

# Red 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.*



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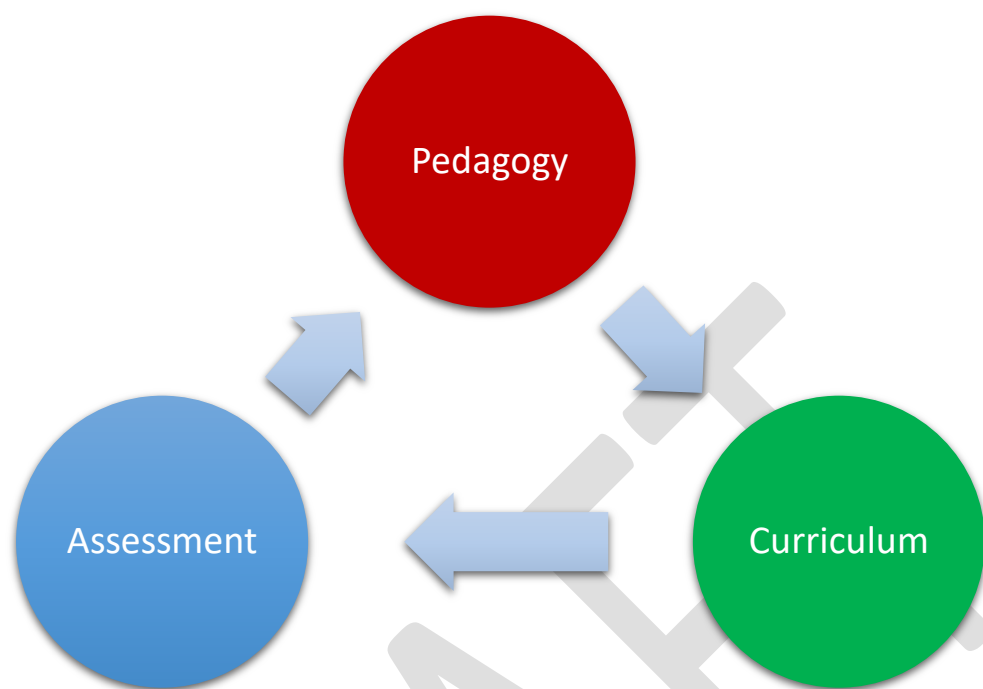
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## Introduction

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)



## Red Pathway Curriculum



### Red 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.

### Red Pathway Curriculum implementation

The Red Pathway Curriculum focuses on developing core functional skills that will best prepare students for adult life. Students on the Red Pathway are supported to achieve at least five nationally recognised accreditations to support them in gaining a place at a further education college, supported internships/apprenticeships or prepare them for voluntary or paid employment. We intentionally offer students opportunities to gain five qualifications, so they are able to progress onto appropriate courses when they leave SENDAT at any point from the end of Year 11.

Some more able students will access elements of the Yellow Pathway and some, less able, will access the Green Pathway. This planning will help to support their varying needs and develop appropriate outcomes in independence, employability, healthy living and participation in society. *See Pathways Overview above*

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

- 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 Red Pathway participate in subject-specific learning.

## Key Stages 1-5

### Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1)

To achieve ambitious outcomes, children in Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) follow the principles of the EYFS framework curriculum for children aged 3 to 5 years to develop and embed early core skills. They will also be learning about routine and developing early literacy and maths skills, learning about the world around them and learning social skills. The EYFS framework and early learning goals help provide a scaffold for evidences of progress against developmental criteria, so activities can be matched to individual need and to support and monitor progress in a robust and effective manner.

The EYFS framework supports the approach as 'every child is a unique child' and the curriculum approach will focus on developing early skills based on individuals' need and starting points. Topic-based learning will be the vehicle to support development measured against the seven areas of learning and development. The topic-based approach is designed to engage and excite children, so they can participate in structured learning with enthusiasm. Approaches to learning includes role play to develop imagination and engage in learning and exploring using sense of wonder, sensory approaches, nurture, learning through play also help to meet the needs of individuals and develop a sense of regulation and structure needed for later learning and managing choices. Learning Journeys will be employed to monitor development and progress.

#### Key Stage 1

Children in KS1 continue to work within the EYFS curriculum and follow a topic-based approach. The three prime aspects of the EYFS (Personal, social and emotional development (PSED), Communication and Physical development) and the four specific areas of learning (Literacy, Maths, Understanding the world and Expressive arts) are fundamental to supporting early development and help provide common language for professionals and agencies working with staff and also provide structure to help parents and carers understand the developmental stages of their child. Children in this provision will continue to will continue to learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating.

One of the main aspects of a child's time at early years provision and in continuing in KS1 will be a focus on their personal, social and emotional development. They will be encouraged to develop positive relationships, to play with a variety of friends and to understand the feelings of others. There will be opportunities to build confidence and self-awareness, and also to recognise and learn manage their feelings and behaviour (regulation).

#### Key Stage 2

Transition to KS2 is supported in Years 3 and 4 by the small group sizes and similar approaches to learning. The Red Pathway Curriculum may start in Y3 or Y4 if the cohort of children and their needs require more specialist teaching. The curriculum is taught using thematic learning, similar to approaches in KS1. By teaching in this way, it allows learning to

be more natural, less fragmented and provides an 'umbrella' that links the development of knowledge and skills across a broad range of subject areas. This style of learning also enables students to revisit these and similar ideas and apply them in different ways or contexts, resulting in a richer understanding of the topic.

