

## NOCN - Pathways to Adulthood

Pathways to Adulthood is an innovative new study programme from NOCN that has been designed specifically for young people who have learning difficulties or disabilities (LDD).

The programme provides a useful framework for providers to build individual courses that will enable young people with a wide range of LDD issues to develop skills in preparation for adulthood.

*"Disabled young people want the same things as everyone else – paid work, a place to call their own, good health, friends and relationships, and to be part of the society they live in."*

The structure of the programme comprises of:-

Programme pathways, subject specific skills, core organisational skills, core behaviour skills, Functional English and Maths

Subject specific Skills which can be taught within each pathway

<u>Independent Living</u>	<u>Employment</u>	<u>Community participation</u>	<u>Good Health and Well being</u>
Cleaning	Participate in vocational tasters, work experience	Go to cinema/theatre	Showering
Washing	Visit work places	Go to public swimming pool (6 <sup>th</sup> form sport)	Bathing
Ironing	Wash cars	Using public services	Washing hair
Planning meals and menus	Supported work placements	Going to local pub	Drying hair
Shopping including putting away	Enterprise (Takeaway lunches, coffee mornings, horticulture,	Going out for a meal	Cutting nails

	upcycling)		
Preparing food	Photocopy for staff (work exp with admin staff)	Hobbies – playing games, loom bands, art/craft, singing, walking	Applying makeup
Cooking	Shredding for staff	Use public transport	Having a shave
Setting table	Make telephone calls (book meal out)	Use banks, post offices	Applying deodorant
Washing up	Answer telephone	Safe use of the internet	Select appropriate clothing for activities
Putting away pots and crockery	Voluntary work –link with care home for the elderly	Social networking	Making appointment at doctors/dentist
Using a dishwasher	Health and Safety in the workplace	Joining local clubs (Beatbox, AAA)	Use public toilets
Making a bed		Duke of Edinburgh Awards	Making healthy choices
Managing/recycling waste			Understanding own health
Gardening			Self medicating
Use public transport			Effective communication
Managing money			
<b>Link with Units studied for NOCN Entry 1/2 Diploma in Independent Living</b>			
<b>Household shopping</b>	<b>Working as a volunteer</b>	<b>Accessing leisure services</b>	<b>Personal care and hygiene</b>
<b>Household cleaning</b>	<b>Recycling and</b>	<b>Using public</b>	<b>Personal</b>

	managing waste	transport – buses and trains	presentation
Food safety and storage	Eating out	Eating out	Looking after clothes
Everyday food and drink preparation	Gardening for pleasure	Getting about safely	Making choices
		Hobbies	Understanding relationships
			Accessing health services
			Choosing clothing and footwear

Core organisational skills are skills that develop as part of the natural process of growing up in students without a learning difficulty/disability. Students with a learning difficulty/disability may not develop these skills through experience and therefore have to be taught them through practical activities.

The core organisational skills are:-

- To make choices/decisions
- To manage time
- To take responsibility for self and belongings
- To deal with problems

Core behavioural skills are skills that students with a learning difficulty need to develop in order to participate fully in community life. They are relevant to every aspect of a student's life and underpin his/her learning. Students will learn these skills through practical activities.

The core behavioural skills are:-

- To behave in a manner that is appropriate for the time and place.
- To behave in a safe manner
- To relate to people in a manner appropriate for the setting and their relationship with the student.

English and Maths are intrinsic throughout the programme and are learnt through the practical activities undertaken in order to learn the subject specific skills. They are taught separately when the student is assessed as being able to sit a Functional Maths or English qualification at the appropriate level (Entry 1,2,3)

As the RARPA process is recognised by Ofsted as providing a rigorous and robust framework for planning, delivering, monitoring and recording learning it is being used as the framework for the Pathways to adulthood programme.

The RARPA process is divided into 5 stages

Determining long term goals (EHCP Outcomes)

Initial assessment/developing a baseline learning profile

Setting challenging learning objectives (IEP)

Formative assessment (IEP review)

Summative assessment (Annual review)

This paperwork has proved invaluable both in EHCP planning and also with our own planning. We have changed our Units of Work so they reflect the pathways – highlighted Functional Maths and English as well as core organisational and core behavioural skills, our daily plans also include the core organisational and core behavioural skills so support staff can indicate where achieved.

