



**CEDAR PATHWAY**

## THE ST NICHOLAS CEDAR PATHWAY curriculum

### Who is the Cedar Pathway for?

The Cedar Pathway has been designed for pupils with Profound and Multiple Learning Difficulties, the definition of which is: Pupils with profound and multiple learning difficulties who have complex learning needs, this could include physical disabilities, sensory impairment or a severe medical condition, also Severe Learning Difficulties.

'Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small achievable steps. Some pupils communicate by gesture, eye pointing, AAC's or symbols, others by very simple language.' Official DfE definition.

The educational needs and rights of these pupils are complex and wide ranging, so special educational provision at the school is designed to reflect this diversity and provide:

- Individual therapeutic care in response to cognitive, sensori-neural, emotional and motor disabilities and any associated medical implications;
- Individually tailored access to specialist curricula in response to personal barriers to learning and/or wellbeing;
- Generic entitlement to a broad and appropriately balanced and differentiated National Curriculum;
- Access to a curriculum which provides life- long learning with focus on life and living skills, independence and future needs.

Within the Cedar Pathway, pupils individual health care needs can be complex and regressive; this can impact on cognitive, physical and communicative skills. In order to reflect this, the Cedar Pathway focuses on acquisitions, fluency, maintenance and generalisation. The repetition of learning is paramount.



Symbols



Eye



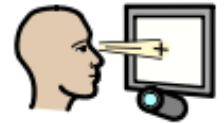
Pointing



Switches



Pecs



Eye gaze



Body Language

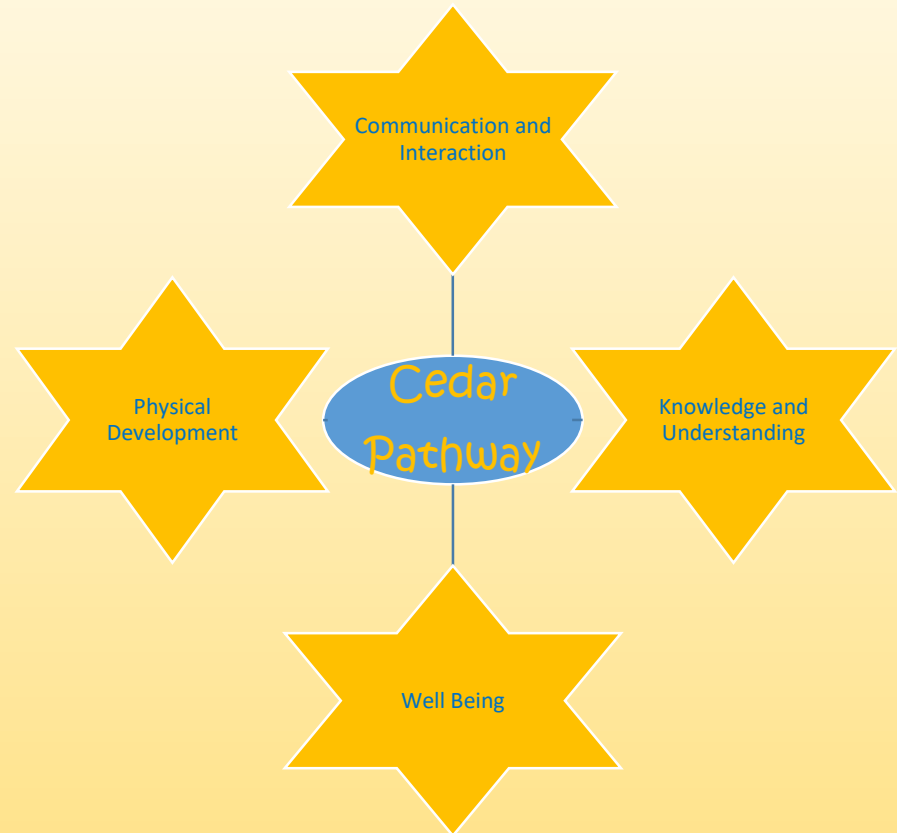
# Rationale

The Cedar Pathway rationale focuses on the four learning areas which link to the pupil's EHCP.

- Communication and Interaction
- Knowledge and Understanding (Cognition and Learning)
- Physical Development (Physical and Sensory)
- Well Being (Social, Emotional and Mental Health)

Also contained within the Cedar Pathway are the recommended strategies and interventions to support our pupils.

