

The background of the slide features the Redwood High School seal. It is a circular emblem with a red border. Inside the border, the words "REDWOOD" are at the top and "HIGH SCHOOL" are at the bottom, separated by small square markers. The center of the seal depicts a large redwood tree with a winding path leading towards its base.

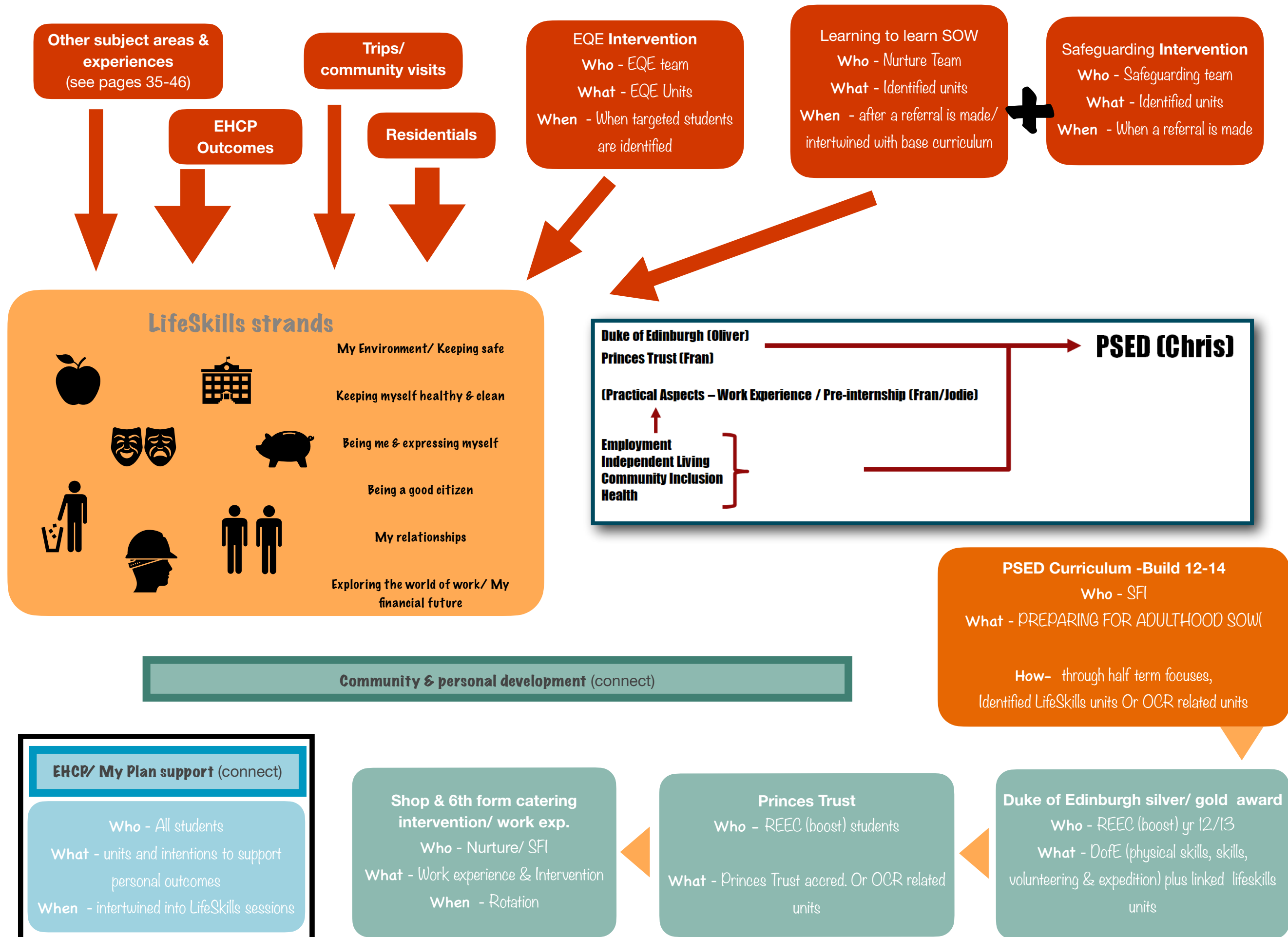
Preparation for adulthood

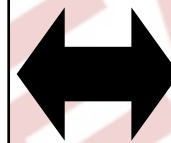
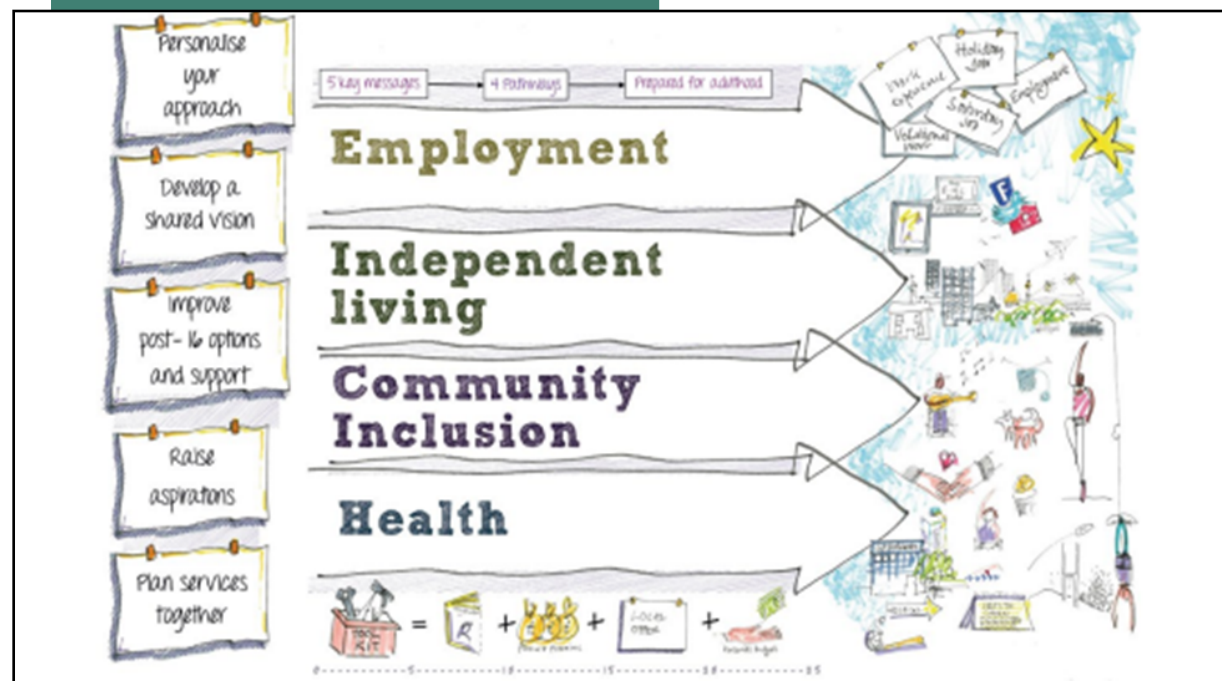
Contents

Ignore for now



**Preparation for
Adulthood**





Independent Living

Schools, colleges and other post-16 providers include a particular focus on housing options and provide young people and their families the tools and resources they need to fully understand what is available. This could include mock applications for housing register and housing benefit as well as support to research the housing options in their own area. Young people are encouraged to think about who they would like to live with. This is particularly important for young people who are in out of area provision, should they wish to return to their local area.

