



Kemball School

"We can because we try"



Functional Pathway Standards 2026-27

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.

Functional Pathway

Lead: Danielle Wall

Classes: Vocational classes - Regency 1, Aynsley 2

Life skill classes – Regency 2 and Aynsley 1

Vision - “Building independence, confidence and life-ready skills—preparing every learner for adulthood, opportunity and choice.”

The functional pathway prepares pupils for life beyond school. We aim to provide pupils with the skills they need to live as independently as possible in later life. We ensure all pupils have a broad experience of the workplace, providing them with opportunity to develop their employability skills through workplace visits, meetings with careers advisors, employers and training providers. Pupils working on the vocational curriculum begin working towards qualifications and accreditations (such as Entry Level Functional Skills, WJEC computing and ASDAN) with an emphasis across the whole curriculum on ‘real life’ applications. We also offer all pupils a range of enriching experiences and learning through Duke of Edinburgh (D of E) and Options which develop vocational skills.

Communication with parents

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

Curriculum

English

Vocational pupils follow an emphasis on preparation for adulthood areas alongside the development of functional skills. Students will access exams suitable to their ability levels if appropriate in years 10 and 11. Assessment for these pupils is linked to the exam specification and assists in choosing appropriate exam paths for pupils.

Life skills pupils will carry out English tasks linked to sensory stories. These currently run over a 2 year rolling program with half a term based on a fictional story and the other based on a functional aspect. Pupils are assessed against their pre entry level skills on Insight.

Maths

Vocational pupils are taught maths 3 times a week with both practical and formal written methods and additional time to embed maths skills during life skills sessions. They are encouraged to apply skills taught to real life everyday problems. Pupils use Numicon to support their learning and to prove answers to questions. Our more able pupils work towards an Entry Level Functional skills in Mathematics ranging from Entry level 1 to Level 1. Assessments are tracked on insight.

Life skills pupils will complete maths activities suited to their pre entry level ability. Pupils will use more practical equipment to explore the areas of maths. Some of the activities may be linked to the sensory story. Assessments are tracked on Insight.

Phonics, spelling, reading and writing

Children are split into groups for phonics and spelling based on their ability. Each pupil will have a baseline assessment done in September and then a termly assessment using the formal phonics skills assessment. All pupils will have a RWI or AR reading book matched to their current phonics or reading level that is used for 1:1 reading sessions.

A baseline Star read test will be 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 reading 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 Entry level spelling sessions following the Functional spelling lists.

All pupils will have a 1:1 reading session at least 3x weekly and 2x weekly guided reading session. All classes will 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.

All classes will have a 10 minute writing session daily. The focus of the writing sessions will differ depending on pupil needs but could include – pre-writing development, letter formation, hold a sentence, write a sentence.

Science–

Vocational pupils are taught weekly for one afternoon. Science topics are identified on the curriculum overviews for each year group.

Life skills pupils will encounter areas of science through ASDAN topics linked to the Preparation for adulthood areas.

PSHE–

Vocational pupils are taught weekly session. 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. Pupils in year 9 and 10 also complete ASDAN units that are linked to Personal progress. Pupils working towards ASDAN accreditation, some areas of PSHE are already covered through ASDAN topics. Areas not covered by ASDAN are detailed on the PSHE rolling programme and are delivered through weekly PSHE sessions.

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, Prefect duties and dinner times.

Life skills pupils will explore areas of PSHE through individual EHCP targets and the ASDAN units chosen by the class teacher.

All classes within this pathway will also attend 1x 'NSPCC Speak out to stay safe' themed assembly per half term. Following on from the assembly, pupils will go back to their classes for a class circle time/ discussion around the subject matter that has been focused on during the assembly.

RSE- RSE is covered through some PSHE sessions. We additionally cover detailed RSE learning for pupils who it is deemed appropriate for as standalone sessions.

Mental Health and Wellbeing days

Mental Health and Wellbeing (MHWB) is interwoven throughout the school week for our pupils in the Functional pathway. Within this pathway, we promote positive MHWB through activities such as relaxation and reflection time, class and personal discussion and nurture sessions to discuss relevant issues within the class/ school/ world, 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. 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. 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.

