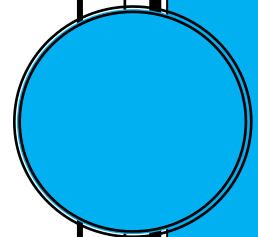




## GREAT OAKS Pathways 2 Curriculum



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### The Curriculum Strands

Great Oaks Students access either a 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 curriculums offer access to the full national curriculum. Each curriculum consists of 6 x 40 minute lessons following a weekly timetable. The first 40 minutes of every day is spent with class teachers/ tutors.

#### **Pathways 2 Curriculum** 2019 – 2020 – Four groups – 3NW, 3JJ, 3BC, 4NW

Semi-formal curriculum - Students working from GO6 – GO12+. They have the consistency of being class based, typically 8 – 12 students, but travel to some subject specialist teachers; this may depend on their key stage and their ability to travel and continuity for the group. The class linked support staff will accompany the group to each lesson.

Student need includes severe to moderate learning difficulties; emotional, social and behavioural difficulties often linked to autism, ADHD and medical needs and conditions. Some students may have additional social and / or health needs, including mental health needs.

The curriculum encourages independence, social skills and promotes increased opportunities for communication and interaction with a range of staff and peers. It also allows students to access some specialist teachers and resources, including subject specific classrooms and to access a range of vocational opportunities and accreditation in key stage 4. Pathways 2 teachers will follow the Pathways 3 curriculum planning but adapt and differentiate to meet the needs of their groups. Pathways 2 teachers will access specialist facilities where the room timetable allows.

Students come from a range of provisions into Great Oaks School. These range from both primary and secondary mainstream, special school and independent specialised settings. Each student experiences a nurturing year 7 curriculum, mainly taught by year 7 class teachers but also accessing PE, Music, Computing and Technology with subject specialist teachers. This is with the added continuity of their support staff accompanying the groups to all lessons. In Pathways 2, years 8 – 11, the students will continue with this mixed approach of being class based but being able to access some of the specialist teachers, supported by the subject specific SSA in addition to the class linked SSAs. Students will be prepared to access accreditation in years 10 and 11. Our intent is that every student will achieve their maximum potential. Pathways 2 students will be prepared for moving on at the end of year 11 into Great Oaks and into secondary mainstream colleges, as appropriate.

A range of interventions are used to support each student on their curriculum journey as needed. Students across the school have these on offer

 Vocational 1:1

 TEACCH

- ✚ Intensive interaction
- ✚ Sensory Occupational Therapy
- ✚ Signalong
- ✚ Speech and language therapy- TALKABOUT
- ✚ Literacy and Numeracy interventions
- ✚ ELSA
- ✚ Wellbeing
- ✚ SNAP
- ✚ SALT
- ✚ OT / PT

## Implementation

### The Curriculum Areas

Pathways 2 students access the full range of the curriculum, including for some of the KS3 groups, regular educational visits and weekly swimming. They will have access to Entry level, ASDAN, and AQA unit awards.

### The Curriculum Strands

Students access a range of subjects. Each of these subjects falls within one of the 6 categories below.

- ✚ Core Skills (English, Maths, Drama, Communication)
- ✚ Technology (Design Tech, Food Tech, Computing)
- ✚ World Studies (Science, History, Geography, RE)
- ✚ Leisure (PE, Friday activities, Swimming, Dance )
- ✚ Arts (Music, Art)
- ✚ Skills for Life ( Independence Skills, PSHE, Citizenship)
- ✚ Personalised Learning (Vocational, Nurture, Personalised timetables, Specialised settings)

### Curriculum Coverage

	<i>Core Skills</i>	<i>Technology</i>	<i>Leisure</i>	<i>World Studies</i>	<i>Arts</i>	<i>Skills for Life</i>	<i>Personalised Learning</i>
<i>KS 3 Year 8/9</i>	<i>4 x English 4 x Maths</i>	<i>2 x DT/FT 1 X Computing</i>	<i>4 x PE inc. Dance 2 x Friday pm</i>	<i>2 x Science 2 x Hums</i>	<i>1 x Music- or music therapy 2 x Art</i>	<i>1 x PSE 5 x tutor Citizenship</i>	<i>Access to 1:1 as needed</i>
<i>KS4 Year 10</i>	<i>4 x English 4 x Maths</i>	<i>2 x DT/FT 1 X Computing</i>	<i>2 x PE inc. Dance 2 x Friday pm</i>	<i>2 x Science 2 x Hums ASDAN</i>	<i>4 x ASDAN 2 x Art</i>	<i>1 x PSE 5 x tutor Citizenship</i>	<i>Access to 1:1 as needed</i>
<i>Year 11</i>	<i>4 x English 4 x Maths</i>	<i>2 x DT/ FT 1 x Computing</i>	<i>2 x PE inc. Dance 2 x Friday pm</i>	<i>2 x Science 2 x Hums ASDAN</i>	<i>4 x ASDAN 2 x Art</i>	<i>1 x PSE 5 x tutor Citizenship 4 X Vocational</i>	<i>Access to 1:1 as needed</i>

