

# Pathway Schools Ltd

## Curriculum Policy

### Statement of Intent:

Pathway Schools Ltd is an independent special school for students aged 8 to 18 who exhibit a range of complex needs that may include; communication difficulties, social, emotional and mental health needs and also students who have been diagnosed with autism or demonstrate behaviours associated with autism. Students are placed from local authorities and they all have an Education, Health and Care Plan (EHCP). Before joining our school and as a result of their behavioural and emotional difficulties and/or associated learning needs many have been unable to access an educational curriculum effectively.

Our School is a learning environment at the heart of its wider community. We promote the care of our students - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our students, preparing them for adult and working life in the 21st century. The vision for our school's curriculum is to provide a broad and balanced education, based on the realities of modern life and delivered in a therapeutic learning environment.

All students at Pathway Schools Ltd will have access to an education that is personalised; using a bespoke learning styles programme that allows every child to reach their full potential. We believe the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the students have as a member of the school, both learnt formally within a lesson and informally outside the classroom throughout the whole school day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers and all support staff structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all students.

Policy last reviewed: 1 November 2024

Policy Review Date: 1 November 2025

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## 1. Introduction

The curriculum consists of all of the activities designed or encouraged within the school's organisational framework to promote the intellectual, personal, social, physical, therapeutic and cultural development of students. It includes the formal programme of lessons (for Pathways 1, 2,3&4) and the informal programme of enrichment activities.

The curriculum is also designed to robustly ensure that students gain experiences in the following areas of learning linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative as well as providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC) and cultural capital.

For students working within the Project Pathway strand learning will be developed from their own motivations, engagement and interest.

All students who arrive at Pathway Schools Ltd have experienced disruption to their learning. Many have not attended formal education with consistency or for a considerable time. Students often arrive as reluctant readers and writers as well as experiencing emotional barriers to learning. It is essential that students are engaged into an ambitious curriculum that inspires them to achieve the best they can. Teaching at Pathway Schools Ltd is ambitious for all. Staff are aspirational for all students. The curriculum encompasses all aspects of the national curriculum, where appropriate.

The overall aims of the curriculum is to enable all the young people at Pathway Schools Ltd to become **Successful Learners, Confident Individuals and Responsible Citizens**.

At the School we offer a flexible, personalised, engaging skills based curriculum providing both choice and challenge focussed on developing emotional literacy and core subject knowledge. There is a strong focus on the social and emotional aspects of learning and opportunities will be absorbing, rewarding, effectively differentiated and the teaching styles will be diverse. The curriculum is delivered by qualified, skilled, empathetic and experienced staff operating in a warm, safe, nurturing, student led learning environment.

The Curriculum will:

- Annually, build upon students' prior knowledge and help them to store knowledge in their long term memory so they make progress by knowing more and remembering more;
- Ensure that the right components are embedded in long-term memory to ensure students are able to perform more complex tasks;
- Provide students with opportunities to 'overlearn' key concepts through repeated recall to secure learning;
- Contribute to achievement of overall subject goals; • Ensure that all students are able to achieve the best possible outcomes.

It is the responsibility of the Headteacher to ensure that the staff team are aware of and understand this policy and any subsequent revisions.

This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2(1)(a) and as such takes into account the ages, aptitudes and needs of all pupils,

including those with an EHCP. The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## 2. Curriculum Intent

Our ambitious and purposeful curriculum has three aims, designed to deliver a quality education for all and to help our students:

- **Become successful learners** so they are able to achieve the best possible outcomes, equipping them for their individual future. We know that this is different for every child that attends our school. It is our ambition to ensure ALL learners develop detailed knowledge and skills across the curriculum offer to achieve the very best outcomes. Robust baseline and ongoing assessments of each individual allows us to create differentiated provision with high expectations for every student – the staff team are unwavering in supporting students to secure their very best. The staff team will always promote the ideal of always doing your best.
- **Develop confidence** to tackle and understand those key life skills for success. This will include developing social communication and skills, emotional resilience and an understanding of themselves and others. Prior to joining our school, our students have often found it difficult to understand and regulate their emotions, often leading to behaviour that has challenged. This has led to them being unsuccessful in previous educational placements. It is our ambition to support and educate our students, so they are able to regulate their emotions and behave in a way that allows them to be successful in the future. We know that this will help raise self-esteem and lead to a more positive outlook on life, thus helping to ensure the best future outcomes.
- **Become increasingly responsible** with tolerance and respect for others and our communities. We know that key to this will be for our students to learn how to develop and maintain positive and healthy relationships so they can socialise with others well and experience lifelong friendship. Additionally, we will help raise our students understanding of the world around them whilst promoting core British Values, including democracy, the rule of law and individual liberty.

