

Hayfield School Curriculum Pathways

Purple Pathway

Aspirational Outcomes

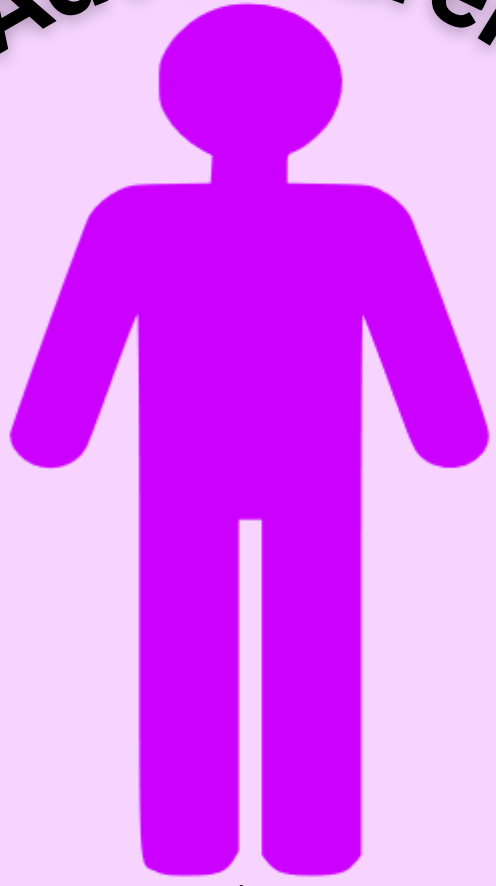
The child:

- is ready for the next phase of their education and life as a young person
- is able to successfully communicate using their preferred method of communication
- has basic self-care and self-help skills enabling and/or supporting independence
- has developed new interests and likes that has expanded opportunities to interact with others
- has met their full potential in terms of cognitive ability - is able to read and use basic skills successfully.
- can use positively their own identified strategies to support regulation and sensory needs

Upper Key Stage

Subject based Curriculum

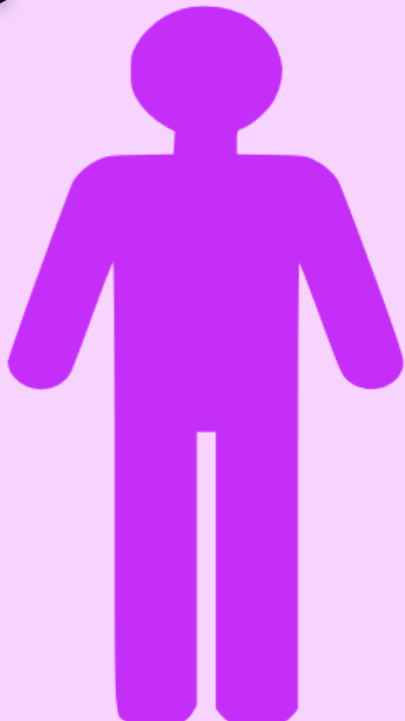
Adventurer



Pedagogical Approaches

- Range of approaches and environment that fosters communication
- use of technology to support communication tailored to suit the child i.e. AAC, Prologue
- communication rich classroom PEC, Makaton, etc
- Visual approaches, modelling
- Use of autism approaches - SPELL etc
- Explicit teaching of basic and functional skills
- Sensory affirming approaches
- carefully crafted transitions and micro- transitions

Pathfinder

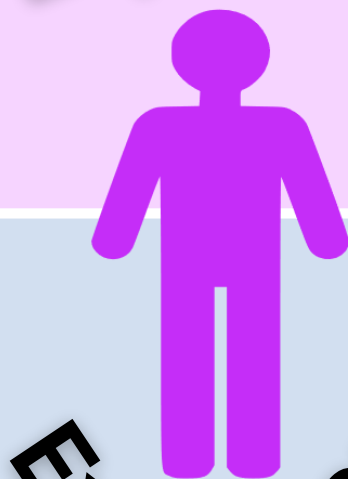


Characteristics of the Child

- May already have a diagnosis of **Autism**. EHCP may highlight sensory difficulties or **Sensory Processing Disorder**
- EHCP may reference **Complex** needs or **Severe** Difficulties
- May have little or no language. At their youngest age may be non-verbal and continue to *not* use language. Less likely to be a Gestalt Language Processor.
- Unmotivated or Unable to communicate needs.
- Sensory needs are acute and the child may need a robust sensory diet
- Child may show little interest in interacting socially with peers and adults.
- The disparity between chronological age and developmental age is bigger and continues to widen as the child gets older.

Explorer

Pre-formal environment and approach. The



Explorer

Characteristics of the Child

- Very youngest children at Hayfield School.
- The child will exhibit a number of characteristics from any of the 3 pathways (purple, red, green). EHCP may highlight a prime need that supports the pathway the child will eventually follow
- At the very youngest age may present as more of a 'Purple Pathway' child.
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Red Pathway

Aspirational Outcomes

The child:

- is ready for the next phase of their education and life as a young person
- has learnt and developed a range of skills and understanding in relation to their social communication and interactions with others.
- met their full potential in terms of cognitive ability - is able to read with varying degrees of confidence and has good numeracy skills
- may now be working at age appropriate levels and able to access a mainstream education

Note: In terms of cognition these children will be able to

- read and write
- have a good basic number skills and place value
- some children may be age appropriate and at KS3 be supported in a mainstream school/Base

