



Lansbury Bridge School

Curriculum at Lansbury Bridge School

SUBJECT RATIONALES

SHARED EXPECTATIONS



Contents

English at Lansbury Bridge (A Hood).....	2
• Curriculum Pathways	2
• Pathways 1&2	2
• Pathway 3	2
• Pathway 4	2
• Intent	2
• Implementation	3
• Impact	4
Phonics and Early Reading at Lansbury Bridge.....	5
Maths at Lansbury Bridge (J Heague)	6
• Curriculum Pathways	6
• Pathways 1&2	6
• Pathway 3	6
• Pathway 4	6
• Intent	7
• Implementation	7
• Impact	8
Science at Lansbury Bridge (C Brierley).....	9
• Intent	9
• Pathways 1&2	9
• Pathway 3	9
• Pathway 4	9
• Implementation	10
• Impact	10
Approach to Autism at Lansbury Bridge (L Ashcroft).....	11
• Curriculum Pathways	11
• Pathways 1&2	11
• Pathway 3	11
• Pathway 4	11
• Intent	11
• Implementation	12
• Impact	13
PATHWAY 1 OVERVIEW	14
PATHWAY 2 OVERVIEW	15
PATHWAY 3 OVERVIEW	16
PATHWAY 4 OVERVIEW	17

ENGLISH AT LANSBURY BRIDGE SCHOOL



Curriculum Pathways Pupils at Lansbury Bridge are sorted into 4 pathways:

Pathway 1 & 2: Pathway 1 and 2 are for learners with profound and multiple learning difficulties working far below the level of the national curriculum and will need lots of adult assistance to access their curriculum.

Pathway 3: Pathway 3 is for learners with severe learning difficulties and additional needs, working below national curriculum level. These learners have emergent skills and may begin to access early stages of the N.C.

Pathway 4: Pathway 4 is for those who have additional learning, physical, sensory or medical needs, but who are cognitively able to access National Curriculum subjects, modified in the light of their developmental level and special educational needs.

Additionally, some learners in Little Lansbury follow the Early Years Foundation Stage Framework.

INTENT

We want to provide a broad, balanced, relevant and differentiated curriculum in order to equip each individual pupil with the reading, writing and communication skills commensurate with his/her ability and stage of development in order to maximize their independence in society as well as being ambitious and including the Cultural Capital they need to succeed in life and may not otherwise access outside of school.

Communication, Language and Literacy underpins everything that happens within our daily school life and this is reflected in the commitment staff have in promoting and developing these skills throughout daily communication and literacy time in all classes throughout the school. Staff are well versed in the practice of incorporating the Careers curriculum into everyday sessions and planning sequential sessions that provide varied opportunities to work towards the relevant Gatsby Benchmarks.



- Ensures holistic learning with all parts of curriculum interconnected.
- Develops learners' levels of engagement by finding out what interests and motivates them.
- Recognises that learners will need to be taught to transfer or generalize skills.
- Creating an accessible curriculum broken down into smaller steps.



- Provides meaningful contexts for learning that use real-life experiences and practical everyday activities so that learners link experiences and make connections.
- Includes activities that move beyond memory building activities to take part in problem solving activities.
- Provides opportunities for skills and knowledge across curriculum areas.



- Supports learners to develop their interests as well as skills and knowledge.
- Provides a combination of integrated approaches as well as discrete skills and subject specific content.
- Enables older pupils working at the formal level to be prepared to pursue accreditation pathways.
- Preparing pupils for the world of work and independence in society.

IMPLEMENTATION

Literacy at Lansbury Bridge begins during the planning stage, with relevant and purposeful sessions being planned for our children, with their Educational Health Care Plans forming the starting point of desired progress and outcomes.

A varied core text scheme of work written by the Literacy Lead for class teachers to use as a base for creating coherently planned and sequenced sessions that incorporate all aspects of English i.e.- Reading, Writing, Speaking and Listening as well as ensuring pupils are accessing age appropriate texts that are suitably linked to celebrations and relevant experiences.

Daily lessons of Literacy/English will feature on each class timetable and skills will be transferred and developed through a cross curricular approach. The curriculum is child centred and taught through a multi-sensory approach. Each child receives a curriculum that is successfully adapted and designed to meet their needs, abilities and interests whilst also covering the breadth of study a child within a mainstream setting would access.

Literacy and communication PLG targets are set and assessed termly to ensure continuity in planning, teaching and learning. These targets are effectively delivered designated PLG sessions and through other meaningful contexts throughout the school day. Progress on these targets are reported termly to parents in a formal manner through EFL, however parents are welcome to discuss progress at any point. Staff are well versed in liaising with multi-disciplinary teams such as SALT and Occupational Therapy to incorporate bespoke targets, activities and resources for every child.

Overall progress against learning outcomes is assessed differently within each learning pathway, which can include National Curriculum, Pathway 3 Literacy Curriculum, Scerts, EYFS Tracker etc. Challenging but achievable targets are set against starting points at the beginning of each year and progress against these is monitored closely throughout the year.