In Y3 and Y4 children work with their class teacher or tutor and a Special Teaching Assistant (STA) for the majority of lessons. Subject specialists are used as appropriate to enhance learning and make good use of specialist rooms and spaces.

In Year 5 and Year 6 students continue to follow a thematic approach to learning that supports character development and interpersonal skills and, in addition, receive subject specific learning for English, Maths and Science. This helps to prepare students for and support transition to KS3.

English, Maths and Science are taught separately in Years 5 and 6, and, from Key Stage 3 onwards, this is usually by subject specialist teachers. This means students develop the subject-specific skills and confidence to meet the demands of accreditation and further study by the end of KS4 and KS5

Opportunities to support physical and sensory needs are emphasized in activities like access to Riding for the Disabled (RDA), motor and sensory circuits, access to Sensory room and similar resources are built in at all stages of development from EYFS to Sixth Form. In KS2 RDA and motor skills development is implemented in the timetable to enable continuity of provision from EYFS and KS1.

### **Read, Write, Inc. Phonics**

Reading, writing and spelling for primary students is delivered through *Read Write Inc. Phonics*, a programme created by Ruth Miskin. It is our aim that all students on the Red Pathway have opportunities to develop strategies to support reading and writing when they enter Key Stage 3. Read, Write, Inc. Phonics programme can be used additionally as an intervention resource for those students who continue to require additional support in key stage 3.

### **Statutory accountability reporting measures at the end of KS1 and KS2**

The published framework for teacher assessment at the end of KS1 and KS2 is used to make a statutory teacher assessment judgement following completion of the age-related national curriculum. The pre-key stage standards are commonly used to make statutory teacher assessment judgements for students who have reached the end of year 6, but who have not completed the relevant national curriculum programme of study. The needs of our learners are such that they are, more often than not, working below the age-related standards at key stage 1 and key stage 2, so the pre-key stage standards are used when an outcome must be reported for school accountability. Teachers base their judgements on a broad range of evidence, which comes from day-to-day work in the classroom.

Some students on the Red Pathway may take SATs, these examinations do not drive our curriculum and we strive to ensure our students do not feel any excess stress or pressure during this examination period. This is rare as the more able students who may have cognitive ability to achieve success often struggle with anxiety and associated disorders

which impact on mental health and well-being so teacher assessment is the preferred route at the end of KS1 and KS2.

Recent research (2019) led by Kings College London has indicated that teacher assessments at age 7, 11 and 14 were just as effective as using SATs results to predict pupils' subsequent exam success. Our quality assurance measures for assessment ensure that our teaching staff who make these judgements have worked with colleagues to moderate to ensure best practice models are used consistently.

Link: [www.gov.uk/government/publications/pre-key-stage-2-standards](http://www.gov.uk/government/publications/pre-key-stage-2-standards)

Link: [www.telegraph.co.uk/education/2019/05/12/sats-no-better-teachers-predicting-pupils-gcse-a-level-results/](http://www.telegraph.co.uk/education/2019/05/12/sats-no-better-teachers-predicting-pupils-gcse-a-level-results/)

### **KS3 and beyond**

At Key Stage 3, students receive subject specialist teaching in core subjects to prepare them for their learning towards accreditation in Key Stage 4. Subjects taught additional to the National Curriculum include, for instance, Outdoor Learning, Communication and Drama which help support character development and interpersonal skills. The development of self-esteem and confidence as learners, resilience and emerging awareness of skills for work and life are key elements of the KS3 curriculum offer.

- English and Maths skills are taught in streamed groups across Years 7 to 9 to enhance opportunities for groups for students to receive appropriate challenge and outcomes for their abilities.
- Outdoor learning including additional forest school groups, activities week, small group nurture and targeted interventions which develop confidence and self-esteem to enable to see themselves as successful learners
- Class groupings and timetable design also support the curriculum and adaptations which help to meet the various needs of learners

Students in Year 9 also develop ideas to support their future plans by participating in life and work skills courses which additionally includes the transition planning for the annual review meeting of their Educational Health Care Plan (EHCP/EHC plan).

Some students may follow a more nurture-style curriculum model based on the Green Pathway. The characteristics of this provision include more time with the same teaching staff especially their tutor/class teacher, supported non-structured time including breaks and lunches, higher staffing ratio (usually 1 teacher and 2 special teaching assistants) and less movement to subject-based rooms. They will still have access to specialist rooms (art, gym, food, etc.) and some specialist staff. This provision will continue through in KS4 and KS5/Sixth Form. Green Pathway curriculum in KS5/Sixth Form is adapted to help prepare for and manage transitions to post 16 FE provisions, supported employment, etc.

### **Personal, Social and Health Development (PSHE)**

PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to personal development, behaviour, welfare and safeguarding.

PSHE is the golden thread which runs through all Pathway provision and its curriculum. PSHE aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in preparation of use in life beyond SENDAT and in adulthood. The learning is grouped into three core themes:

- health and wellbeing,
- relationships and
- living in the wider world (including economic wellbeing, future pathways and careers, independent living, etc.)

Through careful planning and teaching we prepare students for adulthood by embedding these areas of learning within our PSHE curriculum. Many of these core skill areas are also developed within enrichment or extra-curricular opportunities such as travel training, work experience, etc.

