



Paces School- Pathway Overview

Planning for this pathway is equally driven by needs in the EHCP and adapting the National Curriculum

SEND Needs: •Moderate learning difficulties •Complex physical and sensory needs •Social and emotional needs •Communication needs •Medical needs.
•Autistic tendencies.

Pathway one-	Curriculum coverage and assessment tools.	Overarching principles	Opportunities and experiences	By the end of this phase pupils will:
Phase 1 – (FS1+FS2+Y1/2) Age 3-7 years	Adapted EYFS and Y1 National Curriculum. Cornerstones units N,R and Y1 underpinned by the Engagement model.	<ul style="list-style-type: none"> • Unique Child – All children within Foundation Stage will be resilient, capable, confident and self-assured. • Positive Relationships – All children within Foundation Stage will learn to be strong and independent through positive relationships. • Enabling Environments – We know that, children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. • Learning and Development – We recognise that children develop and learn in different ways. Our curriculum covers the education and care of all children regardless of their barriers to learning. <p>Additional skills and knowledge to be developed- initial reading, writing and number.</p>	<p>Family and friends welcomed into school during whole school events.</p> <p>Celebrate a religious event other than their own.</p> <p>Celebrate their own and their peers’ achievements through assemblies.</p> <p>Celebrate their own birthdays and the birthdays of their peers.</p> <p>Experience a full-time placement.</p> <p>Experience friendships from a peer group of similar age.</p> <p>Experience visits within the local community and to a park and farm.</p> <p>Explore the outdoor environment in the school grounds.</p>	<p>Know they have a voice and begin to use it to impact their environment.</p> <p>Have skills to engage and interact with those around them.</p> <p>Be aware of their emotions and begin to regulate them.</p> <p>Have developed an awareness of their body and an understanding of how to use it with intention and purpose.</p> <p>Have an awareness of the immediate and wider world around them.</p> <p>Begin developing a sense of their own personality and who they are amongst their peers and family.</p>



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			Participation in a breadth of EYFS learning experiences.	
Pathway one-	Curriculum coverage and assessment tools.	Overarching skills and knowledge to be developed:	Opportunities and experiences	By the end of this phase pupils will:
Phase 2 (Y2,Y3,Y4) Age 7-9	Adapted Cornerstones Units YR-2. Working at NC equivalent FS2-Y2.	Gross and fine motor. Control of how their body moves and is moved with purpose and dignity. Independent communication of wants, wishes, and choices, directing those giving support. Understanding of needs relating to self-care and what independence in these areas looks like. Listening and attention. All aspects of maths. All aspects of reading, comprehension and writing. Positive interaction within a group or team. All aspects of reading, writing and comprehension.	Visit a local museum. Actively contribute towards the school council. Participate in a whole school sports event. Regular use of the life skills facilities. Participate in a small school production in front of an audience. Explore festivals from a culture different to their own. Experience a music related performance/workshop. Participate in a class assembly. Experience and become familiar with their local community.	Participate in a broad, balanced and relevant curriculum. Be developing their confidence as communicators and have access to a variety of bespoke AAC tools as needed. Have meaningful friendships. Be actively developing their reading, writing and comprehension skills. Be able to articulate and more confidently regulate some of their emotions. Have developed their personality and have a strong 'can do' mentality, being able to set an achievable, personalised goal for themselves.



