



DAYLESFORD ACADEMY

CURRICULUM

Introduction

Daylesford Academy is an Alternative Provision for pupils ranging from age 11 to 16. All our pupils exhibit a range of learning needs, communication difficulties and social, emotional and mental health difficulties. Students are placed from here from Local Authorities and Secondary Schools. Some pupils have an Education, Health and Care Plan (EHCP). Before joining our school, and as a result of their behavioural and emotional difficulties and/or associated learning needs, many have been unable to access an educational curriculum effectively.

Pupils enrolling at Daylesford Academy will typically have barriers to learning which may include but are not limited to:

- Suspension or permanent exclusion from one or more schools.
- Long periods of absence from school.
- 1-1 support either at home or in a mainstream or specialist setting, possibly on a part-time basis.
- Low self-esteem and self-confidence in relation to their ability to succeed academically and control their own behaviour.
- Low aspirations and expectations of the opportunities that are likely to be available to them when they leave school.
- A diagnosis such as ASD, ADHD, ODD, FASC (Fetal alcohol spectrum condition), SLCN, and Specific Learning Difficulties such as dyslexia.

Daylesford Academy offers a nurturing learning environment. We promote the care of our students - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our students, preparing them for adult and working life. The vision for our school's curriculum is to

provide a fully inclusive curriculum that gives learners the opportunity to achieve their full potential by engineering a curriculum that best meets each learner's diverse needs. Students access a broad and balanced education, based on the realities of modern life and delivered in a personalised learning environment.

At Daylesford Academy, we believe that the word 'curriculum' should be interpreted in its widest sense. The curriculum includes every planned learning opportunity the students experience as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole school day. It is these experiences that staff use to promote learning, personal growth and development. Experiences are structured to ensure that they have the greatest impact on the outcomes, attainment, progress and personal development of all our students.

Our Ethos, Vision, Values and Expectations

Ethos:

To ensure that no young person is educationally disadvantaged.

Our Vision:

The 'Daylesford Academy Family' is built on the core values of 'Caring, Believing, Achieving, Understanding' and strives to provide a safe and supportive environment where all pupils have high aspirations, thrive, both personally and academically, and succeed in being the best that they can be.

Our Purpose:

- **To provide inclusive education and support for pupils who cannot manage in a mainstream school setting.**
- **To promote positive communication between home, school and pupil.**
- **To facilitate experiences and learning that instils emotional intelligence through a sequential curriculum and extensive pastoral support to promote learning skills necessary for pupils to progress in life and learning and become good citizens.**
- **To set high expectations that believe in pupils' potential while understanding their need.**
- **To help parents feel safe and welcome in school through communication that encourages parent and child cooperation and positive engagement in the child's emotional progress, skills, and learning.**
- **To ensure pupils have access to therapeutic input that is appropriate and relevant for the individual pupil and is part of a 'joined-up service' where all professionals involved with the pupil share information which will ensure progress that involves the 'whole child'**

Our Values:

- **Caring**
- **Believing**
- **Achieving**
- **Understanding**

Our Expectations

- **Be Safe**
- **Be Resilient**
- **Be Respectful**
- **Be Ready to Learn**

Curriculum Aims

The curriculum must inspire and challenge all learners and prepare them for the future. The Academy's aim is to continually develop a coherent curriculum that builds on students' experiences in earlier life and helps them to become successful learners, confident individuals and responsible citizens with a fundamental understanding of core British Values including democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

The curriculum must help students to:

- Re-engage with learning through a flexible curriculum approach which encourages a joy for learning.
- Achieve high standards and make holistically good or outstanding progress.
- Enable those not achieving expectation to narrow the gap and meet chronological age expectations and/or personalised targets.
- Enter public examinations, if appropriate, when they are ready for them.
- Utilise high quality personal, learning and thinking skills and become independent learners.
- Utilise high-quality functional skills, including key literacy, numeracy and computing skills.
- Students to be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to the age of 16 and beyond.
- Value their learning outside of the curriculum.
- Relate to the taught curriculum.

