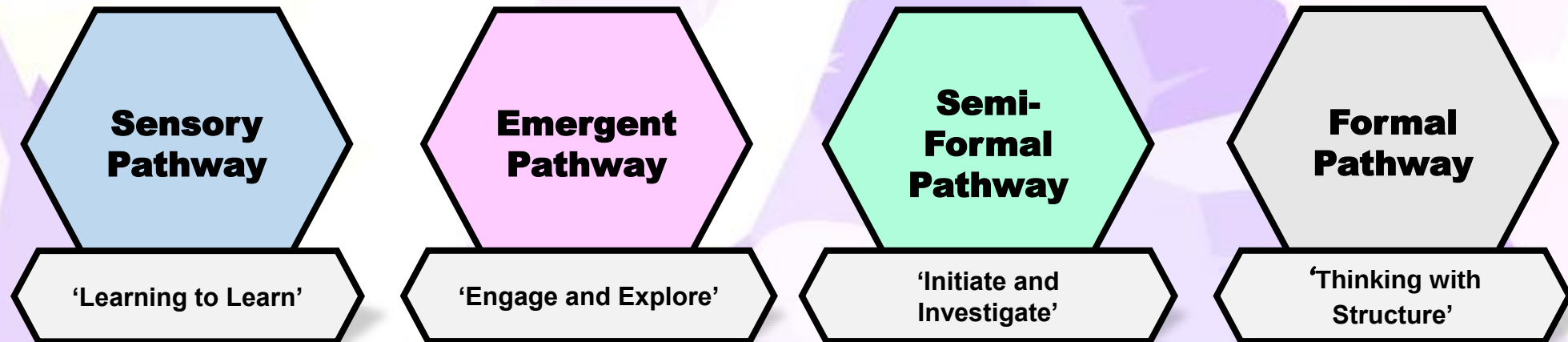


Our Learner Pathways...

At Ravenscliffe our ethos is to 'Nurture, Believe, Achieve, and Succeed.'

All of our students are individuals and we aim to provide a high quality education that is personalised to meet all of their needs.

Every student at Ravenscliffe follows one of our four learning pathways, forming an experiential journey from Year 7 to Year 14 and beyond. The curriculum pathways focus on developing the key skills of communication, cognition, independence & interdependence, as well as holistic, physical and sensory development; all skills that equip our young people for life now and into the future.





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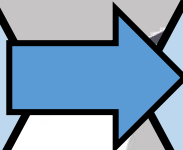
The Sensory Student Journey 'Learning to Learn'

Emergent Students are working below NC Levels (R1-R4). Sensory learners may express feelings, make choices and communicate with others via AAC methods, vocalisation, movement and stilling. All communication attempts are recognised.

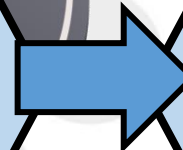
The Sensory learner pathway focuses on establishing positive, interactive relationships, providing opportunities for students to proactively explore the world around them and gain environmental control. Skills to be developed include - Exploration, Realisation, Anticipation, Persistence, Initiation

Sensory learners benefit from adult-led, 1:1, & small group work, as well as intensive interaction, messy play, sensory stories, & multi-sensory activities

**KS3
Sensory
Curriculum**



**KS4
Sensory
Curriculum**



**KS5
Sensory
Curriculum**



KS3 Sensory Pathway Curriculum

Students participate in a range of transition activities and experiences

In KS3 Sensory learners spend 75% of their timetable in Sensory Lessons and experience enrichment in mixed ability lessons with their pastoral group for IPP, cooking and art, and peer group for PE.

Our sensory learners require the right support for them to flourish in the here and now.

Students participate in assemblies, recreational times, pastoral time, IPP and mixed-ability lessons offer enrichment, affiliation with their peers whilst continuing to work on their next-steps.

