

# Life Skills Pathway Intent Statement

## Our life skills students

**Students taught within the life skills pathway are members of the Corley Academy community who have been identified as needing a more nurturing approach to their learning as well as requiring extra support to build confidence and resilience.**

**A broad knowledge and skills base is developed in our learners through a holistic curriculum delivery.**

Systems, set up and practises within the life skills pathway have been thoughtfully developed in order to meet the needs of our learners: Classes are taught by the same teacher and support staff for many subjects in order to provide a consistent and familiar learning environment and teaching base.

Timetabling is more flexible to suit the needs of the cohort, allowing for longer, more in-depth lessons, trips and visits or themed mornings. Life skills teachers provide a highly individualised, ambitious and creative learning diet with resources, activities and teaching styles adapted carefully to meet all needs.

The pace of the life skills provision, autism accredited pedagogical approaches and a considered staff : student ratio means that students’ progress within a supportive environment where they feel safe, confident and ready to learn.

## Our Bespoke Curriculum Offer

**In addition to the aims and aspirations of the whole school intent, in life skills we adapt the national curriculum ensuring coverage but focussing in particular on:**

	Key learning outcomes in life skills:	What we provide:
<b>Reading and communication</b>	<ul style="list-style-type: none"> <li>• Unrelenting focus on the teaching of reading skills to enable every learner to read with the fluency and understanding needed for their lives beyond Corley.</li> <li>• High expectations for learners to be able to express themselves clearly in written and spoken standard English</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted, intensive phonics teaching through the Fresh start program and other literacy based interventions, allows students to make more accelerated progress.</li> </ul>
<b>Their place in society</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of the community, city, country and world they live in, in order to become effective global citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular trips and visitors enhance and enrich the learning experience and give context and meaning to learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be supported to listen and respond appropriately to views that are different to their own.</li> </ul>	
<b>Self-awareness</b>	<ul style="list-style-type: none"> <li>• Reflect on their learning and develop skills in self and peer evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly ‘replay’ sessions allow for playful opportunities to revisit, recall, review, reinforce and reflect on the learning taken place</li> </ul>
<b>Wellbeing and mental health</b>	<ul style="list-style-type: none"> <li>• How to support and promote their own mental and physical health and develop positive and healthy relationships.</li> <li>• To demonstrate consideration, compassion and kindness for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• A focus on learners’ self-esteem, wellbeing and positive mental health is developed through trusting relationships built between themselves and the adults that surround them.</li> <li>• Clear and consistent methods for celebrating success mean that students feel motivated, valued and recognised.</li> </ul>
<b>Academic development</b>	<ul style="list-style-type: none"> <li>• To provide a broad and varied learning journey that equips students to embark on the appropriate next stage of their education into KS4 and 5.</li> <li>• Use more securely the basic skills of Numeracy and Computing to navigate the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers provide a highly individualised, ambitious and creative curriculum with resources, activities and teaching styles adapted carefully to meet all needs.</li> <li>• The pace of the life skills curriculum, autism accredited pedagogical approaches and a high staff : student ratio means that students’ progress within a supportive environment where they feel safe, confident and ready to learn. A separate life skills teaching base allows for teaching in a furnished flat where students build skills and confidence in everyday living.</li> <li>• ASDAN key steps and life skills challenges provide opportunities for a range of skills to be recognised, celebrated and developed.</li> <li>• Opportunities to move into core pathway</li> </ul>

**Our school values **Inclusion**, **Aspiration**, **Perseverance** and **Independence**.**

**The life skills pathway gives learners the opportunities to build emotional resilience by providing new challenges in a nurturing, inclusive environment.**

**It gives every learner the chance to progress in every lesson.**

**Students have opportunities to equip themselves with the skills needed to make their own decisions, solve their own problems and take care of themselves.**

**We aim to provide students with the educational outcomes needed to achieve their hopes for the future.**