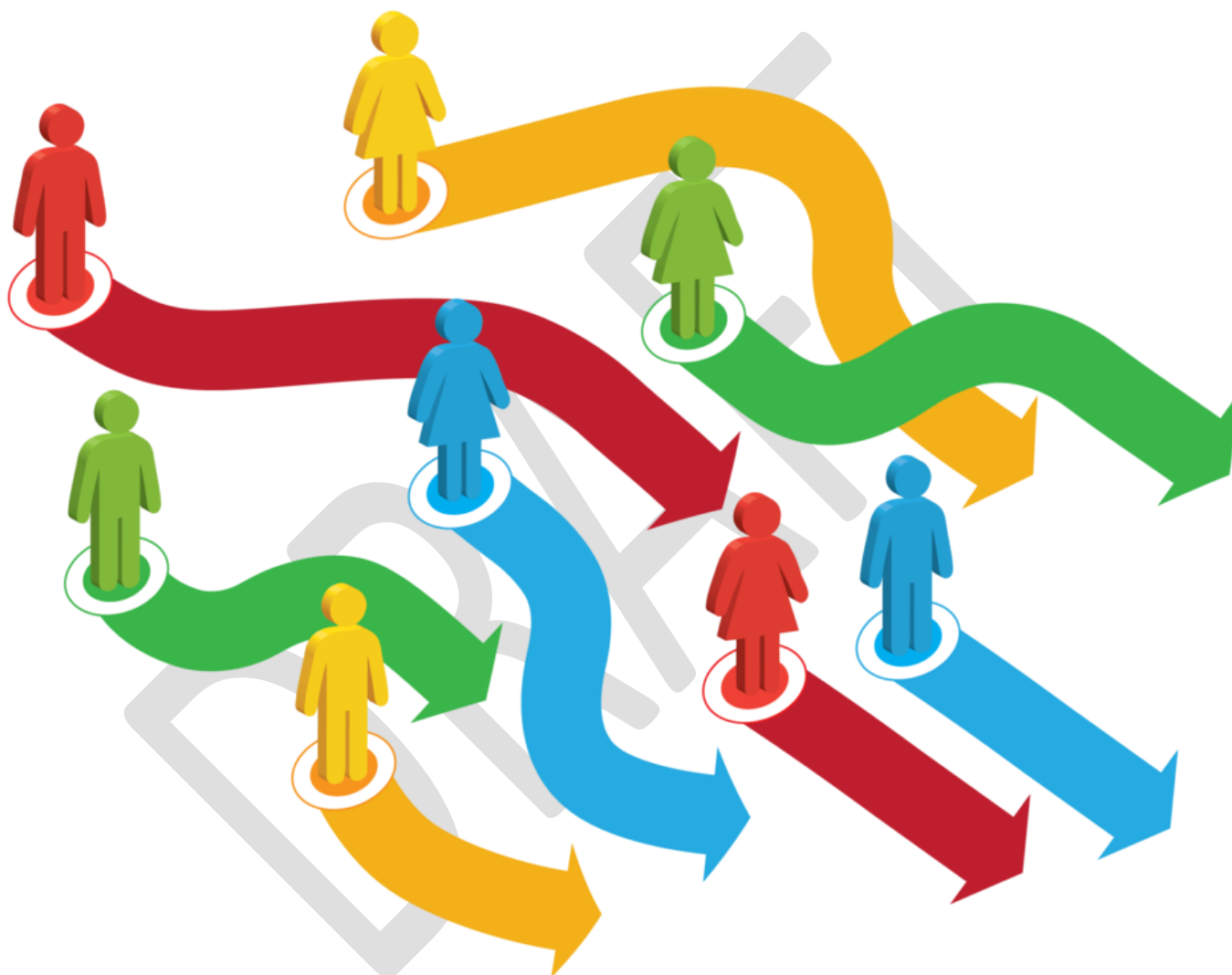# Blue Pathway Curriculum

Our vision is to develop a continuum of specialist and alternative provision, which is focused on student outcomes, fully supporting pupils and their parents and carers, removing some of the barriers that currently exist between different types of specialist provision.

SENDAT

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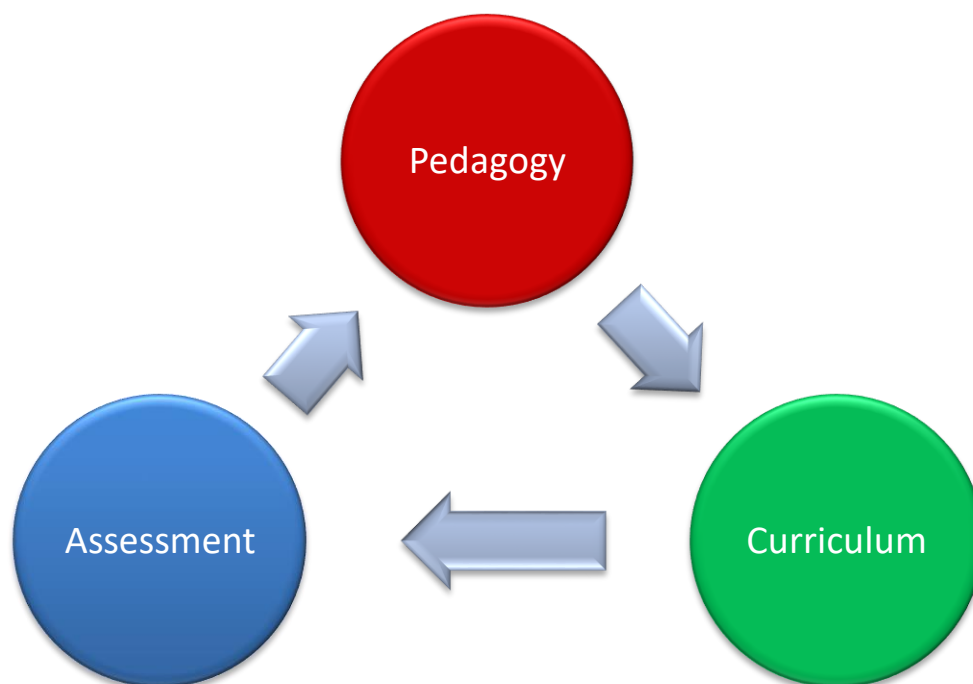
1. **Pedagogy**
   i.
2. **Curriculum**
3. **Assessment**

Introduction

The purpose of this document is to set out the pedagogy, curriculum and assessment for students following the blue pathway. These three things are inextricably linked.

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                    Pedagogy


      Assessment              Curriculum
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This document is linked we many other Trust polices such as (but not limited too):

- Safeguarding
- Teaching and Learning
- Welfare and Discipline (Behaviour)
- Acceptable use of technology (AUP)

SENDAT (Special Educational Needs and Disabilities Academy Trust) is a unique multi academy trust with a focus on special school and specialist provision. We provide a service to our communities with a coherent approach to special and alternative education across Suffolk and beyond. The Trust has a symbiotic relationship with all the members ensuring that a continuum of specialist provision can be developed to best meet the needs of students with the complexities of their special educational needs and disabilities (SEND) which is focused on student outcomes, fully supporting students and their parents and carers and removing some of the barriers that currently exist between different types of specialist provision.

- We believe that high quality education is best achieved when the needs of each individual child – social, emotional, spiritual, cultural and educational - are considered to be paramount. Through focusing on children as individuals, operating within a culture of trust and respect for all, we will aim to tailor challenging and enjoyable educational programmes to directly meet their needs and to truly personalise learning.

- We will work with each child, their parents and carers and other professionals to understand, and work to overcome, each child's particular barriers to learning, so they can achieve their full potential within a secure and caring environment. We develop well-rounded individuals who can go forward into their adult lives prepared for the work environment and capable of being independent and productive citizens.

- We will develop our capacity as a special school and provision community to enhance the range of experiences available to our students and offer them increasing opportunities for personal, social, intellectual and physical development through both our day and residential provisions. Linked to this, we will continue to work with the wider community to ensure SENDAT has a central place within it.

- We believe that improving the quality of education will be an ongoing process which involves monitoring, reflection and evaluation, leading to enhancement of best practice. We embrace the use of new technology to provide new opportunities for learning and teaching.

- We intend to ensure that SENDAT will continue to play a significant role in promoting the development of special needs locally, regionally and nationally.

- We promote politeness and mutual respect towards all members of our community and are fully committed to promoting disability equality.

Curriculum intent

The steps or progress each student makes towards acquiring independence skills and bodies of knowledge towards being young adults in a modern world is at the heart of the curriculum at all SENDAT provision. Our intent is to develop children's skills, inspiration for learning and their wellbeing, particularly confidence and self-esteem as learners, to support their development towards becoming young adults who are effective members of their local community with abilities to effectively contribute with as much independence as their needs and difficulties allow whether in employment and volunteering, independent or supported living. Students start their learning journey at The Trust's provision at various stages and their steps of progress are measured against objectives from their Education, Health and Care Plans and work towards nationally recognised qualifications which support their desired future plans and enable them to transition to further education and/or employment.

