



LIFE SKILLS POLICY

INTRODUCTION

The Life Skills programme will be taught throughout the school. The weighting of time given to teaching this subject will depend on the age and particular needs of the pupils.

AIMS

The aims of the Life Skills programme are:

- To deliver successful outcomes for the E.C.M. agenda.
- To help pupils acquire the knowledge and skills required for everyday living
- To take an active part in the life of the community whenever possible, including using community resources and leisure facilities
- To become responsible citizens making decisions and informed choices to the best of their ability.
- To experience work related activities.
- To foster a healthier diet and lifestyle in all students
- To develop an understanding of where foods come from / how foods grow e.g. soil to plate initiative.
- To support Healthy Schools and Eco Schools developments / initiatives.

ENTITLEMENT

Although Life Skills is not included as a National Curriculum subject, all pupils are entitled to a curriculum that prepares them for adult life. Due to the specific learning difficulties of our pupils this curriculum must include the teaching of the skills required to help towards independent living.

INCLUSION

Life Skills provides an inclusive curriculum for all students to access at appropriate levels.

The Life Skills rooms have recently been re-designed and developed to provide fully accessible facilities for the changing clientele.

TEACHING CHILDREN WITH AUTISM SPECTRUM CONDITIONS

General guidance on the approach to teaching and learning for children with ASC may be found within the school's Autism Handbook.

In Life Skills students with ASC demonstrate the following characteristic learning and thinking styles:

- A relative strength in concrete thinking, for example, being able to relate to familiar or liked foods rather than food groups or a 'balanced' meal.
- A preference for visually as opposed to orally presented materials, for example using actual foods or photographs rather than descriptions.
- A relatively slow speed of processing of orally presented materials leading to partial or incomplete understanding of a spoken instruction.
- A relative strength in rote memory, for example, recalling ingredients and quantities in a recipe.
- A strength in understanding visuospatial relationships, for example, ability to prepare vegetables to a particular specification consistently and ability to divide a mixture precisely between a given number of dishes.
- Difficulties in abstract thinking, for example, giving an opinion or description of a food or understanding written descriptions of foods.
- Difficulties in social cognition, for example, working with a partner when roles may not be specified, social aspects of sharing a meal.
- Difficulties in communication. Many people with ASC are reluctant writers, some ASC adults describe struggling to understand why they were expected to write down something they already knew.
- Unusual patterns of attention, for example, total absorption in a favourite activity and fleeting attention to something that is not preferred.
- In Lifeskills children with ASC may often experience additional difficulties linked to sensory issues around food, a lack of awareness of danger and understanding the need to adhere to personal hygiene regulations.

Students with ASC are often helped by:

- Visual sequences
- Regular routines that are repeated in each session
- Demonstrations and modelling
- Gradual introduction to new foods to support desensitisation
- Reduced verbal instructions

ASSESSMENT AND REWARDING

Assessment is seen as an integral part of teaching. It is a continuous process which takes into account the learning process and the way pupils approach and deal with tasks, as well as the final product.

Progress will be monitored regularly and recorded each term using the small steps criteria under PSHE (Life Skills) where applicable or where possible in relation to Maths (especially SSM and Number) and English (especially Reading).

In conjunction with teacher assessment, pupils, where appropriate, will be involved with self-assessment (A.F.L etc.)

MONITORING AND EVALUATION

The subject leader for Life Skills will monitor and support colleagues – the planning, teaching and learning of Life Skills. Observations of teaching will take place in accordance with the school's monitoring cycle.

HOME/SCHOOL LINKS

We value parents / carers involvement in their child's learning. Teachers will communicate with home, where appropriate, to discuss specific areas of teaching e.g. taking into account the needs of pupils from multicultural and different backgrounds prior to cooking meals, looking at the requirements of pupils on diets, with food allergies etc. Parents / carers may also be involved when pupils learn about and go shopping, e.g. they may be asked to provide a shopping list and payment for items that are needed at home.

