

Extended Pathway

Curriculum and Assessment

Overview

Students have a range of complex and multiple learning disabilities and difficulties, including a significant number of students who have an Autistic Spectrum Condition. All students experience problems with communication, social interaction, sensory processing and flexibility of thought and behaviour. We aim to create a supportive learning environment through teaching and learning approaches that reduce barriers to learning. The curriculum is ambitious, rich and challenging and designed to meet the individual needs of all our students, leaving them well prepared for their future. Our focus on breadth and depth of learning, alongside personalisation, promotes realistic goals and expectations which builds confident, self-motivated learners.

Intent

The 'Extended Pathway' enables young people to become the very best version of themselves by developing their functional independence. There is a broad range of needs catered for through high-quality teaching and learning that prepares learners to become a valued part of their community. A sequential curriculum is planned to challenge and excite all learners.

The Personal Learning Intention Maps (PLIMs) are highly significant in planning for and ensuring pupils' development. We ensure that we plan each child's education carefully and cohesively, shaping each pupils provision around their needs (formally reviewed at Annual Review and documented in their EHCP). Careful consideration and close collaboration with parents/carers and significant others, ensures that aspirational outcomes are set in the areas of communication and interaction, cognition and learning, social and emotional mental health, sensory and/or physical, and, from Year 9, preparation for adulthood. Curriculum activities are carefully designed to optimise engagement, emotional regulation and enjoyment in learning. The individual nature of the curriculum design optimises the pupils' communication and interaction skills and knowledge now and for the future.

The PLIM ensures that personalised planning provides opportunities to develop communication, independence, social, organisational and self-help skills in order to gain confidence and achieve success in preparing for future supported employment. We support students to form appropriate and positive relationships through a focus on respect, well-being, community and aspirations.

Emphasis on combining our ambitious curriculum with our determination to support all students to develop skills to the best of their abilities, we anticipate all students will:

- Enjoy an excellent level of well-being
- Develop a passion for learning
- Develop a sense of community responsibility
- Attain the best qualifications they can
- Develop into independent learners who are robust and resilient in their outlook on life.

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Implementation

We believe the success of any curriculum is through the delivery of high-quality teaching and learning that is responsive to the interests and abilities of the students and is designed to build upon their strengths. We start with 'The Child at the Centre', ensuring that any planned approaches meet the needs of learners and provide well-structured, challenging and enjoyable experiences within a range of learning environments. We prioritise English and maths as core areas of education and teach these subjects discreetly using an array of teacher focused and child focused teaching and learning approaches:

- **Direct instruction** – focusing on frequent questioning and guided practice to help students learn.
- **Effective questioning techniques** – encouraging students to verbalise their reasoning and to ensure they have really understood the topic at-hand.
- **Appropriate use of summative and formative assessment** – to inform future planning or identify when adaptations to the lesson are required.
- **Differentiation**
- **Metacognition** – teaching students how to plan, monitor and self-evaluate their learning.
- **Modelling & scaffolding** – building from teacher-led, to joint construction, to independent working.
- **Personalised learning** – appealing to their interests.
- **Inquiry based learning** – creating opportunities to research and report on a topic.
- **Project based learning** – students learn by actively engaging in real-world and personally meaningful projects.
- **Collaborative learning** – working together in small groups or pairs which promotes talk and interaction.
- **Expeditionary based learning** – students move outside of the classroom to find real world examples of what they are learning about.
- **Cross-curricular learning** – establishing patterns of information between different academic subjects.

Students are given ownership of their learning through the opportunity to gain accreditations and qualifications and are actively engaged. We put a lot of emphasis on the application of skills across a range of scenarios and aim to embed knowledge in order to make it functional. Each student's progress is closely tracked and monitored to ensure they achieve their full potential and where appropriate are referred to the academic intervention programme.

We have high aspirations for all pupils and a curriculum which is responsive to the sensory and therapeutic needs of each learner. The curriculum consists of 3 key areas; Core Curriculum; Specialist Curriculum and Enrichment Curriculum.

Core Curriculum - ensures learning is relevant and meaningful and promotes application of skills in a manner which allows optimum levels of achievement while being supported by the specialist and enrichment curriculum. The areas within the core curriculum reflect the key areas in pupils EHCP's and provide the basis for pupil target setting supporting PLIMs.