Curriculum Outcomes

Our school's curriculum will:

- Fulfil statutory requirements
- Be based on National Curriculum definitions of subject breadth and progression wherever possible.
- Lead to qualifications that are useful for both employers and higher education.
- Enable students to build enhanced self-esteem and confidence in learning.
- Meet the needs of students of all abilities.
- Be delivered in a supportive, learning-focused environment, built on nurturing positive relationships, enabling all to feel safe and thrive.
- Provide equal access for all students to a full range of learning experiences, beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at points of transition.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- Foster teaching styles which offer and encourage a variety of relevant learning opportunities.
 - Help students to use language and number effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help students understand the world in which they live.
- Meet the social, emotional and behavioural needs of our students.

Curriculum Principles

Student entitlement

As an Alternative Provision providing for the needs of young people with a range of complex social, emotional and communication learning difficulties and associated challenging behaviours, we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; appropriate levels of expectation and genuine challenge and relevance; continuity and progression in learning.

Addressing Special Educational Needs

As part of the admissions process and after a place has been confirmed, a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. All pupils are baselined using CAT testing and Boxall Profile. The baseline data is used to set realistic and personalised targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of personalised provision including individual education plans, pupil profiles and individual risk assessments.

Curriculum Structure

The curriculum structure at Daylesford Academy consists of a framework built around whole school policies and associated schemes of work written as long, medium and short-term levels of planning. Within the schemes of work, an accurate assessment will inform planning and target setting for pupils' formal curriculum assessment, completion of pupil summative records and assessment of personal development.

Formal Curriculum Planning & Delivery

Curriculum planning and delivery is as follows:

Long term planning - Deals with the major areas and strands of the National Curriculum or accredited pathway to be covered in small steps across the Key Stages. It shows the decisions made about breadth and balance.

Medium term planning – Deals with the activities within units of work reflecting the sequencing of learning and the spiral nature of the curriculum.

Short term planning – Teaching staff plan each lesson using a 'Steps 2 Success' format to allow pupils to follow their own progress throughout the lesson.

Formal Curriculum Organisation

The curriculum is organised on a subject-based model with students moving to specialist rooms and teachers (Where appropriate). Interventions are implemented within the Holistic curriculum for identified groups and individuals. Students are grouped according to individual needs enabling all able students to be extended whilst allowing pupils needing enrichment activities to be supported through greater differentiation. Accredited courses are followed in English, Maths, Science, PE, Food Technology, Art and Music Technology. Humanities is not taught as a separate subject for students on the Explore and Discovery Pathways. This is an active decision which reflects the cognitive profile of the cohort and the inaccessible nature of some of the subject area. However, should a pupil arrive at Daylesford Academy who is part way through a GCSE Humanities related subject, they would be able to access the course through schools within our Trust, ensuring they are not disadvantaged in any way.

In Year 11 a Careers curriculum supports pupils in developing Action Plans which contribute to transitional career review meetings. These meetings highlight areas of strength and need for everyone. The outcome is to ensure that the relevant support and opportunities are accessed by pupils to develop the confidence to participate fully in life as independent young adults and make appropriate choices at 16+. Links with Further Education Colleges and the employment industry enhance the work experience and effective post 16 engagement of learners. The school engages pupils in enrichment activities.

Curriculum Pathways

Daylesford Academy offers a learning environment at the heart of its wider community. We promote the care of our students - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our students, preparing them for adult and working life in the 21st century. The vision for our school's curriculum is to provide a fully inclusive curriculum that gives learners the opportunity to achieve their full potential by engineering a curriculum that best meets each learner's diverse needs. Students access a broad and balanced education, based on the realities of modern life and delivered in a personalised learning environment.

Students are assessed on entering the school to determine which Pathway would best suit them and to enable individual needs to be met through the inclusive curriculum. Curriculum Pathways will allow learning journeys to start from individual pupils' current strengths and needs. At this point, teachers (With discussion with parents/carers) will decide which of the four curriculum pathways is most suitable for pupils; The Explore Pathway (Pathway 1 or 2) The Discovery Pathway or The Inspire Pathway. The curriculum selected will depend upon the pupil's barriers to learning, their needs and long-term goals.

We avoid rigid placement within a Pathway and movement between pathways is possible following a re-evaluation of a pupil's needs and progress. Each Curriculum Pathway is enriched through the Holistic Curriculum with intervention which may include therapeutic interventions, academic interventions, outside learning opportunities and mainstream opportunities or work experience.