The intent is demonstrated through application of a broad and balanced curriculum which is appropriate for the ranges of need of the students.

Skills include:

- To understand the world in which they live and develop appropriate skills for full participation in adult life
- To enable students to better communicate with others including use of sign or gesture to supplement verbal interaction
- To engage in practical activities that will develop creativity and independence
- To be able to develop and apply daily living skills in learning experiences and be able to use these skills in other areas of life
- To develop functional literacy and numeracy skills to support daily living and employment
- To investigate and experience a range work-related opportunities suited to abilities and future plans

Inspiration for learning includes:
- Engaging in appropriate, purposeful learning activities
- Build interest, enjoyment and appreciation of learning
- Participation in learning to help foster enjoyment and take away new knowledge
- Inspiration to learn to stimulate and pursue further interests in the wider world
- Providing stimulating and informative lessons that embed care ideals and values and foster tolerance and respect
- To understand the world in which they live

Wellbeing includes:

- Being happy
- Engaged and enjoy learning
- Approaching their learning with confidence and achieve success with enjoyment
- To foster a calm environment and mindset
- To support students with their whole wellbeing as individuals and in groups as a community understanding shared goals
- Learning self-help and life skills, eg. making healthy meals, money awareness, accessing medical support and care, etc.

Pathways Curriculum model

Links with other special schools and settings and other research used, including Ofsted's recent primary and secondary curriculum (Phase 1) which warns against narrowing of the curriculum, has helped to develop SENDAT's approach and led an re-enabling of focus on individual needs to expand opportunities and gain success in a wider range of skills and bodies of knowledge more suited to the learners, their wellbeing and mental health as well as providing aspirational goals. This development is known as the Pathways Curriculum model.

The Pathways Curriculum model further develops structures for a more flexible approach to provision in order to meet the widest variety of learner needs. The outcomes for students are focused on what might we expect learners to achieve, both educationally and socially, by the time they are 19 and how our curriculum will enable and underpin their achievements. The main Pathways are Yellow, Red, Green and Blue.

We work with each student, their parents and carers, and with other professionals, to understand and work to overcome each student's particular barriers to learning and identify the most appropriate Pathway so they can achieve their full potential within a secure and caring environment. Strategies to identify learners' individual needs comes from a wide range of sources including Education, Health, Care Plans (EHCP), information from other settings, professional reports from medical colleagues including therapists, educational psychologists, etc. We also employ are own baseline measures which include teacher assessment against learning goals in the curriculum content and standardised testing of literacy and numeracy skills such as Salford Reading scores, Sandwell Numeracy assessment, TACL2 test of abstract language, etc. We also use a range of other measures to develop strategies, interventions and targets and to support EHCP outcome development such as Boxall Profile, Leuven scales for emotional well-being and involvement, Strengths and Difficulties Questionnaires, etc.

There is flexibility between the Pathways which allows for learners to develop their own ideas and abilities and widens opportunity to realise future hopes and aspirations. This planning will help to support their varying needs and develop appropriate outcomes in independence, employability, healthy living and participation in society.

Implementation

The implementation of the Pathways Curriculum model means that we are better equipped to help tackle the challenges learners face, develop appropriate and robust learning opportunities which engage and help

to provide appropriate qualifications and transition routes at any age or stage of learning. *See Pathway Curriculum model diagram below*

Impact

The impact of this curriculum model is measured by a range of factors including accredited courses, destinations, etc. *See more details in the sections following*

References

- Consultation and feedback from staff at Priory School – PDD#2 28 October 2018
- Ash Field Academy www.ashfield.leicester.sch.uk
- FLSE East – 14-19 Curriculum. Provision comparison document (Sept 2018)
- Curriculum research: primary and secondary curriculum research (Ofsted, Oct 2017) www.gov.uk/government/speeches/hmcis-commentary-october-2017
- Curriculum research: assessing intent, implementation and impact (Ofsted, Dec 2018) www.gov.uk/government/publications/curriculum-research-assessing-intent-implementation-and-impact

Our Vision

Our young people are at the heart of everything we do. We recognise each young person is unique. We want them to learn to be strong and independent through positive relationships. We want each young person to have a sense of belonging and active participation in their life and education. We want to provide exceptional education and care through enabling environments so that each young person can make progress towards fulfilment.

The children and young adults at Sendat (our 'learners') have a huge range of physical, sensory, learning and medical needs. Their cognitive abilities are from SSENSORY AND/OR PHYSICAL NEEDS, those who are learning in a very sensory context, right through to those who, while 'locked in' by their physical complexities, are nevertheless learning to read, tell the time and manage money, through more formal 'subject-specific' approaches.

Children with learning difficulties have unique ways of learning. Penny Lacey in 2009 wrote that these learners will "struggle with inefficient and slow information processing skills as well as difficulties with generalisation and problem solving". At Sendat, our learners have the added complexities, of physical, sensory and medical difficulties. The multiplicity of these means that each and every learner has their own individual set of barriers to learning.

It is obvious that a child who is blind will not be able to learn about colours in the same way that a sighted child will. It may be less obvious that a child who cannot manipulate objects will have barriers to learning numbers, or coin values or shapes. For a non- verbal child, learning to read by phonics is much more difficult. A child who is confined to a bed will not be able to access many resources available to wheelchair users, never mind ambulant children. A blind, non-verbal child, restricted to a bed, has a multiplicity of barriers to learning, unique to him, and we must pursue his potential using detailed knowledge and highly specific skills.

While we do, of course, take ideas from the many respected thinkers in SEND education (inspirational teachers such as Penny Lacey; Jo Grace; Peter Imray; Flo Longhorn; Dave Hewett & Melanie Nind, Barry Carpenter, Jean Ware and more) we still believe that there are no standard or uniform teaching techniques which meet all of these learners' needs or support them to overcome all of these barriers. There is not a single menu of interventions and approaches, and there is no one curriculum which could possibly fit all our pupils. Each needs a unique curriculum: 'the child is the curriculum'. Above all, everything we do, and

everything each learner experiences, must be meaningful, and we must all, as educators, know why we are doing what we are doing with our learners.

We see it as our fundamental job, to find the very best interventions and teaching techniques for each learner, through researching what is best practice in the wonderful work in the SEND community, but even more importantly, through knowing our learners as best as we can. We have developed our very own approach, building a learning framework for each learner, directly from a deep and thorough assessment and understanding of each child and how they might be helped to make progress. The child, parents and family, therapists, teaching and residential teams are all involved in the assessing of needs and the devising of the 'my next steps' (MNSs) fundamental to our individual learning frameworks. It is a truly integrated approach, which works.

At the heart of our approach is the recognition that learning and development across all areas are underpinned by our understanding of engagement - the way each individual engages with other people, activities, their environment and any stimuli. We seek to nurture life-long learners who, rather than just being recipients of support, are motivated, inquisitive and active participants in their unique curriculum.

We do recognise the need for a 'broad and balanced curriculum' and this will mean different things for different pupils. We do take ideas and methodologies from documents produced by the Department for Education and elsewhere. In particular, we find the EYFS framework particularly helpful, no matter what the age of our learners. However, whatever we take must be relevant and appropriate to the developmental needs of each pupil, in order for meaningful learning to occur. There is no single curriculum that suits all our learners, no 'set' of subject areas, no bank of targets to be chosen from. Every "Next Step" must be part of a functional and meaningful path for that child, not part of a pre-programmed or linear route. We must have no pre-conceptions of any learner's path of progress or we are in danger of limiting our expectations of where they may branch out. **We must follow the** **child, and we always expect to be surprised!**

WE'RE HELPING STARS SHINE BRIGHT!

Our Pedagogy

Sensory and/or physical needs

We recognise every child is unique, and we're committed to the idea that a child's special educational need or disability shouldn't be a barrier to them progressing to reach their potential. The purpose of putting this definition in our handbook is not to "label" our learners but to work out what action we need to take in order to put the right provision in place to support the child.

"Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school career." (DfE definition of SENSORY AND/OR PHYSICAL NEEDS)

Sendat caters for children of all ages and abilities. We are like many different schools housed under one roof! The development of the Blue Pathway at Sendat has been driven by the specific needs and abilities of our pupils with complex needs who are working at a much lower than age-expected rate and predominantly at the earliest stages in all areas of their development. The barriers and challenges faced by these pupils, means that they require a multi-sensory, holistic and play based curriculum which is highly personalised to each individual learner in order to reach their potential and maximise their school learning experience.

