



The Learning Pathways





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Post 16 Provider



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Early Years Hub

Sensory Pathway 1

Sensory Pathway 2

Communication Pathway 1

Communication Pathway 2

Communication Pathway 3

Primary Pathway 1

Primary Pathway 2

Primary Pathway 3

Secondary Pathway 1

Secondary Pathway 2

Secondary Pathway 3

Post 16 Provider

KS1 – L-KS2

L-KS2

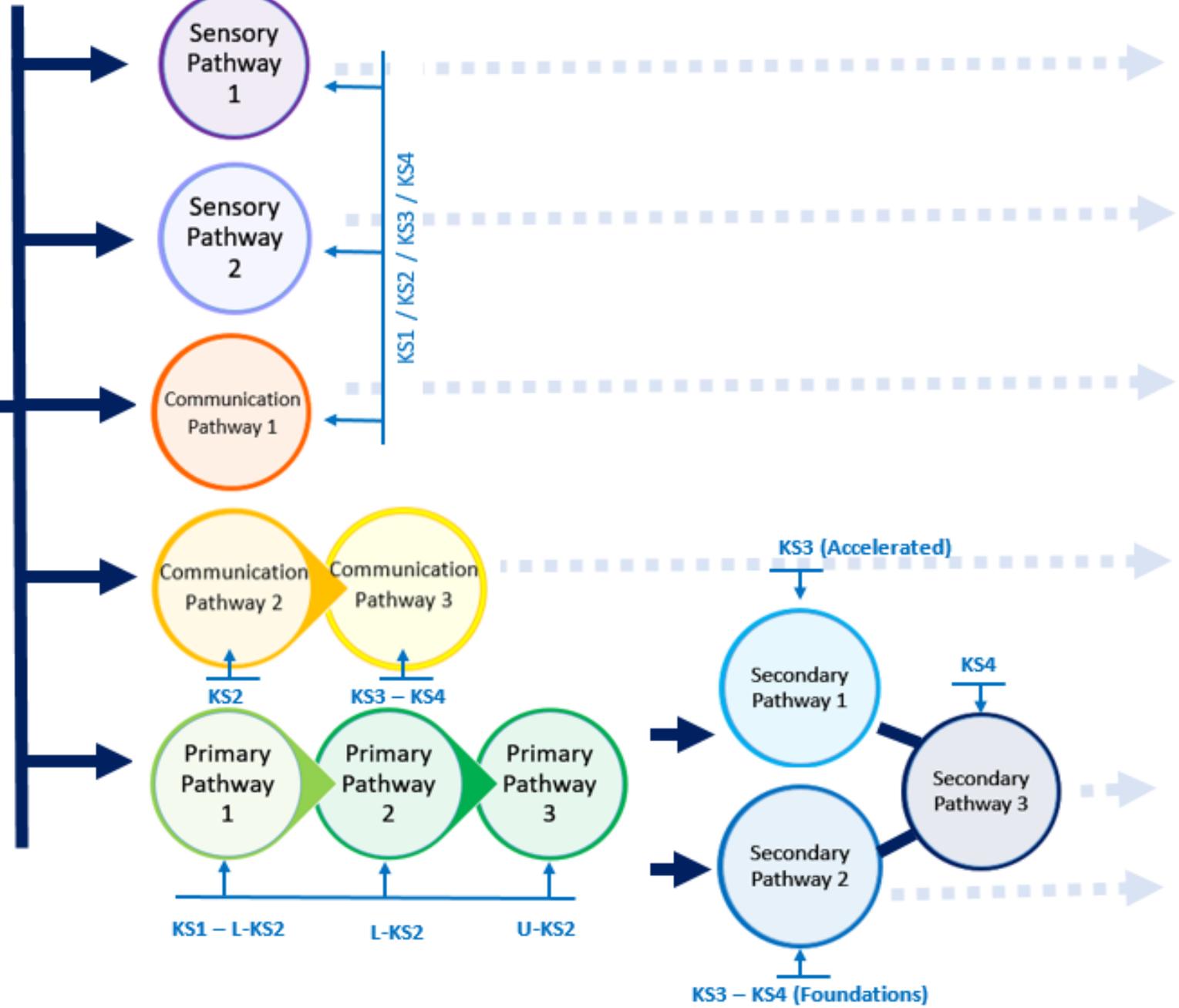
U-KS2

KS3 – KS4 (Foundations)

KS3 (Accelerated)

KS4

KS5



Watermill School's Progress and Attainment Chart Comparison with National Expectations.

