

IMPACTS

**IMPACT : Individual, Meaningful, Profile, Assessment, Curriculum,
Target Setting.**



The IMPACTS pathway allows pupils to experience a bespoke pathway of learning focused on communication, cognition, technology, physical and personal, social, emotional well-being skills.



Welcome to our IMPACTS Pathway

The IMPACTS Pathway is designed to meet the needs of pupils who are significantly less cognitively able than their peers in a bespoke way whilst also taking into account their social, emotional and mental health needs.

This pathway, originally set up for Key Stage 3 and 4 pupils, has grown in recent years and we are delighted to offer a pathway that runs throughout the school. The three IMPACTS classes are known as Squirrels Class (Key Stage 2), Badgers Class (Key Stage 3) and Oaks Class (Key Stage 4).

Pupils are identified for IMPACTS either through Local Authority consultations or by professionals working within Bower Grove School. In some instances, an underlying cognitive difficulty may not have been diagnosed at the time of the pupil coming on roll or may have become more apparent over time and a more bespoke approach to learning is needed.

Pupil well-being and the building of self-esteem and self-worth are paramount in enabling all pupils to achieve. The IMPACTS pathway enables a select group of pupils to learn and make progress at a rate that is achievable and appropriate for them, without comparing themselves with their peers in the wider school.

This bespoke curriculum pathway prepares pupils for adulthood. There is a clear focus on developing knowledge, skills and understanding so that these pupils can live a purposeful, meaningful and fulfilled life and are able to contribute to and become active members of their community.

The core subjects, as well as pupil outcomes and provision plans, are central to curriculum delivery ensuring that pupils have the necessary skills and knowledge to develop independence and life skills.

Squirrels Class

Squirrels Class is our IMPACTS Pathway Class for Key Stage 2.

Pupils in Squirrels Class have targeted lessons to develop their literacy, numeracy and problem solving skills. Teaching activities are largely practical, and adult support is targeted where needed. Activities are planned and timed appropriately to ensure maximum pupil engagement with opportunities for over-learning to ensure skills and knowledge are embedded.

Within the Squirrels Class timetable there will be a focus on life skills and community involvement. Pupils will come together with other members of the Impacts pathway regularly through planned formal and informal activities to broaden their friendship groups and develop their social skills.

Intervention will underpin curriculum delivery to ensure pupils are emotionally able to access learning. Social, Emotional and Mental Health interventions, Communication and Interaction, Cognition and Learning and Physical and Sensory interventions will be embedded into the day to ensure pupils develop the necessary skills for life.



Badgers Class

Badgers Class is the IMPACTS Pathway class for Key Stage 3.

Pupils in Badgers Class will follow a highly differentiated curriculum that has been planned to focus on what the pupils can do, to build their confidence and reinforce previous learning. The curriculum is based upon promoting engagement through choosing topics that pupils enjoy and can relate to, as well as focussing on areas of need to move forward with their learning.

The timetable allows for specific interventions that work towards the attainment of identified targets within the areas of Communication and Interaction, Cognition and Learning, Social, Emotional and Mental health needs and Physical and Sensory needs. Badgers Class will also complete some learning activities and record evidence of these achievements in a way that will ease their transition to learning for accreditation purposes in Key Stage 4.

Pupils will engage with the other IMPACTS classes to improve life skills, community involvement, social skills and to broaden friendship groups. The IMPACTS pathway curriculum has been written to provide cross-curricular links across all key stages, so that the pupils may work collaboratively and with purpose towards a specific event such as a school fair or a charity coffee morning.

The IMPACTS Pathway is designed to have a marked effect on pupils' learning linking to the school values of Respect, Responsible and Ready to Learn. Helping pupils to be 'Ready to Learn' through providing strategies and resources to help pupils manage their own worries, concerns and anxieties. Teaching pupils to be 'Responsible' by recognising that their behaviours have an effect on themselves and others. Learning what it is to have and give 'Respect' to themselves and others through the setting of consistent boundaries, underpinned by both rewards and sanctions and the promotion of positive behaviours.



Oaks Class

Oaks Class is our IMPACTS Pathway Class for Key Stage 4.

Pupils in Oaks Class benefit from a bespoke curriculum which is highly differentiated to suit their significant cognitive difficulties and yet remains age appropriate. Pupils in Oaks Class have targeted lessons to develop their literacy, numeracy and problem solving skills. Teaching activities often include practical aspects and are linked to topics that pupils find relevant and interesting. Adult support is targeted and bespoke resources and strategies are used to promote engagement, behaviour and learning. Activities are usually short and concise to ensure maximum pupil engagement with opportunities for over-learning to ensure skills and knowledge are embedded.

