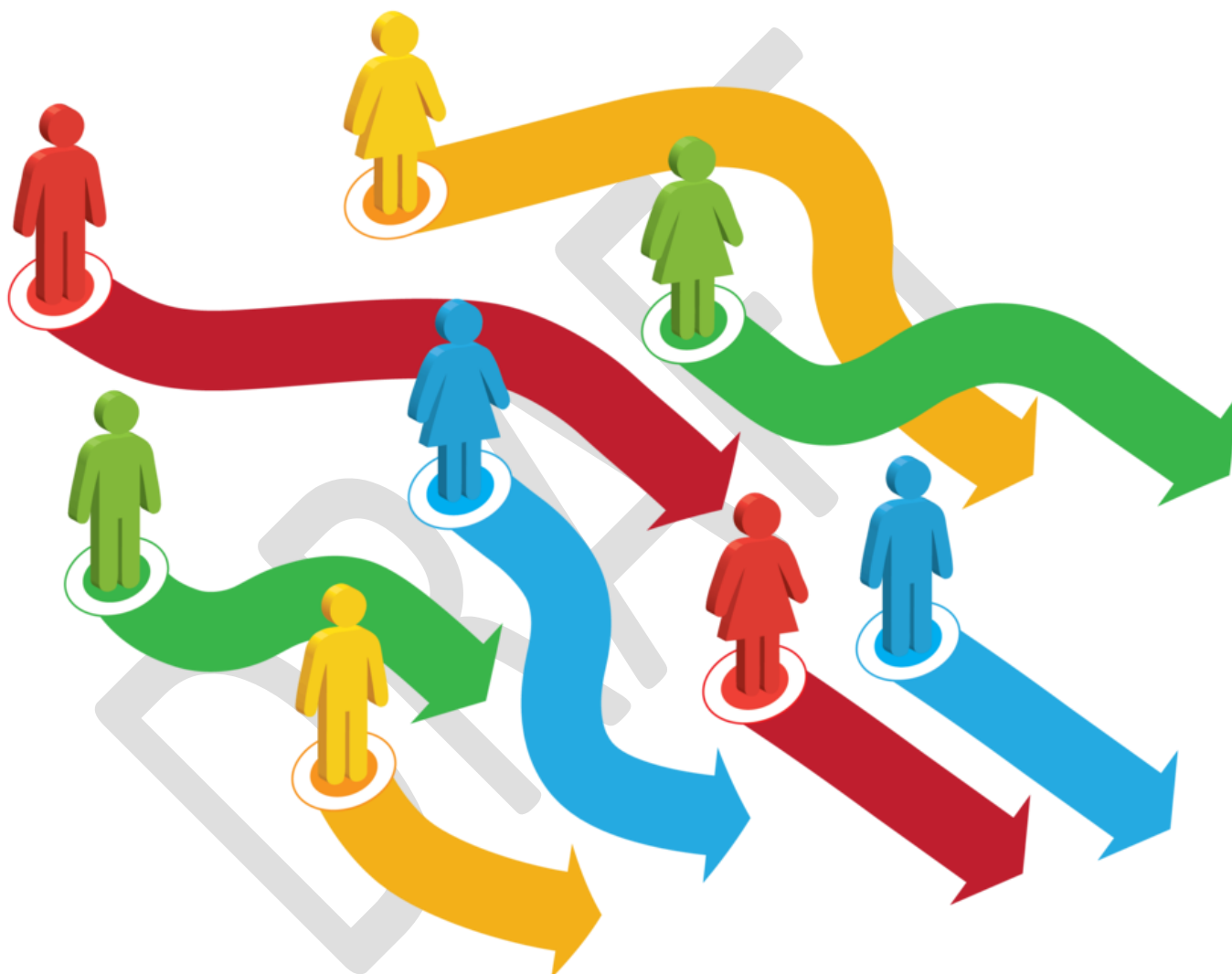


# Green Pathway Curriculum



*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.*



## **Contents**

### **Introduction**

#### **1. Pedagogy**

- i. Definition of Nurture
- ii. Students within the Green Pathway at SENDAT
- iii. What makes us special?
- iv. Needs of students
- v. How our students learn and make progress
- vi. Phases in learning skills and recognition of attainment
- vii. The Learning Environment

#### **2. Curriculum**

- i. Guidelines for Teaching and Learning for students
- ii. Great Teaching on the Green Pathway
- iii. Support for Learning
- iv. Planning
- v. Programme of Learning

My Communication

My Movement

Myself

My Thinking

Enrichment

EYFS

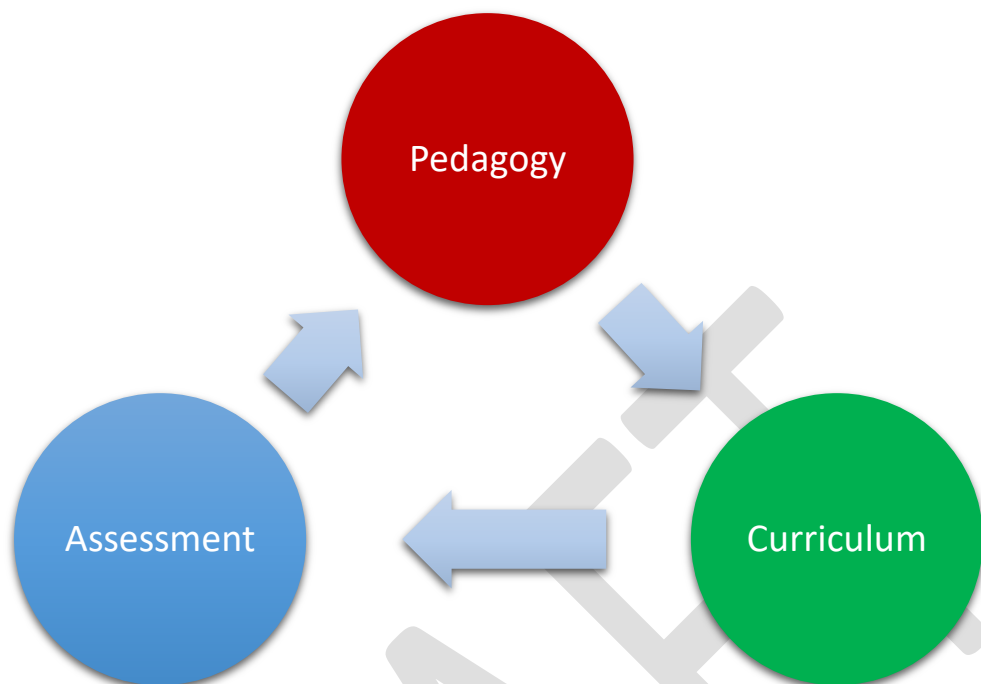
FE

#### **3. Assessment**

- i. Assessment on the Green Pathway across the Key Stages
- ii. Recording and Reporting
- iii. Judging Progress

## Introduction

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



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 our 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](http://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](http://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](http://www.gov.uk/government/publications/curriculum-research-assessing-intent-implementation-and-impact)

## Pathways overview

Every student within the Trust will have appropriate accreditation to meet their needs and aspirations.

