

Our Curriculum Pathway One



Contents

- Intention
- Learner Profile
- Implementation
- Impact
- Subject Specific Curriculum
 - My Learning
 - My Communication
 - My Body
- Behaviour and Wellbeing
- Personal Development
- Environment and Support
- Access to Learning
- A multiagency Approach

Intention

Pathway One strives to show recognition that some groups of pupils have learning needs that requires the school to provide specialised curriculum, assessment and teaching approaches. All pupils on this pathway have the opportunities and chance to engage with their world in their own way and are valued for who they are as individuals. We believe that all pupils have the right to learn in an environment that is caring, supportive and enabling, which allows all learners to reach their full potential. Children and young people who follow the Pathway One curriculum may have complex medical, physical and sensory and severe learning needs which have clear implications on how their school day is organised.

Pathway One will:

- Ensure pupils make the most of every moment of their time in school, to progress towards personalised goals;
- Provide a curriculum which has relevance to our pupils' current and future lives;
- Create a curriculum which is significantly brought to life through a wide range of first hand learning experiences in and beyond the classroom through a variety of multi-sensory experiences;
- Ensure a 'total communication' approach which takes into account pupils' varying needs and ability levels, including speech, objects of reference, reference music, photographs, symbols, signing, and body signing;
- Prioritise pupils barriers to learning through a personalised curriculum;
- Provide a holistic and varied curriculum through which pupils make individual progress;
- Provide a whole picture of the learner and the learning process;
- Focus on the learner's abilities, not disabilities;
- Enable the learner, family and allied services to participate in the assessment process.

Learner profile

- Many of the pupils who access Pathway One here at Hebden Green are pupils with profound and multiple learning difficulties and complex learning needs. They also have other complex difficulties, such as physical disabilities, sensory impairments and/or a severe medical condition. We also cater for pupils with severe learning difficulties within this Pathway, but who also have a range of other barriers to learning (such as mentioned above) which mean they require higher levels of support to access the curriculum.
- In Pathway One, pupils require a high level of support, both for their learning needs and also for all aspects of their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps.
- Learners are fully dependent on people for support throughout their daily routine, across all settings and for the duration of their lives.
- Learners need to build solid relationships with staff to feel confident in their learning and able to communicate their wants, wishes and needs.

- Communication is often through gesture, movement, vocalisations and eye gazing. Some pupils will reach a symbolic level of communication.
- Learners need the world presenting to them through their senses for them to interpret individually and build foundations for future learning.
- Learners require a provision which incorporates all the individual therapies into their curriculum and these programs to be led by education staff in the classroom with whom they are familiar.

Implementation

Pupils who learn through this Pathway need a curriculum which allows them to focus on their priority needs as outlined in their Education Health and Care Plan. Our personalised curriculum allows our pupils to do this; a provision where individual needs become the starting point for planning rather than a curriculum written for typically developing children.

Our curriculum provides a platform for which our pupils to practice basic skills on a daily basis through a variety of contexts and fun and motivating experiences. Repetition and application of skills are the keys to our curriculum being successful. In Pathway One, pupils' individual needs and personalised targets underpin all of their learning experiences. We use the language of 'vehicles' and 'drivers' to explain this approach to teaching and learning. The 'drivers' are the learning focus that pupils are working on throughout every activity that we do. These are the pupils Individual Education Plan targets which are derived from their Education Health Care Plan. For our pupils in Pathway One, they are the most important targets for pupils to develop and therefore they are what drive all of their learning experiences. The curriculum provision in Pathway One is ultimately focused on pupils' individual needs in the core areas of Communication, Physical Development, Cognition and PSED. These core areas are at the heart of everything we do in Pathway One. The 'vehicles' are the many curriculum areas that we use to inspire and enthuse the pupils to participate, they are the topics that provide variety and interest for the pupils and give them access to a broad and balanced curriculum. Using this approach ensures that we maintain a focus on the priority areas for each individual pupil, whilst also providing a rich and fulfilling time at school.

