

## Pathway 2

The Pathway 2 curriculum recognizes some learners have significant barriers to learning. They may demonstrate additional barriers to learning linked to communication, behaviour and sensory processing. It is a combination of these barriers that the curriculum is designed to meet through a personalised learning approach. Pathway 2 learners benefit from structure, routine and certainty in their learning.



**Finders:** Finding our way in the world through structures and routines.

### Our School Day

- Our school day starts at 9:00
- From 9:00 – 9:15 all Pathway 2 pupils at Heart of the Forest School pupils are welcomed to the learning environment for registration.
- Pathway 2 pupils take part in a phonics lesson within their classroom, differentiated to individual phonics phases for 30-minute lesson 4 times a week.
- From 9:45- 10:30 and 11:00-11:45 lesson 1 and 2 take place.
- From 10:30 -11:00 all students have a morning break where they can play, socialise and form positive connections.

- At 11:45 – 12:00 Pupils take part in reflection time where they celebrate successes and achievements.
- From 12:00-1:00 all students have their lunch and 30 minutes break time. Depending on the individual needs of the class, pupils will either eat in their classroom, in our hall or in our food technology room.
- From 1:10-2:00 and 2:00-2:50, lesson 4 and 5 takes place.
- Our school day finishes at 3:00

## Finders Timetable



### Pathway 2 Timetable

Time	9:00-9:15	9:15 - 9:45	9:45 - 10:30	10:30-11:00	11:00 - 11:50	11:50- 12:00	12:00-13:00	13:00-13:10	13:10 - 14:00	14:00 - 14:50	14:50-15:00
Day/Session		Lesson 1	Lesson 2		Lesson 3				Lesson 4	Lesson 5	
Monday	Registration/ lunch/ breakfast	Phonics	English	Snack / Break	Maths	Reflection Time	Lunch / Break	Reading For Pleasure	TAC PAC Communication and Interaction	Life and Living	Reflection Time
Tuesday		Phonics	English		Maths				Music Works	Get Creative	
Wednesday		Phonics	English		Maths				My World	Life and Living	
Thursday		Reading	Curious Thinkers - Computing		Curious Thinkers - Science				Get Active	Arts Space	
Friday		Phonics	English		Maths				Whole school assembly	Outdoor Learning	



## What does the curriculum look like for learners in Pathway 2?

The Pathway 2 curriculum at Heart of the Forest School is responsive to the developing needs of students to ensure they are offered the best opportunities to thrive. The semi-formal curriculum pathway focuses on developing the practical application of skills and knowledge. It centres around the development of student voice and choice, fostering positive social and communication skills. The semi-formal curriculum is based upon the Equals curriculum model, which aims to promote the highest standards of education for pupils with learning difficulties and offers a progressive and multi-tiered curriculum approach.

The curriculum comprises of six curriculum hub areas in which foundation subjects are grouped together to allow students to apply and transfer knowledge and skills, as follows;

**Curious Thinkers** – Science and Computing

**Get Creative** – Art, Design and Technology and Music

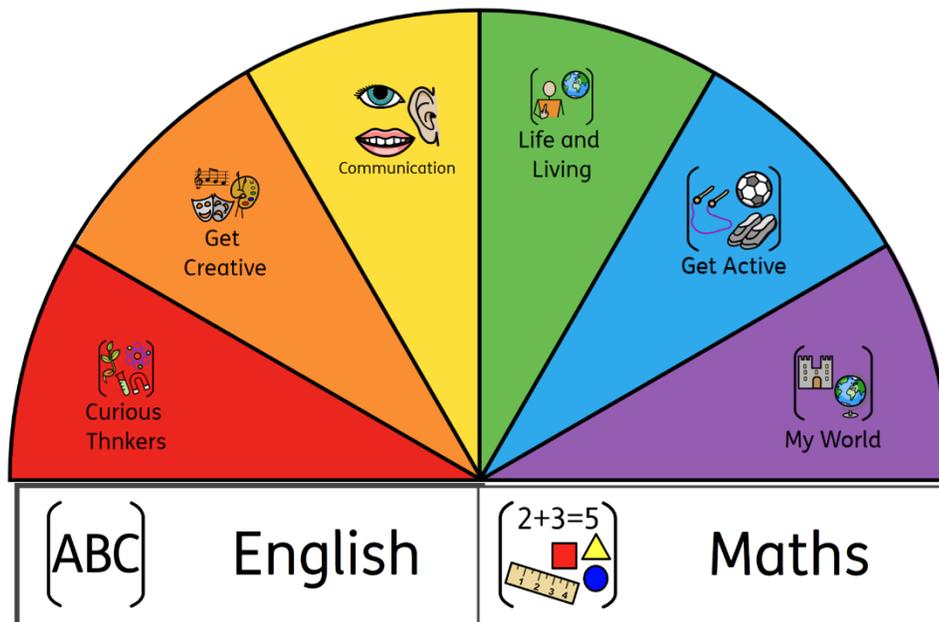
**Communication** – Speaking and Listening, Interaction and Social Skills