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		Science, humanities and the arts, relevant to their lives now and in the future.		<p>Have a growing awareness of the immediate and wider world around them, and their place within it.</p> <p>Be developing a love of learning, motivated by their increasing skills and knowledge.</p>
Pathway one-	Curriculum coverage and assessment tools.	Overarching skills to be developed:	Opportunities and experiences	By the end of this phase pupils will:
Phase 3 (Y5,Y6,Y7)	Adapted Cornerstones Units Y5 and 6.	<p>Gross and fine motor.</p> <p>Transference of learnt physical skills.</p> <p>Independence, dignity and self-directed involvement in self-care related activities. Group and team work.</p> <p>Self-advocacy.</p> <p>Communication confidence and accuracy.</p> <p>Active citizenship within class, school and at home.</p> <p>Listening and attention.</p> <p>All aspects of reading, writing and comprehension.</p>	<p>Experience a school trip beyond Sheffield.</p> <p>Participate in a sports activity off site.</p> <p>Organise and perform a class assembly with the whole school.</p> <p>Interact with a topic related aspect of the community.</p>	<p>Participate in a broad, balanced and relevant curriculum.</p> <p>Develop independent navigation of the school and grounds.</p> <p>Be confident communicators using their voice of preferred AAC option with a wide range of audiences in different contexts.</p> <p>Awareness of their own emotions, feelings and triggers and increasing understanding of how to appreciate and regulate them.</p> <p>Have wide ranging meaningful and developing friendships.</p>



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		<p>All aspects of maths.</p> <p>Science, humanities and the arts, relevant to their lives now and in the future.</p>		<p>Have developed their self-esteem and ability to connect and express wants and needs.</p> <p>Problem-solve in order to transfer learnt physical skills from the task series to all aspects of daily routine, in and outside of school.</p> <p>Have a positive sense of who they are as individuals and be formulating their own opinions.</p> <p>Have desire for learning and a growing understanding of how this is impacting their life within and outside of school.</p>
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Pathway one-	Curriculum coverage and assessment tools.	Overarching skills to be developed:	Opportunities and experiences	By the end of this phase pupils will:
Phase 4 (Y8,9,10,11)	Adapted National Curriculum Age related – WJEC Units of work Entry 2 and 3 qualifications	Gross and fine motor. Independent thinking and communication. Self-advocacy, self-efficacy and leadership of self. Emotional resilience strategies. Negotiation and interaction within a group. Active citizenship within class, school and the local community. Have a sense of ownership for each needed and chosen change of position and/or transfer e.g. hoist/walking/wheelchair/power chair. Listening and attention. All aspects of reading, writing and comprehension. All aspects of maths. Science, humanities and the arts, relevant to their lives now and in the future.	Contribute to a whole school initiative. Plan and organise a class trip related to their topic. Attend a school trip and residential experience. Interact confidently in their local community. Teamwork as part of a whole school activity or event. Support to or interaction with younger members of the school- as a role model. Offsite visits to places of employment and/or FE.	Participate in a broad, balanced and relevant curriculum. Have developed their ability to connect, express wants and needs, acknowledge others, and discuss and describe opinions, events and actions. Be confident and curious young adults who fully participate within their community. Have gained life-long friendships and skills to create and build new relationships. Problem-solve in order to transfer learnt physical skills from the task series into other aspects of the daily routine outside of school in a range of environments. Have fostered a positive self-image and a sense of pride in their achievements.



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				<p>Have a love of learning, a growing sense of their own skills and knowledge and a desire to share them.</p> <p>Appreciate their natural talents and interests and how they would like to grow these.</p>
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Pathway one-	Curriculum coverage and assessment tools.	Overarching skills to be developed:	Opportunities and experiences	By the end of this phase pupils will:
Phase 5 (Y12,Y13)	<p>WJEC Units of work Entry 2 and 3 qualifications PfA- Life skills curriculum Work related opportunities</p>	<p>Gross and fine motor.</p> <p>Clear communication of thoughts, ideas and opinions through intentional communication.</p> <p>Self-advocacy, self-efficacy and leadership of self.</p> <p>Understanding and expression through social skills, relevant to variety of situations and environments inside and outside of school.</p> <p>Listening, receiving and responding to others in social situations.</p> <p>Strategies for emotional resilience and knowledge of how to appropriately apply these.</p> <p>Awareness, understanding and ability to communicate the physical activity required to maintain their current level of independence.</p> <p>Think about and test ideas, initiate activities using developing skills and respond to instructions.</p> <p>Retention and development of transferable skills in preparation for adult life.</p>	<p>Visit a theatre. Visit a city. Travel on public transport, such as a bus or a train, participating in purchasing and access requirements. Participate in work related experiences. Visit other further education establishments.</p>	<p>Be aspirational and have clarity about their next steps into education or employment.</p> <p>Have secured a positive self-image with self-belief and confidence in who they are and what they have to contribute to the world.</p> <p>Be able to carry out functional life skills, increasing their understanding and participation about their local community and the world around them.</p> <p>Know their rights and responsibilities as a disabled young adult.</p> <p>Have a love of learning, a growing sense of their own skills and knowledge and a desire to share them.</p>



