The Meadows School

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Teaching and Learning Policy

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| Updated: | February 2022 |
| Date to be reviewed: | February 2025 |
| Ratified by Governors: |  |

**Amendment Register**

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| --- | --- | --- | --- | --- |
| **Amendment****Number** | **Date** | **Detail** | **Amended****By** | **Approved** **By** |
| 0 | Feb 2022 | Initial Issue | E Pace | Headteacher |
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**Context**

The Education Act 2002 requires all state schools in England to provide students with a curriculum that:

* is balanced and broadly based
* promotes the spiritual, moral, cultural, mental and physical development of students
* prepares students for opportunities, responsibilities and experiences for tomorrow’s new journeys and destinations.
* follows the National Curriculum for England including religious education and sex and relationships education for secondary-aged students

To complement this, the curriculum framework at The Meadows has been designed to ensure a student’s unique needs are met in the most effective, creative and enjoyable way. The rationale for all curriculum areas has been based on how students engage and what they need to learn. Planning starts from a student’s current strengths and needs, developing key skills needed for life across a range of contexts, indoors and outdoors, to enable learning to be generalised. Weekly outdoor lessons help students to contextualise learning and aid wellbeing (see Outdoor Policy). We believe this is the most effective way of ensuring a curriculum that is truly inclusive and accessible for students with exceptionally diverse needs. Students will take part in weekly off-site trips

Our students learn best within a framework which provides a responsive environment, linking personalised learning goals and planned structured experiences to a student’s interest; this not only develops their intellectual capacity, but their interaction skills, independence, communication, physical control and sensory skills. The rationale underpinning our curriculum is in response to the Rochford Review, and in consideration of the wealth of research and underpinning effective pedagogy for students with SEND.

Students at the earliest developmental levels; most of whom have complex physical, sensory and medical needs, students with profound, severe and moderate learning difficulties and students with or without autistic spectrum conditions, are supported in specialist areas through access to a range of therapists and interventions.

**Our mission**

Our mission is to provide a curriculum, which includes:

* Personalised approaches to learning
* Working in partnerships
* Changes, challenges and evolves
* All-encompassing inclusive approach
* Personal Safety Targets
* Functional life-skills to prepare students for learning and preparing today, for tomorrow’s new journeys and destinations.

The Meadows provides a distinctive and challenging curriculum that:

* encourages active engagement in learning
* enables access to the National Curriculum, accredited awards and EQUALS
* Is personalised to meet individual learners’ needs
* allows each student to reach their full learning potential
* encourages students to work towards gaining national qualifications, where appropriate, both academic and vocational to go on to live a productive and fulfilled life
* is underpinned by evidence-based approaches to teaching, learning and assessment
* encourages and enhances self-worth of each and every student
* celebrates our students’ strengths and successes
* encourages the development of personalised functional skills to increase independence

At The Meadows, we have developed a curriculum following the Rochford report so we meet the individual needs of our students, planning a clear pathway that illustrates and demonstrates the steps students take to overcome their challenges. We recognise the importance of a broad and balanced curriculum, always working towards the students personalised learning goals (PLG) identified at annual review, as stipulated on their EHCP. The EHCP targets are chosen using the 5 Bubbles we plan and teach by at The Meadows (see appendices 8-12). These domains are the starting point, which link the whole curriculum; developing key skills of Communication, Cognition, Independence, Physical Development and Social, Emotional Well-being and are reviewed annually. These transferrable skills are designed to equip our students for tomorrow’s new journeys and destinations.

**Intent**

The Meadows’ curriculum focusses on **enjoyment** and **engagement** in learning. It has a clear purpose on **‘getting it right for everyone’** by ensuring that learning is **personalised** to the needs of our learners. It is characterised by a **broad, balanced, relevant, holistic** and **personalised curriculum**, interlaced with **cultural capital** skills, which accommodates and supports the needs of our learners, so they can **reach their potential** – learning and preparing today, for tomorrow’s new journeys and destinations. **Communication**, **wellbeing**, **life skills** and **enjoyment** are the key drivers: we want our students to be **happy**, to **feel safe**, to achieve their potential and to **feel valued** as a **member of the community**. Recovery Curriculum is in place due to COVID. Equality and Diversity is a core feature of our curriculum.

**Implementation**.

Teachers present subject matter clearly, promoting appropriate discussion about that being taught. They check students understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they modify and adapt their teaching where necessary. Teaching is designed so that students know more and remember more through repetition and stretching. Learning is adapted so that each individual understands and remembers with more fluency, accuracy and application.

Learning needs to be an engaging and rewarding experience for all; it should be exciting, personalised and differentiated to meet each student’s needs. We acknowledge that people learn in various ways, and we recognise the need to develop strategies that allow all students to learn in the way that suits them and enables them to fully meet their potential.

Students who have been identified as More Able Gifted and Talented are supported across the school within the curriculum, with specific strategies and interventions appropriately planned by the class teacher and overseen by the Key Stage Manager and Pathway Lead, to ensure that their specific needs are met. We aim to enhance their experiences and learning. In Key Stage 5, students have been identified to take part in different work-related learning opportunities, including hospitality and catering, design technology, administration, housekeeping and horticulture.

**Impact**

Learners develop knowledge and skills across the whole curriculum. Students in all four pathways are provided with exciting, relevant and challenging content. Regular review as part of the monitoring cycle ensures students are making progress in all areas of learning.

The assessment tool used throughout school is ‘evidence for learning.’ This programme allows teachers to input students personalised EHCP targets and collect evidence against these targets for all of the domains of the Code of Practice. To quantify this evidence and facilitate the recording of progress we use multiple tracking systems, which reflect the differing needs of students in each pathway.

Targets are robust and provide suitable challenge for students; they are set with partner agencies and families. Targets reflect the needs of individual students, whilst always considering life skills and functionality to best prepare students for life after the Meadows.

Formative and summative assessments are used to collect meaningful data and to provide targeted interventions across all domains of the EHCP. We recognise the importance of moving away from a single-lens approach to data by:

-       Having a dedicated support team within school to track, support and provide behavioural interventions

-       Adopting a clear, effective pupil premium strategy

-       Completing vulnerability assessments for each student

-       Providing enhanced multi-agency support, including Speech and language therapy, Occupational therapy, Educational psychologists and physiotherapy

-       Having a knowledgeable and experienced pastoral team

(An outline of The Meadows’ Intent, Implementation and Impact can be found under Appendix 1)

**Equal Opportunities (please refer to separate policy)**

Teaching approaches and resources will enable all students to have equal opportunities to participate in the curriculum of the school, regardless of their culture, gender or religion.

**Non – negotiables for Learning and Life (please refer to Appendix 2)**

**Curriculum Pathways (Overview)**

We understand that development is not an automatic process and that our students learn to develop in a unique way. We have adopted a curriculum structure with four broad Pathways: Pre-Formal, Braided, Semi-Formal and Formal which are not defined by age but by need and achievement – students may therefore move from one Pathway to the next at any point in their school life. Functional learning is promoted within each Pathway, preparing students today, for tomorrow’s new journeys and destinations. Each Pathway covers skills, knowledge and understanding across a range of curriculum bubbles.

* Pre-Formal for students with profound and multiple learning difficulties. They access a curriculum that incorporates the characteristics of effective learners, social and emotional wellbeing, within the security of responsive environments.
* Braided for students with complex autism/sensory needs and significant learning difficulties, who need more transactional support for their communication and emotional regulation needs. Depending on the student’s academic level, this Pathway draws from all 3 Pathways for their learning goals. Braided learners are provided with extra provision and strategies to develop their communication and regulation needs. We draw from a huge wealth of ASC provision and strategies which is supported through the SCERTS framework and the 5 bubbles areas (please refer to appendices 8-12).
* Semi-Formal with severe learning difficulties and Formal students with moderate learning difficulties, follow our Semi-Formal Curriculum and learn best when it is related to their own experiences and functional learning activities. This curriculum is divided into the 5 bubbles areas.

 For individual Pathways please see below:

 **Explorers** - Pre-Formal Curriculum Pathway (please refer to appendix 3)

 **Seekers** – Braided Curriculum Pathway (please refer to appendix 4)

**Climbers** - Semi-Formal Curriculum Pathway (please refer to appendix 5)

**Navigators** - Formal Curriculum Pathway (please refer to appendix 6)

**Post 16** Curriculum (please refer to appendix 7)

**We provide extra provision**

* Hydrotherapy (Physiotherapists)
* Water therapy (teaching staff)
* Specialist PE Teacher
* West Albion
* Rep Drama (external)
* Open Orchestra (external)
* Forest School (trained teaching staff)
* Art Therapy (external)
* Educational Psychologists (external)
* Sensory Rooms
* Sensory Integration Rooms
* Gym
* Food Tech Room
* Soft Play Room
* Dram/Music Room

**Bubbles**

At The Meadows, there are 5 subject specific bubbles. Further information on how these bubbles work across Pathways and Key Stages can be found in the appendices (please see below):

**My Thinking** - (please refer to Appendix 8)

**My Communication** – (please refer to Appendix 9)

**My Independence** - (please refer to Appendix 10)

**My Lifestyle** - (please refer to Appendix 11)

**My Body** - (please refer to Appendix 12)

**Learning Environment – All Classes**

The classroom should promote effective learning.  We expect that all students will experience consistently high quality engaging and learning environments.