Parents / carers are invited and encouraged to attend charity events, coffee mornings, Restaurant Days etc. organised by students as part of their Life Skills / Work Related learning opportunities.

Each school family receives the Spring Common Academy Trust '5 A Day' Cookbook, written by the subject leader for Life Skills and designed by Post 16 students in conjunction with a graphic designer. Recipes are designed to promote healthier lifestyles for the whole school community. A very successful launch party was held for all the family members and partnership agencies to sample foods. Post 16 catering students had cooked all the food. Local press took up the interest. Funding had been secured through HDC. Each new family that starts is given a copy of the book.

COMMUNITY ALLOTMENT – FROM SOIL TO PLATE

We have developed a school / community partnership through use of the Oxmoor Allotment, and with the support of the HDC Countryside Parks Ranger, Brian Gardner, groups of our Key Stage 4 and 5 students walk weekly to the allotment to learn and develop horticultural, life and work related skills linked to the understanding of food from 'soil to plate'. An extensive range of seasonal crops is grown there, which is harvested and then prepared and cooked as part of the Life Skills lessons. The impact this initiative has had on all our learners, including some of our most complex students and fussiest of eaters has been amazing.

Our allotment is judged as part of 'Britain in Bloom' and has been nominated for the best 'Grow Your Own' award.

LET'S GET COOKING PARTNERSHIP

We have joined the 'Let's Get Cooking' scheme which brings in funding to deliver specific Life Skills activities and Community Events. These are monitored by the 'LGC' partners. As a result of a visit from the Area Managers, we have been asked to publicize and share good practice, as well as to trial recipes for SEN learners.

Let's Get Cooking is a national network of cooking clubs for children, families and their communities across England. During its first five years, Let's Get Cooking is using £20 million from the Big Lottery Fund to set up the first 5,000 clubs.

Let's Get Cooking has three key targets:

by the end of the five-year programme 1,106,300 children, family members and members of the local community will increase their food preparation or cooking skills as a result of Let's Get Cooking

70% of participants who learn a new healthy eating skill through Let's Get Cooking will replicate that skill at home

50% of children, young people and families who participate in Let's Get Cooking will increase their intake of nutritionally healthy food.

Let's Get Cooking is delivered and funded by seven organisations - the **BIG Lottery Fund** and led by the **School Food Trust** in partnership with the **Prince's Trust**, **Business in the Community** and **Magic Outcomes**

The **British Nutrition Foundation** and the **Royal Society for Public Health** are also involved in an advisory capacity.

IMPLEMENTATION

Life Skills will be taught throughout the school in a range of teaching styles. Life Skills is taught as a separate subject in Key Stages 4 and 5, but may also be included as part of a cross curricular theme / topic.

Life Skills embraces many other curricular areas, e.g. Numeracy, Literacy, R.E., Careers, Citizenship, PSHE, Technology, Science and Sensory.

Visits to Restaurants, Hotels, Shops, the Community Allotment, Food Factories, Safety Centres (Hazard Alley and Safety Zone Day) etc., mini enterprise projects, charity fund raising days (MacMillan Coffee Mornings etc.) Catering for school events / functions, also provide opportunities for work related learning activities and enrichment of the curriculum.

For 14 – 19 year old students, where appropriate, work experience may take place in associated work environments / contacts from the above.

In the Spring Term, entry level Post 16 students organise and run a series of Restaurant Days for up to 24 guests, each with a different theme. This is a real experience of work and incorporates functional Maths, English and ICT skills as well as food technology health and safety and social opportunities.

THE EARLY YEARS AND KEY STAGES 1 - 3

Elements of Life Skills will be incorporated within cross-curricular key stage topics, in contextual settings wherever possible.

Emphasis will be given to healthy food choices throughout, especially at snack and lunch times and when out on visits.

The school participates in the Government's Schools' Fruit and Vegetable Scheme.

All key stages are encouraged to grow and eat some of their own fruits and vegetables within their school gardens.

