



Beech Pathway

Curriculum Map

Beech Curriculum Pathway

What are we trying to achieve?

Our Beech Pathway aims to deliver a unique and personalised curriculum for students to develop their independence, social communication and emotional regulation skills. Activities are tailored to encourage students to develop the pre-requisites for learning including joint attention, engagement and participation, developing communication, mutual and self regulation. The curriculum is delivered in a total communication and highly structured environment with room for personalised flexibility with routines to meet the needs of these students. The nature of the curriculum content is taught holistically through meaningful activities.

We offer our pupils many **personalised learning opportunities** throughout the school day incorporated into a robust and predictable routine. Teachers are **flexible** and **adaptive** within this; the pace is proactively responsive to the needs of individual pupils or the group.

How do we organise learning?

Activities	Community Learning	Communication	Personalisation	Wellbeing	Environment	Daily Routines
<p>A range of approaches, teaching styles and collaborative learning.</p> <p>A focus on the development of social communication, attention and engagement skills (e.g. Attention Autism).</p>	<p>Learning in the environment is sustained and progressive. Learning in real, meaningful contexts.</p> <p>Forest Schools, Life Skills, Horse riding, Swimming, school trips, shopping.</p>	<p>Intensive Interaction Total Communication Social Cues Alternative & Augmentative Communication Makaton PECS Communication Books & Boards VOCAs ELKLAN</p>	<p>All learners have the opportunity to personalised learning.</p> <p>Learners interests are incorporated into the curriculum.</p> <p>EHCP Targets</p> <p>Transactional Supports for independence</p> <p>Earwig timelines</p> <p>Home Learning</p>	<p>Zones of Regulation Creative Therapies Child-Initiated Play Regulation Break Social Skills Lego Therapy PROACT-SCIPruk</p>	<p>Low-arousal classrooms Sensory Integration Equipment Total communication rich environment</p>	<p>Consistent and predictable daily routines</p> <p>TEACCH principles</p>

Four keys areas of the curriculum that encompass holistic, personalised and spontaneous learning in a structured environment.

Fundamentals of Communicating, Interacting and Connection Building

Engagement and Learning

Independent, Community and Healthy Living

Emotional Wellbeing

How well are we achieving?

Recording: A range of evidence will be accumulated in order to capture and monitor pupil progress to support the assessment. This evidence will be used to inform teacher judgements during assessments and to ensure the student received a broad and balanced curriculum.

Assessment: Personalised assessment for each learner to capture and monitor progress and data will be used to inform progress and areas for further development .

