



The William Henry Smith School



# Independence Plus



**“The innovative quality of life framework you have developed has a positive and life-changing impact on pupils and their families”  
Ofsted July 2019**

[www.swalcliffepark.co.uk](http://www.swalcliffepark.co.uk)



## Introduction and rationale

We support the view of the Autism Education Trust that **All individuals with autism are entitled to a good education and a good quality of life.**

So, as well as providing an educational curriculum which promotes academic and vocational **Achievement**, we also have a focus on **Communication, Self-Management and Independence**. These are known as the 4 'Whys' and collectively they contribute to improving the '**Quality of Life**' (QoL) of each of our students and their families.

This **Independence Plus** curriculum sets out the **Attitudes, Skills and Knowledge** we believe our students need to be happy, healthy and empowered young people, and to help them prepare for adulthood. It is built of 10 core sections, which combine aspects of **Communication, Self-Management and Independence**, hence the name **Independence Plus!**

This curriculum has been written and designed to be used flexibly and in a range of contexts. While much of the content will be covered in school, we feel that best results will come if some of the tasks are practiced or reinforced at home. This will allow families to contribute to the collection of evidence, which can be linked to individual student risk assessments and EHCP outcomes.

## Working with students

**Addressing individual student QoL issues:** Towards the end of each term all students complete a QoL survey which helps them to identify issues which are important to them. We also ask families to complete a similar survey which helps us to gain their perspective on what they feel the main QoL are. This helps us to hear both **student and family voice**. Keyworkers discuss survey responses with their student and family to identify how staff at school can best work with them to identify 1, 2 or 3 QoL targets for the term to address these issues. These targets can relate directly to the descriptors on the **Independence Plus** curriculum.

**Addressing whole school QoL issues:** We also look at the collective QoL survey responses from students and their families as this provides us with an overview of the issues which are prevalent across the whole school. We use this information to inform our **Independence Plus** curriculum planning in a variety of ways such as termly areas of focus, themed weeks, or inviting external speakers into school.

**Independence Plus and risk assessment:** We use information from QoL surveys, All About Me and weekly key working sessions to find out what students want to do at that point in time as well as what they want to achieve by the time they leave school. We can also use this information to inform the setting of QoL targets. As these targets can map onto the level descriptors in the **Independence Plus** curriculum, we can chart progress over time and assess how safe students are to carry our specific tasks independently. Each student's risk assessment is then directly linked to their **Independence Plus** profile. For example, in the '**Keeping safe online**' section (P 45) levels of supervision will relate directly to the level at which the student has

demonstrate they are able to operate safely at. This level can go up or down depending on the online behaviour of the student.

All students have time allocated within their weekly timetable to work on aspects of the **Independence Plus** curriculum. However, we need to make the most of as many opportunities as possible to work through it and find opportunities to generalise the content in a range of contexts.

This is why we share this curriculum with families and ask them to work with us as partners in gathering evidence of progress in each section. We encourage families to share any evidence they collect so that we can build a comprehensive portfolio of what each student can do and how independently. Residential staff will also work on aspects of the **Independence Plus** curriculum during evenings and weekends.

Each student has an **Independence Plus** portfolio which contains evidence of their progress through the different sections of the curriculum. It is important that students, families and school staff all contribute to the collection of evidence for the portfolio so that it provides an accurate view of progress.

### Working with families

We also address QoL issues raised by families on an individual and collective basis. The role of the keyworker is pivotal in this, as they can help families make best use of the **Independence Plus** curriculum at home and within the community. They can also ascertain how they can support families on other issues which are raised through the surveys and regular key working conversations.

We also use the collective family responses from QoL surveys in a variety of ways, for example through training or information sharing on days with family events. Topics for such sessions could be drawn from any of the 10 sections for example emotional and sensory regulation, on line safety or independent travel. We also include information in the Headlines newsletter and on the website.

### Working with partners

The school will use the portfolio to inform progress updates to families throughout the year and this will be summarised in each student's Annual Review report which is also shared with the Local Authority. Portfolio evidence can then be used to inform progress against EHCP outcomes and the setting of new ones. The portfolio can be used in the meeting to provide evidence of progress and the levels within the curriculum can be used to help future outcomes and preparation for transition out of school.

With all of the above in mind, we hope that you find the structure and content of our **Independence Plus** curriculum useful, interesting and easy to work with.

We would be happy to receive any feedback you may have and look forward to hearing your views.

Kiran Hingorani  
CEO

## Independence Plus guidance notes

### Structure, content and target setting

- The Independence Plus curriculum has 10 core sections, each of which is broken down into four subsections.
- Each subsection contains descriptors which are knowledge/skills based.
- Whilst many of the descriptors are sequential in level of difficulty from 1-9, it is important to note that this is not strictly the case for all of them.
- Problem solving is a focus of each subsection as part of the bonus descriptor in order to support independent generalisation of skills in multiple settings.
- Sections and subsections can be worked on in any order and more than one subsection can be worked on at any time.
- The choice of section and subsection will be linked to collective and individual QoL survey responses.
- Termly areas of focus will be chosen according to collective student responses.
- Termly QoL targets will be linked to individual student responses.
- Individual students may have 1, 2 or 3 QoL targets which are directly linked to this curriculum.
- Each student is given a hard copy of the Independence Plus curriculum which includes all the sections and subsections.
- This hard copy can be used to date stamp the achievement of descriptors.
- Each student has a portfolio to store all evidence collected for the achievement of each descriptor.
- There is also an electronic tracking system which can be used to demonstrate progress over time and incorporated into reports.

**“The ‘quality of life’ framework is underpinned meticulously by the school’s well-established core values of ‘the 4 whys’ (communication, self-management, independence and achievement). Regular, carefully devised surveys are completed by pupils, their families and staff, and these accurately inform the excellent provision that pupils receive.”**

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## The 10 core sections:

<p><b>1 <u>My self-care (Page 9)</u></b></p> <p>A) Cooking B) Laundry C) Self-care D) Shopping</p>	<p><b>2 <u>My environment (Page 14)</u></b></p> <p>A) Cleaning B) Maintenance C) Accommodation D) Green living</p>
<p><b>3 <u>My future (Page 19)</u></b></p> <p>A) Choosing my next steps B) Applying for my next steps C) Interviews D) Work Ready</p>	<p><b>4 <u>My finances (Page 24)</u></b></p> <p>A) Money B) Banking C) Bills D) Budgets</p>
<p><b>5 <u>My relationships (Page 29)</u></b></p> <p>A) Relationships B) Conversations C) Friendships D) Sexual relationships</p>	<p><b>6 <u>My organisation (Page 34)</u></b></p> <p>A) Understanding time B) Managing time C) Self-study D) Managing belongings</p>
<p><b>7 <u>My community (Page 39)</u></b></p> <p>A) Immediate community B) Extracurricular activities C) School day D) <u>Wider community</u></p>	<p><b>8 <u>My safety (Page 44)</u></b></p> <p>A) Where I live, learn and work B) Taking responsibility for myself C) When out and about D) Keeping safe online</p>
<p><b>9 <u>My well-being (Page 49)</u></b></p> <p>A) Understanding myself B) My health needs C) Emotional and sensory regulation D) Healthy mind and body</p>	<p><b>10 <u>My travel (Page 54)</u></b></p> <p>A) Getting myself around now B) Public transport C) My own transport D) International travel</p>