Teaching and learning for our sensory learners is underpinned by relevant theory and research, e.g. 'Martha Nussbaum's Capabilities Approach'

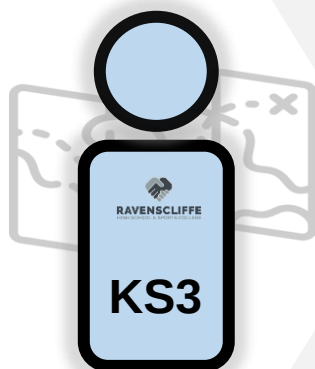
Learners follow Ravenscliffe's Flourishing Sensory Curriculum

Students are provided with a range of exciting learning opportunities: Learning will be thematic with a different topic for each term to enrich the learning opportunities and encourage creativity and variety. The topics will cover a variety of real life, imaginary and cultural themes tying in with local, national and international events.

The Sensory Curriculum inherently promotes the Spiritual, Moral, Social and Cultural (SMSC) development of each individual which includes British Values.

Creative strategies for student engagement is key to success

Staff prioritise students preferred activities, people & places



Sensory learners require hands-on multi-sensory learning opportunities presented in accessible ways.

Students practice autonomy by being offered personalised learning opportunities towards their next steps and outcomes.

Activities and experiences include Rebound, Resonance Boards, Switch work, Messy Food Play etc.

Students follow the 'Routes for Learning' Road Map

Termly monitoring of progress evidence recorded

Priority is given to maintain student health and comfort



KS4 Sensory Pathway Curriculum

In KS4 Sensory learners spend 75% of their timetable in Sensory Lessons and experience enrichment in mixed ability lessons with their pastoral group for IPP and peer group for PE.

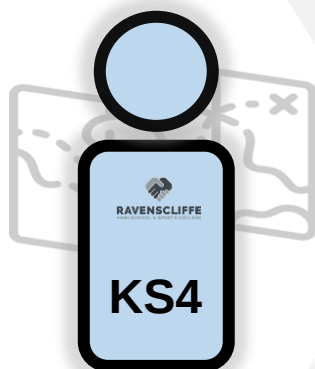
Routes for Learning Road Map followed

Termly monitoring of progress evidence recorded

Student engagement remains a significant priority in all sensory curriculum areas

Personalised timetabling also takes into account any gastro-enteral feeding and meeting student's personal care needs

Students grow as active members of our school community



Learners follow Ravenscliffe's Flourishing Sensory Curriculum – topics include: Practical reason, bodily integrity, sense imagination & thought, emotions, affiliation, nature, play, control over one's environment

Students are offered hands-on multi-sensory learning opportunities presented in accessible ways.

More time in ability groups to enable a focus on outcomes and personalised learning

More opportunities for social interaction with students at a similar level

Students gain familiarity, control and confidence within their environment

Students begin their journey into preparing for adulthood

Students work on their next Steps towards their EHC outcomes each lesson and often at lunch and personal care times.

learners are supported through objects of reference/on-the-body-signing and keywords/signs to anticipate, and where possible, lead these experiences. Learners are encouraged to be interdependent with the people supporting them.

Assemblies, recreational times, pastoral time, IPP and mixed-ability lessons offer enrichment, affiliation with their peers whilst continuing to work on their next-steps.

Students participate in activities as part of the school community e.g. Children in Need, World Book Day etc.

Priority is given to maintain student health and comfort

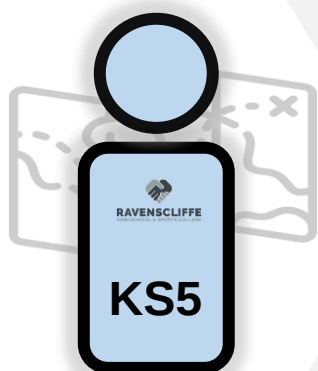


KS5 Sensory Pathway Curriculum

Students continue to work on their next Steps towards their EHC outcomes each lesson and often at lunch and personal care times.

Students are presented with opportunities to use all their available senses to explore and to become more familiar with their environment. Students are encouraged to share the experiences gained with our friends and peers within the school community.

To actively support school and the community – to have meaningful impact



In KS5 Sensory learners spend 100% of their timetable in Sensory Lessons.

The curriculum at KS5 provides opportunities for students to discover within our school and local areas.
Students will share their experiences with the school community through displays, school social media, assemblies and when selling enterprise products.

Students develop - using their senses in outdoor environments & transfer the skills to different locations

Recognise and acknowledge student achievements & experiences – families and the wider communities

It is recognised that as learners grow and experience puberty that conditions may exacerbate.

