



Extended Pathway Rationale 2026

Students within the Extended Pathway have a wide range of complex and multiple learning disabilities and difficulties, including a significant number with an Autistic Spectrum Condition. All students face challenges related to communication, social interaction, sensory processing, and flexible thinking and behaviour.

We are committed to creating a supportive learning environment through teaching and learning approaches that actively remove barriers to learning. Our curriculum is ambitious, rich, and intentionally challenging, designed to meet the individual needs of every learner and equip them well for the future.

Intent

All learning is shaped around each student's strengths, aspirations and needs as identified in their EHCP. Personal Learning Intention Maps (PLIMs) ensure personalised, coherent planning and progression.

Our approach creates a culture of curiosity, enthusiasm and aspiration – supporting every young person to become the best and most independent version of themselves. Students access a blend of subject-based learning, pastoral support and personalised activities. From KS4 onwards, this includes work-related learning and qualification routes. Our aim is to reduce barriers, build confidence, and empower students to participate fully in their community.

Implementation

Our provision is structured around three key elements:

Core Curriculum

English, Maths and foundation subjects are taught through explicit instruction, modelling, scaffolding and metacognition to support progression, independence and the development of functional skills. Pupils are grouped for Maths and English to ensure teaching is precisely matched to their current learning needs, recognising that pupils may be working at vastly different levels regardless of chronological age.

Specialist Support



The curriculum is designed to meet individual needs and remove barriers to learning through sensory and therapeutic support (e.g. OT, SaLT), structured teaching, visual supports, personalised intervention programmes, and anxiety management and emotional regulation support.

Enrichment

The curriculum is enriched through after-school clubs, community participation, independent travel training, enterprise activities, college links, transition programmes, and work-related learning, which enhances cultural capital, social development and independence.

Quality Assurance and Professional Development

High-quality teaching ensures consistency, challenge and progression through the use of modelling, manipulatives and real-time feedback, well-sequenced teaching that builds conceptual understanding, and collaborative planning, peer support and ongoing professional development.

Teachers are linked across split sites to achieve curriculum coherence and ensure alignment of intent, implementation, and impact. This ensures a shared understanding of qualification pathways and pupil progression, supporting evidence-informed decision-making.

The Earwig assessment system tracks progress from baseline and informs planning, providing real-time data on pupil progress that enables targeted interventions and continuous improvement. Routine use of assessment promotes consistent and equitable assessment, clear next steps for learning, and improved teaching accuracy and confidence.

Preparation for Adulthood (PfA)

From Year 9 PfA becomes a central focus. Students access appropriate qualifications or vocational pathways, engage in meaningful work-related learning including work experience, receive independent careers advice, and follow programmes that reflect their aspirations for adulthood.

We offer a comprehensive range of accreditations from Entry Level 1 to GCSE alongside vocational studies (e.g. Catering, Performing Arts), Duke of Edinburgh Award, and college transition programmes.



Students are prepared for adulthood through independence skills development, travel training, authentic workplace experiences, and specialist support and multi-agency collaboration.

Impact

Our curriculum builds independence, resilience and confidence; enhances engagement, attendance and motivation; improves literacy, numeracy and conceptual understanding; ensures accurate, fair and meaningful assessment; strengthens relationships between students, families and staff; and supports positive destinations and reduces NEET outcomes.

Students leave as confident, socially able individuals with the knowledge, skills and qualifications needed to progress into further education, employment or community participation.

Student Voice and Celebration

We promote student voice and ownership by enabling learners to shape enrichment activities and contribute to curriculum design, fostering autonomy, motivation, and inclusive learning experiences. Celebrating student achievements through events, activities and social media builds pride, belonging and lasting positive memories.