The Mendip School

Preparing for Adulthood

Preparation for Adulthood
Curriculum Strategy

"What does a good life look like for me now and in the future?"

The Mendip School- Futures

Written in collaboration with the sen.se PfA Group, Avalon School, Inspired 2 Achieve, Elmwood & Penrose Federation The Mendip School and Fiveways School.

This strategy works in conjunction with a number of other school policies.

Safeguarding

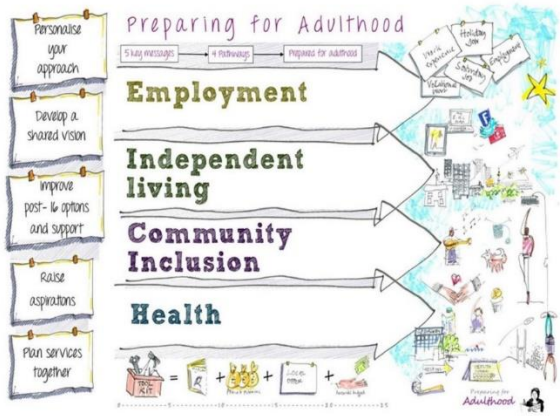
THE MENDIP SCHOOL adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

School Aims

- To create a happy and secure learning environment rich in stimulation and challenge.
- To ensure all members of the school community can grow in self-esteem and develop to their full potential.
- To provide developmentally related experiences responding to pupils' individual needs.
- To provide pupils with an education appropriate to the world beyond the classroom.
- To develop pupils' communication and interaction skills enabling them to make positive relationships and decisions, and giving them more control over their lives.

Preparation For Adulthood Curriculum Summary

The Preparing for Adulthood programme (PfA) is developed and delivered by the National Development Team for inclusion (NDTi). PfA aims to support young people into adulthood with paid employment, good health, independent living options and friends, relationships and community inclusion. This strategy has been developed in collaboration with sen.se PfA Working Group. The Mendip School is connected and an active part of the sen.se PfA Working Group that feeds into the Somerset-wide Strategic Preparation for Adulthood Group.



Our school incorporates the PfA objectives into our curriculum offer. The aim is for all of our pupils to develop skills which will prepare pupils for their next stage of their lives; so that they become increasingly independent, are able to find their place in the wider community and be prepared for adulthood when they leave The Mendip School. PfA begins in the early years and continues throughout pupils' school journey. PfA underpins curriculum policies and planning.

The PfA curriculum '*extends beyond [the] academic, technical or vocational'* learning and *'provides for pupils' broader development, enabling them to develop and discover their interests and talents' (Ofsted EIF, 2019).* There is a focus on the individual pupils' personal development with careful consideration and analysis of their strengths and needs, ensuring that during EHCP

Annual Reviews/PCRs, pupils have SMART aspirational short and long term outcomes to work towards.

As our pupils transition to further education, training, bespoke packages or work, we support them and their families to choose the right pathway to adulthood.

Curriculum Intent

At The Mendip School each key stage, from Early Years to Post 16, provides a holistic and ambitious approach to PfA, which meets the strengths and needs of individuals and offers coherently planned and sequenced teaching and learning to build sufficient knowledge and skills for future learning. The PfA curriculum is designed to raise aspirations of pupils, their families and the community by an increased focus on 'what a good life looks like for me'. We enable pupils to grow a supportive network, which they can continue to rely on as they leave The Mendip School.

Breadth and balance are provided through:

- A rolling programme activities linked to the PfA pathways
- Learning experiences in a range of different contexts, e.g. external learning opportunities such as work places, in the community and virtual encounters
- Experiential and applied learning
- Educational trips and visits
- External speakers and visitors
- Incorporation of PfA within the whole school day, e.g. play, snack, lunch, personal care, transitions

Curriculum Delivery

The PfA curriculum addresses the needs of each pupil irrespective of their special educational need and/or disability. Teaching and learning strategies are differentiated and adapted as appropriate to support individual strengths and needs and to enable pupils to meet the 4 pathways in a meaningful way. Delivery takes into account routines, pace, motivation and sensory needs. Lessons offer breadth and the timetable allows flexibility for educational trips and visits to enhance the curriculum offer. Each year, the school takes part in National Careers Week and other events to showcase the skills, knowledge and expertise our pupils have gained. Our qualifications, awards and enrichment programmes support the delivery of the PfA curriculum.

