

## **Skills for Independence Overview**

### **Aims and Objectives 2020-21**

#### **Skills for Independence Post 16 Department**

##### **Rational**

Skills for Independence (SFI) is one of 3 routes on offer in 6<sup>th</sup> form. Students from years 12, 13 and 14 can access this route and are taught in mixed year groups. The SFI route is part of the main school body, and includes students working on the continuum (Exploration – Application), solid Entry 1, Entry 2, Entry 3, Level 1 with possibility of progress to Level 2. Classes are mixed ability, with predominantly SLD learners and some MLD/ ASC learners.

SFI is currently led by Matthew Hanson and also delivered by form tutors Victoria Greenalgh, Lily Halton and John Myrlea. Each class is supported by consistent teaching assistants.

SFI incorporates Key Skills and Life Skills and works to prepare the students for adulthood.

##### **Aims and Objectives**

The main aim of the SFI route is to prepare students for adulthood- both through Redwood internal units to support their entrance to college and through practical activities to further develop their life skills. We aim to guide students towards being confident, informed, cooperative and pro-active. Focus is placed upon being able communicators and viewing themselves in terms of their individual abilities and how their contribution supports the wider group or community. We aim to support our learners to become as independent as they can, dependent upon their individual needs and abilities. Students have the opportunity to work towards achieving their internal courses.

## Subjects overview:

Independence skills are delivered throughout the complete curriculum, with reference to EHCP outcomes and AR targets where appropriate.

Key skills are incorporated throughout the lessons and progress is recorded through earwig / accreditation.

	Yr 1 1	T 2	Yr 1 3	T 1	Yr 2 2	T 3	Yr 3 T 1	Yr 3 T 2	Yr 3 T 3
Literacy Focus (accred.)									
Numeracy Focus	<b>Understanding the value of money and what money is used for.</b>			<b>Spending money using coins and notes. Understanding change and ways to pay</b>			<b>Recognising time through regular events, timetables and dates.</b>		
Maths Focus	Shopping (basic number skills and money)  Food and planning a party (Weights, capacity, time, costs)	Design a bedroom. ( Measuring, costings, budgets)	Sports and hobbies (Times, distances, speeds and leisure timetables, data collection)	Shopping (basic number skills and money)  Food and planning a party (Weights, capacity, time, costs)	Travel and holidays ( Costings, times, distances, temperatures)	Animals , nature and our world ( Size and measurement, weights, data collections, time-zones, the environment, geometry)	Shopping (basic number skills and money)  Food and planning a party (Weights, capacity, time, costs)	Gardening and horticulture (Measurements, temperature, costs, budgets, geometry)	Sports and hobbies (Times, distances, speeds and leisure timetables)
Employability	Horticulture Cleaning and domestic Care Hair and beauty Animal Care Office practice Students will access to employability programmes per year								

Care	Horticulture	Hair and Beauty	Retail	Office	Cleaning and domestic	Animal Care
<p>Highlight local establishments that offer healthcare.</p> <p>List the organisations and classify them by the type of provision offered.</p> <p>Give examples of the impact they have on the local community.</p> <p>Share their ideas on the key features of the nhs and how it works.</p> <p>Highlight the main features of the NHS to include how healthcare is made available to all,</p>	<p>How to use a range of hand tools, larger tools and other horticultural equipment correctly and safely.</p> <p>Soil preparation – digging, forking, raking, weeding.</p> <p>Seed sowing – indoors in pots and modules, making paper pots, direct outdoor seed sowing.</p> <p>Pricking out seedlings and potting on small plug plants.</p> <p>Bulb planting – flowers, onions, garlic.</p> <p>Planting – herbs, vegetable plug plants, soft fruit, fruit trees.</p> <p>Plant care and garden maintenance – watering, weeding, tidying garden areas, cleaning tools and pots.</p>	<p>Know duties, procedures and requirements relevant to own role in a salon.</p> <p>Identify duties. State workplace requirements about:</p> <p>(a) Personal presentation</p> <p>(b) Timekeeping and attendance</p> <p>(c) Conduct towards others.</p> <p>The importance of following workplace procedures.</p> <p>What equipment is used when working in a salon</p> <p>Name common items of equipment. Use equipment to carry out tasks.</p>	<p>Packaging products</p> <p>Learning about Safety signs</p> <p>Know safety rules in a retail work place:</p> <p>a. State health and safety rules in a retail work place.</p> <p>b. Maintain the safety of self and others in a retail work place.</p> <p>c. Identify fire procedures in a retail work place.</p> <p>Know types of equipment used in a retail work place:</p> <p>A, Recognise types of equipment used in a retail work place.</p> <p>b, State his/her use of equipment in a retail work place.</p> <p>Be able to use a piece of equipment safely</p>	<p>Know safety rules in an office.</p> <p>a, Follow health and safety rules in an office.</p> <p>b, Follow fire procedures in an office.</p> <p>c, Identify who to report an accident to when working in an office.</p> <p>Know types of equipment used in an office:</p> <p>a, Name common equipment used in an office.</p> <p>b. Identify equipment he/she uses in an office.</p> <p>Be able to use a piece of equipment safely in an office:</p> <p>a, Carry out activities, using equipment in an office. These could include</p>	<p>Be able to clean and service toilet and bathroom areas.</p> <p>Prepare bathroom and toilet areas for cleaning.</p> <p>a, Choose the correct cleaning equipment and materials for toilet and bathroom areas.</p> <p>b. Clean toilets and surrounding areas correctly.</p> <p>c. Clean bathroom appliances and surrounding areas correctly.</p> <p>d. Clean floors, walls, mirrors and other areas following correct procedures.</p> <p>e. Identify and report anything that needs maintenance or repair.</p> <p>f. Complete and pass on any records of work, when required.</p>	<p>Know what animals make suitable pets:</p> <p>a. Identify an animal that would make a suitable pet.</p> <p>b. Give a reason why.</p> <p>Understand how to handle a pet.</p> <p>a. Identify an appropriate way to handle the pet.</p> <p>Know equipment needed for pet care.</p> <p>Identify one piece of equipment.</p> <p>Know appropriate food for</p>

