In the class based pathway, our mission is to offer a life skills curriculum that promotes and develops the independence of our students. Our curriculum is broad, balanced and flexible to respond to the personalised and changing needs of our young people. This ethos is ambitious and ensures a ceiling is not placed on the potential of our students. Our cross curricular approach incorporates the threads of developing **independence**, **social understanding** and **learning**. These broad areas of learning aim to prepare students for post 16 provision in our FE department as well as other external settings where appropriate.

INTENT

IMPLEMENTATION

The class based pathway primarily includes students with severe learning difficulties. The curriculum delivered takes origins from the Early Years framework and early years of the National Curriculum.

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| **Communication and Interaction Cognition and Learning Physical and Sensory Social, Emotional and Mental Health** |
| **Key Stage 3 Key Stage 4** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Communication and Interaction | Cognition and Learning | Physical and Sensory | The World Around Us | Preparation for Adult Life | Expressive Art & Design |
| English/literacy  Phonics  Colourful Semantics  Narrative Therapy  Makaton | Maths & Numeracy  Attention Autism | PE  Fine Motor Skills  Jump Ahead  Yoga  Swimming  Art Therapy | Science  History  RE/ Citizenship  Geography  ICT | QUEST  PSHE  Forest Schools  NOLA/ Duke of Edinburgh  Cooking | Art  Craft  DT  Music  Drama |
| TOPIC Cycles that promote cross curricular learning across these broad areas of structure | | | | | |

Above are examples of activities delivered across the Class Based curriculum. Learning is often cross curricular, so whilst the above structure is in place, it has fluidity within delivery in the classroom. Whilst specialist teachers will deliver PE, Art and DT, in the class based pathway a higher proportion of lessons are with their class teacher than in other pathways. This provides a consistent environment in which SLD students to feel supported and thrive.

IMPACT

After Year 11, students in the class based pathway often transition to FE at Manor Green. In preparation, students aim to consolidate skills and understanding for the OCR life and Living Skills accreditation in the FE department. Assessment is holistic and is based on the objectives set out in the 4 areas of need in each child’s EHCP. Once class based students transition into FE, the Destination Led plan model prepares students for life after Manor Green, placing the next destination at the heart of their curriculum. The Unit Award scheme, CREST science award and NOLA award all provide accreditation of the life skills students develop throughout the pathway. Students become more confident communicators, more independent and socially aware in an environment that looks to nurture and challenge.