

Sir Charles Parsons School

Desired Outcomes of education: Aspirational pathways.

As a school we are continually challenging ourselves to be sure that we are providing the best possible educational experience for our students. This entails being forward looking, continually searching for new ideas and initiatives to enable us to provide improved challenging and innovative learning experiences for our students.

We have drawn upon the work of Dylan Williams 'Principled Curriculum Design and the SSAT (Redesigning Schooling Initiative) to review and improve our provision. The research promotes the principle of 'Desired Outcomes of Education (DOEs).

We have considered what is important for our students to know, believe and value to flourish in an ever changing world. This clear vision of what we want our students to achieve by the time they leave school education are referred to as the 'desired outcomes of education'. Using this principle we have reviewed our provision in order to create an educational experience which supports students to achieve the best possible outcomes they can.

The school has a diverse population of students and it follows that the outcomes will also be diverse. The desired outcomes of education have, therefore, been differentiated to reflect four different cohorts of student attainment. However, our students are unique and as such do not fit neatly into four pathways. The DOEs have been extended from four to seven pathways to reflect the wide ranging needs of our learners.

The DOEs underpin our curriculum and provision. Our curriculum is 'Aspirational'. In that, our curriculum design endeavours to maximise opportunities to provide learning experiences which challenge and support students to be capable, empathic, resilient individuals in the adult world.

Aspirational Pathways.

All students within school follow one of seven pathways. The pathways are linked to the DOEs and provide a range of aspirational outcomes which each student will be supported to achieve during their time at school.

Aspirational Pathways							
Pathway	red	orange	yellow	green	blue	indigo	violet
DOE Descriptors	SLD (m)	SLD (m)/SLD	SLD	SLD/SLD(s)	SLD(s)	SLD(s)/PMLD	PMLD

Student pathways are reviewed annually to ensure that as students grow and develop their changing needs are constantly reflected in the curriculum opportunities available to them.

Curriculum

The curriculum is continually reviewed to ensure opportunities to deliver the aspirational outcomes are maximised. Students within a red or orange pathway are engaged in subject specific learning and therefore follow a formal curriculum. National curriculum subjects are delivered within the formal curriculum in addition to vocational based learning at Key Stage Four and Five. The focus within the red and orange pathway is developing learning autonomy and generalisation of skills. However, to ensure success at the outcomes identified within a pathway, students may at times benefit from accessing a semi-formal curriculum. A semi-formal curriculum provides access to a modified subject specific learning and access to additional therapies (rebound, hydrotherapy, Thrive, SEAL, personal care and living skills, independent travel programmes). Students within indigo and violet access across the week an informal curriculum which is highly modified, experiential and theme based.

Education Health Care Plans

The objectives and aims within each individual's education health care plan are underpinned by the DOEs. The long term aims within EHC plans are based upon the DOE statements linked to each student's pathway.

As EHC plans are underpinned by the DOEs, student progress towards outcomes can be tracked and reported on.

The headings for the DOEs are described under the same four headings identified in Education, health care plans:

Living Individually as possible

Employment and the World of Work

Community and social Involvement

Remaining Healthy