Pathways

"Pathways is fun with a lot of good teachers who help you to learn. I'm 100% better than I was in my previous school"

Katelyn (age 15)

"And if those children are unresponsive, maybe you can't teach them yet, but you can love them. And if you love them today, maybe you can teach them tomorrow".

-Jeffrey R. Holland

Provision Overview

The Pathways Programme is a separate provision of Francis Barber working exclusively with pupils with an Education Health Care Plan. The Programme provides specialist support for pupils with a range of barriers to learning.

The aim of Pathways is to provide our pupils with a therapeutic as well as responsive learning environment in order to encourage our pupils thinking and reasoning skills. We aim to nurture positive attitudes, develop wider key skills and increase knowledge for all pupils so they become responsible citizens for tomorrow, today. Pupils will benefit from a balanced curriculum, which will support individual learning needs and appropriately challenge pupil's stages of personal development.

Pathways will provide an emotionally friendly learning environment, which is safe, caring and nurturing. Our holistic education will incorporate guidance and strategies from external support agency partnerships e.g. CAMHS, Speech & Language therapists Occupational therapists etc.

We will strive to increase resilience and develop pupils' abilities to self-regulate their emotions. Pathways aims to ensure all pupils leave with outcomes that reflect the best of their abilities.

Curriculum Map

KS 3/4	Staff	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Teacher	**Core** **Maths** ELC L1,2,3 Functional Skills L1/2 GCSE		**Maths** ELC L1,2,3 Functional Skills L1/2 GCSE		**Maths** ELC L1,2,3 Functional Skills L1/2 GCSE	

	Teacher	**Core** **English** ELC L1,2,3 Functional Skills L1/2 GCSE	**English** ELC L1,2,3 Functional Skills L1/2 GCSE	**English** ELC L1,2,3 Functional Skills L1/2 GCSE
	HLTA	**Core** BTEC Personal Growth and Wellbeing Physical health Emotional Wellbeing	BTEC Personal Growth and Wellbeing Social Health Sexual Health	BTEC Personal Growth and Wellbeing Environmental Issues Financial Awareness
	HLTA	**Core** BTEC in Home Cooking Skills	BTEC in Home Cooking Skills	BTEC in Home Cooking Skills
	HLTA	**Core** Literacy & Numeracy Interventions Art Therapy/Intervention	Literacy & Numeracy Interventions Art Therapy/Intervention	Literacy & Numeracy Interventions Art Therapy/Intervention

	Teacher	**Options** GCSE Science GCSE Art NCFE Childcare NCFE Award in Introduction to Health, Social Care and Children's and Young People's Settings.	GCSE Science GCSE Art NCFE Childcare NCFE Award in Introduction to Health, Social Care and Children's and Young People's Settings.	GCSE Science GCSE Art NCFE Childcare NCFE Award in Introduction to Health, Social Care and Children's and Young People's Settings.
	Off-site Provision	**Vocational** NCFE Award in Creative Craft. (Construction and Woodwork) Level 1 City & Guilds Hair and Beauty OCN Award/Certificate in Creative and Digital Media	NCFE Award in Creative Craft (Construction and Woodwork) Level 1 City & Guilds Hair and Beauty OCN Award/Certificate in Creative and Digital Media	NCFE Award in Creative Craft (Construction and Woodwork) Level 1 City & Guilds Hair and Beauty OCN Award/Certificate in Creative and Digital Media

Assessment and Progress

Pupils have an EHCP, which will detail their academic, social and emotional needs. There is a strong emphasis on the holistic development of each child. All lessons are differentiated and personalised to the ability and special educational needs of the pupil.

As part of the transition into Pathways, each pupil will carry out baseline assessments, which will help to formulate their individual educational plan (IEPs). An IEP is a document that helps teaching staff to plan for their pupils. It will include strategies to help them learn and be used to review their progress. It is also designed to help pupils to access and engage with the curriculum. The baseline assessments and the IEPs are reviewed termly and the learning needs, progress and achievements of pupils are recorded.

All pupils will be expected to take accredited qualifications in English and Maths, with an option of Science. In order to support students' learning and achieve the highest possible grades a range of qualifications are offered depending on the student's ability. There are a mixture of qualifications at different levels ranging from Entry Level Certificates to GCSEs as well as the opportunity to study vocational courses off-site. In addition, pupils will also have access to a range of creative/therapeutic interventions, which will help with developing decision-making, team building and problem solving skills. The creative lessons help to produce outcomes, which will enable the pupils to set goals, build resilience and mature in their social confidence.

KS4 pupils will participate in post-16 transition programmes including Work Skills Interviews, Work Experience. They will also receive support with completing their college applications, attending post-16 interviews and engage in preparation for employment and preparation for adulthood as identified in their EHCPs.

We assess the impact of our interventions and monitor pupil progress by using a holistic approach. At the end of each term, there will be a review meeting, which provides a safe space for staff, pupils and parents to discuss pupil's reports and their IEP targets. In addition, all pupils will receive an annual review of their EHCP.