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		Relevant reading, writing and comprehension. Relevant aspects of maths. Science, humanities and the arts, relevant to their lives now and in the future.		
Destinations	Paces Adult social care. Barnsley College Sheaf College Hillsborough College Portland College Star College Trelors College Orpheus College			



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Topic Cycle- Pathway One

	Year 1 2023-2024			Year 2 2024-2025			Year 3 2025-2026		
Phase One (FS1, FS2, Y1) Warwick	Me and My Community	Once Upon a Time Signs of Spring	How many pebbles are on the beach?	Big wide world	Why do you love me so much? Are eggs alive?	Animal Safari	Long ago	Dangerous Dinosaurs Puddles and rainbows	Ready Steady Grow
Phase Two (Y2, Y3, Y4) Durham	Beat, Band, Boogie. Can water make music?	Muck Mess and Mixtures. Small projects- What shape is a bubble? How is mud made? Which stuff is stickier?	Land ahoy!	Bounce	Scented Garden	Coastline	School Days	Towers, tunnels and turrets. Where do worms live?	Tremors. What is sand?
				Magnificent Monarchs					
Phase Three (Y5, Y6, Y7) Balmoral	Frozen Kingdom	Burps, Bottoms & Bile.	Flow	Stargazer	Misty Mountain Sierra	Spirit	I am Warrior	Sow, Grow and Farm. Eat the seasons	Forces and Magnets
			Peasants, Princes, Pestilence						Road Trip USA



Paces School- Pathway Overview

Pathway Two: SEND needs: Profound and Multiple Learning Disabilities (PMLD) •Complex medical needs •Complex physical needs •Complex communication needs.

Pathway Two- Highly focused on meeting needs in EHCP, including health and medical needs	Curriculum coverage and assessment tools.	Overarching principles:	By the end of this pathway all pupils will have experienced:	By the end of this phase pupils will:
Phase 1 (FS1+FS2+Y1)	Adapted EYFS and Y1 National Curriculum. Cornerstones units N, R and Y1	<p>Unique Child – All children within Foundation Stage will be resilient, capable, confident and self-assured.</p> <p>Positive Relationships – All children within Foundation Stage will learn to be strong and independent through positive relationships.</p> <p>Enabling Environments – We know that, children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.</p> <p>Learning and Development – We recognise that children develop and learn in different ways. Our curriculum covers the education and care of all children regardless of their barriers to learning.</p>	<p>Park visit</p> <p>Farm visit</p> <p>Family and friends welcomed into school.</p> <p>Celebrate a religious event other than their own.</p> <p>Celebrate their own and their peers' achievements through assemblies.</p> <p>Celebrate their own birthdays and the birthdays of their peers.</p> <p>Experience a full-time placement.</p> <p>Experience friendships from a peer group of similar age.</p> <p>Experience visits within the local community.</p>	<p>Have awareness of their voice.</p> <p>Have awareness of their emotions.</p> <p>Have developed an awareness of their body and its position.</p> <p>Have an awareness of their peers within the group and initiate interaction with them.</p>



