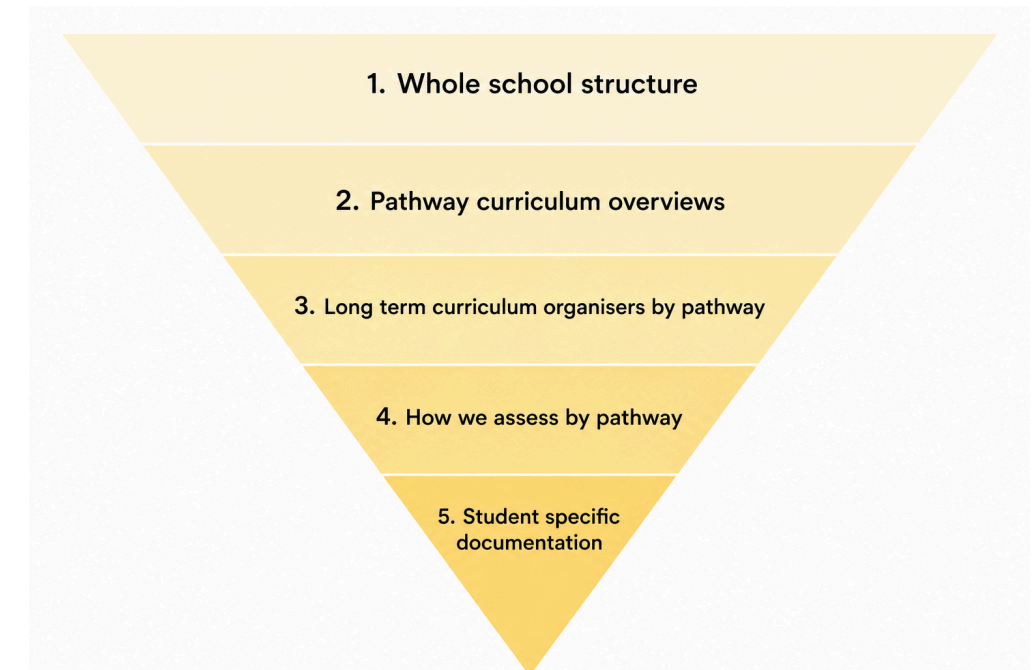


Teaching and Learning Framework

The table below and associated, linked documents are designed to provide an entry point into and through how our school is organised in relation to its educational offer and assessment, taking this from whole school through to an individual, personalised level.

At **Connaught Special School** we have two curriculum pathways, developed to allow cohesive grouping of learners based on their learning characteristics (see table below).

Each pathway has distinct curricula, delivery methods and processes for assessment, and these can also be accessed below by following the relevant links at the bottom of the desired pathway.



Curriculum Pathway Descriptors	
Explore Pathway	Challenge Pathway
Young people working within this pathway show emerging communication and contextual awareness. They will respond and might initiate communication but will communicate primarily through expressions of behaviour. They are exploring the world around them by welcoming and seeking sensory experiences. They might be learning to respond to familiar routines. They show signs of awareness of others and of emerging joint attention.	Young people working within this pathway consistently show communicative intent. They show clear signs of engagement, both with other people and the world around them. They might anticipate cause and effect responses and they take part in activities requiring sustained shared attention. They show signs of emerging autonomy and resilience. They might be able to engage in some form of structured teaching and learning. They increasingly show social awareness and are able to demonstrate some resilience and flexibility. Although they are aware of others, they need specific support to navigate social situations. They will be able to access some early subject learning with a focus on thinking and problem solving.
LONG-TERM CURRICULUM ORGANISER	LONG-TERM CURRICULUM ORGANISER

Pathways are an organisational tool and therefore flexible. Where students respond to content differently teachers and leaders may identify a more appropriate pathway to meet developing needs. In addition, some learners will sit at a point that requires provision to bridge across pathways in single or multiple areas - this is achieved through personalisation of input and content by the class teacher.