



Chadsgrove Curriculum Early Years Pathway Synopsis

Aims

The Early Years Pathway follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum that follows the Early Years Foundation Stage Framework, whilst being personalised to meet the needs of pupils in the Early Years Pathway and allowing for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential as they move from the Early Years Pathway to the next stage of their school life

Intent

The curriculum that is offered in Early Years:

- is delivered through the three prime areas of learning and development in the Early Years Foundation Stage Framework: Communication and Language, Physical Development and Personal, Social and Emotional Development
- also follows the four other, specific, areas in the Framework through which the three prime areas are strengthened and applied: Literacy, Mathematics, Understanding the World and Expressive Arts and Design
- follows a three year cycle of themes which ensures appropriate breadth and balance
- gives 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
- enables pupils to make progress and to begin to become independent learners

Implementation

These intentions are achieved by:

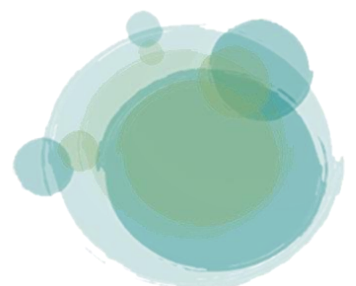
- offering pupils a broad, cross-curricular and highly personalised sensory curriculum with learning opportunities linked to the areas of learning and development in the EYFS Framework which may include:
 - Communication and Language: sensory stories, music and songs, role play
 - Physical Development: 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, TACPAC, sensory play, music

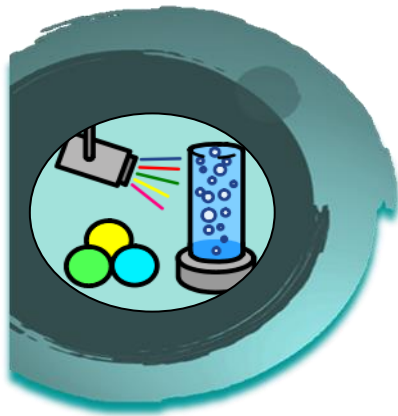
- enabling pupils to develop their skills in the ‘characteristics of effective learning’, including Playing and Exploring (engagement), Active Learning (motivation) and Creating and Thinking Critically (thinking)
- providing the technology required to ensure that pupils are able to engage in their learning
- encouraging effective communication, including the use of AAC where appropriate
- allowing pupils the opportunity to access appropriate ‘enrichment activities’, including holiday and after school clubs and trips and visits

Impact

The impact of the provision within the Early Years 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
- Video and photographic 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 Early Years Pathway, the assessment process allows a clear picture to emerge regarding the most appropriate pathway for them to enter as they move into Lower School





Chadsgrove Curriculum Pre-Formal Pathway Synopsis

Aims:

The Pre-Formal Pathway follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum that follows the Barrs Court Curriculum and the EQUALS Pre-Formal Curriculum, whilst being personalised to meet the needs of pupils in the Pre-Formal Pathway and allowing for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to take their place in society and be well prepared for their life beyond school

Intent

The curriculum that is offered through the Pre-Formal Pathway:

- is delivered through the three focus areas of the Barrs Court Curriculum: Early Thinking Skills, Early Communication Skills and Early Motor Skills
- provides learning opportunities in each of the seven core strands of the EQUALS Pre-Formal Curriculum: Communication and Social Relationships, Sensory, Physical, Creative, Self-Determination and Independence, Cognition and Challenge and Well-Being
- follows a four year cycle of themes so that learning is inter-connected and occurs holistically
- teaches pupils to confidently and consistently express preferences
- enables pupils to exert autonomy in a variety of contexts, whatever their future life beyond school may be

Implementation

These intentions are achieved by:

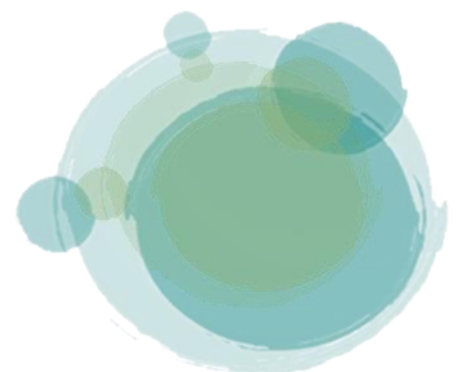
- offering pupils a broad, cross-curricular and highly personalised sensory curriculum which includes learning opportunities linked to:
 - Cognition and Learning: sensory exploration/messy play, sensory cookery/messy food play, art and musical activities
 - Communication and Interaction: sensory stories, TACPAC, Intensive Interaction
 - Sensory and Physical Development: Sherborne Developmental Movement, Hydrotherapy, Rebound Therapy, Physiotherapy Movement Programmes
 - Social and Emotional Development: fostering independence in personal care, encouraging community awareness and inclusion
- recognising that repetition is an essential part of the curriculum so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests

- ensuring that activities are appropriately paced to allow pupils to react, respond, assimilate and generalise their learning
- providing the technology required to ensure that pupils are able to develop their understanding of 'cause and effect', including accessing switches and the Eyegaze computer
- encouraging effective communication, including the use of AAC where appropriate
- supporting pupils by providing targeted 'interventions' in areas such as communication, sensory impairment and Music Therapy
- allowing pupils the opportunity to access appropriate 'enrichment activities', including holiday and after school clubs, trips and visits and sporting competitions
- enabling pupils to access an appropriate 'Post-16' curriculum which includes the four areas of Preparing for Adulthood (Health, Community, Independent Living Skills and Employment)
- ensuring that 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 Pre-Formal 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 education and ensuring that they have the means to communicate their needs and preferences to those around them





