



Woolgrove School Life Skills Policy

‘Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school’.

Sharon Streater July 2023

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Intent

At Woolgrove School, we aim to provide all pupils with the basic skills to promote their independence, so they can complete everyday tasks to the best of their ability, dependant on their physical and cognitive levels.

Life skills covers toileting, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation, communication, health and community, safety and independence.

The method of support used to assist each pupil will look very different. Support can be:

- Hand over hand (HOH)
- 1:1 Support (1:1)
- Physical Prompt (PHP)
- Point Prompt (PP)
- Verbal Prompt (VP)
- Initial Prompt (IP)
- Independent (I)

Implementation – Life skills and promoting independence in practice

Life skills and independence will be taught through both discrete and explicit lesson that are assessed and timetabled. Pupils will be given the opportunities to practise their life skills throughout the school day and focus on specific life skills in more detail during taught lessons.

Teachers will plan and prepare to teach the pupils a personalised and individual life skills curriculum dependant on the pupils starting point and physical and cognitive ability.

Homework

At Woolgrove School we believe that when skills are transferred into different contexts the pupil develops a better understanding of that skill and is more likely to retain the newly learnt skill. Therefore, life skills homework is very important. Pupils will receive life skills homework set by their class teacher each half term. This may include:

Shopping

- Writing a shopping list
- Collecting the items
- Scanning items
- Bagging items
- Carrying shopping
- Unpacking shopping

Meal Preparation

- Finding ingredients
- Buy ingredients
- Washing hands
- Gathering equipment
- Make a simple cold snack i.e. sandwich/fruit salad
- Make a simple hot snack i.e. toast/pizza
- Clearing away
- Washing up
- Loading the dishwasher

Home management

- Polishing a bedroom
- Hoovering
- Helping to hang up clothes
- Loading the washing machine
- Separating whites from darks
- Washing the car

Self- help

- Collecting own clothes
- Putting on own shoes, socks, jumper coat etc.
- Using cutlery
- Taking own plate to the kitchen
- Helping a sibling
- Using the toilet
- Taking a shower
- Brushing teeth

It is important that pupils have these experiences at home and that independence is developed in all settings.

Food Technology

All classes will have access to an explicit Food Technology lesson that will be held in their classroom. Teachers will plan and prepare these lessons based upon the topic that is currently being taught. Each pupil will have an individual progress target that they will be working towards achieving. These targets will have a focus on the skills, rather than the outcome. For example, when making a sandwich, the skill taught will be 'spreading'.

Community

All classes will visit the local community to bring school experiences to life and use skills they have been taught into real-life practice. Visits to the local community may include visiting a park to improve physical development skills, visiting a zoo, farm, woods or park to look at and learn about animals, visit a supermarket to learn about money and visiting a restaurant to order and eat food in a public place. These are valuable experiences for the pupils to learn about skills they will need in the future and about behaving and communicating appropriately in a public area.

Promoting independence through the school day

Kaspa the Robot is used to support pupils to develop communication, interactions and independence, as well as exploring feelings and emotions.

All pupils are expected to be as independent as possible through their time at Woolgrove School. You will see examples of this independence across the school. Examples may include:

- Completing jobs (i.e. taking the register)
- Finding equipment for their learning tasks
- Tidying up their workspace
- Helping to keep the school tidy

SCERTS

At Woolgrove School, we use a range of visuals to support learning and communication. SCERTS is used frequently in the teaching of life skills. It allows teachers to break the task down in smaller, more manageable chunks for the pupil to achieve. SCERTS allows the pupil to complete these small manageable chunks at their own pace and develop an understanding of each aspect of the skill and how this can be achieved. For more information on SCERTS go to <http://scerts.com/>

Impact

Class teachers will provide evidence for each pupil, showing progression in their work folder, which can be found in the classrooms. Evidence may be in the form of observations, photographs and photocopies of work. Assessment will be on a continuous monitoring basis and 'Classroom Monitor' software will be used to develop an understanding of where the pupil is now and to develop the next steps of teaching and learning.

Classroom monitor will assess the following areas:

- Independence
- Communication
- Independent Living Skills - Food Preparation - Kitchen skills
- Independent Living Skills – Health
- Independent Living Skills - Community Safety – Skills

- Personal-Self Care Skills – Toileting
- Personal-Self Care Skills - Toileting - Managing Clothing
- Personal-Self Care Skills - Dressing-Undressing
- Personal-Self Care Skills - Personal Hygiene
- Personal-Self Care Skills - Food and Eating

The teaching of life skills through discrete and explicit lessons will allow pupils to:

‘To develop a level of independence that will allow them to live an independent life that is reflective of their physical and cognitive ability’