## **How to use Independence Plus:**

- Independence Plus is delivered in a number of ways such as during tutor time, timetables Independence plus sessions, keyworking, residential time, at home in partnership with families.
- The curriculum encourages students to develop and generalise their knowledge and skills through a range of experiences.
- Methods such as coaching, guiding, enabling and participating are used to support the students to become confident, to give things a go and think for themselves.
- Activities can be integrated as part daily life routines and are aimed to be functional and practical.
- Progress is assessed throughout the term by all school staff in conjunction with students and their families. Their progress over time is recorded visually using the colour coded levels which demonstrates the young person's progression from new skill to self-reliant. Evidence of progress is collated from all staff, students and their families. This is stored in their individual portfolios.

## Colour coded levels:

<b>Blank</b>	<ul style="list-style-type: none"> <li>• Not a priority/relevant at this time</li> <li>• Not yet developed</li> </ul>
<b>1 Red</b>	<ul style="list-style-type: none"> <li>• New to me</li> <li>• Complete support given</li> <li>• Just starting</li> <li>• Reliant on others to carry out the task/activity</li> </ul>
<b>2 Amber</b>	<ul style="list-style-type: none"> <li>• Developing with lots of support given</li> <li>• Beginning to learn</li> <li>• Reliant on others to prompt e.g. visual, verbal</li> </ul>
<b>3 Yellow</b>	<ul style="list-style-type: none"> <li>• Developing with minimal support given</li> <li>• Nearly there</li> <li>• May need occasional prompting</li> </ul>
<b>4 Green</b>	<ul style="list-style-type: none"> <li>• Developed</li> <li>• Has completed the task once or twice independently</li> <li>• Mostly self-reliant e.g. right time and place, appropriately</li> <li>• Can do but struggles to generalise to multiple settings</li> </ul>
<b>5 Dark Green</b>	<ul style="list-style-type: none"> <li>• Generalised</li> <li>• Can complete the task unsupported without prompting</li> <li>• Independent</li> <li>• Self-reliant and initiating consistently</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Is part of daily routine (where appropriate)</li> <li>• Completed in multiple settings (where appropriate)</li> <li>• Completed with multiple people (where appropriate)</li> <li>• Completed over a period of time e.g. cook's dinner twice a week for the last 6 months</li> <li>• Appropriate for the situation/person</li> </ul>

# 1

## **My self-care**

**A) Cooking**

**B) Laundry**

**C) Self-care**

**D) Shopping**

1A Cooking		Date/signed				
Number:	Descriptor:					
1	I know when I am hungry and thirsty and can communicate this.					
2	I can make a choice about food and drink according to i) what is healthy for me ii) how much I have already eaten ii) the time of day.					
3	I can locate food, drink and equipment.					
4	I can get out the correct items I need to make a light meal and a drink e.g. sandwich, glass of water.					
5	I can sequence a simple task e.g. making a glass of squash, cleaning up after myself.					
6	I can sequence a more complex task e.g. making a hot drink or a piece of toast.					
7	I can make a light meal e.g. beans on toast/scrambled eggs and clean up after myself.					
8	I can make a main meal and clean up after myself.					
9	I can choose a variety of food to cook, follow a recipe and clean up after myself.					
BONUS!	I can problem solve cooking based situations e.g. cook a meal for others considering their requirements.					

1B Laundry		Date/signed				
Number:	Descriptor:					
1	I know when clothes need washing by look, smell and how often I have worn them. I can place the items to wash in a laundry bin.					
2	I can read and understand laundry labels e.g. cold/warm setting, dry cleaning.					
3	I sort laundry e.g. dark, light, wool, colours, whites, dry cleaning.					
4	I can load and remove laundry from the machine e.g. not overloading.					
5	I can select the correct washing powder/liquid and pour out an appropriate measure.					
6	I can select an appropriate programme to suit the laundry and start the machine e.g. using an instruction manual.					
7	I can dry laundry according to the weather, the facilities available and the time of day in a timely manner e.g. hang it out on the line.					
8	I can collect the laundry from the washing line or the dryer once the dryer has finished.					
9	I look after my clothes e.g. folding, ironing, hanging, putting back in wardrobe/drawer.					
BONUS!	I can problem solve laundry based situations e.g. leaks, dyeing your clothes, running out of detergent.					

1C Self-care		Date/signed				
Number:	Descriptor:					
1	I use the toilet e.g. flushing, wiping, washing hands, public toilets.					
2	I wash my hands, face and body e.g. bathing, showering.					
3	I maintain good nail care e.g. clipping, cleaning, filing.					
4	I maintain good oral hygiene and sequence brushing my teeth.					
5	I keep my hair in good condition e.g. brushing, washing, cutting, styling.					
6	I can dress and undress using a range of fasteners such as Velcro, buttons and zips.					
7	I tie clothing and laces e.g. football boots, apron.					
8	I select and wear clothing for the weather, a social situation or school.					
9	I eat and drink appropriately for the setting e.g. using knife and fork skilfully, spreading, cutting, pouring a drink, staying seated, awareness of cleanliness, quiet or closed mouth eating.					
BONUS!	I can problem solve personal care based situations e.g. running out of shower gel, no hot water, unfamiliar situations.					

1D Shopping		Date/signed				
Number:	Descriptor:					
1	I know what I need to buy and whether I can afford it.					
2	I plan what I want/need e.g. what I'm going to buy, make a list, get bags, money, payment cards.					
3	I identify which shops/vending machines/websites I need to visit.					
4	I get to the shops /vending machine and locate items.					
5	I ask for help e.g. to find the shop, to find items, checking price.					
6	I understand and demonstrate social behaviours to the setting e.g. that I am sharing space with others, considering others, small talk with others.					
7	I wait to pay for items, pack my shopping and wait for change/receipt. e.g. queuing.					
8	I purchase items I need/want with the correct amount of money and check my change.					
9	I select suitable items to buy on the internet and purchase them online from reputable suppliers.					
BONUS!	I can problem solve shopping based situations e.g. if the self-service till breaks, items not where expected, responding to unexpected encounters, customer service.					