Through a variety of topics of pupils will engage in a meaningful and relevant curriculum which enables them to develop the knowledge, skills and understanding to live a purposeful and fulfilled life. There is a strong emphasis on communication and interactions skills to enable pupils to manage change effectively, as well as ongoing transitions, pupils develop resilience and responsibility over time to enable them to manage their daily lives.

Community links are continuing to grow and develop through the school's allotment, Spadework charity which provides care, support and meaningful opportunities to adults with learning and other difficulties as well as the Blackthorn Trust.

Pupils in years 10 and 11 will be offered opportunities to work towards an AQA entry level qualification with some pupils predicted grades at entry level 2 by the end of Key Stage 4.





IMPACTS General Information

Assessment

Pupils on the IMPACTS Pathway will be monitored in different ways. This will include:

Behaviour

SLEUTH is completed on a daily basis to provide reliable and valid behaviour related information. This is fundamental to support decisions made regarding factors such as: Individual Behaviour Plans, Pastoral Support Programmes, reintegration to certain lessons and staffing requirements.

SLEUTH is a direct link to the school's Reward and Sanction Policy, therefore providing robust opportunities for positive reinforcement and recognition.

Social, Emotional and Mental Health

Provision plans from an individual's EHCP are used to inform activities and interventions. These are tracked and monitored on a weekly basis. Provision plan targets are reviewed three times annually. All pupils will have a portfolio that will track progress made towards accomplishing provision plan targets.

The Boxall Profile is a tool that is used to measure the social emotional mental health and wellbeing of children and young people. The Boxall Profile can be used to plan and review the support given to pupils. It also provides a framework for the systematic assessment of pupils.

Pupil Asset

Pupil Asset is used to assess academic progress and will be completed by class teachers. The subjects to be formally assessed are; English: Reading, Writing, Spoken Language, Maths, Science and PSHE.

Wider Curriculum Activities

All activities that are planned and implemented by class teams will aim to directly and indirectly make an impact towards EHCP and Boxall targets. Some of these activities will include:

Offsite Visits

Offsite visits will be planned in collaboration with the Educational Visits Coordinator. Visit aims will vary from increasing the daily physical activity of pupils to experiencing and learning about new environments, building life skills and extending curriculum knowledge through life experiences.

Cooking

Pupils will gain valuable life skills through timetabled cookery lessons. Gaining experience of planning, preparing and producing a range of meals. They will be taught how to research a variety of recipes, develop their literacy and numeracy skills by costing and sourcing ingredients and gain knowledge of health and safety and culinary skills.

Gardening/Allotment

Pupils have access to the school allotment and outside learning areas. A love of the outdoors can be instilled by promoting the need to prepare and care for plants and wildlife. Other areas of learning can be discretely taught to pupils, such as basic biological concepts, when experiencing the garden/allotment space.

Reward Activities

IMPACTS Pathway pupils have access to the whole school Rewards Afternoon, which takes place on six occasions every academic year. The class team, in collaboration with the pupils, will set daily and weekly targets. Reward activities will be offered frequently to reinforce progress and positive behaviour.

Social Development

Pupils will participate in a variety of collaborative activities that will target social development. For example, board games will be played in small groups to teach pupils how to take turns, to show patience, to communicate with adults and peers and to experience winning and losing.

Physical Activity

Pupils will participate in different forms of physical activity during their school day. This will help to promote positive mental and physical well-being, whilst encouraging a life-long enjoyment of physical activity. Examples of daily physical activity may include walking to local shop, completing a daily mile challenge, participating in sports for enjoyment and experiencing local parks. The local amenities are varied and of high quality. Bower Grove School possess excellent Physical Education expertise and facilities, which can be utilised in collaboration with the subject leader.

Reporting

The Class Teacher will report to parents in various ways.

Every pupil in the IMPACTS Pathway will receive a school planner, this is to ensure there is a holistic overview of each child. School and home are encouraged to write details about anything that may impact a child so that the other stakeholder is kept informed. Parents are also encouraged to phone the school should they need to.

All parents/carers will have the opportunity to attend two parents evening consultations and an Annual Review of their child's EHCP yearly.

Each pupil will receive an Annual Report at the end of each academic year detailing their achievements and priorities for the year ahead.

Referring a Pupil

The cohort of Bower Grove pupils that access the IMPACTS Pathway is continually reviewed by the school Senior Leadership Team. A variety of data is used to initiate a transition or support from the IMPACTS Pathway, which may include: SLEUTH, Pupil Asset, Boxall Profiling, Behaviour Meetings, Pupil Progress Meetings and Senior Leadership Meetings. Pupil Progress meetings and Key Stage meetings will provide a forum for Teachers and Subject Leaders to initiate a discussion as to whether additional support is required for an individual. Any decision to relocate a pupil to IMPACTS Pathway will be in conjunction with parent/carer discussion.

