



The Meadows School

Independence and Life Skills

Introduction

The Meadows School is deeply committed to achieving the best possible outcomes for all its students. We provide a broad and balanced curriculum designed to meet the unique needs of each learner. To ensure this, we implement a multi-tiered curriculum model, tailoring both content and teaching strategies to the specific needs of our pupils. This approach is structured around four key pedagogical pathways; these pathways include the Pre-formal Pathway (Engagement for Life), the Informal Pathway (Foundations for Life), the Semi-formal Pathway (Learning for Life), the Formal Pathway (Options for Life) and Transition to Adult Life (Sixth Form)

Each curriculum pathway is carefully designed to align with the developmental needs of the learners, ensuring they build a strong foundation of knowledge and skills. This prepares them for progression into the next pathway or equips them for life beyond school, including successful transitions into adulthood.

Our Independence curriculum offer is intentionally sequenced and planned to ensure that prior knowledge is built upon, and students are prepared for their next steps. **It is strongly connected to the Preparation for Adulthood (PfA) outcomes, supporting key areas such as Employment, Independent Living, Community Inclusion, and Health.**

Independence and Life Skills Overview

Four themes run through all Key stage 3 and 4 to support students into adulthood.

In Sixth Form, these themes continue but will start to be practiced and developed within the context of Accreditation study.

Focuses for these topics will change on a termly basis

The **Travel Training** strand aims to promote independent travel from Transport to the classroom, transition across school to being safe in the community, and walking safely in the community.

Food Preparation is supported by the delivery of food preparation units, where students will explore the use of different equipment. Students will follow key safety rules they use equipment, and understand the purpose of different equipment. Students will have opportunities to develop these skills over time as part of weekly sessions and daily food preparation activities like breakfast club and tuck time.

Shopping is supported by the delivery of food preparation units where students will explore the use of different equipment. Students are taught shopping routines, following shopping lists, navigating a store, pay for shopping, and store this appropriately. Students will have opportunities to demonstrate to experience shopping at different settings in the community.

Work and Enterprise (Careers) getting students to experience the world of work. Students over time will take on class and whole school responsibilities for small tasks and taking on roles in the wider school. For identified learners, students will be able to complete jobs outside the classroom and support the wider school community. Every year, every student will have the opportunity to take part in Enterprise event and Careers week where they can develop independence skills including but not limited to showing preference, following instructions, discussing ideas, planning a project and working as part of a team towards a shared outcome.

What does this look like in our curriculum pathways?

At The Meadows School we teach **Travel Training, Food Preparation, Shopping and Work and Enterprise (Careers)**.

Although Independence is not statutory, it underpins everything we strive for our students to do. We want our students to develop their understanding of the world around them and developing that 'Can do' Attitude to engaging in new opportunities and developing skills over time with minimal adult support. Working towards independence for themselves. Our students all learn in different ways and this means that Independence looks different in each curriculum pathway and is dependent on their learning stage.

How will the delivery change depending on a students' pathway?

As students progress in their life they will develop experiences and skills that support independence skills across the four strands of independence. The curriculum offer will ensure that while students will be introduced to new experiences, these experiences will also be re-visited over time within class and across academic years. The rolling cycles ensure that while key topics are focused on, these themes offer the opportunity to embed and develop skills over time.

Pathway Model (Intent, Implementation, Impact)

Engagement for Life (Informal; PMLD)	Foundations for Life (Informal; Complex ASC)	Learning for Life (Semi-Formal; SLD)	Options for Life (Formal; MLD)	Transition to Adult life (Sixth Form)
This pathway typically consists of PMLD learners who need and respond to a sensory - based curriculum that supports their holistic care and physical wellbeing needs.	This pathway typically consists of our ASC learners who may have complex needs alongside varying communication needs. These students often need support to manage their emotions and process information.	This pathway typically consists of learners who have SLD who are learning to communicate through the most appropriate means to them, building independence and confidence to generalise skills in different social contexts.	This pathway typically consists of learners who have MLD who are learning to build on existing skills and develop greater independence and confidence within different social contexts and environmental settings.	This 16-19 Pathway is supported by the other 4 pathways. Students will have an enhanced focus on PfA Outcomes, employment, Independence, Community Inclusion and health.

