



"We can because we try"



Progression Pathway Standards 2026-2027

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' Education, Health and Care Plans, prior learning, provide practical/multi-sensory experiences, build resilience, develop communication and help every child to achieve their potential.

Our Curriculum Implementation

Our curriculum has been designed to inspire engaging learning experiences and to connect concepts in ways that are meaningful and relevant to learners. 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 strong progress across all areas of their learning, preparing them for successful Post 16 provision and a life beyond school. We strive for every pupil to leave Kemball equipped with the communication, confidence, self-help and life skills needed to support their independence.

Progression Pathway

Academic year 2026-2027

Pathway Lead

Maddie Billington

Classes (September 2026)

- Paragon 2
- Bridgewater 1
- Gladstone 1
- Gladstone 2
- Wedgwood 1
- Minton 2

Progression Pathway Vision

We unlock each child's potential, celebrating individuality and meaningful progress every step of the way.



Lesson structure

In Progression all classes follow the following lesson structure to ensure consistency and high-quality teaching throughout the pathway.

Progression Pathway lesson structure

I do, We do, You do

The vocabulary and “I do” sections of the lesson may be delivered in small groups where this better meets the needs of the pupils, rather than to the whole class.

1st	• Previous learning • Vocabulary – Introduce new and recap previous. • Vocabulary - Use a multi-sensory approach: say it, show it, define it simply, and use it in context.
I	• Share learning objective (simple and achievable) • Teacher models learning – keep short and focused • Teacher models thinking aloud using key vocabulary and simple language.
We	• Guided practice – pupils practice with structured support from teacher/TA. • Reduce support gradually as confidence builds. • Asses which children are ready for the ‘I do’ and which need more guided practice or another ‘I do’ model.
You	• Provide appropriate scaffolding and adaptations • Independent, monitored practice (teacher/TA circling) • If misconceptions arise - Stop and re-teach – re-model using a different approach if needed.

Lesson non-negotiables

- Follow the key elements of the lesson structure
- Resources, books, enhanced provision all set out prior to the start of each lesson.
- Multiple means of representation (visual, auditory, kinaesthetic) are used.
- Lessons follows a predictable structure to reduce cognitive load and anxiety.
- Transitions are clearly signposted.
- Behaviour is understood as communication; responses are calm and supportive.
- Adults promote independence and facilitate learning, not dependency.
- Teaching assistants and support staff are deployed strategically

Enhanced Provision

Enhanced provision consists of carefully planned activities and resources added to the learning environment to reinforce, revisit, or extend learning. Enhanced provision may include tuff trays, the use of technology, reading areas, role-play opportunities, and other practical and engaging activities. These experiences will be carefully planned and linked to current learning objectives, providing opportunities to extend children's understanding, revisit and consolidate previous learning, and recap key knowledge and skills.

Morning arrival

Pupils arrive into classes from 8.45-9.15. Teachers plan appropriate landing routines for their class. These may include sensory diet, 1:1 reading, interventions such as speech and language or fast track phonics. This morning session is mirrored in the interventions session at the end of the day at 2.30

Dayboard

Each day starts with 'dayboard' time at 9.15am in all progression classes. This 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 want to ask a 'question of the day' to practise communication skills during this time.

The dayboard session is inclusive for all pupils and if some pupils struggle to sit with the whole class dayboard session, then they should have an individual dayboard folder to go through with the support of a TA. This covers all parts of the dayboard.



Class Story time

All classes timetable 10-15 minutes of 'class story' time each day, usually before dinner. 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.

Pupils who find it difficult to engage with adult-led group stories will be supported by providing an appropriate alternative, such as independent reading in the reading area, listening to an audiobook on the computer, or 1:1 reading with another member of staff.

Interventions

At 2:30 pm on Monday, Tuesday and Wednesday, the classes include dedicated intervention sessions. These sessions are planned by class teachers and provide an opportunity for staff to deliver targeted interventions that meet the individual needs of pupils. Interventions may include Speech and Language, Attention Autism, Fast Track Phonics, and other personalised support programmes.