Students access enrichment learning including Beliefs and Values (BV) and which particularly develop thinking towards understanding, respect and tolerance of differences. All teaching and learning actively promotes fundamental British Values which are embedded in whole school thinking and part of our ethos. All staff model appropriate behaviour and attitudes when working together as staff, with students, with parents and carers and with other stakeholders.

### **Physical Education (PE), Movement and Outdoor Learning**

The Physical Education and Movement curriculum provides opportunities for students across the Red Pathway to develop and enhance their physical skills, as well as their communication, leadership and tactical understanding. During the academic year students will cover both aspects of their own physical and health development as outlined in their EHC plan as well as participation in team games and individual sports.

SENDAT recognises the importance of developing the whole person both physically and mentally and the benefits of learning in the natural world beyond the classroom and the PE and Movement curriculum. Learning outdoors helps to develop and foster well-being, confidence and enhance the learning experience of all students.

The key outcomes for outdoor learning (including PE and Movement) include:

- **Enjoyment:** enjoy participating and reflecting in outdoor activities and adopt a positive attitude to challenge and adventure
- **Confidence and character:** enhancing their overall well-being by gaining personal confidence and developing character and resilience through taking on challenges and achieving success
- **Health and wellbeing:** developing their self-awareness and social skills, and their appreciation of the contributions and achievements of themselves and of others
- **Social and emotional awareness:** are becoming alive to the natural local and global environment and understand the importance of conservation and sustainable development
- **Environmental awareness:** acquiring and developing a range of skills in outdoor activities, fieldwork, exploration, journeys and expedition

- **Activity skills:** demonstrating increased initiative and innovation, enthusiasm, curiosity, self-reliance, responsibility, perseverance, tenacity and commitment
- **Personal qualities:** developing and extending their key skills of communication, problem-solving, creativity, critical thinking, leadership and co-operation
- **Skills for life:** learning to appreciate the benefits of physical activity and the lifelong value of participation in healthy leisure activities and reflection
- **Increased motivation and appetite for learning:** displaying an increased motivation and appetite for self-directed learning that is contributing to raised levels of attainment in other aspects of their development, as well as becoming concerned, responsible and fulfilled citizens
- **Broadened horizons:** broadening their horizons and becoming open to a wider range of employment opportunities and life chances

SENDAT maintains a close relationship with the Institute for Outdoor Learning

Link: [www.outdoor-learning.org](http://www.outdoor-learning.org)

### **Key Stage 4 and Key Stage 5 (14-19)**

Between the ages of 14 and 19 young people choose their subjects and start to work towards achieving their personal goals and develop ideas about their future choices. The two key stages (KS4 and KS5) work independently but have strong links so transition to KS5/Sixth Form can be managed as a real option for students and familiarity of learning can be sustained with five-day a week provision.

The curriculum leading up to the awarding of qualifications is designed to offer academic and practical skills that young people can use to build and develop further future plans and ideas. The curriculum at 14-19 is far more than qualifications. It is a key period of learning and development. At SENDAT, young people have the opportunity to participate in and complete non-exam and accredited courses as well as combinations of a range of qualifications to support transition to further learning at college or to employment.

Accreditation offer includes\*:

14-16 (KS4)	Red Pathway
English	<ul style="list-style-type: none"> <li>• Functional Skills awards (Entry level 1-3)</li> <li>• Step Up to English (Entry level 2)</li> <li>• English (Entry level 3)</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Functional Skills awards (Entry level 1-3)</li> <li>• AQA Entry Level Certificate (Entry level 1-3)</li> <li>• GCSE Maths</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Science (Entry level 1-3)</li> <li>• GCSE Science – Foundation</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Art (Entry level 1-3)</li> <li>• GCSE Art</li> <li>• Creative Media (Entry level 2 and 3)</li> </ul>
History	<ul style="list-style-type: none"> <li>• History (Entry level 1-3)</li> </ul>
Food Studies	<ul style="list-style-type: none"> <li>• BTEC Home cooking skills (Level 1)</li> </ul>
Life and Employability	<ul style="list-style-type: none"> <li>• Life and Living Skills (Entry level 1-3)</li> <li>• Personal Progress (ASDAN award)</li> <li>• Additionally supported by work experience opportunities in Y10 and Y11</li> </ul>
ICT	<ul style="list-style-type: none"> <li>• Functional Skills awards (Entry level 1-3)</li> </ul>
Duke of Edinburgh	<ul style="list-style-type: none"> <li>• Bronze award (Optional)</li> </ul>

*\*The accreditation offer may vary in different provisions*

The KS5/Sixth Form offer of accreditation is developed to contrast and supplement the opportunities students would receive at further education provision. The core skills accreditation is the same as at FE (eg. Functional skills English and Maths awards) to enable and support transition at any stage, whilst courses, such as employability and work skills supplemented with an appropriately placed work experience, support understanding of employment and the responsibilities that having a job brings.

