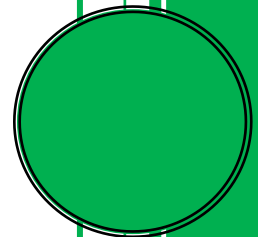


GREAT OAKS
Pathways 1 Curriculum



GREAT OAKS CURRICULUM

The Curriculum Strands

Students access either the Pathways 1, 2 or 3 curriculum strand. Some students may have a more personalised timetable and may access a combination of Pathways within their class. All three pathways offer access to the full national curriculum. Whilst the whole school day consists of a 40-minute morning tutor time followed by 6 x 40-minute lessons, Pathways 1 classes will structure their day around the individual needs of the students.

Students come from a variety of provisions into Great Oaks School. These range from both primary and secondary mainstream, special school and independent specialised settings. In a Pathways 1 students may be vertically grouped. In key stage 3 there may be year 7, 8 and 9 students in a class and in key stage 4 year 10 and 11 students may be in a class. Students are placed by age or key stage, but are also grouped according to ability and need. The majority of our Pathways 1 students transfer from Primary SEN Complex needs provisions. We work very closely with these schools around transition from year 6 and then onto Great Oaks College from year 11.

Pathways 1

The Pathways 1 curriculum (PW1) is for students with a range of complex and / or high dependency needs typically working from GO3 to GO9. The PW1 curriculum is delivered using a class based approach, the majority of lessons are taught in the same class and by the same class team. The environment is multi-sensory and structured with learning differentiated to the students' needs to ensure they reach their full potential. Students are also able to access subject specialist provision e.g. sports hall, DT, food tech, with their staff team as appropriate.

The PW1 curriculum is needs led, delivered in a way that is enjoyable and engaging whilst reflecting each student's EHCP outcomes; this will include, where applicable, specialist intervention, therapies and resources.

Communication is fundamental to the PW1 curriculum. Specific communication input is incorporated into daily routines, ensuring each student is able to develop their receptive and expressive skills and achieve functional communication throughout their day. Literacy and numeracy skills are delivered through termly themes incorporating IEP targets and cross curricular skills

Pathways 1 students access the full range of the curriculum, this follows a more thematic, less formal, approach to learning. In Key Stage 4 students have access to ASDAN 'Towards Independence' and AQA Unit Awards.

Therapy professionals (SALT, OT, Physio) visit the school regularly. They assess referred students and set targets and monitor progress, supporting specific staff, including class staff to carry out interventions and programmes.

Interventions

A range of interventions are used to support each student on their curriculum journey as appropriate:

- ✚ Vocational 1:1
- ✚ TEACCH
- ✚ Intensive Interaction
- ✚ Sensory Occupational Therapy
- ✚ Music Therapy
- ✚ TacPac
- ✚ Attention Autism
- ✚ Signalong
- ✚ Speech and language therapy- TALKABOUT
- ✚ Literacy and Numeracy interventions
- ✚ Emotional Literacy Support (ELSA)
- ✚ Special Needs Assessment Profile - SNAP
- ✚ Occupational Therapy – OT
- ✚ Physiotherapy - Physio

Whole School Curriculum Overview

Curriculum Coverage				
Core skills	Technology	Leisure	World studies	Arts
Personalised Learning				
Skills for life		Communication		

PATHWAYS 1: KEY STAGE 3

The Key Stage 3 curriculum comprises of a 3-year rolling program with thematic units. Medium term planning provides teachers with a greater depth to each topic and incorporates individual targets and personalised learning challenges.