Further information on the SHINE programme can be found at: <https://www.st-nicholas.kent.sch.uk/Information/curriculum/cedar-pathway>



## The Curriculum

The Curriculum takes a topic-based approach. This works on a three-year cycle.

The topic-based approach allows students to access their learning in a differentiated way whilst participating with their peers.

The topics help **the pupils** make links with the world around them and develop their connection and engagement with the community.

The aim is for **pupils** to participate in active learning, incorporating a number of different teaching strategies aimed at different stages or aspects of learning.

Students are assessed against their EHCP targets, **SHINE goals** and the Engagement Model.

YEAR	THEME
YEAR ONE – Terms 1 & 2	Who am I?
Terms 3 & 4	Celebrations
Terms 5 & 6	Play
YEAR TWO– Terms 1 & 2	Relationships
Terms 3 & 4	Community
Terms 5 & 6	Seaside
YEAR THREE – Terms 1 & 2	Senses
Terms 3 & 4	Travel
Terms 5 & 6	Circus

# Cedar Curriculum Pathway

What are we trying to achieve?

Curriculum vision and mission	At St Nicholas School, we work together to support student's learning effectively; providing each student with a stimulating environment that will promote optimal levels of health, wellbeing and engagement to enable success in their individual goals and become active members of their community. We are committed to enabling students to have opportunities to experience a holistic curriculum (SHINE) focused around developing a functional and purposeful communication system that allows them to make choices, decisions and share their opinions and feelings. Central to this will be ensuring that the individuals health and wellbeing needs of each learner are promoted throughout their day enabling them to develop and maintain their independence as much as possible.						
Areas of need	Communication and Interaction	Cognition and Learning		Social, Emotional and Mental Health		Physical and Sensory	
Focus for learning	Eliciting responses	Social understanding and relationships		Developing skills	Making / requesting choices	Developing interests and motivators	
All learners have a right to..	Good quality education inside and outside the classroom	A voice	Identity	Information	Safety	Friendships	Health & Wellbeing


How do we organise learning?

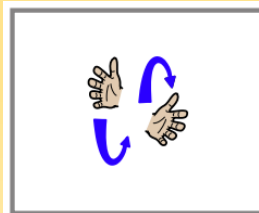
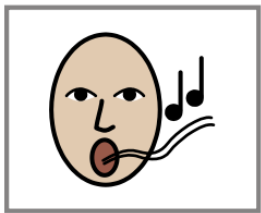
Components	Personalisation	Activities	Multi-Professional Collaboration	High Staffing Ratios	Care and Mobility	Developmental Approaches	
Approaches to learning	Creative or multi-sensory approaches, teaching styles and collaborative learning	A focus on mobility, postural management, active exploration of the environment and personal care	Outdoor learning, Sensory cues, Objects of Reference, Intensive interaction, Total Communication, Augmentative and Alternative Communication	SHINE Learning journals EHCP's / AR All learners have the opportunity of personalised learning	Medical care plans. Training and skilled staff in providing a range of medical interventions. Support of medical staff	Developing control, Independence, social, emotional and functional communication	Opportunities for SMSC(Social, Moral, Spiritual and Cultural), emotional and physical development
Whole pathway approach	The SHINE curriculum will be led on a rotation of broad topics on a 3 year cycle, offering learning tasks and activities suitable and appropriate to both student interest, age and stage. Teachers will produce a termly overview for each topic and the 4 curriculum areas, then provide more structured and detailed medium term plans and lesson plans which will include differentiation, interventions and teaching strategies.						
Curriculum areas	Communication and Interaction		Knowledge and Understanding		Well Being		Physical Development
Learning environments	All students engagement for learning will be assessed in order to tailor their personalised learning program, incorporating their daily routines, community learning experiences and access to a variety of environments, and may include residential experiences. Environments may include (but not exclusive too) classrooms, sensory rooms, soft play, sports hall, hydro pool, kitchen, playgrounds, community facilities and garden areas.						

How well are we achieving?