Preparation for Adulthood



**Employment / Independent Living
/ Community Inclusion / Health**



**PSED / Lifeskills / Supported Internship / Work
Experience / Independent Travel**

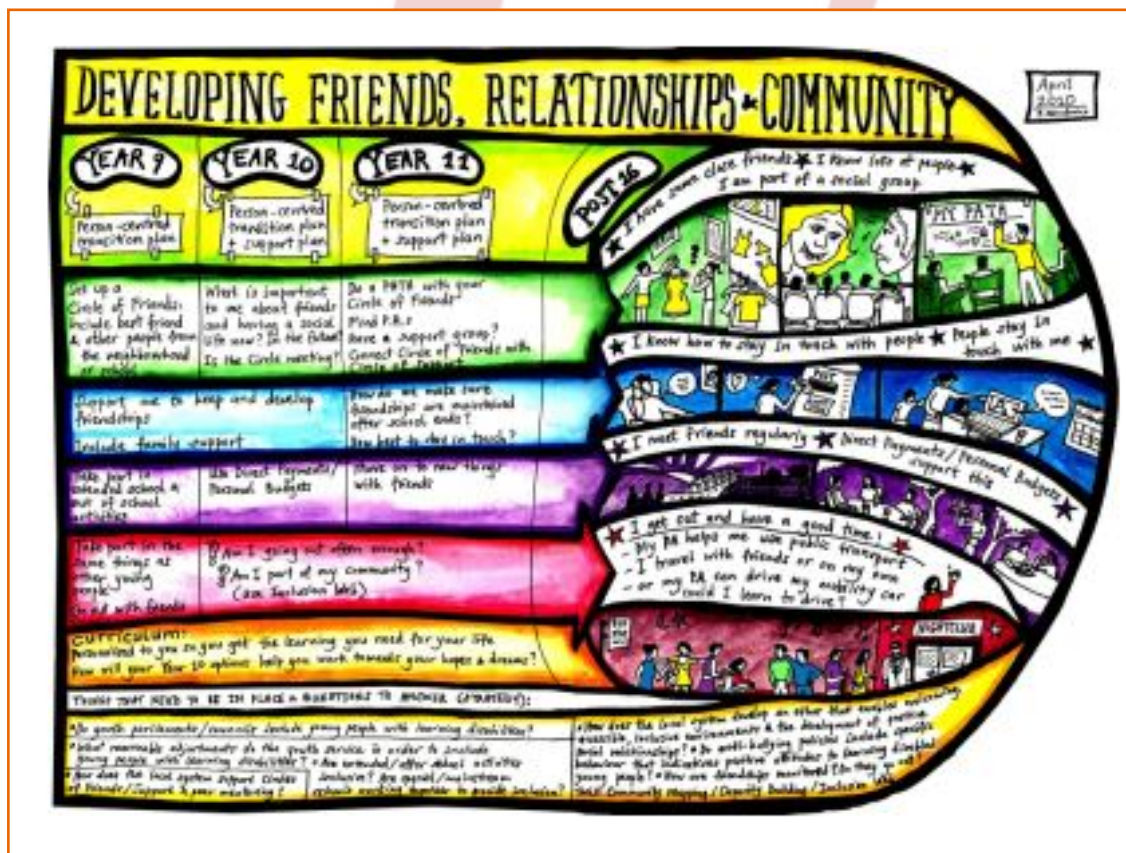


Employment

Through the reforms we have developed a clearer understanding of what the evidence is that supports young people into employment. Vocational profiles are a useful and successful way of finding out what kind of job a young person may be interested in. This can inform the range of work experience that a young person does. A job coach is a professional who supports someone to get a job, learn how to do the job and continue to provide just enough support until the young person no longer needs it, or until natural support can be provided within the work environment. There should be clear, evidence-based employment pathways with opportunities for volunteering, supported internships, traineeships and apprenticeships and good careers advice and guidance to help young people with their decision-making.

