

# *Preparation for Adulthood at West SILC*



# Table of contents

01 Overview

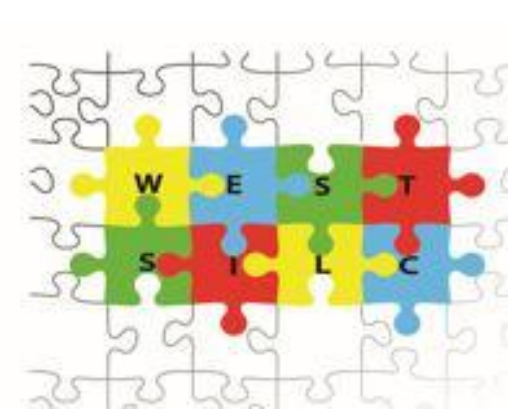
02 Intent

03 Implementation by pathway

04 Impact

05 Assessment





# Overview

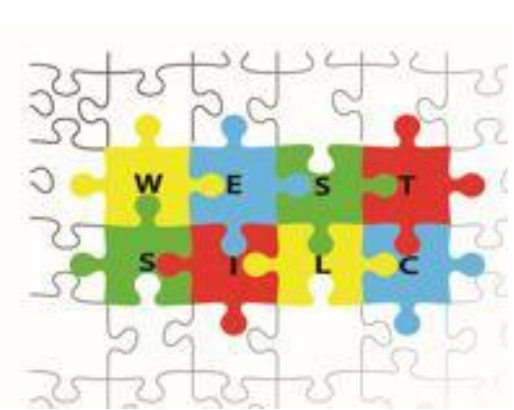
Preparation for Adulthood is a guiding principle throughout the learners' journey at West SILC.

A high-quality and purposeful preparation for adulthood education provides support and guidance to help learners achieve their aspirations, including progression to employment (NDTi, 2024).

Our aim is to support each individual learner with their unique educational needs, enabling them to leave as independent as possible and equipped with the skills to make informed choices in life.

We aspire for each learner to become active learners who can effectively communicate their needs and desires, facilitated through an appropriately adapted and personalised curriculum.





# Subject Intent



The intent of the Preparing for Adulthood curriculum at West SILC is to ensure that every learner, regardless of their starting point, develops skills to their full potential to allow them to become as independent as they can be to allow them to be active citizens and make informed choices.

- Build upon prior knowledge and a progression of skills to ensure that learners can reach their potential and be as independent as possible.
- Develop an understanding of resilience and problem-solving skills to support adult life and future careers.
- Foster aspirational learners with an awareness of the key role that preparation for adulthood plays within our community and the world, and the opportunities that this creates for future careers.
- Encourage learners to be self-motivated to make choices and know who to turn to for help (trusted relationships).
- Incorporate EHCP outcomes to promote cross-curricular skills, knowledge, and personal development.

Crucially, we recognise that one size does not fit all. Our curriculum is intentionally designed to be flexible and personalised, using different delivery methods to ensure that learning is relevant, engaging, and empowering for every learner.

Preparing for Adulthood is part of what we do through our pupils small steps, all day, everyday.

# Explore, Engage and Aspire pathways

In the Early Development Pathways at West SILC, Preparing for Adulthood skills are developed through supporting learners with their small step progress. These are embedded into the curriculum and support learners with their own individualised development. Many of our learners are at pre-subject-specific levels of engagement, and therefore require a curriculum that prioritises sensory regulation, communication, physical development, and emotional engagement over formal academic content. Preparing for adulthood is a golden thread through all of these pre-subject-specific areas.

There will be some subject specific links to Preparing for Adulthood through meaningful, exploratory experiences embedded within the EYFS framework and The Engagement Model. These experiences are designed to support early cognitive development, communication, and curiosity to support learners to develop the foundation of skills for life.

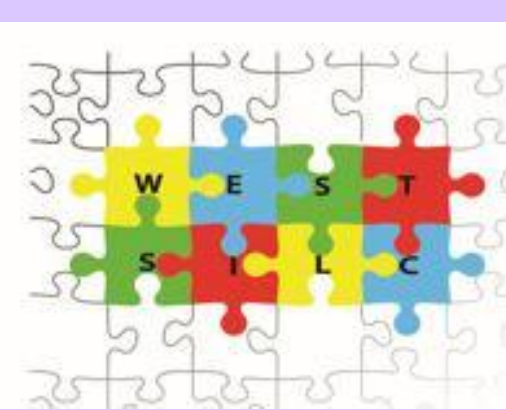
Examples of Preparing for Adulthood Experiences:

- Zones of regulation resources used in all classrooms to support early development of understanding and regulating their own emotions.
- Total communication environments (Makaton, visuals, social stories, visual timetables, choice boards) which enable learners to understand the world around them.
- Using transitional objects and symbols to support exploring the wider environment and how to cope with changes to their environment.
- Pupils to be encouraged through visual resources to support with following daily routines (putting on coat, putting on shoes, etc) whilst being encouraged to try some elements for themselves when they are ready.
- Aided language displays are embedded throughout every activity to support learners with language development, to support with making requests and choices.
- Pupil develop their understanding of the world of work through tailored and specific experiences, for example, through off site trips, visits from emergency services to provide explorative experiences. Pupils in KS4 are able to access a Next steps event to allow parents/carers to explore Post 16 providers, alongside the learners.

