

Post-16 Curriculum Pathways at Chadsgrove School

The Post-16 curriculum at Chadsgrove School follows the four key areas of the 'Preparing for Adulthood' Framework (Health, Community, Independent Living Skills and Employment/Vocational Learning). All Post-16 pupils at Chadsgrove are taught Maths and English at a level appropriate to their needs. Communication is an integral part of the Post-16 Curriculum and is embedded within all areas of the curriculum.

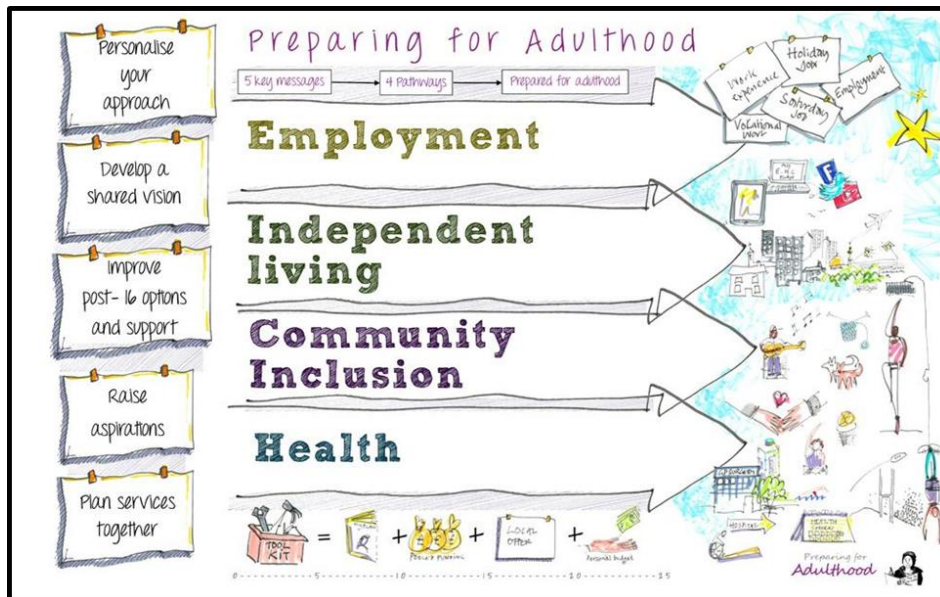


Image taken from National Development Team for Inclusion (NDTi) website

The Post-16 Curriculum is generally delivered through three curriculum pathways; Formal, Semi-Formal and Pre-Formal.

	Work Related Learning	Independent Living	Community Inclusion	Health
Formal	Skills for Employment	Skills for Independence	Active Citizenship	Physical and Emotional Wellbeing
Semi-Formal	Transferable Work Skills	Skills for less dependence	Community Involvement	Physical and Emotional Wellbeing
Pre-Formal	Thinking Skills and Interaction	Communication and Assistive Technology	Community Inclusion	Physical and Emotional Wellbeing

Each pupil has their own personalised curriculum, incorporating their aspirations, Education Health & Care Plan (EHCP) outcomes and annual review targets. Pupils follow both accredited and non-accredited courses dependent upon their individual needs, interests and aspirations.

Formal Pathway

The Formal Pathway is designed for pupils with Moderate Learning Difficulties (MLD) working at Entry Level 2 and above.

Maths



Due to varying cognitive skills and individual needs, pupils in Post-16 are set for Maths lessons. Pupils in the Formal Maths groups work towards the Edexcel Level 1 or 2 Award in Number and Measure or OCR Units at Entry Level 2 or 3. Pupils have three Maths lessons per week in order to progress through course content at an appropriate rate. The aim is for pupils to take an exam in the summer term. Although focussed Maths sessions follow accredited course content, pupils' Maths skills are developed through a cross-curricular approach and practiced in real life, meaningful situations. Skills learnt are transferable across a variety of situations and curriculum subjects increasing their independence skills, better preparing them for their next destination after Chadsgrove School.

English

Pupils following the Formal Pathway work towards the WJEC Entry Pathways 'Additional English' course. Pupils complete units and earn credits towards completing an Award (8 credits) or a Certificate (13 credits) at either Entry Level 2 or 3. Some pupils following the Formal Pathway work towards OCR Life and Living Skills units at Entry Level 2 or 3. Pupils in the Formal group engage with carefully selected texts to develop key skills within reading, writing and speaking and listening. They develop the confidence and ability to apply these skills in real life contexts with less reliance on adult support.