CURRICULUM PATHWAY MAP - Daylesford Academy offers a learning environment which promotes and believes in the care and understanding of our students allowing them to progress from their starting points and achieve to the best of their abilities.

Curriculum Aims and Expectations

Resilient learners who overcome challenges placed before them to build on prior knowledge and make progress from their starting points.

Respectful learners who make a positive contribution to school life and their community as a whole

Restorative learners who develop positive and respectful conduct free relationships where achievements at all levels are celebrated

Ready to Learn – a clear and ambitious curriculum that instils a joy of learning and allows pupils to achieve their full potential.

Areas of Need: Communication and Interaction

Social Emotional and Mental Health

Cognition and Learning

Sensory and/or Physical Need

Whole School Strategies

Our staff recognise that:

- Basic physiological and emotional needs must be met before a student feels safe enough to relax and learn
- All staff need to demonstrate that they care and can be trusted.
- All staff need to be well regulated as raised voices, angry faces and body language create fear and stress
- Small successes need to be celebrated
- Building a safe environment where adults are in charge and are taking responsibility freeing students from the burden of having to keep themselves physically and emotionally safe.

Learning Environment:

- Clear timetables
- Keywords and topic vocabulary displayed.
- Coloured overlays to reduce visual stress.
- Task to access prior learning or recap a lesson
- Small breaks allowed if required.
- Physical activity
- Alternative activity based on a special interest of a student if required.
- ASC learning strategies

Personal Development:

- Daylesford Academy offers a thorough PSHE programme designed to help students deal with the difficult moral, social, health and economic related issues that arise in their lives and society.
- We help students to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives.
- The Pastoral Support Team is available for each Pathway.

Communication

- Word of the week
- Form Time Reading
- Game Changers – National Literacy Trust
- Key curriculum related language displayed
- Opportunities for discussion
- Circle Time
- Opportunities for repetition of previous learning

Informed Curriculum Pathways from baseline data e.g. Boxall, Cat4, EHCP etc.

Explore Pathway

- Quality First Teaching
- National Curriculum (Where Appropriate)
- Personalised Interventions
- Personalised timetables (Where Appropriate)
- Life Ready – AQA Certificates, Functional skills

Discovery Pathway

- Quality First Teaching
- National Curriculum (Where Appropriate)
- Targeted Intervention
- Vocational Options
- Work Experience
- Alternative Curriculum
- GCSE 9 – 1 and Level 1 qualifications

Inspire Pathway

- Quality First Teaching
- National Curriculum
- Targeted Intervention
- GCSE 9 – 4 and Level 2 qualifications
- Focus Days – e.g. Science

IMPACT

Improved rates of progress for all learners

Increased engagement in curriculum activities

Decrease in challenging behaviour

Improved attendance from starting point

Increased engagement of parents/carers

Positive lifestyle choices and positive attitudes towards self and school

Rise in emotional wellbeing and self esteem

Explore Pathway

The Explore Pathway is tailored to the needs of students whose main barrier to learning is an aspect of attachment disorder or are highly vulnerable or have adverse childhood experiences that have impacted their social, emotional and cognitive development. Prior to attending Daylesford Academy, students following the Explore Pathway have often been unable to function or attend mainstream settings for extended periods, due, for example, to extreme levels of anxiety or refusal.

Students within this Pathway may have an additional barrier to learning; they may present as extremely vulnerable with extreme anxiety, Speech, Language and Communication needs, Autistic Spectrum Condition (ASC), Attention Deficit and Hyperactivity Disorder (ADHD).

On the Explore pathway, students work towards a range of Unit Awards, Entry Levels and Functional Skills level 1 qualifications, Entry levels give learners the basics in maths and English which are vital in everyday life. Some GCSE qualifications may be accessed.

Explore Curriculum (1)

Daylesford Academy offers a specifically adapted curriculum for students who appear to have experienced extreme adverse childhood experiences which can be accessed as part of the Explore Pathway. The Explore curriculum is designed to capture the students' learning needs as well as addressing the specific social communication needs of the students. It supports pupils to develop their emotional literacy and resilience.

