



Hope School and College

# CURRICULUM PATHWAYS

Should you require further information,  
please contact the Headteacher.

## Hope School and College Curriculum Pathways.

Sensory Pathway	Life Skills Pathway	Aiming for Independence Pathway
<p>... be a happy, emotionally secure adult whom responds to living in a multisensory world in a positive way. This person will have or have experienced skills to participate and contribute to a community life, enjoying a range of experiences with support alongside their peers</p>	<p>... be a happy, emotionally secure adult whom can make supported choices and access a wide range of community projects with increasing independence. This person will have the skills to contribute in a positive way within their community.</p>	<p>... be a happy, emotionally secure adult who can access supported or independent employment and living. This adult will have the skills to communicate their needs and wants independently. They will have the skills to continue to learn in their local environment and wider communities</p>
<p><b>Tracks</b> A sensory pathway will enable the individual to:</p> <ul style="list-style-type: none"> <li>• Work with and access a preferred curriculum and reactive environments.</li> <li>• Experience a range of therapists</li> <li>• Be introduced to a wide range of communication pathways</li> <li>• Be challenged physically</li> <li>• Be supported to make steps towards independent choice and experience everyday living activities</li> <li>• Access a multi sensory curriculum</li> <li>• Have the opportunity to access a preferred curriculum and reactive environments.</li> <li>• Be offered a wide range of sensory challenges through different current topics</li> <li>• Be offered the opportunity to access a wider curriculum and change or link to other pathways</li> <li>• Be given full support to use and maintain the skills that they have acquired (Cognitive and physical)</li> </ul>	<p><b>Tracks</b> A life skills pathway will enable the individual to...</p> <ul style="list-style-type: none"> <li>• Find a preferred mode of communication</li> <li>• Discover their sensory needs and develop strategies to help them access a wide curriculum</li> <li>• Be given the opportunity to access a wider curriculum and change pathways</li> <li>• Experience everyday living activities</li> <li>• Have opportunity to independently interact with peers</li> <li>• Experience a differentiated curriculum that challenges their existing skills</li> <li>• Experience a working environment or community skills group</li> <li>• Have access to a creative curriculum to support academic learning</li> <li>• Use their skills out in the community such as library, shops, community centres etc</li> <li>• Work individually, paired, in small groups and whole class.</li> <li>• Have opportunity to apply functional literacy skills</li> <li>• Have opportunity to apply functional problem solving skills</li> <li>• Have the opportunity to attend out of school activities and further awards i.e. sports / extra-curricular</li> <li>• Have their life skill achievements recognised individually.</li> </ul>	<p><b>Tracks</b> An aiming for independence pathway will enable the individual to:</p> <ul style="list-style-type: none"> <li>• Access a full and challenging curriculum, differentiated where appropriate</li> <li>• Acquire and use functional numeracy skills</li> <li>• Acquire and use functional literacy skills</li> <li>• Acquire and use functional ICT skills</li> <li>• Have access to a range of work experiences and vocational options suitable to their needs.</li> <li>• Have opportunity to develop and use independent living and personal skills</li> <li>• Attend inclusion links where appropriate</li> <li>• Have the opportunity to attend out of school activities and further awards i.e. sports / extra-curricular</li> <li>• Participate in a range of accredited programmes appropriate to each individual.</li> </ul>
<p><b>SMSC and British Values / Enrichment Opportunities and Creativity runs through all areas and provides the breadth, balance and wealth of opportunities we continually provide</b></p>		