The main curriculum focus for Key Stages 1 – 3 is Food Technology, one term per year as part of the Equals Design and Technology schemes of work.

DESIGN AND TECHNOLOGY AT KEY STAGES 1 AND 2 (YEAR 1)

UNIT 1C: Eat more fruit and vegetables

OBJECTIVES

SECTION 1: INVESTIGATE, DISASSEMBLY AND EVALUATIVE ACTIVITIES (IDEAS)

Children should learn:

- that there is a wide variety of fruit and vegetables available which can be grouped and individually named
- that fruit and vegetables may require treatment before being eaten and know what treatment is *e.g. washing, peeling*
- to develop a sensory vocabulary
- that fruit and vegetables can be classified according to their sensory and other properties.

SECTION 2: FOCUSED PRACTICAL TASKS (FPTS)

Children should learn:

- basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions
- to use a variety of simple tools and equipment
- that fruit and vegetables have nutritional value and are an important part of our diet
- that food processing can affect appearance, texture, odour and taste
- to record the results of their experiments.

Through this unit pupils will:

- *investigate that these foods have different nutritional values*
- *explore a range of fruit and vegetables*
- *design and make a salad.*

DESIGN AND TECHNOLOGY AT KEY STAGES 1 AND 2 (YEAR 3)

UNIT 3B: Sandwich snacks

OBJECTIVES

SECTION 1: INVESTIGATE, DISASSEMBLY AND EVALUATE ACTIVITIES (IDEAS)

Children should learn:

- that there are a variety of sandwiches (structure and content)
- that people have different preferences
- that databases are useful for holding survey information
- that food can be divided into different groups
- that sandwiches can form part of a healthy diet
- that different combinations of ingredients can affect the taste and texture of the product
- to use appropriate language related to food products

OUTCOMES

- have an understanding of what a sandwich is and how to make one
- record their opinions on a table commenting on taste, appearance, smell and texture
- identify the different food groups in the 'balanced plate'
- put commonly eaten foods in their correct food groups
- have a sound understanding of appropriate terms used in food preparation and food products

SECTION 2: FOCUSED PRACTICAL TASKS (FPTS)

Children should learn:

- about the importance of hygienic food preparation and storage
- to use tools safely and effectively
- that combinations of ingredients, preparation and cooking can affect the end product.

SECTION 3: DESIGN AND MAKE ASSIGNMENT (DMA) DESIGN AND MAKE A SANDWICH FOR A PARTICULAR PURPOSE

Children should learn:

- to identify a purpose for their sandwich *e.g. for a summer picnic* and establish criteria for a successful product
- to plan the order of their work before starting
- that they can modify their designs by evaluating as they are making
- that the quality of their product will depend on their skills, accuracy and care
- to evaluate their product against original design criteria

DESIGN AND TECHNOLOGY AT KEY STAGES 1 AND 2 (YEAR 4)

Unit 5B: Bread

OBJECTIVES

SECTION 1: INVESTIGATIVE, DISASSEMBLY AND EVALUATIVE (IDEAS)

Children should learn:

- that there is a wide variety of bread products from a variety of cultural traditions
- that bread products are an important part of a balanced diet and can be eaten in different ways
- to investigate and evaluate bread products according to their characteristics
- to use an appropriate vocabulary to describe bread products
- to use ICT for research purposes.

SECTION 2: FOCUSED PRACTICAL TASKS (FPTS)

Children should learn:

- to compare the processes involved in making bread products – commercial and domestic
- to follow instructions
- to weigh and measure accurately (time, dry ingredients, liquids)
- skills in using different tools and equipment
- that ingredients have different characteristics
- that the proportion of ingredients will affect the product
- how to work safely and hygienically

SECTION 3: DESIGN AND MAKE ASSIGNMENT (DMA) DESIGN AND MAKE A NEW PRODUCT FOR A SPECIFIC OCCASION OR PERSON

Children should learn:

- to use results of investigations when developing design ideas
- to use a specification to clarify ideas
- to plan what has to be done
- to apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens*
- to work accurately
- to evaluate a product against the original design specification