Good Health

Young people are supported to manage their own health as they move into adulthood. Young people with learning disabilities are registered with GPs from 14 and annual health checks and plans are offered. Health professionals use person-centred approaches and work in partnership with education and social care colleagues as part of the EHCP



Community Inclusion

Young people have opportunities to spend time with their peers outside of school and college. They are supported to develop and maintain friendships and relationships. They can access their community and feel safe and confident.

The LifeSkills unit bank

The LifeSkills bank of units combines Independent Living Skills, RSHE, Careers, Citizenship and Enterprise.

The units are grouped into 6 strands. Each unit then is broken down into learning intentions. The learning intentions are split into 'Gaining Awareness' (all students should be able to complete if appropriate), 'Developing Knowledge' (MOST MSB students should be able to complete if appropriate), and 'Securing Understanding' (Some MSB students should be able to complete if appropriate), to allow staff to see at a glance students understanding of any one unit. Staff will choose what units and learning intentions are the most appropriate for the individual based on their ability and needs.

All units have been specially designed by Redwood staff to broaden a students knowledge and understanding. Topics from these strands can be used to support/ teach in any subject/ aspect of the school to ensure the students are getting a wide breath of personal development.



My Environment/ Keeping safe



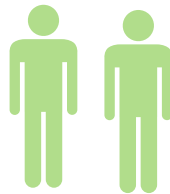
Keeping myself healthy & clean



Being me & expressing myself



Being a good citizen



My relationships including RSE



Exploring the world of work/

Fundamental LifeSkills units

Fundamental LifeSkills are areas in which Redwood staff have identified as most important for the vast majority of students to accomplish. These skills ensure that students leave school as life ready as possible. They are the soft skills, not based on academic ability, that are often just expected of people and not necessarily taught within the school setting. Our students often need more practice and support in preparing for adulthood, we continue to embed them throughout the students time at Redwood.

1.1	Exploring my environment - awareness of different rooms/ uses.	3.1	Individual communication strategy activities inc. showing preferences.
1.2	Time/ Schedules - in everyday life & school inc. telling the time.	3.2	Intensive interaction.
1.3	My home - Domestic (keeping the house clean and tidy).	3.3	Emotions - showing them/ understanding mine and other peoples (inc. having an input into my own behaviour support plan if possible).
1.4	My home - Hazards.	3.5	Choosing appropriate clothing for events/ weather.
1.5	Hazards - in the wider world inc. road/ rail safety & reading other safety signs.	3.15	Dressing your body.
1.6	Going shopping inc. keeping my money safe and talking appropriately to staff.	3.16	Footwear Inc. tying shoe laces.
1.7	Reading/ interpreting basic information such as timetables, social signs and guides.		
2.1	Emotional wellbeing inc body awareness activities, relaxation activities, mindfulness, good sleep patterns, managing stress/ conflict and preventing or treating anxiety and depression.	4.3	The wider world - Inc. observing different religions/ cultures.
2.2	Healthy lifestyles activities - eating well & using my senses and food tasting Inc. 5 a day and reading food labels.	4.4	The wider world - World affairs/ travel.
2.3	Healthy lifestyles activities - physical activities.	4.14	Behaving appropriately in social situations and places Inc. visiting the cinema, theatre, the park, library, museum and art galleries.
2.4	Personal hygiene/ care activities - body inc. cutting nails and getting my hair cut.	5.1	Respectful relationships (friendships and bullying inc cyber bullying).
2.5	Personal hygiene/ care activities - Tooth brushing.	5.2	Team activities and games inc. winning/ losing gracefully, being part of a team and supporting teams.
2.7	Working in the kitchen Inc. making simple snacks and drinks.	5.4	People who help us - in school and in the community.

Emotional & Physical Well-Being



Something we have always prided ourselves on is how our students thrive at Redwood. All staff strive to ensure students at Redwood are supported with their emotional well-being. The government have recognised the need for this in all schools within the RSHE reforms.

We encourage students to express their emotions in healthy ways and understand the importance of emotional resilience. We teach our students what to do and where they can seek support if they are feeling low. Every year group spends time during their PSED sessions exploring leisure and enjoyment opportunities and how this can positively impact on upon their emotional well-being, as well as help them form positive and respectful relationships. We fully endorse our trained 'mental health first-aiders' and mentors who help support our students when needed.



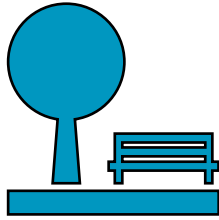
Employment

	SFI	EMI
PSED / Life skills	Planning My Future Life (PSED) Exploring the World of Work (PSED) Employment, Choices and Pathways (PSED) Financial Choices (PSED) Exploring the World of Work (Lifeskills) Units My Financial Future (Lifeskills) Units Learning to Live Independently	Planning My Future Life (PSED) Employment Rights and Responsibilities (PSED) Financial Choices (PSED)
Cross Curricular	CEIAG Intervention	Work Experience Programme Pre-Internship Programme CEIAG Intervention
	SFI / EMI	
Thematic	Numeracy Real world visits / Workplace visits Meeting role models / employer encounters Talk about different careers and education options Access to career related role models Start to build up a personal profile of interests and ambitions School sessions from visitor on their careers Starting micro-enterprises CV writing Skills in applying for jobs or higher education Interviewing Exploring different careers	Understanding requirements for HE Structured careers advisory sessions Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed GCSEs / BTECS / Entry level qualifications Vocational options Continue to build personal / vocational profile - use in careers sessions understanding supported employment options e.g. access to work / Transition to new settings



