

CURRICULUM PATHWAYS

This policy gives a brief overview of the curriculum offer available at Cambian Brook view School. For additional information please see our Informal, Semi-Formal and Formal Curriculum Policies.

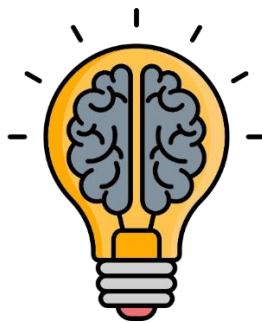
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1. Our vision



To provide developmentally appropriate experiences that challenge and support pupils to access the world around them.



To provide pupils with skills and knowledge that is relevant to them, their life and their future.



To teach transferable skills and nurture holistic progress within the key areas of development and beyond.

2. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

Cambian Brook View School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential



- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

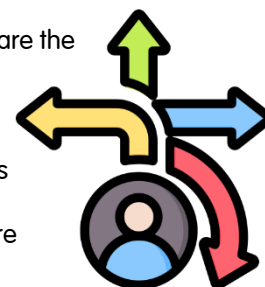
These curriculum aims are underpinned by our values:

- Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working
- Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

3. Our Curriculum Drivers

1. Flexible Curriculum Pathways

At Cambian Brook View School we have Flexible Curriculum Pathways. These pathways at their core are the Informal, Semi-formal and Formal pathways. Each of these core pathways are ambitious, carefully sequenced, well-considered and progressive. Each pathway has its own curriculum but they are part of a greater learning continuum with each student getting a personalised curriculum to meet their academic and personal development needs. There are some shared aspects, for example, Skills for Life, careers education, SMSC, Fundamental British Values, personal safety, health education and Preparation for Adulthood. Students can move between the pathways or experience elements of more than one.



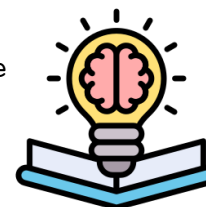
2. Specialist Pedagogies



We use research and training to ensure our staff are equipped with specialist pedagogical knowledge to meet the needs of all our students. All staff understand the needs of students with SEND and they use informed specialist methodologies to deliver accessible and aspirational learning opportunities for all. The specialist pedagogies required can be different depending on the Key Stage, pathway or subject.

3. Powerful Knowledge

Powerful knowledge refers to the essential knowledge and cultural capital that students may not typically acquire from everyday life. It requires expert teaching and explicit content delivery to prepare students for adulthood and life beyond education. It introduces them to the best that has been thought and said and will help engender an appreciation of human creativity and achievement. Students acquire bespoke and targeted powerful knowledge based on their pathway or personalised curriculum.



4. Communication



Communication is important as everyone deserves a voice, to share their wishes and feelings and have their opinions heard. The explicit teaching of communication is essential for our students as they may not yet have acquired communication skills for them to be able to communicate effectively. All our students benefit from developing their communication. Our curriculum strikes an appropriate balance between functional communication and enriching communication. The development of communication is not restricted to academic development but also enriches personal development.

5. Spiritual, Moral, Social and Cultural development (SMSC)

Students and their well-being are at the core of our school curriculum. Having SMSC as a driver allows us to bring into focus how our curriculum helps encourage our students to become successful learners, confident individuals and responsible citizens and ensures we do not lose sight of it. Our overarching ethos for SMSC encompasses personal development across the whole curriculum and supports us in providing opportunities for students to explore themselves and discover their identity. Additionally, it equips them with strong values for living in an increasingly diverse world.



4. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of the [Independent School Standards](#).

This policy complies with our funding agreement and articles of association.

5. Roles and responsibilities

4.1 The Governing Board

The Governing Board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The Governing Board will also ensure that:



- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to ensure a broad and balanced curriculum in line with the expectations of the Independent School Standards
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils at Key Stage 4 and above lead to accreditations/qualifications, such as ASDAN Personal Progress, ASDAN Personal Development, Pearson Entry Level English and Maths, Pearson Functional Skills etc.
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

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4.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet the expectations of the Independent School Standards
- The Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN



4.3 Teachers, Higher Level Teaching Assistants (HLTAs)/Instructors and Teaching Assistants (TA's)

Other staff will ensure that the school curriculum is implemented in accordance with this policy; some examples of which are detailed below.