Accreditation offered includes\*:

16-19 (KS5/Sixth Form)	Red Pathway
English	<ul style="list-style-type: none"> <li>• Functional Skills awards (Entry level – Level 1)</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Functional Skills awards (Entry level – Level 1)</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Trinity Arts awards</li> <li>• Creative media production (Entry level 3 and Level 1)</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Personal and Social Development (Entry 2 and 3)</li> </ul>

16-19 (KS5/Sixth Form)	Red Pathway
Work and employability skills	<ul style="list-style-type: none"> <li>• Employability (Entry level – Level 1)</li> <li>• Work skills (Entry level – Level 1)</li> <li>• Introduction to the Hospitality Industry (Entry level 3)</li> <li>• Health and Social Care (Entry level 3 and Level 1)</li> <li>• Additionally supported by work experience opportunities in Y12 and Y13</li> </ul>
Duke of Edinburgh	<ul style="list-style-type: none"> <li>• Silver award supported in KS5/Sixth Form</li> <li>• Gold award also offered and includes students who may have transitioned to FE or other provision</li> </ul>

*\*The accreditation offer may vary in different provisions*

### Accreditation choice and review

The aim of offering accreditation to students on any of the Pathway Curriculum is to help them realise their future plans for transition beyond SENDAT provision as they step into further education courses or employment. We use a wide range of qualifications that are recognised by colleges and employers, support the needs of the students and provide recognised pathways beyond our provision, especially functional skills awards, BTEC, Duke of Edinburgh, etc. This 'foot-in-the-door' approach is important to help give our students a more equal chance for achieving their transition choice.

The choice of awards and accreditation offered to students is reviewed annually and changed where appropriate for needs of the cohort of students. This ambitious approach has led to success for students accessing mainstream level 1 courses at colleges following transition at 16 or 18/19 years.

### Functional Skills

Functional Skills are used by local colleges as indicators of success and to support students' access to Level 1 courses which is one of the aspirations of the Red Pathway curriculum.

Functional skills provide an individual with essential knowledge, skills and understanding that enables them to operate confidently, effectively and independently in life and work.

They are learning tools that enable our students to:

- apply their knowledge and understanding to everyday life
- engage competently and confidently with others
- solve problems in both familiar and unfamiliar situations
- develop personally and professionally as positive citizens who can actively contribute to society

It is our belief that functional skills qualifications best prepare our students for transition to further education and for adult life.



## Careers and transitions development

Additional enrichment activities to support development of transition planning and ideas for the future include planned visits to further education colleges. As the catchment area is wider than a locality (usually from across the County) we liaise closely with a range of FE providers arranging taster visits for students in Year 10, Year 11 and in Sixth Form to help develop their ideas and support informed decision making about transitions.

To supplement this, we work with independent careers support (currently the organisation working with SENDAT is All Together [www.thealltogether.co.uk](http://www.thealltogether.co.uk)), use a range of online applications which inform students about skills needed for work and work-related tasks, eg. Job Explorer Database from [www.careerssoft.co.uk](http://www.careerssoft.co.uk) and 'I want to be' subscription websites which have developed accessibility for students and show a wide range of job opportunities.

Visits to local and regional job fairs, towards independence transition events, etc. help to enrich further the opportunities for developing ideas and support future planning.

All SENDAT Pathway curriculum provide a wide range of opportunities to explore the world of work and the career landscape for young people with SEND. We have mapped our provision against the 8 Gatsby Benchmarks Sir John Holman and The Gatsby Charitable Foundation. We also include moving into higher education and paid employment, independent and supported living, etc. which are features of the advice from the SEND Gatsby Benchmarks toolkit developed by the Careers Enterprise Company.



At Gatsby, we believe that every young person needs high quality career guidance to make informed decisions about their future, whatever their needs. Following the launch of the ambitious new Careers Strategy from the Department for Education, we look forward to working closely with The Careers & Enterprise Company to set out further good practice in supporting young people with SEND.

*Sir John Holman Senior Adviser, The Gatsby Foundation*

## Transition planning and support

Throughout provisions, transition to new classes and key stages happens at the end of the summer term. Usually the last week or two of the academic year, students entering SENDAT provision would be invited to take part in transition week activities to help them get to know the environment and the routines, like where to hang their coats and bags, etc., become familiar with the staff and their peers in the classes.

For students already in SENDAT provision, during the final half term, activities led by tutors, in particular, are planned and take place which are designed to support and ease transition include visits to new playground areas, lessons in selected classrooms to familiarise students with new areas, resources, etc. These activities help prepare students for the move to new areas of the school where they might not have been whilst in the current class group. It helps avoid the assumption that students who may have been in the setting for a year or

more know where the teaching rooms and areas actually are and starts to develop routines that will support smooth transition and reduce anxieties.

### **Additional Support and Intervention**

We recognise that students with EHCPs may require additional support and to refocus on learning to enable them to achieve at their best to realise their potential. We recognise also that confidence in themselves as learners is difficult to maintain on their own.

At SENDAT we have developed a range of interventions to support individual students. We also employ a range of assessment tools to support setting appropriate goals to support students. Assessment tools include:

- Salford Reading Testing
- Sandwell Numeracy Testing
- TALC2 Test of Abstract Language Skills
- Boxall Profile
- SCERTS
- Strengths and Difficulties Questionnaire (SDQ)

Intervention sessions last usually six weeks and are designed to increase the rate of progress, improve learner's confidence, behaviour and engagement in the curriculum.

