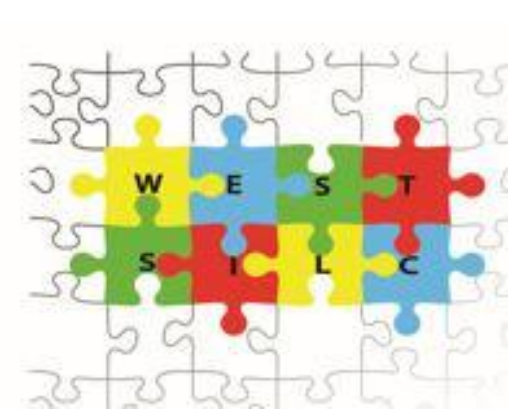


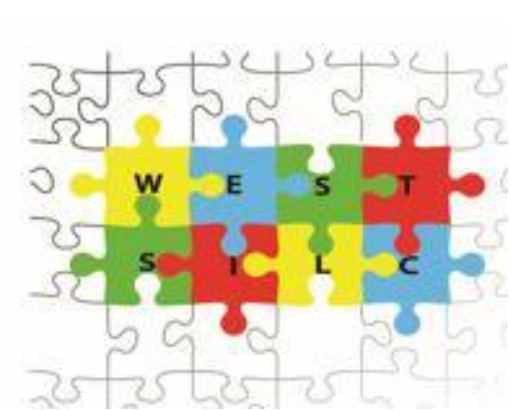


# *Connect Pathway at West SILC*



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# Pathway overview

The Connect Pathway provides learners in Key Stages 2-4 with access to a highly personalised and adapted National Curriculum, tailored to individual sensory, communication, and learning needs. Learners are supported through Total Communication strategies including Makaton, Aided Language Displays, Objects of Reference, and Intensive Interaction. Core subjects like English, Maths, and Science are delivered through structured schemes, sensory experiences, and life skills integration. Additional subjects—including Humanities, Creative Arts, RE, Computing, and PE—are embedded in rotating topic cycles and drop-down days to enrich learning. Regulation strategies, sensory interventions, and emotional support are integral, ensuring learners are ready to engage. Play-based learning, EHCP-driven targets, and weekly life skills community visits help foster communication, independence, and social development. The pathway promotes a holistic, engaging, and inclusive environment where every learner can make meaningful progress at their own pace.







# Curriculum Rationale

The Connect Pathway is designed to ensure that learners with significant communication and sensory needs access a highly personalised and meaningful curriculum. While learners follow the National Curriculum, it is delivered at a bespoke and carefully adapted level, tailored to the individual needs of learners who are typically working below Year 1 expectations. Teaching is adapted to accommodate diverse learning styles, sensory profiles, and communication barriers, ensuring full engagement and access for all learners.







# Curriculum Structure and Delivery

Learners in the Connect Pathway progress through the curriculum at a developmentally appropriate pace. Total Communication is embedded throughout the curriculum to support learners with complex communication needs. Staff utilise a combination of Makaton, Aided Language Displays (including a standardised 'Connect Core Board'), task plans, photographs, Objects of Reference, and Intensive Interaction. These tools ensure that learners have multiple modes of expressive and receptive communication available to them across all subject areas.



