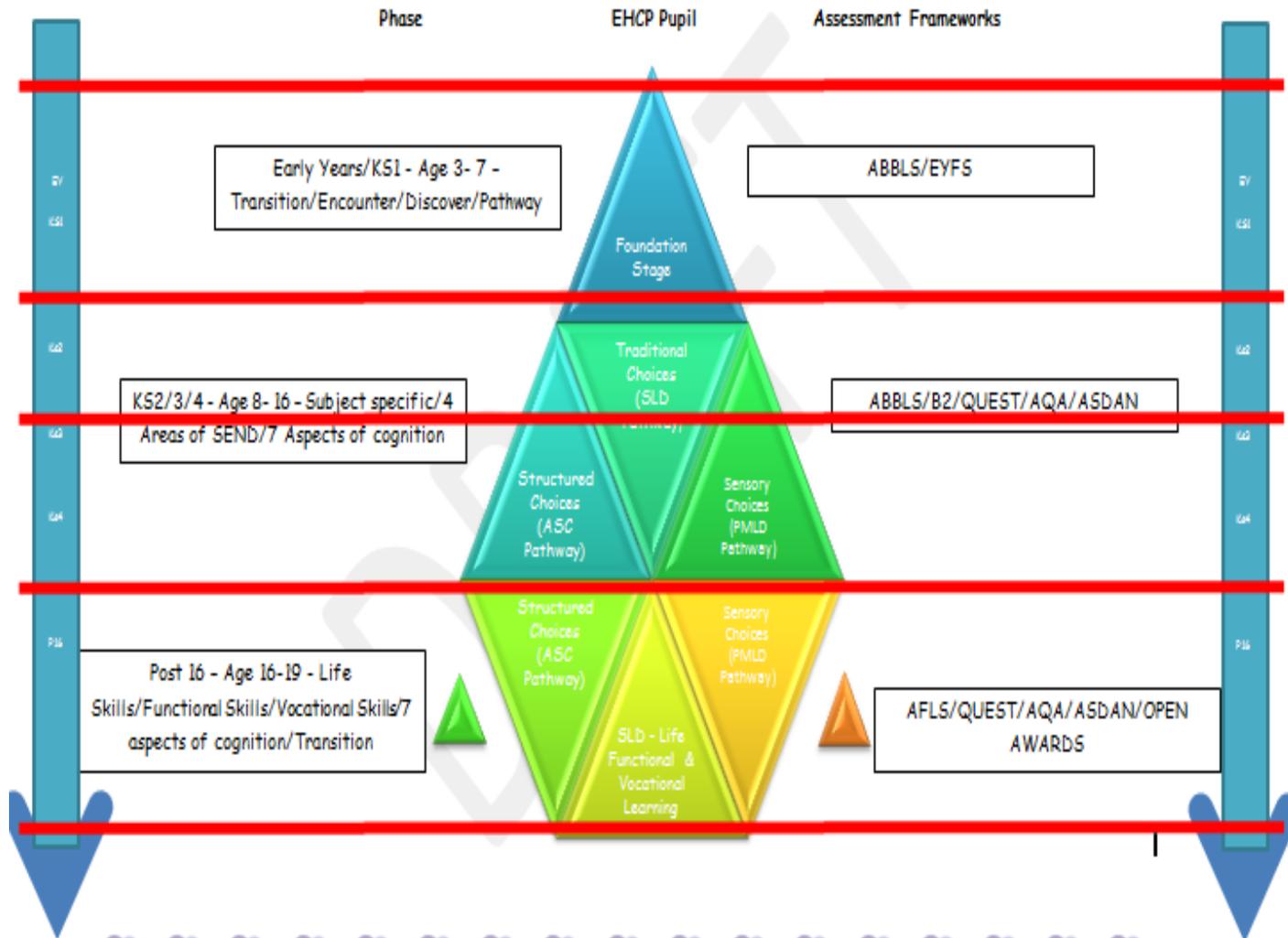




### Transition points throughout the school





### **Bluebell Park Child Centred Pathways**

**Pathways** - Pupils are baselined upon admission and at the beginning of each year. The pathways provide structure for the delivery of the curriculum. The three pathways are fluid and students are able to move between them.