**Life and Living** – PSHE

**Get Active** – PE

**My World** – History, Geography, RE and Citizenship

Core subjects, inclusive of English and Maths are delivered through a structured TEACCH approach (please refer to information below).



The Semi-Formal curriculum creates opportunities for personalised, student-focused learning with meaningful real-world applications. Learning is delivered through both a TEACCH and Attention Autism approach. Semi –Formal learning is creative, engaging and inspiring. Focusing on tangible, hands-on learning that leads to resilient, independent, happy students with a strong sense of self.

## Thematic Learning

Classes within the semi-formal curriculum follow termly themes (sample below). Planned activities provide opportunities for pupils to develop cross-curricular skills and make connections whilst focussing on application to the world in which they live. Thematic planning allows pupils to make sense of the knowledge they gain whilst developing skills which prepare them to be as independent as possible for the transition into adulthood.

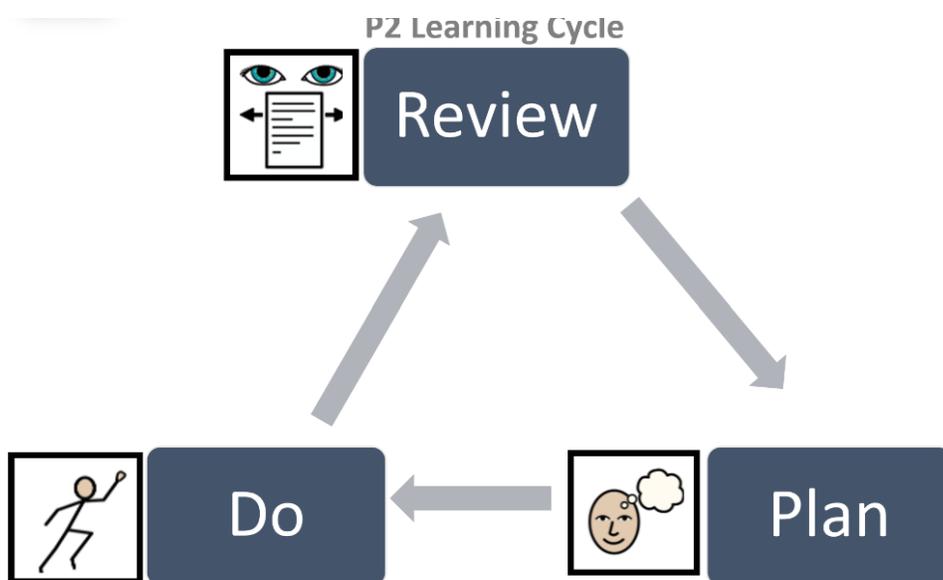


Pathway 2 Theme Planning

Year	Term	Theme	My Communication	Curious Thinkers	Get Creative	Get Active	My World	Life & Living
D	Autumn	Seasons & Weather	<i>Writing Narratives</i> The Rhythm of Rain By Grahame Baker-Smith The Best Gift of all by Jonathan Emmett	Water Cycles Cause and effect games	Vivaldi's Four Seasons – tempo <u>Colour and</u> <u>Painting</u> – season based artists	Ball Skills and Dance	Key events and festivals across seasons	Clothing for different seasons Public & Private ( <u>SoSafe</u> 1.A/1.B)
	Spring	Digital Technology	<i>Writing to Instruct</i> The Detective Dog by Julia Donaldson <i>Writing Poetry</i> Robots, Robots Everywhere by Sue Fliess	Light and Electricity Mouse & Keyboard Skills	Digital Art and Music	Gymnastics and Target Games	Technology in the World	Online Safety and Relationships Private Helper ( <u>SoSafe</u> 1.C/1.D)
