



Co-op Academy
Southfield

Curriculum 2021

Roadmap

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Introduction

This document provides the overview of the curriculum offer for Co-op Academy Southfield, as a roadmap of each curriculum pathway through Intent, Implementation and Impact.

The overarching aim of the curriculum at Co-op Academy Southfield is to provide our students with the most appropriate offer that meets their needs.

All of our students have an Education, Health and Care Plan, and our aim is to provide every student with a broad and balanced curriculum that prepares them for when they move on from Southfield as young adults.

There are four curriculum pathways:

P2I - Pathway Towards Independence

C&I - Communication and Interaction

PIMD - Profound Impairment & Multiple Disabilities

Vocational - Post-16 provision

Alongside, there is also a Remote pathway, to enable students who are not physically at school to continue learning from home.

Pathway Principles

| P2I | C&I |
|---|---|
| <ul style="list-style-type: none">• The P2I curriculum will develop student's ability to communicate effectively and develop their resilience to problem solve.• The P2I curriculum will develop student's autonomy to act on their own values and interests.• The P2I curriculum will develop student's knowledge and skills needed for life beyond the age of 16. | <ul style="list-style-type: none">• Understand the world around them.• Communicate their needs effectively.• Engage in positive social interaction.• Develop flexibility of thought.• Widen their range of interests. |
| PIMD | Vocational |
| <ul style="list-style-type: none">• Students determine curriculum activities• All areas of the curriculum happen at the same time• The curriculum promotes participation• The curriculum develops a sense of agency | <ul style="list-style-type: none">• Choice, control and freedom over their lives• Accessibility and challenge• Opportunities, aspiration and self-confidence |
| Remote | |
| <ul style="list-style-type: none">• Feasible – The ability to deliver a purposeful, engaging, and motivating remote / distanced offer | |

- Meaningful - educational content which connects to the student's needs and outcomes
- Rewarding – motivating with a sense of purpose for all stakeholders involved
- Individualised - specific strategies, resources and assessments that cater to the needs of learners within a person-centred approach.

P2I

Intent

Communicate effectively, developing resilience to problem solve.

Problem solving and effective communication are at the heart of the P2I curriculum. Developing thinking and problem solving skills are a necessity in equipping SLD students to function in a range of situations and apply their knowledge, skills and understanding to circumstances that may be unusual, unexpected and unpredictable. Independence is encouraged allowing for mistakes to be made, developing student's resilience.

Communication is embedded into every aspect of the school day. The P2I curriculum offers students the opportunities to practice and perfect the means of communication which is best suited to them. Students will develop their communication skills and understanding of what constitutes appropriate language, familiarity, attention, time, proximity and touch in society.

Knowledge and skills needed for post 16.

The P2I curriculum supports all students in their journey of personal development towards becoming active citizens. All students are encouraged to have a positive impact on the people and community around them. This includes having an understanding of safe choices when in the community and the digital world. The P2I curriculum provides students with planned opportunities to develop key skills for applying number, reading and ICT in a range of contexts. Application of these skills in the real world is essential and reinforced in the classroom appropriately. These skills will prepare students for the next stage of their learning journey.

Autonomy to act on their own values and interests

The P2I curriculum aims to develop students' ability to be autonomous which in turn will ensure all students have self worth and self respect. They will recognise positive attributes in themselves and others which are needed to succeed in the challenges of life. The development of the personal interests of each student maximises their engagement and potential. SMSC opportunities give a broad and rich range of experiences to participate in local and national events. We invest in our students with creative, functional and contextual opportunities enabling them to become active citizens. All of these principles will lead to student's readiness for a post 16 curriculum.

Research:

The P2I curriculum implementation stems from research of a semi formal curriculum model. It has been developed with reference to:

- Equals Semi Formal Curriculum (Peter Imray)
- Equals Formal Curriculum (Peter Imray)

- MAPP (Mike Sissons)
- NCFE: National Awarding Qualification Body.
- Early Years Statutory Framework

In order to understand the development of the Pathway towards Independence curriculum it is important to recognise the areas of challenge for SLD learners. Communication, long and short term memory, sequential memory, retrieval skills, concentration and attention, processing time and generalisation are barriers to learning for many students with severe learning difficulties. Research has led to the pathway taking on a primarily process based approach to learning, ensuring students encounter a variety of meaningful experiences in real life contexts. This approach results in varied, personalised learning of knowledge and life skills, giving opportunities to generalise and transfer skills. Barriers to learning are minimised through meaningful experiences, supporting students to become motivated and effective learners.

Implementation

The Pathway Towards Independence Curriculum provides the stimulus for each student to make progress by maximising their engagement and helping individuals to make sense of the world around them. Six areas of learning: Communication, Thinking & Problem Solving, The World About Me, Creativity, Independence and My Body ensure that a breadth of learning opportunities are in place for every student. Knowledge and skills of the National Curriculum are linked to the Areas of Learning. Where students are able to accurately use and understand how to apply key skills, discreet lessons are delivered in number, reading and ICT. Lessons develop techniques to apply these key skills in a range of functional settings. Where appropriate key skills are recognised through Entry level Functional accreditation.

It is expected that as far as possible learning should take place in real life contexts, with real resources which are purposeful and will equip students for the future and vocational learning. Throughout the pathway students build on their knowledge, working memory and understanding through hands-on experiences and repetition, they are encouraged to question, discover and learn by trial and error. The curriculum enables communication and thinking and problem solving skills to be embedded into day to day school life and from this students gain the confidence to transfer and generalise these.

Pedagogy

Through fully understanding the needs of the students teachers will set aspirational learning intentions and annual targets for students. Teachers know how to implement the provision stated on the EHCP and by understanding this, they will design student experiences to minimise the impact of the barriers to learning. Teachers planning will show a true knowledge of the P2I curriculum as well as a good understanding of students' learning. Teachers will plan to develop the skills and abilities of their students, understanding the progression and the sequence of learning for each student. Teachers understand each student's learning style and can assess and evidence progress effectively by understanding the learning they are observing. Teachers will implement active and functional learning experiences appropriate to their cohort of students. Process based teaching and learning will be used to ensure students learn whilst they are 'doing'. Teachers will understand and use the language of learning throughout the whole day, they will encourage all students to use this language to communicate about their own learning and embed positive relationships.

Progression

Each student's journey through the curriculum is personalised and sequential to develop functional life skills and a generalisation of these in preparation for post 16 learning. The learning journey starts with the student, not by their age or key stage. As well as cognitive ability, students are grouped according to their social communication to ensure they have a peer group for engagement. Year groups are mixed, the year 9 cohort is a cross over year where students may be with older or younger peers. As students progress through the curriculum Preparation for Adulthood is introduced at year 9 key and students begin making informed choices about their future. Students have opportunities to Participate in Society and experience the locality and what it has to offer them. Towards the end of the pathway students have a sense of what they want to do in the future, have personal interests and recognise their strengths. Motivations begin to shape their next stage of learning and where relevant aspirations of Employment.