National	Engagement Model	ELG's	National Curriculum Year 1 – 2 (KS1)	National Curriculum Year 3 & 4 (lower KS2)	National Curriculum Year 5 & 6 (upper KS2)	National Curriculum Year 7 to 9 (KS3)	GCSE U – 4 (KS4)	GCSE 4 – 9 (KS4)
			Entry Level 1	Entry Level 2	Entry Level 3	L 1	L 2	

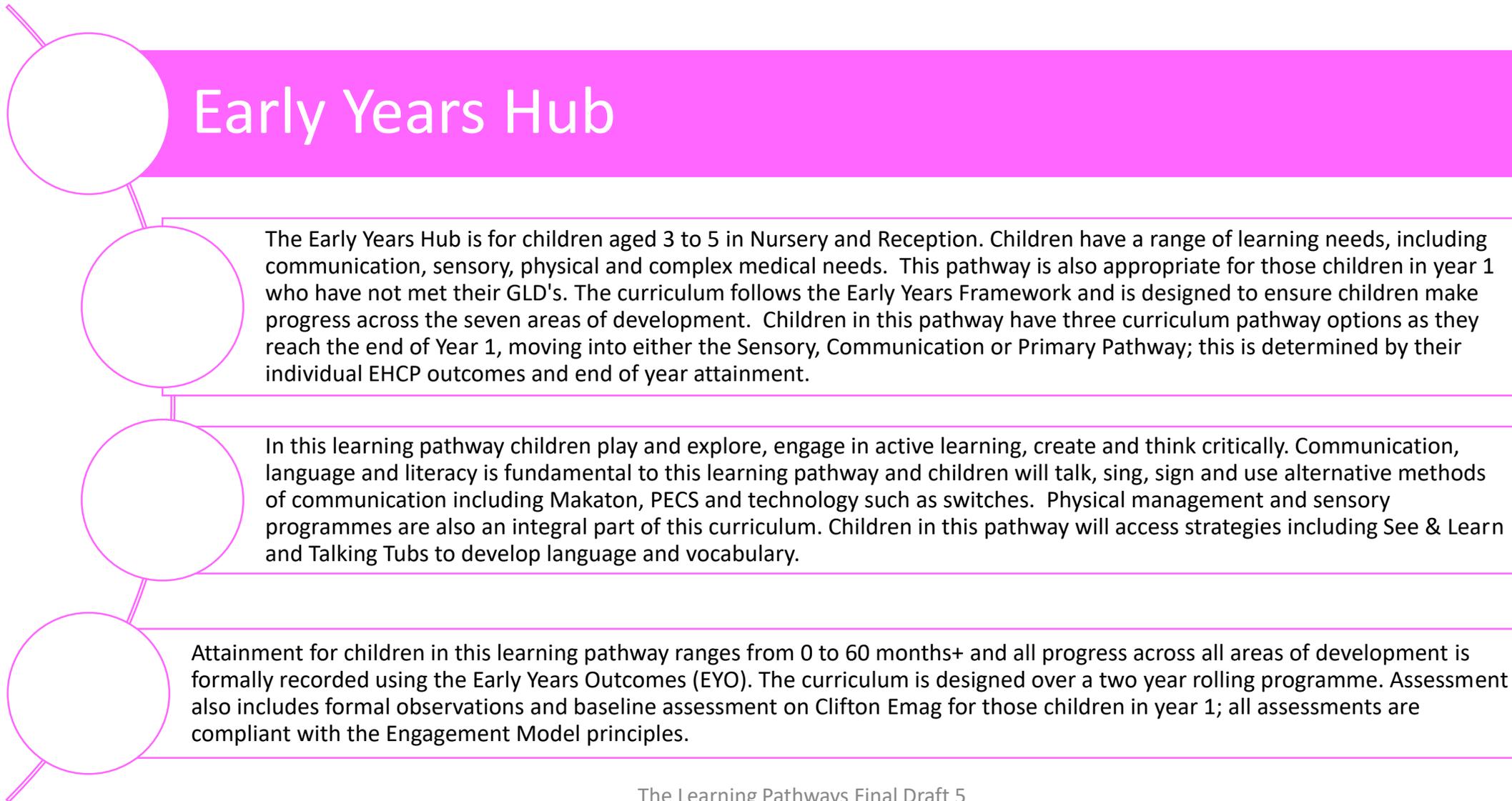
		ASDAN Programmes														
		Entry Level 1			Entry Level 2			Entry Level 3								
Watermill School Comparison	Stepping Stones				Progress Points											
	1	2	3	4	4	5	6	7	8	9	10	11	12	13		
	Sensory Pathway 1															
	Sensory Pathway 2															
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					Early Years Hub											
					Communication Pathway 2											
					Communication Pathway 3											
					Primary Pathway 1											
					Primary Pathway 2											
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					Secondary Pathway 1 (Accelerated)											
					Secondary Pathway 2 (Foundations)											
					Secondary Pathway 3											

