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## Teaching life skills to learners with complex needs in a primary setting

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## Teaching life skills to learners with complex needs in a primary setting

## Building independence beyond the classroom: preparing for adulthood

### School/Background Context

We have seen the number of children attending our school drop significantly over the past 20 years as our village has developed an aging population. We have also seen house prices increase dramatically and any houses that are being sold are often being converted into flats suitable for individuals and couples, not families.

We do have a number of families who are third generation in attending our school, and we do have some university families moving to the area. Within the last few years, we have seen the number of children joining our school with English as an additional language grow significantly, especially in the Nursery, although this is also seen throughout the school.

We currently have 14 children with an EHCP, with 2 entering into the 25 week stage to see if they will be awarded an EHCP. These children have a variety of needs ranging from Down Syndrome, Autism, ADHD and complex and multiple needs. A number of these children are pre-verbal and need a high level of routine to remain regulated. We currently have 1 child awaiting a specialist school, but there are no places and we believe that there are a number of other children who require this specialist provision. We also have a number of children diagnosed with dyslexia and a number of children waiting on the NDC pathway as well as on the speech and language waiting list.

Our academy has put in place a cap of 71% of our budget to be spent on staffing, we are currently at 75%, which means that when people leave they are not replaced. This has had a significant effect on staffing and we have had to rethink how we can support our pupils due to the significant drop in finance. From this September our PAN will decrease to 30 children per year group.

### The Challenge

We had 3 children in Year 5, all with an EHCP, with whom we felt that the general school curriculum was not meeting their needs.

## What We Did

We decided to put in place activities to support Preparation for Adulthood. A one-to-one TA and I worked with our Profound Needs SENSS adviser to create a plan that would support them in the community.

One of our TAs has 2 afternoons per week where she works with this group with an end target that they will go to a very local cafe. They will have gained a greater awareness of road safety, they will have the confidence to talk with safe strangers, they will know how to recognise a stranger and be able to stay safe if someone is making them feel uncomfortable. They will also be able to order food by themselves confidently and be able to give the correct money.

A floor book created by the children will be the evidence.

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## Outcomes and Anticipated Impact

The impact has been incredible. This very quiet group of children are now talking about their learning at home, which they never normally do. They are excited about their learning and this has also supported them in other core subjects as their self esteem has developed. Parents are telling us how much they are enjoying these sessions. One of these parents is not always willing to share when things are going well in school.



More inclusive high-quality teaching



Improved parental/carer satisfaction



More inclusive ethos/culture in the setting



Increased engagement of learners with SEND