

Post 16 Life skills Formal/Semi-formal

Intent

- Develop independence
- Prepare for Adult Life
- Develop self-help skills
- Access travel training
- Being able to use local facilities
- Demonstrate good citizenship skills
- Facilitate transition

Implementation

The students in Post 16 will work on their life skills through the following areas:

Citizenship and Community, Home Management, Meal Preparation, Keeping Safe, Healthy Living and Keeping Safe. Those skills are important to prepare for adult life so the students will spend a lot of time developing them and will be given time bound Life Skills targets to achieve all throughout their time in the Post 16 Department. The Department uses the old School Residential Unit of the to practice tasks such as making a bed, cooking, cleaning and looking after a garden. This has allowed the students to apply the skills they have learned into a real setting. Any accreditation should align to the scheme of work in place . Asdan Short Courses and Towards Independence are a good indicator of what the students can produce when transitioning but should not be the driving factor of what we do. Any learning needs to have a purpose in the young person's life.

Impact

The young person will be equipped with the skills and experience to enable the individual to transition to adult life

	Intent	Implementation	Impact
Citizenship and Community	<p>Formal Curriculum Intents:</p> <ul style="list-style-type: none"> • Access travel training • Being able to use local facilities • Demonstrate good citizenship skills • Facilitate transition <p>Semi-formal Intents:</p> <ul style="list-style-type: none"> • Being able to use local facilities • Gain confidence when travelling on public transport • Being able to interact with unfamiliar people 	<p>It is considered important that the students gain a range of life skills and independence skills in real life contexts. For this reason, a strong emphasis is placed on students accessing and gaining experience at venues within the local community through link courses at local Colleges, visits to Libraries, use of leisure centres etc. The students will be given the opportunity to use public transports if this is appropriate for them.</p>	<p>The students will:</p> <p>Formal:</p> <p><i>Travel independently</i> <i>Access most local facilities independently</i> <i>Shop independently</i> <i>Understand basic rights and responsibilities in society</i></p> <p>Semi-formal:</p> <p><i>Know what to expect when using public transport</i> <i>Find items to buy in a supermarket</i> <i>Be accessing local facilities</i> <i>Work as part of a group</i></p>

Meal Preparation	Intent	Implementation	Impact
	<p>Formal Curriculum Intent:</p> <ul style="list-style-type: none"> • Being able to cook a simple meal • Understand what is healthy • Understand how to budget <p>Semi-formal Intent:</p> <ul style="list-style-type: none"> • Being able to make a drink or snack for self • Being able to find some items in a shop • Being able to identify basic safety rules in the kitchen • Awareness of healthy and non-healthy foods/snacks 	<p>The students will be given the opportunity to plan a simple meal or a snack and explore everything needed (shopping lists, shopping, means of cooking etc). some of the Intents will be linked to work experience at Café</p>	<p>The student will:</p> <p>Formal: <i>Cook for self independently</i> <i>Cook for a guest</i> <i>Cook in a work environment</i></p> <p>Semi-Formal: <i>Cook for self with support</i></p>
<p>Vocational Studies</p>	<p>Formal Curriculum Intent:</p> <ul style="list-style-type: none"> • Gain confidence in a work environment • Learn basic interview techniques • Prepare for transition <p>Semi-formal Curriculum intent:</p> <ul style="list-style-type: none"> • Understand some facts about the world of work • Carry out some work experience tasks with support 	<p>The students will gain accreditation: Asdan Towards Independence, Asdan living Independently. They will spend time in lessons and with their tutors discussing challenges and behaviours expected when working.</p> <p>Depending on ability, the students can undertake a range of work experience placements. These include:</p> <ul style="list-style-type: none"> • Cafe Vibe (school cafe run by Post 16) • Early Years/ Primary Department • Post 16 Department • School recycling • Pitstop • Arbour Vale House Coffee Mornings 	<p>The student will:</p> <p>Formal: <i>Be ready for the next step of his/her life</i></p> <p>Semi-formal: <i>Have some awareness of the world of work</i></p>

<p>Home Management</p>	<p>Formal Curriculum intent:</p> <ul style="list-style-type: none"> • Develop independence • Prepare for Adult Life • Develop self-help skills <p>Semi-formal Curriculum intent:</p> <ul style="list-style-type: none"> • Engage in an activity with someone else • Develop basic self-help needs • Understand basic safety rules 	<p>Use of AVH for most activities Be part of a cleaning rota</p>	<p>The student will:</p> <p>Formal: <i>Carry out necessary household tasks independently</i></p> <p>Semi-formal: <i>Help out with basic household tasks at home</i></p>
<p>Keeping safe</p>	<p>Formal Curriculum intent:</p> <ul style="list-style-type: none"> • Be aware of potential dangers in the house • Be aware of potential dangers when out in the community • Able to get help if in danger • Be aware of dangers when using the Internet <p>Semi-formal Curriculum intent:</p> <ul style="list-style-type: none"> • Be aware of potential dangers in the house • Be aware of potential dangers when out in the community • Able to get help if in danger • Be aware of dangers when using the Internet 	<p>The students will carry out activities involving electrical equipment, different temperatures etc. They will identify potential hazard and how to keep safe. The students will experience being out in the community and how to keep safe. They will undergo travel training and what to take with you when out in the community. The students will learn how to get help if they find themselves in a difficult situation.</p>	<p>The student will:</p> <p>Formal: <i>Stay on their own at home for a limited amount of time Go to places in the community independently</i></p> <p>Semi-Formal: <i>Use everyday appliances safely with supervision Call 999 if in a difficult situation Knows what is expected of him/her when in order to use public transport safely Knows what is expected of him/her to be safe when in the community.</i></p>

<p>Healthy Living</p>	<p>Formal Curriculum intent:</p> <ul style="list-style-type: none"> • Personal care • Healthy versus unhealthy life styles and effect of exercise • Relationships and sex education • Accessing healthcare in the community • Manage own mental health <p>Informal Curriculum intent:</p> <ul style="list-style-type: none"> • Personal care - basic hygiene • Basic relationships awareness • Experience of healthy activities and exercise • Aware of what makes him/her feel good/bad 	<p>The students will work in small groups and have discussions with staff/and or medical nurse.</p> <p>Practical sessions – PE, Yoga</p> <p>Classroom activities</p> <p>Community visits</p> <p>Meal pep sessions</p> <p>Work experience in school cafe</p>	<p><i>The student will:</i></p> <p>Formal:</p> <p><i>Know where to get help with mental health if needed</i></p> <p><i>Understand the basic needs of a baby</i></p> <p><i>Make informed choices about their life style</i></p> <p><i>Manage personal care independently</i></p> <p>Informal Curriculum intent:</p> <p><i>Understand that some things are good/bad for you</i></p> <p><i>Know the difference between male and female</i></p> <p><i>Know that some things are private and some things are public.</i></p>
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