



Nancealverne
School
Developing
Independence
Rationale and
Offer Overview

NOVEMBER 17 2024

Nancealverne School



Special
Partnership
Trust

Nancealverne School

Developing Independence

Introduction/Rationale

Nancealverne School provides a specialist, ambitious and high-quality education for young people aged 3-19, throughout West Cornwall, that prepares pupils for future learning, employment and high levels of autonomy within life beyond school. We aim to foster a love of learning, regardless of need, developing independence through inclusive and accessible learning.

We believe that developing independence is an essential part of child development and supports curiosity and investigative skills essential to early learning. The curiosity in turn supports to develop the confidence to experiment and explore creating the foundations on which pupils can widen interests and where resilience and personal challenge can be built.

Independence is key in preparing our learners for adulthood, gaining the drive to further their education, pursuing interests beyond school and having the ambition to succeed in career and independent living opportunities available to them.

The development of independence is therefore woven throughout our school values and is embedded within the curriculum offer. Early, healthy relationships, supported by routine and clear expectations builds the feelings of safety to explore. The high expectations within the school curriculum ensures that all can achieve, cumulatively building on individual skills, interests and knowledge, developing both a love of learning and independent learning skills. Through this learning pupils are provided with the skills, accreditations and self-confidence to contribute positively to both the wider school community and the world beyond school.

We recognise that an enhanced offer to support independence means that opportunities for development are planned strategically at a school wide level, ensuring that each stage of a learner's journey maximises the opportunities to develop independence at the level most appropriate to them. Opportunities for the development of independence should be highlighted in curriculum offers and planned into everyday teaching practice.

Independence should be promoted further through carefully designed Education Health Care Plans (EHCPs), that inform individualised learning through area of need

outcomes and Personal Learning Goals (PLGs) and the embedding of these needs within everyday practice.

Independence in a world beyond school should be the ultimate goal for all of our learners and this should be enhanced further as pupils move towards preparing for adulthood. Work Related Learning, Accreditation Pathways, Careers Guidance, Financial Education and Travel Training should all be utilised to offer the highest level of independence for all.

Nancealverne School

Developing Independence

Intent

At Nancealverne our intent is to ensure all learners are given the opportunity to develop the independence skills to reach their full potential.

- We will ensure that all learners have access to a **Pathway to Independence** that meets their individual needs, ensuring that all learners develop independence skills at each stage of education that will support them to transition to the wider world.
- We will ensure that opportunities to develop **Independent Skills for Life Through the Curriculum**. Building a love of learning, through curiosity, engagement, autonomy and resilience.
- We will instil robust **EHCP Driven Practices** that ensures the individual needs and of all learners are met and build towards maximising opportunities for autonomy and independence.
- We will provide an **Enhanced Preparing for Adulthood Offer** from year 9, ensuring individual needs, pupil voices and external agencies support pupil development and transition to the world beyond Nancealverne School.
- We will provide **Accreditation Pathways** that celebrate the achievements of all and prepare them for the next stage of education.
- We will provide a **Work Related Learning** offer that builds the skills of pupils throughout their school journey and provides meaningful experiences and opportunities for all, supporting to prepare pupils for the next stage of life beyond school.

Implementation

Pathways to Independence

Our learners broadly follow three different curriculum pathways, those being:

- Learning to Learn – Our pre-formal learning pathway
- Bridging to Learn – Our semi-formal learning pathway
- Ready to Learn our formal learning pathway

These pathways ensure that differentiation and expectations within progression are tailored to individual needs and learning that is targeted towards maximising their potential as they transition into the world beyond school.

Regular assessment cycles, including the annual Review process ensure that pupils are always accessing the pathway most appropriate to them as they develop through the school.

Pupils in Early Years are supported in the most part in mixed ability classrooms. At this stage pupils are supported to access targeted support, initially through the consultation process, where therapeutic input received in developing their EHCPs and carefully planned transitions are used to ensure that levels of support reflect need. Careful monitoring and assessment throughout the Early Years provision further builds on strategies and resourcing, ensuring that all pupils have the support and resourcing in place to thrive within their learning and independence.

Throughout Key Stage 1 pupils continue to be taught in mixed ability groups. EHCP outcomes, PLGs and curriculum targets are developed further, ensuring pupils receive the support resourcing and opportunity to become secure in their preferred communication and learning methods. In addition to the ongoing monitoring and assessment cycle, at the end of Key Stage 1 pupils are assessed to ensure pupils are assigned to the most appropriate learning pathway.