<p>Engagement for Life (Informal; PMLD)</p> <p>This pathway typically consists of PMLD learners who need and respond to a sensory- based curriculum that supports their holistic care and physical wellbeing needs.</p>	<p>Foundations for Life (Informal; Complex ASC)</p> <p>This pathway typically consists of our ASC learners who may have complex needs alongside varying communication needs. These students often need support to manage their emotions and process information.</p>	<p>Learning for Life (Semi-Formal; SLD)</p> <p>This pathway typically consists of learners who have SLD who are learning to communicate through the most appropriate means to them, building independence and confidence to generalise skills in different social contexts.</p>	<p>Options for Life (Formal; MLD)</p> <p>This pathway typically consists of learners who have MLD who are learning to build on existing skills and develop greater independence and confidence within different social contexts and environmental settings.</p>	<p>Transition to Adult life (Sixth Form)</p> <p>This Pathway is designed to support learners into adult life. The curriculum aims to foster community engagement by providing students with opportunities to apply the skills they learn in real-world settings, encouraging active participation and building connections within their community.</p>
<p>Curriculum Overview Informal; PMLD) Holistic Wellbeing</p> <p>Within holistic wellbeing, the focus is on the development of student engagement and communication while providing students with motivating opportunities to build positive relationships with others and develop their personal independence. This is facilitated by giving the students plenty of opportunities to interact with other</p>	<p>Curriculum Overview (Informal; Complex ASC) Early Independence</p> <p>Early Independence is embedded across different subject areas to ensure that the students have more opportunities to generalise their skills for learning within the 4 strands Travel Training, Food Preparation, Shopping and Work and Enterprise (Careers). Learners in this pathway need support to their independence with adults and peers. Students will have the opportunity to</p>	<p>Curriculum Overview (Semi-Formal; SLD) Supported Independence</p> <p>In Supported Independence sessions, Students have timetabled independence sessions. Students have more opportunities to generalise their skills for learning within the 4 strands of Travel Training, Food Preparation, Shopping and Work and Enterprise (Careers). Learners will have the opportunity to practise and develop life skills, so students</p>	<p>Curriculum Overview (Formal; MLD) Independence</p> <p>Within Independence sessions, Students have timetabled within the 4 strands students have more opportunities to generalise their skills for learning within the 4 strands Travel Training, Food Preparation, Shopping and Work and Enterprise (Careers). Learners will have the opportunity to plan, practise and develop life skills so they can</p>	<p>Curriculum Overview Sixth Form Preparation for Adulthood</p> <p>In Preparation for Adulthood learners 16-19 years old with have contextualised learning written within accreditation. Each term students will have different focus but will still have the learning opportunities to develop skills over time in Travel training, Shopping, Cooking and Careers. Through focused and individualised learning,</p>

people and generalise their skills for learning in different contexts. For example, within different environments, alongside different people with a variety of stimuli. We aim to ensure that our learners are safe, happy and healthy and prepared for life's opportunities	practise life skills for them to lead lives that are as independent and healthy as possible.	are less reliant on staff support.	complete skills to support them into adulthood.	we empower students to understand and pursue their aspirations for development.
Intent				
Informal; PMLD) Holistic Wellbeing	(Informal; Complex ASC) Early Independence	(Semi-Formal; SLD) Supported Independence	(Formal; MLD) Independence	Sixth Form Preparation for Adulthood
<p>Our intention is to ...</p> <ul style="list-style-type: none"> ❖ Develop students' self-awareness ❖ Provide opportunities for students to engage with the world around them ❖ Develop student relationships with each other and supportive adults 	<p>Our intention is to...</p> <ul style="list-style-type: none"> ❖ Develop students' awareness of their environment and community. ❖ Increase students' engagement by providing students with opportunities to apply the skills they learn in real-world settings ❖ Encourage active participation and building connections within their community with familiar support. 	<p>Our intention is to ...</p> <ul style="list-style-type: none"> ❖ Develop awareness of their environment and engage with community settings. ❖ Provide opportunities in and out of school to apply the skills they learn in real-world settings ❖ Encourage active participation and building connections within their community 	<p>Our intention is to...</p> <ul style="list-style-type: none"> ❖ Provide opportunity for students to Independently reflect on how they can improve their own skills and how to stay safe across different settings. ❖ Increase community engagement in settings to develop their independence ❖ Take on new opportunities in 	<p>Our intention is to...</p> <ul style="list-style-type: none"> ❖ Through accredited study, provide the opportunity for students to independently reflect on how they can improve their independence to stay safe across different settings. ❖ Increase community engagement in settings to develop their independence ❖ To prepare students for their own individual settings

