

Formal Pathway

Learner Profile

Learners on our formal curriculum have moderate learning difficulties, alongside associated complexities, such as SEMH, physical and visual impairments. Learners access a range of National Curriculum subjects for their Key Stage, modified to accommodate their developmental level and special educational needs. Life skills and independence skills also form a part of the curriculum, in addition to the more traditional formal learning subjects. As the term 'formal' implies, there is a high level of structure. We nevertheless avoid making the formal curriculum too abstract; teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions. Older learners will pursue accreditation pathways (e.g. Entry Level/Level 1/GCSE as appropriate).



We provide a curriculum that:

- Is primarily accessible to those learners' with moderate learning difficulties in their learner profile
- Supports learners to develop their interests as well as their skills and knowledge
- Is a planned programme of objectives, content, learning experiences, resources and assessment based on, but not exclusive to, the National Curriculum 2014
- Includes life skills and independence skills
- Ensures learning is linked to practical activities and consolidated and applied in practical sessions
- Is interconnected to encourage the transference of skills and knowledge across the learning pathway, whilst allowing for subject-specific knowledge and understanding to be embedded
- Recognises some of our learners may not be physically able to complete practical processes without additional support, but that they should be involved in choice and decision-making about the process
- Through collaboration with a range of other professionals, is accessible to all learners as part of a bespoke provision of supported access and personalised approaches e.g. SaLT input in supporting non-verbal learners to use AAC devices to communicate about their learning
- Enables older learners to pursue accreditation pathways (e.g. Entry Level awards and exams)

Whole School Approach

We have common themes in place across the curriculum, which aim to be interesting, engaging and appropriate for our learners and that provide relevant learning contexts for them to grow. Formal learners follow a modified National Curriculum across Key Stages 1 – 4. In Key Stage 5, learners follow a range of accredited courses.

Lessons

On the formal pathway we teach a range of qualifications, accreditations and syllabuses. We see the formal curriculum as a tool to enable the learner to become an active and engaged contributor to our society. Our lessons include:

- Subject-specific learning
- Collaborative learning
- Active learning
- Differentiation
- Individualisation
- Vocational learning

To aid communication in lessons, we use a wide range of communication methods. On the formal curriculum you might see use of:

- Visual symbols
- Makaton signing
- Visual timetable
- Verbal communication
- Written language



Curriculum

The pathway follows a traditional secondary approach, offering a broad and balanced curriculum. Learners follow a timetable and transition around the school to different lessons. Transitioning from classroom to classroom is a crucial part of developing independence and helps prepare learners for college and/or employment in the future. Classes have a pastoral base with their form teacher and are taught adapted national curriculum content delivered by specialist teachers. The curriculum areas at each key stage are:

Keystage 3	Keystage 4	Keystage 5
<p><i>National Curriculum:</i></p> <p>English Maths RE PSHCE Computing PE Humanities Music Science Art</p> <p><i>Also:</i></p> <p>Life Skills Zones of Regulation Enrichment</p>	<p><i>National Curriculum:</i></p> <p>English Maths RE PSHCE Computing PE Science</p> <p><i>Also:</i></p> <p>Life Skills Creativity Work Experience Careers Business Enterprise Enrichment</p>	<p><i>Vocational courses:</i></p> <p>English Maths RE PSHCE Computing Life Skills PE Work Experience Careers Social and Leisure College Links Enrichment</p>

Assessment

Learner progress is assessed on an ongoing basis, with staff capturing evidence regularly using an interactive recording tool called Evidence for Learning (EfL). Evidence collected includes observations, photographs, videos and learners' work. Parents and carers can access EfL to see the progress of their child and are able to add supportive comments.

Progress is assessed against learner-specific set targets taken from a bespoke framework consisting of 'I will' statements suitable for the pathway. Progress towards personal targets is reviewed at key points through the year, with new targets being set as appropriate in a cycle of 'assess, plan, review, do'. Targets are set to support the learners work towards their long-term goals, as set in the EHCP SEND profiles. As a short-term target is met, a new target that will further them towards their overall, long term goal will be set.

Accreditation

At Key Stage 4, learners have the opportunity to access a range of accreditations from Entry Level Certificates up to GCSE/Level 2. At Key Stage 5, learners continue their studies and access functional accreditations to prepare them for college/work.

Beyond Dorin Park

Typically, our formal pathway learners will continue their studies by attending a local college. Colleges that learners frequently move on to are:

- Coleg Cambria (Deeside or Northop campuses)
- Cheshire College – South and West
- Petty Pool College
- Reaseheath College
- Wirral Met College

Another option is a supported internship, where learners follow a work-based training programme with a view to gaining employment upon completion of the internship.