### **Beyond the curriculum activities**

SENDAT encourages all staff to participate and offer activities beyond the formal timetable to enhance the opportunities for students at all provision. Across the year there are various activities for students to participate including holiday clubs, activity days, residential visits including adventure skills in Wales with 2 other special school led by SENDAT Priory, to France, various camping activities, Cubs and Scouts groups, canoeing, cycling, etc. The model is based on the successful value-added provision developed at SENDAT Priory School. It is hoped that every child will be able to access as many of these activities through their time at SENDAT provision. For example, the Wales adventure residential is open to students in KS3 to KS5 and includes students from The Ashley Academy Trust School in Lowestoft and Stonelodge Academy School in Ipswich.

These activities support the ethos of SENDAT, the curriculum intent and outcomes as well as adding additional value to help support the whole development of young children and students.

### **Technology to support learning**

All students have access to technology and applications to support their personal needs to ensure they can fully access the curriculum as independently as possible. Some specialised equipment is used by individuals where appropriate to help manage their higher level of specific need. Students have access to a range of equipment that includes:

- Interactive whiteboard in all teaching rooms
- Enlarged and high-contrast keyboards

- Tablets including iPads
- Access to Sensory equipment and room
- Specialist software and applications – symbol-use, speech enabled, etc.

SENDAT has a good track record of working with professionals from other services to develop and encourage use of augmentative technologies to support individuals.

### **Speech and Language Support**

Supporting the development of core communication skills is given a high priority at SENDAT. Effective communication is at the heart of every aspect of school life. 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.

Children who follow the Red Pathway may experience barriers to their learning that result from their Speech, Language and Communication Needs. These barriers may arise due to difficulties in one or more of the following areas – understanding and verbal reasoning, vocabulary development (both receptive and expressive), sentence structure and narration, literacy and social interaction. In addition, some students may experience difficulties in the areas of fluency and voice. Some students may need access to Augmentative and Alternative Communication (AAC) to support their communication. This will include both low- and high-tech aids to communication such as symbol support, signing and electronic communication aids.

All students are taught in communication supportive classrooms with trained staff who will provide opportunities for talk by:

- Providing opportunities for student participation
- Scaffolding questions to build confidence
- Giving students time to process information
- Making students aware of the range of resources available
- Supporting all students to reflect on the rules of dialogue

Staff adapt their language by:

- Considering the length and complexity of language used
- Considering the range and level of questions students understand (see Blanks Levels of Questioning, <https://www.cnwl.nhs.uk/wp-content/uploads/8-a-Abstract-language-and-verbal-reasoning-BLANKs-level.pdf>)
- Encouraging discussion with peers, modelling and scaffolding if needed
- Teaching students how to recognise they need help and how to ask for help
- Checking for understanding, perhaps involving other adults in the class.

Students with high levels of need receive targeted support from the Speech and Language Therapy team. Speech and Language Therapists liaise with staff to set goals and provide a therapy plan and training where appropriate.

## **Additional Specialist Support**

External specialist support is often provided to many students on the Red Pathway. Staff work closely with all professionals to ensure all students' needs are met. We liaise closely with all professionals including:

- Speech and Language Therapists
- Vision Impairment Support Services
- Hearing Impairment Support Services
- Occupational Therapists
- Physio Therapists
- Art and Play Therapists

Termly meetings with health services including Consultant Paediatrician, nursing and Behaviour support teams

## **Outcomes for students at SENDAT - Curriculum impact**



**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.**

SENDAT Statement of Intent

The impact of the Pathway Curriculum model is measured by a range of factors including accredited courses, destinations, etc. which enables the young person to make independent and informed decisions about their futures and transition to their chosen destination as confidently and securely as possible. SENDAT provisions attempt to manage transition to destinations working with the individual student, their parents and carers, colleagues from destination provision and any agencies or services who support the child and their families whichever pathway they have been following.

The range of accreditation offered is designed to support transition to further education or employment – independent or supported placement. The qualifications and levels achieved are familiar and known by colleges, eg. Functional skills, BTEC and Duke of Edinburgh awards, and this helps students moving on to mainstream courses where appropriate. We work closely with independent careers advice to help students and their families plan appropriate choices at 16 or older.

Additional experiences, including work placements accessed by all KS4 and KS5 students, help raise aspiration and increase confidence to make transition to other settings. Examples of planned work experience placements include local shops and supermarkets, cafes, primary schools, sports facilities and leisure centres. Supported placements include care farms, plant nurseries run by Realise Futures, packaging enterprises like Onward Enterprises in Thetford. Work experience placements are part of the accreditation and last for one-day a week for 6 weeks in KS4 and for up to 12 weeks in KS5. Planned visits to a range of further education placements occur in KS4 and KS5 as part of a planned programme to support informed decision making for transition choice.

We work closely with parents and carers and students' chosen destinations to ensure that transition is managed as well as possible for the needs of the student. SENDAT Priory School has a transition evening for parents and carers of students in Y9-13 in September to help make them aware of the processes and support offered by the school. FE college open day events information is given to families and they are encouraged to attend. Where possible we give names of key staff at FE colleges so they can ask to meet them to discuss appropriate provision and possibilities. Transition planning is discussed at all annual reviews for Y9 onwards and information given to parents about open events. At all Parent and Carer Consultation evenings a range of providers including FE colleges, care and support services including Independent Travel Trainers, supported living providers and other organisation who support children and families are in attendance to meet with parents and carers to help inform them of services and support available.