# Curriculum Structure and Delivery

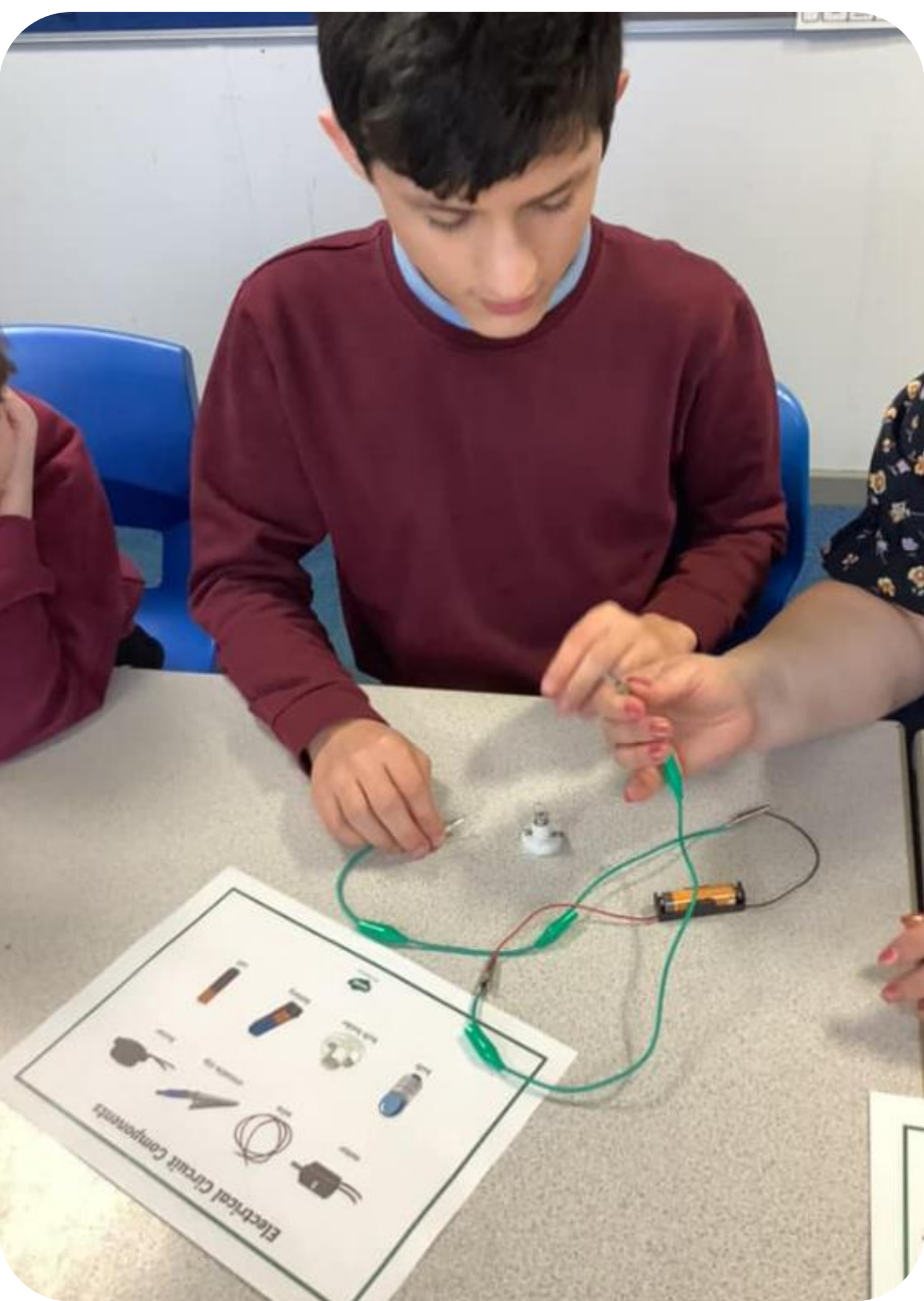
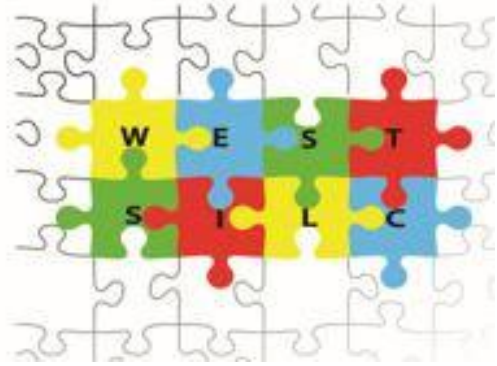
The curriculum is structured around rotating topic cycles—Primary learners follow a four-year cycle and Secondary learners follow a five-year cycle. Subjects are carefully selected and adapted to ensure alignment with learner needs, including attention, communication, and sensory regulation.

