



# Sensory Pathway

- Learning is delivered mainly through sensory exploration.
- Very bespoke Communication methods are used, tailored to each learner, taking advantage of their abilities.
- TASSLES is used to communicate with learners.
- Learners access very bespoke learning, tailored to meet their specific needs and abilities.





# Active Pathway

- Communication methods are still bespoke, however communication is broader on this pathway.
- Pupils engage with lots of choice making activities which are becoming more intentional.
- Pupils are beginning to attend for longer periods of time on their learning
- Objects of reference and some photographs alongside key Makaton symbols are used to support communication.





# Bridge Pathway

- The 'Bridge' between non-subject specific, and subject specific learning
- Symbols and photographs are being used in an intentional way.
- Learners have an understanding of communication partners, who they will exchange communication with.
- Learners are beginning to generalise their learning skills across activities.
- Learners will attend for longer periods of time on their learning.





# Intentional Pathway

- Subject specific learners.
- Learners on this pathway use communication skills in a functional way, either verbally, through AAC or Makaton. Symbols may also still be used.
- Learners access phonics.
- In Post 16, Intentional Pathway pupils will access Functional Skills qualifications, D of E and Open Awards Modules.

