

## LEIGH COLLEGE PATHWAY

### Communication and Sensory Group 2

The Communication and Sensory Group 2 pathway has been designed to meet the needs of young people with SEND; including complex needs, preparing for a successful transition to independent or supported living. Comprehensive, holistic assessments are carried out with each student, enabling teaching and support 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 Communication and Sensory Group 2 curriculum focuses on preparing all students for a successful transition to adulthood and includes the main areas of the Preparation for Adulthood framework. These include: Independent Living, Community Inclusion, Health and Wellbeing and Employability. Sessions may be delivered from our Leigh College site, out in the community or from our Forest School site. During the co-production phase of their learning programme, each student can 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 their long-term 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 independent living skills, enabling them to make decisions on where and how they would like to live in the future. They will develop their understanding of bills, budgets, income, basic cooking, cleaning, household chores, time management, personal hygiene and maintaining a safe, healthy home and lifestyle.

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. They 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.

Students will participate in regular CEIAG activities to develop knowledge and skills, whilst preparing them for their next steps. Students will participate in enterprise activities and visits from external guest speakers and undertake internal job roles to help develop their understanding of employability, and their transition into independent living and adulthood. Furthermore, students will be informed of what support is available from external services and including emergency and health related.

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.

<p>Students will develop skills of general day to day health management by working with staff and specialist partners and participating in activities and discussions covering topics such as: managing their own health including accessing a GP and dentist, booking appointments, understanding healthy and unhealthy relationships, drug and alcohol awareness, consent, contraception, sexual health and relationships.</p> <p>Work-related learning activities are embedded throughout the Communication and Sensory Group 2 pathway, with students leading their own enterprise, thus developing skills in food safety, working as a team, turn-taking, patience, resilience, and customer service. Students monitor and track their own progress and development through use of personal diaries and trackers and will attend trips and 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.</p>	
Pathway Aim	Students to develop skills and confidence to become increasingly independent; to access their community, and those within, in a safe, enjoyable way. Students will focus on developing their skills and knowledge of the areas of the Preparation for Adulthood framework.
Pathway Key Objectives	Students will have the opportunity to develop their independent living, social interaction, personal development, communication skills and confidence. 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 non-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 study, 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.
<b>Curriculum Intent &amp; Implementation</b>	
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, examinations, 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 and British Values
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
10	Tutorials
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 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 Group 2 Teacher) can confirm that the above subjects and teaching & learning methodologies are a true reflection of the 24-25 curriculum.