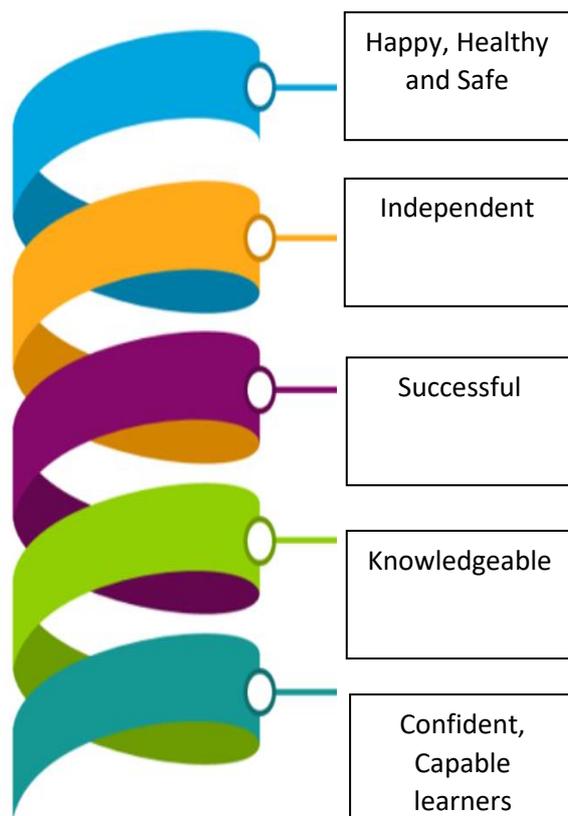
Pupils who need extra support within English/Literacy are identified by the Senior Leadership Team and class teacher during pupil progress meetings. Interventions, focused sessions and technology-based programmes such as Lexia and The Active Literacy Kit are then used to bridge any gaps and aid progress.



IMPACT

Pupil progress is measured through a variety of means including Evidence for Learning which measure the smaller steps of progress some of our pupils make. Through the use of our Evidence for Learning assessment tool, we help staff to create a timeline of progression within literacy through photographs and videos which in turn allows a clearer picture of the smaller steps of progress our pupils make as well as making real time assessment easier and more meaningful, ensuring pupils are receiving the correct support as quickly and efficiently as possible.

Where necessary, annotation sheets are used to evidence progress in length and level of engagement of our pupils and display increases over time. The continuous hard work and dedication of our staff is ensuring that all children receive a broad and balanced Literacy Curriculum, that meets the needs of each individual. It also means that we see our pupils blossom into independent, engaged and confident learners who are able to communicate their wants and needs, by whatever means necessary, in a polite manner. Through continuous CPD for all staff, extensive support from Middle Leaders and SLT and the implementation of an exciting, ambitious and expertly planned curriculum we are providing our pupils with the literacy skills that will prepare them for adulthood and the world of work, whilst also promoting a love for learning!



Phonics and Early Reading at Lansbury Bridge

Phonics is delivered to all pupils in Key stage 1 and 2 in the form of a discreet daily lesson. Pupils in Key Stage 3 and 4 adapt a more meaningful approach during this session and focus on functional English skills and comprehension.

We recognise that not all pupils within our setting will learn to read in the same way, and so ensure that they are provided with opportunities to explore a range of strategies and effective, ongoing assessment to ensure they are accessing the correct phonics pathway to success. This includes, a pre-phase 1 phonics curriculum, Synthetic phonics approach (Essential Letters and Sounds), Precision teaching and functional and personalised sight words.

Our SSP is Essential Letters and Sounds, a rigorous and robust phonics programme that provides class staff with high quality teaching methods and resources which allows for consistency and fidelity in teaching our pupils to read. This programme incorporates helpful mnemonic devices, strategies and simple key vocabulary which help provide our young people with the correct skills required when becoming confident, fluent and successful readers. It also allows staff to quickly identify any pupils who are struggling and implement the relevant interventions.

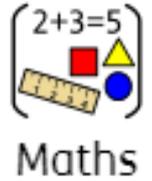
Through learning walks, liaisons with the Literacy Lead and continuous sharing of best practice, the staff at Lansbury Bridge aim to create a culture of confidence and consistency when teaching phonics, while still ensuring pupils are accessing the relevant teaching strategies for them.

Reading is an integral part of the school routine with children accessing ability appropriate reading material in formal reading sessions, within the classroom setting e.g.- book corners, as well as ensuring that during their daily phonics lessons they are only accessing texts that include previously taught GPC'S. Pupils and staff have access to the Oxford Owl E-Library which clearly sets out a progression of what pupils should read at each stage of their phonics journey. Class teachers can set weekly books that parents can access at home with their children to help extend their learning.

Early reading skills begin with a promotion of love for reading and exposure to a variety of age-appropriate texts as well as modelling of what a confident and fluent reader looks like, with books being read aloud to pupils by class staff. A promotion of a love for reading is important at Lansbury Bridge as well as ensuring we are providing necessary Cultural Capital in reading for all pupils. This is done through celebrations such as World Book Day and National Poetry Day, through a functional school library that provides access to a wide range of themed and celebration books and 'We are Reading...' visuals outside every classroom to promote discussion of different and familiar texts amongst staff and pupils.



MATHS AT LANSBURY BRIDGE SCHOOL



Curriculum Pathways Pupils at Lansbury Bridge are sorted into 4 pathways:

Pathway 1 & 2: Pathway 1 and 2 are for learners with profound and multiple learning difficulties working far below the level of the national curriculum and will need lots of adult assistance to access their curriculum.

Pathway 3: Pathway 3 is for learners with severe learning difficulties and additional needs, working below national curriculum level. These learners have emergent skills and may begin to access early stages of the N.C.

Pathway 4: Pathway 4 is for those who have additional learning, physical, sensory or medical needs, but who are cognitively able to access National Curriculum subjects, modified in the light of their developmental level and special educational needs.



