

Pre-formal curriculum Highfield Academy

How do we identify students for the Blue pathway?

Students who are suited to the **pre-formal** pathway require a higher level of adult support for their learning needs, communication and personal care routines. They require sensory stimulation within their curriculum. Learning should be broken down into small steps and presented in a cross-curricular manner with repetition to enhance & maintain skills and provide a variety of learning experiences

What are the core learning areas of the Blue pathway?

The blue curriculum has 5 key learning areas: My Communication, My Independence, My Body, My Play and My Thinking. Communication especially runs through all of the key learning areas and is a fundamental development tool essential to our students. Creativity is a key element of our curriculum, which is used as a method to access learning for many of our students on the Blue pathway. Students encounter sensory experiences through art and music and often use this as a method of accessing other learning. In addition to the core skills there is a strong focus upon use, maintenance and application of skills. Progress is observed through students levels of engagement within learning activities.

How does it fit within whole school learning and the wider academy?

Students on the **pre formal** pathway have highly individualized needs therefore they require highly individualised curriculums. However there are still some links between **pre-formal** pathway and the **semi-formal** pathway. They share 5 of the 6 key learning areas 'my communication, my independence, my body, my play and my thinking'. The area that is not covered in the blue pathway is 'my world' that is because everything the students experience is about the world around them. Matching learning areas ensures that the pathways are tailored to students individual learning needs but also flexible enough that students can move across them as needed. However by only focusing on 5 learning areas it enables us to be able to really concentrate on individual learning goals.

Blue pathway long term plan:

The **pre formal** curriculum is highly individualized and each student will have their own long term plan which has their EHCP targets at the centre. This ensures learning is highly pupil focused and development is solely around their individual needs. The long term plan starts with a snapshot of student's skills in each curriculum area and next steps. These next steps are used to inform EHCP outcomes and create their individualised learning plans. The students long term plans not only break down EHCP targets into smaller focused targets but they also plot out stretch targets that show high expectations for our learners and where we aim for them to be by the time they finish their school journey. The curriculum is underpinned by Quest for learning frameworks and HLA Blue framework which sets out learning experiences in each of the 5 curriculum areas. Learning is delivered through a topic based approach with themes that engage student's interests and makes learning irresistible. There are 6 half termly themes each

year Animal Kingdom, My imagination, Around the world, People and communities, Plants and the environment and Past, Present, Future. These topics are adapted in accordance to student's interests. E.g. Animal Kingdom could be Zoo one year and Farm the next. Topics are flexible and in some circumstances may be moved and adapted throughout the year in response to students current interests as this will have the biggest impact on promoting engagement in learning. These changes and impact are recorded on the long term plan to ensure that as students move through the school topics are broad and balanced and opportunities for progress are maximised.

Blue pathway medium and short term planning:

The students EHCP targets are broken down into smaller steps of learning aka focused targets to create medium term plans which are displayed in the classroom. These are presented through the 5 key learning areas and enhanced by termly/half termly themes. Sensory approaches are used to ensure activities are engaging and motivational. Students in the blue pathway require a high level of repetition to engage in activities and make progress, therefore activities may repeat over long periods of time in order to maximize opportunities for students to engage in learning and develop cognition and independence. Medium and short term plans also set out any interventions, therapies and teaching approaches needed to support individual targets. These include TacPac, Resonance Board, attention autism, sensology, TEACCH, intensive interaction, rebound and swimming. Learning opportunities are fortified in every moment of the day including lessons, playtimes, dinner, and trips out in the community including journey time. Every topic has at least one 'Wow' event which brings learning to life for example our Highfield airport day during our around the world topic. Or a trip to the beach during our wonderful water topic. This ensures that whilst students have individual learning pathways social opportunities are maximised and there is a broad exposure to the world around them

Assessment on the Blue pathway:

Students on the blue pathway have highly individualised curriculums based solely on their EHCP targets. These targets are divided into smaller steps of learning including next stretch targets showing predicted progress after the long term target has been achieved. This ensures we are maximizing progress opportunities by not only focusing learning upon students presenting needs and abilities but setting clear pathways for the future and setting high expectations for student success..

