



pathfield
SCHOOL

Inspiring interaction

CURRICULUM POLICY

Adopted by Governors	Full Governing Board
Date	5th March 2024
Review Date: (Annual)	Spring Term 2025
Policy/Procedure checked by/date	Anthony May Department Leads

Pathfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy will support, promote and be applied with due regard to the requirements of the

SENTIENTRUS
inspire • empower • enable

Context

Pathfield school is a special school for pupils aged from 3 to 19. We are spread across 2 sites; The main school site and our Pathways provision a short distance away. It is a growing school with students across the age ranges. At Pathfield we support students with a range of needs including Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and Autism (ASD). The students based at Pathways all have a primary need of Communication & Interaction (C&I) along with associated ASC and Social, Emotional and Mental Health (SEMH – Anxiety) needs. Due to the complex nature of the students that attend our school, it is our responsibility to provide the most appropriate curriculum, using a uniquely tailored approach to both academic learning, life skills and personal and social development.

Intent

Our aim is that every child will enjoy school and develop a love of learning, taking risks and achieving beyond our high expectations of them. The four pillars of our curriculum are **Communication, Independence, Community and Wellbeing**.

Our focus upon these leads to a curriculum which teaches purposeful and lifelong, knowledge and skills; enabling **Inspiring Interaction** in all that we do.

- **Communication** - Our curriculum is designed to give pupils a confident voice to improve the quality of every part of their life. This means being listened to, heard and understood in whatever form a pupil chooses to communicate. We recognise that communication is fundamental in creating a human connection and the tool for unlocking the wider world. Becoming a functional reader is an essential skills for achieving this.
- **Independence** - Our curriculum educates students for the life they aspire to lead. For safety, wellbeing, and the ability to inform their own choices in life. This will be achieved by providing opportunities in developing effective communication; physical development of skills and providing problem solving challenges.
- **Community** - Our curriculum aims to develop students to challenge and drive change in the community. They will learn through the magnificent richness of experiences North Devon offers; enabling them to feel valued contributors and leaders in their community, and gaining an appreciation of local, national and international life.
- **Wellbeing** - Our curriculum fosters resilience, self-esteem and promotes good mental health. Preparing pupils to make positive choices, staying safe within their community and the environment. We are determined to nurture pupils to grow the knowledge and skills to establish happy healthy relationships with peers, family and the wider community. Empowering them to confidently present the best of themselves to the world.

Pathfield School has developed a personalised curriculum so that all students benefit from individualised learning, adapted from the National Curriculum and able to meet the needs of our students. Our staff use their knowledge and expertise of SEN to maximise pupil progress and provide good outcomes. We understand that there needs to be a degree of flexibility within the curriculum as progress is not necessarily linear. In order for learning to be embedded into long-term memory it is essential that the curriculum is repetitive and sequential. New skills need to be practiced and repeated over time in order for them to be retained.

Our curriculum is specially designed for three main groups of learners (Pre-formal, semi-formal and formal). However, our learners do not fit neatly into these criteria and can move

between these groups fluidly depending on the progress they make, or area of learning that they are studying at the time.

Our students are fortunate enough to live in an area of outstanding natural beauty that includes moorland, woodland, and the coastline. We believe providing opportunities to access the local environment supplements the four pillars of our curriculum and further details of our [Adventure Curriculum](#) can be found within the curriculum section of our website.

Implementation

Early Years & KS1

At Pathfield School we recognise how important it is for our students to have a smooth and seamless transition into their reception year. This can be a very anxious time for both children and their families. Where possible we encourage families to attend our Play and Stay provision called 'Little Explorers'. This is a weekly session where families can bring their children with additional needs to come and play within a supportive and stimulating environment. Parents can talk with experienced staff and meet other parents who experience similar challenges. This also allows children and parents to get to know staff and build relationships.

The curriculum is based on the EYFS principles which, are adapted to meet the needs of our learners up until the end of KS1. The EYFS framework is highly adapted and supplemented to meet the needs of this cohort of learners that include those with complex needs and limited communication skills. Learning through play and exploration needs to be structured and guided by staff working in partnership with parents. There is also a strong emphasis on developing important self-help and learning to learn skills. More details of our approach, topics covered and assessment within the EYFS & KS1 can be found within the [EYFS & KS1](#) curriculum section on our website.

KS2

As our learners move into the KS2 they join one of two pathways dependant on their needs: KS2 or Sensory & Complex. The KS2 curriculum recognises that the terms pre-formal, semi-formal and formal broadly describe diverse kinds of learners on a continuum. These pathways are fluid and movement between these groups is possible. Most learners begin KS2 as semi-formal learners and as they develop skills to learn, will become more formal learners. The curriculum is delivered thematically with high quality texts used as the inspiration. Subjects are taught within six areas of learning (AOLs), 'Communicate' (Literacy and Communication), 'Work it Out' (Maths, Science and Computing), 'Our World' (Geography, History, Outdoor Learning and RE), 'Me' (PSHE – Patchwork), Let's Move (PE, Forest School, Adventure) and 'Let's Create' (Art, Drama & DT). Sequences of learning are embedded through real-life experiences and trips at the end of a topic. Music and PE is taught by subject specialist teachers. Greater detail on implementation including the KS2 reading spine, curriculum maps and cross-curricular subjects can be found within the [KS2](#) curriculum section on our website.