We expect that every classroom should:

* Be clean, tidy and uncluttered, including the teacher’s desk
* the school intent/vision displayed
* Pathway Non-Negotiables
* A visual timetable displayed
* Student work displayed (see ‘Display Policy’ below)
* Negotiate class rules with students and display them
* Appropriately furnished classrooms with layout determined by student need
* Staff areas and work areas clearly marked and kept tidy
* Class reward systems displayed
* Headteacher Awards for exceptional work/effort
* Celebration board to promote WOW moments

**We develop an excellent learning environment**

We do this by incorporating the following into our daily practice:

* The Meadows’ Non-Negotiables (see attached)
* Clutter-free environment, including teachers’ desks
* Effective use of symbols

* Ensuring visual clarity for all students, especially those with visual impairment

* Every opportunity is used to develop English and Maths
* Having personal learning space for those who need this

* Good use of appropriate seating and positioning
* Having structure and consistency

* Having high expectations of classroom behaviour and awareness of others
* Effective use of visual/auditory timetable (and ensure it correlates to the visual display timetable at all times)
* Effective use of OORs and music cues
* Having interactive displays which are stimulating and can be used as a learning tool

* Appropriate ICT readily available

* Individualised learning areas for specific groups, egg sensory area, work stations
* Ensure COVID risk assessment is followed

**We use time and resources effectively**

We do this by:

* Structured lesson planning
* Resources well-chosen and well organised

* Providing appropriate resources for personalised needs
* Use of practical real-life resources and artefacts
* Appropriate staffing levels

* Effective time management
* Ensuring resources are planned long term

* Ensure appropriate pace to lesson
* Evaluate use of specific resources
* Using alternative communication systems
* Effective and efficient use of PPA time

* Giving students time to learn in real-life situations, increasing the opportunity to generalise skills

**We identify appropriate tasks**

We do this by:

* Individual assessment

* Studying available data

* Ensuring tasks are motivating and meet students’ learning styles
* Ensuring tasks are presented in a clear way

* Using structured next steps towards individual targets
* Using practical real-life world tasks

* Following advice from Multi-Agency Team
* Assessing well before moving on
* Appreciating students’ individual skills

* Use of alternative communication
* Use of ICT

* Ensuring tasks are presented in a structured clear way

* Ensuring students are taught how to access the different classrooms and resources

**We ensure the students know what is expected of them**

We do this by:

* Using clear communication in a variety of means
* Use of visual timetable and objects or music of reference

* Modelling
* Showing/telling student aims for each lesson/activity.
* Consistency of expectation of learning and behaviour

* Routines and structure
* Negotiate class rules with students and display them

* Use of social stories

**We have high expectations of students**

We do this by:

* Setting challenging targets
* Giving students processing time to achieve their best

* Presenting work to students positively and clearly
* Telling students what is expected
* Judging appropriate pace with lessons

* Providing structures and techniques for learning
* Communicating high expectations to parents/carers

* Expecting improvement
* Setting a challenging Curriculum
* Use of ICT to extend students

* Setting EHCP annual targets which are challenging not predictive
* Communicating high expectations to our students

* Use of planning to extend students
* Ensuring Careers and Enterprise partners have high expectations

* Communicating our high expectations to the community
* Providing new and exciting opportunities for all students

**We celebrate students’ achievement**

We do this by:

* A range of rewards. Class points, stickers, good work wall, notes home, verbal praise,

* In-task praise
* Noticing and rewarding good and expected behaviour

* Accreditation opportunities

* Student Council
* Half-Termly Newsletter
* Achievement/Success displays in the classroom around school
* Allowing them to be a positive model
* Where are they now (ex-students)

* Ensuring rewards are specific and meaningful to individual students

**We ensure students are involved in their own learning**

We do this by:

* Sharing targets with students

* Clear targets at the start of lessons
* Visual cues for those who need this
* Student council

* Clear consistent expectations
* Student Voice activities

We recognise that although we have distinct class provisions there are some learners that need the approaches used in other classes.

**How we achieve effective teaching:**

Teaching offers learning opportunities. These include the many planned activities and experiences we can offer as well as responding to the unexpected and incidental opportunities. Teachers use a variety of methods to deliver the Curriculum to ensure that active learning is happening. These may include:

* Assessment for learning

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* Co-operative learning

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* Differentiation

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* Embedding subjects/activities/routines
* Experiential learning

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* Learning conversations



* Modelling



* Multi-sensory learning



* Relating theory to practice

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* Using e-learning and technology

At our school, effective learning is achieved through a team approach in which teachers, assistants, therapists and other specialists collaborate to focus on motivating students and students and building on their interests, skills and aspirations.

**Additional Needs**

Considering the nature of our children and common difficulties with language and communication, we adopt differentiated approaches in all classrooms for students to access lessons as easily as possible. We have dedicated sessions which are used to provide 1:1 intervention for students.

**We use Blended Learning effectively**

We do this by

* Use of Blended Learning Policy

* Linking home learning to the Curriculum and/or topic
* Setting homework on an agreed day a week

* Making home learning relevant to home
* Ensuring parents/carers know how to play their part
* Ensuring students’ success in home learning is celebrated

* Providing positive feedback to students/parents/Pathway Leads
* Use as a base for future developments

* If absence is because of self-isolation, families will be supported on an individual basis

**Roles and Responsibilities**

**Role of Teacher (including ECTs and Trainee Teachers)**

Teachers are expected to follow a set of professional standards as outlined in the TEACHERS’ STANDARDS.  In order to create an effective climate for teaching and learning, staff should:

* Have high expectations of themselves, support staff and students, taking responsibility for the engagement and learning of all children in their classes.
* Plan, deliver, monitor, and evaluate the curriculum effectively.
* Ensure that person(s) covering class receive planned work at least 3 days prior to them teaching their class so that any concerns can be addressed
* Be creative (think outside the box), flexible and adaptable using a variety of strategies for differentiation. Have an awareness of the specific English and Maths needs of each student and ensure that activities are accessible yet remain appropriately challenging to individual students;
* Set targets for students to help them review and develop their learning and use data as a diagnostic and motivational tool;
* Set targets that relate to the student and take into into consideration how they will aid the student once they have left The Meadows;
* Provide opportunities for teacher, self and peer-assessment;
* Recognise that English and Maths, along with cross-curricular planning, delivering and learning should be addressed in every subject/Bubble;
* Create a positive, nurturing atmosphere based on praise rather than criticism, firm but fair, non-threatening but supportive, challenging but not confrontational, where students feel comfortable taking risks, meeting new challenges and enjoy learning.
* Value all student’s contributions respecting all as individuals with individual rights and equal regard.
* Encourage and support students to participate at their own level, ensuring all are engaged in learning.
* Communicate clearly using a range of strategies.
* Employ a multi-sensory approach and interactive learning techniques to appeal to a range of learning styles, meet and greet students at the door and actively and purposely direct student-seating
* Be consistent and clear about expectations
* Set clear learning objectives and outcomes
* Be well prepared, yet have the ability to adapt teaching/learning experiences in the light of on-going assessment.
* Ensure all supporting staff members are fully engaged in the learning and assessment process.
* Ensure that the Blended Learning Policy is adhered to in relevant situations

**Role of HLTA**

In the absence of the teacher, HLTAs will lead the learning within classrooms:

* Communicate all updates and concerns to the class teacher
* Plan/deliver to intervention groups
* Carry out assessments
* Plan lessons
* Prepare resources
* Record evidence
* Manage support staff and work with other professionals.
* Individualised plans
* Liaise with parents/carers

**Role of LSP**

Work with the classroom teacher to ensure the best working environment for each learner. This will include:

* In the absence of a teacher, lead a class for a short period of time
* Working with individuals or small groups of students in order to help them get the best understanding of the lesson they can;
* Have an awareness of the specific needs of each student and ensure that activities are accessible yet remain appropriately challenging to individual students;
* Support the teacher to maintain high standards of presentation within the classroom;
* Reinforce the values and intent of The Meadows School;
* Reinforce school rules where necessary and address behaviour issues if they arise;
* Administrative tasks in order to help teachers to prepare for lessons
* Record well-written evidence and keep accurate records.
* Ensure that the Blended Learning Policy is adhered to in relevant situations

**Role of LSAs**

Work with the classroom teacher to ensure the best working environment for each learner. This will include:

* Working with individuals or small groups of students in order to help them get the best understanding of the lesson they can;
* Have an awareness of the specific needs of each student and ensure that activities are accessible yet remain appropriately challenging to individual students;
* Support the teacher to maintain high standards of presentation within the classroom;
* Reinforce the values and intent of The Meadows School;
* Reinforce school rules where necessary and address behaviour issues if they arise;
* Administrative tasks in order to help teachers to prepare for lessons
* Record well-written evidence and keep accurate records.
* Ensure that the Blended Learning Policy is adhered to in relevant situations

**Role of Students**

Will contribute significantly to the functioning of school and are at the heart of any decisions that are made within school. We want to ensure that students:

* Are comfortable and safe and feel valued
* Have their say and are listened to
* Achieve the best they possibly can
* Are proud of themselves and their achievements
* Communicate well with staff and know that we want the best for them
* Feel like they can ask for help if they need it and discuss any issues that are troubling them
* Work hard and to the best of their ability
* Respect themselves
* Cooperate with other students and treat them with respect, understanding diversity and recognizing that everyone is valuable
* Engage with Blended Learning when required

**Role of Parents/Carers**

The Meadows feels that it is important that students receive the same moral values and messages from school and home. Therefore, it is important for us to have a good relationship with home. We ask that our learners’ parents/carers:

* Maintain open lines of communication with school
* Support and abide by The Meadows’ rules
* To adhere to school times, with prompt starts and pickups at the end of the day
* Observe the LA and school’s policy on term-time holidays
* Support their child in attending school as much as possible, in order to assist them in achieving the best education they can
* Communicate with school any issues that might affect their child in school
* Support their child’s participation in extra-curricular activities that may be offered as part of their school provision
* Support their child to engage with blended learning when required
* To attend transition meetings/work experience meetings and to support school in their child’s transition to their individual destinations

**Behaviour Management**

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider school environment (refer to Behaviour Policy).

**Assessment** (see Assessment Policy)

**Marking and Feedback** (see Appendix 13)

**Health & Safety/Safeguarding**

The Meadows is committed to safeguarding and promoting the welfare of all students and expects all staff and volunteers to share this commitment. All members of staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and strive to provide this within their classrooms. Please see the Safeguarding Policy for more details.

**Displays of Student Work and Information**

* To create a stimulating and quality environment
* To show pride and respect for the school environment and the students’ work and to celebrate achievement across all abilities
* To inform and share with others
* To illustrate high standards and expectations

**Display areas:**

It is the responsibility of the class teacher to ensure that the displays in their classroom and allocated areas meet the standards of the display criteria as said here.  Each class must have:

* A visual timetable
* WOW board
* Creative and Interactive Communication board (with a class Communication booklet attached)
* Information board: EHCPS, trackers, profiles, planning, school manifesto, non-negotiables

Any additional allocated displays boards are the teacher’s responsibility to display either a range of students’ topic/seasonal work.

**Backing and borders**

* Displaysbackground paper to border
* Please be mindful when stapling background paper, borders and mounted work, to ensure secured effectively and sagging is avoided.
* Staples should be placed neatly
* Corners should be straight and neat

**Mounting work**

* All work should be single mounted
* All edges of mounted work should be cut straight with a guillotine, never scissors
* All photographs that are displayed need to be printed to a high standard

**Title and Labelling**

* Titles need to be printed, cut out and placed centrally either at the top or centre of the board.
* A description of work displayed must be included.
* All labels must be created on the computer.  Minimum font size 48 with Communicate in Print.
* Detailed description of student work does not need Communicate in Print unless appropriate to the needs of the group.
* All work should be labelled with the students’ names and class.
* Other labels should be printed and follow the same mounting expectations as work
* Displays in corridor areas, near sinks or in reach of students should be laminated to preserve the quality of presentation
* Classes which have ‘closed’ displays boards must ensure that these are completely closed

**Responsibilities**

All display is the responsibility of the class teacher.  Teachers with class teams must make all decisions about their display.  This includes choosing colours of backing and borders, design and layout of work.  LSPs can then prepare work (mounting and laminating, background paper and borders). If LSPs are putting up displays on behalf of the teacher, work should be shared with the teacher before being stapled.  LSPs should not put up displays in lesson time.  Directed time can be allocated.

