Pathway Overviews: Thrive, Connect & Discover

Thrive	Connect	Discover
Pathway Overview: The Thrive Pathway is tailored for students whose primary barriers to learning relate to complex sensory and physical needs, alongside significant cognition and thinking needs. Many students on this pathway have additional medical complexities. Students within this pathway will have additional barriers to learning, such as speech and language needs, communication and interaction needs, hearing impairment visual impairment, attention deficit and hyperactivity disorder or social, emotional, mental health issues.	**Pathway Overview:** The **Connect Pathway** is tailored for students whose primary barriers to learning relate to complex autism, sensory processing differences, and significant dysregulation that presents as a substantial barrier to engagement in learning, coupled with complex and severe cognition and thinking needs. Many students within this pathway have additional complexities. Students may also experience further barriers to learning, such as speech, language and communication needs, communication and interaction differences, hearing impairment, visual impairment, attention deficit hyperactivity disorder, physical disabilities, sensory needs, or social, emotional and mental health needs.	**Pathway Overview:** The **Discover Pathway** is tailored for students whose primary barriers to learning relate to autism and sensory processing differences, alongside some dysregulation that can present as a barrier to engagement in learning, coupled with complex and severe cognition and thinking needs. Many students within this pathway have additional complexities. Students may also experience further barriers to learning, such as speech, language and communication needs, communication and interaction differences, hearing impairment, visual impairment, attention deficit hyperactivity disorder, physical disabilities, sensory needs, or social, emotional and mental health needs.
Our Curriculum and Approach: The Thrive Pathway is a continuous provision, centred on the individual needs of students whose main barriers to learning relate to complex sensory, medical and physical needs, coupled with significant cognition and thinking needs. The development of their bespoke **communication** and **independence** skills is paramount. Focusing on each student's unique, holistic provision, we use sensory and experiential learning to encourage engagement and support them in developing as **curious** and motivated learners. By developing their **thinking (functional skills),** we aim to support students in gaining a meaningful sense of their community as part of their **preparation for adulthood**. Many students within this pathway have additional medical complexities, and support is provided to help them become effective communicators who '**know**	**Our Curriculum and Approach:** Connect links **communication** approaches, sensory input, and structured teaching to ensure that students with complex autism have the opportunity to access a bespoke curriculum tailored to fostering **curiosity** and supporting them in understanding and **knowing themselves**. Regulation is a significant focus within this pathway, with high levels of support in place to reduce barriers to learning and enable meaningful engagement. The pathway is driven by a progressive approach in which students' needs are continually assessed and met through appropriate methods that promote engagement, **independence**, and consolidation of learning. Students learn through a modified national curriculum that incorporates TEACCH methodology, the SCERTS framework, **functional skills,** and **preparation for adulthood**.	**Our Curriculum and Approach:** Connect links **communication** approaches, sensory input, and structured teaching to ensure that students with complex autism have the opportunity to access a bespoke curriculum tailored to fostering **curiosity**, and them understanding and **knowing themselves**. The pathway is driven by a progressive approach in which students' needs are continually assessed and met through appropriate methods that promote engagement, **independence**, and consolidation of learning. Students learn through a modified national curriculum that incorporates TEACCH methodology, the SCERTS framework, **functional skills,** and **preparation for adulthood**.

