# Pathway Overviews: Nurture, Inspire & Explore

| Nurture | Inspire | Explore |
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| **Pathway Overview:**<br>**The Nurture Pathway** is tailored for students whose primary barriers to learning arise from social communication and interaction difficulties, alongside an identified learning need. These profiles may be influenced by, or present alongside, Social, Emotional and Mental Health (SEMH) factors, where emotional regulation and behaviour are closely linked to communication and interaction differences and emotionally based school avoidance, rather than traditional or primary SEMH needs.<br>Students may also experience additional barriers to learning, including speech, language and communication needs, hearing or visual impairment, autism, attention deficit hyperactivity disorder, physical disabilities, and sensory needs. | **Pathway Overview:**<br>The **Inspire Pathway** is tailored to meet the needs of students whose main barrier to learning relates to complex cognition and thinking skills.<br><br>Students may also experience additional barriers to learning, including speech and language needs, communication and interaction difficulties, hearing or visual impairment, autism, attention deficit hyperactivity disorder, physical disabilities, sensory needs, or social, emotional and mental health needs linked to emotionally based school avoidance, where anxiety and emotional vulnerability are closely associated with communication and learning difficulties. | **Pathway Overview:**<br>The **Explore Pathway** is tailed to meet the needs of students whose main barrier to learning relates to complex and severe cognition and thinking skills. Students will have additional barriers to learning, including speech and language needs, communication and interaction difficulties, hearing or visual impairment, autism, attention deficit hyperactivity disorder, physical disabilities or sensory needs. |
| **Our Curriculum and Approach:**<br>The Nurture Pathway places **communication**, emotional understanding, and **preparation for adulthood** at its core. Learning is delivered through a consistent, relational teaching approach that supports students whose access to the curriculum is shaped by social communication and interaction difficulties. Teaching draws on TEACCH-informed principles and bespoke, trauma-informed practice, alongside carefully planned sensory input and structured routines, creating a safe and predictable learning environment. This enables students to sustain engagement, develop self-regulation, build confidence, and become **curious learners**.<br>Students follow a modified National Curriculum, underpinned by **functional skills** and a | **Our Curriculum and Approach:**<br>Developing **independence** is at the forefront of the Inspire pathway. This is realised through a more formal teaching and learning approach, whereby students are encouraged to gain a greater **knowledge of themselves** and be **curious learners.** In turn, this provides them with opportunities to reach their full potential academically, socially and emotionally.<br>**Communication** and **functional skills** are also rooted within the curriculum, as the aim is to equip students for the world in which they live, in **preparation for adulthood**. | **Our Curriculum and Approach:**<br>**Communication** and **independence** are at the heart of the Explore Pathway. Students learn through real-life experiences alongside the direct teaching of English and Maths, allowing learning to be meaningful and relevant to everyday life. By following a modified National Curriculum, students are equipped with the knowledge, skills, and application needed to become life ready. A strong focus on communication and **functional skills** runs throughout the curriculum, supporting increased independence and clear **preparation for adulthood**.<br>Through engagement with the Explore Pathway, students develop as effective communicators who are supported in **knowing themselves**, building confidence, and understanding their own strengths and needs. Elements of the |

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| success-based framework, ensuring learning is meaningful, transferable, and relevant to real-life contexts. Through opportunities to develop **communication**, **know themselves**, and understand their sensory and emotional needs, students grow in **independence**, resilience, and readiness for future learning, **preparation for adulthood** and employment. | | Creative Curriculum are delivered through thematic blocks of learning, enabling students to engage actively in their learning and develop as **curious learners** who can navigate their own learning journey. |
| **How We Teach:**<br>Students within the **Nurture Pathway**, typically working at Year 2 expectations or below on entry to Year 7, are taught through a **success-based, relational approach that places communication, emotional regulation, and learning readiness at its centre of the curriculum.** Teaching is underpinned by trauma-informed practice, recognising that students learn most effectively when they feel safe, understood, and emotionally regulated.<br><br>Learning experiences are structured, consistent, and carefully scaffolded to support engagement, confidence, and independence over time. Teaching approaches support students to access learning through clear routines, supportive relationships, and communication-led strategies that respond to individual needs.<br><br>Across Key Stages 3 and 4, learning is delivered primarily in class-based settings, providing stability and predictability. At Key Stage 4, students may work towards accredited outcomes, including ASDAN, Entry Level qualifications, and GCSEs where appropriate, alongside a strong focus on functional skills and preparation for adulthood, ensuring learning is meaningful and transferable to future pathways. | **How We Teach:**<br>Students within the **Inspire Pathway**, typically working at Year 2 expectations or below on entry to Year 7, are taught through a **formal curriculum and structured learning approach, delivered within a traditional secondary school model.**<br><br>Students access the National Curriculum subjects appropriate to their Key Stage, which are modified to reflect their developmental level and special educational needs. Learning is carefully planned to be highly structured, differentiated, and personalised, as students in this pathway learn best when teaching is adapted to their individual strengths and needs. At Key Stage 4, students may pursue appropriate accreditation, including Entry Level qualifications, vocational accreditation, and GCSEs where appropriate. All students follow the relevant syllabus for each examination subject, ensuring access to meaningful and achievable outcomes. | **How We Teach:**<br>Students within the **Explore Pathway**, typically working at Early Years Foundation Stage on entry to Year 7, are taught through a **practical and functional curriculum tailored to their developmental stage and individual needs.**<br>Students following this curriculum learn most effectively when learning is closely linked to their own experiences and real-life contexts.<br>At Key Stage 3, learning is predominantly class-based and delivered through a range of approaches to meet individual learning profiles. Some students learn through structured play, others engage more effectively through functional activities, while others benefit from a topic-based approach. Teaching is carefully adapted to ensure that learning experiences are meaningful, engaging, and accessible.<br>Where appropriate, there is interagency working to ensure that specialist therapies are delivered and embedded within the functional classroom environment. This integrated approach provides students with consistent opportunities to practise and apply their core skills throughout the school day.<br>At Key Stage 4, students follow ASDAN or Entry Level /Pre-Entry accreditation routes, selected to match their abilities and learning profiles.<br>. |