In Post-16, we continue to aim to create an environment which promotes a 'love of reading'. Pupils are encouraged to 'read for pleasure' using age appropriate reading materials which gain their interests. Texts chosen to support accredited units are carefully chosen to take into account pupil's interests, individual needs and ages.

Healthy Living

Pupils following both the Formal and Semi-Formal Pathways focus on being healthy, personal hygiene and first aid. Pupils following the Formal Pathway work towards OCR Life and Living Skills 'Personal Skills' units at Entry Level 2 and 3. Healthy living sessions have a theory and practical element allowing pupils to experience a range of sports activities throughout the year including fitness sessions such as circuits, boxercise, yoga and more.

Through the healthy living curriculum, pupils in the Formal group develop sport and physical activity skills for enjoyment and optimum health levels, both in and outside of the school setting, with a focus on long term participation post school.

Healthy living sessions enable pupils to become emotionally aware of themselves and others through activities promoting independence, resilience, self-esteem, empathy, responsibility, wellbeing and positive mental health. Pupils also develop leadership skills through learning to communicate effectively and being assertive. Pupils work towards developing an awareness and responsibility for identifying and assessing their own personal fitness and health goals by taking into account their individual needs and activity levels.



All pupils in Post-16 have one, timetabled fitness session per week. Those pupils identified as having greater physical need (identified in individual EHCP's) have an additional lesson for swimming. Pupils also take part in land, snow/ice and water based OAA activities offsite on a termly basis. Pupils are encouraged to attend and lead lunchtime and after school sport clubs to promote a healthy and active lifestyle.

Independent Living Skills

Pupils following the Formal Pathway follow OCR Life and Living Skills units at Entry Level 2 and 3. The Post-16 Independent Living Skills curriculum aims to prepare pupils for adulthood through key areas such as home management, cooking and personal skills.

During home management, pupils develop skills towards maintaining a safe, tidy and hygienic home. During personal skills, pupils develop skills to navigate problematic situations with greater confidence and independence. Cooking sessions enable pupils to follow instructions creating healthy and nutritious meals and snacks, whilst maintaining a safe and tidy work area. Pupils develop the confidence to apply their independent living skills in real life contexts, with less reliance on adult support, in order to become as self-sufficient as possible.

Pupils that opt to complete a Duke of Edinburgh Award work towards the different sections of the award during these sessions.



Community



All pupils in Post-16 have at least one timetabled day per week out in the community. The Post-16 community curriculum covers three key visit areas, these are; community facilities, work places and next destinations. For the Formal Pathway, community facilities may include visits to local towns, shops, leisure centres, parks, cinemas etc. Next destination visits may include visits to local colleges, work placements and transition preparation (Year 14). Work place visits may include visits to restaurants, factories, offices, shops etc. Pupils have the opportunity to participate in activities at different colleges and experience the different facilities on offer. These visits enable students and their families to make informed decisions about life beyond education. Where possible, visits are tailored to pupils' specific needs and aspirations.

Pupils are given directed tasks to complete when in the community providing evidence towards their OCR Life and Living Skills qualifications. Pupils following the Formal Pathway work towards OCR Life and Living Skills 'Personal Skills' units at Entry Level 2 and 3.

During community visits, pupil's practice applying their existing communication, cognition and learning, social, emotional and physical skills through carefully structured activities within a less familiar context. This develops pupils' confidence in their own abilities to access community facilities and communicate with unfamiliar adults in unfamiliar environments with increasing independence.

Relationships, Sex and Health Education (RSHE)

Due to the wide variety of individual pupil needs within the Post-16 department, RSHE sessions are timetabled at the same time for pupils following the Formal and Semi-Formal Pathway. This enables pupils to be grouped according to lesson content and individual need. The level of maturity of the class group concerned and the particular situation of each individual is considered to create pupil centred learning sessions.

