**Support Pathway Long Term Plan 2024-2025**

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| **Whole School Cycle 3 Support PATHWAY** | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | | Summer 2 |
|  | | Pirates | Climate Change | People Who Help Us | Earth, Space and Beyond | | Asia | | Sporting Events |
| **My Communication** |  | **EY:**  **Fiction:** Portside Pirates  **KS1/2:**  **Fiction:** Molly Rogers Pirate Girl  **Fiction:** The Pirates Next Door    **KS2/3:**  **Fiction:** Meet the Pirates  **Fiction:**  The Pirate Mums  **KS4-5:**  **Fiction:** Blackbeard’s Treasure **Fiction:**  Billy and the Pirates | **EY:**  **Non-Fiction:** What a waste Jess French  **KS1/2:**  **Fiction:** Somebody Swallowed Stanley  **Poetry:** The Lorax Dr Zeuss    **KS2/3:**  **Narrative**: Dear Eart**h**  **Non-Fiction**:  Blue Planet 2: Leisa Stuart  **KS4-5:**  **Narrative:** Buddies Rainforest Rescue  **Non-Fiction:** No one is too small to make a difference Greta Thunberg | **EY:**  **Fiction:** You can’t call an elephant in an emergency!  **KS1/2:**  **Fiction:** Real Superheroes! Julia Seal  **Fiction:** Super Duper You!    **KS2/3:**  **Fiction:** A Superhero like you!  **Fiction:** Be more dog!  **KS4-5:**  **Fiction:** Life savers: Spend a day with 12 real life emergency service heroes  **Non-Fiction:** Stand up, Stand out! (NF) | **EY:**  **Fiction:** The dinosaur that pooped a planet!  **KS1/2:**  **Narrative:** Astro Girl  **Narrative:** Field Trip to the Moon  **KS2/3:**  **Fiction:** A place for Plut**o**  **Fiction:** Look up!  **KS4-5:**  **Fiction:** Jupiter the Gassy Giant  **Non-Fiction:** Armstrong: The adventurous journey of a mouse on the moon | | **EY:**  **Non-Fiction:** Lunar New Year  **KS1/2:**  **Factual Narrative:** Goodnight India  **Fiction:** The Magic Paintbrush  **KS2/3:**  **Fiction:** Kai and the Monkey King  **Non-Fiction**: Incredible India  **KS4-5:**  **Fiction:** Cinnamon  **Film:** Kung Fu Panda | | **EY:**  **Fiction:** The Frog Olympics  **KS1/2:**  **Biography:** Ready, Steady, Mo!  **Non-Fiction:** Look inside Football    **KS2/3:**  **Non-Fiction:** Splash!  **Non-Fiction: Women in Sport**  **KS4-5:**  **Biography:** On your marks, get set, Gold!   **Narrative:** The dog that saved the World (cup) |
| Each term our classes will have a Literacy/text focus that develops our students’ access to Literacy, Understanding of the World and creates cross curricular links between their sessions. These stories link directly to the topic and are sequenced to ensure students develop their understanding each time they access the topic throughout their Stanton Vale journey | | | | | | | |
| All students will access shared reading once a day. | | | | | | | |
| Communication skills | Communication methods in Support Pathway include TASSELS, Objects of Reference and Eye Gaze from E Trans Frame to Electronic Eye Gaze methods | | | | | | | |
| Sensory Story | This partners concise text with strong sensory stimuli to convey a narrative. They are motivating and engaging for all pupils and have individual learning intentions integrated within the story.  These stories are repetitive allowing the pupils opportunities to predict, expect or associate a stimulus or activity with an event. All stories are personalized with known motivators to ensure the highest level of engagement. | | | | | | | |
| Communication through Touch and Music | CTTM is a method of sensory communication through touch and music. These half hour structured sessions are designed to create sensory alignment, and to help people of any age who have sensory impairments, developmental delay, complex learning difficulties, tactile defensiveness, or are minimally verbal.  In CTTM sessions the music is composed to align with the textures of the objects used. Each CTTM session needs 1 adult to 2 children, using the sensory languages of music and touch to communicate | | | | | | | |
| **My Thinking** | Sensory Art | Sensory Art activities help to improve children’s sensory processing skills in an enjoyable and messy manner! They will experience a great variety of sights, scents and textures to manipulate. It will also provide many opportunities for developing skills in the area of fine motor skills, bilateral coordination and praxis. Art sessions will be theme based and enable teachers to produce displays in the classroom and around the school. | | | | | | | |
| Sensory Exploration/Play | This creates opportunities to experience a range of sensory items using pupils preferred methods. Exploration, investigation and problem solving are encouraged throughout the session at the individuals personalized level. | | | | | | | |