Blue Pathway

Red Pathway

Green Pathway
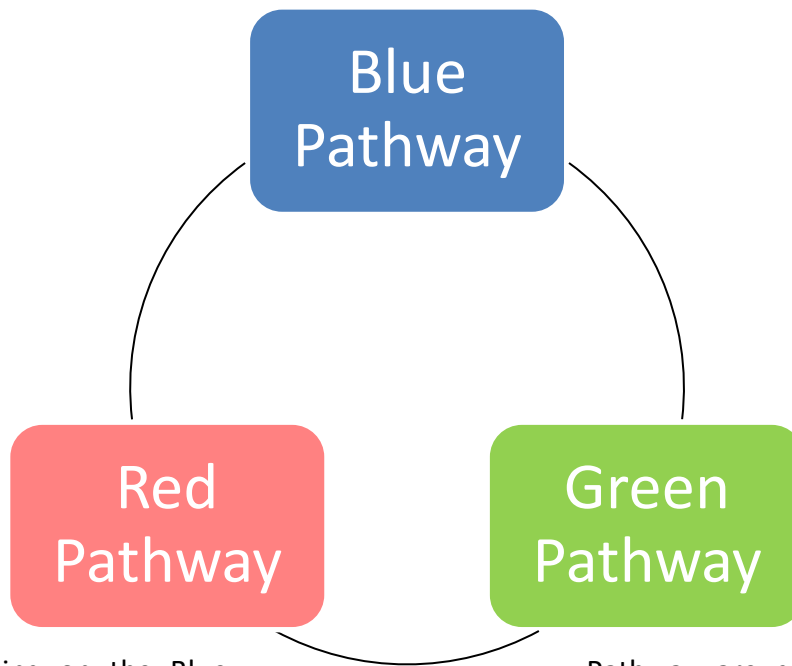
Pupils who are working on the Blue Pathway are grouped alongside their peers of a similar ability in either the Primary, Secondary or FE department. Whilst at Foundation Stage, some pupils are working within those earlier stages of development primarily due to their age, some may remain at those levels or make small steps of progress therefore the curriculum across the phases has been designed with this in mind. To prepare our FE students for their transition beyond Sendat into their next phase of learning we have established a strong link with a local college which specifically caters for those students with profound and multiple learning difficulties. FE students attend this college once a week.

Pupils with Sensory and/or physical needs are at the stage of development in which they are still 'learning how to learn', therefore it is essential they access a curriculum that gives them the best possible opportunities to develop life skills and is designed specifically for their needs rather than a differentiated or adapted version of the National Curriculum. The SEN Code of practice states *'professionals across education should support children and young people with special educational needs to prepare for adult life, and help them to go on to achieve the best outcomes in employment, independent living, health and community participation.'* In order to achieve this, we must provide a pupil-centred curriculum based around their needs, interests and aspirations as early as possible within their education. Therefore, we ask three questions of our curriculum;

1. Why are we teaching what we're teaching?
2. What might we expect learners to be able to do and be by the time they're 19?
3. How might our curriculum enable this?

    (Nussbaum, 2011)

Subject Specific Learning (SSL) is learning that is derived from discrete teaching of specific subjects, particularly English Reading, Writing and Maths. The evidence suggests that learners with SENSORY AND/OR PHYSICAL NEEDS will not benefit or flourish within the confines of the National Curriculum and it is for this reason that we have made the decision to explore alternatives. The modal nature of the National Curriculum means that it automatically rules out all of learners on this pathway; the fact that they have profound and multiple learning disabilities means that they are not the 'most frequently occurring'; they are not neuro-typical, conventionally developing learners. Therefore, Sendat are choosing to follow the advice of the recent Rochford Review where it states that *'schools have the freedom to use any curriculum they feel is appropriate for the needs and requirements of these pupils'* where '*these pupils*' are defined as those not engaged in '*subject specific learning'.*

Needs of pupils with Sensory and/or physical needs

Pupils with Sensory and/or physical needs experience significant barriers to their learning. They have a profound learning difficulty as well as additional sensory or physical difficulties. This means that they:

- Have great difficulty communicating
- Need high levels of support with most aspects of daily life
- Have complex health needs
- May have behaviours that challenge us.

These barriers lead to:

- Lack of information about their world
- A distorted perception of the world
- Learned helplessness
- Lack of ability to anticipate events / activities
- Limitations in their ability to explore
- Suffering the effects of ill health
- Extreme difficulties in establishing and maintaining interpersonal relationships

Therefore, pupils with Sensory and/or physical needs need:

- A significant adaptation to the curriculum
- A curriculum that is delivered at the right pace, focusing on overcoming their barriers
- A high level of specific multi agency support
- A modification of the physical environment

- A high level of specialist resources
- A high level of individual care and support

In order to address and minimise the effects of these barriers, the Sensory and/or physical needs Curriculum at Sendat focuses on developing pupils' skills and abilities rather than knowledge in four core areas of learning – **Communication**, **Movement**, **Discovery** and **Social Development**. This core curriculum is supported by a fifth area – **enrichment**.

How our pupils learn and make progress

Pupils with SENSORY AND/OR PHYSICAL NEEDS working at the earliest stages of development are likely to move through the following basic learning processes:

- Habituation: This occurs when a regularly presented stimulus eventually fails to gain a response as the learner grows used to it. A small change in the stimulus will again trigger the response. This provides evidence of learning as the learner shows sensitivity to and memory of the properties of the stimulus (e.g. sound and movement patterns). It is useful to note how quickly the learner responds again – and how features of the stimulus were changed to recover their attention.

- Early associative learning: This occurs when learners learn to anticipate a significant event through an earlier cue, which can be reliably associated with it. For example, the learner hears the dinner trolley and smacks his or her lips, looking forward to lunch. This again shows sensitivity to events and indicates the possibility of prediction developing at a later stage.

- Operant conditioning: This occurs when the consequences of an action alter the probability that it will be repeated. For example, a learner hits a toy, which plays a tune. This increases the likelihood of the learner hitting the toy again as he/she begins to make the link between the stimulus and the response. A learner may also stop an action to prevent a negative consequence – for example, touching a toy triggers a loud, frightening noise, so the learner doesn't touch it again.

If learners are observed closely during these learning processes, teachers will be able to gather evidence about the learners' level of awareness of events around them. The way learners respond can provide us with further knowledge and understanding about their memory, preference for different sensory stimuli, ability to associate cues with events, the ability to anticipate and predict and finally, the ability to influence events in their immediate environment.

Early responses may include 'stilling' (a momentary 'freeze'), a change in breathing pattern, tensing or relaxing, pupil dilation or eye movements, change in facial expression, vocalisation or movement of mouth, hands or feet. If learners are being filmed, staff need to ensure that these often small and barely perceptible responses are visible.

As responses become more pronounced and more consistent and learners begin to act independently on their environment, greater accuracy should be expected, with learners having to refine their actions and become more specific in their intentions. (For example, it could be moving from an accidental swipe at a toy to a more focused aim.

It is important to establish:

- that a response is intentional and not reflexive, e.g. a startle
- that a response is directly linked to the stimulus and not a response to staff actions
- exactly what qualities of the stimulus lead the learner to respond. It is essential to involve the learners and follow their lead. Any preference (e.g. for a certain type of music) expressed by the learner should be incorporated into the programme. It is equally important to notice and respond to behaviour that may signal rejection or the learner's wish to stop an activity.

Our Blue Pathway teachers may find it useful to consider the following phases in learning when they finalise their pupils' Stepping Stones. Haring *et al.* (1981) described the following hierarchy of skill development:

Acquisition	Learners learn correct new responses through demonstration, modelling or physical prompting with an emphasis on developing accuracy. At this stage learners need a great deal of support.
Fluency	Learners, through repeated doing, reach a level of mastery combining speed and accuracy. The action still takes time to complete.

Maintenance	Learners consolidate and maintain a high level of competency and fluency over time by over learning through repetition and familiarity. They will remember how to do the task after a break.
Generalisation	Learners develop and achieve mastery in different settings or contexts, with different stimuli or materials or with different staff.
Application or adaptation	Learners recognise similarities and differences between key elements of new situations and select appropriate responses, adapting their established skills and understandings to new problem-solving opportunities.

The application of skills developed and consolidated in this way in different situations can support problem-solving and self-directed learning. Moreover, learners must be given carefully planned opportunities to move through this sequence with each new skill, without losing spontaneity and creativity.

