



**West Oaks
Curriculum
Pathway:
Footsteps**

Footsteps Pathway

Rationale

The Footsteps curriculum seeks to maximise pupil engagement and support outstanding progress in all areas of learning.

The Rochford Review (2016) indicates that learning for those pupils working at early developmental levels - whatever their age, is best described across 4 key areas. We use these areas to structure a curriculum which ensures that pupils have access to motivating, relevant learning and developmentally appropriate activities:

- **Communication and Interaction**
The focus of which is to support the development of independence and communication skills. This ensures that pupils are able to indicate where their needs are being met and be able to socialise with peers and adults.
- **Cognition and Learning**
This includes the ability to be responsive to stimuli, to anticipate outcomes, to be persistent and to independently investigate. Through this, pupils develop critical thinking skills, including problem solving, awareness of cause and effect, as well as observing quantities, shapes and measurements- giving pupils the ability to process and interpret information in order to find out more about the world around them.
- **Sensory and Physical**
This includes exploration using the five senses, as well as fine and gross motor skills, vestibular awareness (balance) and proprioception (body awareness). Pupils are supported to learn how to control and organise their bodies and to explore their environment in a meaningful way. Pupils are supported to develop preferences and communicate these. They are then able to self-regulate) using sensory integration resources and techniques.
- **Social, Emotional and Mental Health**
This includes social and emotional literacy. Pupils are given opportunities to participate in cultural and religious experiences in a meaningful way. Pupils learn to recognise and manage their emotions and to regulate their behaviour, supporting them to be an active member of their community: school, home and in the wider world.

Organisation of learning

Pupils working at the Engagement Steps 1-6 (as denoted by the B-Squared : Engagement Steps Assessment criteria) are motivated by cross curricular learning. We frame the experiences through the use of stories as a motivating 'hook' for all learning. These stories are adapted to promote understanding and recollection through repetition of key vocabulary and offer an immersive sensory experience.

These are then further developed through play-based learning in the 4 areas of curriculum Communication and Interaction (C&I), Cognition and Learning (C&L), Sensory and Physical (S&P) and Social, Emotional and Mental Health (SEMH). Learning is delivered in a play-based approach in order to capture pupils' interests through meaningful and motivating activities.

It gives opportunities to develop pupils' imagination and social skills by joining in with practical activities that they find enjoyable.

Sensory play helps to develop the connections in the brain and can have a calming effect, allowing pupils to be ready to learn.

Within the classroom, learning looks like this:

- Structured, play-based activities in indoor and outdoor provisions with high levels of adult support.
- A range of early communication strategies in collaboration with Speech and Language Therapists including Intensive Interaction, Attention Autism, Makaton, Communication aids such as PECS, iPads, PODD books and aided language displays. (ALDs)
- A personalised sensory diet in collaboration with Occupational Therapists where appropriate, including sensory circuits, rebound and off-site activities such as swimming, adapted bikes experiences
- Weekly community engagement activities: including visits to outside venues to enjoy physical activity using adapted bikes /swimming/ farm visits.
- Highly individualised teaching styles within each class to best meet the needs of the pupils
- Differentiation across the Key Stages within the Footsteps curriculum providing many opportunities to make lateral progress as well as linear through: different stories, age and stage appropriate resources, use of additional areas around school at KS3 e.g. social skills and creative zone at Woodhouse site, Food Technology room, art workshop, Eco pod at Boston Spa Site.
- Pupils' awareness of religious and cultural themes is promoted through themed weeks each half term. An element of a religion that is relevant to one or more members of the class is explored using one of the five senses in the afternoon sessions. A single object that pupils may recognise, such as an element of clothing, a cooking utensil, a decorative or religious item -from home, are used as a hook to inspire learning. This may be through Attention Autism sessions, independent sensory exploration or taught sessions.

Success indicators

- Pupils demonstrate a growing understanding of what is happening in their bodies, their minds and their surroundings and be able to communicate this in order to be happy and healthy.
- Pupils will make progress in a highly individualised way. Some pupils will progress through Engagement Steps (formerly P1-4) and may move on to Progression Steps (formerly P5-8). Some pupils will make lateral progress within a level on Engagement Steps, consolidating skills through a variety of experiences.
- Pupils will have opportunities to develop social communication, emotional regulation and shared attention, preparing them to be happy, social members of the community.
- Progress will be evident in early communication intentions will be evidenced within Intensive Interaction records.

Staff will demonstrate confident understanding of the curriculum and its delivery, hence provision and interaction with pupils will be of a consistently high quality