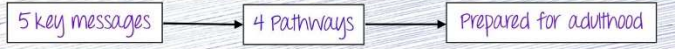


# Preparation for Adulthood – Journey through Hillside School and College



- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

## Preparing for Adulthood

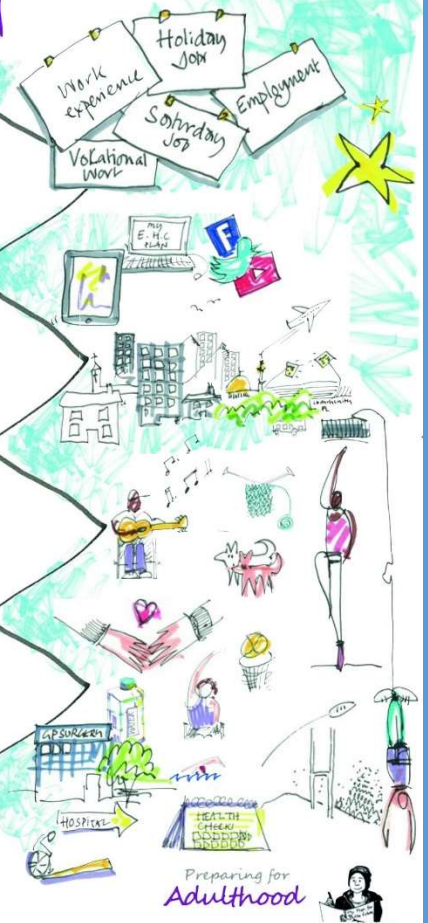


### Employment

### Independent living

### Community Inclusion

### Health



## EARLY YEARS

Class(s)

Employment



Independent Living



Community Inclusion



Health



Class 1  
(EYFS)

- Transitioning and adjusting into new school environment
- Learn class routines and the structure of the school day with the support of visual timetables
- Follow simple instructions
- Responsibilities – morning jobs, helping tidying up
- Find symbols for timetable
- Role Play based on different jobs (builder, firefighter etc)

**Development of Employability Skills:**

- Feeding and drinking more independently
- Toileting
- Dressing/undressing
- Making choices and expanding on communication tools
- Taking coats off/on and carrying own bag
- Asking for help
- Real Life Play
- Moving around school more independently

- Accepting/tolerating others
- Building friendships
- Using local parks/play areas
- Use the outside space in school and using different areas in the school building that are shared
- Road safety
- Role Play life in the wider community
- Attending while school events

- Trying new foods – healthy eating
- Accepting eating/drinking in school
- Attending paediatric/health appointments
- Start work regarding recognising emotions and utilise Thrive approach
- Physical activities/outdoor play
- Role Play (doctor, dentist etc)
- Occupational Therapist involvement and sensory diet implemented

	<ul style="list-style-type: none"> <li>• Develop Essential Skills linked into the Skills Builder skills</li> <li>• Getting involved in Careers Week Activities</li> <li>• Visit to workplace if appropriate.</li> <li>• Employer visit</li> </ul>			
KEY STAGE 1				
Class(s)	Employment	Independent Living	Community Inclusion	Health
Class 2 and 3	<ul style="list-style-type: none"> <li>• To know different times of day e.g. morning, afternoon and night.</li> <li>• Order daily events.</li> <li>• To know the days of the week.</li> <li>• To understand when a task is finished (e.g. put in finished tray/ tidy away resources)</li> <li>• Greet someone appropriately when you see them</li> <li>Start to develop the skills required for conversation</li> <li>• Awareness that communication changes depending on audience</li> <li>• Use good manners</li> <li>• Being proud of something you have done</li> <li>• Choosing and showing a personal preference for an activity</li> </ul>	<ul style="list-style-type: none"> <li>• Toileting</li> <li>• Following a simple routine and instruction Resource management</li> <li>• To know where particular resources are located within the classroom.</li> <li>• Hang coat and bag on peg.</li> <li>• To recognise dangers when out walking – cars, cyclists</li> <li>• To transition between areas with adult/ peer support/ visual cues</li> <li>• Zipping coat up independently</li> <li>• Getting changed for PE independently</li> <li>• Shoes on/off</li> </ul>	<ul style="list-style-type: none"> <li>• Participating within a social exchange within an activity</li> <li>• Listening and attending</li> <li>• To know who to ask for help when needed.</li> <li>• Play with friends</li> <li>• Sharing and turn taking with a peer</li> <li>• Working/playing alongside peers in a small group</li> <li>• Kind and unkind behaviours</li> <li>• Begin to recognise how their behaviour affects other people</li> </ul>	<ul style="list-style-type: none"> <li>• Using the toilet independently</li> <li>• Maintain good hand hygiene</li> <li>• Pulling trousers up and down</li> <li>• Cleaning myself after visiting the toilet</li> <li>• Cleaning teeth with support</li> <li>• To name my body parts – public and private areas</li> <li>• Recognise that people should treat you with care</li> <li>• Understand healthy food making choices about food</li> <li>• Eat foods from each of the food groups/ eat a wide range of foods</li> <li>• Try new foods</li> <li>• Healthy lifestyle – exercise</li> <li>• Who can help me, who can keep me safe?</li> </ul>

