

	Discover Pathway (EYFS KS1)	Support Pathway/Avenue (pre-formal curriculum)	Explore Curriculum/Avenue (informal curriculum)	Nurture Curriculum/Avenue (semi-formal curriculum)	Aspire Curriculum/Avenue (formal curriculum)
Pupils Needs	<p>Pupils:</p> <ul style="list-style-type: none"> May severe learning difficulties, with some having complex and severe learning difficulties May have profound and multiple learning difficulties and complex medical needs Have difficulties with sensory processing Have difficulties with memory, generalising and problem solving Have a potential disorder and ASD alongside a diagnosis of sensory processing and severe learning difficulty Have a weak working memory Have difficulties with concentration and attention Have communication and interaction needs Have a need for structure and routine Need support to interact with others Need support with their social, emotional and mental health 	<p>Pupils:</p> <ul style="list-style-type: none"> Have Profound and multiple or severe learning difficulties Have significant sensory needs Have significant and specific needs in the areas of sensory development, communication and interaction Have a potential disorder and/or ASD Have difficulties with short and long-term memory, sequential memory and have a weak working memory Need extensive support to access a personalised curriculum, often with individual timetables Need extensive support to interact with others Need support with their social, emotional and mental health Need support with all aspects of self-care (including feeding, dressing and intimate care) 	<p>Pupils:</p> <ul style="list-style-type: none"> Have ASD alongside diagnosis of sensory processing their severe learning difficulty Have difficulties with sensory processing and perceived sensory patterns Range from non-verbal to 4-word level Have difficulties with memory, generalising and problem solving Have a weak working memory Have difficulties with concentration and attention Have continuing communication and interaction needs Have a need for structure and routine Need support with their social, emotional and mental health Struggle to access a structured curriculum May have significant behaviour that challenges 	<p>Pupils:</p> <ul style="list-style-type: none"> Have severe learning difficulties Have difficulties with sensory processing Have difficulties with memory, generalising and problem solving Have a weak working memory Have difficulties with concentration and attention Have continuing communication and interaction needs Have a need for structure and routine Need support with their social, emotional and mental health 	<p>Pupils:</p> <ul style="list-style-type: none"> Are working at Pre-Key Stage standards and are of have a potential to work within National Curriculum expectations Some pupils have moderate or severe learning difficulties Some pupils may access National Curriculum content Pupils accessing a Formal curriculum will have a range of needs including physical and medical, social, emotional, mental health and moderate or severe learning difficulties.
Provision	<p>Pupils access provision that is play based, multi-sensory and exploratory. A focus throughout Discover and key stage 1 is the development of early interaction and communication skills. Within nursery the prime areas of development matters – communication and language, physical development and personal, social and emotional development – are the focus. As pupils move into reception, the specific areas of mathematics, literacy, expressive arts and design and understanding of the world are introduced, alongside the prime areas.</p>	<p>The Pre-formal curriculum focuses on 4 key areas of learning opportunities, which include communication and interaction, cognition and learning, sensory and physical, and independence. It aims to promote communication, skills, social interactions, engagement, and being as independent as possible through highly personalised strategies, working from each pupil's strengths and preferences.</p> <p>Opportunities are planned which are personalised and meaningful, celebrating the different abilities and achievements of every individual. It values and recognises the importance of movement and play, and the need for multi-sensory approaches to support learning and proactively explore the world around them. All pupils will be encouraged to achieve the highest level of personal mobility and independence, which will be planned into their learning opportunities.</p> <p>Support Avenue pupils will access Equals Moving On programme, in which they will cover literacy, numeracy, ICT, world studies and independent living.</p>	<p>The Explore Pathway/Avenue uses an informal curriculum to support those pupils who have significant sensory and communication needs and who require an ongoing sensory-based pedagogical approach.</p> <p>Informal learners are in the moment, they learn by doing. Therefore, Informal teaching needs to be hands-on, practical and engaging. The informal curriculum provides pupils with complex needs with a personalised curriculum that exploits opportunities to engage with their environment to the best of their ability</p> <p>The informal curriculum is taught through the following areas of Communication, Play, Physical wellbeing, Independence, Outdoors and Creativity.</p> <p>Explore Avenue pupils will access Equals Moving On programme, in which they will cover literacy, numeracy, ICT, world studies and independent living and vocational studies.