| Sound Bath | Sound baths are a wonderful way to have a group experience with sound therapy. Soundbath sessions in school will:   * Increase self-awareness and self-esteem * Improve self-regulation * Better focus and concentration * Enhance health * Decrease stress & anxiety * Increase sense of calm * Improve sleep * Skillful responses to difficult emotions | | | | | | | |
| Maths | This is taught through cross curricular sessions – we use the vocabulary throughout all sessions. Activities include:   * songs * action rhymes * practical everyday situations -understanding positional language eg going forwards in their wheelchairs * independent exploration of resources * exploring cause and effect activities and toys – leading to anticipation and prediction skills * developing an understanding of routines and time through the use of timetables * sorting objects * creating patterns with a range of materials / equipment * musical games and songs * Multi-sensory stories / activities. | | | | | | | |
| **My Engagement** | Rebound | Rebound Therapy is the use of the Trampoline to provide controlled movement by trained staff in the techniques and benefits of trampolining. The aims to Rebound include:  It is fun and motivational   * Incorporates cross-curricular learning as a meaningful, fun and exciting challenge * Gives confidence in movement and improves physical fitness and skills * Improves motor skills, body awareness, balance and co-ordination * Promotes positive relationships and builds self-esteem, confidence and independence * Increases eye contact and vocalisations * Meets individual sensory needs | | | | | | | |
| Physiotherapy | The main aims of Physiotherapy for Children in our support pathway are to:   * Increase core stability * Increase and maintain the range of movement * To learn early movement patterns, eg, crawling * To promote the use of standing and walking equipment * To allow students to access the MOVE program   All students will follow their own physiotherapy programs written by the child’s named physiotherapist. | | | | | | | |
| Swimming and Hydrotherapy | Sessions will be differentiated according to the pupil’s own starting point. The benefits of swimming/hydrotherapy are:   * The warmth of the water * Buoyancy * Movement in the water * Creating turbulence around their limbs * Multi-sensory environment.   The pupils will also experience entry into and exits from the pool. | | | | | | | |
| MOVE | A.4 Can maintain sitting balance on a chair for minimum of 30 seconds without prompts  B.9 Can bring head to an erect, midline position when head is turned to the left/right while sitting with upper trunk support  C.4 Can tolerate weight bearing for a minimum of 45 minutes per day in stander | | | | | | | |
| Sensology | Sensology aims to wake up the 5 basic senses (see, hear, smell, taste and touch). Through this activity all of senses are stimulated.  We also use sensology to support your child’s awareness, engagement and enable them in time to show a preference to taste, textures, smells, movement etc. | | | | | | | |
| Food exploration | Pupils will experience a wide range of different of foods with all of their senses, using their preferred methods to achieve the desired outcomes. This is essentially play, exploratory play and we must facilitate this play. This may be a repetitive experience that helps to establish confidence in this exploration. Sessions may be presented in the form of a sensory cooking activity, story or a song. | | | | | | | |
| Music | **All skills to work on a spiral of development which are revisited throughout the year during music lessons. Not all students will achieve all outcomes but opportunities must be presented.**  **Singing:** Explore vocal sounds. Adapt their mouth shape to add more definition to the sound. Developing intentional sounds using rhythm and pitch variation. Give a consistent response to familiar songs. Explore different vocal sounds for different types of songs.  **Composition:** Make simple choices when creating a musical sound. Explore different sounds to inform a more detailed choice. Select sound to play in a chosen order. Make a score for their composition (e.g. Using PECS cards)  **Performance:** Explore the sound of a musical instrument. Initiate sound using cause and effect. Control an instrument or sound maker. Perform within a musical structure. Follow a conductor.  **Listening and Responding:** Respond physically or emotionally to music from variety of styles, traditions and genres. Show an awareness of where the sound is coming from. Anticipate the sound which is about to happen. Express a preference of if they want to hear the music again.. | | | | | | | |