Use of postural equipment and mobility aids
Physiotherapy, occupational exercises and sensory diets
A weekly swim/hydrotherapy slot
Rebound Therapy

Visits and experiences in a range of familiar and unfamiliar environments - opportunities for socialising with peers including attending Spring Hall

Learners may have recognised life-limiting conditions and/or receive palliative or hospice care.

To achieve accreditation and/or a nationally recognised award



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The Emergent Student Journey 'Engage & Explore'

Emergent Students are working below NC Levels (R4-R6). Communication methods include some verbal, predominantly sign, visual symbols and AAC methods

Emergent learners access a modified curriculum with a bespoke learning package tailored to their individual needs. The Emergent pathway has a greater focus on life skills and play based learning alongside EHCP Outcomes & Next Steps within curriculum subjects.

Emergent learners benefit from adult led, 1:1, & small group activities. They participate in intensive interaction, and learning takes place through experiential play & repetition

**KS3
Emergent
Curriculum**

**KS4
Emergent
Curriculum**

**KS5
Emergent
Curriculum**



KS3 Emergent Pathway Curriculum

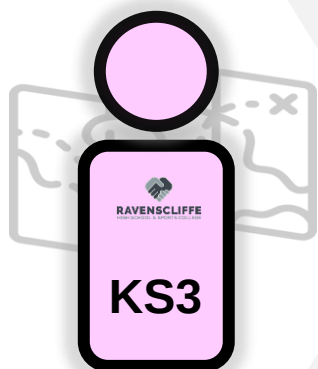
Students participate in a range of transition activities and experiences from Primary to Secondary

Students are supported to partake in Enrichment activities

Well-being & mental health is supported via PSHE & Pastoral support & care

Students have daily physical & practical movement sessions – this includes bikes, dance, music and movement, sensory circuit, rebound, explorers & cooking activities

Students develop independence skills



Visits to RHS & tours of school

Year 7 Baseline Assessments take place

Transition day activities

The curriculum focuses on developing methods of communication (symbols, AAC, coreboards, BSL, gesture) and tackling challenging behaviour in order to support students to focus and engage with learning

Students experience a weekly structured timetable with themed activities in Dance, English, Maths, Attention Autism and Music and Movement

The curriculum follows a 5-year cycle of units showing progression from year to year in core subjects (Literacy, Numeracy, ICT and Science) and foundation subjects (Humanities, Music and PSHE/Life skills)

Students develop basic self-care skills

Students play an active part in the community

Student Profiling at the start of the academic year to gain 'need to know' information about all individuals

Students are introduced to the positive behavior system – this includes reward stickers and Personal Development Certificates for achievements

Transition to KS4. EHCP and info communicated to KS4 staff. 'Transition Day' – activities including practical sessions, ascertain symbol use, help student to feel safe and comfortable, PC needs, eating assistance if necessary, allergies / eating plans. Regular swapping of staff in Summer term to develop relationships with students.



KS4 Emergent Pathway Curriculum

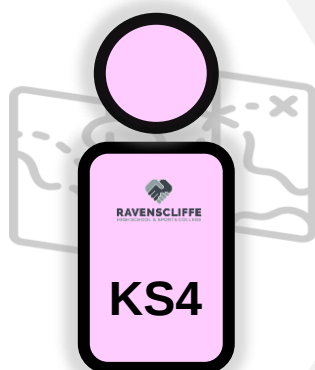
Students participate in a range of transition activities and experiences from Year 9 to Year 10

Well-being & mental health support – PSHE & Thrive based activities

Students participate in a range of Enrichment activities

Structured timetable throughout the week with themed activities in Dance, English, Maths, Attention Autism and Music and Movement

Transition from KS4 to KS5 is a priority focus for all individual students



The curriculum follows a 5-year cycle of units showing progression from year to year in core subjects (Literacy, Numeracy, ICT and Science) and foundation subjects (Humanities, Music and PSHE/Life skills) through Year 10 and 11

The curriculum starts to include community lessons - using the school minibus, walking in the local community, using local community spaces e.g. the Church, shops, cafes, parks

Essential student information is shared between families and staff for their move to KS5

Transition activities include practical sessions, sign/symbol use, to help student to feel safe and comfortable in new and less familiar environments

Pastoral teams continue to update student information – relating to needs, behaviour, ability levels, etc.