</p>	<p>The Semi-formal curriculum provides experiences and opportunities, which promote communication, functional skills, emotional well-being, confidence and independence. Pupils begin to access a more structured teaching and learning environment, still with a focus on multi-sensory learning. Planned activities provide opportunities for pupils to develop skills across different domains, for example a visit to a local park, theatre performance, local shop/cafe would include aspects of 'My World'; 'My Communication'; 'My Thinking and 'My Engagement'.</p> <p>There are numerous approaches to learning which include Rebound, swimming, Attention Autism, forest school, TACPAC, Write Dance, dough disco. Positive communication and student voice (being able to make choices) is very much at the heart of the learning environment.</p> <p>Some pupils on the Nurture Avenue will complete a number of units through the AQA Awards Scheme on a rolling programme, which focus on developing key skills for life in areas such as independent living, life skills and functional Numeracy and Literacy.</p>	<p>The Aspire curriculum is designed for those pupils with Moderate and Severe Learning Difficulties and aims to promote life skills and independence skills, which best prepares our pupils for life beyond Stanton Vale School.</p> <p>In some classes, pupils in Key Stage 2/3/4 will access range of National Curriculum content alongside elements of a semi-formal curriculum, which has been modified to meet their developmental level and individual need. Pupil's individual learning styles and interests are taken into account and skills are taught contextually. Functional literacy and numeracy skills are practiced and applied to real life. Pupils on the Aspire Avenue will complete a range of qualifications from Entry Level to Level 1, along with formal accredited courses, which include Entry Level English and Maths, AIM Awards and AQA Awards Scheme.</p> <p>The Aspire curriculum provides opportunities for termly enterprise projects, work-related learning and opportunities for short-term work experience placements as well as visiting local schools, college visits and facilities in the local community.</p>
Communication	<ul style="list-style-type: none"> Symbol exchange Makaton Augmented and alternative communication Intensive interaction Sensory diets and sensory integration programs Sensory stories and multi-sensory approaches Visual supports (timetables, key rings) Objects of reference Inclusive technology (switches, eye gaze) Attention Autism 	<ul style="list-style-type: none"> Symbol exchange Makaton Augmented and alternative communication Intensive interaction Sensory diets and sensory integration programs Sensory stories and multi-sensory approaches Visual supports (timetables, key rings) Objects of reference Inclusive technology (switches, eye gaze) Attention Autism 	<ul style="list-style-type: none"> Symbol exchange Makaton Multi-sensory approach Visual supports (timetables, key rings) Augmented and alternative communication Sensory diets and sensory integration programs Sensory stories Attention Autism 	<ul style="list-style-type: none"> Symbol exchange Makaton Multi-sensory approach Visual supports (timetables, key rings) Augmented and alternative communication Sensory diets and sensory integration programs Attention Autism 	<p>Some pupils will need:</p> <ul style="list-style-type: none"> A multi-sensory approach Visual supports (timetables, key rings) Augmented and alternative communication Sensory diets and sensory integration programs Attention Autism
Where are learning Intentions taken from?	<p>DEYO (differentiated early years outcomes)</p> <p>MAPP targets</p> <p>EHCP outcomes</p> <p>Autism Education Trust Progression Framework</p> <p>SALT</p> <p>Sensory programmes</p> <p>Physio programmes</p>	<p>MAPP targets</p> <p>EHCP outcomes</p> <p>Autism Education Trust progression framework</p> <p>SALT</p> <p>Sensory programmes</p> <p>Physio programmes</p>	<p>MAPP targets for some pupils and subject areas</p> <p>EHCP outcomes</p> <p>SALT</p> <p>Sensory programmes</p> <p>Physio programmes</p>	<p>MAPP targets for some pupils and subject area</p> <p>Pre-Key Stage Standards</p> <p>EHCP outcomes</p> <p>SALT</p> <p>Sensory programmes</p> <p>Physio programmes</p>	<p>Pre-Key Stage Standards</p> <p>National Curriculum outcomes</p> <p>MAPP targets for some pupils and subject area</p> <p>EHCP outcomes</p> <p>SALT</p> <p>Sensory programmes</p> <p>Physio programmes</p>
Assessment	<p>DEYO (Differentiated Early Years Outcomes)</p> <p>Autism Education Trust progression framework</p> <p>PLIMs (Personalised Learning Intentions)</p>	<p>Routes for Learning</p> <p>Stanton Vale Steps</p> <p>PLOMs</p> <p>Progress against EHCP outcomes</p> <p>Equals Moving On (16-19)</p>	<p>Autism Education Trust progression framework</p> <p>PLIMs (Personalised Learning Intentions)</p> <p>Equals Moving On</p>	<p>Phonics Assessment</p> <p>Stanton Vale Steps (In development)</p> <p>Pre-Key Stage Standards</p> <p>PLIMs (Personalised Learning Intentions)</p>	<p>Phonics Screening</p> <p>Pre-Key Stage Standards</p> <p>National Curriculum Outcomes</p> <p>PLIMs (Personalised Learning Intentions)</p>
How do we determine	<p>Internal & External Moderation</p> <p>Evidence for Learning reviews</p> <p>MAPP progress meetings termly</p>	<p>Internal & External Moderation</p> <p>Evidence for Learning reviews</p> <p>PLOMs progress meetings</p>	<p>Internal & External Moderation</p> <p>Evidence for Learning reviews</p> <p>MAPP progress meetings</p>	<p>Internal & External Moderation</p> <p>Evidence for Learning reviews</p> <p>MAPP progress meetings</p>	<p>Internal & External Moderation</p> <p>Evidence for Learning reviews</p> <p>MAPP progress meetings</p>

good/outstanding practice?	Academy monitoring	Academy Monitoring		Work Books where appropriate	Internal & External Verification Work Scrutiny
-----------------------------------	--------------------	--------------------	--	------------------------------	---