# 2

## **My environment**

**A) Cleaning**

**B) Maintenance**

**C) Accommodation**

**D) Green living**

2A Cleaning		Date/signed				
Number:	Descriptor:					
1	I tidy away my belongings e.g. into the correct cupboards, wardrobes and drawers.					
2	I identify when and why an area/item needs cleaning.					
3	I use and maintain cleaning equipment safely e.g. vacuum cleaner, dishwasher.					
4	I store and use cleaning chemicals safely and efficiently e.g. dishwashing liquid, bleach, surface sprays.					
5	I set the table and clean the kitchen e.g. work surfaces, load/unload the dishwasher and wash/dry up.					
6	I identify and bin rubbish, recycle, empty bins and replace bin liners.					
7	I complete light household chores e.g. dusting, sweeping.					
8	I can clean a bathroom e.g. toilet, bath, shower and sink.					
9	I complete heavy household chores e.g. hoovering, cleaning windows, deep cleaning, putting bins out, cleaning patio.					
BONUS!	I can problem solve cleaning-based activities e.g. running out of dishwasher salt, vacuum cleaner full.					

2B Maintenance		Date/signed				
Number:	Descriptor:					
1	I use electrical items safely e.g. not overloading extension leads, overheating of electrical items, noticing wear and tear to wires and plugs.					
2	I know how to arrange installation of goods, fixtures, fittings and maintenance and repair of my house.					
3	I know what a smoke alarm and carbon monoxide detector is and when to check them.					
4	I know what to do in an unexpected situation e.g. check fuse box if power cut, turn off water if a leak.					
5	I can maintain simple appliances e.g. change a lightbulb, replace a battery.					
6	I know what utility services I need and how to arrange them for my home e.g. broadband.					
7	I know how to set the temperature in my room according to my needs.					
8	I know how to keep my room ventilated and hygienic e.g. mould and mildew free.					
9	I understand that if I live independently my property would need maintaining to keep me safe.					
BONUS!	I can problem solve maintenance based situations e.g. power cut, flood.					

2C Accommodation		Date/signed				
Number:	Descriptor:					
1	I know about the types of accommodation available e.g. bungalow, house, flat, boat, studio apartment.					
2	I know about the different financial options available to live somewhere e.g. renting, lodging, council housing, living at home, shared ownership, lease hold, supported living, living within my means.					
3	I know where and how to look for somewhere to live.					
4	I am aware of and understand terminology related to accommodation and can ask for help when I don't understand something e.g. contract, lease, rent, short hold versus long term tenancy agreement, legal jargon.					
5	I understand the contractual obligations about where I live and the consequences of breaking these e.g. deposits, gas checks by landlord, paying rent on time.					
6	I know the rules/agreement where I live and have contributed to them where I can e.g. furnishing or decorating personal or shared spaces, playing music, rotas.					
7	I understand my responsibilities around the house e.g. chores, considering others; shared spaces, being tidy & clean, noise, behaviour, securing the property.					
8	I know my financial responsibilities and can contribute to the household e.g. paying my share of the rent, food, bills, property maintenance.					
9	I understand how people can become homeless.					
BONUS!	I can problem solve accommodation-based situations e.g. not being able to find/afford somewhere to live, being given notice on your house, noisy neighbour, suspended benefits.					

2D Green living		Date/signed				
Number:	Descriptor:					
1	I understand the importance of thinking about the environment in my everyday living.					
2	I use resources responsibly e.g. windows closed when heating is on, lights off when not in room.					
3	I reuse items where I can e.g. bags for life, reusable bottles/cups.					
4	I consider environmentally friendly transport when needing to travel e.g. planning effectively, lift sharing, walking, cycling, public transport.					
5	I consider using second hand goods e.g. charity shops, upcycling, games exchange.					
6	I consider sustainable living e.g. growing my own vegetables, keeping chickens and using their eggs.					
7	I think about the amount of food I buy and wastage e.g. weekly meal plan, use by dates, freezing food.					
8	I am aware of my own carbon footprint and endeavour to reduce it.					
9	I recycle packaging and attempt to buy fewer disposable items e.g. plastics.					
BONUS!	I can problem solve to lead an eco-friendly life.					

# 3

## **My future**

**A) Choosing my next steps**

**B) Applying for my next steps**

**C) Interviews**

**D) Work ready**

3A Choosing my next steps:		Date/signed				
Number:	Descriptor:					
1	I understand how my personality and interests can help in my next steps e.g. Job/ course/ apprenticeship.					
2	I can identify my strengths and needs in relation to my next steps and how to ask for support/ alterations if needed for my next steps e.g. job / course.					
3	I know how and where to look for jobs/ courses/ apprenticeships e.g. job advert, websites or open days.					
4	I understand the range of next steps available to me e.g. jobs / courses and where to find information about these e.g. career adviser/ national career website.					
5	I know what I would like from course/career/lifestyle and how these link.					
6	I can match my qualifications and skills to my next step requirements.					
7	I can make sensible decisions about my next steps to suit me e.g. work hours, shift work, environment, learning styles, online courses.					
8	I understand vocabulary related to my next steps e.g. full time/ zero hour contracts, pro rata/ annual leave/ contract terms and conditions.					
9	I have undertaken at least 2 work experience placements by the time I am 18 years old e.g. attending open days, taster days.					
BONUS!	I can problem solve situations linked to my next steps e.g. my qualifications don't match the job/course I want, have taken in a range of work experience.					

3B Applying for my next steps:		Date/signed				
Number:	Descriptor:					
1	I know the pathway I want to follow and have a folder of important/ relevant documents.					
2	I can read a course prospectus and/ or job advert and identify the key information.					
3	I understand the application process and can obtain an application form or apply online for a course/ job.					
4	I understand vocabulary and concepts linked to the application process e.g. DoB, National Insurance, contact, reference, personal statement.					
5	I can complete an application form.					
6	I can write information linking my skills to the job/ course and personal specification e.g. personal statement, supporting evidence.					
7	I can complete a CV and covering letter.					
8	I can identify potential referees and ask them to support my application.					
9	I understand that I may or may not be successful and know what strategies to use to help me manage this.					
BONUS!	I can problem solve application problems e.g. no response, vague information or deadlines.					

3C Interviews:		Date/signed				
Number:	Descriptor:					
1	I can pick out and understand key information from a letter/email inviting me to an interview.					
2	I can respond to an interview letter/email to confirm my attendance.					
3	I can plan how to get to an interview and have copies of relevant documents as requested in the letter to take with me.					
4	I can choose appropriate clothing and make myself presentable for the situation e.g. ironed clothes, groomed hair, suitable dress code.					
5	I can think about what questions I might be asked and plan some answers.					
6	I can demonstrate non-verbal communication skills needed to make a positive impression at an interview.					
7	I can participate in a mock interview with familiar people/in a familiar setting.					
8	I can participate in a mock interview with an unfamiliar adult/in an unfamiliar setting.					
9	I can complete a real life interview.					
BONUS!	I can problem solve situations that might occur at an interview e.g. if date of interview clashes, priorities.					