Programmes of study will form a 5 year rolling plan to ensure a progressive and sequential offer for all students, links will be made to the National Curriculum to ensure the P2I curriculum is equal and as rich in it's offer. Four areas of learning: Independence, Creativity, My Body and The World About Me, each have a series of programmes of study. Students progress through their own, personalised, learning journey, engaging in experiences within the areas of learning and SMSC opportunities. We recognise the 'spiky' profile of our students and will promote their strengths and build on areas for development. Communication and Thinking and Problem solving skills are at the forefront of a teacher's planning and preparation, they run through all programmes of study to ensure students gain the confidence to transfer and generalise learning.

| Thinking, Problem Solving & Communication | | | | Skills based teaching: Able to do accreditation |
|---|---|--|---|--|
| The World About Me | My Independence | My Creativity | My Body | Key Skills |
| Process based Learning in real life context | | | Aspects taught in isolation | |
| Recycling Food Change Water Weather Seasons Festivals Life Cycles Photography People | My Shopping My Travel Training My Dressing & Undressing My Cooking | My Music My Dance My Art My Leisure | Relationships & Sex education Health Digital Resilience Physical Development | Reading Writing Applying Number ICT |

At the end of each term students will spend a dedicated time based in their year groups, with a focus on teamwork, managing change, readiness for next steps and generalisation of their learning. The focus will

vary for each cohort to ensure key opportunities are given according to their year in the pathway. For example:

- Year 7: My motivation
- Year 8: My questioning
- Year 9: My enrichment
- Year 10: My work experience
- Year 11: My transition

Approaches to Communication

Communication is a holistic process and is not necessarily taught discreetly. We use personal motivation and consistently provide someone to communicate to. The P2I curriculum offers learners opportunities to practice and perfect the means that are best suited to them. Students only need three essentials in order to communicate:

- A motivation (a reason) for communicating
- A means (a method) of communicating
- Someone (a partner or partners) to communicate to.

Because these three are so fundamental, the P2I curriculum set them out as the 3Ms - motivation, means and mate.

Physical Development

In the P2I curriculum the area of learning My Body encompasses Physical Development and Relationships, Sex and Health education.

Physical Development in the P2I recognises that the basic point of physical activity is to maximise opportunities for functional movement, whenever and wherever possible, continually throughout each day. It is important that student's see this as a lifestyle choice and to be physically active and remaining so throughout their whole lives. Taking (any) physical exercise is a central part of developing physical well-being. Students do need to see the point of doing something physical which involves them making an effort. There is no point in doing any activity once, learning takes time and repetition is the key to learning.

The delivery of Relationships, Sex and Health learning addresses the disparity between a student's chronological age and their cognitive age ensuring content is relevant, appropriate and understood by individuals. Students learn to make informed choices and decisions about their wellbeing, health, puberty, changing bodies, life stages and sexual health and relationships.

Social skills

The P2I curriculum supports all students in their journey of personal development towards becoming active citizens. In all aspects of school life students are encouraged to have a positive impact on the people around them through planned and impromptu interactions. The P2I curriculum offers opportunities to participate in society, develop friendships, have positive relationships, and participate

in, and contribute to, the local community. Through modelling, praise and opportunities to try new activities and sharing a sense of achievement across the curriculum students' develop the ability to be autonomous which in turn will ensure self worth and self respect. They will recognise positive attributes in themselves and others which are needed to succeed in the challenges of life, including those online. Students are taught skills to equip them for digital life using The Education for a Connected World Framework.

Impact

We know our curriculum has a positive effect because our students will be confident, adapt readily to change and demonstrate a readiness for sixth form education. Students are active learners with the skills to problem solve, to work with others and communicate effectively. Evidence for Learning captures their learning journeys that demonstrates the progress within personalised outcomes set across the four areas of the Education, Health and Care plan.

A learning intention is taken from the Equals schemes of work for the three areas of learning: The World About Me, My Independence, My Creativity and also from the Co-op Academy Southfield RSHE (My Body) and Physical Development documents. The students starting point is baselined and their knowledge and skills are developed and embedded through process based teaching and learning where appropriate. A learning intention is not time constrained, new learning intentions are introduced sequentially when a student shows the knowledge and skills are embedded. The learning acquired from the curriculum is evidenced on EFL and used to inform planning and the development of student experiences. Each student's progress is measured against their own starting point. Assessment of learning maps the progress made, demonstrating the ways in which skills develop through increased independence and fluency. Students demonstrate that skills are maintained over time and utilise them in a range of situations. Progress is reported to parents through the annual review and the end of year report. A working partnership with parents is key to the curriculum having an impact in other areas of a student's life, enabling them to transfer skills and demonstrate their independence in multiple contexts. Leaders evaluate pupil voice for example at the annual review and gain views of parents to ensure the curriculum offer is engaging and aspirational.

We triangulate information taken from the monitoring of planning, moderation of evidence and learning walks throughout the year to evaluate the impact of our curriculum model. Learning walks and Deep Dives support teachers to gain a deeper insight into how students learn, to ensure that curriculum planning builds on prior attainment. Moderation also ensures that assessment tools are used consistently across the pathway and that the curriculum is challenging, meaningful and relevant for our students. Triangulation identifies the strengths of the curriculum as well as the areas for development. Continuing professional development ensures that teachers have the knowledge and understanding required to deliver high quality teaching, recognise gaps in student attainment and intervene with specialist strategies where necessary.

PIMD

Intent

The curriculum provides students with the means to express themselves, their likes and dislikes, to begin and finish an activity, and to initiate interaction with people, technologies and events. It involves the

development of physical skills to sit, stand and walk as well as to develop actions such as reaching out, grasping and pressing.

Teachers provide a responsive environment in which students can develop their attention that supports their sensory development. Teachers are sensitive to the student's well-being and balance the curriculum learning with medical and therapeutic activities effectively.

Adults take the time to get to know students very well and do not make assumptions about their quality of life, aspirations or previous experiences. There are opportunities to involve students in school life, giving time to consult and make choices. The curriculum provides opportunities for students to take more control over their environment.

Teachers are mindful of students' interests so that activities are selected that build on what motivates them. These are developed continuously over time in real life situations. It is important to learn together as a school community to find out what students with PIMD understand, and to support them in using what they have learned in meaningful ways.

Implementation

The implementation of the curriculum is based on research of best practice approaches to teaching, learning and assessment for students with PIMD. This new curriculum will be introduced in September 2021. It has been developed with reference to: -

- EQUALS Pre-formal Curriculum (Eds. Imray and Hadfield 2019)
- Routes for Learning (Welsh Assembly Government 2020)
- The engagement model (Standards and Testing Agency 2020)
- My Independence: Supporting Aspirations (ASDAN 2020)
- Switch Progression Road Map by Ian Bean (Inclusive Technology)

Research Implications

The implementation of the curriculum for learners with PIMD is supported by the acknowledgements made within the Rochford Review (Standards and Testing Agency 2016). The review recognises that there are a small number of pupils nationally whose learning disabilities mean that they will not be engaged in subject-based learning by the time they reach the end of key stage two. This recognition is important as it demonstrates inclusive practice is not determined by access to the National Curriculum for learners with PIMD. Instead, it enables schools to develop socially-just curricula which are meaningful and relevant to this cohort of pupils.

This is supported by research in cognitive psychology, as practices such as retrieval, memory and cognitive load apply to what is termed 'the secondary knowledge domain' (Geary 2006). This refers to knowledge which is culturally important and is increasingly difficult to understand, such as reading, writing and mathematics. Research derived from cognitive psychology for students with PIMD includes Intensive Interaction (Hewett and Nind 1998) and responsive environments (Ware 2003). This research demonstrates that linear notions of progress for learners with PIMD are inappropriate.

This can be illustrated by considering how a toddler learns to use the toilet. Would a programme of study, that sets out smart targets, and a timeframe for achievement (say 12 weeks, as it is a typical term)

ensure success at the end? We would not do this. What follows bears this in mind as the starting point for the implementation of our curriculum.

