decisions about their future. As a school, we recognise the importance of students being able to be as independent as possible and try to encourage students to do this throughout their time in school and out of school. We also recognise that not all students within our school will be 'work ready' but are able to develop the necessary skills and qualities needed for them in their own lives; for them to work towards their own level of independence, whatever that may be.

The Towards Independence curriculum very much focuses on the development of students working towards a greater independence with a focus around the world of work and being 'work ready'.

Building upon the learning of students from Key Stage 3, the Key Stage 4 programme focuses on preparing pupils for the work place. The school prepares students for the post 16 transition through interviews with our Careers Adviser, guest speakers in assemblies and through activities during PSHE lessons.

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. 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 AQA unit award scheme, as well as the employability programme through ASDAN. Students will be taught in ability groups. Where possible, school will try to facilitate meaningful encounters with employers and will access community learning; including having trips to FE providers.

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 Towards Independence 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 to experience work related learning in the hope that this will help them to make informed decisions about their future.

To have meaningful encounters with employers so that they have a better understanding of the world of work.

Implementation:

- Overseen by the Towards Independence 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
- 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 available to them in the labour market and may be encouraged to seek employment as they transition into adulthood. 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 to experience work related learning in the hope that this will help them to make informed decisions about their future.

To have meaningful encounters with employers so that they have a better understanding of the world of work.

- **Implementation:** Overseen by the Towards Independence curriculum lead
- Subject specific learning
- Delivery of a progressive, engaging curriculum

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- 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
- 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 available to them in the labour market and may be encouraged to seek voluntary employment as they transition into adulthood. 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.

Indigo/Violet Pathways:

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

Implementation:

- 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)

Enjoy. Learn. Achieve.

- 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 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.