



A Curriculum for working alongside students in Pathway 3



Ascent Trust Strategy for working alongside students on pathway 3

Who this document is for;

Induction of new colleagues or colleagues returning to this area of work

Sharing of good practice

Quality Assurance of Pathway 3 provision

To advise and inform colleagues of T&L strategies and assessments used within Pathway 3



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SECTION 1

Pathway 3 students – why and how we identify.

Each child with special needs is unique. A crucial part of effective special needs teaching is to ensure that those working with the young person understand how to maximise learning and meet individual needs. Within Ascent Trust we identify young people according to need. We use the terms Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD) and Profound and Multiple Learning Difficulty (PMLD).

Labelling a young person and the consequences this brings (both negative and positive) has long been discussed. Within our Trust we identify young people by need in order to assist in developing provision. We believe these terms are useful in defining learning characteristics and

we are clear they should not define the young person, any more than the wearing of glasses or using a wheelchair defines the young person. Good teachers will not be limited by the label; they will see it as a starting point for professional discussion and personalised planning

This document is designed to support effective provision of young people who are on Pathway 3. The young people are likely to have severe learning difficulties alongside other needs such as autism. Young people are identified through using assessment and information presented within the EHCP as well as diagnostic assessment tasks upon entry. Diagnostics assessments are carried out through a series of observations and activities based on the relevant curriculum area. It is important to note that a young person may be in different pathways for different areas of learning.

SECTION 2

Key agreed and shared principles in the education of young people on Pathway 3

Within Ascent Trust we will ensure that: -

The teaching and learning will:

Focus on raising and challenging expectations

Be led by the student interests, passions and developmental level

Be fun and creative

Offer new and wide ranging opportunities

Prepare the student well for the future

Offer opportunities for academic progress

The assessment will:

Be developed upon sound research

Recognise atypical development

Be ipsative-assessing progress from their individual starting points

Celebrate outcomes and progress

Be moderated

Be rigorous in its approach



The environment will:

Be conducive to learning, friendships and interpersonal connections

Be Safe

Meet students' health and social needs

Ensure equity

Inclusive to need, ability and sensory profile

Promote independence, communication and regulation

Provide a total communication environment



SECTION 3

Curriculum and its Pathway

The curriculum is the core from which all aspects of learning and development stem.

Within our Trust we are committed to provide a curriculum that is relevant and meaningful for all young people. Our curriculum is designed to provide opportunities for young people to develop the skills, knowledge and understanding that will enable them to be successful learners throughout their lives. (Please see Ascent Academies' Trust Curriculum Statement for full details)

Within each of our schools, our young people are grouped into Pathways: this is linked to a student's identified need and developmental stage. In some cases, a young person with severe learning difficulties and autism will follow Pathway 3 which focuses on early development objectives taught across selected areas for learning listed below. They may be in different pathways for different areas of learning.

The teacher must have a good understanding of the complex interaction between medical needs, sensory needs and disability to understand the barriers to learning. Because of this complexity all children will need a highly personalised curriculum offer. Progress and performance is not always even across areas of learning and development is often non-linear. We have to acknowledge that this group of children will make small steps of achievement that should be celebrated. There are some distinct approaches that we may decide to take for different groups based on learning need. For example; a TEACCH approach for autistic students,



The Pathway 3 Curriculum areas are

- Communication, Language and Literacy
- Cognition
- Personal, Social and Health Education and Citizenship
- Physical Development

Communication, Language and Literacy

In Pathway 3 we use different communication tools such as widge symbols, Makaton or BSL signing and speech communication devices where necessary. In Pathway 3 young people will be able to communicate about themselves and their lives. They will begin to develop knowledge and understanding of the sound systems and recognise letters from the alphabet. They will begin to write simple, common words and understand the function of writing. Young people will be immersed in rich story telling, books and pictures that encourage a love of reading. There is a handwriting policy that supports the introduction of writing and letter formation.

Cognition

In Pathway 3, young people build on their understanding of numbers and the number system, building numbers to 20. We promote the use of problem solving skills allowing young people the time to try and solve problems before stepping in and supporting. We undertake practical learning that starts with concrete objects, then pictorial representations and then to more abstract thinking. There will be regular opportunity for rote learning, counting and practising number facts. They regularly take part in simple 'experiments', observing how objects and materials behave and make predictions about what they think might happen. This can be through cooking, play, physical activity etc. They begin to develop aspects of conceptual understanding and vocabulary that they may encounter in Pathway 4 subject based learning.



Personal, Social and Health Education and Citizenship

PSHEC education plays an important role for young people within Pathway 3, it allows them opportunities to rehearse and embed the practical skills and understanding they need to lead independent, safe and healthy lives and enjoy safe and healthy relationships. It enables them to understand who they are, their strengths and needs, rights and responsibilities.

PSHE lessons provide an inclusive environment where young people have the opportunity to explore and reflect upon issues that affect them and can develop strategies and skills to manage different real-life situations. Learning about our bodies and how they work provides the early conceptual understanding and vocabulary that lead in to a more formal science curriculum.