References

- Geary, D. C. (2006) *The Origin of the Mind: Evolution of Brain, Cognition and General Intelligence* 1st Edition APA
- Hewett, D. and Nind, M. (eds) (1998) *Interaction in Action: Reflections on the Use of Intensive Interaction*, London: David Fulton.
- Standards and Testing Agency (2016) *The Rochford Review: final report Review of assessment for pupils working below the standard of national curriculum tests* Crown Pub.
- Ware, J. (2003) *Creating a Responsive Environment for People with Profound and Multiple Learning Difficulties* Routledge

Curriculum Framework

Students with PIMD require a responsive environment, linking outcomes and planned structured experiences with a students' motivators and interests; this not only develops their intellectual capacity, but their social skills, physical control, independence and self-determination and communication.

The curriculum framework at Co-op Academy Southfield has been designed to ensure learners' unique needs are met in the most effective, creative and meaningful way. The rationale for our approach is based on what students need to learn, ensuring all planning starts from an individual student's current strengths and needs, developing the knowledge and skills needed for life across a range of contexts, so that learning can be generalised. We believe this ensures a curriculum that is relevant and accessible for students with PIMD.

Teaching and learning are far more than delivering a curriculum. All adults working at Co-op Academy Southfield share responsibility for creating an ethos in which students feel secure, safe and happy, enabling students to become increasingly independent over time. A process-based approach to learning involves the establishment of daily, predictable routines; open ended activities; natural contexts; and depends on interaction with people and the environment.

The implementation of the curriculum builds on the principles of intent. The table below demonstrates the way in which the principles are developed into practice. Each area is then defined in more detail.

| Principles of Intent | Implementation |
|---|----------------------------------|
| Students determine curriculum activities | Personalised Learning Pathways |
| All areas of the curriculum happen at the same time | Rich and Meaningful Experiences |
| The curriculum promotes participation | Specialist Curricular Approaches |
| The curriculum develops a sense of agency | Personal and Social Development |

Personalised Learning Pathways

The progress through the curriculum is determined by the student. To achieve this at Co-op Academy Southfield, we have developed personalised learning pathways, made up of long-term and short-term outcomes. The long-term outcomes agreed within a student's education health and care plan form the basis for a personalised pathway for each student with PIMD. Long-term outcomes are agreed by teachers, families and the multidisciplinary team, within each area of the education, health and care plan. Long-term outcomes are aligned to each key stage so that they are reviewed periodically to ensure that knowledge and skills are consolidated before deciding on the next steps.

Routes for Learning

To ensure consistency of practice and the understanding of progress by teachers is secure across the pathway, we have adopted the Routes for Learning (Welsh Assembly Government 2020) It provides a route map (see appendix A) that focuses on learners' communication and social interaction skills, early cognitive development and their interaction with the environment. Seven key milestones (in orange) present the developmental route that students are expected to progress through (see Route Map appendix). Journey through these seven key milestones involve multiple steps and together there are forty-two route map boxes numbered 1-43 (excludes the number 8).

It is not possible to pre-determine the unique ways in which children with PIMD learn and therefore they can take different routes through various steps to reach each key milestone. To reinforce that progress is not linear for students with PIMD, key milestones and steps are grouped into twelve themes. They are: -

1. Responding to stimuli
2. Responding to people
3. Responding to pattern in repetition
4. Signalling preferences
5. Keeping track of objects
6. Acting on the physical environment
7. Being sociable
8. Changing focus
9. Connecting actions with outcomes
10. Acting to engage others
11. Solving problems
12. Choosing options

These themes assist teachers to reflect upon the ways in which individual learners are showing potential in communication, social interaction skills and early cognitive development, by considering the connections between the key milestones and steps.

Movement is the foundation for learning

The introduction of the MOVE programme at Co-op Academy Southfield offers movement opportunities for our students in order to create greater opportunities to access the world around them. The student and their family are placed at the centre of the planning process to set goals that class teams work on throughout the school day. These goals are aligned to the long-term outcomes set within the sensory and physical area of need in the EHC plan. Students develop a range of skills including head control, sitting, standing and walking; providing full support and gradually removing prompts to increase

independence. There are six trained MOVE senior practitioners who support the development of the MOVE programme across the pathway, working in conjunction with a physiotherapist.

Ipsative Assessment

It is accepted that it is not possible to compare rates of progress. Therefore, our assessment approach is ipsative. We continually compare progress against a student's prior attainment at regular intervals throughout the school year, for example during assessment week and at student progress meetings. Students with PIMD may present with a spiky profile; their progress may plateau for a period time and for some students, due to their medical conditions, may regress in their learning.

From the agreed long-term outcomes, teachers develop short term (annual) outcomes, which provide the focus for learning in the classroom. Teachers ensure that they build on prior attainment, by referring to evidence collected overtime on the Evidence for Learning app. Progress within this short-term outcome is assessed using the Engagement Model. The focus for assessment is defined within the five areas of engagement which are initiation, persistence, anticipation, exploration, realisation. Progress is recognised by acknowledging when areas of engagement are more established. The collection of evidence is an ongoing event; supported by weekly moderation meetings held for teachers to ensure high quality observations and focused assessment judgements are made consistently across the pathway.

Rich and Meaningful Experiences

Learning Happens All at Once

Every moment is regarded as a learning opportunity, which includes every aspect of the school day. Daily experiences provide a meaningful context in order for students to make progress towards short-term outcomes. The curriculum balances education with therapeutic and medical activities, to enable the development of the skills and knowledge needed for life across a range of contexts.

In order to ensure balance across the day, teachers develop a classroom rota so that it is clear how the day and the week is structured. It ensures that medical, therapeutic and personal care are planned for alongside curriculum activities. Rotas include information about when and which staff are assigned to work with individuals and small groups, carrying out therapeutic activities and medical interventions or personal care. This also supports the learning and support assistants to work effectively.

Areas of Learning

The curriculum is made up of six areas of learning. These are: Communication, cognition, sensory, physical and wellbeing, Self Determination and Creative. At Co-op Academy Southfield we are not open to the adoption of a thematic curriculum model, as the purpose of such an approach is "to bring a central commonality to a disparate set of subjects." (Imray and Hadfield 2019) Instead, all areas of learning happen at once in a holistic way. This is achieved through a range of learning opportunities.

Learning opportunities are not prescriptive and provide the means for teachers to be creative and innovative. The suggested range of opportunities include, but are not limited to: Intensive Interaction, Sensory Art, Horticulture, Inclusive Community, Drama, Poetry and Literature, Sensory Stories Music, Movement, and Sensory Cooking. This ensures the curriculum is personalised to the students' particular interests and motivators.

Personalised Timetables

Our curriculum provides a structure to ensure that we build routines, facilitate change, offer alternatives, observe and guide. In practice this means teachers plan eight to ten activities over the week, which include opportunities to work one to one with an adult and in small groups as well as times to explore their environment with supervision. We recognise that students with PIMD may need hundreds and perhaps even thousands of opportunities to develop their understanding and skills. Therefore, repetition is important, but it is not the intention that learning opportunities remain the same. Instead, teachers use their professional judgement to make subtle changes to their planning based on the responses of students so that the curriculum continues to engage the learner.

Preparation for Adulthood

Preparation for adulthood drives the development of our curriculum, so that the value of relationships, the range of activities and establishing a sense of identity is at its heart. Cultural capital is defined as, "the essential knowledge that children need to be educated citizens" Therefore, it is important that the students with PIMD gain a sense of belonging within the wider community. In order to achieve this, we seek to widen life experiences, through stories, art, music, immersive experiences, visits out of school and visitors into school, through project weeks and inclusion in whole school events.

Students who experience control over activities and options that are important to them become increasingly aware of themselves as having the potential to make a difference. This sense of agency enables students to become more autonomous and, later, to follow up their own interests. We help students to develop self-determination through providing choices that are meaningful to them and by building opportunities around the preferences which students can communicate.

We offer opportunities to take part in activities in a range of contexts inside and outside the classroom, using a variety of resources to create new experiences that will engage students. Vocational profiles capture the range of experiences in education that guides the preparation for post school provision.