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Pathway Two- Highly focused on meeting needs in EHCP, including health and medical needs	Curriculum coverage and assessment tools.	Overarching skills:	By the end of this pathway all pupils will have experienced:	By the end of this phase pupils will:
Phase 2 (Y2,Y3,Y4) & Phase 3 (Y5,Y6,Y7)	Adapted Cornerstones units. Engagement model	<p>Use of all senses to explore the world around them.</p> <p>Transference of learning to different contexts.</p> <p>Anticipate activities within the daily routine.</p> <p>Demonstrate persistence and determination.</p> <p>Initiate movement to impact their environment and achieve a desired outcome.</p>	<p>Visit a local museum.</p> <p>Participate in a whole school sports event.</p> <p>Actively participate in school council.</p> <p>Regular experiences in the life skills kitchen.</p> <p>Participate in a small school production in front of an audience.</p> <p>Explore festivals from a culture different to their own.</p> <p>Experience a music related performance/workshop.</p> <p>Participate in a class assembly.</p> <p>Experience and become familiar with their local community.</p>	<p>Initiate interaction with those in their classroom and beyond.</p> <p>Know they have a voice and begin to use it in a variety of ways.</p> <p>Make a choice relevant to their needs.</p> <p>Show control of their environment using different strategies e.g., activating switches.</p> <p>Intentional in how they move their body to be as independent as possible.</p> <p>Have experienced a broad and balanced curriculum.</p>



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Pathway Two- Highly focused on meeting needs in EHCP, including health and medical needs	Curriculum coverage and assessment tools.	Overarching skills:	By the end of this pathway all pupils will have experienced:	By the end of this phase pupils will:
Phase 4 (Y8,9,10,11) & 5 (Y12, Y13)	WJEC Units of work Pre-Entry Level qualifications Entry Level 1 qualifications PfA- Life skills curriculum.	Use all senses to meaningfully engage and interact with the world around them. Communicate with increasing independence and clarity, using well defined and individualised strategies. Consistently initiate and apply skills to contexts relevant to their daily lives. Maintain level of purposeful movement to impact their environment, to make themselves known and to achieve their desired outcomes.	Contribute to a whole school initiative. Participate in the planning of a class trip related to their topic. Attend a school trip and residential experience. Interact with their local community. Value teamwork and take part in group activities. Offsite visits to places of employment and/or FE/adult day services. Have visited a theatre. Have visited a city. Have travelled on public transport, such as a bus or a train.	Have an established communication system that any person supporting them can understand and use effectively. Direct those around those around them to ensure their physical needs are fully met. Have secured a positive self-image with self-belief and confidence. To have a strong sense of self and the determination to communicate their preferences as well as their needs. Be as physically independent as possible and equipped to maintain their skills.
Destinations	Access to the community and therapies including the support of personal assistants (PAs) <ul style="list-style-type: none"> • Day care services (Burton Street) • Leaping the Void (Paces Adult Services) 			



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Pathway Two Topic Cycle:

	Year 1 2023-2024			Year 2 2024-2025			Year 3 2025-2026		
Phase One (FS1, FS2, Y1) Warwick	Me and My Community	Once Upon a Time Signs of Spring	How many pebbles are on the beach?	Big wide world	Why do you love me so much? Are eggs alive?	Animal Safari	Long ago	Dangerous Dinosaurs Puddles and rainbows	Ready Steady Grow
Phase Two (Y2, Y3, Y4) Hardwick	Bright lights, Big City	What is that sound?	What can you see in summer?	Why do squirrels hide their nuts?	Do cows drink milk?	Splash!	Memory box.	Marvellous Machines <i>Puppets and Pop-Ups.</i>	Rio de Via
				Starry night.					
Phase Three (Y5, Y6, Y7) Tutbury	Scrumdiddlyumptious Which is the juiciest fruit? Is it safe to eat?	Alchemy Island	Flow	Potions <i>Are all liquids runny? (Sc)</i> <i>Is custard a liquid? (Sc)</i>	Blue Abyss	God & Mortals	Predator	Tribal Tales	Forces and Magnets
				Rocks, relics and Rumbles					