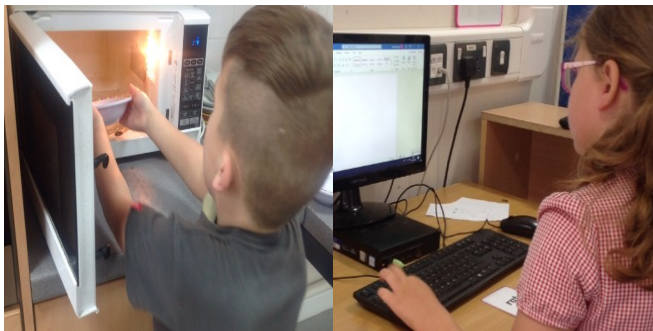


## Life Skills at Fox Wood



**Fox Wood School**

*Together we shine*



## FUNctional Skills

**How can Life Skills support our pupils to be more independent in day to day activities?**

Preparation for Adulthood runs through our curriculum from Reception through to college. In Early years and key stages 1 and 2 support for pupils to be more independent is focused around those penultimate everyday life skills including dressing, hygiene and feeding skills. Pupils will gain and grasp the understanding of the importance of these skills through carefully planned and broken down activities and the use of a variety of visuals and equipment to help support them in carrying out these everyday routines with as much independence as possible.

In key stages 3 and 4 there is a larger focus on pupils being able to carry out important work based skills with as much independence as possible. Pupils are able to build on and increase independence with communication and problem solving skills through a school based and community based work experience and independent travel programs.



## Life Skills



**Fox Wood School**



## Life Skills at Fox Wood

The intent of the Life Skills curriculum at Fox Wood School is to:

- Develop independence in all areas of self care, cooking, work related skills and being out in the community.
- Enable pupils to build up important everyday skills that can be used within daily living and in preparation for adulthood at their own pace.
- Pupils in key stages 3 and 4 work towards preparation for adulthood by following work experience and personal progress programmes.
- Pupils are provided with many opportunities throughout the school year to be out in the local community, working on social skills, shopping, work and environmental skills.
- Working with parent/carer requests around feeding, toileting and dressing skills.
- OT support for parents around additional skills such as sleeping and dietary support.

### Sequence of learning

Life skills in Fox wood is initially a cross curricular area with all taught subjects practicing and teaching important skills to our pupils. For example, in Maths pupils will work on recognising and using money which can then be practiced out in the community in the local shops buying ingredients for a cookery lesson. In English pupils will work on speaking and listening skills which they can use when engaging in social interactions with both their peers and adults and people they meet out in the local community.

Although Life skills is used continuously throughout most subject areas, for subject specific lessons the EQUALS scheme of work, 'My Thinking and Problem Solving' and our own 'Keeping Safe' curriculum is used to support teaching. The scheme breaks down learning into appropriate sequences for pupils working across all of our curriculum tiers (pre-formal, semi-formal and formal). By using the EQUALS scheme alongside our own assessment, we know that are providing a strong learning sequence for our pupils to prepare them for adulthood.



The EQUALS scheme aligns to the 2014 National Curriculum revisions and is specifically for pupils working below age related expectations

### Implementation

The life skills curriculum is mostly implemented on an individual level and will be dictated by the curriculum tier that our pupils fall under. Within the pre-formal curriculum pupils will experience a variety of age and stage appropriate activities, eg: sensory cooking which follows a process based teaching approach. The semi-formal curriculum will use a combination of sensory experiences for pupils alongside taught and structured life skills skills set. Pupils who are working on the formal curriculum will experience a range of structured and more complex life skills experiences with increasing independence. Within all three tiers of the curriculum the learning will always be individual for the pupil and the steps will always be carefully considered and sequenced at an appropriate pace for the learner.

### Impact—

Pupils in key stages 3 and 4 use life skills profiles for pupils to help assess and log pupils individual progress around set key areas. Evidence for learning is also used to help monitor and showcase the progress pupils are making. From the evidence available it is clear pupils are making good progress and life skills is being taught on a personal level with pupils experiencing and progressing over a number of different skills sets.

We are now using a new assessment tool, 'steps for life' for pupils in keys stages 3 and 4 within our current B squared assessment framework. This enables us to assess, monitor and provide next steps for pupils within areas such as employability, independence, digital skills and self-care.