For all students making a transition to other placements or provision the annual review meeting is arranged during the final term which includes representation from the students' chosen destination. This supports the destination setting to develop appropriate support for the students' needs as well as opening further channels of communication for students and their families. This helps to reduce anxieties and reassure families that transition will be managed as well as possible.

Additional support is identified usually through annual review meetings and includes developing, for instance, independent travel training to support transport arrangements after transition and for further independence. Parents and Carers are given information about managing referrals to these support opportunities and help offered to manage the referrals as required using our Family Support Team. The Admin Team offer support to help complete online applications, etc.

Link: <http://www.priory.suffolk.sch.uk/index.php/24-key-stage-4/244-transition-planning>

### **Curriculum development and support**

SENDAT maintains membership of various organisations and bodies which support members by publishing best practice, research and provision review materials and support. Staff at SENDAT are encouraged to actively participate in activities, courses, research and development opportunities for their own professional development and for benefit of SENDAT provision. Membership includes:

- SSAT including SEND forum
- FLSE – active development of assessment practices in Eastern region

- PSHE Association – active participation in SEND resource development and review
- The Key – advice and support for leaders including Safeguarding portal
- CEOP ambassador trained network

## Planning the curriculum

SENDAT provision has a clear system of planning, assessing progress, recording achievement and reporting on individual's progress which ensures that the holistic needs of all students are effectively met.

Medium and short-term planning is completed by teaching staff led by subject leads. The national curriculum is referenced in planning as well as nationally recognised accreditation which support the needs of the students. The needs of the students are reflected in the pathways curriculum that is followed at each stage of learning.

### Long-term plan

This is a planned programme of work across the school year or identifies an accredited course programme. From EYFS to KS3, the long-term plans indicate the themes and areas of learning through which students explore knowledge and skills. KS4 and KS5 identify the programme of accreditation as well as skills and themes for learning where courses do not have accreditation.

### Planning

Teachers' planning is highly personalised. Teachers plan in a format of their choice in order to produce high quality, appropriately focused lessons. Suggested templates are available for both medium-term and short-term planning. Subject leads' support and monitor planning and shared documents are available to all staff and can be found on the intranet or in the teachers' planning files.

Planning could include the following information:

- Title of topic, dates, name of class group, name of teacher, name of the lead teaching assistant.
- Exam board information and course codes (where appropriate)
- Summary of learning
- Clear, differentiated learning intentions using the terms 'most students, some less able and some more able' or suitable alternative phrases. These learning intentions should focus on what the students should know, understand or be able to do by the end of the project.

- Shared learning intentions (learning objectives) and success criteria written in child friendly language. (These could be shared through a PowerPoint Presentation, task booklets or worksheets)
- Information on the deployment of staff
- Clear differentiated or personalized activities

### **Planning for accreditation**

Teachers teaching exam accreditations are required to complete core planning. This includes a detailed overview of the year that highlights when core information and areas of learning are being taught. The teacher also completes a medium-term plan that provides information on the teaching and learning of the specific exam units being taught.

## **Recording, Reporting and Assessing**

*For more detailed information see the Assessment Policy and Procedures documents*

### **Recording**

Assessment information of student progress is recorded by teaching and support staff against learning objectives which come from the planned curriculum. Records are developed by teaching staff. The Marking and Feedback Policy supports this process and quality assurance processes ensure that professional judgements are moderated. Formative assessments are used by teaching staff to inform lesson planning and reporting.

ILP targets are planned for each student on an annual basis and are set as part of the review of the Education, Health, Care Plan (EHCP). Progress towards ILP targets is recorded termly by subject teaching staff and tutors. Targets are reviewed and updated as appropriate throughout the year. The annual review meeting of EHCPs provides opportunity to record formally individuals' progress and ensure that objectives from EHCPs are relevant and current.

### **Reporting**

SENDAT reports individuals' progress and achievement to parents and carers via termly subject reports and at termly Parent and Carer Consultation evenings.

The EHCP is reviewed annually at meetings with parents and carers, students and other appropriate agencies who are invited to attend and contribute. The Local Authority (LA) is informed of these meetings and invited to attend. Minutes of the meetings are recorded and shared including with the LA.

SENDAT governance consisting of the Local Advisory Board (LAB) is kept up to date with developments and achievements in the provision through half-termly meetings and is represented at whole board meetings. Subject leads complete a review of their subject responsibilities annually and a summary is presented in the Autumn term to the LAB and also made available to the whole governance board.

## Assessment

Once a student has been accepted into SENDAT provision through the admissions process, the available information from EHCPs, reports from previous provision, professional's reports (Educational Psychologists reports, etc.) are scrutinised to support appropriate placement, e.g. class, year group, etc.

SENDAT provisions use a range of recognised assessment and testing to support appropriate profiling of students. These include Salford Reading Tests, Sandwell Maths Tests, Phonics testing, use of Strengths and Difficulties Questionnaire, WRAT, SCERTS, Boxall Profile, etc. This baseline testing supports and helps develop provision and target setting. These assessments and testing may be carried out at any time whilst at SENDAT provision to help individualise students' learning.