- Pathway 1 focuses on the development of early communication, social, emotional and cognitive skills that help to prepare the learner for subject specific knowledge, creating opportunities for learners to demonstrate engagement and anticipation in a range of new and repetitive activities with a sensory focus. Quest for learning has been integrated within our curriculum/assessment frameworks, with a focus on the subtle changes in behaviour of pupils that might indicate learning and progress.
- The Pathway 2 framework supports the development of early maths skills such as exploring, handling and manipulating objects with purpose, engaging in songs and rhymes. Activities can often be repetitive, and routine based to support muscle memory.
- Learners within pathways 1 and 2 require a holistic, multi –sensory approach and learn most effectively when teaching and learning relates to their own experiences, sometimes through structured play or themes and other times through functional activities.



- Pathway 3 supports the development of pre-National Curriculum learners; this framework has been designed to prepare students for National Curriculum attainment targets for year 1 and beyond.
- Developing the early maths skills and introducing more investigative mathematical opportunities with clearly defined focus on the four strands of maths; Number, Geometry, Measure and Statistics
- **Provides opportunities for skills and knowledge across curriculum areas**
- Discrete learning activities, staff led 1:1 and group activities and social opportunities for learning. At Pathway 3, the introduction of workstations and a TEACCH learning structure may also be visible to support learners' engagement and independence
- Daily, weekly or two weekly rotation of strand focus, dependent on the learners needs and development.
- A more prominent focus on vocabulary to support communication development.



- Pathway 4 features a clear sequence of learning with a focus on functional skills, life skills, communication and independence.
- Subject specific learning is often practical based, building on previous learning experiences to allow for consolidation and a progression of skills and further opportunities for generalisation of learnt skills.
- **Provides a combination of integrated approaches as well as discrete skills and subject specific content.**
- Continuation of key vocabulary and introduction to knowledge organizers for each stage of learning.
- Enables older pupils working at the formal level to be prepared to pursue accreditation pathways, further education of employment opportunities.
- Preparing pupils for the world of work and independence in society.

INTENT

We want to provide our learners with a broad, balanced and challenging curriculum, in order to develop investigative and problem-solving skills to support their independence in society at any stage in their development. Our pupils are given experiences to support developing a wider understanding of the world around them in order to be able to maximise their engagement and involvement in society. Our curriculum focuses on developing the transferrable skills that equip children for each stage in education and life beyond school as confidently and independently as possible. We believe in creating happy and safe learning environments which facilitate opportunities for exploration and engagement. We also promote opportunities for the Cultural Capital they need to succeed in life and may not otherwise access outside of school.

IMPLEMENTATION

Maths at Lansbury Bridge begins during the planning stage, with relevant and purposeful sessions being planned for our children, with their Educational Health Care Plans forming the starting point of desired progress and outcomes.

Our Maths curriculum is made up of many components with the National Curriculum underpinning the foundations of Maths to ensure age related curriculum coverage and expectations are at the centre of our learning. The National curriculum expectations are then simplified into smaller, more manageable steps to support long-term understanding, retention and development of skills. Our learners are then organised into 4 Pathways relevant to the learner's development, knowledge and skills and not by their chronological age. Each pathway is provided with a selection of long-term plans for maths, these are designed to support different learners to develop their mathematical skills throughout the different strands.

All students are provided with 5 hours per week of opportunities to experience, rehearse and consolidate and revisit new skills and knowledge. The curriculum is child centred and taught through a multi-sensory approach. Each child receives a curriculum that is successfully adapted and designed to meet their needs, abilities and interests whilst also covering the breadth of study a child within a mainstream setting would access.

Maths PLG targets are set and assessed termly to ensure continuity in planning, teaching and learning. These targets are effectively delivered designated PLG sessions and through other meaningful contexts throughout the school day. Progress on these targets are reported termly to parents in a formal manner through EFL, however parents are welcome to discuss progress at any point. Staff are well versed in liaising with multi-disciplinary teams such as SALT and Occupational Therapy to incorporate bespoke targets, activities and resources for every child.

Overall progress against learning outcomes is assessed differently within each learning pathway, which can include National Curriculum, Pathway 3 Maths Curriculum, AET, EYFS Tracker etc. Challenging but achievable targets are set against starting points at the beginning of each year and progress against these is monitored closely throughout the year.

Our learners have a range of barriers to learning and our aim is to identify these and find best working practice to address ways of engaging children to minimise the impact of any identified barriers. A collaborative multi-disciplinary approach allows us to successfully meet the individual needs of each pupil, implementing recommended programmes to remove barriers to learning.

Our Maths curriculum encourages exciting opportunities to explore Maths as a subject. The curriculum supports opportunities to develop a readiness for learning through sensory profiles and

personalised sensory diets. Strategies used to remove barriers to learning include mentoring, interventions (White Rose Maths, RM easimaths, splash learn), dyslexia assessor on site, sensory diets, daily mile, implementation of OT, physio and SALT programmes, specialist seating and adaptive equipment including AAC, and nurture groups.