The Pathways are determined by the needs of students. *Not all pathways may be available in all SENDAT academies.*

	Key focus	Accreditation at Year 11, 12 or 13	Employability	Enrichment	Post 16 options
<b>Yellow</b> <i>Available from Y9</i>	Accreditation leading to post 16 education and employment, independent travel	Level one and two qualifications including GCSE, Functional Skills and <a href="#">BTEC</a> .	Work experience	Duke of Edinburgh Award Residential experiences	FE College, Supported Internship, Apprenticeship
<b>Orange</b>	Access elements of Red and Yellow Pathways				
<b>Red</b> <i>Available from Y5</i>	Accreditation leading to post 16 education, independence	Entry level accreditation in a wide range of subjects. Functional Skill also available at entry level	Supported work experience	Duke of Edinburgh Award Residential experiences	Sixth form, FE College, Supported Internship
<b>Purple</b>	Access elements of Green and Red Pathways				
<b>Green</b>	Communication and interaction: My Communication, My Movement, Myself, My Thinking	<a href="#">ASDAN</a> and <a href="#">Open College Network</a> certification and accreditation	Work related activity	<a href="#">Gateway Award</a> Residential experiences	FE College (AHC)
<b>Turquoise</b>	Access elements of Blue and Green Pathways				
<b>Blue</b>	Communication and interaction: My Communication, My Movement, Myself, My Thinking	School based certificates usually for those on the blue pathway (eg. through RARPA)	Work related activity	<a href="#">Gateway Award</a> Residential experiences	FE College (AHC)

# Green Pathway Curriculum



## Green Pathway Curriculum Aim

*A curriculum that provides a broad and balanced education to prepare and 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.*

## Green Pathway Curriculum implementation

The green pathway curriculum supports student's specific needs and abilities of students working who need a more nurturing thematic approach. The difficulties and challenges faced by these students means they require a separate, specialised curriculum to our students on the Yellow, Red or Blue Pathways. These students, who are working at a lower than age-expected rate in all areas of their development, need specific teaching and learning experiences to reach their potential and maximise their school learning experience. Our students on the green pathway are all unique and have a varied range of needs, therefore one classroom may feel completely different to another.

As the students get older the green pathway includes accreditation and preparation for adult life.

*Students have the opportunity to work towards the following nationally recognised accreditation:*

- *Asdan,*
- *Entry level accreditation or above in Maths, English and Science including functional skills*
- *Entry level accreditation or above in additional and some optional subjects like art or history*
- *Vocational or life skills accreditation in Food Studies, Work skills, etc.*

National curriculum subjects are taught in SENDAT provision and teachers adapt the content to ensure lessons are delivered and taught in appropriately challenging and age-appropriate ways meeting the specific needs of the students.

Where students are gifted and talented, they may go to mainstream provision for part of their week to follow an accredited course that we do not offer at SENDAT. This is considered carefully as it will have an impact on the lessons and potential accreditations. These students will usually follow the Yellow Pathway curriculum or elements of this Pathway where appropriate.

Students on the Green Pathway participate in thematic learning.

Students within green 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



student-centred curriculum based around their needs, interests and aspirations as early as possible within their education.

Therefore, we ask three questions of our green curriculum;

1. Why are we teaching what we're teaching?
2. What might we expect learners to achieve, both educationally and socially the time they're 19?
3. How does our curriculum enable and underpin their achievements?

(Based on 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 some learners beyond the approximate age of 8/9 years old will not benefit or flourish within the confines of the National Curriculum and for this reason we continuously explore and implement alternatives. The modal nature of the National Curriculum automatically rules out a large number of students on this pathway; the fact they have learning needs means they are not the 'most frequently occurring', they are not neuro-typical, conventionally developing learners and do not fit the mainstream, SSL mould. With this in mind, SENDAT chooses to follow the advice of the recent Rochford Review where it states '*schools have the freedom to use any curriculum they feel is appropriate for the needs and requirements of these students*' where '*these students*' are defined as those not engaged in '*subject specific learning*'.

Further detail on our curriculum model is included in this handbook. Our ideas are based on the needs of our students, which are outlined below.

**i. Needs of students within Green pathway**

Students experience significant barriers to their learning. They have a complex learning difficulty as well as additional sensory or physical difficulties. This means they usually:

- Experience difficulty communicating
- Require additional support with most aspects of daily life
- Have some complex health needs and/or challenging behaviours
- Have difficulty with abstract concepts
- Have difficulty with concentration and attention
- Have difficulty with short and long term memory
- Have difficulty with sequential memory
- Have limited working memory
- Have poor general knowledge

- Experience difficulties with problem solving
- Have difficulties with generalised understanding

(Imray and Colley)

These barriers can 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
- Difficulties in establishing and maintaining interpersonal relationships

Therefore, students within green 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

To address and minimise the effects of these barriers, the green pathway curriculum at SENDAT focuses on developing students' skills and abilities in four core areas of learning – My Communication, My Movement, Myself and My Thinking. This core curriculum is similar to the blue pathway Curriculum which follows a four strand structure based around the core areas of Communication, Movement, Discovery and Personal Development. The green pathway curriculum is then further supported by Enrichment areas of learning which includes My Creativity and How My World Works. The model is driven by the identification of individual personalised learning goals. However, the core areas of learning plus other wider school experiences, alongside the therapies we offer provide a rich context within which to develop fundamental skills and understanding.