Curriculum Content and Progression

This curriculum framework is not based on linear development progression because it cannot possibly reflect or do justice to the ways in which learners with PIMD make progress. Therefore, this framework is not set out like other curriculums as it does not stipulate what to teach and when. It does not set out what needs to be taught nor the expectations of learners by age or key stage. Our curriculum is constantly in progress as teachers respond sensitively and skilfully to the learners' responses to experiences provided.

"If the input to each child's learning is the very best it can be, then the progress made by that child, whatever that is, will be the very best that the child could have made.'

(Chailey Heritage School)

Specialist Curricular Approaches

Specialist strategies implemented across the school day respond to the individual student's unique ways of being. Students require specialist strategies to ensure they are able to communicate, control the world around them, develop independent living skills within their capabilities, and support to maintain their physical health and wellbeing.

Approaches to Communication

We use a range of approaches to develop communication skills. Communication passports are a means of passing on information to all those who are involved with a given student, ensuring the use of

consistent approaches to their communication. Intensive Interaction gives opportunities for a student to develop the understanding of the Fundamentals of Communication and the enjoyment of engaging with another. This involves developing attention, turn taking and playing with another person.

For some students, body signs are important to understand when something is going to happen, progressing to communicating simple ideas such as more and finished, Tactile Signing for Sensory Learners (TaSSeLs) is designed for people with a dual sensory impairment. This approach includes the use of on body signs and a hand under hand approach.

We utilise a range of object cues. These range from the use of real objects, such as a student's cup so they know it is time for a drink; personal signifiers which represent familiar people; objects that symbolise a place or an event, for example a flannel as a cue to going to the pool. These objects support the development of the understanding of anticipation, for example to predict what is happening next.

Some students may use a low-tech eye gaze system called Look2Talk. This system provides a structure for students to communicate via symbols, who do not communicate via speech. Staff are skilled receptive communication partners who model and scaffold the use language.

Physical Development

Physical profiles

Physical Profiles identifies an individual's physical needs. Develop and maximise the use of students' physical capabilities in order to maximise their learning opportunities. To maintain a good body posture, for wellbeing, good position for learning, manage pain and discomfort, provides a clear plan for the school day around postural management, this will include identifying equipment, clear photographic examples of how to position a student different equipment for different activities, this is supported by the physiotherapy team. Identifies the number of staff required to support students to access different pieces of equipment and understand how students can be as independent as they can be.

Aquatic Therapy

Aquatic Therapy is a treatment which increases postural tone, develops breath control, reduces pain through muscle relaxation, increases cardio-respiratory fitness, and provides many more benefits. There is an aquatic therapy team who assess students carefully to develop a programme which helps student's move, stand or walk and enables muscle strength and power to be maintained or developed. This is provided based on the outcomes agreed as part of the education, health and care plan

Technology

Adaptive switches, touch screens or eye gaze technology are utilised to increase student's access to the world, so that they can learn about the ways in which their actions have an impact on the environment around them. We use a switch progression road map to support the assessment of switch skills. The road map sets out the range of skills so that students can progress, from understanding cause and effect to using switch technology to make simple choices independently.

Personal and Social Development

Relationships and Sex Education

RSE is delivered at the level appropriate for each individual student acknowledging and responding to the ways in which their bodies develop through adolescence. Our approach is delivered through the

senses. It is a creative approach as we understand that our student's capability to understand is at an early cognitive stage.

To develop students as sensual beings we explore the seven main senses, touch, sight, hearing, smell, taste, proprioceptive and vestibular. Sensory activities such as art, cookery, musical activities and swimming provide opportunities to develop the ability to differentiate between different experiences and express preferences. Students develop body awareness and a sense of how their bodies are organised through a variety of activities such as Tac Pac and massage. We label intimate body parts by giving them their proper names (or the names used by the family) during personal care routines and when changing for swimming.

Students develop the awareness of others and the ability to respond to and build meaningful relationships through interactive activities. Students have opportunities to share attention with familiar and unfamiliar people and to work coactively with another person. We support students to develop and establish ways of communicating, recognising students have the right to say no, and to have that right respected. Staff are responsive to signals students give and to respect students' choices and preferences. Developing a sense of belonging within community settings is important to increase student self-esteem. We provide opportunities for students to impact on their surroundings, which is encouraged through involvement with the school council and whole schools' events.

Impact

The effectiveness of the curriculum is demonstrated through the ways in which students engage in the world around them. Students acquire new skills which prepare them for adulthood, including understanding how their actions impact on the environment; improved head control, trunk stability, or ability to move themselves in a walking frame; and the means to express their likes and dislikes, more and finished, communicate a yes and a no. Students achieve and make progress across the four areas of the SEND Code of Practice.

Teachers collect evidence that captures the ways in which students engage in the curriculum, and make their assessments using the engagement model indicators against personalised outcomes. This is reported within their annual review that enables a dialogue with families and the assistant headteacher responsible for the pathway to corroborate the progress made, supported by the teacher's evidence.

There are a number of ways in which to gain a deeper insight into how students make progress. These include student progress meetings, where teachers highlight the ways students have made progress, identified using the 'more established' language within the engagement model; deep dives, which explore in greater detail the ways in which students make progress across the four areas within the education, health and care plan; learning walks, which provide opportunities to observe teachers practice and to evaluate student progress over time together; and case studies, to highlight the unique ways in which students with PIMD make progress and the successful interventions that ensured students' achievements.

It is important that curriculum planning and assessment systems are manageable for staff. The appropriate professional development is in place to ensure teachers understand how to recognise progress for students with PIMD and understand how to use the tools available to them to achieve this. Weekly moderation sessions occur within the pathway to develop a common understanding of what

evidence tells us about progress and to develop consistency in judgements. Through student progress meetings, curriculum planning is evaluated to ensure that the learning opportunities provided for students are meaningful and facilitate the student to make progress.

The information gathered through the various systems across the pathway inform the school self-evaluation summary. This helps to identify strengths and areas for development within the curriculum. Where the curriculum content and rates of progress are not aligned, we can act on the information collected to make changes to rectify any concerns. Within the PIMD pathway it is not appropriate to make comparisons between students for any reason, however, we need to be mindful of the additional vulnerabilities of students who may be in receipt of pupil premium or who are children in care, for example.

C&I

Intent

The Communication and Interaction curriculum pathway currently caters for 85 students across Key Stages 3 to 5. The pathway aims to provide a range of learning opportunities and experiences, which are designed to meet the needs, interests and learning styles of students with ASC, SLCN and SLD. It has at its core the skills that underpin the development of autistic learners based around the diagnostic criteria from DSM V.

It is our intent that students within the pathway will be able to:

1. Understand the world around them.
2. Communicate their needs effectively.
3. Engage in positive social interaction.
4. Develop flexibility of thought.
5. Widen their range of interests.

For pupils within the pathway, 'Sensory Processing' and 'Communication & Interaction' are at the core of their curriculum offer, our primary focus is ensuring individuals are having their basic needs met, as a foundation on which to build:

- That students are alert but not over-stimulated
- That they can attend to learning and not be distracted by sensory stimuli
- That they can communicate their wants and needs in a way that is understood and socially acceptable

As students progress through the key stages and begin their preparation for adulthood there will be a greater focus on functional life skills. The emphasis will be on transferring and generalising skills in different contexts and into the wider community, with a view to building on their enthusiasms and skills in order to contribute and achieve meaningful success.

