

Independence & living – Year 12 & 13

Focus activities:

Students to access activities that stretch and challenge their skills in everyday routine-based activities to imbed learning.

Meal Preparation

Breakfast, cold meals, packed lunches and hot drinks – knife skills with support, use of kettle with support, use of toaster with support, use of basic kitchen equipment with support, basic food hygiene. **Sitting with peers in differing environments inside, outside (weather permitting) for snack/lunch and a hot drink** – Students to work towards sitting outside on the bench alongside peers and adults to enjoy their snack and hot drink as a group. **Breakfast Cafe**

Time Management

Students to understand their day, from class timetable, individual timetable, and time for activities/travel outside of school

Leisure/PE

Students to make daily choices in which physical activity they would like to join in with, moving their bodies to music, and increasing their heart rate.

Domestic Skills – Washing up – Students to continue to access sensory trays to increase their skills in understanding the process of how to clean, dry and put away. For those who can access the kitchen area this should be encouraged.

Cleaning floor – Students to use household equipment to clean the floor, brush, vacuum cleaner, mop, dustpan and brush.

Laundry - Sorting washing Students to continue to practise their skills in sorting washing between coloured and whites – **Using a washing machine** – Students to do a daily task of helping with the washing learning how to load and unload a washing machine with increased independence **Hanging washing/Drying** – Students to continue to practise their skills in hanging washing outside in the playground with increased independence.

Food Shopping – Students to develop skills in shopping healthy and preparing their shopping lists and going to the school shop to buy their items for lunch.

Money Skills – Student to explore the concept of both cash and card when paying for items. Through role play, matching activities, play coins, real coins, and practise in the community.

Learning Intent: to increase personal independence and living skills.

Some Students will engage for a longer period with reduced anxiety to investigate at least one activity with reduced adult support.

Most Students Will respond to a variety of resources linked to topic through eye contact or touch.

All Students will access at least one activity for a brief period showing some investigation using their hands or senses.

Year 12 and 13 are the foundations for a successful transition into Year 14 and adult services.

The focus of Year 12 and 13 is to imbed learning that is based around life and independence skills as well as exploring motivators and interests.

All these pupils will be challenged in their knowledge and experiences within being independent.

This will be recorded and reflects using units from the AQA award scheme.

Career “A Planned Pathway Through Life” – Year 12 & 13

Focus activity: Social Enterprise

Students to access a carousel of activities that stretch and challenge their skills in their planned pathway through life.

Gift Card Design.

Students to begin to make designs and processes linked to card making. Groups to be formed for strengths – design/ packaging for example. Students to make a bulk amount that can be sold across the year at certain events as well as supporting how to sell them on the school website.

Bird Tables and Houses

Pupils to begin to look at how they can support nature through their enterprise by creating bird tables and bug houses. Pupils to analyse the process and how to work together as a team.

Food Boxes

Pupils to prepare boxes of fresh ingredients that are accompanied by a prepared recipe to be sold to families. Pupils to collect the items and, pack them, and create an advertisement to attract buyers.

Upcycling T-shirts

Pupils to take clothes that others do not want such as jeans, dresses, and T shirts and use new resources to change the look of the clothes such as tie dye, embellishments, and printing or turn them in to something completely new!



Learning Intent: to increase experiences of creativity and enterprise

Some Students will be able to engage with a focused activity with support for at least 1 minute.

Most Students will be able to manipulate resources appropriately to make patterns, images, and prints.

All Students will interact with a variety of the resources with assistance from supporting adults.

POST 16

Unit Award Scheme

Good health & wellbeing – Year 12 & 13

Students are learning to share activities / resources with their peers and supporting adults.

Focus activity:

Personal care

Students to have personalised boxes/bags containing basic resources such as deodorant, comb...to begin to practice basic personal hygiene. Students to show increased independence over time which will lead to students being able to take care of their own hygiene needs with reduced adult support and prompt.

Hand washing

Students to engage with a regular hand washing routine to keep themselves and other safe. Students to explore why we wash our hands and why it keeps us safe. Students should be encouraged to wash hands at key times of the day (Arrival, snack, dinner, home) but also during food technology sessions.

Leisure/PE

Classroom – 10-minute activities to increase heart rate and focus.
Oak Middle – Structured routine-based exercise to work on as a Post 16 group
Outdoor – Outdoor gym – explore apparatus, increase heart rate and focus.
Rebound – Short focused sessions to support emotional wellbeing.
Swing – Short sessions to support emotional and self-regulation.

Personal Wellbeing

Students to access activities that improve not only their physical fitness, but also support their emotional and mental health. This could be motivating activities that are linked with physical exercise.

Some Students will actively share their resource / activity with their peers.

Most Students will turn take following modelling and help to emotionally regulate from supporting adults.

All Students respond to 'finished' when a supporting adult indicates that their turn is over.

