

LEIGH COLLEGE PATHWAY

Communication and Sensory 1

The Communication and Sensory Complex pathway has been designed to meet the needs of young people with complex SEND including those with profound and multiple learning disabilities. Comprehensive, holistic assessments are carried out with each student, enabling our experienced team to establish each individual's starting point. Students' pre-existing knowledge and skills, baseline assessment results and long-term EHCP targets compose their personal success targets and accredited/non-accredited study. The sensory themed curriculum focuses on preparing all students for adulthood and includes the main areas of the Preparation for Adulthood framework. These include: Independent Living, Friendship, Relationship and Community, Health and Wellbeing and Employability. Sessions may be delivered from our Leigh College site, out in the community or from our Forest School. Each student has the opportunity to select their preferred subjects, helping to create their own personalised timetable of learning and development activities. Subjects are relevant to students' interests and needs, thus enabling them to make progress towards achieving key EHCP objectives. This programme will enable students to maximise their independence and support their transition and future quality of life by giving them an increased amount of control over their lives at home and in the community.

Curriculum subjects may include: personal and social development, personal growth and wellbeing, skills for independence, Functional Skills maths and English, community learning, enrichment, Duke of Edinburgh and employability. Learning activities stretch and challenge students to further enhance knowledge, skills and behaviours and make informed choices that will support the transition to their planned destination for the next year and ultimately, into adulthood. The aim of the programme is to utilise the students' EHCP specific objectives by identifying realistic short, medium, and long-term accredited and non-accredited personal success targets that reflect each student's aspirations. All programmes incorporate the Gatsby Benchmarks, helping students to develop an awareness of the world of work including relevant local and regional employment opportunities, where appropriate.

Students will develop their communication skills through a personalised programme, which may include the use of technology, communication aids, object of reference and signing, forming part of our Total Communication approach. Students will develop sensory and exploratory skills as well as broadening the boundaries of their world by engaging with a wider range of activities and people. Students will have the opportunity to develop intentional communication in demonstrating preferences and making choices with a wider range of people in a variety of contexts, such as: organisational skills, money handling, personal safety and managing their health and wellbeing. Students will benefit from high levels of support, working in partnership with dedicated staff and/or specialist external professionals and equipment, to enable them to determine their most appropriate and effective strategies.

Collective activities within this pathway will provide opportunities for students to achieve outcomes including the ability to anticipate, be willing to explore, be able to maintain regular routines, be able to follow simple instructions, learn new vocabulary, take the lead within an enabling relationship, increase communication, develop decision making, increase social interaction skills, develop understanding of social rules and be able to cope with change.

To support independence and keep students active and safe in the community they will be taught a range of topics focused on how to access and enjoy the community whilst demonstrating safe behaviours. Students will also gain an awareness of PREVENT, RSE, online safety, County Lines, how to use the emergency services and how to form and maintain positive relationships with staff and their peers.

Work-related learning activities are embedded throughout the Communication and Sensory pathway, with students leading their own enterprise, thus developing skills in food safety, working as a team, turn-taking, patience, resilience, and customer service. Where appropriate, students will participate in regular CEIAG sessions, will monitor, and track their own progress and development through use of personal diaries and trackers, and will attend trips listen to guest speakers from