Physical Development

In Pathway 3 the PE curriculum builds on the firm foundations of earlier Pathways enabling students to use their agility and motor control to access a range of accessible sports and games. It aims to build not only on a love of sport but also ensures young people begin to understand the need to be fit, healthy and strong. We also begin to develop team spirit and character through a range of sporting challenges. Physical development forms a significant aspect of learning within our curriculum as we understand the impact that gross motor skills have on fine motor development that leads into literacy and numeracy learning. Being able to move independently enables young people to explore their environment and extend learning. Motor development happens both within structured PE lessons but also across the school day. Upon arrival in school each morning, our key priority is to ensure our young people are regulated and ready to learn, whether this is through SPARC sessions, wake up shake up sessions, rebound therapy or accessing individual sensory programmes. This supports readiness to learn. Young people also access physical activities for fitness and to support health and well-being such as dance, yoga, swimming, soft-play sessions and forest schools on a regular basis.

We understand the importance of physical development both now and for our young people in later life. Where appropriate classrooms should be well-resourced with sensory equipment to support regulation for young people with autism.

SECTION 4

Contexts for learning

These 4 core areas are then delivered through different contexts such as:

Expressive Arts

Teachers may plan sessions within the areas for learning through a range of motivating contexts. In communication and literacy for example, they may use the arts, drama or music to support story-telling. They may choose to introduce a range of stories from different cultures, times and beliefs visiting a range of genres over time.



Learning in the outdoors

All of the curriculums can be delivered in a range of outdoor contexts. For example, in maths, teachers may use real-life contexts to support maths learning, helping students apply prior learning. Learning outside of the classroom can support a range of conceptual learning and ensure that young people extend and apply classroom learning.

In wider cognition sessions, teachers will help young people to understand the world around them through observation and exploration of nature, making collections, sorting found objects and counting.

Physical education should be seen in the context of independence and preparation for adulthood, as well as fitness and fun, ensuring young people are as best prepared as possible to move independently, and therefore this curriculum can be taught functionally within the community as well as through traditional PE contexts. This may involve young people navigating uneven terrain, steps, and slopes.

Wider Community and the World of Work

Young people will access their local communities for a range of learning opportunities. This could be a class visit to a particular place that supports learning about a theme or topic. They may visit a resource within a community, for example a leisure centre, a library, or a supermarket. Young people may also visit places of work to learn about the people who work there, for example, a fire station visit.

Themes and topics

In delivering the Pathway 3 curriculum, teachers may deliver units of work through joined up themes or topics where this provides a different context for young people to learn. There needs to be careful planning to ensure that the young people can build the vocabulary and contextual understanding over time to underpin new learning.

In Pathway 3 primary stage, much learning can be taught during play and exploration. To develop effective learners, teachers need to accurately identify the specific needs, interests, and motivators of each young person. Objectives must be relevant and purposeful to maximise young people's motivation and to help them make sense of their world. Young people are far more likely to engage in an activity that is focused on their interests and is enjoyable. In secondary, young people may still use role play to apply knowledge and understanding in motivating contexts. We need to weigh up the need for age appropriate 'play' and the benefit to young people.

Technology and digital resources

These can be used to support classroom learning. There are a range of programmes that support fluency in literacy and numeracy, assess and record progress. Please see your subject leader for further information. Technology can also be used to provide access to different places and people through video, video conferencing, film, and photography.

SECTION 5

Curriculum Personalisation

EHCP

All young people on Pathway 3 within Ascent will have an education and health care plan (EHCP). An EHCP is for young people aged up to 25 who need more support than is available through special educational needs support.

The EHCP identifies educational, health and social or care needs and set out the additional support to meet those needs. As part of this provision planning educational targets will be identified. The school and class teacher are responsible for ensuring these targets are met. In the case of young people on Pathway 3 these targets need to be integrated into the young person's personalised learning and pastoral plan. (See below) The plan is formally reviewed every year and the school and class teacher must provide an update on progress to achieving personal targets. Video, pictorial, and written evidence of achievements and progress are collected using Evidence for Learning to share progress with parents and other professionals.

Learning Plan (LP)

