



Chadsgrove Curriculum Long Term Planning: Navigators Curriculum Pathway

Curriculum Intent

The Navigators Curriculum Pathway is designed for pupils who require a flexible and highly personalised approach to learning. It offers a meaningful alternative curriculum that recognises individual strengths, needs and ways of learning, ensuring pupils can engage with learning that is relevant and purposeful.

The pathway places a strong emphasis on developing skills for everyday life. Learning focuses on communication, thinking and problem solving, understanding the world around them and building independence through appropriate life skills. These areas are embedded within engaging, practical learning experiences that are carefully tailored to each pupil.

Where appropriate, pupils are also supported to develop early reading, writing and mathematical skills, with learning pitched at a level that is accessible and meaningful. Progress is recognised in small but significant steps, acknowledging that success looks different for every learner.

The Navigators Pathway draws on aspects of the EQUALS Semi-Formal Curriculum, which is specifically designed for learners whose patterns of development and ways of learning differ significantly from those of neurotypical learners. For these pupils, learning experiences need to be different rather than simply adapted, reflecting the distinctive ways in which they learn.

The EQUALS Semi-Formal Curriculum provides breadth and balance in a way that is wholly appropriate to each individual. Ongoing assessment may identify the need for greater focus and intensity in one or two key areas for some pupils, sometimes over an extended period of time. The developmental schemes of work begin at each pupil's starting point and are open to personalisation, supporting pupils to make meaningful progress towards the highest possible level of independence and participation in life beyond school.

Play is a fundamental and essential part of learning for pupils at all stages of development and is therefore a core component of the Navigators curriculum. Through play, learners explore the world, develop relationships, practise communication and social skills, and build understanding in a safe, meaningful and motivating way. For pupils in this pathway, development often progresses more gradually, and high-quality play remains a vital vehicle for learning well beyond early childhood. Play is not separate from learning or a reward after it; it is a powerful form of learning in itself, supporting cognitive flexibility, emotional understanding, physical development and independence. Given appropriate time and value, play enables learners to make sense of their experiences at a level and pace that is right for them, and continues to be relevant and age-appropriate throughout their school life.

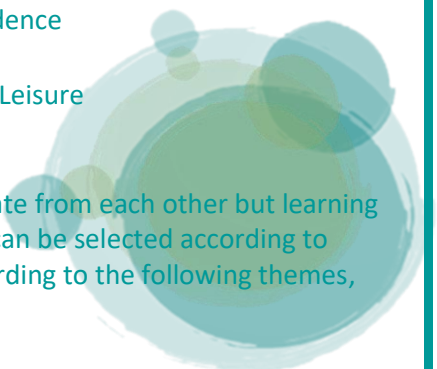
Alongside curriculum learning, pupils work towards meaningful outcomes linked to their Education, Health and Care Plans and Individual Education Plans, including areas such as cognition and learning, communication and interaction, sensory and physical development and social and emotional development. Through this approach, we aim to support all pupils to achieve the highest possible level of independence, engagement and participation in life beyond school.

Curriculum Implementation

Pupils with are provided with learning opportunities in the following Schemes of Work from the EQUALS Semi-Formal Curriculum:

- The World About Me
- My Communication
- My Thinking and Problem Solving
- My Physical Wellbeing
- My Independence
- My Drama
- My Play and Leisure

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. Learning opportunities can be selected according to pupils' individual needs and preferences, and planned on a rolling programme according to the following themes, which are adapted from 'The World About Me':

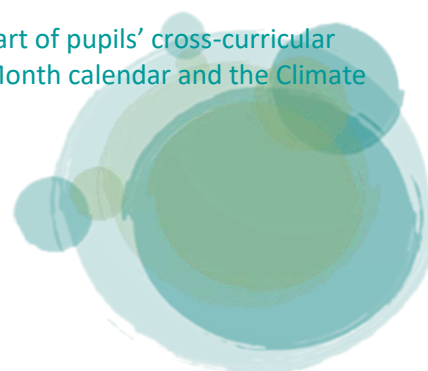


	Summary of Themes 2026-2029 (3 Year Cycle)					
	Autumn		Spring		Summer	
Navigators 1	2026	Seasons/Weather Autumn and Winter • Seasonal weather • Clothing choices • Environmental changes	2027	Seasons/Weather Spring • Growth and new life • Seasonal food • Outdoor changes	2027	Seasons/Weather Summer • Warm weather • Community activities • Seasonal produce
	2027	Animals and Plants: Habitats and Survival • Woodland animals • Hibernation • Plant changes	2028	Animals and Plants: Growth and Life Cycles • Planting and growing • Baby animals • Life cycles	2028	Animals and Plants: Caring for Living Things • Gardening • Pets • Conservation
	2028	Water Around Us • Rain, rivers, seas • Weather and clothing • Water safety basics	2029	Water in Nature and Living Things • Seas and oceans • Animals that live in water • How plants and humans need water	2029	Water: Using and Enjoying Water • Swimming and leisure • Water transport • Saving water and environmental care
Navigators 2	2026	Change: Personal Change • Growing up • Changes in school • Transition	2027	Change: Change in the World Around Us • Weather patterns • Materials • Technology over time	2027	Change: Big Changes and Preparing for the Future • Moving classes • Aspirations • Environmental change
	2027	People: People Who Help Us • Emergency services • School roles • Community helpers	2028	People: Families and Relationships • Family structures • Friendships • Belonging	2028	People: People Around the World • Culture • Traditions • Similarities and differences
	2028	Food: Where Food Comes From • Farming • Food groups • Seasonal produce	2029	Food: Preparing Food • Cooking skills • Hygiene • Healthy choices	2029	Food: Food and Community • Food from different cultures • Eating out • Budgeting and shopping

