

Hebden Green School Curriculum

Pathway 3

Profile of learners

- 7-14

Age
Range

- Severe Learning Difficulties
- Autism Spectrum Condition
- Attention Deficit
Hyperactivity Disorder
- Complex communication
needs

SEND
Needs

- Communication and
Interaction
- Cognition and Learning
- Social, emotional and
mental health
- Sensory and/or physical
needs, Including
Independence and Life Skills

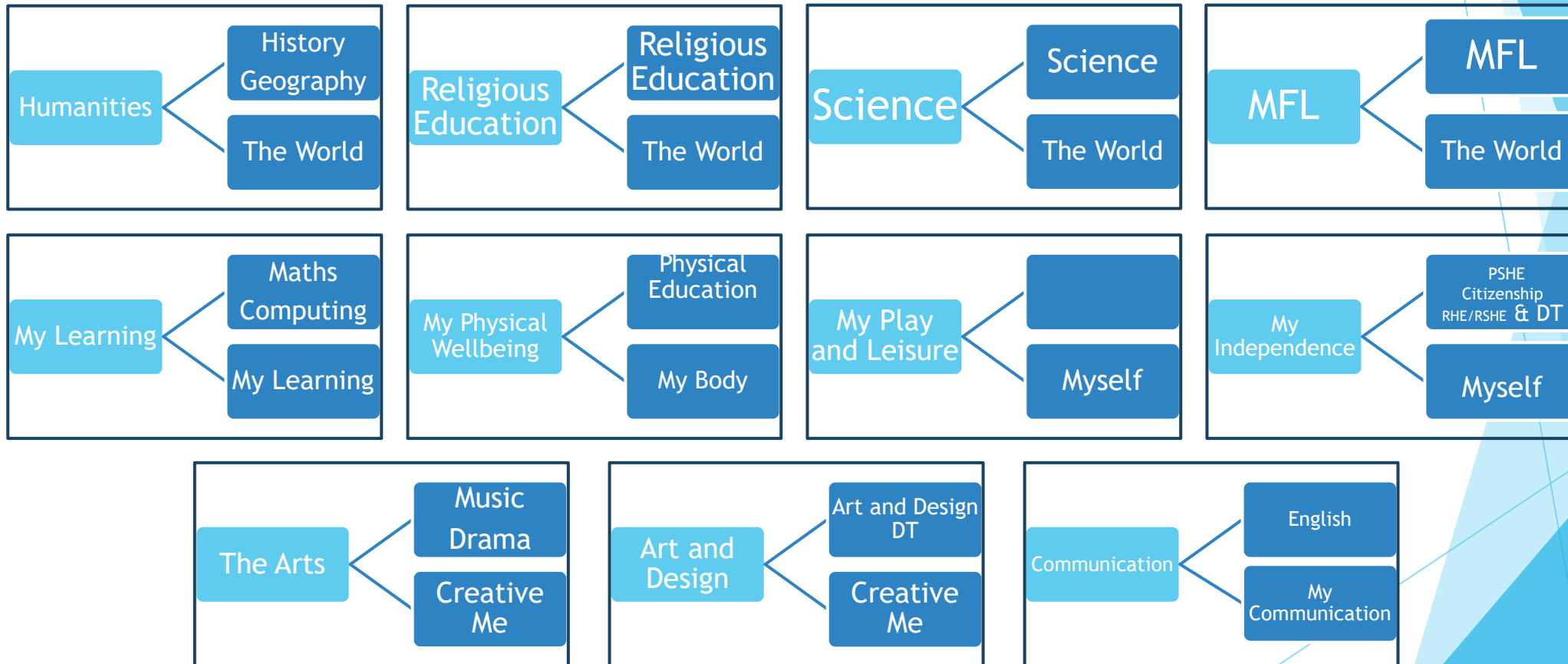
EHCP
Needs

Levels of learners

	KS2	KS3
Levels on SOLAR	P2-P8	P3-P9
Years working at within the National Curriculum	The Engagement Model - EYFS Working towards or within pre-key stage standards.	The Engagement Model - EYFS Working towards or within pre-key stage standards.

