



# Fundamental principles underpinning the curriculum across all pathways at Treloar School and College

**Developing** independence skills

**Assessment** of need, abilities and interests

**Developing** personal, learning and thinking skills

**Multidisciplinary** working

**Total** communication

**Maintaining** active links with parents

**Broad**, balanced and personalised offer

**Developing** communication skills

**Building** self-confidence and self-esteem

**Developing** literacy and numeracy skills

**Embedding** skills across the waking day

**Developing** spiritual, moral, social and cultural awareness and skills



## Key Stage 2 and 3: Integrated Pathway Curriculum programme

### Who is it for?

The Integrated Pathway is the most usual route at Key Stage 2 and 3 for students who are assessed as working between P3 and P8.

### The curriculum

The curriculum provides an holistic programme which enables these students to reach their full potential by integrating their therapeutic and academic needs in the classroom. It includes:

- flexible teaching arrangements allowing the class to plan an appropriate curriculum
- provision of tactile and kinaesthetic materials to aid experiential and multi-sensory learning
- adaptations to the physical environment of the classroom including equipment, low vision aids, furniture and seating
- access to alternative and augmentative forms of communication, particularly the use of Picture Communication Symbols (PCS)
- regular and frequent access to specialist support, e.g. visual impairment advisor, symbols co-ordinator, physiotherapist

The curriculum is delivered, assessed and reported on in the following areas - Communication, Language and Literacy; Mathematical Development; Knowledge and Understanding of the World; Physical Development; Creative Development; and Personal, Social and Emotional Development - and is designed to incorporate the five

Every Child Matters outcomes. As such, it provides a framework for educational and physical progress and social well-being, alongside promoting skills such as turn-taking and choice-making, which can be applied in real-life situations outside of the classroom.

The weekly timetable is specifically designed and planned for the students, with the class teacher delivering the majority of the academic subjects. There are opportunities each term for the students to enjoy trips into the community that are linked to these topics. Carefully crafted targets (set in the areas of Communication, Language and Literacy and Mathematical Development), chosen to meet individual needs, are assessed and updated termly. These targets are shared within the whole professional team so that they may be worked on in all situations, e.g. in the dining room or during a swimming session.

A portfolio of each student's work, often including photographic evidence, is added to termly and more specific records of progress and achievement are also kept. A photographic Record of Achievement is also compiled for each student, documenting highlights throughout the school year.

The classroom is a lively environment with a stimulating atmosphere, where students with complex needs are engaged and motivated. Students are valued for their differences and provided with equal opportunities to achieve success. Evidence of their work, achievements and targets are clearly visible, and it is clear that all staff have high and yet realistic expectations of the group and are confident in providing clear and consistent boundaries. Displays are supported by PCS symbols and are regularly updated.

## Integrated Pathway: The Key Stage Three Offer

Students on the Integrated Pathway usually have the most complex physical, communication and learning needs of our students at Treloar School. Our offer is built around meeting these needs and enabling the abilities of these students. The Integrated Pathway offers:

- A high level of consistency with one class teacher for the significant majority of time ensuring skills are cross curricular and enabling greater flexibility within curriculum
- A teaching team who have most experience in delivering a holistic programme, integrating education and therapy, and work at Treloar School full time
- A teaching team who work one early morning a week on the residential house to integrate skills from the classroom into the context of functional morning routines
- Regular sessions in class where the therapists and teacher work together
- A smaller class group and fewer distractions
- Peers who are working on developing similar skills
- Continued opportunities to mix with other students in Lesson 7, while on the residential house at break, lunch and evening time, Monday Live, Friday form time and assembly

In order to provide a broad and balanced curriculum, the EQUALS Schemes of Work are used as a foundation. Work is planned by termly topics and is cross-curricular in its implementation.

The rolling programme of topics is as follows, with those in bold being planned for the 2018/19 academic year:

Year 1	Autumn Term	Transport (including Roman Transport)
	Spring Term	Under the Sea (including Tudor Exploration)
	Summer Term	Town and Countryside (including Changes and Inventions)
Year 2	Autumn Term	Journeys (including Ancient Greece)
	Spring Term	Weather (including Passage of Time)
	Summer Term	My Family (including Toys and Games)
Year 3	Autumn Term	My School (including Children During World War II)
	Spring Term	People Who Help Us (including Florence Nightengale)
	Summer Term	Seaside (including The Victorians)
Year 4	Autumn Term	Exploring England (including Tutor Times)
	Spring Term	Homes and Houses (including Settlements)
	Summer Term	Rivers (including Brunel)

## Treloar School Timetable

### Sample timetable for Key Stage 2 and 3 Integrated class

Times	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson One: 9.00 to 9.45	Monday Live	Hello song	Hello song	Hello song	Hello song
Break/Snacks 9.45 to 10.30					
Lesson Two: 10.30 to 11.15	Design & Technology	Knowledge of the World	Swimming	Learning through movements	Core skills
Lesson Three: 11.15 to 12.00					
Lunch 12.00 – 13.15					
Lesson Four: 13.15 to 14.00	Make and Bake	Group physiotherapy/OT session	Core skills	Art	Sensory story/ Signing with another Integrated group
Lesson Five: 14.00 to 14.45					
Break/Snacks 14.45 to 15.30					School assembly
Lesson Six: 15.30 to 16.15	Core skills	Technology	Music therapy	PE	
		Tech Hub		Pike Hall	
Lesson Seven: 16.15 to 17.00	Student choice from the Personal Physical Development programme	Student choice from the Personal Physical Development programme	Form time	Student choice from the Personal Physical Development programme	

