



Upper School Engagement Pathway Curriculum Rationale

Therapeutic Course



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The Upper School Engagement Pathway builds upon the foundations laid in the lower school, continuing to support learners through a curriculum that is holistic, therapeutic, and highly personalised. While the focus remains on communication, engagement, and wellbeing, the curriculum is adapted to be age-appropriate and meaningful for older learners, with an emphasis on preparation for adulthood and community inclusion.

Curriculum Intent

In the upper School, the curriculum continues to follow the Engagement Model and is shaped by each learner's EHCP outcomes and Personal Learning Goals (PLGs). The intent is to provide rich, multi-sensory learning experiences that promote autonomy, dignity, and enjoyment. The curriculum prioritises quality of life, communication, and meaningful engagement with the world around them.

Community Engagement and Preparation for Adulthood

Learners are supported to access their local community in ways that are safe, inclusive, and enjoyable. This includes visits to sensory-friendly venues, participation in local events, and interactions with familiar community members. These experiences are designed to foster a sense of belonging and promote social inclusion. Preparation for adulthood focuses on supported independence, communication of preferences, and engagement in activities that reflect adult life in an age-appropriate way.

Preparing for Adulthood Outcomes: Key Priorities	
Employment	• Accessing the wider community to experience a variety of settings and people within the community. • Following instructions with support.
Independence	• Using and/ or responding to an established communication system. • Accessing the wider community to experience a variety of settings safely. • Experiencing a variety of leisure activities in order to develop preferences.
Good Health	• Communication of personal needs to known and unknown people • Integrated therapy plan. Eg Pathway 3: OT, SaLT and physio programmes. • Working with a wide team of staff to manage personal care and therapeutic interventions. • Being able to make and communicate choices and preferences.
Friends, Relationships and the Community	• Safely accessing the wider community to experience a variety of settings and activities and developing preferences. • Communicating preferences. • Communicating with friends and staff and other lesser-known people functionally and socially.

Therapeutic and Holistic Approach

Therapeutic input remains central to the curriculum. Learners access physiotherapy, sensory integration, and communication interventions throughout the day. Staff work closely with multi-agency teams to ensure that physical, sensory, and medical needs are met with dignity and care. Intensive interaction, sensory stories, and personalised routines are embedded to support emotional wellbeing and engagement.



Curriculum Implementation

The curriculum continues to be structured around the four core areas: Feeling Safe in My World, Exploring My World, Accessing My World, and Interacting with My World. These areas are interwoven throughout the day, with learning opportunities embedded in every interaction. Themes are adapted to be age-appropriate and relevant, while still offering opportunities for sensory exploration, creative expression, and enjoyment.

Links to School Values

- **Achieve:** Learners are supported to achieve their personal best, whether through maintaining skills, developing communication, or engaging with others.
- **Belong:** A strong sense of community and inclusion is fostered through shared experiences and meaningful relationships.
- **Communicate:** A Total Communication approach ensures that every learner has a voice and is understood.
- **Develop:** Learners develop holistically, with progress recognised in all areas of their EHCP.
- **Enjoy:** Activities are designed to bring joy, curiosity, and a sense of purpose to each learner's day.

Post 16 Education at Doubletrees

Post 16 placements are allocated by the Local Authority, in line with the annual review process. Post 16 learners remain with their Upper School peers and continue to access the upper school offer. In addition to this, Post 16 learners have an enhanced focus on their individual Preparing for Adulthood Outcomes.

Engagement → Therapeutic	Exploration → Independence	Discovery → Pre-vocational
Equity of offer with an enhanced focus on health and wellbeing and independence to ensure that they have meaning, purpose and enjoyment in adult life. Participation and involvement in the school and their local community.	Equity of offer with an enhanced focus on independent living and life skills and health and wellbeing to ensure students are equipped for their life as adults and that they are as involved as possible in their local communities.	Equity of offer with an equal focus on all strands to ensure students have the skills and knowledge to lead healthy, purposeful and as independent lives as possible and to contribute to their local communities through paid or voluntary work.
Curriculum Offer		
		
		
Community Inclusion		



Life beyond Doubletrees

Adult needs:	Will require ongoing care support, including from outside agencies, for all personal care and home management tasks and to access the community. Likely to need ongoing therapies and health input to remain healthy Will be able to access leisure activities and activities in areas of interest with support.
Priorities of Outcomes	Will need: • to accept and co-operate with personal care and exercises to maintain good health. • will need to be able to communicate wants and needs. • to develop leisure preferences through experiencing a range of accessible options. • Will need to access the wider community with support from known and unknown adults
Adult or Post 16 destination after Doubletrees	• Truro college or supported social care setting. • Supported living at home with bespoke community care programme or a residential setting

