



**Woodend Farm school**  
Kindness comes in many forms

### Rowan pathway curriculum intent.

At Woodend Farm School, our curriculum is designed and delivered with a sensory approach that embeds essential skills and knowledge, whilst widening pupils window of social and emotional tolerance. We broaden horizons by exposing pupils to new learning and experience that enable them to have a view and a voice. We want our pupils to be aspirations, be the best they can be, be supportive of others and be proud for who they are. Our vision for our pupils is that they grow from survivors to strivers, to Thrivers, enabling them to become full participant in our community, society, and British Culture.

The Rowan curriculum is crafted to foster a nurturing environment where every child feels secure, safe, and belongs. By integrating personalised learning pathways, sensory-rich activities, and adaptive teaching strategies, we strive to enhance self-awareness, self-worth, and emotional resilience. Celebrating each child's achievements and offering unwavering support through the Thrive approach, we empower students to build the confidence and capabilities needed to excel both in their academic pursuits and personal growth.

The Rowan Pathway is structured into distinct stages, each designed to support children in meeting their EHCP targets, Thrive targets, and academic targets. In the initial stage, the focus is predominantly play-based, creating a strong foundation in core subjects while fostering emotional security and self-awareness through interactive and sensory-rich activities. As students progress to the intermediate stage, the curriculum becomes semi-formal, blending play-based learning with more structured academic activities. This stage emphasises collaborative projects and critical thinking, with a motivator at the end to support full engagement in lessons. The final stage is formal, with no play-based learning, focusing entirely on structured academic activities with a motivator at the end of each session to ensure pupils remain engaged, in line with best practice for pupils with SEMH needs. Throughout each stage, EHCP targets and One Plan targets are met through targeted interventions, ensuring that every child's individual needs are addressed. The Thrive approach ensures that emotional resilience and understanding are continuously nurtured, celebrating personal achievements and providing consistent support.

### Implementation and teaching styles.

| <u>Informal</u> | <u>Semi-formal</u> | <u>Formal</u> |
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Play-based learning is an effective approach for pupils who have limited experience in school, as it creates a welcoming and engaging environment that encourages exploration and discovery. Through play, children can develop essential social, emotional, and cognitive skills in a natural and enjoyable way. This method allows pupils to learn at their own pace, fostering a sense of autonomy and confidence. By incorporating sensory activities, interactive games, and collaborative projects, play-based learning helps children build foundational knowledge while also enhancing their ability to communicate, problem-solve, and work with others. This approach is particularly beneficial for pupils who may feel anxious or overwhelmed in a traditional classroom setting, as it provides a supportive and nurturing atmosphere that promotes both academic and personal growth.

When children are ready, they transition to a semi-formal learning stage, which blends play-based learning with short, more structured teacher-led sessions. This approach benefits children by gradually introducing them to formal education while maintaining the engaging and interactive elements of play. The combination of play and structured activities helps to keep children motivated and attentive, making learning enjoyable and effective. Short teacher-led sessions provide focused instruction, allowing children to grasp key concepts and skills without feeling overwhelmed. This balanced method supports the development of critical thinking, problem-solving, and social skills, ensuring that children are well-prepared for more formal education stages while still enjoying the learning process.

Formal lessons in this stage resemble traditional teaching but are intentionally shorter and interspersed with frequent movement and sensory breaks. This approach is particularly supportive for children with Social, Emotional, and Mental Health (SEMH) needs and autism. Shorter lessons help maintain attention and reduce the risk of overwhelm, while movement breaks allow children to release energy and refocus. Sensory breaks provide opportunities for children to engage in activities that calm or stimulate their senses, helping to regulate their emotions and behavior. This structured yet flexible method accommodates the unique needs of these children, promoting a more inclusive and effective learning environment where they can thrive academically and emotionally.

## Assessment

Assessment within the Rowan Pathway (informal stage) is a comprehensive blend of teacher assessments through their book learning and observations and interactions when learning through play. This multifaceted approach ensures that each child's progress is evaluated holistically, capturing their academic achievements, practical

Assessment within the semi-formal stage of the Rowan Pathway is a comprehensive blend of teacher assessments of curriculum learning, book learning, and observations of learning through play. This multifaceted approach ensures that each child's progress is evaluated holistically, capturing their academic achievements, practical

Assessment within the formal stage of the Rowan Pathway is a comprehensive blend of teacher assessments of curriculum learning, book learning, and evaluations of EHCP targets and One Plan targets. This multifaceted approach ensures that each child's progress is evaluated holistically, capturing their academic achievements and



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skills, and social-emotional development. Teacher assessments provide insights into students' understanding and mastery of core subjects, while book learning reflects their ability to engage with and retain structured content. Observations of learning through play offer valuable information about children's problem-solving abilities, creativity, and interpersonal skills in a natural setting. Alongside these methods, Thrive assessments are conducted to monitor and support each child's emotional well-being and resilience, ensuring that their overall development is nurtured and balanced. This integrated assessment strategy helps create a complete picture of each child's growth, guiding personalised support and interventions.

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## Impact

The impact of the Rowan Pathway on students is evident through their progress across multiple dimensions. Within the Thrive framework, students have demonstrated notable improvements in emotional resilience, self-awareness, and self-esteem. This growth is supported by the nurturing and adaptive curriculum, which integrates sensory-rich activities and consistent emotional support. Academically, students have shown measurable advancements in core subjects, as evidenced by teacher assessments, evidence for learning and book learning. The curriculum's blend of structured academic activities and personalised learning pathways has enabled students to engage deeply with the material and achieve their academic targets. Additionally, students have made substantial progress towards their EHCP outcomes and One Plan targets, thanks to targeted interventions and continuous monitoring. This holistic approach ensures that each child's individual needs are met, fostering an environment where they can thrive both academically and personally.



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