



**John Chilton School**  
**Life Skills Policy**  
**Incorporating Careers Strategy**  
**2023**

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**RATIONALE:**

John Chilton School has grouped the following subjects together as Life Skills: careers information education and guidance, citizenship, gardening, cookery and travel training. We believe that these skills will enable our pupils prepare for adulthood by becoming as confident and as independent as possible. By using these skills pupils will learn how to safely access community facilities, maintain a healthy life style and participate in community projects that will help them develop and understand the skills needed for living as independently as possible.

**AIMS:**

- To develop independence and confidence in the community
- To develop the life skills needed for adulthood
- To access facilities within the community through travelling and learning how to use local amenities
- To participate in learning outside of the classroom and beyond the school community
- To have opportunities to become as independent as possible in their adult life.
- To enrich their experiences which can be limited because of their disabilities
- To develop the skills and qualities needed for a successful working life or to know how to spend their time as a member of the community.
- To develop an understanding of the associated risks within life skills activities
- To develop resilience and problem solving skills

**INTENDED OUTCOMES:**

- To be able to enjoy participating in community-based activities
- To be able to access local amenities
- To understand the importance of healthy lifestyle choices
- To be able to assess and avoid potential risks and apply problem solving
- To know the consequences of safe and unsafe behaviour
- To be able to access paid employment, voluntary employment or know how to constructively spend their time within the local community

**RESPONSIBILITIES:**

**Overall responsibility:** Lynn Johnston

**MONITORING AND EVALUATION:**

Each area of the curriculum is overseen by a member of the Senior Leadership Team. Regular meetings are held with the subject leaders involved in the group.

Regular observations and learning walks are held and these feed into curriculum monitoring and evaluation.

Subject leaders are expected to fulfil a number of roles in monitoring and evaluation. These include:

- Giving advice and support to colleagues; arranging CPD as appropriate through peer mentoring, modelling or outside agency training
- Auditing and ordering resources and overseeing the allocated budget
- Developing, implementing and reviewing a cycle of action plans
- Ensuring policies and schemes of work are in place and annually reviewed
- Scrutinising and giving advice and feedback on termly plans
- Frequent and regular work sampling
- Contributing to assessment and moderation of the subject

- Giving feedback to SLT on areas of strengths and development
- Surveying parents, pupils and staff regarding the effectiveness of their subject.
- From time to time and when appropriate, to liaise with the appropriate teacher or department in ARA and/or other providers.
- To work with external agencies such as FE colleges and Ealing Connexions services.

#### **BRITISH VALUES:**

The DFE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.”

Our school’s curriculum incorporates and promotes British Values through celebrating diversity, finding out about and respecting other cultures and faiths, using a wider range of resources and texts, learning about the British monarchy, justice system and democracy in action.

#### **SAFEGUARDING:**

The school actively promotes equal opportunities through its career’s strategy. Lessons, visits and activities promote diversity within the workplace and is acutely aware of the potential common stereotypes that can arise when discussing careers and workplaces with children and young people. Including race, gender, religious beliefs and sexual orientation. For example; ‘all nurses are female, construction industries are for men.’

When working with external agencies the school and its careers leaders ensure that safeguarding checklists are completed and that DBS checks are carried out by office staff. Visitors use our recognised system of coloured lanyards when moving around the school.

When participating in practical enterprise activities and workplace visits, risk assessment is carried out by the lead teacher of the activity or event including pre-visits by staff working on the projects ensure safe accessibility and suitability of work placements for individual pupils.

Health and safety form a key component of workplace and employment skills and is embedded in projects and careers lessons for example; safe storage of tools and equipment, using appropriate clothing and safety equipment and learning about how to minimise risk of injury in the workplace. When communication and use of ICT is necessary as part of careers and employment lessons, pupils are informed of the importance of e-safety and responsible sharing of personal information.

#### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:**

John Chilton School regards SMSC as a core entitlement for all pupils. It is embedded in the culture of the school, the whole curriculum, modelled by staff and pupils and provided in all formal and informal settings. Teaching provides opportunities for reflection on learning, ideas, opinions and behaviour. The bespoke curriculum has been developed to motivate pupils, encourage them to imagine and enquire and cultivate a sense of enjoyment and fascination in learning about themselves, others and the world around them.

Pupils will be able to work on the development of their social skills with familiar and unfamiliar adults/children. They will have opportunities to develop an understanding of personal space when interacting with the general public. They will learn to develop their understanding of how to be respectful to our community/environment. There will be many opportunities to explore and develop knowledge and understanding of different communities and their cultures through volunteering, cooking, travel and community access.

#### **SPECIFIC SUBJECT AREA: TRAVEL TRAINING**

##### **AIMS:**

- To develop pupil’s awareness of stranger danger in the community. To access local amenities within the community safely.

- To know how to travel around the local area accessing public transport.
- To promote independence in the community.

