



Pathway 1

Our Pathway 1 curriculum is designed to:

- Enable a personalised learning experiences taking into consideration individual learning patterns, strengths and challenges to overcome.
- Allows a therapeutic curriculum to run in parallel with our classroom curriculum to support individual's physical development.
- Provide a focused provision defined by four areas of learning; communication, cognitive development, physical development and personal and social development.
- Develop thinking skills from sensation, to perception, then to cognition through a curriculum that offers constant repetition to consolidate learning and the opportunity to experience concrete thinking based on the senses and perceptions.
- Allows pupils the opportunity to apply a new skill learnt in other contexts; to provide rapid repetition and help consolidate learning.
- Develop skills to further their individual level of independence in life beyond school.

What is the **INTENT** of the Pathway 1 curriculum for learners?



At Heart of the Forest Special School, our aim is to make a fundamental difference to all pupils with special educational needs. The pre-formal curriculum provides a focused provision defined by 4 areas of learning; communication, cognitive development, physical development and personal and social development. Pathway 1 learners around grouped by their developmental phase:

Seekers: seeking sensory experiences to build our awareness of the world.

How is the Pathway 1 curriculum **IMPLEMENTED** to enable learning?

Pupils who access a pre-formal, pathway 1 curriculum have a range of needs which include Profound and Multiple Learning Difficulties with complex needs (PMLD). These learners have unique learning patterns, strengths and challenges to overcome and the thinking skills of these pupils typically develops from sensation, to perception, then to cognition. Their understanding of cognitive concepts are developed through a curriculum that offers constant repetition to consolidate learning and the opportunity to experience concrete thinking based on the senses and perceptions. (Longhorn, 2000). To achieve this, we provide a focused provision to all, ensuring every child receives a personalised, quality education, ensuring breadth and depth through progressive and sequenced teaching and learning with communication at the centre.



What is the **IMPACT** on learning?

At Heart of the Forest School our intention is for pupils to develop detailed knowledge and skills across the curriculum and, as a result make progress appropriate to them individually. For Pathway 1 pupils, cognitive skills within communication, Literacy and Numeracy can overlap. This gives the pupil the opportunity to apply a new skill learnt to other contexts to provide rapid repetition and help consolidate their learning. This enables pupils to achieve the best possible outcomes that they can and be ready for their next stage of education. We want pupils to take these skills with them to develop their independence in life beyond school.

What does our school day look like?

- Our school day starts at 9:00
- From 9:00 – 9:30 all Pathway 1 pupils at Heart of the Forest School pupils are welcomed to the learning environment for registration where the focus is on communication.
- Each individual lesson is 45 minutes long.
- From 9:30 -10:15 lesson 1 takes place.
- From 10:15 -11:00 all students have a break where they can play, socialise and form positive connections.
- From 11:00-11:45 lesson 2 takes place.

- From 12:00-12:30 all students have their lunch. Depending on the individual needs of the class, students will either eat in their classroom, in our hall (we call this the “family eating area”) or in our shared canteen area.
- From 12:30-1:00 all students have a break where they can play, socialise and form positive connections.
- From 1.00-1.45 and 1.45-2.30 lessons, three & four take place.
- From 2.30-3.00 preparation for home, reflection of the day, opportunities for communication and movement back into home chairs
- Our school day finishes at 3:00
- Student’s individual personal & medical needs are met at various points throughout the day dependent on their feeding and medication regimes.

How are classes grouped?

The Pathway 1 curriculum is typically accessed by students with profound, complex learning difficulties who in addition may have a sensory or physical disability and complex health needs.

The Pathway curriculum supports around 16 pupils. This includes pupils in different phases of education who are grouped relative to their key stage including a Primary and Secondary class group. Typically, pupils are grouped by initially reviewing their risk assessments and health care plans followed by a number of other factors including their interactions with peers.

- Our primary, pathway 1 class supporting pupils in key stage 1 and 2 is **Cherry Class**.
- Our secondary, pathway 1 class supporting pupils in key stage 3 and 4 is **Hobby Class**.
- Our further education (FE) class supporting pupils in key stage 5, not exclusive to pathway 1 is **Kestrel Class**.

