



Kemball School

“We can because we try”



Progression Pathway Standards 2025-2026

Kemball School Mission Statement

‘We can because we try’



The prime aims and purposes of Kemball School are:

- To maximise each pupil’s potential by enabling him/her to achieve as much independence as possible and to enjoy a quality of life which is both stimulating and rewarding.
- To create a positive and professional environment which is achieved by offering a broad, balanced and relevant curriculum catering for the needs of the individual.
- To promote a supportive partnership involving pupils, parents, professionals and others concerned with the life of the school.

Our Curriculum Statement of Intent

At Kemball School our aim is to develop independence and the skills needed for learning and life.

The curriculum is designed to meet the individual needs of our pupils. It aims to provide motivating and relevant learning to maximise pupils' engagement and support progress. We strive to deliver wide and varied learning experiences that support the development of functional skills, independence and personal development. We recognise pupils' prior learning, provide practical/multi-sensory experiences, build resilience, develop communication and help every child to achieve their potential.

Our Curriculum Implementation

The curriculum has been designed in line with Rochford Review recommendations. The topic based approach provides stimulating learning experiences and links concepts in a meaningful way. The curriculum is differentiated at four levels: Multi-sensory pathway, engagement pathway, progression pathway and functional pathway. This meets the needs of our different cohorts of pupils ensuring that they access the learning experiences that are relevant and appropriate to them.

Impact

Our curriculum enables the pupils to make outstanding progress in all areas of their learning so that they can move onto Post 16 provision and a life beyond school. Our pupils leave Kemball with the communication, confidence, self-help and life skills that support overall independence. Functional accreditation and qualifications are achieved to enable our pupils to continue their learning journeys into adult life.

Progression Pathway

Lead: Maddie Billington

Classes as of Sept 2025: Paragon 2, Gladstone 1, Gladstone 2, Wedgwood 1, Bridgewater 1, Minton 2

1.1 Vision

The **progression pathway** sets the foundations for pupil's future education. Pupils study all curriculum subjects to develop breadth of learning. Emphasis is not only placed on the acquisition of key skills but also on offering a variety of opportunities and experiences whilst striving to develop independence in all that we do.

English

The English curriculum for the Progression Pathway is designed to enable pupils to develop fundamental English skills through a 'spiral' approach. A high quality text each half-term forms the basis of the English curriculum with the text being linked to the overall theme for that term. The nature of the 'spiral' curriculum enables pupils to frequently revisit a skill, several times throughout the academic year and throughout their school career. The progression of the skill will develop with each revisit based on the individual pupil's needs and ability. Progression of a skill may be seen in the form of increased independence, quicker recall, and application to other contexts, heightened focus and concentration or through specific, personal related targets linked to the pupil's wider development. The repetition of skills through different texts allows for new learning to build upon previously acquired knowledge and applied into new contexts enabling our pupils to make more meaningful and memorable links across the curriculum.

Spoken Language and Communication

- Speaking, listening, responding, discussing; poetry (this may be through rhymes, chants or song) and drama.

Reading

- Word recognition, decoding/encoding, word structure and spelling.
- Comprehension; understanding and interpreting texts; engaging and responding to texts.

Writing

- Transcription; spelling and handwriting.
- Composition; articulating ideas and structuring them in communication and writing

The high quality text for each half-term will be a work of fiction, with non-fiction texts/skills being integrated into the overall theme over the half-term. The core Text and non-fiction focus for the half term can be found in the 'Progression pathway core texts' document.

Maths

Pupils have 3 maths lessons per week Monday-Wednesday. The Numicon scheme of work is followed. Pupils will either be following the firm foundations framework or the Numicon handbooks. All staff will use the consistent vocabulary stated throughout the Numicon scheme of work.

PHSE

PHE is taught weekly during an afternoon session, either Monday, Tuesday or Wednesday. Teachers follow a rolling programme headed by six themes; Self-awareness, Self-care Support and Security, Managing Feelings, Changing and Growing, Healthy Lifestyles and The World I Live In.

Within each theme are a range of topics that are covered and teachers select the appropriate outcomes for pupils to work towards using the PSHE SEND planning framework. As well as these standalone lessons, pupils have opportunities to develop PSHE skills during daily routines e.g. morning day boards, circle time sessions, class jobs, and dinner times. PSHE is also closely linked with life skills and PE.

