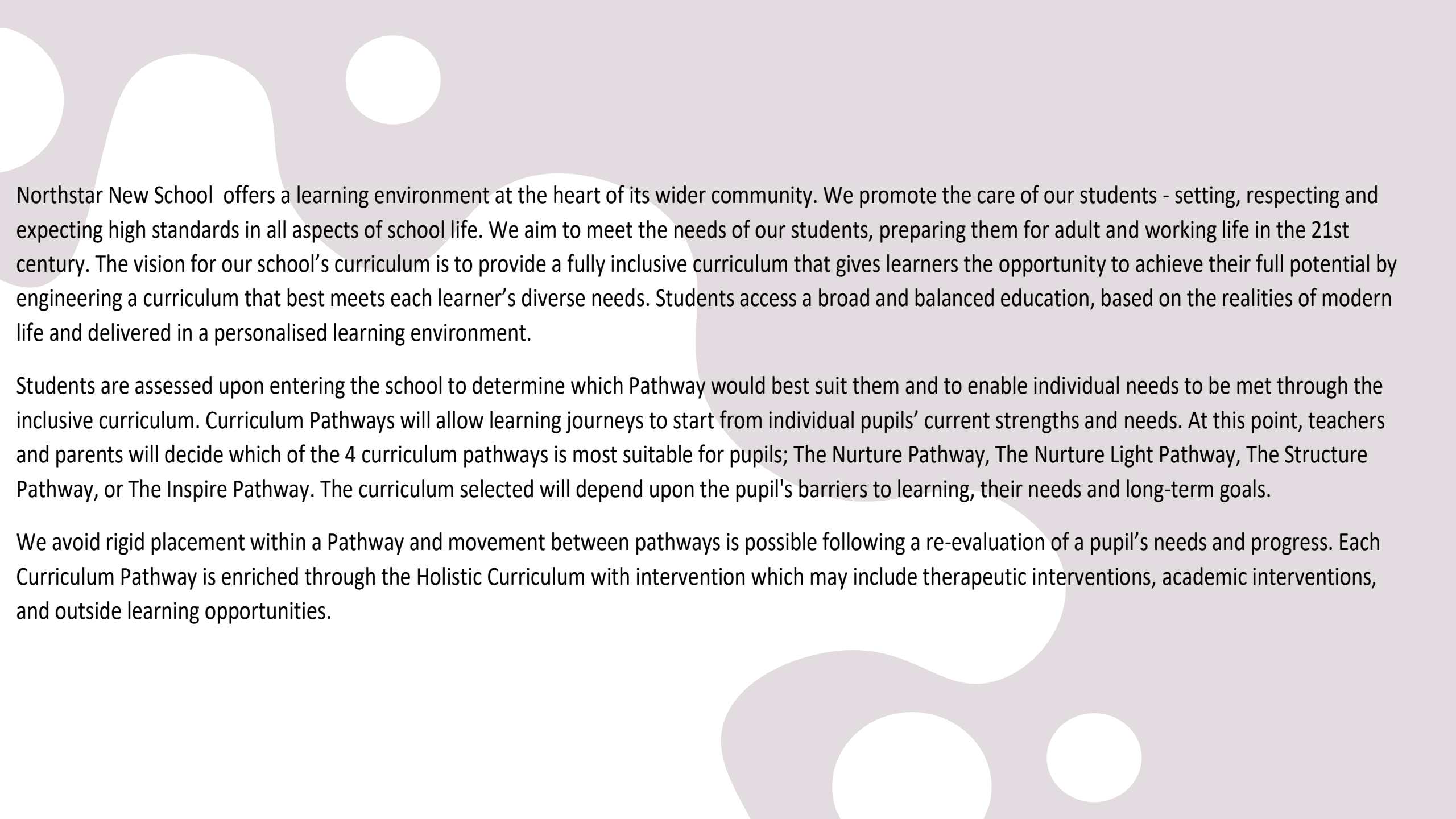


# Curriculum Pathway

Northstar New School



Northstar New School offers a learning environment at the heart of its wider community. We promote the care of our students - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our students, preparing them for adult and working life in the 21st century. The vision for our school's curriculum is to provide a fully inclusive curriculum that gives learners the opportunity to achieve their full potential by engineering a curriculum that best meets each learner's diverse needs. Students access a broad and balanced education, based on the realities of modern life and delivered in a personalised learning environment.

