



Life Skills Policy

Subject Leader: Kirsty Bryan

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Introduction

White Ash School is a Generic Learning Disabilities special primary school that provides specialised learning for children with a wide range of learning difficulties and disabilities. This includes profound and multiple learning difficulties, moderate and severe learning difficulties, visual, hearing and multi-sensory impaired children and children with an Autistic Spectrum Disorder and Attention Deficit Hyperactivity Disorder.

Our School Values at White Ash are;



Intent statement

Life Skills provides our children with the necessary tools they require to participate in everyday life. At White Ash School, we believe that Life Skills is very important; it supports and equips our children on their journey to becoming independent and successful members of society. Life Skills is intrinsic throughout every subject area and the daily experiences and opportunities our children encounter. It aims to build on every child's individual capabilities by encouraging them to be as independent as possible. In doing so, we help to develop their unique abilities and areas they may find difficult to overcome. We teach our children the life skills, suitable for their needs, to improve their quality of life ensuring they are able to stay safe, care for themselves and most importantly, communicate with others.

Our children learn to adapt their skills to be successful throughout life whilst developing their spiritual, moral, social and cultural awareness for life and work in modern Britain.

Equal opportunities

Our school ethos and curriculum ensure that all pupils receive a quality education to develop the 'whole child' regardless of their age, disability, gender, race, religion, sex, sexual orientation and gender reassignment or socioeconomic background.

Our aims for Life Skills at White Ash are:

- To deliver an engaging, meaningful and high-quality curriculum accessible for all children, their individual needs and learning styles.
- To equip staff with the knowledge, understanding and confidence to deliver high quality learning opportunities that build on children's prior knowledge and skills.
- To ensure all children make progress from their individual starting points with an emphasis on independence and developing the whole child.
- To develop self-help skills which allow children to be as independent as possible.
- To provide our children with a range of tools to effectively communicate with others.
- To inspire our children for their future and life after White Ash.
- To support families to continue high quality learning at home.

Implementation

Teaching and Learning

Class Teachers and Level 3 Teaching assistants deliver our inclusive, broad and balanced Life Skills curriculum. They have the flexibility to deliver the curriculum in a way that is appropriate for their learners. Teachers are responsible for planning and delivering teaching, considering differentiation and a wide range of individual needs.

Our skilled and knowledgeable staff use a range of techniques to meet the needs of our children and provide personalised learning. They are able to tailor activities and build on prior learning that best meets children's individual needs. These techniques include;

- Active learning
- Practical and engaging resources
- Motivating and enjoyable experiences
- Modelling and scaffolding
- Circle time
- Role play
- Visitors
- Community links
- Educational visits
- Small groups and whole class learning
- Total communication
- Books
- Videos
- Sensory exploration

Life Skills cannot be confined to its own discrete subject; therefore, at White Ash, it is delivered within a whole school approach which includes:

- Teaching throughout designated mealtimes (magic breakfast, snack times, lunch, baking, Fun with Food)
- Making curriculum links to other appropriate subject areas (LOtC, maths, PE)
- Through Life Skills activities, lessons and whole school events
- Through weekly Key Stage assemblies
- Throughout daily routines (registration, toileting, playtime)
- Through curriculum enhancement opportunities

Life Skills

Our Life Skills progression document was created using B Squared, PIVATS and the National Curriculum. It progresses through phases and develops incrementally building on prior skills and knowledge. It is based around three core themes:

- Functional self-help skills
- Social skills
- Vocational skills

All children who access the Pre-semi formal (phase 3-5), Semi-formal (phase 3-6) and Formal (phase 5-8) Curriculum have one Life Skills target on their Individual Learning Plan (ILP) which they work towards for a full term. Sensory Learners (PMLD) who access the Informal White Ash Sensory Curriculum have two Independence and Self-help targets each term. Teachers must use all three areas of the Life Skills progression document (as above), when setting SMART Life Skills

targets, to ensure a broad and balanced curriculum is covered. Teachers also pay regard to individual Education and Health Care Plans (EHCP's) when target setting.

Life Skills targets are met throughout daily routines or other curriculum areas. This is dependent on cohorts and individual targets. Class teachers display this on their timetables.

The foundations of Life Skills begin in our Early Years department. Early Years children access the Early Years Framework and follow the White Ash EYFS Curriculum. Children have one Personal, Social and Emotional Development target on their ILP each term and two Physical Development targets covering Physical Education and Self Help.

