

KS3 and KS4 : Curriculum Aims and Intent

Delivery of the curriculum to respond to individual needs and adapt to students. Differing pedagogical approaches to the curriculum delivery is seen through our pathways model. The three pathways work interchangeably to allow fluidity and movement where appropriate.

Strive Pathway

Our Strive learners will be given **discreet and further opportunities to experience learning outside of the curriculum** to support their destination outcome. Strive learners will follow a more **formal curriculum** to support their needs, with a focus on **literacy and numeracy** throughout their learning. The accreditation offer will be bespoke to reflect student interests and abilities.

Learners identified on the Strive pathway may be learners who would benefit from further experiential learning (the ability to learn through experience, trial and error, and observation. Learners on this pathway may have discreet opportunities to prepare them for adulthood/employment if appropriate.

Inspire Pathway

- Driven by the specific needs and abilities of students from **P4 onwards**.
- Pupils with SLD are still **learning how to learn**.
- Essential to offer opportunities for them to develop **life skills and independence**.
- Designed specifically for their needs – not a differentiated version of the National Curriculum.
- Subject specific learning (SSL) – discrete teaching of subjects is no longer appropriate. Research suggests after the age of 8/9 SEND learners do not benefit or flourish within the confines of the National Curriculum.
- SLD learners may not learn or make progress in a linear way – therefore we must recognise **that lateral development or maintaining skills is outstanding progress for some students in this pathway**.

Thrive Pathway

- Learners require **multi-sensory, holistic and play based curriculums which are highly personalised to each individual learner**.
- PMLD learners may have difficulty communicating high levels of support needed, complex health needs and challenging behaviours.
- Core curriculum offer needs to encompass personalised support for essential areas of child development – communication, thinking, movement, and independence/social development.
- Learners need **careful and close observation** to determine **achievement and engagement – linked to the engagement model**.
- Curriculum is tailored to the child's response and interaction with stimulus, their preference for sensory stimulus and looking for early responses.
- **Engagement is multi-dimensional** – exploration, realisation, anticipation, persistence, initiation – using the engagement model observation proformas to look at progress.

Strands of learning by which the curriculum is organised and taught. Long term thematic overview in place to ensure broad and balanced coverage of suitable topics relevant to the experiences and needs of our students. Each strand incorporates and blends the national curriculum, to ensure breadth and depth of specific subjects and appropriate coverage. Close links to EHCP outcomes to create holistic approach to target setting.

Communication

- English – Reading, Speaking, Listening, Writing.
- Individual communication development and support
- Turn taking and interactions
- Development of PSD skills

Discovery

- Exploration of different topics combining:
- Maths
 - Science
 - ICT/Computing
 - Humanities

Movement

- Individual movement development e.g. postural management routines.
 - PE
 - Dance
 - Healthy lifestyles
 - MOVE sessions
 - Hydro
 - Fine/Gross motor

Independence

- RE
- PHSE
- Life skills
- RSE
- Opportunities to promote leadership and independence in school

Enrichment

- Art
- Food Technology
- Design
- Team building
- Development of talents/skills/interests
- Outdoor learning

Assessment of Learning – linked to outcomes from EHCP which support ILP targets – based on skills to support areas of need. MAPP to assess lateral progression and building of skill through the curriculum delivery. Evidence for Learning will be used to capture learning, progress and evaluate MAPP data.

EHCP

ILP

MAPP