

LEARNER CURRICULUM PATHWAY OVERVIEW

Pathway 1- Re-engagement	Pathway 2- Emerging Learner	Pathway 3- Developing Learner	Pathway 4- Formal Learner
<ul style="list-style-type: none"> Programmes are designed closely with the adults who best know the learner. Learning will take place where the learner feels most confident. A trusted staff team will be used who focus on building relationships for learning. There will be a strong emphasis on personal development work to build self esteem and confidence. A strengths based curriculum that will be used that primarily builds on the interests of the learner which are differentiated. An authentic, practical and real life based approach will be used to demonstrate knowledge, skills and understanding in the core subjects. Confidence will be a focus by building upon prior learning and knowledge. A graduated small step approach to timetabling will be used to allow the learner to progress at their own rate. 	<ul style="list-style-type: none"> A highly personalised curriculum is in place that builds resilience and helps to prepare the learner for adulthood, which in the first instance is based on their interests. The curriculum will be highly differentiated - using discussion with the learner and their family and the strategies within their EHCP to meet levels of cognition. There will be lots of opportunities to develop knowledge, skills and understanding in a variety of different and real life contexts. New concepts will be delivered in a dynamic and active way to maintain interest and to support concentration. Work is presented in short, time limited tasks. There are lots of opportunities to revisit earlier work and practise skills to ensure that learning is secure. The R.E.A.L core curriculum is likely to be taught cross curricularly using learner areas of interest. 	<ul style="list-style-type: none"> The curriculum is broad and balanced that both meets statutory guidelines and incorporates the learners own interests. <p>KS2/3</p> <ul style="list-style-type: none"> Learners will follow the maths and English curriculum at their individual stage and will require access to PSHE, science and sport/PE sessions. The foundation subjects will be delivered through a thematic approach where they are able to. Learners will begin to consider their KS4 pathways and will receive appropriate information about KS4 options - both in terms of subject areas and accredited pathways. Appropriate transitions are planned <p>KS4/5</p> <ul style="list-style-type: none"> Learners will follow a broad and balanced curriculum that both meets statutory guidelines and incorporates their own interests. They will have chosen some options for any accredited courses. A timetable will be in place that is designed to raise aspirations which will include regular sessions linked to employability and careers guidance. Learners will achieve some vocational qualifications, but will need lots of support within a large group or for starting off visits. 	<p>KS2/3</p> <ul style="list-style-type: none"> Learners will follow the National Curriculum for the majority of their timetable and be working towards transitioning into mainstream/special education or a more mainstream setting. <p>KS4/5</p> <ul style="list-style-type: none"> Learners will be working towards a variety of accredited qualifications which will enable them to progress onto the next stage, whether that be further/higher education, training or employment. This may include GCSEs, BTECs, or Functional Skills at Level 1 and 2. Learners will have chosen their options based around where they want to get to. Learners will be able to access discrete taught sessions in core subjects and will have chosen foundation and vocational subjects. They may be able to work well within curriculum groups.