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Specialist Curriculum - supports and enables students to manage the effects of their needs as independently and effectively as possible and therefore remove barriers to their learning potential and life success. For example;

- Zones of regulation.
- Therapeutic intervention to support sensory processing (e.g. SaLT & OT).
- Structured teaching and visual supports.
- Consistent Approach Plans.
- PLIMs.
- Social Stories.
- Hydrotherapy.
- Rebound Therapy.
- Anxiety Management and Relaxation Support
- Access to low distraction environments
- Access to quiet spaces to enable pupils to withdraw if they need to take breaks during their day reducing anxiety and stress

Enrichment Curriculum – supports students to be resilient, sociable learners and facilitates patterns of life-long learning and active citizenship. For example;

- After school clubs
- Independent Travel Training
- College visits
- Transition / Independence programmes and targets
- Work related learning / work experience
- Local community participation
- Links with other providers including post-school provision
- Enterprise Programmes
- Healthy Eating Programmes
- PSHEE focused activities
- Sex and Relationship Education

Staff plan in a collegiate way to ensure pace, challenge and sequential and progressive learning is achieved. Staff also share their varied expertise to support their colleagues through peer learning visits, staff led training and team-teaching opportunities. Learning objectives and success criteria are routinely shared with students and feedback given so they understand their next steps in learning. There is an emphasis on visual learning and staff recognise the need to deliver concepts visually and to manage learning by 'chunking' these concepts into smaller steps. The learning environment is structured to support understanding and enable pupils to work independently where appropriate.

The extended pathway follows a structured and formal approach to teaching & learning where students access a broad and balanced curriculum within discrete subject lessons, often led by specialist teachers. Alongside this, through creative teaching approaches we aim to meet the individual learning needs of all students and address their social, emotional well-being, communication and life skills in well-chosen curriculum elements for life and learning in the 4 areas of need identified on each child's EHCP.

Communication & Interaction – social communication programmes (e.g. SCERTS), targeted interventions (e.g. colourful semantics & Talk Boost)

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Cognition & Learning – Explicit lessons taught (NC, GCSE, EL, Functional Skills)

Social & Emotional Mental Health – Explicit PSHEE lessons taught, developing skills and values of co-operation (e.g. negotiating, sharing, respecting views, etc)

Sensory & Physical – PE (including external coaches), personalised OT programmes (e.g. sensory diets), swimming & hydrotherapy, rebound therapy

Pathway to adulthood (Y9) / Independence – work experience, work related learning, independent travel training, vocational options and recognising the importance of pupil voice.

All students have long and short-term outcomes as part of their EHCP which help us to prioritise and focus on what is important to individuals and help to prepare students for adulthood. They are embedded across the curriculum with long term outcomes being reviewed yearly at the Annual Review whilst short term outcomes are reviewed termly.

There is also a planned programme of learning experiences which is mapped against the framework for careers, employability and enterprise which threads through the Key stage 3, 4 and 5 curriculum. This is aimed at providing students with the necessary skills to move on to the next stage of their life whether it be Further Education, supported internships or Employment and is delivered through; work related learning, work experience opportunities, qualification and vocational options within their chosen subject at their differentiated level (Entry Level to Level 2 & GCSE). To offer support with their decision making, students have access to independent careers advice from year 9, take part in college visits, including transition days and have preparation for adulthood targets within their EHCP.

Impact

Assessment is a crucial element in meeting the needs of all pupils. It is vital to establish an accurate pupil profile on which to base educational targets and pupil outcomes for needs in areas included in the EHCP. Assessment is individual to each pupil and depth of learning within National Curriculum outcomes is tracked using iASEND and qualification trackers. iASEND allows staff to view attainment and progress and compares students with similar needs nationally and against specific need criteria. The tool also has the functionality to look at individual student's reports details progress over time and flightpaths which will further support the development of the curriculum and accreditation routes. Teachers assess learning using a variety of approaches and use a wide range of evidence. Evidence of students' progress and achievements will come from day-to-day learning and through the things they make, write, say, or do. Throughout the year, staff engage in moderation, comparative judgement and scrutiny of provision in order to monitor and evaluate the quality of the learning experience. All staff have high expectations in learning, teaching and assessment and work in consultation with parents and multi-agencies to identify individual priorities.

Parents/carers are regularly consulted and informed about their child's targets and progress. Communication is facilitated by:

- Parents' evenings
- Annual Review of EHCP

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- Home-School diary
- Regular phone/email contact
- Information evenings
- School newsletter
- School website

We have aspirational expectations of all the students and are keen to ensure they feel equipped and suitably prepared for their next steps towards adulthood. The balanced accreditation and qualifications that we offer ensure that students can work to their potential whilst supporting their emotional health and wellbeing. We aim to help prepare students to be independent and resilient which will best equip them for the future. This supports cultural capital where pupils gain skills, knowledge and experiences to be educated citizens and active members of the community.

Students leave CHS as confident, resilient and socially able young people who have developed skills to equip them for maximised independence in the wider community (e.g. living, shopping, meaningful relationships with family & friends, travel, online safety). They are valued members of society who are empowered with the knowledge, skills, accreditations or qualifications required to further develop their learning in a college or further education provider on their chosen pathway.