



Blue Pathway Curriculum

Highfield Academies proud to be part of the
Active Learning Trust

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Blue Pathway

Pre-formal curriculum

The Blue Pathway is aimed at learners with profound and multiple learning difficulties, including Multi Sensory Impairments. Pupils on the Blue Pathway are sensory beings and require sensory engagement to encounter and experience the world around them. They learn through Sensory experiences and progress may be in very small steps.

Curriculum statement

We want each individual student to make the best progress for them as a person and to give them the relevant learning experiences in relation to their level of need.

We will do this by providing an environment which nurtures and supports as well as and thereby promotes confidence, exploration and the beginnings of problem solving.

Community Visits

Our students regularly engage in visits within our community to teach life skills and prepare them for life in the world around them. This allows knowledge to be generalised and skills applied across a variety of environments.

Students also have access to residential opportunities if appropriate as well as learning about the world of work through community based activities and experiencing workplaces.

Sensology designed by Flo Longhorn is an educational approach emphasising sensory stimulation. It covers the five basic senses (see, hear, touch, smell, taste) but also the movement related sensory systems: vestibular (balance, head movements and gravity) and the proprioceptive (body positions, body mapping and planning movements).

Rebound Therapy is an exercise therapy which uses trampolines to provide opportunities for movement, therapeutic exercise and recreation.

The curriculum frameworks ensure a wide variety of engaging learning opportunities linked to the wider world and learning is highly personalised and planned specifically around each pupil's individual needs through their EHCP outcomes.

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.

Curriculum Areas on the Blue Pathway

The curriculum is divided into broad areas which are developmental in nature.

My Independence

Personal care skills, travel skills, cooking, staying safe, problem solving



My Communication

Reading, writing, speaking and listening, social communication



My Thinking

Maths, Science, Problem solving



Picture Based Communication is used as a tool within our schools to facilitate communication. This, alongside objects of reference, Makaton and other communication tools, form a total communication approach.

Music sessions

Play circles—music session focusing on play and social skills

Sensory drama —music and drama session focusing on story telling and communication

Music box —music session developing body awareness.

Resonance board is a thin flexible wood board that gives sensory feedback from movement including sound and vibrations.

Curriculum Enrichment, Approaches and Interventions

Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.

Tacpac is a sensory communication resource using touch and music to help communication and social skills.

My Body & Wellbeing

PE, Physical fitness, mental health and wellbeing

My Play

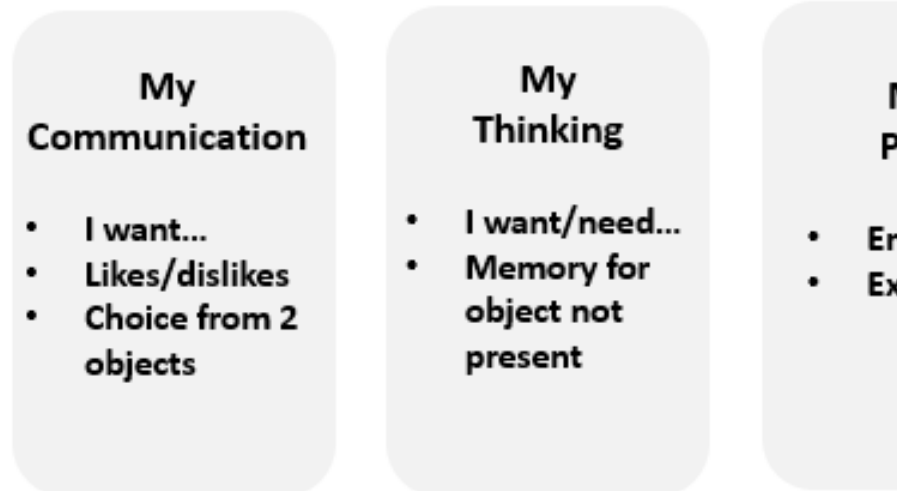
Play skills, social skills, art, music, dance, drama & creativity



Students have individual outcomes related to their EHCP within each of the key areas of the curriculum. There is an individualised approach with planning, teaching and learning tailored to the individual.