Throughout Key Stage 2 pupils are taught in mixed ability classes. They are supported to learn and develop independence within their identified learning pathway, building on skills and individualised strategies developed within key stage 1. Pathways ensure that differentiation and expectations support progression that will ensure the most impact within their next stage of education.

Learning to Learn

Pupils work primarily within Engagement Model approach. EHCP outcome lead

Attended adults identify and interpret responses, to identify engagement levels and to build on interests and preferences to ensure pupil voice and independence within choices is developed.

communication systems developed to ensure that the support required is delivered in consistent ways led by pupil need, preferences and responses, allowing the maximum level of input and autonomy within everyday life/practice.

Therapeutic involvement throughout to ensure health and wellbeing is maintained.

Bridging to Learn

Through a differentiation of the curriculum offer, in addition to full access to the wider curriculum offer, a greater emphasis is placed on supporting in the following key areas:

Engagement - strategies including Attention Autism, Intensive Interaction, enhanced structures including individual timetables and Colourful Semantics.

Communication - individualised communication systems, including the use of low-tech and high-tech AAC.

Sensory regulation - enhanced support including individual Sensory Engagement and Regulation Passports (SERPS); access to Therapeutic support, including, Specialist Intervention Team and OT.

Each of these focus areas will support to develop independence in preparation for the next stage of learning/life.

Ready to Learn

Pupils accessing the ready to learn pathway are supported within the universal curriculum offer to develop independence skills within the whole curriculum, through strategies linked to EHCP outcomes, and through additional whole school/group enrichment opportunities.

Embedded teaching and learning strategies including, total communication strategies, visual aids to support understanding and independence in learning.

Executive functioning skills linked within cognition and learning outcomes, ensuring a strategic development of independent learn skills.

On beginning Key Stage 3 pupils are assessed to establish early accreditation pathways. Progression Guidance within our assessment model allows for the transferring of outcomes between National Curriculum Assessments and Functional Skills assessments. A baseline at this stage ensures that pupils progress can be tracked to ensure that learning throughout Key Stage 3 builds towards the most appropriate accreditation offer at both Key stage 4 and 5.

Within Key Stage 4 the learning pathways increase their emphasis on Preparing for Adulthood Skills, (where independence is featured throughout) and towards Functional Skills accreditation pathways. Learning builds on those independent learning skills developed throughout Key Stage 3 and pupils begin to access streamed learning environments for aspects of their day, to ensure accreditation is delivered at the most appropriate level. Pupils complete an accredited Functional Skills course on completed Key Stage 4 ensuring that they are as prepared as possible for the next stage of Education, whether in post 16 at Nancealverne, a college placement or within the world of work.

At key stage 5 learners independence and Preparation for Adulthood increases further, building on accreditation pathways, gaining further accreditations or improving the outcomes within their accreditations. Pathways also ensure that a greater emphasis is placed on work skills/experiences and transition work to support independence within their future settings.

Independent Skills for Life Through the Curriculum

Each curriculum area includes strategies throughout to ensure the development of independence at each stage of learning. Details can be found within each curriculum offer.

Skills builder is used to enhance all curriculum planning, ensuring that independent work and careers skills are embedded throughout the whole of the school.



PSHCE provides both a rigorously structured curriculum where independence skills can be taught and a flexible, responsive approach where individual needs can be addressed and supported as they arise. PSHCE is delivered in line with the SPT offer and ensures pupils achieve independence within their 'Relationships', 'Living in the Wider World' and 'Well-being'.

Maths offers a mastery approach that ensures skills, especially those functional skills are embedded in a way that can be applied in a world beyond school. As a Centre of Financial Excellence, pupils are also supported to develop those key skills that will ensure a level of financial independence appropriate for all learners. This offer is supported further by accreditation.

Literacy and Reading skills benefit from enhanced offers, ensuring that all learners can maximise their use of language for communication and independence within the wider world. The value of reading and writing is recognised within this and rigorous practices are in place to support phonic development (daily phonics sessions using Twinkl Phonics), reading (daily reading sessions using a breadth of reading resources including Rhino Readers) and writing (practice throughout the day enhanced by Colourful Semantics). This offer is supported further through accreditations.

All wider curriculum areas link with skills builder and executive functioning skills practice to ensure that support development of independence within their learning. This includes Investigative work within Science where pupils are supported to develop planning and organisational skills alongside interest and curiosity, that can then be applied within wider curriculum including planning sequences of movements in PE, making predictions in DT or identifying independent research methods in history or geography.