themselves' and understand how they fit into the wider community.		
How We Teach: Students within the Thrive Pathway (those operating at Pre-Early and Early Years Foundation Stage at Year 7) experience our **sensory curriculum through a highly bespoke learning approach**. Students following our sensory curriculum learn best when learning is rooted in meaningful sensory experiences that evoke their senses and responses. In addition, all students within this pathway access learning through the Engagement Model, with sensory and experiential opportunities personalised to their individual motivations, sensory needs and levels of independence. Our teachers do not prepare to 'teach the class'; instead, they design individualised planning that identifies the next key steps each pupil needs in order to make progress. This planning is shared with all staff so that everyone working with the pupil is focused on enabling them to achieve that core piece of learning. Interagency working ensures that therapy is delivered within, and embedded throughout, the functional context of the classroom, giving pupils opportunities to practise those core skills throughout the school day. Key Stage 4 students pursue or Pre-Entry Level accreditation where appropriate. All Key Stage 3 and Key Stage 4 lessons are class-based.	**How We Teach:** Students within the Connect Pathway (those operating at Pre-Early and Early Years Foundation Stage on entry to Year 7) experience our **practical and functional curriculum through a highly bespoke and structured learning approach.** Students following this curriculum learn best when learning is linked to their own experiences. Some may learn through structured play, others through functional activities, and some will respond most effectively to a topic-based approach. In addition, all students within this pathway access learning through TEACCH methodology and the SCERTS framework, personalised to their individual motivations, sensory needs, and levels of independence. Our teachers do not prepare to 'teach the class'; instead, they design individualised planning that identifies the next key steps each pupil needs in order to make progress. This planning is shared with all staff to ensure consistent, supportive approaches that help pupils feel regulated, secure, and ready to learn. Where appropriate, interagency working ensures that therapeutic input is delivered and embedded within the functional setting of the classroom, giving pupils opportunities to practise core skills throughout the day in familiar, low-stress environments. Key Stage 4 students may pursue accreditation at ASDAN or Pre-Entry Level where appropriate. All Key Stage 3 and Key Stage 4 lessons are class-based.	**How We Teach:** Students within the Connect Pathway (those operating at Pre-Early and Early Years Foundation Stage on entry to Year 7) experience **our practical and functional curriculum through a highly bespoke and structured learning approach**. Students following this curriculum learn best when learning is linked to their own experiences. Some may learn through structured play, others through functional activities, and some will respond most effectively to a topic-based approach. In addition, all students within this pathway access learning through TEACCH methodology and the SCERTS framework, personalised to their individual motivations, sensory needs, and levels of independence. Learning is personalised within a class-based structure so that pupils can benefit from shared experiences, group learning opportunities, and consistent routines. Planning is shared with all staff to ensure supportive approaches that help pupils feel settled, regulated, and ready to learn. Where appropriate, interagency working ensures that therapeutic input is integrated into classroom activities, allowing pupils to practise key skills in familiar and purposeful contexts. Key Stage 4 students may pursue accreditation at ASDAN or Entry Level where appropriate. All Key Stage 3 and Key Stage 4 lessons are class-based.

Pathway Overviews: Thrive, Connect & Discover

Post-16 Offer: Key Stage 5 students usually attend our College Hub Provision, where they follow a highly personalised and holistic curriculum designed to enhance their overall quality of life. The curriculum focuses on developing communication, independence, physical well-being, and engagement, ensuring learning remains meaningful, sensory-rich, and aligned to each student's individual needs and aspirations. Students access a fully class-based provision, with learning delivered through sensory experiences, therapeutic input, functional routines, and opportunities that promote agency, autonomy, and participation. Where appropriate, students work towards ASDAN accreditation at a level suited to their abilities. This approach ensures that students continue to develop essential skills for adulthood within a supportive, consistent environment that prioritises regulation, communication, and personal development.	**Post-16 Offer:** Key Stage 5 students usually attend our College Hub Provision, where they follow a highly personalised and autism-informed post-16 curriculum that builds on their communication, regulation, and functional learning, with a strong focus on developing independence and preparing for adulthood. The curriculum focuses on preparing students for adulthood through meaningful, practical learning that develops life skills, independence, confidence, and community participation. Learning is delivered through a combination of structured 1:1 sessions, small-group opportunities, functional life-skills activities, sensory-based experiences, and carefully planned real-world learning that matches each student's readiness and regulation. Staff use consistent approaches to support communication, choice-making, and the development of early self-advocacy and independence. Students follow an ASDAN-accredited programme at a level appropriate to their individual needs.	**Post-16 Offer:** Key Stage 5 students usually attend our College Hub Provision, where they access a highly personalised and autism-informed post-16 curriculum that builds on the communication, independence, and functional learning developed throughout their school journey. The curriculum focuses on preparing students for adulthood through meaningful, practical learning that develops life skills, independence, confidence, and community engagement. Students follow an ASDAN-accredited programme, working towards goals that reflect their strengths, interests, and future aspirations. Learning takes place through a balance of classroom activities, practical and community-based experiences, and, where appropriate, work-related opportunities.
Post-19 Pathways: Many of our Thrive students move on to further study at Bury College or specialist colleges that can support their communication, sensory, physical, and independence needs. Others transition into an appropriate community-based adult social care packages, such as day opportunities, supported living arrangements, or personalised support programmes.	**Post-19 Pathways:** Many of our Connect students go on to specialist colleges that can provide the high levels of structure, sensory support, and personalised learning they require. Others transition into an appropriate community-based social care package that offers meaningful activity, routine, and support for their communication and regulation needs.	**Post-19 Pathways:** Many of our Discover students move on to further study at Bury College or specialist colleges that offer structured, autism-informed programmes and opportunities to develop functional learning, communication, and independence. Others transition into an appropriate community-based social care package, providing meaningful activity, routine, and supported opportunities to participate in their local community.