Pathways 1 Curriculum			
Key Stage 3 – Three Year Plan			
	Autumn Term	Spring Term	Summer Term
Year 1	<p>KS3 - TRADITIONAL TALES</p> <p>Cross curricular topic with particular focus on Communication</p> <p>(Communication, Language and Literacy)</p>	<p>KS3 – WONDERFUL WORLD</p> <p>Cross curricular topic with particular focus on developing Cognitive skills</p> <p>(Humanities)</p>	<p>KS3 – OUTER SPACE</p> <p>Cross curricular topic with particular focus on ECT</p> <p>(Science / Humanities)</p>
Year 2	<p>KS3 – MYSELF</p> <p>Cross curricular topic with particular focus on Communication</p> <p>(Communication / PSHE)</p>	<p>KS3 – SEASONS AND WEATHER</p> <p>Cross curricular topic with particular focus on PSEWB</p> <p>(Humanities / Science / Life skills)</p>	<p>KS3 – OUT AND ABOUT</p> <p>Cross curricular topic with particular focus on Gross motor</p> <p>(Humanities / Physical development)</p>
Year 3	<p>KS3 – FIT FOR LIVING</p> <p>Cross curricular topic with particular focus on motor skills</p> <p>(Physical development / Maths / PSHE)</p>	<p>KS3 – LOOK AND LISTEN</p> <p>Cross curricular topic with particular focus on Cognitive skills</p> <p>(Science / Art / Music)</p>	<p>KS3 – PIRATES AND TREASURE</p> <p>Cross curricular topic with particular focus on Cognitive skills and PSEWB</p> <p>(Humanities / Maths / PSHE)</p>

PATHWAYS 1: KEY STAGE 4

The Key Stage 4 curriculum comprises of a 2 year rolling program with a module implemented for each term. Teachers create a medium term plan from the scheme of work. In key stage 4, we recognise the need for students to move towards a higher proportion of life skills and independence. The SEND Code of Practice recommends that from 14 years old students will follow the modules and coverage provided within the Great Oaks curriculum framework. This will be supported by Asdan’s Transition Challenge. By using Transition Challenge to enhance the curriculum, students will have the opportunity to gain accreditation for their work. Transition Challenge has a range of topics – Knowing How, Making Choices, Feeling Good, Moving Forward and Taking the Lead. This supports English and Mathematics skills as well as other age appropriate examples and activities to support the delivery of our curriculum.

Pathways 1 Curriculum			
Key Stage 4 – Two Year Plan			
	Autumn	Spring	Summer
Year 1	Myself and others	Our world	Wellbeing
Year 2	Community	Exploration	Transition

Transition – Post 16

Great Oaks recognises the importance of a smooth transition to Post 16 and this is highlighted throughout the two-year plan where aspects of post 16 life are introduced to make the transition to the next key stage successful.

EHCP Outcome	Strands	Subject areas	Provision, Skills, Knowledge, Content
Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Sensory and / or Physical Additional Health Outcomes Additional Social Care Outcomes	Core Skills	English, Maths, Drama	<ul style="list-style-type: none"> ✚ Functional skills, literacy and numeracy skills ✚ Understanding and using cause and effect ✚ EHCP targets ✚ Tray tasks 1:1 and independently ✚ Problem solving
	Communication	Communication	<ul style="list-style-type: none"> ✚ Signalong, SALT, symbols, schedules, key words and sentences, objects of reference, photographs/images ✚ Switch and iPad
	Technology	Design Tech Food Tech Computing	<ul style="list-style-type: none"> ✚ Computers/ iPad/ Sensory Room/ Switches +other aids ✚ Cooking/ Diet/ Health ✚ Design linked to art
	World Studies	Science, History, Geography, RE	<ul style="list-style-type: none"> ✚ Faith ✚ Local and wider community awareness ✚ Wider national and world issues- environment
	Leisure	PE, Friday activities, Swimming, Dance	<ul style="list-style-type: none"> ✚ Community awareness ✚ Being able to swim and be safe in and near water ✚ Being active ✚ Sherborne
	Arts	Music, Art	<ul style="list-style-type: none"> ✚ Peripatetic instrumental lessons ✚ Music therapy ✚ Music ensemble ✚ Performing ✚ Music technologies ✚ Drama- School shows
	Skills for Life	Independence skills, PSHE, Citizenship	<ul style="list-style-type: none"> ✚ Independent Learning ✚ Prep for life ✚ Personal care ✚ Keeping safe ✚ RSE ✚ Prep for Post 16
Personalised Learning	Interventions Sensory Room Soft Play room Based with a class based staff for all lessons Vocational learning – as appropriate Asdan courses	<ul style="list-style-type: none"> ✚ Relationships with self, other children and adults ✚ Self-awareness ✚ • Self esteem ✚ • Likes/dislikes ✚ • Social communication ✚ • Social understanding ✚ • Thinking positive ✚ • Independent travel ✚ • Self-control ✚ Independence ✚ • Making choices ✚ • Empathy ✚ • Smiling/body language ✚ • Relationships ✚ • Understanding emotions and triggers. 	