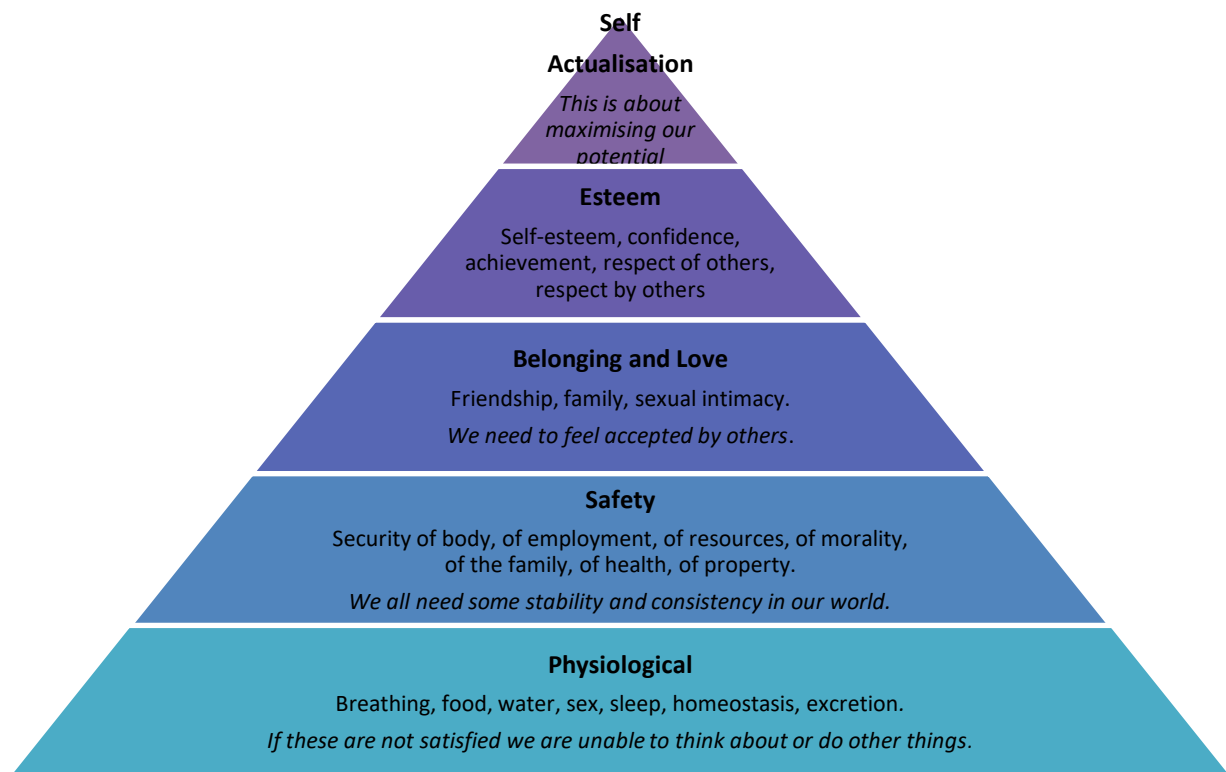### i. Key principles for effective learning

We recognise the importance of good mental health for our learners. We know that good mental health underpins any successful learning for learners with complex needs.

Learners who are under stress will not learn effectively due to the 'fight/flight' response.

Learners need to feel secure with the people around them. They must feel safe and be positioned comfortably. The learners' immediate surroundings must be considered to ensure that they are not overloaded with too many stimuli at any one time.

Physical factors and factors affecting emotional state should also be recognised so that learners are emotionally and physically ready to learn.

Abraham Maslow (1970) established a hierarchy of needs, writing that human beings are motivated by unsatisfied needs, and that certain lower needs must be satisfied before higher needs can be addressed.

Self Actualisation
This is about maximising our potential

Esteem
Self-esteem, confidence, achievement, respect of others, respect by others

Belonging and Love
Friendship, family, sexual intimacy.
We need to feel accepted by others.

Safety
Security of body, of employment, of resources, of morality, of the family, of health, of property.
We all need some stability and consistency in our world.

Physiological
Breathing, food, water, sex, sleep, homeostasis, excretion.
If these are not satisfied we are unable to think about or do other things.

The relevance of this to all learners is clear – learning is unlikely to take place while learners are pre occupied by unmet physiological needs or upset by a lack of stability, changes in routine, etc. For learners with SENSORY AND/OR PHYSICAL NEEDS, this highlights the importance of establishing a routine and enabling them to have some control over their otherwise chaotic environment. It is also essential that learners feel safe with staff and adults around them and have a sense of belonging to family/school groups and communities.

Finally, all learners need to experience success and have this recognised and celebrated.

The Learning Environment

'Routes for Learning' states that creating an effective learning environment is fundamental for being able to systematically extend and change students' learning experiences. Many children with profound disabilities also have physical and sensory impairments and the learning environment needs to consider:

- Equipment for positioning – lying, sitting, standing, moving
- Frequent changes of position
- Regular therapy exercises, hydrotherapy, swimming and movement

- Multisensory activities in the classroom
- Sensory stimuli that enable the integration of senses
- Range of interesting objects, activities and events that can be appreciated through the senses
- Range of resources for exploration and early problem solving (including technology where appropriate)
- Concrete objects and materials to accompany stories and songs
- Low and high tech aids for communication
- Activities where children can work with more able peers – mainly in a pair
- Activities based on children's individual preferences
- Time to respond to objects, materials, activities, events and people
- People working with them to remain within arm's length
- Small number of more able peers to watch, interact with and listen to
- Sensory cues, on body signing, objects, objects of reference, signs, photos for routine activities
- Generally a slower pace in lessons and routines to give pupils time to process what is happening around them, to think and to respond
- Lots of repetition
- Clear cues for the beginning and end of activities
- Sensory cues for different learning spaces and for moving around the school
- Safe space to move arms and legs when lying on the floor
- Space to move around the room safely
- Safe space and activities for relaxation
- Multi-sensory environment where children can focus on one stimulus at a time
- Outside sensory area
- Little visual and aural clutter in the learning spaces with a good light source on person or object that is the focus of attention and/ or good quality sound sources
- Repetition of a small number of activities and routines for learning to anticipate (increasing with the level of understanding)
- Small number of learning spaces
- Burst-pause of activities (on-off) so children can insert their responses in the gaps
- Individual attention as often as possible
- Short amount of time in a large group session (based on individual children's tolerance)
- An adult next to the child to interpret what's happening in a large group session
- Interactions based on individual children's communication behaviour (as in Intensive Interaction)

- Small number of adults who know the children and their key targets well

- Staff to assess the level of stimulation right for each individual

- Their 'voices' heard and interpreted by people who know and understand them

- Adults to video and photograph them to observe responses in detail

- A multi-agency approach to learning and care based on a holistic view of the child

- Therapists and support teachers to work alongside classroom staff

- A family partnership approach which makes good use of two-way communication based on knowledge, skills and experience

Guidelines for Teaching and Learning for pupils with SENSORY AND/OR PHYSICAL NEEDS

Sensory stimulation

For learners with SENSORY AND/OR PHYSICAL NEEDS, the level of stimulation will need to be more carefully controlled than for other learners. Some pupils need wild and exciting stimulation to react but others need a gentle, slow approach. Some learners may find difficulty in responding to stimuli through competing sensory channels. For example, a learner may be unable to carry out a tactile search while listening to the teacher talking. In the early stages of development, it may be appropriate to limit input to one sense only. Observe carefully to see which level of stimulation is best for each individual pupil.

Enabling environments

Learners develop and learn well in enabling environments, in which Most pupils with SENSORY AND/OR PHYSICAL NEEDS only engage with activities / interactions within their immediate personal space. Adults need to consider:

- Is the activity close enough – within an arm's length?
- Is the pupil appropriately positioned to engage with the activity?
- Is there an ebb and flow within the lesson? Times of high engagement and 'rest' times?
- How is the atmosphere? Is everyone - staff and pupils - engaged and having fun?

Structure

For learners with complex needs life can become a fragmented series of events with little order. Without structure, learners may never develop anticipation and memory. Therefore it is essential to provide a simple, structured environment with ordered activities and routines.

Repetition

Most pupils with SENSORY AND/OR PHYSICAL NEEDS need a huge amount of repetition before they are able to anticipate even a very familiar activity. Those pupils at very early levels of development are likely to need an activity repeated literally thousands of times before they can begin to anticipate what is going to happen. Where possible, choose a small number of activities to repeat over and over again, rather than give continually new experiences.

Waiting Time, Pausing, Anticipation

Learners with complex needs are often slow to respond to stimuli. Waiting time is needed to process the information. Giving students adequate time and space to respond and process information enables them to share control and have equal interactions. By building pauses into familiar routines and activities we create opportunities for learners to 'fill the gap', for example, to make a response that indicates their wish for a desirable activity to continue. The idea is to give them an opening to make a communicative response.

Staffing and grouping

Pupils with SENSORY AND/OR PHYSICAL NEEDS need a high level of adult support; they also need time alone for relaxation and reflection. Pupils need to spend time with their peers and staff need to plan to support them in this. More able and less able peers can benefit from opportunities to work in groups and from opportunities to socialise and interact.

