

- The pathways that pupils are placed in are determined by both levels of learning and wider individual SEND

EARLY YEARS	PATHWAY 1	PATHWAY 2	PATHWAY 3	PATHWAY 4	Post 14	Post 16	Russell House
Early Years, Pre-Formal & Informal Curriculum	Pre-Formal/ Informal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum	Pre-formal, Informal, Semi-Formal & Formal Curriculum	Pre-formal, Informal, Semi-Formal & Formal Curriculum	Pre-formal, Informal, Semi-Formal & Formal Curriculum
PMLD & SLD	PMLD & SLD	SLD	SLD	MLD & GLD	PMLD, SLD, MLD & GLD	PMLD, SLD, MLD & GLD	PMLD, SLD, MLD & GLD
Year Rec	Year 1-14	Year 1-14	Year 1-9	Year 1-9	Year 10-11	Year 12-14	Year 3-14
Working levels 0-18 months	Working consistently and over time at 0-24 months	Working consistently and overtime at 12-36 months	Working consistently and over time at 36-60 months, including early National Curriculum skills	Working consistently & over time significantly below age related expectations within the National Curriculum	Across a range of Pathway 1-4 working levels	Across a range of Pathway 1-4 working levels	Across a range of Pathway 1-4 working levels
WFS CURRICULUM OVERVIEW							
WFS PS Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health Independence Play	Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health	Communication & Interaction Independence Mental Health & Wellbeing Sensory & Physical Play Cognition & Learning Creative Outdoor Learning	Communication & Interaction Independence Mental Health & Wellbeing Physical Wellbeing & Development Play Cognition & Learning The World About Us Creative Outdoor Learning	Communication & Interaction Independence Mental Health & Wellbeing PSHCE, RSE & Citizenship National Curriculum Subjects	WFS PS – Independence Communication & Interaction Mental Health & Wellbeing Physical Wellbeing & Development Online Safety (Cog & Learning Accreditation dependent on pathway Preparation for Adulthood	Learning for Living Curriculum WFS PS – Independence Communication & Interaction Mental Health & Wellbeing Physical Wellbeing & Development Online Safety (Cog & Learning Accreditation dependent on pathway Preparation for Adulthood	WFS PS focusing upon Independence, Communication & MHWB

WFS Learner Characteristics

** Learners in **EARLY YEARS** will present characteristics of pathway 1 or 2 (pre-formal/informal learners). Information about these learners will inform which pathway they move into.

Pathway	Characteristics of Learner	Communication	Play Stage (Cognitive/Social)	Ability to Engage	Developmental Levels	
PATHWAY 1	Pre-formal	Profound & multiple learning difficulties (PMLD)	Pre-intentional Anticipatory Intentional requesting	Cognitive: Unoccupied (free, undirected engagement with environment) Some early physical play Social: Unoccupied Solitary Some onlooker	Adult initiated engagement initially developing into self-initiation of intentional communication or action on the environment	EYFS 0-11months Wyre Forest School Progression Steps (WFSPS) Pre-formal & Informal (P Scale 1-3ii)
	Informal	Severe Learning Difficulties (SLD) Complex attention & interaction needs.	Anticipatory Intentional requesting 1-2 key word	Cognitive: Physical play Play with objects Social: Unoccupied Solitary Onlooker	Fleeting engagement or a lack of meaningful engagement where persistence is good. Low levels of anticipation, exploration and realisation	EYFS 8-20 months WFSPS Pre-formal & Informal Engagement levels: responsiveness, curiosity & investigation (P Scale 3-4)
PATHWAY 2	Informal	Severe Learning Difficulties (SLD) Complex attention & interaction needs. Beginning to accept demand Solitary play	Intentional 1-3 key word	Cognitive: Physical play Play with objects Beginnings of symbolic & imaginative play Social: Solitary Onlooker Moving towards parallel & associative play	Shows higher levels of anticipation, exploration & realisation, beginning to self-initiate persistence at play activities	EYFS 8-20/16-26/22-36 months WFSPS Pre-formal & Informal Engagement levels: responsiveness, curiosity & investigation (P Scale 4-6)
PATHWAY 3	Semi-Formal	SLD Independently initiates meaningful engagement across a range of contexts and environments Some early subject specific learning in literacy, numeracy & PE	Intentional 3-4 key word	Cognitive: Physical play Play with objects Symbolic play (uses an object to represent another object e.g. banana as a phone) Pretend play Social: Parallel play (alongside another) Associative play (showing interest in what others are doing and include them in their play)	Shows higher levels of anticipation, exploration & realisation, building to good self-initiated persistence at play activities	EYFS 22-36/30-50 months WFSPS Semi-formal Pre-Key Stage Standards 1-3 Engagement levels; discovery, anticipation, persistence & initiation (P Scale 6-8)