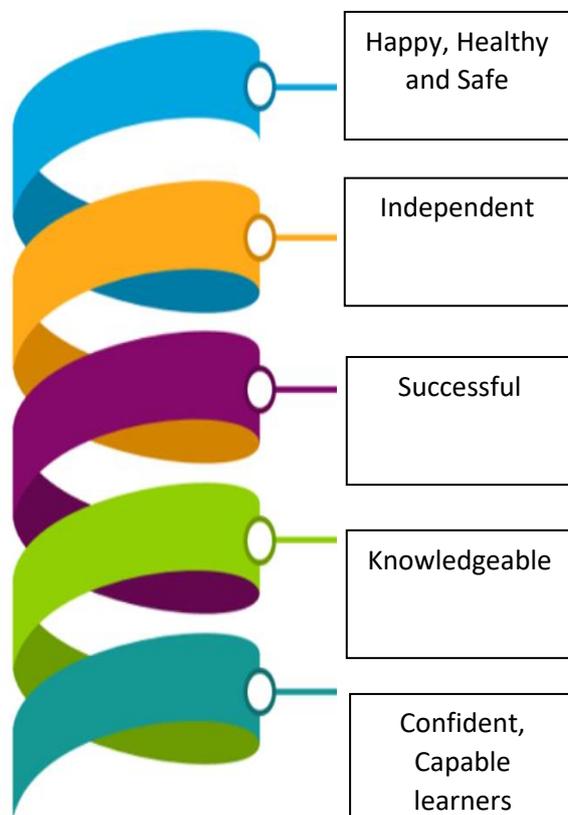
We also provide a total communication approach across school, with a uniformed selection of symbols including those used to support Maths vocabulary across the pathways.

IMPACT

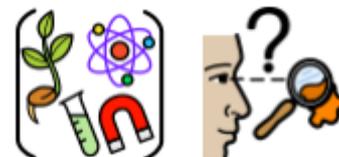
We know that our Maths curriculum is supporting learners to reach their potential through the use of Evidence for Learning (EFL). EFL allows teachers to record progress through photographs and videos and provide meaningful comments about activities, record levels of engagement and prompts in the comments or indicators and provide next steps to support future planning, helping to ensure that pupils are being appropriately challenged to reach their full potential.

EFL expectations are clearly outlined and closely monitored by Maths lead and SLT for quality assurance to ensure that the evidence being collected appropriately challenges the learner, demonstrates clear sequencing of learning and supports the framework and appropriate pathway. EFL is also an excellent tool to discover and build on prior learning and discuss this further with learners where appropriate.

Providing our learners with opportunities to experience, demonstrate and practise maths skills, functional skills and life skills through a wide range of learning opportunities, approaches and worked examples supports learners to generalise skills and knowledge that can be integrated into independent living, further education and employment opportunities in the future.



SCIENCE AT LANSBURY BRIDGE SCHOOL

**INTENT**

At Lansbury Bridge we offer the opportunity to access a Science curriculum that is stimulating, enquiry based and inspiring. Pupils, at all Key Stages and on all learning pathways, are given opportunities to explore, question and learn about the world around them to encourage a natural curiosity and develop lifelong learning skills. We draw from our curriculum to provide tailored opportunities to enable each pupil to achieve their full potential, maximising their independence in society and preparing them for the world of work as well as being ambitious and including the Science Capital skills and opportunities they need to succeed in life and may not otherwise access outside of school.

It is the intention that science will integrate into the wider curriculum to recognise the importance of science in everyday life, to deepen the level of learning and to encourage the transfer of skills between curriculum areas. This will be facilitated by using STEAM as a developing educational model and linking these activities to our career's curriculum and community projects.



PATHWAY 1 & 2



PATHWAY 3



PATHWAY 4

- Holistic learning with all parts of curriculum interconnected.
 - Develops learners' levels of engagement by finding out what interests and motivates them.
 - Learners start to explore the world around them using their sensory and physical capabilities.
 - A tailored accessible curriculum, broken down into smaller steps with multiple opportunities to revisit experiences and ideas.
 - Experiences linked to vocabulary and symbols.
- Provides everyday contexts for learning that use real-life experiences and everyday activities so that learners link experiences and make learning connections.
 - Includes activities that move beyond memory building activities to take part in problem solving and investigation activities.
 - Ask big questions as a class and investigate as a team.
 - Vocabulary continues to build with new topics and spaced reviewing.
- Supports learners to develop their interests as well as skills and knowledge.
 - Provides a combination of integrated approaches as well as discrete skills and subject specific content.
 - Enables older pupils working at the formal level to be prepared to pursue accreditation pathways.
 - Preparing pupils for the world of work and independence in society.
 - Works towards independent investigation skills.

IMPLEMENTATION

Our teachers create a positive attitude to science learning within their classrooms and draw from the Science curriculum and individual Educational Health Care Plans to create relevant, meaningful, and exciting learning opportunities. Teachers are mindful of balancing the challenge for pupils to ensure it is carefully matched for their needs and that work is suitably paced so as not to overload their working memory.

Teachers start new topics by reviewing pupils' prior learning and understanding, linking the topic to current learning in other curriculum areas and introducing or reviewing the vocabulary needed for the topic. The Science scheme of work acts as a base to ensure all topic areas are covered and teachers use the sequencing document to look for where their learners are working and what their next steps should be. This ensures that teaching is informed by the pupils' starting points and allows teachers to adapt planning for current understanding and any misconceptions that need addressing.

Through revisiting and consolidating skills, we help pupils build on prior knowledge alongside introducing new skills and challenge. Teachers incorporate spaced learning across the year to provide further opportunities to retrieve, review and commit to long-term memory the key ideas and vocabulary learned in topics. Teachers also incorporate relevant non-fiction Science books into their class library to encourage pupils in independent learning for the topic and reading across the curriculum.