various sectors. Students will undertake enterprise work, internal job roles, and community-based activities. Students will attend planned specific subject sessions, will work independently, with peers, or in small groups.	
Pathway Aim	To develop the individual needs of students via a communication and sensory themed curriculum with a focus on the four areas of the Preparation for Adulthood framework.
Pathway Key Objectives	Students will have the opportunity to develop intentional communication skills in demonstrating preferences and making choices with a wider range of people in a variety of contexts such as organisational skills, money handling, cooking and baking, accessing the community and personal safety. Students will benefit from high levels of support, working in partnership with dedicated staff and/or specialist equipment to enable them to establish the most beneficial strategies and techniques.
Key FS Delivery Method	Students will either attend a discrete session with Functional Skills teachers, delivered with other students of the same level; 1:1 focus sessions, or they will participate in none-accredited sessions, planned, and supported by the Functional Skills teachers but delivered by the pathway teacher.
Pathway Transition Routes	Transition pathways for each student will be determined individually via an Annual Review reflecting their levels of progress and learning. Progression routes could include further Communication and Sensory study, Preparation for Life and Independent Living, Preparation for Life and Work, Adult Social Care, supported or independent living. The Annual reviews process helps to determine the next steps for each individual student. All transitions and destinations are fully supported by Expanse Learning teaching and pastoral teams.
Curriculum Intent & Implementation	
Students have access to structured and organised information to facilitate understanding, enable cognitive processing and develop foundational understanding of concepts.	
Students work towards understanding underlying concepts and principles and deepen understanding.	
Students experience modelled and demonstrated application of knowledge in practical contexts.	
Students will engage in guided activities or exercises to apply the knowledge in controlled settings	
Students receive feedback on performance, to identify areas for improvement, and iterate on their approach to enable refinement of skills.	
Students practise applying knowledge independently in simulated or controlled environments linking theory and real-world application.	
Students encouraged to solve problems, make decisions, and apply knowledge to different scenarios demonstrating adaptability and critical thinking skills.	
Students engage in relevant real-world settings to apply skills in authentic, uncontrolled environments.	
Assessments, exams, or personal targets used to evaluate students' understanding and application of knowledge leading to recognition of acquired skills and accreditation, where applicable.	
SUBJECTS	
1	Employability Skills
2	Personal Development
3	Enterprise
4	Personal Growth and Wellbeing
5	Functional Skills English, maths and Digital Skills
7	Customer Service
8	Catering & Hospitality

12	British Values & PREVENT
13	Generic Pathway/Personal Pathway
14	Community Learning
15	Health and Social Care
21	Digital Capabilities
22	Sensory Exploration
24	Independent Living
25	Music
27	RSE
28	County Lines
29	Health and Safety
33	Cultural and Ethnic Diversity
34	Enrichment and Additional Learning Opportunities
35	Duke of Edinburgh Award
36	Sports and fitness

Key Teaching Methodology	
Planning individual session content and delivery including support.	
1	Classroom Taught Sessions
2	Classroom Practical Sessions
3	Enterprise Activities
4	Community Activities
5	External Guest Speakers
6	Physical Activities
7	1.1 Coaching Sessions
8	Experiential Learning
9	Peer Learning
12	Digital Study (Auditory/Visual/Kinaesthetic)
13	Internal job roles and responsibilities
15	External Visits/Trips
17	Problem Solving Learning linked to real life scenarios
18	Inquiry Based Learning (Pedagogy Approach 5)
19	Collaborative Learning (Pedagogy Approach 2)
20	Reflective Learning (Pedagogy Approach 3)
21	Constructive Learning (Pedagogy Approach 1)

Key Assessment Methodology (Accredited Study)	
1	Pearson PGW
2	Pearson Vocational Studies
3	Pearson Functional Skills
4	Duke of Edinburgh

Key Assessment Methodology (None-Accredited Study)	
1	Internal Certification
2	Personal Success Targets
4	Student Personal Success Target trackers and diaries
5	BKSB Initial and Diagnostic Assessments
6	Student half-termly Progress Reports

7	Baseline Assessments
8	Taster sessions and observations

Key Support Methodology	
1	Coordination
2	Social Emotional Mental Health
3	Autism
4	Hearing / Visual Impairment
6	Speech Language and Communication
7	Cognition and Learning
8	Physical and Sensory
9	Communication and Interaction

Quality Assurance	
(Head of Quality and Curriculum) and (Communication and Sensory Teacher) can confirm that the above subjects and teaching & learning methodologies are a true reflection of the 24-25 curriculum.	