**There are key values** that have guided our curriculum that includes the school context and the clear intent to deliver **a quality education for all**. There is a whole school approach to our curriculum offer that, in essence, should be holistic and individualised for students' needs and interests. We establish prior knowledge and skills and build a pathway that ensures talents are nurtured, opportunities are experienced and that learning leads to positive outcomes that are right for each individual. We ensure that each individual is able to pursue subjects they wish to study, a focus on life skills throughout the curriculum where SMSC runs alongside everything that we do. The creative and calming environment promotes inquisitive minds with a developed pastoral area that offers purposeful break out, sensory and individual learning spaces. There is

a holistic approach, embedding our therapeutic input, supporting social and emotional well-being. Our curriculum is engaging, practical with a broad offer with the following key objectives:

**Broad & Balanced:** Academic, creative, therapeutic, life skills and vocational opportunities.

As many opportunities/experiences as possible to offer a motivating education that can develop talents in addition to having the opportunity to explore.

**Curriculum Pathways:** Equipping individuals for THEIR future, securing outcomes and qualifications to enable future success and achievement. Every child to have a positive next destination;

**High Expectations:** Support individuals in developing self-belief, self-discovery and self-confidence to enable them to develop high expectations of themselves;

**Impact:** In everything we offer, everything will be purposeful and have impact. We recognise that our education must motivate our young people and raise their confidence and self-esteem;

**Challenge:** To support the needs of individuals with accepting and responding to challenge, making mistakes, learning from mistakes and supporting others with their challenge;

**Responsibility:** Every individual to take responsibility, accept support, support others, contributing to being a successful member of the community.

### **Commitment to National Curriculum**

Pathway Schools Ltd is committed to covering the National Curriculum wherever possible and its programmes of study. This commitment must, however be consistent with any Education, Health and Care Plan and align with the bespoke Pathway learning style system for any young person which may well prioritise particular subjects or key areas of learning.

### **Student Entitlement**

As a Special Educational Needs School providing for the needs of students with a range of complex needs, we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; ambition; appropriate levels of expectation and genuine challenge and relevance and continuity and progression in learning.

### **Addressing Special Educational Needs**

On admission to the school, each young person is observed to decide which Pathway they are best suited to and how their learning will be made bespoke. Observations are discussed and shared with all staff during briefings to ensure the student is on the correct and most appropriate learning Pathway.

