

FE HOME LEARNING

In the FE Department at Ellen Tinkham College, each student has a personalised learning programme which is underpinned by their specific needs which are important **for** them, (for example, in terms of their methods of communication, sensory processing needs, health needs) as well as being led by their specific interests and aspirations, which are important **to** them. As they move into Adulthood, future outcomes become very specific to individuals, and therefore learning in the FE Department is not topic led, but linked to four areas identified in the Department for Education's Preparing for Adulthood framework.

This document is intended as a guide to Preparing for Adulthood, but please be aware that:

- The outcomes will need to be personalised and focused on the young person's interests, motivations and aspirations.
- Students develop at different rates. For some young people indicators included in early childhood may continue to be outcomes they are progressing toward as they get older. Therefore it is important that each new age/stage continues to develop and build on the previous ones.
- It is important to promote a focus on outcomes that are transferable to the real world
- The indicators included in this grid, although specified against a certain age, are applicable across the age ranges depending on cognitive ability i.e. a young person aged 17 may still be focussing on learning to feed themselves independently.

The four areas of Learning within the FE Department, (linked to this framework) are:

- **Education and Employment**
- **Independent Living**
- **Community Inclusion**
- **Health**

All students in the FE department have individual targets within these areas, which underpin what the students are working on. These can be worked on at home as home learning targets, if applicable, or amended as best as possible to the home situation (Obviously, given the current restrictions, some targets won't be able to be worked on if they are linked, for example to Work Experience or Community Inclusion.)

If you do not have a copy of your child's specific targets, contact me, Emma Kenshole
ekenshole@ellentinkham.devon.sch.uk

and I will ask the relevant FE Tutor to forward these to you.

Starting Points for Home Learning:

Education & Employment Ideas:

This includes work on Functional Literacy, Maths, ICT and Communication.

There are currently many resources which can be downloaded or accessed from the internet appropriate to the level of your child's ability, (contact your young person's Tutor if you require support with this).

The best way to work on these skills, however, is to apply them to functional contexts and situations, for example, planning meals, researching and reading recipes, weighing ingredients. Students may be motivated to research a topic of interest, making a scrapbook, or power point of this or other relevant recording.

Students may wish to keep a diary of what they do each day, which they could annotate with pictures, art etc.

Some students may be motivated by practical activities which could involve planning, measuring, or following instructions, such as DIY activities and creative projects, (such as making slime etc) Pinterest has lots of creative ideas for these. Students could make items which could be sold in future Enterprise opportunities.

If a student is motivated by fitness, they can count their reps of exercises or time themselves, (or others in the household).

Some students enjoy working on a piece of work over time, such as an Art project over several days in a medium which they enjoy, (eg paint, collage, 3D sculpture).

For some students there will be a greater focus on communication skills, such as following instructions, working on speech sounds, using their assistive technology or following specific Speech and Language targets. ***If you require any resources using symbols, please let me know and I will try to facilitate this.***

For some students, it may be a matter of increasing the length of time they can focus on a given task. This could include sensory exploration activities. This may particularly be the case for Sensory learners. Again, there are many ideas which can be found on line.

The most important thing is that the activities are relevant and meaningful as well as motivating.

Independent Living Ideas:

It is our aim for all students to be as independent as possible. Students being involved in life skills tasks at home is excellent learning for them. This can involve being given jobs to do independently each day, or doing jobs with prompts and support.

These could include jobs such as making the bed, helping with the washing, (eg separating clothes, selecting the cycle, emptying the machine, putting washing away etc), helping to make drinks, snacks or meals and clearing away, recycling, tidying, cleaning windows, hoovering, gardening etc.

Encouraging student's self-organisational skills is also a good learning opportunity, (for example, organising their rooms).

For some students, independent living may be making choices from objects within their reach, or communicating a preference. It could also be assisting with their dressing or becoming more independent in physical transfers.

Community Inclusion Ideas:

This is obviously hugely restricted at the moment. It could, however, involve maintaining social contact with friends and family through the safe use of social media. It might also include being involved in activities with others in the home, (such as playing games together, taking turns, working on a collaborative piece of art /crafting/card making etc). Any pieces of art produced during this period could be shared when we return to school to make a collaborative display within the FE Department.

Health Ideas:

It is vital to remain healthy. For some students who have Physiotherapy programmes, it may be difficult to access their programme fully due to limited space or not having access to relevant equipment. Students can, however, follow their Physio programmes as much as they can. If you do not have a copy of your child's Physiotherapy programme, or have queries re carrying it out, you can contact gscott@ellentinkham.devon.sch.uk

For students who currently carry out fitness programmes as part their personal programme, I would suggest finding youtube films of routines which can be carried out daily. Examples which students currently carry out include circuits, Zumba, yoga, dance. (The Joe Wicks daily exercise session on youtube is currently popular) It is important that students choose something which they enjoy. They might also like to try new forms of exercise on youtube.

It is also important to be mindful of emotional health and well being, especially when isolated from social contact, so it is really important for everyone's wellbeing to have their emotional needs met. This may be as simple as listening to favourite music and watching favourite films together, or alternatively having access to quiet time.

Teachers will also be making weekly phone calls to check in with how students and families are and discuss any issues.

Other considerations:

- Some students can only focus for a limited amount of time and will need sensory breaks, (which may include movement breaks, or time to stim). That is fine.
- Some students require a high level of structure and routine within their day. A basic timetable can help with this .Don t make it overcomplicated. Maybe two activities in the morning and one in the afternoon.
- Encourage as much independence as possible, and allow time for this.
- These are really uncertain and anxious times and many of our students will find it challenging, for many different reasons. Students need to be regulated and calm and alert before they will be able to access any learning. Do not worry if cannot carry out learning at home. The priority is for families to be safe and well and not to feel that Home Learning is an additional pressure.

Best Wishes,

Emma Kenshole (FE Lead)