Each day consists of intervention sessions linked to physical development, communication and sensory needs. These are supported by our specialist multi professional teams including physiotherapists, speech and language therapists and our nursing team. Other sessions are linked to theme-based learning and give opportunity for our pupils to apply the skills they have learnt. They will experience the same curriculum subjects as their peers, however in an appropriate way which takes into account their individual needs. These learning opportunities are used to support pupils' development in the core areas of learning, and pupils' IEP targets remain paramount. Learners will have also the opportunity to apply the skills they have learned into real life contexts through educational visits. Purposeful inclusion will also be integrated where most suitable and beneficial for this group of learners.

Impact

What do we strive to achieve for our pupils through providing this approach:

- Successful learners who enjoy learning, who are motivated to participate in activities, who make progress and who achieve exceptionally well from their individual starting points and in relation to their individual ability;
- Confident and happy individual who are able to participate within group activities, who form lasting relationships with us and who are as well, safe, healthy and happy as they can be;
- Learners who are able to be understood and be as communicative as possible.

Curriculum

Our curriculum is based on four key areas:

- **Communication:** Our communication curriculum can be broken down into the areas of interacting, responding and making choices. Many of our learners are at the stage before their communication becomes fully intentional. As a Pathway we respond appropriately to these attempts at communication by interpreting pupil's behaviours. We respond and are then able to teach pupils how to intentionally communicate.

We provide many different paths for our pupils to develop a functional communication system alongside our Speech and Language Therapy team; intensive interaction, vocalisations, object choosing, photo recognition, symbol recognition, PECS, PODD, Eye gaze and Makaton - all of which are supported to give our pupils a voice through which they can make their choices and wishes known and understood. Every pupil has individual communication targets within their Individual Education Plan.

- **Cognition:** (including cognition and technology): Our Cognition curriculum can be broken down into awareness, exploring, sequence and patterns and problem solving.

Many of our learners are at the early stage of development in their cognitive skills. Repetition of skills within a familiar and predictable routine is the key to be able to support learning with cognition. Every pupil has individual cognition targets within their Individual Education Plan.

- **Physical development:** Our Physical Development curriculum is broken down into gross motor skills, body awareness, fine motor skills and mobility.

Our Physical Development curriculum is supported by our on-site Physiotherapy team and our Conductive specialists. Physical development underpins the majority of our learning and pupils are supported to be as physically able and independent across all of their learning and across their whole daily routine. Each pupil has an individual physical development program which they engage with daily and every pupil has a personalised physical development target within their Individual Education Plan.

- **PSED:**

PSED encompasses independence skills and personal, social and emotional skills. Personal care and Independence underpins the majority of our learning and pupils are supported to be as independent as possible across all of their learning and across their whole daily routine. This includes across lunchtime, personal care routines and transition. Pupils have opportunities to develop social skills and regulate their emotions with adult support and direction. Every pupil has PSED targets within their Individual Education Plan.

Our curriculum has been derived and developed from the revolutionary work of Penny Lacey, a teacher and lecturer at Birmingham University and outstanding curriculums used across a variety of special schools across the country. We also learn from the work of Flo Longhorn, in relation to our curriculum, and have utilised the teaching methods championed by Joanna Grace in our teaching and pedagogy.

Our curriculum is mapped across four years in each Key Stage. This is to allow for pupils to move flexibly across different classes in the pathway, so that they can be best placed in a class group that suits them. Each term links to an exciting and stimulating theme through which we provide opportunities and activities for our pupils to work on their areas of priority learning. In addition to these four core areas, pupils are provided with a wealth of learning experiences to extend and challenge them. These curriculum activities provide a breadth of experience for our pupils and ensure they are interested and engaged in their learning, as detailed in our 'greater mapping' documents. Teaching is presented in a multi-sensory way for all learners.

Planning

We passionately believe that the progress of our pupils should not be left to chance. Although progress may look different for our Pathway One pupils, there are still some key considerations as pupils progress through the chronological key stages of the education system.