Teachers scaffold and personalise learning based on prior skills, knowledge and experience, which can include educational and therapeutic approaches to ensure an holisitic approach for optimal learning.

There is a focus for pupils on experiences of purposeful work, engaging in the wider community by being in spaces and groups used by members of the public (*see references and links: community mapping*), living as independently as possible, meeting their own health needs, being self-sufficient and self-advocating to influence decisions about their future.

Pupil progress towards PfA is monitored through the EHCP Annual Review/PCR process.

Parent/Carers & Stakeholders

Delivery of the PfA curriculum is not limited to teaching and learning pupils at school but includes raising aspirations and encouraging the autonomy and participation of our parent/carers.

We work hard to develop good home-school communication and support parent/carers so that they are fully involved in decisions about their child's future, whilst ensuring that each young person's best interests remain at the centre of the decision making process, particularly during EHCP Annual Reviews/PCRs. We also deliver regular parent/carer sessions, workshops and open days which aim to give information to support planning for adulthood; we use the parent/carers information sessions document developed by the strategic PfA group to support this work.

We encourage parent/carers to support teaching and learning at home by consolidating and transferring skills, knowledge and experience from school to home.

As well as parent/carers, we work with a range of stakeholders including Governors, Trustees, health and social care professionals (including the SCC Preparation for Adulthood Transitions Team), local organisations and employers, community groups and charities.

Ways in which we engage stakeholders in PfA include:

- Interactive teaching and learning displays
- Dedicated PfA areas and resources
- Sharing success stories and case studies
- Sharing good practice and experience within the school and wider community
- Working with businesses, employers, community groups, colleges and voluntary groups
- Working with the Somerset Education Business Partnerships EBP
- Sustained engagement and participation in the sen.se Supported Employment and Preparation for Adulthood working groups
- Social media and website
- School newsletters
- Invitiation to the Preparation for Adulthood Transitions Team to all EHCP Annual Reviews/PCRs from Year 9 and above

Pathway to Adulthood 1: Employment

Please read this section in conjuction with the school's Careers (Futures) Policy and Programme that can be found on the school's website

Futures is led by our Careers Leader, Kate Scott, mailto:kscott@themendipschool.com
The named Careers Advisor at Somerset County Council is Emma Davis.

Aims

- All pupils, parent/carers and teachers have access to careers information, advice and guidance.
- All pupils are accessing and engaged in a meaningful and developmental careers education curriculum programme.
- All pupils transition to a variety of positive destinations.

The Mendip School has a crucial role to play in preparing students for transitions for their next stage of education, training or employment. Careers Education, Information, Advice and Guidance (CEIAG) are an important and integral part of all pupils' entitlement and learning here at The Mendip School to aid their personal development. **We** ensure pupils and their parent/carers are informed and prepared to take aspirational next steps into adulthood and/or work, depending on what this may look like to individual pupils.

Futures incorporates:

- Enterprise
- Work Experience: class-based, school-based, community-based with school support and community-based with employer support
- Futures lessons
- Supported employment
- Volunteering
- College/FE/HE links
- Training providers
- Engagement with employers and developing relationships with local organisations
- Work-related Learning
- Careers Weeks
- CEIAG
- Analysis of individual's strengths and needs
- Taillored vocational profile
- Celebrating and raising the profiles of our pupils
- Job coaching

The Mendip School works with the SCC Supported Employment Panel to map out and plan for future positive destinations across the county. It's purpose is:

- To understand who there is in our special schools (initially) that are on a trajectory to employment, Yr10 and above
- Enabling us to plot where, when and what might be required in the locality regarding supported employment opportunities
- To identify additional skill development/support that would support the chosen employment route

Pathway to Adulthood 2: Independent Living Skills

Independent living skills are taught explicitly across the school and teaching and learning around becoming independent is embedded throughout the curriculum. The Mendip School's aim is for pupils to look after themselves and live as safely and as independently as possible in their community, reaching their full potential and making a positive and meaningful contribution to society.