Assessment fit for purpose	Looks at each learner individually and captures holistic progress	Is integral part of teaching and learning	Draws on wide evidence of learning	Promotes broad and engaging curriculum	Maximises progress	Gives helpful feedback to learners and stakeholders	Help identify learners long term aspirational outcomes	Based on developmental perspective	Uses data to inform progress and areas for development
Assessment	<b>Assessment:</b> Students in KS1-5 will be assessed using the engagement for learning profile, in addition to their EHCP targets and B Squared assessment tool if appropriate. Students may be assessed using accreditation methods such as the OCR Life and Living Skills program. Students may be assessed via the use of specific assessment tools such as MOVE, SCERTS etc.								
Accountability measures	Attainment and improved standards		Behaviour and attendance		EHCP outcome achievements and progress			Well being	

# Key Stage 1

Pathway	The Curriculum (Symbols, early communication aids switch toys, remote controlled/ programmable toys, multi sensory rooms)
 <p>cedar</p>	<p>Students learn in the 4 key areas of the curriculum: Communication and Interaction, Knowledge and Understanding, Physical Development and Wellbeing. Technological devices (switches, touch screens) are engaging and introduced as a means for students to express their needs and preferences. Pupils to continue to practise and apply appropriate skills, knowledge and understanding acquired in the EYFS.</p> <ul style="list-style-type: none"><li>• Self awareness – beginning to understand themselves developing skills (I can reach for I can look for), hand/eye coordination</li><li>• Experience opportunities where expressing opinions is supported and scaffolded.</li><li>• Nursery rhymes singing songs to support numeracy and literacy.</li><li>• Explore visual and tactile timetables</li><li>• Initiates exploring their environment with support.</li><li>• Experience routines</li><li>• Accepts new experiences with support.</li><li>• Experiences steps within an activity</li><li>• Encouraged to develop an awareness of others.</li><li>• Explore personal space.</li><li>• Social development with peers including supported joint attention.</li><li>• Awareness of simple instructions during activities like (look, listen, feel)</li><li>• Gaining attention for an activity.</li><li>• Encouraged to initiate intentional communicate through intensive interaction and early communication aids (switches, Object Cues, OOR, photos or symbols)</li><li>• Develop confidence in accepting self-care support.</li></ul>



# Key Stage 2

## Pathway

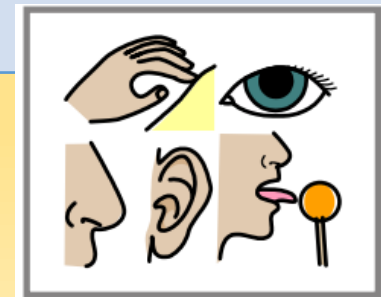
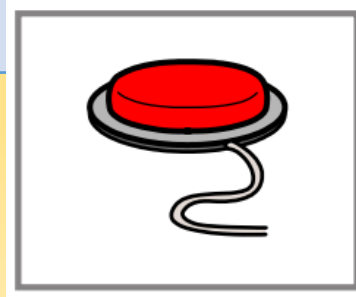
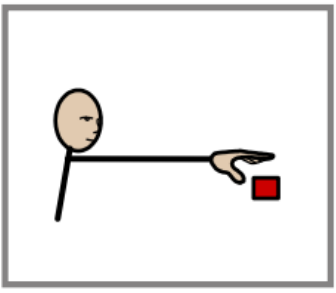
## The Curriculum

(Use of devices to include: tablet computers, interactive white boards, laptops, switch toys, remote controlled/ programmable toys, multi sensory rooms, virtual reality headsets (please be advised that VR headsets are not suitable for those pupils with VI, CVI and epilepsy) )




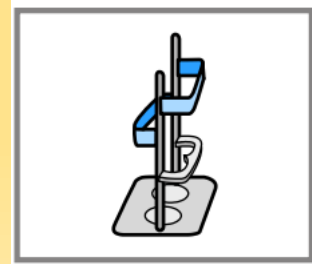
Students learn in the 4 key areas of the curriculum: Communication and Interaction, Knowledge and Understanding, Physical Development and Wellbeing. Technological devices (switches, touch screens) are engaging and introduced as a means for students to express their needs and preferences. Pupils to continue to practise and apply appropriate skills, knowledge and understanding acquired in the EYFS and KS1.