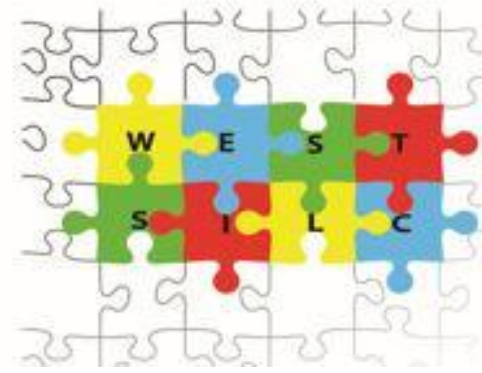
These activities align with areas of the EYFS such as Understanding the World, Expressive Arts and Design, and Communication and Language, and support the five areas of the Engagement Model: exploration, realisation, anticipation, persistence, and initiation.

Life skills development is focused on through communication activities to support learners in making choices, expressing preferences, and giving consent. There are various ways for learners to explore making choices, including using different forms of communication such as AAC, talkers, Eye gaze, exploratory play, sensory activities, visual resources, transitional objects, Aided Language Displays and following the learners' interests.

## Implementation by pathway



# Explore, Engage and Aspire pathways



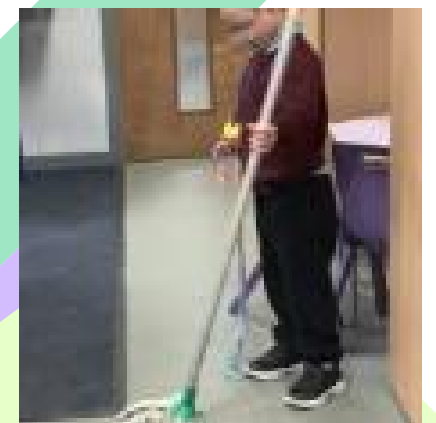
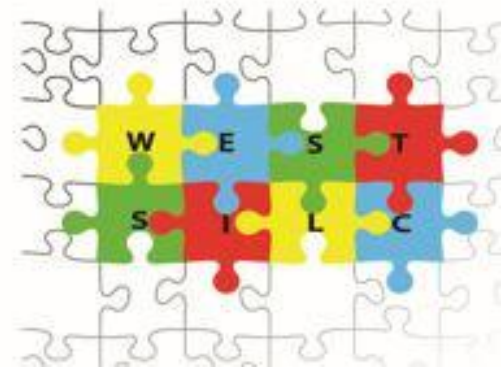
# Connect Pathway

Within the Connect classes there is a focus on developing independence skills and life skills through daily and regular activities across the weekly timetable. Learners are supported to make informed choices and develop communication skills to allow them to have a voice and opinion about their aspirations and daily lives. These are embedded into all areas of the curriculum and through working on small steps.

Working on communication skills is embedded throughout all lessons, and as much as possible learners have real-life experiences, for example, making shopping lists for cooking sessions and using money when shopping for ingredients.

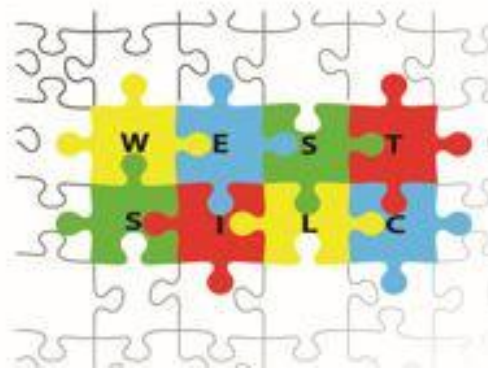
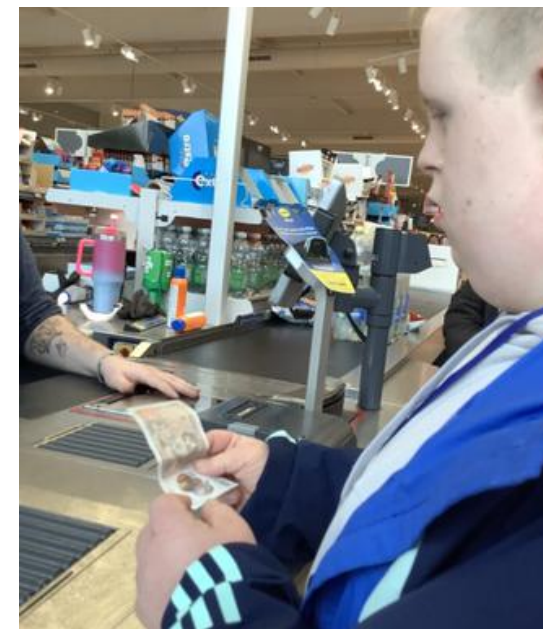
All the skills taught and developed are building blocks towards the learners becoming as independent as possible. Close links are established with the Post 16 department when learners are ready to transition to the next step. Learners take part in careers week across the pathway. In primary classes learners have experiential activities to allow them to explore the world of work through hands on and provision based activities. In secondary classes pupils have work experience opportunities linked to the year they are in, to provide building blocks to work up to work experience in the Post 16 work hubs. A 'Next Steps' event is held each year where learners and parents/carers can meet Post 16 providers to explore their next steps.