| Reflexology | This promotes movement and positive touch as a way of providing opportunities for spatial awareness through the vestibular system. This also encourages an understanding of how their body parts are connected through the proprioceptive system. Stanton Vale Reflexology is designed to encourage calmness, reduce stress, anxiety and relieve tension. It will help improve mood, encourage engagement, social interaction and increase receptiveness at the pupils own personal level | | | | | | | |
| Resonance Boards | These sessions will provide all pupils with a multi-sensory experience in a consistent, structured way that enables anticipation, communicating preferences and social skills such as taking turns, listening to others and using eye contact. | | | | | | | |
| Special Yoga | These sessions will create an engaging and calming environment where students will experience techniques and practices to enhance their physical, emotional and physiological well-being.  It can contribute to alleviating seizures, spasms, dystonia and stiffness and can also improve and/or develop regulation, sensory overload, sleep, behaviour and body awareness. | | | | | | | |
| **My World** | PSHE | The support pathway embeds PSHE skills cross-curricular to ensure students receive tailored, relevant opportunities to develop PSHE skills throughout the day, these opportunities are noted directly on the timetable and have direct links to physio programs, eating skills, sensory support and emotional regulation.  The areas planned and targeted are:  Self-Awareness; Self-Care; Managing Feelings; Healthy Lifestyles; The World I Live In; PSEschool | | | | | | | |
| RE | RE is taught across 6 full curriculum days each year. These are linked to the schools Long Term Plan and are on a roational cycle to ensure students gain coverage. Support pathway work on exposure to a variety of faiths and Religious Education outcomes, whilst immersing students in Faith based stories, cultures and rituals. | | | | | | | |
| RE Focus | Which Places are Special and Why?  F3 | Who is a Hindu?  2.8 | Why is Jesus inspiring to some people?  2.3 | What does it mean to belong to a faith community?  1.7 | What is special about our world?  F6 | | Who is Muslim?  Unit 2  2.6 | |
| Assemblies | Assemblies contribute to the pupils spiritual development, which extends beyond the things taught in formal learning activities, they will provide a variety of experiences which give potential for the development of an awareness of self, others, the natural world and the world around, and an awareness of religious belief, celebration  and practice. | | | | | | | |
| Forest School | Being in nature offers practical, sensory experiences that are suited to the preferred learning styles of many SEN children. Sessions allow children to learn at their own pace, but follow a loose structure with opportunities for adult-introduced activities, free play, snacks and reflection, so learners know what to expect. | | | | | | | |
| Starting Out:   * Explore * Experience * Our senses * Taste | | Creativity   * Build a natural den * Being creative using natural resources * Stories, plays and poems * Making music | | | Seasonal awareness and Fire   * Approach and be comfortable of the experience * Hot and cold * Fire stories | | |
| Personal Care/skills | All children will have personal care routines that encourage them to develop self-help skills and encourage independence in feeding, drinking, toileting and dressing. | | | | | | | |
| Dance Massage | Dance Massage is an experience that uses music as it’s main focus to encourage communication between the individual and the Dance Massage partner. A variety of sensory objects are explored on different areas of the upper body and hands along to the rhythm and beats within the preferred piece of music. Dance Massage also:   * Is a shared experience between the individual and partner * Explores different sounds/rhythms in different ways * Supports the individual to be aware of the music * Showing preference for particular music * Supports fundamental communication skills such as vocalizing, turn-taking, echoing and making choices * Supports individual awareness of their own body | | | | | | | |
| Massage story | Story Massage is a fun and interactive way of enjoying positive touch through storytelling and simple massage strokes. Benefits will vary depending on the child, situation and where they are. Benefits may include:   * Individual attention * Build on sensory awareness * Relaxation of the body * Increased self-awareness * Experience dedicated ‘calming time’ | | | | | | | |
| Sensory Outdoor Learning and Experiences | These sessions will give the pupils opportunities to access learning outside of the classroom. Although it may be timetabled, it is encouraged to capitalise on good weather conditions to explore and engage in the outside environment. These sessions could include tuft spot wet activities, bubbles, wind socks, sensory walks and proprioceptive activities | | | | | | | |