DESIGN AND TECHNOLOGY AT KEY STAGES 1 AND 2 (YEAR 5)

UNIT 5D: Biscuits

OBJECTIVES

SECTION 1: INVESTIGATE, DISASSEMBLY AND EVALUATION ACTIVITIES (IDEAS)

- Children should learn:
- that biscuits come in many forms *e.g. sweet and savoury*, with a variety of shapes, textures and finishes
- to develop skills in evaluating and describing food characteristics
- that products are designed for different users and this is an important consideration when designing.

SECTION 2: FOCUSED PRACTICAL TASKS (FPTS)

Children should learn:

- about physical and chemical changes in food
- the processes involved in making biscuits
- to follow instructions
- to handle food safely and hygienically
- ways of adapting a basic recipe
- to draw conclusions from research

SECTION 3: DESIGN AND MAKE ASSIGNMENT (DMA) DESIGN AND MAKE A BISCUIT FOR A FESTIVAL OR CELEBRATION

Children should learn:

- to generate ideas through brainstorming
- to draw up a specification for their design
- to evaluate ideas according to the specification and any other constraints
e.g. cost
- to select appropriate ingredients and equipment
- to plan the main stages of making
- to make accurately
- to evaluate their work.

DESIGN AND TECHNOLOGY AT KEY STAGES 1 AND 2 (YEAR 6)

UNIT 2.7 Picnics

ABOUT THE UNIT

Through this unit pupils will:

- develop an awareness of healthy packed meals
- explore ways of carrying a packed meal
- plan and make a picnic for a purpose

WHERE THE UNIT FITS IN	VOCABULARY	RESOURCES
<p>This is one of eleven units for Key Stage 1. Links to other units in Key Stage 1 & 2; 1.3, 2.6, 3.2, 4.3, 5.2, 5.4.</p> <p>Links to Language, Literacy and Science.</p> <p>Possible links to ICT Mathematics Art Geography</p>	<p>Used in context, spoken, signed or symbols:</p> <p>diet healthy eating packed meal container refrigeration germs hygiene cross contamination picnic energy temperature fresh</p>	<p>Food processing equipment Ingredients Food products Aprons Food containers such as bags, boxes, cool bag, picnic hamper, flask, lunch box. Craft materials Art materials Reclaimed materials Camera and/or video camera if available.</p> <p>Story book 'The Lighthouse Keeper's Lunch' by Ronda and David Armitage. Puffin Books, ISBN 0-14-050327-7</p>

EXPECTATIONS

At the end of this unit:

All pupils will:

respond to a range of sensory experience. Explore and observe familiar materials.

Most pupils will:

begin to communicate what they like and dislike. Explore the qualities of materials by playing and experimenting.

A few pupils will:

plan by indicating what they will do next. Make choices, choosing a product or elements of a design.

DESIGN AND TECHNOLOGY AT KEY STAGE 3 (Year 7)

Unit 7.5 Snacks

ABOUT THE UNIT

Through this unit students will:

- use simple prototypes and modelling to evaluate design ideas, incorporating good nutrition
- use a range of cutting, shaping and mixing processes
- use a variety of techniques to prepare and process foods
- consider safety and hygiene when handling food.

WHERE THE UNIT FITS IN	VOCABULARY	RESOURCES
<p>This is one of 12 units for Key Stage 3.</p> <p>Links to other units in Key Stage 1 and 2:</p> <p>1.3 Eat More Fruit and Vegetables 2.6 Energy 2.7 Picnics 3.2 Sandwich Snacks 5.2 Bread 5.4 Biscuits</p> <p>and at Key Stage 3:</p> <p>7.2 Salads and Snacks</p> <p>Possible links to ICT English Maths Science PHSE</p>	<p>Used in context, spoken, signed or symbols:</p> <p>knead combine ingredients equipment snack taste nutrition package hygiene cereal bacteria vitamin mineral protein carbohydrate</p>	<p>Examples of foods suitable for a snack e.g. samosas, pasties, sandwiches, bread buns, biscuit bars.</p> <p>Green, Amber and Red mats and flash words for nutrition, protein, fats, carbohydrates, vitamins and minerals.</p> <p>Access to a PC and Internet http://www.agr.state.nc.us/cyber/kidswrld/index.htm</p> <p>Equipment suitable for making the 'snack' and a range of cutting and shaping tools for the students to evaluate and choose from.</p> <p>Appropriate ingredients and alternative additions and flavours.</p>