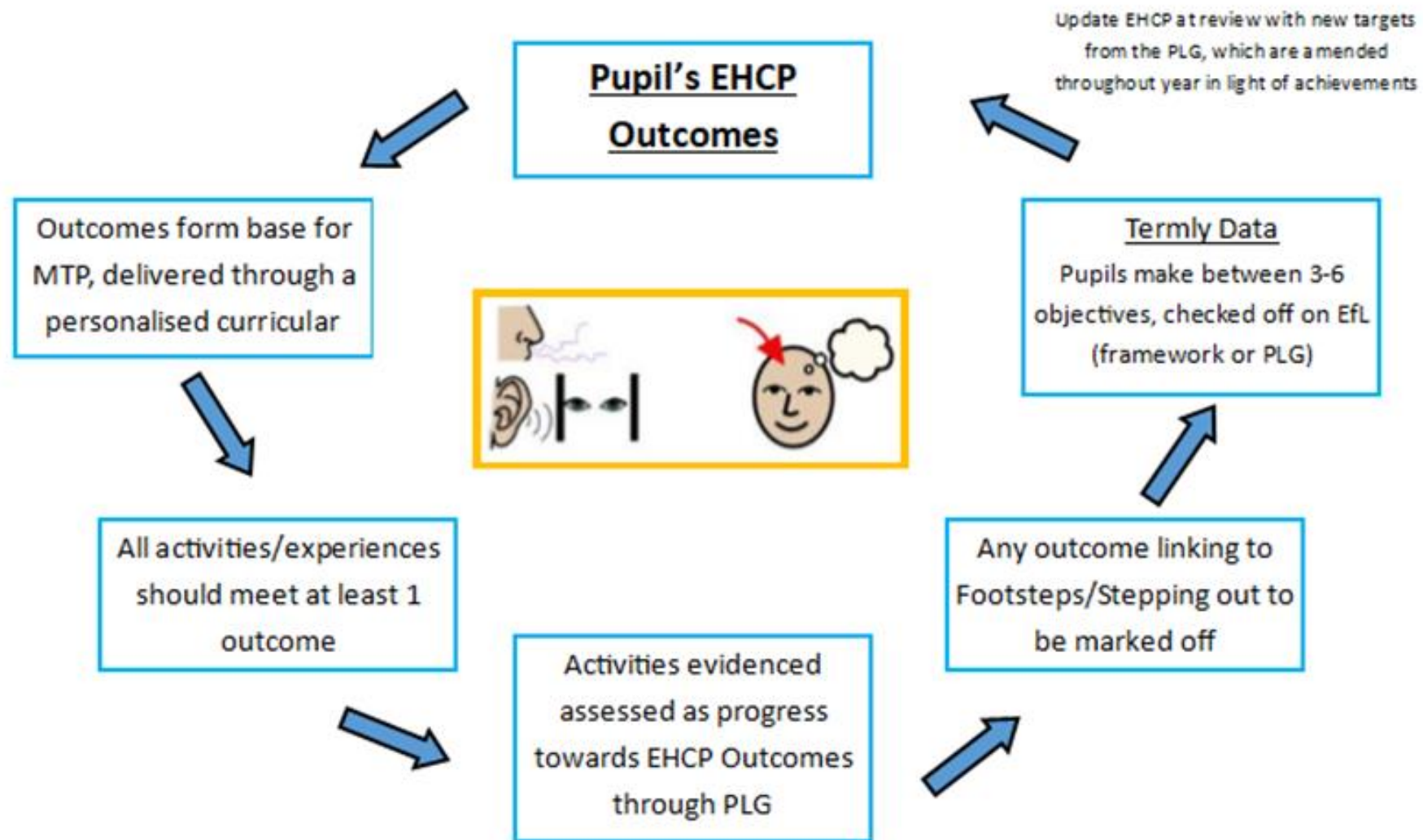
Within the Trust all schools use a learning plan to identify the educational /learning targets (sometimes referred to as Personal learning Goals or PLGs) the young person needs to work upon and to plot termly progress. The termly progress reports are used to formally report at the annual review.

Pastoral Plan (PP)

The pastoral plan identifies how provision is to be organised to meet the individual young person needs. It contains an overview of the young person and brings together key responses to the young person including risk assessment, Personal Emergency Evacuation Plans (PEEPs) and behaviour support. In addition, young people may have a range of additional supporting plans linked to provision from the multi-disciplinary team.

Individual Health Care Plan (IHCP)

The Healthcare plan contains information of a medical nature provided by Health that detail any health care each young person requires. These must be updated annually.



Pathway 3: Semi- formal Curriculum

INTENT	Our Curriculum	Is developmental in nature			Is non-subject specific but begins to introduce aspects of subject based learning		Starts with the young person—their interests and development		
	Alms	Confident communicators who have a growing vocabulary and have functional communication	Young people who can manage their immediate needs with increasing independence	Young people who can play their fullest part in their school and class community	Young people who can move with increasing agility and independence to be fit and healthy	Young people who are healthy, safe and regulated			
	Our Ethos	Builds a sense of belonging and well being	Challenges expectations, encouraging curiosity and engagement	Encompasses spirituality and creative engagement	Is inclusive	Encourages independence, readiness to learn and study skills	Builds relationships & social interaction		
IMPLEMENTATION	Attributes	Resilience, Responsibility, Resourcefulness, Readiness and Reflection			Happiness, confidence and trust		Curiosity & Interaction		
	Areas of learning	Communication & language		Cognition, early maths and science		Physical development		Personal, Independence, social and health education including CEIAG	
	Contexts for learning	Wider community, locality, country and the world of work	Social events, including those linked to faith, beliefs and culture	Themes or topics (Incl. SMSC, RE, cultural capital and British values)	Structured and free play or exploration	Technology, apps, digital skills (e-safety) & environments	Expressive arts	Outdoors and nature	
	Programmes	Therapeutic input & sensory integration	Language and early literacy development programmes	Thinking Schools	SCERTS/TEACCH and autism specific programmes	Travel training	Forest school		
	Strategies	Repetition & revisiting	Identifying small steps progression	P4C and oracy	Role play and exploration	Switch/symbols & signs (augmentative communication)	Clear routines and structures with visual timetables	Reduced keyword teacher language & processing time	
IMPACT	Formative	Progress against individual learning targets			Progress against therapeutic (MDT) targets		Observations & next steps in development		
	Summative	EHCP & ILP progress summary		Ascent assessment scheme		Statutory attainment in primary		Accredited outcomes in secondary	
	Recording	Home/school Reading records	Key skills record keeping	Evidence for learning	Phonics records	Ascent record keeping documents	SCERTS		