Students are assessed upon entering the school to determine which Pathway would best suit them and to enable individual needs to be met through the inclusive curriculum. Curriculum Pathways will allow learning journeys to start from individual pupils' current strengths and needs. At this point, teachers and parents will decide which of the 4 curriculum pathways is most suitable for pupils; The Nurture Pathway, The Nurture Light Pathway, The Structure Pathway, or The Inspire Pathway. The curriculum selected will depend upon the pupil's barriers to learning, their needs and long-term goals.

We avoid rigid placement within a Pathway and movement between pathways is possible following a re-evaluation of a pupil's needs and progress. Each Curriculum Pathway is enriched through the Holistic Curriculum with intervention which may include therapeutic interventions, academic interventions, and outside learning opportunities.

## **Nurture Pathway**

The Nurture Pathway meets young people at their point of learning. It offers the opportunity of more individualised curriculum with overarching themes that are of significance for individuals and provides relevant learning contexts. Pupils are given opportunities in pursuing project-based learning opportunities with a kinaesthetic approach to engage young people onto the positive pathway of learning through positive achievement. The Nurture Light Pathway is tailored to the needs of pupils whose main barrier to learning is a significant aspect of Social, Emotional, and Mental Health (SEMH), ASD, ADHD, Cognitive Delay, or a complexity of sensory needs.

### **NUTURE PATHWAY CURRICULUM (1A)**

#### **Pathway Overview**

**The Nurture pathway aims to meet young people at their point of learning. Pupils are given opportunities to pursue project based learning opportunities with a kinaesthetic approach to engage young people onto the positive pathway of learning through positive achievements.**

#### **Pathway Intent**

**To embed and promote positive pupil well-being, confidence, independence, communication skills throughout the curriculum.  
An enhanced nurture curriculum.  
This includes dedicated time for therapies and additional Personal Development.  
Nurture pupils will follow a tailored, more specialist "no-demands curriculum developed to the individual where available.**

#### **Pathway Implementation**

**Nurture pupils within this pathway access 2 teachers and 2 teaching assistants.  
Pupils have their curriculum delivered on a primary school model involving movement for specific subjects where appropriate.  
This is a differentiated curriculum, tailored to the needs of the pupils whose main barriers to learning can be attachment disorder, or is highly vulnerable and anxious. They will be stationed within the Nurture classroom for all lessons with 2 teachers that are team teaching.  
They receive total one to one support in all lessons as well as activities.  
These pupils will be working below national age expectations with gaps in their learning.**

#### **Pathway Impact**

**Positive pupil well-being, confidence, independence, functional communication skills**

## **Nurture Light**

**The Nurture Light Pathway is tailored to the needs of pupils whose main barrier to learning can be and aspect of attachment disorder , complex needs, ASD,**

**ADHD or are highly vulnerable or have adverse childhood experiences that have impacted their social, emotional and cognitive development. Prior to attending Northstar New School, pupils following the Nurture Light Pathway have often been unable to attend mainstream settings for extended periods, due , for example, to extreme levels of needs or refusal.**

**Pupils within this Pathway may have an additional barrier to learning; they may present as extremely vulnerable with anxiety, Speech, Language and Communication needs, Autistic Spectrum Condition, Attention Deficit and Hyperactivity Disorder ,Cognitive Delay as well as sensory needs.**

### **NUTURE LIGHT PATHWAY CURRICULUM (1)**

<b>Pathway Overview</b>	<p><b>The Nurture Light Pathway is tailored to the needs of pupils whose main barrier to learning can be Attachment Disorder, high vulnerability or have missed early childhood experiences which has impacted the social, emotional, cognitive development as well as sensory needs. Prior to attending NNS, children following the Nurture Pathway will be unable to attend mainstream setting for extended periods, due, for example, to extreme levels of anxiety.</b></p> <p><b>It offers the opportunity of a more structured curriculum and time-table designed with the children; for the children with overarching themes that are of significance for individuals and provides relevant learning contexts.</b></p> <p><b>Pupils in this pathway may have an additional barrier to learning; and may present as extremely vulnerable including extreme anxiety, Speech, Language and Communication, Autistic Spectrum, Attention Deficit and Hyperactivity Disorder and Cognitive Delay.</b></p>
<b>Pathway Intent</b>	<p><b>To embed and promote positive pupil wee-being, confidence, independence, and communication skills throughout the curriculum.</b></p> <p><b>A broad and balanced curriculum</b></p> <p><b>Curriculum will focus on gaining life skills through meaningful experiences</b></p>
<b>Pathway Implementation</b>	<p><b>Nurture Light classes have their curriculum delivered on a primary school model, however, involving moving to subject specific lessons based in other rooms. The decision is made according to the pupil's need. These pupils will be working below national age expectations with gaps in their learning.</b></p> <p><b>Differentiated curriculum develops functional skills through practical learning opportunities.</b></p> <p><b>Pupils within this pathway may experience wrap around care from a range of multi-agencies including occupational health, speech and language therapists, and social care.</b></p> <p><b>These pupils will be working below national age expectations with gaps in their learning.</b></p>
<b>Pathway Impact</b>	<p><b>Positive pupil well-being, confidence, independence, communication skills.</b></p> <p><b>Development of positive attitudes towards learning.</b></p>

