

**Intent:**

**Friends, relationships and community:**

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

**Implementation:**

Students take part in travel training sessions throughout the course. Students are supported to use local and public services safely.

Students take part in regular social activities in and out of school hours. Students have the opportunity to take part in residential and sleepovers. Students take part in social activities with other post-16, post-19 and adult centres. They are encouraged to manage conflict for themselves.

Students have regular PSHE lessons. Topics include citizenship, rights and responsibilities, e-safety, sex and relationships, and health and safety.

Students learn about local, national and international news. Students are encouraged to be aware of current affairs and the affect it has on their own lives. Students develop their cultural awareness and appreciation.

Students are encouraged to manage risk and uncertainty and to make mistakes safely through practical activities.

**Impact:**

Students travel as independently as they are able within their community. Students confidently use their bus pass to travel on familiar routes. Students use learnt skills to keep safe out in the community. Students can say where to get help in their community.

Students develop friendships. They talk positively and enthusiastically about social activities. They have happy memories of their time here. Students resolve problems for themselves, turning to their friends for support.

Students become good citizens recognising some of their own and other's rights and responsibilities. They are caring, helpful and supportive of each other. They recognise healthy and unhealthy relationships. They show understanding of how to keep themselves safe.

Students become aware of the bigger world around them. They have increasing acceptance of people's differences.

Students have developed confidence to attempt new and challenging tasks and they make progress with practical skills.

**Evidence of impact:**

Qualification units  
Learning journeys  
Observation - photos/reports  
Steps4Life assessments

Observation - photos/reports  
Steps4Life assessments

Qualification units  
Class work files  
Learning journeys  
Observation - photos/reports  
Steps4Life assessments

Class work file  
Observation - photos/reports  
Steps4Life assessments

Learning journeys  
Observation - photos/reports  
Steps4Life assessments

**Intent:**

Developing routes to employment:

Students follow clear, evidence-based employment pathways with opportunities for college links, work visits, volunteering, enterprise projects, simulated work placements, work placements in the local community, and good careers advice and guidance to help them with their decision-making.

**Implementation:**

Students take part in workplace visits, work shadowing and work experience placements - either simulated or in the local community.

Students take part in enterprise opportunities. They learn the basics of enterprise from initial start up to involvement in established enterprise projects such as our arts and crafts and our 1HQ cafe.  
Students learn basic gardening and horticulture skills in our community garden.

Students have regular PSHE lessons. Topics include personal care and presentation, citizenship and rights and responsibilities.

Students learn functional literacy and numeracy skills in the workplace through enterprise activities and workplace experiences. Students complete work related learning qualifications.

Students take part in regular link courses at local mainstream colleges. Students visit a range of post-19 provisions including specialist colleges, and adult learning centres. Students receive regular support from external careers guidance services.

**Impact:**

Students develop a desire to have fulfilled lives, including, for many, work opportunities. They feel valued within their community.

Students develop skills to work in retail, horticulture and hospitality. They develop practical money skills including learning about profit and loss. Students develop entrepreneurial skills and motivation to work.

Students are able to make informed choices about what to wear and how to present themselves for different activities. Students show understanding of their own and other's rights and responsibilities within a work environment.

Students develop functional literacy and numeracy skills giving them greater independence in work and community activities. They increase their knowledge and skills in all areas of living and employability.

Students know there are a range of options available to them at 19. Student can indicate preferences for their future pathways.

**Evidence of impact:**

Observation - photos/reports  
Aspirations work  
Annual reviews  
Steps4Life assessments

Qualification units  
Learning journeys  
Observation - photos/reports  
Steps4Life assessments

Qualification units  
Class work files  
Learning journeys  
Observation - photos/reports  
Steps4Life assessments

Qualification units  
Class work files  
Learning journeys  
Observation - photos/reports  
Steps4Life assessments

Post-19 visits files  
College link reports  
Annual reviews  
Careers guidance meeting notes  
Steps4Life assessments



**Intent:**

Developing independent living skills:  
Students develop skills for independent living such as personal care, finance, shopping, travel training and making their own food. Students learn about housing options and are encouraged to think about where and who they would like to live with in adult life.