Pupils who are not participating in an intervention during this time are provided with an appropriate, engaging and meaningful activity that supports their learning and promotes independence.

Subjects

English

Our English curriculum maps out quality fiction texts for each half term. The following classes work with the same English text each half term;

Paragon 2 and Bridgwater 1
Gladstone 1 and Gladstone 2
Wedgwood 1 and Minton 2

Non-fiction texts/skills are integrated into the overall theme over the half-term and are mapped out on the half termly overview.

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 assessments

All pupils have a RWI reading book matched to their current phonics level that is used for 1:1 reading sessions.

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

Accelerated Reading (AR) scheme and Read Write Inc (RWI) Spelling sessions

If a pupil has completed the RWI scheme, they progress onto the Accelerated Reading reading scheme. A baseline Star read test is done followed by termly star read assessments. Pupils have an AR reading book matched to their reading level (using the ZPD code given following a star read test). Pupils are 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.

Guided Reading

Guided reading are planned using the pupil's milestones for Reading comprehension. During Guided Reading the focus is on comprehension.

Handwriting

All classes have a 5-10 minute handwriting session 5x per week. This is usually after phonics or spelling at 1.30.

These sessions focus on purely letter formation and placement on handwriting lines.

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. Pupils work is evidenced in Maths books to explain what the pupil has achieved that lesson or on Evidence for Learning

Teachers assess progress using Maths Numicon milestones on insight

PHSE

PSHE 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.

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.

Toothbrushing

Within our pathway we are committed to promoting the health and wellbeing of every child. Through our participation in the Brilliant Brushers supervised toothbrushing programme, we aim to establish positive oral health habits from an early age, supporting children to develop lifelong skills that contribute to their overall health and wellbeing. Through the Brilliant Brushers programme, we strive to ensure that every child has the opportunity to develop healthy routines that will benefit them throughout their lives.

NSPCC sessions

Paragon 2 and Bridgewater 1 use the NSPCC PANTS resources to teach one session per half term to recap PANTS rules.

Gladstone 1 and Gladstone 2 (years 5 and 6) teach 1x 'NSPCC Speak out to stay safe' lesson per half term.

Wedgwood 1 and Minton 2 use the NSPCC Speak out to Stay Safe Assemblies as a recap.

Mental Health and Wellbeing

Mental Health and Wellbeing (MHWB) is interwoven throughout the school week for our pupils in the Progression 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.

History

History is taught through eight dedicated topic days across the academic year. The four-year cycle includes the following themes:

- **Year 1:** Local Area History (2025-2026)
- **Year 2:** Changes in Technology and Toys (2026-2027)
- **Year 3:** How We Travel and Places We Have Been To (2027-2028)
- **Year 4:** My Family and Homes (2028-2029)

At least one trip with History as a focus is planned for Progression classes each academic year.

Geography

Geography is taught through eight dedicated topic days across the academic year. The four-year cycle includes the following themes:

- **Year 1:** Local area and the UK and where people live (2025-2026)
- **Year 2:** Weather and Climate (2026-2027)
- **Year 3:** Explore the land and explore the water (2027-2028)
- **Year 4:** Looking after the environment and sustainability (2028-2029)

At least one trip with Geography as a focus is planned for Progression classes each academic year.

Art and DT

Art and DT also follow a four-year rolling programme of topics. Each year, all classes explore the same skills, with learning differentiated and adapted across the milestones.

Science

Pupils follow a four-year rolling programme of topics. Science is taught over 12 topic days throughout the year to ensure coverage of topics.