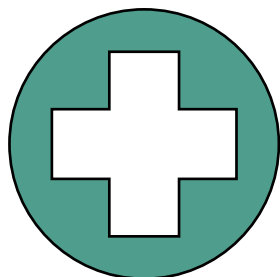
Independent Travel

	SFI	EMI
PSED / Life skills	E-Safety (PSED) Keeping Myself Healthy (Lifeskills) Units Being me and expressing myself (Lifeskills) Units My Environment / Keeping Safe (Lifeskills) Units	Media Literacy and Digital Resilience
Cross Curricular	Independent Travel Residential Visits The 'Flat' The 'Shop'	Independent Travel Residential Visits
	SFI / EMI	
Thematic	Making choices Washing / brushing teeth Moving around the school independently Telling the time Transport and road signs Cooking at school and home Where you live. Domestic skills Understanding money – paying for snacks in School Paying in shops (supervised / unsupervised) Shopping Managing your time Residential and local learning options Travel training	Managing potential income including Personal Independence Payments Mental capacity - decision making Understanding consent and best interest Understanding correspondence / Managing bills (e.g. mobile phone) Transition to adult care Being safe in your home Understanding different types of living arrangements - what arrangements are positive and possible for each YP Actively planning for future living arrangements with family, LA etc.



Community Inclusion

	SFI	EMI
PSED / Life skills	Communication (CI) Rights and Responsibilities (CI) Community and Enterprise Problem Solving (CI) Environment (CI) Diversity, and Discrimination (CI)	Bullying, Abuse and Discrimination (CL) Community and Enterprise (CI) Public Transport (CI)
Cross Curricular	Independent Travel Residential Visits	Independent Travel Residential Visits
	SFI / EMI	
Thematic	Developing friendships / friendship groups Social interaction / Understanding bullying Visits / day trips Team playing After school clubs Youth clubs Learning to be safe on and offline Knowing the local area Walking short distances alone Managing change Making decisions about how to spend free time Managing social media and other technology Online gaming and staying safe Belonging to different groups	Relationships Understanding the bigger picture and building resilience Personal budgets - how could they be spent post 16 to further PfA aspirations Managing your time Being safe on the streets Understanding alcohol and drugs Volunteering Understanding the criminal justice system Knowing where to go for help and how to use the emergency services Accessing adult social care post 18 Maintaining friendships outside of an education setting



Health

	SFI	EMI
PSED / Life skills	Drugs, Alcohol, Tobacco & Gambling (H) Health and Wellbeing (H) Sexual Health (H) Emotional Well-Being, Self Confidence and self-esteem (H) My Relationships (H) My Relationships (H) Law & Justice (H)	Drugs, Alcohol and Tobacco (H) Stress and Anxiety (H) First Aid and CPR (H)
Cross Curricular		
	SFI / EMI	
Thematic	Sex education Immunisation - tetanus Managing more complex health needs Understanding what the GP can help you with Annual health check with GP if registered Learning Disability Mental health and wellbeing Drug and alcohol education Switching the screens off and getting a good night's sleep	Taking responsibility for dental and optical appointments Managing own health Transition to adult health services Knowing when you need to see the GP Staying physically active and healthy Understanding relationships, including sexual relationships - choices, safety and good health



SFI	Half term	Half term	Half term	Half term	Half term	Half term
Numeracy Focus						
Literacy Focus						
Year 1 / 2 / 3	Exploring the World of Work / My Financial Future (E)	Keeping Myself Healthy (H) / (IL)	Being me and expressing myself (IL)	My Relationships (CI)	My Environment / Keeping Safe (CI) / (IL)	Being a Good citizen (CI)
SFI Classes to Choose which Lifeskills Strand to teach each half term then which associated Unit(s)						

	My Environment / Keeping Safe
5	My home - Domestics (keeping the house clean and tidy). Preparing a simple meal / food hygiene
6	My home - Hazards.
7	Hazards - in the wider world inc. road/ rail safety & reading other safety signs.
8	Going shopping inc. keeping my money safe and talking appropriately to staff.
10	Reading/ interpreting basic information such as timetables, social signs and guides.
11	Community awareness - where to go in my leisure time and paying for it.
12	Community awareness - where I can go for support.
13	DIY In the home inc. changing a plug/ light bulb, turning off the gas/ electric and water and checking pressure in the your boiler.
14	Relaying basic personal information - who to, when, over the phone, internet and in person Inc how and when to ring 999.
15	Getting around inc using public transport.
17	Keeping my house secure and what to do if you are locked out of your home.
19	Exploring learning outdoors/ outdoor skills.
20	Visiting & staying in new places & trying new things (inc residential).

	Keeping myself healthy & clean (health ed.) (2)
29	Domestics- keeping my clothing clean inc. following basic clothing labels, ironing/ basic clothing repair.
30	Working in the kitchen Inc. making simple snacks and drinks.
37	Basic first aid/ CPR.
38	Online/technology safety Inc. screen time, data mining, social media and online gaming.

	Being me and expressing myself (3)
45	Using manners inc. table manners.
46	Choosing appropriate clothing for events/ weather.
49	Building self confidence and self esteem.
50	Understanding social conversations.
57	Keeping pets/ Animal therapy & care.
59	Dressing your body.
60	Footwear Inc. tying shoe laces.