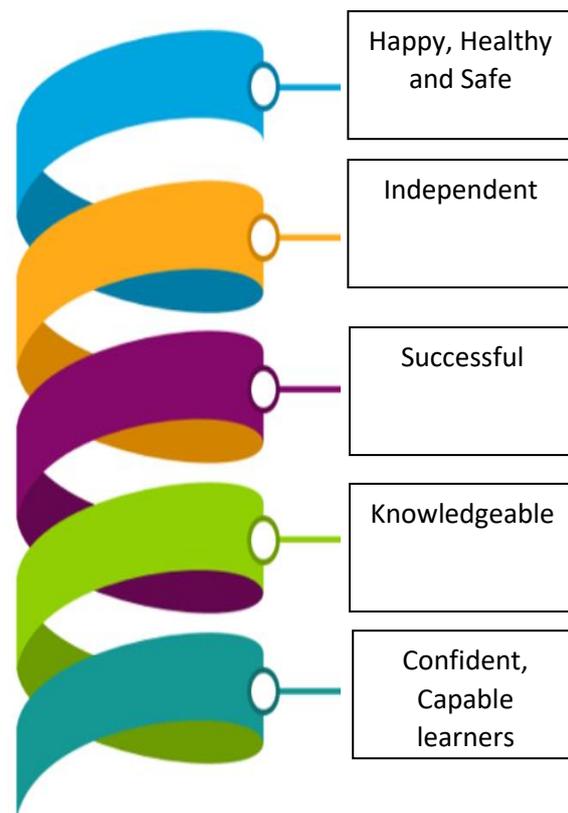
Working Scientifically skills are embedded into lessons to ensure that skills are systematically developed and directly taught throughout the pupils' school career. Opportunities are being provided, through development of the STEAM curriculum, to transfer these skills to everyday work-related situations, to allow opportunities to generalise these skills and prepare learners for the world of work.

IMPACT

Pupil progression in Science is monitored by observation and carefully levelled questioning of our learners. For our more independent learners some assessment investigations are used (TAPS) to help teachers understand the level of understanding achieved by the learner.

Pupil progress is recorded through our Evidence for Learning assessment tool which combines our Science Lansbury Levels and National Curriculum targets to ensure we can measure the smaller steps of progress some of our pupils make. On pathways 1 and 2 staff record science experiences and investigation of the world using Quest targets and more general 'Understanding the world' targets. Staff record photographic and video evidence, as well as adding comments about discussions and understanding, so that progress is measured, and pupils can receive the correct support and next steps to progress their learning. Many of our Science targets link in to pupils' PLG and AET targets as they experience Science in a more sensory way.

The continuous hard work and creativity of our staff is ensuring that all children receive a broad and exciting Science Curriculum, that is adapted to meet the needs of each individual. Through CPD and supporting materials for all staff, we are able to ensure staff are confident and excited about teaching and sharing scientific ideas and so in turn pass on this confidence and enthusiasm for science to our pupils.



APPROACH TO AUTISM AT LANSBURY BRIDGE SCHOOL

Curriculum Pathways Pupils at Lansbury Bridge are categorised into 4 pathways:



Pathway 1 & 2: Pathway 1 and 2 are for learners with profound and multiple learning difficulties working far below the level of the national curriculum and will need lots of adult assistance to access their curriculum.

Pathway 3: Pathway 3 is for learners with severe learning difficulties and additional needs, working below national curriculum level. These learners have emergent skills and may begin to access early stages of the N.C.

Pathway 4: Pathway 4 is for those who have additional learning, physical, sensory or medical needs, but who are cognitively able to access National Curriculum subjects, modified in the light of their developmental level and special educational needs.

Additionally, some learners in Little Lansbury follow the Early Years Foundation Stage Framework.

INTENT

We want to provide consistent and informed practice through a curriculum that focusses on the core areas of Autism: social communication, social interaction, and flexibility of thought and behaviour; as well as meeting pupils sensory needs. National Curriculum subjects are only taught discretely in Pathway 4. Pathways 1 – 3 access the National Curriculum headings in line with the Early Years Framework. SCERTS targets are incorporated pupils PLGs where class teachers consider appropriate, however this is minimal. We aim to focus on functional life skills, using real life experiences and always striving for increased opportunities to develop problem-solving skills and independence for pupils. We understand that learning needs to be developmentally appropriate, and that skills must be taught in a progressive way as pupils move through the key stages. We use the AET framework to support the delivery of the curriculum subjects and focus on other aspects of progress.



- Ensures holistic learning with all parts of curriculum interconnected.
- Develops learners' levels of engagement by finding out what interests and motivates them.
- Recognises that learners will need to be taught to transfer or generalize skills.
- Creating an accessible curriculum broken down into smaller steps.



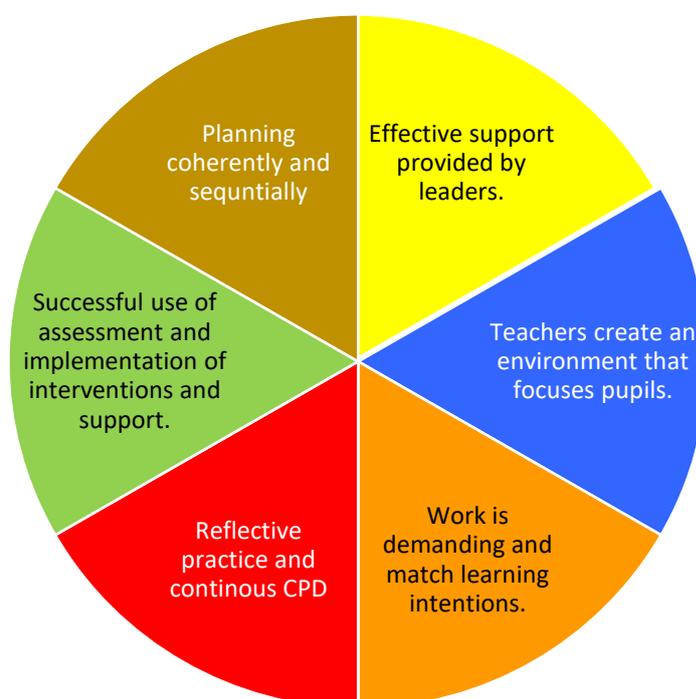
- Provides meaningful contexts for learning that use real-life experiences and practical everyday activities so that learners link experiences and make connections.
- Includes activities that move beyond memory building activities to take part in problem solving activities.
- Provides opportunities for skills and knowledge across curriculum areas.