## SENSORY PATHWAY.

E.Y.F.S.	PRIMARY	SENIOR	POST 16.	OVERALL OUTCOME	
<b>Curriculum Delivery</b>					
<ul style="list-style-type: none"> <li>Fully integrated with mainstream pupils.</li> <li>Each pupil individually tracked, monitored and assessed via termly records and the Early Learning Goals at the end of EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum is delivered through a mixture of class based lessons and additional therapies including immersive room / rebound / warm water pool / sensory / eye gaze / physiotherapy                             <ul style="list-style-type: none"> <li>Sessions are sensory based and promote communication and choice making.</li> </ul> </li> <li>Interactive studio promote developing awareness for cause and effect and developing visual skills Pupils and students are assessed through p scales and appropriate accredited routes</li> </ul>			<p>To develop into a happy, emotionally secure adult whom responds to living in a multisensory world in a positive way. To have the skills to participate and contribute to community life, enjoying a range of experiences with support alongside their peers.</p> <p><b>A sensory pathway enables :</b></p> <ul style="list-style-type: none"> <li>Work with and access a preferred curriculum and reactive environments.</li> <li>Experience a range of therapists</li> <li>Be introduced to a wide range of communication pathways</li> <li>Be challenged physically</li> <li>Be supported to make steps towards independent choice and experience everyday living activities</li> <li>Access a multi sensory curriculum</li> <li>Have the opportunity to access a preferred curriculum and reactive environments.</li> <li>Be offered a wide range of sensory challenges through different current topics</li> <li>Be offered the opportunity to access a wider curriculum and change or link to other pathways</li> </ul> <p>Be given full support to use and maintain the skills that they have acquired (Cognitive and physical)</p>	
<b>Approach</b>					
<ul style="list-style-type: none"> <li>Active learning through continuous provision both indoor and outdoor, playing , creating, exploring and thinking skills</li> <li>Multi- sensory / communication / sensory processing / play therapy as appropriate</li> <li>Visual/hearing input</li> <li>Computing : Switches / Touch Screen / iPad</li> <li>Immersive Rom</li> <li>All pupils follow E.Y. framework</li> </ul>	<ul style="list-style-type: none"> <li>Strong focus on pupil led learning balanced through adult led and pupil initiated learning</li> <li>Making choices</li> <li>Multi-sensory</li> <li>Intensive interaction</li> <li>Visual impairment work</li> <li>Use of ICT – switches / touch screen / PODD / Eye Gaze / Immersive room</li> <li>Rebound Therapy</li> <li>Communication sessions</li> </ul>	<ul style="list-style-type: none"> <li>Follow the same approach as Primary taking into account the age appropriateness</li> <li>Use of Big Swing</li> </ul>			
<b>Communication Strategies</b>					
Objects of Reference PEC / Symbols Photographs Intensive Interaction Switches – toys / communication Eye Gaze	Objects of Reference Pec Photographs Intensive Interaction Switches – toys / communication Eye Gaze	Objects of Reference Pec Photographs Intensive Interaction Switches – toys / communication Eye Gaze	Objects of Reference Pec Photographs Intensive Interaction Switches – toys / communication Eye Gaze		
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**LIFE SKILL PATHWAY.**

E.Y.F.S.	PRIMARY	SENIOR	POST 16.	OVERALL OUTCOME	
<b>Curriculum Delivery</b>					
<ul style="list-style-type: none"> <li>Fully integrated with mainstream pupils.</li> <li>Each pupil individually tracked, monitored and assessed via termly records and the Early Learning Goals at the end of EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated groups where the National Curriculum is followed though discreet subject following a topic focus.</li> <li>Cross curricular links are encouraged</li> <li>Pupils are assessed via p levels</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated groups where the National Curriculum is followed though discreet subject following a topic focus. Cross curricular links are encouraged as are the use of functional skills</li> <li>Some students access mainstream inclusion as appropriate</li> <li>Students are assessed via p levels</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated groups based on functional skills.</li> <li>Some students access external provision through local providers in preparation for transition at Year 14 Students are assessed via accredited routes</li> </ul>	<p>To develop into a happy, emotionally secure adult who can make supported choices and access a wide range of activities and projects with increasing independence.</p> <p>To have the skills to contribute in a positive way within the community.</p> <p><b>A Life Skills pathway enables:</b></p> <ul style="list-style-type: none"> <li>-Find a preferred mode of communication</li> <li>-Discover their sensory needs and develop strategies to help me access a wide curriculum</li> <li>-Be given the opportunity to access a wider curriculum and change pathways</li> <li>-Experience everyday living activities</li> <li>-Have opportunity to independently interact with peers</li> <li>-Experience a differentiated curriculum that challenges their existing skills</li> <li>-Experience a working environment or community skills group</li> <li>-Have access to a creative curriculum to support academic learning</li> <li>-Use their skills out in the community such as library, shops, community centres etc</li> <li>-Work individually, paired, in small groups and whole class.</li> <li>-Have opportunity to apply functional literacy skills</li> <li>-Have opportunity to apply functional problem solving skills</li> <li>Have the opportunity to attend out of school activities and further awards i.e. sports / extra-curricular</li> </ul>	
<b>Approach</b>					
<ul style="list-style-type: none"> <li>Active learning through continuous provision both indoor and outdoor, playing , creating, exploring and thinking skills</li> <li>Multi- sensory / communication / sensory processing / play therapy as appropriate</li> <li>Visual/hearing input</li> <li>Computing : Switches / Touch Screen /iPad</li> <li>Immersive Rom</li> <li>All pupils follow E.Y. framework</li> </ul>	<ul style="list-style-type: none"> <li>National Curriculum is adapted in a creative way and delivered through a more formal approach with adult supported learning.</li> <li>Sensory integration techniques meet the needs of relevant pupils on an individual basis</li> <li>Use of switches / communication aids / iPads /PODD etc support progress</li> </ul>	<ul style="list-style-type: none"> <li>Follow the same approach although experiences offered reflect the age and life experiences of each individual.</li> </ul>	<ul style="list-style-type: none"> <li>Accreditations and learning will involve more 'real-life' skills and more external providers are introduced in preparation for transition at Post 19</li> </ul>		
<b>Communication Strategies</b>					
<p>Pec / Symbols Photographs of Reference Signing</p>	<p>Pec / Symbols Photographs of Reference Signing</p>	<p>Pec / Symbols Photographs of Reference Signing</p>	<p>Pec / Symbols Photographs of Reference Signing</p>		
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## Aiming for Independence Pathway