Computing

Vocational pupils work towards the WJEC computing accreditation at the Entry level they are working at. Pupils evidence is collected in computing files that are submitted to the exam board at the end of year 11. Computing is taught via standalone lessons and is planned half-termly and follows a rolling program linked to the accreditation.

Life skills pupils will explore technology through cross curricular links and ASDAN topics that have a focus on IT.

E-safety

Vocational pupils follow the rolling program set out in the curriculum document. These sessions can be supported by the Evolve programme E-safety resource or by identified links within the safety document. These sessions should also give opportunities for discussion and for pupils to ask about things they are uncertain of. Additional coverage which is connected to the pupils experiences should also be addressed.

PE (Duke of Edinburgh Physical section)

PE is planned half-termly as a D of E physical section. Pupils should be encouraged to identify their own interests, targets and make choices between skills and sports. PE can be taught in the hall in timetabled slots or outside in good weather.

Some classes will access in house swimming, and some classes will water safety sessions.

Duke of Edinburgh

Teachers plan sessions which challenge pupils in each of the D of E areas. Pupils will be covering the following- Skills, Expedition, Volunteering and Physical. Pupils should be offered choices in areas they would like to learn. If pupils have the ability they will supported to upload their own evidence onto the D of E online system. Alternatively staff can submit evidence for participants..

Options

Options will take place every Thursday. Teachers plan for their selected group a sequence of sessions. Aynsley 1 class will be completing their own Option session. Staff will review progress at the end of the term and pupils will showcase their progress through events. The options for this year are:

- Music
- DIY
- Art
- Health and social care
- Hospitality

ASDAN

ASDAN is planned and will state the criteria the pupils are working towards in that unit and the activity/time dedicated to working towards it. Teachers use the Qualification Specification to support in their planning to ensure that the assessment criteria is being fulfilled. Vocational classes will also use ASDAN sessions to further develop and embed various life skills such as cooking, shopping, using money and work experience for example in retail. Vocational classes work is submitted via a folder of evidence. This is marked, internally moderated and finally externally moderated.

Life skills classes use the ASDAN PP modules to teach against the Preparation for adulthood targets. Pupils work is evidenced and collected on Evidence for learning. Pupils will build up evidence over time and may revisit modules where needed.

RE

RE is taught through two RE days per half-term. 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. The aim of the RE days is to provide meaningful and immersive experiences for the children which allow them to experience a range of diverse cultures and beliefs. RE is closely linked to British values and SMSC with the children learning about their own and others' cultures through the means of the RE days. It is the expectation that pupils in the Functional pathway build their understanding of RE by progressing through the skills document and the three areas on the curriculum of Exploration, Developing Understanding, and Making Connections.

In the Functional pathway, class worship and reflection sessions are built around the needs of the children and can either be a reflection session similar to that of the Engagement pathway or a discussion of current affairs, class interests and issues, or sessions in which the children are able to reflect upon their choices and actions throughout the day.

Cultural Studies

Cultural Studies is delivered over one week in the summer term, with a different country covered each year. Teachers plan activities related to the current country, making sure that these activities cover at least four subject areas; usually History, Geography, Art and D&T. Within classrooms following the Functional Pathway, Cultural Studies provides pupils with opportunities to; develop their skills in the areas of History, Geography, Art and D&T; explore the sounds of other languages and develop speaking and listening skills through MFL activities where appropriate; engage with the wider school during whole school activities; explore life and traditions from another culture to develop tolerance and respect and finally to find out more about the people and places around them in the world in which they live.

Music – Music is planned and taught by a specialist teacher for selected pupils.

**Pupil Futures
Careers**

Thursday and Friday are our Personal Development days. This will include, D of E, life skills (travel training, cooking, home management), careers (enterprise and work experience and EHCP target work).

All pupils throughout the school will have a focus on pupil futures and careers through their EHCP targets (Preparation for adulthood), curriculum links and life skills. Planning for this is embedded into curriculum learning and in Functional classes stand-alone sessions are taught in the last week of each half term. This will include, travel training, life skills, work experience and encounters and preparation for adulthood EHCP targets. Students will be 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. Pupils will have the opportunities to apply life skills in ways such as going shopping, young enterprise projects and work experience.