Curriculum model

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**PERSONALISED CURRICULUM
STUDENT ON THE BLUE PATH
EHCP OUTCOMES**

Teachers record observations and work towards EHCP outcomes using Evidence for Learning software.

Parents and carers are able to access the software to view the progress of their pupils. There is also a facility for parents to comment and contribute evidence to their learning profile building and valuing the relationship between home and school.



Assessment

Students progress is tracked using our blue assessment framework and Students individual curriculums based on their EHCP Outcomes.

We use a bespoke Blue pathway assessment system to track curriculum progress of learners on the Blue Pathway and evidence the smallest steps of progress and to help us plan learners next steps.

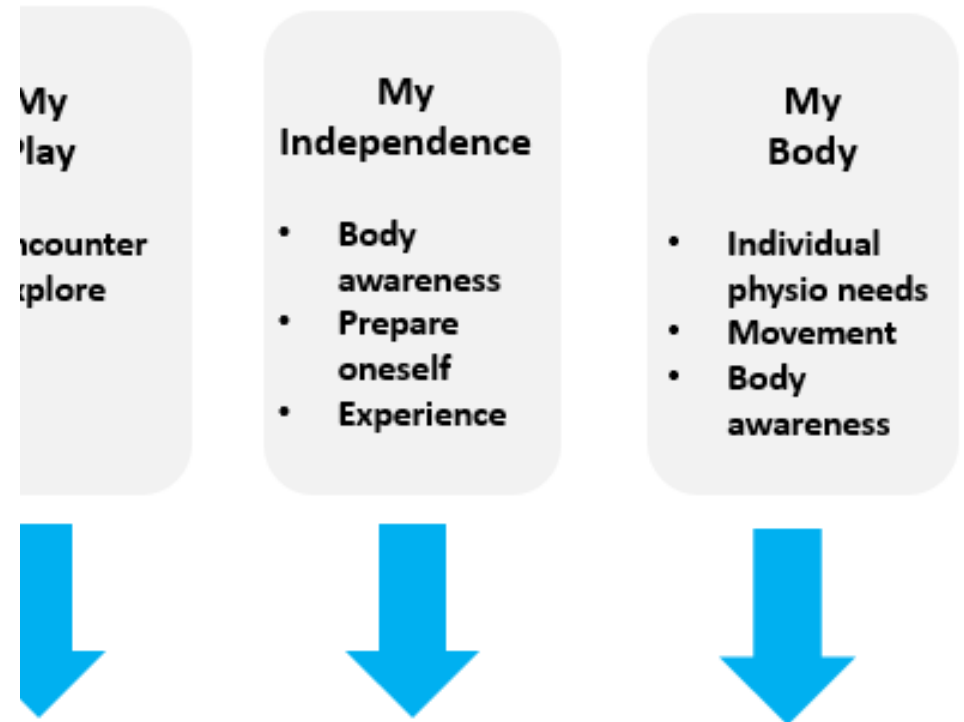
Maintenance: Tracks if they maintain the skill over a period of time

Transference: Tracks how they transfer the skill to a different environment or task

Independence: Tracks level of support students need to complete a task

Engagement : Tracks students overall engagement and focus on a task

Pathway



MS ARE WRITTEN FOR EACH WAY BASED UPON INDIVIDUAL OUTCOMES

Curriculum planning

Learning is focussed around themes to act as a stimulus for the individual learning programmes. These themes will be adapted each year in accordance with students interests to ensure a broad, engaging and progressive curriculum.

Annual themes:

Animal Kingdom E.g Zoo

My imagination E.g. Witches and Wizards

Past, present, future E.g. Growing up

Around the World E.g. My home

People and communities E.g. Brilliant bodies

Areas of Engagement

In order to measure progress our students levels of engagement are observed and measured in order to help us plan next steps in learning.

We observe:

Exploration—A love of learning and actively finding out more.

Realisation—Recognition and understanding of previous knowledge.

Anticipation—Anticipation as a result of previous knowledge or experience.

Persistence—Sticking with it!

Initiation—Beginning learning independently.