



 Dynamic Pathway	
Pathway Intent	Principle Approaches
<ul style="list-style-type: none"> To create opportunities that foster effective communication, regulation strategies and functional problem-solving skills. To support students to become active participants in their own lives, building the skills, confidence and independence they need to navigate their world. 	<ul style="list-style-type: none"> Targeted use of The Engagement Model EHCP informed target setting ILP targets broken down from EHCP Outcomes and SCERTS targets Multi-sensory pedagogical approaches Intensive Interaction and Attention Autism Makaton and Symbol based communication aids/technology Early Numeracy and Literacy skills tracking Promotion of Independence, toilet training and self-help
Learner Profile	
<p>Dynamic learners thrive through independent, self-directed exploration supported by high levels of adult guidance. Students following this pathway typically use a range of communication aids—including AAC devices, visuals, symbols, or objects of reference—to express their needs, make choices, and actively participate in learning. Their engagement is strongest during short, focused learning opportunities that are sensory-led and closely aligned with their personal interests. Learners in this pathway require a calm, predictable, and low-arousal environment to support regulation, reduce anxiety, and promote successful engagement. Dynamic learners react positively to co-regulation, modelling and supporting emotional regulation/behavioural responses. Students need to feel secure, understood, and ready to learn. Most learners on this pathway have a primary need of Autistic Spectrum Disorder (ASD) and benefit from structured routines, visual supports, sensory regulation opportunities, and highly personalised learning experiences.</p>	

 Discovery Pathway	
Pathway Intent	Principle Approaches
<ul style="list-style-type: none"> To produce learners that demonstrate 'VICE' - Voice, Independence, Creativity and Engagement. The pathway provides student-led multi-sensory thematic and holistic activities which is delivered through a horizontal model of learning. To allow students' needs to be met in a holistic but also bespoke way while developing their cognition, communication, physical and social skills to be active participants in their life. 	<ul style="list-style-type: none"> Multi-sensory pedagogical approaches Intensive Interaction and CATHS approaches (Band 1) Routes for Learning The Engagement Model ILP targets broken down from EHCP outcomes
Learner Profile	
<p>Students in the Discovery pathway are working at an early development or emergent concept level in their cognition and communication skills - using The Engagement Model and Routes for Learning. Most students have a primary need of PMLD who require a high-level of adult support due to medical interventions (such as gastrostomy feeds, repositioning in physiotherapy equipment) and their learning styles and preference.</p>	

 Investigation Pathway	
Pathway Intent	Principle Approaches
<ul style="list-style-type: none"> To produce learners who engage in a creative curriculum, offering cross curricular and contextualised learning opportunities. To create a curriculum that will have a flexible framework which is responsive to their needs enabling relevant communication alongside problem solving skills. 	<ul style="list-style-type: none"> CATHS, Makaton and Symbol based communication aids/technology EHCP informed target setting Early Numeracy and Literacy skills tracking Promotion of Independence, toilet training and self-help skills
Learner Profile	
<p>An Investigation Pathway learner is developing their communication skills, using both words and non-verbal ways to share their thoughts and feelings. They can be supported through AAC, Makaton signing and widget symbols that help them connect with others. The learner may have physical or medical needs, which are understood and supported so they can feel safe, happy, and ready to learn. Their curriculum incorporates engaging and creative sensory provision, leading to subject specific learning with emergent Literacy and Numeracy skills. Learners often have a primary need of PMLD or SLD often linked to Communication difficulties.</p>	



 Enquiry Pathway	
Pathway Intent	Principle Approaches
<ul style="list-style-type: none"> To enable learners to communicate effectively, think critically, and to demonstrate problem-solving skills that are applicable to real life and prepare them for adulthood To encourage learners to function independently using life skills and prepare for college by the end of KS4 	<ul style="list-style-type: none"> EHCP informed target setting Numeracy and Literacy skills that are applicable to the real world Developing wider personal independence skills including safe decision-making in school and community settings Progression towards increased verbal communication, expanded vocabulary use, and autonomous use of AAC systems
Learner Profile	
<p>An Enquiry Pathway learner can use their expressive and receptive language skills to increasingly able to share their needs, thoughts, ideas, and opinions using verbal and/or non-verbal communication. They often benefit from visual supports such as symbols, which help them to understand information, routines, and the world around them. Learners are beginning to demonstrate an understanding of co-regulation and are supported to develop greater independence in recognising and managing their own regulation and engagement.</p> <p>Enquiry learners continue to build their Literacy and Numeracy through practical and functional tasks, and are more able to explore, choose, and participate in activities with reduced prompting. Many learners have SLD as their primary need but show a readiness to apply their skills, substantive and disciplinary knowledge across everyday situations, preparing them for a successful transition to college.</p> <p>DESTINATIONS: Many of our Enquiry learners leave us at the end of year 11 and continue their education at appropriate colleges such as Sheffield College, Sheaf Training and Landmarks College.</p>	

16+ Post 16 (Dynamic, Discovery and Investigation classes)	
Pathway Intent	Principle Approaches
<ul style="list-style-type: none"> To prepare our learners for adulthood so they can lead meaningful roles in their community To prioritise communication and engagement through real-life, motivating and sensory-rich learning experiences We strive to build functional independence, foster confidence and teach community participation skills that prepare them for adulthood We have high aspirations, nurture wellbeing and celebrate every pupil's strength so they can connect, contribute and thrive 	<ul style="list-style-type: none"> EHCP informed target setting Curriculum adaptation to promote: Communication & Literacy, Cognition & Numeracy, Independent Living skills, Employability skills and understanding of Next Steps, Community inclusion and awareness of Good Health LifeSkills Challenge awards
Learner Profile	
<p>We cater for a combination of Discovery, Dynamic and Investigation pathway learners. These students still need a combination of sensory learning and adapted specialist provision to enhance and support their varied additional needs. Most of our learners have a primary need of PMLD or SLD often linked to Communication difficulties, complex medical or physical needs and some with elements of ASD.</p> <p>DESTINATIONS: Many of our young people move to day services and PA-support with assistance from adult social care's Preparation for Adulthood team on personalised, assessment-driven terms.</p>	