



Chadsgrove Curriculum Long Term Planning: Discoverers Curriculum Pathway

Curriculum Intent

The Discoverers Curriculum Pathway is designed for pupils who learn primarily through sensory experiences and require a highly personalised approach to learning. The pathway focuses on developing early communication, thinking and motor skills through meaningful interactions and carefully structured experiences that support pupils to engage with the world around them.

Learning is rooted in routines, sensory exploration, play and responsive one-to-one interaction, enabling pupils to build awareness, develop anticipation and communicate increasingly meaningful responses. The curriculum aims to support pupils to express preferences, make choices and develop autonomy in ways that are appropriate and meaningful for each individual.

The pathway recognises that progress may be small and highly individualised, and values the development of engagement, trust, curiosity and interaction as important foundations for future learning. Through consistent and supportive experiences, pupils are encouraged to develop confidence, emotional security and relationships with familiar adults and peers.

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 pupils to develop the skills, confidence and self-awareness needed to participate as fully as possible in life both within and beyond school.

Curriculum Implementation

The Discoverers curriculum is delivered through a highly personalised, sensory-based and holistic approach to learning. Teaching draws upon the Barrs Court Curriculum focus areas of Early Thinking Skills, Early Communication Skills and Early Motor Skills, alongside the seven core strands of the EQUALS Pre-Formal Curriculum:

- My Communication
- My Play
- My Movement
- My Independence
- My Inclusion
- My Community Involvement
- My Care

Learning is carefully planned through thematic and experience-based approaches, ensuring that pupils can engage with activities in ways that are meaningful and accessible to them. The curriculum is designed to be interconnected, with learning taking place holistically rather than through isolated subject areas.

Repetition and routine are central to the pathway, enabling pupils to develop familiarity, anticipation and confidence over time. Through repeated experiences, pupils are supported to engage more actively, communicate preferences and increasingly initiate responses and requests.

Intensive Interaction forms a key part of the curriculum and is embedded throughout daily practice to support the development of communication, shared attention and positive relationships. Staff use responsive and pupil-led approaches to recognise and build upon pupils' individual methods of communication and engagement.

Other learning opportunities can be selected according to pupils' individual needs and preferences, and planned on a rolling programme according to the following themes:

	Discoverers Pathway Curriculum Summary of Themes					
	Autumn		Spring		Summer	
Discoverers 1	<i>Encouraging pupils to discover what they like and what they don't like</i>		<i>Encouraging pupils to explore interaction with familiar people</i>		<i>Encouraging pupils to show reactions to a range of stimuli</i>	
	2025	My Little Forest	2026	The Secret Garden	2026	Star of the show
	2026	Step Back in Time	2027	Around the World	2027	Habitats
	2027	Getting to know you	2028	People Who Help Us	2028	This is Me
	2028	Adventure Time	2029	Space	2029	In the Summer Time
Discoverers 2	<i>Developing pupils' means of expressing preferences</i>		<i>Developing pupils' abilities in sharing attention and taking turns during interaction with others</i>		<i>Developing pupils' responses and their ability to anticipate</i>	
	2025	A Sense of Autumn	2026	Under the Sea	2026	Down on the Farm
	2026	My Favourite Things	2027	Aladdin's magical journey	2027	Let's go to the beach
	2027	On Our Travels	2028	Spring is Here!	2028	The Great Outdoors
	2028	Traditional Tales	2029	Amazing Asia!	2029	Animals on Safari
Discoverers 3	<i>Enabling pupils to begin to make choices about activities, according to their individual abilities</i>		<i>Enabling pupils to understand how to communicate their feelings to others</i>		<i>Enabling pupils to become more aware of cause and effect</i>	
	2025	Magic Carpet Rides	2026	African Adventure!	2026	The Circus is in Town
	2026	Terrific transport	2027	Crazy Climates	2027	Cool Conservation
	2027	Because of You	2028	Let's Grow Together	2028	Rise and Shine
	2028	Wizards and Witches	2029	As the Snow Melts	2029	Alice in Wonderland
Horizons Connect	<i>Supporting pupils in recognising their own ability to gain attention and make requests</i>		<i>Supporting pupils in using their skills to interact with others in the wider community</i>		<i>Supporting pupils to develop a sense of control over the world around them</i>	
	2025	Our trip to Hogwarts	2026	Around the world	2026	Our blue planet
	2026	Through the Looking Glass	2027	Gap Year Adventure	2027	Carnival
	2027	The Magic of the Musicals	2028	Wonderful Wildlife	2028	The Grimm Brothers
	2028	Dreams	2029	Eurostar!	2029	Prehistoric

History
Geography

Literature
Fantasy

Community/PfA
Natural World

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

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Sensory and Physical development</u>	<u>Social and Emotional development</u>
Sensory Exploration/Messy Play/'Sensology': using all 7 senses, which includes proprioception and vestibular senses. Sensory Cookery/Messy Food Play: pupils to be involved in the process of exploring ingredients rather than aiming to make a finished product. Technology: use of 'cause and effect' computer software, iPad apps, Eye Gaze technology. Art: pupils to be involved in the process of exploring materials, rather than the quality of finished work. Music: using rhythm, giving all pupils the means to access sounds e.g. through switches where appropriate, Sounds of Intent, Musical Interaction.	Intensive Interaction: at least one regular timetabled slot per week. Sensory Stories and Drama: a story should be repeated in exactly the same way each week, for at least one term. TACPAC: commercially produced packs are available, or these can be personalised to match a particular theme. Communication Cues: Objects of Reference, Touch Cues, Sound and Smell Cues, Symbols and Photographs (where appropriate), Signing, Routines.	Positional changes: at least two position changes built into the timetable each day. Movement to Music Massage Sherbourne Developmental Movement Sensory Integration and Regulation MOVE Rebound Therapy Hydrotherapy All pupils should have daily opportunities to work towards their physiotherapy programmes.	Inclusive Community Awareness: regular opportunities to access the outside world, including visiting their local community. Visiting the same place each week for at least one term. 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. 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. Independence: pupils should be encouraged to be as independent as possible and as involved as possible in all aspects of their learning and care

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 on the Discoverers Pathway will access meaningful content from the 'Encountering' stage of the PSHE Association Planning Framework for Pupils with SEND.

Horizons Connect

Within the Discoverers Pathway, Horizons Connect is the designated class for Post-14 pupils. Pupils in Horizons Connect continue to follow the Barrs Court Curriculum and the EQUALS Pre-Formal Curriculum, while also accessing carefully adapted elements of the Preparation for Adulthood Framework that reflect their sensory learning needs and focus on communication, independence and engagement with the wider world. In addition, pupils are supported to engage in appropriate accreditation opportunities, including aspects of OCR Life and Living Skills, where suitable. Further detail about the curriculum offer, accreditation pathways and preparation for adulthood outcomes can be found in the Post-14 Long Term Plan.

Curriculum Impact

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.

Some pupils in Horizons Connect may also be working towards the OCR Accredited course 'Life and Living Skills'.

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 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 against Routes for Learning 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 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.

