



West Oaks Curriculum

Pathway:
Footsteps
2022



Footsteps Pathway

Rationale

The Footsteps curriculum is designed to meet the needs of our pupils with the most complex, often multiple diagnoses.

This is for pupils within Key Stages 2, 3, and 4 who are working at very early developmental levels and whose progress is significantly slower than that of their chronological peers.

The Footsteps curriculum seeks to maximise pupil engagement and support outstanding personal progress.

The Rochford Review (2016) in its summary of the learning journey for pupils working at early developmental levels, whatever age, defines learning across four 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, representing ideas and understanding instructions - 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 then may be 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



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- B-Squared 'Engagement Steps' assessment criteria are used to support aspects of levelling, teacher assessment and target setting.
- The Engagement Steps and the Footsteps curriculum are equivalent to the original P-Scales 1 to 3.

Pupils in our Footsteps pathway experience their learning in cross curricular sessions. We frame the experiences through the use of stories and themes to provide cohesion across the Footsteps classes as well as the motivating 'hook' for the learning experiences.

Stories and themes are adapted to promote understanding and recall through repetition of key vocabulary. They are adapted through a wide range of immersive sensory experiences.

The planning then maps learning intentions across the four areas:

- ★ Communication and Interaction (C&I)
- ★ Cognition and Learning (C&L)
- ★ Sensory and Physical (S&P)
- ★ Social, Emotional and Mental Health (SEMH)

Learning is delivered in a sensory and play-based approach in order to capture pupils' interests through meaningful and motivating activities. This gives opportunities to develop pupils' social skills through engagement with hands-on activities that they find enjoyable.

Learning looks like this:

- Sensory play is a significant aspect of the curriculum, featuring heavily in the classroom provisions.
- Structured, play-based activities through indoor and outdoor provision, with high levels of adult support.
- A range of early communication strategies established and in use, devised in collaboration with Speech and Language Therapists. These include Intensive Interaction, Attention Autism, Makaton, Communication aids such as PECS, iPads, PODD books and aided language displays (ALDs).
- PSHE is covered in the area of Social, Emotional and Mental Health (SEMH). This is broken down into six parts, including: flexibility of thought, cooperating with peers, co-operating with adults, self-regulation, communicating needs and recognising emotions.
- SEMH is delivered in a number of ways; discretely and through whole class activities such as circle time, yoga and assembly, as well as being woven into other daily activities such as personal care and play and interaction across the curriculum. There is a strong focus on self-/co-regulation and the use of outdoor provision to promote this throughout the day.
- As part of PSHE, RSE is taught within the following themes:
 - Families and people who care for me
 - Caring friendships
 - Respectful relationships

These are taught throughout the year.



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- Personalised sensory profiles as needed; devised in collaboration with Occupational Therapists where appropriate, including sensory circuits, rebound and off-site activities such as swimming, using adapted bikes.
- Weekly community engagement activity, including visits- where appropriate - to outside venues to enjoy physical activity using adapted bikes/swimming/ farm visits.
- Highly individualised teaching strategies which will vary according to the setting, learning intention, activity etc.
- Differentiation across Key Stages within the Footsteps curriculum providing many opportunities to promote both lateral as well as linear progress. This may be seen through the use of 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, covering an element of one of the six main religions and recognising the cultural diversity of the pupils in each individual class. During the themed week, every afternoon will have a focus on one of the five senses to explore aspects of the religion. This may be through Attention Autism sessions, independent sensory exploration or taught sessions.

Success indicators

Through the Footsteps curriculum we will see pupils ...

- demonstrate a growing understanding of what is happening in their bodies, their minds and their surroundings and be able to communicate this.
- make progress in a highly individualised way. Some pupils will progress from Engagement Steps (formerly P1-3) and may move on to Progression Steps (formerly P4-8). Some pupils will make lateral progress within a level in 'Engagement Steps'
- increasing engagement with opportunities developing their social communication, emotional regulation and shared attention, as a result of which they will be happy and settled members of the school and home community.
- showing progress in terms of the early communication intentions, this will be seen within the Intensive Interaction records.
- be increasingly able to self advocate through clearly demonstrating their likes and dislikes; towards managing personal safety.