3D Work ready		Date/signed				
Number:	Descriptor:					
1	I show a positive attitude to my learning and activities e.g. showing interest.					
2	I show and use my initiative e.g. doing tasks/activities without being told, being proactive.					
3	I ask for support when I need it e.g. comprehension monitoring, asking politely, being prepared to wait.					
4	I can engage in informal social interactions e.g. asking if someone wants a drink, small talk.					
5	I demonstrate positive interactions when working in a team/group.					
6	I meet deadlines and can manage when unable to do this e.g. telling someone in advance, giving a reason, asking for help.					
7	I can change my communication style depending on my audience e.g. authority, colleagues, acquaintances.					
8	I can express myself in a way that people respond positively to e.g. assertiveness, expressing opinions, filtering, giving constructive criticism.					
9	I understand the expectations of having a job e.g. adhering to my contract, turning up on time, following procedures and policies, safety requirements.					
BONUS!	I can problem solve work based situations e.g. inappropriate jokes, oversharing information, being given a task I don't want to do, managing boring moments, escalating problems to management.					

# 4

# My finances

**A) Money**

**B) Banking**

**C) Bills**

**D) Budgets**

4A Money:		Date/signed				
Number:	Descriptor:					
1	I know there are different types of money and can use a range of these to purchase items and services e.g. coins, notes, cheques, how 5 coins equal one 5-pound note.					
2	I consider the value of money e.g. seeing past advert, not being literal, price comparisons.					
3	I can choose which form of money to use depending on the situation e.g. debit card, cash, credit card.					
4	I can access my money e.g. cash machine, in the bank, cashback.					
5	I understand the pros and cons of lending to and borrowing from another person.					
6	I understand the pros and cons of borrowing money from companies e.g. pay day loans, credit, high interest charges, buy now pay later.					
7	I understand more complex terminology e.g. interest rates, APR, loans, signing contracts.					
8	I can understand and interpret documents e.g. salary slips, contracts, terms and conditions.					
9	I understand the consequences of running out of money e.g. bankruptcy.					
BONUS!	I can problem solve money based situations e.g. if someone gives me the wrong change, if I lose a receipt, guarantees.					

4B Banking:		Date/signed				
Number:	Descriptor:					
1	I know why I need a financial account.					
2	I understand banking terminology e.g. debit, credit, interest, mortgage, overdraft.					
3	I understand the types of financial institutions available to me and what accounts they offer e.g. savings, current account.					
4	I can make a decision about the best type of accounts for me.					
5	I understand the process of obtaining a financial account e.g. comparing accounts, interest rates, considering location and application process.					
6	I can use and manage my account through online, phone, in branch methods.					
7	I can understand and interpret my bank statements/online statements.					
8	I can understand the legal and financial obligations of taking out loans or higher purchase finances.					
9	I understand about bank charges and the need to periodically check accounts for the best deals e.g. for overdrafts, using certain transactions, credit cards, price comparisons.					
BONUS!	I can problem solve banking based situations e.g. bank has closed down, error on statement, transferring to the wrong account.					

4C Bills		Date/signed				
Number:	Descriptor:					
1	I understand that I need to pay for what I use e.g. mobile phone, contracts, electricity, dinner.					
2	I understand the terminology related to bills e.g. utility, service charge, interest, balance, tariff.					
3	I can find and interpret information on a bill e.g. how much needs paying, date of payment due.					
4	I understand that I need to pay bills by a certain date and understand the consequences of not paying e.g. being cut off, debt collection, red letter.					
5	I understand there are many different formats of bills and way to pay these e.g. online, direct debit, standing order, paper, BACS, apple pay, cash, PayPal.					
6	I can prioritise money for bills e.g. keeping aside money each month, knowing income/outgoings.					
7	I understand what it means to be charged interest and how this varies e.g. APR, how much I borrow vs. how much I pay back.					
8	I understand what a credit score is and the importance of this for my future.					
9	I can demonstrate awareness of what debt is and the consequences of this.					
BONUS!	I can problem solve billing based situations e.g. being overcharged, wrong tariffs, missing a payment, not being able to work out how much you owe.					

4D Budgeting:		Date/signed				
Number:	Descriptor:					
1	I know what a budget is and why I need one.					
2	I can set and manage a daily and weekly budget for myself.					
3	I know the things I need to budget for e.g. considering annual expenses such as MOT.					
4	I can balance and predict my incoming and outgoings.					
5	I know the important dates in my financial calendar e.g. PIP every 3 weeks, rent on the 28 <sup>th</sup> , food each week, holiday periods.					
6	I can create and stick to a financial plan e.g. using a spreadsheet, using an app.					
7	I can prioritise what I need vs. what I want and budget for this.					
8	I can think of how I will need/use money in the future e.g. savings, pensions, ISA's, bonds, savings / investments.					
9	I can predict potential consequences of my financial decisions e.g. if I spend all my money, sacrificing one thing for another.					
BONUS!	I can problem solve budget based situations e.g. a new game coming out, cost of living increasing, doing the maths wrong and not having enough money, making an impulse buy, birthdays and Christmas.					

# 5

# My relationships

**A) Relationships**

**B) Conversations**

**C) Friendship**

**D) Sexual relationships**

5A Relationships:		Date/signed				
Number:	Descriptor:					
1	I understand that there are different types of relationships (e.g. arranged marriages, forced marriages, same sex, heterosexual, partnerships, cohabiting) and the qualities that are important to me in a relationship (e.g. trust, respect, equality, kindness).					
2	I know about different gender identities, cultures, and sexual orientations, and respect people's choices.					
3	I understand the expectations of being in a relationship. e.g. respect, honesty, compromising, joint decision making, maintaining a relationship.					
4	I have strategies to manage a break down in a relationship e.g. ending a relationship, not liking someone when they like you.					
5	I use social media responsibly within a relationship e.g. awareness of revenge porn, age, monitoring amount of texts, oversharing information online.					
6	I can identify characteristics of behaviours within relationships and give examples e.g. positive and unhealthy relationships, media portrayal.					
7	I can show someone I fancy them appropriately and accept their response e.g. getting someone's attention, asking someone out, flirting, dating, internet dating.					
8	I know about levels of intimacy and the emotional impact of these e.g. friends with benefits, one-night stand, commitment relationships, love, lust.					
9	I can notice social signs that someone might fancy me or not e.g. flirting, asking someone asking my friend for my number.					
BONUS!	I can problem solve relationship based situations e.g. asking someone out and they say no, sending a text to wrong person.					