**Timescales**

* Theme/topic displays should be relevant to current topic (for working displays) or previous topic (for celebration of students’ work.)
* Display boards should be changed on a rotation, one at a time to avoid bare walls and lack of display.  The first boards should be changed by Autumn half term.

**Resources**

* My Lifestyle Lead will order backing paper, borders and mounting paper.
* If any specific materials are required please complete order form and hand into reception

Display will be monitored by Key Stage Managers and Governors.  This Policy will be ratified in February 2022.

**Expectations of Student Work**

**PAPER COPY**

Students’ workbooks/folder should be labelled with the correct label.  Where possible, students should write their names using correct letter formation (initial capital letter, followed by lower case).  Where students cannot write their own name, staff should hand write it for them using criteria outlined.

Any work, photographs or evidence should be trimmed down when being stuck into books so that it does not protrude from the edge of the book.

**Classroom Doors (outer facing)**

**Classroom Door Label**

The Meadows’ door labels should be stapled to the red part of the outer classroom door, A4 landscape with the number of the group, e.g. 3.1.  See Appendix 14 for Timetable Guidance.

**Photos**

Photos of all students and staff working in your class should be attached to the door.  This can be as a group or individual

**COVID Addendum**

During the COVID pandemic, The Meadows’ staff will teach a slightly different curriculum remotely to that which we teach in school. We have needed to make some adaptations in some subjects and in the topics covered due to individual needs and the capacity of independent learning.

The Meadows offers a holistic approach to learning, aiming to develop students in all areas. Academic progress runs alongside physical, social and emotional development as students mature and grow. Many of our students find the generalisation of skills a real challenge and need regular opportunities to practice taught skills in a range of settings. As such, blended learning is important in the life of a Meadows student.

The curriculum will be adapted to the specific needs of the students, with clear instructions and support for parents/carers, and will be reviewed weekly. Whilst some blended learning may follow the traditional route of academic reinforcement through books, spellings or mathematics worksheets; for some students, reinforcement of everyday life skills such as dressing, cooking or physiotherapy tasks may be more appropriate through the use of videos produced by teaching staff.

**Appendices**

Appendix 1 An outline of The Meadows’ Intent, Implementation and Impact

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| --- | --- |
|  | **INTENT** |
|  | The Meadows’ curriculum focuses on **enjoyment** and **engagement** in learning.  It has a clear purpose on **‘getting it right for everyone’** by ensuring that learning is **personalised** to the needs of our learners.  It is characterised by a **broad, balanced, relevant, holistic** and **personalised** **curriculum**, which accommodates and supports the needs of our learners, so they can **reach their potential –** learning and preparing today, for tomorrow’s new journeys and destinations. **Communication**, **wellbeing**, **independence** and **enjoyment** are the key drivers: we want our students to be **happy**, to **feel** **safe**, to achieve their potential and to **feel valued** as a **member of the community**.   |
|  | **IMPLEMENTATION** |
|  | **PRE-FORMAL****EXPLORERS** | **BRAIDED****SEEKERS** | **SEMI-FORMAL****CLIMBERS** | **FORMAL****NAVIGATORS** |
| Curriculum Frameworks | EQUALS Non-subject SpecificKS4 ACCREDITATION: ASDAN, ENTRY 1, PPUs 1-4KS5 ACCREDITATION:ASDAN, WORKING TOWARDS ENTRY 1, Life Skills Challenge | KS3 THEMATIC MEDIUM TERM PLANSNon-Subject and Subject Specific: 5 bubblesKS4 ACCREDITATION: ASDAN, ENTRY 1, PPUs 4-9KS5 ACCREDITATION:ASDAN, WORKING TOWARDS ENTRY 1/ENTRY 1, Life Skills Challenge | KS3 THEMATIC MEDIUM TERM PLANSSubject specific: 5 bubblesKS4 ACCREDITATION: ASDAN, ENTRY 1, PPUs 5-10KS5 ACCREDITATION: ASDAN, ENTRY 1, Life Skills Challenge.ASDAN, ENTRY 1, PSD | KS3 THEMATIC MEDIUM TERM PLANSSubject specific:Academic areasKS4 ACCREDITATION: OCR ENTRY 2/3, Life and Living.KS5 ACCREDITATION: ASDAN, ENTRY 2/3, Life Skills Challenge.ASDAN, ENTRY 2/3, PSD |
| Targets | PLGsROUTES FOR LEARNING | PLGsSCERTS | PLGsMEADOWS’ LEARNING CONTINUA | PLGsMEADOWS’ LEARNING CONTINUA |
| Priorities | Physical and Sensory. Not to be in pain.Build around motivators.All available sensory input channels.Independence | Social and Emotional Wellbeing.Emotional regulationBuild around motivators.Concrete and purposeful. Independence | Communication.Maximum participation. Love of learning.Independence | Cognition and Learning.Evaluative thinking.Academic challenge and stretch.Self-directed learning.Independence |
| Communication | Pre-intentional communicationTotal CommunicationOORSwitchesTasselsEye gazeAuditory cues | Functional mode of expressive communicationTotal CommunicationTransactional supportPECSRequesting wants/needsWork CardsIndividual timetable  | Functional and social use of languageTotal CommunicationALDsPODDCommunication booksMakaton | Abstract words and reasoning Total CommunicationSpeechVOCA |
| Pedagogy  | Curiosity ProgrammeSensologyTACPACReboundIntensive InteractionSensory stories… | RoutinesNow & NextAttention AutismSensory DietsIntensive interactionZones of Regulation… | Attention AutismCOSSTGuided ReadingGuided WritingLego therapyCircle of Friends… | PhonicsSPAGReading schemeIndependent ReadingIndependent WritingWhite Rose… |
| Interaction | Shared exploration | Initiation | Small group work | Collaboration to achieve a shared goal.Leadership. |
| Community | Community experiences. | Adherence to social norms to access supported opportunities. | Safe and purposeful role in society that benefits themselves and the wider community.Assisted living. | College and Employment. Towards Independent living. |
|  | **IMPACT** |
| Assessment | EfLSchema: Haring **Engagement Model: 2 dynamic profiles – high and low + regular scale assessments**Sensory Profiles**Learning Conversations with EP** | EfLSchema: MAPP**SCERTS Profile** **Engagement Model: 2 dynamic profiles – high and low**PECS Passport**Learning Conversations with KH/SF** | EfLSchema: MAPP**Engagement Model: annual generic profile**Communication Passport**Learning Conversations with GS** | EfLSchema: MAPP**Engagement Model: annual generic profile**Communication Passport**Learning Conversations with GS** |

Appendix 2 The Meadows’ Non-negotiables for Learning and Life

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Appendix 3

**Explorers - Pre-Formal Curriculum Pathway**

Through the Pre-Formal Pathway, The Meadows School aims to ensure that students **SHINE**:

Feel SAFE in their learning environments.

Are HAPPY, healthy and reach their full potential.

Be as INDEPENDENT as they are able to be.

Feel NURTURED, respected and valued.

Fully ENGAGED in living and learning, be given the opportunity to make choices, have opinions and be heard.

* The Meadows’ Pre-Formal curriculum has been designed to meet the needs of those students who have profound difficulties in communication and need specialist additional support to access their curriculum.
* Students experience EQUALS non-subject specific curriculum and work towards their personalised PLGs
* **Promote independence SKILLS** to help them reach their full potential through to be ready for new journeys and destinations.

**Intent**

Pre-Formal Pathway – curriculum offered:

* **Broad, cross-curricular, sensory, holistic** and **individually bespoke curriculum,** preparing students for tomorrow’s new journeys and destinations
* Adequate **processing time** to allow students to react, understanding and respond to their learning.
* **Engaging** and experiential, offering exciting challenges to **motivate** students to explore the express preferences.
* Allows students to reach their potential, providing support to **learn as independently as they can,** learn with others and be proud of their achievements.
* Promotes **positive mental health,** empowering students to progress both social and emotionally, building resilience and self-esteem.
* Develops **confident** individuals who are able to live **happy, safe** and **healthy** lives.
* Promotes ‘Intensive Interaction’, Tassles, Personalised Objects of Reference and Curiosity, essential communication within the provision.
* Carefully combined holistic, therapeutic and skills teaching.
* Familiarisation and consistent repetition leads to anticipation, participation and communication preferences.
* Provide opportunities to develop **positive relationships,** learn the **value** of sharing, taking turns and respect for themselves and others.

**Implementation**

How we attain our intentions:

* Making sure **effective safeguarding procedures** are in place and that **student welfare,** is always at the centre of provision.
* Encouraging **effective communication** using appropriate/individual AAC.
* **Celebrating** student successes in collaborative and independent work
* **Giving students time** to respond.
* **Combining therapies,** and **multi-disciplinary** interventions into the curriculum.
* Assign **technology** to aid **engagement** in learning and progress.
* Put students at the heart of their learning experiences, providing **flexible learning styles** and **pedagogy.**
* Offer **routines** and **consistency of care.**
* Encouraging students to develop their **independence, motivation** and **engagement with learning.**
* Establish opportunities to develop communication and social relationships, sensory and physical are integrated into each curriculum bubble, and that they key skills of **independence, cognition** and the advancement of **emotional wellbeing** are reflected in the planning and delivery.
* Highlight **reflective** practise and practitioners who are dedicated to the ongoing development of their knowledge.
* Ensure practitioners (teaching staff) **regularly review teaching styles** and ensure they are implemented well, and that students’ knowledge, skills, understanding and engagement continue to develop.
* Monitor student progress using Evidence for Learning which supports the frameworks for all four pathways which include: Routes for Learning and Engagement Profiles
* **Track** student progress using the aboveassessment tools to ascertain that lessons are carefully planned and structured, learning is continuous and our students make expected or above expected progress.
* Video/photo evidence is shared with staff for **moderation,** to ensure continued progression.
* Provide an environment that is **fun** and **emotionally safe.**

**Impact**

How we measure the impact:

* Student progress is assessed using Routes for Learning through the Routemap tracking system, Engagement Model and Profiles.
* Evidence for Learning is the online tracking system used to capture evidence and haring is the mechanism used to make judgements. The haring schema is comprised of 5 judgements; emergent, acquisition, fluency, maintenance and generalisation
* PLGs are personalised and appropriate for each student, these are set in line with their EHCP. Where appropriate, PLG’s link closely to the numbered steps on their current Routemap pathway.
* The Engagement for Learning model is used as a summative assessment tool to baseline students.
* In key stage 4 and 5, accreditation is successfully achieved through awards at the appropriate level
* Student support team provide behavioural support when and if required
* Multi agency approach is provided to support holistic development of each student
* Vulnerability assessments are completed to oversee well-being of each student

Appendix 4

**Seekers – Braided Curriculum Pathway** (complex ASC)

Through the Braided Pathway, The Meadows School aims to ensure that students **SHINE**:

Feel SAFE in their learning environments.

