

Yellow Pathway Curriculum



Our vision is to develop a continuum of specialist and alternative provision, which is focused on student outcomes, fully supporting pupils and their parents and carers, removing some of the barriers that currently exist between different types of specialist provision.

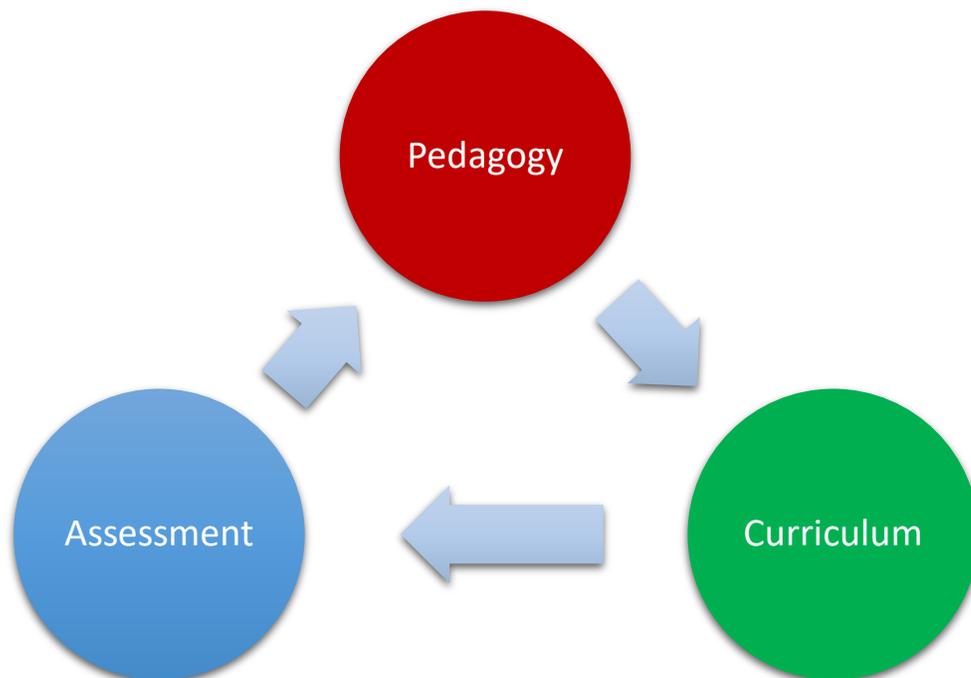


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Introduction

The purpose of this document is to set out the pedagogy, curriculum and assessment for students following the red pathway. These three things are inextricably linked.



This document is linked we many other Trust polices such as (but not limited too):

- Safeguarding
- Teaching and Learning
- Welfare and Discipline (Behaviour)
- Acceptable use of technology (AUP)

SENDAT (Special Educational Needs and Disabilities Academy Trust) is a unique multi academy trust with a focus on special school and specialist provision. We provide a service to our communities with a coherent approach to special and alternative education across Suffolk and beyond. The Trust has a symbiotic relationship with all the members ensuring that a continuum of specialist provision can be developed to best meet the needs of students with the complexities of their special educational needs and disabilities (SEND) which is focused on student outcomes, fully supporting students and their parents and carers and removing some of the barriers that currently exist between different types of specialist provision.

- We believe that high quality education is best achieved when the needs of each individual child – social, emotional, spiritual, cultural and educational - are considered to be paramount. Through focusing on children as individuals, operating within a culture of trust and respect for all, we will aim to tailor challenging and enjoyable educational programmes to directly meet their needs and to truly personalise learning.
- We will work with each child, their parents and carers and other professionals to understand, and work to overcome, each child’s particular barriers to learning, so they can achieve their full

potential within a secure and caring environment. We develop well-rounded individuals who can go forward into their adult lives prepared for the work environment and capable of being independent and productive citizens.