Responsibilities

It is every adult's responsibility to know the Life Skills/Independence and Self Help targets of the children in their class. It is also their responsibility to know the abilities and needs of each child in their care and how to challenge them appropriately considering the sequence of skills and child development. Adults should implement Life Skills at any given chance during lessons, play times, PE, toileting, mealtimes, when out in the community and wherever else appropriate.

Cross-curricular references

Life Skills links to most subject areas.

- Maths – money, weighing, capacity, fractions and percentages
- English – writing, reading, communication, language
- Science – hygiene, teeth, healthy eating
- LOtC – road safety, stranger danger, public transport
- Geography – map work, my home, local amenities
- PE – getting dressed, staying healthy, riding a bike, working together

Extra-curricular activities

Assemblies/Full Council/Charity fundraising	Topic	Days/Educational	Visits/LOtC/Swimming/School
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Community links

Brave Church play group/Oswaldtwistle Library/local supermarkets and cafes/Music and more/Tots for tires/Burnley football club/Hyndburn sports centre.

Interventions

Food with Food, Sensory Processing, Library visits, walks in the community, teacher led mealtimes, Magic breakfast, snack time, swimming, tots for tires etc.

Supporting families

White Ash work hard to provide effective home school links with families establishing effective working relationships between home and school to support pupils with the help of our Family Liaison Officer.

This is done through our initial induction meetings, parents' evenings, social media, newsletters, daily class dojo messages, class pages on the school website, regular phone calls home as well as a calendar of events. Our Life Skills and PSHE lead holds annual parent workshops to support families to continue high quality learning at home.

Learning Outside the Classroom

Life Skills is at the heart of every Learning Outside the Classroom lesson. From the beginning of each session, we encourage children to take ownership of the things they will need e.g. apparatus, appropriate clothing and footwear, food, drink, route etc. Any session that leaves the school grounds immediately focuses on staying safe including stranger danger and road safety skills. When out in the community, children are encouraged to communicate with shop workers, librarians, bus drivers etc. to build confidence, personal skills and culture capital. Some sessions may include cooking, den building, using tools, interacting with animals/water/fire and how to handle these appropriately whilst staying safe.

Impact

Assessment and recording

Data is collected termly and is assessed by the subject leader at the end of each term. Following this, pupils are identified for interventions, a need for resources or further support for pupils, staff and families is highlighted.

Ongoing formative and summative assessments are completed through teacher observation, termly assessments of ILP's and the progression document and recording of pupil's work. This informs evaluation of the termly targets and future target setting.

Our pupils' work is assessed and moderated within our own school and by our colleagues in the Primary Generic Learning Difficulties schools in Lancashire; these are Acorns Primary School, Pendle View Primary School, Holy Grove Primary School and Kingsbury Primary School.

Pupil progress

Teachers assess using the White Ash Life Skills progression document and also record the progress made on ILP's each term. This allows for an in depth insight into the progress made by all pupils and what could be done to improve progress throughout the school. This is a celebration of learning for each term which demonstrates progression across school. We also use the app Evidence for Learning to record progress linking to individual targets. This evidence forms our termly reports to parents.

Teachers use the information from termly assessments with regards to pupils' achievements and progress in this subject to inform the Annual Review process, end of Key Stage Assessments and reporting to parents.

Monitoring and evaluation

During subject leader days, the subject leader will track Life Skills knowledge and understanding by looking at planning, pupil work and data, conducting moderations, observations and holding discussions with members of staff and pupils.

It is the responsibility of the adult delivering the curriculum to monitor and evaluate pupil progress.

It is the responsibility of the Subject Leader to:

- Keep under review and make suggestions for the updating of all equipment.
- Research the range of equipment and resources appropriate to the needs of the pupils at White Ash.
- Liaise with the Head, Deputy and staff re: the development of teaching and learning of this subject throughout the school.
- Review on a regular basis the provision for this subject in line with new government initiatives.

The Curriculum Subject Leader is released from her classroom in order to work alongside other teachers. This time enables the lead to:

- Support teachers in their own classrooms
- Support teachers in the development of subject teaching
- Monitor and evaluate the quality of subject teaching throughout the school.
- Opportunities for teachers to review Schemes of Work, Policy and published materials are given during staff meetings.

Links to other policies and guidance

Safeguarding

LOtC

Mathematics

Science

English

Geography

PE

Monitoring and Evaluation i.e. Governors Report

Review Date November 2024