Vision

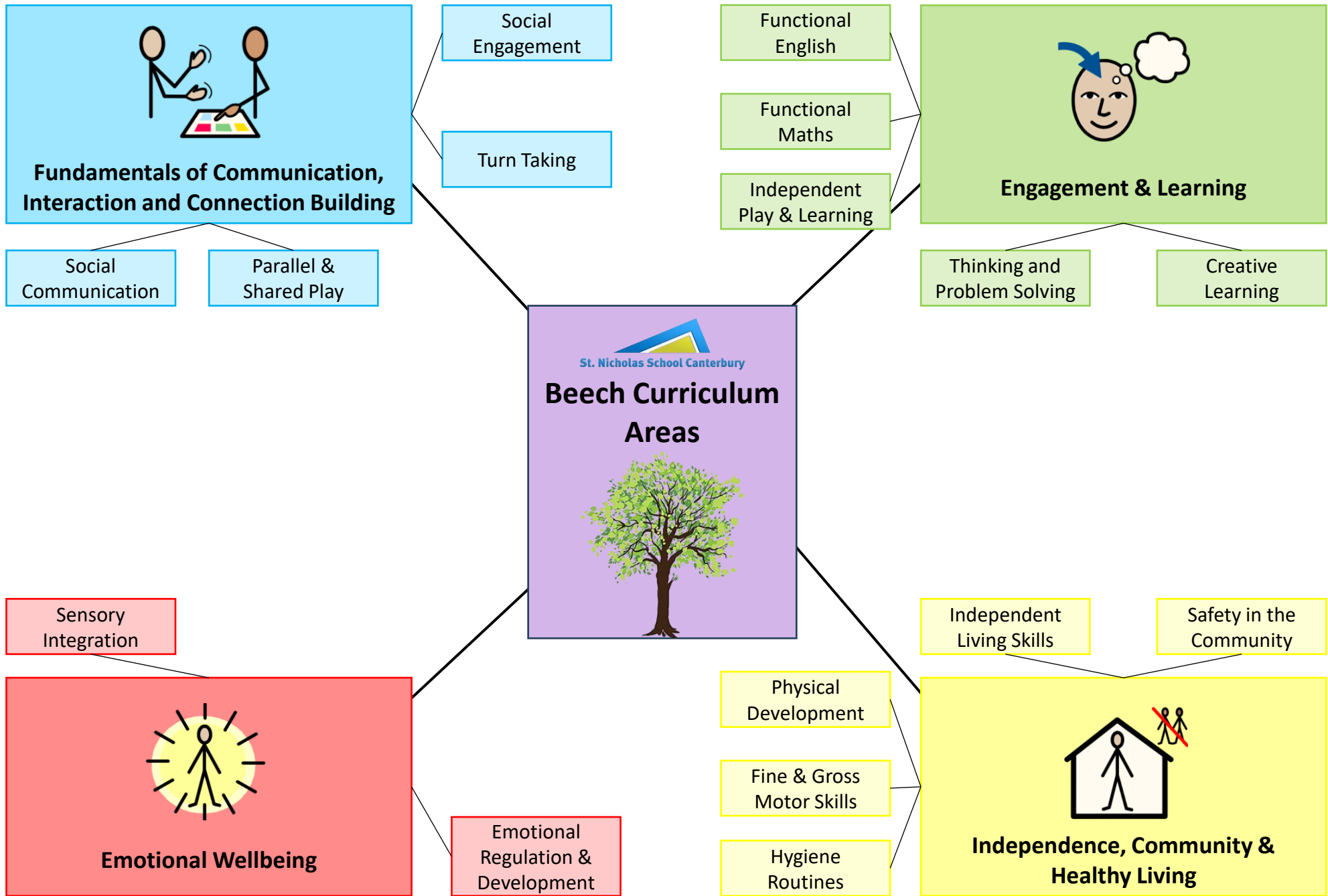
Beech



Pathway

At St Nicholas School, we understand that every pupil is unique meaning we work together to support student's learning through means that suit the needs of each pupil. We ensure each pupil is provided with an appropriate amount of support promoting and working towards an achievable level of independence. We deliver a robust routine that develops a sense of curiosity amongst pupils so that they are able to enquire in the world around them and become successful confident learners. The learning environments are tailored to give all the opportunity to allow them to engage, be emotionally resilient and ultimately feel truly valued.

Our Beech Pathway delivers a unique and personalised curriculum for students to develop their social communication and emotional regulation skills. Activities are tailored to encourage students to develop the pre-requisites for learning including joint attention, engagement and participation, early communication, mutual regulation and self-regulation. The curriculum is delivered in a total communication and highly structured environment with room for personalised flexibility with routines to meet the needs of these students. Due to the nature of this curriculum, content is taught cross-curricular through highly motivating activities; including curriculum and multisensory.



Fundamentals of Communicating, Interacting and Connection Building

The develop of communication skills is one of the key focuses within the Beech Pathway curriculum. We recognise the importance of communication and understand how it impacts pupils' social development, emotional understanding, behaviour and learning.

