

## **The Thrive Pathway**

The Thrive pathway provides a bespoke curriculum tailored to the individual needs of a group of students whose main barriers to learning are complex, profound, multiple learning disabilities. Students within this pathway have a combination of complex medical conditions, speech language and communication needs, hearing impairment, visual impairment, multi-sensory impairment, and other specific conditions impacting severely on cognitive development and, or their physical mobility.

The intent of the Thrive pathway is to support students to develop a sense of positive well-being, independence, and functional skills. There is a broad and balanced curriculum both at KS3 and at KS4 reflecting the National Curriculum, adapted to provide therapeutic, experiential, and sensory opportunities. The Thrive curriculum is delivered by a main class teacher and supported by teaching assistants. The pathway is mainly class based with access to specialist facilities for example a sensory room, light room, hydrotherapy pool, music therapy and other specialist offers such as eye gaze technology. The Thrive curriculum is highly differentiated, which allows students to focus on life skills, experiencing their community alongside a wide range of therapies. The differentiated curriculum develops functional skills through a range of practical, sensory, and experiential learning opportunities.

All students within this pathway experience wrap-around care from a range of multi-agencies including school nursing, physiotherapy, occupational health, visual impairment team, hearing impairment team, speech and language therapists and where appropriate, social care. At KS4 the Thrive follow the Creative Curriculum which encompasses Communication and Literacy, food skills, science, drama, and product design. This curriculum runs in conjunction with the delivery of cognition and thinking, PHSE, therapies, which are bespoke to the individual (including hydrotherapy), movement, music and assembly.

The KS4 curriculum is accredited at the end of KS4 via the Transition Challenge award. The Transition Challenge offers a learner centred activity-based curriculum that can be undertaken with as much support as necessary. It has been developed for learners aged 14-16 with special education needs and disabilities. There are 2 levels of transition available; sensory – this programme offers a developmental perspective for learners with significant PMLD and rewards very small steps of learning and achievement. The second level is Introduction and Progression. The activities in this programme cover the statutory programmes of study of the KS4 National Curriculum along with activities to develop the skills required for adult living.

Students working at P1-P4 levels will work towards achieving a sensory qualification. Students working at P4-P8 levels will work towards achieving the Introduction and Progression qualifications. In the sensory there are four modules: communication and interaction, cognition, physical and self-help and independence. In Introduction and Progression, the students have five modules: knowing how, making choices, feeling good, moving forward and taking the lead. As part of our KS4 curriculum we also offer a residential.

If you would like any further information regarding the Thrive pathway at KS4 then please contact the school and ask to speak to Katie Cass, Deputy Head, as I oversee the Thrive pathway. I hope you have found this information useful, and I look forward to welcoming your child into KS4 Thrive.