- Students start to develop the skills to reach for and look for independently
- Be able to intentionally communicate their likes or dislikes.
- To show anticipation and recognition to numeracy and literacy nursery rhymes.
- Showing anticipation of routines with visual, auditory and/ or tactile timetables.
- To begin to wait for short periods of time with support.
- Accepts a wider range of new experiences and begins to indicate preferences.
- Becomes aware of steps within an activity.
- Focus is maintained for short periods with support.
- Show some interest with peers through joint attention and anticipation of supported turn taking.
- To show recognition of a simple instruction and support to carry it out.
- To show a response during an activity
- To use their personal communication system and/ or suitable communication system (facial expressions, gesturing, Object Cues, OOR, photos, switches, symbols)
- Accept support in self-care needs.




# Key Stage 3

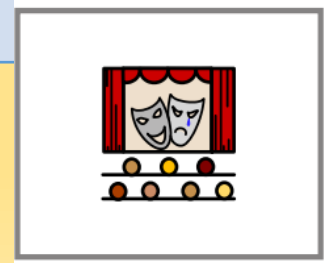
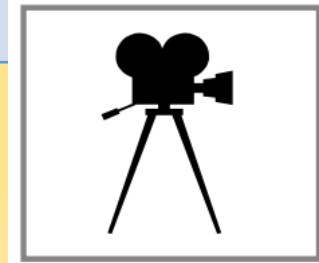
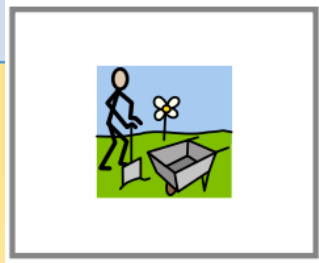
Pathway	The Curriculum
 <p>cedar</p>	<p>Students learn in the 4 key areas of the curriculum: Communication and Interaction, Knowledge and Understanding, Physical Development and Wellbeing. Technological devices (switches, touch screens) are engaging and introduced as a means for students to express their needs and preferences. Pupils to continue to practise and apply appropriate skills, knowledge and understanding acquired in the EYFS, KS1 and KS2.</p> <ul style="list-style-type: none"><li>• Students become increasingly curious about the world around them</li><li>• Students will practice maintaining their skills and learn to carry out tasks with less prompting</li><li>• Express preferences with increased confidence.</li><li>• They begin to show anticipation of the sequence of events within their daily routines</li><li>• Begins to demonstrate realisation and anticipation of activities that promote number, early concepts and word recognition</li><li>• Begins to initiate and practices familiar activities in different environments and with different people.</li><li>• Demonstrates awareness of the sequence of steps within an activity, through initiation, realisation and persistence.</li><li>• Maintains focus and engagement for short periods.</li><li>• They will begin to acknowledge their peers and with support develop initiation and intentional interaction skills</li><li>• Be able to demonstrate understanding of simple instructions and reduced prompts to carry them out.</li><li>• To request a favoured activity with increasing independence using their preferred method of communication.</li><li>• Participate, co-operate and and/ or anticipate with self-care needs.</li></ul>





# Key Stage 4/ 5

Pathway	The Curriculum
 <p>cedar</p>	<p>Students learn in the 4 key areas of the curriculum: Communication and Interaction, Knowledge and Understanding, Physical Development and Wellbeing. Technological devices (switches, touch screens) are engaging and introduced as a means for students to express their needs and preferences. Focus on functional Life and Living Skills. Pupils to continue to practise and apply appropriate skills, knowledge and understanding acquired in the EYFS, KS1, KS2 and KS3.</p> <ul style="list-style-type: none"><li>• Students will become increasingly aware of their surroundings and with support will interact with their environment.</li><li>• They will develop persistence in maintaining skills</li><li>• Express a wider range of emotions with support.</li><li>• To increase intentional interaction with their peers and a wider variety of adults</li><li>• Begin to generalise skills within different activities and environments.</li><li>• Anticipates the sequence of steps within an activity.</li><li>• With support can maintain focus for longer periods of time.</li><li>• Use their preferred method of communication and communication/ or communication systems to request activities with increasing independence</li><li>• To understand the importance of engagement within their learning.</li><li>• To take opportunities to engage in accreditation.</li><li>• Demonstrates realisation, initiation, persistence and co-operate with self-care routines and therapy programmes.</li></ul>