- Supports learners to develop their interests as well as skills and knowledge.
- Provides a combination of integrated approaches as well as discrete skills and subject specific content.
- Enables older pupils working at the formal level to be prepared to pursue accreditation pathways.
- Preparing pupils for the world of work and independence in society.

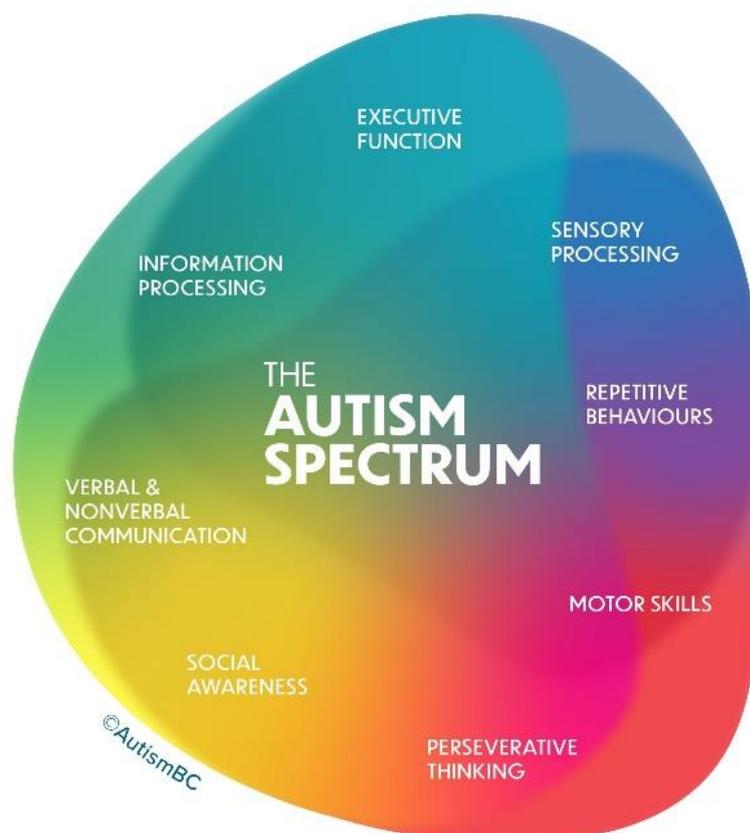
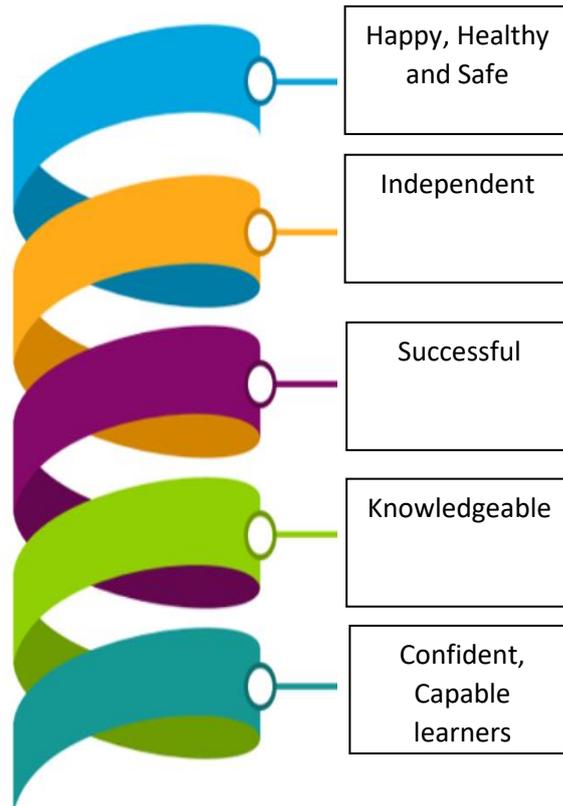
IMPLEMENTATION