- Recognising their own emotions and preferences
- Having a job within the class
- Tidying up
- Understand and follow rules
- Showing respect for others
- To know who to ask for help when needed
- To regularly complete a role of responsibility in class (e.g. collecting milk, tidying pencil pot)
- To transition between tasks with adult support

**Development of Employability**

**Skills:**

- Understanding that there are different jobs/roles within society
- Real world play (firestations, shops, farms etc)
- Develop Essential Employability Skills
- Visits to workplace/ Employer visit
- Careers Week Activities

- Do a buckle, zip, tie a bow/knot
- Make a choice about food and snacks with adult support
- Open food wrappers independently
- To know when I need to have a drink and collect my own water bottle
- Sit appropriately at the table to eat and use cutlery
- Drink from cup
- Using money within a role play activity to buy objects

- Be able to leave a favoured activity and know that I can go back to it
- Recognise that people have differences and similarities
- Awareness that family and friends should care for each other.
- People who are special to us
- Engaging in role play and small world activities
- Pupils recognise they belong to various groups/communities. E.g. family/religion
- Recognise who to ask for help. – emergency services
- Visits to playgroups and parks in the community

- To participate in physical activity
- Participate in outdoor play
- Continue to develop a recognition of emotions and self-regulation.
- Become aware of sensory regulation needs