Both the Formal and Semi-Formal curriculum pathways follow differentiated National Curriculum RSHE topics and EQUALS Schemes of Work, which enable adaptive teaching to meet individual pupil needs. RSHE topics include healthy and unhealthy relationships, intimate and sexual relationships, LGBTQ+, exploitation, recognising different forms of abuse, e-safety, keeping safe and sexual health. Through these topics, pupils develop the ability to make informed decisions and have an increasing awareness that everyone is in charge of, and responsible for, their own

bodies. It is essential that all pupils have access to information, which is appropriate to their developmental age, to enable them to make informed choices in the future.

Vocational Learning

The vocational learning curriculum guides and supports pupils to achieve positive transitions and appropriate next destinations such as further education, internships, apprenticeships, technical routes, employment or alternative life beyond education provision. In addition, it provides every pupil with high quality and bespoke careers guidance through offering information and advice supporting the 8 Gatsby Benchmarks.

Vocational learning for all Post-16 Formal and Semi-Formal Pathway groups includes preparation for work/enterprise, planning for their future and work experience. The Formal Pathway includes a variety of OCR Life and Living Skills units at Entry Level 2 and 3, modules from the Careers and Enterprise Centre (CEC) resource directory and some EQUALS units. Pupils following the Formal Pathway have opportunities to engage in work experience.

Pupils complete and use individual transition plans which, where possible, are used to inform work experience opportunities. Teachers use these to inform personalised vocational sessions.



Self-Development

Pupils following both the Formal and Semi-Formal Pathways access self-development sessions. Before the start of the academic year, pupils complete self-development questionnaires. These questionnaires offer pupils subject choices, based upon their interests and aspirations, to study during self-development sessions. Choices may include art, music, drama, ICT, media, health and social care, mechanics, construction, travel and tourism, etc.



During self-development sessions, most pupils work towards the AQA Unit Award Scheme 'Realising Potential'. These units are non-accredited and designed to be 'tasters' tailored towards pupils' subject choices for further education/employment. These units have a focus on boosting pupils' confidence, engagement and motivation. At the end of the year, pupils can make informed decisions as to whether they would like to continue to study these in the future.

Some pupils work towards accredited courses in line with their chosen pathway and aspirations.

Semi-Formal Pathway

The Semi-Formal Pathway is designed for pupils with Severe Learning Difficulties (SLD) working at Entry Level 1 – Entry Level 2.

Maths

Due to varying cognitive skills and individual needs, pupils in Post-16 will be set for Maths lessons. Pupils in the Semi-Formal Maths groups focus on functional and life skills based Maths. The focus of these sessions is learning and applying these skills in varying and real life contexts. Pupils following the Semi-Formal Pathway work towards OCR Life and Living Skills numeracy units at Entry Level 1 or 2.

Although focussed Maths sessions follow accredited course content, this content places a greater emphasis upon Maths in real life, and meaningful situations which is embedded through a cross-curricular approach. For example, money skills can be transferred to budgeting, shopping and enterprise skills, whilst measure skills are used during independent living skills sessions. Pupils are encouraged to read and understand time to follow their own daily timetables and schedules or when using public transport.



Ultimately, pupils work towards achieving an appropriate Mathematics qualification that allows them to leave Chadsgrove School equipped with the Mathematical skills they need to be as independent as possible.

English

Pupils following the Semi-Formal Pathway work towards OCR Life and Living Skills Units in Communication, Personal Skills, Performing Arts and ICT at Entry Level 1 and 2. This course content offers practical learning opportunities to develop pupils' reading, writing and communication skills. These skills are practiced throughout the Post-16 curriculum and embedded through a cross-curricular approach.



For example, digital literacy skills are practiced through sending and receiving emails, completing online shopping, navigating websites and online information sources. Reading skills are reinforced through reading signs and symbols during local community visits and through independent living skills, such as following instructions when washing clothes or preparing simple recipes. Pupils develop their reading and writing skills through personal organisation, including navigating and updating individual daily timetables and personal study planners. Communication is enhanced through the use of AAC devices, symbols, colourful semantics and signing.

In Post-16, we continue to aim to create an environment which promotes a 'love of reading'. Pupils are encouraged to 'read for pleasure' using age appropriate reading materials which gain their interests. Texts that support work units are carefully chosen, taking into account pupil's interests, individual needs and ages. Books Beyond Words are used to support the needs of pupils following, but not subject to, the Semi-Formal Pathway .