## ii. How our students learn and make progress

Students working on the green pathway have not yet developed the learning skills they need in order to acquire new information at the rate that other students might. We strive to give these students the skills they need in order to make outstanding progress, whatever this may mean to the individual learner. We recognise that students do not progress in the same way and that learning must be consolidated and applied throughout the curriculum to ensure a skill is transferable. Not all students progress in a linear way. Practitioners involved with green pathway learners must recognise that it may be the case that lateral development or maintaining skills may be outstanding progress for some students.

## iii. Phases in learning skills and recognition of attainment

Students may take a significant amount of time to learn a new skill and it's vitally important we appreciate each phase of learning a skill when planning and setting learning goals. Students may also pass through a phase a number of times, or may not ever reach the application and adaptation phase. Recognition of each stage is essential in capturing progress and planning enriching learning activities. Learning goals should remain the same where appropriate until a student has achieved all phases of learning the skill – this of course does not mean that the activity they are doing cannot change. It is up to the teacher's judgement to decide whether a skill is appropriate to the individual learner. Our green pathway teachers may find it useful to consider the following phases in learning when they finalise their students' learning goals.

Phases in Learning:

Maintenance	In which a child maintains their level of responses with their environment
Reactivation	In which learners regain skills apparently lost, and begin to rekindle their interest in responding to the environment
Acquisition	As learners learn new responses through demonstration, modelling or physical prompting, often with great deal of support
Fluency	Learning through 'repeated doing' to develop greater confidence, ease of action and accuracy – approaching levels of mastery
Consolidation	In which learners consolidate competency and fluency over time by over-learning through repetition and familiarity
Generalisation	In which learners develop and achieve mastery in different settings or contexts, with different stimuli or materials or with different members of staff
Application and adaptation	When learners recognise similarities and difference in new situations and adapt application of skills to them

(Equals)

Recognising minor steps within these phases will evidence that students are making small steps of overall progress. To capture these moments, practitioners must know the individual student well and be able to

identify responses and behaviours to know which phase they are working within. Similarly, The Engagement Profile and Scale is a classroom tool developed through SSAT's research into effective teaching and learning for children with complex learning difficulties and disabilities. It prompts student-centred reflection on how to increase the learner's engagement leading to deep learning. It has been suggested by the Rochford Review as a compulsory tool for assessing students not participating in subject specific learning. Further detail of this is given in Part 3 which explains assessment procedures for our learners.

Finally, we also refer to P Scales throughout our documentation. The purpose of this is to provide a common language for staff until the P Scales are phased out.

#### **iv. The Learning Environment**

Many children within the green pathway also have physical and sensory impairments, therefore to best support their learning the environment needs to consider;

- Frequent changes of position
- 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
- A small number of more able peers to watch, interact with and listen to
- Sensory cues, objects, objects of reference, signs, photos for routine activities
- Generally a slower pace in lessons and routines to give students 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
- Space to move around the room safely

- Safe space and activities for relaxation
- Outside sensory area
- Little visual and aural clutter in the learning spaces
- 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)
- Spacing to allow an adult to interpret what's happening in a large group session
- Interactions based on individual children's communication behaviour
- Small number of adults who know the children and their learning goals 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

### **The 'Jar of strengths'**

If appropriate for the level of learners, classes should have a jar in which they write post-it notes throughout the week commenting on students' strengths and positive things that they have achieved. This may be called a 'star jar' or another simpler term. Each student has a different post-it note so they can sort through them at the end of the week and stick them onto a poster to go home to parents to share all of the amazing things they have achieved that week. This encourages good behaviour, engagement and appreciating others and all they do. Students may also write post-it notes for each other if they wish to. The aim is to increase value, confidence and self-esteem as it creates a great immediate reward and an opportunity to reflect at the end of the week. All students should achieve throughout the week and it doesn't necessarily have to be something that they have had to earn e.g. 'wow you have brought your amazing smile with you to school today!' This means all students are included and know that they can't 'fail' in this.



## Resources



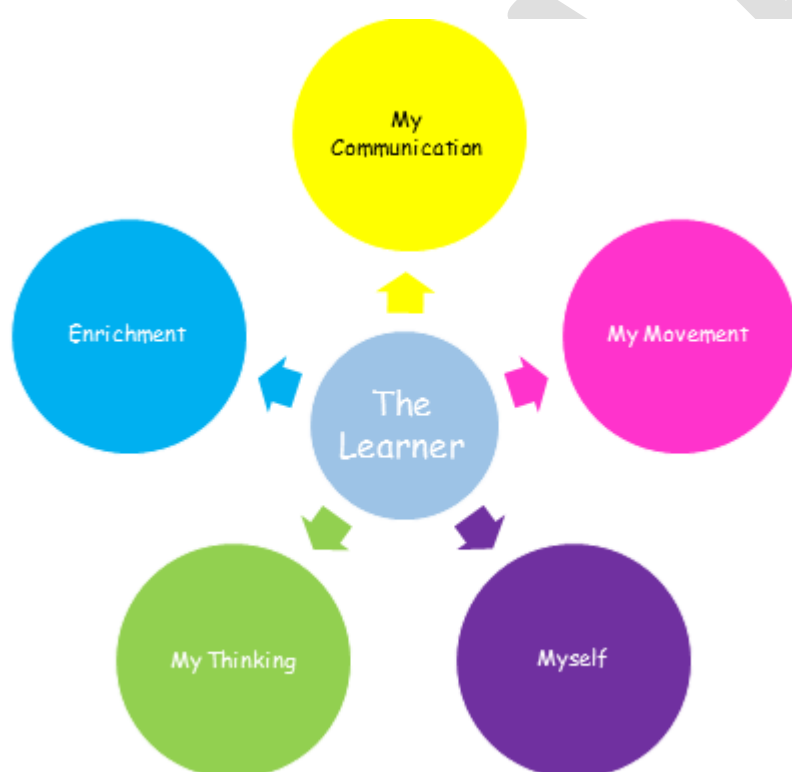
- Corner stones <https://hub.cornerstoneseducation.co.uk/>
- We are creating activity sets of ready-made activities for each of the areas of learning. For example, washing powder, clothes, a hair brush, toothbrushes and toothpaste for a Myself activity.
- Colourful semantics resources including coloured card, matt laminating pouches, symbols, laminated coloured cards etc. There are also some reusable books such as 'How to make a tuna wrap' and other event sequencing.
- We are building story boxes that include props, colourful semantics books, symbol sets and other related activities.