DESIGN AND TECHNOLOGY AT KEY STAGE 3 (Year 8)

Unit 8.2 Develop a Food Product Range

ABOUT THE UNIT

Through this unit students will:

- learn about batch production, including how to develop a basic design that can be varied or personalised for particular clients
- use manufacturing aids, e.g. moulds and templates, to help with volume production
- learn that making identical parts in a batch ensures accuracy.

WHERE THE UNIT FITS IN	VOCABULARY	RESOURCES
<p>This is one of 12 units at Key Stage 3 Links to other units in Key Stage 1 & 2</p> <p>1.3 Eat More Fruit and Vegetables 2.6 Energy 2.7 Picnics 3.2 Sandwich Snacks 5.2 Bread Biscuits</p> <p>and at Key Stage 3</p> <p>7.2 Salads and Snacks 7.5 Snacks 8.3 Moulds for Food Products</p> <p>Possible links to English Maths Science ICT PHSE</p>	<p>Used in context, spoken, signed or symbols:</p> <p>design batch production volume production clients manufacturing aids moulds templates accuracy identical</p>	<p>Equipment, moulds, cutters and templates for food products.</p> <p>Examples of foods which have been batch produced.</p> <p>Examples of foods which have been personalised for a variety of clients.</p> <p>Ingredients appropriate for task.</p> <p>Recipes suitable for batch production.</p> <p>Suitable food technology area.</p> <p>Health and Safety Rules.</p>

DESIGN AND TECHNOLOGY AT KEY STAGE 3 (Year 9)

Unit 9.1 Specialist Diets

ABOUT THE UNIT

Through this unit students will learn:

- to explore a range of meals prepared for a special diet
- to combine a variety of ingredients and test they meet specific dietary needs
- to design and make a meal for a specific dietary need.

WHERE THE UNIT FITS IN	VOCABULARY	RESOURCES
<p>This is one of 12 units in Key Stage 3.</p> <p>Links to other units in key stage 1 & 2.</p> <p>1.3 Eat more Fruit and Vegetables 3.2 Sandwich Snacks 5.2 Bread 5.4 Biscuits 7.2 Salads and Soups 7.5 Snacks 8.2 Develop a Food Product Range 8.3 Moulds for Food Products 9.3 Mini-Enterprise 10.2 Pasta Production</p> <p>Possible links to Science ICT PHSE</p>	<p>Used in context, spoken, signed or symbols:</p> <p>specialist diets nutritional needs daily requirements organic vegetarian allergies balanced diet nutrition convalescing</p>	<p>A selection of ready made meals suitable for special diets e.g. meals for toddlers, teenagers, vegetarians.</p> <p>A selection of ingredients to make one of the chosen meals.</p> <p>Articles advertising specialist meals.</p>

KEY STAGE 4 LIFE SKILLS OVERVIEW

KEY STAGE 4 CLASS 10

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
Life Skills	From soil to plate – Healthy Lifestyles / 5 A Day	Foods from around the world	“Let’s Get Cooking” Snacks/Dishes

KEY STAGE 4 CLASS 11

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
Life Skills	Work related learning opportunities	Independence skills	Home Management Awareness of Food Hygiene (Unit Award)

At key stage 4 Life Skills is taught as a separate subject, but may be included as part of a cross curricular subject.