Staffing ratios should allow for a high level of direct teaching but also for some structured turn taking, opportunities to notice and interact with a peer and changes in levels of concentration and engagement. There are times when a higher ratio is needed (1:1 or even 1:2), for example during physical activities.

Great Teaching in SENSORY AND/OR PHYSICAL NEEDS

Management and Organisation

- The teacher manages staff time so all children have their needs met
- Staff know what they are doing at all times in the day
- Staff work as a team with common aims and practices. They support each other to meet the children's needs
- Teachers are responsible for planning documents but all staff contribute ideas to them
- Teachers and support staff meet regularly to discuss individual children and the plans for teaching

and learning

- Teachers meet with therapists/ visiting teachers to agree on children's key targets
- Staff are focused on the children during the school day
- Children are engaged with activities when supported by staff
- If they are able, children engage with activities unsupported
- Waiting times for children to be engaged are minimal and individually appropriate
- Children are grouped appropriately to support their learning
- Staff know how to work with children whose behaviour can be challenging
- They have a plan B when Plan A doesn't work

Teaching and Learning

- Staff know children's key targets and can provide suitable activities to practise them
- Staff understand what is included in the five areas of learning for pupils with SENSORY AND/OR PHYSICAL NEEDS (communication, discovery, movement, social development and enrichment)
- Teachers know what they are teaching children and why
- Staff know how to challenge children sufficiently
- Staff provide suitable resources for individual children
- Staff use their initiative if a resource doesn't work or they need extra activities
- Staff communicate at a level children can understand and know when to use supportive AAC
- Children who can, are encouraged to interact with each other
- Children are enabled to learn in an atmosphere of fun and enjoyment

Physical/ Moving/ Handling/Safety

- Staff move and handle children safely and respectfully
- Staff know how to help children use their equipment
- Staff encourage children to move for themselves as much as they can
- Pupil's positions are changed regularly

Support for Learning

<u>Intensive Interaction</u>

Responsive adults are the most important resource to teach pupils communication skills. All adults (and more able peers) working with a pupils with SENSORY AND/OR PHYSICAL NEEDS must be responsive to any communication from them, however subtle.

This communication may well be pre intentional but by responding to the interaction and extending it pupils can learn fundamental skills. This approach is often referred to as *Intensive Interaction*.

First and foremost, Intensive Interaction is highly practical. The only equipment needed is a sensitive person to be the interaction partner. The approach works by progressively developing enjoyable and relaxed

interaction sequences between the interaction partner and the person doing the learning. The style of the teacher person is relaxed, non-directive and responsive. In fact, a central principle is that the teacher person builds the content and the flow of the activity by allowing the learner basically to lead and direct, with the teacher responding to and joining-in with the behaviour of the learner.

The teaching sessions are frequent, quite intense, but also fun-filled, playful and enjoyable. Both participants should be at ease with enjoyment of the activity as the main motivation. A session could be highly dynamic, with a great deal of vocalisation, sometimes with fun-filled physical contacts. A session could also be peaceful, slow and quiet.

Suitable games for Intensive Interaction are likely to be those that are very repetitive such as tapping fingers or making little noises. Either person can introduce a game but the 'teacher-person' needs to choose things that are within the child's repertoire or close to what the pupil already does. Some pupils are very music orientated so suitable games may be familiar songs. Other are much more physical and interaction could be achieved through whole body rocking, jumping or even running about.

When using an Intensive Interaction approach consider:

- Interactions based on individual pupil's communication behaviour
- Adults (or more able pupils) who can interact with children with SENSORY AND/OR PHYSICAL NEEDS frequently
- Burst-pause of activities (on-off) so children can insert their responses in the gaps
- Adults who can interact in a 'larger-than-life way'

Imitation

Imitation is an ability to copy the actions, sounds, words or facial expressions of another person. This ability occurs very early in life, from the simplest pre-verbal communication and is refined over time. Imitation involves the ability to pay attention to something that another person is doing or saying then trying and gradually learning to copy the action, sound or word.

Imitation skills develop in steps. We can support students to develop imitation skills by;

- using facial expressions such as smiling and frowning
- imitating sounds or facial expressions that a student makes
- making speech sounds changing pitch and volume of our voice
- making different sounds along with the associated words
- adjusting our words to be on a student's level

- talking in single words and short phrases
- demonstrating how to participate in classroom activities (e.g. model or use musical instruments, roll a ball etc. co-actively)
- emphasise imitation during play and activities

Turn Taking

Turn taking is a challenging skill for students with complex needs. Students need to have opportunities to practise turn taking with other people and in different social situations. They will be more likely to generalise a skill and become more independent with it.

Turn taking is about the start and finish of your part in activity or conversation, so that someone else can engage with you. The same principle applies to students with complex needs when they are turn taking with objects. The following can help students to develop the skill;

- make each turn very short and as the learner builds up confidence they will make a response, start to increase the length of time that each turn take takes
- use short, concise and repetitive language
- give verbal reminders, along with a gentle physical reminder, if necessary
- give lots of opportunities to practise turn taking
- use one-to-one games with adults, small group turn taking activities with peers and adults and cause and effect switch computer activities/games

Sensory Cues

Pupils at a very early stage of development, particularly those with sensory impairments, are likely to need to start with 'sensory cues'. Pupils need to be given a consistent routine to help them begin to learn to distinguish activities and people so eventually they can begin to learn to anticipate what is going to happen to them. Some cues will be particular to individual pupils, for example, singing a particular song. Some sensory cues are built into the activity, for example, the smell of lunch or a coat for home time. Use natural cues wherever possible, maybe exaggerating them, for example, jingling the bus keys or knocking the spoon against the bowl; anything to help children to associate that cue with what is going to happen next. Make sure the cues happen just before the activity begins so there are only a few seconds between the cue and the activity. Keep repeating your sensory 'signifier' throughout the time you are working with children so they can practice recognising it. At Sendatwe use a small number of Signalong signs as well as body signing, smells and objects to provide these cues for pupils.

Object Cues

From these sensory cues, pupils can begin to increase the number of cues for the different activities about to take place. These can be the objects that are part of the activity, for example, an object that is a cue for a drink should be the cup that the child usually uses. It should be offered as a cue as the drinking activity begins.

It is hoped that the pupils will eventually learn to anticipate the drink by opening their mouths as the cup is presented. All routine activities should have a sensory cue of some kind. It depends on the activity as to what the cue should be but for most pupils with SENSORY AND/OR PHYSICAL NEEDS it is not helpful, at this stage, to have lots of different cues for different activities.

Objects of Reference

Some pupils may make symbolic use of objects of reference where the object used is representative of the activity. For example being shown (or feeling) a small red cup but actually using a larger blue cup for drinking. Pupils need to be around number 41 on the Routes for Learning (expresses preference for items not present via symbolic means) for objects of reference to make sense. Some pupils at this stage might be able to understand and use a few words or even recognise a few pictures (eg: of themselves or their family/ classmates).

Planning

The Blue Pathway teachers have decided to share a single theme across the pathway to aid collaborative planning and resource management. The themes have been derived from themes followed by the rest of Primary, Secondary or FE during this school year.

When planning, teachers should take the following into consideration:

- Prior learning – needs to be assessed accurately and in detail
- Early child development
- Routes for Learning milestones
- Materials and resources – are they interesting and motivating? Do they stimulate the senses?
- Balance – is there a balance between keeping things fresh and interesting and allowing enough repetition for learning?

The following planning should be in place:

Long Term Planning

An annual pathway plan is developed by the Blue Pathway Teaching Team. It includes curriculum themes for the school year and Sensational Days linked to the themes delivered by both the Blue Pathway Teaching Team and external Creative Practitioners.

Medium Term Planning

The Blue Pathway Teaching Team plan each term based on a theme which is informed by the Primary and Secondary phase themes for the Green and Red Pathway. Each theme requires a plan of activities and Sensational Days however learning intentions for these activities are based on individual pupils' personalised curricula.

Short Term Planning

In accordance with the whole school, short term planning can be written in a way to suit individual teachers and there is no prescribed format.

Routine / Repeated Activities

There are a number of activities that can be used on a daily or weekly basis. Each of these activities promote development in many or all of the areas of learning detailed in the Programme of Learning. *Information booklets on these activities can be found in appendix A*

Personalised Curriculum Booklet

A "Personalised Curriculum Booklet" is developed for individual pupils. It includes:

- Communication Profile – This profile highlights the pupil's communicative behaviours and strategies
- ICT access Profile – This profile highlights information regarding the pupil's equipment and positioning needs to access technology
- Learning Profile – This profile highlights information regarding the pupil's equipment, positioning, VI, HI and behaviour needs

- Happiness and Unhappiness Audit – These profiles the pupil's favourite and disliked activities and multi-sensory experiences

- Social and Emotional Well-Being Profile including Engagement – This profile highlights information how we can best support the pupil's emotional and social well-being.