- We will develop our capacity as a special school and provision community to enhance the range of experiences available to our students and offer them increasing opportunities for personal, social, intellectual and physical development through both our day and residential provisions. Linked to this, we will continue to work with the wider community to ensure SENDAT has a central place within it.
- We believe that improving the quality of education will be an ongoing process which involves monitoring, reflection and evaluation, leading to enhancement of best practice. We embrace the use of new technology to provide new opportunities for learning and teaching.
- We intend to ensure that SENDAT will continue to play a significant role in promoting the development of special needs locally, regionally and nationally.
- We promote politeness and mutual respect towards all members of our community and are fully committed to promoting disability equality.

Curriculum intent

The steps or progress each student makes towards acquiring independence skills and bodies of knowledge towards being young adults in a modern world is at the heart of the curriculum at all SENDAT provision. Our intent is to develop children's skills, inspiration for learning and their wellbeing, particularly confidence and self-esteem as learners, to support their development towards becoming young adults who are effective members of their local community with abilities to effectively contribute with as much independence as their needs and difficulties allow whether in employment and volunteering, independent or supported living. Students start their learning journey at The Trust's provision at various stages and their steps of progress are measured against objectives from their Education, Health and Care Plans and work towards nationally recognised qualifications which support their desired future plans and enable them to transition to further education and/or employment.

The intent is demonstrated through application of a broad and balanced curriculum which is appropriate for the ranges of need of the students.

Skills include:

- To understand the world in which they live and develop appropriate skills for full participation in adult life
- To enable students to better communicate with others including use of sign or gesture to supplement verbal interaction
- To engage in practical activities that will develop creativity and independence
- To be able to develop and apply daily living skills in learning experiences and be able to use these skills in other areas of life
- To develop functional literacy and numeracy skills to support daily living and employment
- To investigate and experience a range work-related opportunities suited to abilities and future plans

Inspiration for learning includes:

- Engaging in appropriate, purposeful learning activities
- Build interest, enjoyment and appreciation of learning

- Participation in learning to help foster enjoyment and take away new knowledge
- Inspiration to learn to stimulate and pursue further interests in the wider world
- Providing stimulating and informative lessons that embed care ideals and values and foster tolerance and respect
- To understand the world in which they live

Wellbeing includes:

- Being happy
- Engaged and enjoy learning
- Approaching their learning with confidence and achieve success with enjoyment
- To foster a calm environment and mindset
- To support students with their whole wellbeing as individuals and in groups as a community understanding shared goals
- Learning self-help and life skills, eg. making healthy meals, money awareness, accessing medical support and care, etc.

Pathways Curriculum model

Links with other special schools and settings and other research used, including Ofsted's recent primary and secondary curriculum (Phase 1) which warns against narrowing of the curriculum, has helped to develop SENDAT's approach and led an re-enabling of focus on individual needs to expand opportunities and gain success in a wider range of skills and bodies of knowledge more suited to the learners, their wellbeing and mental health as well as providing aspirational goals. This development is known as the Pathways Curriculum model.

The Pathways Curriculum model further develops structures for a more flexible approach to provision in order to meet the widest variety of learner needs. The outcomes for students are focused on what might we expect learners to achieve, both educationally and socially, by the time they are 19 and how our curriculum will enable and underpin their achievements. The main Pathways are Yellow, Red, Green and Blue.

We work with each student, their parents and carers, and with other professionals, to understand and work to overcome each student's particular barriers to learning and identify the most appropriate Pathway so they can achieve their full potential within a secure and caring environment. Strategies to identify learners' individual needs comes from a wide range of sources including Education, Health, Care Plans (EHCP), information from other settings, professional reports from medical colleagues including therapists, educational psychologists, etc. We also employ our own baseline measures which include teacher assessment against learning goals in the curriculum content and standardised testing of literacy and numeracy skills such as Salford Reading scores, Sandwell Numeracy assessment, TACL2 test of abstract language, etc. We also use a range of other measures to develop strategies, interventions and targets and to support EHCP outcome development such as Boxall Profile, Leuven scales for emotional well-being and involvement, Strengths and Difficulties Questionnaires, etc.

