



## Preparing for Adulthood

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### Contextual Information

Park Lane School forms part of Cheshire East LA provision for pupils with severe and complex learning difficulties, which includes pupils with additional physical and sensory impairment as well as those pupils on the Autistic Spectrum Continuum. The school is situated within Cheshire East with a catchment area that includes Congleton, Wilmslow, Knutsford and Poynton. There are currently 116 pupils aged from 2-19, with boys and girls being distributed almost equally. There is a very small percentage from ethnic minority backgrounds.

### Intent

- To embed the Preparing for Adulthood strands throughout our curriculum and within personal development for all ages of pupils
- To support and prepare pupils for the key transitions they will make throughout their school life, including when they move on from Park Lane School
- To support pupils and their families through the transition from Children's Services to Adult's Services
- To raise pupil and parent aspirations and expectations of future outcomes for pupils

### Implementation

The development of functional communication skills is key for all our pupils and is a priority as soon as they start school. Pupils are provided with a total communication environment and approach and wherever appropriate, bespoke communication systems are put in place with staff modelling their use and supporting the pupils to develop the skills to use them as independently as they are able to. Understanding and responding to language and being able to communicate their wants, needs and choices are fundamental skill, which will support pupils in all aspects of their life.

Starting in Early Years and at every stage of our pupils' learning and development throughout school, we are working on preparing them for the responsibilities, experiences, independence and challenges of the next stage of their education, training or employment. Most importantly, we are supporting pupils to make future choices about all aspects of their lives.

#### Employment:

Pupils in lower school learn school routines, start to follow simple instructions within familiar contexts and are encouraged and supported to take on small, relevant responsibilities, such as taking dinner numbers down to the kitchen and tidying up at the end of a lesson.

Pupils from Upper Key Stage 2 and above regularly work on mini enterprise projects, developing key employment skills such as, sharing ideas, following instructions, working safely and experiencing the process of making items to sell to others.

Pupils in the 6<sup>th</sup> Form access vocational studies sessions where they develop their workplace skills in different areas, such as café skills, gardening, cleaning and recycling. Some pupils in the 6<sup>th</sup> Form will also access school based or community work experience sessions as appropriate to their abilities and needs. There is the option for some pupils to become a supported intern during their final year of education.

Pupils throughout school are supported to transition at each stage of their education. This maybe from class to class, into a different building as they move classes and in KS4 and above, onto a new accredited curriculum.

#### Independent Living:

All pupils throughout school are involved in preparing and combining ingredients to make a variety of snacks and foods. This can often be linked to topics within the curriculum and can also be linked to mini enterprise projects in Upper KS2 and above.

Pupils throughout school work on feeding/drinking & toileting programmes as well as dressing and undressing skills in PE/swimming sessions. Staff support pupils to develop as much independence as possible in all of these areas. Pupils also work on developing their communication skills to be able to indicate likes/dislikes and wherever possible, make choices.

As the pupils move into upper school they are involved in choosing what to spend their enterprise money on and wherever possible, work on using money functionally, for example, buying snacks in the college café. In KS3 and above, pupils work on accredited units all linked to developing independent living skills. At KS3 these are for the New Horizons PSHCE award, at KS4 they are units from Transition Challenge, Towards Independence functional skills units and the school's Science award and at Post 16 they are units for the personal Progress and Personal and Social Development qualifications.

Pupils in Post 16 have dedicated daily living skills sessions where they learn about planning, shopping for and making basic meals for their lunches once a week. These sessions allow pupils to use their local supermarket where they follow a shopping list and select and pay for ingredients with as much independence as possible.

#### Community Inclusion:

All pupil work on tolerating others within their own classes as well as building friendships and developing key social skills. This takes place within break times and throughout the curriculum with opportunities for turn taking, sharing activities and accepting other's points of view.

