



# Chadsgrove Curriculum Adventurers Pathway

## Aims

- To support each pupil's emotional well-being and help them feel safe, settled and ready to learn
- To develop early communication, attention and interaction through play and relationships
- To encourage curiosity, exploration and engagement in a range of sensory-rich experiences
- To support early physical development through movement and fine motor activities
- To introduce routines and boundaries in a nurturing and consistent environment
- To foster positive relationships with adults and peers
- To ensure a smooth transition into school by developing confidence, trust and a love of learning

## Intent

- To follow the Early Years Foundation Stage Framework with a focus on the Prime Areas: Communication and Language, Physical Development and Personal, Social and Emotional Development
- To give pupils the opportunity to work towards achieving the Early Learning Goals, whilst being challenged to meet the expectations that are appropriate to them as an individual
- To provide a play-based, sensory-rich curriculum that supports exploration, curiosity and early learning
- To support each pupil's individual development through planned, purposeful activities linked to their interests

## Implementation

- Pupils are offered a broad, cross-curricular and highly personalised curriculum with learning opportunities linked to the areas of learning and development in the Early Years Foundation Stage Framework which may include:
  - Communication and Language: sensory stories, music and songs, role play
  - Physical Development: swimming, Rebound Therapy, outdoor play
  - Personal, Social and Emotional Development: developing relationships, exploring play
  - Literacy: reading stories, mark making
  - Mathematics: number rhymes, counting, exploring shapes, sorting toys
  - Understanding the World: exploring technology, exploring the natural environment
  - Expressive Arts and Design: creative arts, sensory play, music

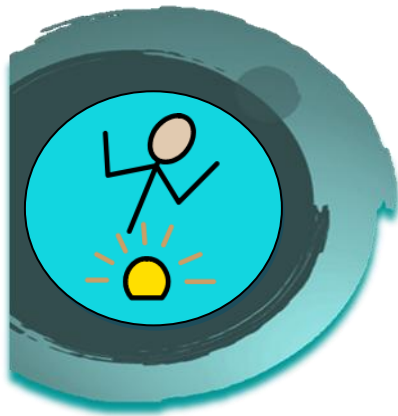
- Pupils are enabled to develop their skills in the ‘characteristics of effective learning’, including Playing and Exploring (engagement), Active Learning (motivation) and Creating and Thinking Critically (thinking)
- Appropriate technology is provided to ensure that pupils are able to engage in their learning and communicate effectively, including the use of AAC where appropriate
- Pupils have the opportunity to access appropriate ‘enrichment activities’, including trips and visits

### **Impact**

The impact of the provision within the Adventurers Pathway is measured as follows:

- Pupils’ progress is assessed using the Early Years Support Framework
- Pupils’ progress is also recorded in their personal Learning Journey, which documents the progress that they are making towards their personal targets
- Evidence of pupils’ progress is linked to the school’s online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential

As pupils progress through the Adventurers Pathway, the assessment process allows a clear picture to emerge regarding the most appropriate pathway for them to enter as they move into the main school.



# Chadsgrove Curriculum Discoverers Pathway

## Aims

- To develop pupils' awareness of themselves, others and their immediate environment
- To support early and meaningful communication using sensory cues, objects and Intensive Interaction
- To promote engagement, anticipation and response through sensory play and repetition
- To encourage functional movement and physical development through tailored activities
- To create consistency and security through predictable routines and personalised learning
- To celebrate small steps of progress in communication, cognition and interaction
- To help pupils develop the confidence and skills to communicate their own choices in the different situations which their future beyond school may hold

## Intent

- To follow a curriculum focused on early communication, cognitive development and motor skills
- To deliver learning through multi-sensory experiences that are meaningful, engaging and consistent
- To provide learning opportunities in key areas such as Communication and Social Relationships, Self-Determination and Independence, Cognition and Challenge and Well-Being
- To enable pupils to confidently and consistently express preferences

## Implementation

- Pupils are offered a broad, cross-curricular and highly personalised sensory curriculum which includes learning opportunities linked to:
  - **Cognition and Learning**  
Pupils engage in a wide range of activities designed to stimulate thinking skills through hands-on, multi-sensory experiences. These include sensory exploration, messy play, creative cookery sessions and expressive activities such as art and music, all of which help to develop curiosity, anticipation and early problem-solving.
  - **Communication and Interaction**  
The curriculum supports the development of early communication through immersive approaches such as sensory stories, TACPAC and Intensive Interaction. These sessions promote connection, shared attention and the ability to express preferences, needs and emotions in meaningful ways.

