

Springside School

Area of Learning -
My Independence



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Intent

We believe in teaching our learners how to be as independent as possible in every area of life, prioritising safely accessing the world around them. Functional mathematics and English skills and concepts are taught through each element. There are four sections within the 'My Independence' Area of Learning, these will be taught as appropriate to the individual learner. Within this Area of Learning, functional Mathematics and functional English skills are incorporated as appropriate.

This area of learning is taught as a discrete, timetabled lesson in both the Exploratory and Investigative phases.

In 2021-2022 this will also be taught as an Area of Learning in our 'Bridge class' known as Wallabies, - these learners are based in the Experiential phase.

My Independence - to develop the ability to independently and safely access the world around me, this includes how to use money, make food, shop and all areas of life. Functional mathematics and English skills and concepts are taught through this area of learning.

Coverage

This provides an overview of how we teach our learners to be independent at Springside School, it should be read in conjunction with the 'Curriculum', 'EYFS', 'PSHE', 'RSE'; 'SMSC and Learner Voice' and 'Behaviour' policies. Whilst this provides an overview of how we teach the Area of Learning relating to independence, due to the nature of independence skills, these are also reinforced and taught within every aspect of school life.

Further information can be found within the brochures specific to each phase. This document is written to provide an overview of the overarching aims of the My Independence Area of Learning. It should be read in conjunction with the phase brochures and policies for EYFS and each individual area of learning.

Context

Learners at Springside School have a diverse range of learning difficulties and associated special educational needs. The scheme of work utilised 'My Independence' is not intended to be taught in a linear manner with each area covered. The scheme is utilised as appropriate to the age, developmental stage, approach to learning required, the individual's prior knowledge and specific areas required as per the Learner's EHC Plan.

Our curriculum is set in the context of Equals multi-tiered curriculum approach, recognising that differentiation from England's (or indeed any) National Curriculum, including the EYFS framework, is not sufficient to meet the needs of learners with profound, complex, severe or global learning difficulties. For these learners, who are all working consistently and over time below or very near the start of their national curriculum, curricula need to be different rather than differentiated, because the way such learners learn is different, and often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed.

The overarching aims are to support the holistic development of all learners in a manner, which is appropriate to their individual needs and abilities and provide a sensitive response to the challenges they face. At its core it is designed to ensure all learners are happy, healthy and safe whilst ensuring

they reach their full potential having access to a broad and balanced curriculum promoting independence throughout.

Springside School is a non-denominational school that aims to celebrate festivals and religious events from many cultures. Whole school and phase worship, beliefs and celebrations (e.g. Birthdays, Achievements, Eid, Christmas) reflect this. Learners are taught to embrace all celebrations, cultures as well as respect each other, their beliefs and differences; these are detailed on our curriculum theme mapping.

Implementation

The My Independence Area of Learning has four sections. These are detailed within the Equals scheme of work (differentiated for each phase). Whilst there are Learning Intentions and suggested activities, by the nature of the Area of Learning and the Learners at Springside, it may be required to set individualised activities and learning intentions.

Class timetables will detail: Area of learning -> Vehicle to teach the area (Location)

Within classes, this will look different, however the area of learning may be the same, examples of this are:

*EXAMPLE 1 - My Independence -> My Travel (Butterflies outdoor area using the road markings)
Learning intention - to stop at the kerb and look for traffic.*

*EXAMPLE 2 - My Independence -> My Cooking (Food Technology Room)
Learning intention - to make a drink of squad, using the correct volume.*

*EXAMPLE 3 - My Independence -> My Dressing (Classroom)
Learning intention - to understand the sequence of getting dressed.*

*EXAMPLE 4 - My Independence -> My Shopping (Local Cafe)
Learning intention - to know the amount needed and communicate what you want including using the correct amount of money.*

Learning Intentions for the lesson are taken from the scheme of work used, these include equals, the Northern Ireland Curriculum and Birth to 5 Matters - *Beyond this, each individual learner will then have an individual target/ sequence of learning to achieve.*

Objectives

Within all phases EHC Outcomes, through the Personal Learning Plan, annual objectives and termly targets will be considered, referenced and evidenced as appropriate throughout.

Impact

EHC Plans are reviewed at least once annually. These outcomes are broken into smaller, manageable steps on the Personal Learning Plans, these are assessed on an ongoing basis but formally reviewed at least once a term with parents. The progress of learners is also reviewed at least once a term in

progress meetings with the Deputy Headteacher (Assessment lead). There are a vast number of skills, concepts and knowledge covered within this area of learning, these include functional Mathematics and functional English skills, these are assessed using Springside Steps on our Solar platform.

Progression

Progression within each area focuses on developing the thinking and problem-solving skills of our learners. This is supported through a reducing level of support in a 5-tiered system (further information on this can be found under 'Progression Principles).

The 5-tiered system of progression is:

- 1) Memory building
- 2) Sabotage and recognition of a problem;
- 3) Independent solutions
- 4) Generalisations;
- 5) Self-belief and confidence

These are referred to as sequences of learning on a PLP and in planning. Successfully achieving these will ensure learners meet their EHC Outcome and the learning intention for the lesson/ medium term plan.

Parents

Parents are involved in the designing of the curriculum and outcomes for their child at EHC Reviews and at least termly during progress meetings.