

Personalised Learning Pathway

Intent

At Woodlands Academy we pride ourselves on delivering a structured programme of education, tailored to each pupil's individual needs with their Education Health Care Plan at the centre of this.

The SEND Code of practice emphasises the need to look beneath the outward behaviours and identify what is causing them whilst considering the child or young person's SEND, emotional wellbeing, social circumstances and mental health.

Some of our pupils require even more of an individualised and bespoke curriculum. Those pupils accessing our 'bespoke package' face many challenges in their lives, ranging from difficult home environments, trauma, and anxiety to more complex social, emotional and mental health needs as well as 'demand avoidant' profiles.

Implementation

For those pupils who have 'demand avoidant' profiles or Pathological Demand Avoidance tendencies we offer a curriculum and pace of activity that fits with the students ability to engage at any given time which means a 'flexible curriculum' in collaboration with the student. In order to reduce their anxiety which will help them to access the curriculum strategies include:

- Flexibility to allow for an overall decrease in demands.
- Allow control of their learning and social interactions as much as possible. Planning for these students requires 'pathways' depending on their level of anxiety at any one given time.
- A highly individualised personalised curriculum and teaching style which where possible embeds special interests and offers rewards in a subtle, spontaneous way.
- Activities which develops skills to manage emotional regulation
- Give some control over their physical learning environment.

The Thrive approach will be used for many of the pupils accessing the 'personalised learning' pathway. Thrive is based on recent advances in neuroscience, attachment theory and child development and draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, Thrive equips us to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning. Initial baseline assessment identifies areas of significant need and crucially provides suggested approaches for staff in school to consider.

The 'personalised learning' pathway offer also includes:

- Small staff to pupil ratio or 1-1 support at different times during the day.
- 'Thrive' assessment and action plan to allow for the identification of emotional development so that provision can be put in place.
- 'Team around the Child approach', with the focus being on how to break down the 'barriers to learning'. Small team of key adults with an expertise of how to support pupils with high levels of SEMH e.g. attachment, bespoke behaviour strategies, including solution circle meetings.
- Access to a highly individualised, bespoke curriculum which includes 'weaving' in the pupils interests to meet the curriculum,
- Access to a nurture room based provision to enable positive relationships and access to learning.
- Individualised bespoke timetable and resources to meet individual need to enable positive access to larger groups.
- 1-1 interventions e.g. sand and clay, ARTiculate, Thrive, anger management, anxiety.
- Daily family liaison to support with behaviour strategies.
- Specific input from specialist leaders in areas of Pastoral, Behaviour, Sensory, T&L, Safeguarding.
- High level of multi-agency liaison and joint working.

Impact

The impact of this bespoke curriculum includes:

- Student follows personalised timetable and engages in the curriculum.
- Student begins to access small group work in main classroom.
- Pupil uses emotional tool kit / sensory diet to help regulate behaviour.
- Pupils achieve targets - Personalised Learning Intentions / EHCP
- Staff are well informed and feel confident when supporting a pupil with demand avoidant profiles and Social, Emotional and Mental Health Needs.
- Positive Behaviour strategies are effective in managing behaviours.
- Green behaviour scales are completed and based on helping the pupil to self-actualise through the creation and reinforcement of a positive self-image.
- Amber section of the Positive Behaviour Scale is completed with the pupil and helps to establish "stress" factors highlighting the need to understand the pupil and what is being communicated.
- Pupils academic outcomes are reviewed in line with prior attainment and national expectations where possible, leading to recognised outcomes for post 16 and further education or employment.