	<ul style="list-style-type: none"> ❖ Provide opportunities for students' to engage in everyday Lifeskills to develop Independence everyday life. ❖ To experience, engage and start to develop keeping safe in the community. 	<p>with familiar support.</p> <ul style="list-style-type: none"> ❖ Engage in everyday Life skills to develop skills in everyday life. ❖ To apply skills across different contexts ❖ To experience, maintain and develop how to keep safe in the community. 	<p>and out of school to apply the skills they learn in real-world settings.</p> <ul style="list-style-type: none"> ❖ Encourage active participation and building connections within their community with familiar support. ❖ Promote self-sufficiency and independence everyday Life skills ❖ To apply skills across different contexts 	<ul style="list-style-type: none"> ❖ To raise the aspirations of individual learners through real world learning. ❖ Personalised approach to skill acquisition through PLG ❖ Promote self-sufficiency and independence in everyday Life skills
Implementation				
Informal; PMLD) Holistic Wellbeing	(Informal; Complex ASC) Early Independence	(Semi-Formal; SLD) Supported Independence	(Formal; MLD) Independence	Sixth Form Preparation for Adulthood
<p>A highly differentiated and holistic curriculum that is taught through thematic units and personalised for each learner.</p> <ul style="list-style-type: none"> • Eating and drinking • Dressing and undressing • Cleaning teeth • Daily living skills 	<p>A highly differentiated and structured curriculum that focuses on the specific skills to develop and to increase exposure to specific independence skills over time.</p> <p>Students are introduced to new experiences within the four strands, which is embedded within their curriculum offer, so new experiences can be explored, and skills can</p>	<p>A highly differentiated curriculum with lessons timetabled per week for each learning strand.</p> <p>Travel Training, Shopping Food Preparation and Enterprise (Careers).</p> <p>The focus of skills will change on a termly basis, looking to build on prior knowledge and skills will be revisited over time.</p>	<p>Students will have the opportunity to acquire, develop, and maintain skills to support independence with a timetabled session per week for each learning strand. Teachers will provide learning opportunities where students can self - organise, plan and reflect on their learning within Travel Training, Shopping</p>	<p>Through accredited study and the school's PSHE offer. Develop students in key areas of the independence curriculum.</p> <p>Within Travel Training, Shopping Food Preparation and Enterprise (Careers).</p> <p>Students to show preference to opportunities and skills within these learning strands. Regular exposure to</p>

<ul style="list-style-type: none"> • Making relationships • Body awareness • Story massage • Choices • Personal/intimate care • Rebound • Water movement • Move programme • Community engagement 	<p>be experienced, maintained developed across different contexts within</p> <p>Travel Training, Shopping Food Preparation and Enterprise (Careers).</p>	<p>Students will have the opportunity to demonstrate this progress within their PLGs as part of the school's personalised offer.</p>	<p>Food Preparation and Enterprise (Careers).</p> <p>The focus of skills will change on a termly basis, looking to build on prior knowledge and skills will be revisited over time. Students will have the opportunity to demonstrate this progress within their PLGs as part of the school's personalised offer.</p>	<p>real-world experiences including community visits, enterprise projects, and work-related. The embedding of skills Across subjects that are developed in focused sessions and then practiced in other sessions by cross-curricular planning.</p>
Impact				
Informal; PMLD) Holistic Wellbeing	(Informal; Complex ASC) Early Independence	(Semi-Formal; SLD) Supported Independence	(Formal; MLD) Independence	Sixth Form Preparation for Adulthood
<p>Impact</p> <p>Our students will: Be safe, happy, healthy and prepared for life through the support of trusted adults.</p>	<p>Our students will:</p> <ul style="list-style-type: none"> ❖ Be as independent as possible in relation to self-care and self-help skills. ❖ To be aware of when they need help in a variety of settings. ❖ Be confident individuals with familiar routines. ❖ Be good communicators about their needs and wants. ❖ To have agreed strategies to stay 	<p>Our students will:</p> <ul style="list-style-type: none"> ❖ To communicate preferences on activities and future with support. ❖ Be able to look after themselves to the best of their ability ❖ Be aware of how they can complete a task independently and safely as possible. ❖ Know who to go to for support and help 	<p>Our students will:</p> <ul style="list-style-type: none"> ❖ Live as independently as possible ❖ Be financially literate and apply this to real-world settings ❖ Make responsible decisions concerning their own safety ❖ Effective communicators to explore their own future, mindful of their own aspirations 	<p>Our students will:</p> <ul style="list-style-type: none"> ❖ Explore and engage with new opportunities ❖ To aspire to develop skills over time. ❖ Live as independently as possible ❖ To engage with money exchange – budgeting in real-world settings ❖ Make responsible decisions concerning their own safety and of others.

	<p>safe in the community.</p> <ul style="list-style-type: none"> ❖ Live safely and be able to ask for help if needed with familiar people. 	<ul style="list-style-type: none"> ❖ Seek help in different contexts to support their own development. ❖ Be safe in different situations and contexts. 	<ul style="list-style-type: none"> ❖ Understand risks and dangers and know how to protect themselves and others ❖ Communicate how they will complete specific targets and goals. 	<ul style="list-style-type: none"> ❖ explore their own future, mindful of their own aspirations like college or community engagement. ❖ To know how to protect themselves and others ❖ Explore and communicate how they will complete specific targets and goals.
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