There is flexibility between the Pathways which allows for learners to develop their own ideas and abilities and widens opportunity to realise future hopes and aspirations. This planning will help to support their varying needs and develop appropriate outcomes in independence, employability, healthy living and participation in society.

Implementation

The implementation of the Pathways Curriculum model means that we are better equipped to help tackle the challenges learners face, develop appropriate and robust learning opportunities which engage and help to provide appropriate qualifications and transition routes at any age or stage of learning. *See Pathway Curriculum model diagram below*

Impact

The impact of this curriculum model is measured by a range of factors including accredited courses, destinations, etc. *See more details in the sections following*

References

- Consultation and feedback from staff at Priory School – PDD#2 28 October 2018
- Ash Field Academy www.ashfield.leicester.sch.uk
- FLSE East – 14-19 Curriculum. Provision comparison document (Sept 2018)
- Curriculum research: primary and secondary curriculum research (Ofsted, Oct 2017) www.gov.uk/government/speeches/hmcis-commentary-october-2017
- Curriculum research: assessing intent, implementation and impact (Ofsted, Dec 2018) www.gov.uk/government/publications/curriculum-research-assessing-intent-implementation-and-impact

Yellow Pathway Curriculum



Yellow Pathway Curriculum Aim

A curriculum that provides a broad and balanced education to prepare and develop well-rounded individuals who can go forward into further study and support their adult lives prepared for the work environment and capable of being independent and productive citizens.

Yellow Pathway Curriculum implementation

The Yellow Pathway Curriculum focuses on developing core functional skills that will best prepare students for adult life. Students on the Red Pathway are supported to achieve at least five nationally recognised accreditations to support them in gaining a place at a further education college, supported internships/apprenticeships or prepare them for voluntary or paid employment. We intentionally offer students opportunities to gain five qualifications, so they are able to progress onto appropriate courses when they leave SENDAT at any point from the end of Year 11.

Some more able students will access elements of the Yellow Pathway and some, less able, will access the Green Pathway. This planning will help to support their varying needs and develop appropriate outcomes in independence, employability, healthy living and participation in society. *See Pathways Overview above*

Students have the opportunity to work towards the following nationally recognised accreditation:

- Level 1 and 2 accreditation in Maths, English and Science including functional skills
- Level 1 and 2 accreditation in additional and some optional subjects like art or history
- Vocational or life skills accreditation in Food Studies, Work skills, etc.

National curriculum subjects are taught in SENDAT provision and teachers adapt the content to ensure lessons are delivered and taught in appropriately challenging and age-appropriate ways meeting the specific needs of the students.

Where students are gifted and talented, they may go to mainstream provision for part of their week to follow an accredited course that we do not offer at SENDAT. This is considered carefully as it will have an impact on the lessons and potential accreditations. These students will usually follow the Yellow Pathway curriculum or elements of this Pathway where appropriate.

Students on the Yellow Pathway participate in subject-specific learning and may have access to mainstream learning as well as specialist classes.

To achieve this ambitious outcome, pupils in EYFS and Key Stage 1 follow the EYFS Development Matters curriculum to develop and embed early core skills. Pupils begin on the Yellow Pathway in Key Stage 3. English, Maths and Science are taught separately (usually by subject specialist

teachers) and from Key Stage 3 this includes Computing. This means pupils develop the subject specific skills and confidence to meet the demands of accreditation and further study.

Other National Curriculum subjects are taught through a thematic approach, which is loosely based around a commercially produced scheme called 'Cornerstones.' Teachers adapt the ideas in Cornerstones to meet the specific needs of our pupils so they are challenging and delivered in an age-appropriate way.

Pupils who are gifted and talented may go to a mainstream school for part of their week to follow an accredited course that we do not offer at SENDAT. This is considered carefully as it may have an impact on other lessons and qualifications.