Healthy Living

Pupils following both the Formal and Semi-Formal Pathways focus on being healthy, personal hygiene and first aid. Pupils following the Semi-Formal Pathway will work towards OCR Life and Living Skills 'Personal Skills' units at Entry Level 1 and 2. Healthy living sessions have a theory and practical element allowing pupils to experience a range of sports activities throughout the year including fitness sessions such as circuits, boxercise, yoga and more.

Through the healthy living curriculum, pupils in the Semi-Formal group develop sport and physical activity skills for enjoyment and optimum health levels, both in and outside of the school setting, with a focus on long term participation in physical activity post school. Healthy living enables pupils to become emotionally aware of themselves and others through activities promoting independence, resilience, self-esteem, empathy, responsibility, wellbeing and positive mental health. Pupils develop leadership skills through learning to communicate effectively and being assertive. Pupils work towards developing an awareness and responsibility for identifying, and assessing their own, personal fitness and health goals by taking into account their individual needs and activity levels.



All pupils in Post-16 have one, timetabled fitness session per week. Those pupils identified as having greater physical need (identified in individual EHCP's) have an additional lesson for swimming. Pupils also take part in land, snow/ice and water based OAA activities offsite on a termly basis. Pupils are encouraged to attend and lead lunchtime and after school sport clubs to promote a healthy and active lifestyle.

Independent Living Skills

Pupils following the Formal Pathway follow OCR Life and Living Skills Units at Entry Level 1 and 2. The Post-16 Independent Living Skills curriculum aims to prepare pupils for adulthood through key areas such as home management, cooking and personal skills.

During home management, pupils develop skills towards maintaining a safe, tidy and hygienic home. During personal skills, pupils develop skills to navigate problematic situations with greater confidence and independence. Cooking sessions enable pupils to follow instructions creating healthy and nutritious meals and snacks, whilst maintaining a safe and tidy work area. Pupils develop the confidence to apply their independent living skills in real life contexts, with less reliance on adult support, in order to become as self-sufficient as possible.

Pupils that opt to complete a Duke of Edinburgh Award work towards the different sections of the award during these sessions.

Community



Pupils in Post-16 have at least one, timetabled day per week out in the community. The Post-16 community curriculum covers three key visit areas, these are; community facilities, work places and next destinations. For the Semi-Formal Pathway, community facilities may include visits to local towns, shops, leisure centres, parks, cinemas etc. Next destination visits may include visits to local colleges and/or social care providers incorporating transition preparation (Year 14). Work place visits may include visits to restaurants, factories, offices, shops etc. Where possible, visits are tailored to pupil's specific needs and aspirations. Pupils have the opportunity to participate in activities at different colleges and social care providers and experience the different facilities on offer. These visits enable students and their families to make informed decisions about life beyond education.

Pupils are given directed tasks to complete when in the community providing evidence towards their OCR Life and Living Skills qualifications. Pupils following the Formal Pathway work towards OCR Life and Living Skills 'Personal Skills' units at Entry Level 1 and 2.

During community visits, pupil's practice applying their existing communication, cognition and learning, social, emotional and physical skills through carefully structured activities within a less familiar context. This develops pupils' confidence in their own abilities to access community facilities and communicate with unfamiliar adults in unfamiliar environments with increasing independence. We aim for all pupils to recognise their value within community contexts.

Relationships, Sex and Health Education (RSHE)

Due to the wide variety of individual pupil needs within the Post-16 department, RSHE sessions are timetabled at the same time for pupils following the Formal and Semi-Formal Pathway. This enables pupils to be grouped according to lesson content and individual need. The level of maturity of the class group concerned and the particular situation of each individual is considered to create pupil centred learning sessions.

Both the Formal and Semi-Formal curriculum pathways follow differentiated National Curriculum RSHE topics and EQUALS schemes of work that enable adaptive teaching to meet individual pupil needs. RSHE topics include families, respectful relationships including friendships, healthy and unhealthy relationships, e-safety and keeping safe. Through these topics, pupils develop the ability to make informed decisions and have an increasing awareness that everyone is in charge of, and responsible for, their own bodies. It is essential that all pupils have access to information, which is appropriate to their developmental age, to enable them to make informed choices in the future.