Chadsgrove Curriculum Semi-Formal Synopsis

Aims:

The Semi-Formal Pathway follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum that follows both the National Curriculum and elements of the EQUALS Semi-Formal Curriculum, whilst being personalised to meet the needs of pupils in the Semi-Formal Pathway and allowing for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential as they move through the Pathway to each new stage of their school life and to be well prepared for their life beyond school

Intent

The curriculum that is offered through the Semi-Formal Pathway:

- is delivered through the National Curriculum Programmes of Study
- is differentiated to create learning opportunities, based upon individual pupils' needs
- incorporates elements of the EQUALS Semi-Formal Curriculum where appropriate
- follows a thematic approach in relevant subject areas
- gives pupils the opportunity to work towards accredited courses such as OCR Life and Living Skills
- enables pupils, using any form of communication appropriate to them, to become effective communicators at school, at home and in the community
- develops independence and life skills so that pupils know how to behave in society and can be an active participant in their community

Implementation

These intentions are achieved by:

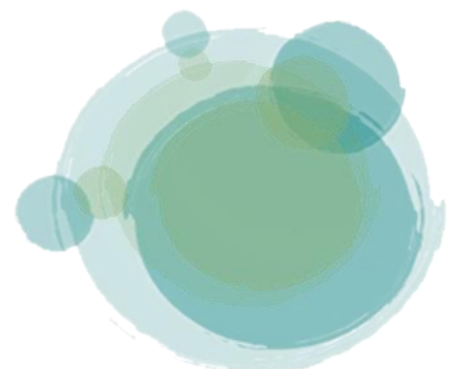
- offering pupils a broad, thematic and highly personalised curriculum which includes learning opportunities linked to:
 - National Curriculum Programmes of Study in Maths, English, Science, Humanities, Art and Design, Computing, Design and Technology, Music and PE
 - EQUALS Semi-Formal Curriculum Units 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
- ensuring activities are differentiated and personalised to ensure all learners can access appropriate learning and make progress

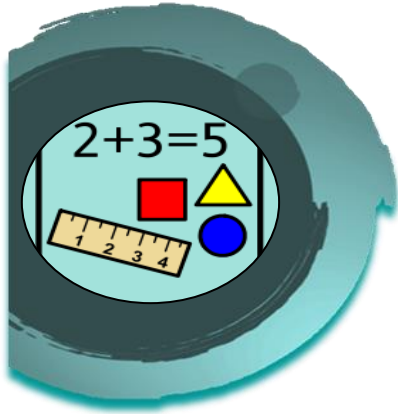
- providing the technology required to ensure that pupils have the support that they need to fully engage in learning
- encouraging effective communication, including the use of AAC as necessary
- supporting pupils by providing targeted 'interventions' in areas such as communication, sensory impairment, Drawing and Talking Therapy and Music Therapy
- allowing pupils the opportunity to access appropriate 'enrichment activities', including holiday and after school clubs, trips and visits, sporting competitions and the Duke of Edinburgh Award Scheme
- enabling pupils to access an appropriate 'Post-16' curriculum which includes the four areas of Preparing for Adulthood (Health, Community, Independent Living Skills and Employment)
- ensuring that pupils are 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 Semi-Formal 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
- This 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
- Pupils' progress is also assessed with regard to their accredited 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 supported living possibilities and post education opportunities





Chadsgrove Curriculum Formal Synopsis

Aims:

The Formal Pathway follows the whole school Curriculum Aims, which include:

- offering a broad, balanced and relevant curriculum that follows the National Curriculum, whilst being personalised to meet the needs of pupils in the Formal Pathway and allowing for flexible approaches to learning
- maximising an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- providing a pleasant and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement
- maximising the use of technology in order to improve learning outcomes for pupils
- using specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence
- fostering each pupil's social, emotional and moral development, thus enabling them to reach their full potential as they move through the Pathway to each new stage of their school life and to be well prepared for their life beyond school

Intent

The curriculum that is offered through the Formal Pathway:

- is delivered through the National Curriculum Programmes of Study
- is differentiated to create learning opportunities, based upon individual pupils' needs
- follows a thematic approach in relevant subject areas
- gives pupils the opportunity to work towards accredited courses such as OCR, WJEC and Edexcel Entry Level Courses, Functional Skills and GCSEs
- encourages pupils to develop life skills for living, employment and recreation
- enables pupils to develop the skills necessary to be as independent as possible in their everyday lives, to be an active participant in their community, and to have their voice and opinions heard

Implementation

These intentions are achieved by:

- offering pupils a broad, thematic and highly personalised curriculum which includes learning opportunities linked to:
 - National Curriculum 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, Functional Skills in Maths and English and Art GCSE level
- ensuring activities are differentiated and personalised to ensure all learners can access appropriate learning and make progress
- providing the technology required to ensure that pupils have the support that they need to fully engage in learning
- encouraging effective communication, including the use of AAC as necessary

- supporting pupils by providing targeted 'interventions' in areas such as communication, reading and phonics, sensory impairment, Drawing and Talking Therapy, Music Therapy and Open Orchestra
- allowing pupils the opportunity to access appropriate 'enrichment activities', including holiday and after school clubs, trips and visits, sporting competitions and the Duke of Edinburgh Award Scheme
- enabling pupils to access an appropriate 'Post-16' curriculum which includes the four areas of Preparing for Adulthood (Health, Community, Independent Living Skills and Employment)
- ensuring that pupils are 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 Formal 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
- This 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
- Pupils' progress is also assessed with regard to their accredited 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 career possibilities and post education opportunities