POST 16 T

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
Life Skills	Shopping managing money. Healthy Life Styles	Restaurant Day Independent living skills	Restaurant Day Independent living skills

POST 16M

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
Life Skills	Kitchen worker Independent living skills	Kitchen worker – Restaurant Day Independent living skills	Kitchen worker Independent living skills

POST 16 YEAR 1 TOWARDS INDEPENDENCE/LIFE SKILLS

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
Independent Living Skills	TI Independent Living Sections A & B	TI Independent Living Sections D	Independent Living Sections C & E

POST 16 YEAR 2 TOWARDS INDEPENDENCE/LIFE SKILLS

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
Independent Living Skills	TI Meal Preparation and cooking	TI Meal Preparation and cooking	TI Meal Preparation and cooking T1 Using transport

The emphasis will be on safety, healthy diet and lifestyle, food preparation and cooking, reading of labels and recipes for information, enjoyment of food. Basic independent living skills of shopping, cleaning, care of clothes and personal hygiene will be developed.

At Key Stage 4, some students may access some of the AQA Unit Award modules relevant to Life Skills. They will also use the 'Let's get cooking' resources produced by the School Food Trust.

The planning and preparation needed before tasks are started will be a teaching priority.

HEALTH AND SAFETY IN THE HOME

Build on routines learnt in earlier Key stages.

- Safe use of small and large equipment
- Safe / unsafe actions
- Storage of food – length of time and appropriate storage of foods in cupboards, fridge, freezer. Cover foods.
- Dates on food products
- Preventing contamination by germs, heat, flies etc.
- Reheating procedure
- How to react in an emergency situation – pan fire etc.
- Safety rules when using gas, electricity and water.

Link with Safety Zone Day – Spring Term – or possibly visit Hazard Alley at Milton Keynes.

Food Safety Week – June.

Food Hygiene Awareness Unit Award

Some Key Stage 4 students will have the opportunity to study food hygiene in greater depth in order to gain the Food Hygiene Awareness Unit Award. This will assist them when applying for a job in the Food Industry, thereby preparing students for working life. However the knowledge, understanding and awareness of safe and hygienic practices when preparing food can also be supported in the home or supported living environments.

A HEALTHY DIET

- Understanding of how foods grow – community allotment
- Diet and Nutrition – food groups – food plate
- Specialist diets and allergies
- Healthiest lifestyles and choices
- Food labels
- Planning meals that are nutritionally balanced
- Promote Healthy Eating Messages – 5 fruit and vegetables a day and less fat, salt and sugar, more fibre.
- Relate to the School '5 A Day' Cookbook.

All practical cooking to reflect the above approach.

Topics covered are:

- Introduction to Food Safety – The First Principles and key words
- Microbiology and illness
- Bacteria
- High risk foods
- Contamination
- Spoilage and preservation
- Preparing and presenting food
- Personal hygiene
- Cleaning and disinfecting
- Food pests
- Premises and equipment
- Food Safety Control

FOOD PREPARATION AND COOKING

Emphasis on using locally grown (especially those grown in our poly tunnel/school grounds/ allotment) produce – air miles etc.

- Hot and cold drinks
- Breakfasts
- Snacks
- Salads
- Fruit and vegetable dishes
- Simple savoury dishes
- Pastry dishes
- Simple lunches e.g. baked potato, salad, baked apple
- Picnic foods – Summer half term
- Following recipes / instructions
- Making choices

YEAR 11

- Plan, prepare, serve and eat 2 course meals from different cultures / countries – involvement from other multi-cultural agencies, parents etc.

SKILLS

- Cutting
- Chopping
- Grating
- Peeling
- Spreading
- Mixing
- Blending
- Rubbing in
- Measuring volume, weight – relate to small steps assessment
- Reading recipes pictorial wws or words – relate to small steps assessment
- Sequencing tasks
- Working to a time plan

Emphasis on appropriate use of electrical equipment to carry out some tasks e.g. food processor to grate but also to enable access to skills by all.