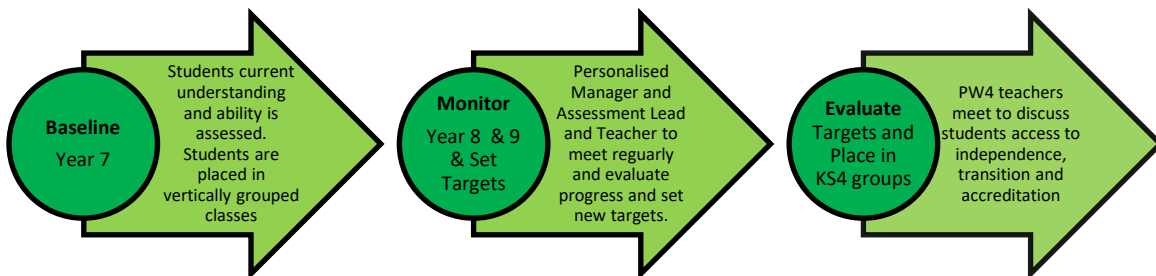
Enrichment Activities

The school's curriculum is enriched through educational trips. Friday afternoon activities are an opportunity to develop personal interests and hobbies, and to mix with a range of students out of their pathway and year group. These skills are reinforced so that they may become transferable later on in life. Students have opportunities to represent the school in a range of sporting and arts activities. Activities are recorded in student passports.

Learning Environment

The Pathways 1 curriculum takes place mainly in the classroom base, but also with access to specialist rooms – e.g. the sensory room, soft play, the gym, swimming pool etc. Students access the curriculum with support, the staff team remains consistent for each group. Classrooms are well organised and adapted to meet the needs of students with higher dependency and associated needs.

Plan - Do - Review - Assess



Goal and target setting is centered on a student's Educational Health Care Plan. Students have individual educational targets set each term which are based on outcomes from the EHCP. These targets are worked on in class and through cycles of Assess – Plan – Do – Review teachers are able to adjust targets as students make progress.

Student Achievement

Evidence of student progress can be found through:

- ✚ GO Levels
- ✚ ImPACTS Data
- ✚ Class and school reward systems
- ✚ Observations and learning walks
- ✚ Team meetings
- ✚ Annotated medium term plans
- ✚ Individual student records (IEP, IBP Progress Profiles and curriculum maps)
- ✚ EHCP reviews
- ✚ School reports, school diaries and parents evening
- ✚ Student Passports
- ✚ Multi agency assessments and reporting

Student achievement is captured through lesson feedback, Class Dojo reward points, weekly raffle tickets for assembly, student of the week certificates, evidence on Earwig Academic and regular communication with parents and other professionals. EHCP reviews are held in line with statutory requirements and annual reports to parents are sent out and followed up with a parents evening to discuss progress. We also have a parents evening in the autumn term which is an opportunity for parents to meet with new class teachers and catch up on how students have settled in to new classes, or in the case of year 7s, a new school. A Post 16 (Moving On) parents evening is held in the autumn term for year 10 and 11 students to meet with Post 16 providers and colleges. Annual reviews in year 10 and 11 are run along the style of a person centred planning meeting with an independent facilitator and our SEN adviser who will prepare the ECHP for year 13 and key stage 5.

Family Engagement

The Education Endowment Foundation's report on 'Working with parents to support children's learning' emphasises the importance of parent engagement and the clear link to students' academic progress. Due to the nature of complex needs exhibited by students accessing Pathways One, communication and an open dialogue about home and school issues is vital. Parents are encouraged to contact school daily through the home school diary or through Class Dojo, if they feel there is a need. Staff will communicate in a similar way with home.

Great Oaks will also support parents in accessing appropriate services for support. Staff will work with parents on practical strategies that can be used at home including access to signs, symbols and sensory stories. Parents are encouraged to agree to mutual behaviour management strategies to ensure as much consistency as possible for the student and shared resources are sent home to ensure parents can adapt and support their child as best as possible.