What does a Pathway 1 purposeful learning environment look like?

Classrooms are set up to provide continuous provision and sensory exploration activities throughout the day. The classroom environment can vary depending on the needs of the learners in each class and the learning activity taking place. Some children work well in busy, stimulating environments; others feel more secure in lower stimulation, structured environments, especially when learning something new or experiencing something for the first time. Some clear areas within the classrooms will be set out; for example, a space for being out of their chairs, light stimulation area, and a medical needs station area. Sometimes the learning environment will be separated and pupils will work in a carousel for activities, moving around each station. Other times whole class activities will take place.

What does the timetable look like for a Pathway 1 Pupil?

Pupils are typically taught by the same specialist practitioner for their core lessons and for non-core. Each week pupils would typically access the following:

- 4 lessons of communication
- 4 lessons of physical
- 4 lessons of cognition
- 4 lessons of personal and social
- 1 lesson of TacPac
- 1 lesson of Sensology



Pathway 1 Teacher: Kelly Howells

Hobby Class Term 6

Day/Session	9:00 9:30	AM		12:00 1:00	PM		2:45 3:00
		Lesson 1		Lesson 2	Lesson 3	Lesson 4	
Monday PPA AM		Hydrotherapy Open Theatre		Hydrotherapy Physiotherapy	Personal & Social: Tac Pac	Cognition: Maths & Switch activation	
Tuesday	Registration & Positioning / Good morning session	Hydrotherapy Cognition: Fine & Gross motor skills	Snack / Break & PSHE	Hydrotherapy (FH) Physiotherapy	Sensory Room Communication: Target time	Sensory Room Communication: Target time	Positioning & Transition to Transport
Wednesday		Rebound Music with Jane and Kez		Rebound Music with Jane and Kez	Rebound Cognition: Art	Rebound Personal & Social: Story Massage	
Thursday		Hydrotherapy Communication: Target time		Hydrotherapy Physiotherapy	Hydrotherapy (CB) PSHE: Pathway 1 Assembly	Personal & Social: Sensology	
Friday PPA AM		Rebound Communication: Sensory story		Rebound Physiotherapy	PSHE: Whole School Assembly	Communication: Bag books	

What does the curriculum look like for learners in Pathway 1?

The pathway 1 curriculum at Heart of the Forest School is a process based, sensory and developmental curriculum, focussing on the experience gained through completing activities as opposed to the “end product” that is produced. It focuses upon developing communication, engagement and experiences. We use an adapted, adult-led play based approach to teaching alongside a topic approach, which follows a 4 year rolling program which aims to cover a variety of themes such as Wild Weather, Colours & Outer Space. Although sessions are planned and delivered in a variety of ways (whole class, group and individually) all teaching is individualised. The adult’s role is to facilitate learning across all areas for the curriculum and school day.

	Autumn Term	Spring Term	Summer Term
Year 1 <i>Started in 22-23</i>	Forests	Wild Weather	Transport
Year 2	Fairytales	Jungle Discoveries	Sand and Sea
Year 3	The Natural world	Colours	Farms
Year 4	Outer Space	Frozen planet	The Zoo

Alongside this, pupils also have access to a therapeutic curriculum including a number of specialist sessions that both compliment the class work as well as work on different aspects of each child’s development. This includes a range of therapy sessions overseen or in conjunction with specialist therapists including;

Physiotherapy: The Physiotherapy Team work with Families and the Education Team to develop a suitable physical management plan for the students. Aims of physiotherapy;

- Maximise the pupil’s functional abilities.
- Minimise the risk of contractures and deformities.
- Postural management.
- Improve activities of daily living.
- Improve ability to communicate.

Occupational Therapy: In a school setting, the occupational therapy service provision focuses on supporting students in their ability to access equipment to progress with their learning and a specialist upper limb management service, including prescribing and manufacturing orthoses. Aims of occupational therapy;

- Work in collaboration with the pupil, family and teaching staff

- Identify difficulties in carrying out activities of daily life by collaborating with all those involved in the student's care
- Provide education to family and teaching staff in order to improve levels of care for student,
- Provide therapy programmes which meet the student's needs and the teaching staff capacity to be carried out within the student's daily routines.