SECTION 6

Strategies to support Teaching and Learning

Repetition and Revisiting

There should also be a balance between ensuring young people are engaged in an activity and then allowing them a short 'regulation' interval. Many young people work best when engaged for shorter time periods, more regularly, so realistic goals should be set around length of activity based on a young person's ability to remain focused. This should be set according to need and ability. Young people should have opportunities to work towards, then practise the same objective over time in a range of different contexts.

Small Steps progress planned

Learning activities should be broken down into small steps that allow young people to develop contextual understanding. Pathway 3 young people may respond well to working practically with concrete resources before being introduced to more abstract diagrams, graphics and pictures. This in turn should be supported by ample and well-designed intensive practise underpinned by quality feedback to young people.

Role Play and Exploration

Young people should have opportunity to explore learning through play activity or exploration. For example, they may collect a range of natural objects for a treasure hunt and then classify them using a thinking frame. They may take on the role of a character from a story in mini-drama games. They may play common maths games such a Buzz to practise times tables etc. Not only does this keep learning fun, it provides a range of contexts in which to rehearse their skills.



Teacher Language

Adults in the classroom should ensure that the language and the communication support they use is tailored to each individual. Key vocabulary should be specifically taught, reinforced and re-visited. Young people should learn the signs/symbols and words for the new vocabulary lists.

P4C and oracy

Lengthy opportunities to think and talk contribute to young people's expression and comprehension. It helps them to listen to others, take turns and to understand that others have different opinions that need to be respected.

SECTION 7

Programmes to support learning and Multi-Disciplinary Teams

Language Programmes

Derbyshire Language Scheme (DLS)

DLS was originally designed as an intervention programme however it is used to support both expressive and receptive language skills through a highly structured approach. It has assessments that inform of a young person's key word level.

The Derbyshire Scheme is based around the concept of 'information carrying words', the number of words that *must* be understood in order to carry out a command. For example, saying 'put teddy under the table' – this consists of three information carrying words, providing that there's a choice of teddy/another toy; in/on/under; and table/other furniture. This gives the 'word level' that the young person is working at.

The first section is aimed at young people in Pathway 2, aiming to teach a minimum vocabulary to a young person who is limited to single words. The second aims at encouraging the young person to combine words in simple sentences, moving from two word combinations up to sentences around four to six words in length. The third and final section is concerned with the young person's ability to use different verb forms, pronouns, the definite article, and other aspects of grammar. The latter sections will be suitable for children working in pathway 3.

There are also social communication programmes such as 'Lego Therapy' that encourage social interaction.

Forest School

A Forest School is a long-term outdoor education process that is holistic, and learner led. It allows learners to develop themselves through healthy engagement with risk, problem-solving and self-discovery, all within a natural environment in a hands-on and thoughtful manner. All forms of outdoor education are valuable, but Forest Schools have their own philosophies and ethos that benefit our learners in unique ways.

Thinking Schools

In Pathway 3, the Thinking Schools programme supports the development of schema through structured thinking that promotes connections; develops ways of establishing explicit links between critical and creative thinking and scaffolds high quality autonomous learning and pro-social behaviour that can have enormous benefits for the young people.

Numicon

Numicon is an approach to teaching maths that helps young people see connections between numbers. It supports them to learn early maths skills. It is a multi-sensory approach, that enables them to see and feel number. Physical resources are an important aspect of Numicon with the holes and shapes representing numbers 1-10. When they are arranged in order young people get to clearly see the relationships between the numbers such as one more, less etc.



LDA Mathsteps

This is a structured developmental programme for maths that builds skills in number, data handling, shape and space and measures. You will see that Mathsteps assessment cards are built into our maths pathway documents. This scheme also has a record keeping document.

SCERTS

The SCERTS® Model provides a framework for improving communication and social-emotional abilities in young people with autism spectrum disorders (ASD) and their families. SCERTS® supports developmental progress in three areas: **Social Communication** (communicating spontaneously and establishing relationships), **Emotional Regulation** (regulating emotional arousal to support learning and engagement), and **Transactional Supports** (elements that aid a young person's progress as he or she works toward a goal).

