

Curriculum Pathways – *Specialist Provision 2021-22*



PATHWAY OVERVIEW	-The <i>Specialist Provision (SP) Pathway</i> is tailored to the needs of students whose main barrier to learning is Complex ASD, Sensory Processing Disorder (SPD) and/or present challenging behaviours due to their learning barrier.
PATHWAY INTENT	<ul style="list-style-type: none"> -To embed and promote positive student well-being, confidence, independence, functional communication skills throughout the curriculum. -A broad & balanced curriculum at KS3 & KS4 following the National Curriculum, with an enhanced ASD provision, supporting sensory regulation. -At KS5 the curriculum will focus on accreditations linked to life skills, independence and meaningful employability experience. -A specific Blended Learning offer is in place to engage and support students & their families, who need to self-isolate. (See Blended Learning Policy). -The pace and content of the curriculum has been modified in line with our Recovery Curriculum. (See Recovery Curriculum Policy.)
PATHWAY IMPLEMENTATION	<ul style="list-style-type: none"> - SP students within this pathway access a form tutor and TAs, to facilitate 1:1 supported, highly individualised therapy programmes. The curriculum is tailored to the needs of students with ASD, this includes dedicated time for sensory programmes, therapeutic activities and TEACCH strategies, to support students to understand, manage and regulate their feelings and emotions. -SP-Thrive students, with significant sensory needs and working at lower cognitive levels, will follow a ‘Thrive’ thematic curriculum. -SP-Explore students access a differentiated ‘Explore Pathway’ curriculum, taught by the class teacher, mainly class based. -SP Plus students may build up to their curriculum being delivered within other pathways, moving to a range of subject specialist teachers, in the Inspire pathway, for example. -Students within this pathway experience wrap around care from a range of multi-agencies including school nursing, physiotherapy, occupational health, speech and language therapists, CAMHS and social care. -We offer nurturing, mixed ability forms, which spend time reinforcing our PSHCE & well-being curriculum. This is called “Excellence for All: The 5 Steps to Wellbeing” (Connect, Give, Be Active, Take Notice, Keep Learning). Wider curriculum opportunities are celebrated and captured within the students personalised “Excellence for All” folders. Within this document students record their involvement within extracurricular opportunities for example: clubs, arts week, the school play, sporting events, PSHE drop down days and residential. -Careers Education, Information Advice & Guidance (CEIAG) is threaded through the curriculum areas, e.g. experiencing routines in a salon. Students access World of Work events in KS3 & 4 at an appropriate and meaningful level. -In Key Stage 5 the students are placed with the Inspire, Explore or Specialist Provision Pathways, depending on their academic progress through school and their expected destination post 19. Some students experience work-based placements, e.g. visiting a community café, or experience work environments, e.g. attending the College Salon, as appropriate to their cognitive and academic level. Some students will participate on the work based vocational programmes. -College students access a ‘Life Skills’ curriculum, with opportunity to develop key Maths and Literacy skills in functional ways. The focus is on developing their life skills, to ensure they maximise their independence as they move into adulthood. There is a focus on developing their personal and social development, to support them to value themselves, alongside developing and maintaining safe and healthy relationships as they move into adulthood. -College students experience a ‘vocational carousel’ during the week. This provides hands on vocational experience and opportunity to practice skills through meaningful work related activities in real placements, such as the gym, hospitality, hair and beauty salon and the Unsworth Centre alongside vocational courses such as Animal Care.

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	<p>-Some students who demonstrate they are ‘work ready’, may find the Vocational curriculum a more appropriate route at Key Stage 5. At this point they will follow our Inspire Pathway, which could potentially lead to a Fairfield Hospital Internship.</p>
PATHWAY IMPACT	<p>-Year 7 students join us ‘working at ‘Early Years Foundation Stage Expected’ academic levels, through to working at ‘Yr2 Expected’ academic levels.</p> <p>-Students sometimes move between Specialist Provision and other pathways, e.g. Inspire, as students learn to regulate their emotions within the school environment.</p> <p>- We strive for students to develop their independence and communication skills, to enable them to have their voice; and to enjoy being in the community, participating and contributing meaningfully. We strive for students to achieve the most appropriate academic qualifications, and life skills, to prepare them for being productive members of their community.</p> <p>- SP KS4 students work towards ASDAN accreditations, BTEC Food and Entry Level 1-2 qualification. Entry level qualifications provide functional skills in maths and English which are useful in everyday life.</p> <p>- SP Plus KS4 students may access some subjects within the Inspire pathway. Here they may work towards qualifications, which may include GCSEs Grade 1-2 (G-E), BTECs, Entry Level 3 and Level 1-2 qualifications.</p> <p>-KS5 students can achieve a range of NVQ vocational accreditations, ASDAN Employability, the Duke of Edinburgh award and experience work placements. Some students move to apprenticeships, employment, or further study.</p>

KS5 College Hub ASDAN Working Towards Independence	Life & Living Skills x 5	Creative Arts x2 Arts Award	Wellbeing & Personal Development x5 -Sport & leisure (gym/exercise) -Personal care (Salon) -PSHCE	Community Engagement (x4)	Therapies (x5) -inc Hydro	Social Opportunity (x 1)
	Food Skills x3					
	Communication, Independent Skills, Key Skills in English & Maths (Functional Skills) taught across the curriculum CEIAG / Applied Learning - Internal and external work experience- bespoke programme.					



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KS5 Elms Bank Site ASDAN Working Towards Independence	Life & Living Skills x 5 Food Skills x3	Creative Arts x2 Arts Award	Wellbeing & Personal Development x5 -Sport & leisure (gym/exercise) -Personal care (Salon) -PSHCE	Community Engagement (x4)	Therapies (x5) -inc Hydro	Social Opportunity (x 1)
	<i>Applied Learning – bespoke internal programme including work experience</i>					
KS4 ASDAN Transition Challenge	Design and Technology (x1) - ASDAN (Transition Challenge) Food Tech (x2) BTEC or Transition Challenge	Arts Award Bronze Art (x1) Music (x1) Drama (x1)	Science ASDAN (Transition Challenge) (x1)	Physical Education (x2) Entry Level Cert Therapies (x1) -Warm Water Swim	Community ASDAN TC (x2) PSHE (SRE)(x1) Independent Living ASDAN TC (x2) Humanities (Geog, Hist, RE) ASDAN TC (x1)	Assembly (x1) Or Additional therapies session (x1)
English (x4)			Mathematics Entry Level Cert 1 / Functional Skills (x4)			
CEIAG / Applied Learning – bespoke internal programme – including work experience						
KS3 (Explore Pathway)	Technology Termly Carousel (x2) Computing Design Tech Food Tech	Art (x1) Music (x1) Drama (x1)	Science (x1)	Physical Education (x2) Therapies (x2) -Inc Warm Water Swim x1	PSHE (x1) Inc SRE, Humanities (Geog, Hist, RE) (x2) Community (x2) Ind Liv (x1)	Assembly (x1)
	English x4			Mathematics x4		
	CEIAG / Applied Learning – bespoke internal programme					
KS3 (Thrive/SP Pathway)	Food Skills (x2)	Art (x1) Music (x1) Drama (x1)	PE/Movement (x2) Therapies (x2) -Inc Warm Water Swim x1	PSHE Inc SRE(x1) Ind Living (x2) Humanities (x2) Community (x2)	Assembly (x1)	
Communication and Literacy (x4)				Cognition and Thinking (x4)		
CEIAG / Applied Learning – bespoke internal programme						

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