Speech and Language Therapy: The speech and language team (SaLT) support pupils to have an effective means of communication appropriate for their skills. The team also ensure pupils are safe with regard to their swallowing, eating and drinking skills. The aims and objectives of the Speech and Language Therapy service can be achieved by working in a collaborative approach with each student, with education and therapy staff and with the students' families and carers. Aims of SaLT;

- Support every student to communicate to the best of their ability.
- Provide an appropriate level of communication advice for all students.
- Facilitate on-going development of an appropriate total communication environment.
- Provide training and mentoring for staff to enable their performance in relation to communication skills.
- Ensure students' safety when eating and drinking by providing and updating care plans and Standard Operational Procedures.
- Ensure development of communication skills are embedded within the school curriculum.
- Develop teaching staff's assessment and teaching skills relating to communication

Hydrotherapy: Heart of the Forest School has its own hydrotherapy pool on site, which is accessible to pupils who benefit from this form of intervention. The water temperature of 34 degrees provides optimum temperature for pupils to maintain their body temperature and for muscle relaxation. This helps to increase range of movement during mobilisation or stretches in the water. In addition, access to hydrotherapy can be used to decrease any discomfort and pain post-surgery. The buoyancy of the water supports the pupils improving their ability to move in the water. The water can be utilised to resist movements during strength work. Hydrotherapy is the ideal environment to work on physiotherapy goals, and education targets. Aims of hydrotherapy;

- Maintain range of movement
- Gain flexibility
- Strengthen muscles
- Enhance abilities

Rebound Therapy: Rebound therapy is the use of trampolines in providing therapeutic exercise and recreation for people with a wide range of special needs. During these sessions, pupils work

on carefully planned targets as outlined in their EHCP targets, which is agreed in combination with teaching staff and physiotherapists. Aims of rebound therapy;

- Facilitate movement
- Promote balance
- Promote an increase or decrease in muscle tone
- Promote relaxation
- Promote sensory integration
- Improve fitness and exercise tolerance
- Improve communication skills.

Music Therapy: Music Therapy aims to build a positive and supportive therapeutic relationship to facilitate the development of essential cognitive and communication skills, as well as providing an outlet for creative expression. Music as a non-verbal language is an ideal medium for students with profound and multiple learning difficulties. Individual sessions offer students opportunities to learn more about themselves in a reassuring and comfortable environment. Aims of music therapy;

- Listen and observe pupils spontaneous music-making
- Respond in a way that encourages further interaction.
- Provide a space to explore individuality.
- Support communication.
- Build confidence in how pupils relate to the world around them.

How are Pathway 1 learners assessed?

At Heart of the Forest School progress is assessed against individual pupil **Education Health and Care Plan (EHCP)** outcomes, which are further broken down into targets which provide an appropriate level of challenge bespoke to the individual learner. These small steps captured through personalised curriculum plans (PCP) and reviewed on a termly basis. The outcomes and targets are set in collaboration with parents, carers and external professionals such as speech and language, physiotherapists and occupational therapists where appropriate. Pupils are set targets from the following areas, which is then planned through their personalised curriculum:

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

Alongside this, we assess and monitor progress for pupils who follow a pathway 1 curriculum using the **Engagement Model**. The rationale and **intent** for which is;

- We recognise the usual hierarchical model is not appropriate or not least realistic for PMLD pupils with progress often observed horizontally on a linear continuum. These pupils make incremental progress often in very small steps, some of which are imperceptible to those who do not know them well and once achieved these steps are easily lost without continuous reinforcement. As most of our pupils will not move beyond this requisite stage, we must be skilled at presenting the same learning goal in different ways.
- The use of the engagement model enables us to focus our teaching and learning in order to reflect the needs of these individuals. Developing a way of teaching that focuses on the repetition of skills across a range of situations to support pupils to embed and retain skills that are important to them.
- Progress for these pupils can also be variable. They may make progress for a period, but then plateau or lose some of the gains they have made, before progress starts again. These patterns of progress are typical for pupils who are not engaged in subject specific study. Preventing or slowing a decline in the pupils' performance may also be an appropriate outcome of intervention.