TEACCH approach

The TEACCH approach promotes structured learning environments with a focus on visual learning for young people. It responds to the needs of autistic young people providing predictability, educating with structure and teaching autonomy. It is not a single method and can be used alongside other approaches.

TEACCH Autism Program priorities are:

- focusing on the person, their skills, interests and needs
- understanding the 'culture of autism' and identifying differences based on individualised assessments
- using visual structures to organise the environment and tasks when teaching skills
- being flexible and teaching flexibility.

The TEACCH principles and techniques may always need to be in place for someone, but they may look very different at different stages of the person's life.

SECTION 8

Character Development and Cultural Capital, SMSC and British Values

Character development

In Pathway 3 we develop each young person's sense of themselves, developing their values, identity and personality. There are a range of opportunities throughout each day to reinforce a young person's positive image. Catching them being good and doing the right thing should obtain instant recognition through explicit feedback, e.g. 'I really like the way you are....'. Colleagues should check in with each young person and show pleasure in seeing them again e.g. welcoming them into the classroom, noticing their new shoes etc. Celebrating their 'wow moments' in class or assembly can reinforce their capabilities, especially if these achievements are shared with parents/key adults. We highlight learning and promote opportunities for young people to gain praise and build self-esteem. As each young person develops their skills base and independence, so their self-esteem will grow.

Spiritual, Moral, Social and Cultural

Social

Social Education is a key aspect of learning both within our Communication, Language and Literacy and in our PHSEC curriculum. Many students will have personalised targets for social education within their EHCP.

Moral

In Pathway 3 young people begin to develop a sense of right and wrong, fairness and equity. They begin to understand society's values and develop their understanding of the consequences of their actions which will then encourage them to make reasoned decisions. Young people take ownership of their classroom charters, recognising the environment which needs to be created to allow them to learn and feel safe.

We provide young people with the opportunity to gain experience about communities, wider society and the rules which govern it through our PSHE curriculum. Moral opportunities are explicitly identified in the enquiry-based approach in P4C activity.

Spiritual Education

In Pathway 3 young people are encouraged to use their imagination and creativity in the classroom, reflecting on their experiences. Spiritual education also involves opportunity to reflect on our world and the wonderful things within it. They have times to be quiet and thoughtful about things that happen in our world. Spiritual opportunities are explicitly identified in stories, music, art and theatre. These experiences help to support young people feel, name and describe a range of emotions.

Cultural Education

Teaching and Learning opportunities and experiences are planned through a three-year rolling curriculum and assemblies' themes. This programme includes themes or topics that enable children to understand other cultures, celebrations and events that promote equality and diversity. These experiences are individualised to young people's needs based on the pathway offer.

British Values

Democracy

We support young people's personal, social and emotional development by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions. Young people may begin to consider how rules are made fairly and how group choices can be made in a fair and democratic way.

Rule of Law

Young people learn to manage their own feelings and behaviour. They learn right from wrong in a range of practical, real-life issues as well as in stories and drama. They are taught to behave within agreed and clearly defined boundaries and to understand the consequences of their behaviour.

Individual Liberty

For individual liberty we focus on young people's self-confidence, self-awareness, people, and communities. We help them to develop a positive sense of themselves. In Pathway 3 we begin to explore the UN Goals Rights Respecting Programme. Through a range of activities, we give young people the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions.

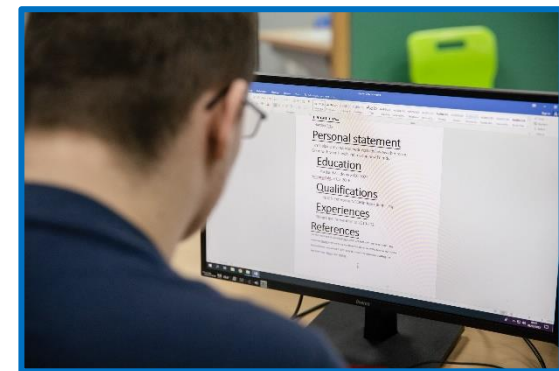
Mutual respect and Tolerance

Through the curriculum and the school day, young people learn to treat others as we want to be treated. They learn how to be part of a community, manage their feelings and behaviour, and form relationships with others. an ethos of inclusivity and tolerance in our settings, where views, faiths, cultures and races are valued *and* where we encourage young people to engage with their wider community.

Cultural capital

Cultural capital for children in Pathway 3 is individualised and is dependent on their needs and aspirations. However, we aim to provide *all* children with the ability to:

- communicate effectively
- to know and to be known in our community
- to understand their local area
- to have access to wider communities through residential or online communities
- to be as independent as possible
- to assert themselves
- to develop an understanding of their rights and responsibilities.



SECTION 9

Assessment and Progress within Pathway 3

Standardised assessment systems typically aren't suitable for young people working within Pathway 3, instead an alternative approach is used. Assessment combines a mix of relevant summative assessments such as the Ascent Framework and more formative strategies such as teacher judgment, observations and progress meetings. These are used to discuss individuals and quality assure starting points and observations.