## **Structure Pathway**

**The Structure Pathway is tailored to the needs of students whose main barrier to learning can be ASC, Communication and Interaction, ADHD, ODD, or Behavioural issues. Pupils follow a structured routine and timetable throughout the day.**

### **STRUCTURE PATHWAY CURRICULUM (2)**

<b>Pathway Overview</b>	<b>The Structured Pathway is for our learners who have Communication and Interaction needs, SEMH needs, ADHD, ODD and who would benefit from a structured classroom set-up. Learners have the opportunity to dip in to other pathways, depending on their individual needs.</b>
<b>Pathway Intent</b>	<b>To embed and promote positive pupil well-being, confidence, independence, communication skills throughout the curriculum. A broad and balanced curriculum with an enhanced ASD provision based on primary modelling.</b>
<b>Pathway Implementation</b>	<b>Structured Pathway pupils access a teacher and 3 TSs to facilitate 1:1 supported, highly differentiated lessons. This is a differentiated curriculum, tailored to the needs of pupils, this includes dedicated time for therapeutic activities and strategies to support pupils in learning to regulate their emotions. Pupils will build up to working with others. The curriculum is delivered by visual support, with a focus on routine and familiarity. Where appropriate, pupils within this pathway experience wrap around care from a range of multi-agencies including speech and language, CAMHS and social care. These pupils will be working below national age expectations with gaps in their learning.</b>
<b>Pathway Impact</b>	<b>Positive pupil well-being, confidence, independence, functional communication skills. Positive attitudes towards learning</b>

## **Inspire Pathway**

**The Inspire Pathway aims to stretch and challenge learners by raising their aspirations for achievement. The pathway enables our higher attaining pupils to access a challenging academic curriculum, which allow their learning journeys to develop.**

**Pupils in this pathway may have an additional barrier to learning, this could be Speech, Language and Communication, Autistic Spectrum, Attention Deficit and Hyperactivity Disorder, or Social, Emotional, Mental Health issues.**

### **INSPIRE PATHWAY CURRICULUM (3)**

<b>Pathway Overview</b>	<b>The Inspire Pathway aims to stretch and challenge learners by raising their aspiration for achievement. It enables opportunity for our high attaining pupils to access a challenging academic curriculum, which allows their learning journeys to develop. Pupils in this pathway may have an additional barrier to leaning.</b>
<b>Pathway Intent</b>	<b>Inspire classes have their curriculum delivered on a primary school model taught using the KS3 curriculum A broad and balanced curriculum at KS3 Access to enrichment opportunities which stretch and challenge learners. Opportunities to work alongside mainstream peers. Classroom interventions as identified by teacher. Enrichment days</b>
<b>Pathway Implementation</b>	<b>The pupils within this pathway access a class teacher and 2 TA's. Inspire class has their curriculum delivered on a primary model involving movement of staff delivering specialist subjects based in their classroom or at times, in a different area. This is a differentiated curriculum tailored to stretch and challenge our most able pupils in inspiring their learning journeys to develop.</b>
<b>Pathway Impact</b>	<b>Positive pupil well - being, confidence, independence, functional communication skills Positive outlook as learners.</b>

**Northstar** New School offers a learning environment at the heart of the wider community. We promote the care of our pupils – setting, respecting and expecting high standards in all aspect of school life We aim to meet the needs of our pupils, preparing them for adult and working life. The vision for our school’s curriculum is to provide a fully inclusive curriculum that gives learners the opportunity to achieve thir full potential by engineering a curriculum that best meets the learner’s diverse needs. Pupils access a broad and balanced education based on the realities of modern life and delivered in a personalised learning environment.