The engagement model has 5 key areas of engagement which are **implemented** and assessed through the delivery of the curriculum;

Exploration **Realisation** **Anticipation** **Persistence** **Initiation**

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential. For each key area of engagement this could look like;

- **Exploration** - How well are students attending to the activity?
- **Realisation** - How much is the activity supporting the wider application of their knowledge and skills?
- **Anticipation** - How embedded is the activity in the context of the student's awareness, routine and structure?
- **Persistence** - How long is the student attending to the activity?
- **Initiation** - How independent are they in accessing the task activity?

KS4 and KS5 students also achieve ASDAN qualifications. This includes Transition Sensory Challenge at KS4 and Towards Independence at KS5. The qualifications are not used as summative assessments but run parallel with the curriculum to capture and celebrate achievements.

Engagement Model Profile: xxxxx

Exploration:

xxxxx explores objects and her environment in a range of ways. She will reach towards objects to grab hold of them and then explore them with a pincher grip to see what they feel like. xxxxx will reach out towards an adult to bring them in for support to explore with her. xxxxx will move and manipulate the objects with her hands and will jump in her chair with excitement. xxxxx will watch the stimulus move around the room tracking it as it moves and reaching towards it. She will then place objects between her legs to hide them, babbling and vocalising. xxxxx enjoys exploring when she is out of her chair on the floor this is when she is most engaged. xxxxx enjoys exploring with sounds and vocalisations and this increases when she is exploring.

Realisation:

xxxxx demonstrates realisation through smiling, clapping and vocalising 'yay'. When she has spotted something that she likes and is familiar with, she will grab onto the object and is reluctant to give it back. xxxxx will give eye contact with an adult and bring them in closer with exciting of the activity/object she has recognised. xxxxx will on occasions vocalise 'ooo' to something she is shown that is of interest. xxxxx has some understanding of different routines that she is doing, rebound and hydro she certainly recognises and will become more animated when she enters the room. With trial and error, xxxxx will keep going back to explore, babbling and vocalising to an adult, looking back and forth between task and the adult.

Anticipation:

xxxxx shows anticipation of repeatedly presented, motivating objects such as small world toys, books, fan, bubbles, food items, messy play mediums and paint. She will smile, cheer and clap her hands in anticipation to a familiar object/stimulus. xxxxx will begin to pull 'ooo' faces in excitement to these stimuli. She will raise her hands in the air and clap her hands together. On occasion, she will still briefly to start the anticipation. xxxxx will pull an adult in for more, watching the object/activity closely leaning forward in anticipation.

Profile Updated: November 2022
Session: Rainbow themed sensory tray
Date:

Comments –

Today xxxxx explored a rainbow themed sensory tray as part of our weather topic. Once presented with the tray xxxxx immediately reached forward to bring the tray closer to herself to take a look. Initially xxxxx placed her right hand in the tray using a pincher grip to gently pick up the pieces of oats. As time went on she began to place her whole hand into the sensory tray, vocalising and smiling. With adult support to initiate, xxxxx then watched an adult scoop up the oats and pour them into the tray. xxxxx then had a go at this themselves. xxxxx remained engaged with this activity for 10 minutes.

Next steps – To begin to make requests during the activity.

EHCP Target:

- To secure appropriate postural seating for xxxxx in school
- For xxxxx to access 'Bits board' on her tablet to make choices at school
- For xxxxx to explore using her voice to communicate through developing her range of vocalisations/imitation of sounds (activities to promote this action include vocal play, intensive interaction, early phonics)
- For xxxxx to develop her personal attention and engagement skills
- For xxxxx to engage in assisted turn-taking activities and show shared enjoyment with a peer or adult
- For xxxxx to load her fork independently
- For xxxxx to develop her understanding of two-step sequencing within daily routines and to develop her simple problem solving skills
- For xxxxx to continue to regularly access hydrotherapy and rebound therapy to support her physical development and personal and social development

Persistence:

xxxxx will reach out towards an object or a person and pull the object or person's hands back towards her. xxxxx will reach and point towards items that she wants. xxxxx will pull a person in the direction of the item that she is after. If xxxxx loses sight of an object or it becomes out of reach she will vocalise and attempt to reach towards it herself before grabbing someone next to her to help. xxxxx will vocalise her distress when she is not able to do something and will attempt to move herself in order to get the item/person. xxxxx will place items between her legs so that she can come back to them later. She will continue to move and manipulate objects in her hands to continue the interaction.

