

PATHWAY

1 Communication & Sensory

This Communication and Sensory pathway is designed to meet students' needs and will be based on a comprehensive holistic assessment undertaken with them individually. Sessions will be college and community based enabling students to transfer skills beyond their learning environment. Each student will have a personalised programme and timetable and will select subjects that allow them to develop their knowledge, skills and understanding and make progress towards achieving their key EHCP objectives/personal success targets. The programme will enable students to maximise their independence and support their transition into their chosen destination, whilst improving their future quality of life and giving them an increased amount of control in their own home and community.

Students will develop sensory and exploratory skills and will broaden the boundaries of their world by engaging with a wider range of activities and people. Students will have the opportunity to develop intentional communication by demonstrating preferences and making choices with a wider range of people in a variety of contexts such as organisational skills, money handling, 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 what works best for them.

Collective activities within this pathway will provide opportunities for students to achieve outcomes such as: being able to anticipate, being willing to explore, being able to participate in regular routines, being able to follow simple instructions and learn new vocabulary. In addition, we expect students to be able to increase their ability to communicate with others, make sensible decisions whilst developing their social interaction skills, developing understanding of social rules and being able to cope with change.

Learning styles, approaches, and context within this pathway include:

- Multi-sensory and contingent environments
- Intensive interaction and sensory integration
- Use of Signalong and other visual strategies to support understanding
- Experiencing and exploring
- Multimedia including texture, taste, and smell
- Group and peer work
- Assistive Technology and alternative communication methods
- Embedding the development of physical potential
- Experiencing different venues
- Collaborative approach to support
- Real and relevant situations
- Practical, task-based learning
- Establishing sequences and routines
- Functional skills

Tasks and topics within this pathway include

- Environmental Exploration
- Music and Dance (Health and Fitness)
- Cooking and Kitchen Safety (Independent Living Skills)
- Positive Personal Presentation (Health and Hygiene)
- Internal Job Roles
- Enterprise (Employability)
- Additional Learning Opportunities

Pathway Aim	To develop the students' knowledge, skills and behaviours through a communication and sensory themed curriculum focused on preparing them for adulthood-covering Independent Living Skills, Community Inclusion, Health and Wellbeing and Relationships and Employability.
Pathway Key Objectives	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, cooking, baking, being out in the community and personal safety. Students will benefit from high levels of support by working in partnership with dedicated staff and/or specialist equipment, enabling them to establish the most suitable programme of learning.
Key FS Delivery Method	Students will either attend discrete sessions with specialist Functional Skills tutors (delivered to other students of the same level) 1:1 sessions, or they will participate in non-accredited sessions, planned and supported by the Functional Skills tutors but delivered by the class team.
Pathway Transition Routes	Transition pathways for each student will be determined individually, via Annual Review, reflecting their levels of progress and learning. These could include further education via a Preparation for Life and Work-Foundation Level course or transition to a none-educational destination.

SUBJECTS	
1	Employability Skills
2	Personal Development
3	Enterprise
5	Functional Skills
10	Art & Craft
12	British Values & PREVENT (inc SRE)
14	Community Learning
22	Sensory Exploration

Key Teaching Methodology	
Planning individual session delivery and support – 5 Minute Session Plan and Co-production with students	
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
10	Remote Learning
12	Digital Study (Auditory/Visual/Kinaesthetic)
13	Work Experience Internal
15	External Visits/Trips

Key Assessment Methodology (Accredited Study)	
1	Duke of Edinburgh
6	Pearson Functional Skills
7	Pearson Personal Progress

Key Assessment Methodology (None-Accredited Study)	
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1	Internal Certification
2	Personal Success Targets
3	Skills Builder (BKSB)

Key Support Methodology	
1	Coordination
2	Social Emotional Mental Health
3	Autism
4	Hearing / Visual Impairment
5	Physical
6	Speech Language and Communication
7	Cognition and Learning
8	Assistive equipment and technology