## Our Curriculum

Based on the pedagogical reasons outlined in Part 1, our green pathway curriculum is designed to be;

- Varied (non-linear)
- Personalised
- Holistic
- Concrete and contextualised
- Process-based
- Achievable

We have embedded it with the concepts taken from our assessment tool; independence, fluency, maintenance and generalisation (Sissons, 2010). We have adopted a semi-formal curriculum model, having researched and used aspects of the Equals model and Penny Lacey's work. We have looked at other similar institutions such as the Ash Field Academy and others to develop our own ideas on what is important to our learners here at SENDAT.



The Green Pathway curriculum is based on four core Areas of Learning for Key Stage 1 - 4 – **My Communication**, **My Movement**, **Myself**, **My Thinking** plus **Enrichment** which includes **How My World Works** and **My Creativity**.

Students have learning goals in each of the core areas, with additional opportunities to develop these skills in other scenarios through Enrichment. Within these core areas teachers plan fun, engaging and relevant learning activities. Although students will be working towards learning goals

throughout the week, this will be through learning activities and a holistic way of teaching, at the right pace for the learner. These activities must be motivating for students and something they want to do.

i. **Guidelines for Teaching and Learning for students within green pathway**

For learners with complex needs life can become a fragmented series of events with little order. Without structure, learners may struggle to develop anticipation and memory. Therefore, it is essential to provide a simple, structured environment with ordered activities and routines. Teachers should use their best judgement to design a timetable to best suit the needs of their individual learners. Daily and weekly consistency is important and sessions such as Communication groups, PE and therapies also need to be considered.

**Suggested timetable**

2017 – 2018 Timetable								
	Tutor	Session1	Break	Session2	Session3	Lunch	Session4	Session5
	8:50 - 9:10	9:10 - 10:10	10:00 - 10:30	10:30 - 11:00	11:00 - 12:00	12:00 - 1:00	1:00 - 2:00	2:00 - 3:00
Mon	Tutor time	My Communication	BREAK TIME	Assembly	My Movement	LUNCH	Myself	My Creativity
Tue	Tutor time	My Communication		My Movement	My Thinking		Myself	Enrichment Sensory room
Wed	Tutor time	My Communication		My Movement	My Thinking		Myself	How my world works
Thu	Tutor time	My Communication		My Movement	My Thinking		Myself	How my world works
Fri	Tutor time	My Communication		My Movement	My Thinking		Myself	Enrichment Choosing      Assembly

**Level of stimulation**

Some students need wild and exciting stimulation to react but others need a gentle, slow approach. For example, some students may find a loud environment overwhelming. Observe carefully to see which level of stimulation is best for each individual student. There is always a small intervention room available within school if a student ever needs to spend some time out of the classroom environment.



## **Repetition**

Most students need a huge amount of repetition to develop or even maintain a skill. Where possible, choose a small number of activities to repeat over and over again, rather than giving continually new experiences. This will give the opportunity to build anticipation whilst consolidating learning.

## **Waiting Time, Pausing, Anticipation**

Learners with complex needs are sometimes 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.

## **Taking turns**

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

Taking turns is about the start and finish of your part in an activity or conversation, so that someone else can engage with you. The same principle applies to students with complex needs when they are taking turns 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 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
- Demonstrate to students the differences between turn taking and waiting

## **Staffing and grouping**

Students need a high level of adult support; they also need time alone for relaxation and reflection.

Students 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), for example during physical activities.

## **ii. What makes great teaching on the Green Pathway?**

### **Management and Organisation**

- The teacher manages staff time so all students have their needs met
- Staff know what they are doing at all times in the day
- Teachers and staff must be flexible and be able to adapt to the students' engagement and behaviour
- Staff work as a team with common aims and practices. They support each other to meet the students' needs
- Teachers are responsible for planning documents but all staff contribute ideas to them
- Teachers and staff meet regularly to discuss individual students and the plans for teaching and learning
- Teachers meet with therapists/visiting teachers to agree on students learning goals
- Staff are focused on the students during the school day
- Students are engaged with activities when supported by staff
- If they are able, students engage with activities unsupported
- Waiting times for students to be engaged are minimal and individually appropriate
- Students are grouped appropriately to support their learning
- Staff know how to work with students whose behaviour can be challenging
- They have a plan B when plan A doesn't work

### **Teaching and Learning**

- Staff know students' learning goals and can provide suitable activities to practice them
- Staff understand what is included in the areas of learning for students (My Communication, My Movement, Myself, My Thinking and Enrichment)
- Teachers know what they are teaching and why
- Staff know how to challenge students sufficiently
- Staff provide suitable resources for individual students

- Staff use their initiative if a resource doesn't work or they need extra activities
- Staff communicate at a level students can understand and know when to use supportive Alternative and Augmentative Communication (AAC)
- Students are encouraged to interact with each other
- Students are enabled to learn in an atmosphere of fun and enjoyment
- Teachers continuously evaluate progress made towards learning goals

### **Physical/Moving/Handling/Safety**

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

### iii. **Support for Learning**

#### **Sensory Cues**

Many learners benefit from 'sensory cues'. Students need to be given a consistent routine to help them begin to learn to distinguish activities and people so eventually they can begin to anticipate what is going to happen to them. Some cues will be particular to individual students, 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. Some examples of session cue songs can be found on the areas of learning schemes of work.

### **'5 Minute Warnings'**

As well as needing a sensory cue prior to an activity, some students within green may also benefit from a five minute warning before the end of an activity so that they have time to process what is going to happen. This may be as simple as holding up a sign or shaking a tambourine whilst saying '5 minutes left'.

### Visual Timetables



To support daily structure further, you may have a visual timetable in your class room or a personalised timetable for an individual student. These can include activities for a whole day or be as simple as a 'now', 'next' and 'then' board. Certain students may need different information to meet their needs. For example they may need warning if they are going to be going outside or working with a certain member of staff. Some students may need

to know what they are doing for the whole day and others it may only be suitable to know the structure of the morning.

These are also suitable to be used during sequencing tasks, for example having photographs of each stage of making a meal. Students could follow photographs as a recipe or it may be their task to order the photographs themselves, depending on the ability of the learner.