Diagnostic Assessment

Diagnostic assessments allow teachers to identify prior knowledge and understanding. Based on these assessments young people will work towards individualised learning targets. Within these targets young people have a range of learning objectives to work towards in each subject area. Diagnostic assessments help teachers place young people within the appropriate stage

Ipsative assessment

We use ipsative assessments to create learning ladders. Learning ladders should be used to take an objective from the student's EHCP or from Pathway 3 medium term plan and break it down for a student in achievable steps. This just means that we start with where the young person is currently and plan small steps of progression. We are then able to measure progress from their own individual starting point and the progress made from that point onwards. Teachers should highlight starting points in yellow and progress through the planned steps, highlighted green and dated when a student achieves them. The ladders and associated learning and progress will form the basis of progress meetings held with the class teacher and the identified lead. Taking the starting point of each individual and the progress made from that starting point over a given timescale will form that rich discussion.

Formative Assessment

Formative assessment within Pathway 2 is the daily feedback and observations teachers and teaching assistants make that supports and informs a young person's next steps. These observations are a key part of Pathway 2 progress and will be discussed as part of progress meetings. Observation is an integral part of assessment. Observations will take place over time in different situations with different adults so that we get a broad picture of what they can do independently. It is important that adults are careful and precise in

considering the support a young person is having in their learning and what true independent ability looks like. Adults need to be mindful that they can unconsciously be providing prompts through verbal clues, eye pointing etc.

Summative Assessment

Individual targets will be set termly using their EHCP and the Ascent Assessment Framework. These targets will form part of an individual's Learning Plan. This allows colleagues to observe small steps of progress and to ensure that activities are tailored to meet young people's individual needs. Not all young people will be assessed using the Ascent Framework as this will depend on an individual entry points of accessing the curriculum. (See Assessment Policy)

Evidence of progress can be collected via videos and uploaded to the central system, or online systems such as Tapestry or Evidence for Learning, forming a portfolio of learning for that young person over time.

Lesson observations

Lesson observations are commonplace in the everyday life of schools, it is generally accepted that it is only by observing learning and seeing learning over time, that the quality of the curriculum can be assessed. During an Ofsted inspection, inspectors invite school leaders to participate in joint lesson visits to support in establishing the judgment about standards in the quality of education. In our Trust, observations are used as a way of triangulating information, talking to young people and colleagues about what is working well, and what are the 'Even better ifs...'. This provides us with a clear picture of what is working well in our curriculum and what we need to improve.

The curriculum framework provides clear guidance on objectives, teaching and learning activities and assessment processes within each pathway. Please ensure that you are familiar with pathway document(s) for your class.

SECTION 10

Multi-Disciplinary Team Working

The complex nature of young people in Pathway 3 often means a wide range of different professionals are involved with the young person and their families. Joint working is imperative to ensure that young people receive the best care to enable them to access education and their environment, other professionals may include:

- **Physiotherapists:** provide several services that involve giving general advice about things that can affect your daily lives, such as posture and correct lifting or carrying techniques to help prevent injuries. Movement, tailored exercise and physical activity advice and programs to improve general health and mobility, and to strengthen specific parts of the body, as well as manual therapy where the physiotherapist uses their hands to help relieve pain and stiffness, and to encourage better movement of the body on a regular basis.
- **Occupational Therapists:** work with young people and can look at all aspects of daily life in the home or school. They can assess young people for specific postural supports such as chairs and standers, as well other supportive equipment for other issues such as toileting support etc.
- **Community Nurses:** provide support and advice around feeding and medical issues and training on specific conditions such as epilepsy, epi-pen administration.
- **Speech and Language Therapists:** provide assessment, diagnosis and therapy for a young people's speech, language and communication needs; provide specialist support for young people with feeding and swallowing difficulties.
- **LDCAMHS:** is a service for people with Learning Difficulties and is a coordinated team that works with young people who have difficulties with their emotional or behavioural wellbeing.
- **Educational Psychologists:** use their training in psychology and knowledge of young person development to assess difficulties young people may be having with their learning.

- **Specialist Nursing Teams:** provide specialised support and advice, such as Epilepsy Nursing Team writing emergency care plans for young people.

Many students, when they come into the Academy, may already be known to the services, but referrals can be made through the local authority, school-based MDTs and seek further advice from your school SENDCo on when and how to make a referral. If continued issues occur or if a young person suddenly develops a new issue/concern that requires support from multiple agencies, school can arrange a multi-disciplinary team meeting through the Academy SENCo or SEND team meeting. The meeting about the student is usually held in school or at another venue where all professionals involved in the care of the young people discuss the issue/concern together and share valuable information; actions may be put in place as a result of this meeting.

