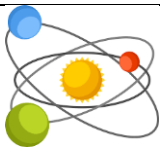


Across the Trust we have four learning pathways for our pupils;

 Engage/ Engagement pathway	 Explore/ Exploration pathway	 Discover/ Discovery pathway	 Investigate/ Investigation pathway
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Each school/setting will have differing allocation of the pathways dependent on pupil cohorts and the school provision offer. Grouping pupils into pathways allows each school to ensure that it can best meet the needs of each individual pupil, however, these are not fixed and opportunities to move between pathways, either entirely or to access strands of curriculum are also possible. We are able to effectively plan the school offer, including the curriculum, environment/resources and bespoke staff training.

See below for our school's current allocation of pathways:

Doubletrees school		
Engagement Pathway 23%	Exploration Pathway 31%	Discovery Pathway 30%

There are 17% of our school cohort within the Early Years phase, at the end of which, a decision is made as to which of the three pathways is most suitable to meet their needs.

The following pages offer an overview of each pathway in terms of the pupil, provision and importantly, the aspirational aim.

Engagement pathway	
Pupils:	
	Pupils within this pathway will have profound and complex needs (PMLD). This will be a significant learning need combined with a physical and/or medical condition. Pupils will require significant adult support to meet all of their needs and experience a multi-sensory curriculum focused on engagement.
Provision:	
	The curriculum offered will be of a sensory and therapeutic nature, with a focus on developing supported independence, communicating feelings, needs and choices. This will follow the engagement model and the primary learning will centre around the individual pupils' EHCP outcomes and personal learning goals. The National curriculum is used as a vehicle for learning to ensure equality of opportunity in subjects studied and accessed. Pupils receive a broad, balanced and engaging offer. The provision for these pupils will take place in a stimulating multi-sensory environment with the support of skilled staff who are empathetic and attuned to understanding the individual pupil's communications and needs. There is an enhanced focus on health and wellbeing including physical, medical, social and emotional support. The pupils will require significant therapeutic support throughout the school day.
Aspirational Aim:	
	The aspiration is that our pupils are supported to develop effective communication and engagement strategies. To develop healthy relationships with people that are important to them and express their feelings, make choices, socialise with others, and to be valued active members of their community.

Exploration pathway	
Pupils:	
	In addition to their primary needs, pupils within this pathway may have complex communication, sensory, social and emotional needs. These factors may cause barriers to their engagement and access to the academic offer.
Provision:	
	The curriculum offered will include a combination of therapeutic and academic learning through accessible timetabling. Working with high expectations, we will support pupils to engage with the full curriculum but also recognise that at times pupils will need varying amounts of additional therapeutic support to access learning. Pupils will be supported by staff who are responsive to their needs and circumstances to ensure they offer an appropriately balanced and flexible approach to learning. Pupils will access the National Curriculum with an emphasis on core subjects and the learning outcomes on their EHCPs. Progress is measured holistically through a combination of academic and therapeutic achievements. This includes engagement, readiness for learning, communication and social skills. The provision for these pupils may take place in a variety of learning environments. These are appropriately stimulating, structured and well-organised to meet the needs of pupils.
Aspirational Aim:	
	Our aspirational aim is that over time we support our pupils to decrease barriers, increasing their access to positive learning experiences. Our pupils will meaningfully access the opportunities available to them with the functional communication, core academic and wellbeing skills that they need, enabling them to become as independent as possible and to be valued active members of their community.

Discovery pathway	
Pupils:	
	Pupils within this pathway will have a range of special education needs (ranging from moderate through to complex) coupled with additional needs (including communication, social, sensory). These pupils are able to follow a structured subject specific curriculum offer, with adaptations.
Provision:	
	The curriculum offered will emphasise academic learning alongside therapeutic interventions and accessible adjustments. Pupils will be supported by staff with secure curriculum subject knowledge who are skilled at ensuring learning is accessible, adopting a scaffolded approach where needed. Pupils will access both core and foundation subjects from the National Curriculum alongside the learning outcomes on their EHCPs. Curriculum offers are tailored to be specialist, high quality and relevant to the context of pupils' lives, generalising key skills in preparation for adulthood. Progress is measured against National Curriculum levels, though the majority of pupils will be working below age related expectations. The environments are stimulating, structured and well-organised to meet the needs of pupils. Lessons are delivered via a formal timetable with an emphasis on highly engaging, practical and contextual experiences.
Aspirational Aim:	
	Our aspirational aim is for pupils to study a wide curriculum, to equip them with key skills for life as well as nurture their talents and interests, enabling them to apply these to contexts beyond school. Our pupils will have developed the functional communication, core academic and wellbeing skills that they need, enabling them to become as independent as possible and to be valued active members of their community and potentially the world of work.

Investigation pathway	
Pupils:	
	Pupils within this pathway will have a range of primary/additional needs ranging from moderate through to complex, which include communication, interaction, social, emotional, mental health. These pupils are able to follow a structured subject specific curriculum offer, with some adaptations.
Provision:	
	The curriculum offered will emphasise academic learning alongside therapeutic interventions and accessible adjustments. Pupils will be supported by staff with secure curriculum subject knowledge who are skilled at ensuring learning is accessible, adopting a scaffolded approach where needed. Core subject areas may be delivered by specialist teachers. Pupils will access both core and foundation subjects from the National Curriculum alongside the learning outcomes on their EHCPs. Curriculum offers are tailored to be specialist (linked to interests and aspirations), high quality and relevant to the context of pupils' lives, securing key skills and accreditations/qualifications in preparation for adulthood. Progress is measured against National Curriculum levels. The environments are stimulating, structured and well-organised to meet the needs of pupils. Lessons are delivered via a formal timetable with an emphasis on highly engaging, vocational, practical and contextual experiences.
Aspirational Aim:	
	Our aim is for pupils to study a tailored curriculum, to equip them with key skills for adulthood and the world of work as well as nurture their talents, interests and aspirations, enabling them to apply these to contexts beyond school. Our pupils will have developed the communication, core academic and self-care and social skills that they need, enabling them to become as independent as possible and to be valued active members of their community and the world of work and continuous learning.