	Teachers	HLTAs/Instructors	Teaching Assistants
Responsibility	Using the Schemes of Work provided to create: <ul style="list-style-type: none"> • Yearly overviews • Medium Term Plans Review EHCP Targets and update IEP's Assessments against IEP's and Curriculum content Assessment data tracking IEP reviews Assessment meetings with Senior Leadership Team	Under the direction of a teacher, HLTAs often plan, prepare and deliver learning activities with individual pupils, groups and (in the short term) whole classes, and also assess, record and report on pupils' progress. They may manage other classroom-based staff, develop a specialist curriculum area within the school and often liaise with parents and carers on sensitive issues for particular pupils.	<ul style="list-style-type: none"> • getting the classroom ready for lessons • listening to children read, reading to them or telling them stories • helping children who need extra support to complete tasks • helping teachers to plan learning activities and complete records • supporting teachers in managing class behaviour • supervising group activities • looking after children who are upset or have had accidents • clearing away materials and equipment after lessons • helping with outings and sports events • taking part in training • carrying out administrative tasks

The above is not an extensive list.

6. Education, Health and Care Plans – ‘The Golden Thread’

Each student has an Education, Health and Care Plan (EHCP) which sets out long term outcomes within five areas:

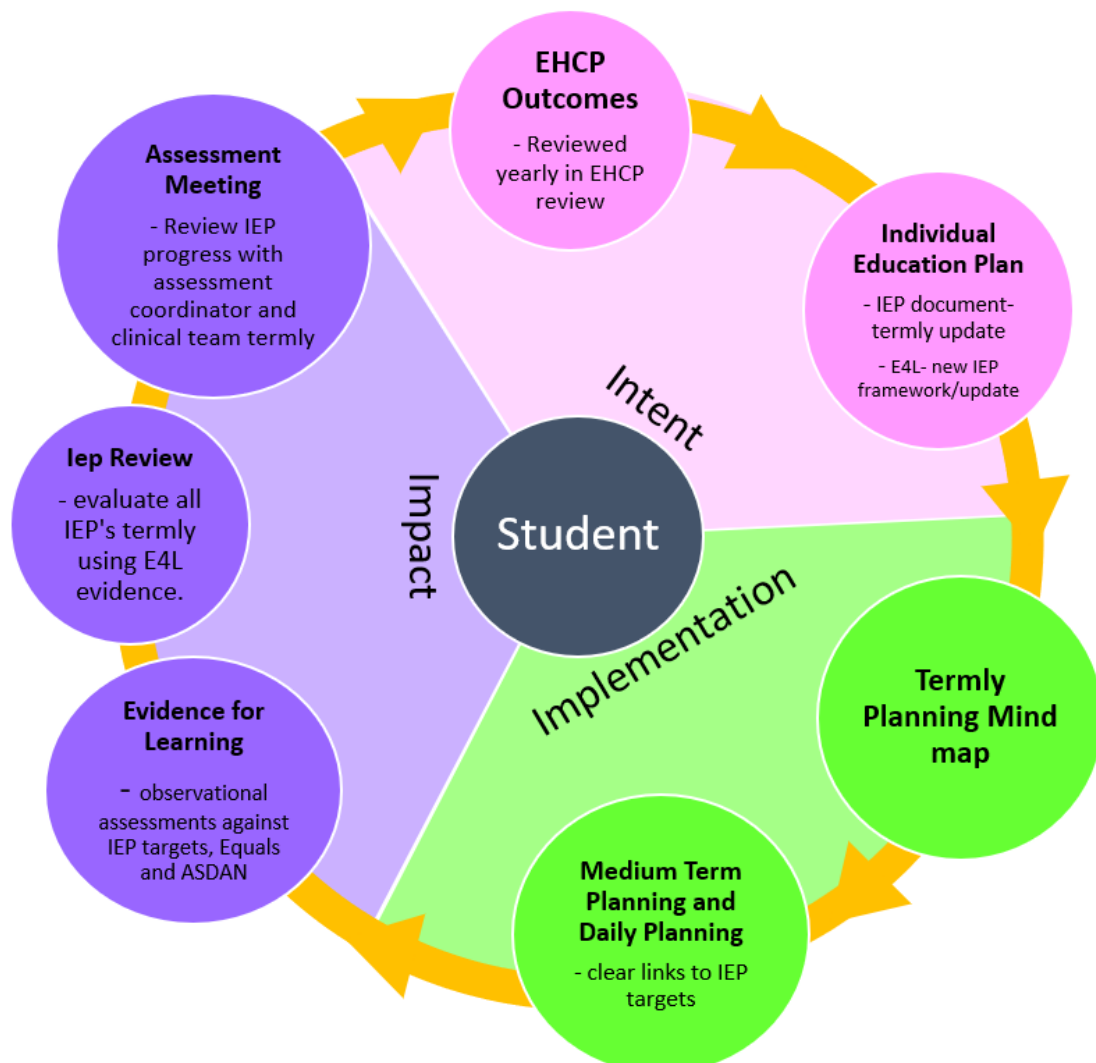
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical
- Independence- Although only statutory from Year 9, all students have an independence target which supports them in Preparing for Adulthood.