## KEY STAGE 2

Class(s)	Employment	Independent Living	Community Inclusion	Health
Class 4, 5, 6 and 7	<ul style="list-style-type: none"> <li>• To follow a routine</li> <li>• To know what time key events happen e.g. lunchtime, home time</li> <li>• Greet someone appropriately when you see them</li> <li>• Develop skills to know how to start, maintain and end a conversation</li> <li>• Talk about other peoples interests</li> <li>• Use good manners</li> <li>• Awareness that communication changes depending on audience</li> <li>• Understand interests and ambitions</li> <li>• Recognise things we are good at</li> <li>• Carry out jobs independently</li> <li>• Have a role within a group.</li> <li>• To ask for help</li> <li>• Understand Rules and laws and that some rules can be different depending on the environment</li> <li>• Respecting members of staff and follow their instructions</li> </ul>	<ul style="list-style-type: none"> <li>• To follow a classroom routine using a visual timetable</li> <li>• Move around school independently</li> <li>• Managing own time and routine</li> <li>• To collect resources for a particular activity and be able to pack away afterwards</li> <li>• To know where I live and to recite my home address and home phone number</li> <li>• To cross a road safely</li> <li>• Know how to use a phone to ring/text family and friends</li> <li>• To know what to do in an emergency – e.g. if I got lost when out on a trip or with my parents</li> <li>• To know where to seek advice or help with problems</li> <li>• Make own food. Following instructions/recipe. Learn</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that different people make different choices</li> <li>• Collaborative tasks</li> <li>• Getting on with others</li> <li>• Resisting negative pressure including peer pressure</li> <li>• Understand the different types of relationships</li> <li>• Understand what a friend is.</li> <li>• To understand and recognise what bullying is in real life and online</li> <li>• Understanding the difference between reality and fiction</li> <li>• Understanding safety issues around sending personal texts/images - Knowing that it is permanent</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining good body hygiene – knows when to use a body deodorant</li> <li>• To use a towel to dry body when it is wet</li> <li>• To remove wet clothes after a swimming lesson</li> <li>• To understand how and why we brush our hair</li> <li>• Follow food hygiene processes e.g. washing hands</li> <li>• To name my body parts independently</li> <li>• To wear appropriate clothing for the weather</li> <li>• To understand and recognise appropriate touching of others – appropriate to relationships</li> <li>• Understand healthy food • Making choices about food</li> <li>• Healthy lifestyle –To participate I regular physical activity</li> <li>• Make informed choices about their health and wellbeing</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to set my own goals</li> </ul> <p><b><u>Development of Employability Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Understand and describe different Jobs people do</li> <li>• Visit different workplaces</li> <li>• Participate in Careers Week Activities</li> <li>• Develop Essential Skills needed for adulthood</li> <li>• Know what my skills and qualities are</li> </ul>	<p>skills such as chopping/cutting/washing.</p> <ul style="list-style-type: none"> <li>• Responsibility for simple household tasks e.g. cleaning/gardening. Money management</li> <li>• To know the value of each coin and what change is</li> <li>• To buy an object of interest using the correct money</li> <li>• Recognise coins</li> <li>• Understand money needs to be earned before it can be spent</li> </ul>	<ul style="list-style-type: none"> <li>• Legal issues around sending texts</li> <li>• Recognising their own emotions and that of others</li> <li>• Understanding my feelings/triggers what strategies help me</li> <li>• Being able to leave a favoured activity and know that I can go back to it</li> <li>• To know about organisations who do community work e.g. support services, charities</li> <li>• Participate in different groups outside school.</li> <li>• Respecting differences between people</li> <li>• Taking care of the environment –recycling, littering etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Being aware of their own medical needs and follow medical advice</li> <li>• Recognise medicines and safety in taking them.</li> <li>• Understanding law/safety around drugs/cigarettes/ alcohol</li> <li>• How to tell people you are upset</li> <li>• To understand how my body will change as a grow up – periods/voice changes/body odour/emotions</li> <li>• To know what happens bodies through adolescence/puberty</li> <li>• Know what to use when I have my period – sanitary towels/tampons</li> <li>• To know how to keep myself clean when I'm on my period</li> <li>• To know the difference between private and public behaviours</li> </ul>
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### KEY STAGE 3

Class(s)	Employment	Independent Living	Community Inclusion	Health
Class 8, 9 and 10	<ul style="list-style-type: none"> <li>• To manage my own time</li> <li>• To know my routine</li> </ul>	<ul style="list-style-type: none"> <li>• Following class timetables</li> <li>• To know what to do if my</li> </ul>	<ul style="list-style-type: none"> <li>• Being tolerant of others</li> <li>• Know how to repair a relationship when</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining good body/personal hygiene – knows when to use a body deodorant and use it independently</li> </ul>

- To know how to locate a phone number and talk accordingly on the phone
- To know how to use a mobile phone correctly
- Greet someone appropriately when you see them
- How to start, maintain and end a conversation
- Talk about other people's interests
- Use good manners
- To know my likes/dislikes, strengths/weaknesses
- To select subject areas that are enjoyable to me
- To ask for help if I don't understand an instruction
- To know which adult to ask for help – trusted adult
- To be able to tolerate activities I don't like
- Develop skills for learning
- Make positive choices on how to spend free time
- Be able to rehearse/practise something to improve/perfect a skill

