

Old Park Key Features and Characteristics of **Pathway 3** for students who are engaged in subject-specific learning

<p>The Unique Learner: How the student may present</p>	<p>Positive Relationships: What are the adults doing?</p>	<p>Engaging Environments: How does the environment develop the learning?</p>	<p>Learning and Development: What types of learning would you expect to see and how is evidence recorded?</p>
<p>Student has already demonstrated a good development of the 5 pre-requisite areas of engagement (anticipation, initiation, realisation, persistence and exploration) so that they are now ready for subject-specific learning.</p> <p>May learn best with practical lessons which are later followed up with table top activities.</p> <p>May communicate and make requests by Picture Exchange, speech, communication book, taking adult by the hand to show them what is being requested, vocalisation, use of signs, symbols and text in the environment.</p> <p>May benefit from fidget toys to prolong periods of concentration.</p> <p>Can follow simple instructions.</p> <p>Starting to overwrite and copy vertical and horizontal lines.</p> <p>May use Aided Language Displays to comment.</p> <p>Beginning to understand subject-specific concepts such as addition and subtraction.</p> <p>Beginning to understand sequences of time such as the days of the week.</p> <p>May use word-banks and programmes such as Colourful Semantics or COSST to structure longer sentences.</p> <p>Starts to evaluate own work</p>	<p>Providing motivators to support transfers and encourage completion of tasks.</p> <p>Staff are ready to take the work to the student and be flexible about how and where they work. Integrate EHCP targets into the learning. Adult engages student with planned sequences of lessons covering all National Curriculum subjects.</p> <p>Personalise the learning to each student</p> <p>Provide resources for students to comment on their own feelings and well-being. Extend interactions and discussions with "Talking mats"</p> <p>Promote self-regulation via short sessions of sensory diets or physical exercise throughout the day. Model the learning and vary the amount of adult support for each student in order to maximise their level of independence</p> <p>Model and promote life-skills, healthy choices and physical activity.</p> <p>Opportunities for students to work independently, with peers and in larger groups. Provide Attention Autism sessions as appropriate. Adult supports physical, medical and personal needs and gives oral feedback during the lesson: ask key questions, explain misconceptions, extend the learning where possible.</p> <p>Give oral and written feedback.</p> <p>Encourage the student to look back at prior learning evidence in books and</p>	<p>Provide different learning environments to accommodate a range of learning styles. Quiet areas often focus attention.</p> <p>Some lessons are delivered as a carousel of learning opportunities which include the outdoor area.</p> <p>Some students benefit from low stimulation environments.</p> <p>Now & Next boards and visual timetables</p> <p>TEACCH schedules and work bases</p> <p>Aided Language Displays promote an enriched language environment.</p> <p>Sensory elements are brought into lessons e.g. story sacks</p> <p>Use of other environments e.g. library, computer room, cooking room.</p> <p>Colourful Semantics or COSST word banks available, Working Walls and other resources available to promote literacy skills</p>	<p>Pupil work is recorded in subject specific books.</p> <p>Photos and video clips recorded on Evidence for Learning.</p> <p>"Wow" and "Golden moment" records.</p> <p>Written annotations of the learning.</p> <p>School marking guide shows the degree of adult support and student engagement</p> <p>EHCP progress evidence</p> <p>Screen-shots of pupil work from Interactive White Board and tablet computers.</p> <p>Phonics skills and reading records.</p> <p>Assessment is in line with Old Park Curriculum Scales 5-9</p> <p>Assessment is verified by external accreditation (14-19 Curriculum)</p> <p>Regular homework is set to extend the learning</p> <p>Evidence of cross-curricular learning and transferring skills in different environments.</p> <p>Off-site learning in the local community.</p> <p>All subjects in the National Curriculum are taught and assessed.</p> <p>The skills in this Pathway cover Old Park Scales 5-9 and some of the Pre-Key Stage Standards 1-3.</p> <p><i>Links to the Semi-formal Equals curriculum</i></p>

	revisit skills, knowledge, concepts and key vocabulary. Encourage pupils to use their phonic skills in reading and writing.		
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