- Class timetable with personalised information

- Education, Health and Care Plan Long Term Outcomes

- Stepping Stones – Next steps of learning to achieve but not limited to the EHCP Long Term Outcomes

This booklet is reviewed regularly throughout the year.

<u>Personalised Curriculum</u>

A personalised curriculum is developed for each pupil based on their Long Term Outcomes stated in their **Education, Health and Care Plan** (Section E) and the four core Areas of Learning – **Communication, Discovery, Movement and Social Development**. This core curriculum is supported by a fifth area – **Enrichment**. The focus for this curriculum is on developing skills and capabilities rather than knowledge.

Each Personalised Curriculum is based on the four core Areas of Learning. Each core area of learning will state the pupil's long term outcomes for this area and Stepping Stones to achieve those long term outcomes. These achievement outcomes are then supported by teaching strategies to achieve their Stepping Stones and "what to look for" to clearly identify learning and progress in the four Areas of Learning. Stepping Stones are reviewed regularly throughout the year.

This curriculum is reviewed regularly throughout the year.

Programme of Learning

Communication

Pupils with SENSORY AND/OR PHYSICAL NEEDS are at a stage before their communication becomes fully intentional. Staff need to be skilled and sensitive in interpreting behaviour so we can respond appropriately. We need to respond as if the children are intentionally communicating to teach them how to become intentional communicators. Please refer to *Intensive Interaction* section in this document and to the *Intensive Interaction* activity booklet.

Some children will be more intentional in their communication but not yet able to use conventional language. At this level, children will be developing ways of indicating what they like and dislike. Gestures

might be used to request objects or just to 'comment' on something that can be seen. A responsive environment provided by staff should include a widening range of motivating activities upon which children can 'comment'.

The Communication Area of Learning is divided into three areas:

1. Responding (to social events and activities)
2. Interacting (interacting with others)
3. Communicating

The opportunities suggested are roughly in development order but should not be treated as steps to be mastered one after another.

Responding (to social events and activities)

Pupils should have opportunities to:

- Respond when basic needs or desires are met
- Respond to stimuli presented in an on/off pattern
- Respond to a nearby person
- Respond to consistent and predictable social routines, offered in the same order in the same environment on a daily basis
- Respond to their own name
- Respond with consistent positive and negative reactions to a range of social activities
- Respond to people talking around them
- Respond in different ways to familiar and unfamiliar adults
- Respond to sensory cues
- Respond to object cues
- Respond to objects of reference or pictures
- Respond to familiar sounds and early words such as brrrm/woof/mum (e.g. smile and locate sound)
- Respond to familiar sounds and words, showing understanding of their meaning (e.g. look at "mum" or the dog)

Interacting (with others)

Pupils should have opportunities to:

- Interact with familiar people

- Show they can work co-actively with familiar people

- Show anticipation of familiar social activities and events

- Show they have had enough of a social interaction

- Show preference for particular people, objects and activities

- Respond with interest in the actions of others close by

- Engage actively in familiar social activities and events, make simple meaning gestures

- Use their voices to join in "a conversation"

- Attempt simple words and phrases in imitation

- Use a few words appropriately

Communicating

Pupils should have opportunities to:

- Show preferences for objects, activities and events

- Indicate 'more' and 'no more' consistently through their response to objects, activities and events

- Communicate a choice of activity or object

- Attract someone's attention

- Make simple, meaningful gestures

- Use their voices to join in a conversation

- Attempt simple words in imitation
- Use a few words appropriately

Movement

For pupils working at the earliest levels, the immediate priorities are to develop body awareness and physical control and to establish which positions are most physically comfortable for them. It is vitally important that children with SENSORY AND/OR PHYSICAL NEEDS have opportunities to learn to move around, both supported and freely in order to explore their world. Those who are physically disabled need

an enormous amount of help with moving in a co-ordinated way. They may require a range of equipment for lying, sitting, standing, walking.

The Physical Area of Learning is divided into four areas:

1. Body awareness
2. Fine motor movement
3. Gross motor movement
4. Mobility

Body awareness

Pupils should have opportunities to:
- Show awareness of massage of hands/feet/arms/legs and various sensory stimulation on different parts of the body
- Show awareness of a range of total body movements
- Show awareness of a range of different body orientations
- Show awareness of where their body is in space
- Show awareness of a range of pace of movement
- Show awareness of different textures touching their body
- Show awareness of their limbs being moved passively
- Show awareness of body awareness songs and games
- Move their hands and arms with hand-under-hand support and/or co-actively
- Actively move as part of body awareness activities

Fine Motor Movement

Reaching

Pupils should have opportunities to:

- Bring their hands into midline
- Have objects of various kinds placed in their hands
- Touch objects of various kinds with their hands
- Touch objects in midline/on left/ on right
- Touch objects with one hand and with two hands
- Bend and straighten their arms
- Reach for objects just out of reach – midline/ right/left – one hand/ both hands
- Reach for objects and bring them close (not necessarily grasping them) – one hand/ both hands/ midline/ left/ right
- Reach for objects and grasp them (whole hand)
- Reach for objects and grasp them (pincer grasp)

Grasping

Give opportunities for children to grasp with the left hand/ the right hand and both. Start with objects very close to the dominant hand and give practice on the child's left and right.

Children should have opportunities to:

- Swipe objects
- Open and close their hand
- Close their hands round an object
- Locate a hand-sized object and try to grasp it
- Hold hand-sized objects with palmer grip
- Squeeze objects in the whole hand
- Use whole hand to press switch
- Pick up objects using a whole hand grasp
- Pick up and put down objects with several fingers and thumb
- Locate small objects and try to grasp them
- Hold objects using a pincer grip
- Move at the wrist whilst holding objects
- Rotate arms (hands up and hands down) while holding objects
- Hold onto a bar (eg: to hold themselves up)
- Hold objects and put them in contact with another

Releasing

Children should have opportunities to:

- Allow people to take objects from their hands
- Let go of hand-sized objects
- Put down objects using a whole hand grasp
- Pass objects from hand to hand
- Hold objects with two hands, stabilise them in one and take other hand away
- Rotate arms and drop objects

Manipulating

Children should have opportunities to:

- Take objects to their mouths
- Use their hands to manipulate objects
- Use whole hand/ several fingers at once to press switches/ buttons/ keys on keyboard
- Use index finger to press buttons or poke objects
- Grasp felt tips/ brushes etc
- Raise arms and drop objects into containers
- Post objects into containers
- Place objects in specific places

Gross Motor Movement

Sitting

Children should have opportunities to:

- Maintain head control
- Move their head in all directions
- Sit in a fully supported position
- Sit in a chair with sides
- Sit on a classroom chair (no sides)
- Sit on a range of different kinds of chairs
- Sit on a stool, edge of the bed, PE form (no back or sides)
- Move their limbs in a sitting position
- Move their trunks in a sitting position
- Pivot round sideways in a sitting position
- Push or pull themselves to sitting from lying

Standing

Children should have opportunities to:

- Stand fully supported
- Stand with hands held or holding on
- Stand unsupported
- Moves their limbs whilst standing
- Pivot whilst standing (with less and less support)
- Pull themselves to standing
- Stand up from a chair or stool
- Stand up from the floor
- Sit down with hands being held or holding on
- Sit down on chair or stool
- Lower themselves to the floor from standing

Mobility

Walking

Children should have opportunities to:

- Walk full supported (in gait trainer)
- Walk with two hands held
- Walk with one hand held
- Walk unsupported
- Take steps backwards
- Change directions when walking (supported)
- Change directions when walking (unsupported)
- Walk on different surfaces
- Walk up and down slopes
- Walk up and down steps

Indoor Mobility

Children should have opportunities to:

- Crawl or hotch
- Slide on back/ tummy
- Roll
- Rock/ row backwards and forwards
- Push and pull
- Bounce on trampoline
- Throw and roll objects
- Catch objects (from bigger to smaller)
- Move forwards and backwards
- Move in and out of objects
- Move slowly and quickly
- Move over and under objects/ onto and off objects

Outdoor Mobility

Children should have opportunities to:

- Use playground/ adventure equipment to swing, slide, rotate, climb, ride
- Move over a range of different outdoor surfaces

Water Mobility

Many children with SENSORY AND/OR PHYSICAL NEEDS benefit from the weightlessness experienced in water and can move more freely than they can on land. Many of the movements in standing and walking can be practised in the water.