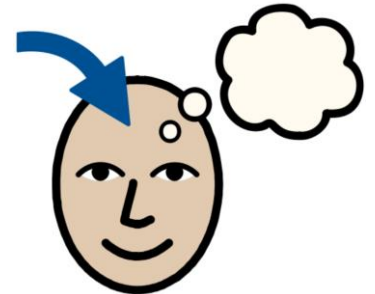
Students are encouraged to develop their communication skills using their preferred communicative method so they can make their wants and needs known, make comments, answer questions, develop conversational reciprocity and meaningful relationships. Students will engage in language rich activities to develop their vocabulary.



Engagement and Learning

In the Beech Pathway, we understand our students' complex needs and the curriculum is tailored to teaching important skills which are necessary for their lives after education. We recognise the needs of our learners are complex and therefore understand that students need high levels of repetition so that they can apply their learning to a variety of contexts.

Students are encouraged to engage in a range of activities including Functional English and Maths to develop the key skills necessary for their future. We recognise that the development of our student's engagement skills is necessary for them to access a variety of curriculum concepts to develop their knowledge and problem-solving skills. Students will be encouraged to develop their creativity skills to enhance their imagination, self-expression and vocabulary using a variety of media and materials.



Engagement and Learning

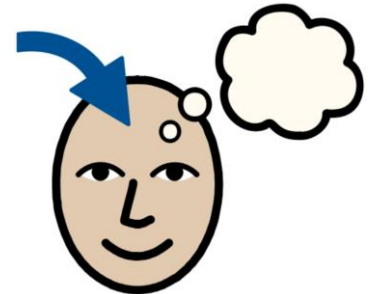
Reading for Beech Pupils

Within the Beech Pathway, students have a varying level of word reading and comprehensive understanding. We recognise the difference between fluency of reading and comprehension. The notion of abstract concepts and working memory is taken into consideration when teaching reading so that pupils can become readers to the fullest of their potential.

The students that are accessing the earliest stages of reading are encouraged to continue developing their listening and attention skills, as we understand this imperative for the foundations of reading. All students have access to a language rich environment to enable them to develop their core understanding. These early stages of language acquisition are crucial in developing vocabulary, word recognition and communication skills. Children will continue to work and play with sounds, listen to sounds in the environment and begin to distinguish between environmental sounds and words. It is important to develop Phonological Awareness so that they understand that sounds are the building blocks for words.

Students will have opportunities access books, stories and texts as a means of developing their expressive and receptive language skills and social interaction. This encourages students to learn new vocabulary and embed it.

The formal teaching of phoneme/grapheme correspondence will only be taught once the pupil has developed sight vocabulary and can demonstrate that they are able to “hear” initial sounds in words. Once this has been demonstrated, students will access our phonics programme adopted by the whole school. For our students who are sight readers, our focus is their understanding of the language within the texts they are accessing.



Emotional Wellbeing

The wellbeing of our students is integral to ensure that they feel happy and safe which is fundamental to their cognitive development. We recognise how our students sensory and emotional needs can impact their ability to access their curriculum, develop relationships and make friendships. Our students are encouraged to utilise strategies to regulate their sensory and emotional needs.

Our curriculum focuses on identifying and managing emotions and independently using a variety of strategies to support their self-regulation.

We ensure that students' individuality is embraced, so that they can have access to the what they need to succeed. As a Pathway we incorporate key interests and difference into the curriculum and make adaptations so that pupils understand that they are valued and included at all times.



Independence, Community and Healthy Living

The development of our students' independent skills is paramount to ensuring their future success after they leave education. Independence is encouraged in a variety of activities including their personal care routines. Students access community-based learning to widen their life experiences, develop confidence in familiar and unfamiliar environments and apply their learning in real-life contexts.

Students are encouraged to develop their fine and gross motor skills, spatial awareness, co-ordination and agility through a variety of physical activity which will promote health living and looking after their bodies.





Beech

In the Key Stage 1 department, students on the Beech Pathway are beginning to develop a range of behaviours for learning including: increasing concentration, active listening, independent curiosity and participation. Students are exposed to a multitude of enriching and captivating multi-sensory learning opportunities which follow the Beech Pathway subjects. These learning opportunities are adapted and tailored to our student's individual interests, ensuring all learning is meaningful and functional. Students are exposed to a range of communication methods, so that they can develop their communicative preferences. Students are beginning to develop their interaction and play skills with their peers, through the development of their shared attention, turn taking and understanding of themselves.