- **Year 1:** Electricity, Light and Sound and Animals and Humans (2025-2026)
- **Year 2:** Plants and Properties and Changes of Materials (2026-2027)
- **Year 3:** Animals and Humans and Forces, Magnets Earth and Space (2027-2028)
- **Year 4:** Living Things and their Habitats and States of Matter. (2028-2029)

Teachers should also plan opportunities for working scientifically for each topic area.

Computing

Computing is planned following the Sheffield scheme of work. A plan is provided with an assessment section linked directly to the key skills document. Computing is planned half-termly and is taught once a week on a Monday, Tuesday or Wednesday afternoon.

E-safety

All classes within the pathway address a shared E-safety theme each year, with distinct core topics planned for each half term (as outlined in the E-safety rolling programme). In addition, dedicated E-safety sessions are delivered once per half term and are further reinforced through cross-curricular opportunities in Computing, PSHE, and other subjects where meaningful links can be made.

We have an E-safety school group and one pupil per year is nominated to attend E-safety meetings and feedback to the class.

Physical education

Teachers plan for PE unless outside agencies are delivering the session.

PE can be taught in the hall in timetabled slots or outside in good weather.

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 games) or a discussion of current affairs (possible use of Newsround if appropriate), or class interests or issues that may have occurred throughout the day.

Life skills and Preparation for Adulthood

Preparation for Adulthood milestones in insight are used to assess a variety of life skills targets included cooking based, looking after the home, and going out in the community.

Progression classes have designated Preparation for Adulthood days, which are outlined in the Progression curriculum overview. These days focus on developing practical life skills through activities such as accessing the local community, practising road safety and money-handling skills in shops, and learning everyday skills in the classroom, including cleaning and self-care tasks such as fastening buttons and zipping clothes. Secondary classes may also use the life skills training flat to support independent living skills.

Preparation for Adulthood can also be accessed at many other times during the school day. Our pupils have lots of opportunities throughout the school week to work on their Preparation for Adulthood skills for example;

- taking part in class jobs
- helping at dinner times
- independence in the classroom
- helping with tidying/cleaning in the classroom
- money skills in maths lessons
- cooking in DT lessons
- community walks
- whole school event days such as World Book Day where pupils are mixing with unfamiliar people
- School fairs

Trips form a large part of our Preparation for Adulthood provision. Teachers are encouraged to plan for at least one trip per term and several community walks.

Cultural studies

Cultural Studies is delivered over one week in the summer term for the whole school, 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 can engage with the wider school during whole school activities. Pupils can explore and compare life and traditions of another culture through engaging and inspiring activities..

Music

All pupils in the Progression pathway receive 3 half terms of music each school year either on a bi-weekly or half termly basis as appropriate for the class. The sessions are planned and delivered by Lorraine, the specialist music lead and taught in the music room. The pupils are taught in class groups, each class having a 40-minute session.

The music skills taught are in line with the national curriculum but with necessary adaptations being made appropriate for the levels of development, needs and abilities of the pupils. Pupils can access music at an individual level and develop their skills and abilities within an environment set up to maximize their full potential. Music is also used to enhance learning in other subjects and topics during class sessions. Assessment is ongoing throughout each academic year to ensure pupils are achieving, understanding and progressing in their musical learning

All pupils are invited to attend the choir which is held weekly throughout the year and are offered extra musical experiences through visiting performances and workshops during the school year.

Other Key Areas of Development

Communication and Play Skills sessions are planned for one session each week. These are structured, adult-supported sessions designed to develop pupils' communication, social interaction and play skills. They are not intended to be an additional free playtime. Adults actively model and facilitate communication, appropriate interactions with others, turn-taking, shared attention, play skills and the use of communication strategies appropriate to each pupil. Staff provide opportunities for pupils to practise these skills in meaningful and motivating play-based activities.

Teachers identify and plan the specific skills that individual pupils are working towards, drawing from PSHE milestones, EHCP outcomes, or the Pre-formal Whole School Communication and Interaction Milestones. Activities are appropriately differentiated to meet pupils' individual needs and provide opportunities for pupils to generalise and apply their skills in different contexts. Staff monitor pupils' engagement and progress during these sessions to inform future planning and target setting.