EHCP Driven Practices

EHCPs are reviewed annually for all learners and outcomes set for each area of need. These outcomes then inform individual annual targets that in turn inform termly Personal Learning Goals. This rigour around planning and assessing individual needs, ensures that every opportunity is taken to ensure pupils are supported to develop the independence skills most important to them.

EHCP driven practice ensures that classroom practices always reflect the needs of all learners, resourcing is carefully planned, and all learners are able to access the learning on offer.

Referral processes are clear and robust ensuring targeted therapeutic support is delivered where needed. This process includes support through the Specialist Intervention Team and outcomes from this support will ensure strategic changes to practices/resourcing and requests for additional external therapeutic support.

Enhanced Preparing for Adulthood Offer

From Year 9 pupils receive an enhanced Preparing for Adulthood offer, further increasing the focus on independence within their EHCP outcomes and curriculum offers within class. Pupils EHCPs are enhanced with outcomes planned within 4 further areas of need:

- Education, Training and Employment
- Independent Living and Decision Making
- Participating in Society and Developing and Maintaining Relationships
- Maintain Good Health in Adult Life

Outcomes designed for these outcome ensure a focus on independence within these areas, ensuring that pupils transition to adulthood able to demonstrate independence to the best of their abilities within each of these areas.

The table below demonstrates how the Post 16 Curriculum Pathways both increases preparation for adulthood opportunities and individualises based on the needs of the learners and potential impact this will have on the next stage of their lives beyond Nancealverne. Further Preparing for Adulthood enrichment opportunities are offered through schemes including Duke of Edinburgh and Wave Rangers.

Accreditation Pathways

Pathway 1	Pathway 2	Pathway 3	Pathway 4
Therapeutic	Independence	Pre-vocational	Vocational
Equity of offer with an enhanced focus on health and wellbeing and independence to ensure that they have meaning, purpose and enjoyment in adult life. Participation and involvement in the school and their local community.	Equity of offer with an enhanced focus on independent living and life skills and health and wellbeing to ensure students are equipped for their life as adults and that they are as involved as possible in their local communities.	Equity of offer with an equal focus on all strands to ensure students have the skills and knowledge to lead healthy, purposeful and as independent lives as possible and to contribute to their local communities through paid or voluntary work.	Equity of offer with a heightened focus on employment and work-related learning to prepare for meaningful employment, internship, or apprenticeship. Maintaining personal health and wellbeing whilst focusing on health and safety in work.
Curriculum Offer	Curriculum Offer	Curriculum Offer	Curriculum Offer
 <p>■ HWB ■ WRL ■ ILS</p>	 <p>■ HWB ■ WRL ■ ILS</p>	 <p>■ HWB ■ WRL ■ ILS</p>	 <p>■ HWB ■ WRL ■ ILS</p>

Work Related Learning

Nancealverne employs a range of strategies and resources to ensure the most effective delivery of Work Related Learning. The Careers and WRL offer makes use of the Gatsby Benchmarks, ensuring the needs of learners are met within the statutory requirements.

High expectations and ambitious outcomes for our learners means that career goals and skills are shared from Early Years onwards. Use of Skills Builders ensures that skills are considered within all teaching and learning.

A program of work experience and enterprise is offered to ensure that career goals are explored and experiences of the world of work are provided with the support of familiar school staff, ensuring pupils feel safe, supported and confident to engage with experiences.

Special Partnership Trust

Developing Independence

Impact

The impact of the Independence offer should be felt across all aspect of school life and the pupils' lives beyond school. Pupils will demonstrate a confidence in systems and relationships to enable them to thrive within their personal learning journeys. Progress will be seen in both their curriculum learning and within their key independence skills (often measured within EHCP reviews, or parent and pupil feedback).

Pupils will develop the independence skills to thrive in a world beyond school, gaining the autonomy and drive to achieve and grow at each stage of education and into a world beyond school. They will understand themselves well enough to contribute to managing all aspects of their life at a level that reflects the needs of all individuals.

This impact will be evidenced across the following areas:

- Pupils making clear and measurable progress towards their individual EHCP outcomes/PLGs.
- Pupils will make consistent progress within all areas of the curriculum.
- Links Pupils will achieve accreditations at a level that reflects challenge and ambition, whilst being meaningful to the needs and next steps for each learner.
- All Gatsby Benchmarks will be met.