Upper Key Stage

Subject based Curriculum

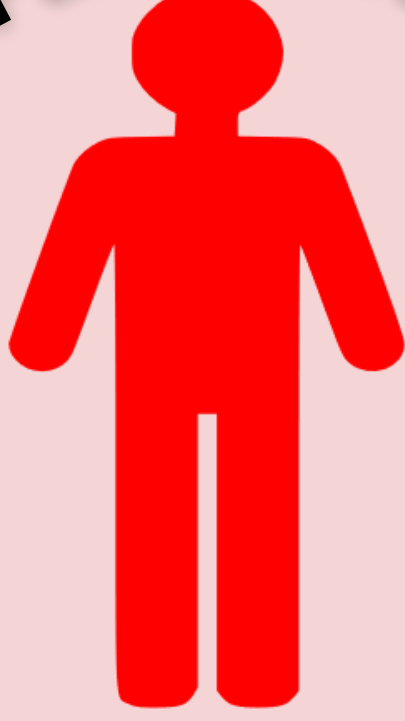
Adventurer



Pedagogical Approaches

- May need a semi-formal and/or formal approach
- opportunity to overlearn,
- practice and transfer concepts into different contexts
- Visual rich curriculum (this does not mean 'widget rich')
- chunking, opportunity to re-visit, consolidate and overlearn
- some children working in a semi-formal and/or formal environment may benefit from TEACCH strategies
- Explicit teaching of social skills
- Lots of opportunities to 'experience' concepts in different contexts (Difficulties transferring concepts)

Pathfinder



Characteristics of the Child

- EHCP may highlight **Autism**, or state the child has social communication difficulties. Child may be on the ASC pathway
- Disparity between chronological age and development (Developmental Delay) Child may have **Moderate Learning Difficulties**
- If Autistic, the child's difficulties associated with their autism does not (appear) to impact the child to the same extent as children on the Purple Pathway.
- Child's expressive language may have appeared to develop 'overnight'. Moving from almost non-verbal (Foundation stage) to using language with purpose/functionally. Likely a GLP.
- Language and social skills may be inappropriate
- Children who are more cognitively able may begin to work at age expected outcomes

Explorer



Explorer

Green Pathway

Aspirational Outcomes

The child

- is ready for the next phase of their education and life as a young person
- able to trust the potential they have to make good relationships
- has developed a range of strategies to support their own emotional world and regulation
- has the capacity to form healthy relationships
- makes positive choice because of the ability to self-regulate

Note: In terms of cognition these children will be able to

- read and write
- have a good basic number skills and place value
- some children may be age appropriate and at KS3 be supported in a mainstream school/Base

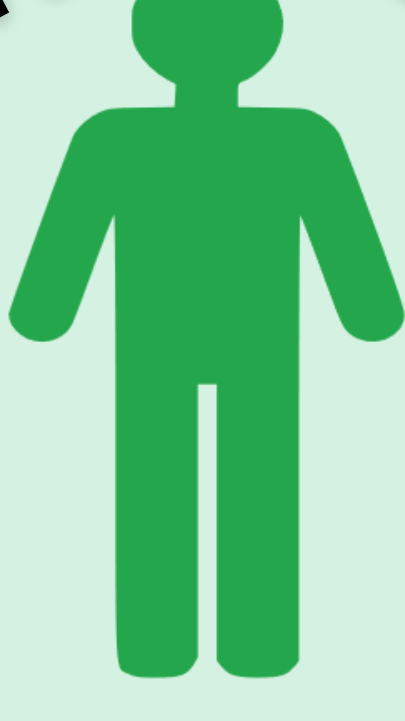
Adventurer



Pedagogical Approaches

- Trauma informed classroom - *relationships first* approach
- soft-landings are carefully planned into the day; may need to happen at key points in the day - entering school, immediately following 'removal' from the trusted adult - after lunch, play, preparation for leaving - home
- May need a semi-formal and/or formal approach
- If the child has a learning difficulty they will need many of the same pedagogical approaches specified on the Red Pathway - i.e. opportunities to overlearn, chunking, modelling,
- Explicit validation.
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Pathfinder

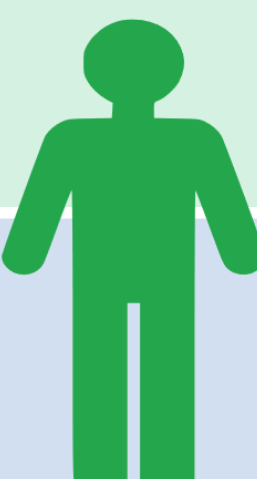


Characteristics of the Child

- EHCP may highlight **SEMH** as the prime need
- likely to have experienced developmental trauma/an adverse childhood experience. May have a diagnosis of **Developmental Trauma**.
- Attachment style compromises relationships and accessing learning
- be hypervigilant, have difficulty trusting and forming relationships
- tests and rejects relationships
- exhibit rage and unable to regulate-
- inadvertently create dramas to test relationships (unconditional validation)

Note: Early EHCP may reference *ASC/ being on the ASC pathway. School may use the Coventry Grid to support the gathering of information to eliminate co-morbidity - Attachment and Autism.*

Explorer



Explorer

Pedagogical Approaches

- Planned and structured Play essential to support learning and exploration
- Opportunities to experience and work within the 6 stages of play
- Environment and activities that develop functional use of communication
- Environment that develops joint attention etc
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Focus on relationships and emotional health

Focus on

Social Communication

Lower Key Stage

Lower Key Stage

Foundation Year: Early Years Curriculum

Subject based Curriculum

Focus on

Topic Based Curriculum