	Summer	Where We Live	<i>Writing to Inform</i> Here We Are by Oliver Jeffers <i>Writing to Explain</i> The Story of the Forest by Andy Seed	Living Things & Their Habitats Digital Photography	Sculpture – Helen Higgins, Andy Goldsworthy Dynamics	Cycling	Local Area Study Map Skills	Travel Training Keeping myself safe in the community
E	Autumn	Keeping Healthy	<i>Writing Poetry</i> Ready, Steady, Mo! by Mo Farrah and Kes Gray <i>Writing to Inform</i> Storm Goliath by James Sellick	The Human Body Programming	Sculpture and Printing - Giuseppe <u>Arcimboldo</u> Rhythm	Ball Skills and Dance	Urban and rural land use	Taking care of physical health; oral hygiene and dental care Gender Masturbation( <u>SoSafe</u> 1.E)
	Spring	Festivals	<i>Writing Narratives</i> Little Glow by Katie Sahota Festival of colour by <u>Surishtha</u> Sehgal	Animals including humans Mouse & Keyboard Skills	Lines and Shape – Islamic tiles Instruments from different cultures	Gymnastics and Target Games	Festivals	Respecting differences, likes and dislikes Growing & Changing Consent ( <u>SoSafe</u> 1.F/1.G)

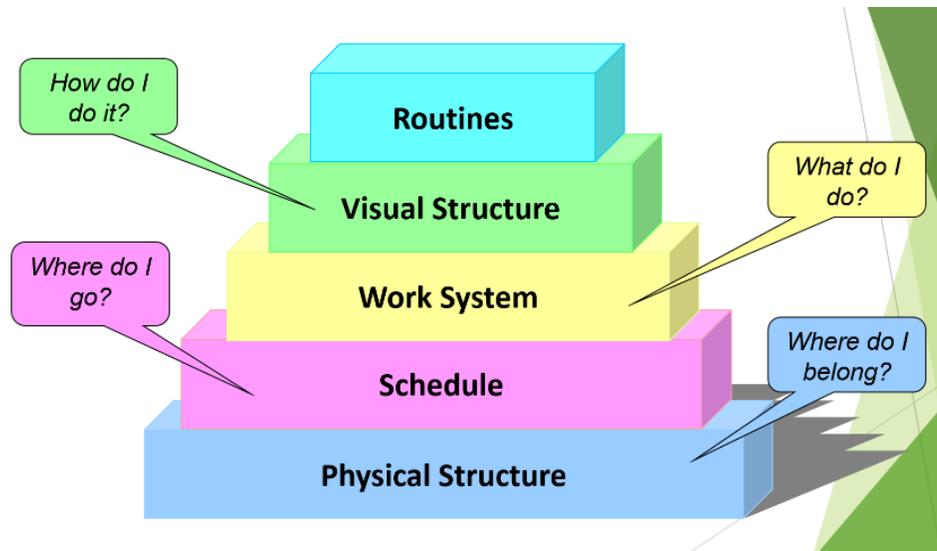
## Pathway 2 Learning Cycle

For pathway 2 learners a 'Review, Plan Do' cycle is used during each learning experience. Within this, learners are presented with the intended learning outcome at the start of the learning sequence through a visual or concrete representation of the final objective. From here learners grasp a concrete understanding of the intended learning outcome through the 'Review' stage. This enabling the learner to 'Plan' and then 'Do'. Repetition through this approach allows for structure, predictability and clarity to support the learning process for pupils. This approach is adopted through planned learning experiences and within the delivery of lessons.



## TEACCH

TEACCH acronym for 'Treatment and Education of Autistic and related Communication Handicapped Children' was founded by Dr. Eric Schopler in 1965 at the University of North Carolina (USA). This approach uses structured teaching through predominantly visual strategies based on an understanding of the characteristics associated with autism spectrum disorder (ASD). Structured Teaching provides a framework within which a person can be taught and develop independence skills.



