

4TS Functionality and Independence Drivers

Students are active participants in real life, concrete learning experiences which allow them to generalise knowledge & skills into their everyday lives. For example, using real money in mathematics lessons enables students to become familiar with the look, feel & value of coins & notes. Pupils also access accreditation which, upon completion, promotes self esteem.

Opportunities for pupils to apply their learning and skills in functional situations will help to prepare them for independence, adulthood and life beyond Percy Hedley School. Students are given opportunities, with the support of therapists, teachers and support staff, to go into the community and use the skills they have developed in school. Example of this include social communication skills such as conversing in shops with staff, personal organisation when preparing themselves for an outdoor visit and personal safety when out in the community.

Students are made aware of the expectations of staff & parents when practising independence & functional skills. They are given clear guidelines in written or pictorial form according to ability. These are referred to throughout given tasks. Photographic evidence may be required which is used to reflect on students progress during tasks.

Fostering a sense of responsibility as well as practising functional skills is practised throughout school. For example in class students are given specific morning tasks—collecting the register, getting their diary, going to the kitchen for drinks in

Students are encouraged to make informed choices throughout the day. They are expected to practise these skills at home & in their own community.

Students are encouraged to be independent learners where applicable. Support is obtained from a range of resources including adult facilitation, timelines, CIP symbols, picture prompts, set routines at the start of end of day. Students are given the time & opportunity to complete tasks at their own pace.

Students have access to a range of resources to promote functional independence. They are given the knowledge in small steps, which are practised frequently with adult facilitation. As the student increases in confidence they are expected to carry out given tasks with decreasing support. For example using public transport, locating & buying an item in a shop. Resources may include visual step by step instructions in completing the task.

A consistent approach is maintained from all staff involved in the teaching & learning of independence skills. Students reflect on mistakes & learn from them. Successes are celebrated, which give students confidence to try again & promotes self-esteem when they succeed.

Collaboration with parents/carers/residential staff are maintained in order to share targets & set expectations. Functionality and independence in the home environment is also an integral part of the learning process, for example evening routines, making choices, relaying messages from school.

Peer support is promoted when out in the community practising specific tasks. Tasks may be shared between two students, discussions may take place, which can help to clarify next step for learning. Students may also rely upon a peer to 'take the lead' when carrying out a task. Staff ensure students work with one another who are sharing similar goals.

Everyday independence skills are practised in school with the support of a range of resources, for example dressing & undressing, drinking, cutting up food, directing adults in personal care needs.

EHC & therapy targets are linked to the individual needs of the student. Discussion is carried out between class teams who set targets that are challenging, realistic & relevant to the students' needs. For example road safety.