**Development of Employability Skills:**

- routine changes eg swimming is cancelled
- Follow a bus/travel timetable
  - Have an understanding of using public transport
  - Know where to seek advice or help with problems
  - Wash and iron clothes
  - Washing up
  - Using household appliances
  - To have an understanding of the value of money
  - Know how money can be earned
  - To know how to save money e.g. open a savings account
  - Have an awareness of on-line purchasing

- something goes wrong.
- Uses behaviour appropriate to relationship
  - Understands laws relating to consent in relationships
  - Online gaming/social media – staying safe
  - Understand the difference between reality and fiction.
  - Understanding safety issues around sending personal texts/images - knowing that it is permanent
  - Participate in group activities
  - Accepts the ideas and opinions of others
  - Taking turns in roles within groups with support
  - Managing pressure
  - Managing Strong feelings.
  - Understanding my feelings/triggers
  - Knowing what strategies help me
  - Discuss with others what helps me
  - Develop an awareness of Self-esteem

- To understand how and why we wash and brush our hair
  - Keeps safe within relationships
  - Feeling unwell and how to get help
  - Understanding accidents and risk
  - What can we do to keep safe out in the community and at home
  - Keeping safe online
  - What to do in emergency situations
  - Understand public and private
- Understand the importance of exercise

	<ul style="list-style-type: none"> <li>• Know how my strengths will inform future choices in learning and work</li> <li>• What is important to me for my future</li> <li>• Describe some of the attitudes/qualities/skills needed for employability</li> <li>• Demonstrate an understanding of a career (in relation to examples of people that they know)</li> <li>• Participate in Careers Week Activities</li> <li>• Develop Essential Skills needed for adulthood</li> </ul>		<ul style="list-style-type: none"> <li>• Understand what a friend is</li> <li>• Be able to make and keep a friend</li> <li>• Develop an understanding of Romantic feelings and sexual attraction</li> </ul>	
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### KEY STAGE 4

Class(s)	Employment	Independent Living	Community Inclusion	Health
Class 12, 13 and 14	<ul style="list-style-type: none"> <li>• Write an email/letter to difference audiences</li> <li>• To select areas of study that are enjoyable</li> <li>• Give examples of my strengths and personal qualities</li> <li>• To follow instructions carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Plan my own timetable for self-study</li> <li>• Plan when to do things within my daily routine</li> <li>• Pack equipment needed for school independently</li> </ul>	<ul style="list-style-type: none"> <li>• To engage and join a club outside of school or college</li> <li>• Going out with friends and family on a social occasion</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining good body hygiene – knows when to use a body deodorant and use it independently</li> <li>• To understand how and why we wash and brush our hair</li> <li>• Keeps safe within relationships</li> <li>• Feeling unwell and how to get help</li> </ul>



**Development of Employability**

**Skills:**

- To work towards Employability/Life Skills Qualifications (ASDAN)
- Know my strengths and qualities and how they inform future choices in learning and work
- Describe some of the attitudes/qualities/skills needed for employability
- Demonstrate an understanding of a career
- To have some meaningful work experience (internal or external)
- Planning the skills needed for employment
- Start to prepare a C.V.
- To understand and explore the different things I can do in the future
- Have an understanding on T Levels and Apprenticeships
- Have encounters with FE Colleges and Training Providers
- Participate in Careers Week Activities
- Develop Essential Skills needed for adulthood

- To know my route homes from different locations – from town, from bus stop, from school
- Can access timetables for public transport
- Use public transport
- Planning a routine for Washing, brushing teeth, brush hair independently
- Wash and iron clothes
- Washing up
- Use household appliances.
- To understand the value of money
- To understand how to earn money
- Know how to save money – open a savings account
- On-line purchases in games

- Visiting a cinema or other facility and recognising the social behaviours that are appropriate for the cinema – remaining quiet
- Online gaming/social media – staying safe
- Understanding the different between reality and fiction.
- Uses behaviour appropriate to relationship • Understands laws relating to consent in relationships
- Understanding coercion within friendships and relationships
- Romantic feelings and sexual attraction
- Positive/unhealthy relationships
- Develops Friendships
- Has an understanding of long-term relationships/parenthood
- To show tolerance within group tasks
- Emotional awareness and resilience
- Dealing with disappointment and