Curriculum Content

Students learn in four areas of the Beech Pathway Curriculum:

- Fundamentals of Communicating, Interacting and Connection Building
- Engagement and Learning
- Independence, Community and Healthy Living
- Emotional Wellbeing

The curriculum on offer is cross curricular. Functional Mathematics and English based learning is accessed daily during TEACCH cycles—individual and independent workstation activities, group work and access to leisure time. Our afternoon sessions offer an invitation to learn for our students through Attention Autism and opt-in sessions which focus on motivating activities to interest and encourage engagement. During these sessions if children do not wish to participate in the activities on offer, they engaged in alternative activities based on the pupils' interests. Community based learning is used to help develop key areas of each student's well-being. Personal care routines are also a focus of development. Other curriculum content includes a variation of PE lessons including fine motor skills. The use of Zones of Regulations supports students to learn strategies to support their regulation throughout the school day.

Enrichment Activities

Forest School, in school swimming, horse riding, community-based learning activities, sporting events.

Universal Curriculum Offer

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|-----------------------|----------------------------------|
| TEACCH | Active Education |
| Attention Autism | Early Communication |
| Intensive Interaction | Daily Reading |
| Sensory Circuits | BLANKS |
| Sensory Diet | Information Carrying Words |
| PECS | Sensology |
| Softplay | Lego Therapy |
| Sensory Room | Phonological Awareness Programme |
| Reflexology | Rebound |

Bespoke Interventions (including multi-agency):

- PBS (Positive Behaviour Support Meetings)
- Creative Therapies
- Health Care Plan
- SALT
- CAT
- CAMHS
- SNACKKIES



Beech

In the Key Stage 2 department, students on the Beech Pathway are developing a range of behaviours for learning including: increasing concentration, active listening, independent curiosity and participation. Students are exploring a multitude of enriching and captivating multi-sensory learning opportunities which follow the Beech Pathway subjects. These learning opportunities are adapted and tailored to our student's individual interests, ensuring all learning is meaningful and functional. Students are exploring a range of communication methods, so they are able to develop their communicative preferences. Students are beginning to build positive relationships with their peers, through the development of play and social skills as well as a growing understanding of themselves.

Curriculum Content

Students learn in four areas of the Beech Pathway Curriculum:

- Fundamentals of Communicating, Interacting and Connection Building
- Engagement and Learning
- Independence, Community and Healthy Living
- Emotional Wellbeing

The curriculum on offer is cross curricular. Functional Mathematics and English based learning is accessed daily during TEACCH cycles—individual and independent workstation activities, group work and access to leisure time. Our afternoon sessions offer an invitation to learn for our students through Attention Autism and opt-in sessions which focus on motivating activities to interest and encourage engagement. During these sessions if children do not wish to participate in the activities on offer, they engaged in alternative activities based on the pupils' interests. Community based learning is used to help develop key areas of each student's well-being. Personal care routines are also a focus of development. Other curriculum content includes a variation of PE lessons including fine motor skills. The use of Zones of Regulations supports students to learn strategies to support their regulation throughout the school day.

Enrichment Activities

Forest School, offsite swimming, horse riding, weekly community-based learning activities, sporting events.