The topics in the PSHE rolling programme are fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE).

Within the topics, the statutory areas of Relationships Education for Primary are covered as well as the Sex and Relationships Education for Secondary pupils. **Parents do have the right to withdraw their child from some or all of Sex Education that is delivered in Secondary.** Parents are encouraged to contact their child's class teacher to discuss what will be covered and if they still want to withdraw will need to contact the Head Teacher.

Classes within this pathway will also teach 1x 'NSPCC Speak out to stay safe' lesson per half term.

Learning for Peace

Learning for peace sessions take place once a week on a Friday afternoon. All classes have a learning for peace guide book that sets out activities related to the following themes; developing inner peace, peaceful choices, peaceful relationships, peaceful actions and behaviours and peaceful communities.

Science

Science topics are identified on the yearly overviews. Science is taught over 12 topic days throughout the year to ensure coverage of topics.

Assessment

For all foundation subjects (History, Geography, Art, DT, PE, RE) teachers complete a curriculum skills map overview that references the current skill level that pupils are secure on and the skill level that they are working on. For English and PSHE, progression is tracked using progression steps on connecting steps.

Foundation subjects are tracked using topic milestones

Maths is tracked using the Numicon milestones

Computing progress is tracked using the computing key skills document

Topic (History/Geography and Art/DT)

All classes in the pathway follow a four year rolling programme of foundation topics. Topics are detailed on the four curriculum overviews.

Computing

Computing is planned following the Sheffield scheme of work. Activities are suggested throughout the scheme of work and teachers also further these through using own research and items from the loans library.

E-safety

For higher ability classes' e-safety sessions, Project Evolve is used to baseline pupils and provides all planning and resources.

For lower ability classes (identified by E-safety lead), e-safety objectives will be covered within the curriculum and not through a separate project evolve session.

E-Safety is covered in a discrete session once per half term in addition to a 30 minute weekly session using project evolve. This can be increased if the teacher deems it necessary for example if an issue crops up within the class, which needs to be addressed promptly.

E-Safety will also have elements delivered in a cross - curricular manner, in areas such as PSHE, English, Life Skills and Computing

Physical education

Teachers plan for PE unless outside agencies are delivering the session. PE is planned half-terminly and covers the following areas;

Dance

Athletics

Games

Swimming

Gymnastics

Outdoor and Adventure

Games

Swimming

RE

RE is taught six times over the year, over two topic days. Topics are based on key concepts, religions and festivals covering all six of the major religions, key events in the UK calendar, and exploring the personal experiences and beliefs of the pupils. This runs on a four year rolling programme with three levels of understanding to work on so that this acts as a spiral curriculum.

Class worship and reflection sessions are built around the needs of the children and can be either a reflection session (circle time) or a discussion of current affairs (possible use of Newsround), or class interests or issues that may have occurred throughout the day..

Life skills

For progression pathway pupil's, the life skills framework is used as a basis for a variety of life skills targets included cooking based, looking after the home, and going out in the community. Classes have a weekly life skills session which can be either: out in community, for example road safety and money skills within a shop; in the classroom, for example cleaning skills or self-help skills such as buttoning and zipping clothes; or some classes may choose to use the life skills training flat. In the flat there is the opportunity to begin to become more confident with independent living skills depending on level, for example the process of making a bed with support, folding clothes or learning about how an iron or washing machine works as an early introduction before the functional pathway.

Cultural studies

Cultural Studies is delivered over one week in the summer term, with a different target country each year. Teachers plan activities related to the target country, making sure that these activities cover at least four subject areas; usually History, Geography, Art and D&T. Within the Progression Pathway, Cultural Studies provides pupils with opportunities to; explore the sounds of other languages and develop speaking and listening skills through MFL activities where appropriate. Pupils are able to engage with the wider school during whole school activities. Pupils have the opportunity to explore and compare life and traditions of another culture through engaging and inspiring activities.

Music

Music is taught by Lorraine who is a specialist music teacher. It is taught in class groups with each session lasting 40 minutes. Music is taught on either a Monday, Tuesday or Wednesday morning alternate half terms.

