

# Community Participation at Step by Step School



Here at Step by Step, part of our curriculum comprises of 5 key areas of learning. One of which is **community participation**.



*Shopping*

*Abseiling*



*Walking at  
Sheffield park*

*Work based  
placement at a  
launderette*



*Allotment*

Each area of our curriculum can be structured using the 3 I's

- Intent – What skills we aim to teach
- Implementation- How we do it
- Impact – Outcomes (how our pupils and families benefit)



One of our school improvement priorities is to.....

*“Expand work experience and community participation for all pupils to prepare them and their parents for key life transitions (priority focus on secondary and Post 16)”*

*Extract from Step by Step School Improvement Plan 2020*



# How we start to prepare our pupils

One example of how we prepare our pupils for experiencing the community is to encourage road awareness and safety.



## Road crossing

### Step One

- In the classroom using pictures to identify a zebra crossing
- Learning what is "safe" and "unsafe" when crossing the road



### Step Two

- The Step by Step zebra crossing to access the gym
- On site experience of crossing a road safely



# Using a pelican crossing in the community

## Step Three

This pupil is supported to generalise his skills to other crossings



**Intent** – To learn to cross roads safely

**Implementation** – Weekly trips to the local village, teaching the pupil a road crossing sequence.

**Impact** – Keeping our pupils safe now and in the future by learning to stop before crossing a road and developing safety awareness.



# Generalising skills using our site

## The Yurt



- A place to walk to on the school site
- Experiencing motivating activities in a less familiar space to prepare them for unfamiliar environments

*Pupils enjoying a story group in the yurt*



*Gardening skills in a classroom setting*



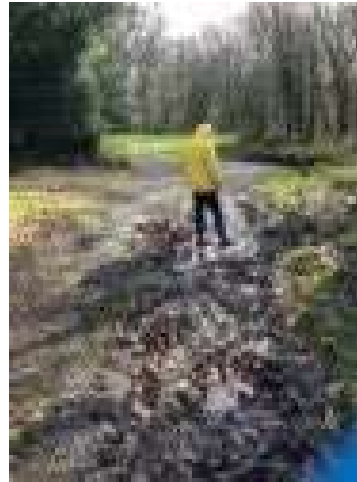
*Experiencing the greenhouse*



## When pupils start to gain confidence they will begin to visit and utilise local facilities



*Fun activities at Blacklands Farm to ensure community visits are motivating*



*Splashing in puddles*



*Abseiling at Blacklands Farm*



Termly outings take place across all key stages. Regular trips include:



*Horse Riding*

**Implementation - Exploring and learning through different experiences**



*Swimming*



*Trampolining*





# Shopping is another example of how we teach pupils to generalise skills

*Tuck Shop*



**Aim** – To learn how to shop

**Implementation** – Skills taught in the school tuck shop before generalising these to the supermarket.

**Impact** – Greater confidence when out in the community, increased independence, improved life skills, money skills



*A pupil working on their shopping list*



*Shopping in the supermarket*



In Sixth Form, pupils are able to access vocational opportunities.



*A pupil at a local woodcraft centre*

- Personalised learning plans (PLPs) designed to develop our pupils` interests and strengths
- Individual and meaningful goals
- Developing social skills beyond school and home
- Developing practical skills that are transferable
- Preparing pupils for transition beyond Step by Step School
- Contributing to the local community



# Pupil on a vocational placement.....

## The launderette



**Intent:** To experience vocational skills in the community linked to the pupils interests (manual and physical activities)

**Implementation:** Began by learning how to appropriately load and unload machines and the sequences involved in tasks within the school setting

**Impact:** Highly motivated to attend, opportunity to use social skills with less familiar people and generalise skills from school. Is now a willing helper at home with the household chores! Contributing to the family household and the local community. Possible progression to some paid employment.



When pupils have gained in confidence with going out in the community, they get to choose to visit their favourite places.....



*Eating out is usually a popular choice!*



**Intent:** To develop the skills required to access eating out in the community

**Implementation:** Individualised, community outing goals within personalised learning plans

**Impact:** Improved community access and social skills, families able to enjoy time eating out together



# Developing vocational skills with horticulture



## The school allotment in East Grinstead



**Aim:** To gain vocational horticultural skills in the community

**Implementation:** Gardening skills generalised from classroom, to greenhouse and then to the allotment

**Impact:** Opportunity to develop horticultural skills for the future, link to enterprise with pupils selling produce from allotment within school community



# Community Participation and Our Mission

*Our mission is:- To maximise the potential of pupils with Autistic Spectrum Conditions (ASC) through evidence based, individually tailored, outstanding teaching to enable them to thrive and live happy, confident lives.*

Encouraging our pupils to use community facilities and to play a part in their community is a vital part of our mission and their lifelong journey.



# Community Participation and Our Values

## Vision and Values

### LEARN S

**L**aughter – having fun out of school, taking part in motivating activities, building confidence in the community

**E**vidence – evidence based practice for effective learning and progress, participation to prepare pupils for key life transitions and life beyond Step by Step

**A**spire – for all pupils to achieve their full potential, through ambitious, realistic targets, tailored to the individual. Providing all pupils with opportunities to access the community

**R**espect – for every person to be treated with dignity, build understanding and tolerance with the wider community outside of the school

**N**urture – every success is recognised, praised and celebrated

**S**afe – ensuring pupils feel safe and supported both in school and out in the community

