

## Learner Pathways at Medeshamstede Academy

Across the Academy, we identify three main personalised learning pathways to broadly describe pre-formal, semi-formal and formal stage learners' developmental and cognitive stages and profiles within the autism continuum. The curriculum is shaped to take account of the characteristics and needs of our pupils and the smaller steps of some within their learning journey. Fundamental to any personalised learning pathway, is the Academy's response to provision and outcomes identified via Education, Health and Care Plans (EHCP) which are fully implemented in any one of the pathways being pursued.

Across our primary and secondary phases, pupils are taught in small classes organised within Key Stages: EYFS/KS1 (pre-formal stage learners), KS2 & KS3 (semi-formal into formal learners) and KS4 (formal learners). As many pupils join the Academy in upper KS2 and secondary phase, often with complex needs, our transition base provision prioritises building secure relationships for pupils social and emotional needs.

<p><b>Pre-formal curriculum</b></p>	<p>Pupils often join EYFS from low start points and in the early stages of their language acquisition/development. Therefore, we use the EYFS framework and pedagogy for planning/assessment for most pupils up until the end of Year 2. The focus for pre-formal provision at Medeshamstede are the prime and specific areas, ensuring pupils are learning how to learn. The curriculum is delivered through the autism specific framework of TEACCH.</p>
<p><b>Early years and lower primary phase (EYFS – Year 2)</b></p>	<p>Through the 7 EYFS areas of learning &amp; development, our curriculum aims to involve and guide children to build curiosity &amp; enthusiasm for learning; build capacity to learn; form relationships and thrive. All areas of learning and development are therefore interconnected with a focus on developing communication and language skills in the pre-formal stage. Self-care skills are explicitly taught.</p> <p>Weekly and termly themes are adopted to develop and create pupils' interests through a balance of teacher led and self-initiated activities, ensuring that a broad and balanced curriculum is provided. Individual targets are set from the appropriate developmental stages of the EYFS framework using B Squared assessment measures.</p> <p>A basic principle of our early learning provision is the sensorimotor stage that children learn through interest, play and their senses; every opportunity to maximise such learning is exploited through our offer. We develop communication skills with highly motivating multisensory experiences that provide 'an invitation to learn', developing anticipation, joint attention and turn taking skills.</p> <p>We provide planned, short, interest led sessions preparing our children appropriately for the start of their school career that will bring them success in their future schooling, providing them with the foundations for reaching their full potential.</p>

<p><b>Semi-formal curriculum</b></p> <p><b>Key Stage 2 (Years 3 – 6)</b></p>	<p>The focus within our semi-formal pathway enables all pupils to begin accessing the National Curriculum programmes of study, differentiated through small steps and key skills which secures pupil progress. Pupils develop their pre-requisite skills through all National Curriculum subject areas that will continue alongside bespoke learning programmes which respond to/address pupils' communication and interaction and sensory and physical needs.</p> <p>Pedagogy through the TEACCH Autism framework continues within this pathway and self-care and independence skills are being mastered. Pupils are encouraged to develop independence by having a voice so that their views can be expressed, allowing for some control through making their own choices.</p> <p>Themes are adopted each term; a long-term overview ensures there is a broad and balanced curriculum delivered, based upon the national recommendations for all pupils within KS 2 classes. Learning outcomes are determined following robust assessment of learning, identified within the individual's pupil profile and teaching plans using assessment systems which are well-embedded across the academy.</p> <p>(A small number of pupils working at or below the 2<sup>nd</sup> centile for cognition will continue with a semi-formal pathway as they enter the secondary phase of their learning journey).</p> <p>Formal learning addressed through key skills continues within our semi into formal learning pathway with a continued focus upon personalised learning for pupils. For all cohorts of learners and in accordance with their EHCP outcomes our curriculum offer considers how we will begin to prepare our young people for adulthood, moving towards more functional aspects of learning which enable pupils to begin to generalise and adapt skills.</p>
<p><b>Semi into formal curriculum</b></p> <p><b>Key Stage 3 (Years 7 – 9)</b></p>	<p>The curriculum within KS 3 is designed to create interest which leads to wider engagement within the learning planned and prepares pupils well for the next key stage and accreditation pathways. Pupils in KS 3 are supported to develop as formal and more independent learners.</p> <p>Medeshamstede strongly believes that an interest led curriculum promotes engagement and generalisation of skills for pupils with autism. Themes are adopted each term; a long-term overview ensures there is a broad and balanced curriculum delivered, based upon the national recommendations for all pupils within KS 3 classes. Learning outcomes are determined following robust assessment of learning, identified within individual pupil profile and teaching plans using assessment systems which are well-embedded across the academy.</p> <p>We have high expectations for our pupils and so Accreditation courses do not begin before KS 4, as we want learners to have a full experience to master skills throughout the KS 3 curriculum, ready to participate in an ambitious KS 4 curriculum.</p>
<p><b>Formal curriculum</b></p> <p><b>Key Stage 4 (Years 10 &amp; 11)</b></p>	<p>A functional approach to learning drives our formal KS 4 curriculum alongside a widening of the 'Preparing for adulthood' outcomes. Pupils continue to follow their personalised learning pathways for vocational and/or GCSE courses for the core curriculum subjects of Maths, English Literature, English Language &amp; Science and the foundation subjects curriculum of Computing, Food Technology, Drama and Citizenship .</p> <p>During Key Stage 4, pupils work towards national qualifications following compulsory national curriculum subjects. The curriculum is designed to deliver series of learning from the subject syllabus outlined for entry level and/or GCSE; this secures planning for progression and destination. Modules of work are delivered for the core subjects and a vocational curriculum for accredited subjects are also delivered. The foundation subjects of PE, PSH(R)E and Careers Education are also taught. The academy holds significant value on the delivery of Life Skills; which alongside preparation for adulthood, Careers Education, health, wellbeing and relationships, form part of the curriculum through KS 4. Pupils access to different learning environments widens, along with social interaction with a wider range of peers and adults, as links to local FE colleges in readiness for transition to post-16 education is planned for.</p>