Are HAPPY, healthy and reach their full potential.

Be as INDEPENDENT as they can be.

Feel NURTURED, respected and valued.

Fully ENGAGED in living and learning, make choices, have opinions and be heard.

**Intent**

Braided Pathway – curriculum offered:

* **Broad, cross-curricular, sensory, holistic** and **individually bespoke curriculum,** preparing students for tomorrow’s new journeys and destinations
* Adequate **processing time** to allow students to react, understand and respond to their learning.
* **Engaging** and experiential, offering exciting challenges to **motivate** students to explore and express preferences.
* Allows students to reach their potential, providing support to **learn as independently as they can,** learn with others and be proud of their achievements.
* Promotes **positive mental health,** empowering students to progress both social and emotionally, building resilience and self-esteem.
* Develops **confident** individuals who are able to live **happy, safe** and **healthy** lives.
* Develops essential communication skills through ‘Intensive Interaction’, Makaton, Attention Autism, PECS and the use of alternative modes of communication
* Carefully combined holistic, therapeutic and skills teaching.
* Familiarisation and consistent repetition lead to anticipation, participation and communication preferences.
* Provide opportunities to develop **positive relationships,** learn the **value** of sharing, taking turns and respect for themselves and others.
* **Promote independence SKILLS** to help them reach their full potential, being ready for life after the Meadows
* Functional skill development is at the heart of learning, always striving to generalise and apply learned skills to access the world around them

**Implementation**

How we attain our intentions:

* Making sure **effective safeguarding procedures** are in place and that **student welfare** is always at the centre of provision.
* Encouraging **effective communication** using appropriate/individual AAC.
* **Celebrating** student successes in collaborative and independent work
* **Giving students time** to respond.
* **Combining therapies,** and **multi-disciplinary** interventions into the curriculum.
* Assign **technology** to aid **engagement** in learning and progress.
* Put students at the heart of their learning experiences, providing **flexible learning styles** and **pedagogy.**
* Offer **routines** and **consistency of care.**
* Encouraging students to develop their **independence, motivation** and **engagement with learning.**
* Establish opportunities to develop communication and social relationships, sensory and physical are integrated into each curriculum bubble, and that they key skills of **independence, cognition** and the advancement of **emotional wellbeing** are reflected in the planning and delivery.
* Highlight **reflective** practise and practitioners who are dedicated to the ongoing development of their knowledge.
* Ensure practitioners (teaching staff) **regularly review teaching styles** and ensure they are implemented well, and that students’ knowledge, skills, understanding and engagement continue to develop.
* Monitor student progress using Evidence for Learning, MAPP and SCERTS.
* **Track** student progress using the aboveassessment tools to ascertain that lessons are carefully planned and structured, learning is continuous and our students make expected or above expected progress.
* Video/photo evidence is shared with staff for **moderation,** to ensure continued progression.
* Provide an environment that is **fun** and **emotionally safe.**
* Monitor student progress using Evidence for Learning which supports the frameworks for all four pathways which include: Routes for learning, equals and SCERTS

**Impact**

How we measure the impact:

* Personal Learning Goal’s are written for each student, which are set in line with their EHCP. Input from all professionals helps to shape a holistic set of targets that are meaningful and relevant to each student's development
* Student progress is recorded on Evidence for Learning. This is analysed using MAPP; a 40 point scale to measure small increments of learning across 4 key areas: prompting, fluency, maintenance, and generalisation.
* Videos, photographs and write-ups are used to evidence progress; these are uploaded onto evidence for learning, which constitutes their summative assessment each term.
* Data is collected each term, which enables progress to be tracked and interventions to be put in place where necessary, to ensure that all student’s reach their full potential.
* The SCERTS framework is used to shape PLG’s and create meaningful targets
* SCERTS is used as a summative assessment tool to baseline braided students. This framework provides the appropriate tools to track social communication and emotional regulation that are so important for this cohort of learners.
* Our robust assessment process and continual monitoring creates a clear path of progression for our student’s, and their next steps.
* Termly Learning Conversations between the teacher and Pathway Lead are used to support, challenge and stretch learning whilst generating accurate data to analyse
* Having a secure knowledge and understanding of student need, enables staff to track progress and implement appropriate support, whilst ensuring the provision is adapted in a timely manner
* Interpersonal and learning supports provide appropriate transactional strategies. These are devised as part of a multi agency approach to development
* Skilled and knowledgeable behavioural support are provided where necessary. Data is tracked and monitored weekly by the support team within school. This plays an important role in measuring impact with braided students, who often rely on behaviour to communicate.
* Accredited programmes are successfully completed in key stage 4 and 5, achievement is measured through awards at the appropriate level

At The Meadows, we recognise that students within the Braided Pathway need extra support to develop their social behaviour, in addition to achieving academic success.  We acknowledge that we will not create expected academic achievement unless we provide increased support in social behaviour.  The school is beginning to implement a SCERTS (Social, Communication, Emotional Regulation and Transactional Support) based framework and this will inform individual curriculum provision and demonstrate progress in social and non-academic areas of development.

Appendix 5

**Climbers - Semi-Formal Curriculum Pathway**

Through the Semi-Formal Pathway, The Meadows School aims to ensure that students **SHINE**:

Feel SAFE and confidently live safe, healthy and fulfilling lives

Are HAPPY and successful in their learning, making progress and achieving their academic potential.

Be as INDEPENDENT as they can be.

Feel NURTURED, respected and valued, make a responsible contribution to society

Fully ENGAGED in living and learning, be effective communicators, make effective choices, have opinions and be heard.

And build-up:

**POSITIVE RELATIONSHIPS** with peers, adults and themselves

Self-confidence, to aim high and increase **EMOTIONAL RESILENCE**

**PLANNING SKILLS** to help them reach their full potential through to be ready for new journeys and destinations.

**Intent**

Semi-Formal Pathway – curriculum offered:

* **Appropriate to the student’s cognitive ability** – in KS3 this will provide opportunities to learn through **student-led** activities, moving towards opportunities to develop **functional life skills** in KS4 and KS5.
* **Suitably paced** to allow students to react, respond, understand and contextualise their learning.
* **Engaging** and experiential, offering exciting challenges to **motivate** students to explore and be curious.
* Allows students to reach their full potential, **learn independently with others,** and be proud of their achievements.
* Promotes **positive mental health,** empowering students to progress both socially and emotionally, **building resilience** and self-esteem.
* Develops **confident** individuals who are able to live **happy, safe** and **healthy** lives.
* **Challenging and motivating** so that students are **engaged** and want to learn more.
* Provide opportunities to stretch the most able learners and empower them to **develop their unique talents and abilities.**
* Provide opportunities to develop **positive relationships,** learn the **value** of sharing, taking turns and respect for themselves and others.
* Enables all students, using their form of communication, to become effective communicators at school, home and in the community.
* Accept and adapt different learning styles.
* Develop independence and functional life skills so that students can be active participants in the community.

**Implementation**

How we attain our intentions:

* Making sure **effective safeguarding procedures** are in place and that **student welfare** is at the centre of provision at all times.
* Encouraging **effective communication** using appropriate/individualised AAC.
* **Celebrating** student successes in collaborative and independent work.
* **Giving students time** to respond.
* **Combining therapies,** and **multi-disciplinary** interventions into the curriculum.
* Assign **technology** to aid **engagement** in learning and progress.
* Put students at the heart of their learning experiences, providing **flexible learning styles** and **pedagogy.**
* Offer **routines, stability** and **consistency of care** throughout each pathway.
* Encourage students to develop their **independence, motivations** and **engagement with learning.**
* Establish opportunities to develop communication and social relationships, with sensory and physical integrated into each curriculum bubble, and that the key skills of **independence, cognition** and the advancement of **emotional wellbeing** are reflected in the planning and delivery.
* Share **self-reflective** practise and practitioners who are dedicated to the ongoing development of their own knowledge.
* Ensure practitioners (teaching staff) **regularly review teaching styles** and ensure they are implemented well, and that students’ knowledge, skills, understanding and engagement continue to develop.
* Monitor student progress using an appropriate **curriculum assessment tool,** Evidence for Learning.
* **Track** student progress using MAPP assessment to ascertain that lessons are carefully planned and structured, learning is continuous and our students make expected or above expected progress.
* Video/photo evidence is shared with staff for **moderation,** to ensure continued progression.
* Teachers’ medium-term planning is monitored termly to ensure that new knowledge and skills build on what has been taught before and towards defined outcomes
* Provide an environment that is **creative** and **emotionally safe**
* Offer a cycle of ‘themes/topics’ to ensure breadth and balance across the curriculum.
* Prepare students for their pathways into further education (where appropriate) and adulthood, such as social care or supported living, by offering a comprehensive selection of accredited courses.

**Impact**

Impact is evidenced through the development of students who are able to:

* Demonstrate emotional resilience and use strategies to cope with the challenging demands of school life and prepared to transition effectively to adulthood.
* Use effective communication to have their voice and opinions heard and make decisions for tomorrow’s new journeys and destinations.
* Be as independent as possible by applying skills to functional activities
* Work towards Personal Learning Goal’s, which are set in line with their EHCP. Input from all professionals helps to shape a holistic set of targets that are meaningful and relevant to each student's development
* Make progress in all areas of the curriculum. Student progress is recorded on Evidence for Learning. This is analysed using MAPP; a 40 point scale to measure small increments of learning across 4 key areas: prompting, fluency, maintenance, and generalisation.
* Demonstrate progress through Videos, photographs and write-ups that are used to evidence progress; these are uploaded onto evidence for learning, which constitutes their summative assessment each term.
* Data collection each term, which enables progress to be tracked and interventions to be put in place where necessary, to ensure that all student’s reach their full potential.
* Access Accredited programmes that are successfully completed in key stage 4 and 5, achievement is measured through awards at the appropriate level
* Engage in learning with low levels of behavioural incidents, accepting interventions that are provided by the student support team

Appendix 6

**Navigators – Formal Curriculum Pathway**

Through the Formal Pathway, The Meadows School aims to ensure that students **SHINE**:

Feel **SAFE** and confidently live safe, healthy and fulfilling lives

Are **HAPPY** and successful in their learning, making progress and achieving their academic potential.

Endeavour to be as **INDEPENDENT** as they are able to be.

Feel **NURTURED**, respected and valued, make a responsible contribution to society

Fully **ENGAGED** in living and learning, be effective communicators, make effective choices, have opinions and be heard.