### **KS4 and Post 16 Learners**

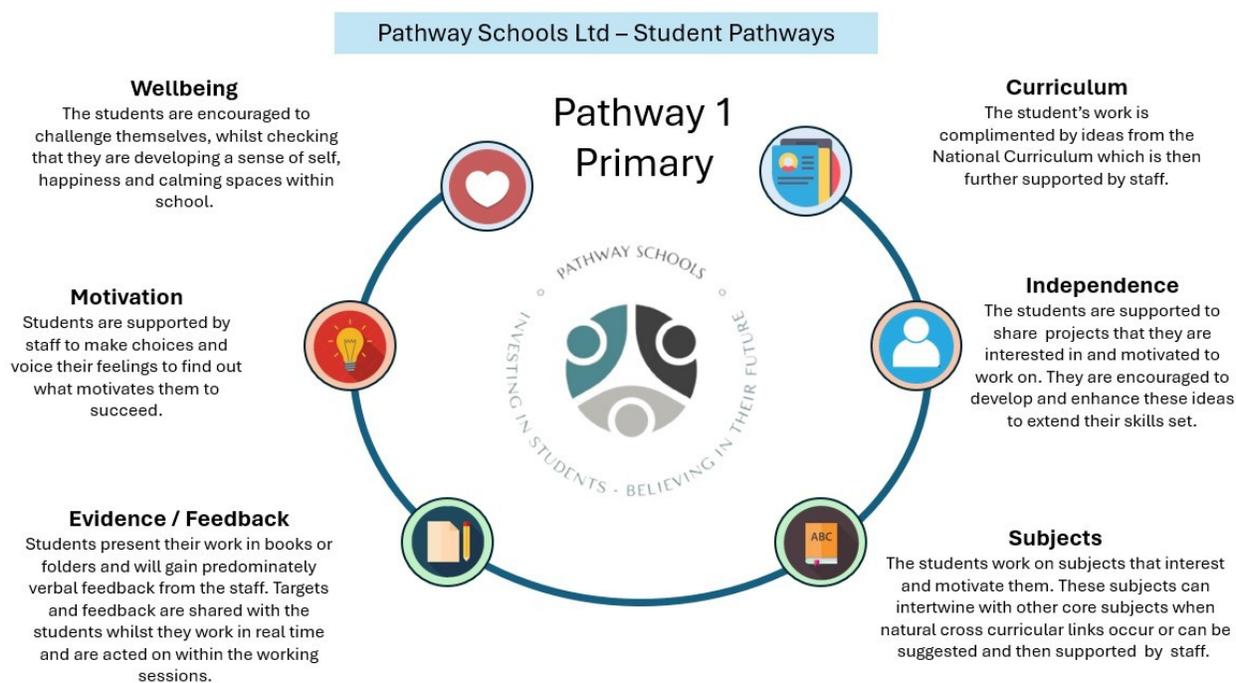
Students who remain with Pathways in post 16 have the individualised opportunity to revisit qualifications and enhance their outcomes from Key Stage 4 study. They have the opportunity to explore their next educational, vocational or career choices in a supportive environment and their transition to their next stage is done with support from Pathway's staff.

### 3. Curriculum Implementation

At Pathway Schools Ltd we are committed to ensuring that every student has equal rights and opportunities to their entitled education and reach their full potential, whilst having their specific needs met. The curriculum will immerse students into a purposeful education that fosters their independence and well-being and whilst supporting students to explore their interests and find their own individual pathway.

Details of each Pathway are below:

Pathways 1,2&3 are progressive. Project Pathway is for students who can only succeed through learning focussed on individual motivation, interests and engagement. Even if they succeed academically, they may not be ready to progress onto Pathway 1.



Pathway Schools Ltd – Student Pathways

## Pathway 2 Secondary

### Wellbeing

Students are encouraged to articulate their feelings with support staff to create a calm individualised environment, allowing them to work calmly and enhance their sense of self.

### Motivation

Students will utilise their growing understanding of their individual motivations and begin receiving feedback from staff in a positive way further developing their sense of achievement.

### Evidence/Feedback

Students present their work in books and respond to feedback from the staff to enhance their working sessions.

### Curriculum

Student's work is planned with the National Curriculum in mind and these links are signposted to the students by staff. These plans have a clear progressional path but time frames are specific to the student's engagement.

### Independence

Students are encouraged to work with support and scaffolding from the staff to allow them to understand new concepts. They will be asked to work for short periods independently, followed by structured supported teaching sessions.

### Subjects

Students will follow prepared subject matter using adapted teaching methods to suit their level of engagement and interest.



Pathway Schools Ltd – Student Pathways

## Pathway 3 Secondary

### Wellbeing

Students will create an environment that allows their needs to be met whilst they demonstrate the ability to manage their emotions. They will be able to maintain a successful working environment most of the time..

### Motivation

Students are motivated by their own achievements and actively seek to create targets that enhance their skills. This will be independent and with support from staff.

### Evidence/Feedback

Students will present their work in a format that best suits the subject matter at this higher level: books, digitally, coursework folder etc Students will respond to specific critiques that pinpoint areas that need developing relating to assessment criteria.

### Curriculum

Students will follow a prepared programme of study following the National Curriculum. This will be individualised, dependent on their chosen career or post-16 path; complimenting their learning style.

### Independence

With high-quality input from support staff, students will be able to self-motivate and study for extended periods independently, to complete their studies.