- **Sensory and Physical Development**  
Pupils benefit from structured physical programmes that support gross and fine motor development, body awareness and regulation. These include Sherborne Developmental Movement, Hydrotherapy, Rebound Therapy and individualised Physiotherapy Movement Programmes.
- **Social and Emotional Development**  
Opportunities are embedded throughout the school day to promote independence and self-care, while also encouraging an awareness of others. Pupils are supported to develop confidence and a sense of belonging through meaningful engagement with the wider school community and, where appropriate, the local area.
- Pupils access Relationships Education and Religious Education (RE) that is appropriate to their age, developmental stage and level of understanding, delivered through personalised, meaningful experiences that reflect their individual needs and backgrounds
- It is recognised that repetition is an essential part of the Discoverers curriculum so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests
- Activities are appropriately paced to allow pupils to react, respond, assimilate and generalise their learning
- The technology is provided to ensure that pupils are able to develop their understanding of 'cause and effect', including accessing switches and the Eyegaze computer
- Pupils' communication is supported through total communication approaches including Objects of Reference, photos, symbols, signs and eye gaze
- Targeted 'interventions' are provided in areas such as communication, sensory impairment and Music Therapy
- Pupils have the opportunity to access appropriate 'enrichment activities', including clubs, trips and visits and sporting competitions
- Pupils are enabled to access a 'Post-16' curriculum appropriate to their pathway, which includes the four areas of Preparing for Adulthood (Health, Community, Independent Living Skills and Employment)
- Pupils are prepared for their life beyond school by giving them the opportunity to access activities in the community and social care facilities

## **Impact**

The impact of the provision within the Discoverers Pathway is measured as follows:

- Pupils' progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with Profound and Multiple Learning Difficulties; each pupil follows a range of pathways through the 'Routemap'
- Pupils' progress is also recorded using the Engagement Model, which allows small steps of progress to be evidenced in the areas of exploration, realisation, anticipation, persistence and initiation and is used as part of pupils' formative assessment
- Video evidence of pupils' progress is linked to the school's online SOLAR site, which constitutes their summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential

As pupils progress through the school, the assessment process allows a clear picture of their future goals to emerge. This means that pupils can then be supported to work towards their future beyond school, with clearly defined aims which may include preparing pupils for the next stage in their lives and ensuring that they have the means to communicate their needs and preferences to those around them when they enter adult life.



# Chadsgrove Curriculum Explorers Pathway

## Aims

- To develop expressive and receptive communication through structured routines and meaningful activities
- To support pupils to express preferences, make choices and develop independence
- To promote physical well-being through active movement, sensory regulation and self-care routines
- To encourage early problem-solving and thinking skills through practical experiences
- To provide a rich and varied timetable that supports individual needs and interests
- To foster social interaction, cooperation and enjoyment of shared activities
- To support pupils to make choices and express preferences more independently across a range of everyday situations, building confidence for life beyond school

## Intent

- To follow a curriculum structured around five key areas: My Sensory Play, My Communication, My Physical Well-Being, My Independence and My Outdoor School
- To offer practical, meaningful learning experiences that encourage communication, choice-making and problem-solving
- To build independence in daily routines and support personal development through social interaction
- To study topic-based learning through play, exploration and experiential approaches
- To provide a flexible curriculum that can be adapted to meet the needs and interests of each learner

## Implementation

- Pupils are offered a broad and balanced curriculum which includes learning opportunities structured around five areas:
  - **My Sensory Play**  
Pupils are offered opportunities for exploration through sensory experiences, while also encouraging them to make purposeful choices and sustain attention in shared or independent activities. Pupils begin to develop thinking skills, engage in structured tasks and respond with greater awareness to people, materials and routines. Activities support the development of cause-and-effect understanding, anticipation and simple problem-solving.
  - **My Communication**  
Pupils are supported to build their functional communication using a total communication approach. This may include signing, symbols, voice output devices or key word strategies. The focus is on helping pupils make their needs, wants and feelings known, take part in simple conversations or exchanges and develop understanding of familiar routines, vocabulary and social cues.

- **My Physical Well-Being**

The curriculum promotes physical development through daily opportunities for movement, regulation and motor skill practice. Pupils may work on developing balance, coordination and strength through targeted programmes such as physiotherapy, Rebound Therapy or outdoor play. There is an emphasis on recognising the importance of movement for health and well-being and on supporting pupils to access and enjoy physical activity in a range of environments.

- **My Independence**

This area focuses on enabling pupils to take an active role in their daily routines and develop practical life skills. Pupils are supported to build independence in areas such as dressing, eating, toileting and classroom responsibilities. Through structured tasks and real-life experiences, they are encouraged to make choices, follow simple sequences, complete familiar routines and begin to generalise these skills in different contexts.