Personal Development and Preparing for adulthood

Personal Development and Preparing for adulthood is the golden thread which is running through the Yellow Pathway curriculum. Our Personal Development Curriculum focuses on five core areas of learning. They are:

- Future Pathways
- Independent Living
- Community Participation
- Good Health and Relationships
- Sex and Relationships Education

Through great teaching and planning, we prepare pupils for adulthood by embedding these four areas of learning within our Personal Development curriculum. Many of these four core skill areas are also developed within enrichment or extra-curricular opportunities such as travel training and visits to appropriate residential amenities.

Read, Write, Inc. Phonics

Reading, writing and spelling for primary pupils is delivered through *Read Write Inc. Phonics*, a programme created by Ruth Miskin. It is our aim that all pupils on the Yellow Pathway can securely read and write when they enter Key Stage 3. Read, Write, Inc. Phonics programme can be used as an intervention resource for those pupils who continue to require additional support in key stage 3.

Cornerstones and the thematic curriculum EYFS- Key Stage 3 (I don't think this needs to be here, this is green pathway not Yellow?)

In addition to subject specific English, Maths and Science lessons, primary pupils follow a thematic based curriculum called Cornerstones. Pupils complete up to two topics per term and these topics are based on a fantastic curriculum resource. By teaching in this way, it allows learning to be more natural, less fragmented and provides an 'umbrella' that links the development of knowledge and skills across a broad range of subject areas. This style of learning also enables pupils to revisit the same or similar ideas and apply them in different ways, resulting in a richer understanding of the topic.

Key Stage 3 pupils also follow the Cornerstones thematic based curriculum but receive subject specialist teaching in core subjects to prepare them for accreditation in Key Stage 4.

Physical Education and Movement

The Physical Education and Movement curriculum provides opportunities for pupils across the Yellow Pathway to develop and enhance their physical skills, as well as their communication, leadership and tactical understanding. During the academic year pupils will cover both team games and individual sports. Areas covered include Team Games, Orienteering, Target Games, Athletics and a dedicated Leadership block of work for pupils in key stage 4 and FE.

Examinations and Accreditation

SATs

Where possible, pupils who are likely to follow a Yellow Pathway take National Standard Assessment Tests in year 2 and year 6 in English and Maths. SATs are designed to help teachers and parents learn more about pupils' strengths and weaknesses. They aren't about passing or failing, but are used to reflect the progress a pupil is making. Although some pupils on the Yellow Pathway take SATs, these examinations do not drive our curriculum and we strive to ensure our pupils do not feel any excess stress or pressure during this examination period.

14- 19 Curriculum

Pupils in Key Stage 4 and FE follow a 14-19 curriculum. They have the opportunity to participate in and complete the following qualifications: (this list is not exhaustive and other opportunities may exist depending on the mainstream offer with any link school)

Qualifications	Key Stage 4 and FE	
	Edexcel Functional Skills Entry level Certificate levels 1-3 and Level 1- Level 2 in Maths	
	WJEC Functional Skills Entry level Certificate levels 1-3 and AQA Functional Skills Level 1- Level 2 in English	
	OCR Functional Skills Entry level Certificate levels 1-3 and Level 1- Level 2 in ICT	
	GCSE Courses as appropriate to individual learners (Key Stage 4 only)	College Link Courses, Travel Training and Residential opportunities (FE Only)
	AIM Awards SEFL Qualification (Entry Level 1- 3 and Level 1 and 2)	
Creative Arts LAMDA Performing Arts Entry Level 3, higher level 1 and level 2 Arts Awards		

Why these qualifications?

Functional Skills:

Functional Skills provide an individual with essential knowledge, skills and understanding that enables them to operate confidently, effectively and independently in life and work.

They are learning tools that enable our pupils to:

- apply their knowledge and understanding to everyday life
- engage competently and confidently with others
- solve problems in both familiar and unfamiliar situations
- develop personally and professionally as positive citizens who can actively contribute to society. (FunctionalSkills.com)

It is our belief that functional skills qualifications best prepare our pupils for adult life.