Implementation

Broad description of content

The Communication and Interaction curriculum content is deeply personalised based on the teachers' pedagogical understanding of how autistic students learn best and the individual needs of the students in their class. Students' basic needs and safety are at the forefront of the curriculum to enable all other learning to take place. Once these have been met, students can access a relevant and comprehensive curriculum where knowledge and skills are built up over time through sensitive and responsive teaching. Whilst teaching will largely be non-subject specific, how our curriculum can be linked to the National Curriculum will be explored and developed over the summer term, some early thinking around this can be found in Appendix 2.

The pathway includes six 'non-negotiables' to support students' learning which are a requirement for each class:

1. Visual timetable
2. Clearly structured tasks
3. Consistent expectations
4. Visual and regular support to communicate feelings
5. Warning of transitions and change
6. Sensitive, responsive teaching by staff who adapt quickly

Approaches to teaching and the learning environment

The National Autistic Society's guidance on Good Practice for Schools highlights the need to provide opportunities for autistic students to generalise skills learnt in one setting to other settings and situations and recommends that schools modify their environments to take account of the difficulties with sensory stimuli that some young people experience. Teachers draw upon this research and evidence to ensure students have access to a range of educational spaces that offer different learning experiences; some may be low-stimulus and distraction-free, some may offer individual or 1:1 work and some may offer environments to stimulate senses; but all will contain visual supports and promote the need to attend, initiate and communicate.

Key Stage Progression

As students progress through school, it is essential that they have access to a rich and varied offer that is appropriate to both their age and developmental stage. There is a particular emphasis throughout each of the key stages on the following:

KS3 - *breadth of experience*: students build confidence through opportunities to access and enjoy as wide a range of new and varied experiences as possible.

KS4 - *functional skills*: students focus on becoming as independent as possible and are challenged to do more for themselves. Students develop resilience and persistence in order to learn to perform key functional skills with less support.

KS5 - *contribute to society*: students build on their strengths and explore how they can use these to contribute to society. Students develop their knowledge of how to help both themselves and others when at home and out in the community. Students have the confidence, independence and resilience to engage positively in vocational work and social leisure opportunities.

| INTENT | Feel Safe Be healthy | Enjoy Learning Be independent Be healthy | Understand the world Be independent | Communicate needs effectively Be independent | Engage in positive social interaction | Develop flexibility of thought | Widen range of interests | Take pride in achievements |
|---|---|--|--|--|---|---|---|---|
| KS3 Opportunity to broaden experience | Opportunities to learn basic rules in a range of contexts. | Experience a wide range of physical activity | Experience a wide range of topics and experiences. | Experience opportunities to develop communication skills in a wide range of contexts | Enjoy and participate in social events | Experience a wide range of problem solving tasks Experience a wide range of narratives | Experience a wide range of activities, topics, genres | Frequent access to visual reward systems for short term goals. |
| KS4 Opportunity to develop functional skills | Focused support to complete daily tasks safely. | Focused support to develop key skills and healthy choices | Focused support to develop understanding of functional contexts | Focused support to develop functional communication | Help to organise social events | Develop functional skills Develop understanding of purpose/audience/customer | Develop independence at pursuing a collection of interest areas | Express choice over reward for achievement of medium term goal. |
| KS5 Opportunity to contribute to wider society | Focused support to maintain safety when out in the community and living semi-independently. | Opportunities to develop positive participation in healthy activities available in the local community | Opportunities to develop understanding of local offer after Southfield | Opportunities to develop use of communication skills with the wider community | Lead the organisation of a social event | Develop work skills | Know how to share interests with others and the wider community | Share in goal setting and recognise purpose and value. |

Approaches to Communication

Developing communication skills is at the core of the curriculum implementation. Students have access to a total communication environment where staff are competent and confident in using a variety of approaches in order to meet the specific needs of each individual. Students are given daily opportunities to firstly learn how to express their wants and needs in an appropriate way, and then learn to engage successfully in more complex social interactions. Communication approaches include, but are not limited to:

- Visual timetables in every classroom
- Picture Exchange Communication System (PECs)
- Social Stories
- Clear communication cues to warn of transitions
- Makaton signing
- Intensive interaction
- Modified verbal communication such as key words only

Physical and Sensory Development

Students within the pathway may find it difficult to process sensory stimuli and this can affect their physical and emotional wellbeing. Many of the students start the day with a sensory circuit (a sensory–motor activity programme which helps students achieve a “ready to learn” state). Other opportunities to exercise and develop fine and gross motor skills are encouraged as part of a stimulating and engaging curriculum offer. Sensory needs are met on a daily basis through a sensory diet approach whereby sensory activities are infused throughout the student’s day in order to improve focus, attention and ensure the student feels comfortable throughout.

Social Skills

Social interaction skills are a key component of the curriculum implementation, students have a range of opportunities to engage with equipment, environments, other students and school staff. Through access to dedicated spaces, students can feel safe and happy to develop their social interaction skills and their understanding of the world around them. All staff consistently model and reinforce positive interactions with students, staff and equipment.

Social Stories are used to support students to understand the expectations of social interaction. Students gain the confidence to interact by having ‘concrete’ references to get them started. Highly skilled and sensitive staff then support individuals to navigate the subtleties and nuances of more challenging communication e.g. abstract phrasing, facial expressions and the unpredictability of dynamic social situations.

Impact

Within the C&I Pathway, each learners’ progress is tracked towards an annual target which is carefully matched to the long term outcomes on their Educational Health and Care Plan. Judgements are made termly as to whether the student is on track to meet these annual targets and a final judgement is made at the annual review meeting. The personalised nature of assessment means that each learner accesses a

curriculum offer which has been designed according to their specific needs and abilities. Half-termly pathway moderation meetings take place to discuss the quality of evidence being uploaded to the Evidence for Learning app against each target and is a chance for teachers to enter into dialogue around what progress looks like for students in the pathway. Parents are invited to discuss their child's progress with their class teacher on a termly basis.

The intended impact of the curriculum is measured using the pathway-designed 'Measuring Curriculum Impact' form (Appendix 1) by baselining students near the start of the academic year, and then comparing this with judgements made midyear/ at the annual review and at the end of the year. The judgements are made through collaborative discussion within class teams. This highlights any CPD needs for staff and in turn informs how teachers implement the curriculum. The curriculum intent statements are shared with parents via a parental voice survey where they have the opportunity to comment on their views, providing an insight into what they consider to be the most important aspects of the curriculum.

Learning walks and peer to peer observations provide teachers with opportunities to enhance their pedagogy through sharing good practice, celebrating areas of strength and highlighting continued areas for development. A collaborative approach to curriculum planning encourages staff to develop their own expertise and feed back to the pathway team in order to improve outcomes for all students.

Over time, as teachers' pedagogy develops, a basket of assessment tools will be used to assess students in a way that is meaningful for each learner. Different methods of assessment will be introduced gradually to ensure teachers develop a sound understanding of how to best use these to promote positive outcomes for all students. These may include: student case studies, The Engagement Model, AET Progression Framework, SCERTS, PECS.