As students move into year 11 a larger proportion of their curriculum is based on vocational activities

EHCP Links	Strands	Subject areas	Provision, Skills, Knowledge Content
<p>Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Sensory and / or Physical Additional Health Outcomes Additional Social Care Outcomes</p>	<b>Core Skills</b>	English, Maths, Drama Taught by their class teacher	<ul style="list-style-type: none"> <li>✚ Functional skills</li> <li>✚ Understanding and using cause and effect</li> <li>✚ Problem solving</li> <li>✚ Literacy and numeracy</li> </ul>
	<b>Communication</b>	Communication and Talkabout	<ul style="list-style-type: none"> <li>✚ Signalong use</li> <li>✚ SALT, symbols, schedules, key words and sentences</li> </ul>
	<b>Technology</b>	Design Tech, Food Tech, Computing Taught by subject teachers	<ul style="list-style-type: none"> <li>✚ ICT- Computers/ I pads/ Sensory Room</li> <li>✚ Cooking/ Diet/ Health</li> <li>✚ Design using Plastics; Wood Metal</li> </ul>
	<b>World Studies</b>	Science, History, Geography, RE – Taught by class teachers with the exception of science / hums where there is capacity on the PW3 subject timetable	<ul style="list-style-type: none"> <li>✚ Faith</li> <li>✚ Safety awareness through scientific knowledge</li> <li>✚ Local and wider community awareness</li> <li>✚ Wider national and world issues- environment</li> </ul>
	<b>Leisure</b>	PE, Friday activities, Swimming (selected KS3 classes), Dance	<ul style="list-style-type: none"> <li>✚ Community awareness</li> <li>✚ Being able to swim and be safe in and near water</li> <li>✚ Being active</li> </ul>
	<b>Arts</b>	Music (KS3), Art	<ul style="list-style-type: none"> <li>✚ Peripatetic instrumental lessons</li> <li>✚ Music ensemble</li> <li>✚ Performing</li> <li>✚ Music technologies</li> <li>✚ Arts Week</li> <li>✚ Drama- School shows</li> </ul>
	<b>Skills for Life</b>	Independence skills, PSHE, Citizenship	<ul style="list-style-type: none"> <li>✚ Independent Learning Skills</li> <li>✚ Independent travel</li> <li>✚ Prep for life</li> <li>✚ Personal care</li> <li>✚ Keeping safe</li> <li>✚ RSE</li> <li>✚ Prep for college</li> </ul>

	<p><b>Personalised Learning</b></p>	<p>Timetables accessing subject specialists and rooms Based with a tutor/ SSA x 5 x 40 minute sessions per week Vocational learning Asdan courses</p>	<ul style="list-style-type: none"> <li>✚ Relationships with self, other children and adults</li> <li>✚ Self-awareness</li> <li>✚ • Self esteem</li> <li>✚ • Likes/dislikes</li> <li>✚ • Social communication</li> <li>✚ • Social understanding</li> <li>✚ • Thinking positive and being</li> <li>✚ • Independent travel</li> <li>✚ • Self-control</li> <li>✚ Independence</li> <li>✚ • Making vocational choices</li> <li>✚ • Empathy</li> <li>✚ • Smiling/body language</li> <li>✚ • Relationships</li> <li>✚ • Understanding emotions and triggers.</li> </ul>
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### Enrichment Activities

Educational trips are used to enhance student learning and experiences. This may include regular weekly trips to support both the curriculum and social skills.

Friday afternoon activities are utilised as 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

Work experience; Education other than school (e.g. Workmobility); College visits

Opportunities to represent the school in a range of sporting and arts activities

### TEACHING AND LEARNING

#### **Staffing**

Students are staffed 12:3 in Pathways 2, although this may vary, 12 would be the maximum number of students. There is a Pathways 1 and 2 Manager who oversees the pastoral and day to day care of the Pathways 1 students. This includes preparation for moving on, including transition into Post 16 colleges and providing a morning's vocational option and a work experience opportunity in year 11.

This is supported by the subject teachers and Pathways 2 tutors. Students are also supported through external professionals- Occupational Therapist, Speech and Language Therapist, Sensory Occupational Therapist, CAMHS staff, JIGSAW social workers and parent support professionals, as needed on a 1:1 basis. Everyone who works with students in Pathways 2 has the skills to support students to achieve their potential in terms of accreditation and moving on. Staff can identify needs and ensure that each student is on the right track for encouraging independence, life and social skills and for transitioning on to adult life in years 10 and 11.