Friends, Relationships, Community – Year 12 & 13

Students are learning to share activities / resources with their peers and supporting adults. Students are also exploring experiences that they will then explore in the local community such as a local café and cinema with peers.

Focus activity:

Boys and Girl's group

Students will access focused and separate boys' and girls' group that will explore key topics to improve their understanding of themselves and their bodies as well as how to keep themselves safe. Each group shall be run by a Male / female lead and have a focus each half term guided by the PHSE subject lead.

Café

Students will prepare, create, set up and run a café for peers and familiar adults. Students will work on a range of skills within this weekly activity increasing their confidence in being able to access this provision in the local community. Students will implement a payment system that will explore the idea of an exchange of money/card for items.

Cinema group

Students will have an increased input in setting up chairs, lights, cinema snacks, advertising of the film and making a group choice of the film. This will increase their independence as well as exploration of a transition that can be explored in Year 14 or with family.



Learning Intent

Some Students will be able to complete a task/ role that has been set to them with a reduced level of support from an adult.

Most Students will engage with the activity taking on a role for a brief period.

All Students will experience part of a group activity for a short period.

Unit Award Scheme

Year 14

Year 14 is the final year to explore vocation-based learning and put it into practice within the community.

The focus of this year is to increase confidence when accessing the local community as well as exploring options linked to services after High Park.

The social enterprise is to help raise funding for developing further social enterprise activities. Once every half term there is a Community Café and Community Market run by Post 16 students' selling seasonal craft items.

Health and Wellbeing

Focus activity:

Healthy eating

Students to explore the topic of healthy eating and transfer it to other areas such as café, meal preparation, and community visits. Students to understand what a healthy meal looks like and why making healthy choices can influence our physical and mental health.

Assisted travel

Students to work on acquiring a bus pass to support their experiences of public transport and to gain access to different areas outside of school.

Learning Intent

Some Students will be able to discuss healthy eating options and apply it to situations in the local community.

Most Students will transition on public transport with the support of a familiar adult.

All Students will apply for a bus pass if they do not already own one.

Extended Activities / provision

Outdoor – Access to sporting equipment and apparatus.

Range of physical resources e.g. bike, swing, slide, balance beams, spinner.

Classroom – Soft rocker, gym ball, trampette, steps, balance boards, lycra band.

Outdoor – Range of physical resources e.g. bike, swing, slide, balance beams, spinner, colour tyres.

Swimming – 1:1 weekly sessions at external swimming pool (Tuesday).

Swing – park to access adult swing

Rebound – trampoline park

Bespoke

Focus activity:

Student Voice

Students to play a strong role in creating a CV that will be shown to adult services. This is their chance to explain who they are and what they like.

Fund Raising Activities

Students to engage with a variety of fundraising activities to support Post 16 and its offers. Through focused activities such as sponsored walks, swims, and car washes.

Motivators

Students to extend their learning through their motivators which will be supported by the AQA units. Learning Intent

Some Students will be able to verbally contribute to their CV and make choices during the fund raising.

Most Students will participate in at least 2 fund raising activities.

All Students will create a basic CV that can be shared with adult services.

Career – Social Enterprise

Focus activity:

Internship

Each student will be offered the opportunity to access an internal internship to explore the world of work.

HP Community Café

Catering Department – food preparation, hygiene and safety, planning menus and ordering/shopping for ingredients.

Marketing – designing the menus, posters, flyers, customer experience by setting up the café

Front of House – meet and greet, taking orders, money skills, and food service

ICT/Drawing - Graphic Design

Students would support with online shop, posters, leaflets, promotion, newsletters that can be shared across school, parents, and the local community.

Some Students will be able to work with the ICT manager to create a leaflet/poster.

Most Students will participate in at least one role with adult support.

All Students will have the opportunity to access a role with a career-based focus.

Independence & Living

Focus activity:

Food Technology – Meal Preparation

Students to engage with creating their own meal for lunch as well as focused activities to increase knowledge on key preparation skills.

Breakfast delight Cafe

Students working at Breakfast Delight Cafe are allocated roles dependent on their abilities, needs and interests. The aim is to maximise independence at each role they have been allocated.

Learning Intent

Some Students will independently take on a role with reduced support.

Most Students will participate in a focused role within breakfast café for a brief period.

All Students will explore the different preparation techniques for a brief period.

Friends, Relationship, Community

Focus activity:

Out of school trips: exploration of the local and extended areas around school.

Students to participate in activities outside of school increasing their time out in the local community. Students to start to engage with services that they will be attending after High Park which will support their transition from school to adult services.

Learning Intent

Some Students will take a lead when travelling to new areas.

Most Students will walk a short distance to a different learning environment with adult support.

All Students will respond to the Object of Reference by moving closer to the adult or moving away to make a choice.

Out of school community transitions:

Swimming, park, museum, local shops, college, climbing wall, trampoline park.

Car Park transitions:

Litter picking, walks, cycle club, outdoor gym.