

Pathways School

Curriculum Policy

Policy Monitoring

Date of last review: April 2024

Reviewed by: Saima Ali Majid, Chair of Governors¹
Neil Jones, Headteacher

Date of next review: April 2025

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedures.

¹ The Governors of Pathways School are the trustees of Positive Behaviour Support for Learning (registered charity no.1186125)

1. Introduction

Pathways School is founded on the basis that every learner is a unique individual who will achieve to their full potential when they are enabled to engage with a curriculum individually tailored to meet their needs. We focus upon sustainable progress and functional skill acquisition, while ensuring that learning remains relevant and engaging.

2. Legislation

- Independent School Standards Regulations 2014
- National Curriculum programmes of study
- Special Educational Needs and Disability Code of Practice 2014
- Equality Act 2010

3. Links to other school policies

- Equality and Diversity Policy
- Assessment Policy
- Careers Guidance Policy
- PSHE Policy
- Relationships and Sex Education Policy
- SEN Policy
- SEN Information Report
- SMSC Policy

4. Intent

The intent of the curriculum at Pathways School is to improve the quality of life for our students, their families, and carers.

We will achieve this by:

- Having Consistently high expectations and achievements for every individual.
- Ensuring high quality, inspirational and innovative teaching and learning.
- Establishing and maintaining a safe, secure, caring, and enjoyable environment in which students can work, learn, thrive, and grow towards independence.
- Ensuring that our curriculum is broad and balanced and personally tailored to each individual student, underpinned by accurate and wide-ranging assessment.
- Including well-structured opportunities to learn skills in an intensive way, and then generalising these into natural environments, developing and extending learning.
- Designing and delivering content that is relevant, functional, and interesting for the learner.
- Offering opportunities for students to be creative and adventurous in their learning.
- Providing situations where students gain first-hand experiences using a wide range of resources.

- Supporting essential therapeutic activities such as speech and language and occupational therapy.
- Using strategies that minimise or alleviate sensory impairments, such as access to the sensory area and the provision of specialist equipment such as sound reducing systems.
- Collaborating with parents, professionals, and agencies, with the community and with the students themselves.

Our curriculum provides students experiences in all areas of the Independent School Standards:

Linguistic

Mathematical

Scientific

Creative (Art Music)

Technological (ICT, Food technology, Design Technology)

Human and Social (PSHE Geography and History, RE, Work Related Learning))

Physical and Aesthetic (PE Art Music Dance Drama)

These experiences ensure our curriculum is broad, balanced and relevant, differentiated to the needs of each learner through their Individual Learning Plan.

5. Functional Communication Skills

We place a strong emphasis on developing and enhancing students' communication skills. Our young people are encouraged to use their preferred method of communication, and where possible, we encourage vocal, verbal communication. Individual programmes are aimed at teaching students to express their needs: to interact socially; to develop listener responding, develop the ability to identify people, places, and objects; answer questions and have well developed conversational skills. Children and young people who are unable to express their needs vocally are taught to communicate using sign language or use another augmentative communication system, such as PECS (Picture Exchange Communication System), Proloquo2Go, iPad or other interactive device. Pathways School support staff on signing training courses as we are a signing community. Parents are given information, training, and materials to enable them to use the same communication system in a functional way at home.

6. British Values

Pathways School aims to ensure that our school ethos, curriculum, and approaches to teaching and learning reflect and promote British values as defined by the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty

- Mutual respect
- Tolerance of those of different faiths and beliefs

We recognise the multicultural, multi-faith nature of the United Kingdom and understand the crucial role that schools play in upholding and promoting these values. We teach all students to understand, appreciate, and respect diversity. By ensuring that we actively promote and reinforce British Values, Pathways School helps to prepare students for the diverse and dynamic community in which they will live and work.

The curriculum promotes the spiritual, moral, cultural, and physical development of students, to enable them to make a unique and positive contribution to their community.

7. Personalised Curriculum: Pathway2Independence (P2I)

Pathways School is founded on the principle that our students have the best chance realise their potential when they engage in a personalised curriculum (a programme) tailored to meet their individual needs within a fully inclusive learning community.

In planning the delivery of the personalised curriculum, or programme, Pathways School constructs Individual Learning Plans (ILP) - see below - which serve as short and medium-term plans for each student. The ILP is informed by our assessments and the student's Education Health and Care Plan which contains the required elements of longer-term planning. The targets for each student's ILP are developed and agreed by a multi-disciplinary team (MDT), consisting of the Behaviour Analyst, Teacher, OT & SLT and the student's Key Worker.

We use the Pathway2Independence (P2I) curriculum and assessment tool to support the students' programmes. P2I consists of graduated outcome statements from the Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP), Essentials for Living (EFL), Assessment of functional Living Skills (AFLS) and the National Curriculum. P2I does not compare peers and considers each student separately, allowing the formation of Individual Learning Plans.

The curriculum is built on 3 Intentions: Preparing for Adulthood, Communication & Enrichment and an Academic Curriculum. These intentions, enables the curriculum to be adapted for each student's particular needs. For example, some students may have the learning ability to engage in the Academic Curriculum as well as Preparing for Adulthood, while for others the focus on Preparing for Adulthood and Communication & Enrichment is more appropriate (**see Section 9, Pathways to Learning**, below).

