

## Horizon Pathway

Pupils on the Horizon Pathway at Hornbeam Academy follow a semi-formal curriculum designed to promote learning through play, exploration, practical activities and community involvement. Targets are small stepped from the outcomes set out in each pupil's Education Health and Care Plan under the SEND areas of need: cognition and learning, communication and interaction; social, emotional and mental health and sensory and/or physical. Learners have the opportunity to make progress toward their EHCP outcomes every day.

Pupils following our semi-formal curriculum learn best when learning is related to their own experience. Some may learn through play; others will learn more effectively through functional activities, and yet others will respond well to a topic-based approach.

The curriculum supports pupils to:

- Develop communication skills in speech, gesture, sign or symbol so that they can interact with other people
- Make choices, follow instructions and explanations and access the key concepts needed for learning.
- Establish key skills in literacy, numeracy, science and ICT.
- Learn to co-operate with other people, to build positive relationships and to take responsibility for themselves.
- Learn the skills which will help them be more independent in adult life.
- Learn about the world around them and the wider community

The curriculum areas within our Semi-formal Curriculum address the priority areas relating to the development of young people with SLD: communication, cognition, self-care and independence. There are overlaps between our semi-formal curriculum areas and subjects on the UK National Curriculum. However, our semi-formal curriculum areas are designed to offer something totally distinct, to directly address SLD learning need, rather than an adaptation of the national curriculum in any form.

Learning across the Curriculum

At the semi-formal stage, the following are not curriculum areas in their own right, but are embedded across the curriculum:

- ICT
- SMSC (Social, Moral, Spiritual, Cultural aspects of learning)
- SEAL (Social and Emotional Aspects of Learning)

# Horizon Curriculum Areas

## My Communication

In this curriculum area, learners develop their expressive and receptive skills through speaking and listening and drama activities. There are also opportunities for pupils to develop their attention skills through engaging group sessions, supporting them to sustain attention across learning activities.

## My Thinking

This curriculum area develops thinking skills in their broadest sense. In 'My Thinking', learners encounter situation-based and contextualised problem-solving activities. This curriculum area explores investigating and exploring, making connections, memory, awareness of self and others and working through a problem. This area explores patterns and sequences, social and moral dilemmas, language for thinking, pattern, memory, and ways of finding new information.

## Myself and My Body

Through this curriculum area, learners enhance their overall health and well-being. Learners participate in physical education and swimming sessions. They are given opportunities to develop their fine and gross motor skills. They also learn to look after their body through personal care, healthy eating and safer lifestyle choices. This curriculum area also has a strong emotional and social dimension. Learners are supported to understand their feelings and their behaviours.

## How my World Works

This curriculum area focuses on practical skills and understanding. Areas of study include transitions, being safe in the world, choosing and using technology, sounds, cause and effect and discovery.

## My Creativity

This curriculum provides a meaningful context for learners to develop, within the priority areas of communication, cognition (thinking) and/or personal and social development. It also creates opportunities for the transference and generalisation of class-based learning. It covers the areas of creating and making, interacting with unfamiliar materials, working with others, likes and dislikes.

## Me and my Community

In this curriculum area, learners gain a heightened understanding of the people around them. Interaction with others in their community is prioritised, whether at a group, class, school or wider community level according to pupil need. This curriculum area also explores global citizenship, as well as rights and responsibilities.

## Acknowledgements

Before writing the Horizon curriculum, we researched and read from many sources including special schools' curricula, books and research papers. Some of these sources have formed the basis of our curriculum.

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Equals Play and Leisure schemes of Work