Daylesford Academy uses a range of assessment criteria beyond those statutorily required to monitor progress in terms of educational attainments and with respect to social and behavioural outcomes. Detailed Boxall profiling forms part of the admission process with programmes of targeted intervention provided over a programme of 12 weeks. The Explore curriculum offers an educational pathway that allows students to develop their self-efficacy whilst building resilience and confidence as individuals and as learners.

The Explore Curriculum is delivered has a strong focus on Personal and Social Development for young learners. The wrap-around curriculum is tailored to individuals groups and focuses on shared activities. Learners are encouraged to build a vocabulary that will enable pupils to describe their emotional state and their needs. At Daylesford Academy, there is recognition of the intense challenge some learners experience with peers and in group activities. The Explore curriculum supports pupils to self-identify and build on existing personal strengths. There is a strong understanding of how this can affect learning and behaviour and the focus of the Explore Curriculum is to reasonably adjust some aspects of school life to enable pupils to develop the skills necessary to access learning effectively.

Explore Curriculum (2)

The Explore Pathway (2) is a highly individualised support led curriculum for students who are in crisis. The Explore Pathway (2) is highly differentiated and focused on supporting children who have become disengaged with learning or need crisis intervention support. Learner's access fully personalised intervention, which is discussed with a solution-focused approach. The curriculum is entirely adapted to enable a continuum of provision to promote and meet the needs of the pupil and enable the student to gain confidence in re-engagement back into the school community. The academic curriculum support is dependent on the personal needs of the student.

The Explore Pathway (2) is tailored to the needs of students who may have experienced a sense of fear, or worry within their life; had their life safety threatened, or perception of endangerment, not in control of basic life exercise, forced into role- reversal with an adult, feeling of isolation from trusted adult at home, flashback of previous trauma, tragedies and/or uncertain future. Learners accessing the Explore Pathway (2) are rarely in a conducive emotional state for learning, they struggle with social relationships and often seek to have their basic needs met. It is likely that learners on this Pathway are unable to access 25 hours of learning each week and maybe on a reduced provision off-site or part-time timetable. Learners accessing the Explore Pathway (2) have regular Support and Review meeting with multi-agency involvement.

The outcome expected for the Explore Pathway (2) is a re-engagement in learning and the school community and to encourage students to move forward into their adult lives with memories and emotions of achievement, relationship building, support and encouragement. Students on this Pathway would have the opportunity to achieve qualifications in line with their academic ability.



Explore Pathway Curriculum (1)

Pathway Overview	<p>The Explore Pathway is tailored to the needs of students whose main barrier to learning is an aspect of Attachment disorder, highly vulnerable or have missed early childhood experiences which has impacted the social, emotional and cognitive development. Prior to attending Daylesford Academy, students following the Explore pathway have often been unable to attend mainstream settings for extended periods, due, for example, to extreme levels of anxiety.</p> <p>Students within this pathway may have an additional barrier to learning; and may present as extremely vulnerable including extreme anxiety, Speech, Language and Communication, Autistic Spectrum Continuum (ASC), Attention Deficit and Hyperactivity Disorder (ADHD).</p>
Pathway Intent	<ul style="list-style-type: none">-To embed and promote positive student well-being, confidence, independence, communication skills throughout the curriculum.-An enhanced nurture curriculum. This includes dedicated time for therapies and additional Personal Development- Explore Students will follow a tailored, more specialist 'no-demands curriculum' bespoke to the individual which is available where appropriate.-The curriculum at KS4 will focus on gaining employability experience, skills and qualifications for this group of students.
Pathway Implementation	<ul style="list-style-type: none">- Explore students within this pathway access a key adult and a teaching assistant.- Explore students have their curriculum delivered on a secondary school model involving moving to a wider range of subject specialist teachers based in specialist rooms, where appropriate.-This is a differentiated curriculum, tailored to the needs of a group of students whose main barrier to learning is attachment disorder, or is highly vulnerable or anxious. This will be with a view to accessing enrichment activities four afternoons per week.- Personal Development will be embedded through each subject to ensure students' emotional needs are met.-Students will attend lessons with other classes, as appropriate to individuals and can access parts of the explore pathway. -Where appropriate, students within this pathway experience wrap around care from a range of multi-agencies which may include speech and language therapists, CAMHS and social care.
Pathway Impact	<ul style="list-style-type: none">-Positive student wellbeing, confidence, independence, functional communication skills.- Explore pathway KS4 students work towards a range of Unit Awards, BTECs, Functional Skills 1 - 3 and Entry Level 1-2 qualification, Entry levels give learners the basics in maths and English useful in everyday life.
Post 16	<p>Students who follow this pathway could progress to:</p> <ul style="list-style-type: none">- Supported learning in a college placement.- Supported 6th form placement in a specialist setting which supports the needs of each young person.- Supported Traineeship.- Vocational courses which are supported by specialist SEN staff.