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Early Years Hub

The Early Years Hub is for children aged 3 to 5 in Nursery and Reception. Children have a range of learning needs, including communication, sensory, physical and complex medical needs. This pathway is also appropriate for those children in year 1 who have not met their GLD's. The curriculum follows the Early Years Framework and is designed to ensure children make progress across the seven areas of development. Children in this pathway have three curriculum pathway options as they reach the end of Year 1, moving into either the Sensory, Communication or Primary Pathway; this is determined by their individual EHCP outcomes and end of year attainment.

In this learning pathway children play and explore, engage in active learning, create and think critically. Communication, language and literacy is fundamental to this learning pathway and children will talk, sing, sign and use alternative methods of communication including Makaton, PECS and technology such as switches. Physical management and sensory programmes are also an integral part of this curriculum. Children in this pathway will access strategies including See & Learn and Talking Tubs to develop language and vocabulary.

Attainment for children in this learning pathway ranges from 0 to 60 months+ and all progress across all areas of development is formally recorded using the Early Years Outcomes (EYO). The curriculum is designed over a two year rolling programme. Assessment also includes formal observations and baseline assessment on Clifton Emag for those children in year 1; all assessments are compliant with the Engagement Model principles.

Sensory Pathway 1

This Sensory Pathway is for children across all age ranges with profound and multiple learning disabilities. Children may have a combination of physical, sensory, communication and complex medical needs. The curriculum is centred around five key areas of Physical, Communication, Personal, Social and Emotional, Understanding the World and Cognition Skills. Physical development, mobility and medical care is a primary focus for most children in this pathway. Children accessing a Sensory Pathway will typically remain in the pathway until they move on to post -16 provision.

Children learn within safe, caring and enabling environments, with stimulating, meaningful and relevant learning opportunities. Children use alternative methods of communication including Objects of Reference, Makaton, PECS and technology such as switches and the Eye Gaze. Physical management and sensory programmes are a fundamental part of this learning pathway, along with a range of alternative therapies including Rebound Therapy, Tac-Pac, Touch Communication and Sherbourne.

Children typically work below the expected standards across all areas of the National Curriculum and progress for children builds on lateral progress across the four key areas. The curriculum is designed over three year rolling programme. Attainment is recorded on our Stepping Stones assessment tool and typically range between of Stepping Stone 1 to 4. Progress for children in this pathway is gradual, progress is carefully monitored through the EHCP outcomes and IEP targets. All assessments are compliant with the Engagement Model principles and include formal observations.

Sensory Pathway 2

This Sensory Pathway is for children across all age ranges with profound and multiple learning disabilities. Children may have a combination of physical, sensory, communication and complex medical needs. The curriculum is centred around 5 key areas of Physical, Communication, Social, Understanding the world and Cognition skills development. Children in this pathway benefit from a bespoke curriculum that focuses on communication skills and most children will have an individual Sensory Programme and Sensory Profile, after baseline assessment. Children accessing this pathway will typically remain in this pathway until they move on to post -16 provision.

