



Independence Overview and Sequencing of Learning

Our Independence curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps.

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:

- how to self-care: toileting, eating, drinking, general hygiene, 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

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.

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. 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 topic. This is actioned at a pupil level through the use highly personalised planning.

Plans are used 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).

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.

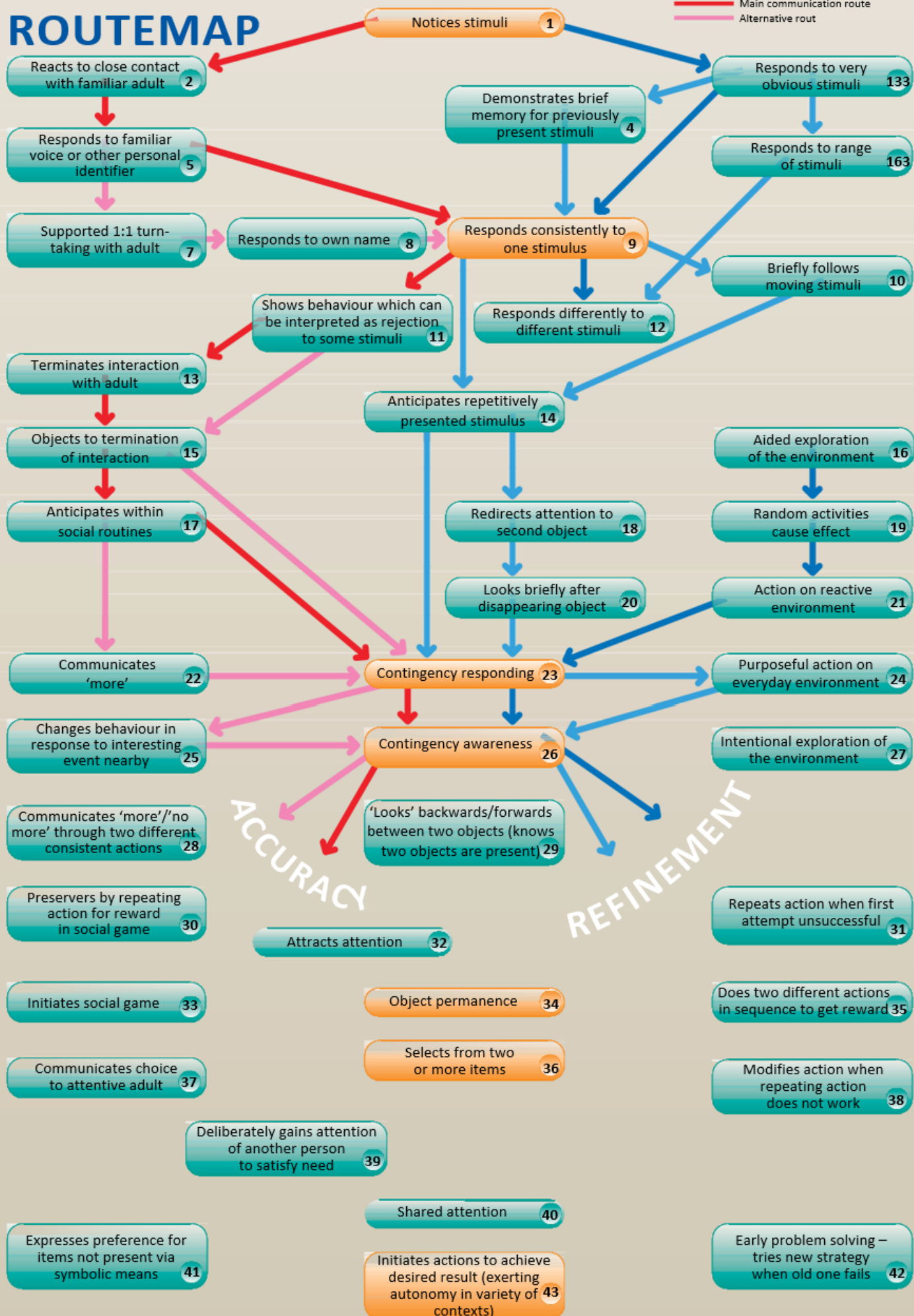
As Independence becomes more developed it allows the learner to transfer their autonomous skills to be able to follow instructions, rules, expectations, sequences etc. Building their self-esteem and confidence in their own ability to dress, cook, travel and shop and encouraging them to demonstrate resilience by critically thinking and problem solving when they encounter obstacles.