Activities and tasks are repeated and reinforced where appropriate to consolidate learning for students

Students continue to have daily physical & practical movement sessions – this includes bikes, dance, music and movement, sensory circuit, rebound, & cooking activities

Yearly EHCP reviews – academic progress is rated, pastoral teachers offer student feedback to families, students are given a voice to express their wants & needs



KS5 Emergent Pathway Curriculum

Students participate in a range of transition activities and experiences from KS4 to KS5

Well-being & mental health support – PSHE / life skills based activities

Enrichment activities

Structured timetable throughout the week with themed activities in Dance, English, Maths, Attention Autism, Music and Movement, Explorers, Life Skills

Students develop independence & interdependence skills



Preparation for Adulthood included in the Curriculum – teaching and learning focuses on life skills and setting up students for life beyond school

The curriculum focuses on community lessons - using the school minibus, walking in the local community, using local community spaces e.g. the Church, shops, cafes, parks

The KS5 curriculum follows a 5-year cycle of units showing progression from year to year in core subjects (Literacy, Numeracy, ICT and Science) and foundation subjects (Humanities, Music and PSHE/Life skills).

Students are supported in their self-care routines and practices

Students are supported to have an active role - participating in the community

Transition to Adult Services – sharing of student information with external agencies providers and services – e.g. behaviour plans, health and medical needs, etc.

Pastoral teams continue to update student information – relating to needs, behaviour, ability levels, etc.

Activities and tasks are repeated and reinforced where appropriate to consolidate learning for students

Students continue to have daily physical & practical movement sessions – this includes bikes, dance, music and movement, sensory circuit, rebound, & cooking activities

Yearly EHCP reviews – academic progress is rated, pastoral teachers offer student feedback to families, students are given a voice to express their wants & needs



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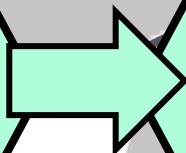
The Semi-Formal Student Journey 'Initiate & Investigate'

Semi-Formal Students are working below NC Level 1 (R6-R9). Communication methods include verbal, sign and use of AAC methods

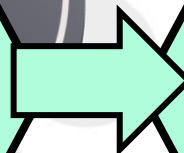
Students access a wide range of modified National Curriculum subjects 11-16 & a bespoke learning package 16-19 with an emphasis on preparing for adulthood. Discreet lessons are offered whilst also covering individual EHCP outcomes. Literacy and numeracy skills are developed with support to apply in different situations. Life skills and independence skills form a significant part of the curriculum

SF Learners benefit from adult led, small group work, whole group activities and some opportunities for independent work over short periods

KS3 Semi-Formal Curriculum



KS4 Semi-Formal Curriculum



KS5 Semi-Formal Curriculum



KS3 Semi-Formal Pathway Curriculum

Students partake in transition activities from Primary to Secondary – Yr6 to Yr7

Curriculum subject topics focus on finding out about the world around us – providing opportunities for students to take part in enriched learning experiences and develop their understanding

Students are settled and established at Ravenscliffe

Students are encouraged to understand their behaviours and feelings, as are supported to develop strategies to manage these effectively

Develop positive relationships and build awareness of people, local community and wider world

Students are exposed to ‘awe and wonder’ – through unique learning experiences

Students are happy, safe and demonstrate a positive approach to learning

The curriculum focuses on the need to develop active listening skills, engage in exciting and inspiring learning and effectively communicate with others.

Students develop literacy and numeracy skills via dedicated English and Maths lessons whilst learning to use technology effectively to communicate. They are encouraged to be creative and use imagination across a range of Foundation subjects.

