



Thrive Pathway College

The Thrive pathway offers students with more complex learning difficulties, the opportunity to experience a rich and varied learning experience. We recognise the need for a thematic and holistic approach to our curriculum to ensure outstanding learning and teaching of our learners. We promote the use of therapies within the curriculum. We feel that, through the use of hydrotherapy, rebound therapy, music therapy and Speech and Language Therapy, obstacles to learning are not only overcome, but learners receive a rich and stimulating experience which results in deeper learning.

In the Thrive pathway we hold certain standards at our core when producing a curriculum that is broad, balanced, relevant and differentiated. These are:

Communication

In the Thrive pathway we adopt a total communication approach. Our total communication approach is:

- consistent and persistent,
- processing time responsive,
- routines and repetition, and
- approached with creativity and imagination.

Communication is promoted within the teaching of all subjects and social opportunities.

All of our students have a communication profile and communication targets that are regularly evaluated and updated. All staff are skilled in delivering a total communication approach, e.g. sensory engagement, intensive interaction, routines and sensory cues and objects of reference.

Health and well being

Therapies are used within our curriculum. We adopt a multidisciplinary approach to promote and support the health and wellbeing of our students. This includes the use of:



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- hydrotherapy;
- postural care management and
- Speech and language Therapy (SaLT).

Therapies are also delivered as a discreet subject within our curriculum. The Therapies include sensory programmes delivered in:

- our sensory pod;
- yogacise;
- meditation;
- massage;
- intensive interaction and sensory circuits.

Food skills offers our students the opportunity to explore healthy food and if able to, to make healthy choices themselves.

All of our students will follow a movement programme. This allows input from physiotherapy and occupational therapy to be built in to a bespoke programme for our learners.

Meaningful/quality relationships

A sense of belonging is a vital element of the College Hub. Our staff are aware of the need for a personalised approach and are skilled in enabling people to engage in activities that encourage participation and the formation and nurturing of relationships.

Social and community life

We want our learners to be actively involved in their community and the activities that they do. Through community skills our learners are given the opportunity to experience different environments and activities. It is trips such as these that give our students the opportunity to develop relationships with each other and staff outside of the classroom.



Meaningful time

How our learners spend their meaningful time is of the utmost importance. Within our curriculum learners are given the opportunity to engage in activities personally enjoyed and to spend time with people of their choice. Through collaborative activities such as:

- Theme;
- whole school events;
- educational trips and
- lunch times;

our learners preferences feed in to the choice and development of activities within our curriculum.

Transitions

Change and transitions can be difficult for some of our learners. We believe that by encouraging small steps of experience this can empower and enable people to engage and enjoy new or challenging experiences. Through the use of our new facilities and community experiences we are enabling our learners to feel more equipped to deal with change post Elms Bank.

Curriculum

Our curriculum is delivered through certain subjects. These subjects are:

- Cognition and thinking
- Literacy and communication
- Food skills/food play
- Theme
- Therapies
- Movement
- Communities and culture
- Creative studies



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Accreditation is covered within the ASDAN Towards Independence award and the Arts Award.

- Unit focus sensory (P1 - P3)
- Unit focus Introduction (P4 – P6)
- Unit focus Progression (P7 +)