## Curriculum Subjects Overview

- English: Delivered via three weekly Talk for Writing sessions, using a focus story each half term to promote immersive, meaningful learning. Life Skills English lessons and structured phonics sessions (Read Write Inc.) are supported by interventions such as sensory stories and colourful semantics.
- Maths: Based on the White Rose scheme and delivered through structured teaching, continuous provision, and real-life contexts like cooking, money, and time. Lessons include hands-on resources and small group interventions.
- Science: Delivered twice weekly, adapted from the Equals curriculum, with an emphasis on practical, hands-on learning and attention sessions for vocabulary reinforcement.
- Humanities: History and Geography are taught in alternate half terms, enriching cultural capital and supporting topic themes.
- Creative Arts: Art, DT, and Music rotate half-termly, providing exposure to diverse creative experiences while developing independence and communication.
- RE: Weekly reflective sessions plus half-termly drop-down days provide immersive learning around cultural and religious beliefs.
- Computing: Taught through termly drop-down days focused on key skills.
- PE: Weekly Real PE sessions support physical development and communication through structured activities.











# Curriculum Structure and Delivery

Connect Pathway's curriculum is tailored to each learner's level of engagement. A variety of teaching strategies are employed to foster and develop this engagement. In addition to participating in topic-based learning, learners' special interests are incorporated into lessons to further enhance motivation and involvement. Learning is delivered in a way that best suits each individual learner, whether through group sessions or one-to-one support, ensuring their specific needs and strengths are fully met. Lessons are delivered in creative and engaging ways, such as through Attention Time, outdoor and play based learning and other interactive approaches, to capture learners' interest and support their learning.

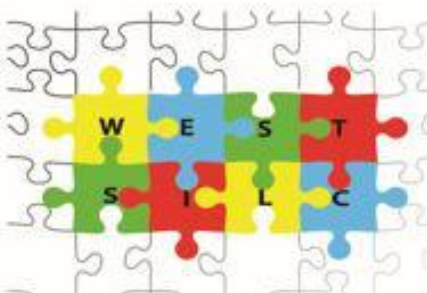






# Teaching and Learning approaches- Connect Week

The focus of Connect Week is on communication and transition, foundational elements that aim to foster better engagement, understanding, and resilience among learners. Taking place at the end of each term, Connect Week provides learners with a structured opportunity to develop essential skills that support them in coping with change and managing transitions throughout their learning journey.



# Teaching and Learning approaches- Connect Week

<p><b>Building Communication Skills</b></p> <p>A key aspect of Connect Week is communication. Each class rotates to different teaching teams within the Connect Teaching and Learning Group (TLG), creating opportunities for learners to interact with new adults and peers. Learners are guided by communication prompts to produce a specified product, but the primary focus is on developing effective interpersonal communication skills rather than the final product itself. This promotes confidence, self-expression, teamwork, and the ability to adapt to new social settings, all of which are vital for personal development.</p>	<p><b>Enhancing Cultural Capital</b></p> <p>Connect Week incorporates a range of "Every Learner Should" activities that enrich learners' experiences and broaden their horizons. For example, learners may plan and take part in a trip to the movies, providing an opportunity to practice essential planning and communication skills in a real-world context. These experiences are carefully designed to expose learners to cultural, social, and practical opportunities they may not otherwise encounter, fostering cultural capital and preparing them for life beyond the classroom.</p>	<p><b>Family Engagement</b></p> <p>Families play a critical role in Connect Week. They are actively invited to engage with the program, not only to view the products and items their children have created but also to gain deeper insights into their progress. The school works collaboratively with families, offering guidance on how they can support their children's development at home. These sessions also celebrate learners' achievements, fostering a sense of pride and community while strengthening the partnership between home and school.</p>
<p><b>Supporting Personal Development</b></p> <p>Through its focus on communication, teamwork, resilience, and cultural capital, Connect Week directly contributes to the personal development of learners. By participating in diverse activities and engaging with new experiences, learners build independence, self-confidence, and social skills, helping them to navigate both school life and the wider world more effectively.</p>	<p><b>Celebrating Success</b></p> <p>Every half term, themed sessions for Christmas, Easter, and summer bring an additional layer of engagement and celebration. Parents and families are invited to join in these events, which showcase the learners' work and progress in a festive and collaborative environment. These events not only highlight learners' successes but also promote a shared sense of achievement, contributing to their emotional and social well-being.</p>	