Measuring Curriculum Impact

Student:

Year:

Teacher:

| Section 1: Our intended impact | | Sept | Annual Review/ mid-year | July | Notes |
|---|--|------|----------------------------|------|-------|
| Cognition, Learning and Employment | I am prepared for learning | | | | |
| | I can work independently | | | | |
| | I am confident and explore things on my own | | | | |
| | I can remember and recall things | | | | |
| | I help others | | | | |
| | I turn take | | | | |
| | I share | | | | |
| | I tolerate different experiences | | | | |
| | I cope with transitions | | | | |
| | I cope with change | | | | |
| | | | | | |
| Communication and Interpersonal Skills | I communicate my wants and needs | | | | |
| | I can make choices | | | | |
| | I can express likes and dislikes | | | | |
| | I can recall past events | | | | |
| | I am aware of what will happen in the future | | | | |
| | I have reduced my negative feelings through improved communication | | | | |
| | I am polite and well mannered | | | | |
| | I enjoy the company of others | | | | |
| | | | | | |
| Wellbeing | I form trusting relationships | | | | |
| | I feel motivated to engage and participate in learning | | | | |
| | I display confidence | | | | |
| | I display resilience | | | | |
| | I can concentrate and remain on task | | | | |
| | I can self-regulate my feelings to remain calm. | | | | |
| | I can self-regulate my feelings to be safe. | | | | |
| | | | | | |
| Life Skills and Self-help | I am co-ordinated and able to do daily tasks for myself. | | | | |
| | I am active and so keep myself fit. | | | | |
| | I usually engage in healthy living habits. | | | | |
| | I can move around safely. | | | | |

Judgements are to be made collaboratively in a class team meeting at the end of September, mid-year and in July.

Section 2 - optional:

Assessment Tools

| | Criteria | Sept | Annual Review | July |
|-----------------------------------|--|------|---------------|------|
| Annual Targets | How many of my current annual targets am I 'on track' to achieve? | /4 | | |
| SLIMs 1-10 Scale | <p>What level of support do I usually require?</p> <p>1-3 Support needed throughout the task, approximate skill, observed very rarely, performed in a single setting/context.</p> <p>4-6 Less support needed and not required throughout the whole task, student has some basic awareness of purpose, occurs occasionally and inconsistently, performed in more than one setting/context.</p> <p>7-9 Minimal support so almost independent, skill mostly accurate but needs refinement, nearly consistent as reliably demonstrated but needs refreshing after a break, demonstrated in a range of settings and contexts but not fully secure, clear understanding of purpose.</p> <p>10 Fully independent, swift and accurate, remembered after a break, reliably demonstrated in different contexts and knows when to apply the skill.</p> | | | |
| A-D Scale | <p>What level of complexity of task can I usually cope with?</p> <p>A A simple or single step task</p> <p>B A sequence of simple steps</p> <p>C Multi-step task and beginning to require flexibility of thought and/or controlled movement</p> <p>D Multi-step task that requires flexibility of thought and judgement, may require controlled movement</p> | | | |
| Elklan Blank Level Q's | <p>What level of questioning can I respond to meaningfully?</p> <p>Blank Level 1 Naming e.g. <i>What is this?</i></p> <p>Blank Level 2 Describing e.g. <i>Show me something you eat?</i></p> <p>Blank Level 3 Re-telling e.g. <i>How did the man feel?</i></p> <p>Blank Level 4 Justifying e.g. <i>How do you know? Why?</i></p> | | | |
| PECs related observations | Is the student using functional communication? | | | |
| | Is their communication easily understood by unfamiliar listeners? | | | |
| | Is the student initiating communication? | | | |
| | Has the student mastered key words, phrases or sentences ? | | | |

| | | | | |
|---|---|---------------|-------------------------|-------------------|
| | How wide is their vocabulary? Up to 20 words, up to 50 words, a wide vocabulary | | | |
| Basic skills | When working well, I can use numbers to up... When working well, I can remain on task without support for _____ minutes? | mins | | |
| Emotional Regulation & Behaviour | How often does the student require 1-1 support to manage their emotions and/or behaviour? Never Rarely e.g. once a week Occasionally e.g. a few times a week Regularly e.g. daily Constantly | | | |
| | I need a Behaviour Support Plan | | | |
| | I need a Safety and Support Plan | | | |
| SCERTs | Can I? | No (0) | Some times (1-5) | Yes (6-10) |
| | Can I identify likes/dislikes? | | | |
| | Can I make independent choices? | | | |
| | Can I share/express how I feel positively? | | | |
| | Can I share how others feel? | | | |
| | Can I make others aware I am hungry? | | | |
| | Can I make others aware I need the bathroom? | | | |
| | Can I make others aware I am tired? (If so, can I direct myself to the quiet room? Quiet space?) | | | |
| | Can I tell others I want to 'opt-out'/move away from 'difficult' situations, in a positive manner? | | | |

Appendix 2

| C&I - Links to National Curriculum | | |
|------------------------------------|-----------|--|
| Subject | | Comments |
| English | | English is a key part of any child's curriculum and education programme at Co-op Southfield. The subject comprises communication; both receptive and expressive as well as reading (decoding and understanding) and writing (spelling, handwriting etc.). English is incorporated differently for each pupil at Southfield but will always be included. It may include (but will not be limited to): Developing expressive communication skills at a level appropriate for the pupil, developing receptive communication skills appropriate for the pupil, learning to 'read' images or signs, learning to read key words relevant to their daily lives, experiencing books and reading, reading instructions (either in words or images) classic reading and phonics programmes where appropriate, basic letter/shape formation, writing words important to them such as name, address etc., typing on text to speak machines. All of these activities (as appropriate for the individual) will be taught throughout the day and be embedded into daily activities. |
| Maths | | Maths is a core subject and vital to the development of our pupils. The ways that maths is incorporated into the school day for pupils (depending on need) may include but will not be limited to; counting objects or requesting amounts of objects, recognising more in receptive and expressive terms when requesting, experiencing time through waiting, experiencing or understanding timetables at varying levels of complexity including parts of the day and days of the week, weighing or counting items in cookery, paying for items in shops (both real and pretend) recognising shapes through image and symbol recognition, following directions, sharing items food with others. |
| Science | | Science is worked into the school day in many ways including; cooking and food preparation, learning to problem solve, mixtures, heat and cold through safety, chemicals and electricity (again through safety), biology including understanding themselves and their bodies and experiencing other animals such as the school dog. |
| Humanities | History | History for most of our pupils will be something experienced on a personal level as opposed to a whole world. All pupils will experience timetables to some extent which will require an understanding of; what has happened, what is happening and what is going to happen. |
| | Geography | Geography is a personal topic to our pupils and will be experienced via individual rooms, the school, the school local community and the family local community. This may be purely experiential and geared toward 'way finding' and direction following. |
| Art and Design | | For many pupils, art and design is an area of interest that will be incorporated into rewards that they receive. Alternatively it may be addressed when learning colours (such as for requesting) Many pupils will |

| | |
|-----------------|--|
| | experience art and design during sessions via music, art materials which are also sensory (paint, modelling clay etc.) or through other areas. |
| Food Technology | Food is a huge area of interest and importance for many Southfield pupils. Food technology is a subject that all pupils will address on some level. This may include; preparing and cooking foods, cleaning work areas, experiencing new tastes, broadening nutritious repertoire, tolerating the smells of the food of others, eating near others, being near others while they eat, requesting food items. |
| RSHE/PSHE/RE | These topics are the core of the Southfield curriculum. Our pupils are learning about themselves and how to tolerate/interact with the world around them. Individual topics are taught using a proactive approach relevant to each pupil. For many pupils understanding and managing their own emotions or urges/actions will be key parts of their programme. |
| ICT | As with all targets computing is a topic that is geared towards the needs of the pupil. This might include using electronic equipment that is relevant to their daily lives (TV, washing machine, microwave, fridge, oven) or accessing ICT equipment in a rewarding fashion such as access to the class iPad. It may also include more formal ICT skills where this is appropriate. |
| PE | It is vital for our pupils health that they take part in physical activity. For some this means walking, for others it may mean accessing play equipment as a reward, some pupils will access soft play and sensory equipment as part of their programme, others will access the gym equipment we have on site. Students within the pathway have access to a fleet of bikes and scooters and an outdoor adventure playground. It is unlikely that our pupils will access team sports but when this is deemed appropriate opportunities will be provided. |
| MFL | Many students within the pathway may be pre-verbal and even those who have verbal skills will experience significant challenges in this area. For that reason, MFL in terms of the languages of other countries is not an area we are likely to cover. However, MAKATON sign language will be taught to many of our pupils as a form of communication or as supplementary support to support spoken communication. Adults around the school will be trained and encouraged to use MAKATON to support receptive understanding of the language. Students will also use PECS to communicate their wants and needs and have access to a total communication environment. Through the events based nature of our curriculum, students will experience and celebrate different cultures. |
| Special events | Throughout the year the school will recognise special events and holidays such as; Christmas, Easter, End of year etc. Teaching will be focussed towards these special events, culminating in a celebration. |

Vocational

Intent

Cohort:

The Pathfinder Vocational Centre caters for students aged between 16-19. The majority of learners in the pathway have a primary need of SLD although our provision is also accessed by learners with ASC, HI, VI and PD needs.