- Keeps safe within relationships
- Expectations of relationships/abuse
- Understanding law/safety around drugs/cigarettes/ alcohol
- Managing online information
- Understand contraception and sexual health
- Healthy diet and exercise • Mental wellbeing
- Body image
- Understands the physical and emotional changes throughout puberty

rejection. Managing pressure

- Managing Strong feelings.
- Understanding my feelings/triggers
- What strategies help me?
- Discuss with others what helps me when feeling frightened/worried
- Self-esteem and unkind comments
- Understand what a friend is. Be able to make and keep a friend
- Romantic feelings and sexual attraction
- Participate in different groups outside school
- Understanding that prejudice/discrimination must be challenged
- Appreciate that in our society there are people with similarities and differences in regards to race, religion, sexuality, gender, age, ability, disability and culture

Class(s)	Employment	Independent Living	Community Inclusion	Health
Class 12, 13 and 14	<ul style="list-style-type: none"> <li>• Planning for job/further education interviews</li> <li>• To select areas of study that are enjoyable</li> <li>• To follow instructions carefully</li> <li>• Prioritising what is important</li> <li>• Being able to start a task independently</li> <li>• Being able to finish a task independently</li> <li>• Understanding deadlines and time limits and planning to meet them</li> </ul> <p><b><u>Development of Employability Skills:</u></b></p> <ul style="list-style-type: none"> <li>• To work towards Employability/Life Skills Qualifications (ASDAN)</li> <li>• To attend a work experience placement</li> <li>• To visit local FE Colleges/Training Providers and make Transition choices</li> <li>• Have an understanding of Apprenticeships/T Levels/Supported Internships</li> </ul>	<ul style="list-style-type: none"> <li>• Follow my own timetable or the class timetable independently</li> <li>• Plan when to do things within my daily routine</li> <li>• To know my route homes from different locations – from town, from bus stop, from college</li> <li>• Can plan a route to somewhere new</li> <li>• Keep myself, my clothes and my environment clean – how often should this be</li> <li>• Iron clothes</li> <li>• Make a shopping list</li> <li>• Go shopping</li> <li>• Cook food independently</li> <li>• Understanding the need to manage your income and outgoings e.g. paying bills</li> <li>• Plan a budget for shopping and stick to it</li> </ul>	<ul style="list-style-type: none"> <li>• To engage and join a club outside of school or college</li> <li>• Going out with friends and family on a social occasion</li> <li>• Visiting a cinema or other recreational activity in the community and recognising the social behaviours that are appropriate for the cinema – remaining quiet.</li> <li>• Has an understanding of long term relationships/parenthood</li> <li>• Uses behaviour appropriate to relationship.</li> <li>• Understands laws relating to consent in relationships.</li> <li>• Recognise negative behaviour and bullying</li> <li>• To show tolerance within group tasks</li> <li>Emotional awareness and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to access help and support for medical or mental health issues</li> <li>• Know when a doctors/dentist appointment is needed.</li> <li>• Keeps safe within relationships.</li> <li>• Expectations of relationships/abuse</li> <li>• Understanding law/safety around drugs/cigarettes/ alcohol</li> <li>• Managing online information</li> <li>• Understand contraception and sexual health</li> <li>• Healthy diet and exercise</li> <li>• Mental wellbeing</li> <li>• Be aware of body image</li> </ul>

- To explore different careers
- Careers advisory sessions
- To continue to build on strengths and interests highlighted in vocational profile
- Engage in Enterprise Project
- To write a CV and complete a job/college application correctly – to know to write about strengths and likes/interests
- Understand that workplaces have certain expectations/code of conduct
- Participate in Careers Week Activities
- Develop Essential Skills needed for adulthood

- Dealing with disappointment and rejection
- Managing pressure
- Managing Strong feelings
- Understanding my feelings/triggers what strategies help me
- Discuss with others what helps me
- When feeling frightened/worried knowing what to do
- Know about self-esteem and dealing with unkind comments