#### **INTENDED OUTCOMES:**

- To be able to travel independently in the local area showing awareness of road safety.
- To recognise local amenities and their use.
- To recognise how to stay safe in the community including awareness of stranger danger
- To use apps and technology to plan journeys.

#### **ORGANISATION:**

- In the primary department pupils have the opportunity every term to go out into the local community to develop their awareness of their environment and the people around them in a safe way. Travel training is also integrated into other class-based topics.
- In Phase 3 pupil access Life Skills as a discrete timetable subject and follow a rolling programme of travel training, community experience, cooking and first aid.
- In Phase 4 pupils build on their skills with a term each year on gardening, cooking and travel training. They extend the range of places they visit and the different types of transport they use depending on their ability. Mencap provide individual independent travel training to identified individuals.
- Pupils in Phase 5 are assessed against the Preparation for Adulthood framework which includes Friends, Relationships and Community; Good Health; Independent Living and Employment.

#### **SPECIFIC SUBJECT AREA: COOKING**

##### **AIMS:**

- To promote healthy eating and a balanced diet.
- To develop skills for cooking
- To understand where different ingredients come from and make healthy choices.
- To learn how to use different equipment safely and hygienically.
- To be aware of and to be able to use adapted equipment to meet the needs of their disability.
- To try new and different foods and communicate their preferences.

##### **INTENDED OUTCOMES:**

- To be able to prepare simple healthy meals.
- To be able to choose healthy meal options
- To know where to buy or source ingredients
- To know how to use tools, equipment and common cooking appliances showing awareness of personal safety and hygiene.

##### **ORGANISATION:**

- In the primary department pupils have the opportunity every term to safely prepare healthy meals which reflect the variety of cultures from within our school. The curriculum also provides opportunities for pupils to create specific dishes which reflect the themes and topics being taught.
- In Phase 3 pupil access Life Skills as a discrete timetable subject and follow a rolling programme of travel training, gardening, community experience, cooking and first aid.

- In Phase 4 pupils build on their skills with a term each year on gardening, cooking and travel training. They extend the range and complexity of the dishes they make. They are encouraged to make healthy choices when designing menus and meals.
- In Phase 5 pupils are involved in a range of cooking activities and processes such as shopping for ingredients, planning and cooking meals as well as preparing snacks and drinks to sell as part of their employment pathway.

#### **SPECIFIC SUBJECT AREA: GARDENING**

##### **AIMS:**

- To promote and understand how to grow and look after plants and vegetables.
- To learn how to use equipment safely when in the garden.
- To develop understanding of which plants and vegetables can be used in creating a healthy meal.
- To have the opportunity to work as part of a group outside of their classroom.
- To develop an interest in employment roles working outside.

##### **INTENDED OUTCOMES:**

- To be able to successfully grow fruit and vegetables that can be used for preparing healthy meals.
- To know how to use equipment in a safe way.
- To be able to work collaboratively on gardening and environmental projects.
- To have skills and knowledge to join a leisure group and communicate their preferences for working outside
- To develop roles and responsibilities within the garden that promote independent working and employment opportunities.

##### **ORGANISATION:**

- Pupils work with their class staff (Teacher and TA's)
- In the primary department pupils have the opportunity every week, to visit the school garden and to work on group gardening and environmental projects. They learn how the garden changes over the different seasons and learn about the different jobs they need to do throughout the year to look after the garden. They cultivate an area within the playground to provide access to a sensory garden for pupils at leisure times.
- In Phase 3 pupil access Life Skills as a discrete timetable subject and follow a rolling programme of travel training, gardening, community experience, cooking and first aid.
- In Phase 4 pupils build on their skills with a term each year on gardening, cooking and travel training. They learn how to grow produce which can be sold at a profit which they can re-invest for future gardening projects. The produce they grow is also used to create healthy meals.
- In Phase 5 Pupils gain in-house work experience through our 'Employment Pathways' Gardening team. Developing responsibilities and routines in gardening and horticulture roles. Links with Green Corridor are made as potential routes for further education for pupils leaving our school 6<sup>th</sup> Form.

#### **SPECIFIC SUBJECT AREA: PERSONAL AND SOCIAL DEVELOPMENT AND CAREERS INFORMATION, EDUCATION AND GUIDANCE**

##### **AIMS:**

- To explore likes, dislikes, interests, how to spend time and develop this for the future.
- To explore the world of work through paid and unpaid opportunities.
- To explore personal identity and how the community works.
- To develop positive attitudes towards themselves and others.
- To develop goals and pathways for the future.
- To have access to independent information, advice and guidance to support them in planning future pathways.
- To be able to recognise their own skills and qualities for employment
- To know the importance of making their voice heard and to be able to make choices for their future.