Vocational Learning

The vocational learning curriculum guides and supports pupils to achieve positive transitions and appropriate next destinations such as further education, internships, or alternative life beyond education provision. In addition, it provides every pupil with high quality and bespoke careers guidance through offering information and advice supporting the 8 Gatsby Benchmarks.

Vocational learning for all Post-16 Formal and Semi-Formal Pathway groups includes preparation for work/enterprise, planning for their future and work experience. The Semi-Formal Pathway includes a variety of OCR Life and Living Skills units at Entry Level 1 and 2, modules from the Careers and Enterprise Centre (CEC) resource directory and some EQUALS units. Pupils following the Formal Pathway have opportunities to engage in work experience.

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Self-Development

Pupils following both the Formal and Semi-Formal Pathways access self-development sessions. Before the start of the academic year, pupils complete self-development questionnaires. These questionnaires offer pupils subject choices, based upon their interests and aspirations, to study during self-development sessions. Choices may include art, music, drama, ICT, media, health and social care, mechanics, construction, travel and tourism, etc.

During self-development sessions, pupils work towards the AQA Unit Award Scheme 'Realising Potential'. These units are non-accredited and designed to be 'tasters' tailored towards pupils' individual interests and aspirations. These units have a focus on boosting pupils' confidence, engagement and motivation. At the end of the year, pupils can make informed decisions as to whether they would like to continue to study these subject choices in the future.

Pre-Formal Pathway

The Pre-Formal Pathway is designed for pupils with Profound and Multiple Learning Difficulties (PMLD) working at Pre Entry Level - Entry Level 1. The Post-16 curriculum for pupils with PMLD is delivered through the three focus areas of the Barrs Court Curriculum:

- Early Thinking Skills
- Early Communication Skills
- Early Motor Skills

Pupils with PMLD are provided with 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
- Wellbeing

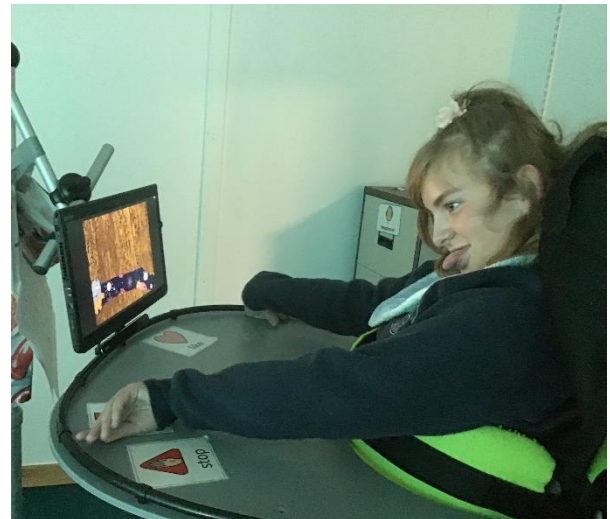
Pupils following the Pre-Formal Pathway will also access the community for at least one day per week.

The curriculum as a whole is designed to be inter-connected; strands are not separate from each other but learning occurs holistically, within a thematic approach to teaching. Repetition is recognised as being an essential part of education for pupils with PMLD, so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests. Intensive Interaction, a part of communication, is seen to be an essential part of the curriculum. Some pupils may access, in addition to the above curriculum, OCR Life and Living Skills units at Entry Level 1.

Communication and Social Relationships

Pupils are encouraged to develop their communication skills in a wide range of learning activities. They participate in sensory storytelling, by means such as the use of access switches, enabling pupils to move to the next part of the story. Communication devices such as a 'Big Mack' are used to say repetitive phrases throughout a story, and sensory activities are used to represent significant events in the narrative, about which pupils are able to communicate their preferences and make choices.

Intensive Interaction allows pupils to become more skilled in the Fundamentals of Communication, which in turn enables them to form social relationships with both adults and their peers, familiar people in school and unfamiliar people they meet in the community.



Objects of Reference and Sensory Cues are used to support pupils' receptive communication skills, which are also sometimes supported by the use of pictures or symbols, where appropriate, to help pupils to understand the routines and activities during the school day.

TACPAC (Touch and Communication Pack) is also an important part of the curriculum, as this enables pupils to respond to tactile stimuli and music, giving them the opportunity to show their likes and dislikes, to make requests for 'more' or 'no more' and to communicate their choices to an attentive communication partner.