Students have developed confidence, independence and the ability to communicate effectively with others

Student aims on entry: raise aspirations, develop confidence and independence, have a memorable experience

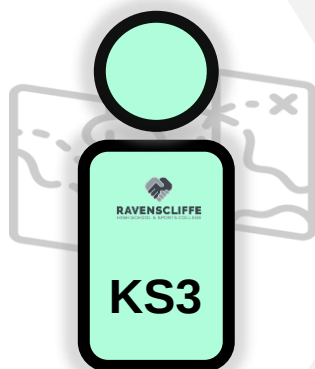
Students learn about self-care - how to look after themselves, for example when making good choices- with lifestyle, healthy eating and personal hygiene

Students develop self-advocacy skills and are encouraged to express their views, likes & dislikes

Student learning takes place through repetition and reinforcement of key topics

A range of learning styles are used to inspire students – making activities practical, relevant and adaptable

Students have successfully attained a range of educational achievements and participated in memorable learning experiences





KS4 Semi-Formal Pathway Curriculum

Students undergo a range of transitional activities from KS3 to KS4

Throughout KS4, students deepen their learning and consolidate key terms and learning concepts. Students are supported to reinforce previously gained knowledge and skills.

Students continue to be exposed to 'awe and wonder' – through unique learning activities and experiences

A greater focus on practical skills and learning outside of the classroom

Students are encouraged to consider a range of subject options and work-related learning opportunities for KS5

Students further develop their confidence, independence and the ability to communicate effectively with others

Students show an emerging ability to be responsible and resilient learners

Students are able to manage their behaviour and emotions in a range of different situations

Embedded learning and understanding of community, people, life skills and how to stay safe

The curriculum focuses on engagement in learning as students progress through year 10 and year 11. Students access opportunities for accreditation and achievements are recognised and celebrated. A strong focus remains on developing literacy and numeracy skills as well as ICT – highlighting safety online.

Students are introduced to people and places, health and fitness

Students participate in travel training activities – visiting new and unfamiliar locations of interest

Self-care education is a focus of the KS4 curriculum - looking after yourself making positive choices- whether this is in relation to personal hygiene or healthy eating

Students experience an introduction to relationships, careers, community, wider world personal safety both online and in real-life settings





KS5 Semi-Formal Pathway Curriculum

Students undergo a range of transitional activities from KS4 to KS5

In KS5, students begin to apply learnt concepts and previously gained knowledge & skills in a range of real-life scenarios and situations.

Thriving with independence in the wider world

Students use technology effectively with a strong degree of independence - understanding cause and effect

Students are encouraged to work collaboratively with their peers and voice opinions in group situations

Learning is adapted to ensure subjects taught are relevant to individual students, depending on future outcomes and aspirations

Volunteering and joining groups and services to help others and contribute as an active member of a community

The curriculum encourages students to use numeracy in real life settings and develop effective functional literacy skills which they can apply in different settings and environments. Students undertake work related learning opportunities – developing life skills beyond the classroom

Through Thrive, PSE and related subjects, students explore ‘growing up’ – changes, relationships, feelings & emotions, behaviour, identity, and keeping themselves safe and healthy

Further Education – moving on to a College provision or other Educational settings

EHCP Outcomes focus towards adult life and independence

Students are encouraged to think and work autonomously – independently asking for help in meeting their own needs

Self-care education continues to be taught, ensuring an awareness of personal hygiene and responsibility for self

Students undertake a range of accreditation opportunities

Students gain further experience in relationships, careers, community, wider world personal safety

Students undertake travel training where appropriate and further develop Independence skills





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The Formal Student Journey

‘Thinking with Structure’

Formal Students are working at approximately NC Level 1+ (R8). Communication methods include verbal, sign and use of AAC methods

Students are offered a full range of National Curriculum subjects 11-16yrs with a bespoke learning package 16-19yrs with a greater emphasis on preparation for adulthood

Formal Students are encouraged to work with independence where appropriate and apply their knowledge and skills in real-life settings

KS3 Formal Curriculum

KS4 Formal Curriculum

KS5 Formal Curriculum



KS3 Formal Pathway Curriculum

Transition day visits to Ravenscliffe

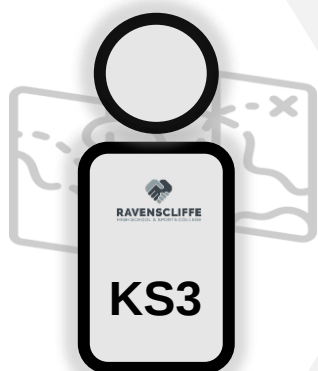
Settling into life in a secondary setting

Consistent CORE subject sessions every morning at the same time with the same teacher to provide easier transition from the primary model.

