



Sunningdale School

Subject Overview: Independence

The school is ambitious in its pursuit of the best possible outcomes for its pupils. Sunningdale School is committed to providing a broad and balanced curriculum that remains wholly appropriate to the needs of each learner. A multi-tiered curriculum model is utilised so that content and pedagogy can be closely matched to the needs of pupils. This approach is arranged across 3 theoretical pedagogical pathways that begin on transition from the Early Years Foundation Stage and run through Key Stages 1 and 2 until the pupils' transition to relevant secondary provisions at the end of year 6. The pathways are the Pre-formal Pathway, the Semi-formal Explore Pathway and the Semi-formal Play Pathway.

The subjects taught within each curriculum pathway are closely matched to the developmental needs of the learners accessing that pathway, enabling them to develop the appropriate baseline level of knowledge, understanding and the skills required to access the next pathway approach or to prepare them for life beyond the school, secondary school and adulthood.

Our Independence curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps. Strong links are made with Preparation for Adulthood (PfA) outcomes and Independence builds cumulatively towards supporting these: Employment, Independent Living, Community Participation, Friendships & Relationships.

Through the curriculum area of Independence we aim to teach the learners transferrable skills which they can draw upon to enable them to successfully negotiate their way through everyday situations.

The key skills and knowledge we want to develop in Independence, are:

- Dressing and Undressing
- Travel Training
- Shopping
- Cooking

Each of these subheadings also includes fine and gross motor skills, balance and agility, thinking, problem solving and maths, communication skills, reading, writing, local geography and social skills.

Developing Independence supports pupil's development and understanding of British Values.

The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child so that they can 'be more'.

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance

Independence supports pupils' ability to be responsible, respectful, active citizens who understand the fundamentals of British values and who demonstrate this by contributing positively to society as functioning members of the community who can follow the rules of both social expectation and law.

Our Curriculum Intent: Independence

The Independence curriculum has been carefully designed and sequenced to provide pupils with a secure, coherent knowledge of:

- how to dress and undress independently and appropriately for the weather,
- how to travel safely as pedestrians and using a range of public and private transport,
- how to successfully complete the sequence to identify, select, purchase, bag and transfer shopping
- how to safely use a range of appliances, utensils and ingredients to make a range of meals, snacks and drinks

At all stages, the curriculum links to previous content and concepts and identifies later links.

The Independence curriculum is carefully planned to ensure concepts are taught in optimal order to support children's understanding. Medium term plans are tailored to the needs of each class, adapting the learning areas and opportunities to the interests, needs and level of learning of the class. They consist of basic mapping of concepts, resources, activities and content link to the termly curriculum connector theme. This is actioned at a pupil level through the use of a highly personalised planning system supported by specific Personalised Learning Plans (PLPs). PLPs are used these to set very small stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP) and linked to Preparation for Adulthood outcomes.

At the earliest stages, the sequence of learning begins with 'active learning' where a learner intentionally engages with objects, others or their environment and is aware that they have autonomy. A learner at this stage may have severe physical difficulties, which prevents them from being able to dress independently but they are able to eye-point to choose what they want to wear or select appropriate clothing for the weather. The learner is given all opportunities to demonstrate their independence.

As Independence becomes more developed it allows the learner to transfer their autonomous skills to be able to follow instructions, rules, expectations, sequences etc. For example, Travel training begins with a learner reaching out for a desired object, moving themselves towards an item of interest, independently moving to a chosen area out of sight, noticing and moving safely around obstacles, following the rules of the Green Cross Code to safely cross a road.

Independence prepares pupils for future learning and transition to Key Stage 3 by building their self esteem and confidence in their own ability to dress, cook, travel and shop and encouraging them to demonstrate resilience by critically thinking and problem solving when they encounter obstacles.