Sensory/Physical

Pupils have a range of opportunities to develop their sensory and physical skills by participating in activities such as Hydrotherapy, land based therapy, Rebound Therapy and using the Multi Sensory Room. Pupils use equipment such as standing frames and walking frames, where appropriate.

Pupils have daily timetabled sessions where they will work towards the goals in their Movement Programme, set by their Physiotherapist, for which they are supported by their specialist Teaching Assistants.

They also use resources such as the Sherbourne Developmental Movement, Physibods and they have opportunities for movement to music using a range of dance resources as well as relaxing massage sessions throughout the school week.



Creative

Opportunities for creative development include sessions in the Art Room, where care is taken to ensure that pupils are participants rather than merely observers, by giving pupils time to explore and manipulate materials and by remembering that the quality of the process is much more important than the quality of the finished work.



Music lessons give pupils the chance to be creative in making their own music, by using traditional instruments, with support offered where necessary, as well as technology such as the Sound Beam and also activities such as Sounds of Intent and Musical Interaction. A number of pupils also access specialist Music Therapy sessions.

Sensory cookery is another example of giving pupils the opportunity to be creative in their choices, again ensuring that pupils are to be involved in the process of exploring ingredients rather than aiming to make a finished product.

Self-Determination and Independence

Taking part in Outdoor and Adventurous Activities, such as ice skating and using a wheelie boat, give pupils the chance to challenge themselves to be more self-determined.

Community visits to providers such as 'Where Next?' and work experience at the 'Cozy Café' are just two examples of the opportunities pupils are offered to develop their independence in mixing with others in the community and developing their self confidence in communicating with less familiar people.

During personal care times, pupils are given the opportunity to develop their independent eating and drinking skills, snack times are built into timetables and sufficient time is given for practicing skills. Pupils are encouraged to take as much control as possible during their personal care times, by allowing them to communicate their preferences and be as independent as their abilities allow.

Cognition and Challenge

Technology is used to enable pupils to develop their understanding of 'cause and effect'. For example, access switches are used to control music and animations using computer software, as well as the use of touch screen computers. Eyegaze computers are readily available for all pupils to access. Switches can also be used to control aspects of the environment, for example switching on a sensory light, a fan or equipment such as a microwave.

Sensory exploration, for example 'Sensology' sessions, give pupils the chance to further develop their understanding of 'cause and effect' in more real life situations, such as noticing the effects that they can create when using their fine motor skills to manipulate objects and explore stimuli.

Wellbeing

The wellbeing of pupils runs through the entire curriculum in the Pre-Formal department; pupils' wants and needs are responded to by staff in order to allow pupils to be in control and develop their sense of autonomy, preparing them to take their part in the adult world when they are ready to leave school. Some pupils have interventions such as Wellbeing Strategies or Sensory Diets to further support them to self-regulate and maximise their opportunities for learning throughout the course of their school day.



Pre-Formal, Semi-Formal and Formal Pathways

Information Communication Technology

We use a range of technology to support our pupils to fully access the curriculum as independently as possible. We encourage pupils to use assistive technology such as AAC devices, switches, eyegaze and sound beams to empower and enable them to better engage with the world around them. Assistive technology is a powerful tool for promoting independence and engaging young people in academic and social activities.

British Values

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Through lesson planning, clubs, enrichment days, community involvement, work experience, and The Arts we promote democracy, the rule of law, individual liberty and mutual respect and tolerance for all. Ensuring our pupils understand Fundamental British Values creates an orderly environment, where pupils can feel safe, valued and can contribute for the good of themselves and others. Understanding and being able to demonstrate British values in meaningful ways prepares our pupils for life after school and is central to our preparing for adulthood personalised curriculum.

Equality, Diversity and Inclusion

At Chadsgrove School we are committed to equality, diversity and inclusion for all. We provide a learning environment which respects the rights and dignity of everyone. We actively promote a culture of inclusion where individual differences are recognised, valued and protected. This is embedded within the pupils' curriculum in a meaningful way through enrichment activities, community involvement and planned sessions whilst using a person centred approach. We consider and take action to ensure the curriculum meets the needs of individual pupil's protected characteristics within the Equality Act 2010.