Children learn within safe, caring and enabling environments, with stimulating, meaningful and relevant learning opportunities. Children use alternative methods of communication including Objects of Reference, Makaton, PECS and technology such as switches and the Eye Gaze. Physical management and sensory programmes are a fundamental part of this learning pathway, along with a range of alternative therapies including Rebound Therapy, Tac-Pac, Touch Communication and Sherbourne. Children access sensory rooms and specialist sensory resources such as sensory trails, swing chairs and balance boards as well as strategies including deep pressure massage.

Children typically work below the expected standards across all areas of the National Curriculum and progress for children builds on lateral progress across the four key areas. The curriculum is designed over three year rolling programme. Attainment is recorded on our Stepping Stones assessment tool and typically range between of Stepping Stone 1 to 4. Progress for children in this pathway is gradual, progress is carefully monitored through the EHCP outcomes and IEP targets. All children have access to an individual Sensory Assessment and Sensory Programme as necessary. Assessments are compliant with the Engagement Model principles and include formal observations.

Communication Pathway 1

Communication Pathway 1 is for children across all age ranges with severe and complex learning needs, challenging behaviour and complex Autism. Children require a high level of support and input for all aspects of learning development. The curriculum is centred around five key areas of Physical, Communication, Personal, Social and Emotional, Understanding the World and Cognition Skills Development. Children in this pathway benefit from a bespoke curriculum, a high staff to pupil ratio and individual Behaviour Care Plans. Children accessing this pathway will typically remain in this pathway until they move on to post -16 provision, however there is flexibility to move onto Communication Pathway 2 if appropriate.

Children learn within safe, caring and enabling environments, with stimulating, meaningful and relevant learning opportunities. Communication is a key element of the curriculum and children often use alternative methods of communication including Objects of Reference, Makaton, PECS and technology such as switches. Communication programmes are fundamental part of this learning pathway along with a range of alternative therapies including Rebound Therapy, Tac-Pac, Touch Communication and Sherbourne and TEACCH approaches to learning.

Children typically work below the expected standards across all areas of the National Curriculum and progress for children builds on lateral progress across the five key areas. The curriculum is designed over a three year rolling programme using a thematic approach. Attainment is recorded on our Stepping Stones assessment tool and typically range between of Stepping Stone 1 to 4. Progress for children in this pathway is gradual, progress is carefully monitored through the EHCP outcomes and IEP targets. All assessments are compliant with the Engagement Model principles and include formal observations.

Communication Pathway 2

Communication Pathway 2 is for children across all age ranges, but more typically for children in KS2- 3. Children have a range of severe and complex learning needs, and complex Autism. Children require a high level of support and input for all aspects of learning development. Communication, language and literacy is a key aspect within this curriculum to unlock children's potential. Children accessing this pathway progress onto Communication Pathway 3 when they reach upper KS3 and KS4.

Children learn within safe, caring and enabling environments, with stimulating, meaningful and relevant learning opportunities. Exploring the local community to learn and develop key like-skills is an integral part of the curriculum. Children often use alternative methods of communication including Objects of Reference, Makaton, PECS and technology such as switches and voice boxes. Structure is a key element of the children's learning and is ensured through the use of visual timetables, now and next boards and the TEACCH approach. Sensory programmes are a fundamental part of this learning pathway and successful alternative approaches include Touch Communication and TAC-PAC.

Attainment for children in this learning pathway typically range from Progress Point 4 to 9. Progress in core and foundation subjects is formally recorded using Clifton Emag and in Reading Files. For pupils with more complex cognitive needs, attainment is recorded against the five key areas on Stepping Stones. The curriculum is designed around an adapted National Curriculum and is runs over a three year rolling programme using a thematic approach and delivered through a subject specific timetable. Progress of EHCP outcomes is monitored through the IEP termly.

Communication Pathway 3

Communication Pathway 3 is for children across KS3 and KS4 with a range of severe and complex learning needs, and complex Autism. Children require a high level of support and input for all aspects of learning development. Communication, language and literacy is a key aspect within this curriculum to unlock the children's potential. Children accessing this pathway will typically remain in this pathway until they move on to post -16 provision.

