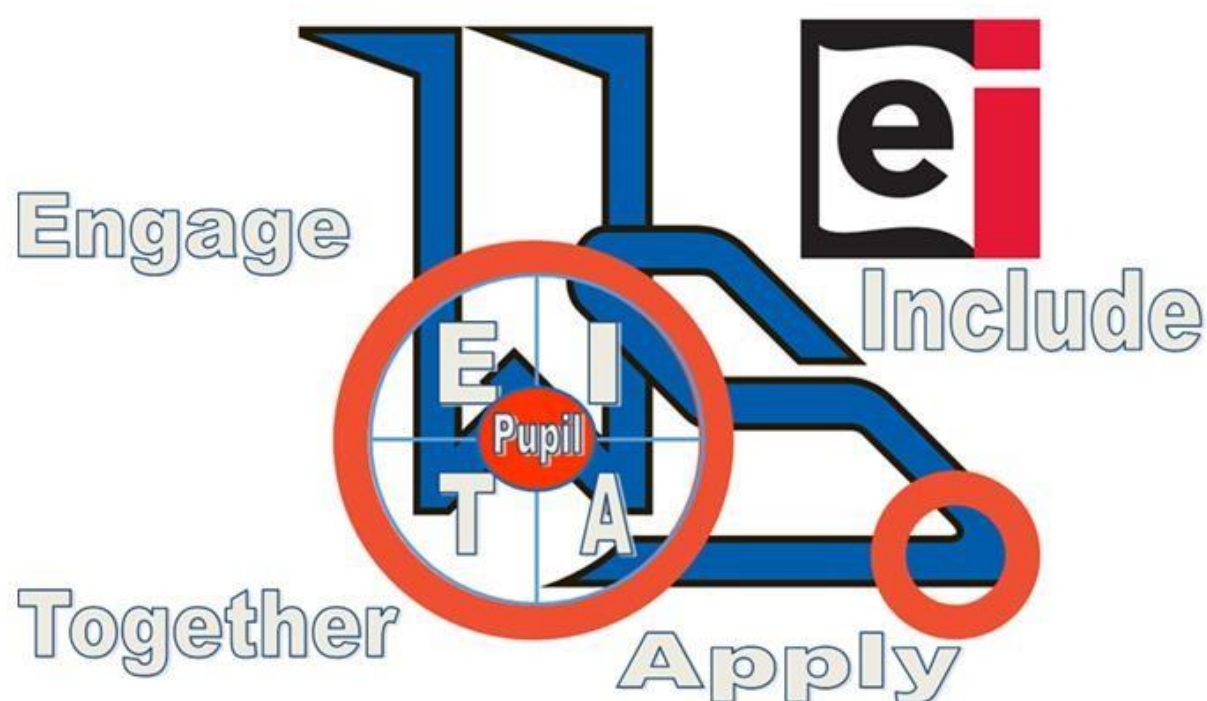


Wilson Stuart School



Explore Pathway Overview

Get Real Curriculum 2022 Explore Pathway

Rationale:

Through the Explore Pathway, we aim to ensure that our students are:

- Following a Semi-Formal Curriculum which provides the framework for a holistic approach to learning
- Using a variety of themes and creative processes which encompass all aspects of education.
- Focusing on a personalised plan according to their level of development whilst promoting independence for all
- Provided with opportunities for cross-curricular learning thereby consolidating basic skills and accessing a wide range of subjects
- Developing life skills which can be transferred across different contexts and situations.

Intent

The curriculum that is offered, through the Explore Pathway, is based on individual learning styles. It is divided into two main areas due to the diverse needs and wide range of differing abilities within the pathway.

These are **Explore Discover** and **Explore Equals**. The pathway provides the following objectives:

- To provide a relevant and realistic school curriculum where specifically identified specialised targets are addressed (WS Key skills/PLGs)
- To develop knowledge and understanding through subject areas linked to a thematic approach (Explore Discover)
- To prepare learners to learn and become independent individuals. (Explore Equals/Explore Discover)
- To promote the "Get Real" Curriculum through real life opportunities and experiences
- To develop communication and language skills.
- To foster the Love of Reading through engaging with a wide range of texts and sensory drama activities.
- To develop their problem-solving skills.
- To develop fine and gross motor skills
- To develop independence and self-help skills
- To support the development of social skills with adults and peers
- To support play and early learning/basic skills through motivating activities
- To encourage positive attitudes towards learning which contribute to students' concentration, attention and achievement
- To emphasize the value of "CIRCLE" throughout all aspects of learning