SECTION 11

Environment and resources

Communication

Communication rich environments provide clear and readily accessible areas for young people to access communication support and resources, such as, zones of regulation, emotion coaching visuals, behaviour support visuals, personalised praise, and reward systems. Specialist involvement from SALT can be used to support appropriate adaptations to the environment based on individual needs.

Cognition Area

Visuals and practical resources related to cognition skill development include problem solving, number development, counting, shape, space, and measure. Young people are encouraged to apply skills with an increasing level of independence, whilst broadening their ability to develop functional skills.

Love of Reading Area

Readily available reading materials to capture young people's interest and promote the love of reading, ranging from audio books, leaflets, magazine, newspapers, online interactive literature, and books.

Independent Living Skills

Each classroom is equipped with kitchen facilities which can be accessed by all young people to promote various independent living skills, for example, washing up, preparing drinks and snacks and locating required equipment.

Specialist Provision

OT and Physio equipment should be readily available, providing access to specialist physical and regulatory equipment throughout the school day.

Continuous provision areas are used to enhance and embed skills across the curriculum. This can include a variety of skills often linked to EHCP targets. Equipment and resources may include;

- Fine motor resources- Lego, play dough, tweezers, threading etc to help strengthen hand muscles and promote hand eye co-ordination in preparation for pre and early writing.
- Writing resources - different opportunities to mark make, writing in sand, glitter, shaving foam, paint bags, water and paintbrushes. Pencil control sheets, whiteboards and pens, with a word bank to enhance early writing, writing templates, role play.
- Counting collections-a range of containers with a number of objects for young people to count out and trays or containers to count them in to.
- Young people benefit from resources they can retrieve themselves to support their learning such as sound cards or word mats. Young people may also use PECS cards and colourful Semantics to begin to create sentences independently.
- Role play area linking to identified curriculum areas or topics e.g. sea-side trays with shells, pebbles, sand and sea-weed.

Access to computers or laptops to be used as independently as possible or with switch technology (where necessary).

Outdoor Area - To support outdoor learning and regulation.

Pastoral areas - Safe spaces for students to speak privately with colleagues about any issues which worry them and opportunities for 1:1 or small group intervention work.



SECTION 12

Medical and Care Needs

Our young people's health needs can be complex, and sometimes co-existing, requiring high levels of supervision and care. They can include seizures, which may need to be treated with emergency medication; allergies, which require careful monitoring of foods or materials that the young person may meet, or asthma. All medical conditions will require monitoring as young people may not be able to indicate that they are feeling unwell. All of these, and other medical conditions, will be recorded in Individual Health Care Plans, including emergency care plans where necessary.

Some young people may have medical conditions which may impact on their health needs, or that of colleagues. They could include bacterial infections such as pseudomonas or MRSA, or viral infections such as cytomegalovirus. Good hygiene measures need to be observed to reduce the risk of these, and colleagues who could present a higher risk, e.g. those who are pregnant or with immunity issues, will be given appropriate risk assessment procedures.

All personal and medical care procedures need to be carried out with high standards of environmental and hand hygiene, and with appropriate resources such as protective aprons and gloves.

Personal and Medical care

Personal care: some young people may have personal care needs and require support from classroom colleagues. This may include:

- Toileting- (Pad changes, supporting young peoples to recognise when they need the toilet, wiping, transitioning to the toilet)
- Hand Washing
- Teeth Brushing
- Showering
- Dressing and undressing

All colleagues involved in changing require moving and handling training, and are expected to be professional, caring and respectful during personal care procedures. (See our Intimate care policy). Some young people may require more specialist care, e.g. if they have a stoma and colostomy bag, which is provided by trained Health Care Assistants or classroom colleagues.

Feeding requirements

Young people may need support with eating. This could include

- collecting cutlery
- choice making at lunchtimes
- cutting food
- using a knife and fork appropriately
- using specialist cutlery
- not overloading mouth
- eating plan to reduce the risk of choking

Colleagues should follow eating and drinking plans provided by SALT.



SECTION 13

Professional Support and Development

Our Trust provide induction for all new colleagues, which covers introduction to key processes, Safeguarding, IT and specific academy practices. Additional to the core induction package new colleagues will have recommended training specific to the role and the learning environment within their academy. Additional training may be identified by colleagues or the CPD lead where beneficial impact to student learning is identified.

Weekly colleagues training will be held in accordance with each academy's teaching and learning priorities.

Key recommended training

- Specific autism training including: TEACCH, accredited training
- SALT: Colourful Semantics, PECs, Widgit
- Phonics
- Subject knowledge: phonics training specific to academy, SCERTS, Derbyshire Language Scheme, Maths Steps, Numicon,
- Personal care
- Pastoral: Zones of Regulation, Emotion Coaching,
- Assessment and Recording: Tapestry or Evidence for Learning, CPOMs, Behaviour Watch,

Additional training

- Training related to the learning, development and health needs of specific young people



SECTION 14

6th Form Pathway 3

Young people in 6th form who are working in Pathway 3 will follow the [6th form formal pathway](#). The focus is upon independence and preparation for next steps. Young people will continue to follow the areas within the curriculum (Communication & language/English, Cognition/maths, PHSEC and PE) These areas may be taught through formal qualifications such as Entry level qualifications, Functional skills and vocational qualifications.