The principles of TEACCH support the development of individualised systems for organizing environments, developing appropriate activities, and enabling people with ASD to understand what is expected of them. Structured teaching uses visual cues that help students to focus on the relevant information, which is otherwise difficult for the young person with ASD to distinguish from non-relevant information.

Pathway 2 learners have access to a classroom that encompasses the principles of TEACCH incorporating a consistent layout and structured learning environment. This supported through the use of individualised visual schedules to sequence activities and promote independence. Learners have access to workstations that provide work systems to offer a clear and predictable sequence of activities to complete.



## **Attention Autism**

Attention Autism is an intervention approach by Speech and Language Therapist Gina Davies which aims to work on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking. The aim of which is to develop natural and spontaneous communication through the use of visually based and highly motivating activities.

Stage 1: The Bucket to Focus Attention.

Stage 2: The Attention Builder.

Stage 3: The Interactive Game - Turn-Taking and Shifting Attention.

Stage 4: Individual Activity - Focus Shift and Re-engage Attention:

This approach is incorporated into the teaching and delivery of lessons to support engagement and incite interest towards learning.

## **How are Pathway 2 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 EHCPs and PCPs, we assess and monitor progress for pupils who follow a Pathway 2 curriculum using SOLAR. Different assessment frameworks are used dependent upon the pupil's stage of development.

	<b>Assessment Framework</b>	<b>Subjects Assessed</b>
<b>EYFS</b> (1 year)	Early Years Framework Early Years Baseline in first 6 weeks	<ul style="list-style-type: none"> <li>• Communication and Language</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Personal, Social and Emotional Development</li> <li>• Physical Development</li> </ul>
<b>KS1</b> (2 years)	Year 1 Phonics Screening (if appropriate) Wilson P Steps	<ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• SMSC</li> <li>• PE</li> </ul>
<b>KS2</b> (4 years)	Wilson P Steps End of Key Stage tests if appropriate or Teacher Assessment for statutory reporting	<ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• SMSC</li> <li>• PE</li> </ul>
<b>KS3</b> (3 years)	Wilson P Steps	<ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• SMSC</li> <li>• PE</li> </ul>
<b>KS4</b> (2 years)	Functional Skills	<ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> </ul>
<b>KS5</b> (3 years)	Post 16 Milestones Functional Skills	<ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> </ul>

**What qualifications do Pathway 2 pupils leave Heart of the Forest School with?**

KS4 and KS5 pupils achieve ASDAN qualifications. This includes Transition Challenge at KS4 and Towards Independence at KS5. Learner portfolios demonstrate a range of learning, knowledge and skills which build over time to support functional life skills, independence and preparation for adulthood.

Across KS4 and KS5, pupils have the opportunity to choose Options. During these weekly Options lessons, pupils will work towards an accreditation. We offer several different options including the John Muir Award, Arts Award or Sports Leaders. Pupils also have the opportunity to undertake the Duke of Edinburgh Award.

### **What does our reading programme look like for Pathway 2 pupils?**

Pathway 2 pupils access phonics for 30 minutes, 4 times per week. Pupils are supported within their pathway 2 classes working on individual phonics phases. Pupils follow the Essential Letters and Sounds reading scheme for these lessons. Each pupil also has a home reading book matched to their phonics phase. For more information, please refer to the Early Reading part of the school website.

### **What does Enrichment look like for Pathway 2 pupils?**

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. Many of these opportunities are provided by external professionals who specialise in the following activities which include but are not exclusive to the following:

- Music Works
- Open Theatre
- Outdoor Learning
- Art Space
- Dance
- TAC PAC

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

### **How does Heart of the Forest support the Personal Development of pupils?**

It is important that we prepare our pupils to live in modern Britain. This includes an understanding and celebration of individual and cultural difference. Through PSHE, RE and Assemblies pupils have a comprehensive opportunity to develop their Social, Moral, Spiritual and Cultural awareness.

The PSHE curriculum has been developed to support pupils' individual sense of belonging and identity within a peer group and as citizens within their local and wider community. Integral to this learning is the significance of preparing pupils for appropriate levels of independence.

### **What do Pathway 2 pupils do when they leave Heart of the Forest School?**

Our aim, is to secure all Pathway 2 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 2 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;

- Gloucester College
- Orchard Trust
- National Star College