	Being a good citizen (4)
61	Charity work.
62	Recycling including food waste/ food banks.
64	The wider world - World affairs/ travel.
76	Behaving appropriately in social situations and places Inc. visiting the cinema, theatre, the park, library, museum and art galleries.

	My Relationships (RSE) (5)
83	Team activities and games inc. winning/ losing gracefully, being part of a team and supporting teams.
87	People who help us - in school and in the community.
90	Buying gifts for others.
91	Planning a party/ event.

	Exploring the world of work (6) / My Financial Future (7)
104	Keeping safe- Hazards in work place.
105	Knowing where to get careers guidance.
106	Writing a CV/ application form.
107	Interview skills - answering questions.
108	Interview skills - appearance.
109	Skills and qualities needed/ professionalism.
121	Financial - exchanging for items and communicating with staff appropriately.
122	Financial - paying for items Inc. VAT and online.
123	Financial - banking and saving inc. opening an account, applying for services such as loans, APR, advice banks can offer.
124	Financial - paying bills/ filling in forms/ budgeting inc. using compare websites and gas electric key metres.
126	Planning a day out with friends or family/ booking a holiday.
127	Using a bank/ credit card.
131	Managing a personal budget.

SFI	Half term	Half term	Half term	Half term	Half term	Half term
Numeracy Focus						
Literacy Focus						
Year 1 / 2 / 3	Exploring the World of Work / My Financial Future (E)	Keeping Myself Healthy (H) / (IL)	Being me and expressing myself (IL)	My Relationships (CI)	My Environment / Keeping Safe (CI) / (IL)	Being a Good citizen (CI)
SFI Classes to Choose which Lifeskills Strand to teach each half term then which associated Unit(s)						

PSED

At Redwood School, Personal, Social and Emotional Development (PSED) education is a planned, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. In particular, and in cohesion with the EHCP, our PSED curriculum offers pupils with learning difficulties opportunities to make choices and decisions, and develop personal autonomy by having a degree of responsibility and control over their lives. They can also find out that there are different viewpoints, which leads to a respect for the opinions of others.

In the FE Department, students are taught PSED and RSE alternating each half term. FE students also access opportunities to work on areas of PSED through community sessions, preparation for adulthood sessions, work experience opportunities, Prince's Trust and Duke of Edinburgh accreditation sessions, work related learning sessions (Internship), home management sessions, industry qualifications and careers and enterprise sessions.

Intervention

Redwood also offers intervention/ support for a range of LifeSkills areas provided by external agency support, the safeguarding team/ mentors and the nurture team ranging from personal hygiene and learning to learn to grooming, terrorism and sexual relationships.

Intentions from the LifeSkills unit bank can be used to support or scaffold any learning/ work.

Personal care/ preparing for adulthood intervention – referral to MD	
2.7	Working in the kitchen Inc. making simple snacks and drinks.
2.4	Personal hygiene/ care activities – body inc. cutting nails and getting my hair cut.
2.5	Personal hygiene/ care activities – Tooth brushing.
3.1	Individual communication strategy activities inc. showing preferences.
3.15	Dressing your body.
3.16	Footwear Inc. tying shoe laces.
3.9	Understanding social conversations.
6.1	Investigate jobs in the community, home and school.
7.1	Financial – exchanging for items and communicating with staff appropriately.

Safeguarding specific intervention – referral to mentors	
2.8	Smoking and it's effects.
2.10	Drugs and alcohol awareness.
2.13	Eating disorders/ body image – reasons and where to get help and advice.
4.8	Poverty and Homelessness – how to prevent it and how to help.
5.3	Families Inc. adoption, abortion and caring for a child.
5.5	Adult and sexual relationships inc consent, what is rape? STIs and HIV.
5.8	Dealing with loss, separation, divorce, medical diagnosis and bereavement.
5.9	Appropriate and inappropriate touch in various situations.
5.10	Online/technology safety Inc. legalities of pornography, sexting and knowing who I should speak to and who might be a danger e.g. fake social media profiles.
5.11	FGM – reasons and how to get help/ support.
5.12	Grooming/ Forced marriage/ child exploitation.

EQE	Sinead W/ Oliver / Jo W
Puberty	Safeguarding Team
Friendship group	Safeguarding Team
Personal Hygiene	Safeguarding Team
Sexual health inc masturbation	Safeguarding Team/ Banardos/ Virgin care/ Rochdale connections trust
Online and personal safety	Safeguarding Team
Mental Health	Sinead/ Saj / Shaunna - mental health first aiders & healthy young minds
LGBT	Safeguarding team/ Nicola W/ Lousie W
ASC social interaction	Carol Barnes
Learning to learn Inc. accepting change & play.	Sam D and nurture team
Health (inc weight clinic)	Cathy L/ outside agencies
Independent travel	Sam G/ Lynda S
SFI work experience (school shop)	Mark D/ ?
FGM – reasons and how to get help/ support.	Safeguarding team/ Police
Grooming/ Forced marriage/ child exploitation.	Safeguarding team/ Sunrise
Preventing radicalisation inc what is terrorism.	Safeguarding team/ Prevent team
Dealing with loss, separation, divorce, medical diagnosis and bereavement.	Safeguarding team/ healthy young minds
Eating disorders/ body image – reasons and where to get help and advice.	Safeguarding team/ health team
Substance misuse	Safeguarding team/ early break
Building self confidence and self esteem.	Safeguarding team
Anti social behaviour inc. gang crime and knife crime – reasons and prevention.	Safeguarding team/ YOT