- **Formative assessment** is carried out by teaching staff throughout the year in form of observations in lessons, evaluation of learning, progress towards learning objectives in relation to the curriculum or other learning goals, eg. accreditation syllabus, etc. Baseline assessment will be carried out to support these processes. Progress is acknowledged with individuals and next learning steps are agreed as part of ongoing formative assessment. These processes are supported by the SENDAT Marking and Feedback Policy.
- **Summative assessment** is carried out at a variety of stages across the academic year. There are three main reporting points (autumn, spring and summer) in each academic year for reporting to parents. Where appropriate, students in KS1 and KS2 are assessed against the national expectations at the end of the key stage. In KS4 and KS5 students participate in a range of nationally recognised subject accreditation including entry level awards, GCSE (where appropriate), functional skills awards, ASDAN, BTEC as well as awards which recognise and celebrate personal achievement, for example Duke of Edinburgh Bronze, Silver and Gold Awards.
- **Self-assessment** - students are involved in self-assessment through evaluation of ILP targets as well as formal and informal reflections about their learning. SENDAT encourages teachers to include a review at the end of topics or series of lessons.

SENDAT has developed a cycle of assessment which supports the principles and recommendations of the Rochford Review (see assessment cycle infographic). The quality assurance aspects of assessment, including moderation with other settings, is paramount. Working with other local provision and the FLSE East in particular, SENDAT has been instrumental in setting up moderation events attended by special schools from across seven counties.





Rochford Recommendation 8:

**Schools should work collaboratively to develop an understanding of good practice in assessing pupils working below the standard of national curriculum tests, particularly across different educational settings. Schools should support this by actively engaging in quality assurance, such as through school governance and peer review.**

## Marking and feedback

It is important that the teaching and support teams provide constructive feedback to children, both written and verbally, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do and to progress to the next level attainment level.

SENDAT has a marking and feedback policy that suggests the following ways of supporting the students' understanding of their learning:

- The date will be at the top of all pieces of written work
- Verbal comments and feedback during the lesson
- Use a green biro for recording on students' work. (*Exception: Some exam boards prefer marking coursework, assessment of units, etc. in red. Staff will explain the reason for this to the students.*)
- Basic level of marking – use of specific codes (see below) and use of ink stamps to indicate levels of adult support (Teacher or TA assisted, independent, objective achieved). *See also levels of support below*
- Verbal feedback during lessons to indicate achievement and the next steps for learning. Opportunities are given for these points to be shared, reflected upon and action taken.
- Avoid using negative comments or words. Comments should be positive and celebrate effort and achievement and relate to the learning objectives
- Celebrate children's work through display and being shown in assembly
- Group work to acknowledge corporate successes. Student's contribution to be indicated or highlighted.
- Positive rewards should be given when students have produced consistent high-quality or demonstrated progress and achievement in their work. Merits, postcards to home, etc.

## Levels of support

The following levels of support and be used to help develop a fuller understanding of the students' achievements and progress in this setting:

<b>1. Fully supported</b>	Mirroring or copying the skill or task with full adult support.
<b>2. Guided</b>	Can achieve through 1-1 or group work discussion and/ or with physical support from an adult
<b>3. Prompted</b>	Can achieve with one prompt from an adult e.g. this could be a question to prompt an answer
<b>4. Independent</b>	Can achieve without additional adult support in this setting
<b>5. Applied</b>	Can achieve in different lessons and contexts without additional support in this setting

## Ongoing formation and support for other provision

SENDAT supports the principles and recommendations of the Rochford Review and, through various means, seeks out good practice and research. This enables SENDAT provision to grow and develop to help meet the needs of students with SEND following the best practices.



Rochford Recommendation 7:

**Where there is demonstrable good practice in schools, those schools should actively share their expertise and practice with others. Schools in need of support should actively seek out and create links with those that can help to support them**

Settings within SENDAT offer support to all professionals to help develop their own provision. Moderation events, training and visits to our setting are part of our offer of support. The Special School Experience Programme, developed by Priory School in Suffolk, has been very popular with colleagues from mainstream schools, special schools and further education. It has also provided opportunities for those training in the profession to experience the special school setting including working with primary and secondary ITT organisations and provision of training for NQTs.



Rochford Recommendation 6:

**Initial Teacher Training (ITT) and Continuing Professional Development (CPD) for staff in educational settings should reflect the need for teachers to have a greater understanding of assessing pupils working below the standard of**

national curriculum tests, including those pupils with SEND who are not engaged in subject-specific learning.

## Key Information regarding profile of students on the Red Pathway

### Education Health Care Plans



Students following the Red Pathway Curriculum will typically have an Education Health Care Plan (EHCP) which details their barriers to learning and access to learning needs. The EHCP outlines the support needed to help them make progress across the following areas:

- Communication and Interaction
- Cognition and Learning
- Physical
- Social, Emotional and Mental Health
- Motor and Sensory


### Independent Learning Plans

All students will have an Independent Learning Plan (ILP) which records the EHCP outcomes and sets the focus of the student's learning for the year in the agreed annual outcomes (also referred to as learning targets). These outcomes are using the areas of need outlined above.

The agreed annual outcomes are further broken down into steps of learning across three terms.