Implementation

Explore Discover

Promoting a broad and engaging curriculum based on the 6 areas of learning

- **My Communication and Literacy** – In this area of learning students develop their expressive and receptive language skills through the use of AAC, speaking, listening and attention and drama activities. Learners have access to a total communication environment, which promotes the use of speech, Makaton signs, communication aids and symbols as appropriate to the needs of each child. Stories are used widely and are often presented in a multi-sensory way. A range of techniques are used to enable students to communicate which include a variety of AAC. Students also have the opportunity to work with Speech and Language Therapists in School. Students encounter inclusive literacy and inclusive writing activities. Where appropriate, students working at B3 and above may have access to phonic based learning through the Read Write Inc. phonics scheme. A Love of Reading and stories is fostered and developed.
- **My Problem Solving and Numeracy** – In this area of learning students will develop their thinking and problem-solving skills. They will be provided with opportunities to consolidate basic maths skills through cross-curricular learning. Students are exposed to number, shape, space and measure through practical activities within the different themes. Furthermore, students are given the opportunity to use and apply these skills to real life situations such as trips out and enterprise projects.
- **My World and Me**- This curriculum area focuses on practical skills and developing an understanding of the world. Delivered through a topic based approach, this area of learning will encompass Science, Sense of Place (Geography) Sense of Time (History) and the use of technology for access and communication.
- **My Independence (SMSC)** In this area of learning students are developing their skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.
- **My Movement** – In this area of learning students are developing awareness and control of their bodies through a variety of experiences, these may include Rebound Therapy, Soft Play, Sensory Play, PE, Swimming, Outdoor Play. There is close working between Physiotherapists and Class staff to devise individualised programmes where appropriate. As much as possible these will be functional and integrated into the class routine.
- **My Creativity** – In this area of learning students explore and play with a wide range of media and materials, as well as providing students with opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, and design and technology.

Explore Equals

- Equals offers schemes of work for students with SLD needs. They have online training and downloadable schemes of work and ongoing CPD opportunities for teachers. CPD opportunities are accessible for pathway staff to learn, develop and consolidate their knowledge together.
- Teachers become facilitators of learning opportunities, creating engaging and motivating environments. Preparing for adulthood is the intention - enabling young people to become as independent as they can.
- EQUALS schemes are set for students who learn differently therefore require to be taught differently not differentiated. All students are to become included in their own learning journey.
- Communication runs through each area and an accessible and commutative environment is essential.
- **Equals Semi-formal curriculum** - The semi-formal curriculum is based upon students PLGs. As its name states it is semi-formal, learners are encouraged to partake in focused activities with opportunity to partake in play based activities. It comprises of:

- My communication
- My independence
- My thinking and problem solving
- My play and leisure

The specific areas are;

- My world and me
 - My creativity (my art, my dance, my drama, my computing)
 - My physical well being
 - My outdoor school
 - Relationships and sex education
- We start with each student's specific needs, highlight strengths and identify areas to develop. The semi-formal approach delivers a broad and balanced curriculum within which we plan steps of progression which build on these foundations, ensuring we are guided by both child development and personal aspirations. Significant milestones are celebrated such as the progression through the key stages
 - The curriculum is based on weekly immersive themes to establish student motivators that should then be used within the curriculum so learners continue to be engaged and motivated to learn. The process of learning is the key element not the product. These learners are learning to be.
 - Progress will be made by assessment using PLGs using the MAPP framework and the Wilson Stuart development maps.

Explore Sixth Form

- Sixth Form will be following their own Preparing For Adulthood Programmes of Study linked to Community Projects/Events.
- Opportunities will be provided for Community and Work-Related experiences.
- Students will continue to follow the 6 areas of learning with an emphasis on the life skills opportunities within them.
- PLG's will be linked to EHCP short term targets and progress will be recorded using MAPP WS Assessment Framework. These will be constantly reviewed with formal termly review points.

- Evidence will be collated on EFL using MAPP WS in order to make accurate observations and assessments.

We achieve our intentions by:

- Using specialised curriculum resources which facilitate and enhance the progress and achievements of individual students
- Relating stories, rhymes, drama and songs to themes thus providing a wide range of reading and communication opportunities.
- Looking at each student individually and capturing holistic progress
- Seeing assessment as an integral part of teaching and learning (Next Steps)
- Giving supportive feedback to students by praising perseverance and achievement.
- Drawing on a wide range of evidence to guide future learning outcomes (PLGs /WS Key Skills)
- Providing a collaborative and consistent trained team approach to ensure that each student fully accesses the curriculum and school life.
- Working together to provide a happy, stimulating and safe environment that promotes positive wellbeing for all.
- Collaborating with peers, staff, parents and the local community through enterprise projects to support fund raising initiatives and an awareness of the world of work.

Impact

The impact of the SLD Pathway provision is demonstrated through the development of students who are:

- Successful students, who enjoy learning, make progress and achieve.
- Positive individuals who grow in confidence, perseverance and independence.
- Happy students who are secure, healthy and safe.
- Active citizens who contribute fully to whole school celebrations and community events.
- Young adults who are prepared for life beyond school.
- Given every opportunity to communicate and develop this skill.