Initiation:

xxxxx will look towards objects, reach for them or reach for an adult to support her to initiate an interaction with object/activity. xxxxx will also begin to vocalise babbling noises to indicate that she is interested in an activity/object. Once xxxxx has reached for an object, she will grasp and hold this item. xxxxx will pull an adult towards her to initiate an interaction, maintain eye contact, smiling and giggling to engage with adult. xxxxx will move items around that are in her close proximity in order to reach towards the item/activity that they want. When xxxxx no longer wants to engage, she will push items away or attempt to move herself away.

The impact of using the engagement model to assess pupils who access pathway 1 has allowed for the following;

- Through observations of students using the engagement tool we are able to review the impact of the session that the student has been involved in, identify next steps for future planning and areas for development.
- The 5 areas of engagement will be a continuous development for each student.
- We are able to monitor the lens of engagement to see which areas are strengths for students and areas for development.
- Upon reviewing the engagement tool we can then decide which areas of the sessions we want to adapt and develop to support their engagement journey.

Reflective Teaching Tool: Lilly	Adaptations to Previous Lesson – now we need to move and develop with Lilly and extend her play – change and evolve the play around her fine motor skills and really test out what we can do
Learning Context – My Communication Working with – Pamela Time – 10.30 (post snack) Date – 16.06.22	Cognition and Learning (EHCP) Lilly will work on her problem solving skills to locate and find preferred items and remain calm and engaged
Hyper Link of the lesson	Observations and Timings L is exploring beautifully, big movements, she is sitting up and enabling her environment ✓ L is changing the way she is exploring in response to the stimuli evolving around her ✓ By exploring differently in her environment she is problem solving as the situation she is in continues to change and develop
5 Areas of Engagement Wheel	Achieved Note: L has been able to adapt and respond to changing stimuli and engage!
	Communication and Interaction (EHCP) Lilly will work in her environment and demonstrate responses to new stimuli and request for more or less Observations and Timings ✓ Lilly is opting in to her environment by sitting up and engaging ✓ She is working well with in the bowls and is breaking out and extending from it ✓ Her learning behaviour is encouraging further engagement and play
© Sheffield, N. 2022	Achieved Note: Brilliant independent exploration and play – lovely stuff
	Evaluation/Next Steps – Try the activity a couple more times then switch it up with lentils

What does enrichment look like for a pathway 1 learner?

Through enrichment, we aim to provide structure and support for all of our students to help them widen their interests, improve their communication and interaction and develop mutual respect.

Lunchtime

During lunchtime, pupils have access to an outdoor play area in which pupils have access to music and a variety of equipment that promotes their communication and interactions with others. Communication boards and individual communication aids are accessible during both playtime and lunch time to maximise opportunities for communication and interaction.

Afterschool Clubs

Pupils have opportunities to access and sign up to a variety of afterschool clubs alongside their peers across all pathway groups, offered each term. This includes but is not exclusive to the following;

- Sports Club
- Circus Skills Club
- Forest School Club
- Sensory Club

What do Pathway 1 pupils do when they leave Heart of the Forest School?

Our aim, is to secure all Pathway 1 pupils a positive destination that helps them lead a happy and fulfilled life. Due to the individual needs of all our learners, potential destinations for our pathway 1 pupils are wide and varied but always carefully considered in consultation with parents, school and the transitions team, always with the pupils best interest at the forefront.

During the summer term we offer an annual transition fayre during which destination providers attend from local community providers to those further afield within Gloucestershire. This is an opportunity for pupils to be supported alongside their families to explore options available to them post 16/19.

Transition destinations for pupils may include but not exclusive to the following;

- Orchard Trust
- National Star College
- St Martins 19 College

For more information...

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