



# Doubletrees School



## A guide to the learning pathways

**All our learners follow personalised, learner-centred approaches which broadly fall under the following learning pathways. Some of our learners, due to their highly complex needs may need a more bespoke pathway which does not fall solely within the pathways described below.**

### Our EYFS phase

Our EYFS phase aims to provide the best nurture and support to transition learners from the home to an inviting classroom environment. The primary aim of this phase is to provide the foundations of lifelong learning. The learners will develop positive relationships to foster a sense of safety and security, whilst learning to make choices, develop an awareness of themselves, manage feelings and communicate with others. The Learners are supported to develop functional skills that will enable them to engage with the world in a physically, socially and emotionally healthy way. Our EYFS provision continues into KS1, allowing us to make an informed decision regarding which of the three following pathways is the most suitable for our learners.

This class offers the continuous provision and follows an interest led curriculum. The EYFS curriculum is delivered through the prime areas of Communication and Language, Personal, Social and Emotional Development and Physical development and the specific areas of Literacy, Mathematics, Expressive Arts and Design and Understanding the World. These curriculum strands are woven/timetabled through the school day, with the main emphasis being on the prime areas of learning. **At this stage children and adults construct the curriculum together.** Children learn from all their experiences, not just those that have been planned or intended. How children learn, and how they learn about their own learning, is an integral part of the curriculum as described in the Characteristics of Effective Learning. Pupil engagement is maximised by using the interests and learning styles of the children to plan themed activities. Play and exploration allows children to extend play skills, develop new interests and learn in ways that are appropriate to their age and stage of development.

**Evidence of learning** is gathered over time through 'in the moment' and ongoing observations to capture small but significant development to inform individualised educational and therapeutic planning. Progress is assessed using personalised goals/IEPs which form small steps to achieving EHCP intentions informed by multi-disciplinary team, alongside smaller developmental checkpoints (Branch Maps incorporating Routes for Learning).

### Learning to learn pathway—Pre-formal learning

The Learning to Learn pathway has been designed for learners with profound and complex needs. These learners are working in the 'here and now' and as such, they require repeated opportunities to practice, consolidate and generalise their learning. It is expected that learners on this pathway will require a multi-sensory approach that offers consistent routines, sensory experiences and meaningful interactions with others. The curriculum for this pathway is developed around learners' individual needs and personalised therapy targets, specified in their Individual Education Plans (IEPs). The National Curriculum subject areas are accessed through a termly theme, providing the context for learning.

The Engagement Model is used to ensure appropriate and engaging environments, resources and learning opportunities for all learners on this pathway. Engagement is regularly observed, recorded via Evidence for Learning (EfL) and discussed within class teams, these discussions then inform pedagogy in order to ensure the best possible provision for each individual learner.

Assessment for learners on this pathway is ongoing and forms an integral part of the interactive learning process. Progress is assessed using IEP targets, which form small steps to achieving EHCP targets, alongside the Routes for Learning (RFL) assessment framework. These targets are informed by a multi disciplinary team working around the learner, including but not limited to Speech and Language, Occupational Therapy and Physiotherapy.

The aspirational end point of this pathway is that our learners are supported to develop communication strategies that ensure they are able to communicate their needs and preferences in the wider community and that they are as independent as is possible. Learners on this pathway will build positive relationships with people who are important to them, express their feelings, make choices, communicate with others and be valued and active members of their community.

### Bridging to learn— Semi formal pathway.

In this learning pathway, the learners are beginning to access the very early stages of the National Curriculum. The bridging to learn

pathway introduces our learners to more structured, adult led activities. The learners develop an understanding of the wider world and that they can communicate, influence and engage in this in a more independent and meaningful way. Their learning follows the scheme of work and national curriculum coverage of the relevant key stage. The learning activities are short with motivating resources, to introduce the individuals to structured learning. These are usually punctuated by reward, sensory or movement breaks, the aim being to increase the amount of engagement with the structured activities over time. Opportunities continue to be sought for incidental learning through play, choice or independent life skill activities.

The progress of the learners is assessed using IEPs derived from their EHCPs alongside the B-Squared assessment framework (either progression steps or adult b-squared depending upon their key stage) and any therapy targets provided by external agencies. As learners progress through the school the focus changes toward developing an increasing awareness of functional English and Maths skills, self help and independent living skills as well as more work related learning.

The aspirational end point of this learning pathway is that our learners access the environment and opportunities available to them, with the basic functional communication, Literacy, Maths and wellbeing skills that they need, enabling them to become as independent as they are able for life after Doubletrees.

### **Ready to learn– Semi formal pathway.**

In this learning pathway, the learners are able to access the National Curriculum, predominantly below age related expectations in the majority of areas. Our learners are able to engage with formal learning opportunities, following the full curriculum, though multisensory approaches are frequently used in line with each learner's personalised learning style. The sessions are structured, with opportunities for whole class teaching, small group and independent activities. Learning focuses on the mastery of skills, which then need to be applied to a range of contexts before they are considered achieved and the learning moved on. Links between subjects are fundamental to achieving this and all phases across the school link learning under a termly theme. As learners progress through the school there is an increasing focus on self help and independence skills, alongside an increased awareness of their school community to develop their sense of respect for others and responsibilities as active members of this community. As part of this learners are encouraged to undertake job roles within the class or across the school. Accredited courses and qualifications are sought from Key stage 4 onwards.

The progress of learners is also assessed through IEPs/EHCPs and the B-squared assessment framework and any relevant therapy targets.

The aspirational end point of this pathway is that our learners become active participants in society having acquired as many Literacy, Maths, and independence skills as they are able. They develop an understanding of the pathways and careers that are available to them and how to keep themselves safe.

### **Our Post 14 provision**

We have merged our KS4 and 5 provisions to allow us to spend a greater period of time preparing our learners for independence and life after school. Students continue to follow the KS4 National Curriculum core areas of English, Maths and Science, alongside the foundation subjects: Citizenship, Computing, Physical development, RE and Sex & Relationships Education (when and where learners are cognitively able to access). We offer a five year rolling curriculum underpinned by the entitlement areas, the Arts, Design and Technology, Humanities and Modern Foreign Languages. This provision is merged with the post 16 curriculum which contains three overarching strands of learning: Work related learning, Independent Life & Living Skills and Health, Wellbeing and Relationships. These are organised across the five year rolling programme of study. Each term has a different country as its theme. This global focus allows our learners to explore, experience and understand the wider world, developing an appreciation of different cultures and sensory experiences with the aim of further raising their aspirations.

Learning in this phase becomes more orientated towards future aspirations and preparation for adulthood as our learners begin to focus more on applying their learnt skills to real life situations. There are core skills sessions for our Bridging to Learn and Ready to Learn cohorts, where they learn key skills in English, Maths and ICT before having opportunities to apply these in real life and work related opportunities.

All of our learners work towards Accreditations, through the ASDAN qualification or the Pegasus award. Entry level certificates in Maths (AQA) and English (Edexcel) are also available to the most able.

Our close links with external agencies, such as Careers South West and Game Changer help support our learners in deciding where their next destination will be. One of the main aims of our Post 14 provision is to provide each learner with a wide range of career and employment experiences to support and inform their choices.

The aspirational end point of this phase is for all learners to leave Doubletrees equipped with the skills they need to be as independent as possible; and that their Next Steps are informed by personal aspirations and interests. We aim to nurture these through their highly personalised curriculum pathway during their time at Doubletrees.