Pupils throughout school make use of the school grounds and as they get older, begin to use different areas of the learning Zone campus. For example, pupils may visit the college café or canteen. Some classes regularly visit the local park, which is within walking distance of school. The park offers opportunities for pupils to interact with each other in a different environment, to develop physical skills using play or outdoor gym equipment and to experience the changing seasons.

Older pupils begin to use a wider variety of local facilities through educational visits, such as the local leisure centre, shops, cafes and outdoor spaces. Through the curriculum pupils become familiar

with local facilities and landmarks. Pupils learn to accept other pupils and form and maintain friendships.

All pupils develop the skills to be able to choose how they spend their leisure time in school.

Pupils at KS3 have regular sessions with 6<sup>th</sup> Formers from a local Academy where they work together on the Creative value of the curriculum. The pupils form friendships with the 6<sup>th</sup> Formers and the 6<sup>th</sup> Formers develop skills in communicating and interacting with Park Lane Pupils.

At KS3 onwards, some pupils are appointed as school councillors and develop the skills to mix and interact with pupils from other classes, sharing their ideas and views on fundraising projects. They are also involved in making choices about wider school issues, such as supporting the Head teacher in interviewing potential new staff and designing a new school mascot.

Pupils from Upper KS2 onwards can attend monthly film clubs after school and there are opportunities to mix with pupils from other classes whilst watching a film and having snacks. School has also runs a daily breakfast club which is open to pupils across the school. Again, pupils interact and tolerate pupils from other classes as well as making choices about which activities they want to do.

Pupils at KS3 and above complete specific accredited units of work which teach community participation skills. For example, pupils at KS3 work on ‘My local community’ and pupils at Post 16 work on ‘Travel within the community: going places’.

#### Health:

From EYFS and throughout school, pupils work on trying new foods and wherever appropriate, feeding and drinking programmes. There is staff support for parents to mirror this at home where appropriate. Pupils across school are supported to attend paediatric clinic appointments as these take place on school premises. Younger pupils work on becoming familiar with the school nurse and there are desensitisation sessions where the nurse introduces pupils to the basic processes she may have to carry out. For example, pupils are introduced to blood pressure monitors, chair scales and height measurements.

Wherever appropriate, pupils are supported to accept medication from the school nurse and if possible, they are taught to communicate when/how they are feeling poorly. On occasions, staff will support pupils and their parents at other medical appointments, such as blood test appointments. This happens after staff have liaised with parents and have worked to prepare a pupil for the process.

The vast majority of pupils across school access swimming and physical education sessions each week. For some pupils these are linked to physiotherapy targets and are to improve or maintain pupil’s physical skills. Staff work with physiotherapists to develop standing and walking programmes as well as postural management.

Pupils across school work on recognising and understanding their emotions. There are two staff trained to deliver ELSA sessions for pupils who are having emotional difficulties and a member of staff is trained to support pupils with bereavement.

School has a behaviour and wellbeing team who support staff in devising positive behaviour management programmes to ensure pupils who are experiencing difficulties in maintaining positive behaviour have a consistent and positive approach to their behaviour.

Pupils in upper school work on health related units which support them to understand who can help them when they are poorly as well as promoting healthy eating and healthy living. Staff support pupils at post 16 and their parents, in the transition process from children's to adult services. Staff liaise with the Adult's Transition Teams in both health and social care to highlight priorities and concerns for pupils moving on from Park Lane School.

Pupils from KS2 upwards work on relationships and sex education. This is through the So Safe programme. Pupils access this at their own level of understanding and development.

### **Impact**

By the time pupils reach the final year in the 6<sup>th</sup> Form, they have developed as much independence in all areas as possible and as much understanding about their own abilities, rights and options as possible for when they move on from Park Lane School. Wherever possible, pupils and their parents are supported to have high expectations of the outcomes for the pupils, be that moving onto a further education setting, entering a Supported Internship with aspirations of paid employment, or accessing a fulfilling, active social care package.

### **Review of Policy**

This policy to be reviewed annually.