Communication through play

Communication and play skills sessions are planned in for one session per week during the half terms where there is no music session taught. These are adult-supported sessions where adults model communication and appropriate interaction with others and are not an extra 'playtime' where pupils have free play.

Careers and pupil futures

All pupils throughout the school will have a focus on pupil futures and careers through their EHCP targets, curriculum links and life skills. Planning for this is embedded into curriculum learning. This will include, travel training, life skills, work experience and encounters and preparation for adulthood EHCP targets. Students are encouraged to apply the skills they have been practicing in life skills over the last few years to as many different meaningful environments as possible both within, and outside of, the school setting.

Travel training is tracked through the stepping-stones. Certificates for each step of the travel-training framework are awarded in pathway assemblies.

For pupils Year 7 and above there is an expectation that all pupils will have input from training providers including external employers and post-16 provision. External providers will be arranged by both Emily Buttery (careers lead) and class teachers.

Opportunities for pupils to expand their knowledge of careers and employability are also planned into any visits out in the community.

ECO

Environmental issues are covered at *least* once per term through cross curriculum links to any of the ten eco schools topics. Eco links are identified on the curriculum overviews. This is in *addition* to our eco jobs, eco committee and special eco days. There is an Eco Christmas fair and at least one special eco day per year.

Mental Health and Wellbeing

Mental Health and Wellbeing (MHWB) is interwoven throughout the school week for our pupils in the Progression pathway. Within this pathway, we promote positive MHWB through activities such as yoga, relaxation and reflection time, circle time sessions to discuss relevant issues within the class/ school/ world and mindfulness activities to encourage the pupils to be present and to focus at the start and end of school day and grounding exercises which are used as and when needed.

Alongside this we also have enrichment afternoons every half term until Summer 1 term. Each afternoon has a focus which correlates to one of the 5 areas to positive mental health and wellbeing; Connect, Take Notice, Keep Learning, Give and Be Active. Activities are planned by each classroom lead that link to the theme for that half term. The activities that are covered will be suitable for the cohort of that class and will provide the pupils with opportunities to explore an activity that promotes their own positive wellbeing. During the summer 2 term, we have a full day celebrating any of the 5 themes from the '5 ways to positive MHWB' that we have learnt about throughout the year. This day includes the progression Sport's event where parents are invited.

Within the Progression Pathway, MHWB provides pupils with opportunities to; engage with the wider school during whole school activities, learn strategies, activities or techniques to promote their own wellbeing at school and at home

and provides opportunities for pupils to 'check-in' with themselves and their emotions by providing self-regulation techniques in regards to behaviours.

1.3 Phonics

For children who are working on the RWI phonics scheme, it is taught 5 times per week. Children are split into groups for phonics based on their ability. Each term pupils will be assessed using the RWI. All pupils will have a RWI reading book matched to their current phonics level that is used for 1:1 reading sessions. This is to be logged on their 1:1 reading log in the reading folders.

AR Reading scheme and RWI Spelling sessions

If a pupil has completed the RWI scheme, they progress onto the AR reading scheme. A baseline Star read test is done followed by termly star read assessments. Pupils will have an AR reading book matched to their reading level (using the ZPD code given following a star read test). Pupils will be listened to reading during 1:1 sessions and guided with their understanding and comprehension of the text. When they are confident with the text, they then complete their AR reading quiz for this book.

Pupils on AR reading have RWI spelling sessions following the scheme during phonics sessions for the rest of the class.

All pupils have a 1:1 reading session at least 3x weekly and 1x weekly guided reading session.

All classes timetable 10-15 minutes of 'class story' time each day. This is where the teacher reads a story of interest to the class. The focus of this should be to model reading for pleasure and model comprehension skills.

Handwriting

All classes have a 5-10 minute handwriting session 5x per week. These sessions focus on purely letter formation and placement on handwriting lines. Pupils have either blank or lined handwriting books depending on their level of handwriting.

1.4 Communication with parents

The main form of communication on a daily basis is via Class Dojo. Photos and videos of individual pupils are shared in this way with parents via the private messaging service.