Explore Curriculum (2)

<p>Pathway Overview</p>	<p>The Explore Pathway (2) is a highly individualised support led curriculum for students who are in crisis. The Explore Pathway (2) is highly differentiated and focused on supporting children who have become disengaged with learning or need crisis intervention support. Learner’s access fully personalised intervention, which is discussed with a solution-focussed approach. The curriculum is entirely adapted to enable a continuum of provision to promote and meet the needs of the pupil and enable the student to gain confidence in re-engagement back into the school community.</p> <p>The Explore Pathway (2) is tailored to the needs of students who may have experienced a sense of fear, or worry within their lives; had their life safety threatened, or perception of endangerment, not in control of basic life exercise, forced into role- reversal with an adult, feeling of isolation from trusted adult at home, flashback of previous trauma, tragedies and/or uncertain future.</p>
<p>Pathway Intent</p>	<ul style="list-style-type: none"> -To embed and promote positive student wellbeing, confidence, independence, communication skills throughout the curriculum. -A highly personalised and adapted curriculum that is personalised to each individual child’s needs. - Nurture talents and interests in an activity based, environmentally aware and sustainable surrounding- Emotional support and if needed, therapeutic care, which can include unique activities to develop and grow from crisis situations.
<p>Pathway Implementation</p>	<ul style="list-style-type: none"> -The Explore Pathway (2) is a school based and co-ordinated intervention to help pupils achieve their social, emotional and behaviour skills. - Solution focused approach – actively finding different approaches with small step targets for the child to be happy and successful. - Pastoral Support Programme. -Learning is entirely adapted and the academic curriculum reduced to functional core areas. -The Explore Pathway is reviewed frequently for the pathway to be amended and developed in response to pupil progress. - Multi-agency meeting (If required) with a clear focus on the needs of the student. - Outcome driven pathway to seek development and change for the student’s progress. -Where appropriate, students within this pathway experience wrap around care from a range of multi-agencies including SISS, speech and language therapists, CAMHS, attendance and social care. - The Explore Pathway (2) may include the use of part-time timetables in agreement with pupil, parent/carers, agencies and Local Authority to re-engage the student with their learning. These will be reviewed every 2 weeks.
<p>Pathway Impact</p>	<ul style="list-style-type: none"> -Positive student well-being, confidence, independence, functional communication skills. - Re-engagement learning and the school community. -To encourage students to move forward into their adult lives with memories and emotions of achievement, relationship building, support and encouragement during their Explore (2) Pathway.

Post-16 Pathway	Students who follow this pathway could progress to: <ul data-bbox="190 103 828 263" style="list-style-type: none">-Supported learning within a mainstream college.-Specialist 6th form placement.- Structured traineeship.- Employability.
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Discovery Pathway

The Discovery Pathway meets young people at their point of learning. The Discovery Pathway offers the opportunity of a more vocational curriculum with overarching themes that are of significance for individuals and provides relevant learning contexts. Students are given opportunities in pursuing project-based learning opportunities with a kinaesthetic approach to engage young people onto the positive pathway of learning through positive achievement. The Discovery Pathway is tailored to the needs of students whose main barrier to learning is a significant aspect of Social, Emotional, and Mental Health (SEMH).

KS4 students work towards a range of GCSEs Grade (1-9), BTECs, and Level 1-2 qualification in Functional Skills and there is a range of opportunities for vocational qualifications.



