

# ASHGATE CROFT SCHOOL

## PERSONAL SKILLS POLICY

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Approved by Curriculum & Progress Committee meeting:

Minute No.: 13.2/19 (C/P)

To be reviewed by: Autumn 2 2020

### **Introduction**

#### Purpose

This policy is intended to ensure consistency and progression across the school in terms of developing personal skills.

#### Aims

- All staff to understand what is meant by Personal Skills at Ashgate Croft School.
- Personal Skills should enhance learning through:
  - improving learning and performance in education, work and life
  - developing participation and achievement in all curriculum areas
  - providing high quality teaching and care that meets their SEN (School Aims)
  - developing skills for learning
  - developing social skills and encourage independence

### **Procedures and Practice**

#### *Teaching*

#### Planning

- Teachers complete a termly planning sheet (separate to the MTP) for Personal Skills and included the main areas taught for each Personal Skills session.
- Every student has individual Personal Skills Targets set. These are recorded on a set proforma – see appendix 1.
- Personal Skills time should be shown clearly on timetables for every class.

#### What/When is Personal Skills Taught?

- Every class receives 25 minutes taught Personal Skills at the beginning of every day with the exception of MLD classes in Middle and Upper school.
- Every class in Primary and PMLD classes in Middle and Upper School receive 45 minutes taught Personal Skills time for lunch Scheme of Work.

- Every class in Middle and Upper School receive 30 minutes taught time at lunch.
- PMLD classes across the school have 30 minutes directed to Personal Skills and 30 minutes subject time per session.
- Throughout the rest of the Primary Department, Personal Skills is directed to 20 minutes per session.
- SLD classes in Middle and Upper have 20 minutes directed to Personal Skills per session.
- Throughout the rest of the Middle and Upper School, Personal Skills is integrated in sessions with time allocated to the completion and collation of Tally Charts. This needs to be planned for and should incorporate 10 minutes Personal Skills time within each session.
- Personal Skills time can be 'banked' (e.g. Personal Skills time from 1-1.20pm can be used for phonics and then a full session used for Personal Skills within the week).

### Agreed procedures

- The Personal Skills Curriculum focuses on 'Key Functional Skills', 'Skills for Learning', 'Thinking Skills' and 'Personal Skills and other Priorities' (linked to QCA 2009)
- The Key Functional Skills Curriculum is then broken down into 3 areas of learning – Communication; Application of Mathematical and Number Skills; and Using Information and Communication Technology.
- Thinking Skills also complement Key Functional Skills and include Sensory Awareness and Perception as well as Early Thinking Skills.
- Additional Priorities may focus on physical; orientation and mobility skills; organising and study skills; personal and social skills; daily living skills and leisure and recreation skills.
- Lunchtime Skills – Emphasis is placed on a variety of skills needed during the lunchtime and as such is part of our taught curriculum time.
- There is a Lunchtime Scheme of Work which focuses on eating skills, tolerance of food, organisational skills, social skills and developing use of cutlery, crockery and equipment.

### Assessment

#### Personal Skills Targets

- Individual Personal Skills targets are written in October and are reviewed and re-written in May each year for every pupil. At the end of the summer term class staff comment against each target in preparation for the new academic year, then the targets are reviewed and re-written in October by the class teacher.
- Every pupil will be given a Personal Skills Target, with a maximum of 4 targets, to be worked on during the times stated above.
- Parents/Carers evenings are organised in school before the new Personal Skills targets are written, to encourage Parents/Carers to comment on progress their child/ young person has made and suggest new targets. If parents/ carers are unable to attend the class staff will attempt to call and discuss this over the phone.

Alongside the Personal Skills targets teachers monitor other skills and targets related to personal skills within their lesson assessment sheets, such as PSHE (PSD in Upper school).

### Role of the Subject Leader

- To keep up to date with government initiatives related to Personal Skills.
- To participate in relevant training to support a broad knowledge of personal skills across all ages and abilities in school.
- Work with Deputy Head to monitor progress in Personal Skills.
- To work with Assistant Heads of each department to discuss support they may need and resources required in each department.
- To monitor teacher medium term planning for Personal Skill across the school.
- To ensure Personal Skills is clear on class timetables.
- To support teachers in ensuring Personal Skills is delivered effectively across the school, this may include peer observations of/shadowing good practise.

### Parent/Carer Involvement

- Across the school teachers send a mixture of homework for parents/carers to complete with their child/young person, this often involves tasks related to personal skills.
- As stated above parents/carers are invited into school to review and set personal skills targets for their child/ young person.

### Equal Opportunities

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

See Equality Policy

### Monitoring of the policy

- Monitored by subject leader.
- Teachers MTP will be monitored by subject leader each term.
- Assistant Heads will ensure personal skills targets are monitored during a department meeting and will then pass the information to the Deputy Head teacher to monitor and track as part of Pupil Progress.

## **Children's Rights**

Within Personal Skills the Children's Rights which are developed are:

Article 4 – Governments must do all they can to make sure every child can enjoy their rights.

Article 5 - Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

Article 6 - Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

Article 8 - Governments must respect every child's right to a name, a nationality and family ties.

Article 12- Children have the right to say what they think.

Article 13 - Every child has the right to freedom of expression.

Article 14 - Every child has the right to freedom of thought, belief and religion.

Article 17 - Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 20 - If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

Article 22 - If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents.

Article 23 - Children with disabilities are provided support to participate.

Article 24 - Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 27 - Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Article 28 - The right to education.

Article 32 - Governments must protect children from work that is dangerous or might harm their health or education.

Article 36 - Governments must protect children from all other forms of bad treatment.

Article 38 - Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

## **References**

QCA 2009 'Developing skills – Planning, teaching and assessing the curriculum for pupils with learning difficulties'.

