

Overview of Provision: Pathway 2

Key Stage 2, 3, 4



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Introduction

Children and young people who follow the Pathway Two curriculum will be predominately working within the higher P Scales and lower stages of our assessment tool, B Squared, linked to the National Curriculum. This group of learners have severe learning needs and may have complex physical, sensory and medical needs. The curriculum for these learners stems entirely from their individual needs and their focus on developing core and functional skills to maximise independence and prepare for adult life.

Pupils within this Pathway have a curriculum driven by the core subjects of English, Maths, Science, Computing and R.E. Foundation subjects give breadth and diversity to this curriculum. Additional, and embedded within this, is focused work on pupil's individual needs linked to their Education, Health and Care Plans. These are supported by our specialist multi professional teams including physiotherapist, speech and language therapist and our nursing team.

Learner profile

- Pupils who access Pathway Two are pupils with severe learning difficulties and may also have complex medical, physical, medical and sensory needs.
- Pupils in Pathway Two require varying levels of support depending on their needs. However, they are likely to need a high level of support for both their learning and personal care needs. They will also need a significant level of support to access all aspects of their life and will usually continue to need the same provision in adult life.
- Most pupils will be working within the high P levels or low levels of the National Curriculum but these levels may fluctuate depending on subject strengths, levels of anxiety and other variables.
- Pupils are largely dependent on people for support but through careful management of functional skill building and routine development, pupils can gain a good level of independence in familiar environments.
- Pupils within Pathway Two need to develop strong, professional relationships with staff to feel confident in their learning.
- Communication is highly individualised and impacted by physical and learning needs. Pupils within Pathway Two can be expected to develop a concrete understanding of a range of symbols and may also have an emerging knowledge of the written word. Pupils may need AAC, British Sign language or highly structured environments to communicate fully.
- Learners within Pathway Two need a largely practical and sensory curriculum to be able to learn concepts and make connections for future learning.
- Pupil's holistic needs require embedding within the curriculum and specific time needs to be allocated with multi agency teams to enable discreet rehearsal and development of skills.
- Pupils within Pathway Two need a sustained and embedded focus on self-help and independence skills to prepare them to be fully involved in their community and to promote a journey towards a level of independence an adult.

Aims

The aims of our Pathway are to:

- Ensure pupils make the most of every moment of their time in school to become an active part of their community;
- Develop self-help and independence skills to enable pupils to be as independent as possible;
- Prioritise core and functional skills, including those in English and Maths, to enable full access to the world;
- Give opportunities to build self-esteem and resilience;
- Ensure pupils can understand and communicate their choices;
- Support pupils to develop an understanding of themselves and their needs to give them the chance to take a level of responsibility for their own needs;
- Empower pupils to recognise their own strengths and give them the skills to learn and understand themselves;
- Integrate multi agency provision through specific programmes and targets to extend discreet sessions into the classroom.

Curriculum

Pupils who learn through this Pathway have been assessed at working at emerging levels in most aspects of the curriculum and this is reflected in their provision through a focus on core curriculum and priorities outlined in their Education, Health and Care Plans.

Pupils within Pathway Two are able to engage in, and choose, specific learning experiences and the balanced and broad curriculum on offer allows them to enjoy learning that is highly individualised and specific to age and phase.

Individual Education Plan

Outcomes and Objectives identified within a pupil's Education, Health and Care plan are intergrated into every aspect of a pupil's provision to ensure development in these areas can be maximised and generalised. These outcomes are centred on the areas: Cognition, Communication, Physical/Sensory, Social /Emotional and Independence



Core Subjects

The subjects: English, Maths, Science, Computing and R.E are identified as core subjects and have discreet sessions taught within the school day. These areas work in line with I.E.P targets to develop core and functional skills. These subjects provide pupils with essential skills and understanding of the world in preparation for later life.



Foundation Subjects

Other subjects such as the humanities and creative arts are embedded within the Core subjects and add a breadth and variety to the school day which is essential to holisitc development and personal growth. These areas have subject leaders to ensure that pupils have access to exciting, purposeful and innovite experiences in these areas.

Access to Learning :

Access to learning within Pathway Two is specific to need and individualised. All pupils have access to spaces that are designed specifically to need their needs and enhance learning. They also develop skills to use equipment that supports their access to the curriculum such as adapted computer equipment.

To facilitate this access to the curriculum pupils within Pathway Two can expect to have small class groups and a high support staff ratio to support needs and to enhance learning.

Assessment

Pupils in Pathway Two are assessed in several ways to ensure that progress is being made in all aspects of their education. Pupils are assessed by tracking their IEP targets and by using B Squared each term to ensure progress in these fundamental areas. This is supported by assessments such as the British Picture Vocabulary Scale, WRAT-4, Single Word Read/Spelling test and others that inform teacher judgements in specific areas of a pupil's development.