The curriculum rolling programme and themes include areas such as:

- Dealing with problems in daily life/critical thinking
- Self-awareness
- Environmental awareness
- Healthy Living
- Leisure
- Relationships and Sex Education
- Understanding rights and responsibilities
- Public Transport
- Independent Travel Training
- Road safety
- Accessing the community and other services
- Meal preparation and planning
- Cleaning and laundry
- Healthy eating
- House maintenance
- Managing Money
- Personal Hygiene
- Personal safety
- Social Skills
- Self-advocacy and making choices
- Hobbies
- Gardening

'At each stage of learning and development, we prepare individuals for the new responsibilities, new experiences, new independence and the new risks of the next stage' Ofsted EIF, 2019

Pupils have access to a state of the art Independent Living Skills centre on site, which provides opportunities to learn essential skills for life is a bespoke area within school.

Pathway to Adulthood 3: Friendships, Relationships & Community

To prepare our pupils for adulthood, bespoke and significant links with their communities are essential to equip them for the future. The Mendip School develops a wider range of community links through a range of planned acitvities, this enable pupils to grow a supportive network, which they can continue to rely on as they move into adulthood. We want our pupils to belong in their local community and know people beyond those who are family.

To grow and build good links with the community, The Mendip School researches and explores community opportunities available, engaging with local community groups and activities to support our pupils and their parent/carers to make informed choices, explore interests and hobbies, learn new skills and be valued and respected in those communities.

To be part of a community, whether that is to have one or two trusted adults to meet care needs or to join a community-based group, The Mendip School equips our pupils with the communication skills they need, to be able to actively contribute. As part of the PfA curriculum

we ensure that our pupils feel that their opinion is valuable and offer communication strategies to ensure that their voice is heard.

Every pupil has a communication profile which identified their communication and interaction needs.

Pupils are encouraged to articulate their hopes and dreams about their future in whichever way is appropriate to them. We support them to share their views by consulting with parent/carers, peers and professionals who will also advocate on their behalf.

Pupils are encouraged to develop frienships both at school and within their local community. Accessing clubs and weekend activities will help establish and develop community links. Support is given around managing and maintaining friendships and this will include pupils understanding how to be safe on line and on social media.

Within areas of the curriculum for example; PSHE/RSE pupils will develop an understanding of bullying and prejudices and how the community is made up of different groups and where they fit within these groups.

Pathway to Adulthood 4: Health

'The provider's wider work support pupils to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy'(Ofsted EIF, 2019).

The Mendip School supports pupils to have their physical and emotional health needs met and teaches them to meet their own health needs as much as possible, as they grow and develop.

All pupils and their parent/carers are supported by teachers and the mental health lead to access services and professionals in order to best meet their health needs. This includes but is not limited to occupational therapists, wheelchair services, community nurses, consultants, physiotherapists, orthotists and dieticians.

Every pupil accesses a curriculum which is rich in physical activity according to their strengths and needs such as horse riding, PE, Rebound Therapy, swimming all of which is supported by trained members of staff.

The Mendip School is a THRIVE school and uses play therapy, art therapy, music therapy and other therapeutic strategies to support pupils emotional wellbeing to engage in their learning.

Physical and emotional health education is embedded through the curriculum and includes discrete activities around saying 'I am in pain' or 'I feel…' by associating sensations to physical and emotional feelings. Relationships and Sex Education, including learning about puberty, is taught as per a separate policy and according to statutory guidance on 'Relationships education, relationships and sex education (RSE) and health education' (2020). Online safety strategies are embedded and explicitly taught across the school to support pupils' online safety.