Additional Topics from 'The World About Me':

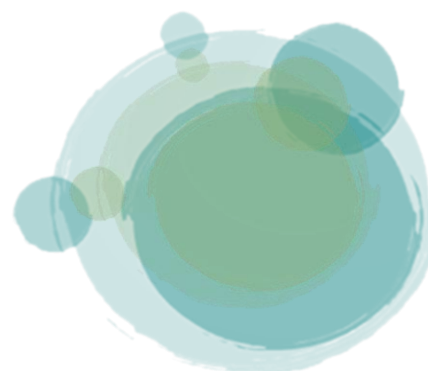
The following additional topics can be covered throughout the above themes, as part of pupils' cross-curricular learning as well as part of current whole school initiatives e.g. The Festival of the Month calendar and the Climate Action Plan.

- Festivals
- Digital Photography
- Recycling



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

<u>My Play and Leisure</u>	<u>My Communication</u>	<u>My Drama</u>	<u>My Independence</u>	<u>My Thinking and Problem Solving</u>	<u>My Physical Wellbeing</u>
• Structured Play • Solitary Play • Parallel Play • Shared Play • Turn Taking Play • Co-operative Play	• Imperative Communications • Following Instructions • Declarative Communications • Dynamic Communications • Narratives • Social Interactions • Personalised Reading and Writing • Non-verbal Communications	• Drama-related Activity • Early Drama • Open-ended Drama • Creating Theatre	• Dressing and undressing • Travel Training • Shopping • Cooking • Personalised Maths skills	• Memory Building • Recognition of a Problem • Independent Solutions • Generalisation • Self-belief and Confidence	• Physical Activities • PE, Sport, Games and Aquatics • Mental Health and Well-Being • Healthy Eating and Healthy Lifestyle
Activities may include:					
Activity games Small group games Board games/card games Computer/iPad games Sand and Water Play, Play with Foodstuffs, Messy Play, Art Play, Rose Play, Kinaesthetic Play	Intensive Interaction, Sensory Stories, Social Stories/Narratives Teaching the use of signing, photographs, symbols for receptive and expressive communication Teaching pupils to follow instructions	Interactive drama games Interactive movement games Interactive sound games Sensory make-believe Prescribed drama structures Drama from real life Drama from a story, TV or film Story-boarding	Giving pupils the opportunity to develop independence in these four areas, according to their individual needs and abilities.	My Thinking and Problem Solving is not taught discretely, but as opportunity and motivation (to think and solve the problem) arise.	Rebound Therapy Hydrotherapy PE Active movement games



Reading and Writing Skills

Teaching reading and writing as appropriate for individual pupils, supported by AAC. Activities may include:

Writing skills:

Learning to communicate using marks, symbols, signs or words

Presenting written work with accurate spelling and punctuation (where appropriate)

Reading skills:

Showing an interest in books and reading

Understanding that words, signs and symbols convey meaning

Reading short texts and answering questions about what they have read

Understanding simple written instructions

Maths Skills

Incorporating the teaching of Maths skills as appropriate to enable pupils to develop life skills independence in these areas and work towards future qualifications, including counting, adding and subtracting, telling the time and measuring length, weight and capacity. Activities may include:

Recognising numbers

Counting, ordering and comparing numbers

Adding or subtracting up to 2 digit numbers in practical contexts

Multiplying single digit numbers in practical contexts

Identifying coins and uses of money and working out change from £1

Relating familiar events to times in the day and week and reading the time from a clock

Comparing differences in length, capacity and weight using descriptions such as big/small, heavy/light and using some measuring equipment

Religious Education

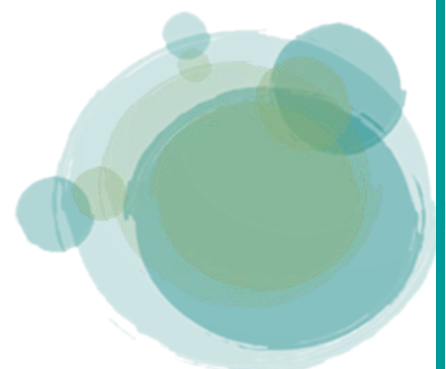
Pupils follow elements of the Worcestershire Agreed Syllabus for RE, as outlined in the RE Long Term Plan, as well as participating in the whole school initiative 'Festival of the Month'.

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.

Art, Music and PE

Pupils in the Navigators Pathway will also be taught by specialist teachers in Art, Music and PE, who will plan meaningful outcomes for pupils based upon their individual learning needs. Lesson objectives and outcomes will be outlined in teachers' Medium Term Plans.



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 Chads Grove Navigators Steps, which are based upon the MAPP (Mapping and Assessing Personal Progress) Milestones set out in the EQUALS Semi-Formal Curriculum Assessment documentation.

Pupils' progress towards meeting their targets is recorded using the MAPP Assessment Model, which allows progress to be recorded in the areas of independence, fluency, maintenance and generalisation. MAPP is used as part of pupils' formative assessment; future lesson planning is guided by pupils' individual assessment records.

Work folders as well as videos and photographs are used to evidence this progress; video evidence is saved as PowerPoint Presentations ('Learning Evidence Files').

The school's online SOLAR site is used to record pupils' progress each term against the Chads Grove Navigators Steps, 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.