LAMDA Performing Arts:

One of our goals at SENDAT is to develop pupils' communication skills. Drama provides a medium for pupils to express themselves and develop not only spoken communication skills, but their wider physicality skills e.g. body language, facial expression and gesture. These taught skills can support the development of social skills, increase confidence levels and provide a creative outlet for some of the challenges our pupils face.

Arts Award:

The Arts Award qualification recognises and accredits the wonderful arts based work our pupils produce. The Award inspires our young people to grow their creative talents, experience new skills and showcase their work. The five tiered levels mean we can select qualifications that are appropriate to our pupils' needs and interests.

AIM Awards

Pupils have the opportunity to gain an AIM Awards qualification in Skills for Employment and Further Learning. With over a 1000 units to choose from and with accreditations ranging from Entry Level Certificate level 3 to GCSE equivalent grades at level 1 and 2, this provides us with the

perfect opportunity to create a highly personalised accredited curriculum that prepares pupils for employment and further education.

GCSE Courses

Pupils will have access to GCSE subjects appropriate to their individual interests and abilities. This will also be influenced by the mainstream offer at linking school.

Planning Expectations

Long-term plan:

This is a planned programme of work across the school year or identifies an accredited course programme. From EYFS- Key Stage 3, the long term plans indicate the areas of learning and the Cornerstones theme through which pupils explore each set of skills. Key Stage 4 and 5 identify the rolling programme of exam accreditation.

Planning:

Teachers planning is highly personalized. Teachers plan in a format of their choice in order to produce high quality and exciting lessons. Planning is available at all times to all staff and can be found in the Yellow Pathway 'Planning folder' on the intranet or in the teachers planning files.

Planning could include the following information:

- Title of topic, dates, name of class group, name of teacher, name of the lead teaching assistant.
- Exam board information and course codes (where appropriate)
- Summary of learning
- Clear, differentiated learning intentions using the terms 'all, most and some' These learning intentions should focus on what the pupils should know, understand or be able to do by the end of the project.

- ‘WOW’ This is a memorable event or activity particularly designed to motivate and enthuse pupils.
- Shared learning intentions and success criteria written in child friendly language. (These could be shared through a PowerPoint Presentation, task booklets or worksheets)
- Information on the deployment of staff
- Clear differentiated or personalized activities

Planning for accreditation

Teachers teaching exam accreditations are required to complete core planning. This includes a detailed overview of the year that highlights when core information/ areas of learning are being taught. The teacher also completes a medium term plan that provides information on the teaching and learning of the specific exam units being taught.

Example of a yearly overview of an accredited course:

Maths Functional Skills Level 1 and Level 2									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Autumn 1	Intro	Sit Past Paper to baseline current knowledge	Go thru and feedback about past paper	Number and Place Value	Working with negative numbers	Calculation using a calculator - which operation?	Money and Calculation		
Autumn 2	Using units of Measure	Calculating and converting units of measure	Calculating routes and speed	Working with Time	Construction Angles, Maps and Scale Drawing	Construction Area, Perimeter and Volume	Construction 2D/3D shapes and nets	Data Collecting and recording	Data Interpretation and Averages
Spring 1	Fractions, Decimals and percentges	Fractions, Decimals and percentges	Using and writing formulas	Probability	Potential Assessment Week 5 - 9 Feb				
Spring 2	Ratio	Proportion	Exam Strategy Checking answers	Exam Practice and Revision	Potential Assessment Week 19-23 Mar				
Summer 1	Exam Practice and Revision	Exam Practice and Revision	Exam Practice and Revision	Potential Assessment Week 30 Apr - 4 May	Exam Practice and Revision	Exam Practice and Revision	Exam Practice and Revision		
Summer 2	Exam Practice and Revision	Potential Assessment Week 11-15 Jun							

Example of a medium term plan for an accredited course:

