



# West Oaks Footsteps Curriculum Pathway





## Footsteps Pathway

### Rationale

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

This pathway is designed for pupils within Key Stages 2, 3, 4 and 5 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 descriptors to help us to design 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 interpret and respond to information, to indicate whether their needs are being met and be able to interact 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 main 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 co-regulate with an adult, or self-regulate using sensory integration resources and techniques.

#### ★ **Social, Emotional and Mental Health**

- This includes social and emotional literacy. 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



## 'Excellence for Everyone'

### Curriculum Policy

Pupils in our Footsteps pathway experience their learning in cross curricular lessons, using a combination of play, provision exploration and adult-led directed learning.

We frame the experiences through the use of stories and themes to provide cohesion across the Footsteps classes.

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.

'Footsteps Plus' is a recent extension to the Footsteps pathway. These classes are for pupils who are not yet able to access the breadth of subjects covered in the Stepping Stones pathway but are working at higher levels than those on the traditional Footsteps pathway. Pupils working on Footsteps Plus will have 5 Learning Intentions including Maths and English. They will be working towards successful participation in at least 3 English and 2 maths lessons per week.

MAPP processes are used to guide planning and assessment in the Footsteps pathway. Following MAPP guidance, all Footsteps pupils have their own personalised Learning Intentions. Learning Intentions are drawn from the vital information and outcomes described in each Education Health and Care Plan (EHCP) as well as more immediate knowledge from professionals, families and carers.

Learning Intentions are highly individualised and can include input from Speech and Language Therapists, Occupational Therapists and parents, as well as class leads; taking a holistic approach to each pupil's individual needs. These are reviewed three times per year and are intended to be worked on for a full academic year, aiming to give sufficient opportunities for pupils to make progress in their independence, fluency, maintenance and generalisation of key skills.

Pupils working on the Footsteps curriculum have Learning Intentions within;  
**Communication and Interaction (C&I)**, **Cognition and Learning (C&L)**  
**Sensory and Physical (S&P)**, **Social, Emotional and Mental Health (SEMH)**

Pupils working on the Footsteps Plus curriculum have Learning Intentions within;  
**Communication and Interaction (C&I)**, **Maths**, **English**  
**Sensory and Physical (S&P)**, **Social, Emotional and Mental Health (SEMH)**

Pupils working on the Footsteps Moving On Curriculum have Learning Intentions within;  
**Communication and Self-Regulation**, **Independence and Autonomy**, **Self Care**, **Food Preparation**  
**Social and Travel**

**Review of Assessment and Planning (RAP)** meetings are held three times per year. The purpose of these meetings is to review the progress made during the term and to celebrate successes, or to find solutions where learners are facing challenges. These meetings are designed to analyse the data collected through the MAPP tool - specifically regarding a learner's lateral progress (independence, fluency, maintenance and generalisation) to inform potential lines of development.



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Pupil observations are recorded using the online platform Evidence for Learning. 'Tag's' allow photos and observations captured to be linked to different areas of the curriculum giving deeper insight into progress across each area.

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.

- Sensory play is a significant aspect of the curriculum, featuring heavily in all the classroom provisions.
- Structured, play-based activities take place through indoor and outdoor provision, with high levels of adult support.
- A range of early communication strategies are established and in use, devised in collaboration with Speech and Language Therapists. These include Intensive Interaction, Attention Autism, Makaton, Communication aids such as AAC devices, symbols, PODD books and aided language displays (ALDs).
- PSHE is experienced through the Social, Emotional and Mental Health (SEMH) aspects of the Footsteps curriculum.

There is a strong focus on self-/co-regulation and the use of sensory integration equipment which is readily available in the indoor and outdoor provision to promote this throughout the day.

- RSE covers the following topics; Families and Respectful Relationships, My Body, Feelings and Attitudes, Life Cycles, Keeping Safe and Looking After Myself and People Who Help Me. RSE is covered on an individual, group or whole class basis depending on individual pupil need.

These are taught throughout the year.

- Community engagement activity, including visits- where appropriate - to outside venues.
- 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 KS3/4 e.g. Social Skills and Creative Zone at Woodhouse Learning site, art workshop, Eco Pod at Boston Spa Learning site and Food technology and Science lab at Headingley Learning site.
- Key Stage 5 Footsteps pupils continue to develop their independence skills in Preparation for Adulthood
- RE is experienced through 10 minutes of collective worship (reflection) per day +1 20 minute focus lesson each week covering a different aspect per half term.

### Success indicators



## 'Excellence for Everyone'

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As pupils progress through the Footsteps curriculum we will see ...

- a growing understanding of what is happening in their bodies, their minds and their surroundings and be able to communicate this.
- progress being made in a highly individualised way, this will be seen through observations of increased independence, fluency, maintenance and generalisation of skills - recorded for each pupil on the Evidence for Learning platform, through half termly written summaries and using the MAPP assessment tool.
- increasing engagement with opportunities developing social communication, emotional regulation and shared attention, as a result of which they will be increasingly happy and settled members of the school and home community.
- progress in terms of early communication intentions.
- increasing evidence of self-advocacy, clearly demonstrating likes and dislikes. This contributes towards the ability to manage personal safety.

While the Footsteps pathway has a distinct rationale and planning model, it is not isolated, but forms a continuum of provision with clear points of transition and shared principles that allow pupils to move between pathways when appropriate. This ensures that the learning opportunities remain responsive, ambitious and personalised.