



Independence + Curriculum Kirkleatham Hall School

Prior knowledge/ability requirements (Demonstration of the ability to complete the following activities repeatedly in a safe and independent manner over time. (Walking unaided while in school, walking independently with a class group outside of school without issue, being able to cross the road unaided safely in a range of different situations, showing the ability to understand and follow rules around our key focuses for the curriculum. To be able to be **Trusted** in the community and represent the school outside of school, Be able to be **safe** and show you can keep yourself safe, Be **motivated** to learn and gain your own independence, be able to effectively **communicate** in a range of different settings including in some stressful situations

Key processes/ procedural requirements prior to commencing independent travel

All students must have on them a purple badge which has both their name and contact details of school included. Prior to independent travel they must have practiced using these in mock and then real situation.

Paperwork completed with parents by the teacher to say they fully understand and agree to the level of independence we are about to grant. Key discussions on an individual level around risks and how these have been minimised as well as going through the curriculum and the steps to be taken this term.

I Can statements	Suggested activities (Please feel free to change venues/situations as suitable for the needs and interests of the group)
I can sign myself in and out of school	Practice of signing in and out individually in class (When going out on group trips) Practice of doing this with and without prompt and support Practice of doing this with deliberate distraction from staff
I can be on time	Practice getting to different places for given times. Bus times, getting to a venue for a specific time Practice estimating how long it might take to get the bus to different places Practice estimating how long it will take to walk to different destinations If you can't tell the time practice setting an alarm and note when you need to set off

I can explain and show I can keep myself safe in the community	Practice being out in the community representing school in an appropriate manner Practice dealing with stressful situations which showing we can stay calm / practice strategies to stay calm Practice identifying possible risks in different venues Unpredictable hazards such as dogs, horses, sudden high volume of people or traffic etc Travelling during periods of low light / adverse weather conditions
I can use a planned meeting point to check in at regular intervals	Practice in a small shop in a safe space allowing students to go free and then use a planned 'safe' meeting point (to begin with in a venue where there is only one exit and the planned meeting point is that exit Practice in a larger venue with meeting point towards entrance to the venue Practice within a known outdoor setting (Near school, near college) with a set know meeting point within an increasing timescale Practice within a unknown outdoor setting with a set know meeting point within an increasing timescale
I can use landmarks to find my way I can find my way after becoming lost	This will be a key learning opportunity for those who may achieve independent travelling and needs to be experienced many times. Pre discussion regarding strategies to use when lost. Practice getting back to school by individual students 'leading the group' Allowing errors and on the spot problem solving with assistance (Fully assisted) Small group getting lost activities and 'finding our way' to set known locations (at first fully supported by an adult, then supported by an adult not interacting or helping in any way in the discussion and then individually. 5. Key strategies for dealing with being lost: - Discussion of people not suitable to ask for help - Asking for help from a member of staff in local shops, cafes, library etc

	c. Ensure that the learner has a fully charged mobile phone and is able (that is, has practised many, many times) to call school staff. d. Suggest to parents a tracking app such as life 360 might be useful?
I can travel by bus/ train	Practice first fully scaffolded and supported and then reduce with confidence the following: - What to do if the bus/train doesn't come - What to do if we feel unsafe - How to read a bus/train timetable - Where to find a bus/train timetable - Finding the correct stop/platform - Calling for assistance - Flagging the bus/ train - What to do if we have to stand (no seats left) - Finding the exit in the bus/train station - What to do if we miss the bus/train - Buying a ticket/using a travel card - What to do if we get off too early - What to do if we miss a stop - Getting the bus/train in small groups with adult meeting at destination - Getting the bus/train individually with adults meeting at destination - Repeat with different bus/train routes
I can manage my own medical needs including my own medication (if needed)	Practice and know where to get help if I am unwell Practice calling for help if I am unwell Practice keeping an item of importance safe Practice keeping my medication with me and a copy of how to assist me if I am poorly (Prior checks and risk assessment needed with the nurse to plan for medication independence and steps needed to do this on a individual basis, this plan needs to be fully discussed and agreed with medical professionals involved the young person and parents)