Sensory Pathway	Structured Pathway	Traditional Pathway
<p><b>You might expect to see me...</b></p> <ul style="list-style-type: none"> <li>...learning to an object of ref. timetable</li> <li>...Clear use of the for areas of SEND in my lessons</li> <li>...learning to use alternative means of communication including switches, on body Makaton, some eye pointing or possibly pointing</li> <li>...I may or may not be able to communicate my basic needs</li> <li>...be presented with limited choices e.g. choice of 2</li> <li>...take part in simple routines</li> <li>...take part in age appropriate learning</li> <li>...engaged in the Bluebell Park sensory curriculum</li> <li>...co-active experience of learning with 1:1 support to access learning experiences</li> <li>...VAK impacting lessons and relating learning to tangible objects</li> <li>...multi-agency approach (e.g. OT/Physio/SaLT)</li> <li>...partaking in learning activities which involve lots of sensory exploration</li> <li>... Supported with personal care</li> <li>...objectives based in Engagements steps, Quest, Physio/OT/SALT, EHCP, accreditation and knowing the child</li> <li>...Weekly evidence to be captured via EFL and data input on engagement steps/and or Accreditation</li> </ul>	<p><b>You might expect to see me...</b></p> <ul style="list-style-type: none"> <li>...using/and or following a visual or Now and Next schedule.</li> <li>...Clear use of the for areas of SEND in my lessons</li> <li>...using alternative means of communication e.g. PECS.</li> <li>...being supported to communicate feelings.</li> <li>...making simple choices.</li> <li>...learning about my behaviour.</li> <li>...following daily routines (including communication and PECS sessions).</li> <li>...relating learning to tangible objects.</li> <li>..engaged in the Bluebell Park structured curriculum</li> <li>...during 'break times' I may incidentally working on my routines or behaviour.</li> <li>...partaking in learning activities which involve sensory exploration.</li> <li>...multi-agency approach (e.g. OT/Physio/SaLT)</li> <li>...accessing short learning sessions, sometimes between 30 seconds to 10 mins at a time, which may include 1:1 ABLES/AFLES/TEACCH/Work/Tray sessions.</li> <li>...being supported with some of my personal care.</li> <li>...working towards generalising some information.</li> <li>...supported interactions with others.</li> <li>...objectives based in Engagements steps, ABLLS/AFFLS, Physio/OT/SALT, EHCP, knowing the child.</li> <li>...Weekly evidence to be captured via EFL and data input on engagement steps/and or Accreditation</li> </ul>	<p><b>You might expect to see me...</b></p> <ul style="list-style-type: none"> <li>...using a written schedule or task list.</li> <li>...relating learning to real life concepts.</li> <li>...naming a subject area e.g. Drama and Perf. Arts</li> <li>...communicating effectively with familiar adults and peers.</li> <li>...accessing my lessons with increasing independence and working towards accreditation.</li> <li>...taking a sensory break as part of my daily routine, or to self-regulate.</li> <li>...during 'break times' I may incidentally working on my routines or behaviour.</li> <li>..engaged in the Bluebell Park Traditional curriculum</li> <li>...needing time to process information, new information or more complex information.</li> <li>...being supported to make and/or maintain positive friendships and relationships.</li> <li>...generalising some information.</li> <li>...making choices independently and beginning to reflect upon my behaviour and/or actions.</li> <li>...transitioning successfully, amongst nest groups, classes, around school and in the community.</li> <li>...accessing different communities independently.</li> <li>...objectives based in Progression steps, Accreditation Physio/OT/SALT, EHCP, knowing the child</li> <li>...Evidence to be captured via work booklets (Sometimes EFL) and data input on Progression steps and/or Accreditation</li> </ul>





### Bluebell Park 4 areas of SEND Pathways

**Pathways** - Pupils are baselined upon admission and at the beginning of each year. The pathways provide structure for the delivery of the curriculum. The three pathways are fluid and students are able to move between them.

	Sensory Pathway	Structured Pathway	Traditional Pathway
<b>Education and Learning Needs</b>	Working significantly below age-expected stage Experiential age appropriate learning Learning within the 7 areas of cognition Modelling Often repetition of sensory activity or lesson Related learning to tangible concepts Predictability and routine Object/musical cued schedule Materials will often define learning Working towards choice of two	Working significantly below age-expected stage Little to no attention to learning when agenda is not their own Learning within modelled 1:1 ABLLS sessions Often repetition of activity or lesson Related learning to tangible concepts Predictability and routine Pictorial schedule Materials will often define learning Choice of 2-3	Working significantly below age-expected stage 5-15 mins attention on lesson agenda Can complete work with some independence Usually transition between lessons/class rooms/specialist rooms Able to generalise some skills May access written schedule Relate learning to real life concepts Choice of more than 3
<b>Language and Communication Needs</b>	Limited intentional communication Limited understanding of spoken lang. without object/visual support; 1or0 key word understanding. Learning may include SaLT targets.	May be non-verbal and has began total communication approach Understanding 1-2 1or2 key word/pictures understanding. Requires encouragement to initiate interactions with others Learning may include SaLT targets.	Can express wants and needs effectively Can understand 3 key word level (may appear to understand more) Needs some support to assist understanding Processing time required
<b>Sensory Needs</b>	Toileting/personal care support. Full body/sensory exploration of objects/experiences Learning activities are inclusive of sensory diet/Physio/OT goals Heavily supported	May need toileting/personal care support. Sensory exploration of objects/experiences Learning activities are inclusive of sensory diet/Physio/OT goals Requires prompts and some support to complete activities to self-regulate.	May need prompts for personal care Recognise needs to self-regulate but needs some support. (If needed) Sensory diet incorporated into day-today activity
<b>Social and Emotional Needs</b>	Limited social reactions Struggle to communicate basic needs. Limited or no joint attention. Play based. Known 1:1 support to identify need.	Needs support to interact with others Will learn to share space with familiar people Struggle to communicate basic needs. Learn to recognise simple emotion Limited or no joint attention. High levels of anxiety e.g. transitioning.	Needs social commentary to support understanding Support with friendship skills May be socially interested. Difficulty resolving conflict Able to understand some emotions and internal feelings, May seek councillor/talking therapy etc.
<b>What does good progress look like?</b>	Very small increments of increased attention to activities. Increased functional communication e.g. press a switch. Elements of supported choice and responsibility leading to a fulfilling life. Supported interaction in the community.	Very small increments of increased effective communication Increased functional communication e.g. PECS Elements of supported choice. Learn to tolerate peers and adults Learn to follow visual schedule Beginning of generalising ABLLS skills. Supported interaction in the community.	Becoming more independent (more than 5 mins) Self-regulate with increased independence Reflect upon own behaviour Starts to take positive risks Supported employment/supported living/college.