Discovery Pathway Curriculum

Pathway Overview	<p>The Discovery pathway aims to meet young people at their point of learning. The Discovery Pathway offers the opportunity of a more vocational curriculum with overarching themes that are of significance for individuals and provides relevant learning contexts. Students are given opportunities in to pursue project-based learning opportunities with a kinaesthetic approach to engage young people onto the positive pathway of learning through positive achievement.</p> <p>The Discovery Pathway is tailored to the needs of students whose main barrier to learning is an aspect of Social, Emotional, Mental Health (SEMH).</p> <p>-Students within this pathway may have an additional barrier to learning, this could be Speech, Language and Communication, Autistic Spectrum Continuum (ASC), Attention Deficit and Hyperactivity Disorder (ADHD).</p>
Pathway Intent	<p>-To embed and promote positive student well-being, confidence, independence, and communication skills throughout the curriculum.</p> <p>-A broad & balanced curriculum at KS3 & KS4.</p> <p>-Curriculum will focus on gaining life skills through meaningful experiences, skills and qualifications.</p>
Pathway Implementation	<p>Discovery pathway classes have their curriculum delivered on a secondary school model involving moving to subject specialist teachers based in specialist rooms. The decision is made according to student need. These students will be working below national age expectations with gaps in their learning.</p> <p>-This differentiated curriculum develops functional skills through practical learning opportunities.</p> <p>-All students within this pathway may experience wrap around care from a range of multi-agencies including SISS, speech and language therapists, and social care.</p> <p>-Vocational curriculum opportunities to meet SEMH needs.</p>
Pathway Impact	<p>Positive student well-being, confidence, independence, functional communication skills.</p> <p>-KS4 students work towards a range of GCSEs Grade (1-9), BTECs, and Entry Level 1- 2, and Functional Skills 1 - 3</p> <p>- Opportunities for Vocational qualifications.</p>

pathway Post 16

Students who follow this pathway could progress to:

- Employability.
- Apprenticeship.
- Traineeship.
- Supported learning within a mainstream college.
- Specialist 6th form placement.

Inspire Pathway

The Inspire Pathway aims to stretch and challenge learners by raising their aspirations for achievement. The Inspire Pathway enables our higher attaining pupils to access a challenging academic curriculum, which allows their learning journeys to develop.

Students within this Pathway may have an additional barrier to learning, this could be Speech, Language and Communication, Autistic Spectrum Continuum (ASC), Attention Deficit and Hyperactivity Disorder (ADHD), or Social, Emotional, Mental Health issues (SEMH) KS4 students work towards a range of GCSEs Grades (9-4) BTECs, and Level 2 qualifications.



Inspire Pathway Curriculum

Pathway Overview	<p>The Inspire Pathway aims to stretch and challenge learners by raising their aspirations for achievement. The Inspire Pathway enables opportunity for our higher attaining pupils to access a challenging academic curriculum, which allows their learning journeys to develop.</p> <p>Students within this pathway may have an additional barrier to learning, this could be Speech, Language and Communication, Autistic Spectrum Continuum (ASC), Attention Deficit and Hyperactivity Disorder (ADHD), or Social, Emotional, Mental Health issues and Social Emotional and Mental Health (SEMH)</p>
Pathway Intent	<ul style="list-style-type: none">-To embed and promote positive student well-being, confidence, independence, communication skills throughout the curriculum.-A broad & balanced curriculum at KS3 & KS4.-Learning to pursue Level 2 /GCSE accreditations.-Access bespoke enrichment opportunities, which stretch and challenge learners.-Bespoke intervention groups for higher attaining learners.-Opportunities to work alongside other students across the Academy Trust.- Science Focus days
Pathway Implement	<ul style="list-style-type: none">- The students within this pathway access a form tutor and class TA/'s.- Inspire classes have their curriculum delivered on a secondary school model involving moving to a wide range of subject specialist teachers based in specialist rooms.-This is a differentiated curriculum tailored to stretch and challenge our most able students in inspiring their learning journeys to develop.
Pathway Impact	<ul style="list-style-type: none">-Positive student well-being, confidence, independence, functional communication skills.-KS4 students work towards a range of GCSEs Grades (9-4) BTECs, and Level 2 qualifications.

Post-16
Pathway

Students who follow this pathway could progress to:

- College to study a Level 3 qualification.
- Foundation degree.
- 6th Form college in mainstream school.
- Apprenticeship.

