



# 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 4: Integrated Pathway Curriculum programme: Transition Challenge

### Who is it for?

Transition Challenge is the most usual route at Key Stage 4 for students who are assessed as working between P3 and P8 at the end of Year 9. It ensures that all the important features of the Integrated Pathway continue, alongside a nationally recognised curriculum programme offered by the awarding body ASDAN.

### What is it?

Transition Challenge offers a learner-centred, activity-based curriculum that can be undertaken with as much support as necessary. It has been developed for students aged 14–16 with SEND, although it can be used with older age groups if appropriate.

**Transition Challenge:** the activities in this programme cover the statutory programmes of study for the Key Stage 4 National Curriculum, along with activities to develop the skills required for adult living

### Requirements

Students must complete the required number of activities from modules in their chosen student book. Each module can be individually certificated or students can complete all modules and receive a gold certificate of achievement.

There are five modules in the Transition Challenge book: Knowing How, Making Choices, Feeling Good, Moving Forward and Taking the Lead. Learners must complete at least nine activities to achieve each module.

Transition Challenge: Sensory is made up of four modules: Communication and Interaction, Cognition, Physical and Self-help and Independence. In each module learners need to complete at least five activities.

### Levels of support

Levels of support are used to show how the student has achieved the activity. They show individual progression and differentiation between students:

- Experience recorded
- Gestural help
- No help
- Physical help
- Sensory experience
- Spoken/signed help

Additionally, there is the opportunity to record students' achievements by allocating a level (P level – Entry Level 1) or other descriptor to their work, as appropriate.

## The Integrated Pathway 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 addition to the ASDAN Transition Challenge, the students in 4 INT will be following different topics each term.

The rolling programme of topics is as follows:

Year 1	Autumn Term	The Rainforest and Investigating Brazil
	Spring Term	Fire of London and Black Death
	Summer Term	Wild Weather
Year 2	Autumn Term	Customs, Traditions and Celebrations
	Spring Term	Food Journeys
	Summer Term	Ancient Egypt
Year 3	Autumn Term	My Diary (including Anne Frank)
	Spring Term	Victorians
	Summer Term	Shopping and Tourism
Year 4	Autumn Term	Study of a Developing Country - India
	Spring Term	Study of a Developed Country - France
	Summer Term	People Everywhere

## Treloar School Timetable

### Sample timetable for Key Stage 4 Integrated class

Times	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson One: 9.00 to 9.45	Monday Live	Day/Date/ Weather  Mobility/ICT	Day/Date/ Weather  Mobility/ICT	Group SLT	Music
Break/Snacks 9.45 to 10.30					
Lesson Two: 10.30 to 11.15	Design & Technology	Core skills	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	Core skills	Group physiotherapy/OT session  Soft play room	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  Tech Hub	Music therapy  Music room	PE  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	

### Examples of learning objectives and learning activities

**Learning objective:** Show where ICT is used in the home and/or at school

**Learning activities:** Use switch accessible tools as part of the food preparation process, and use the microwave during cooking.

**Learning objective:** Take part in a religious activity or festival

**Learning activities:** Listen to information about wedding preparations and customs. Feel the materials and jewellery. Listen to a description of an Eid celebration.

**Learning objective:** Show you can behave appropriately in a public place.

**Learning activities:** Take part regularly in community skill trips in the local town.

**Learning objective:** Choose what you would like to buy in a local supermarket, and use your money to pay for it.

**Learning activities:** Buy a vegetable of your choice from your shopping list and pay at the till with appropriate support.