Research:

We have researched the provision offered by other special schools across the country who have a Post-16 environment. We have spoken to local Post-19 settings in order to ensure that pupils have the knowledge and skills needed to apply for courses, and awarding bodies in terms of being able to meet the demands of courses on offer. We have undertaken parental and student voice, as well as consulting CEIAG links/ having discussions with our Enterprise Coordinator. Alongside this we have looked at research commissioned from NASEN, John Hattie and the new White Paper for Skills. At the PVC our 3-year thematic framework is broad and balanced, with the intent of developing young adults who have the knowledge and skills that enable the greatest level of resilience, independence and aspiration, which leads them to the most enjoyable and fulfilling life possible.

For the young adults in our care, the following principles form the foundation of our curriculum intent:

Choice, control and freedom over their lives

This principle relates to the sense of agency that we want to help pupils to develop. We want students to have access to a curriculum that develops and enhances their knowledge and skills in order to make informed choices; understanding their own likes, skills, talents and aspirations for adult life. We also want to provide students with the knowledge and skills to participate in the spectrum of independent living.

Accessibility and challenge

This principle relates to our aspiration for all students who cross our threshold to have the opportunity to be able to engage with a curriculum that is personalised to their individual needs and preferences. A curriculum that celebrates talents and interests but also supports them when embarking on new and difficult challenges.

Opportunities, aspiration and self-confidence

This principle relates to the breadth of offer that we want to provide students with during their journey at the PVC. We want all students to engage with a range of vocational activities and contexts. Our thematic projects are based on real-world scenarios, that aim to broaden students' horizons and enhance their sense of self-belief so that they can face the challenges of the future with growing confidence.

We believe that by founding our PVC curriculum intent on these principles we will create an environment where all students are safe, happy, fair, kind and proud.

Implementation

Within Post-16 provision, a pupil will follow a timetable that covers core skills alongside life skills and work-related learning. The curriculum is delivered on a three-year rolling programme with each programme of study based on an 'essential question' designed to develop students' knowledge and understanding of the world around them. These essential questions have either a vocational or real-world context that is linked to employability or adulthood.

Pedagogy: At the centre of the planning process for our teachers are these key questions:

- What can our students already do/ know about?
- How do our students learn best?
- What does meaningful and purposeful learning look, feel and sound like for our students?

Student-centred learning allows students to be active participants in their own learning process. Staff working within the vocational pathway understands that no two students are exactly the same or have the same combination of outcomes. Therefore, as well as being research-led and having the highest-expectations for all, vocational pathway teachers carefully consider what each student needs to be successful before personalising the learning experience. Teachers are strongly encouraged to collaboratively reflect upon lessons, projects and assessments as part of a continuous cycle of learning during CPD sessions.

Across post-16 provision we use a variety of pedagogical approaches; focusing on inquiry-based learning where students are presented with real-world problems and scenarios. This helps our students to prepare for adulthood alongside broadening their horizons.

Alongside this our integrated approach ensures a common language is used throughout in order to develop and build vocabulary and social skills.

Environment: Classes are organised primarily within tutor groups; which are small with higher levels of staffing to ensure safety and student success. Our staff work hard to create an environment that is focused on learning, and spaces have been designed to maximise independence and self-confidence. Vocational learning zones are designed to give students a real-world feel.

Curriculum Path/ Essential questions: Every student accessing the PVC, has identified needs and targets arising from their personalised EHC plan. We recognise the importance of meeting these needs through a broad and balanced curriculum approach.

Connectedness of knowledge and skills is evident throughout our three year thematic curriculum, with the key building blocks underpinning learning based around 'essential questions', which allow students to grow in confidence and independence in order to enter a spectrum of independent learning and a preparedness along the pathway to adulthood. Careful curriculum planning ensures that knowledge and skills are embedded into long term memory, which provides the foundation for progression to more complex tasks.

An example 'essential question' that our programme of study is based around is: How can we stay safe? This would cover prompts that range from Entry Level 1 to Level 1/ 2.

Curriculum Time: The school day consists of 5 lessons, with pupils following this structure for the throughout a half term. During the final week of each half term pupils undertake a Vocational Enrichment Week.

| | M | T | W | T | F |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

| | |
|--|--|
| | <p>PSD: Pupils are taught in tutor groups in order to develop strong pastoral relationships with staff. During this time pupils have the opportunity to settle into the day, prepare breakfast and talk through the structure of the day in order to prepare themselves. Pupils have the opportunity to share concerns, access stories about the world around them and engage with topical PSD activities. All pupils in the PVC (in person or accessing education remotely) have the opportunity at the end of the week to join together to celebrate the successes and achievements of the week through our assembly. Community and world of work members, including our linked Enterprise Coordinator are also invited to attend this weekly celebration. Pupils engage in the Daily Mile designed to promote a strong foundation and understanding of health and wellbeing.</p> |
| | <p>Thematic curriculum/ Essential Questions: Pupils are taught in tutor groups and undertake a broad offer of different vocational areas such as catering, horticulture, sport, arts (performance, art and craft, music), enterprise and ICT. Fun and engaging half termly projects are based on essential questions, with a series of 'real-word' scenarios that help pupils develop a strong understanding of the world around them and a sense of preparedness for adult life. Pupils also have the opportunity to engage in functional English and numeracy activities as well as developing their independence and life skills.</p> |
| | <p>Living in the wider world: Pupils are taught in year groups and work together to undertake community visits, leisure activities and participate in appropriate CEIAG activities.</p> |

Developing physical skills, health and wellbeing: Pupils continually develop knowledge and skills that promote good health and wellbeing, participating in activities such as healthy cooking, the Daily Mile and a variety of accessible sports and movement activities. Our PSD/RSE curriculum and pastoral conversations allow pupils to learn about the benefits of good sleep and managing feelings and emotions. Specific programmes of study in relationships, digital resilience and drug/ alcohol awareness helps to develop students' understanding of real life dangers, as well as providing them with the necessary skills to remain safe in adult life. Furthermore, teachers plan a variety of high quality activities to develop fine and gross motor skills such as arts and crafts, cooking, and skills for life.

Developing Social Skills: Sharing, cooperating, listening to others, following directions, being respectful and good manners are embedded into all aspects of the curriculum. Teachers model and consistently reinforce expectations. Within the PVC, pupils have the opportunity to access games and activities within the student common room 'Blue Area' throughout the day as well as at break/ lunchtime. Furthermore, our Weekly Challenge which is shared with pupils in PSD sessions; provides retrieval practice of knowledge and skills as well as the opportunity to practice and develop them further.

Approaches to communication: We seek to positively challenge students to improve their skills of communication in order to meet personalised targets and/ or communicate in different environments (e.g. real-world scenarios that prepare pupils for adulthood such as speaking to a doctor). As pupils progress through the school and into Post-19/ spectrum of independent living we continue to promote reading for pleasure and engagement with storytelling through film and print.