Curriculum Delivery				
<ul style="list-style-type: none"> <li>Fully integrated with mainstream pupils.</li> <li>Each pupil individually tracked, monitored and assessed via termly records and the Early Learning Goals at the end of EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>Cross curricular links are encouraged</li> <li>Pupils are assessed via p levels / Accredited routes / Entry Level / GCSE where appropriate</li> <li>Differentiated groups where the National Curriculum is followed though discreet subject following a topic focus. Cross curricular links are encouraged as are the use of functional skills</li> <li>Some students access mainstream inclusion as appropriate</li> <li>Some students access external provision through local providers in preparation for transition at Year 14</li> <li>Students are assessed via accredited routes</li> </ul>			<p>To develop into a happy, emotionally secure adult who can access supported or independent employment and living. They will have the skills to communicate their needs and wants independently and continue to learn in their local environment and wider community</p> <p>To have the skills to contribute in a positive way within the community</p> <p>-Access a full and challenging curriculum, differentiated where appropriate</p> <p>-Acquire and use functional numeracy skills</p> <p>-Acquire and use functional literacy skills</p> <p>-Acquire and use functional ICT skills</p> <p>-Have access to a range of work experiences and vocational options suitable to my needs.</p> <p>-Have opportunity to develop and use independent living and personal skills</p> <p>-Attend inclusion links where appropriate</p> <p>-Have the opportunity to attend out of school activities and further awards i.e. sports / extra-curricular</p> <p>-Participate in a range of accredited programmes appropriate to each individual.</p>
Approach				
<ul style="list-style-type: none"> <li>Active learning through continuous provision both indoor and outdoor, playing , creating, exploring and thinking skills</li> <li>Multi- sensory / communication / sensory processing / play therapy as appropriate</li> <li>Visual/hearing input</li> <li>Computing : Switches / Touch Screen /iPad</li> <li>Immersive Rom</li> <li>All pupils follow E.Y. framework</li> </ul>	<ul style="list-style-type: none"> <li><b>National Curriculum is adapted in a creative way and delivered through a more formal approach with adult supported learning.</b></li> <li><b>Inclusion opportunities are accessed where appropriate</b></li> </ul>	<ul style="list-style-type: none"> <li>Preparation and development re: Entry level qualifications and independent living skills.</li> </ul>	<ul style="list-style-type: none"> <li>Preparation for adulthood and life within the community.</li> <li>Access to work experience and opportunities to experience selling products they have produced</li> <li>Preparing lunches for the local community and running a café for the local community</li> <li>Where appropriate, access independent travel</li> </ul>	
Communication Strategies				
Pec / Symbols Signing	Pec / Symbols Signing			
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# CURRICULUM.

## COMMUNICATION AND LANGUAGE

Communicating

Listening and Attention

Understanding

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPEMENT

Making Relationships

Self Confidence and Self Awareness

Managing Feelings and Behaviour

## PHYSICAL DEVELOPMENT

Moving and Handling : PE

Health and Self Care

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## LITERACY

Reading

Writing

## PROBLEM SOLVING

Numbers

Shape, Space and

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

People and Communities

Science

History

Multi Cultural: RE

THE WORLD

Geography

PSHCE

Citizenship

TECHNOLOGY

Computing

Design Technology

Food Technology

## EXPRESSIVE ARTS

Exploring and Using media and materials

Being Imaginative

Art

Music

Dance

Drama

D.T.