There is a focus on supporting learners to develop skills through developing engagement and attention. This includes working on regulation skills, such as using the Zones of Regulation resources to identify how they are feeling. Schedules and timetables are used to support their understanding of time keeping and routine. Independent living skills are focused on through personalised learning and through working on EHCP small steps. This supports learners in developing their sense of worth and mental health and wellbeing. All classes provide learners with personalized learning and work closely with learners and families to support working towards their aspirations for adulthood.



# Connect Pathway continued

Learners have roles and responsibilities in class, supported by visual schedule boards and visual instructions on how to complete tasks. This is scaffolded and modelled through adult support to help learners to develop early skills and develop independence. As learners move up through the department, and when they are ready, the level of support decreases to build up their understanding of following the process and to develop resilience skills and pride in what they have achieved. The aim is for all learners to be as independent as they can be to support them into adulthood, to give them a sense of purpose and supporting self worth. This will also support them with becoming active citizens and feeling part of the community that they live in.



# Climb pathway

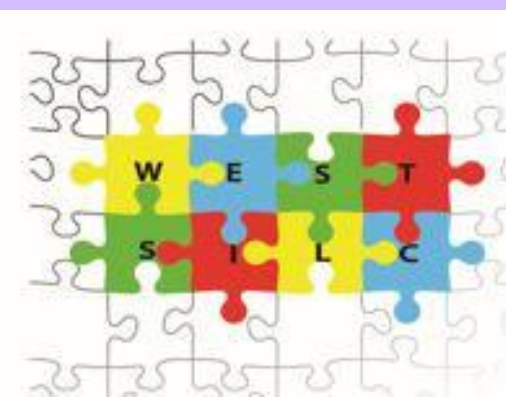


The Climb Primary curriculum provides a sequenced, skill-based progression, tailored to learners with more structured cognitive learning profiles.

Climb accesses their learning through discussion-based activities to develop engagement, social, and communication skills. All classes provide learners with personalized learning and work closely with learners and families to support working towards their aspirations for adulthood.

Working on communication skills is embedded throughout all lessons, and as much as possible, learners have real-life experiences. Skills are worked on through cross curricular activities to support with embedding and generalising skills. Learning is also taken out into the community to support social skills in the outside world, managing risk and problem solving.

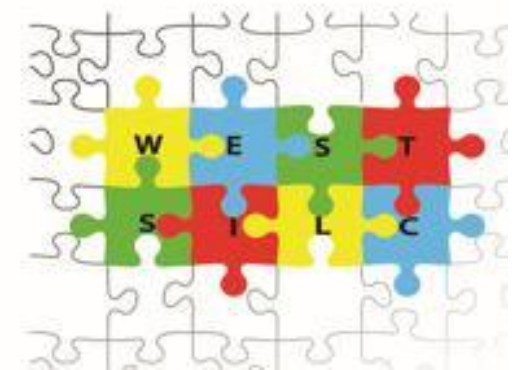
All the skills taught and developed are building blocks towards the learners becoming as independent as possible and taking an active role. Pupils have many opportunities to work on their emotional regulation and to work on their small steps to support their personalised progress.



# Climb Pathway

Close links are established with the Post 16 department when learners are ready to transition to the next step. There is a focus on supporting learners to develop employability skills through engagement and attention skills. Transitions are flexible to the needs of the pupils and can take place over a period of time which meet the requirements to individual pupils. These are supported through the use of visuals, social stories and transition passports to support understanding about change.