	<p>Harvesting crops. Storing crops (such as plaiting garlic). Tasting produce (fresh in the garden, taken home or used in the school kitchen / Food Technology lessons). PLAN, DESIGN AND BUILD IDEAS Building / repairing – linked raised beds, netted fruit protection. • Wildlife – making mini bug homes in plant pots, building a bug hotel. Build bird boxes Renovate garden bench. Polly tunnels Vegetable beds Decorative garden ornaments</p>	<p>Give examples of how to care for and store equipment.</p> <p>Know health and safety procedures for working in a salon such: a. Fire procedures b. Accident procedures. C. Health and safety procedures.</p>	<p>in a retail work place- Participate in a given activity, using equipment in a retail style work place, safely.</p> <p>Be able to communicate with others in a retail work place: a, Respond to queries politely. B, Identify a person to refer a query to in a retail work place. c, Identify a person to refer a complaint to in a retail work place.</p>	<p>a, Photocopying b, Using a phone c, Shredding d, Laminating e, Scanning f, Filing alphabetical and numerical g, work processing Data input to database and spreadsheet and emailing</p> <p>Developing communication skills. Greeting visitors/talking to unfamiliar people</p>	<p>g. Carry out a final check of the area to ensure customer satisfaction.</p> <p>Understand how to clean and service toilet and bathroom areas. a, Describe what to do if customers are present when cleaning rooms. b, Explain why it is important to prepare the area and yourself before cleaning and disposing of waste. c, Give examples of the types of items in bathrooms and bedrooms that may need maintenance and repair. d. Explain why it is important to report items needing repair and who to report them to. e. Identify the types of records that should be kept in relation to cleaning. f. Identify why work areas need to be inspected on completion.</p>	<p>different types of pet: a. Identify an appropriate food. b. Identify a treat.</p> <p>Know about health of a pet. a. State a way to keep a pet healthy. b. Identify where to take an ill pet for treatment.</p>
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							g. State organisational standards for cleaning toilets and bathroom areas. h. State when hazard signs are sometimes needed in preparing the work areas. State what materials and equipment are used for cleaning different areas of the bathroom and how to choose the correct one. i. Describe the types of unexpected situations that may happen when cleaning bathrooms and toilets and how to deal with them.		
Enterprise	seasonal								
	Yr 1 T 1	Yr 1 T 2	Yr 1 T 3	Yr 2 T 1	Yr 2 T 2	Yr 2 T 3	Yr 3 T 1	Yr 3 T 2	Yr 3 T 3
Preparing for adulthood focus	Being me & expressing myself  My environment/ Keeping safe	My Relationships  Exploring the world of work  My financial future	Being a good citizen  Keeping myself healthy and clean	Being me & expressing myself  My environment/ Keeping safe	My Relationships  Exploring the world of work  My financial future	Being a good citizen  Keeping myself healthy and clean	Being me & expressing myself  My environment/ Keeping safe	My Relationships  Exploring the world of work  My financial future	Being a good citizen  Keeping myself healthy and clean

Preparing for adulthood	Getting around.  My environment/ Keeping safe  Emotional wellbeing .	Going shopping  Where to go in my leisure time	Exploring my environment  Time/ Schedules - in everyday life & school inc. telling the time.	Smoking and it's effects.  Drugs and alcohol awareness	Taking risks  Buying gifts for others.	Reading/ interpreting basic information Getting around	Poverty and Homelessness  Looking at future employment	Financial - shopping  Planning a day out with friends or family/ booking a holiday.	Personal hygiene/ care activities.
Music	Singing to musicals	Drumming and non-tuned percussion	Changing sounds- electronic	World music- listening and appreciation	Singing rounds- harmony and discord	Exploring sounds- instruments and orchestration	Tuned percussion performance	Composing a soundscape	Electronic composition- building sounds
Students given the opportunity to change two options each term									
Option	Holistic therapy Physical development Games Gym Stem Performing Art Swimming			Holistic therapy Physical development Games Gym Stem Performing Art Swimming			Holistic therapy Physical development Games Gym Stem Performing Art Swimming		

### **Teaching and Learning Approaches:**

- Discussion, Demonstration and Modelling
- Practical Activities
- Group, Pair, Individual and 1 to1 work
- Use of visual and audio aids
- Role play
- Research
- Interviews

- ICT work
- Worksheets
- Interactive games and puzzles.
- Creative exploration
- Visits

### **Assessment and Recording:**

The different types of assessment used include summative and formative assessment with written and/or verbal feedback. Assessment is ongoing and can be seen through

- Work completed by students
- Mid-Term Work scrutiny
- Mid-Term moderation meetings
- Staff observation and notes
- Staff discussion
- NOCN Unit Award evidence and records
- Achievement of targets
- End of term reports

### **Monitoring and Evaluation:**

M&E occurs through frequent informal evaluation and feedback. Formal evaluation and monitoring takes place regularly through internal moderation meetings, targets and end of term reports.

Every year we review the curriculum, which will be shared with parents at the commencement of the course in September.