5B Conversations:		Date/signed				
Number:	Descriptor:					
1	I understand and demonstrate that a conversation is a two way process.					
2	I can monitor talking about my interests and show interest in other people.					
3	I can select topics of conversation for the situation e.g. someone's interests, the weekend.					
4	I can initiate conversations e.g. questions, comments, topics, body positioning, eye contact, joining a group/1:1 situations, familiar/unfamiliar.					
5	I can maintain a two-way conversation e.g. follow up questions, adding relevant comments, showing interest, showing listening, uhhuh's, mmmm.					
6	I can end a conversation e.g. not abrupt ending, not walking off, waiting until the right time, other person has finished, nonverbal cues.					
7	I can work out the purpose of conversation e.g. small talk to make other people feel comfortable, to book an appointment.					
8	I can engage in phone conversation/text conversation e.g. needing to use more verbal fillers on a phone call to show you are listening.					
9	I monitor what I say and how I say it e.g. giving my opinion, filtering my thoughts.					
BONUS!	I can problem solve conversation based situations e.g. misinterpreting what someone says, not hearing someone, running out of things to say.					

5C Friendships		Date/signed				
Number:	Descriptor:					
1	I understand what a friend is and that there are different types of friendships.					
2	I consider the qualities I offer in a friendship and the qualities I look for in a friend.					
3	I can select a friend or friendship group and can accept/reject friendships appropriately.					
4	I organise and take part in activities with friends which may not always be my choice e.g. online, going to the cinema.					
5	I can manage conflict in my friendships e.g. "banter", hurtful comments, giving space.					
6	I make effort to maintain my friendships e.g. asking how my friend is, contacting my friend over the holidays, asking to meet up after school/weekends.					
7	I can read social cues and adapt my behaviours to consider the thoughts and feelings of others I am spending time with.					
8	I share information with my friends that matches the type of friendship level e.g. keeping secrets, personal information.					
9	I can keep myself safe within a friendship e.g. peer pressure, friends asking to do something you don't want to do, take mobile phone with me when I am out.					
BONUS!	I can problem solve friendship based situations e.g. joining an existing friendship group, managing friendship hierarchies.					

5D Sexual relationships		Date/signed				
Number:	Descriptor:					
1	I know about the biology of sex e.g. the mechanics of sex, the biological reproductive system, how bodies and feelings change during puberty.					
2	I know about consent and can recognise cues in other people. I have verbal and nonverbal ways to give or not give consent.					
3	I am aware of the range or contraception available to me, the risks of not using contraception, where/how to obtain it and how to use it.					
4	I understand reasons why some people engage in sexual activities and can assess my own readiness.					
5	I have personal boundaries around aspects of my life I wish to be private, shared with specific people or made public and how other people might react/feel e.g. sharing information about my sex life.					
6	I am aware of different types of sexual activity and emotional commitment e.g. oral sex, masturbation of self and partner.					
7	I am aware of laws, rights and beliefs around sexual relationships and know that people may have differing views/beliefs e.g. countries and cultures.					
8	I am aware of the rules and risks of having a sexual relationship e.g. sexting and online conduct, communicating private information.					
9	I understand that people have different sexual relationships some of which are illegal and may include an element of risk.					
BONUS!	I can problem solve sex based situations e.g. condom splitting, getting an STI, emergency contraception, my partner wanting to do something I don't feel comfortable with.					

# 6

## **My organisation**

**A) Understanding time**

**B) Time management**

**C) Self-study**

**D) Managing my belongings**

6A Understanding time		Date/signed				
Number:	Descriptor:					
1	I understand the vocabulary and sequence of time e.g. 5 times table, numbers up to 24 and 60, seconds, hours minutes, reading to the nearest minute, quarter hour, half hour, midnight, noon, am, pm.					
2	I can tell the time using a digital and analogue clock e.g. 24 hour clock, 12 hour clock, roman numerals.					
3	I can understand periods of time e.g. minutes, hours, days, months etc.					
4	I can work out how much time I have or how much time has passed e.g. hours in a day / night.					
5	I know the sequence of months and can use this to plan ahead.					
6	I understand a calendar e.g. week, fortnight, weeks in a month, a year.					
7	I can recognise a deadline e.g. for an exam, handing in an assignment.					
8	I can take account of time cycles e.g. seasons, school terms, day & night, weekends, holidays.					
9	I understand about different time zones in different countries and changing time zones e.g. clocks going back / forward.					
BONUS!	I can problem solve when periods of time are unclear and estimate if I need to.					

6B Time management		Date/signed				
Number:	Descriptor:					
1	I can plan and carry out activities at the correct time of day / week e.g. morning and bedtime routines.					
2	I can ask for help to manage my time or tasks if I need to.					
3	I can pace myself throughout the day / week e.g. I don't go to school too tired.					
4	I can use my free time effectively e.g. fun and necessary activities, balance work, life and sleep.					
5	I can prioritise tasks throughout my day / week e.g. I understand what is essential, urgent and important whilst making time for myself.					
6	I can keep distractions to a minimum e.g. avoiding procrastination.					
7	I can plan ahead and set myself realistic goals.					
8	I can manage conflicting priorities.					
9	I can reorganise when unexpected events occur e.g. if I or someone else is late.					
BONUS!	I can solve time management problems e.g. a lengthy delay, getting up late, or use a bus timetable.					

6C Self Study		Date/signed				
Number:	Descriptor:					
1	I know what my learning style is and can use this to help me revise effectively.					
2	I can use different ways to remember information e.g. mind maps, songs, flash cards, audio recordings, revision books.					
3	I have strategies and can seek support to manage my anxiety before and during an exam or assessment.					
4	I know what I need to help me study e.g. the best environment, people and resources that can help me.					
5	I can organise the things I need to study and use them during my study time.					
6	I can make a timetable to organise my self-study.					
7	I can prioritise subjects according to my level of knowledge.					
8	I can prioritise my studies according to exam dates / deadlines for assignments.					
9	I can reflect on the work I have done so far.					
BONUS!	I can solve revision or exam problems e.g. pen running out in exam, not having a desk, timetable clashes.					

6D Managing my belongings		Date/signed				
Number:	Descriptor:					
1	I can pack my school bag and can find what I need in it e.g. keeping contents and the bag clean and organised.					
2	I can organise my desk and keep it clean and tidy with basic resources available e.g. stationery.					
3	I can create a paper / electronic filing system so that I can find things easily and quickly, with revision resources easily accessible.					
4	I can organise my bedroom and find the things I need e.g. regularly de-clutter, use drawers, wardrobe, junk box and laundry bag, and regularly wash my laundry.					
5	I store my things in logical places and put things away when I'm done with them e.g. wardrobe for clothes, desk for pc.					
6	I can take care of my belongings e.g. clean glasses, use glasses case and safely store electronics when not in use.					
7	I have made time in my routine to stay organised e.g. packing my school bag the night before, packing weekend / holiday luggage.					
8	I can easily access what I need when I am out and keep it safe e.g. wallet, phone, bus pass, school bag, glasses, portable games consoles.					
9	I can take responsibility for finding lost / misplaced belongings and can seek help if needed e.g. searching logically in places I have been or asking others using the same spaces.					
BONUS!	I can solve problems that arise when my belongings become disorganised.					

