



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

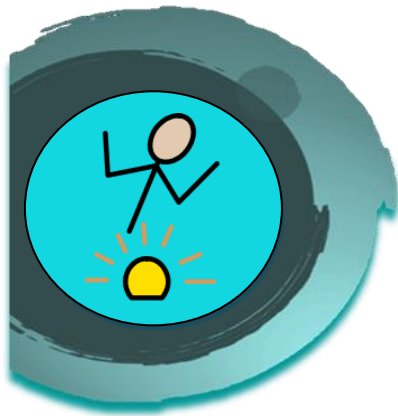
- Pupils are enabled to develop their skills in the ‘characteristics of effective learning’, including Playing and Exploring (engagement), Active Learning (motivation) and Creating and Thinking Critically (thinking)
- Appropriate technology is provided to ensure that pupils are able to engage in their 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 help pupils develop the confidence and skills to communicate and respond to others, helping them to feel valued, connected and part of their community

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
- Pupils' communication is supported through total communication approaches including Objects of Reference, photos, symbols, signs and eye gaze
- 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
- 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 prepared for their life beyond school by giving them the opportunity to access appropriate and meaningful activities and community 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 support pupils to make choices and express preferences more independently across a range of everyday situations, building confidence and developing engagement with their peers and the wider community

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 play-based 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, stimuli and routines. Activities support the development of cause-and-effect understanding, anticipation and 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**
Pupils have daily opportunities for developing movement skills, through targeted programmes such as Physiotherapy Movement Programmes, Rebound Therapy, swimming 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**
Pupils are enabled to take an active role in their daily routines and develop practical life skills. They 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
- Pupils are encouraged to communicate using a total communication approach which may include signing, symbols, voice output devices and key word strategies
- Technology will be used to support pupils in developing their problem-solving skills through use of access switches and the Eyegaze computer
- Targeted ‘interventions’ are provided in areas such as communication and Music Therapy
- Pupils have the opportunity to access appropriate ‘enrichment activities’, including clubs, trips and visits and sporting competitions
- Pupils are properly prepared for their life beyond school by giving them the opportunity to access appropriate and meaningful out of school activities and community 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: 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
- Video evidence of pupils’ 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 to make choices, take responsibility and grow in confidence as they prepare for more independent living

Intent

- To follow a curriculum that balances life and living skills with topic-based learning
- To support progress in communication skills, thinking and problem solving, independence, play and leisure and physical wellbeing
- To prepare for working towards qualifications in OCR Life and Living Skills, where appropriate
- To provide pupils with meaningful learning opportunities in independent living, community access and personal skills
- 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:
 - Thematic units of work including The World About Me, My Communication, My Thinking and Problem Solving and My Independence
 - English and Maths skills linked to real-life contexts
 - Opportunities to participate in Art, Music and PE lessons
- 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

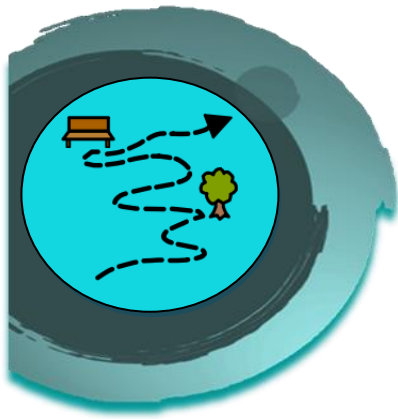
- Communication will be developed through role-play, real-life interactions, and use of AAC (Augmentative and Alternative Communication) systems
- Pupils will follow termly topics linked to the world around them, supporting general knowledge and cultural awareness
- Appropriate technology will be used to ensure accessibility for all pupils
- Pupils will be supported by providing targeted 'interventions' in areas such as communication, reading and phonics, 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 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 Navigators Steps', an assessment tool based upon the EQUALS Semi-Formal Curriculum to measure and track the development of pupils, demonstrating when they are emerging, developing and secure in achieving their personal targets
- Mapping and Assessing Pupil Progress is 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

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 qualifications
- To prepare pupils for possibilities such as volunteering or supported employment as they move on from school

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 ensure the curriculum remains accessible, personalised and relevant to individual strengths and aspirations
- To equip pupils with the knowledge and skills needed for volunteering or supported employment

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
- 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
- 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 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 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 increased independence, confidence and preparation for volunteering or employment opportunities.



Chadsgrove Curriculum Horizons Pathway

Aims

- To provide a broad and balanced curriculum that supports pupils aged 14–19 in preparing for adulthood
- To promote independence, confidence and resilience through meaningful, real-life learning experiences
- To develop communication, personal and social skills that enable pupils to participate in their community
- To offer opportunities to achieve accredited outcomes that reflect individual strengths and interests
- To prepare pupils for their next steps beyond school, including further education, volunteering or supported employment
- To ensure pupils develop the practical life skills needed to lead healthy, purposeful and fulfilling adult lives

Intent

- To follow an age-appropriate, Post-14 curriculum that reflects the Preparing for Adulthood framework, focusing on:
 - Health
 - Community Inclusion
 - Independent Living
 - Employment and Further Learning
- To provide a personalised and engaging curriculum that continues to build on pupils' previous learning within the Discoverers, Explorers, Navigators or Pioneers Pathways
- To offer subject content and qualifications that support pupils to demonstrate achievement and progress including OCR Life and Living Skills, WJEC Entry Pathways and Pearson Functional Skills
- To promote independence, problem-solving and decision-making through structured lessons, projects and community-based learning
- To ensure learning is accessible, meaningful and relevant to pupils' individual aspirations and future goals

Implementation

There are three classes within the Horizons Pathway:

- **Horizons Connect**
Horizons Connect is designed for students who follow a sensory-based curriculum, which focuses on developing communication, social skills, and participation in the wider community. Students build meaningful relationships, learn to work with others, and explore opportunities to connect with people, places, and services beyond school.
- **Horizons Living**
Horizons Living supports students in building independence and confidence in everyday life. From managing personal care and household tasks to developing decision-making and problem-solving skills, students are encouraged to take increasing ownership of their lives and prepare for their next stage of education.
- **Horizons Aspire**
Horizons Aspire provides a structured environment where students can concentrate on developing core skills for their future lives. The emphasis is on learning, employability, and personal goals, helping students prepare for the next stage in education, training, or work.

In all Horizons classes:

- Pupils access Relationships Education at a level appropriate to their developmental stage and understanding
- Appropriate assistive technology and communication aids (including AAC) are provided to support full engagement in learning
- Pupils receive targeted interventions where appropriate, such as communication and reading support, sensory integration, Drawing and Talking Therapy, Music Therapy or Open Orchestra
- Pupils access enrichment opportunities, including school clubs, trips, visits and sporting events, which support personal development and independence
- Community-based learning is a key feature of the Horizons Pathway, enabling pupils to apply skills in real-life contexts such as local shops, leisure facilities and work experience placements
- The curriculum supports pupils to gain practical experience and confidence in preparation for life after school

Impact

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

- Accreditation outcomes, including OCR and Functional Skills qualifications, which evidence pupils' academic and vocational progress
- Ongoing assessment of pupils' personal development, independence and preparation for adult life

As pupils move through the Horizons Pathway, assessment information helps to build a clear picture of each individual's future direction. Pupils are supported to set meaningful goals and to develop the knowledge, skills and confidence needed for their next steps – whether this involves further education, volunteering, supported employment or increased independence in adult life.