**Implementation:**

Students complete relevant qualifications at Entry Levels. Students develop their functional literacy and numeracy skills through practical life skill activities.

Students make visits to supported living houses, independent living flats, residential colleges and residential adult centres. Ex-students return to share their experiences of living 'independently'.  
Parents are supported to recognise the benefits of independent living.

Students have regular PSHE lessons. Topics include independent and supported living awareness, parenting, health and safety, and personal care and presentation.

Students are encouraged to think for themselves and are given appropriate levels of support when needed. They are encouraged to solve problems and to have the confidence to make and learn from mistakes in a safe environment.

Students learn practical life skills such as, shopping, cleaning, cooking and washing. They take part in travel training, practising road safety and using public transport.

**Impact:**

Students use qualifications, and knowledge and skills gained, to achieve placements in further education. Students are able to transfer learnt functional literacy and numeracy skills into real life situations. Some students take further qualifications in functional skills.

Students know that there are a range of living/housing options available to them in adult life.  
Student begin to express preferences for future living/housing options.

Students have developed their independent living skills and have some awareness of how to keep themselves safe. They take some responsibility for their own personal care and they are aware of the challenges of parenting.

Students demonstrate the confidence to answer questions when they are unsure of the answer. Students recognise that mistakes are part of their journey towards success. They strive to improve their own learning.

Students gain greater independence in adult life. They have greater choice and control over their housing and activity options.

**Evidence of impact:**

Qualification units  
Class work files  
Learning journeys  
Observation - photos/reports  
Steps4Life assessments

Post-19 visits files  
Annual reviews  
Careers guidance meeting notes  
Steps4Life assessments

Qualification units  
Class work files  
Learning journeys  
Observation - photos/reports  
Steps4Life assessments

Annual reviews  
Learning journeys  
Observation - photos/reports  
Steps4Life assessments

Annual reviews  
Learning journeys  
Observation - photos/reports  
Steps4Life assessments

**Intent:**

Having an active and healthy lifestyle:

Students take part in sport and leisure activities in the community, learning how to maintain good health and fitness in adult life. They are encouraged to take part in sport and leisure activities out of school hours. Students plan their own menu learning about diet and nutrition. Students are supported to manage their own physical and mental health as they move into adulthood.

**Implementation:**

Students take part in weekly sport and leisure activities, predominantly in the local community e.g. public swim sessions, aerobics classes, use of public gyms, bowling.

Students take part in active residential and the Duke of Edinburgh Award.

Students have regular PSHE lessons. Topics include mental health and wellbeing, sexual health, and drugs and alcohol education.

Students plan their own menu and shop for their own food. They are taught about healthy eating, portion control and nutrition labels on food.

Students develop their confidence and self-esteem through taking part in activities that provide challenge within an environment in which they feel safe.

**Impact:**

Students know of activities they can do in adult life/post-education to keep active and healthy. Students are confident to take part in classes available to the public, and for some, including booking and paying.

Students are willing to take on new challenges. Students enjoy time away from home. Students develop enjoyment of activities without technology.

Students understand that they need to look after their body and mind. Students know that alcohol should be consumed in moderation. They know that there are good drugs and bad drugs. Some students are aware of safe sex practices.

Students know that some foods and drinks are bad for you in excess. With support, they can prepare balanced and appropriately sized meals. They can name healthy foods. When shopping, some students can use nutrition labels to help them make healthy choices.

Students are able to recognise their mistakes and suggest ways they can improve. They are able to manage disappointment when they do not succeed.

**Evidence of impact:**

Qualification units  
Observation - photos/reports  
Steps4Life assessments

DofE reports and certificates  
Observation - photos/reports  
Steps4Life assessments

Qualification units  
Class work files  
Learning journeys  
Observation - photos/reports  
Steps4Life assessments

Qualification units  
Class work files  
Learning journeys  
Observation - photos/reports  
Steps4Life assessments

Learning journeys  
Observation - photos/reports  
Steps4Life assessments