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.

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.

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

ECO

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

Learning for Peace

Learning for Peace sessions take place once a week for all classes within the pathway. These sessions are usually timetabled on a Friday afternoon following Communication and Play Skills.

The length of each session is determined by the needs and engagement of the pupils and may range from approximately 15 to 45 minutes. Teachers use their professional judgement to adapt the duration and activities to ensure pupils remain engaged and are able to participate meaningfully.

Each class have a *Learning for Peace* guidebook, which provides a range of activities linked to the following themes:

- Developing Inner Peace
- Peaceful Choices
- Peaceful Relationships
- Peaceful Actions and Behaviours
- Peaceful Communities

ROAS

All pupils have a red Record of Achievement folder (ROA). This will contain certificates, overviews of trips and overviews of special days. These should be passed up with the pupil as they move through the school.

ROAs show pictures of other children so that when the children leave school, they have memories of who their friends were.

Communication with parents

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

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 is evident across all classes with timetables, cupboard labels and classroom displays labelled with the appropriate symbols.

Timetable symbols are specific to each pathway although can be adapted depending of the overall needs of the class.

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. Visual resources is provided

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

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.. 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..

Behaviour

All staff will follow the school behaviour policy..

Each class have an appropriate system in place to reward good behaviours which incorporates dojo. During weekly assemblies, class staff chose two pupils to receive certificates – one for star of the week, and one for another area of learning or independence.

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 is 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 CPI as a safe holding technique as a last resort. If physical restraint is used to hold a pupil's parents will be informed. Some pupils may need a Safety Intervention Plan

Staffing

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

Classroom environment and displays

Day board

All classes have a day board in class located next to the whiteboard.

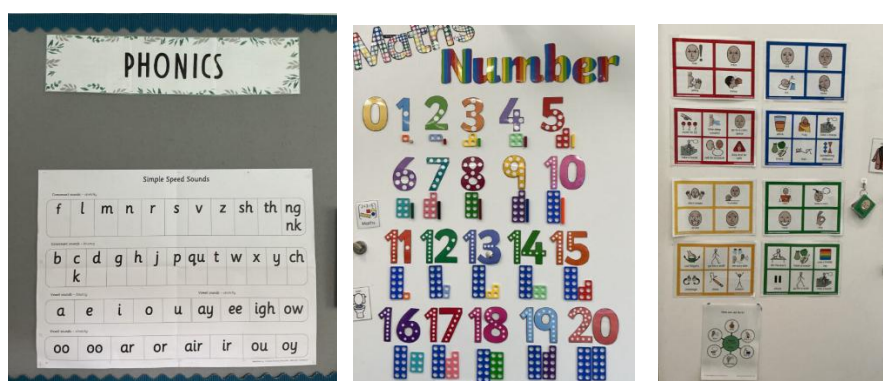


Resources

Classroom cupboards and displays are labelled using widget symbols stating the subject and be clearly displayed so that the children can see these and access resources themselves wherever possible. Children should be able to get their own resources wherever possible such as their reading book, pencils, crayons, workbooks.

Displays

All classes also have a Read Write Inc. display (which should be the speed sounds chart – simple or complex) and a Numicon display in addition to a zones of regulations display/area.



All displays should have the name of the subject on a widget symbol which is placed

Reading areas

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.



Writing areas

All classes also have a labelled writing area with a range of writing tools and templates to support independent writing, reflecting the ability of the pupils and their motivations. Writing areas can include fine motor tasks.



Sensory areas

Some classes may need a sensory/calm area set up or a regulation area. These can be in the POD or classroom or both depending on needs in the class.



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 away each term.

Data, assessment and tracking

- **Insight**
- **EHCP**
- **Numicon milestones**
- **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**
- **Now I know sheets**