KS3

The KS3 curriculum develops the thematic approach within KS2 with the opportunity for more subject specific learning. Though pre-formal learners within the Sensory & Complex group will continue to cover thematic topics and a personalised curriculum linked to their

Personal Learning Goals (PLGs). The curriculum is designed to support both semi-formal and formal learners by ensuring that subjects and texts are appropriate and engaging for students as they become older. At KS3 the core subjects of Mathematics, Science, RE, PSHE\RSHE (Patchwork), Forest School, Computing and PE are taught as discrete subjects and adapted from the Primary National Curriculum. English is taught using Read, Write Inc and supplemented by key class texts. PSHE and RSHE is taught by class teachers and is adapted for semi-formal and formal learners focussing on keeping safe and preparation for independent living. Forest School and PE are taught by specialist teachers. The foundation subjects are taught through a thematic approach involving topics and key class texts linked to Geography, History, Music, Dance, Cookery (ILS), Art and Design & Technology. Opportunities are provided for students to explore the wider community and engage in adventurous activities. Greater detail on implementation including the KS3 Reading Spine, curriculum maps and cross-curricular subjects can be found within the [KS3](#) curriculum section on our website.

KS4

The curriculum focus for our learners as they move into KS4 and beyond is Preparation for Adulthood (PfA) along with appropriate accreditation, work experience and the application of functional life-skills. The curriculum is designed around 'Moving On' from EQUALs which is organised into a two, one-year programmes and in KS4 they follow the 'Adventurer' and 'Explorer' units. Each programme is divided into three areas of study (World Studies, Independent Living and Vocational Skills) and students can access different elements depending on the pathway they are following along with English, Maths and ICT. These pathways are highly personalised and include pre-formal, semi-formal and formal learners. At KS4 there are more opportunities for students to spend time in different teaching groups. Some students will transition to other educational settings at the end of KS4.

6th Form

Those learners who stay and access the 6th Form can choose vocational options and the curriculum is delivered out in the community as much as possible through work experience placements, external providers, leisure facilities, travel training and visits. Students run a café within the local library on a weekly basis along with other vocational projects. Further explanation of the KS4 and 6th Form curriculum areas including the different pathways and accreditation opportunities can be found on the separate curriculum areas for [KS4](#) and [6th Form](#).

Pre-formal & Therapeutic Curriculums

A small number of students require a more individualised curriculum due to their increased needs. Students with profound and multiple learning difficulties follow a pre-formal route and are taught in classes with smaller numbers of students and a higher staff ratio. There are 3 classes within the school (EYFS & KS1, KS2 & KS3, KS4 & 6th Form). Students within these classes follow the same curriculum themes as other learners within that Key Stage. However, the focus in terms of outcomes is linked more closely to EHCP targets, therapy plans and communication. Some students due to their SEMH needs also require an individualised curriculum and reduced number of peers within the class. These students follow a therapeutic curriculum that aims to promote self-regulation alongside their sensory needs. There is also an increased element of community-based learning as students move into KS4 and beyond.

Pathways

The curriculum foci for our KS3 and KS4 students within our Pathways provision is an adapted National Curriculum alongside THRIVE based activities to support ASC and SEMH needs. Students develop knowledge and skills within English, Maths, Computing and PSHE primarily. The curriculum is supplemented through access to other provisions that deliver animal care and forest school activities either linked to EHCP targets in KS3 or as option choice in KS4. In KS4 students work towards accreditation in English, Maths, PSHE, Computing and Art along with other interest lead opportunities accredited using AQA Unit Awards. Further information including accreditation can be found on the [Pathways](#) section of the school website.

Curriculum Delivery

Teachers' planning throughout all departments ensures that students take part in activities which are meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all pupils to maximise their progress. Teachers' starting point for planning delivery of the curriculum is their knowledge of the individual learner coupled with their Education Health Care Plan (EHCP) outcomes. From EHCP outcomes, short term targets are devised as the learner's Personalised Learning Goals (PLGs). Targets are co-produced with input from education staff, therapists, and parents. This approach of joint working supports the best outcomes for all our learners.

Impact

The curriculum is monitored and evaluated to ensure that it is working, through a range of quality assurance processes throughout the year. Each learner's progress is discussed as part of the teacher's performance management. Pupil Progress meetings take place and include triangulation of available data and assessments and observation/pupil voice. Each student has an annual EHCP review along with a further two parent consultations annually. The delivery of the curriculum in terms of teaching and learning is evaluated through Drop Ins, Learning Walks and classroom visits ensuring the curriculum is being taught appropriately. The quality of English (Reading) is evaluated externally through Read, Write Inc/Fresh Start 'Development Days' that include analysis of data, coaching for staff and mentoring for the Reading Leader.

At Pathfield there are a range of assessment processes used across the key stages for different groups of learners. These measures include:

- Pupil Progress meetings with teachers and SLT which look at individuals' barriers to learning and any interventions needed.
- Termly progress towards EHCP outcomes that are broken down into PLGs.
- Evidence of progress towards PLGs on Evidence for Learning (EfL).
- Progress in phonics and reading (Read, Write Inc, Fresh Start).
- Progress in Maths stored on EfL.
- Behaviour data (Behaviour Watch).
- One Page Profiles.
- Therapy targets (THRIVE and CHROMA).
- Externally accredited courses e.g. NCFE Functional Skills, AQA Unit Awards.

- End of Key Stage NC expectations (however this is only a secondary measure, other measures more accurately demonstrate progress and attainment for SLD/PMLD learners).
- Engagement Model.
- The destinations of our learners post Pathfield including college and employment.

Links with Other Policies and School Documentation:

[Maths Policy](#)

[Communication Policy](#)

[Reading Policy](#)

[Relationship & Sex Education Policy](#)

[Assessment Policy](#)