Pathway Provision Overview

** **Early Years** classes will have a combined offer from pathways 1 & 2

Pathway		FOCUS	UNDERLYING APPROACH	ENVIRONMENT	ENGAGEMENT FOCUS	CURRICULUM AREAS	GENERALISED OUTCOMES
PATHWAY 1	Pre-formal	Early developmental skills Early Communication Therapeutic input Non-subject specific	Therapeutic sensory based adult led	Engagement motivators through activities, resources, people and places around school Planned offer to meet individual needs within the classes including sensory & physical resource/approaches	Persistence Anticipation Initiation Exploration Realisation	Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health	Autonomy across a range of contexts, through self-initiated communication or interaction
	Informal	Sensory regulation Communication & interaction Non-subject specific	Low demand play based approach facilitated by motivating environments		Persistence Anticipation Initiation Exploration Realisation	Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health	Parallel building to Associative play Tolerating low level demands
PATHWAY 2	Informal	Sensory regulation Communication & interaction Tolerating others including, parallel play building to shared attention and associative play Non-subject specific	Low demand play based approach facilitated by motivating environments		Persistence Anticipation Initiation Exploration Realisation	Communication & Interaction Independence Mental Health & Wellbeing Sensory & Physical Play Cognition & Learning Creative Outdoor Learning	Parallel building to Associative play Responding to demands to engage in work and play Ability to persist and meaningfully engage with learning outcomes beyond engagement. Self-initiation at motivating activities
PATHWAY 3	Semi-Formal	Thinking & problem solving Social, collaborative play with shared attention Developing independence in daily tasks Beginning subject specific learning when ready at an individual pupil level.	Small group and play based approach facilitated by adult and motivating activities and environments Specific teaching of early reading strategies Functional play and learning	Motivational resources offered through curriculum content and overarching themes.	Persistence Anticipation Initiation Exploration Realisation-developed to the point of cross contextualisation across activities, social understanding and environments	Communication & Interaction Independence Mental Health & Wellbeing Physical Wellbeing Play Cognition & Learning The World About Us Creative Outdoor Learning	Cross-contextualisation of understanding across activities, resources, social understanding and environments Beginning to apply early literacy & numeracy skills. Become more independent in their own organisation and thinking

PATHWAY 4	Formal	Sequential learning of Year 1 National Curriculum subjects Continued development, at individual pupil level in communication, independence & mental health & wellbeing	Timetabled focussed teaching of subject areas	Motivational resources offered through curriculum content and overarching themes.	Persistence at adult & self-initiated learning.	All National Curriculum Subjects Communication & Interaction Independence Mental Health & wellbeing PSHE, RE/RSE & Citizenship	Be able to functionally apply learning
POST 14		Building on, dependent on working levels plus <i>Preparing for Adulthood</i> (PIA) outcomes; Community Health Independent Living Skills Employment	Some timetabled teaching in focussed areas Activities within the community	Motivational activities planned within the school site and the wider community.	As relevant to working levels	PfA outcomes Accreditation relevant to working levels	Being prepared for life beyond WFS
POST 16		Building on, dependent on working levels plus <i>Preparing for Adulthood</i> (PIA) outcomes; Community Health Independent Living Skills Employment Preparing for life beyond WFS	Some timetabled teaching in focussed areas Activities within the community	Motivational activities planned within the school site and the wider community.	As relevant to working levels	PfA outcomes Accreditation relevant to working levels	Being prepared for life beyond WFS
RUSSELL HOUSE		Independence Mental Health & Wellbeing Communication	Following a 24-hour curriculum	Activities based around living in the home and the local community offer	As relevant to working levels	Independence Mental Health & Wellbeing Communication	Dependent upon working levels Applying skills within a home environment Becoming more independent in their own thinking and actions