Universal Curriculum Offer

TEACCH	Early Communication
Attention Autism	Daily Reading
Intensive Interaction	BLANKS
Sensory Circuits	Information Carrying Words
Sensory Diet	Sensology
PECS	LEgo Therapy
Softplay	Phonological Awareness Programme
Sensory Room	Phonics (where appropriate)
Reflexology	Rebound

Bespoke Interventions (including multi-agency):

PBS (Positive Behaviour Support Meetings)
 Creative Therapies
 Health Care Plan
 SALT
 CAT
 CAMHS
 SNACKKIES



Beech

In the Key Stage 3 department, students on the Beech Pathway are embedding a range of behaviours for learning including: increasing concentration, active listening, independent curiosity and participation. Students are engaging with a range of multi-sensory learning opportunities which follow the Beech Pathway subjects. These learning opportunities are adapted and tailored to our student's individual interests, ensuring all learning is meaningful and functional. Students are using their preferred communicative preference with increasing confidence. Students are building positive relationships with their peers, through the development of social skills and a growing understanding of themselves and others.

Curriculum Content

Students learn in four areas of the Beech Pathway Curriculum:

- Fundamentals of Communicating, Interacting and Connection Building
- Engagement and Learning
- Independence, Community and Healthy Living
- Emotional Wellbeing

The curriculum on offer is cross curricular. Functional Mathematics and English based learning is accessed daily during TEACCH cycles—individual and independent workstation activities, group work and access to leisure time. Our afternoon sessions offer an invitation to learn for our students through Attention Autism and opt-in sessions which focus on motivating activities to interest and encourage engagement. During these sessions if children do not wish to participate in the activities on offer, they engaged in alternative activities based on the pupils' interests. Community based learning is used to help develop key areas of each student's well-being. Personal care routines are also a focus of development. Other curriculum content includes a variation of PE lessons including fine motor skills. The use of Zones of Regulations supports students to learn strategies to support their regulation throughout the school day.

Enrichment Activities

Forest School, offsite swimming, weekly community-based learning activities, sporting events, residential visits.

Universal Curriculum Offer

TEACCH	BLANKS
Attention Autism	Information Carrying Words
Intensive Interaction	Sensology
Sensory Circuits	Lego Therapy
Sensory Diet	Phonological Awareness Programme
PECS	Phonics (where appropriate)
Reflexology	Rebound
Early Communication	
Daily Reading	

Bespoke Interventions (including multi-agency):

PBS (Positive Behaviour Support Meetings)
 Creative Therapies
 Health Care Plan
 SALT
 CAT
 CAMHS
 SNACKKIES



Beech

In the Key Stage 4 department, students on the Beech Pathway are using a range of behaviours for learning with increasing independence. Students are consistently engaging with a range of multi-sensory learning opportunities which follow the Beech Pathway subjects. These learning opportunities are adapted and tailored to our student's individual interests, ensuring all learning is meaningful and functional. Students are using their preferred communicative preference with sustained confidence. Students are building and maintaining positive relationships with their peers, through the development of social skills and a growing understanding of themselves and others.

Curriculum Content

Students learn in four areas of the Beech Pathway Curriculum:

- Fundamentals of Communicating, Interacting and Connection Building
- Engagement and Learning
- Independence, Community and Healthy Living
- Emotional Wellbeing

The curriculum on offer is cross curricular. Functional Mathematics and English based learning is accessed daily during TEACCH cycles—individual and independent workstation activities, group work and access to leisure time. Our afternoon sessions offer an invitation to learn for our students through Attention Autism and opt-in sessions which focus on motivating activities to interest and encourage engagement. During these sessions if children do not wish to participate in the activities on offer, they engaged in alternative activities based on the pupils' interests. Community based learning is used to help develop key areas of each student's well-being. Personal care routines are also a focus of development. Other curriculum content includes a variation of PE lessons including fine motor skills. The use of Zones of Regulations supports students to learn strategies to support their regulation throughout the school day.

Enrichment Activities

Forest School, offsite swimming, weekly community-based learning activities, sporting events, residential visits.

Universal Curriculum Offer

TEACCH
 Attention Autism
 Intensive Interaction
 Sensory Circuits
 Sensory Diet
 PECS
 Reflexology
 Early Communication
 Daily Reading

BLANKS
 Information Carrying Words
 Lego Therapy
 Phonics
 Rebound

Bespoke Interventions (including multi-agency):

PBS (Positive Behaviour Support Meetings)
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