Now	Next	Then

### Colourful semantics

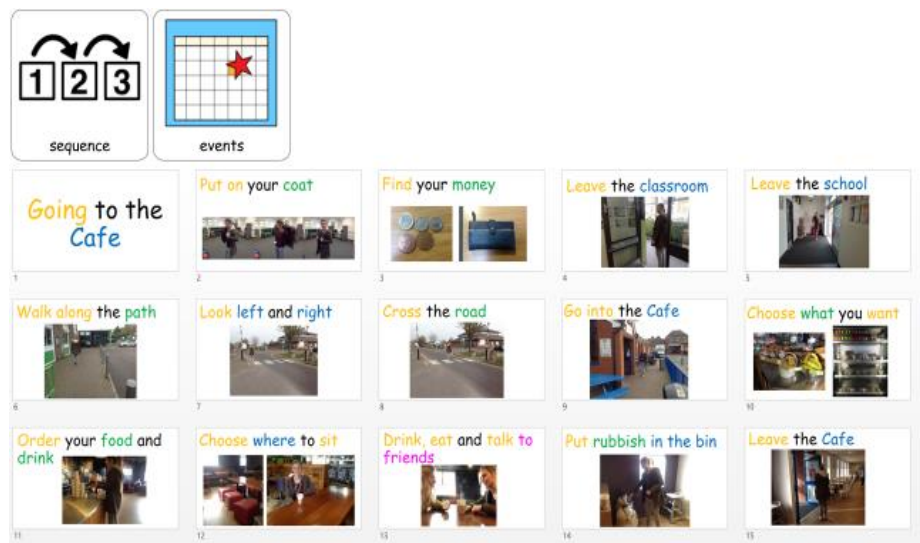
Colourful Semantics is an approach used with children with a wide variety of language and communication difficulties. It is based on independent research carried out in the UK by Speech and Language Therapist, Alison Bryan (and others) between 1997 & 2011.

write	a	story
• Who?	• What doing?	• What?
		• Where?
	• When?	• Why?
		• How?

The approach helps students to understand the **meaning** relationships between the different sections of simple sentences and to express these. Developing understanding of the meaning of words is something that students within the Green pathway generally struggle with, therefore this approach has been a

successful teaching strategy in many classes. This is something we hope to strengthen the use of within the green pathway and develop across the school.

Some green pathway groups may use this approach through symbols to build up sentence structure and develop speech whereas other groups may be developing thinking, encouraging creativity within their writing or sequencing a preparing for adulthood visit.



More can be found about Colourful

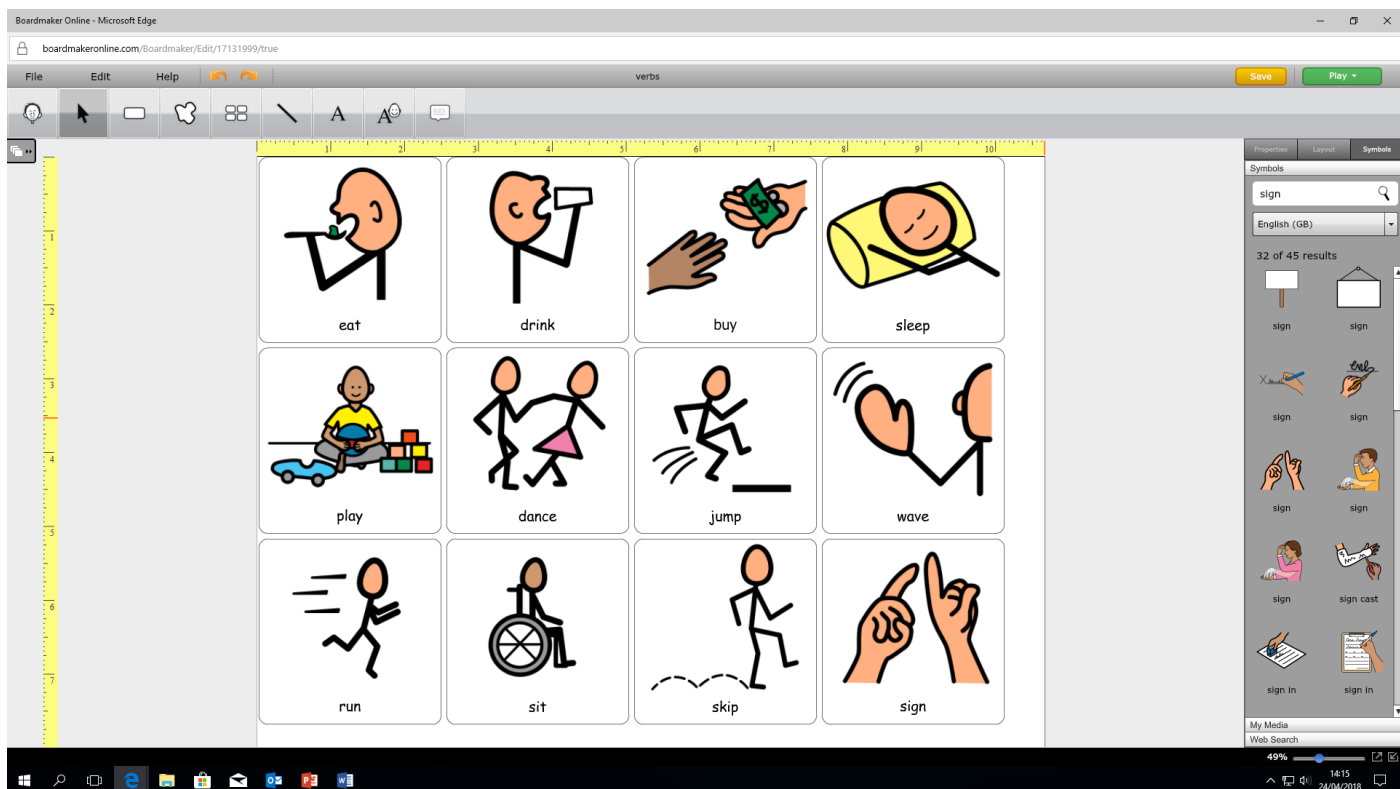
Semantics here: <http://integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/>

## VI

We use 'Comic Sans MS' font at the appropriate size for the student and ensure symbols are minimum 4cm by 4cm. Matt laminating pouches are used for students with a visual impairment.

