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	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.	Park visit Farm visit Family and friends welcomed into school. Celebrate a religious event other than their own. Celebrate their own and their peers' achievements through assemblies. Celebrate their own birthdays and the birthdays of their peers. Experience a full-time placement. Experience friendships from a peer group of similar age. Experience visits within the local community.	Have awareness of their voice. Have awareness of their emotions. Have developed an awareness of their body and its position. Have an awareness of their peers within the group and initiate interaction with them.

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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	Use of all senses to explore the world around them. Transference of learning to different contexts. Anticipate activities within the daily routine. Demonstrate persistence and determination. Initiate movement to impact their environment and achieve a desired outcome.	Visit a local museum. Participate in a whole school sports event. Actively participate in school council. Regular experiences in the life skills kitchen. 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.	Initiate interaction with those in their classroom and beyond. Know they have a voice and begin to use it in a variety of ways. Make a choice relevant to their needs. Show control of their environment using different strategies e.g., activating switches. Intentional in how they move their body to be as independent as possible. Have experienced a broad and balanced curriculum.

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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) • 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? Starry night.	Do cows drink milk?	Splash!	Memory box.	Marvellous Machines *Puppets and Pop-Ups.*	Rio de Via
Phase Three (Y5, Y6, Y7) Tutbury	Scrumdiddlyumptious Which is the juiciest fruit? Is it safe to eat?	Alchemy Island	Flow	Potions *Are all liquids runny? (Sc)* *Is custard a liquid? (Sc)*	Blue Abyss	God & Mortals	Predator	Tribal Tales	Forces and Magnets Rocks, relics and Rumbles