The programme is Internally verified and the externally verified and students will be certificated showing they have followed the study programme.

### **NOCN Diploma in Independent Living.**

For some years now students have been studying for the NOCN Diploma in Independent Living.

NOCN qualifications are flexible and responsive to learner needs and credit based, consisting of individual units of assessment, each with an assigned level and credit value attached. Learners who demonstrate that they have achieved the learning outcomes of a specified unit are awarded credits and can collect/accumulate these over time towards the achievement of a full qualification. To successfully achieve the NOCN Entry Level Diploma in

Independent Living (Entry 1) (QCF) the learner must complete 37 credits. All 37 credits must be at the level of the qualification, Entry 1, or above. We have students studying at both Entry 1 and Entry 2 levels and they build up their credits by completing units over the three years they attend the Student Centre. In effect they are being accredited for most of what they do in the Student Centre.

The qualification has a mandatory unit and then credits have to be achieved from each of the following areas:

- Household Skills eg Household shopping, Household cleaning,
- Personal Care eg Personal Care and Hygiene
- Accessing Community Facilities eg Accessing Leisure Services, Eating out
- Personal Development eg Understanding relationships
- Leisure Activities eg Gardening for pleasure
- Rights and Responsibilities eg Making choices

The diploma fits perfectly for us alongside the Pathways to Adulthood programme and the units the students are working on are shown above in the table relating to the Subject specific skills in the Pathways programme.

The Diploma is also internally and externally verified. To date all leavers who have studied for the diploma have achieved the qualification on leaving the Student Centre.

## NOCN Units in Personal Progress

2018-19

Personal Progress has been designed to address the needs of learners working at Entry 1 or below. The qualifications ensure that all learners are given the same opportunities to access appropriate and relevant education and improve their life chances. The qualifications provide a foundation for lifelong learning focussing on transferable social and life skills which are essential for living and working in the community. Evidence is gathered into a portfolio of which is consolidated over the 3 years that the students are in the Student Centre.

Assessment will be made using the achievement continuum:

**1.Encounter 2.Early awareness 3.Interest 4.Supported participation  
5.ActiveInvolvement 6.Development 7.Exploration 8.Initiation  
9.Consolidation 10. Application**

What is it?

- Entry 1 Qualification
- Made up of units
- Can be achieved at award, certificate or diploma
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Who is it for?

- Learners working between P Levels and Entry 1

Structure

- Each unit has a credit value.
- To achieve the qualification learners must gain credits by completing their chosen units and providing clear evidence that they have met the full requirements of the unit.
- Teachers provide a unit transcript

Units we teach:

Engaging in the world around you People

Engaging in the world around you Objects

Engaging in the world around you Events

Travel within the Community – going places

Developing Skills for the Workplace: Following Instructions

Developing Community Participation Skills: Getting Out and About

Developing Independent Living Skills: Being Healthy

### **Work programme**

In Year 1 for:- Work related learning including cleaning the Student Centre, jobs around the school when required, car washing and valeting, tidying, working in the horticulture facility or in the school grounds, working for the school admin team – shredding, photocopying, replenishing supplies, tidying reception area.

In Year 2:- the students will be involved in the Enterprise project (see below).

In Year 3 they will have the opportunity for an out of school work placement - one whole day throughout the school year as well as continuing to work on the Enterprise project.

We are in the process of developing the Enterprise project with various strands – a takeaway for staff once per week, upcycling a range of articles – chairs, stools, garden furniture , horticulture - hanging baskets and pots, herb boxes, Christmas bulbs, spring bulb pots, cake making – both for events, as special orders and to sell at an outlet. We aim to sell at outlets including a market stall, Dickensian evening as well as in school at parent’s evenings

### **Duke of Edinburgh Award Scheme**

All students in the Student Centre will aim to complete their Bronze Award and many will have the opportunity to work towards their Silver Award over the three years. During the week there will be timetabled sessions to practise necessary skills and to update online eDofE records. The award will also be embedded in other areas of the curriculum including our different Enterprise initiatives and Horticulture. We are very keen that activities undertaken outside of school are also evidenced so students and parents will be able their accounts from home. All students will take on a volunteering role within the

wider school community and it may be appropriate for some to extend their voluntary work into the outside community with support. An overnight stay as part of an expedition will also form part of the award for both Bronze and Silver.