Children should have opportunities to:

- Enter the pool as independently as possible

- Get out of the pool as independently as possible

- Achieve vertical balance in the water

- Back float

- Move from back to vertical

- Rotate in the water – from back to front and front to back

- Control unwanted rotations

- Move arms in the water

- Move legs in the water

- Jump when in the water

- Crawl in shallow water

- Walk in deep water

- Propel themselves in the water

- Tolerate face getting wet

- Blow bubbles in the water

Discovery

Children at a very early stage of development need people around them who can help them to explore and interpret the world. They have difficulty in making sense of that world and need many opportunities to handle and test out objects, look for patterns and sequences in experiences and generally extend their focus from the immediate to things further away. Many children with SENSORY AND/OR PHYSICAL NEEDS have physical or sensory impairments that undermine their ability to discover things for themselves and have even more need for other people to assist them to explore and develop understanding. When developing the students' cognitive skills it is paramount that they have a wide range of opportunities to improve their sensory skills. Developing their awareness and ability to respond to different stimuli that they receive through sight, hearing, touch, taste, balance and movement (vestibular sense) or muscle and joint sense (proprioceptive sense) we enhance their further understanding and experience of the world.

The Discovery Area of Learning is divided into four areas:

1. Awareness

2. Exploration

3. Control and early problem solving

4. Sequence and pattern

Awareness (of stimuli – people, objects and activities)

All functional senses should be used.

Pupils should have opportunities to:

- Recognise an obvious change happening very close to self

- Recognise when a stimulus starts and stops

- Accept stimuli for an increasing amount of time

- Respond to a widening range of stimuli

- Anticipate stimuli that occur over and over again

- Respond to a range of stimuli that are quieter/ less obvious

- Attend to stimuli further away

- Transfer attention from one stimulus to another

- Attend to stimuli in a busy classroom

- Locate a specific stimulus against a busy background

- Persist in making simple toys do something

Exploration (of objects, materials and substances)
(All parts of the body should be used, especially those that pupils can move independently)
Pupils should have opportunities to:
- Use their senses to register interesting events around them

- Locate moving stimuli

- Turn to objects and sounds that are activated but in one place

- Make things happen when they move randomly

- Activate toys that provide an interesting effect randomly and without connecting the cause to the effect

Control (of objects and materials)

Pupils should have opportunities to:

- Make things move deliberately with gross movement

- Make things move deliberately with finer movements

- Persist in making simple toys do something

- Operate a toy that requires a single action

- Activate toys deliberately, using different movements for different toys

- Shift attention between different objects/ actions

- Manipulate objects purposely

- Press buttons to make a toy work

- Look for favourite objects when seen them hidden

- Look for favourite objects in a box of similar items

- Open containers to find objects

- Use objects and materials according to their function

Sequence and pattern

Pupils should have opportunities to:

- Take turns in repetitive games where adult stops to wait for a response

- Anticipate routine events

- Recognise familiar places

- Explore objects that are used in familiar routines

- Take turns actively

- Choose between two or more motivating toys

- Respond to object cue

- Select appropriate resources for a familiar routine

- Assist in putting away resources used in a familiar routine

- Operate toys that require more than one action to complete

- Operate toys that need to be pulled apart and put together

- Follow objects that move within the toy

- Put objects into a container one at a time

- Select preferred objects from a mixture of objects

- Look at the bottom of a sliding/ tumbling toy for the object to appear when it can't be seen travelling down

- Use objects that require two or more actions to complete

- Use early problem solving for a familiar event

- Solve simple problems where understanding the pattern is important

Social Development

The Social Development Area of Learning is divided into three areas:

1. Confidence and self-belief
2. Interaction and Relationships
3. Our community

Confidence and self-belief

Pupils should have opportunities to:

- Demonstrate comfort and security through being happy and calm
- Demonstrate likes and dislikes
- Make choices that influence the environment around them

Interaction and Relationships

Pupils should have opportunities to:

- Interact with familiar people

- Show they can work co-actively with familiar people

- Show anticipation of familiar social activities and events

- Show they have had enough of social interaction

- Show preference for particular people, objects and activities

- Respond with interest in the actions of others close by

- Engage actively in familiar social activities and events

- Share joint attention in an object or activity

- Actively seek out attention from others

- Actively play with another person

- Lead an interaction game

- Be aware of people around them

- Respond to interaction with familiar people

- Attract and maintain attention

- Establish the conventions of group activities

Our Community

Pupils should have opportunities to:

- Show awareness of different environments

- Demonstrates likes and dislikes for different environments

- Anticipate going to a specific environment

- Respond to interesting stimuli within the environment

Enrichment

The Enrichment area of learning provides a diversity of activities in which learning can occur. It is experiential and may involve one-to-one or paired work, or a whole class activity. It includes Religious Education, Creative Arts, topic work and can link to the theme currently being followed.

Religious Education and Collective worship, including the Blue Pathway Sensory Assembly, is delivered on both implicit and explicit levels through links with the topic.

Creative Arts offers opportunities to practise core skills whilst engaged in Art, Cookery, Gardening, Music and Drama activities.

Topic work offers activities planned around the theme for the term or half term.

Extra curricular activities involve an experience or a series of experiences taking place in addition to core activities. Examples could include visits from performers, work with visiting musicians or sports coaches, music therapy, massage therapy, trips out etc.

These experiences will encompass all the skills being worked on in the core curriculum and will use pupils' targets set for the four core areas of learning.
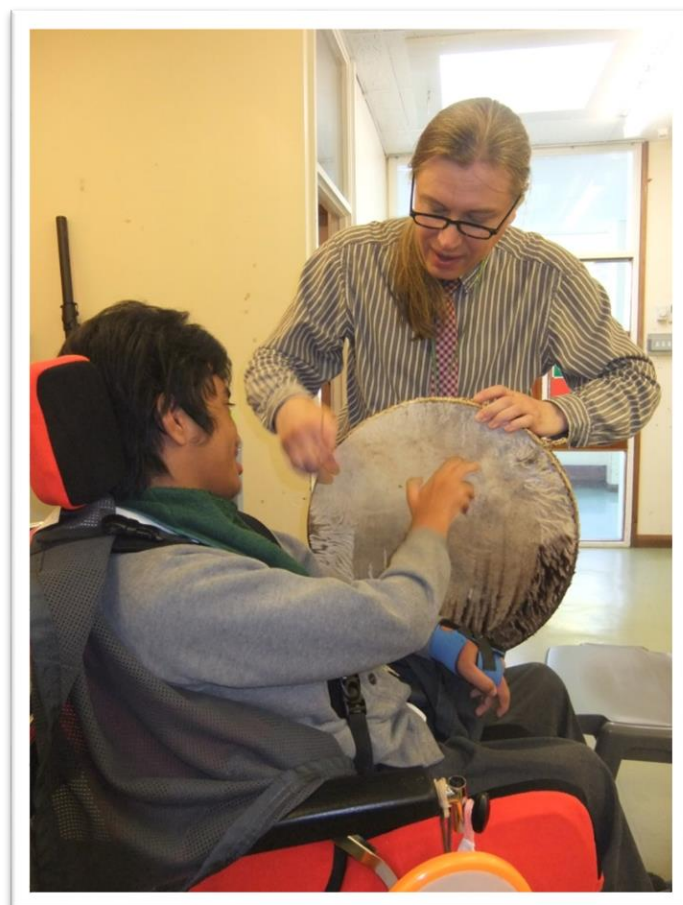
Pupil Progress and Assessment

Assessment for Learning (AfL) and capturing progress

Each pupil has a personalised curriculum which includes their long-term outcomes and "**Stepping Stones**". This is developed through in-depth profiling by teachers, therapists and parents. We recognise each learner is unique and due to their complex needs and their own individual set of barriers to learning will require highly personalised Stepping Stones to meet their specific individual needs. However, to support teachers, suggested learning intentions are provided in our SENSORY AND/OR PHYSICAL NEEDS curriculum booklet.

Therefore, teachers and their teams need to capture progress for each pupil on all their Stepping Stones and use this information to plan future opportunities for learning.

The most important assessment, used all the time, is formative assessment, or assessment for learning (AfL). This is the constant monitoring of progress, and also the monitoring of techniques and experiences and activities to see what works well for each pupil. All pupils learn in different ways and are stimulated by different things. The teaching team* use observations from every activity to inform their planning.

*** Teaching Team**: Teacher with support from Lead Teaching Assistant and Teaching Assistants*

Capturing Progress – Learning Journeys

Every pupil has a **Learning Journey** which is kept as a record of the learner's significant (new) responses to a range of learning experiences. It is unique to the child and includes achievements across all 5 areas of learning in our SENSORY AND/OR PHYSICAL NEEDS Curriculum. The learning journey includes (as appropriate) the voice of the child, parents and significant professionals working with the child. It is an open document which is shared with the learner and parents regularly to celebrate the pupil's achievements.

