

		<b>Lower School 5-13</b>		<b>Upper School 14-19</b>	
		The lower school curriculum is adapted from the national curriculum and informed by the EYFS milestones where applicable.		Our 14-19 provision is adapted from the national curriculum. Pupil learning in all pathways is zoned into the four categories of <b>My Independence, My Future, My Health and My Community</b> (preparation for adulthood);	
		<b>Primary</b>	<b>KS3</b>	<b>Key Stage 4</b>	<b>Post 16</b>
<b>Informal Pathway</b>	Pupils are learning to understand and experience themselves and their world. The curriculum is designed to advance communication, engagement and emotional regulation. Progress is monitored via the engagement model.		The curriculum continues to promote engagement and communication and the engagement model is used to assess progress. At this stage few pupils require a total informal curriculum and most on this pathway will now be accessing some adapted semi formal learning opportunities within their timetable. Learning is zoned into the 4 areas listed above relating to preparation for adulthood.		
	Aspects of semi formal learning may be introduced into this pathway depending on individual learner profiles and needs.		Assessment tool: Steps for life (step 1-5 BSquared)		
Assessment tool: Engagement Steps (BSquared)		<u><b>Accreditation Opportunities:</b></u> <b>ASDAN personal progress</b> <b>OCR life and living skills (pre-entry level/entry level 1)</b> Supported workplace encounters and vocational college tasters.			
<p><b>Informal Pathway Overview</b> Pupils at this stage of development have a curriculum informed by the EYFS milestones. The curriculum is broad and balanced, adapting the seven areas of the EYFS framework to meet individual needs across all ages. Personal Social and Emotional development, Physical Development, Communication and Language, Literacy, Maths, Understanding of the world and Expressive Arts.</p> <p><b>Destinations:</b> The majority of learners on an informal pathway will go on to our sixth form provision or other specialist college placements. They may go on to be successful in supported living and volunteering within the community.</p>					

<b>Semi-Formal Pathway</b>	<p>The curriculum is progressive, building on prior learning and skills and knowledge previously gained. The national curriculum is adapted for learners, ensuring we have a broad and balanced offer for all. Daily phonics and discrete teaching of maths and literacy are timetabled throughout the week. Other subjects while taught discretely, may be linked to a termly theme if applicable, to promote engagement, enjoyment and knowledge acquisition.</p> <p>Assessment Tool: Progression Steps (BSquared)</p>	<p>The curriculum progresses from key stage 3. Pupils continue with discrete lessons in Maths, English, Science, Art, PE, ICT, PSHE and RE. These subjects are at the core of the wider curriculum which broadens to create the four learning zones encompassing Preparation for Adulthood.</p> <p>Assessment tool: Steps for life (Step 6 – Level 1 BSquared)</p>
		<p><b><u>Accreditation Opportunities:</u></b></p> <p><b>Entry Level Certificate (E1, E2, E3)</b> Maths, English, Art and Design, PE,</p> <p><b>Functional Skills (E1, E2)</b> <b>ASDAN Employability/PSD (E1,E2)</b> <b>Or OCR Life and Living Skills (E1-E3)</b> Work Experience and Vocational College Tasters</p>
<p><b>Semi-formal Pathway Overview.</b> This pathway is created for pupils who are subject learners. However barriers to learning dictate that the national curriculum must be adapted to meet need. Pupils are working at below age related expectations and the organisation of learning is structured to support cognitive processing, concentration, communication and engagement.</p> <p><b>Destinations:</b> Learners on an informal pathway may go on to our sixth form provision or enrol on our supported internship programme. Leavers may be ready to access supported learning or vocational college courses. Leavers may go onto be successful in supported or independent living dependent on needs. They may access supported employment, volunteering or part time employment opportunities.</p>		

<b>Formal Pathway</b>	<p>The national curriculum is followed on this pathway and is adapted to ensure accessibility. This pathway follows the themes of the other lower school pathways, relevant to their key stage. With this individual provision we support pupils to access formal learning, building their resilience as learners and teaching formal methods of knowledge acquisition and retention.</p>	<p>The curriculum progresses from key stage 3. Pupils continue with discrete lessons in Maths, English, Science, Art, PE, ICT, PSHE and RE. These subjects are at the core of the wider curriculum which broadens to create the four learning zones encompassing Preparation for Adulthood. Pupils on a formal pathway will be working towards moving to a mainstream college provision at year 11.</p>
	<p>Assessment Tool: Progression Steps (BSquared)</p>	<p>Assessment Tool: Steps for Life (Step 6 – Level 2 BSquared)</p> <p><b>Accreditation Opportunities:</b>  <b>Entry Level Certificate (E1, E2, E3)</b>            Maths, English, Art and Design, PE,  <b>Functional Skills (E2, E3, L1)</b>  <b>ASDAN Employability/PSD (E2, E3, L1)</b>  <b>Or OCR Life and Living Skills (E1-E3)</b>            Work Experience and Vocational College Tasters</p>

**Formal Pathway Overview.** All of our pupils have special educational needs and some level of learning difficulty. However occasionally a pupil is identified as being able to access a formal learning pathway when individual accessibility arrangements are in place. These pupils may have a ‘spiky’ profile. They may be able to make age related progress in some areas but not others.

**Destinations:** Pupils on a formal learning pathway will leave to access a mainstream college course or apprenticeship and hopefully achieve independent living.

**Communication Safety Wellbeing Independence**

The curriculum begins on arrival to school and continues until our pupils leave.  
 Every experience is an opportunity for learning in one or more of our key drivers.  
 Every pathway is progressive. Pupils know more and remember more through each pathway.