Children will learn within safe, caring and enabling environments, with stimulating, meaningful and relevant learning opportunities. Exploring the local community to learn and develop key life-skills is an integral part of the curriculum. Children will often use alternative methods of communication including Objects of Reference, Makaton, PECS and technology such as switches and voice boxes. Structure is a key element of the children's learning and is ensured through the use of visual timetables, now and next boards and the TEACCH approach. Sensory programmes are a fundamental part of this learning pathway and successful alternative approaches include Touch Communication and TAC-PAC. This pathway aims to promote a greater level of basic skills, knowledge and independence to prepare the children for the next stages of their education.

Attainment for children in this learning pathway typically range from Progress Point 4 to 9. Progress in core and foundation subjects is formally recorded using Clifton Emag and in Reading Files. Children accessing this pathway work toward ASDAN Programmes of Study and progress is recorded on KS4 Progress Tracker. Progress of EHCP outcomes is monitored through the IEP termly. The curriculum is designed over a 5 year rolling programme using a thematic approach, delivered through a subject specific timetable.

Primary Pathway 1

Primary Pathway 1 is predominantly for children in Year 1, 2 & 3. Children typically have a range of moderate to severe learning needs, including difficulties around communication, literacy and language and the acquisition of early mathematical skills. Physical, sensory and speech and language needs are met within the class base and are supported by OT's, SALT and in-house intervention teams. The curriculum is designed around an adapted National Curriculum.

In this learning pathway children access learning in core and foundation subjects. Children experience stimulating, relevant and challenging learning opportunities across the subject areas. Learning is active and fun and children build on previous skills learned in EYFS to develop early reading, writing and phonics and mathematical knowledge and skills. Developing resilience and confidence is fundamental to this learning pathway to ensure children have a solid foundation to meet their full potential.

Attainment for children in this learning pathway typically range from Progress Point 4 to 7. Progress in core and foundation subjects is formally recorded using Clifton Emag and in Reading Files. Progress of EHCP outcomes is monitored through the IEP termly. The curriculum is designed over two year rolling programme. (Plan A & B). Children accessing this pathway typically progress onto Primary Pathway 2 as they reach year 4.

Primary Pathway 2

Primary Pathway 2 is predominantly for children in Years 4 and 5. Children typically have a range of moderate to severe learning needs, including difficulties around communication, literacy and language and the acquisition of early mathematical skills. Physical, sensory and speech and language needs are met within the class base and are supported by OT's, SALT and in-house intervention teams. The curriculum is designed around an adapted National Curriculum.

In this learning pathway children access learning in core and foundation subjects. Children experience stimulating, relevant and challenging learning opportunities across the subject areas. Learning is active and fun and children build on previous skills learned in Pathway 1 to develop the next stage of reading, writing and phonics and mathematical knowledge and skills. Developing resilience and confidence is fundamental to this learning pathway to ensure children have a solid foundation to meet their full potential.

Attainment for children in this learning pathway typically range from Progress Point 4 to 7. Progress in core and foundation subjects is formally recorded using Clifton Emag and in Reading Files. Progress of EHCP outcomes is monitored through the IEP termly. The curriculum is designed over four year rolling programme. (Plan A, B , C & D). Children accessing this pathway typically progress onto Primary Pathway 3 as they reach Year 5, however there is flexibility to remain in this pathway until the end of Year 6, if appropriate; children then have the option to move on to Secondary Pathway 2.

Primary Pathway 3

Primary Pathway 3 is predominantly for children in Years 5 and 6. Children typically have a range of moderate to severe learning needs, including difficulties around communication, literacy and language and the acquisition of early mathematical skills. Physical, sensory and speech and language needs are met within the class base and are supported by OT's, SALT and in-house intervention teams. The curriculum is designed around an adapted National Curriculum.

In this learning pathway children access learning in core and foundation subjects. Children experience stimulating, relevant and challenging learning opportunities across the subject areas. Learning is active and fun and children build on previous skills learned in Pathway 2 to develop the next stage of reading, writing and phonics and mathematical knowledge and skills. Developing resilience and confidence is fundamental to this learning pathway to ensure children have a solid foundation to meet their full potential.