And build-up:

**POSITIVE RELATIONSHIPS** with peers, adults and themselves

Self-confidence, to aim high and increase **EMOTIONAL RESILENCE**

**PLANNING SKILLS** to help them reach their full potential through to be ready for new journeys and destinations.

**Intent**

Formal pathway – curriculum offered:

* Is **broad, cross-curricular and student** led, preparing students for their future lives and improving their employability skills.
* **Suitably paced** to allow students to react, respond, understand and contextualise their learning.
* **Engaging** and experiential, offering exciting challenges to **motivate** students to ask questions and develop a curiosity for the world around them.
* Allows students to reach their full potential, **lean independently and with others,** and be proud of their achievements.
* Promotes **positive mental health,** empowering students to progress both socially and emotionally, **building resilience** and self-esteem.
* Develops **confident** individuals who are able to live **happy, safe** and **healthy** lives.
* **Challenge and motivating** so that students are **engaged** and want to learn more.
* Provide opportunities to advance the most able learners and empower them to **develop their unique talents and abilities.**
* Provide opportunities to develop **positive relationships,** learn the **value** of sharing, and respect for themselves and others.
* Encourage **critical thinking skills** so students are aware of their right and the rights of others.
* Enables all students, using their form of communication, to become effective communicators at school, home and in the community.
* Develop independence and functional life skills so that students can be active participants in their community, and know how to behave in society.

**Implementation**

How we attain our intentions:

* Making sure **effective safeguarding procedures** are in place and that **student welfare** is at the centre of provision at all times.
* Ensuring key skills for learning are developed, and encouraging **effective** communication, as well as application of skills.
* Celebrating student successes in collaborative and independent work.
* Ascertain that questioning, improving own learning, problem-solving, using and applying and thinking skills have been intertwined (woven?) into each bubble are, and that these key skills are reflected in the planning and delivery.
* Put students at the heart of their learning experiences, fostering **up to date pedagogy and the use of technology** to ensure students are engaged in a broad and balanced curriculum.
* From the earliest opportunity, our curriculum is structured to ensure that all students are encouraged to develop their **independence, self-discipline, responsibility** and the ability to **build resilience.**
* Establish opportunities to develop communication and social relationships, sensory and physical are integrated into each curriculum bubble, and that the key skills of **independence, cognition** and the advancement of **emotional wellbeing** are reflected in the planning and delivery.
* Share **self-respective** practise and practitioners who are dedicated to the ongoing development of their own knowledge.
* Ensure practitioners (teaching staff) **regularly review teaching styles** and ensure they are implemented well, and that student’ knowledge skills, understanding and engagement continue to develop.
* Monitor student progress using an appropriate **curriculum assessment tool,** Evidence for Learning.
* **Track** student progress using MAPP assessment to ascertain that lessons are carefully planned and structured, learning is continuous (24-hour curriculum?) and our students make expected or above expected progress.
* Video/photo evidence shared with staff for **moderation,** to ensure continued progression.
* Teachers’ medium-term planning is monitored termly to ensure that new knowledge and skills build on what has been taught before and towards defined outcomes
* Provide an environment that is **creative** and **emotionally safe**
* Offer a cycle of ‘themes/topics’ to secure breadth and balance across the curriculum.
* Prepare students for their pathways into further education (where appropriate) and adulthood, such as social care or supported living, but offering a comprehensive selection of accredited courses.

**Impact**

Impact is evidence through the development of students who are able to:

* Demonstrate emotional resilience and use strategies to cope with the challenging demands of school life, and prepared to transition effectively to adulthood.
* Use effective communication to have their voice and opinions heard, and make decisions for tomorrow’s new journeys and destinations.
* Be as independent as possible by applying skills to functional activities
* Work towards Personal Learning Goal’s, which are set in line with their EHCP. Input from all professionals help to shape a holistic set of targets that are meaningful and relevant to each student's development
* Demonstrate progress, which is recorded on Evidence for Learning. This is analysed using a formal schema to make judgements: emergent, established and mastered. This is in line with a mainstream model, as students within this pathway are working at national curriculum level expectations and don’t need a fine gradient tracking system.
* Evidence is presented through Videos, photographs and write-ups to evidence progress; these are uploaded onto evidence for learning, which constitutes their summative assessment each term.
* Data collection each term, which enables progress to be tracked and interventions to be put in place where necessary, to ensure that all student’s reach their full potential.
* Access Accredited programmes, that are successfully completed in key stage 4 and 5, achievement is measured through awards at the appropriate level
* Engage in learning with a low level of negative behavioural incidents

Appendix 7

**Post 16**

The Meadows strives to deliver an education highly engaging and of the highest possible quality for our Post 16 learners. It is student-led and relevant to the demands of an ever-changing society. It is essential that our Post 16 learners are given the very best life opportunities, and provided with effective and relevant pathways, for their individualised learning.

**Post 16**

**Intent**

The curriculum offered through Post 16 is designed to develop skills and factual knowledge:

* Providing opportunities for all learners to learn and achieve accreditations at an appropriate level to their ability.
* Providing learners with stimulating and engaging learning experiences.
* Allowing learners to view learning as an enjoyable lifelong journey.
* Enabling learners to make constructive choices throughout their lives, in order to achieve economical and personal success, as responsible citizens.

It is also designed to develop the values and attitudes of learners, creating the whole person, so that all students can:

* Display success in a variety of ways.
* Develop and maintain positive self-esteem.
* Follow a healthy lifestyle.
* Show courtesy, consideration and good humour to others, and themselves.
* Be responsible, honest, caring and confident.
* Be a constructive member of society.
* Communicate effectively about themselves, articulating their own opinions and needs.

**Post 16**

The Meadows gives equality of opportunity in learning, providing a relevant and accessible curriculum, to meet the needs of all learners so they can:

* Feel valued.
* Understand that learning is relevant for them.
* Enjoy learning.
* Take an active part in their own learning in school and be encouraged to be lifelong learners.
* Identify how efficient use of technology can be used for thinking, making and doing tasks.
* Cope effectively, using strategies/interventions put in place, with change and diversity.

**Post 16**

**Implementation**

ASDAN accreditation courses offered throughout Post 16, span a wide range of skills. Key Stage 4 are offered PPU courses, Key Stage 5 are offered ASDAN Lifeskills Challenge through to ASDAN Personal, Social Development (PSD). Students are given every opportunity to achieve success in accredited courses at a level comparable with their ability.

The Meadows endeavours to meet the needs of their students by providing a relevant and accessible Post 16 curriculum via four learning pathways:

**Pre-formal** - Lifeskills Challenge facilitates Post 16 learners in:

* Recognising their own ability to gain attention.
* Making requests.
* Interacting with others in both school and community environments.
* Developing their sense of independence, especially within activities in the community.

**Braided** – Lifeskills Challenge facilitates Post 16 learners in:

Recognising their own ability to gain attention.

* Making requests.
* Giving opportunities to initiate and develop relevant life-skills in order to be as independent as possible
* Interacting with others in both school and community environments
* Preparing learners to be active and sociable citizens in supported living or social care settings

**Semi-formal** - Lifeskills Challenge facilitates Post 16 learners in:

* focussing on relevant life-skills
* teaching our learners to be as independent as possible
* prepare them to be an active and sociable citizen in supported living or social care settings.

**Formal** – Lifeskills Challenge facilitates Post 16 learners in:

* preparing learners for further education or supported apprenticeship placements
* students attain the skills needed for the world of work, to increase opportunity in finding future employment
* students have the prospect of attending a local college. One day weekly visits are in place build up confidence and ease transition

Using a variety of practical, theoretical and creative learning opportunities, **important skills are embedded in the ‘formal’ pathway curriculum for all subjects.** This engagement encourages students to:

* Think creatively, analytically and critically.
* Work independently and collaboratively,
* Understand that learning skills are transferable.
* Communicate effectively about their learning.
* Develop reasoning and/or enquiry skills.
* Understanding and apply these skills in contextual scenarios in preparation for tomorrow’s new journeys and destinations.

Students also have the possibility to carry out work experience, either through supported work placements with local companies or local companies sharing experiences of work at school. Students learn how to write CVs, role-play interview techniques and taught how to present the best of themselves to potential employers.

**Post 16**

**Impact**

The Pre-Formal curriculum is demonstrated through the development of learners who:

* Recognise their own ability to gain attention.
* Make choices and requests.
* Are able to interact with others in both their school and community.
* Have developed some sense of independence, especially within activities in the community.

The Braided curriculum is demonstrated through the development of learners who:

* Recognise their own ability to gain attention.
* Make choices and requests.
* Have developed some sense of independence, especially within activities in the community.
* Are able to interact with others in both their school and community.
* Have developed some sense of independence, especially within activities in the community.
* Giving opportunities to initiate and develop relevant life-skills in order to be as independent as possible
* Interacting with others in both school and community environments
* Preparing learners to be active and sociable citizens in supported living or social care settings

The Semi-Formal pathway provision is demonstrated through the development of students who are:

* Emotionally resilient and able to cope with the challenging demands for tomorrow’s new journeys and destinations.
* Able to have their voice and opinions heard and are able to make decisions in the wider world.
* Able to be as independent as possible in the wider world, but confident enough to ask for help from the right people should they need it.

The Formal pathway provision is demonstrated through the development of students who have a sense of identity, who have a sense of belonging and who feel empowered to make a difference for the better in their community, so they can:

* Be flexible, resourceful and able to adapt to new situations in a rapidly changing world.
* Enjoy life and thrive at key transition points in their lives.
* Understand the relationship between their community and the national/global communities.
* Use national/global resources discerningly and contribute to environmental sustainability.
* Recognise their role and responsibility as members of the local, national and global community by understanding their own values and attitudes.

**Post 16**

For all students, the curriculum reflects the students’ place in their local community. It gives them opportunities to learn about the community they have grown up in, including their sense of belonging, the people within it, the diversity of the community and sense of value for what it is and stands for. This will help students:

* Positively contribute to both the community and school environments.
* Value and respect themselves, their families and others around them.
* Value the diversity of our society.
* Value the environment in which we live.
* Participate in decision-making and contribute to the community.