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 will also be planned into any visits out in the community.

Travel training

Certificates for each step of the travel-training framework are awarded in pathway assemblies.

We encourage all of your pupils to get their bus passes ready as soon as they enter the pathway. Coffee morning support parents in the application process in the first half term of each year.

Staff are encouraged to have a travel training focus session during the last week of each half term. This will look different for each class and pupil. Please refer to the Travel Training achievement levels below.

You have achieved **transport awareness** level. This means you can identify all the different types of transport and know which are the most effective to get to where you need to go.

You have achieved **road sense** level This means you can identify hazards on the roads. Cross roads independently and use all forms of pedestrian crossings effectively.

You have achieved **safe to travel** level. This means you can use public transport with a group and identify where you need to catch the bus and how to act appropriately.

You have achieved **confident traveller** status. This means you can now use public transport and can perform all appropriate routines when catching the bus.

You have achieved **adventurous traveller** status. This means you have been able to use a train to go to a new location.

You have achieved **excellent traveller** status. This means you can use public transport effectively with support and begin to plan when you need to return and where you need to go.

You have achieved **outstanding traveller** status. This means you can start to plan routes with more independence and follow a timetable to ensure that you manage your time effectively.

You have achieved **semi-independent** travel. This means you are able to identify which mode of transport is required to go to a new area and plan your route with some support.

You have achieved **mostly independent** travel. This means you are independent with most aspects of your travel and only need some guidance with problem solving situations.

You have achieved **complete independent** travel. This means you are able to identify where you need to go, what the best way to get there, you can problem solve situation when problems occur and use transport consistently appropriately.

Preparation for adulthood and Life skills sessions

These sessions are embedded into the curriculum in a variety of different areas. Sessions will give pupils a chance to develop their preparation for adulthood skills which should include opportunities for travel training, home management, cooking and careers education. Fridays and the last week of each half term have a focus on personal development.

Data, assessment and tracking

Pupils are assessed and baselined at the start of the year with half termly updates on Insight.

Functional skills Entry level Maths and English

EHC tracking

Phonics assessment

AR assessment

Big Write – Professional judgement is required to assess the ability of the pupil to see if they are to be assessed on Big Write. If they are making intentional marks then Big Write assessments can commence.

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Pupil Voice

Each class has a **school council, ECO, Food for Life and E-safety** representative

Communication needs

Augmented and alternative communication (AAC) is provided through a variety of methods for those pupils who require it. The use of Widgit symbols are evident across all classes with timetables, cupboard labels and classroom displays labelled with the appropriate symbols. Communication boards and switches are used to support the understanding of the children and to support them in answering questions where these cannot be answered verbally. Communication boards are also used to increase vocabulary and scaffold speech. 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 for pupils who this is appropriate for.

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

Sensory requirements There is a Sensory diet room in the secondary wing with items for meeting sensory processing needs. 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.

Behaviours

All staff will follow the school behaviour policy. Pupils with individual behaviour needs will have an individualised behaviour plan. Each class 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 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

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

All classes have a Visual Timetable in class with appropriate resources for the pupils. This may use images of clocks or symbols.

Classroom cupboards and displays are labelled using Widgit symbols and be clearly displayed so that the children can see these. All classes also have a RWI display or RWI resources readily available as appropriate to the needs of the class.

All classroom displays have a clear and relevant purpose, appropriate to the level of the pupils.

Educational visits

As part of the pathway's emphasis on life skills and preparation for adulthood, trips out into the community are a regular part of the curriculum.

Public transport is used as much as possible to develop independence with travel. Visits are linked to the curriculum studied, and have a clear educational or personal development purpose.

Uniform

It is important that we continue to uphold high standards of uniform within the pathway and our aim is for consistency. Pupils have to choice to wear the red Kemball school jumper with shirt and tie or they can purchase a plain black jumper or Duke of Edinburgh jumper. We want to limit pupils wearing a range of branded clothes. Pupils can wear PE kit on the day they are doing PE.