Please note that the learners in this pathway primarily have an Autism profile. Many of the learners have a 'spiky profile' meaning that they can work across many levels at the same time in a subjects area, or have significant difference between the levels working across different subjects. Please see the document: Hebden Green: Demonstrating outstanding progress and high expectations for more information.

Subjects Taught and links to NC Subjects and to HGS Curriculum Strands



Morning

Taught Skills

Literacy (reading, writing, S&L)

Maths

Oracy

Physical: Fine and Gross motor skills

Social skills and interactions

Independence

Emotions

Afternoon

Apply and Practice Skills

Apply skills through Expeditionary Learning

Practice and apply skills taught in the morning

Use the foundation subjects and science as the motivators to apply skills

Use multiple skills and knowledge and pull together in a final project

Long Term Mapping

4-Year Expeditionary Learning Cycle					
	Autumn 1	Autumn 2	Spring 1	Spring 2/Summer 1	Summer 2
Key Driver	Community and Culture	How things work	Exploring the Past	Nature and Environment	Our World Near and Far
Main NC link	RE / SMSC	Science: Physics / U&A	History	Science: Biology / Chemistry	Geography
Secondary NC links	Music / Dance / Art / History	D+T / Computing / History	Geography / Art	Geography / Citizenship/PSHE	Science
Skills Builder Focus					
Year 1	Spice up your Life	Into the Unknown (exploring Space)	Horrible Histories	Food and Farming	Life under the canopy
Year 2	Tales of the Imaginary	Lights, Camera, Action	Building the Past	Animal Kingdom	Wish You Were Here
Year 3	Going for Gold	The Beat of our Hearts	Travelling through Time	When the Earth shakes and the skies roar	Our Planet (Green Planet / Blue Planet)
Year 4	Celebrate Good times	Water and Works, a local study	Discoveries that changed the world	Plant Power	Around the World in Many Ways

Exit Pathways from HGS

- Towards independence awards
- Towards independence sensory awards
- AQA Award Units

Qualifications students leave with

- Independent Specialist Provider
- Social Care

Next Destinations

- Pre Entry Level
- Entry Level

Level of course at next destination

Top 5 overarching skills to develop through this pathway

- ▶ To enhance understanding and expression through social skills, to allow all pupils to listen, receive, and respond to others in social situations. To clearly communicate thoughts and ideas through intentional communication.
- ▶ To become independent young adults with great self-belief and confidence.
- ▶ To begin to manage own emotions, taking part in self-regulatory processes that allow the sharing of thoughts, dislikes and feelings.
- ▶ To think about and test ideas, initiate activities using developing play skills and respond to instructions.
- ▶ The want to learn. To retain and develop transferable skills in preparation for adult life.

By the End of this Pathway All Pupils will....

KS2

- ▶ Have experienced an educational visit linked to their expeditionary learning
- ▶ Show growing independence towards following familiar routine, structure and transitions
- ▶ Have gained a functional form of communication and the opportunity to increase interactions with familiar people and peers.
- ▶ Have developed core and functional skills from Individual Education Plans, which will in turn enable pupils to better access the world around them in KS3.
- ▶ Be able to engage in shared activities, demonstrating developing turn taking, listening and responding skills.
- ▶ Begin to recognise their emotions and accept support to regulate

KS3

- ▶ Have interacted with an educational visit linked to their expeditionary learning
- ▶ Have had the opportunity to develop a deeper understanding of their community and the confidence to interact with a wider variety of people.
- ▶ Develop their ability to work alongside others, showing cooperation and growing social understanding.
- ▶ Build and maintain positive relationships with peers and familiar adults.
- ▶ Have developed their ability to connect, express wants and needs, acknowledge others, and discuss and describe events and actions.
- ▶ Be able to recognise and respond to their emotions and begin to use tools to support their regulation

We will do all of this so that by the time pupils leave Hebden Green they will...

- ▶ Have developed their ability to connect, express wants and needs, acknowledge others, and discuss and describe events and actions.
- ▶ Be as independent as appropriately possible.
- ▶ Be confident and curious young adults that fully participate within their community and take opportunities to find explanations for phenomena in the world around them.
- ▶ Have gained life long friendships and skills to create and build new relationships.
- ▶ Have gained the willing ability to take safe physical and emotional risks, as an outlet for individual expression and realisation.