## Symbols

We use boardmaker online to create symbols and try to ensure consistency in symbols used where possible. It is suitable for most of our students within green to use the simplest symbol available. Boardmaker can be used to make individual symbols, set up switch games, build up sentence structure and



create a variety of activities. There is a user guide available on their website that covers 'how to' with a range of uses.

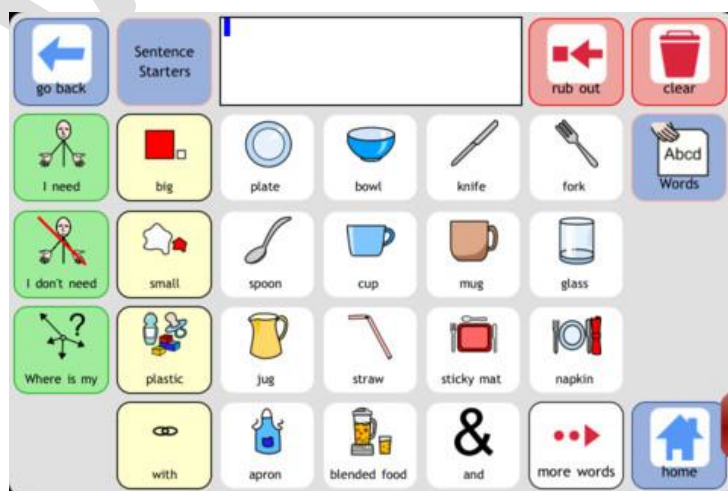
### Gridplayer

Pupils who are non-verbal will benefit from using Gridplayer. Grid Player is an Alternative and Augmentative Communication (AAC) App that helps people who cannot speak or who have unclear speech to communicate.

Sentences that you create are spoken out loud.

Grid Player is suitable for a wide range of people with communication difficulties,

including those who use symbols. This is a free app if you would like to have a go at home and is also available in different languages.



### Signing

Makaton as our main method of signing. Makaton is a language programme that uses signs to help people to communicate. It is designed to support spoken language therefore signs are used as well as speech, in spoken word order. Students will access signing at a level that meets their needs, even if it is to communicate 'toilet' or 'drink' whereas other students use a wider range of signs throughout their daily routines. British Sign Language (BSL) is also used for those students for whom this is more appropriate. It is expected that all staff sign on the green pathway.

#### **iv. Planning**

When planning, teachers should take the following into consideration;

- Prior learning – needs to be assessed accurately and in detail
- Early child development
- Learning goals
- Materials and resources – are they interesting and motivating?
- Balance – between keeping things fresh and interesting and allowing enough repetition for learning

Planning can be done in any format that the teacher wishes and we have recently made the decision to only do medium term planning if it is beneficial to the teacher and makes a difference to students and their progress.

There is a theme across the green pathway each term to give teachers the opportunity to plan collaboratively and to come together for 'wow' days (see My Creativity). \_Example:

Green Pathway Curriculum Themes - 2017.2018			
	Autumn	Spring	Summer
	Into the woods	Up & Down	Heroes & Villains
<b>'Wow' Enrichment Opportunities</b>	Immersive Theatre 20.09.2017 (JSH)	Bamboozle Theatre Show 16.01.2018 & 17.01.2018 for some pupils (JSH)  Easter Egg Balloon Hunt with Blue Pathway 22.03.2018 (EC)	Animal Party 15.05.18 (MD & JR)  Summer Celebration?
<b>Sensational Days organised by</b>	<u>Kristmas</u> Kick-off (MD)	(CI, BM)	(KM, JM)
<b>Sensory Assembly</b>	n/a Primary assembly	Whole world in his hands (JR) Jonah and the Whale (JR)	Story of creation (CA, EH) Noah's Ark (CA, EH)

The green pathway curriculum is based on five Areas of Learning - **My Communication, My Movement, Myself and My Thinking** (the four core areas of learning) and **Enrichment**. The focus for this curriculum is on developing skills and capabilities rather than knowledge. Green 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.

### Short/Medium Term Planning

Each student will have a learning goal which they are expected to work towards in each of the four core areas. These will also be practiced/embedded through the further learning opportunities offered in Enrichment. Planning must include;

- The learning goals the relevant students are working towards in that lesson
- Differentiated tasks that work towards those learning goals
- Planned use of adults to support learning / grouping according to the goals and activities

Again, it is up to the teacher how they wish to present this information and it must be considered that planning should be thorough enough for somebody to be able to cover their lessons in case of illness or other circumstances.

This is the teacher guidance for the planning process on this pathway;

1. Teachers use their prior knowledge of the student's abilities, needs and likely future path, plus all available data, to make an informed choice on the area of skill they would like their student(s) to focus on. The teacher should use the EHCP outcomes (found in the Annual Review paperwork) to



influence and shape the goals they set for students as these provide the basis for their longer term journey

2. Teachers can then refer to the skills progression table which identifies possible learning goals for students (in the form of 'I can' statements) which they will use to create an appropriate, personalised, challenging but achievable goal for their students
3. These goals will be quality assured by the Curriculum Leaders for Communication, Movement & Personal Development and by the Pathway Lead
4. They will then plan lessons which help that student to meet that goal in each of their four core areas and through further Enrichment opportunities
5. The Curriculum Leaders for Communication, Movement and Personal Development will be available to provide support when setting and planning around the goals. This may include the provision of equipment/advice/in-class assistance to ensure the students make progress towards their goals and they should contribute towards assessing the students development

**v. Programme of learning**

**My Communication**

Supporting the development of core communication skills is a high priority. Effective communication is at the heart of every aspect of school life. This is true both for students and staff. Developing children's speech, language and communication skills contributes to a wide range of positive outcomes in educational achievement, social competence, behaviour and mental health.

The wide range of learning, physical, sensory and health needs of the students means that a Total Communication environment is needed to meet the diverse communication challenges that the students face. This simply means communicating with people in the best ways that are accessible to them. A Total Communication environment addresses both receptive and expressive needs. It includes Augmentative and Alternative Communication (AAC). Appropriate approaches and strategies should be used consistently by adults in all aspects of daily school life. However different methods or a mixture of methods may be used by the students in different situations. Where necessary the Speech and Language Therapist will work with the class teacher to support the communication needs of the child, set targets and suggest resources or a therapy programme. The Communication Team also provide additional support where appropriate.