### Subjects

Students will study the most appropriate subjects for their chosen path. They will study an individualised range, often relating specifically to a career area of interest.

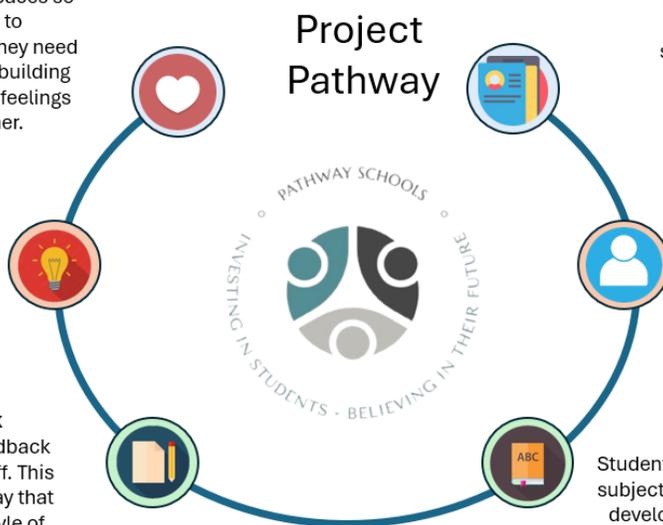


Pathway Schools Ltd – Student Pathways

**Wellbeing**  
Students need support staff to manage and maintain calm spaces so they can be encouraged to communicate their feelings. They need guidance and suggestions in building self-esteem and voicing their feelings to others in a calm manner.

**Motivation**  
Students are purely motivated by their own interests and their projects will reflect this. The length of each project will be closely related to the level of interest shown by the student.

**Evidence/Feedback**  
Students will gain verbal feedback when they seek this from staff. This feedback will be given in a way that is in line with the learning style of the student: this could be pictorial, verbal or sharing their work with a chosen audience.



**Curriculum**  
Students' work will be linked to the National Curriculum (where appropriate) after specific projects have been completed.

**Independence**  
Students will not be expected to work independently or to self-motivate although this may happen organically. They will be encouraged to choose their own learning environment and to discuss their needs for support with the staff.

**Subjects**  
Students will be encouraged to discuss subjects that they enjoy and this will be developed into motivation for further projects. Support staff will verbally offer various subjects and gauge response.

The delivery of the curriculum is personalised, taking into account previous gaps in learning and the need to revisit key concepts. It has an emphasis on experiential and sensory learning across the curriculum. It references the National Curriculum and includes the following learning experiences:

- Linguistic (English): with an emphasis on communication integrated throughout the curriculum. MfL available for all students where appropriate.
- Mathematical: Numeracy, with an emphasis on functional and experiential learning;
- Scientific: Biology, Chemistry and Physics; theoretical concepts and practical experiments;
- Technological: Digital Competence;
- Human and Social: PSHE/Citizenship, Geography, History and RE;
- Physical: P.E and Forest School;
- Aesthetic and Creative: Art, Music, DT, Food Tech,
- Therapeutic: sensory play, Forest School. Alongside the taught curriculum, all students engage in a range of experiences to develop their social and emotional skills.

### Day-to-Day implementation of the curriculum

Due to the previous disruptive learning that many students will have experienced prior to joining Pathway Schools Ltd, the curriculum will be flexible and child-centred in nature, providing a bespoke education for each student.

The school day will start at 09:15 and end at 15:00.

Core subjects (such as mathematics, English and Science) will be taught in the morning, with aesthetic, creative and therapeutic learning taught in the afternoon.

Where possible trips and visits will also take place in the afternoon.

## **Sensory Integration**

At Pathway Schools Ltd there is recognition of the sensory difficulties and challenges a student may face on a daily basis. There is a strong understanding how this can affect learning and behaviour and a focus of the Curriculum is to reasonably adjust all aspects of school life in order to meet the student's sensory needs. Students may not often know how to cope with the different sensory input they receive. They have difficulty registering and organising sensory information. This makes it difficult for them to perform the many complex tasks necessary for learning and functioning in real life situations.

The Curriculum at Pathway Schools Ltd places a great deal of emphasis on sensory integration and processing, allowing the student to thrive in an environment that aids learning and supports the student to organise and process sensory input, and to use that input to respond appropriately to a particular situation.