Structured teaching and low arousal environments, based on the TEACCH approach, are implemented as good practice across school. Teachers plan for high levels of differentiation with an understanding of pupils preferred learning styles, sensory needs and processing times. A high priority is given to visual support systems both within the classroom and around school. Approaches including Attention Autism, Intensive Interaction, Social Stories are also incorporated into pupils learning. Some pupils have targets set in the core areas of SCERTS- Social Communication and Emotional Regulation skills as part of their PLGs where considered appropriate. We offer a total communication approach, supporting pupils preferred methods of communication (speech, PECS, Makaton or AAC) as appropriate. Some pupils also have a sensory diet which is implemented consistently to increase their engagement for learning. These are displayed in classes using a traffic light system. A red card using Widgit symbols signifies that the child does not have a sensory diet however sensory strategies can be used to help regulate the child. An orange card with OT prescribed symbols signifies that the child is currently completing the 8-week Seedlings program in order to obtain an OT prescribed sensory diet. A green card with OT prescribed symbols signifies that the child has a sensory diet in place and will be using the strategies prescribed. The sensory diet will be found in the pupils clear file. Some pupils also have a sensory diet which is implemented consistently to increase their engagement for learning. Sensory breaks, sensory resources and sensory friendly environments are in place. Our Sensory Integration Base is used for individuals and groups of pupils to enable them to access resources such as a trampoline, swing and light room in order to regulate themselves effectively and receive the correct type of sensory input. Also, where staff feel it is appropriate children have access to sensory circuits when they come into school once a week. Activities are set out in three sections alerting, organising and calming. According to the child's sensory need they will access the appropriate section accordingly. Staff view all behaviour as communicating for a purpose and pupils are supported to manage and self-regulate their behaviour. A training and induction schedule for new staff ensures that all staff have a good understanding of the needs of pupils with autism and how to most effectively support them. Ongoing staff development is planned through training, observations and peer support. Our curriculum places an emphasis on Basic Skills, using indoor and outdoor learning environments and a focus on pupils' interests whilst always being sensitive to pupils' sensory needs. Curriculum enrichment opportunities such as forest school and life skills trips further enhance this. The AET School Standards Framework is used to provide guidance as to aspects within which we need to improve as a school and an action plan is created through this. The AET Progression Framework has been linked to the careers Employability Framework to provide smaller steps of progress for each of the areas and demonstrate smaller steps of progress.



IMPACT

Pupil progress is measured using insights which is linked to the assessment books for frameworks available on Evidence for Learning. PLG targets are formally evaluated on a termly basis but are monitored in between to ensure that progress is continuous. The impact of effective teaching can be seen as pupils can use visual support systems the utilise the TEACCH principles to increase independence in lessons and around school. Pupils are motivated to learn and are more effectively able to regulate their sensory needs. This is monitored by use of restrictive physical interventions and the use of sensory circuits where appropriate. Staff will complete questionnaires before a child attends the sensory circuit and another after a number of weeks accessing the circuit to see if behaviours the child was displaying have reduced. This can also be monitored by using the level of engagement indicators on Evidence for Learning in line with the DfE engagement model.



Pathway 1 – Lansbury Level 1 and 2

Between 5 -10% of Learners access this pathway

The curriculum at pathway 1 is designed for children who have profound and complex needs and are at the very early levels of development. These children may have a diagnosed neurological condition which affects all aspects of their development, and others have complex medical conditions which require highly specialist support. Some children will experience significant sensory processing difficulties. Some children may use a small range of augmentative and alternative communication; others may not have reached the stage of using intentional communication.

This pathway focuses on the development of early communication, social, emotional and cognitive skills that are a pre-requisite to learning. Our pre-formal learners need to develop positive relationships with familiar adults and develop behaviours through which they can communicate, in order to explore the world around them using their sensory and physical capabilities to the full. We aim to prepare children for learning and give them opportunities to develop their levels of engagement. These children are provided with opportunities to access rich learning experiences, using all of their senses, following a non-subject specific approach with timetabled session being flexible to the individual needs of learners but loosely linked to the 7 areas featured within the Early Years Framework.

There is a significant focus on therapeutic activities such as hydrotherapy, physiotherapy, massage, intensive interaction, sensory integration and physical development programmes.

Pathway 1 is mapped across two levels, Lansbury Level 1 and 2, with no subject specific breakdown, the pre-requisite skills for Literacy and Mathematics are contained and the framework is entitled ‘Cognition & Learning, Communication & Interaction’. Within this pathway we track and report data to the DfE on the 5 areas set out within the engagement model (Exploration, Realisation, Anticipation, Persistence and Initiation). Through this tracking we are able to reflect on how well the bespoke curriculum we offer our pupils is helping our learner’s progress.

The level of each pupil’s engagement is tracked through indicators on Evidence for Learning (EfL) using a rating from disengaged to fully sustained, these indicators should accompany each piece of evidence captured on EfL. Engagement tracking identifies and celebrates all pupils’ progress and also supports the prevention or slowing of a decline in pupils’ performance, whilst recognising that a minority of our pupils may have a regressive condition.

Quest for learning has been integrated within our curriculum/assessment frameworks and supports the tracking of smaller steps of progress made by our learners within pathway 1, it detects and celebrates the subtle changes in behaviour of pupils that might indicate learning and progress. Quest for learning has 43 milestones mapped across pathway 1 and 2. Quest outcomes 1-25 are contained within Lansbury Level 1 and outcomes 26-35 are featured within Lansbury Level 2. (See table below)

Pathway 1 Cognition & Learning, Communication & Interaction	
Lansbury Level 1	Lansbury Level 2
QUEST 1-25	QUEST 26-35

The remaining QUEST outcomes feature within pathway 2.

Daily observations and supporting evidence are gathered and linked directly to individual curriculum/QUEST outcomes with progress updates using the associated assessment schema aiding progress over time to be seen.

Pathway 2

The Curriculum at pathway 2 is designed for those learners who are still at the very early stages of cognitive development who often have severe learning difficulties. The curriculum is designed to support our pupils with emerging intentional communication, contextual awareness and social awareness.

The AET framework is a key driver through this curriculum. Timetabled sessions within pathway 2 allow for coverage of the 7 areas identified within the Early Years Foundation Stage, with the key focus being around communication and cognition.

Our focus is to provide familiar routines and to scaffold the learning environment to help support early problem-solving skills. This curriculum also recognises the importance of play in a pupil's development and the need for a variety of teaching styles matched to the pupil's personal learning goals arising from their EHCP.