- **My Outdoor School**

Learning outdoors supports the development of practical, social and problem-solving skills in a real-world context. Pupils take part in activities such as gardening, Forest School, outdoor learning tasks and local walks, which help them to apply skills learned in the classroom to new environments. These experiences foster resilience, independence, communication and a greater awareness of the world around them.

- Pupils access Relationships Education and Religious Education (RE) that is appropriate to their age, developmental stage, and level of understanding, delivered through personalised, meaningful experiences that reflect their individual needs and backgrounds
- Targeted ‘interventions’ are provided in areas such as communication, sensory impairment and Music Therapy
- Pupils have the opportunity to access appropriate ‘enrichment activities’, including clubs, trips and visits and sporting competitions
- Pupils are enabled to access a ‘Post-16’ curriculum appropriate to their pathway, which includes the four areas of Preparing for Adulthood (Health, Community, Independent Living Skills and Employment)
- Pupils are properly prepared for their life beyond school by giving them the opportunity to access activities in the community and social care facilities

### Impact

The impact of the provision within the Explorers Pathway is measured as follows:

- Pupils will be assessed using the EQUALS Assessment Strategy, with progress tracked across key areas including: Self-Regulation, Communication, Social Relationships, Self-Confidence, Thinking and Problem Solving
- Pupils’ progress is also recorded using the Engagement Model, which allows progress to be evidenced in the areas of exploration, realisation, anticipation, persistence and initiation and is used as part of pupils’ formative assessment
- This progress is linked to the school’s online SOLAR site, which constitutes pupils’ summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential

Assessment will focus on individual progress, celebrating small steps and recognising personal achievements. As pupils progress through the school, the assessment process allows a clear picture of their future goals to emerge. This means that pupils can then be supported to work towards their future beyond school, with clearly defined aims which may include preparing pupils for the next stage in their lives and ensuring that they have the means to communicate preferences, engage in shared activities and manage transitions in adult life



## Chadsgrove Curriculum Navigators Pathway

### Aims

- To offer meaningful learning opportunities that are relevant to everyday life and support the development of practical and functional skills
- To support the development of life and independence skills in real-life contexts
- To build functional communication skills that support everyday interactions
- To promote understanding of the wider world, including personal, social and environmental awareness
- To enable pupils to work towards relevant and appropriate qualifications
- To prepare pupils for adulthood through structured learning and supported decision-making

### Intent

- To follow a curriculum that balances life and living skills with subject-specific learning
- To support progress in English, Maths, Computing and topic-based areas such as 'The World About Me'
- To work towards qualifications in OCR Life and Living Skills, where appropriate
- To prepare pupils for adulthood through meaningful learning in personal care, community access and independent living
- To provide a curriculum that promotes confidence, communication and independence in real-world contexts

### Implementation

- Pupils follow a curriculum that balances functional subject learning with practical life skills. Pupils are offered a broad, thematic and highly personalised curriculum which includes learning opportunities linked to:
  - Programmes of Study including Maths, English, Science, Humanities, Art and Design, Computing, Design and Technology, Music and PE
  - Thematic units of work including The World About Me, My Thinking and Problem Solving and My Independence
  - OCR Life and Living Skills Units including Arts and Crafts, Communication, Numeracy, Environment and Community, Home Management and ICT
- Life skills such as cooking, travel training, personal care, money skills and shopping will be taught in real-life and simulated environments

- Pupils access Relationships Education and Religious Education (RE) that is appropriate to their age, developmental stage, and level of understanding, delivered through personalised, meaningful experiences that reflect their individual needs and backgrounds
- Communication will be developed through role-play, real-life interactions, and use of AAC (Augmentative and Alternative Communication) systems
- Pupils will follow termly topics linked to the world around them, supporting general knowledge and cultural awareness
- Subject areas will be adapted to ensure accessibility, with use of symbols, concrete materials and supported learning structures
- Pupils will be supported by providing targeted 'interventions' in areas such as communication, sensory impairment, Drawing and Talking Therapy and Music Therapy
- Pupils will have the opportunity to access appropriate 'enrichment activities', including school clubs, trips and visits and sporting competitions
- Pupils will be enabled to access a 'Post-16' curriculum appropriate to their pathway which includes the four areas of Preparing for Adulthood (Health, Community, Independent Living Skills and Employment)
- Pupils will be properly prepared for their life beyond school by giving them the opportunity to access community facilities, vocational learning and work place encounters