# Teaching and Learning approaches

As well as teaching the National Curriculum subjects, learners are supported with their sensory and emotional regulation. All learners 'check in' their Zones of regulation throughout the day and explore how to regulate their emotions with interventions and small class teaching. Each class has a ZOR strategy board which guides learners to regulate and understand their emotions. learners also have access to hydrotherapy, rebound therapy, sensory circuits and some learners have individualised plans in the sensory integration room. This ensures learners are ready to engage in all aspects of learning. Adaptations in the classroom have been made for specific learners such as adapted seating, access to OT recommended therapy supports such as putty, therapy balls and therabands.

All learners are supported to make progress with their EHCP small steps and this is included in curriculum subject planning as well as individualised support.



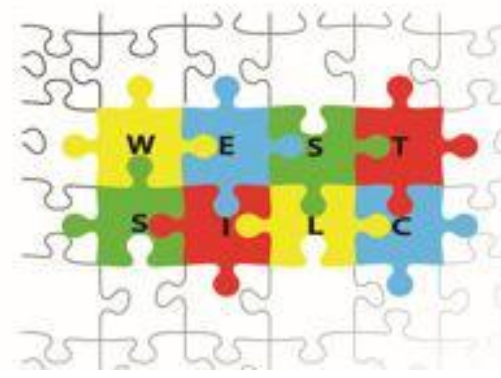


# Teaching and Learning approaches

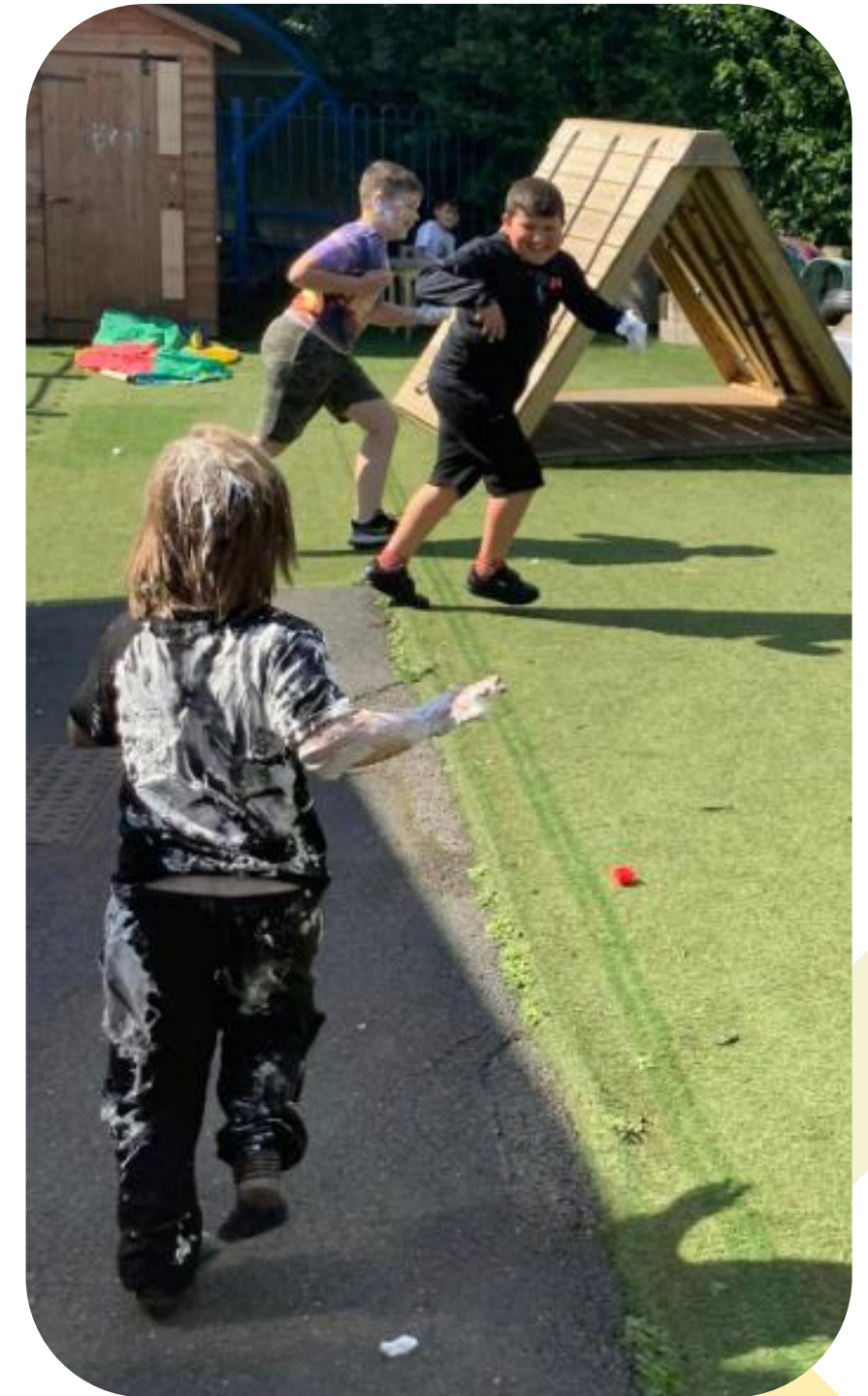




# Teaching and Learning approaches



Play is a vital component of learning within the Connect Pathway. It is intentionally integrated into all lessons—not only to enhance engagement—but also to support the ongoing development of key social and emotional skills. Through play, learners continuously practice essential abilities such as communication, collaboration, and tolerance of others in a natural and meaningful way. Working alongside others is a vital skill that is continually explored and developed through play. Whether through cooperative games, shared tasks, or imaginative scenarios, play provides meaningful opportunities for learners to practice turn-taking, listening, negotiating, and building positive relationships with their peers. Some learners take part in play interventions to target specific play skills. This is often directly linked to learner's EHCP small steps.



# Assessment and progress

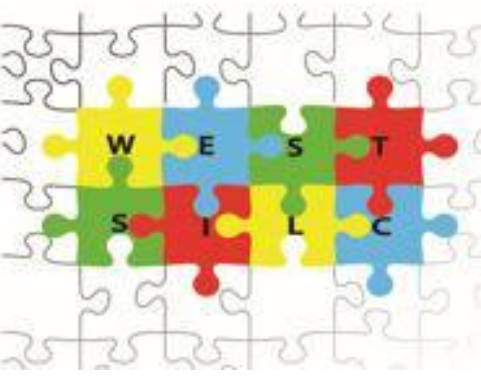


