

Special Educational Needs Pathways

Special Educational Needs and the Primary Language Curriculum

The Primary Language Curriculum contains Learning Outcomes and associated Progression Continua. The Learning Outcomes describe the expected language learning and development for children at the end of a two year period. The curriculum supports all children to progress and work towards these learning outcomes at a rate and a pace appropriate to their abilities and to have this learning recognised. The Progression Continua break down the learning outcomes across a number of milestones, from 'early a' to 'h', mapping out the journey that children of a wide range of abilities will take on their way towards a learning outcome. They map out the progression steps they will take and the progression milestones they will reach along the way, and in doing so they recognise the progress and achievements of all children.

Children with severe and profound difficulties may be at the 'early a' milestone. Children with moderate difficulties may be between milestones 'early a' to 'd'. The wide stretch of milestones reflects the wide range of children's needs at

this level. Children may be at higher or lower milestones in relation to different learning outcomes, depending on their strengths and needs in different areas.



Some children with more complex needs may take considerable time to make progress in one progression milestone and/or in one progression step; this is why the SEN pathways are provided.

Special Educational Needs Pathways

Pathways for Special Educational Needs

While teachers may have the highest possible expectations for the children in their care, not all children will achieve every progression step. Some children with more complex needs may take considerable time to make progress in one progression milestone and/or in one progression step. This is why the Special Educational Needs pathways are provided.

The Special Educational Needs pathways, or SEN pathways consist of seven pathways which describe, in broad terms, learning and development for children with more complex needs. These pathways are beneficial to teachers of children with more complex needs whose progress may be slow and otherwise difficult to recognise. They can be used together with the Primary Language Progression Continua to support teachers in recognising and supporting such children's progress within a progression milestone or a progression step.

The SEN pathways are designed to take account of the



incremental nature of progression among children with more complex needs. Although the SEN pathways are sequential, the complex nature of the needs of the children in question means that a child may be at an attending level in some areas of learning and at a higher or lower level in another. Progress may not be linear and some may continue at an SEN pathway in relation to a progression step for a considerable time.

Special Educational Needs Pathways

Using the SEN Pathways:

The SEN pathways together with the Progression Continua give teachers a way of recognising and supporting progression for children with more complex needs. Teachers can use the SEN pathways to recognise where children are functioning in relation to selected steps on the progression continua. Children may be at a different SEN pathway for different progression steps. Children can move forwards or backwards within the pathways. This supports children to progress at a rate appropriate to them and their areas of strength and need.

Examples of children's learning are attached to each SEN pathway and progression milestone. Each of the SEN pathways below is hyperlinked to examples of children's language learning and development and can be clicked into to view. These examples further illustrate and give teachers a sense of what the SEN pathways and the Primary Language Milestones look like. In doing this the SEN pathways together with the Primary Language Continua support progression for children with more complex needs.



While repetition and overlearning are essential to this cohort of children, where possible learning should take place in varied environments in order to maintain children's motivation, to show a greater sense of the child's progression and to give them opportunities to generalise. Given the wide range of children's needs and their strengths and interests, differentiation is key.

Special Educational Needs Pathways



Along with the child's individual educational plan (IEP), the SEN pathways and Progression Continua support teachers in planning the next steps in teaching, learning and assessment. The Primary Language Curriculum support material and planning frameworks will further enable teachers in preparing for and differentiating their teaching and learning.

Together, these supports along with a whole school approach and parental involvement can support a child with more complex needs to engage with appropriate, relevant and meaningful learning experiences. The Primary Language Curriculum and its supports enable every child to experience and enjoy as broad a curriculum as possible.



The Primary Language Curriculum and its supports, along with a whole school approach and parental involvement, support children with more complex needs to engage with appropriate, relevant and meaningful learning experiences.

Special Educational Needs Pathways

SEN Paths	The child...	Examples of children's language learning and development
Experiencing	is present during a learning activity, s/he is exposed and/or awake and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.	Video 1
Attending	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.	Video 1
Responding	demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.	Video 1
Initiating	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/ or influence that environment.	Video 1 Video 2
Acquiring	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.	Video 1 Video 2 Video 3 Video 4 Video 5
Becoming Fluent	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill /concept / knowledge learned.	Video 1 Video 2 Video 3 Video 4 Video 5
Generalising	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.	Video 1