#### **INTENDED OUTCOMES:**

- To know about the opportunities available for them in education and training, when they leave John Chilton School.
- To have an understanding of their skills, abilities, interests and how these can be used in employment and leisure opportunities.
- To be able to work as part of a group on a project that is paid or unpaid
- To be able to implement employability skills in a variety of settings and situations.
- To know how to spend their leisure time productively

#### **ORGANISATION:**

- In Primary pupils consider future work and career opportunities through workshops, visits and structured activities
- In Phase 3 Careers Education, Information, Advice and Guidance are taught as a subject in Red and Purple Pathways in year groups rather than mixed.. The focus is on Life/Career Management, Choices and Options and Self Development. In P3Blue pupils perform organisational and sorting tasks such as can be found in offices and kitchens and begin to develop roles and responsibilities around the school. The topics and themes of the P3 Blue Pathways also support the generalisation of career and life skills.
- In Phase 4 pupils follow the John Chilton School Certificate in Personal Social Development (PSD) or for pupils on the Engagement pathway the John Chilton School Certificate in Personal Progress (PP) based upon the ASDAN curriculum framework. These elements are cross curricular and take account of Citizenship, PSHE and Careers Education Information Advice and Guidance. Students are encouraged to visit local colleges with their parents and have an opportunity to meet representatives of these colleges at our Transition Events in school. They explore: preparing for work and have the opportunity to develop work skills through a range of modules; their own interests and leisure options; the community and their place within it; and how to improve the environment. In Phase 4 Red and Purple classes, emphasis is also placed on transition and where the pupil will attend Phase 5. Phase 4 pupils complete work experience through placement outside of school during school hours. Including working with the NHS, Scale Space and Ealing Send Hub to gain valuable real-life work and careers experiences.
- They develop their skills through the Talent Foundry and Skills Builder Hub.
- Pupils meet with employers and Connexions professionals to explore supported internships and other work experience
- In Phase 5 pupils work within one of 3 Employment Pathways to develop their employability skills and interests; The Café team, The Animal Care Team and The Gardening Team. These pupils will seek to make links with companies and charities to gain real-life work experiences e.g. Dog's Trust and Local Cafes and businesses.

- Phase 5 pupils and their families are supported to visit various local specialist further education establishments that are able to meet more complex needs. They visit colleges with school as part of the curriculum, explore courses and supported employment opportunities, participate in school 'Transition Events' to enable them to interact with further education colleges and supported employment providers.
- Students also undertake work experience through responsibility positions such as Lift Buddy, Wheelchair Buddy and Ambassador

### LINKS TO POLICIES AND ACTION PLANS

Several different resources have been used to underpin our strategy including:

<b>National</b>	<ul style="list-style-type: none"> <li>• DFE: Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.</li> <li>• DFE: Careers strategy: making the most of everyone's skills and talents</li> <li>• Careers and Enterprise Company: Transition programmes for young adults with SEND. What works?</li> <li>• Embedding the 8 Gatsby Benchmarks of Good Career Guidance. As part of the careers Strategy through Careers and Enterprise Company and Disability Rights UK</li> </ul>
<b>Regional</b>	<ul style="list-style-type: none"> <li>• The London Ambitions Offer</li> <li>• Ealing Preparing for Adulthood: Supported Employment Pathway</li> <li>• Ealing Connexions</li> <li>• Ealing SEND Hub</li> <li>• West London Careers Hub</li> </ul>
<b>Internal</b>	<ul style="list-style-type: none"> <li>• Teaching and learning</li> <li>• Assessment for Learning</li> <li>• PSHE Education</li> <li>• Equality</li> <li>• Safeguarding</li> <li>• SEND</li> </ul>

### GOVERNING BOARD

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to aged 25 (with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000). Our governing body is aware of its statutory duty to ensure that the independent careers guidance that is provided;

- Is presented in an impartial manner.
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
- Provides clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements.
- Is informed by the requirements and key principles for good careers guidance set out in the 'Statutory guidance for governing bodies, school leaders and school staff' government paper dated March 2015.
- Strategically look at destination data and outcomes of teaching and learning specific to CEIAG.
- Ensures supporting CPD for the Careers Leader.



### **Parent/Carer Involvement**

We work in partnership with parents/carers, care providers and other agencies to ensure that students are supported holistically in their development. We do this by the use of home-school books, newsletters, parents' evenings, coffee mornings, school website and events; we share college course information and open days information to help inform the decision-making process.

We encourage parents with personal budgets to use this to access activities that promote greater independence and to learn important life skills which are transferrable to the world of work. A young person's life inside and outside school needs to include opportunities that enhance their personal development and the chance to explore activities that extend their interests. We highlight these wider opportunities and encourage students to participate.

### **DESTINATION DATA, RECORDING AND MEASURES**

At John Chilton School we take our statutory duties seriously and record our success data and destination data accurately. We understand our duty to inform the local authority whenever a pupil under the age of 18 leaves education before completion, at the earliest opportunity. Data regarding outcomes for our students is published on our school website on an annual basis and provided to the Department of Education and the Local Authority. We use the data received from the local authority to support students that become NEET.

***Privacy notice:*** Parents, carers or students can opt out from having their personal details shared by contacting the Careers Leader.