# 7

## **My community**

**A) Immediate community**

**B) Extracurricular activities**

**C) School day**

**D) Wider community**

7A Immediate community		Date/signed				
Number:	Descriptor:					
1	I know what a community is and am aware that I am part of different community/family and have a role to play in this.					
2	I take part in activities within my immediate community e.g. eating at the table, watching TV, outings, house meetings, trips/holidays.					
3	I help out in my immediate community e.g. part of routine, chores/volunteering.					
4	I think of other people's needs when I share space with them e.g. tidying after myself, volume of music.					
5	I'm flexible around other people depending where I am e.g. values at home, values at school, routines, if times change, menu order changes.					
6	I communicate my needs in a way that others listen e.g. thinking before I speak, the way I speak, being polite, reasonable requests.					
7	I contribute to discussions, negotiate and compromise with others.					
8	I keep in contact with people in my immediate community e.g. family members, people on my house, friends, texting, phone calls, emails.					
9	I am welcoming to others e.g. extended family, new boys on the house.					
BONUS!	I can problem solve immediate community based situations e.g. not getting on with someone you live with, falling out with parents.					

7B Extracurricular activities		Date/signed				
Number:						
1	I'm motivated to take part in extracurricular activities e.g. clubs in school/outside of school, at the weekend.					
2	I communicate my wants and needs about activities I want to be part of e.g. I want to do... I can't do that because it's too...., inform others that I can't attend.					
3	I research information about clubs and activities I might want to join.					
4	I keep in touch with the group/activity e.g. checking Facebook group, checking websites, emails, DoE board.					
5	I work out the expectations for the group and manage these e.g. equipment needs, structure and routine of the setting, timing.					
6	I am flexible when things change e.g. it is not as planned, the group doesn't happen, coach is sick.					
7	I can spot social clues and adapt my social behaviour e.g. joining a group, when someone wants to be my friend.					
8	I can work out, understand and manage the hidden rules e.g. good sportsmanship.					
9	I can manage my feelings about being part of a group e.g. being scared no one will like me, banter.					
BONUS!	I can problem solve extracurricular activity based situations e.g. no local activities of interest, falling out with a peer, finding someone annoying.					

7C School day		Date/signed				
Number:	Descriptor:					
1	I follow the school rules e.g. attend lessons, wear correct uniform.					
2	I take ownership of my daily routine and my timetable.					
3	I have the right equipment to take part in lessons.					
4	I am ready to learn e.g. participate and show interest in class activities (even when I'm not!), calm and engaged, being positive.					
5	I take responsibility for and communicate my needs in the classroom e.g. asking for movement breaks, asking for support, using my strategies.					
6	I take responsibility for my own learning e.g. comprehension monitoring.					
7	I contribute to how the school works e.g. student council.					
8	I contribute to the life of the classroom positively e.g. tidying up after myself, conduct in the room, follow group plan, sharing space.					
9	I spend constructive time with my peers during unstructured times e.g. break, lunch.					
BONUS!	I can problem solve school day based situations e.g. finding work boring, not passing an exam.					

7D Wider community		Date/signed				
Number:	Descriptor:					
1	I respect my community and my environment e.g. not dropping litter.					
2	I recognise that I have a shared responsibility to protect the community e.g. intimidation, discrimination, antisocial behaviour, theft.					
3	I set and maintain clear boundaries about my personal privacy and the privacy of others.					
4	I understand the importance of supporting my local community e.g. using local independent shops, donating to charity.					
5	I understand the principals of giving back to my community e.g. volunteering.					
6	I support local events e.g. Festivals, community football games, school fetes.					
7	I understand available community services and how to access them e.g. neighbourhood watch, community support officers, library, food banks.					
8	I know the difference between being a bystander and an up stander and know how to act safely and supportively in a tricky situation e.g. walking away and calling for help, applying first aid if safe to do so.					
9	I contribute to my wider community e.g. have passed a first aid course, putting on art exhibitions, having a bake sale.					
BONUS!	I can problem solve wider community based situations e.g. witnessing a fight, feeling unsafe.					

# 8

## My safety

**A) Where I live, work and learn**

**B) Taking responsibility for myself**

**C) When out and about**

**D) Keeping safe online**

8A Where I live, work and learn.		Date/signed				
Number:	Descriptor:					
1	I can follow the rules for keeping safe and secure e.g. locking door when you leave the house, parking your car.					
2	I can handle, prepare and store food safely to reduce risk of food-borne illness e.g. adhering to use-by-dates.					
3	I use household appliances safely e.g. gas and electric appliances, blenders, knives, cookers.					
4	I can maintain the hygiene and safety of my environment by keeping it clutter free and clean e.g. reducing slips and trips and avoiding infestations.					
5	I spot hazards and do something about them e.g. unsafe plugs, trip hazards such as wires, worn equipment.					
6	I can safely navigate my environment e.g. icy paths, steps, uneven surfaces, reduced visibility, avoiding the edge of water features.					
7	I can have fun outdoors and keep safe e.g. a controlled fire in a fire pit or BBQ, store gardening equipment when not in use.					
8	I can carry out DIY tasks within my ability and experience e.g. using a ladder.					
9	I can act on an emergency or unplanned situation e.g. getting help, calling emergency services, going to A & E, turning off water / gas supplies, simple first aid, respond to alarm sounds or fire.					
BONUS!	I can problem solve safety issues where I live learn and work e.g. fall over a cable, frozen pipes, BBQ tips over.					

8B Taking responsibility for myself		Date/signed				
Number:	Descriptor:					
1	I understand my rights and the rights of others and I can treat people with respect even if they are different e.g. Diversity/equality/human rights/consent.					
2	I know that I need to have people's agreement for some things e.g. sharing photos, going into mum's purse, visiting a house.					
3	I understand the law and know the pros and cons of drug taking, alcohol use, and risky behaviours that may impact my health and wellbeing e.g. cigarettes, legal high, prescription, substance misuse.					
4	I assess the risk and consequences of my choices/actions in relation to the law and make decisions based on this.					
5	I understand the impact and consequence of my actions on myself and other people e.g. trolling, hacking, name calling, gossip, being unkind, rape, extreme sports, supplying drugs.					
6	I can reflect on a situation, move on and can modify my future actions/choices e.g. it's ok to make mistakes, accessing appropriate support.					
7	I have the confidence to make my own choices e.g. assertiveness, peer pressure, self-esteem.					
8	I can cope when things don't go my way or are not as expected e.g. resilience, compromise, win-win outcome.					
9	I know the different types of teasing/bullying and have strategies to deal with them and know how to get help e.g. being bullied and witnessing others being bullied.					
BONUS!	I can problem solve personal risk based situations e.g. being offered drugs, being arrested, being approached online.					