USE OF EQUIPMENT

Names and application of equipment

Safe and appropriate use of the following:

- Small and large utensils
- Hob, grill, oven
- Microwave oven
- Food processor
- Liquidizer
- Electric whisk
- Kettle
- Toaster
- Sandwich toaster
- Dishwasher
- Washing machine
- Tumble drier
- Vacuum cleaner
- Iron and ironing board

FOOD TECHNOLOGY

- Designing and making food assignments
- Evaluating and modifying a food product to suit set criteria
- Combining foods – with or without cooking
- Designing menus for special occasions – ICT
- Gaining information from websites
- Programming and operating equipment – microwave, cooker timer etc.

INDEPENDENT LIVING SKILLS

- Shopping
- Costing and budgeting
- Cleaning the home
- Washing and drying up
- Clothes washing – hand and machine
- Ironing
- Personal hygiene
- Shoe cleaning
- Order and pay for drink, snack or lunch in café
- Use of telephone and directories to find information
- Use of ICT to research information / design invitations etc.

LOCAL AMENITIES

Survey of local amenities and visit / use at appropriate times:

- Shops and markets, including continental market
- Cafes and restaurants
- Leisure facilities
- Medical centres
- Parks
- Public transport to access above
- Community allotment

POST 16

All the key areas of curriculum outlined in the Key Stage 4 will be reinforced throughout all Life Skills in Post 16.

Many topics at Post 16 will embrace Life Skills in a cross curricular way. Particular focus will be given to:

- Work related learning and career opportunities
- Independent living skills
- Healthy lifestyles and diet in adulthood
- Reinforcement of functional skills – Maths, English, ICT within everyday contexts

Additional emphasis will be given to:

- Home management skills
- Cleaning of all rooms
- Clothes washing and ironing
- Garden maintenance
- Bed making

Students will have the opportunity to access some of the following courses and to gain accreditation in:

- ASDAN Towards Independence modules
- Foundation learning modules
- Entry Level e.g. units in
 - Health and Hygiene
 - Planning an Enterprise
 - Experience of work
 - Kitchen worker

NUTRITION

- Nutrition and balanced diets
- Healthy eating workshop – supported by nutritionist, school nurse etc.
- Healthy packed lunches challenges
- Plan, prepare and serve meals on a budget
- Plan, prepare and serve 2 course meals from different countries / cultures – involvement from other multi cultural agencies, parents etc.
- Plan, prepare and serve buffet style meals for celebrations and festivals and invite guests e.g. Prom, Awards Ceremony
- Plan, prepare and serve for charity events e.g. MacMillan Coffee morning
- Use computers, faxes etc. to gain and receive information
- Write letters
- Design menus, invitations and postcards for above (ICT) – cross curricular
- Entertain guests at above functions

MONEY MANAGEMENT

- Shopping in different contexts (to include continental market)
- Budgeting
- Price comparison
- Paying money into the bank

FOOD TECHNOLOGY

- Sensory exploration of foods
- Investigate a food product e.g. pizza, sandwich
- Carry out surveys – range, cost, type etc.
- Study presentation and packaging
- Evaluate products for the taste, texture etc. Make comparisons
- Make choices
- Design and make a product to individual design
- Make amendments
- Evaluate
- Consider hygiene issues – HACCP where applicable

- Visit food factories, restaurants, food outlets etc. as appropriate to the task / product under investigation
- Find out about jobs in food and hospitality industries

MINI ENTERPRISE PROJECT

All of the above could form part of a mini enterprise project. If a food product is to be used, then staff and students will have first studied the Foundation Food Hygiene Course to ensure that all food hygiene issues will be considered and risk analysis carried out. The food production environment created in the Life Skills suite must adhere to the health and safety rules, to give students a very realistic experience of work within the food industry.

Examples of Enterprise and Work Related Learning projects – Jam and pickle production, Restaurant Days, the Junior Apprentice Challenge.

Policy agreed on: _____

Signed on behalf of the Trustees____

Committee: _____

Author: _____

Review date (optional): _____

Website Y/N