Trauma Informed Practice

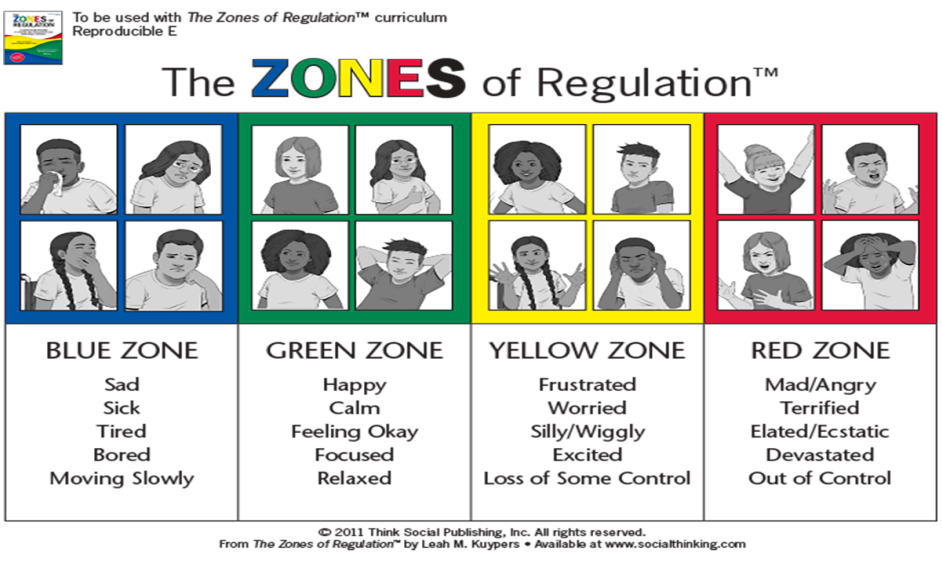
Trauma-informed practice is a universal framework, embedded and utilised within the Pathways programme. It aims to meet the needs of those individuals who have experienced trauma through strategy, policy, continuous learning and intervention.

Pathways staff recognise and acknowledge that pupils who have had traumatic experiences can find it challenging to feel safe and develop trusting relationships. All staff have a strong understanding of how trauma can affect many aspects of an individual's life and therefore aim to promote trust and prevent re-traumatisation by providing a safe and stable learning environment in which pupils can flourish.

Staff support pupils by teaching them strategies to help identify their emotions and cope with these feelings, so they can get back to feeling calm and ready to learn. These coping strategies are called 'self- regulation'. Zones of Regulation (Zones) is introduced as part of Pathways ethos and is a universal language used daily within the provision.

There are innumerable benefits to instilling a trauma informed approach. These include:

- Improved outcomes for all.
- A more connected and respectful learning environment.
- A reduction in challenging behaviour.
- Higher inclusion rates.
- Lower exclusion rates.
- An ability to model and sustain reliable attachment.
- Improved sense of belonging.
- Students who are calmer and ready to learn.
- Students who are better equipped to manage their emotions, with higher levels of self-esteem, empathy and resilience.
- Students who feel understood, valued and safe.



Literacy

Literacy interventions are included as part of the core subjects. Many pupils have speech and language needs, gaps in reading and spelling knowledge, and delayed handwriting skills, resulting in many pupils being reluctant writers. Literacy tasks promote a learning experience that allows the learner to have meaningful interactions with writing stimulus and opportunities for the learner to make meaningful visual statements promoting an experience that motivates the learner to practice ideas visually.

Numeracy

Numeracy interventions are included as part of the core subjects. Many students who have SEND can struggle with learning Mathematics. This could be due to when trying to work out a simple problem in Maths, it can actually trigger a *fight-or-flight* reaction. When this occurs, the systems in the brain that support learning maths are compromised. Numeracy interventions are designed to be fun, engaging, interactive, and to be a co-regulation activity. All of which are proven to reduce levels of anxiety and can encourage our pupils' confidence and enable them to make progress in the subject.

ICT in Art

ICT is used in Pathways to help with improving concentration and comprehension during lessons. Pupils are encouraged to use Chrome books to complete written assignments when writing becomes an issue. The activities or tasks that use digital and interactive tools also help to increase pupils' concentration and, therefore, they assimilate concepts more quickly, enhancing learning.

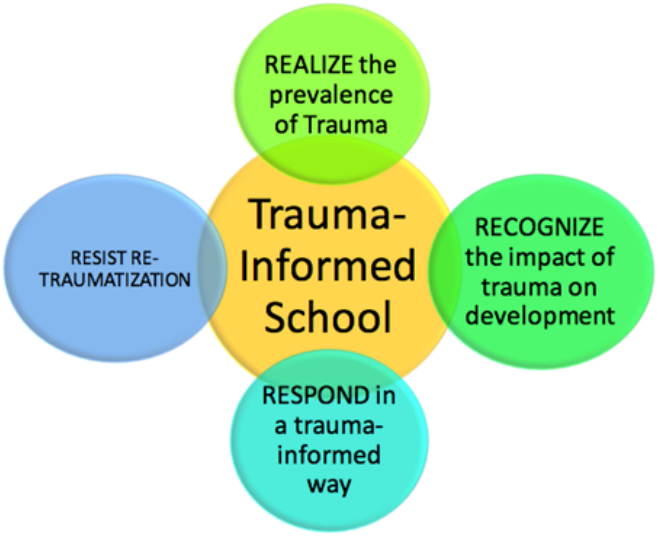
Equality, Diversity and Inclusion in English, Fundamental British values (FBV) and Social, Moral, Spiritual and Cultural (SMSC)

In Pathways, we aim to provide a safe, nurturing and happy environment where there is an opportunity to grow spiritually, morally, socially and culturally. We therefore aim to provide a learning space that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive and caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures, particularly British culture.

All pupil's spiritual, moral, social and cultural values will be respected, and those whose values may be different from the majority will always be shown great sensitivity.

Further Information

Zones of Regulation - https://zonesofregulation.com/

Trauma Infomed Parenting - https://www.parentingforbrain.com/trauma-informed-parenting/

What is a Trauma Informed School - https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school