## **Specialist Staff**

The staff team at Pathway Schools Ltd are trained in both delivery of the Curriculum, as well as in understanding the specific needs of the students in a therapeutic nurturing environment. Staff work closely and in joint collaboration with multi-disciplinary teams including specialist health practitioners.

Pathway Schools Ltd has high ambitions and aspirations for all students to reach their full potential and to be included in school and society. The school recognises the importance of helping students with their personal development, to develop problem-solving skills to promote their independence both at school and into adult life.

## **Learning Environment**

The school is aware that a student led, purposeful learning environment is essential in promoting a nurturing and welcoming learning environment. We recognise the importance of a learning environment, both in terms of its inspiration but also to ensure that students feel comfortable and safe to learn at their best.

Individualised areas where students feel comfortable to relax and regulate their emotions are available at all times, promoting independent choices as to when they are needed.

## **Intervention and Catch Up**

### **Phonics**

Read, Write Inc is available for any student who may need phonics catch up intervention to allow them to succeed and progress in lessons.

### **Reading**

Reading is assessed using the Accelerated Reader Programme (ARP) termly for all students. Students will achieve a reading age and this is monitored termly.

## **Social, Moral, Spiritual and Cultural Education**

At Pathway Schools Ltd all curriculum areas contribute to the student's spiritual, moral, social and cultural development. The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given

access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families. Young people should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

### **Fundamental British Values**

Pathway Schools Ltd actively encourages students to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at Pathway Schools Ltd, however, are also explicitly taught through PSHE and through the students taking an active role in the school council.

Specifically, we aim to ensure that students have an understanding and knowledge of:

- How citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens;
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government;
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviours;
- An understanding of the problems of identifying and combating discrimination.

### **Protected Characteristics in the Curriculum**

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination. At Pathway Schools Ltd it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

At Pathway Schools Ltd, all students are valued as individuals and supported to achieve their potential across all areas of the curriculum. Students are supported to reach the expectations for their age through carefully planned lessons that meet their individual and special educational needs. We strive to support all students to be the best they can be. The curriculum will remain as broad as possible for as long as possible.

At Pathway Schools Ltd, we aim to reduce and remove inequalities and barriers that may already exist. No child should be disadvantaged. Curriculum opportunities are planned to show positive role models who have overcome barriers in order to achieve. This could include celebrating athletes who have triumphed over barriers and inequalities and celebrating the work and achievements of individuals from a range of different backgrounds, ages, ethnicities and genders who have achieved great successes.

At Pathway Schools Ltd we foster positive attitudes and relationships both inside and outside school. We play an active part in our community and work closely with parents and carers who are invited into school at regular opportunities to share in learning experiences and celebrate achievements.

At Pathway Schools Ltd we follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention and development, offering equal opportunities for all. Our staff are appointed regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

### **Work Experience, Vocational and Careers Guidance**

Pathway Schools Ltd endeavours to provide all students with a range of opportunities to participate in a workplace environment. Careers education and guidance are taught through PSHE/Citizenship lessons. All students have access to tailored and external guidance for Careers progression.

### **Curriculum Offer**

In all Pathway strands students will be given the opportunity to gain qualifications in:

- Maths
- English
- Science
- PSHE
- Sports & fitness

And any other curriculum area they choose to pursue e.g; childcare, humanities etc.

## **4. Curriculum Impact**

Our School's Curriculum will:

- fulfil all statutory requirements
- be based on National Curriculum definitions of subject breadth and progression wherever possible
- lead to qualifications that are useful for both employers and higher education
- enable students to fulfil their potential
- meet the needs of students of all abilities
- be delivered in a supportive, therapeutic environment
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines
- prepare students to make informed and appropriate choices at points of transition
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- help students understand the world in which they live
- meet the social, emotional and behavioural needs of our students

At Pathway Schools Ltd we rigorously assess all students' progress and communicate all findings

across the staff team to ensure student are reaching their full potential.

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as Functional Skills and Entry Level Qualifications. The aspirational goal for all students is that they leave with GCSEs, or the highest level of appropriate qualifications they can access, within their areas of interest and ability.