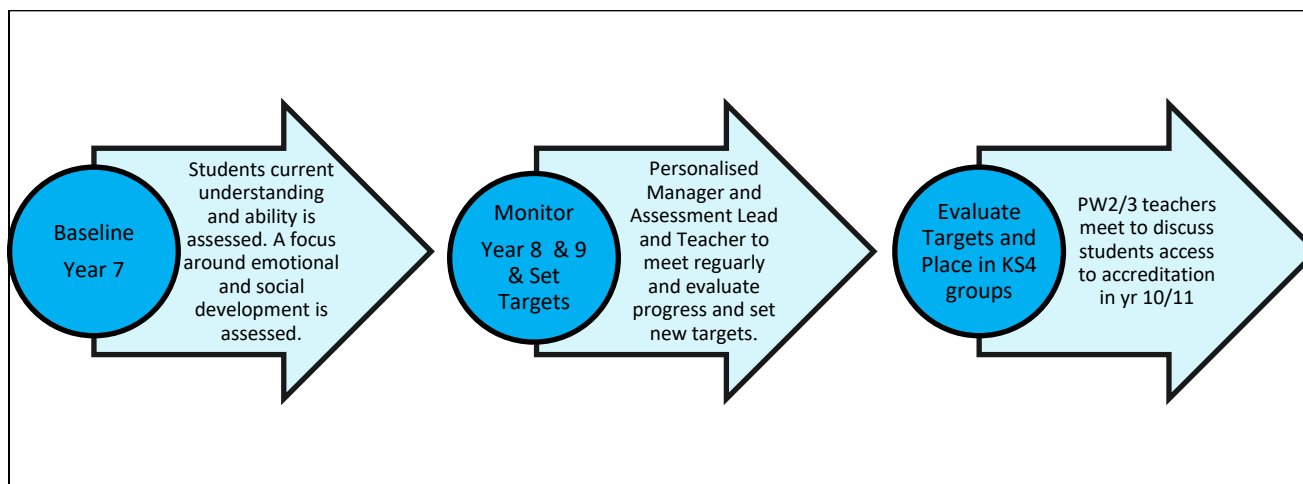
## Planning

Subject specialists plan and deliver some aspects of the curriculum across the curriculum strands. Pathways 2 teachers work with subject teachers to adapt and to differentiate the planning in order for Pathways 2 students to be able to access the curriculum. Pathways 2 teachers have additional freedoms and are able to teach thematically where subject links allow. Pathways 2 teachers prepare students for accreditation and for moving on with the support of the Pathways 2 manager. Each curriculum area is differentiated for students to be able to access and to take into account any learning difficulties or associated problems. Staff follow long term and medium term plans which incorporate weekly planning. Planning is based on the national curriculum but a greater emphasis is also placed on the way that our students can access a more formal curriculum.

## Learning Environment

Pathways 2 curriculum takes place in a mix of specialist subject areas using subject specialist equipment and with access to subject teachers. This may vary from 10% to 40% of their curriculum time. Students access the curriculum independently in their tutor classes, and some specialist class rooms. Pathways 2 and subject classrooms are well organised and adapted to meet the needs of Pathways 2 students with adaptations put in place as appropriate. Independence, social skills and communication are an important part of the Pathways 2 curriculum

## Assessment



Goal and target setting is centered on a student's Educational Health Care Plan. Students have individual educational targets each term which are based on outcomes from the EHCP. These targets are reflected in curriculum delivery. Students work on these in their English and Maths lessons specifically around literacy and numeracy targets but also in tutor session and other relevant lessons. Pathways 2 Teachers set their targets linked to EHCP outcomes and continually assess this progress. Students are also assessed through Earwig Academic on all curriculum areas. Baseline diagnostic testing is used annually in Reading, Phonic stages, Spelling and Number where students are working at the appropriate levels. The ongoing measurement of progress is individualised and determined by Pathways 2, subject teachers and intervention support. Students are placed in Pathways 2 in year 8, although year 7 runs along a very similar path, and there is an expectation that PW2 students will achieve accreditation appropriate to their learning levels and their needs.

### Student Achievement

Student achievement is captured through lesson feedback, Class Dojo reward points, Class Dojo, weekly raffle tickets for assembly, pupil of the week certificates, evidence on Earwig Academic and regular communication with parents and other professionals. Yearly reports are completed and parents' evenings are held twice a year. An additional meeting is held for year 10/11 students to meet with Post 16 providers and colleges. Annual reviews in year 10 and 11 are run along the style of a person centered planning meeting chaired by an independent facilitator and attended in year 11 by the link SEN officer in order to prepare the EHCP for Post 16 provisions .

### Transition

Transition into Pathways 2 from year 7 is managed by meeting with the year 7 staff and pathways managers to look at need. Students have the opportunity to spend a day in their new class in the summer term. The transfer to Pathways 2 is closely monitored by the Pathways lead, class tutors and subject teachers. Students may access Pathways 3 for lessons if this is deemed beneficial and appropriate for the individual student.

**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.* Communication and an open dialogue about home and school issues are vital for all students. Parents are encouraged to use Class Dojo to contact class tutors for everyday messages and queries. They can phone or email school. The Pathways manager liaises with families and manages other queries, especially around behaviour and curriculum. Class and subject teachers contact parents regarding subject specific issues around accreditation, school visits and any other general subject specific needs, including homework