Yellow Pathway Learning Area Plan SEFL "Domestic cooking skills" Level 1			
Unit Title;	Domestic Cooking skills	Term:	Autumn Term 2017
Class Group:	XX	Teacher:	XX
Lead TA XX			
Brief description of the project			
In this unit learners will have the opportunity to develop an understanding of nutritional value, food groups and different dietary requirements. They will learn how to select ingredients and prepare and cook a meal in a domestic kitchen, all whilst working to a budget. They will clean up after the meal and learn about the importance of health and safety in the kitchen.			
Learning Intention (What are the pupils learning?)	Learning Activity (What will the pupils be doing?)	Areas of the curriculum to be covered	
<p>The pupils will learn the following (skill(s), understanding and knowledge):</p> <p><i>Level One</i></p> <p><i>Know how to plan and cost nutritionally balanced meals</i></p> <p><i>1.1. Plan a two-course meal, taking into account basic nutritional value and costs</i></p> <p><i>1.2. Give reasons for choice of meal (A minimum of three reasons must be given)</i></p> <p><i>2. Be able to cook a meal using fresh ingredients and convenience foods</i></p> <p><i>2.1. Cook a meal using: (a) fresh ingredients (b) convenience foods</i></p> <p><i>3. Be able to use domestic kitchen equipment to produce a meal</i></p> <p><i>3.1. Identify domestic kitchen equipment that is needed to produce a meal</i></p> <p><i>3.2. Use domestic kitchen equipment to produce a meal</i></p>	<ul style="list-style-type: none"> • Research the 5 different food groups, create a document which explains the nutritional value and the role they play within the body. • Develop an understanding of different types of dietary groups there are. • Devise 8 tips for eating well, based on government guidelines • Create a list of the foods you enjoy, work out the cost of the meal to serve a family of 4. • Plan a meal taking into account, who, occasion, dietary requirements, nutritional value and cost. • Using supermarket online shopping compare the cost of making the dish from 3 different supermarkets. • Develop an understanding of "seasonal" and fresh • Develop an understanding of Convenience foods and the role they play in today's society • Design a survey to find out how many people cook from 	English Maths Computing RE Art DT History Geography Music Citizenship Digital Literacy PSHE Science Preparing for adulthood Work related learning /careers	

Recording and reporting on the Yellow Pathway

Yellow Pathway Assessment Framework

We have created a bespoke assessment framework that tracks progress in five subject areas.

They are

- Maths
- English
- Computing
- PD
- PE

These have been created using national guidance documents, existing assessment frameworks created by other schools and exam assessment frameworks from OCR, AQA, Edexcel and AIM Awards. Pupils will be assessed using this framework from KS2 through to KS5. The levels start at level 1 (lowest) and finish at level 7 (highest). The levels are equivalent to an accredited level, please see table below:

Level	Equivalent Level
1	P8-ELC 1 Bridge Level

2	ELC 1
3	ELC 2
4	ELC 3
5	ELC 3- Level 1 Bridge Level
6	Level 1
7	Level 2

We have created two 'bridging' levels in this assessment framework as we recognise that pupils often struggle to make the jump from P- Levels to Level 1 (old National Curriculum Levels) and Entry Level 3 to Functional Skill level 1. By creating these bridging levels, pupils are able to make steady progress within each subject. The assessment framework (levels) make clear links to accreditation outcomes in KS4 and FE. This helps to make exam entries for pupils clear and target setting for teachers straight forward.

Yellow Pathway Assessment

Pupils are assessed every six weeks on the Yellow Pathway through our own data collection system. Teachers track pupils' progress towards a completed level through a five starred progress system. Each star selected measures a pupil's progress towards the successful completion of a level and allows us to track small steps of progress, please see table below:

		Star	Progression: Star meaning
		1	*
		Fully supported: Mirroring or copying the skill or task with full adult support.	



