

# The Bridge Easton School

## A guide to our learning pathways

All our children follow personalised, child-centred approaches which broadly fall under the following learning pathways. Some of our children, due to their highly complex needs may need a more bespoke pathway which does not fall solely within the pathways described below.

### **Our EYFS phase**

Our EYFS phase aims to provide a nurturing and supportive transition for our children into the classroom environment. The primary aim of this phase is to provide the foundations of lifelong learning. The children will develop positive relationships to foster a sense of safety and security, whilst learning to make choices, develop an awareness of themselves, manage feelings and communicate with others. The children are supported to develop functional skills that will enable them to engage with the world in a physically, socially, and emotionally healthy way. Our EYFS provision continues into KS1, allowing us to make an informed decision regarding which of the following pathways is the most suitable for each child. This class offers continuous provision and follows an interest led curriculum. The EYFS curriculum is delivered through the prime areas of Communication and Language, Personal, Social and Emotional Development and Physical Development and the specific areas of Literacy, Mathematics, Expressive Arts and Design and Understanding the World. These curriculum strands are woven/timetabled through the school day, with the main emphasis being on the prime areas of learning. At this stage children and adults construct the curriculum together. Children learn from their experiences, not just those that have been planned or intended. How children learn, and how they learn about their own learning, is an integral part of the curriculum. Pupil engagement is maximised by using the interests and learning styles of the children to plan themed activities. Play and exploration allows children to extend play skills, develop new interests and learn in ways that are appropriate to their age and stage of development. Evidence of learning is gathered over time through 'in the moment' and ongoing observations to capture small but significant development to inform individualised educational and therapeutic planning. Progress is assessed using personalised goals which form small steps to achieving EHCP intentions informed by multi-disciplinary teams, alongside smaller developmental checkpoints (Easton Seesaw Criteria).

### **Easton 1 Milestone 1-3 – Pre-formal pathway**

The Easton 1 pathway has been designed for children with profound and complex needs. These children are working in the 'here and now' and as such, they require repeated opportunities to practice, consolidate and generalise their learning. It is expected that children on this pathway will require a multi-sensory approach that offers consistent routines, sensory experiences, and meaningful interactions with others. The curriculum for this pathway is developed around children's individual needs and personalised targets. The National Curriculum subject areas are accessed through a half termly theme, providing the context for learning. The Engagement Model is used to ensure appropriate and engaging environments, resources and learning opportunities are available for all children on this pathway. Engagement is regularly observed, recorded, and discussed within class teams; these discussions then inform pedagogy to ensure the best possible provision for each individual child. Progress is assessed using individual targets, which form small steps to achieving EHCP targets, alongside the Easton Seesaw Criteria. The aspirational end point of this pathway is that our children are supported to develop communication strategies that ensure they can communicate their needs and preferences in the wider community and that they are as independent as is possible. Children on this pathway will build positive relationships with people who are important to them, express their feelings, make choices, communicate with others, and be valued and active members of their community.

### **Easton 2 (Sensory) Milestone 1-3 – semi formal pathway**

In this learning pathway, the children are beginning to access the very early stages of the National Curriculum. The Easton 2 sensory pathway introduces our children to more structured, adult led activities. The children develop an understanding of the wider world supporting them to communicate, influence, and engage in this in a more independent and meaningful way. Their learning follows the scheme of work and National Curriculum coverage of the relevant key stage. The learning activities are short with motivating resources, to introduce the children to structured learning. These are usually supported by reward, sensory or movement breaks, the aim being to increase the amount of engagement with the structured activities over time. Opportunities continue to be sought for incidental learning through play, choice, or independent life skill activities. The progress of the children is assessed using individual targets derived from their EHCPs alongside the Easton Seesaw Criteria and any therapy targets provided by external agencies. As children progress through the school the focus changes toward developing an increasing awareness of functional English and Maths skills, self-help, and independent living skills as well as work-related learning. The aspirational end point of this learning pathway is that our children access their environment and opportunities available to them, with basic functional communication, literacy, maths and wellbeing skills that they need, enabling them to become as independent as they are able for life after TBES.

### **Easton 2 (Formal) Milestone 1-3 – Formal pathway**

In this learning pathway, the children can access the National Curriculum, predominantly below age related expectations in the majority of areas. Our children will engage with formal learning opportunities, following the full curriculum, though multisensory approaches are frequently used in line with each child's personalised learning style. The sessions are structured, with opportunities for whole class teaching, small group, and independent activities. Learning focuses on the mastery of skills, which then need to be applied to a range of contexts before they are considered achieved and the learning moved on. Links between subjects are fundamental to achieving this and all phases across the school link learning under a half termly theme. As children progress through the school there is an increasing focus on self-help and independence skills, alongside an increased awareness of their school community to develop their sense of respect for others and personal responsibility. As part of this children are encouraged to undertake job roles within the class or across the school. Accredited courses and qualifications are sought from Key stage 4 onwards. The progress of learners is also assessed through EHCPs and the Easton Seesaw Criteria and any relevant therapy targets. The aspirational end point of this pathway is that our children become active citizens in society having acquired literacy, maths, and independence skills. They develop an understanding of the pathways and careers that are available to them and how to keep themselves safe.

### **Easton 3 Post 14 provision**

Children continue to follow the KS4 National Curriculum core areas of English, Maths and Science, alongside the foundation subjects: My Communication, My Physical Wellbeing, My Creativity, My Independence, and Sex & Relationships Education (when and where learners are cognitively able to access). Learning in this phase becomes more orientated towards future aspirations and preparation for adulthood as our children begin to focus more on applying their learnt skills to real life situations. There are core skills sessions for our children, where they learn key skills in English, Maths and ICT before having opportunities to apply these in real life and work-related situations. All our children work towards accreditations, through the AQA qualification. Entry level certificates in Maths and English are also available to the most able. Our close links with external agencies, such as Norfolk Employment Service (NES) and Easton College support our children in deciding where their next destination will be. One of the main aims of our Post 14 provision is to provide each child with a wide range of career and employment experiences to support and inform their choices. The aspirational end point of this phase is for all children to leave TBES equipped with the skills they need to be as independent as possible; and that their next steps are informed by personal aspirations and interests. We aim to nurture these through their highly personalised curriculum pathway during their time at TBES.