



INDEPENDENCE/INTERDEPENDENCE PLEDGE RATIONALE



For every pupil to develop independence appropriate to their starting point so that they can participate confidently in life beyond Curnow.

- To encourage autonomy and personal responsibility.
- To develop resilience and self-regulation.
- To build practical life skills that support adulthood.
- To prepare pupils to contribute meaningfully within their community

Intent

- For every pupil to develop independence appropriate to their starting point so that they can participate confidently in life beyond Curnow.
- To explicitly teach autonomy, responsibility and self-regulation strategies.
- To provide high expectations and safe opportunities to try, learn and take responsibility within supportive relationships.
- To develop life skills progressively across all pathways.
- To work in partnership with parents, carers and professionals to ensure independence skills are consistently supported.
- To ensure our Independence pledge works in tandem with the Communication and Sense of Self pledges.

Implementation

- A whole-school approach embedded consistently across the school day.
- High expectations within safe, supportive relationships.
- Explicit teaching of self-regulation strategies and practical life skills.
- Opportunities to practise independence and problem solve with decreasing adult support.
- Graduated release of adult support to build confidence and autonomy.
- Preparation for adulthood strands embedded across pathways, including community inclusion, independent living, health and employability.
- Regular whole-school training to ensure consistent approaches to developing independence and that school ethos supports ambition and progress.
- Collaborative working with external professionals and strong partnership with parents and carers to generalise independence skills beyond school.
- EHCP outcomes and My Views/CV used to track long-term progress

Impact

- Pupils will demonstrate increasing independence from their starting point.
- Pupils will apply self-regulation strategies with growing confidence.
- Pupils will demonstrate an increasing ability to solve problems independently.
- Pupils will show responsibility within relationships and community.
- Pupils will develop practical skills for daily living.
- Pupils will contribute meaningfully within school and community roles appropriate to their pathway.
- Pupils will feel confident to try, learn and take safe risks.
- Pupils will leave Curnow prepared for life beyond school.
- Consistent approaches across school and home will strengthen long-term independence outcomes.



INDEPENDENCE/INTERDEPENDENCE ACROSS THE PATHWAYS



Special
Partnership
Trust

Engagement

Explore

Discovery

Resources

- Low arousal environments
- Project Core symbols (PCS) or objects of reference
- Adapted resources or equipment for independence
- Sensory resources for regulation
- Physio equipment for strength and movement
- Switches

Approaches

- Intensive Interaction
- Switch progression pathway
- Supported participation in routines
- Co-regulation with trusted adults
- Consistent cues for routines and transitions
- Modelling independence in everyday activities
- H/H with lessening support overtime

Considerations

- Physical needs and mobility
- Sensory processing differences
- Processing time
- Consistent adults and routines
- Engagement levels and motivation

Resources

- Low arousal environments
- Visual timetables
- TEACCH workstations
- Work systems
- Sequencing strips
- Help symbols
- Visual checklists
- Regulation spaces

Approaches

- TEACCH style structured teaching / work systems
- Sequencing and task breakdown
- Help symbols
- Modelling regulation strategies
- Gradual reduction of adult support overtime for daily routines & life skills

Considerations

- Processing time
- Sensory processing differences
- Regulation needs
- Prompt dependency - need for predictability
- Generalising skills across environments

Resources

- Low arousal environments
- Visual checklists
- Sequencing strips for class/school jobs
- Personal organisation work boxes
- Life skills resources/adapted equipment
- Work related learning resources

Approaches

- Problem solving with reduced adult support
- Developing responsibility for personal organisation
- Real-life learning opportunities
- Work related learning opportunities
- Explicit teaching of life skills
- Community participation opportunities

Considerations

- Processing time
- Sensory processing differences
- Regulation needs
- Generalising skills across environments
- Allowing appropriate risk

Whole School Guidance

- **Guidance applied flexibly according to pathway and individual pupil needs**
- **Approaches remain ambitious, developmentally appropriate and age respectful across the 4–19 provision**
- **All pupils are supported to develop independence from their individual starting points**



THE JOURNEY TO INDEPENDENCE.



Learning to extend my arm and use my hands for play.



Using two hands in more refined activities.



Vision and motor planning working together to hit a target



Using all learned skills to locate communication buttons independently.



Tipping and pouring in the water tray, learning about full and empty



Refining this to a directed pour for cooking.



Applying the skills I have learned to independently pouring a hot drink.