

## Curriculum Pathways – *Thrive (2021-22)*



<b>PATHWAY OVERVIEW</b>	<p><i>Thrive</i> is a pathway providing a bespoke curriculum, tailored to the individual needs of students, who learn best through a multi-sensory curriculum (Pathway A), or an engaging, experiential curriculum (Pathway B).</p> <p>‘Pathway A’ meets the holistic needs of students who may have a combination of complex medical conditions, significant Speech, Language and Communication Needs (SLCN), significant Multi-Sensory Impairment (MSI) and/ or significant Physical Disabilities (PD).</p> <p>‘Pathway B’ is tailored to the needs of students whose main barrier to learning is Severe Learning Difficulties (SLD). Students may have Speech, Language and Communication as an additional barrier to learning, but barriers could also include Hearing Impairment (HI), Visual Impairment (VI), specific conditions impacting on their learning and/or Physical Disabilities (PD).</p>
<b>PATHWAY INTENT</b>	<ul style="list-style-type: none"> <li>-We support all students to develop a sense of positive well-being, confidence, independence skills, communication skills and functional numeracy and literacy skills.</li> <li>-The curriculum pace provides time for Occupational Therapy, Physiotherapy, Speech and Language programmes to be delivered daily.</li> <li>-In addition, Pathway B provides a focus on the overlearning of key numeracy and literacy skills, at a pace that enables consolidation of learning.</li> <li>-Thrive offers a broad &amp; balanced curriculum, which reflects the National Curriculum, providing experiential, therapeutic and sensory opportunities.</li> <li>-For Pathway A at <b>KS5</b> the curriculum focuses on gaining life skills through meaningful community focused, experiential learning and sensory opportunities.</li> <li>-Pathway B students may join the Explore pathway or stay in the Thrive pathway depending on individual student need.</li> <li>-A Specific Blended Learning offer engages and supports students, who need to self-isolate due to Covid. (See Blended Learning Policy).</li> <li>-The pace and content of the curriculum has been modified in line with our Covid Recovery Curriculum. (See Recovery Curriculum Policy.)</li> </ul>
<b>PATHWAY IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>-<i>Thrive</i> has a class based approach; most teaching is delivered by the form teacher, supported by skilled TAs, who know the needs of the students in depth. The staffing ratio is high and the class size small.</li> <li>-The use of specialist facilities is incorporated into the curriculum, e.g. hydro-therapy pool, light room.</li> <li>-Personal Occupational Therapy, Physio and Speech &amp; Language targets are incorporated into daily learning, and enhanced through exciting opportunities such as music therapy.</li> <li>-The curriculum is planned in a thematic way, linking subjects via a ½ termly theme. This enables students to revisit skills and knowledge through a variety of different opportunities, so they can embed this learning.</li> <li>-Students experience wrap around care from a range of multi-agencies including school nursing, physiotherapy, occupational health, VI, HI, speech and language therapists and social care.</li> <li>-Careers Education, Information Advice &amp; Guidance (CEIAG) is threaded through the curriculum areas. Students access World of Work events in KS3 &amp; 4 at an appropriate and meaningful level.</li> <li>-We offer nurturing, mixed ability forms, which spend time reinforcing our PSHCE &amp; well-being curriculum. This is called “Excellence for All: The 5 Steps to Wellbeing” (Connect, Give, Be Active, Take Notice, Keep Learning). Wider curriculum opportunities are celebrated and captured within the students personalised “Excellence for All” folders. Within this document students record their involvement within extracurricular opportunities for example: clubs, arts week, the school play, sporting events, PSHE drop down days and residential.</li> <li>-<i>College</i> students access a ‘Life Skills’ curriculum, with opportunity to develop key functional communication skills and independence skills, at an appropriate level. The focus is on developing their life skills and enabling them to enjoy participating in the College Community in meaningful ways. Students continue to access hydro and the Light Room as part of their personal therapeutic programmes, to ensure we support their healthy transition</li> </ul>

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	<p>into adulthood. There is a focus on developing their personal and social development, to support them to enjoy engaging with their peers. In Key Stage 5 the students experience work-based placements, e.g. visiting a community café, or experience work environments, e.g. attending the College Salon, as appropriate to their academic level.</p>
<b>PATHWAY IMPACT</b>	<ul style="list-style-type: none"> <li>-Most Year 7 students join us working below 'Early Years Foundation Stage Expected' academic levels.</li> <li>-Students in Pathway A will have progress measured via 'Routes for Learning' or 'P Scales 1-4', (moving to the Engagement Model during 2021-22.)</li> <li>-Students in Pathway B will have progress measured via 'P Scales 4-8'.</li> <li>- We strive for students to develop their independence and communication skills, to enable them to have their voice; and to enjoy being in the community, participating and contributing meaningfully.</li> <li>-<b>KS4 Thrive</b> students work towards the ASDAN Transition Challenge, where they can follow the Sensory Pathway (A) or the Introduction/ Progression Pathway (B). Students also achieve Arts Award Discover, BTEC Food and may access other accreditations where appropriate.</li> <li>-<b>KS5 Thrive</b> students will achieve Arts Award Explore and ASDAN Towards Independence accreditation. Students move on to local colleges for 3 more years of education, e.g. New Horizons specialist provision at Bury College.</li> </ul>

<b>KS5 College Hub</b> ASDAN Working Towards Independence	<b>Life &amp; Living Skills (x4)</b> -Inc Food skills	<b>Creative (x4) Arts Award</b> Art (x2) Music (x2)	<b>Community (x5)</b>	<b>Therapies (x7)</b> -Inc Hydro x1	<b>Communication (x4)</b>	<b>Social Opportunity (x1)</b>
<b>Wellbeing Curriculum (PSHE) is taught through daily pastoral time; Communication, Independent Skills taught across the curriculum</b>						
<b>CEIAG / Applied Learning - Internal and external work experience- bespoke programme.</b>						
<b>KS4</b> ASDAN Transition Challenge	<b>Food Skills (x2)</b>  <b>Humanities (2)</b>	<b>Creative (x4):Arts Award Discover</b> Art Music Drama	<b>Movement (x2)</b> <b>Therapies (x2)</b> <b>Independent Living (x2)</b>	<b>Theme (PSHE) (x2)</b>	<b>Assembly (x1)</b>	
<b>Communication and Literacy x 4</b>			<b>Cognition and Thinking x 4</b>			
<b>CEIAG / Applied Learning – bespoke internal programme</b>			<b>Independence Skills taught across the curriculum</b>			
<b>KS3</b>	<b>Food Skills (x2)</b>  <b>Humanities (x2)</b>	<b>Creative (x4)</b> Art Music Drama	<b>Pathway A</b> -Movement (x2) -Theme (PSHE) (x2) -Therapies (x4)	<b>Pathway B</b> -PE (x2) -PSHE (x2) -Independent Living (2) -Community (x2)	<b>Assembly (x1)</b>	
<b>Communication and Literacy (A) / English (B) (x4)</b>			<b>Cognition and Thinking (A) / Maths (B) (x4)</b>			
<b>CEIAG / Applied Learning – bespoke internal programme</b>			<b>Independence Skills taught across the curriculum</b>			

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