

## Curriculum Learning Pathways

**SENSORY PATHWAY** - Learners following this pathway are performing at the earliest levels of development. They follow an immersive sensory approach which provides opportunities to develop responses and an awareness of the world around them.

These learners are working at the earliest levels of communication.

The main focus of this pathway is communication and physical development alongside a high care element which supports their readiness for learning. The approach is wholly holistic.

**Active Pathway** - Learners following this pathway are increasingly active in their general outlook and are beginning to interact with people and the immediate world around them. They use a mixture of gestures and vocalisations and are beginning to develop early control and curiosity towards their environment and learning tasks.

These learners require their environment to be responsive and reactive to their immediate needs which supports them in building on their understanding of cause and effect. They also require access to appropriate and personalised communication systems to support and develop their communication around their basic desires and needs. They are starting to develop their interactions with a receptive adult, their awareness of their peers and the impact they can have on people and objects.

**Bridge Pathway** - The learners on this pathway are developing their preferred method of communication in a more formal way; they are able to apply some representative communication with purpose to express their individual needs.

They are beginning to show awareness of their peers and may interact with them in a supportive and structured activity. This group is beginning to engage with initial subject specific learning encompassing the early literacy and numeracy skills.

The learning environment reflects both the age and learning style of each individual in order to promote their supported involvement in partner and small group work.

**Intentional Pathway** - The learners on this pathway have developed, and can skilfully apply, their chosen communication system in order to function and interact with the world around them. They understand and engage in subject specific work which aims to develop their understanding in relation to literacy, numeracy, wider mathematics, science, humanities, physical development, RSHE, PSED, arts, life and independence. Learners show an awareness of the concept of time and place in relation to their lives. They initiate and maintain interactions with peers and adults and they understand social codes of behaviour and demonstrate increased independence.

The teaching approaches will be dependent on the needs of pupils and may utilise a range of learning styles.