Sequence of Learning for Learners on our Informal Pathway

The Routes for Learning Routemap (diagram on next page) focuses on learners’ early cognitive development, their communication and social interaction skills, and their interaction with the environment. The most important milestones are shown in orange boxes. The learning descriptors are numbered for ease of reference and do not show an expected sequence of learning. Likely next steps are, instead, indicated with arrows. Some of our learners on the informal pathway also demonstrate learning at Band 1.

ROUTES FOR LEARNING ROUTEMAP

— Main cognitive route
— Alternative routes
— Main communication route
— Alternative route



-Independence, Health and Self Care

--Eating and Drinking Skills

---Band 1

- [] I can hold my own cup appropriately
- [] I can grasp finger foods and bring them to my mouth
- [] I can attempt to use a spoon to eat

---Band 2

- [] I am developing my own likes and dislikes in food and drink
- [] I am trying new food textures and tastes
- [] I can hold a cup with both hands and drink without much spilling

---Band 3

- [] I can feed myself competently with a spoon
- [] I can drink well from an open cup without spilling

---Band 4

- [] I can eat skilfully with a fork and spoon
- [] I can feed myself my whole meal

---Band 5

- [] I eat a range of healthy foodstuffs
- [] I understand the need for a variety of food in my diet
- [] I can use a knife for cutting food/pushing food onto a fork
- [] I use a knife and fork together to eat my dinner
- [] I can collect my utensils and place them correctly on the table (with verbal cues for placement)
- [] I can organise getting my dinner and utensils (I may use a tray to do this) independently

--Toileting Skills

---Band 1

- [] I can actively co-operate with toileting needs
- [] I am beginning to communicate about what I am doing regarding urination/bowel movement
- [] I will sit on a potty/toilet but won't necessarily use it

---*Band 2*

- [] I can clearly communicate that I am wet/soiled
- [] I show some awareness of bladder and bowel urges
- [] I show awareness of what a toilet is used for
- [] I show a desire to help with hygiene routines

---*Band 3*

- [] I can clearly communicate my need for toilet
- [] I am beginning to show some independence in self-care routines

---*Band 4*

- [] I use the toilet more often than not for urination
- [] I use the toilet more often than not for a bowel movement
- [] I usually wash hands using soap independently after using the toilet
- [] I usually dry my hands independently after using the toilet and washing my hands

---*Band 5*

- [] I go to the toilet in time and can clean myself, flush the toilet and dress myself unaided.
- [] I wash and dry my hands independently
- [] I can find the correct toilet in a public place

--Dressing Skills

---Band 1

- [] I can pull off hat, mittens, socks
- [] I am beginning to help with undressing/dressing e.g. put arm out for coat sleeve when coat is offered, foot for shoe

---Band 2

- [] I show a desire to help with undressing/dressing
- [] I can put on a hat
- [] I can take off unfastened coat, shoes, trousers
- [] I can pull down my zip (but not separate shank)

---Band 3

- [] I can put on my shoes (although orientation may be incorrect)
- [] I can undress simple, loose clothing
- [] I can put my coat on the coat hook
- [] I can put on socks, coat, jumper (not necessarily correct orientation)
- [] I can find the front of my clothes

---Band 4

- [] I can pull up garments independently
- [] I can pull zips down and separate shank independently
- [] I can pull my zip up, once it has been fastened for me at the bottom
- [] I can put on mittens
- [] I can put on boots
- [] I can unbutton/button large buttons laid on items laid on table
- [] I can put on my own clothes, including simple fastenings, independently (adult turns correct way round)