Teachers and teaching assistants assess learning through observations, photo evidence and collection of work. This is recorded through an electronic system Evidence for Learning which enables us to simultaneously assess against individual EHCP targets and use Formative assessment cycle to plan the next steps. Progress is evidenced by students engagement in learning evidenced by the 5 areas of engagement; exploration, realisation, anticipation, persistence and initiation. For our summative assessment process, each target is assessed using our Blue assessment headings Maintenance (maintaining skill over a period of time) Transference (transferring a skill to a new environment) Independence (level of support needed to complete skill) and engagement (overall engagement and understanding of the skill). This ensures even the smallest amount of progress can be evidenced. The assessment information then feeds into regular pupil progress meetings between teachers and senior leaders each half term where we use a RAG system to show students' progress for curriculum and individual targets. This process allows us to identify what's going well and highlight areas where extra support may be needed providing early interventions. This cycle of planning, teaching and assessment ensures we have a detailed insight to student's progress and a clear vision of their individual learning needs.

Blue pathway end points and transition from Highfield

Outcomes for learners in the blue pathway varies according to the individual progress they make in their time at Highfield through the curriculum frameworks and against their EHCP outcomes. All students are entitled to leave with qualifications or recognition drawn from their studies within the 5 areas of learning in the blue pathway. In the blue pathway we use ASDAN Personal Progress as recognition of achievement and qualifications.

Learners in the blue pathway are likely to stay on Highfield roll until the end of the year they are 19, unless there is an alternative placement that would suit the individual's needs better than continuation at Highfield. Accessing LINC 19 - 25 is an option that can be explored if the individual's needs could be best met there. Discussions on moving on begin at the same time as learners in the yellow and green pathways, from at least the year 9 annual review. Our Careers strategy on the school's website has more detail.

Learners can transition onto LINC 19 - 25 subject to Local Authority admissions processes if the individual's needs are best met there. Other options are to move to a mix of social care funded settings, direct payment support to access the community and Learning Disability Partnership input to meet health and care needs. If the learner transitions to a social care funded package or placement, the EHCP ceases.

Intent
What do we want our students to achieve?

Curriculum aims:

- Successful learners who engage in learning and experiences
- Happy individuals who are able to communicate their feelings and needs through a range of methods, interact with others build positive relationships and gain knowledge of the world around them.

Areas of need:
Communication and Interaction, Physical and emotional wellbeing, Cognition and learning, Independence

Curriculum areas:

My Communication: I want..., likes and dislikes, making a choice from two objects **My Independence:** Body awareness, prepare oneself, experience **My Thinking:** I want/need, memory for object not present **My Body and Wellbeing:** Individual physio needs, movement, body awareness **My Play:** Encounter and explore, creativity

Students learning snapshot, individual long term and short term outcomes provided by EHCP. Focused class targets framework and EHCP

Implement
How do we organise learning?

Half termly topics with Annual themes broken down to ensure variety.

High level of staffing to provide quality interactions, promote engagement and build detailed teacher knowledge of students learning and next steps

Highly motivating and engaging activities that make responses and engagement irresistible.

A wide range of multi-sensory approaches are applied to stimulate all areas of learning.

Repetition of activities within a topic and across the year in order to fully embed learning and to ensure maintenance of skills as well as developing independence and transference of skills

A mix of whole class activities, small group and 1:1 work to promote engagement. Encourages both independence and social skills

Interventions & Teaching Approaches:
TacPac
Communication Rebound
Resonance board
Hydrotherapy
Sensory drama
creative activities

Individual timetables and fully personalised learning.

Impact
How do we know what progress has been made?

Teacher knowledge of individual students learning journeys

Classroom observations, photos and videos recorded on evidence for learning and shared with parents

Linking observations to areas of engagement Blue framework and individual curriculums

Regular monitoring of teaching and assessment through observations and moderation

Termly pupil progress meetings with teachers and SLT recording progress with RAG rating

Evidencing progress during annual review process. SMLT learner on the page exercise.

Assessment overview measuring Areas of Engagement