Interventions

All additional focus that a pupil within Pathway Two receives, beyond that of our core offer, can be considered an intervention. As such, many interventions are identified by our multi agency colleagues and facilitated by them whilst working alongside class support staff. Other interventions are identified through the assessment systems noted above or through an analysis of data such as attendance or behaviour incidents. At these points intervention to support or challenge pupils is discussed and acted upon. Individual intervention, for every pupil at Hebden Green, is essential to their progress in both core subjects and key personal objectives identified within their Education, Health and Care Plan.

Multi Professional Approach and Therapies

An essential part of Pathway Two's success is our work with our Multi Professional teams: Physiotherapy; Speech and Language Therapy; Habilitation; Nursing and the Visual and Hearing Impairment teams (including MSI).

Therapies form an essential part of our pupils' entitlement and are seen as an integral part of our curriculum. Our therapy teams work closely with us to ensure pupils input is integrated into their daily routine as well as during discrete therapy sessions. They also provide support with individual target setting and individual program development.

Environment:

At Hebden Green we firmly believe that pupils in Pathway Two are entitled to an environment which recognises and supports their needs at any given time and provides a rich and stimulating place for our children and young people to learn and flourish in.

Each room is adapted to meet the needs of each cohort that learns within it. Although there are many consistencies across the school, classrooms will look different depending on the age, phase and needs of the pupils. Classrooms within Pathway Two will often be sectioned into different areas to support focused learning and there may also be break way spaces to create low stimulus spaces. Adaptive equipment is purchased as and when needed to support each pupils learning.

Displays within each classroom across the Pathway reflect the different needs and ages of pupils. All displays are carefully chosen to focus on learning, to celebrate achievement or to give information. All classrooms will have a display that identify IEP targets and one that charts success in rewards systems such as house points. Displays are an important part of the classroom for pupils as they provide them with essential information and develop skills in noticing and reading their environment.

Pedagogy and Support:

Pathway Two combines multisensory teaching approaches with practical skill development. Learning is highly structured and may be routine based to ensure full engagement and progress. Pupils may need visual timetables and verbal routines and prompts to support them with their access to learning. All learning is facilitated by teachers and support staff and we acknowledge the necessity and impact of close relationships between our team and our pupils. Most learners are still developing meta-cognition skills that enable them to be part of a group, turn take, work with others, focus on an activity and ask questions. Teachers and support staff enable pupils to develop these skills and we understand that these areas need to be firmly established to enable progression in other areas. During taught sessions, including break and lunch time, groups are kept small and all staff members use opportunities to embed and enhance all skills.

Structure of the Day:

- We believe our pupils learn best within a structured and predictable routine which are accessed by our pupils' visual timetables. Visual timetables may be class based, broken down in to subjects or more detailed depending on the needs of the pupil.
- The curriculum and routine can be flexible in relation to time to be led by the pupils' learning and additional needs.
- Holistic learning such as physical programmes and discrete SaLT sessions is given a high level of priority.
- It is important that times such as lunch and break time are considered taught sessions to continue to develop skills and to give opportunities to generalise learning.
- Pupils within Pathway Two may need structured sessions broken down further into short blocks and time between to engage in play or sensory activities.
- Skills based and physical based learning should be used consistently in all aspects of their school day.
- Time will be allocated to give pupils time to prepare as independently for times of transition such as the or at the end of the day and may feed into independence targets e.g. putting on a coat.

Support and Staffing:

It is essential that as a school we provide:

- People to support our pupils to access the world as independently as possible.
- People to be mediators to bring the world closer to them in an individualised way to ensure understanding.
- People to support individual social and emotional wellbeing.
- People to be good at interpreting their behaviour and treating it as if it was communicative so they learn to communicate intentionally.
- People who understand the way our pupils learn and give them a range of exciting and purposeful learning opportunities

Generally staffing and groupings within Pathway Two at Hebden Green are high enough to enable our learners to have individual attention for some of the day and small group support throughout all lessons. Our groups have a maximum of 10 pupils and an appropriate level of staff to support learning.

Learning in the Community:

All pupils within Pathway Two are given opportunities during their education to be part of their immediate and local community. Often, these skills are built by building in opportunities for pupils to work with others from different groups or in different parts of school to increase their experience within the school community and to build relationships. This sense of belonging to the school community provides safety and security that is essential to continuing personal and cognitive development. The sense of a collective identity is also essential for our pupil's continuing wellbeing.

As our Pathway Two pupils progress, they are also given opportunities to engage with the local community through a variety of events including those organised as part of the Winsford Education Partnership and Cheshire Special Schools' Consortium. These events give the pupils the opportunity to communicate and interact with those outside of the school setting which is important in developing independence and applying wider social skills. These opportunities increase in frequency as pupils move through school and may begin to focus more closely on future placements, for example, the requirements of independent living i.e. shopping or socialising in the community.

It is important to note that these experiences are often rehearsed within the setting to ensure success and staff carefully facilitate this to create positive experiences for our pupils.