	2	*	Guided: Can achieve through 1-1 or group work discussion and/ or with physical support from an adult
	3	*	Prompted: Can achieve with one prompt from an adult e.g. this could be a question to prompt an answer
	4	*	Independent: Can achieve without adult support
	5	*	Applied: Can achieve in different lessons and contexts

Measuring progress:

We measure pupil progress by tracking the progress made towards teacher set end of year targets. Class teachers are expected to set realistic end of year targets based on the percentage progress from the previous year. To measure progress accurately, each star (or step of progress) within a level has been identified as 20% of progress towards their target. For example; if a teacher expects a pupil who is currently working at level 1+20% (This means the pupil has achieved all of level 1 and 20% of level 2) and predicts that at the end of the year they could achieve all of level 1 and achieve elements of level 2 independently (4 Stars), they would set a target level of level 1+80%. Progress is monitored and measured through our Yellow Pathway Assessment system during the academic year and is monitored closely during six weekly pupil progress meetings.

See starred percentage target table below to support the creation of teacher end of year targets:

↓	Star		Percentage of progress
	1	*	20%
	2	*	40%
	3	*	60%
	4	*	80%
	5	*	100%

Work Folders

All pupils are expected to support the filing and organisation of their work. Each pupil is provided with a core subject's folder and a thematic folder. Core subject folders should be divided into six areas:

- English
- Maths
- Computing
- Personal Development

The thematic folders should evidence project based learning through the Cornerstones curriculum. This therefore is split into terms rather than subjects. Teachers are required at the start of each project to complete a topic front sheet that states the unit title and outlines the subject areas the pupils will be covering. This should be filed at the front of each new topic.

All work folders are colour coded and filed in the cabinets available in each classroom.

Primary- Red

Key Stage 3- Blue

Key Stage 4- White

FE- Black

Greatest Achievement Folder

All pupils from key stage 2 on the Yellow Pathway have two 'Greatest Achievements' folders. These folders collect work that evidences progress across core and thematic subjects across a key stage. This allows the teacher and pupil to see a visual story of the progress they have made. The following evidence can be found in each folder:

Greatest Achievements: Core Subjects	Greatest Achievements: Thematic progress, enrichment and celebrations
<ul style="list-style-type: none">• English	<ul style="list-style-type: none">• Science

<ul style="list-style-type: none">• Maths• Computing• PD	<ul style="list-style-type: none">• Humanities• Arts• Enrichment achievements e.g. horse riding or travel training etc.• Achievement certificates• Photographic evidence of progress towards Goals.
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Pupils in EYFS and KS1 have a learning journey that evidences their progress towards the Development Matters curriculum and one Greatest Achievement folder that evidences their wider achievements.

Feedback and annotation

Teachers are required to provide verbal and written feedback in-line with the school Feedback and Assessment Policy.

Where a pupil has been successful, written comments and check marks should be in GREEN pen.

These written comments should:

- be positive and celebrate effort and achievement
- relate to learning objectives

Teachers should use an arrow to indicate next steps for improvements or correcting errors on a pupils work. Opportunities are given for these points to be shared, reflected upon and action taken. Where a pupil has received verbal feedback, the teacher is required to write VB on the pupils work.

Teachers and teaching assistants are encouraged to annotate pupil work using the Yellow Pathway Assessment progression steps, to ensure a link between pupil work and assessment progress. Please see guidance table below:

Progression: Star meaning
Fully supported: Mirroring or copying the skill or task with full adult support.
Guided: Can achieve through 1-1 or group work discussion and/ or with physical support from an adult
Prompted: Can achieve with one prompt from an adult e.g. this could be a question to prompt an answer
Independent: Can achieve without adult support
Applied: Can achieve in different lessons and contexts

Teachers, lead teaching assistants and teaching assistants are required to provide verbal and written feedback to pupils. Prompt support sheets are available in all classrooms to support staff with this.