8C When out and about		Date/signed				
Number:	Descriptor:					
1	I keep myself safe around people I don't know and respond appropriately e.g. when approached by strangers, charity or other workers, or people who ask for the time/directions/money.					
2	I keep myself safe as a pedestrian e.g. awareness of traffic, crossing safely, taking a safe walking route.					
3	I keep my personal information safe e.g. giving my name, address, contact details or bank details to anyone who requests it.					
4	I pay attention to my surroundings, recognise unsafe situations and take action e.g. noticing unsafe places, places that may be unsafe at night.					
5	I understand that other people have thoughts about me and I adapt my social behaviours e.g. behaviours attract attention, what I wear, who I associate with.					
6	I keep in contact with people I know when I am out in the community e.g. use a mobile phone to keep in contact, answer calls, let others know when my plans change or I am going to be late.					
7	I see the intent behind what people say or do e.g. grooming, radicalisation or cold calling.					
8	I read social cues in other people to keep myself safe e.g. looking at their stance, facial expression, tone of voice, body language and the way they speak.					
9	I can identify services and people who will keep me safe and how to attract their attention e.g. phone to make a GP appointment, open the door to a social worker for a planned home visit.					
BONUS!	I can problem solve situations when out and about e.g. resolve unexpected issues that arise and change my plan or seek help.					

8D Keeping safe online		Date/signed				
Number:	Descriptor:					
1	I can recognise and report untrustworthy emails. I know not to open emails / attachments from those I don't know, or not to reply to spam / phishing emails e.g. report, delete, ignore, use a spam filter and up to date anti-virus software.					
2	I use mobile device safe settings and have filters to block inappropriate content and use family friendly public Wi-Fi.					
3	I can set privacy settings on social networking sites so that I can keep my information private and only share it with those I choose.					
4	I seek out and talk to trusted adults when an issue arises and I am unsure of what to do.					
5	I can work out when people are trying to manipulate me online and know what to do about it e.g. grooming, enticement, radicalisation, manipulation, risks of in-person meetings online.					
6	I can understand and accept that everything I see online may not be true e.g. fake news, emails, shops, identities. I can understand how to protect myself when this happens e.g. fraud, scams, false identities.					
7	I recognise that what I say online I should be willing to say face-to-face. I show respect to those online and also show respect for myself when online e.g. sending a selfie, data footprint, cyberbullying.					
8	I know that parental controls / age ratings can help to keep me safe when I am younger. I am able to resist peer pressure.					
9	I use password protection to keep my information, electronic devices and mobile phone safe. I take care to use my devices in safe places and I make sure passwords are robust e.g. strength of password, not sharing passwords, locking a workstation.					
BONUS!	I can problem solve online situations e.g. If a problem arises, seek help from a trusted adult.					

# 9

## **My well-being**

**A) Understanding myself**

**B) My health needs**

**C) Emotional and sensory regulation**

**D) Healthy mind and body**

9A Understanding myself		Date/signed				
Number:	Descriptor:					
1	I have a good idea of what I like, my personality, strengths and talents e.g. type of leisure/social activities, the type of people I spend time with.					
2	I can identify ways in which interests, strengths and talents can lead to future opportunities.					
3	I understand what I dislike or find difficult and recognise my limitations e.g. busy environments, free time, saying 'no' when I cannot tolerate a situation.					
4	I know how to build on my strengths and tackle things that are difficult, to improve my quality of life e.g. learning to tolerate difficult situations, learning to regulate myself.					
5	I try new things which may inform my likes and dislikes and these may change over time. I can learn to tolerate things I found hard when I was younger. e.g. sensory preferences, trying new foods, going to a new place, trying a new activity.					
6	I have a sense of belonging in different groups and know how to achieve this e.g. family, tutor, house, school friends and community.					
7	I can be assertive and express a reasonable personal view, whilst considering the views of others in the group.					
8	I can acknowledge and celebrate my efforts and successes and learn from failure.					
9	I understand my diagnoses, how these make me different and what makes things easier for me e.g. pros and cons of telling people I am autistic and what I need, mental health issues.					
BONUS!	I problem solve personal issues e.g. accepting who I am, family and peer dynamics, trying new things even though I'm scared.					

9B My health needs		Date/signed				
Number:	Descriptor:					
1	I know when I am physically/mentally unwell or injured and act accordingly e.g. to get help, make myself a hot drink.					
2	I know what medication I take and why and can communicate when needed e.g. medical appointments.					
3	I know my own allergies/intolerances and can communicate this when needed e.g. asking within a restaurant.					
4	I can administer basic first aid to myself.					
5	I know how to ask for/make a medical appointment and understand why I need routine appointments.					
6	I can communicate my symptoms and participate in appointments e.g. understanding and using terminology, identifying intensity of pain, specific/detailed symptoms.					
7	I can take agreed medication following the label instructions/manufacturer leaflet alongside school policy / home rules, as appropriate e.g. first/second signing.					
8	I know that medicines must be kept safely and know where to keep those medicines I am responsible for.					
9	I can recognise and respond when my physical / mental health is impacting my sense of well-being.					
BONUS!	I can problem solve medical based dilemmas e.g. the pros and cons of medical recommendations.					

9C Emotional and sensory regulation		Date/signed				
Number:	Descriptor:					
1	I can recognise, label and express my emotions e.g. knowing how my body is affected when I feel a certain way, emotional literacy, subtleties of emotional vocabulary.					
2	I can recognise and express when my feelings are changing, identify intensity of my feeling and am able to do something about it e.g. stressed, anxious, angry, happy, sad, using emotions thermometer/measure, Zones of Regulation®.					
3	I am aware that the way I show my emotions can impact on the thoughts and feelings of others and that other people's feelings can impact on me.					
4	I can express my sensory preferences and needs and know that I can learn to tolerate some sensory differences that may have been hard when I was younger e.g. variety of food.					
5	I can manage my sensory and emotional needs e.g. calming strategies, engaging strategies, time out, movement breaks, asking for help.					
6	I can control the size/intensity of my emotions/sensory experience in relation to the size of the problem/situation.					
7	I can reflect in the moment on situations and work out when I'm ok to participate/engage e.g. I know when I'm ready to return to the classroom after a break.					
8	I can reflect on my thoughts, emotions and actions and consider alternative ways to manage difficult situations.					
9	I can recognise when my emotions fall outside of typical range for me.					
BONUS!	I problem solve emotional and sensory need based situations e.g. my strategy isn't working.					

