

## Independent Living Skills

### Rationale

Supporting the transition from childhood to adulthood is an important part of the role of Post 16. The programme is person-centred with students setting their own goals to work towards. Our focus is to help young adults with moderate to severe learning difficulties to become as self-sufficient as possible, from money management to shopping, from planning a social life to arranging and directing any support that they need. They develop skills for independent living, such as problem solving, decision making, risk management and communication. Students gain practical experience of budgeting, shopping, preparing meals, carrying out domestic chores and taking responsibility for their own personal care.

The development of these skills runs throughout the whole Post 16 curriculum with an emphasis being placed on the more practical skills in specific independent living sessions.

The Independent Living Skills curriculum includes the development of pupils thinking and problem solving skills including:

- Self-management
- Team working
- Problem solving
- Self advocacy
- Applying English, maths and ICT to real world contexts

### Accreditation

Students can achieve AQA Unit Awards and ASDAN Towards Independence modules through this curriculum area

The Independent Living Skills curriculum has been divided into three main areas: Independence in the Home, Independence in the Community and Personal Care.

## Key concepts and Processes

### **1: INDEPENDENCE IN THE HOME**

Students develop skills which can further be broken down into diet and nutrition; planning; food preparation; domestic skills and health and safety.

Many of the cookery and cleaning skills are covered by units of accreditation and in particular, ASDAN and AQA Unit Awards.

Independence in the Home skills may be taught in dedicated sessions, utilising the dedicated bungalow, or in a cross curricula way; many lend themselves to being re-enforced during residential weeks. Hygiene and safety will play a key part in all areas of work within the subject. Students will learn the basic principles behind keeping themselves and their belongings clean and safe whilst working within a range of contexts. Students will learn to take greater control over their domestic life and develop greater independence over elements of their home life. This may take the form of planning and preparing a simple meal, stripping and making a bed, washing or ironing items of clothing.

**These skills are also developed through work experience and specific lessons the students undertake at Middlesbrough College.**

### **2: INDEPENDENCE IN THE COMMUNITY**

Covers all aspects of independent travel, from moving around school, to independent travel out of school and using public transport.

Safety is an integral part of Independence in the Community; some parts such as 'stranger danger' may be covered in the classroom and then re-enforced out in the community. Initially road safety will be covered in the school grounds utilising the specially installed crossings. Lights and bus shelter.

For students working at higher levels, particularly independent travel, a thorough risk assessment will be made. Once a student has reached this level of competence the parents are involved in the planning. For students making an independent journey, the teacher will be able to show accurate records of clear progression culminating in shadowing and supervision at either end of the journey.

### **3: PERSONAL CARE**

Is taught as appropriate throughout the week usually in a cross curricula way, including meal-times, breaktimes and during intimate care routines if appropriate.

Aspects of 'personal care' will be included in the P.S.H.E. curriculum.

### **Overnight Stays**

Our recently acquired bungalow will eventually incorporate accommodation for students and staff to stay overnight. The living accommodation comprises two bedrooms, a lounge, a dining room, a fully-fitted kitchen and a bathroom.

Students will stay overnight on several occasions during their time in Post 16.

Overnight stays are intended to extend the students' independence skills and give them realistic experience of looking after themselves in a domestic environment. Staff observe, supervise and encourage the students' use of initiative and decision making. Where appropriate staff will prompt students to learn from their own mistakes and evaluate their own performance.

## CURRICULUM LINKS

### PSHE

#### *Economic Wellbeing and Financial Capability*

By taking on responsibilities for managing a budget students develop their economic understanding and financial capability.

#### *Personal Wellbeing*

Students' aspirations are raised and they develop their ability to reflect on their own strengths and achievements as well as identifying areas where they may need more support. They gain practical experience of decision making, managing risk, negotiating and working with others.

#### *Citizenship*

Students will learn how to be responsible members of society and good neighbours. They will interact with a wide range of people in their local community.

#### *Advocacy and Representation*

Students communicate and participate in regular 'house' meetings where they must take the views of others into account whilst expressing their own wants and needs.

### ENGLISH

#### *Speaking and Listening*

Students have the opportunity to speak and listen in different contexts including group planning, in the community, as a customer and on the phone. They speak, listen and respond to other students, staff and the general public.

#### *Reading*

Students read a variety of non-fiction texts in the process of planning and researching to set up the bungalow and reading bills, letters etc.

#### *Writing*

Students write in a variety of different contexts including writing plans, writing letters, filling in order forms and shopping lists.

### MATHEMATICS

Students must apply their mathematical skills to the real life challenge of running their own 'home'. In particular this includes budgeting, keeping accounts and handling cash in the community.

### ICT

Students use a wide range of ICT resources to tackle the challenge of running their own 'home'. They are encouraged to be as independent as possible in their selection and use of information and ICT tools to support them.