Assessment and Progress - Formal and Semi-Formal Pathways

Summative Assessment

Pupils' progress is assessed at the end of each term through accredited courses including Entry Level, WJEC, BTEC and OCR awards. Some pupils following the Formal Pathway will also take end of year exams. For all such accredited courses it is a requirement that the school follows robust and rigorous internal moderation practices which meet the requirements of the examination boards or awarding bodies, before submitting marked candidate work (as requested) for external moderation. Accredited work is internally moderated to ensure that all work submitted meets the external moderation requirements and to ensure that all assessment activities are valid, appropriate and fit for purpose. Upon successful completion of units, pupils will gain credits towards awards.

Individual targets are set for each pupil in the areas of Cognition and Learning, Communication and Interaction, Sensory and Physical Development and Social and Emotional Development whilst taking into account The Preparing for Adulthood Framework. Their EHCP Outcomes and annual review targets are assessed, using formative evidence collected throughout the year within pupil's study planners.

Formative Assessment

Pupils' progress towards meeting their EHCP targets and successful completion of accredited and non-accredited units of work are recorded using a variety of formative methods.

Each pupil in Post-16 has a personal study planner outlining their curriculum, timetable, Individual Education Plan, annual review targets, next steps and tutorial reviews. Study planners are used to collect formative assessment evidence, including observation comments and photographs, towards annual review targets. Each pupil is encouraged to be self-reflective and take ownership of their work and planners. Pupils have a tutorial review every half term to discuss progress with their form tutor.

Positive, motivating and constructive marking of work is used to assess pupil progress. Pupils are also given immediate verbal feedback as well as time to respond to this. Written work is stored in curriculum folders which also contains assessment trackers that demonstrate sequential achievements made over time. Where appropriate pupils are encouraged to mark each other's work, pointing out what they like and what could be improved.

Videos and photographs are used to demonstrate progress; these are used towards accredited units of work which evidences 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.

Each pupil has a Record of Achievement folder. Recognition is given for a pupil's achievements and this takes the form of a certificate, photograph, video or any other form of recording. The pupil is encouraged to have ownership of their folder and, where possible, is fully involved in its completion.

Teachers and Teaching Assistants share information about pupil progress during team meetings. These discussions enable staff to effectively plan for each pupil and support them to reach their full potential. Teachers inform Parent Carers/Advocates about pupil progress through written comments in pupil diaries, phone calls, parent Carer/Advocate meetings and an end of year report. Parent Carers/Advocates have the opportunity to meet with school staff regularly throughout the academic year to discuss progress.

Assessment and Progress - Pre-Formal Pathway

Summative Assessment

Pupils' progress is assessed using Routes for Learning, which is an assessment tool specifically designed for pupils with PMLD. Each pupil follows a range of pathways through the 'Routemap'. Individual targets are set for each pupil in the areas of Cognition and Learning, Communication and Interaction, Sensory and Physical Development and Social and Emotional Development. These targets are set in line with their EHCP Outcomes, as well as linking closely to the numbered steps on their current Band of Routes for Learning, where appropriate.

Formative Assessment

Pupils' progress towards meeting their targets is recorded using the Engagement Model assessment tool, which allows small steps of progress to be recorded against the five areas of Engagement, Exploration, Realisation, Anticipation, Persistence and Initiation. The Engagement Model is used as part of pupils' formative assessment; future lesson planning is guided by pupils' individual Engagement Model assessment records.

Videos and photographs are used to demonstrate progress; these are uploaded onto the school's online SOLAR site, which evidences 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 clearer picture of their future goals to emerge. This means that pupils can then be supported to work towards an appropriate pathway for their future beyond school, with clearly defined aims. These may include preparing pupils for the next stage in their education, such as by following an accredited course, or supporting pupils in taking their place in community life, ensuring that they have the means to communicate their needs and preferences to those around them.

Teachers and Teaching Assistants share information about pupil progress during team meetings. These discussions enable staff to effectively plan for each pupil and support them to reach their full potential. Teachers inform Parent Carers/Advocates about pupil progress through written comments in student diaries, phone calls, parent meetings, and an end of year report. Parent Carers/Advocates have the opportunity to meet with school staff regularly throughout the academic year to discuss progress.