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| **Post-16 Offer:**<br>At Key Stage 5, students may attend our College Hub Provision, where they follow one of two curriculum routes, depending on their strengths, needs, and intended outcomes. This offer is intended for students who are able, with appropriate support, to access and engage with the wider college environment, routines, and expectations.<br><br>The Vocational pathway is designed for students working towards greater independence and employability. Learning is highly practical and experiential, with an emphasis on developing work-related skills, understanding appropriate workplace behaviours, and gaining real-life experience.<br><br>Students access a wide range of practical and vocational learning opportunities, alongside structured support to develop independence, communication skills, and functional abilities essential for everyday life and the workplace. A key element of this pathway is access to meaningful work experience, enabling students to build confidence, develop employability skills, and gain a clear understanding of employer expectations. Where appropriate, students may progress towards a supported internship or work towards industry-recognised accreditation. The Vocational Pathway prepares students for future employment, further education or training, and supported opportunities within the community.<br><br>The Preparation for Adulthood Pathway is designed for students who require a more | **Post-16 Offer:**<br>At Key Stage 5, students may attend our College Hub Provision, where they follow a vocational focused curriculum designed to support a successful transition into adulthood.<br><br>The Vocational pathway is designed for students working towards greater independence and employability. Learning is highly practical and experiential, with an emphasis on developing work-related skills, understanding appropriate workplace behaviours, and gaining real-life experience.<br>Students access a wide range of practical and vocational learning opportunities, alongside structured support to develop independence, communication skills, and functional abilities essential for everyday life and the workplace. A key element of this pathway is access to meaningful work experience, enabling students to build confidence, develop employability skills, and gain a clear understanding of employer expectations.<br><br>Where appropriate, students may progress towards a supported internship or work towards industry-recognised accreditation. The Vocational Pathway prepares students for future employment, further education or training, and supported opportunities within the community. | **Post-16 Offer:**<br>At Key Stage 5, students may attend our College Hub Provision, where they follow one of two curriculum routes, depending on their strengths, needs, and intended outcomes.<br><br>The Vocational pathway is designed for students working towards greater independence and employability. Learning is highly practical and experiential, with an emphasis on developing work-related skills, understanding appropriate workplace behaviours, and gaining real-life experience.<br>Students access a wide range of practical and vocational learning opportunities, alongside structured support to develop independence, communication skills, and functional abilities essential for everyday life and the workplace. A key element of this pathway is access to meaningful work experience, enabling students to build confidence, develop employability skills, and gain a clear understanding of employer expectations. Where appropriate, students may progress towards a supported internship or work towards industry-recognised accreditation. The Vocational Pathway prepares students for future employment, further education or training, and supported opportunities within the community.<br><br>The Preparation for Adulthood Pathway is designed for students who require a more personalised and functional curriculum. This pathway focuses on preparing students for adult life through meaningful, practical learning that develops essential life skills, independence, confidence, and community engagement. Key |

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| personalised and functional curriculum. This pathway focuses on preparing students for adult life through meaningful, practical learning that develops essential life skills, independence, confidence, and community engagement. Key areas include personal care, communication, decision-making, mobility, accessing the community, and building positive relationships, enabling students to lead fulfilling and meaningful adult lives. Throughout Key Stage 5, students are supported to make informed choices, build self-confidence, and develop the skills required to engage positively in adult life. | | areas include personal care, communication, decision-making, mobility, accessing the community, and building positive relationships, enabling students to lead fulfilling and meaningful adult lives. Throughout Key Stage 5, students are supported to make informed choices, build self-confidence, and develop the skills required to engage positively in adult life. |
| **Post-19 Pathways:**<br>Many of our Nurture students progress into employment, volunteer placements, or continue their education through further study, including courses at Bury College, where appropriate. These next steps are carefully planned in line with individual strengths, aspirations, and outcomes identified through transition planning. | **Post-19 Pathways:**<br>Many of our Inspire students progress into employment, volunteer placements, or continue their education through further study, including courses at Bury College, where appropriate. These next steps are carefully planned in line with individual strengths, aspirations, and outcomes identified through transition planning. | **Post-19 Pathways:**<br>Many of our Explore students progress into volunteer placements or continue their education through further study, including courses at Bury College, where appropriate. These next steps are carefully planned in line with individual strengths, aspirations, and outcomes identified through transition planning. |