9D Healthy mind and body		Date/signed				
Number:	Descriptor:					
1	I am aware of a range of mental and physical health conditions and the impact these could have on my well-being and the well-being of others.					
2	I am aware of how to keep a positive outlook to support a healthy mind e.g. talking to others, staying physically active, sleeping and eating well, helping others, keeping my mind busy, having 'me' time, mindfulness, knowing how to get help.					
3	I am aware of my fitness level, know what I need to do and make an effort to keep fit e.g. participate in physical pursuits such as horse riding, running, football, dance.					
4	I know the guidance on physical activity to keep a healthy mind and body and know the consequences of an inactive life style e.g. NHS guidance, the consequence of lack of sleep on my mind and body.					
5	I know my sleep preferences and patterns and the quantity/quality of my sleep enables me to live a healthy lifestyle and attend school/college.					
6	I know the guidance on sleep and I am aware of what I can do to improve the quality of my sleep e.g. the sleep hygiene scientific tips & NHS guidance.					
7	I am aware of my food preferences, what makes a balanced diet and can follow a healthy eating routine e.g. NHS guidance, sugar swaps, how food affects mental health.					
8	I know the risks associated with an unhealthy lifestyle and I am aware of the school rules and the law in relation to these e.g. smoking, drinking, taking drugs, poor diet.					
9	I can alter my lifestyle when, for example, I am feeling unwell, tired, celebrating or preparing for an important event e.g. such as balancing physical pursuits and revision during an exam period.					
BONUS!	I can problem solve looking after my mind and body based situations e.g. make lifestyle changes when the unexpected occurs, sports injury, weight gain, feeling low, reduced energy.					

# 10

# My travel

**A) Getting myself around now**

**B) Public transport**

**C) My own transport**

**D) International travel**

10A Getting myself around now		Date/signed				
Number:	Descriptor:					
1	I ask politely to be taken to a destination of my choice e.g. going shopping.					
2	I am aware that I need to be an active part of my journey planning e.g. asking if there is a car available, ask if someone is available to take me, asking a parent for a lift.					
3	I consider and accept other people's plans, commitments and resources e.g. when someone says they are busy, cost of fuel.					
4	I can plan my activities in advance so I can arrange how to get to a destination of my choice e.g. asking on Tuesday to go somewhere on Wednesday.					
5	I consider the journey time when planning and am flexible when this changes e.g. weather, traffic.					
6	I am on time in the agreed place and understand the importance of this e.g. so everyone can leave on time.					
7	I follow driver instructions and use initiative during journeys e.g. don't touch the radio in the school car, wearing seatbelts.					
8	I use social behaviours for the situation e.g. sharing radio, noise levels, tidying up after myself.					
9	I have strategies to manage my journey successfully e.g. use of electronics to occupy.					
BONUS!	I can problem solve getting myself around now e.g. rearranging plans, peer's behaviour annoys you, managing in an accident, getting lost.					

10B Public transport		Date/signed				
Number:	Descriptors:					
1	I know what public transport is and what types are available to me e.g. underground, bus and train.					
2	I know and can use vocabulary and concepts related to public transport e.g. off peak, one-way return, fare.					
3	I can obtain and look after my tickets e.g. asking for a ticket, not losing my ticket.					
4	I am safe e.g. standing behind the yellow line, not standing next to the bus driver cabin.					
5	I can use strategies to manage my sensory needs and/or emotions and learn to tolerate difficult situations e.g. anxiety, frustration, preparing for crowds and noise.					
6	I understand the hidden social rules and adapt my social behaviour accordingly e.g. sitting on a chair with my feet on the floor, don't sit next to someone when there is lots of space, don't stare.					
7	I can plan a journey and find out where I need to be e.g. where the bus stop is, knowing what platform to be on, underground app, price of journey.					
8	I can complete simple journeys e.g. familiar destinations, dropped and met by adults, one mode of transport.					
9	I can complete complex journeys e.g. replacement buses, connections, multiple modes of transport, peak time travel.					
BONUS!	I can problem solve public transport based situations e.g. delays, losing my ticket, getting lost, ticket not working, crowds.					

10C My own transport		Date/signed				
Number:	Descriptor:					
1	I know the options for having my own mode of transport e.g. bike, car, walk.					
2	I know and understand vocabulary and concepts around having my own mode of transport e.g. car tax, insurance, MOT, service, DVLA.					
3	I can maintain my mode of transport and keep it safe e.g. changing tyres, fuel, checking oil and water, parking appropriately, locking, defrosting, breakdown cover.					
4	I know and can demonstrate my understanding of safety rules e.g. cycling proficiency, green cross code, highway code.					
5	I know the legal obligations when owning my own mode of transport e.g. tax, insurance, drink driving, speeding, driving license.					
6	I can follow directions to get to a destination e.g. satnav, people, map reading.					
7	I am safe using my mode of transport and follow the rules and regulations around this e.g. lights on bikes, high vis, adapting for weather, managing distractions, managing my emotions.					
8	I can complete a formalised assessment to enable independent travel e.g. cycling proficiency, driving test.					
9	I can use a mode of my own transport e.g. cycling, driving.					
BONUS!	I can problem solve my own transport based situations e.g. car won't start, puncture in tyre, people that won't wear their seats belts, involved in an accident, road rage.					

10D International travel		Date/signed				
Number:	Descriptor:					
1	I know and understand vocabulary and concepts around international travel e.g. departures, arrivals, check in, baggage claim, customs, terminals.					
2	I am aware of and can follow the sequential stages to get me where I need to be e.g. moving through the airport.					
3	I can identify the people that can help me, communicate my needs and accept help e.g. when is the next train? Where is...?					
4	I have and use strategies to enable me to successfully travel e.g. electronics, headphones, telling people I have Autism/Autism awareness card, assisted travel.					
5	I am safe e.g. knowing safety protocols on the airplane, wearing my seatbelt when the seatbelt light is on.					
6	I can understand and follow social rules that match the situation e.g. standing in a queue at check in, following security instructions, thinking before you speak.					
7	I am aware of and can follow the security procedures that I will encounter e.g. scans, removing shoes/belts/coats, electronics in a tray, the way people might communicate with me, body searching.					
8	I have the relevant documentation for international travel e.g. passport, visas.					
9	I am aware of and can find out about the rules and cultures of other countries and can show respect for these.					
BONUS!	I can problem solve international travel situations e.g. forget your passport, no baggage on the baggage reclaim, luggage being too heavy, cancelled holidays, being searched.					

# Notes



V2

Listening to students and their families to improve 'Quality of Life' outcomes



## Working with Students

### My QoL

- All about me
- What makes me happy?
- What I want to do



## Working with Families



### Our Family QoL

- All about us
- What makes us happy?
- What we want to do

FQoL

QoL

Student surveys and conversations



Keyworker



Family surveys and conversations



Issues & Targets



Provision & Action

Student Plan



Family Plan

Provision & Action

Outcomes



Outcomes

QoL

We all feel better

FQoL

STUDENT KEY

- QoL = Quality of Life
- C = Communication
- SM = Self-Management
- I = Independence
- A = Achievement

FAMILY KEY

- FQoL = Family Quality of Life
- S = School Support
- F2F = Family to Family
- H = Home Support
- T = Training

## Curriculum, operational and strategic planning



The innovative quality of life framework you have developed has a positive life-changing impact on pupils and their families.



Ofsted July 2019



Different Thinking

