**SCHOOL VISION**

We believe that all young people should be as independent as they can be, irrespective of starting point.  We will develop the essential skills of communication, employability skills as well as emotional wellbeing.  We want our pupils to be global citizens and contribute and be part of their community (local/national & international).  We want our pupils to be happy, confident, healthy, safe and have their voices heard.  We aim to prepare our pupils for life beyond Hill Top School.

**INTENT**

Through our Independent Living curriculum we are preparing students for their next steps. We understand that these steps may be as part of student’s journey through Hill Top School or alternatively as they move on to destinations beyond the school. Our intention is to provide students with knowledge, skills and experiences that will increase their confidence as they take these next steps on their journey. We understand that independence can take a variety of forms and we seek to provide a platform for students to develop their own personalised independence.

The skills which we teach within independent living are both specific, for example, students learn how to keep a home tidy, and also discreet, as within this work we also hope to develop the student’s ability to communicate with other people, to understand different points of view and to embrace all aspects of our diverse society. Our intention is to enable our students to develop a wide range of skills which they will use both now and in the future.

The process is constantly evolving and requires us to monitor the ambitions and progress of students and parents/carers and to provide learning experiences which are suitably matched to the needs of the individual.

**IMPLEMENTATION**

Independent Living is taught for pupils on all pathways, from Year 7 onwards. We cover a wide variety of topics including but not limited to personal safety, personal and home care, travel training, community involvement. Students often complete work on a number of topics simultaneously to provide broad coverage within the subject. We make use of a spiralling curriculum model whereby year on year students are provided with opportunities to revisit and build upon skills in order to fully embed them. The aim is to address some of the key skills, which will help keep pupils safe, early in year 7 and then use these as a foundation to build learning on. We believe that through this we create skills which are life-long.

We also aim to underpin as much of the learning as possible, with opportunities to visit external venues and make use of skills in real world environments.

 Central to the work that we do, particularly in KS3, is the fact that students work towards personalised goals within each of the units of study that they undertake.

**IMPACT**

The impact of the curriculum will be an increase in student’s awareness, ability and skills. We feel that doing this has the added benefit of increasing student’s confidence and ambition. We measure progress as children develop and tailor future learning to match the need of the individual child. Our spiralling curriculum allows students opportunities to revisit topics where they feel they require further learning, or to deepen and generalise their understanding.

We measure progress using our assessment framework B Squared. We also offer students the opportunity to gain accreditation through NOCN group qualifications (these qualifications can be tailored to meet the needs and abilities of a wide range of learners), however of equal importance is the fact that all students access opportunities to develop the skills that match their own requirements.