Appendix 8

My Thinking

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| My Thinking Bubble’s Intent |
| At The Meadows, our aim is to provide an enjoyable and engaging curriculum that accommodates and supports the individual needs of our students so that they have the basic functional skills to be able to participate reach their full potential in the wider community and be prepared for adult life. |
| This bubble includes: **Maths, Science, ICT** |
| Explorers - Pre-Formal Pathway - My thinking for our Pre-Formal leaners incorporates the main stages of cognitive development and the engagement model. For our students, the curriculum is a cross- curricular approach. |
| Key Stage 3 |
| At an exploratory level, students in Key Stage 3 will be using their senses to experience and access a broad, creative and sensory curriculum. In doing so, they will be engaging with familiar and unfamiliar stimuli, recalling some learned responses, making some preferences, and engaging with pretend play with regular sessions from Open Theatre. Through different mediums, students will experience the functional use of some objects as part of their routines, follow instructions and make some choices, and show a greater awareness of what is happening around them. ICT Skills are also taught to establish cause and effect, to make choices and to aid functional communication. Students have opportunities to explore switches, the interactive whiteboard, IPAD Apps and EyeGaze technologies. |
| Key Stage 4  |
| When students transition to Key Stage 4, it is about refining some of these cognitive and ICT skills with more consistent choice making. For some, this may mean engaging students in a more varied and personalised curriculum. Their exploratory skills may involve manipulating objects, object permanence and the relationship between objects. In Key stage 4, this will also include units for ASDAN PPU 1-4. In addition to this, students following this pathway will take part in three Science theme days, which will cover the following areas of Science: Materials, Physical Processes and Life Processes in which are taught through a range of multisensory experiences. |
| Key Stage 5  |
| Some students will have enhanced their independent skills in order to prepare for life after The Meadows. Students also actively participate in problem solving and engaging with different objects and technologies relative to the Life Skills Challenge at WTE level. Students will have greater opportunities to explore familiar and unfamiliar stimuli in multi-sensory environments, and to work with outside visitors and agencies to refine their skills. |
| Seekers - Braided Pathway |
| The Braided Pathway in Key Stage 3 will focus on functional numeracy lessons, delivered both indoors and outdoors. Functional activities will develop skills within number, Geometry and measure. The delivery of lessons will be personalised and specific to the learning style of each student - there will not be a ‘one size fits all’ approach to the curriculum. Within Science, the fundamentals being delivered through practical sessions will be; materials, physical processes and life processes. The curriculum will be adapted to ensure meaningful activities are presented to engage students and develop skills. |
|  |
|  |
| Key Stage 4 Braided |
| In Key Stage 4, Numeracy is delivered through functional units of work taken from ASDAN’s personal progress qualification. The Braided Pathway will be working within levels 5-10 of the achievement continuum. Core units of work have been identified and mapped across the entire year to ensure skills are built upon and revisited to optimise sequential learning. The Braided Pathway relies heavily on repetition, whilst providing opportunity to generalise skills and apply these to real-life situations.Students will take part in Science theme days throughout the year to expand opportunities and embed knowledge of Materials, physical processes and life processes. Science will largely be delivered through ASDAN’s personal progress units and cross-curricular opportunities; this ensures that learning is meaningful for students whilst building upon previously learned skills. |
|  |
| Key Stage 5 Braided |
| In Key Stage 5, Braided learners will have the opportunity to apply previously learned Science skills to real life, functional situations, for example: Cooking, PE, outdoor learning, work experience and enterprise. Key stage 5 students will complete units of work taken from ASDAN’s life skills challenge qualification. Numeracy and science skills will be developed as part of a cross curricular approach to learning, whilst heavily focusing on functional opportunities to apply the key fundamentals in real life situations, for example: number, Geometry, measure, materials and physical/life processes. |
|  |
| Climbers - Semi-Formal Pathway |
| Key Stage 3 |
| The Semi-Formal Pathway in Key Stage 3 will include discrete Numeracy lessons.  Students are exposed to a daily diet of activities that will cover the following areas of Numeracy: Number, Geometry, Addition and Measure, selected according to individual need. Students following this pathway will also have discrete Science lessons, which will cover the following areas of Science: Materials, Physical processes and life processes. |
| Key Stage 4 |
| In Key stage 4, Numeracy is delivered through units of work from ASDAN PPU 5-10. These students will be revisiting and building upon knowledge skills in the following areas:* **Developing number skills**
* **Measure**
* **Position**
* **Sequencing and sorting**
* **Shape**
* **Recognising what money is used for**
* **Recognising the passage of time**

 In addition to this, students following this pathway will take part in three Science theme days, which will cover the following areas of Science: Materials, Physical processes and life processes. |
| Key Stage 5  |
| In Key Stage 5, Numeracy and Science are delivered through units of work from accreditation in ASDAN Life Skills Challenge at Entry Level 1 revisiting and building upon knowledge skills in the following areas: * **Planning and running enterprise projects ( using and handling money)**
* **Developing functional skills – Nature and the environment ( Science life processes)**

In addition to this, students across all pathways are exposed to Numeracy and Science as part of whole school enterprise and STEM challenges and through the academic year in cross-curricular elements of other Bubble areas. |
| Navigators - Formal Pathway |
| Key Stage 3 |
| The Formal Pathway in Key Stage 3 for Numeracy will include students completing units of work covering the following four areas:* **Geometry**
* **Number and place value**
* **Number and Operations**
* **Measure**

Additionally, students following this pathway will also have discrete Science lessons, which will cover the following areas of Science: Materials, Physical processes and life processes. |
| Key Stage 4 |
| In Key Stage 4, Numeracy is delivered through units of work from OCR Entry Level 2/3 Life and Living Skills as well as through daily Numeracy lessons where students will revisit and build upon knowledge skills and understanding of: * **Working with whole numbers up to 10**
* **Reading and recording time**
* **Collecting and presenting numerical information**
* **Using money**
* **Estimating and using units of measure**

Students following this pathway will take part in three Science theme days each year, which will cover the following areas of Science: Materials, Physical processes and life processes. |
| Key Stage 5 |
| Students in Key Stage 5 will work towards accreditation in in ASDAN Life Skills Challenge at Entry Level 2 Entry 2/3 for Numeracy and Science. In Numeracy, students will revisit and build upon knowledge skills and understanding of:* **Using and managing money**
* **Running a mini enterprise**

In addition to this, students across all pathways are exposed to Numeracy and Science as part of whole school enterprise and STEM challenges and through the academic year in cross-curricular elements of other Bubble areas. |

Appendix 9

My Communication

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| **My Communication Bubble’s Intent:** At The Meadows, we understand that few factors will have a greater impact on our students’ life chances in adulthood, than their ability to communicate. Therefore, across our three Key Stages and four Pathways, our core aim is to identify the right functional modes of communication for each individual student and then support them to be the best communicators they can be. Therefore, when they leave our school for the last time, they are able to participate as fully as possible, in the wider community. |
|  |
| **This bubble includes: Reading, Writing, Speaking and Listening.**  |
|  |
| ***Explorers - Pre-Formal Pathway*** |
|  |
| The Pre-Formal Pathway at The Meadows is an engaging, cross-curricular, multi-sensory provision. Communication underpins every learning opportunity with the focus on students developing their ability to intentionally communicate yes/no, express preferences and make choices. As their communicative responses become more consistent (through their use of informal modes, such as body language, facial expression and vocalisation), students are introduced to more formal modes of communication, such as switches, objects of reference and on-body signing. The central aim is to increase students’ autonomy. |
|  |
| **Key Stage 3** Follow the Equals Curriculum, **Key Stage 4** complete ASDAN Accreditation (Life Skills Challenge)**Key Stage 5** complete ASDAN Accreditation (Life Skills Challenge) |
|  |
| Among many others, here are some examples of the provision offered within this pathway; Sensory story, story massage, drama therapy, The Curiosity Program. |
|  |
| ***Seekers - Braided Pathway*** |
|  |
| The Braided Pathway at The Meadows is personalised, practical and functional. Students develop their communication skills through learning opportunities that offer repetition, generalisation and real-life application. Lessons take place in the classroom, outdoors and in the community with the intention of maximising opportunities for building upon learnt skills and generalising them. Intentional communication is developed within this pathway and the use of an identified mode of communication is strengthened for each student (e.g. PECS, Communication Books). Students within this pathway are taught within a Total Communication environment and staff support learning using symbols, PECS, gesture and speech. |
|  |
| **Key Stage 3** Follow the School’s My Communication Curriculum. Students are exposed to a wealth of genre through multisensory, symbol supported stories and activities. They engage in subject-specific literacy lessons linked to a termly topic. Texts chosen follow genre outlined in the 2014 KS3 National Curriculum for English but are suitably modified to match the interests and needs of the group. **Key Stage 4** In KS4, students follow ASDAN Personal Progress Units (points 5 to 10 of the Achievement Continuum). Core units of work have been identified and mapped across the entire year to ensure skills are built upon and revisited to optimise sequential learning. The Braided Pathway relies heavily on repetition, whilst providing opportunity to generalise skills and apply these to real-life situations.**Key Stage 5** In KS5, students will work towards accreditation in ASDAN Life Skills Challenge at Entry 1. Students apply previously learned skills to many real life situations such as cooking, travel training, work experience and enterprise.  |
|  |
| Among many others, here are some examples of the provision offered within this pathway; Sensory stories, drama therapy, Attention Autism, Intensive Interaction, TITAN, Work Related Learning |
|  |
| ***Climbers - Semi-Formal Pathway*** |
| All students within the Semi-Formal Pathway have an identified mode of functional communication (verbal language, Makaton, PECS, symbol-supported communication, voice-output communication devices). The development of this mode forms the bulk of their ‘My Communication’ provision. In addition to the core focus of developing their receptive and expressive language, students have subject-specific teaching in Reading, Writing and Listening. |
| **Key Stage 3** In KS3, students are exposed to the entire genre outlined in the 2014 KS3 National Curriculum for English, but texts are significantly adapted to ensure developmental appropriateness. Texts covered are linked to termly themes and students produce work (through the selection of symbols) to create their own written pieces. In this manor, students will read, respond to and produce poetry, letters, narratives, instructions and plays.**Key Stage 4**. In KS4, students will study ASDAN Personal Progress Units (points 5 to 10 of the Achievement Continuum). Communication units span the year and are not taught as discrete units of work. **Key Stage 5** In KS5, students will work towards accreditation in ASDAN Life Skills Challenge at Entry 1. Students apply previously learned skills to many real life situations such as meal preparation, travel training, work experience and enterprise.  |
| Among many others, here are some examples of the provision offered within this pathway; RWI Phonics programme for those who are ready, Attention Autism, Specialised Drama Therapy, work related learning and Lego Therapy. |
|  |
| **Navigators - Formal Pathway**Students within the Formal Pathway are proficient users of their identified mode of communication. Expressive and receptive language development remains a strong focus; however, the emphasis of learning shifts to the promotion of students’ Reading and Writing skills. |
| **Key Stage 3** Within KS3, students work through the Long-term English Plan. This document ensures students cover the appropriate range of genre, outlined in the 2014 KS3 National Curriculum for English. Students read, respond to and produce work in a variety of genre. They also develop their phonic knowledge through our selected Phonics Program ‘Read, Write, Inc’. |
| **Key Stage 4** In KS4, students complete units from OCR Entry Level 2-3 Life and Living Skills. |
| **Key Stage 5** In Key Stage 5, students work towards accreditation in ASDAN Life Skills Challenge at Entry level 2-3 and ASDAN Personal and Social Development at Entry 1-3. As students progress through the Key Stages, there is an increasing emphasis on functional literacy as the focus of the curriculum moves towards employability. |
| Among many others, here are some examples of the provision offered within this pathway; RWI Phonics programme, Specialised Drama Therapy, work related learning and Lego Therapy. |
|  |
| **Name** Sioned Lewis |

Appendix 10

**My Lifestyle**

The focus of the Lifestyle bubble is to provide students with a strong sense of being an integral part of a community. It encompasses the creative arts and humanities as well as the mandatory religious education (RE), relationships and sex education (RSE) and personal, health and social education (PHSE), with emotional wellbeing being at the core of the curriculum.