The following areas are addressed:

Comprehension /understanding of spoken language

- Developing listening and attention skills
- Receptive language development including -understanding of information carrying or key words; vocabulary building; concept development; verbal reasoning
- The use of Augmentative or Alternative Communication (AAC) to support understanding of speech

#### Expression

- Expressive speech development (speech sounds)
- Expressive language development including –vocabulary development; sentence building; narrative
- The use of Augmentative or Alternative Communication (AAC) to support expression

#### Interaction / Social Communication

- Shared attention; turn taking; initiation of communication
- The skills of the interactive process of communication; awareness of self and others and communication in a social context.

### **My Movement**

Movement is a huge part of the curriculum across the school and is incredibly important to all learners, including those within green pathway. The Movement team are pivotal to target setting, supporting changes of position, managing equipment and ensuring Teaching Assistants are trained to provide the best possible support and opportunities for our students. My Movement could look quite different for each student depending on the opportunities they are entitled to such as Physiotherapy sessions, Rebound Therapy, yoga and changes of position.

Within My Movement lessons the class teacher may have a more 'PE' based session or they may decide to have thematic activities that encourage movement and challenge for their students. All green pathway students will have PE lessons once a week that will help students work towards their Movement goal as well as a session run in classrooms each day (see example time table). It is recommended that the movement session is fixed and that the Movement Team are notified when it will be held so they can arrange to provide support.

### **Myself**

Myself is linked to Personal Development and should be a holistic approach to developing understanding about a range of things that are present in the student's life. It may develop their independence,

confidence, identity, self-belief and preferences as well their emotional wellbeing. These attributes will of course also be developed through every area of the curriculum. It is really important for learning to be focused on the student and experiences that are personal and relevant to them. The Personal Development Curriculum Leader will support in setting and monitoring the goals in this area.

### **My Thinking**

Cognitive skills affect a student's ability to think and reason, maintain attention and remember. A student within Green may have difficulties developing these skills as they require use of part of the brain that may not function efficiently, leaving gaps in their visual and auditory processing capabilities. Students should be encouraged to process information, make sense of it and be able to apply it to a scenario. To develop cognitively, students must have first-hand experiences which will need to be modelled and then repeated in order for them to understand and remember the process.

As always, it is particularly important to avoid doing anything for the student that it is possible for them to do themselves, as this will hinder the learning experience. Learning should be supported by visual and auditory clues where appropriate. My Thinking will help to develop memory, recognition and problem solving, evaluating those solutions as well as questioning.

### **Enrichment – designed to support the four core areas of learning**

#### **How my world works**

Students should learn life skills that enable them to be active in routines and to complete everyday tasks more independently. Activities should be personalised to the student depending on things that are most important to them and their potential future independence. Some activities may reappear in this area from a core area and the purpose is to give the skills further context. Suggested activities include;

Learning routines

Practising transitions

Cause and effect

Learning about familiar and unfamiliar people

Social boundaries

Role play

Games on the computer

Operating cooking equipment

Answering the telephone

Practicing functional skills in different environments

Weather forecast  
Road Safety  
Night and day  
Days of the week  
Objects of reference  
Sequencing  
Time and place  
Mapping  
Gardening  
Community experiences  
Packing their own bag to go home  
Tidying away  
Conflict resolutions  
Greeting people  
Resonance boards  
Sensory room  
Using the microwave  
Using the photocopier  
Listening to the news

### **Diversity days**

At SENDAT we celebrate key events and religious festivals. This is one of the occasions in which the green pathway comes together with the other pathways to celebrate and learn as a whole school.

### **Visits**

Visits include both enriching experiences and preparing for adulthood opportunities. We value repeated visits so that our students have the best possible chance at accessing their community in the future. This includes accessing public places such as going to the café or going to the shop to buy something. Students learn the sequence of the visit, how to pay for items and develop important communication skills.

### **My Creativity**

Students within green benefit greatly from expressing themselves through the Arts. Encouraging imaginative thinking and expression can build confidence and influence communication skills. Subjects such as art, music and dance are also key to developing conceptual understanding, giving meaning to more

abstract concepts such as people's emotions and feelings. Play is also key to developing imaginative skills, as well as social interactions and problem solving. Students are likely to have communication barriers that influence their experience but it is essential to support play in order to create learning opportunities, as play can develop skills in any or all of the core subject strands. It is important that we recognise the process that students go through during My Creativity and try to avoid a sole focus on the end product.

Suggested activities include;

Activities from Sounds of Intent

Sensory stories

Painting

Arts Award

Enterprise

Rhythm

Diversity days

Visit from an external artist

Drama and role play

Call and response

Poetry

Band

Choir

Song club

Performance workshops

Instrumental exploration

Designing and making

Relaxation

Messy play

Cooking

Dance

Creating a piece of music

Listening to jazz, opera, folk music

**'Wow Days'**

There are 'wow' days within the green pathway where there is a thematic approach to create engaging and enriching learning opportunities for students. Each teacher plans a different sensory room based around the theme to stimulate senses and encourage creativity!

### **External visitors**

We work with many external visitors, including the Arts Society, Pet Therapy, employers, etc. The aim is for our students to thoroughly enjoy getting involved and see their confidence grow throughout the experience!

### **EYFS**

As all students who join us at 4 years old will be functioning within the Early Years Foundation Stages, they access a free-flow, engaging environment that meets their early developmental needs alongside students across KS1. Every year our intake is different, therefore influencing what pathway our students will follow further into their education. The green pathway curriculum is hugely influenced by an early years style of teaching and therefore meets the academic and personal needs of most students. A highly personalised curriculum offer ensures students are all challenged appropriately.

### **FE**

When students turn 16 they move up to Further Education. SENDAT currently offer both a Priory Sixth Form and Angel Hill College (in partnership with West Suffolk College) in Bury St Edmunds. Students on the green pathway will take ASDAN qualifications. They will follow either the Personal Progress or Independent Living modules depending on their future choices and abilities. They will be set Learning Goals in just three of the core areas: My Communication, Myself and My Movement. These will be assessed in the same way as the Red Pathway (please refer to Red Pathway Handbook). SENDAT commission an independent careers advice service who advise and support students as appropriate within the local offer.