**Curriculum Aims**

Successful learners who develop a positive attitude towards learning , making progress and achieving their potential.

Resilient learners who develop positive and respectful conduct free from discrimination, where achievements at all levels are celebrated.

Responsible citizens who make a positive contribution to society, who are able to live safe healthy and fulfilling lives

A clear and ambitious curriculum, underpinned by high quality pedagogy within a nurturing environment.

**Area of Needs**

Communication and Interaction

Social , Emotional and Mental Health

Cognition and Learning

Sensory/ or Physical Need

At **Northstar** New School there is recognition of the barriers to learning of each pupil with SEN has on a daily basis. There is a strong understanding how this affects learning and behaviour and the focus of the curriculum is to reasonably adjust all aspect of school life in order to meet the pupil’s needs. We place a great deal of emphasis on sensory integration and processing, allowing the pupil to thrive in an environment that aids learning and supports the pupil to organise and process sensory input and to use that input to respond appropriately to a particular situation.

**Whole School Strategies**

**Our Staff Recognize that:**  
 Basic physiological and emotional needs must be met before a pupil feels safe enough to relax and learn.  
 All staff need to consistently demonstrate that they care and can be trusted  
 All staff need to be well regulated as raised voices, angry faces and body language create fear and anxiety.  
 Strategies and skills to manage behaviour take time and effort to learn - small successes need to be celebrated.  
 We provide a safe, nurturing environment where the staff takes responsibility for the pupils to keep them physically and emotionally safe.

**Learning Environment:**  
 Clearly displayed timetables  
 Keywords/topic vocabulary clearly labelled areas and resources clearly labelled with expectations and objectives.  
Coloured overlays are used where necessary to reduce visual stress and help organise and track text.  
 Active tasks to access prior learning or re-cap of lesson.  
 Small breaks for movement.  
 Physical activity  
 Alternative activity based on special interest.

**Personal Development:**  
 Our programme is designed to help pupils deal with the difficult moral, social, health and economic related issues that arise in their lives and in society.  
 Helps students to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives.  
 Pastoral support for each child.

At **Northstar** we believe that the word “curriculum” should be interpreted in its widest sense. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the school day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Experiences are structured to ensure that they have the most positive effect on the attainment, progress and personal development of all our pupils.

**Curriculum Pathways**

**Nurture Pathway**

The Nurture pathway is put in place for pupils who benefit from a more nurturing environment. Pupil have complex learning needs which present as extremely vulnerable including extreme anxiety, or children who have missed a substantial amount of school and may yet to have a diagnosis. s extremely vulnerable with anxiety, Speech, Language and Communication needs, Autistic Spectrum Condition, Attention Deficit and Hyperactivity Disorder ,Cognitive Delay as well as sensory needs.

- National Curriculum
- Nurture group
- Alternative curriculum
- Individualised planning
- Personalised Intervention

**Nurture Light Pathway**

Pupils within this Pathway may have an additional barrier to learning; they may present as extremely vulnerable with anxiety, Speech, Language and Communication needs, Autistic Spectrum Condition, Attention Deficit and Hyperactivity Disorder ,Cognitive Delay as well as sensory needs.

- Personalised Intervention
- National Curriculum
- Quality first teaching

**Structure Pathway**

The Structure Pathway is tailored to the needs of students whose main barrier to learning can be ASC, Communication and Interaction, ADHD, ODD, or Behavioural issues. Pupils follow a structured routine and timetable throughout the day.

- Quality first teaching
- National Curriculum
- Personalised Intervention

**Inspire Pathway**

The Inspire Pathway aims to stretch and challenge learners by raising their aspirations for achievement. The pathway enables our higher attaining pupils to access a challenging academic curriculum, which allow their learning journeys to develop. Pupils in this pathway may have an additional barrier to learning, this could be Speech, Language and Communication, Autistic Spectrum, Attention Deficit and Hyperactivity Disorder, or Social, Emotional, Mental Health issues.

- Possible mainstream integration
- National Curriculum
- Personalised Intervention

## **Impact**

**Improved rates of progress**

**Improved attendance**

**Increased positive attitudes  
towards school and learning**

**Increased engagement of  
curriculum activities**

**Healthy and positive lifestyle  
choices**

**Increased engagement with  
parents/carers**

**Decrease in challenging behaviour**

**Rise in emotional wellbeing and  
self esteem**