There is heavy emphasis on living in the wider world to ensure pupils are as prepared as possible for life after The Meadows, linking seamlessly with the independence curriculum to ensure that they are prepared both with the information and experiences to see them forward and to approach the world as independently as possible. The design of the lifestyle bubble allows for a holistic, rich, balanced curriculum tailored to suit each individual pupil based upon their physical, emotional and cognitive needs.

Within Key Stage 3, the focus is heavily on allowing the students to experience activities thematically through varied approaches to learning, allowing us to optimise their engagement as time passes. Key stage 4 takes this further by allowing the students to develop their prior learning and enhance their understanding through the additional support of rolling and termly ASDAN units. Within Key stage 5, students utilise their ASDAN life skills units and apply their learning experiences over the years as independently as possible.

**Explorers (pre-formal):**

The lifestyle curriculum is embodied across all teaching and learning within the pre-formal pathway due to having a largely cross-curricular teaching format. Through a range of multi-sensory experiences, as well as heavy emphasis on interactions with others, students are heavily encouraged to respond, communicate their preferences and make choices across KS3. The students’ social emotional and wellbeing development is facilitated through a range of shared experiences, whilst ensuring that they all receive an individualised curriculum, therefore having the opportunity to develop and learn at an appropriate cognitive and emotional level for them. This is emphasised in KS4 due to having an understanding of their communication skills through KS3 and with the addition of ASDAN accreditation units. Key stage 5 allows students to amplify their learning over previous years and apply it as independently as possible with the additional ASDAN Life Skills challenges.

**Seekers (braided):**

The Braided pathway, like the explorers, also utilises a cross-curricular teaching format in order to encompass emotional wellbeing in all the students are exposed to. In a similar multi-sensory format used in order to build trust, develop tolerance and heighten engagement, the braided pupils are exposed to social emotional and wellbeing development through an adapted curriculum approach tailored to suit their individual cognitive and emotional understanding. Similar to the pre-formal learners, across KS3, braided pupils are exposed to a variety of experiences to assess their communication and tolerance abilities. This understanding is then used to develop their skills throughout KS4 with the addition of ASDAN units, allowing them to apply them as independently as possible throughout KS5.

**Climbers (semi-formal):**

The semi-formal pathway begins to break teaching down into the curriculum bubble areas in order to differentiate learning. However, the lifestyle curriculum is maintained throughout teaching and learning, with emotional wellbeing and mental health beginning to play a heavy role in all learning and transitions. All students receive individualised learning goals and approaches to teaching whilst also ensuring that working with others plays a significant role within their daily activities to best develop their social and emotional wellbeing. Throughout KS3, semi-formal learners experience and evaluate learning, in order to self-reflect and asses where possible so that they can elicit their understanding of their learning throughout KS4. KS5 focuses heavily on independence and life skills, ensuring that their prior learning is applied as independently as possible.

**Navigators (formal):**

The formal pathway embodies more segmented learning, allowing the students to differentiate between areas of the curriculum. The students are provided with teaching designed to suit their individual goals and learning outcomes, whilst also ensuring that they are exposed to the key elements of living in the wider world, relationships and health and wellbeing, in order to best prepare them with the knowledge and understanding to be as independent and emotionally ready as possible to take on the challenge of life after The Meadows. KS3 formal learners develop their learning skills throughout the early years, assessing their own progression as they go along in order to enhance their understanding within KS4 and apply it within KS5.

The curriculum has been designed with a clear progressive trajectory in the teaching and learning across all key stages and pathways to ensure progression and enrichment of understanding. It’s has been created with a repetitive design in order to enhance the learning fully so to provide pupils with every opportunity to show their own level of understanding and recognition of the content and its purpose.

Appendix 11

**My Independence**

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| **My Independent Bubble’s Intent** |
| Using a cross-curricular approach over time, skills will be embedded into daily activities and through planned termly activities. KS3 will deliver the curriculum through termly projects and KS4 and 5 through accreditation. Progress over time for Personal Independence targets will be recorded through Evidence for Learning. Students have Personal Safety Targets appropriate to their needs. |
| At The Meadows, our aim is to provide a curriculum that accommodates and supports the needs of our students so that they are as independent as possible, able to participate in the wider community and prepared for adult life.This bubble includes Independence and Life skills, statutory careers information and guidance, and work related learning.Every student will have the opportunity to take part in careers week, which includes different careers and roles in the community, work related activities and visits to places of work; as well as whole school enterprise and Pathway STEM activities. |
| **This bubble includes:**  |
| There are four themes that run through all Key Stages to support students into adulthood. These are: Independence, Lifeskills, Self-Care and Work (Careers and Enterprise). The **Independence** strand aims to promote independent travel from transport to the classroom, transition across school to being safe in the community and walking safely in the community.**Self-Care** is supported on daily basis with students being encouraged to support their own wellbeing by attempting tasks with less support over time. These skills will be revisited as part of the PSHE and Physical domain curriculums and supported on a daily basis by the Independence curriculum and guidance. **Lifeskills** is supported by the delivery of food preparation units, where students will explore the use of different equipment. From hoovering to cooking in an oven, students are taught key safety rules which they use equipment and understand the purpose of different equipment. Students will have opportunities to demonstrate their understanding and how to maintain their environment-learning and preparing today, for tomorrow’s new journeys and destinations.**Careers** is delivered by students taking responsibility for small tasks and taking on roles in the wider school. For identified learners, students will be able to complete jobs outside the classroom and support the wider school community. Every year, every student will have the opportunity to take part in an enterprise event and Careers Week, where they can develop independence skills including, but not limited to, showing preference, following instructions, discussing ideas, planning a project and working as part of a team towards a shared outcome.   |
|  |
| **Explorers - Pre-Formal Pathway** |
| **Key Stage 3** |
|  |
| The pre-formal pathway is taught in a largely cross-curricular format through a range of multisensory experiences, objects and stimuli, which will encourage students to respond, communicate their preferences, and make choices.  Personal and social development is facilitated through a range of different media and shared experiences, to include encounters with other adults in the community.  |
| **Key Stage 4** |
|  |
| In Key Stage 4, students will work towards ASDAN PPU 1-4. With cross-curricular, while KS4 have set units for Independence delivery, it is expected that students working at Pre-Formal will have the opportunity to show progress over time in different areas of the curriculum with personalised targets that overlap with the Independence curriculum intent. Through a range of multisensory experiences, objects and stimuli, students are encouraged to respond and communicate their preferences and make choices.  Personal and social development is facilitated through a range of different media and shared experiences, to include encounters with other adults in the community. With repetition planned for across the rolling cycle, students have the opportunity to develop their knowledge and skills in the four areas of the Independence curriculum and show progress over time. |
| **Key Stage 5 WTE1- LSC** |
| In Key Stage 5, Independence curriculum is taught in a cross-curricular format through a range of multisensory experiences, objects and stimuli, which will encourage students to respond and communicate their preferences and make choices. To support the delivery of independence, students work towards accreditation in ASDAN Life Skills Challenge at WTE1(working towards Entry 1). This gives teachers the flexibility to develop a personalised approach; selecting units which will best support skills to consolidate and develop independent skills. To ensure progression, skills are constantly revisited and reported on to show knowledge and understanding being developed overtime. Students will be challenged to show response and communication, their preferences and choices in a range of contexts and activities that will support later life. Students showing preference to activities and stimuli will support individual careers information and guidance supporting best possible destinations. |
|  |
| **Seekers - Braided Pathway** |
| **Key Stage 3 -**  |
| In Key Stage 3, students will be introduced to a project-led approach where students will learn basic skills that support their own well-being and personal social skills. Daily activities are supporting student’s individual needs and the development of independence skills is supported by experiences both on and offsite to include travel, other people and the community. Individual Students’ progress is recorded to show progress over time across different contexts of school life. Repetition of tasks ensure skills are developed with the appropriate level of support. |
|  |
| **Key Stage 4 PPU** |
| In Key Stage 4, students will be start to develop their skills within accreditation units of work (ASDAN PPU 1-6) in the independence over view. Due to the cross curricular nature of My Independence, units of work cited in My body and My Lifestyle focus on Self-care. Work units and independence skills within these topics are to be taught and developed so they can be embedded into the curriculum offer, to allow students the repetition they need to transfer these skills into adulthood. Students will develop skills in the areas of Independence, Lifeskills, Self-Care and Work by working on these skills over time across the different areas of learning. Personalised Independence targets are developed and progress recorded over time in a variety of contexts.  |
|  |
| **Key Stage 5 WTE1 LSC**  |
| In Key Stage 5, students will start to develop their skills within accreditation units of work in ASDAN Life Skills Challenge at WTE1(working towards Entry 1). This gives teachers the flexibility to develop a personalised approach for students that fit within the long term focuses by selecting units, which will best support skills into adulthood. Daily living skills and work skills will be developed to start to show students they have a responsibility for their own self-care and living area. These skills will be consolidated and developed. To ensure progression, daily living skills are constantly revisited and reported on to show knowledge and understanding being developed overtime. Students will be challenged to show a response, their preferences and positive choices in a range of contexts and activities that will support later life. Students showing preference to activities and stimuli will support individual careers information and guidance supporting best possible destinations.  |
|  |
| Climbers - Semi-Formal Pathway |
| Key Stage 3 |
|  |
| The Semi-Formal Pathway includes a range of units selected according to individual need; development of independence skills is supported by experiences both on and offsite to include travel, other people and the community.  Development of life-skills include self-care, cleaning, shopping, food and drink preparation and caring for others. This is develop a sense of responsibility. |
| Key Stage 4 |
| In In Key Stage 4, this also includes units for ASDAN PPU 5-10. In Key Stage 4, students will develop skills within accreditation units of work in the independence overview, developing key skills within My body and My Lifestyle units, where students will focus on Self-care and Work units.As part of the students becoming more thinkers that are independent, students will develop skills in the areas of Independence, Lifeskills, Self-Care and Work by working on these skills over time across the different areas of learning. Personalised Independence Targets are developed with key focuses being revisited to develop skills in Independent Travel, Independent living skills, Self- Care and work skills.  |
|  |
| Key Stage 5 |
|  |
| In Key Stage 5, students work towards accreditation in ASDAN Life Skills Challenge at Entry Level 1.  All students receive individual careers information and guidance, and take part in careers week, which includes encounters with other adults in the community, role-play, and visits to places of work, as well as whole school enterprise and pathway STEM activities. |
| Navigators - Formal Pathway |
| Key Stage 3 |
| In Key Stage 3, the Formal Pathway teachers have 4 topics that they will cover using a project to bring all these themes together. The development of independence skills will be supported by experiences both on and offsite to include independent travel, working with other people and playing a part in the community.  Development of life-skills supports students in looking after themselves and the home. This is encouraged on a daily basis with an emphasis on tasks being completed by students starting to plan, follow a routine and problem solve situations that arise in different areas of the curriculum offer. Students personalised targets will have an emphasis on what students can do themselves with minimal support. With students taking responsibility for their own learning, they will have regular practice at completing individual tasks and working collaboratively as part of a team. Using knowledge and understanding of how to complete tasks with experience these can be self-directed.  |
|  |
| Key Stage 4 |
| In In Key Stage 4, this also includes units for OCR Entry Level 2/3 Life and Living Skills. In Key Stage 4, students will develop skills within accreditation units of work in the independence overview, but will also develop key skills within My body and My Lifestyle units, developing key skills, where students will focus on Self-care and Work units.As part of the students becoming more thinkers that are independent, students will develop skills in the areas of Independence, Lifeskills, Self-Care and Work by working on these skills over time across the different areas of learning. Personalised Independence targets are developed with key focuses being revisited to develop skills in Independent Travel, Independent living skills, Self-Care and work skills. |
|  |
| Key Stage 5 – PSD and LSC  |
| In Key Stage 5, students are working towards independence to support them into adulthood and life after the Meadows. Independent skills learnt in KS3 and KS4 are built onto ensure independent skills are used in Lifeskills context and integrated within daily life. The skills learnt are used functionally in a variety of contexts so Self-care and Lifeskills can be applied to encourage independent thinkers and enquirers. To develop these skills, students engage with workplace tasks to take responsibility for their own actions and develop an understanding of tasks they enjoy and would like to try in the future to develop. They will have the opportunity to develop a wide understanding of Lifeskills that support them. Students, as part of offsite visits, will engage with Travel Training in offsite visits from walking to planning a journey and going on public transport to a desired location. In KS5 Accreditation ASDAN Life Skills Challenge at Entry 1-3 and PSD at Entry 1-3 supports the delivery of the Independence curriculum. This course of study ensures students have the opportunity to show progression over time through repetition of daily tasks, helping students to consolidate skills and develop new skills. This will be done in homework and offsite contexts. All students receive individual careers information and guidance and are part of the process with transition with placement visits and meeting key professionals.  |
|  |
| **Name** Ash Furness  |