Being part of a Community – Students focus on learning about Citizenship and Behaviour

Students develop an awareness of mental health and emotional well-being

Acquisition of new skills and knowledge



Students make clear curriculum progression through Core Subjects Yr7 – Yr8 - Yr9

Students learn about areas of SMSC and British Values

Students focus on Foundation subjects including - PSHE, Cooking, Music, Art, Design Technology, Humanities, Dance, PE, Science, ICT, Outdoor Education, Independent Personal Progress (IPP).

Students begin to embed their skills and knowledge and are supported to progress through adolescence towards adulthood

Key Ravenscliffe Staff undertaking transition visits to meet Yr6 students in Primary settings

Students focus on learning new subjects

Start to build familiarity, relationships, connections

Focus on students developing their character, personality, attitude

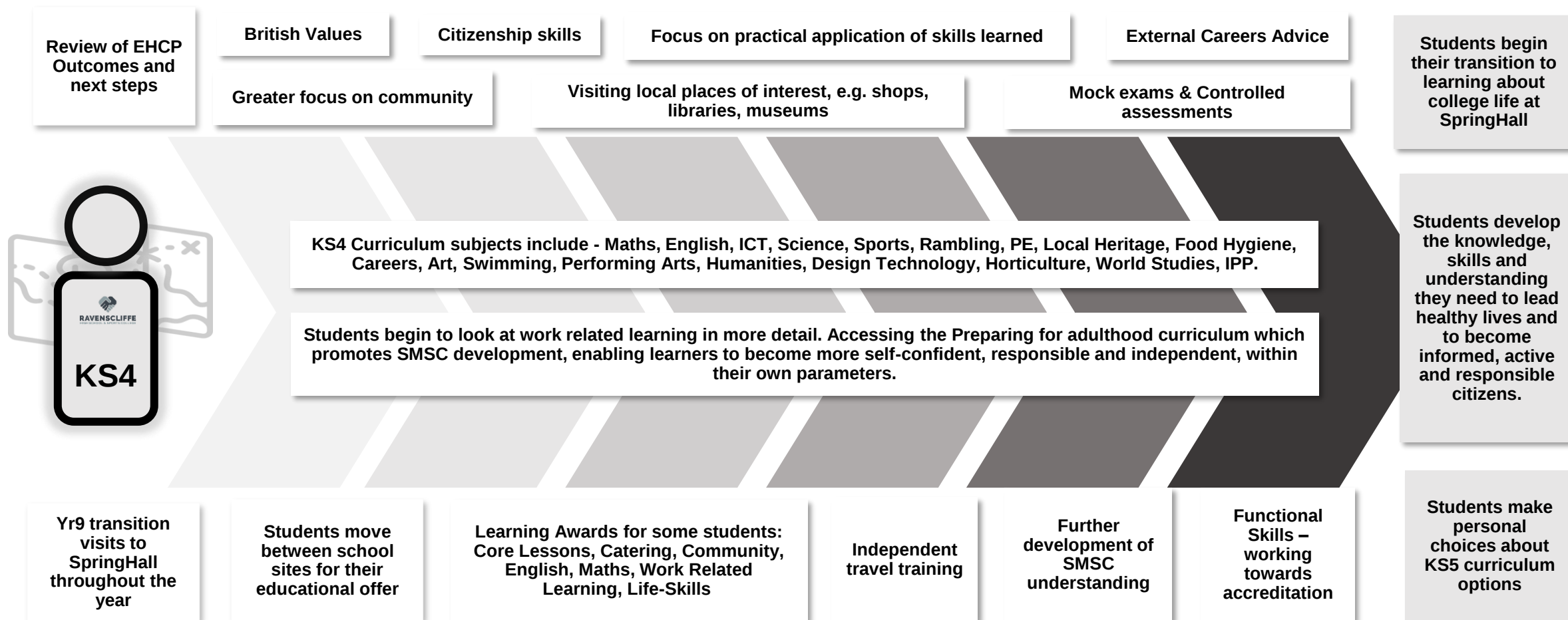
CORE subjects are needs based, and other curriculum subjects are taught in mixed ability groups.

Strong emphasis on functional learning in numeracy and literacy.

The Student Council – giving students a 'Voice'



KS4 Formal Pathway Curriculum





KS5 Formal Pathway Curriculum

