



## Chadsgrove Curriculum Long Term Planning: Explorers Curriculum Pathway

### Curriculum Intent

The Explorers Curriculum Pathway is designed to meet the learning needs of pupils for whom 'curricula need to be different rather than differentiated, because the way such pupils learn is different, and often very, very different, from neuro-typical, conventionally developing learners for whom the national curriculum was designed' (Peter Imray, EQUALS Informal Curriculum, 2021).

Pupils are encouraged to express choices, build relationships and take part in daily routines. The focus is on developing independence and active engagement with their peers and the wider community.

Pupils within the Explorers Curriculum Pathway at Chadsgrove will follow aspects of the EQUALS Informal Curriculum, which is designed so that pupils can:

- be allowed (and indeed, be positively encouraged) to be comfortable with activities and states of being that are important to them, as part of the process of being given opportunities to discover other activities and states of being that may become important to them
- be free to like who and what they wish and be encouraged to learn how to express such preferences positively
- be free to reject experiences and people not liked and encouraged to learn how to express such preferences positively
- be positively encouraged to take total control of their own behaviour so that self-regulation (rather than being regulated by others) becomes a major part of their learning
- be given constant opportunities to communicate positively and to have both voice and agency (that is, be always listened to with preferences always acted upon) within the confines of a safe and secure environment. There may be occasional times when voice and agency are denied, but these will only be in exceptional circumstances when the safety of the learner or those around the learner is in question
- know that the curriculum and the pedagogy behind the curriculum has each individual learner at its centre. Each pupil must be secure within the concept that if problems arise, it is the curriculum that has to change, not the learner

In addition, meaningful outcomes will be planned for pupils in the areas of:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical development
- Social and Emotional development

These outcomes are linked closely to pupils' Education, Health and Care Plans and their Individual Education Plans.

## Curriculum Implementation

Pupils with are provided with learning opportunities in the following Schemes of Work from the EQUALS Informal Curriculum document:

- My Sensory Play
- My Communication
- My Physical Well-Being
- My Independence
- My Outdoor School

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.

The Explorers Curriculum Pathway follows a 'process based learning' approach, in which the pace and direction of teaching will be decided by the pupil.

Repetition is recognised as being an essential part of the curriculum, so that, with familiarisation, pupils can begin to anticipate, participate, communicate preferences and make requests. Variation and extension will be offered at a pace appropriate to, and directed by, the pupil.

Intensive Interaction, a part of communication, is also a central part of the curriculum. Other learning opportunities can be selected according to pupils' individual needs and preferences, and planned on a rolling programme according to the following themes:

	<b>Summary of Themes 2025-2029 (4 Year Cycle)</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Explorers 1	<b>2025</b>	Let's Explore the Senses	<b>2026</b>	Out and About	<b>2026</b>	On the Move
	<b>2026</b>	In the Dark	<b>2027</b>	Little Creatures	<b>2027</b>	Splash!
	<b>2027</b>	All Aboard!	<b>2028</b>	Let's Pretend	<b>2028</b>	In the Garden
	<b>2028</b>	Colours and Patterns	<b>2029</b>	My Favourite Things	<b>2029</b>	Let's Go Wild!
Explorers 2	<b>2025</b>	This is Me	<b>2026</b>	Amazing Animals	<b>2026</b>	Blue Planet
	<b>2026</b>	Festivals and Feast	<b>2027</b>	Wheels in Motion	<b>2027</b>	Grow it, Cook it, Eat it
	<b>2027</b>	Story Worlds	<b>2028</b>	Tastes of the World	<b>2028</b>	Seaside and Beyond
	<b>2028</b>	My Place, My Community	<b>2029</b>	Light, Colour, Action!	<b>2029</b>	Rhythm and Vibes

## Religious Education

Pupils follow elements of the Worcestershire Agreed Syllabus for RE, as outlined in the RE Long Term Plan, as well as participating in the whole school initiative 'Festival of the Month'.

## PSHCE and RSE

As part of their holistic curriculum, pupils will access meaningful content from the PSHE Association Planning Framework for Pupils with SEND. See PSHCE Long Term Plan.

Suggested learning opportunities, to be linked to termly themes (adapted from the EQUALS Informal Curriculum):

My Sensory Play	My Communication	My Physical Well-Being	My Independence	My Outdoor School
<ul style="list-style-type: none"> <li>• Solitary Play</li> <li>• Parallel Play</li> <li>• Shared Play</li> <li>• Turn Taking Play</li> <li>• Co-operative Play</li> </ul>	<ul style="list-style-type: none"> <li>• Imperative Communications</li> <li>• Declarative Communications</li> <li>• Formal Social Interaction with Familiar People</li> <li>• Non-verbal Behavioural Communications</li> <li>• Peer to Peer Communications</li> <li>• Alternative and Augmentative Communications</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory Integration and Sensory Circuits</li> <li>• Rebound Therapy</li> <li>• Other Play Based Activities</li> <li>• Aquatics</li> </ul>	<ul style="list-style-type: none"> <li>• Dressing and undressing</li> <li>• Travel Training</li> <li>• Shopping</li> <li>• Cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Learner Preparation</li> <li>• Starting Out</li> <li>• Orienteering</li> <li>• Shelter Building</li> <li>• Cooking Outdoors</li> </ul>
Activities may include:				
<p>Sand and Water Play, Play with Foodstuffs, Discovery Play, Toy Based Play, Kinaesthetic Play</p>	<p>Intensive Interaction, Sensory Stories, teaching the use of signing, photographs, symbols for receptive and expressive communication</p> <p>Intensive Interaction: at least one regular timetabled slot per week and throughout the curriculum</p> <p>Communication Cues: Objects of Reference, Touch Cues, Sound and Smell Cues, Symbols and Photographs, Signing, Routines</p>	<p>Physical Play, Bikes, Trikes and Scooters, Swimming</p>	<p>Routines: consistent routines, including arriving at and leaving school, lunchtimes, break times, assemblies, the start and end of the day, the start and end of lessons.</p> <p>Personal Care: pupils should be given the opportunity to develop their independent eating and drinking skills, snack times should be built into timetables and sufficient time given for practicing skills. Pupils should be encouraged to take as much control as possible during their personal care times, including developing skills of dressing and undressing, where appropriate</p>	<p>Inclusive Community Awareness: regular opportunities to access the outside world, including visiting their local community and accessing school facilities such as Forest School</p>

## Curriculum Impact

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 Areas of Recording set out in the EQUALS Informal Curriculum Assessment documentation.

Pupils' progress towards meeting their targets is recorded using the Engagement Model, which allows small steps of progress to be recorded in the areas of 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 assessment records.

Videos and photographs are used to evidence this progress; these are saved as PowerPoint Presentations ('Learning Evidence Files').

The school's online SOLAR site is used to record pupils' progress each term, which evidences teachers' summative assessment. 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 will allow a clearer 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.