EHCP Category	EHCP Outcomes (Across key stage)	Agreed annual outcomes	Termly targets:		
			Term 1: Autumn 20XX	Term 2: Spring 20XX	Term 3: Summer 20XX
Communication and interaction 					
Cognition and learning 					

*Example of a blank ILP showing two areas of need categories*

<p><b>Cognition and learning</b></p> 	<p>Xxxx will apply her learning skills so she can take part in classroom activities as independently as possible.</p>	<p><b>I will predict what might happen in a story</b></p>	<p>I will predict what might happen next with some adult prompting</p>	<p>I will predict what a character might do with some prompting</p>	<p>I will predict what might happen in a story by myself</p>
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*Example of a completed learning target*

## References and Acknowledgements

DfE *Special educational needs and disability Code of Practice: 0 to 25 years*, 2014 and revisions <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Rochford, D, October 2016, *The Rochford Review: Final Report*

<https://www.gov.uk/government/publications/rochford-review-final-report>

TDA, 2012 *Materials for newly qualified teachers: Removing barriers: moderate learning difficulties* (MLD) <https://dera.ioe.ac.uk/13820/>

Ash Field Academy, Leicester [www.ashfield.leicester.sch.uk](http://www.ashfield.leicester.sch.uk)

### Accreditation links:

[www.aqa.org.uk](http://www.aqa.org.uk)

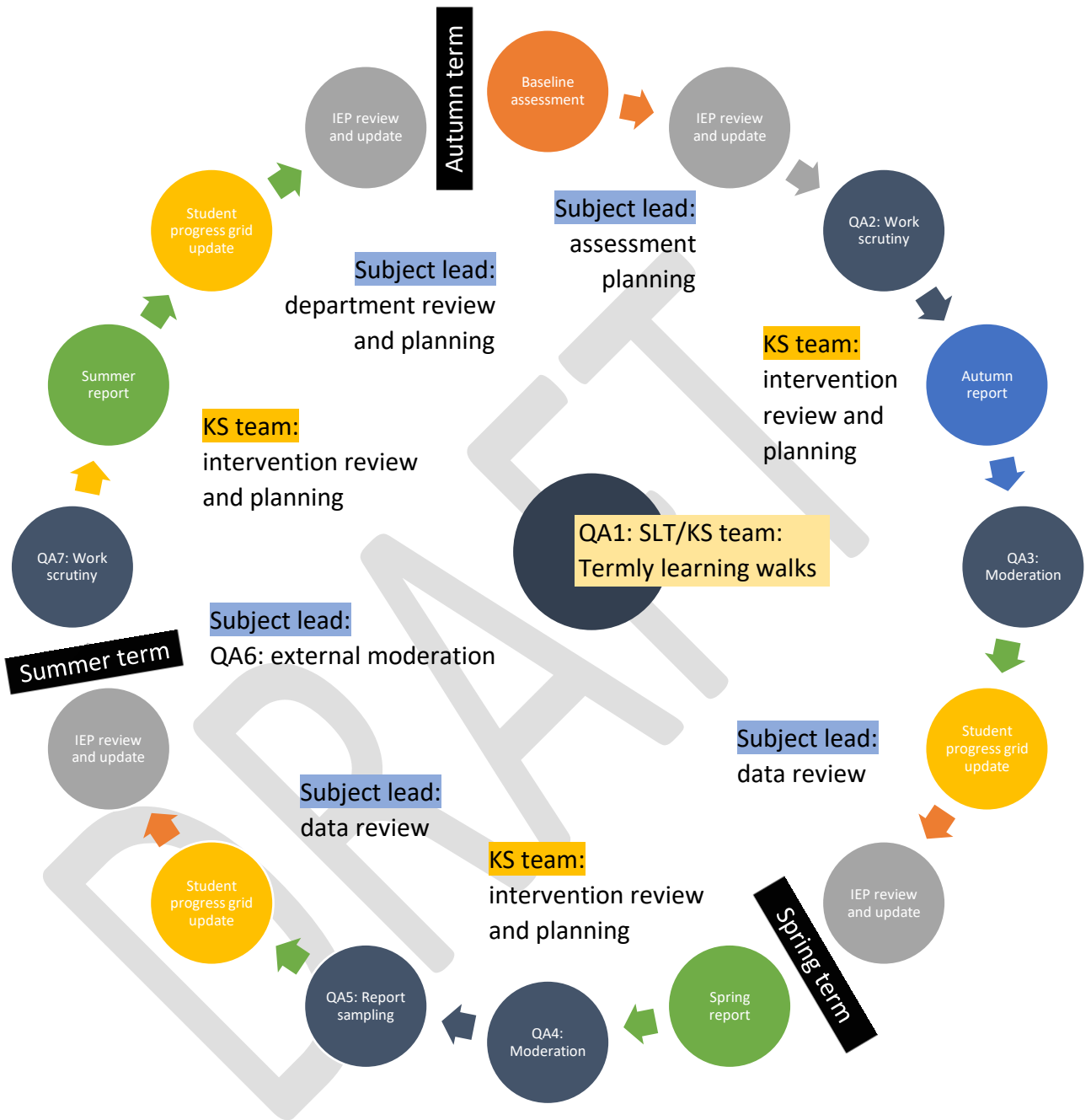
[www.ocr.org.uk](http://www.ocr.org.uk)

[www.asdan.org.uk](http://www.asdan.org.uk)

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html>

<https://qualifications.pearson.com/en/qualifications/btec-entry-level-level-1-and-level-1-introductory/btec-entry-and-level-1/courses.html>

# Assessment cycle



*For more information regarding the processes and procedures for assessment see:*

*SENDAT Assessment Policy and Procedures document*