1. Introducing new skills, knowledge, understanding and increasing the breadth of curriculum content
2. Creating opportunities to consolidate, maintain and generalise skills/concepts
3. Providing greater opportunities for creativity/experiential learning and experience of a wider range of teaching/learning styles and methods
4. Increasing learner participation in the learning process by including opportunities for control over the environment
5. Extending learning contexts to include more age appropriate situations, wider range of people and environments
6. Providing opportunities to practise skills and apply knowledge in practical situations with increasing independence, in preparation for adulthood

Our levels of mapping and planning across the Pathway ensures we are able to plan cohesively for this progression.

Long term planning : Themes and focus core areas are mapped across 4 year rolling programmes. This ensures pupils have a wealth of varying experiences as they progress through school which allow them to progress, consolidate and maintain the skills which are the most important to them. Each theme is linked to a focus text through which practitioners expertly create and link the majority of the pupils learning and experiences.

Medium Term planning : Medium term plans are used across the Pathway to allocate sessions for each curriculum area across the week and signpost where individual planning/activity plans/individual programs etc can be found.

Short term planning : We believe in flexibility and being led by the pupils with regards to all activities and learning. Short term planning can be seen in varying forms across the Pathway but regardless of this each one serves to guide the team/key-worker of outcomes, resources and approach.

Access to Learning

Access and communication go hand in hand in Pathway One. Pupils work at a variety of levels with relation to their communication abilities; many though communicating through gesture, vocalisations and choice making of objects or simple photographs. Communication systems, physical development plans and readiness to learn are vital to ensuring our pupils can access the curriculum.

Through the core areas of the curriculum we ensure we meet all our pupils 'Access' needs and allow them to show their true Cognitive potential.

Individual Education Plans and Target Setting

Our Pathway One, all pupils have an agreed Individual Education Plan that is compiled in collaboration with pupils, parents and teachers, as well as other allied professionals where appropriate and derives straight from the pupils Education Health and Care plan. This is a fluid plan that changes as the needs of the pupils' change. It is reviewed and amended on at least 3 occasions every year. This document also details how any professional can support each pupil better to meet their targets.

Classroom Observations and Assessment

Each pupil has a Key worker who records and observes their learning and the progress of it across the whole of their daily routine. This is recorded on our online observations log Tapestry.

Observations are made within adult led sessions, pupil led sessions, across all activities and environments. This allows us to form a true picture of our pupil's abilities. We use a scale of 'engagement' to track pupils progress within a target and deem targets to have been met when pupils can demonstrate them within a variety of settings, with a range of people and as independently as they are able (unprompted). All professionals involved with the pupils can contribute to assessments and observations.

Observations are shared with pupils' families and carers, through the online system. Parents and carers are able to add their own observations and comments.

We measure pupil progress in a variety of different ways.

- **Linear Progress**

Pupils' linear progress is assessed using Routes for Learning which enables us to record and assess pupils' small steps across the curriculum.

- **Lateral Progress**

We recognise that learners in Pathway One can make progress in a variety of ways. Therefore, we also demonstrate lateral progress, through monitoring pupil engagement in written observations, through the use of the 'engagement profile'. The engagement profile is currently monitored through our Tapestry Observations.

Environment: What will the learning environment look like?

At Hebden Green we firmly believe that pupils in Pathway One are entitled to an environment which recognises and supports their needs at any given time.

Each room is adapted to meet the needs of each cohort that learns within it. Each classroom provides distinct areas where different activities happen which remain consistent. For example, a physical area, a learning area, etc. These areas are labelled and sign posted for pupils using consistent language and other cues such as Object of References, tactile symbols, photographs or symbols. All classrooms have built in ceiling hoist tracking to allow pupils to access all areas of the environment. Adaptive equipment is purchased as and when needed to support each pupils' learning.

