

**What are we aiming for students to achieve through our Preparation for Adulthood curriculum? (Intent)**

To prepare the students for their futures (transitioning from childhood to adulthood)

* To develop skills and abilities practically:
  + SCERTS – social communication (and interaction), emotional regulation (developing coping strategies and therefore reducing anxiety) and transactional support
  + relevant life skills
  + independence skills
  + decision making skills
  + problem making skills
  + confidence and resilience skills
  + teamwork and collaboration skills
  + employability skills (in an ever changing world)
  + further develop literacy and numeracy skills (and to transfer these skills from classroom based learning to more functional and practical applications)
* To enable each student to work towards meeting The Gatsby benchmarks

**How is the Preparation for Adulthood curriculum delivered? (Implementation)**

* Following the ASDAN LifeSkills Challenges (Y7-11)/ASDAN Personal and Social Development/ Personal Progress (Post 16)
* Each Pathway follows the same focus learning (community inclusion and independent living and housing/employment/good health) at the relevant ability level (working towards Entry Level 1, Entry Level 1, Entry Level 2, Entry Level 3)
* Each year group will have the following focus, taught within class groups:

**Year 7** – Road crossing, enterprise, mental health, finding out about jobs, using transport/bus, health and fitness activities

**Year 8** – Understanding and using money, understanding business, personal safety in the community, recognising/understanding logos, shopping, leisure activities

**Year 9** – Visiting a museum, developing world of work skills, wellbeing, people who help us/how people help us, community organisations, healthy eating

**Year 10** – Using technology to communicate, employability and workplace/work standards, healthy body and mind activities/health and hygiene, developing world of work skills, supermarket shopping, first aid kit/basic first aid/health services

**Year 11** – Eating in the community, exploring job opportunities, developing health and hygiene skills, work experience, developing Functional Skills – Going Places, healthy active lifestyles

**What difference is the Preparation for Adulthood curriculum making to students? (Impact)**

Relevant and transferable to the students’ future lives - enables the students to develop key life skills that will help prepare them for their futures

* **Achieve**
  + Allows for students to achieve relevant accreditation ASDAN LifeSkills Challenges Y7-Y11
  + EHCP PFA target
  + Students typically enjoy the sessions and often forget they are learning
* **Inclusive**
  + Allows all students to progress and develop skills (this is especially important for students with low levels of literacy who require very high levels of support to access classroom-based learning to achieve more independently and practically)
  + Differentiation allows all students to achieve through the relevant pathway
  + Helps to reduce the cultural capital gap (compared with neurotypical peers)
* **Skill development**
  + Allows for skills and knowledge learnt within a classroom setting to be repeated and consolidated in a practical way
  + Builds resilience and self-confidence
  + Supports communication and social interaction through structured sessions
  + Enables the students to make educated and informed choices
* **Cross curricular**
  + Strong links to all of the whole school curriculum aims
  + Some accredited units have very strong links to other areas e.g. using technology to communicate with others (ICT, SCERTS, English and PSD)
  + Reinforces healthy choices – walking to a park and doing physical activities and making healthy food and drink choices – links to National Healthy School/ PSD/ PE
  + Reinforces geographical knowledge of local (Bents Green) and typical/common areas (City Centre, Ecclesall Road) geography and PSD skills (safety)
  + Careers events in school can link to other curriculum areas e.g. Construction visitors/activity links with Science & Maths, secret visits to WOW mornings linked with English skills and PSD (questioning and teamwork skills)
  + Allows for visitors met in school to be visited in their workplace (widens their world, WOW, PSD safer strangers)
* **Future**
  + Helping the students be prepared for their futures - allowing for transition visits to Post 16/college/AP/bespoke provisions
  + Promotes connections and partnerships with others – safer strangers
  + Skill development (across the areas of community inclusion, independent living and housing, employment and good health) will make the students more employable and more prepared for their futures
  + All encounters with employees and employers make the students more employable in their futures

Impact for the school – working towards meeting The Gatsby Benchmarks. The data is uploaded 2-3 times during the year to Compass Plus. Progress can be compared with past achievements and compared with that of schools locally and nationally.