

Northern Counties School Curriculum Pathways

At Northern Counties School, all children and young people have the right to a curriculum which best meets their individual needs and enables them to achieve their maximum potential. Our curriculum pathways create different learning and assessment opportunities for learners, whatever age or stage of their learning journey. The route will be different for all learners, and we continually reflect on the needs of each individual to ensure their curriculum and assessment tools remain appropriate.

Curriculum maps have been developed for each pathway detailing the intent, implementation and impact for each cohort.

1. Early years foundation stage

- A play based curriculum linked closely to Development Matters guidance.
- For all children in Nursery and Reception years in all cohorts.
- Assessment is through the Early Learning Goals.

2a. Pre-formal Curriculum

- An individual, sensory curriculum based on the Engagement Model guidance.
- For all learners working at a very early level of development (P1-P4 and previously iSEND "A").
- Assessment is through ipsative Learning Goals set by class teachers – see Pre-formal Assessment Development document for more detail.

2b. ASD Semi-formal Curriculum

- An individual, sensory curriculum with emerging subject specific learning.
- For all learners below Y10 working at P5-KS1 with a focus on teaching and learning strategies to support students with autism.
- Assessment is through iSEND online tools – see iSEND Rationale.
- PBS approach to learning is embedded.

2c. Deaf Semi-formal Curriculum

- An individual, sensory curriculum with emerging subject specific learning.
- For all learners below Y10 working at P5-KS1 with a focus on teaching and learning strategies to support deaf students.
- Assessment is through iSEND online tools – see iSEND Rationale.
- PBS approach to learning is embedded.

2d. ASD Formal Curriculum

- A formal curriculum focused on subject specific learning - some students may only follow this pathway for specific subjects.
- For all learners below Y10 working at KS2+ with a focus on teaching and learning strategies to support students with autism.
- Assessment is through iSEND online tools – see iSEND Rationale.
- PBS approach to learning is embedded.

- Where appropriate, students will start to work towards appropriate accreditations.

2e. Deaf Formal Curriculum

- A formal curriculum focused on subject specific learning - some students may only follow this pathway for specific subjects.
- For all learners below Y10 working at KS2+ with a focus on teaching and learning strategies to support deaf students.
- Assessment is through iASEND online tools – see iASEND Rationale.
- PBS approach to learning is embedded.
- Where appropriate, students will start to work towards appropriate accreditations.

3. Post 14 Curriculum

- An individual curriculum designed to focus on preparation for adulthood and lifelong learning, all students work towards the goals set by their annual review process.
- For all learners Y10 and above in all cohorts (some may stay on the pre-formal curriculum, this will depend on the individual learner)
- Where appropriate, assessment is through external accreditation – teaching staff will determine appropriate qualifications for individual students (ASDAN, GCSE, Entry Levels).

NB – Not all learners will use the pre-formal curriculum instead of iASEND “A” – some students make effective progress through iASEND “A” statements and onto “S” through the semi-formal curriculum for their cohort.