

Hebden Green School Curriculum

Pathway One

Pathway 1

Pathway One strives to show recognition that some groups of pupils have learning needs that requires the school to provide a specialised curriculum, assessment and teaching. All pupils on this pathway have the opportunities and chance to engage with their world in their own way, learning is done through the senses and experiences and pupils are working towards Individual Education Plan targets in 5 core areas derived from the long term objectives from their EHCP.

Profile of learners

7 to 19 years old

Age
Range

- Profound and Multiple Learning Disabilities (PMLD)
- Complex medical needs
- Complex physical needs
- Complex communication needs

SEND
Needs

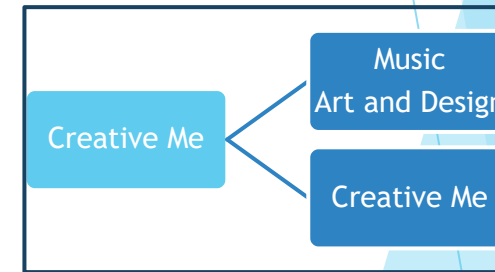
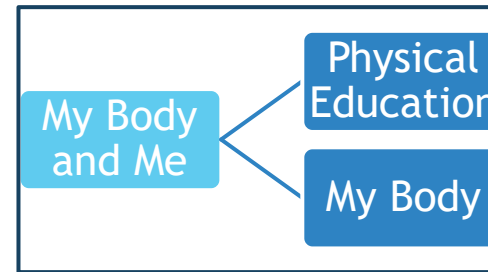
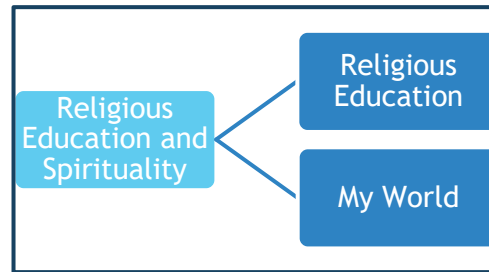
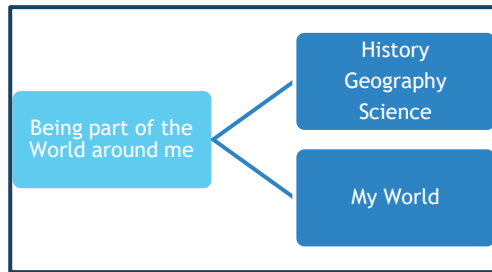
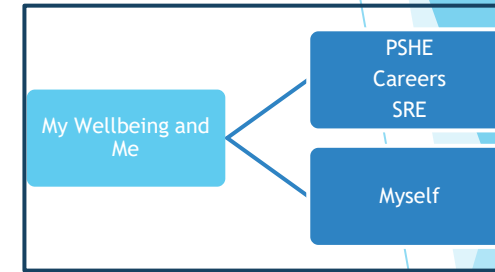
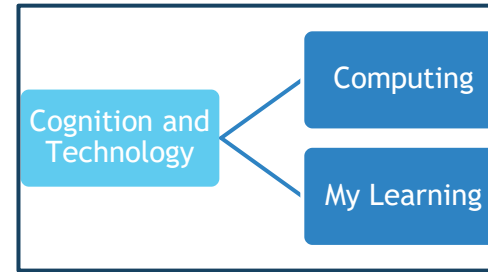
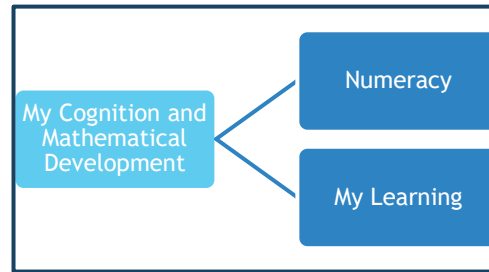
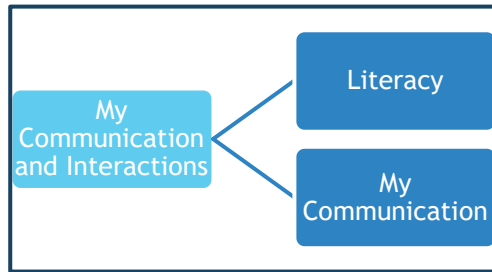
- Communication and interactions
- Cognition and learning
- Social emotional and mental health
- Sensory and or physical including independence.

EHCP
Needs

Levels of learners

	KS2	KS3	KS4	KS5
Levels on SOLAR	WS P Steps P1(i) to P3(ii)			
Years working at within the National Curriculum	0 to 36 months EYFS early developmental levels The Engagement Model			

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



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

Timetable Expectations (Pathway 1)

Subject	Percentage of timetable
My Communication and Interactions	equivalent of 1 session each day
My Cognition and Mathematical development	equivalent of 1 session each day
My Body and Me	equivalent of 1 session each day or embedded within daily practice following.
My Wellbeing and Me	equivalent of 1 session a week
Being part of the world around me	equivalent of 2 sessions a week
Creative Me	equivalent of 2 sessions a week

Exit Pathways from HGS

- ASDAN Towards Independence Awards
- ASDAN Transition Challenge: Sensory
- AQA unit awards.

Qualifications
students leave
with

- Access to the community and therapies including the support of personal assistants (PAs)
- Day care services
- College - David Lewis

Next
Destinations

Top 5 overarching skills to develop through this pathway

- ▶ To be able to communicate my wants, wishes and needs with a clear and personalised communication system.
- ▶ To experience the world around me using all my senses.
- ▶ To have control of how my body moves, is moved and used.
- ▶ To be as independent as possible, through communicating wants, wishes, making choices and directing those supporting me.
- ▶ To be an active citizen in school and the local community.

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

KS2

- ▶ Experience an educational visit
- ▶ Have engaged with a local community visit.
- ▶ Have shared their learning with parents and family members during “come and learn” sessions.
- ▶ Experience a broad and balanced, engaging multi sensory curriculum.

KS3

- ▶ Experience an educational visit
- ▶ Have experienced a range of celebrations and cultural events in school and in the wider community.

PFA

- ▶ Experience an educational visit
- ▶ Engage with and join in with whole school celebrations and activities.
- ▶ Have a communication approach that allows the pupils to feel heard, value and as independent as possible.

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

Be confident individuals who are able to participate within the community who are as well, safe, healthy and happy as they can be.

Learners who are able to be understood and be as communicative as possible.

Have a communication approach that any person supporting them can understand through a comprehensive communication passport.