

Pathway 4- For students to become an independent, confident individual , ready to develop self in society

What we are trying to achieve ? **We aim to**

Provide an formal curriculum	Enable students to express their opinions safely and appropriately	Offer meaningful work experience opportunities	Develop students understanding of society , enabling them to be responsible citizens
Offer a range of relevant accreditations for students to access	Develop students employability skills	Support students identify the feelings of others and regulate their own emotions	Provide a sequential, skills based curriculum , building on prior knowledge and further challenge .

Intent

How do we organise learning?

A spiral, sequential curriculum with personalised vocational pathways for students following an formal curriculum

Skills builder Protective behaviours Core Values Preparation For Adulthood Total Communication Zones of Regulation

<p>Lessons:</p> <p>Students to study a range of subjects related to future aspirations</p> <p>Core subjects focused on accreditation routes</p> <p>Collaborative learning and personalisation</p> <p>Vocational subjects</p>	<p>Preparation for Adulthood:</p> <p>Focus on employability skills. Accreditation routes using Princes Trust and Edexcel.</p> <p>Independent living-readiness to work and lead as independent life as possible</p>	<p>Communication:</p> <p>Vocabulary focus</p> <p>Visuals/ symbols</p> <p>Signalong</p> <p>Development of social skills in a range of different contexts, particular formal contexts.</p>	<p>Learning outside the classroom:</p> <p>Independently using the local community</p> <p>Contextualised visits</p> <p>Meaningful work experience opportunities</p> <p>College visits and links</p>	<p>Strategies:</p> <p>Consistent routines</p> <p>Subject specialist teachers</p> <p>Use of self review strategies to support students in understanding their achieve-</p>	<p>Interventions:</p> <p>Learning mentors</p> <p>SALT</p> <p>OT/ physio</p> <p>Accelerated reader</p> <p>Mathletics</p>
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Implementation

How are we achieving our goals?

Progress against EHCP outcomes	Standardised assessment—GCSE's, functional skills	Evidence for learning to record progress	Students are able to Successfully gain employment or relevant further education
Engagement profiling	Regular pupil progress meetings	Vocational accreditations	

Impact