Futures and Destinations Overview

Oakley School
Skills for Life and Independence

Pathway	Phase 1	Phase 2	Phase 3	Phase 4	Accreditation and Study	Futures & Destinations
Engage	• Has fleeting engagement with topics of interest. • Recognises and responds to familiar adults • Shows enjoyment when engaging with different sensory activities • Begin to explore collaborative play with modelling and support. • Tolerate support with personal care routines	• Engage with increased frequency with supported collaborative play. • Communicates with familiar adults using their chosen form of communication • Show a preference. • Begin to transfer attention from task to another or from one person to another • Begin to anticipate personal care routines and engage with them.	• Can tolerate turn taking and be able to focus on another child's actions. • With increased independence, access resources they might need to communicate their basic needs and ask for help (e.g. using VOCA, visuals, Communication Books, PECS, Makaton) • Use Zones of Regulation and Interoception to say how they feel and use a toolkit to regulate their emotions.	• Can transition between group learning and completion of a personalised task maintaining focus. • Uses a total communication approach to socialise with peers and make their wants and needs known to an adults Seeks others out and can turn take. • Follow simple instructions to undertake routine tasks, with visual supports. • Begin to initiate a shared activity with a peer using	Oakley Learning Journey OCR Life and Living Skills (Communication & Numeracy) Develop skills for life and independence. Bore Place Duke of Edinburgh Bronze and Silver	**Continued Education:** **The Oaks** https://www.theoaks.ac.uk/ **Grow 19** https://www.grow19.com/ **Link 19** https://www.link19college.ac.uk/ **Social Care** **Princes Christian Farm** https://princesschristiansfarm.kasbah.org.uk/ **Aspens** https://www.aspens.org.uk/

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			• To express likes and favoured activities to experience happiness and build a social connection with peers. • Follow a routine and understand boundaries. • Follow personal care routine with adult support and visuals.	prompts or visual supports. • Develop personal care routines with increased independence.		
Explore	• Listen with attention to a short story and recall 1 to 2 key facts e.g. name of character. • Follow a 1 to 2 step instruction with visual support	• Play cooperatively with others • To ask and answer simple questions with visual prompts or in familiar routine. • Follows 2 step instructions.	• Can hold a reciprocal conversation for 3 exchanges on a topic of conversation not of choice with a member of staff and or a peer. • Confident to speak about own needs	• Converse with safe strangers in the community and use strategies to retain information requested. • To be able to recognise and communicate own strengths and skills e.g.	Oakley Learning Journey Develop skills for life and independence Functional Skills Entry Level 1. 2 and 3 in English and Maths OCR Life and Living Skills	**Princes Christian Farm** https://princesschristiansfarm.kasbah.org.uk/ **The Oaks** https://www.theoaks.ac.uk/ **Grow 19** https://www.grow19.com/

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	• Play alongside peers in facilitated activities and name peers in the class. • Can recognise sad, happy, angry, excited and link to Zones of Regulation • Showing increasing independence with daily tasks • Ask for help from a familiar adult. • Begin to transition into communal spaces around the school and engage with other adults outside the	• When given options make a preferential choice. • Can recognise own feelings and others' feelings. • Turn take. • Follow a simple strip to participate in simple routines or lesson. • Use visuals e.g. now and next and visual timetable to organise self. • Recognising safe strangers in the community e.g. police officer, nurse, fireperson.	and wants and be able to ask for help. • Can use tools to regulate own behaviour • Follow task board to complete a simple sequence or routine. • To begin to collaborate with peers on a small project or learning task with minimal adult support. • Manages personal care routine • Awareness of how to keep self- safe	communication passport and visual C.V. • Follow simple instructions to undertake routine tasks at work, with visual supports. • Identify tasks to be undertaken at work • To begin to collaborate with peers on a small project or learning task with minimal adult support. • Identify the appropriate clothing and footwear to be worn at work. • Identify how to keep themselves safe in the community.	Bore Place Duke of Edinburgh Bronze, Silver and Gold *Food hygiene and First Aid courses*	**Link 19** **https://www.link19college.ac.uk/** **YMCA Horizon Project** https://ymcatg.org/horizon-project/ **Supa Jam** https://www.semmuk.com/ **Sports Connect** https://www.sportsconnect.uk/programmes/education-training-skills/

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	immediate class team.					
Discover		• Follow 3 step instructions • Reciprocal play with others • Identify own feelings and with support use strategies to manage emotions. • Follow simple familiar routines with visuals and minimal adult support.	• To have appropriate conversations with a range of familiar and unfamiliar adults. • Can make requests from a range of familiar and unfamiliar adults. • Use knowledge of interoception to regulate self • Follow I can statements to	• Follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate in the workplace. • Understand and respect there are different points of view • List sources of job vacancies • Find vacancies (with help)	Oakley Learning Journey Functional Skill Level 1, 2 and 3 in English and Maths Level 1 English or Maths OCR Life and Living Skills Duke of Edinburgh Bronze Silver and Gold Carousel of activities at Mid Kent College (food,	**Sports Connect** https://www.sportsconnect.uk/programmes/education-training-skills/ **Hadlow College** https://www.hadlow.ac.uk/ **White Rocks Farm** https://www.whiterocksfarmcollege.co.uk/ **North Kent College** https://www.northkent.ac.uk/

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		• To be responsible for own items e.g. packing own school bag at the end of each day. • Recognise people who help us in the community and in school. • Begin to understand personal space and appropriate touch.	complete a simple learning task or job. • Understand appropriate dress for different occasions. • Understand and apply basic safety rules • To learn skills in order to prepare to travel on public transport e.g. reading bus timetables.	• Select a job vacancy in a suitable location that matches personal skills and interests • To dress and behave appropriately in school and in work experience placement. • To travel with increasing independence on public transport and problem solve if there is a change. • Understand how to keep themselves safe in community and online and access appropriate support if required	mechanics, art, hairdressing) *Food hygiene courses* *Basic first aid courses*	**YMCA Horizon Project** https://ymcatg.org/horizon-project/ **Supa Jam** https://www.semmuk.com/ **The View** https://www.hillview.kent.sch.uk/sixth-form/the-view-east-street/

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				e.g. reporting online abuse. • To use resources to access a community support network.		