

## Curriculum access and Personalised Learning Route - (PLR)

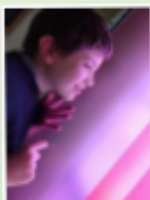
At Curnow School we believe that all pupils should receive an equity in the curriculum offer that they receive. We also recognise that individual pupils needs and learning will require different approaches, focus and expertise to ensure that they make as much progress as possible during their time at Curnow School.

We have therefore developed three learning pathways, which will be identified in Key stage 1 at the end of Year 2.

The school works within the outcomes identified via pupils EHCP<sup>1</sup>: cognition and learning, communication and Interaction, social, emotional and mental health and physical and/or sensory

### Engagement

(Pre-formal curriculum pathway)



#### Rationale

The Engagement Pathway is for pupils with profound and complex needs with a focus on the engagement curriculum and therapeutic learning. Pupils will have annual targets and short term (termly) targets for each area and outcome of the EHCP.

These targets will weave throughout the curriculum. The National Curriculum subjects will be used as a 'vehicle' to ensure pupils receive a broad, balanced and engaging offer for the pursuit of the short-term targets and outcomes.

Learning will focus on engagement through sensory and practical activities

### Access

A2L - (semi-formal curriculum pathway)

#### Rationale

Pupils will have annual targets and short term (termly) targets for each area and outcome of the EHCP.

Pupils will additionally have targets within the Core subjects of Maths, English and PSHE/RSE. The National Curriculum subjects will be delivered via a theme/topic.

We recognise that these learners will develop regulatory, emotional and social capabilities alongside key communication skills to engage in the curriculum and broader opportunities to fulfil their potential. We recognise that therapeutic support will be key to successful curriculum learning

### Discovery

(Formal curriculum pathway)



#### Rationale

Pupils will have annual targets and short term (termly) targets for each area and outcome of the EHCP.

Pupils will additionally have targets within the Core subjects of Maths, English, PSHE/RSE and Physical development

The National Curriculum subjects will be delivered via a theme/topic focusing where appropriate on the development of skills but also to support the delivery of the short-term targets and outcomes.

Learning will focus on the development of skills through more formal activities e.g. timetabled phonics sessions

Wellbeing needs additionally inform daily provision with pupils having additional plans/programmes to support their individual needs and access to the curriculum where necessary. These plans may include: Wellbeing plans/profiles/ Sensory passports, Physiotherapy plans, SaLT Communication plan, Vision/Hearing support, CAMHS support



### **Engagement Pathway:**

**Pupils:** Pupils within this pathway will have profound and complex needs (PMLD). This will be a significant learning need combined with a physical and/or medical condition. Pupils will require significant adult support to meet all of their needs and experience a multi-sensory curriculum focused on engagement.

**Provision:** The curriculum offered will be of a sensory and therapeutic nature, with a focus on developing supported independence, communicating feelings, needs and choices. This will follow the engagement model and the primary learning will centre around the individual pupils' EHCP outcomes and personal learning goals. The National curriculum is used as a vehicle for learning to ensure equality of opportunity in subjects studied and accessed. Pupils receive a broad, balanced and engaging offer.

The provision for these pupils will take place in a stimulating multi-sensory environment with the support of skilled staff who are empathetic and attuned to understanding the individual pupil's communications and needs. There is an enhanced focus on health and wellbeing including physical, medical, social and emotional support. The pupils will require significant therapeutic support throughout the school day.

**Aspirational Aim:** The aspiration is that our pupils are supported to develop effective communication and engagement strategies. To develop healthy relationships with people that are important to them and express their feelings, make choices, socialise with others, and to be valued active members of their community.



## **Access Pathway**

**Pupils:** In addition to their primary needs, pupils within this pathway may have complex communication, sensory, social and emotional needs. These factors may cause barriers to their engagement and access to the academic offer.

### **Provision:**

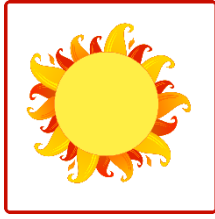
The curriculum offered will include a combination of therapeutic and academic learning through accessible timetabling. Working with high expectations, we will support pupils to engage with the full curriculum but also recognise that at times pupils will need varying amounts of additional therapeutic support to access learning. Pupils will be supported by staff who are responsive to their needs and circumstances to ensure they offer an appropriately balanced and flexible approach to learning.

Pupils will access the National Curriculum with an emphasis on core subjects and the learning outcomes on their EHCPs. Progress is measured holistically through a combination of academic and therapeutic achievements. This includes engagement, readiness for learning, communication and social skills.

The provision for these pupils may take place in a variety of learning environments. These are appropriately stimulating, structured and well-organised to meet the needs of pupils.

### **Aspirational Aim:**

Our aspirational aim is that over time we support our pupils to decrease barriers, increasing their access to positive learning experiences. Our pupils will meaningfully access the opportunities available to them with the functional communication, core academic and wellbeing skills that they need, enabling them to become as independent as possible and to be valued active members of their community.



## **Discovery Pathway**

**Pupils:** Pupils within this pathway will have a range of special education needs (ranging from moderate through to complex) coupled with additional needs (including communication, social, sensory). These pupils are able to follow a structured subject specific curriculum offer, with adaptations.

### **Provision:**

The curriculum offered will emphasise academic learning alongside therapeutic interventions and accessible adjustments. Pupils will be supported by staff with secure curriculum subject knowledge who are skilled at ensuring learning is accessible, adopting a scaffolded approach where needed.

Pupils will access both core and foundation subjects from the National Curriculum alongside the learning outcomes on their EHCPs. Curriculum offers are tailored to be specialist, high quality and relevant to the context of pupils' lives, generalising key skills in preparation for adulthood. Progress is measured against National Curriculum levels, though the majority of pupils will be working below age related expectations.

The environments are stimulating, structured and well-organised to meet the needs of pupils. Lessons are delivered via a formal timetable with an emphasis on highly engaging, practical and contextual experiences.

### **Aspirational Aim:**

Our aspirational aim is for pupils to study a wide curriculum, to equip them with key skills for life as well as nurture their talents and interests, enabling them to apply these to contexts beyond school.

Our pupils will have developed the functional communication, core academic and wellbeing skills that they need, enabling them to become as independent as possible and to be valued active members of their community and potentially the world of work.