

Ignite Pathway

The Ignite pathway, is designed to follow a topic-based curriculum which uses a small group learning approach to task. This supports children to build upon their understanding in a smaller setting environment, students have access to core subjects alongside the Ignite pathway but rather than attend sessions and activities based upon age-related curriculum, afternoons are spent on Topic based learning activities within the provision. This is a key pathway for students who rely upon structure, routine within a familiar and trusting environment. The opportunity for mainstream inclusion remains possible where appropriate.

English	We use the Literacy Tree schemes of learning to equip our pupils with the necessary skills, knowledge and understanding to become well-rounded, lifelong linguists with a real enthusiasm for reading and writing. Our scheme within the provision focuses on high quality texts which offer many writing and reading skill-based opportunities for students to gain progression in their vocabulary, spelling, grammar, punctuation and composition knowledge and understanding. Throughout the phases different texts are used to support and engage students to develop, each text has differentiated tasks based upon student's individual progression. Students require different levels of support to reach success, and this is carefully planned for and supported and adapted for personal progression.
English – Writing and Recording	Students in Woodlands have varied opportunities to record their ideas and thoughts which can be recorded in multiple ways. Some students will record by hand and are supported with fine motor activities and interventions to support handwriting and presentation. Others may use computers and iPads to record through typing or voice record their ideas which can then be converted to text. For students who are mark-making we use pictures and videos to record their work as evidence of achievement.
English – Reading and Spelling	Many students within the provision are attend regular phonics sessions using Bug Club Phonics, students are supported in their learning and understanding of systematic synthetic phonics, developing segmenting and blending. We also offer whole word reading which supports some students learning sight words, through this they identify the word through recognising its shape and

	appearance rather than sound. Students are also offered multiple opportunities to read to an adult, in a group and independently using a wider range of resources for reading; books and online platforms. Comprehension and understanding are supported in Woodlands to build upon understanding of words and sub-text. Spelling is promoted through independent targets where students use rainbow words to practice a spelling starting from common exception words and moving upwards to statutory spellings.
English - Communication	Communication support is an imperative skill for most students within Woodlands. To support this the provision has a Speech and Language therapist who runs individual and group sessions to support students reaching their personal targets. These sessions and activities are repeated and evolved into planning to be used across a range of activities. We understand that different students communicate in a variety of ways and we encourage and support students reach their potential in the style of communication which works best for them. Across the provision we use a range of communication tools such as Makaton, PECs, visuals and symbols.
Maths	As a core subject maths is taught across the provision within set groups of ability, we understand that for some student's conceptual knowledge and problem-solving require being taught in different ways to suit students learning style and cognitive need. Through using the White Rose Maths scheme of learning, students are able to progress with their skill and knowledge through mastery of conceptual understanding before moving onto complexity and abstract ideas. Students begin on a level of work attainable for them and then as confidence and understanding progresses their level of work linked to the national curriculum also progresses. Maths skills are taught by stage, not chronological age and all learning is planned carefully to ensure pupils are able to make specific personal progress. The curriculum design is to support pupils to be able to perform simpler tasks so they can then move on to perform more complex tasks. We believe all pupils should have opportunities to develop reasoning and solve problems as well as develop their mathematical fluency. Adaptations can be achieved through level of support, questioning, manipulatives and task. Students are also taught functional maths throughout life skills learning and in a cross-curricular format, this enables students to have a wider understanding of how maths is used across areas of life.

