



Parallel Pathway Curriculum Rational

Our Parallel Pathway encompasses Pathway 2 learners and the early elements of Pathway 3 to encompass the spikey profiles of these learners. Pupils have engagement profiles and learning is personalised and planned to meet their individual learning needs. These pupils are within the Secondary age group of our school. We use principals in Primary; however, we only have Parallel Pathway Classes in Secondary.

The curriculum comprises of a variety of lessons throughout the day, but starts with a well-being focus, at Old Park we believe pupils need to be regulated to learn.

The day starts with 'Regulation for Education' - this provides all pupils with a tailored start to the day. This could involve making a drink, having breakfast or a sensory weighted walk to give but a few examples- this is unique to the learner.

A welcome routine- this is an opportunity for social interaction, communication, allows the pupil to make choices about their day and provides an emotional check in with staff so that staff can tailor their approach to the pupil that day.

A Sensory Diet Session- This follows the Occupational Therapists recommendations and provides a tailored sensory circuit for pupils.

Communication and Phonics- A personalised communication or phonics session will then take place. This is individualised to the pupil.

TEACCH sessions will then begin- activities centre around My communication and My thinking. Each pupils TEACCH activity is personalised to them and is planned to increase pupil independence. Staff have access to a wide range of shoebox tasks as well as constructing tailor made workbox activities for each pupil.

Carousel activities are also available around the room to allow for a stimulating continuous provision environment; these activities are linked to themes or are designed to rehearse skills. The teacher then runs a targeted teaching table, to teach new elements of the curriculum.

Afternoon sessions focus on My Body, My World and My Well-Being. This is done through the thematic approach. Subject specific topics are mapped by subject leads to themes where possible, some Pathway 3 learners will access specific knowledge required via the Teacher tables during TEACCH sessions.

Regular sessions off site are planned to get pupils ready for life beyond school, these sessions access various environments in the community.

The Themes are whole school and are dependent on the Phase of school a pupil is in.

Year A- 25/26

Year B- 26/27

Phase	Year	Autumn	Spring	Summer
Lower	A	On the Farm	Rainbows	Down in the Jungle
	B	Dinosaurs	Fairy Tales	In the garden
	C	Up, Up and Away	Magic Carpet	On the Beach
Middle	A	Carnival of the Animals	Around the World	Treasure Island
	B	Guess Who	I like to move it	Water, Water everywhere
	C	Home sweet home	We are going to the circus	Who put the colours in the rainbow
Upper	A	Into the woods	Once Upon a Time	We are community
	B	Blue Planet	Mythical Creatures	All aboard the magic bus
	C	The world at Night	Witches and Wizards	Circle of Life
14-16 Including Parallel Pathway Post 16 class	A	Misty Mountain winding river	Time Traveller	Ticket to ride
	B	Starry Night	Kings and Queens	Planes, Trains and Automobiles
Parallel Pathway Post 16 class	C	Space	Out and About	Wildest Dreams
Post 16	A	Back to the Future	My Heroes	Just Giving
	B	Space	Out and About	Healthy Living
	C	The story of my life	Music through the Ages	Wildest Dreams