These EHCP outcomes form the golden thread of each student's individual curriculum provision, lesson planning and assessment, and impact on every aspect of each students' education.

Yearly targets are written from the EHCP outcomes and are directly linked into medium term as well as formative and summative assessment tools.

Each students' curriculum and assessment links back to their EHCP outcomes and yearly education targets. The process that this takes is shown below.



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7. Provision overview

Below is a table that sets out an example of what the provision may look like at during each stage of the curriculum pathways. The below is not an extensive list and the can be adapted to meet the needs of individual pupils. We will work collaboratively with therapy team, parents, carers, other professionals to ensure the correct package of education is provided to each individual young person.

	Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum
Curriculum pathway	PMLD Profound and Multiple Learning Disabilities	Complex SLD. SDL/Autism Working consistently and over time at the most complex end of the SDL spectrum	SLD, SLD/Autism Working consistently and over time at or below the earliest reaches of the NC.	SLD/MLD Autism Working consistently and over time significantly below age related expectations
Communication strategies	Non-verbal Objects of reference Talking tins Eye gaze systems AAC devices	Non-verbal Daily schedule Choice boards Social stories Talking tins Symbols Makaton AAC devices	Verbal Daily schedule Choice boards Talking tins *Supported with an AAC device if required	Verbal Daily schedule Choice boards Talking tins
Independence	Be supported with their learning – independence developed through life skills/daily routine	Be supported with their learning Independence promoted through structure and routine	Will be supported with their learning in small groups Can be independent for some activities Will be able to maintain some skills independently	Will be supported with their learning in small groups Can be independent for most activities
Social skills	Awareness of others Supported to interact and play	Awareness of others Supported to interact and play Limited ability to play independently	Working through stages of play Support to interacts with others Independent play alone of with others	Support to interacts with others Independent play alone of with others
Self-help skills	Full support with personal care Full support with eating	Full support/monitored support with personal care Some support with eating Starting to engage with some life skills	Monitored personal care/independent personal care Independent eating Support with life skills	Independent personal care Independent eating Actively improving life skills
How we learning	Repetition Learning through play Sensory processing learning	Repetition Through sensory stories and activities Real life experiences Social stories	Repetition Practical activities – ‘doing’ Real life experiences Modelling	Repetition Practical activities – ‘doing’ Real life experiences Scaffolding Tasks

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	Real life experiences Attention autism	Attention Autism Practical situations Interest centered work Problem solving Modelling Use of 'Now and Next' schedules Memory building	Scaffolding Tasks Working with peers	Working with peers
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8. Monitoring arrangements




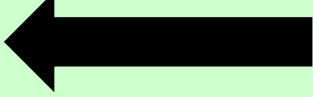
This policy will be reviewed on an annual basis by the Principal and Regional Lead. It will be due for review in **April 2026**.