Displays within each classroom across the Pathway are consistent and consist of photograph evidence of pupils engaging in activities within specific areas. Each class has a 'current learning' board which links to that term's theme, and a planning board. IEP's are either displayed in the classroom, or are easily accessible in red clipboards, for easy access and reference at all times. Displays are kept above pupils eye levels and on display boards only to avoid over stimulation. Each classroom includes a quiet area where pupils can access a low stimulus environment.

We also include access to continuous provision for our Pathway One learners, for them to practice and embed skills they have learned in a teacher-led session and to encourage independence and physical skills throughout the day. Due to the physical, cognitive and sensory needs of children with PMLD, there will be a high dependence on adults to access continuous provision although adults should promote independence and independent exploration as much as possible.

The Pathway One provision ensures that we can consistently meet the pupil's priority areas of need to an outstanding level across all parts of the day.

Learning outdoors and in the community

We try to provide our pupils with at least one community experience per term through an appropriate class visit which may link to learning in the classroom to allow our pupils to extend their learning and experience and demonstrate learning within a new environment.

'Outdoor learning' is an activity mapped against each theme and again gives our pupils to demonstrate their learning outside of the classroom and gain a wider variety of experiences. The outdoor environment should be an extension of the classroom. Outdoor areas are planned for and resourced appropriately. Classrooms that share outdoor areas may share outdoor provision as opposed to replicating resources. Continuous provision is used in the outdoor spaces in the same way as in the classroom.

Pedagogy and Support

Pathway One is all about the individualised curriculum, repetition of learning, learning within their immediate environment and learning within a structure which can be anticipated and predicted through learnt cues. All learning is facilitated by key workers and we acknowledge the necessity and impact of close relationships between our team and our pupils. Most learners within this group do not have the skills to be part of the whole class group and have no concept of waiting for their turn and to a degree a sense of others. During designated group sessions the groups are kept small where each pupil can still have lots of 'turns' at an activity. Larger group activities can be facilitated by our teaching teams through them ensuring increased adult support and increased number of resources.

Structure of the day

- We believe our pupils learn best within a structured and predictable routine which are accessed by our pupils through a variety of levels of cues
- The curriculum and routine can be flexible in relation to time to be lead by the pupils learning
- Adult led sessions and pupil led learning is balanced across the day
- Time across the day for themed play and choose times linked to individual interests
- Skills based and physical based learning occurring every day
- Theme and exploratory based sessions for pupils to apply and extend learning
- Dedicated time for pupils to learn through their personal care time and eating sessions

Support and staffing

It is essential that as a school we provide:

- People to support them to access the world
- People to be mediators to bring the world closer to them in an individualised way to ensure understanding.
- Mediators to be consistent and repetitive so they can begin to anticipate what is happening around them.
- Mediators to be good at interpreting their behaviour and treating it as if it was communicative so they learn to communicate intentionally.
- Mediators to learn their idiosyncratic 'language' so they can 'talk' to them in a way they understand.

Pupil Information

As a Pathway we acknowledge the huge impact on learning that the relationship our staff have with the pupils can create. We pride ourselves on knowing our pupils as well as their families do and we believe this allows our pupils to be able to reach their full potentials.

Every pupil within the pathway has a:

- Pupil profile
- Motivator assessment
- Happiness profile
- Personal care plan

This information is shared with all professionals working with each pupil and is continually evaluated and amended in light of observations made with the classroom and across the daily routine. Families are also asked to contribute to these documents and are changed in light of any information we receive from home.

Multi Professional Approach and Therapies

An essential part of Pathway one's success is our work with our Multi Professional teams; Physiotherapy, Speech and Language therapy, Nursing and the Visual and Hearing impairment teams (including MSI). Therapies form an essential part of our pupils' entitlement and are seen as an integrated part of our curriculum. Our therapy teams work closely with us to ensure pupils input is integrated into their daily routine, provided within the familiar classroom environment and is facilitated by the pupils' key workers. Our therapy teams also provide support with individual target setting and individual program development.