Appendix 12

My Body

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| **My Body Bubble’s Intent** |
| At The Meadows, our aim is to provide a curriculum that focuses on enjoyment and engagement in learning. It accommodates and supports the needs of every individual student so that they have the opportunity to develop their physical movement through enrichment, play and build positive social interaction with adults and peers. This will enable our students to participate in the wider community and be prepared for their next steps to adulthood after The Meadows.We recognise the importance of Physical Education to a child’s physical, cognitive, social and emotional development as well as the role it can play in a child’s spiritual, moral and cultural development. Physical Education develops the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes attitudes towards a healthy lifestyle.This bubble includes: **Physical Education, Hydrotherapy, Swimming and Forest School.** |
| **Explorers - Pre-Formal Pathway** |
| The Pre-Formal Pathway is taught in a largely cross-curricular format linking physical movement to all aspects of their curriculum. These students are exposed to Rebound Therapy, Hydrotherapy, Water Therapy, Yoga Therapy and Wheelchair Dance. Students in this pathway will have posture support and massage which link to their physiotherapy plans. |
| Key Stage 3- Equals Curriculum |
| Key Stage 4- ASDAN PPU 1-4 |
| Key Stage 5- ASDAN Life Skills Challenge at WTE level. |
| **Seekers - Braided Pathway** |
| **Key Stage 3** |
| The Braided Pathway in Key Stage 3 focuses on functional physical lessons delivered indoors, outdoors and off-site. Functional activities are derived from the My Body Curriculum, which will develop skills within physical development. The delivery of lessons will be personalised and specific to the learning style of each student; there will not be a ‘one size fits all’ approach to the curriculum. We aim to provide a broad and balanced curriculum to aid children’s increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. The curriculum will be adapted to ensure meaningful activities are presented to engage students and develop skills at appropriate times.  |
| **Key Stage 4** |
| In Key Stage 4, the Physical Curriculum is delivered through functional units of work taken from ASDAN’s personal progress qualification. The Braided Pathway will be working within levels 5-10 of the achievement continuum. Core units of work have been identified and mapped across the entire year to ensure skills are built upon and revisited to optimise sequential learning. The Braided Pathway relies heavily on repetition, whilst providing opportunity to generalise skills and apply these to real-life situations within the wider world. All learners will have access to enrichment and therapies, which match their needs. This could include swimming, physiotherapy, yoga, Rebound therapy, sensory integration, sensory circuits and sensory exploration.  |
| **Key Stage 5** |
| In Key Stage 5, Braided learners will have the opportunity to apply previously learned skills to real life, functional situations, for example: PE, offsite activities, outdoor learning and work experience. Key Stage 5 students will complete units of work taken from ASDAN’s life skills challenge qualification. Physical skills will be developed as part of a cross-curricular approach to learning, whilst heavily focusing on functional opportunities to apply the key fundamentals in real life situations.  |
| **Climbers - Semi-Formal Pathway** |
| **Key Stage 3** |
| We aim to provide a broad and balanced curriculum to aid children’s increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. A balance of individual, team, cooperative and competitive activities aims to cater for individual pupil’s needs and abilities, supporting a holistic and personalised curriculum. In addition to the importance placed on lessons, we also promote our wider curriculum offer, which includes the opportunities for pupils to take part in off-site sports and activities. Daily physical activity and health enhancing activities also play a crucial role in our offer to pupils, with a clear purpose of getting it right for everyone.  |
| **Key Stage 4** |
| In Key Stage 4, Physical Education is delivered through units of work from ASDAN PPU 5-10. In addition to this, students following this pathway will all have discrete Physical Education lessons covering gymnastics, athletics, field games, dance, net and wall games and adventure activities. All learners will have access to enrichment and therapies, which match their needs. This could include swimming, physiotherapy, yoga, Rebound therapy, sensory integration and sensory exploration in the sensory room. Students will also work towards their physical section for their Duke of Edinburgh Award at Bronze and Silver. |
| **Key Stage 5** |
| In Key Stage 5, Physical Education is delivered through units of work from accreditation in ASDAN Life Skills Challenge at Entry Level 1. Students will aim to get out into the community, using facilities like Malthouse Stables and the Portway Leisure Centre to get their physical exercise. They will also be completing their physical section of the Duke of Edinburgh Award at Silver and Gold level. |
|  |
| **Navigators - Formal Pathway** |
| **Key Stage 3** |
| We aim to provide a broad and balanced curriculum to aid children in increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. A balance of individual, team, cooperative and competitive activities aims to cater for individual pupil’s needs and abilities, supporting a holistic and personalised curriculum. In addition to the importance placed on lessons, we also promote our wider curriculum offer, which includes the opportunities for pupils to take part in offsite sports and activities. Daily physical activity and health enhancing activities also play a crucial role in our offer to pupils, with a clear purpose of getting it right for everyone.  |
| **Key Stage 4** |
| In Key Stage 4, PE is delivered through discrete units based on the National Curriculum. Students are pushed to evaluate and plan their own learning to improve skills and increase fitness in each Unit. The will complete some OCR units which relate to physical wellbeing. |
| **Key Stage 5** |
| Students in Key Stage 5 will work towards accreditation in in ASDAN Life Skills Challenge at Entry Level 2 Entry 2/3. |
| **Name Ariane Parcell** |

Appendix 13

**Marking and Feedback**

Written feedback must:

* relate back to the learning objective(s) and possibly the success criteria
* be positive (‘what went well’)
* support the student to improve (‘next steps’ or ‘even better if’)
* ‘next steps’ are mandatory for a ALL pieces of work, including accreditation

Key Stage 3 topic work will be assessed using an independent marking system.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Pre-Formal** | **Braided** | **Semi-Formal** | **Formal** |
| Learning objective(s) and the date must be recorded on every piece of students’ work/ evidence. |  |  |  |  |
| Learning objective(s) (recorded in student-friendly language) and the date, must be recorded on every piece of students’ work/ evidence.  |  |  |  |  |
| Audience of written feedback: colleagues, therefore annotation in the third person. |  |  |  |  |
| Audience of written feedback: the student, therefore annotation in the first person, written in simple, student-friendly language. Everything written by the adult must be to the student, not to another adult, about the student. |  |  |  |  |
| Feedback must be INSTANT and APPROPRIATE to the individual’s level of receptive language and mode of communication. |  |  |  |  |
| If the activity is complex (for example: independent writing or maths worded problems), then staff must record the shared success criteria on the piece of work / evidence. |  |  |  |  |
| Annotation must be brief, but include: * the level and nature of support (see code below)
* the student’s attainment of the learning objective
* next steps
 |  |  |  |  |
| If the learning journey is not clear, include contextual information |  |  |  |  |
| Self-assessment and peer-assessment must be explicit and used regularly where appropriate |  |  |  |  |
| An accessible attempt must be made to inform the students of their learning. This may take the form of stickers, stamps, faces… |  |  |  |  |
| **Support Code****I** – Independent**VS** – Verbal Support **GS** – Gestural Support **PS** – Physical Support**Min** – Minimal Support **Mod** – Moderate Support **F** – Full Support |

Appendix 14

**Timetables**

Each Pathway has a set design for their timetable.  Timetables must state clearly to class visitors what is happening, e.g. Bag Books is not sufficient.  What is the context of this lesson: reading, sensory story etc.?

All timetables must display the following information:

* Century Gothic font, 12/14
* Teacher name
* Group number
* Room number
* Title (e.g., Seekers  Braided)
* Days of the week
* Times
* Outdoor activities/learning
* Collective Worship/Assembly
* Aim for a minimum of six trips per term
* Minimum of 1 outdoor lesson/activity per week (excluding Forest School and PE)
* Class timetable and visual timetable SHOULD ALWAYS BE the same

**Photos**

Photos of all students and staff working in your class should be attached to the door.  This can be as a group or individual