9. Links with other policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Informal Curriculum Policy
- Semi-Formal Curriculum Policy
- Formal Curriculum Policy
- Safeguarding Policy
- Additional Learning Needs policy
- Equality statement
- Online safety

Appendix A: Curriculum Pathways

Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum
PMLD Profound and Multiple Learning Disabilities	Complex SLD. SDL/Autism Working consistently and over time at the most complex end of the SDL spectrum	SLD, SLD/Autism Working consistently and over time at or below the earliest reaches of the NC.	SLD/MLD Autism Working consistently and over time significantly below age related expectations
			

	Pre-Formal Curriculum	Informal Curriculum
Baseline assessments	Evidence for Learning app Engagement model	Evidence for Learning app Engagement model
Key stage 2 & 3	Equals Pre-Formal Curriculum ASDAN Challenges	Equal Informal Curriculum Arts Award
Assessment	Evidence for Learning app MAPP Pre-Key Stage 2 Standards (above Step 8) Engagement model (Step 8 or below) Pupil Centred Tracker	Evidence for Learning app MAPP Pre-Key Stage 2 Standards (above Step 8) Engagement model (Step 8 or below) Pupil Centred Tracker
	Pre-Formal Curriculum Pre - Entry	Informal Curriculum Pre - Entry - Entry Level 1
Baseline assessments	Evidence for Learning app Engagement model	Evidence for Learning app Engagement model
Key stage 4	ASDAN My Independence; Supporting Aspirations ASDAN Challenges	ASDAN Personal Progress Arts Award
Assessment	Evidence for Learning app MAPP Engagement model Accreditation results Pupil Centred Tracker	Evidence for Learning app MAPP Engagement model Accreditation results Pupil Centred Tracker

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	Pre-Formal Curriculum Pre-Entry - Entry Level 1	Informal Curriculum Entry Level 1 - Entry Level 2
Baseline assessments	Evidence for Learning app GL Assessments BKSBS	Evidence for Learning app GL Assessments BKSBS
Post-16	ASDAN Personal Progress	Pearson Entry Level English Pearson Entry Level Maths ASDAN Personal Social Development Arts Award
Assessment	Evidence for Learning app MAPP Accreditation results Pupil Centred Tracker	Evidence for Learning app MAPP Accreditation results Pupil Centred Tracker

	Semi-Formal Curriculum		Formal Curriculum
Baseline assessments	Evidence for Learning app Engagement model	Baseline assessments	Evidence for Learning app GL Assessments
Key stage 2 & 3	Equals Semi-Formal Curriculum	Key stage 2 & 3	Cambian Brook View School Schemes of Work/Thematic planning
Assessment	Evidence for Learning app MAPP Pre-Key Stage 2 Standards (above Step 8) Engagement model (Step 8 or below) Pupil Centred Tracker	Assessment	Evidence for Learning app Pre-Key Stage 2 Standards (if applicable) Pupil Centred Tracker
	Semi-Formal Curriculum Entry Level 1 - Entry Level 2		Formal Curriculum Entry Level 2 - Entry Level 3
Baseline assessments	Evidence for Learning app GL Assessments BKSBS	Baseline assessments	Evidence for Learning app GL Assessments BKSBS

Key stage 4	Pearson Entry Level English Pearson Entry Level Maths ASDAN Personal Social Development Arts Award	Key stage 3 (Year 9 only - if appropriate)	Pearson Entry Level English Pearson Entry Level Maths ASDAN Short Courses ASDAN New Horizons Arts Award
Assessment	Evidence for Learning app MAPP Accreditation results Pupil Centred Tracker	Assessment	Evidence for Learning app Pupil Centred Tracker Accreditation results
	Semi-Formal Curriculum Entry Level 2 - Entry Level 3		Formal Curriculum Functional Skills Level 1 & 2
Baseline assessments	Evidence for Learning app GL Assessments BKSB	Baseline assessments	Evidence for Learning app GL Assessments BKSB
Post-16	Pearson Entry Level English Pearson Entry Level Maths ASDAN Short Courses ASDAN Employability Arts Award	Key Stage 4	Pearson Functional Skills Maths & English Pearson BTEC qualifications ASDAN Employability ASDAN Short Courses
Assessment	Evidence for Learning app MAPP Pupil Centred Tracker Accreditation results	Assessment	Evidence for Learning app Pupil Centred Tracker Accreditation results