Attainment for children in this learning pathway typically range from Progress Point 6 to 10+. Progress in core and foundation subjects is formally recorded using Clifton Emag and in Reading Files. Progress of EHCP outcomes is monitored through the IEP termly. The curriculum is designed over four year rolling programme. (Plan A, B , C & D). Children accessing this pathway have two pathway options at the end of Year 6; moving on to either Secondary Pathway 1 or Secondary Pathway 2, this is determined by their individual EHCP outcomes and end of year attainment.

Secondary Pathway 1

Secondary Pathway 1 is for children in KS3. Children typically have a range of moderate to severe learning needs, including difficulties around communication, literacy and language and mathematical skills. Physical, sensory and speech and language needs are met within the class base and are supported by OT's, SALT and in-house intervention teams. The curriculum is designed around an adapted National Curriculum.

In this learning pathway children access learning in core and foundation subjects. Children experience stimulating, relevant and challenging learning opportunities across the subject areas. Children build on previous skills learned in the Primary Pathways to develop the next stage of reading, writing and phonics and mathematical knowledge and skills. Some children continue to use alternative methods of communication including Makaton and Communication in Print. Children access Art, DT, Music, PE and Science in specialist rooms, taught by subject specialist where possible. Children begin to learn about the world of work and develop confidence across a range of key skills through the curriculum to ensure they are well prepared for the next stage of education.

Attainment for children in this learning pathway typically range from Progress Point 8 to 13+. Progress in core and foundation subjects is formally recorded using Clifton Emag and in Reading Files. Progress of EHCP outcomes is monitored through the IEP termly. The curriculum is designed over three year rolling programme. (Plan A, B & C). Children accessing this pathway will typically remain in this pathway until the end of Year 9, when they will move on to Secondary Pathway 3; this is determined by their individual EHCP outcomes and end of year attainment.

Secondary Pathway 2

Secondary Pathway 2 is for children in KS3 and KS4. Children typically have a range of severe learning needs, including difficulties around communication, literacy and language and mathematical skills. Physical, sensory and speech and language needs are met within the class base and are supported by OT's, SALT and in-house intervention teams. The curriculum is designed around an adapted National Curriculum and accredited units of work are implemented across the pathway via ASDAN programmes of study.

In this learning pathway children build on previous skills learned in the Primary Pathways to develop the next stage of reading, writing and phonics and mathematical knowledge and skills. Children use objects of reference, Makaton signing, PECS and Communication in Print to support their learning development. Children begin to learn about the world of work and develop confidence across a range of life-skills. Preparation for adulthood and careers education is woven into the curriculum through a structured programme of accredited units of work to ensure children are well prepared for the next stage of education.

Attainment for children in this learning pathway typically range from Progress Point 4 to 10. Progress in core subjects is formally recorded using Clifton Emag and in Reading Files. Progress of EHCP outcomes is monitored through the IEP termly. Children accessing this pathway work toward ASDAN Programmes of Study and progress is recorded on KS4 Progress Tracker. The curriculum is designed over three year rolling programme. (Plan A, B & C). Children accessing this pathway will typically remain in this pathway until they move on to post -16 provision.

Secondary Pathway 3

Secondary Pathway 3 is for children in KS4, year 10 and 11. Children typically have a range of moderate to severe learning needs, including difficulties around communication, literacy and language and mathematical skills. Physical, sensory and speech and language needs are met within the class base and are supported by OT's, SALT and in-house intervention teams. The curriculum is designed around an adapted National Curriculum and accredited units of work are implemented across the pathway.

In this learning pathway children access learning in core and foundation subjects. Children build on previous skills learned in the Secondary Pathway 1 to develop the next stage of reading, writing and mathematical knowledge and skills. Children learn about the world of work and develop confidence across a range of key skills through the curriculum to ensure they are well prepared for the next stage of education. Preparation for adulthood and careers education is woven into this learning pathway via the Prince's Trust, Duke of Edinburgh and through a structured programme of accredited units of work. Children access Art, DT, PE and Science in specialist rooms, taught by subject specialist where possible.

Attainment for children in this learning pathway typically range from Entry 1 to Entry 3. Progress across the curriculum (accredited units of work) is recorded on KS4 Progress Tracker. Progress of EHCP outcomes is monitored through the IEP termly. The curriculum is designed over two year rolling programme. (Plan A & B). Children accessing this pathway will typically remain in this pathway until they move on to post -16 provision.