---Band 5

- [] I can unbutton my own clothes
- [] I can fasten the buttons on my own clothes
- [] I can unbuckle/buckle a belt on clothing/shoes
- [] I can insert a zip into the shank at the bottom then pull it up myself
- [] I can undress/dress without much help, putting clothes on in the right order
- [] I can put my shoes on the right feet and fasten them
- [] I can dress myself independently

--Personal Safety

---Band 2

----[] I understand and respond appropriately to requests which contain 2 key words in familiar situations e.g. 'stop, hot'

---Band 3

----[] I am beginning to recognise danger and seek support of familiar adults for help

---Band 4

----[] I can sit and not wander when asked to do so

----[] I understand that equipment and tools have to be used safely

----[] I can talk about some dangers in familiar situations e.g. about cooker being hot, cars in road...

---Band 5

----[] I can identify and understand the difference between familiar adults and visitors in school

----[] I can identify and understand the difference between adults and strangers

----[] I show I understand the need for safety when tackling new challenges, and consider and manage some risks

----[] I show I understand how to transport and store equipment safely

----[] I practice some appropriate safety measures without direct supervision

----[] I can talk about ways to keep safe

--Self-Care Skills

---Band 1

----[] When asked to can actively help during self-care routines e.g. teeth cleaning, face/hand washing, hair brushing, nose wiping

---Band 2

----[] I put my hands in water and pat wet hands on my face in imitation of face washing

----[] I attempt to wash my hands

---Band 3

----[] I can wipe my hands/face when given a cloth

----[] I can dry my hands without help when given a towel

----[] I can get a drink from the tap without help (if step is provided where necessary)

---Band 4

----[] I can tell an adult when I am hungry/tired

----[] I can communicate when I want to rest/play

----[] I notice the effect of exercise on my body

---Band 5

----[] I can brush my teeth

----[] I can wash my hands and my face

----[] I show some understanding that good practices in regard to exercise, eating, sleeping and hygiene can contribute being healthy

----[] I can talk about ways to keep healthy

Cookery

--Band 1

- [] I can spoon ingredients from one container into another
- [] I can sprinkle flour/cake decorations/icing sugar using finger and thumb
- [] I can open containers such as a butter tub

--Band 2

- [] I can stir ingredients together that are room temperature, gripping the bowl and the spoon
- [] I can pour liquid from one container into another e.g. adding whole mini bottle of milk to the bowl
- [] I can put the lid on container such as butter tub
- [] I can cut soft ingredients e.g. through play dough sausage, cucumber.. with a strong, plastic knife

--Band 3

- [] I can repeatedly slice soft, medium sized ingredients with increasing control e.g. banana, cucumber
- [] I can spread soft ingredients such as butter, icing, gloop, with the back of a spoon, in imitation
- [] I can remove a screw-lid by turning my wrist e.g. mini bottle of milk

--Band 4

- [] I can collect appropriate equipment needed for a familiar recipe, from a small range laid out on worktop, independently

---[] I can spread butter with a knife independently

---[] I can spread a sandwich filling independently

---[] I can cut soft, small sized ingredients with increasing control e.g. strawberries, grapes

---[] I can cut firmer, medium sized ingredients with increasing control e.g. further slice up a wedge of apple

---[] I can roll dough/meat into balls using the palms of my hands

---[] I can spread a variety of toppings on toast

--Band 5

---[] I know where ingredients are kept e.g. butter from fridge, flour from cupboard

---[] I know where familiar equipment is kept e.g. bowls in cupboard, spoons/knives/rolling pins in drawer

---[] I can create something to eat/drink, following an established pattern of activity e.g. gathering ingredients and equipment to make a sandwich/smoothie etc.

---[] I show increasing control when using objects such as shaped pastry/cookie cutters

---[] I can use simple tools to effect changes to ingredients e.g. mashing with a fork or potato masher

---[] I can cut a sandwich into two pieces independently