Learning to learn/ safeguarding intervention units	
1.9	Community awareness – where I can go for support.
2.1	Emotional wellbeing inc body awareness activities, relaxation activities, mindfulness, good sleep patterns, managing stress/ conflict and preventing or treating anxiety and depression.
2.12	Online/technology safety Inc. screen time, data mining, social media and online gaming.
3.3	Emotions – showing them/ understanding mine and other peoples (inc. having an input into my own behaviour support plan if possible).
3.6	Expressing myself and my opinions – Freedom of speech inc. online.
3.7	Stereotyping inc. LGBTQ, disability & race including hate crime.
3.8	Building self confidence and self esteem.
3.9	Understanding social conversations.
3.10	What makes me me – likes, dislikes, gender, sexual orientation, physical characteristics, self expression, family, race, community & religion.
3.11	Obsessive behaviours – why I do them and how can I get help.
3.12	Taking risks – making decisions & possible consequences.
3.13	Learning to learn Inc. accepting change & play.
3.14	Racism.
4.5	My rights and responsibilities inc rule of law.
4.9	Life in prison.
4.11	Peer mentoring.
4.12	Anti social behaviour inc. gang crime and knife crime – reasons and prevention.
4.14	Behaving appropriately in social situations and places Inc. visiting the cinema, theatre, the park, library, museum and art galleries.
5.1	Respectful relationships (friendships and bullying inc cyber bullying).
5.2	Team activities and games inc. winning/ losing gracefully, being part of a team and supporting teams.



Princess Trust

	Term 1	Term 2	Term 3
Year 1	Planning for personal development 6 credits	Preparation for a healthy lifestyle 3 credits	Undertaking an enterprise project 6 credits
Year 2	Inter-personal and self-management 6 credits	Sex, contraception and relationships Not PT	Community project. 6 credits Practising leadership skills 3 credits

Students will work on this two year programme to complete Princes Trust units at either Level one or Entry level 3.

They will work towards either a Diploma or a Certificate.

The units they work towards will help them to develop skills for an independent Adult life, including how to plan and manage their life, develop an healthy lifestyle, Budgeting and Managing money.



Work Experience / Pre-Internship

Year 12 students complete a term of work preparation, where they develop an understanding of their interests, strengths and weaknesses to determine what jobs may be suitable for them. They take part in mock interviews, fill in application forms and learn about their rights and responsibilities in the work place.

Students secure places with local business, attending one day each week. The students receive support from REEC staff to begin with and once settled in their role will be visited on a regular basis.

Year 13 students complete three placements on the Pre-Supported Internship. They are based at Rochdale Town Hall and with support from the job coaches carry out placements at the local authority offices and businesses within the town centre.



Independent Travel

The programme is delivered by two trained travel facilitators. Students are selected by formal assessment for the programme and will work on a 1:1 basis with the facilitator. The programme covers road safety, stranger danger, appropriate behaviour and use of mobile /public telephones.

Students are continually assessed to determine their competence and confidence. The programme teaches students the skills they require to travel taught routes independently on public transport. Taught routes include to and from REEC from their home, to and from work placements, the Supported Internship programme bases and Sports facilities.

Careers Education, Information, Advice & Guidance (CEIAG)

Careers Education, Information, Advice, and Guidance (CEIAG) programmes at Redwood prepare students for their future lives and adulthood. The programmes provide students with the information to make informed decisions and manage their transitions into Post 16 (and/or) Post 19 education, and future work places.

Lead teacher/ staff member: Simon Alcock & Jodie Dyer

We follow the Government's Careers Strategy (The Gatsby Benchmarks) to support your son/daughter to make informed choices and achieve their full potential by working towards the following 8 benchmarks;

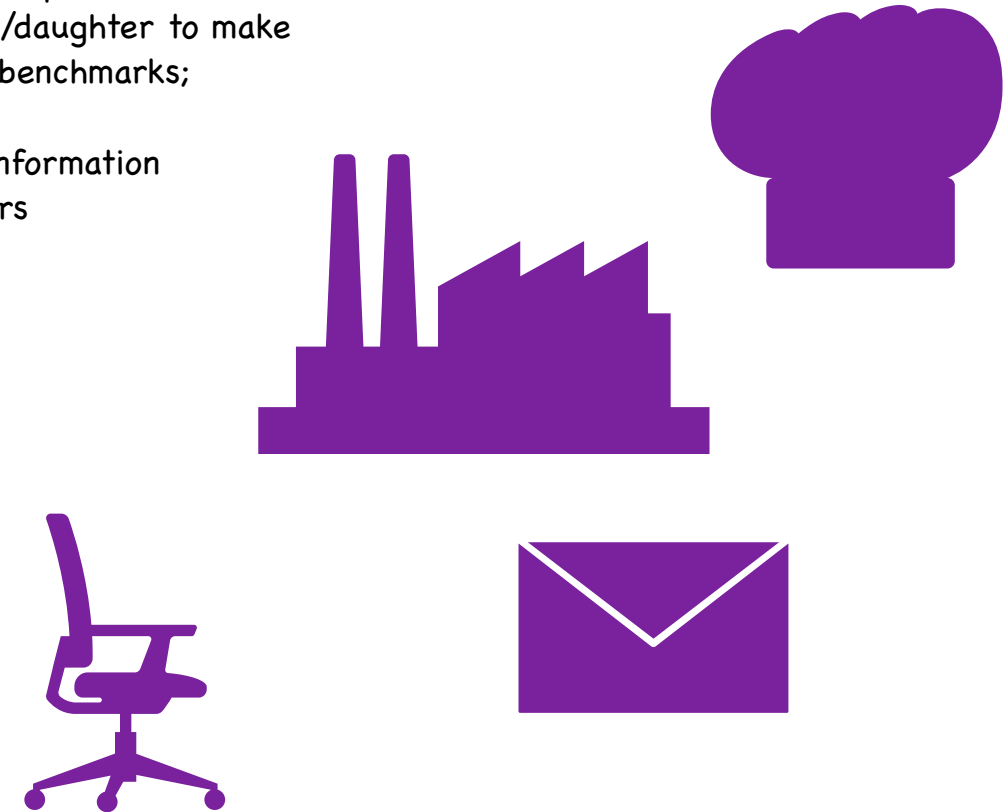
1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces

Curriculum

All students have access to a broad curriculum that positively promotes CEIAG throughout all curriculum areas. We embed careers through our curriculum delivery of Citizenship, PSED and Employability. Particular focus to careers is also given within the Post 16 Pathways.

The careers programme also organises a wide range of events and activities to provide information and inspire students such as career sessions, career guidance activities, whole school activities (Choices fair) and other outside interventions some of which are highlighted below.

- Enterprise Week for the Sixth Form
- Career focused visits to a range of Business and Professional Companies
- Mock interviews and support for CV and application form writing
- Visits to Skills North West and Choices exhibitions
- Encounters with employers and employees
- Opportunities to listen and interact with external speakers from a range of occupations and professions through assemblies and SMSC lessons
- Redwood works in partnership with outside agencies (Colleges, 6th Forms, Apprenticeship providers, Universities, UTCs (University Technical Colleges) and Positive
- Work Experience



Support

Mrs Janet Taylor Hill is our independent Careers Advisor and is employed by Positive Steps, Rochdale. Janet provides impartial careers advice which is client centered and focused on achieving the best outcomes for that student.

Parent/ Carers are encouraged to be involved in this journey and supported to explore pathways post Redwood.

Every student is given the opportunity to attend a personalized meeting. Mrs Vicky McManus Prendergast is also our 'futures' advisor who is available to support individual students on a daily basis to provide advice, guidance and direction to support future choices and preparation for adulthood. To get in touch please ring the school directly or email: careers@redwood-school.com

Steps)

Employability routes at REEC

Lead teacher/ staff member: Fran Woods

Through the skills for Employability and Independence course, we aim to support the aspirations of all our young people to ensure that they gain the understanding, skills, and experience they need to make progress and succeed in learning, life and work. We believe that this effective program not only contributes to their well-being but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

The main aim of the skills for Employability and Independence course is for students to develop a positive attitude to employment, Independent living skills, transition and their future. Promote self-awareness, enabling students to make well informed educational, vocational and training choices and to manage the transition from education to new roles including employment and into an independent adult life.

To develop practical skills that may be used in the workplace and adult life in conjunction with functional and independent living skills, students work towards the following objectives

- To develop self-esteem and self-image.
- To prepare students for life by developing self-reliance, self-respect and self-discipline
- To develop and nurture critical thinking and decision-making skills
- To develop inter-personal skills such as problem solving, team building and the ability to follow instructions accurately
- To develop entrepreneurial skills
- To develop a positive attitude about themselves and equality of opportunity
- To understand the importance of Health and safety in the workplace, home and at school independently.
- To empower students to make individual choices (where appropriate) about their continuing education, training and careers paths and manage the transition to new roles and situations
- To develop work related skills and knowledge that will promote future personal independence.
- To develop 'experiences of work'
- To understand that we are part of a wider community and our responsibilities towards it.
- To develop life skills to enable them to live independently.
- To prepare students for adulthood.

Employability routes – Supported Internship

Lead teacher/ staff member: Marie English

Redwood Supported Internship is an effective route to progress towards paid employment for students with SEND. The programme is designed to enable students to achieve sustainable, paid employment by equipping them with the skills they need for work through learning in the workplace.

The main aim of the supported Internship programme is for students to do real jobs and to become work ready in order to be successful gaining paid employment. To provide the opportunity to develop an understanding in the workplace and understand employer expectations. Encourage the development of values and interpersonal skills that contribute to success in the workplace. Develop the tools needed and

Objectives of the internship include:

- To develop the individual qualities that cultivates a positive attitude to work and develop essential work skills and behaviours, such as money management, problem solving, communication and teamwork.
- Build confidence and self-esteem so that students are empowered to become as independent as possible.
- To continue to develop and nurture critical thinking and decision making skills.
- To develop inter-personal skills such as problem solving, team building and the ability to follow instructions accurately.
- To understand the importance of Health and safety in the workplace and at home.
- To gain sufficient skills to achieve socially and in the workplace.
- Continue to encourage students to make individual choices regarding career paths.
- To develop work related skills and knowledge that will promote future personal independence.
- To increase independent travel routes for work and social lives.
- Give students the opportunities to engage with local employers.
- To understand that we are part of a wider community and our responsibilities towards it.
- To have an understanding of money and budgeting.
- To prepare students for adulthood.

It's not just about work...

Each Friday the interns attend leisure and well-being day. Whilst researching internships it soon became apparent that most internships were solely work orientated, with little or no emphasis placed on social skills.