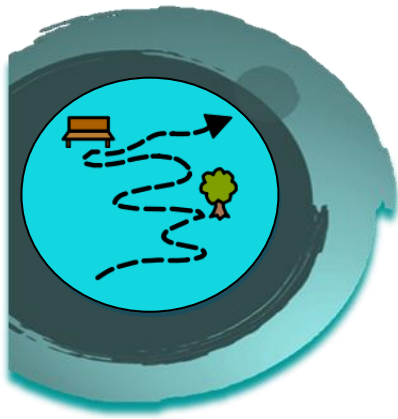
### Impact

The impact of the provision within the Navigators Pathway is measured as follows:

- Pupils' progress is assessed using 'Chadsgrove Progress Steps', a unique assessment tool which has been developed to measure and track the development of pupils, demonstrating when they are emerging, developing and secure in achieving their personal targets
- Subject specific Assessment Trackers are used to identify pupils' next steps and ensure learning is matched to need
- This progress is linked to the school's online SOLAR site, which constitutes pupils' summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- Pupils' progress is also assessed with regard to their accredited courses in Life and Living Skills; pupils' work is moderated and judgements are made regarding their progress towards achieving the units they are working towards

As pupils progress through the school, the assessment process allows a clear picture of their future goals to emerge. This means that pupils can then be supported to work towards their future beyond school, with clearly defined aims which may include preparing pupils for greater independence, application of skills in real-life contexts and readiness for further education opportunities and supported living in adult life.





## Chadsgrove Curriculum Pioneers Pathway

### Aims:

- To deliver a structured curriculum in English, Maths, Science and other core subjects
- To support the development of study skills, self-regulation and independent working
- To promote personal and social development through real-life and community-based learning
- To encourage ambition, resilience and a sense of achievement in all areas of learning
- To prepare pupils for accredited outcomes such as Functional Skills and Entry Level qualifications
- To equip pupils with the skills needed for Post-16 transition, including college or supported work

### Intent

- To follow a formal curriculum that includes subjects such as English, Maths, Science Humanities and Computing
- To study subject content that prepares pupils for accredited outcomes such as Functional Skills and WJEC Entry Level Certificates
- To develop study habits, independence and resilience through structured lessons and classroom routines
- To equip pupils with the knowledge and skills needed for Post-16 pathways, including college, training or supported employment
- To ensure the curriculum remains accessible, personalised and relevant to individual strengths and aspirations

### Implementation

- Pupils follow a formal, structured timetable including which includes learning opportunities linked to:
  - Programmes of Study in Maths, English, Science, Humanities, Art and Design, Computing, Design and Technology, Music and PE
  - Accredited courses, including WJEC Entry Pathways in Additional English, Art and Design, Communicating Experience and Changing Trends in Tourism and Functional Skills in Maths and English

- Pupils access Relationships Education and Religious Education (RE) that is appropriate to their age, developmental stage, and level of understanding, delivered through personalised, meaningful experiences that reflect their individual needs and backgrounds
- Teaching will be adapted to individual needs using personalised resources, visual supports, scaffolded tasks and small-group work
- Appropriate technology will be provided to ensure that pupils have the support that they need to fully engage in learning
- Pupils will be supported to develop effective communication, including the use of AAC as necessary
- Pupils will be supported with targeted 'interventions' in areas such as communication, reading and phonics, sensory impairment, Drawing and Talking Therapy, Music Therapy and Open Orchestra
- Pupils will have the opportunity to access appropriate 'enrichment activities', including school clubs, trips and visits and sporting competitions
- Pupils will be enabled to access a 'Post-16' curriculum appropriate to their pathway, which includes the four areas of Preparing for Adulthood (Health, Community, Independent Living Skills and Employment)
- Pupils will be properly prepared for their life beyond school by giving them the opportunity to access community facilities, vocational learning and appropriate work experience placements

### **Impact**

The impact of the provision within the Pioneers Pathway is measured through the following:

- Pupils' progress is assessed using 'Chadsgrove Progress Steps', a unique assessment tool which has been developed to measure and track the development of pupils, demonstrating when they are emerging, developing and secure in achieving their personal targets
- Subject specific Assessment Trackers are used to identify pupils' next steps and ensure learning is matched to need
- This progress is linked to the school's online SOLAR site, which constitutes pupils' summative assessment each term. Data is collected which enables progress to be tracked and interventions to be put in place where necessary to ensure that all pupils reach their full potential
- Pupils' progress is also assessed with regard to their WJEC and Functional Skills courses; pupils' work is moderated and judgements are made regarding their progress towards achieving the units they are working towards

As pupils progress through the school, the assessment process allows a clear picture of their future goals to emerge. This means that pupils can then be supported to work towards their future beyond school, with clearly defined aims which may include preparing pupils for increased independence, confidence and preparation for further learning in colleges or career possibilities.