

Extended Pathway Rationale

An ambitious, knowledge-rich and accreditation-aware curriculum preparing pupils for the Appleby Centre and adulthood

The Extended Pathway provides a well-sequenced and ambitious curriculum for pupils who can access more formal and subject-specific learning with specialist adaptation. It builds academic knowledge, functional skills, personal development, qualification readiness and independence so that pupils are prepared for the Appleby Centre, post-16 education and adulthood.

Aligned pathway profile

Feature	Pathway position
Curriculum model	Knowledge-rich, sequential, subject-specific and accreditation-aware
Assessment	Subject assessment, including PSHE SEND Framework, PLIMs, Earwig, moderation, interventions, therapy-informed evidence and qualification routes
Teaching approach	Explicit instruction, modelling, scaffolding, metacognition and adaptive grouping
Core purpose	Academic progress, independence, communication, qualification readiness and Preparation for Adulthood

Overview

The Extended Pathway is designed for pupils who are working within or towards the National Curriculum and who require adaptation, specialist support and carefully planned progression. This pathway extends across all key stages, with pupils from the main site typically transitioning to the Appleby Centre at Key Stage 4, to follow appropriate qualification or vocational programmes.

The curriculum balances academic rigour with the specialist provision pupils need to succeed. Pupils access subject-specific learning, practical experiences, therapeutic support, metacognitive strategies, enrichment opportunities, community-based learning and preparation for adulthood.

The pathway reflects Cleaswell Hill's ambition for all pupils to be inspired, supported to recognise and develop their strengths and empowered to become confident, socially capable and increasingly independent young people.

Pupil profile

Pupils within the Extended Pathway present with a wide range of complex and multiple learning needs. Many are neurodivergent and experience barriers linked to language and communication, social interaction, sensory processing, flexible thinking, anxiety, attention, processing speed or emotional regulation.

While pupils are able to access more formal learning, this does not mean that they learn in the same way or at the same pace as their mainstream peers. They need explicit teaching, repetition,

modelling, scaffolding, concrete resources, reasonable adjustments and structured opportunities to apply and embed their learning.



The pathway maintains high expectations for all pupils while recognising that attainment can vary significantly regardless of chronological age. Grouping, adaptation and curriculum pathways are determined by individual need, robust assessment and intended outcomes, rather than age alone.

Intent

The intent of the Extended curriculum is to provide a rich, well-sequenced and ambitious education that builds academic knowledge, functional literacy and numeracy, independence, confidence, communication, resilience and readiness for the next stage of life.

Learning is shaped by pupils' strengths, aspirations, EHCP outcomes and future pathways. Personalised Learning Intention Maps (PLIMs) ensure that individualised targets are integrated alongside subject learning, enabling pupils to make progress academically, socially and personally.

From Year 9 onwards, Preparation for Adulthood and qualification routes become increasingly explicit. Pupils are supported to further understand themselves as learners, make choices, develop aspirations, and prepare for post-16 education, employment, training and community participation.

Curriculum design

The Extended curriculum is knowledge-rich and sequential, enabling pupils to build on prior knowledge and retain key concepts, vocabulary and skills over time. It is designed to be ambitious for all pupils, with learning closely aligned to individual needs. English and mathematics are

adapted to ensure strong foundations, with flexible grouping used where appropriate to maximise progress.

The curriculum promotes curiosity, engagement and meaningful learning through practical experiences, real-world contexts, Forest School and strong cross-curricular links. As pupils progress, they access increasingly subject-specific content, vocational learning and preparation for accreditation, supporting long-term learning and future destinations.

The curriculum includes English, mathematics, science, foundation subjects, personal development, careers education, work-related learning, enrichment and community participation. Over time, pupils work towards appropriate qualifications, ranging from Entry Level to GCSE.



Implementation

Teaching is underpinned by evidence-informed approaches, including explicit instruction, modelling, scaffolding, metacognition, manipulatives, practical application, vocabulary development, retrieval practice, structured feedback and adaptive grouping. These strategies support pupils to build secure foundations and progressively move from concrete understanding to more abstract thinking over time.

Staff adapt teaching to meet individual needs through the use of visual supports, pre-teaching, accessible recording methods, assistive technology, communication strategies, reasonable adjustments, access arrangements, and sensory-informed and regulation-aware practice. This ensures that all pupils can access the curriculum and make sustained progress within a highly inclusive environment.

The Extended curriculum is delivered cohesively across the main site and the Appleby Centre, with staff working collaboratively to ensure a shared curriculum intent and consistent implementation. Alignment in English, mathematics, vocational learning and accreditation routes supports continuity, strengthens progression, and enables pupils to build and apply knowledge securely

over time. This coherent approach helps pupils understand their learning journey and prepares them effectively for their next stage.



Assessment and achievement

Achievement is evaluated through a range of evidence, including subject-specific assessment, PLIM progress, Earwig evidence, formative assessment, pupil progress meetings, baseline information, and moderation. Where appropriate, this is further supported by externally accredited outcomes. This approach ensures that assessment is reliable, purposeful and informed by a secure understanding of pupils' starting points and progress over time.

Assessment is used effectively to identify gaps in knowledge and understanding, determine next steps, and adapt teaching. It supports timely and targeted interventions, ensuring that pupils remain on track towards appropriate accreditation and future destinations. Provision and intervention are reviewed regularly to ensure that support is responsive, well-matched and has a clear impact on learning.

Pupils are encouraged to reflect on their progress and set meaningful personal goals. This develops their understanding of themselves as learners and strengthens their ability to make links between effort, strategy, support and success, enabling increasing independence and readiness for the next stage.