An effective learning journey will record and celebrate success, however small; recognise the individuality and dignity of each learner; ensure that each learner is seen at a personal level; reflect the broad range of curricular experiences; provide ways of comparing current responses with past ones, thereby indicating progress and be used to plan future activities both appropriately and realistically. The learning journey will also assist in compiling:

- EHCP Outcomes
- One Page Profile
- Happiness and Unhappiness Audit
- Communication and Learning Profile
- Moderation files for within and across schools

A learning journey should contain:

- Annotated photographs
- Reference to video recording as evidence of responses and/or achievement
- The learner's work
- Parent and pupil voice including quotes
- Contributions from all professionals involved

The learning journey can be presented in chronological order **or** divided into the five Areas of Learning then chronological.

Capturing progress – Personalised Curriculum Booklet

During any session, including times without direct teacher input, such as lunchtimes; personal care; therapy; those working with the pupils know what Stepping Stones the pupils are working towards. These are displayed in the classroom and available in their **Personalised Curriculum Booklets**. There is an expectation that these should be consulted whilst working with the pupil.

From these activities, staff contribute evidence of progress towards these Stepping Stones, and are trained to do so. All progress is evidenced in the pupil's personalised curriculum booklet, a day-to-day working document which is available in their classroom. A Stepping Stone coding system is used to reference the evidence of *progress towards* or *achievement o*f the Stepping Stone in the pupil's personalised curriculum booklet and learning journey.

For example for Communication:

C1. I can say "ball" and "car" to make a choice.
C2. I can copy a letter sound modelled by a member of staff
C3. *Add new stepping stones when learners have achieved their previous ones or when new learning opportunities have been identified*.

The Stepping Stone coding system:

C + number linked to different Stepping Stones	Communication
M	Movement
D	Discovery

SD	Social Development

It is very important to note that the "other" unexpected signs of progress are also captured, and that these are used to inform new Stepping Stones. We refer to these unexpected signs of learning as "Incidental Learning and Enrichment" in pupils' personalised curriculum booklets.

Using the observations

Teachers regularly and systematically read the observations for each child in the class. These annotations are then marked with highlighter pens to show progress of the pupil towards their Stepping Stones.

Achieved stepping stone

Not meeting stepping stone

Working towards stepping stone

Incidental Learning and Enrichment

This information informs future teaching. When there is sufficient evidence that a Stepping Stone has been met, the Stepping Stone is marked as achieved. Where there is little evidence of progress for a Stepping Stone, the Stepping Stone is reviewed by the teaching team. Different opportunities and approaches may be considered. It may be agreed that the Stepping Stone was not appropriate or that it is no longer achievable, and may be changed or removed. The reviewing of the PLIs is continuous and a core part of the effectiveness of a pupil's personalised curriculum.

Pupil Progress Meetings

Assessment is ongoing and Stepping Stones are reviewed and updated on a regular basis. To ensure robust and challenging Stepping Stones are set for pupils, teaching teams and a range of other professionals meet on a regular basis, and parents are consulted as appropriate. There are some key points in the school calendar when Stepping Stones are reviewed and updated:

- **Class teacher and staff team**   Ongoing and during half termly pupil progress meeting
- **Class teacher and pupil's family**   During parents' evening and EHCP annual meeting
- **Class teacher and Pathway Leader**   Half termly Pupil Progress Meeting
- **Pathway Leader and SLT**   Termly QA of Pupil Progress Meeting
- **Class teacher, Communication**   Ongoing and during half termly pupil progress meeting
  Goal leader and S.A.L.T
- **Class teacher and Movement Goal**   Ongoing and during half termly pupil progress meeting
  Leader

- **Class teacher and HI/VI/Physio**   When applicable and as and when required. Usually once a term.

Responding to outcomes of Pupil Progress Meetings through interventions

Where Stepping Stones are not being achieved the following is discussed:

- **Issues**: What is/was the issue in learning for this child?
- **Intervention**: What intervention is/was selected to respond to that issue?
- **Impact**: How effective is/was the intervention in meeting individual needs, and enabling this pupils to make progress?

This is fairly logical. However when a child has special education needs, a process as straight forward as this does not always resolve what may be a complex learning need, or a significant barrier to learning. The issue may not always be obvious and obscured by complexities in the pupil's learning profile.

To unpack the issue, the teacher may need to engage with the process of inquiry. This involves investigating, exploring, discovering what is challenging the pupil, and preventing him/her from becoming and effective learner.

Having gained additional information through the inquiry process, this leads to a more accurately designed intervention. The pupil needs to be an active participant in their learning. The intervention needs to mould around the pupil, enabling them to experience success and achievement.

This may not be refined in the first application of the intervention, and so the teacher may need to innovate and create further personalised intervention. This process may take any length of time but will be formally reviewed half termly during the pupil progress meetings.

Ultimately through a sensitive, iterative process of personalisation, with a fundamental focus on high-quality teaching and effective learning there will be impact. This will be a clear and meaningful outcome for the pupil, to enable the teacher to record progress.

The 5 'i's in Special Needs; from Issue to Impact through Inquiry' Carpenter, 2014

Pupil Progress: Summative Assessment at Sendat

All of our pupils on the Blue Pathway have a unique and multiple set of challenges;

- All have severe physical disability; all are wheelchair users
- Almost all are non-verbal
- All have some form of cognitive difficulty
- Most have a sensory impairment, some have more than one
- Most have complex medical needs
- Some have degenerative conditions.

This diversity and multiplicity of the needs and abilities of our learners, means that a standard assessment scale, with a predefined set of level descriptors is not possible to create or use. This means it is not possible to use numerical data to compare the progress of our learners to "national statistics "or to "similar" learners in other schools, or to each other.

Similarly "expectations of progress over time" (as predicated in such programmes as CASPA) is not a meaningful concept for our learners. As well as there being no standard measuring tool, as stated above, there are too many factors which affect progress, positively or negatively, in any given timescale. Some

| Issue | Inquiry | Intervention | Innovation | Impact |
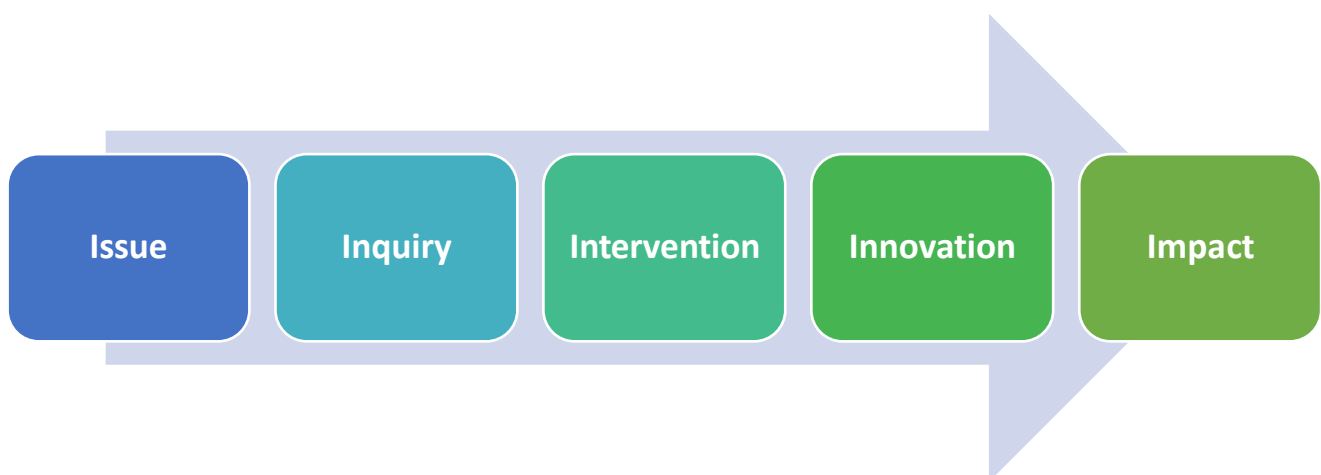
examples are:

- Altered health states

- Changes to postural management

- Increased or decreased seizure activity

- Degenerative conditions

- New technology

- Drug changes

- Operations and the after-effects of these

- Changes to domestic circumstances

Our assessment is therefore **ipsative** – we compare our learners with themselves at a previous point in time, describing what they can do now compared to what they could do before. There are no quantitative comparisons, no expectations of numbers of Stepping Stones to be achieved. To ensure we have the highest expectations of each pupil's progress, we rigorously monitor our input to them, believing that "**if the input to each child's learning is the very best it can be, then the progress made by that pupil, will be the very best that can be expected**".

Reporting

Parents receive a report detailing progress and achievement at the end of every term. All pupils have an Annual Review which discusses pupil development and next steps with parents and professionals involved with the child.

Profound and Multiple Learning Difficulties (SENSORY AND/OR PHYSICAL NEEDS) Curriculum

The communication Matrix - www.communicationmatrix.org