



**Kingsley Special Academy**

LEARNING AT KINGSLEY · A GUIDE FOR FAMILIES

*Everything you need to know about how we teach, plan for your child, and celebrate their progress.*

**3 Pathways · 6 Curriculum Worlds · 100% Individually Planned · EHCP Outcomes Led**

## Our Promise to Every Child



### **Every child can learn**

We believe every child, whatever their starting point or needs, is capable of growth. Our job is to find the right way to help that happen.



### **Learning is personal**

No two children follow exactly the same learning journey. We plan for your child specifically — not for the average of a class.



### **Building for their future**

Everything we teach connects to preparation for adult life — independence, communication, relationships, and community.

## Starting Out — Early Years

### EARLY YEARS FOUNDATION STAGE

#### A gentle, exploratory start

In our Early Years provision, children follow a mixed-pathway model. Some learning is fully exploratory and play-based; some is structured teaching of key skills like communication, attention, and early literacy and numeracy.

We use careful observation to understand each child before deciding which pathway they will follow as they move through school.

### TRANSITION INTO SCHOOL

#### How we place your child

**Step 1 · Observe** Watch how your child explores and responds

**Step 2 · Assess** Use formal and informal tools to map skills

**Step 3 · Discuss** Talk with you and the wider SEND team

**Step 4 · Place** Agree a pathway and review regularly

## How We Group Learning

Every child at Kingsley follows one of three learning pathways. These are not ability groups — they describe the kind of learning that best suits your child's current needs. Children can and do move between pathways as they develop.

Pathway 1 <b>Explorers</b> Sensory-based, communication-first	Pathway 2 <b>Adventurers</b> Semi-formal, skills-focused	Pathway 3 <b>Voyagers</b> Subject-based, structured learning
<p>For pupils at the earliest stages of learning and communication. Everything is hands-on, sensory-rich, and centred on building awareness.</p> <p><b>Sensory Storytelling</b></p> <p><b>Story Imitation</b></p> <p><b>Shared Texts</b></p> <p><b>Communication First</b></p>	<p>For pupils ready to engage with more structured learning but who still need a high level of personalisation with clear visual support.</p> <p><b>Story Maps</b></p> <p><b>Imitation</b></p> <p><b>Innovation</b></p> <p><b>Structured Teaching</b></p>	<p>For pupils accessing an Adapted National Curriculum in a more formal way, with clear progression from year to year.</p> <p><b>Story Innovation</b></p> <p><b>Collaborative Learning</b></p> <p><b>Adapted Subject Specific Learning</b></p> <p><b>Independent Skills</b></p>

## What We Teach

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Rather than traditional school subjects, our curriculum is organised into six Curriculum Worlds. Each World is a broad area of learning that all pupils access, in ways appropriate to their pathway.

### **World of Communication**

Speaking, listening, reading, writing, and all forms of expression — from Makaton to extended writing.

### **World of Maths**

Number, measure, shape, and problem-solving. Linked to real life wherever possible.

### **World of Discovery**

Science, history, and geography — exploring the world, how it works, and our place in it.

### **World of Creativity**

Art, design, music, drama, and making things. A powerful form of communication and self-expression.

### **World of Wellbeing**

Physical education, PSHE, RSE, and mental health — building healthy bodies, minds, and relationships.

### **World of Enterprise**

Computing, life skills, work experience, and independence — preparing for adult life.

## How We Track Your Child's Progress

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### **Progression Steps**

Within each Curriculum World, we use Progression Maps — detailed frameworks that break learning into small, meaningful steps. These allow us to see exactly where your child is and what comes next.

**Emerging → Developing → Securing → Extending**

Progress is recorded on Evidence for Learning, our online platform. You can ask your child's teacher for access at any time.

### **Reviews and Reports**

We share progress with families in several ways throughout the year — annual EHCP reviews, interim progress reports, open evenings, and regular informal contact with your child's class teacher.

If you have any concerns about how your child is progressing, please don't wait for a formal review — speak to the class teacher straight away.

## Your Child's Personal Targets

Every child at Kingsley has up to four **Priority Now Targets (PNTs)** — the specific skills or goals we are focusing on most intensively at any one time. These come directly from your child's EHCP and are reviewed termly.

### HOW A PNT IS SET

EHCP Outcome → Progression Map → Priority Now Target → Taught Daily → Reviewed Each Term

#### Communication & Language

Speaking, listening

AAC

social interaction

#### Literacy & Numeracy

Core academic skills matched to the Pathway

#### Independence & Self-Care

Daily living

Mobility


Personal Care

#### Social & Emotional

Regulation

Relationships

Participation

 **Talk to the class teacher** — If you feel there is something important your child is working on at home that should become a Priority Now Target at school, please speak to their class teacher. We want home and school to work together — your insight makes a real difference.

## Questions Families Often Ask

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### How do I know which pathway my child is on?

Your child's pathway is discussed at their EHCP review and on their annual report. If you're unsure, just ask the class teacher — they'll be happy to explain.

### Can my child move between pathways?

Yes. Pathway placement is reviewed regularly. If your child's needs change, their pathway can be adjusted. Moves usually happen at the start of a new school year.

### What happens at an EHCP review?

It's a meeting where school, family, and other professionals look at your child's progress against their EHCP outcomes, update targets, and agree on next steps. You're a vital part of that conversation.

### How can I support learning at home?

Ask the class teacher for your child's current PNTs, and they'll suggest simple ways to practise these at home. Little and often makes a big difference — everyday activities count.

### What is Evidence for Learning?

It's the digital platform we use to record observations and assessments. Speak to your child's class teacher to find out more about access.

### Who do I contact if I have a concern?

Always start with the class teacher. If your concern hasn't been resolved, you can contact the Senior Leadership Team.

## Get in Touch

We love hearing from families. Whether you have a question, a concern, or just want to find out more — please reach out.