**Logo

Description automatically generated** **Our Rationale**

Cedar Pathway: Children in our Early Years classes follow the Early Years Foundation Stage Curriculum (EYFS). We aim for children following our Early Years Curriculum to develop their knowledge, skills and understanding through a combination of both play-based learning and focused teacher led sessions. This pathway uses Early steps assessment on Bsquared.

Next destinations after cedar pathway

Within all pathways, the overall intent is to provide a motivating and engaging curriculum in which pupils can make progress in relation to their starting points in a personalised way.

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| Maple: Pupils in this pathway are on the engagement model. |
| **Intent:** *What are we trying to achieve?*  Pupils need to access learning in smaller steps and require a sensory based learning environment. The curriculum focuses on achieving the 5 key skills of the engagement model: exploring, realising, anticipating, persisting and initiating.  Pupils require support through a total communication approach which is reflected across the curriculum. The curriculum is also highly structured but within it offers many opportunities for social interaction, engagement, independence and making choices. |
| **Implementation:** *How do we organise learning?*    Total Communication  Continuous provision  Outdoor learning  Trips and visits  OT/ sensory integration  Engagement model  Early years topic led curriculum and assessment  SCERTS framework and goals on an individual basis  Engagement steps on Bsquared  Sensory based learning  Attention Autism  Intensive Interaction  PFA: Self-help and independence skills |
| **Impact:** *How are we achieving our goals?*  SCERTS assessment and parents groups  Progress against EHCP outcomes  Communication and SALT targets  Assessments and Evidence for learning  Engagement profiling |

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| Elm: Pupils in this pathway require the focus of learning to be social communication and emotional regulation. |
| **Intent:** *What are we trying to achieve?*  We assess and plan our learning with a key focus on the SCERTS model framework. This ensures that while personalising the curriculum, we keep a shared focus on key areas of development, namely, Social Communication and Emotional Regulation. The learning environment is highly structured with a high use of visual supports. Pupils access a large amount of regulation support and sensory integration. |
| **Implementation:** *How do we organise learning?*  Attention Autism  TEACCH office/ work stations  Topic led curriculum  OT/Sensory integration  Independent activities (KS2-4)  SCERTS assessment framework alongside early years/progression steps  Continuous provision (KS1)  Trips and visits  PFA- Independence, self-help, community focus.  Qualification in Asdan Personal development programme in Bronze, Silver or gold.  Emotional regulation support  Social communication focus  Total Communication approach (SALT)  Use of visuals  High level of structure |
| **Impact:** *How are we achieving our goals?*  SCERTS clinics and SCERTS parent group feedback  SCERTS assessment  Progress against EHCP outcomes  Assessments and Evidence for learning  Communication and SALT targets |

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| Willow: Pupils in this pathway require a creative curriculum. |
| **Intent:** *What are we trying to achieve?*  Pupils in this pathway require a curriculum which has topic led focuses with cross-curricular links. Phonics and maths lessons are taught discretely. At KS4 pupils in this pathway will complete ASDAN Personal Progress Diploma at Entry Level 1, there may be some pupils in this pathway to be entered into additional accreditation dependent on the individual. |
| **Implementation:** *How do we organise learning?*  Progression steps assessment  KS4- Steps for life assessment  OT/Sensory integration  Total communication  Trips and visits  PFA  SCERTS goals through cross-curricular teaching e.g. PSHE  Topic led curriculum  Discrete phonics lessons  Discrete maths lessons  Use of visuals  Independent activities  Accreditation challenges |
| **Impact:** *How are we achieving our goals?*  Accreditation- Personal Progress diploma at Entry Level 1.  Asdan short course awards in science, SRE, foodwise and ICT.  Qualifications (Entry level 1,2,3) for art and PE.  Progress against EHCP targets    Transition to college and college pathways linked to skills for employment.  Communication and SALT targets  Assessments and Evidence for learning progress |

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| Oak: Pupils in this pathway require a subject specific curriculum. |
| **Intent:** *What are we trying to achieve?*  Pupils in this pathway require a subject specific curriculum where subjects are taught discretely. In KS4 pupils will complete accreditation in Maths and English at Entry Level 1, 2, and 3 with some pupils accessing Functional Skills in English. KS4 also follow Subject specific courses in Science, Art, SRE, PSD, Employability, ICT and Art. KS4 pupils in this pathway will attain a completion of the Asdan Personal Development Programme at Bronze, Silver or Gold. |
| **Implementation:** *How do we organise learning?*  PFA  Trips and visits  Total communication  KS4 steps for life  Discrete subject lessons  Accreditation work  OT/Sensory integration  Progression steps assessment |
| **Impact:** *How are we achieving our goals?*  Transition to other colleges  Progress against EHCP outcomes  PFA- Independence and skills for employment  Accreditation at Entry Level 1, 2 or 3, with some accessing Functional Skills in English.  Qualification in Asdan Personal development programme in Bronze, Silver or gold.  Qualifications in Asdan PSD and Asdan employability entry level 1, 2 or 3.  Communication and SALT targets |