



ASPIRE: Lifeskills Learning Centre

LIFESKILLS POLICY

Lifeskills is a planned programme of both formal and informal learning opportunities and experiences that help young people grow and develop as individuals and as members of families and communities. It supports them to extend/expand their knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. The Lifeskills Programme also enables young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and will do in the future. Planning is informed by the Learning Centre Lifeskills Assessment (see Appendix 1); PSHE, Citizenship, Employability, Functional Skills and British Values Schemes of Work (SOW), including the ASDAN Lifeskills Challenge.

Linked policies:

British Values
Curriculum
Functional Skills
PSHE

INDEPENDENT LIVING

Independent living skills focuses on practical skills covering washing, dressing and appearance; use and upkeep of everyday equipment (including the use of ICT in the home and e-safety); keeping the home environment clean and tidy; rights and responsibilities relating to the home and self; coping with emergencies and home safety.

EMPLOYABILITY AND ENTERPRISE

Work experience is offered both internally and externally (as appropriate) during KS4 and Post 16. Access to work experience is dependent on the needs and abilities of the individual. Students may participate in Business Enterprise activities throughout their time in the Learning Centre, where they will gain experience of a range of aspects related to running a business and employment.

EXTERNAL COURSES

Students may benefit from the experience of attending college to complete specific part time vocational courses. The tutor will assess each student according to their needs and interests and endeavour to find a course to suit them, if appropriate. If a college course is appropriate to the student, they will attend college purely for familiarisation during their first year. During the second year they will progress to attending a college for a short course and then, in their final year, they may attend college for a further period of study and/or complete a period of work experience.

LEARNING CENTRE COMMUNITY ACCESS STATEMENT

Wherever possible, students are encouraged to access the local community for a range of activities in order to develop and practise skills learnt in a safe environment (i.e. the Learning Centre) prior to being used in the community. Use of these skills in the wider community allows students to generalise skills that will assist them as they become increasingly independent. Access to the community also provides students with a range of life experiences and opportunities which is beneficial to their health and well-being and will equip them with the skills they will need to transition from the Learning Centre to adulthood.


MONITORING AND EVALUATION

Monitoring and evaluation of Lifeskills actively involves students in a number of ways. For example, students have the opportunity to give feedback during sessions, ILP reviews, termly and end of year evaluations. Tutors also review the Life Skills program on an annual basis.

The Policy will be monitored through regular reports to the Directors and SLT. These reports will cover both content and delivery.

POLICY REVIEW STATEMENT

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:.... 

POSITION:.....DIRECTOR

DATE:.....31st August 2023

REVIEW DATE:....31st August 2024

FOR & ON BEHALF OF

ASPIRE: Lifeskills