In each curriculum area, the outcome statements are end points which are worked towards throughout the year. This enables our students to achieve increasing independence, agency and self-determination.

Pathway2Independence is organised in the following way:

Intent	Curriculum Area
Preparing for Adulthood	Independent Living
	Employment (Pre-Requisites)
	Employment (Functional)
	Community Inclusion
	Health & Wellbeing
Communication & Enrichment	Communication
	Social Skills
	STEAM
Academic Curriculum	Academic Literacy
	Academic Science
	Academic Maths
	Academic Geography
	Academic History
	Academic ICT

Through P2I, students will have the opportunity to engage in learning experiences including Design and Food Technology, Physical Education, Dance, Drama, Music and Art.

8. Student Programmes: Individual Learning Plans

All students have an Education Health and Care Plan (EHCP) and a Programme (an Individual Learning Plan (ILP)) which details short term and medium-term targets.

Depending on need, targets on the ILP can be taken from P2I and discussion with the Multi-disciplinary Team (MDT), these are directly related to the EHCP outcomes for each student.

Pathway2Independence places emphasis is on functional communication, independence, and self-help skills to work towards the targets of the Programme/ILP. These are discussed at the beginning of the year and in February with the MDT, and progress against targets are reviewed and reported on termly, as well as at each student's Annual Review and in annual reports. Targets set are SMART (Specific, Measurable, Attainable, Realistic and Time-bound).

Reporting on student progress to the Board of Governors and external agencies is enabled through an evaluation of the effectiveness of the students' programmes through MyABAKiS and the P2I assessment tool.

9. Pathways to Learning & Assessment (see Assessment Policy)

Students join us with varying levels of skills previously acquired and with varied learning profiles. We identify three pathways or cohorts of ability, **Early Learner, Intermediate Learner, and Advanced Learner.**

Initial and ongoing assessment establishes which cohort a student is working within. We select the most appropriate pathway to learning based upon the individual learner's profile. However, it may often be the case that any one student may move between cohorts depending on the development of their learning skills.

The main assessment model is P2I which is based on The Engagement Model, EFL, AFLS, VBMAPP and the National Curriculum.

In addition to P2I, we use MyABAKiS to plan and record progress towards targets from initial and ongoing assessment. This assessment forms each student's ILP and Tutors record progress in MyABAKiS through discrete trial, natural environment teaching and incidental teaching assessment opportunities.

9.1 Early Learners and Intermediate Learners

Early Learners: Ready to Learn

The VB-MAPP establishes whether a student will learn new skills better individually or in a group. Typically, students on entry to Pathways will not have developed the skills to learn successfully in a conventional class group set up. Furthermore, students with higher needs will need to first develop the skills to be ready to learn. To benefit from group learning it is essential that students are taught and will have mastered some pre-requisite learner skills.

Early learners should have a requesting repertoire of strong requests; be able to follow simple instructions readily; be able to do basic imitations; be able to receptively identify and label their favourite things and common objects and pictures; be able to look to the instructor for instruction and be able to tolerate delayed reinforcement. They should also be able to sit in a small group for at least 5 minutes without disruptive behaviour and be able to wait without touching stimuli.

Early Learner and Intermediate Learner Students, who are mainly taught in 1:1 sessions, benefit from a distinctive teaching methodology, based on the principles of Applied Behaviour Analysis (ABA). Teaching focuses on creating a positive and motivating environment, by ensuring that children experience a high level of success in their learning. Curriculum delivery takes a graduated approach, where tasks are broken down into smaller components, and taught systematically, hence building up students' skills in a methodical way.

The curriculum for a student on the Early Learner Pathway will be focused on Preparing for Adulthood and Communication & Enrichment. Academic Curriculum subjects will be incorporated into ILPs where appropriate for the students to enable breadth of learning experiences (see Section 9.2, below). This includes a Systematic Synthetic Phonics

programme (SSP) Twinkl Phonics with age-appropriate materials where necessary.

Intermediate Learners: Skills for Life

With improved group learning skills along with stronger skills in learning in 1:1 sessions with their Tutor, Intermediate Learners can more readily engage with a broader range of themes and subject areas. These subjects will enable the students to continue to develop functional skills, grow more aware of themselves and the world around them, and learn how to function more independently in the community. The aim always to improve the quality of the students' lives.

The curriculum for a student on the Early Learner Pathway will be focused on Preparing for Adulthood and Communication & Enrichment. There will be some opportunity to engage in the Academic Curriculum, especially PSHE, RSE, Academic Literacy and Maths. Subjects will be incorporated into ILPs where appropriate (see section 9.2, below) for the students to enable breadth of learning experiences.

9.2 Advanced Learners

Advanced Learner Students that have developed effective group working skills access a curriculum made up of Preparing for Adulthood, Communication & Enrichment and the Academic Curriculum.