There is an increased expectation for young people to be immersed in real-life learning in terms of their social and communication skills, work-based skills, independence skills and health and fitness. These aspects of the curriculum will be supported by formal programmes such as Independent travel training, work-based programmes and Thinking Schools programme. Preparation for Adulthood will form a context for delivery of the curriculum;

- **Good Health;** Times are pinpointed within the timetable to ensure young people have lessons based on 'Good health' running through the curriculum. This not only supports their physical health and mental wellbeing but also provide them with a varied, balanced, and therapeutic curriculum. Activities may include actual physical activity such as sports or walking/hiking that can be driven through the Duke of Edinburgh award, to accessing fitness activity for mental and physical well-being such as yoga. Good health education will also include learning about healthy relationships (including sexual relationships) and around nutrition, medicines, drugs, alcohol and staying safe.
- **Community Inclusion;** It is important for our young people to access the wider community as part of their transition in to adulthood. They are given the opportunity within the curriculum to visit various places within the community such as workplaces, services and leisure providers. They are encouraged to have a voice in their communities and to volunteer.
- **Independence;** Independence is at the centre of all learning in 6th form. Independence includes being able to communicate as effectively as possible, to understand how to keep themselves safe, to be able to carry out self-help tasks (shopping, cooking, cleaning) independently and to develop social skills. We provide travel training programmes so that young people can be as independent as possible.
- **Employability;** Careers advice, support and development programme is an ongoing development to support our young people in 6th form. Young people have the opportunity to experience various well-chosen workplace environments within the community that help them make decisions around their future. They will develop the ability to make decisions, manage

money and to take responsibility in and around school and their community in a range of enterprise and volunteering situations.

Final Thoughts

Young people in pathway 3 are at an exciting stage of development as they begin to grasp the number system and start to read independently. We hope this guide helps in developing good practice whilst recognising we have so much yet to learn from research, our colleagues, and the young people we teach. This document will help to support teachers in planning, implementation and evaluation of personalised targets. It supports planning in partnership with home, professionals and other agencies to secure continuity. It helps teachers to select the most useful approaches and programmes to support the curriculum.

Each area of learning has its own handbook as well as long term planning documents outlining the curriculum content for each pathway.

Further Information

Key websites /Books /References

[Training materials for teachers of learners with severe, profound and complex learning difficulties \(complexneeds.org.uk\)](https://www.complexneeds.org.uk/)

[Teaching children with Down syndrome to read \(down-syndrome.org\)](https://www.down-syndrome.org/)

[Fizzy-clever-hands-level-one-00303-v1.pdf \(kentcht.nhs.uk\)](https://kentcht.nhs.uk/fizzy-clever-hands-level-one-00303-v1.pdf)

Take Time: Movement Exercises for Parents, Teachers and Therapists of Children with Difficulties in Speaking, Reading, Writing and Spelling

Book by Jean Hunt and Mary Nash-Wortham

'The autistic brain'-Temple Grandin

Practical Mathematics for Children with an Autism Spectrum Disorder and Developmental Delays

Ascent Trust Strategy for working alongside students on pathway 3

by Jo Adkins and Sue Larkey

Teaching Reading and Phonics to Children with Language and Communication Delay [Print Replica] Kindle Edition
by Charlotte Lynch

Core Vocabulary: Symbols (**Makaton** Core Vocabulary Book 2) by Margaret Walker, Dilys Barr, et al

Practical Mathematics for Children with an Autism Spectrum Disorder and Developmental Delays Paperback – Illustrated, 28 April 2013 by Jo Adkins and Sue Larkey

How Children Learn: From Montessori to Vygotsky - Educational Theories and Approaches Made Easy: 0 Paperback – Illustrated, 1 Jan. 2004
by Linda Pound (Author), Cathy Hughes (Illustrator)

Mary Sheridan's From Birth to Five Years: **Children's** Developmental Progress by Ajay Sharma, Helen Cockerill , et al. | 29 Nov 2021

Improving Sensory Processing in Traumatized Children: Practical Ideas to Help Your Child's Movement, Coordination and Body

Awareness Paperback – Illustrated, 21 Jan. 2016 by Sarah Lloyd (Author)

Why Motor Skills Matter: Improve Your Child's Physical Development to Enhance Learning and Self-Esteem Kindle Edition
by Liddle, Tara Losquadro, (Author)

Supporting the Wellbeing of Children with SEND: Essential Ideas for Early Years Educators (Little Minds Matter)
Part of: Little Minds Matter (5 books) | by Kerry Murphy

Ascent Trust Strategy for working alongside students on pathway 3

Providing Relationships and Sex Education for Special Learners: An Essential Guide for Developing RSE Provision (nasen spotlight) Paperback – 26 July 2021 by Paul Bray (Author)