## Activities experienced in the Cedar Pathway

<b>KS1/ KS2</b>	Activities to promote the senses including smell of the day, colour of the day and sensory stories/travel. Developing awareness of the world outside the classroom such as the weather. Daily Active Education sessions with a focus on hand function and making choices. MOVE targets are incorporated into daily routines. Pupils are introduced to simple IT resources. Art/messy play and specific SHINE sessions. Attention and Listening activities such as 'Bucket Time', and SHINE Beats. Reflexology, Relaxation, and reflection time.
<b>KS3</b>	Explorative activities, nature studies (seasons, weather, animals, plants), sensory stories, Active Listening and responding – pre-phonics programme, SHINE beats, drama, art, music, rebound therapy, cookery, RSE & Well-being, sensory exploration of cause and effect, sensology, special yoga, dance.
<b>KS4/5</b>	Sensory stories, ipads. Specific language and communication sessions eg eye gaze, Early Communication. Life skills and sensory cooking. Sensory stories with art. Active Education, Hydrotherapy and MOVE. Rebound Therapy and reflexology. Social clubs and individual music therapy.

# EXTENSION ACTIVITIES

Throughout the key stages students will be given access to a variety of enrichment activities in order to support them within a community setting.

- Community visits – shops, park, garden centre
- Residential Trips
- Expressive Arts workshops

Programmes delivered by education staff to include –

- Active Education
- MOVE
- Leisure swim
- SHINE specialist sessions
- Forest School

Further programmes supported by Therapists include -

- Hydrotherapy
- Speech and Language Therapy
- CAT Team (Communication Assisted Technology)
- Occupational Therapy
- Physiotherapy

## Assessment & Recording

Engagement is the common aspect of learning and shows the extent to which pupils are actively engaged within the process of learning. Sustainable learning can only occur with meaningful engagement.

Engagement represents variations in attention, interest and involvement which pupils demonstrate when they participate in learning new skills; they can then master these skills and learn how to generalise and apply them to functional situations.

The Engagement model enables us to:

- ★ observe; allowing insight that improves provision
- ★ use a pupil centred approach focussed around individual ability
- ★ promotes consistency and a common language
- ★ recognises the complex interactions between physical, sensory and learning, and the impact of this on pupil progress.

The engagement model is focussed on 5 Key areas (in no hierarchal order):

- ★ Exploration
- ★ Anticipation
- ★ Realisation
- ★ Persistence
- ★ Initiation

In order for the engagement model to be successful targets need to be appropriate, relevant, realistic and obtainable, and these are set collaboratively with all relevant parties involved with the pupil (e.g. parents / cares / therapists / teaching staff etc). Targets will be set across the 4 dimensions, and be implemented through the pupils daily program. Teachers work hard to continually review and assess student learning and adapt experiences according to individual progress and need. Quality observations will inform progress and next steps.

All students will be baselined against the assessment criteria on entry into school and their targets will be assessed termly with new targets set. Targets are assessed according to the level of skill achieved and the degree to which it was independent in conjunction with the Engagement Model observations/profile. We understand that some pupils do not always achieve their targets due to illness, change in diagnosis or absence. Each target is reviewed and analysed to ensure they are achievable to reflect the current situation. Successes are built upon, and acquired skills maintained through practice.

St Nicholas endeavours to use assessment tools which best provide the most effective monitoring of pupil progress within the curriculum and additional interventions accessed.

We have created an assessment tool based on extensive research (Routes for Learning (RFL), MAPP, P scales, Pupil Asset, Shared Goals, MOVE, Active Education, Switch Progression Roadmap, OCR continuum, Scales of Engagement(S of E), Leuven and through County Moderation) and collaborative work with multi-agency colleagues. We are confident that this assessment tool provides the most effective, productive data which will inform future planning and create the best possible learning experiences for our pupils and their hopes and dreams for the future.

The assessment tool focusses on the four areas of learning ie Communication and Interaction, Knowledge and Understanding, Physical Development and Well Being each incorporating four strands to ensure full coverage of learning experiences. We recognise the individual nature of our pupils and that whilst some may excel in areas others may not and therefore have created the 'Stars of Success' which encompass and incorporate a variety of assessment tools relevant for our pupils. We will use the individual engagement profiles to assess and monitor progress in all areas.

In addition to these assessment tools, in Key Stage 4 through to 5, pupils work on gaining accreditation through the OCR Life and Living skills programmes. This programme encourages transitioning of skills into everyday life and modules are selected to suit individual need. Some students may gain a certificate or diploma.