1.5 Communication needs

Augmented and alternative communication (AAC) are used across the progression department where appropriate and should be provided through a variety of methods in line with the whole school Total Communication approach. The use of widget symbols are evident across all classes with

timetables, cupboard labels and classroom displays labelled with the appropriate symbols.

Timetable symbols are specific to each pathway.

Communication boards, class communication books, iPad grid apps and switches are used to support the understanding of the children and to support them in answering simple questions throughout the day and within lessons. Makaton signs are used to support the learning and understanding of the children and are integrated into the teaching input and questioning of the staff.

Individual communication systems are adapted to the needs of the pupils and can include Makaton, PECs, Communication books, PODD books and electronic systems. Communication needs can be supported through Speech and language therapists and assistants and may be included on individual communication plans.

All classes are installed with a sound field which are to be used to support those in the class with hearing aids.

There is an expectation that communication boards/word mats are used within all lessons to ensure pupils are developing their vocabulary alongside using the aids as methods to support communication.

2.0. Sensory requirements

We have two sensory diet rooms, one in the primary corridor and one in the secondary corridor with items for meeting sensory processing needs. Classes have timetabled slots which are reviewed each year. Individual pupils can attend the sensory diet room 1:1 at any time.

There are also a range of sensory processing support items which can be used throughout the school day. These include the use of chews, rocking chairs, gym balls and weighted cushions or blankets amongst others and can be used in class to support sensory processing needs.

2.1 Behaviours

All staff will follow the school behaviour policy. Pupils with individual behaviour needs will have an individualised behaviour plan. For high-risk behaviours, pupils may also require an individual risk assessment.

Each class should have an appropriate system in place to reward good behaviours which incorporates dojo.

The 'fix it' system is used consistently as a way for children to deal with any behaviour incidents that may have occurred. The zones of regulation are used as the main tool to support children's understanding of their emotions and behaviour. All classes have a Zones of regulation display and visual 'toolboxes' (for general use and individualised for pupils who need them).

The school uses Safety Interventions as a safe holding technique as a last resort. Only trained staff members will use Safety Interventions. If a Safety Intervention is used to hold a pupil's parents will be informed.

2.2 Staffing

All classes will be assigned with the appropriate number of staff for the needs of the class at the beginning of the year.

2.3 Timetable

Teachers follow the progression weekly timetable as a structure and adapt to include their individual class music, swimming and PE slots. Teachers include specific interventions such as speech therapy or fast track that will be carried out in their class. Timetables follow the planning requirements detailed above and ensure coverage of all subjects required in the progression curriculum. Each day starts with 'dayboard' time which includes a review of the class timetable for the day ahead, the date, the weather and a 'check in' with the ZOR for pupils. Teachers may ask a 'question of the day' to practise communication skills during this time.

2.4 Classroom environment and displays

All classes have a day board in class with appropriate resources for the children. This should include a widget

Classroom cupboards and displays are labelled using widget

All classes also have a Read Write Inc. display and a Numicon display in addition to a zones of regulations display/area.

All classes have a labelled reading area with age-appropriate books that reflect the classes' ability and interests as well as exposing the pupils to a range of different types of reading material e.g. magazines, books, leaflets.

2.5 Now I know sheets

Now I know sheets are completed at the end of each half term.

2.6 Educational visits

The progression pathway places great importance on educational visits to enrich pupils' educational experiences and offer real life learning opportunities.

All classes within the pathway must go on at least 1 trip per half term in the local area (e.g. walking to the shop to buy ingredients, going to the local café) and 1 trip further way each term.

Consent for local trips in the community are gained from parents in September.

2.7 Data, assessment and tracking

Connecting steps

Connecting steps is used to track progress of English and PSHE.

Other assessments

- **EHCP targets**
- **Numicon milestones**
- **Insight** – Science, History, Geography, Art and DT milestones are used to track progress in these subjects and are found on insight.
- **Phonics assessment**
- **Star Reading tests.**
- **Big Write** – Professional judgement is required to assess the ability of the pupil if they are to be assessed on Big Write. If they are making intentional marks then Big Write assessments can commence.
- **Communication** – Depending on the type of communication requirements there are PECS assessments in place to track progression of pupils using PEC