9.2.1 Linguistic

The English Curriculum covers speaking and listening, reading, and writing. We aim to ensure that English/Literacy skills are used in as many functional contexts as possible. For Advanced Learners the English curriculum is delivered mainly in group sessions and is maintained within student's 1:1 session throughout the whole school. Groups are taught using the AQA Schemes of Work. We use Twinkl Phonics to help students to learn to read. Twinkl Phonics is primarily designed for 3- to 7-year-olds, therefore Pathways teachers design personalised, age-appropriate reading materials to supplement the core scheme.

9.2.2 Mathematical

The Mathematics Curriculum covers using and applying numbers, shapes, space, and measures. We aim to ensure that mathematical skills are used in as many functional contexts as possible. The mathematics curriculum for Advanced Learners is delivered mainly in group sessions and is maintained within students' 1:1 session throughout the whole school. Groups are taught using the AQA Entry Level Certificate subject content.

9.2.3 Scientific

The Science Curriculum for Advanced Learners includes Biology Chemistry and Physics and is taught through Teacher devised assignments that link with the AQA Entry Level Certificate in Science Schemes of Work.

9.2.4 Creative

Music and Art make up the Creative Curriculum.

The Art curriculum at Pathways School is designed to engage, inspire, and provide opportunities for learners to express themselves creatively. Projects, activities, and work meet our four key aims:

- Enable students to produce creative work, exploring ideas, materials and recording experiences
- Have opportunities to work in both 2D and 3D
- Use art of other artists to influence their work
- Explore art in other cultures.

Each academic year is ended with our themed Art Exhibition.

Music is an opportunity for skill acquisition as well as individual and group enjoyment. Many students enjoy performing musically although we recognise that others may find this an aversive experience and therefore opportunities are planned carefully. We regularly welcome guest performing arts companies who run workshops for our students, and we enjoy visits to the cinema and theatre.

9.2.5 Technological

Computing is taught mainly through individual teaching. All students have an allocated computing target on their ILP. This is a skill that is functionally the most appropriate for each individual student and may be a cross curricula target, such as manding (requesting) for items using a high tech Alternative Augmentative Communication (AAC) application, such as Proloquo2go.

Food Technology and Design Technology help develop a range of functional and work-related skills including cooking skills, health and safety and food hygiene. Students are also encouraged to explore different tastes, try out new varieties of food, recipes, and ways of preparing food.

9.2.6 Human and Social

Human and Social components of the curriculum are Geography, History, Religious Education, Work Related Learning and Personal Social Health and Economic Education. Personal, Social, Health and Economic development (PSHE) alongside Spiritual Moral Social and Cultural (SMSC) learning are fundamental for children and young adults with SEN and we emphasize the need for these to be integral to everything we do within our school. We promote our students' spiritual, health, social and cultural development and prepare them for the opportunities, responsibilities, and experiences of life.

PSHE areas involve:

- An understanding of self
- Self-care
- Developing personal autonomy
- Developing confidence
- Building relationships between people
- Knowledge and understanding of the world around

- An understanding of appropriate behaviour
- A sensitivity to the needs of others
- Taking responsibility for one's own actions
- An awareness of and respect for the variety of belief, language, and culture in society.

Relationships and Sex Education (RSE) is part of the PSHE curriculum and is accessed appropriate to age, needs and developmental levels. At all times RSE teaching stresses social, ethical and health issues. Prior to formal sex education lessons, parents will be informed and may visit the school to discuss relevant issues.

Pathways School is not affiliated to any religion or denomination. The school's Religious Education is of a broad and balanced nature and all religions are respected and valued. We use the Equals scheme of work, and we aim to recognise and celebrate special holidays and festivals in all religions. A parent or carer has the right to withdraw a child from religious education. This can be done by writing to the Headteacher.

Geography and History are studied through themed units and achievements accredited through the AQA Unit Award Scheme.

Work-related learning is covered in Key Stage 4 and activities use the context of work to develop knowledge, skills, and understanding around employment. Our aim is to enable young people to develop career awareness and employability skills.

9.2.7 Physical and Aesthetic

The Physical Education curriculum engages students in a range of sports and activities; and ensures that each student:

- better understands and recognises their strengths
- is challenged to try new things
- develops and broadens key skills for life e.g., turn taking, following rules, hand-eye coordination, listening to instructions, interacting with others, self-help skills etc.

All students are encouraged to take an active role in all aspects of PE and student participation is key. Throughout the school day we focus on promoting healthy lifestyles and this is strengthened through the PE curriculum.

Dance and Drama enable students to express themselves and to explore how both disciplines have contributed to our culture as well as using it as a tool to explore other topics such as citizenship and history.

10. Accreditation

ASDAN and the AQA Unit Award Schemes are invaluable as they can form important pathways for our students to receive recognition for their achievements. Both schemes provide a wide range of resources which are relevant, differentiated and functional making

accreditation accessible to all students regardless of their ability. Furthermore, through allowing amendments and writing our own units, we can expand and customise units to our student's individual learning interests and needs. Some Advanced Learners will achieve AQA Entry Level Certification, and all students can also work towards ASDAN Certificates in My Independence.