Science	Within Woodlands, students are provided with a wide range of opportunities to explore and develop their scientific understanding. Teaching is practical and exploratory, allowing students to investigate the world around them through observation, experimentation and hands-on activities. Lessons are designed to help students develop key scientific skills such as questioning, predicting, testing and recording results, supporting their understanding of cause and effect. Students are encouraged to share their ideas, findings and prior experiences with their peers, promoting discussion, curiosity and collaborative learning. Through these lessons, students build confidence in their scientific thinking while developing an understanding of how science is used in everyday life. Scientific knowledge and skills are revisited and built upon across each phase, with learning carefully sequenced to deepen understanding over time and linked to real-life experiences and events where possible.
Topic	Our topic sessions are cross-curricular lessons that incorporate geography, history, science, music, art, DT. The topics chosen within this area of the curriculum are closely linked to national curriculum objectives and allow our students to be immersed into a multi-sensory cross-curricular experience each term to build upon their understanding and knowledge. Skills are taught personally to meet students' needs for progression.
Life Skills	We aim to support students in being prepared for later life by building upon their independence across a range of skills. These skills are broken into three categories; Independence, Health and Wellbeing and Exploring the Wider World. This is a bespoke curriculum which identifies aspects chosen through need and students experiences. These sessions are broken into four stages that develop a specific skill. During student's time in Woodlands they are able to develop these skills to be independent within different aspects of their lives. These skills range from tying and lacing, to washing and cleaning and money management within 'independence'. Staying healthy to first aid to cooking and well-being in 'health and wellbeing'. Within exploring the 'wider world', students learn safety in various conditions such as road and online and employment skills and social skills.
PSHE	Personal, Social, Health and Economics lessons are taught following a scheme called SCARF, these sessions are broken into units of work which look into me and my relationships, valuing differences, keeping myself safe, rights and responsibilities, being my best and growing and changing. We use the 'Zones of Regulation' to support students in regulating and understanding their own and others

	emotions. We also support social skills through Speech and Language sessions. All students take part in daily 'snack and social' breaks each morning and share various opportunities to enhance their social skills, understanding and experiences throughout the school week such as Weekend News and Show and Tell for special achievements and experiences.
Computing	Within Woodlands, computing is taught using the KS2 Kapow Computing scheme, which provides a clear and structured approach to learning. Lessons are adapted to meet individual needs and focus on developing key digital skills through practical, hands-on activities. Learning is broken down into small steps and revisited regularly to support understanding,
RE	In our RE lessons students are given opportunities to learn about a range of faiths and religion. This allows students to understand the wider world by being able to identify places, celebrations and beliefs. Students are also encouraged to share their own beliefs and experiences with their peers to engage student's interaction and understanding of each other. Within these lessons' students can gain acceptance and understanding through learning the importance of respect for different people's beliefs and cultures. The knowledge within these sessions is reflected and built upon in each phase, celebrations are also calendarised to enable students to have opportunities to deepen their knowledge and understanding as these celebrations take place within the wider community.
Art/DT	Art and DT are taught on a termly rotation and offer students a variety of experiences to develop creativity and artistic flare whilst progressive with specific skill from each topic. Students fine motor skills are developed within these sessions. Each unit of work lasts for a term, and students learn a range of things from understanding tone and colour to drawing within Art and identifying healthy elements with food to architecture in Design and Technology.
Music	Music is an integral part of our learning and students enjoy a range of lessons based on learning songs, finding pulse, rhythm and using instruments to compose a familiar song. Students get to listen, appraise and work with music from a variety of genres and get to explore different composers work to inspire them.
PE	Physical education is an important subject for students in Woodlands where we aim to support students with their fine and gross motor skills, spatial awareness, balance, teamwork and co-ordination. All students have regular opportunities to participate in physical activities which are tailored to meet students' specific needs. Most of our students participate in PE lessons with a sports

	coach which repeat and progress skills across the phases. Students also have opportunities to access the BEAM program to movement screening and development tool for primary age students.
RHE	We understand within the provision that Relationships and Health Education is a sensitive topic for our students. We communicate closely with families on the best way to deliver and support students within this topic, we offer guidance and support for families at home and resources in how to support their young person's understanding. RHE is about the environmental, social and physical aspects of growing up, relationships, human sexuality and sexual health. RHE aims to give children the essential skills for building positive, enjoyable, respectful relationships to stay safe both on and off-line. The curriculum is broken into sessions within the summer term and take place in the provision for all students who are age-appropriate upper KS2. These sessions are highly planned for and adapted to suit student need and understanding. The sessions take place in a safe environment in small groups where the group will discuss, keeping safe, marriage and love and changes as we grow, including puberty. These sessions are then repeated the following year to aid understanding and address any misconceptions or concerns.
Sensory	Sensory processing and self-regulation are a key requirement for many of our students. For some students we offer regular Attention Autism which develops student's concentration and engagement to routine. We also offer TACPAC which supports students through sensory communication creating sensory alignment. In addition to this we also offer sensory circuits for students at different times during the day, this supports students with self-regulation and enables them to be ready to learn. All students have access to our sensory room which is connected to both classroom and is a large space designed to support self-regulation. In the classroom, students on all pathways have access to sensory equipment within the classroom and outside areas. Students within the evolve pathway may be encouraged to use the sensory equipment within their learning and development.