Learners have opportunities to take part in careers fairs, careers week, visits to other provisions and explore different careers pathways to nurture interests and skills. Learners take part in careers week across the pathway. In primary classes learners have experiential activities to allow them to explore the world of work through hands on and provision based activities. In secondary classes pupils have work experience opportunities linked to the year they are in, to provide building blocks to work up to work experience in the Post 16 work hubs. A 'Next Steps' event is held each year where learners and parents/carers can meet Post 16 providers to explore their next steps. Independent living skills are focused on through personalized learning and through working on EHCP small steps. This supports learners in developing their sense of worth and mental health and wellbeing. There is a focus on supporting pupils with taking responsibility for daily routines and roles. This can take place through role play, discussions and practical activities.



# Elevate pathway

Learners who are part of our Priesthorpe provision follow the RSE curriculum taught by Priesthorpe school staff, with additional support from West SILC staff as required.

During Key Stage 3, they follow the mainstream curriculum with high levels of differentiation and personalized learning opportunities.

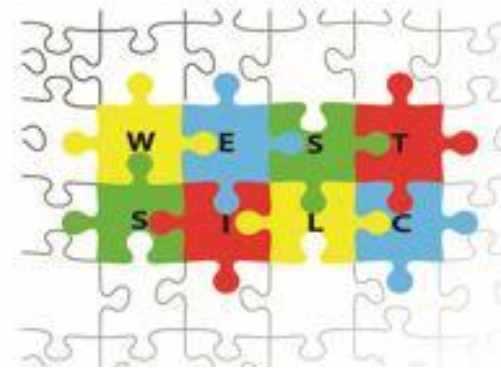
In Key Stage 4, students work towards Entry Level Qualifications and develop employability skills through career guidance (through Priesthorpe and the SILC), ASDAN work, GCSEs, coaching, and exploring options for the future, including work experience.

Life skills development is supported across the curriculum through subjects such as maths, where learners work on EHCP small steps. Through English, learners develop their oracy skills to assist with qualifications and when working on skills for the workplace. In science, learners work on their problem-solving skills and learn about technology and its uses in the workplace.

ASDAN provides a framework for developing skills in the community and running and organizing events focused on employability skills. In Year 10 and 11, learners explore post-16 provisions available to them, and it is a key part of the process to support making choices. Independent living skills are focused on throughout the curriculum through a wide range of subjects.



# Elevate pathway





## **WAIP**

Preparation for adulthood at the AIP is embedded across all curriculum areas. KS3 students join our provision for average, for a 6 to 12 week period.

Preparing for adulthood sits within the planned taught curriculum of PSHCE, as well as being evident in all curriculum areas. The building blocks of our curriculum are built on the KS2 and 3 National curriculum, which is then adapted to meet the needs of the pupils, with a key focus on developing engagement skills. Pupils have access to a holistic curriculum which equips pupils with social and mentoring skills. Within the curriculum there is a strong emphasis on pupil voice, including having a pupil passport to allow them to share with others how they learn.

Independence and employability skills are developed throughout the curriculum to support pupils to develop and understanding of their physical and mental health. It aims to give them strategies to cope with their emotions, including how to cope in different situations, as well as working on the importance of their mental health and wellbeing.

Developing all of these skills with the pupils aims to help them to build their confidence, enjoy lessons and begin to hold a more positive attitude towards education. Working with pupils on their Social, Emotional and Mental Health supports them to transition back to their main placement, when appropriate.

Personal development and wellbeing are supported through a nurturing environment where pupils can develop skills for life, whilst developing an understanding of the world around them.



# Impact

- Learners will have an understanding of pathways available to them when transitioning into adulthood.
- Learners will become resilient and confident in making choices that directly impact them.
- Learners will strive for independence and have a sense of achievement and pride in their accomplishments.
- Learners will be able to use their voice to make choices about their future and know where to seek help when needed.
- Learners will apply transferable skills learned during Preparation for Adulthood sessions to real-life situations where appropriate.
- In Preparation for Adulthood, learners will be aware of possible career and life choices through exploring different options.
- Students will make progress in developing their skills and exploring the world, measured through assessment data, particularly through small steps progress.





## Assessment

At West SILC, Preparing for Adulthood assessment is personalised to reflect each learner's stage of development and pathway. For learners working below subject-specific learning, progress is measured through individual EHCP small-step targets, with a focus on engagement, interaction, alongside the Engagement model and the SENIT framework. In Connect and Climb, progress is tracked using small step targets and through all curriculum areas, in particular through the Learning to Love curriculum. For those in Climb working closer to age-related expectations, progress is assessed against adapted National Curriculum objectives through ongoing teacher assessment and small step progress, including close links to the Learning to Love curriculum. All learners have annual review meetings where aspirations and areas for development are discussed with families to provide continuity. Across all pathways, assessment in Preparing for Adulthood is continuous, formative, and holistic, celebrating each learner's achievements and ensuring that progress informs future planning and supports their individual aspirations.