Integrated therapy and inclusion

Integrated therapeutic support enables pupils to access and engage with the formal curriculum. Occupational Therapy, Speech and Language Therapy, sensory advice, mental health support, and input from specialist services inform teaching approaches, communication, regulation strategies, independence, and reasonable adjustments.



Inclusion within the Extended curriculum is defined by high academic ambition alongside the removal of barriers to learning. Staff draw on NEN training, trauma-informed practice, Positive Behaviour Support, access arrangements, specialist equipment, communication systems, and assistive technology to ensure that all pupils can participate fully and successfully.

Therapeutic approaches are embedded within everyday classroom practice rather than delivered as discrete interventions. This integrated approach supports pupils to remain regulated, communicate effectively, manage anxiety, and develop increasing independence, enabling them to access learning consistently and make sustained progress over time.

Personal development and preparation for adulthood

Personal development is integral to the Extended curriculum. Pupils access taught PSHE and RSHE in line with the progression identified in the PSHE Association SEND Framework. Through a curriculum which prioritises well matched enriching experiences and opportunities, pupils are able to develop self-awareness, emotional regulation, social communication, independence, resilience, citizenship, and build capacity for active participation within their community. Social, moral, spiritual, and cultural (SMSC) aspects of learning are embedded across the curriculum.

Preparation for Adulthood is an integral part of the Extended curriculum and is intentionally planned and sequenced to support pupils in developing the knowledge, skills and confidence needed for adult life. Learning is structured around the four PfA outcomes of Independent Living, Health, Employment and Community Inclusion, becoming increasingly explicit as pupils progress through the curriculum. Pupils access a broad and purposeful range of experiences, including careers education, work related learning, vocational qualification, enterprise projects, drama opportunities, Duke of Edinburgh (where appropriate), college links, independent travel training, community-based learning and personalised transition programmes.

We recognise that access to meaningful work-related learning opportunities can be limited within our local community. To address this, we have developed the Cleaswell Community Café, providing pupils with authentic opportunities to develop employability, communication, customer service and enterprise skills in a supportive real-world environment. Through a combination of practical experiences, personalised targets and partnership working with families and external agencies, pupils are supported to develop independence, self-advocacy, resilience and aspiration, preparing them successfully for further education, employment and active participation in their community.

Fundamental British Values are taught, practiced and celebrated and shared in assemblies and collective gatherings. Pupil voice is actively promoted through councils, focus groups, enrichment choices, and opportunities for reflection and contribution to curriculum development. This enables pupils to participate meaningfully and develop confidence, independence and a sense of ownership of their learning.

Celebration of achievement is integral, fostering pride, belonging and aspiration, and supporting pupils to recognise their strengths and realise their potential.



Transition

At Key Stage 4, pupils continue their learning within the Extended Pathway through provision at the Appleby Centre.

Pupils are supported to develop a secure understanding of qualification routes, vocational opportunities, post-16 expectations and future destinations, enabling them to make informed choices about their future.

Continuity is achieved through strong, collaborative practice across both sites, including linked teaching, shared curriculum planning, and regular opportunities for staff to work alongside one another. This includes joint delivery, visits, and a shared approach to vocational practice, alongside person-centred EHCP reviews and structured opportunities for pupils to experience different elements of the provision. This ensures that learning builds progressively and consistently over time.

The aim is for progression across the provision to feel seamless and purposeful, rather than a point of transition. Pupils move forward with secure relationships, confidence, and curriculum continuity, alongside a clear and realistic understanding of what comes next, ensuring they are well prepared for the next stage of education, training or employment.

Quality assurance

Quality assurance focuses on securing consistency, ambition and impact in the implementation of the curriculum. Leaders regularly review curriculum planning, sequencing and progression, alongside lesson delivery, assessment practices, targeted interventions and readiness for accreditation. This is supported by moderation, pupil voice and transition evidence to ensure that judgements are accurate and that pupils make sustained progress over time.

Staff are linked across the main site and the Appleby Centre to maintain a shared approach, ensuring coherence in curriculum intent and consistency in implementation. Professional development is carefully planned and evidence-informed, strengthening staff expertise in subject knowledge, adaptive teaching, assessment accuracy, metacognition, therapeutic approaches and qualification routes. This supports high-quality teaching and enables all pupils to access an ambitious curriculum.



Impact

The intended impact is that pupils develop the knowledge, skills, qualifications, confidence and independence required for successful progression across the provision and into further education, employment, training or meaningful community participation.

Pupils leave the Extended pathway as confident, self-aware and socially able learners. They demonstrate improved literacy and numeracy, secure conceptual understanding, and increased resilience, engagement and motivation. Stronger relationships, positive attitudes to learning and good attendance support their readiness for adulthood and their next stage.

Concise Narrative

The Extended pathway demonstrates ambition, coherence and clear preparation for future destinations. Pupils access a knowledge-rich, subject-specific curriculum, with carefully planned adaptation to remove barriers and ensure full access. Teaching is underpinned by evidence-informed approaches, including explicit instruction, modelling, metacognition, practical application and appropriate reasonable adjustments. There is a clear line of sight towards accreditation, vocational learning, progression to the Appleby Centre, further education and adulthood.

Assessment is used effectively to track academic progress, PLIM outcomes, intervention impact and readiness for accreditation. This enables staff to identify gaps, adapt provision and ensure that pupils make sustained progress from their starting points. The curriculum supports pupils to develop increasing independence, confidence and aspiration, alongside the knowledge and skills required for further education, employment, training and meaningful participation in the community.