Objectives of leisure day:

- Interns to be able to plan activities independently. All from individual houses.
- To produce an individual work book to act as a 'reference point' for planning future social, leisure events with current peers
- To build up socialisation skills.
- Interns to be able to extend social occasions with friends after school and weekends.
- Extend independent travel routes
- Have a good knowledge of various leisure day activities, disabled clubs, meeting places etc.
- To build up confidence in using the phone, to book various activities.
- To be able to manage own account sheets for leisure day on a weekly basis.
- Appropriate clothing to activity/time of year.
- What the requirements of the day are e.g. if over lunch time are they bringing extra money? or is there a café where they are going? – thinking for themselves.

Supporting resources

The Flat

Lead teacher/ staff member: John MyLrea

The flat is a whole school fully stocked resource based in Redwood. It comprises of a working kitchen, wet room and bedroom/ living area.

The flat is available for any group to use to help students cement skills learnt in the classroom in a simulated home setting.

Working in small groups students practice activities that include:

- Making simple snacks and drinks
- Using domestic appliances such as a washing machine to wash clothing and bedding or a dishwasher for equipment they have used to make a snack
- Completing personal hygiene activities
- Making a bed
- Completing other domestic tasks such as cleaning all aspects of the home

Pictorial and written instructions for most tasks are available to help students complete the activities with less adult support.

The shop

This area is specifically set up to increase students social skills, communication skills, as well as their functional literacy and numeracy skills. The aim is to expand upon the skills they have already learnt in the classroom and give them the opportunity to practice them in real life simulated environment.

Skills For Independence (SFI) and Nurture group students will work in the shop on a rota system and sell: tuck shop items, enterprise products and staff lunches that students have prepared. We hope that groups will also book out this area to prepare and serve items such as hot beverages and simple refreshments to visitors.

They will practice exchanging money for items, social interaction with customers/ visitors, stock taking and other work related tasks.

Lead teacher/ staff member: Rehana Kauser



We believe that caring for a pet is a very important skill to our students. It encourages respect, compassion and responsibility as well as providing stress relief and improving mental health outcomes.

This is why in the flat living room we have our school pets 'Sheldon', a red foot tortoise & 'Arthur' the giant African land snail.



LifeSkills Flat - Timetable & Checklist

Monday	Tuesday	Wednesday	Thursday	Friday

The SFI groups/ nurture group have the flat allocated to them on a regular basis. The students will have specific jobs to complete to promote independent living.

*Other groups that that would like access to the flat in a particular lesson, please speak to the allocated groups teacher to see if it can be made available.

[illegible]

Supporting resources



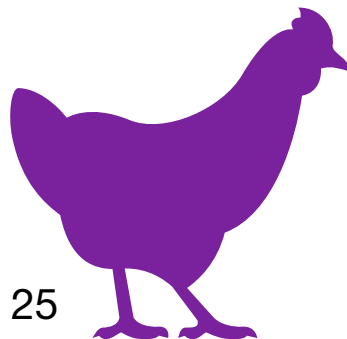
Sustainable Living & Horticulture Area

Lead teacher/ staff member: Oliver Ashworth & Dave Willmore

Helping the environment is very important to ensure sustainability for our future generations.

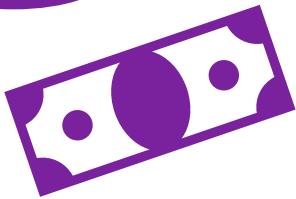
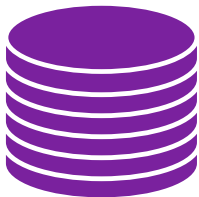
Coming soon... a new bespoke purpose built horticulture area. The aim of this resource is to allow students to learn about growing their own fruit and vegetables as well as composting and recycling used/ old materials.

In the future we also aim to have some ex-battery chickens living in this area giving us access to eggs to use in our enterprises.



Enterprise

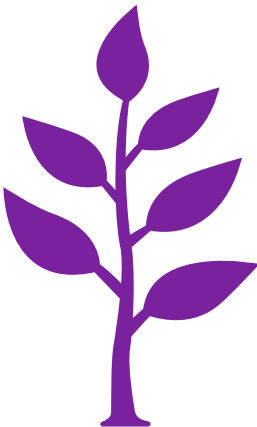
Lead teacher/ staff member: Mark Dale



Financial education is a very important aspect of students learning as they prepare for adulthood.

Part of this is experiencing enterprise sessions.

Students will plan what they would like to produce and sell. They are encouraged to think of a company name, design a logo and marketing, as well as research costings.



CLASS ENTERPRISE

Date submitted:		Dates to be sold:	
Company/enterprise name:		Class:	
Product/service provided:		Can be sold in the shop?	
Total cost:		Dates items needed:	
Number of items made/ services provided:		Estimated profit:	
Cost per item/ service provided:			

Please attach a school order form

Please complete and return to Mark Dale along with an A4 poster should contain a logo, the company name, the product (image or written) & the price.

MD to complete:		Order placed:	
Approved:		Items made:	
Items arrived:		Total profit:	
Items sold:			

LOTC - Residential



Developing LifeSkills outside the classroom

Educational residential visits are an integral part of the entitlement of every student to an effective and balanced curriculum. These well planned visits enhance learning and improve attainment, and so form a key part of what makes Redwood School a supportive and effective learning environment. These residential visits aid 'learning outside the classroom' and contribute significantly to raising standards and improving pupils' personal, social and emotional development' whilst developing valuable LifeSkills.



2021/22 Dates

Types of activities that take place



Preparation for adulthood timetable

EM1	Monday
EM2	Friday
Internship	Mon-Fri
SFI 1-5	Friday