## Assessment

The Rochford Review states *'it is neither possible nor desirable to set national expectations for what these students should have learned at a particular age or by the end of a key stage...as assessment for students within green pathway should be suitable for each student's individual needs, the review does not feel that it would be appropriate to prescribe any particular method for assessing them.'* In response to this advice, we are using a basket of indicators to ensure a broad range of tools and approaches when assessing our students that will allow all aspects of their learning to be captured and considered. These include;

Quantitative measures:

- (Engagement Scales: TBC)
- P Scales
- ASDAN Awards
- EYFS framework (F2 students)

Qualitative measures:

- Internal/external moderation

### i. Assessment on the Green Pathway across the Key Stages

We do not compare the progress of our students with the progress of students in other schools. We believe this is meaningless as one young person with SEND is very different to another young person with SEND, even if they have the same diagnosis, learning difficulty or medical condition. We have made this decision based on research by Peter Imray, Penny Lacey and following the publication of the Rochford Review recommendations. However, we do value and learn from cross-school moderation.

Foundation - Students in F2 will be assessed twice a year following statutory assessment criteria.

Primary - Students will be annually judged against the Engagement Scales (TBC) as recommended by the Rochford Review.

Key Stage 5 – It is envisaged that students will follow the successful SENDAT model operated in West Suffolk at Priory School and Angel Hill College, and will be assessed against the ASDAN Personal Development programme. They will have goals set for them in the THREE core areas; My Communication,

Myself, My Movement but will follow a format of assessment for these goals, similar to that used on the red pathway.

**ii. Recording and Reporting**

Teachers on the green pathway will follow the phases of assessment outlined below;

1. Planning and baselining – teachers will agree priorities for the students in their class, write their learning goals for the four core areas (My Communication, My Movement, Myself & My Thinking) using their knowledge of the student, EHCP Outcomes, the skills matrix and progression tables. Their proposed goals will be quality assured by the keystage Leader.
2. Formative assessment – teachers will collect evidence and make frequent judgements through class assessments against the goals and with ongoing support from the Curriculum Leaders. This evidence will be collected in work folders.
3. Summative assessment – This data will be used to complete their termly reports. Data will also be collated and analysed in the achievement report which will give a wider picture of the Green Pathway.



### **Annotation of work and photographic evidence on the Green Pathway**

When a student is working towards or has achieved a learning goal, take a photograph and use an annotation sticker to mark a piece of work and file it in their work folder. This can be done for 'incidental learning and Enrichment' also to capture additional progress.

**Green and pink pens should be used to annotate:**

**'Good to be Green'**

**Strengths/Celebrations**

**What went well.....**

A comment that.....

- links to how well the student has achieved
- level of engagement or effort
- something that has been consolidated in learning
- how the student has worked as part of a group
- if a student has done something new

**'Pink to Think'**

**Something to improve on or next steps**

**Even better if/Next steps**

A comment that can be a.....

- Reminder: 'Say more about ....'
- Prompt: 'Can you remember to...?'
- Question: 'Can you describe how ...?'
- Example: 'Can you think of an example to show what you are saying?'
- Extend: 'Next time you could...'

A template annotation sticker is available for use – please use/edit as you see fit for your class. Work folder front covers, spine inserts, learning goal posters and templates for EHCP outcome posters are all also available on the green pathway curriculum area under 'Work Folders'.

<S:\SENDAT BRIDGE ACADEMY - ESSENTIAL\Curriculum\2. Green Pathway\Work Folders>

Example:

All learning goals should be annotated at a minimum of once per week to evidence progress.

Date: 05/09/17	Student initial: LH	Staff Initial: JR
Learning Goal: I can play alongside a peer during an activity of my choice		
LH approached MA and Sharon whilst they were playing with the puppets and sat down next to them without being asked to. She occasionally looked at MA when he was laughing before joining in with laughing at the puppet. LH has achieved this goal whilst playing with puppets and should begin to share play experiences with a variety of toys/experiences.		My Communication
		My Movement
	x	Myself
		My Thinking
		My Creativity
		How my world works
		Prompting achieved
		Fluency achieved
		Maintenance achieved
		Generalisation achieved
		Incidental learning

- When students make progress an 'A' should be inputted to signify where they are on the progression score.
- Once a goal is achieved the final assessment date should be filled in and a new goal should be set. Please inform the relevant Curriculum Leader and the green pathway lead

when a new goal is set.

- If a new goal needs to be set for any other reason than a completed goal please also inform the relevant goal lead and pathway lead.
- Please fill in the 'progress towards goal' section as you go along.

Students all have a **Greatest Achievement File** that is used to gather evidence of great progress and special moments to them over a key stage. This includes up to three pieces of work per area of learning, each academic year. If appropriate, the student should choose the work they are most proud of.

### iii. Judging Progress

Students are set challenging and relevant personalised goals. To respond to the needs of each individual student, these goals have differing time scales. Termly goals are not set because this does not work for all students. Some students have goals that are much smaller steps and can be achieved in 2 – 3 weeks. Although we cannot talk about where we expect students to be because they are all at different points the student progress meetings and discussion with the class teachers allow us to identify students who need further support.

We ensure our assessments are robust by holding 6-weekly student progress meetings between pathway leaders and teachers which are quality assured by the senior leadership team. All goals are moderated at these meetings to ensure they are appropriate and challenging for each student. Student work is moderated internally to ensure teachers' judgements are secure.

### References and Acknowledgements:

Ash Field Academy, Broad Avenue, Leicester

DfE Special educational needs and disability code of practice: 0 to 25 years, January 2015

Equals

Peter Imray

Penny Lacey – Swiss Cottage

Victoria School – MSI Curriculum

Rochford Review (2016) Final report

Leicestershire partnership NHS Trust. Colourful Semantics: A colour coded strategy for developing spoken language skills from the work of Alison Bryan.

Imray P and Colley A (2016) **Inclusion is Dead: Long Live Inclusion**. London, Routledge (in print)

Kauffman J (2002) **Education Deform: Bright People Sometimes Say Stupid Things about Education**.

Laham, Maryland. Scarecrow Press.

Nussbaum M A (2011) **Creating Capabilities: The Human Development Approach**. Cambridge, MA.

Harvard University press.

Sissons M (2010) **MAPP: Mapping and Assessing Personal Progress**. North Allerton. The Dales School.