learners are assessed using Evidence for Learning, with progress tracked bi-annually through PACERs and STRIDES Volume One. Where appropriate, some learners are also assessed using the SCERTS framework to support the development of social communication and emotional regulation. Additionally, progress towards EHCP outcomes is reviewed and assessed three times per year, with a focus on small, meaningful steps tailored to each learner's individual needs.

## **Through the Connect Curriculum, learners will:**

- Develop and sustain positive, trusting relationships
- Communicate effectively at their individual level
- Achieve maximum independence in daily life
- Maintain positive physical and emotional well-being
- Access and participate safely in school and local environments
- Prepare for adult life through functional learning and experiences
- Recognise and celebrate their own achievements







# Preparation for the future

Life skills are central to our curriculum, supporting each learner in becoming as independent as their individual needs allow. These skills are woven into daily routines—from preparing breakfast in the morning to following task plans during lessons.

Each class also spends dedicated time in the community once per week, either in the morning or afternoon, to practice essential skills such as road safety, stranger awareness, travel training, and money recognition.

Daily living skills—including personal hygiene, dressing and clothing care, managing routines and time, and functional communication—are taught discreetly throughout the day to ensure consistent, practical learning opportunities.

In Key Stage 4, learners are supported in their transition to post-16 education through a range of strategies. These include the use of social stories, transition visits, gradual integration into teaching and learning environments, and opportunities to develop greater independence in preparation for the next phase of their education.







***For further information please  
contact Claire Lock, Pathway  
Leader***