Learners within pathway 2 require a holistic, multi –sensory approach and learn most effectively when teaching and learning relates to their own experiences, sometimes through structured play or themes and other times through functional activities. We work closely with other professionals, including Speech and Language Therapists, Sensory Occupational Therapists and Physiotherapists to provide pupils with the appropriate programmes and plans which are incorporated throughout the day. Due to their significant sensory needs many of our learners have a sensory profile/diet and a bespoke sensory programme.

Movement is key within pathway 2 and we support this through sensory diets/ regulation every morning and extra physical activities throughout the school day.

It is important to recognise that there are many differences in individual profiles with often spikey learning profiles. Learners within this pathway often move to pathway 3 as their cognitive skills develop.

Capturing learning moments throughout the day and linking these to the Literacy and Mathematics frameworks available on EfL allow for progress in skills to be evident. Schemas attached to individual assessment books and termly updates track small steps of progress with expected outcomes set by teachers allowing for focused progression of skills.

Literacy and Mathematics

Pathway 2
L3
Quest 36-43

Pathway 3

Learners consistently working below the level of National Curriculum attainment targets for Year 1 access our pathway 3 curriculum and receive an adaptation of the National Curriculum alongside broader areas of learning which are likely to be offered in the context of repetition, over learning and generalisation.

The Curriculum at pathway 3 is primarily about emotional well-being, understanding the self, forming and sustaining relationships, beginning to understand emotions, respecting others and their emotions and developing positive dispositions to learning. The aim is to build children’s resilience to deal with challenges and provide foundations on which lifelong learning can be built. By utilising the AET framework within this pathway, opportunities to develop independence and problem solving are heavily promoted and built upon from pathway 2 as pupils begin to take charge of their own learning in preparation for pathway 4 and adulthood.

Pathway 3 is divided into 7 areas, closely linked to the Early Years Foundation Stage areas of learning, with the focus around communication and cognition. Literacy and Mathematics have a discrete curriculum that ensures a breadth of study and aims to develop key skills in which all other learning is underpinned. The curriculum coverage for foundation subjects allows for concepts to be connected and reinforced through the use of a ‘theme’ with activities which are meaningful and relatable to ‘real life’ allowing for a deeper experience.

The pathway 3 curriculum recognises that many of our young people learn differently and is a personalised learning approach based on: becoming literate communicators and early readers, becoming mathematical and scientific thinkers; the acquisition of early learning skills; and personal emotional and social development and mental well-being which encompasses the development of thinking skills, play (emotional, cognition and social dimensions), creative learning and movement. The curriculum content extends engagement for learning with an expectation that pupils will recall from memory prior learning before building upon it.

Pupils within pathway 3 often still have significant sensory needs but are becoming more proficient at regulating their own emotions using a range of taught strategies. Multi agency work with speech and language therapists, occupational and physio therapists support barriers to learning to be removed, with directed programmes often being delivered by class teams. Most pupils within pathway 3 have some form of intentional communication in which they can express their wants, needs and preferences. This may be through gestures, sounds, Makaton, or AAC methods.

Capturing learning moments throughout the day and linking these to the frameworks available on EfL as identified below allow for progress in skills to be evident. Schemas attached to individual assessment books and termly updates track small steps of progress with expected outcomes set by teachers allowing for focused progression of skills.

Reading, writing, speaking, listening

Pathway 3							
L4	L5	L6	L7	L8	L9	L10	L11

Number, Measure, Geometry and Statistics

Pathway 3					
L4	L5	L6	L7	L8	L9

Science – Plants, Animals inc. Humans, Electricity, Materials, Space and Earth, Forces and Life Skills

Pathway 3					
L4	L5	L6	L7	L8	

Pathway 4

The pathway 4 curriculum is designed to offer pupils the opportunity to access to a range of subject specific areas delivered on a primary model. Learners who are ready to tackle learning with some increased levels of independence and curiosity access this curriculum. These learners tend to be working within the outcomes expected within key stage 1 of the national curriculum and most of them are chronologically placed within key stage 3 within our setting.

The timetable within this pathway is the only one within all of the pathways to feature subject specific lessons with a focus on functional skills, life skills, communication and independence. Subject specific learning is often practical based, building on previous learning experiences to allow for consolidation and a progression of skills, although learners within this pathway are able to attend to a more formal style of delivery. As a result, they may produce evidence of learning contained with a workbook but this will later be reflected using the evidence for learning app. A focus on each pupils’ personal learning goals throughout the curriculum ensures we meet all their social, emotional, sensory and physical needs.

Pupils within this pathway still receive support to address any sensory needs but often are able to deploy taught strategies to regulate their own emotions. Most learners are able to communicate effectively using their preferred method and are acquiring skills in how best to navigate the world outside of Lansbury Bridge. Multi agency work with speech and language therapists, physio and occupational therapists continues to be of high importance. The AET framework continues to be an important driver with the later stages of the framework offering a progression in skills to be evidenced.

Capturing learning moments throughout the day and linking these to the Literacy and Mathematics frameworks available on EFL allow for progress in skills to be evident. Schemas attached to individual assessment books and termly updates track small steps of progress with expected outcomes set by teachers allowing for focused progression of skills.

Reading, Writing, Spoken Language

Pathway 4			
NC1	NC2	NC3	NC4

Number, Measure, Geometry and Statistics

Pathway 4			
NC1	NC2	NC3	NC4

Science – Plants, Animals inc. Humans, Electricity, Materials, Space and Earth, Forces and Life Skills

Pathway 4			
NC1	NC2	NC3	NC4