Vocational Enrichment Week: The last week of each half term allows pupils to participate in Vocational Enrichment Week. Pupils are given the opportunity to identify and select a specific activity such as Catering, Sports, Arts, engaging with a mixed cohort. It might be that pupils choose and select the same or different vocational activities throughout their time in the PVC. During this week, students will also have the opportunity to work on completing their Vocational Profiles.

Horizons Cohort: We acknowledge that accreditation is a valid and important option for some of the pupils who access the PVC. For pupils who are carefully identified, based on prior data and parental discussions, they will join our Horizons cohort. During a weekly academic intervention session, pupils will complete projects that will enable them to meet criteria necessary to achieve exam board standards in Functional Skills English, Maths and ICT.

We would celebrate the success of all pupils through certificates and awards presented in assemblies.

World of Work:

Our CEIAG programme is embedded throughout our daily curriculum and vocational enrichment weeks and the use of real-world scenarios. We encourage pupils to join in the running of our school-based Enterprises which include a Cafe, Garden Centre and Shop. As part of our 5-year plan, we are looking forward to increasing our enterprises to include opportunities such as a school bank. We also provide work-experience opportunities on site, which students have to apply and be interviewed for, including working in the office, managing the recycling and running breakfast club. Where appropriate and viable, we will work closely with our Enterprise Coordinator to identify and plan real-life work placements in local businesses.

Student Engagement: We encourage pupils to represent their tutor group within our 'Students Union' and help plan and organise events within our community and involve the PVC in charity days. We also send two representatives to the Coop Academy Southfield student council. Alongside this, students have the opportunity to engage with and complete our Pathfinder Leadership Challenge at Bronze, Silver and Gold.

Extended Learning: Pupils have the opportunity to participate and engage in activities that continually develop and reinforce their learning including opportunities to join after-school clubs and trips. We also encourage parent/ carers to support activities at home that reinforce and promote independence such as

helping in the home, shopping and arts/ crafts. Alongside this, students have the opportunity to engage with and complete our Pathfinder Independence Challenge at Bronze, Silver and Gold.

Impact

Within the vocational pathway assessment for learning takes place during each lesson which enables our teachers to effectively plan the next steps for each student. Teachers assess against learning objectives and basic skill requirements, and continuous monitoring allows live feedback which means that students have a greater chance of making sustained progress over time.

Individual progress is tracked and reported to parents/ carers at PTC events, end of year reports and during EHCP Annual Review meetings. We know that by working in partnership with families, our pupils will be able to extend their learning and continue to demonstrate independence and life skills. It will also allow the opportunity for maintaining high expectations in terms of attendance and co-operation in learning.

Our innovative vocational pathway 'working group' (which consists of a number of stakeholders including parents/ carers, Vocational Pathway team members, governors and representatives from post-19 agencies/ world of work) meet on a termly basis to look at the curriculum planning and opportunities to provide students with meaningful community engagement opportunities, CEIAG and real-world projects that will broaden horizons of students and increase confidence.

Leaders within the Vocational Pathway evaluate pupil and parental voice which is focused around engagement and enjoyment of the curriculum offer. We know that enjoyment of the curriculum promotes achievement, confidence and independence. When children feel safe, they are more willing to undertake learning and try new experiences. Our pupil voice will be gathered on a termly basis with support from our Student Union (school council) who will work closely with leaders in shaping future activities and events. Parental voice is particularly crucial in capturing views around extended learning and progress against steps towards independence, and therefore the impact of our curriculum.

Lesson observation and learning walks provide opportunities to move practice forward - celebrating areas of strength and highlighting continued areas for development that through coaching and continued professional development ensure robust classroom pedagogy where pupils make progress. Alongside this teachers will undertake Tutor Group Reviews twice yearly.

The vocational pathway uses rigorous triangulated monitoring throughout the year, in order to gauge the impact of the curriculum design. On a rolling basis we will continue to measure the impact of our curriculum through:

- EHCP Annual Targets supported by evidence recorded on EfL, which is regularly moderated. A baseline statement helps to capture what students already know/ can do.
- Extra-curricular registers
- Destination data (from Southfield main campus/ into appropriate Post-19 provisions)
- Case studies/ student stories
- Gatsby Benchmark

The impact of our intention is also seen in the daily interactions, development of communication, vocabulary and social skills as well and an understanding of vocational and real-world places and procedures.

Remote learning

Intent

Across school the intent of the remote learning offer is to provide motivating and engaging content for those students unable to attend a regular school setting. It is essential to keep students, families and teachers safe during remote education.

We will ensure that pupils and families have access to a wide range of creative and exciting planned Individualised activities that work in a home learning environment. These will build on and extend known interests and be responsive to each learner. The aim is to motivate students, and families, so that pupils can achieve and make progress based on their personal targets.

We understand that remote learning can be very dependent on help & technology available and offered at home and we aim to work alongside families to develop relevant and appropriate educational experiences and support. This will also help all parties involved gain a better understanding of engagement, stimulation and educational outcomes.

The ultimate aim of the curriculum is for all pupils to develop and gain the necessary skills that will enable them to achieve their greatest level of independence. As adults they will have the resilience to live enjoyable, fulfilling lives and the confidence to participate in a meaningful way in society.

Each specific school Pathway will have their curriculum overview that outlines the work to be covered.

Implementation

Planned and well-sequenced lessons, that can be offered as distanced learning, so knowledge and skills are built incrementally. Students will be included in all aspects of a usual school day where possible and create an environment that allows the learner to focus on learning.

We will work with families to select the correct platform for remote education and that it is also used consistently across the school. Families feel included in consultations and are comfortable to express their views.

We will overcome barriers to digital access for pupils by distributing the most relevant & meaningful technology using school-owned technology by a user agreement or contract.

The identified platform(s) will allow interaction, assessment and feedback and all staff working within this pathway are trained and confident in the delivery method. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary.

We will also provide pupils with printed resources, such as worksheets and textbooks differentiated to their needs to structure learning along with individualised and specific resources needed at home to accompany learning. Specific personalised teaching strategy videos for families will be made available where necessary along with individualised activity sheets.

A named senior leader will have the overarching responsibility for the safeguarding, quality and delivery of remote education, including that the provision meets expectations for remote education and that this work is meaningful and relevant. Systems are in place for checking, daily, whether pupils are safe, engaging with their work and that families are able to help or need additional assistance.

Impact

The programmes of study for individual students are overseen by their own specific pathway.

The aim of the remote pathway is to make sure students feel happy, safe, respected and included in school life with less time in education lost.

Students demonstrate high levels of engagement in activities, developing their independence, communication, life and social skills. Students make good progress towards their outcomes due to the use of individualized resources and small group intervention, which meet the needs of the pupil.

Families are equipped with the knowledge, skills and a deeper understanding of strategies to help with the education of their children. Learners develop detailed knowledge and skills across their curriculum and, as a result, achieve well. They are able to transfer these skills and knowledge and demonstrate them within the home learning environment. Where relevant, this is reflected in specific goals reached, outcomes achieved and qualifications obtained that allow them to go on to destinations that meet their interests and aspirations.

Students can communicate with greater confidence about their needs and expectations when it comes to their time within school and are more confident in understanding how to support themselves.

Learners fill the gaps that may have otherwise been missed by lack of school attendance and are ready for the next stage in education, employment, training or a valued lifestyle. On leaving, students have developed their independence, resilience, confidence as they prepare for adulthood... they know more, remember more and are able to do more.

Due to increased home school communication, students and families leave with the correct support and relevant input from outside agencies where needed including a deeper knowledge of the local offer. Students and families feel happy and supported by all staff and are informed and involved with the education process at Co-op Academy Southfield.