



**West Oaks
Curriculum
Pathways
Introduction and
Overview**

Curriculum Policy

West Oaks SEN Specialist School and College is a special school for pupils aged from 2 to 19. Provision is based across 2 sites: Woodhouse Learning and Boston Spa Learning.

At West Oaks SEN Specialist School and College, we educate pupils with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and those with a diagnosis of Autism (ASC). All pupils have an Education, Health and Care Plan.

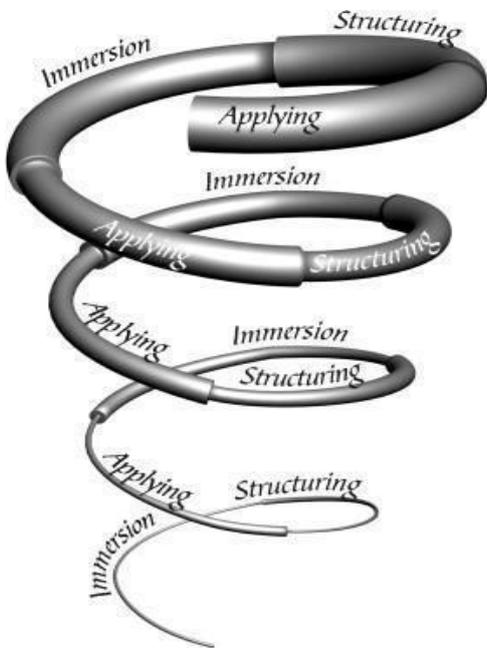
Our curriculum is structured into 5 pathways, considering pupils' starting points whilst ensuring high aspirations.

Vision and aims for the whole school and college curriculum

West Oaks SEN School and college has created a unique 5 pathway curriculum model. Each pathway represents careful consideration as to what is important for our pupils to learn and experience, at each key stage and developmental level.

The design of each pathway has been supported by a firm belief that the spiral curriculum model is fundamental to pupils learning and is particularly relevant to our pupils who have significant additional challenges.

The pathways are structured so that complex ideas can be taught at a simplified level first and then re-visited at more complex levels later.



The spiral approach to curriculum has three key principles that sum up the approach nicely. The three principles are:

Cyclical: Students should return to the same topic several times throughout their school career;

Increasing Depth: Each time a student returns to the topic it should be learned at a deeper level and explore more complexity;

Prior Knowledge: A student's prior knowledge should be utilized when a topic is returned to so that they build from their foundations

Our curriculum pathways aspire to create...

- pupils who are motivated and inspired towards a lifelong interest in learning
- a wide range of enhancement opportunities for personal development to encourage and inspire pupils to achieve their personal best.

- a broad and balanced curriculum based on the National Curriculum, considering the uniqueness of our pupils
- the most effective use of every learning opportunity created or encountered, all day, every day
- an aspiration and preparation for further education, whether academic or vocational and for the world of work
- pupils who become fully prepared for life in modern Britain
- opportunities to work with the community to promote local, national and global awareness

Organisation of learning and assessment of learning

Our curriculum pathways are described and are organised under the following headings. [see curriculum map attached]

Foundations, Footsteps, Stepping Stones, Reaching High, Reaching Higher and Moving On.

The National Curriculum provides a core framework for our pathways, particularly Stepping Stones and Reaching High, supported by the published packages 'Cornerstones' (2018) and 'Essentials' (Chris Quigley 2018). These materials help to create engaging and motivating experiences through which carefully sequenced objectives are taught.

These dynamic pathways are based around the needs of our pupils and demonstrate an emphasis on:

- High expectations
- Subject integrity and coherence
- The teaching and reinforcement of transferable skills
- The design of highly motivating experiences 'enticements to learn'
- Explicit, detailed planning with focused learning intentions for each lesson
- Collaborative work with therapists and other agencies ensuring that therapeutic provision is incorporated into the curriculum
- Sufficient time for mastery and retrieval so that learning can be truly cumulative
- Outstanding classroom environments to stimulate and engage quality thinking and reasoning.
- 'Hands-on', enquiry-based learning.

Subject-specific assessments within *B-Squared 'Connecting Steps'* software are used for each pathway and up into the Adult Curriculum, providing periodic assessments of finely detailed criteria - through which pupils' achievements are tracked.

Success within the qualifications and accreditation programme is tracked and mapped.

Ongoing, summative daily and weekly assessments are maintained to highlight the achievement of individual learner outcomes in each lesson detailed within our 'Marking and Feedback policy' and posters.

Highly individualised plans and interventions are assessed and evaluated periodically.

Success indicators

We will know that our curriculum has been successful if our pupils can...

- make sense of the world around them
- achieve their full potential in all aspects of their development regardless of their starting point.
- become confident, resourceful, enquiring and independent learners
- demonstrate self-respect and positive self-esteem
- show understanding of the attitudes, ideas and values of others
- show respect for others' feelings
- build positive relationships with other people
- show respect for a diverse range of cultures and in doing so, promote positive attitudes towards other people
- acknowledge and understand their school community and feel valued within it
- protect themselves from power and influence online and through social media
- demonstrate some understanding of democratic ideals and British values
- engage with and contribute to experiences which take them beyond their own, immediate experience of the world



Curriculum Pathways

	EYFS (Nursery and R)	KS1 (Yrs 1 and 2)	KS2 (Yrs 3-6)	KS3 (Yrs 7-9)	KS4 (Yrs 10 and 11)	KS5 (Yrs 12 - 14)		
Curriculum	 Foundations (Early Steps)	 Footsteps (Engagement Steps)			 Stepping Stones (Progression Steps 1-3)		 Reaching High and Reaching Higher (Progression Steps 4-10)	 Moving On (Adult Steps)
Tracking and target setting	Foundations (Early Steps) Progress is tracked using Early Steps and evidence collected using Learning Journeys in the seven areas of the Early Years and Foundation Stage framework.	Footsteps (Engagement Steps) Progress tracked using Engagement Steps and evidence is collected using Learning Profiles in four areas of Communication and Interaction, Cognition and Learning, Sensory and Physical and Social, Emotional and Mental Health.			Stepping Stones (Progression Steps 1-3) Progress tracked using Progression Steps and evidence collected using core subjects and topic books. Individual targets are set.		Reaching High and Reaching Higher (Progression Steps 4-10) Progress tracked through the National Curriculum using Progression Steps and evidence collected using subject-specific workbooks. Individual targets are set.	Moving On (Steps 4 Life) Progress tracked using Steps for Life and targets set through qualifications