

Hills pathway

Intent

This pathway is specifically designed for children with Profound and Multiple Learning Difficulties. It offers a broad and balanced array of stimulating opportunities carefully planned to address each pupil's Education Health and Care Plan Outcomes. Our intention is to ensure that pupils feel comfortable and safe and that we reduce as many barriers to learning as we possibly can. We intend for pupils to be as active as possible in their learning and lives and encourage the development of positive relationships with others.

Impact

This curriculum is delivered through a sensory-based, holistic approach that blends learning into a cohesive educational experience. Activities are pupil centred and engaging yet flexible enough to accommodate incidental learning opportunities. Learning is experiential and participatory, with a strong focus on repetition. Repetition is crucial for supporting progress and achievement in the areas of cognition and learning; communication and interactions; social, emotional, and mental health; and sensory and physical. Meaning learning is supported via the engagement model of learning. Each pupil has an engagement profile and staff focus on the five core areas (exploration, realisation, anticipation, persistence and initiation) during learning. Engagement is monitored to ensure that activities are purposeful and challenging

Impact

EHCP outcomes are broken down into small steps which are reviewed regularly. Staff ensure that pupil's skills are consolidated and transferred across environments before new steps are introduced. Pupils are assessed twice yearly using our bespoke assessment system, termly at the end of topics and weekly through lesson feedback. Assessment is recorded via observations and photographs/video recording.