Goals

Each pupil on the Yellow Pathway has one learning Goal. This Goal is based on one outcome from the pupil's Education, Health and Care Plan. The teacher (in conjunction with the pupil) creates a three step plan on how to achieve this Goal. The table below is an example of a blank template of how we track goals and these are displayed in classrooms. Once a pupil has achieved one step of their 'goal', a member of staff records the evidence of the progress made on the table and adds their initial and date to the form. These tables are available to all pupils' throughout the school day so they can monitor their own progress. This tracking system is monitored regularly by class teachers and during pupil progress meetings with the Yellow Pathway Leader. Please see an example of the table below:

Pupil name.....			
My Goal is.....			
Date started.....		Date completed.....	
Steps to success	Written evidence on how the step was achieved (signed and dated)		
Step 1.....			
Step 2.....			
Step 3.....			

As all pupils have very different outcomes on their Education, Health and Care Plans, there is no expectation that X number of steps should be achieved by any particular point, however teachers make a judgement on the pupil's progress towards their Goal during pupil progress meetings.

The teacher enters a judgement into an excel spreadsheet to evidence whether the pupil is being supported to make progress, making expected progress or exceeding expectations. Where pupils are being supported to make progress, the teacher and Yellow Pathway Leader provide interventions to ensure progress is being made.

Once a pupil has achieved their Goal, this is recorded and a new Goal based on a different outcome from their Education, Health and Care Plan is generated.

Additional Provision and Intervention

Catch up, Phonics and Reading Wise!

We recognize that SENDAT pupils with EHCP's may require an additional 'boost' from time- to - time in Literacy and Numeracy, therefore, where appropriate, pupils on the Yellow Pathway who require additional provision or intervention can do through 1-1 sessions through in Reading Wise, a phonics programme or Catch Up! These intervention sessions are designed increase the rate of progress, improve learner's confidence, behaviour and engagement in the curriculum.

Additional Specialist Support

External specialist support is often provided to many pupils on the Yellow Pathway. Teachers and staff work closely with these professionals to ensure all pupils' needs are met. We liaise closely with:

- Speech and Language Therapists
- Vision Support
- Hearing Support
- Outdoor Therapy

Speech and Language Support

Supporting the development of core communication skills is given a high priority at SENDAT. Effective communication is at the heart of every aspect of school life. Developing children's speech, language and communication skills contributes to a wide range of positive outcomes in educational achievement, social competence, behaviour and mental health.

Children who follow the Yellow Pathway may experience barriers to their learning that result from their Speech, Language and Communication Needs. These barriers may arise due to difficulties in one or more of the following areas – understanding and verbal reasoning, vocabulary development (both receptive and expressive), sentence structure and narration,

literacy and social interaction. In addition some students may experience difficulties in the areas of fluency and voice. A number of students will need access to Augmentative and Alternative Communication (AAC) to support their communication. This will include both low and high tech aids to communication such as symbol support, signing and electronic communication aids.

All students are taught in communication supportive classrooms with trained staff who will provide opportunities for talk by:

- Providing opportunities for pupil participation
- Scaffolding questions to build confidence
- Giving students time to process information
- Making students aware of the range of resources available
- Supporting all students to reflect on “rules of dialogue”

Staff adapt their language by:

- Considering the length and complexity of language you use
- Considering the range and level of questions students understand
- Encouraging discussion with peers; modelling / scaffolding if needed
- Teaching pupils how to recognise they need help and how to ask for help
- Checking for understanding, perhaps involving other adults in the class.

Students with high levels of need receive targeted support from a SENDAT Speech and Language Therapist. The Speech and Language Therapist liaises with the teacher to set goals and provide a therapy plan and training where appropriate.

References and Acknowledgements

DfE *Special educational needs and disability code of practice: 0 to 25 years*, January 2015

Rochford, D, October 2016, *The Rochford Review: Final Report*

TDA, 2012 *Materials for newly qualified teachers: Removing barriers: moderate learning difficulties (MLD)*

Ashfield School

Accreditation and curriculum based Websites:

AXIS Education: AXIS Hands On www.FunctionalSkills.com 22.05.2017

www.aimwards.org.uk

www.aqa.org.uk

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