

Preparing for Adulthood Stage 0, Stage 1 & Stage 2

Pride Passion Partnership Professionalism Positivity



Introduction

In The Primary Departments at TBES, teachers provide a range of opportunities to all pupils regarding their careers and future pathway with outcomes personalised and focused on the individual's accessibility and learning style. Teachers use creative approaches to embed activities in the curriculum to ensure the children can take this experience and knowledge into everyday activities outside of the classroom. As we are a complex needs school, it is imperative that the approach and delivery is suitable for the pupils and this would be determined by the pathway they are in whether Explorers, Adventurers or Pioneers. Teachers promote a focus on outcomes that are transferable to the real world and align with the pupil's EHC plans.

Areas of Focus

| | STAGE 0 (Early Years) | STAGE 1 | STAGE 2 |
|-------------------------------|--|--|---|
| Employment | | | |
| <i>Steps Towards Outcomes</i> | <ul style="list-style-type: none"> • Following instructions - consider any specifics around sensory impairment • Adapting to new environments • Playing with other children • Real world play (builder / nurse / doctor) | <ul style="list-style-type: none"> • Numeracy • Real world visits (fire stations, farms etc.) • 'What do you want to be when you grow up?' • Meeting role models | <ul style="list-style-type: none"> • Talk about different careers and skills • Access to career related role models • Start to build a personal profile of interests and ambitions • School sessions from visitors on their careers |
| Independent Living | | | |
| <i>Steps Towards Outcomes</i> | <ul style="list-style-type: none"> • Feeding and drinking • Toileting • Real world play (kitchens, DIY, cleaning) • Getting dressed • Making choices | <ul style="list-style-type: none"> • Washing / brushing teeth • Telling the time • Paying in "shops" | <ul style="list-style-type: none"> • Sleep-overs and residential trips • Cooking at school and home • Understanding money – paying for snacks in school • Shopping • Moving around the school independently • Travel training • Transport and road signs |

| Community Inclusion | | | |
|-------------------------------|--|--|---|
| <i>Steps Towards Outcomes</i> | <ul style="list-style-type: none"> • Making friends • Social interaction • Visits / day trips • Team playing • After school clubs • Weekend activities | <ul style="list-style-type: none"> • Team playing • After school clubs • Weekend activities • Developing friendships / friendship groups | <ul style="list-style-type: none"> • Learning to be safe on and offline • Knowing the local area • Walking short distances alone • Friendships • Understanding bullying • Managing change |
| Health | | | |
| <i>Steps Towards Outcomes</i> | <ul style="list-style-type: none"> • Diet and food variety • Range of gross and fine motor activities | <ul style="list-style-type: none"> • Diet - making choices • Immunisations • Physical exercise | <ul style="list-style-type: none"> • Managing minor health needs e.g. asthma • Starting puberty • Immunisation - BCG • Obesity check • Articulating pain / health problems • Starting puberty |