

# The Woodland Pathway at Southgate

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## **Introduction to the pathway**

Pupils who join the Woodland Pathway are those who are identified to be 'super-sensitive', and who require highly personalised and specialist approaches. This may include pupils on the Autistic Spectrum, those with Pathological Demand Avoidance, and those who may be experiencing high levels of anxiety.

## **Nurture**

Fundamental to the approaches used in the Woodland Pathway is the commitment to creating a Nurturing environment, which focuses on the unique skills and difficulties each individual pupil has. The staff team who work within this Pathway are informed by many different nationally recognised approaches such as SCERTs, RDI, Intensive Interaction, PECs, Lego Therapy, Sensory Integration, and use this knowledge to develop highly personalised planning for each individual pupil. Our curriculum is flexible enough to be able to cater to the individual needs of each pupil and focuses on developing emotional stability by reducing anxiety, and then enabling the pupils to reach their maximum potential both academically and socially.

Pupils within this Pathway often experience significant difficulties with social communication and/or language development. Communication and language are the key to establishing successful relationships, reducing anxiety, promoting independence and living a fulfilled adult life. Therefore the staff team within this Pathway place high levels of importance on the development of these skills with each pupil. Many individualised approaches are developed to ensure that pupils have every opportunity to improve their language and communication skills, and pupils benefit from access to a Speech and Language Intervention Officer who will work 1:1 to improve individual skills.

Due to the highly sensitive needs of the pupils in Woodland Pathway, there may be occasions where they communicate their anxiety through behaviour. In line with Nurture principals, these behaviours are seen as communication, and staff strive to understand these messages, work alongside the pupil to develop different ways of communicating this message and develop positive, respectful and caring strategies to manage any incidents which may occur

## **Use of ICT**

We recognise the importance of embracing new technologies and developing each pupil's abilities in using ICT within the school environment and in the wider community. ICT skills are acknowledged to be an integral part of the modern world, and our pupils need to leave school with the skills they need to function within it. ICT can also be extremely enriching to pupils, and for some may be the most appropriate way to develop their communication skills.

## **Accreditations**

Within Upper School pupils in the Woodland Pathway will get opportunities to accredit their learning. This will be looked at individually for each pupil, focusing on their individual strengths and interests. Staff will ensure that they keep up to date with new accreditation opportunities and liaise with post 16 providers to ensure pupils achieve the necessary pre-entry requirements for desired destinations.