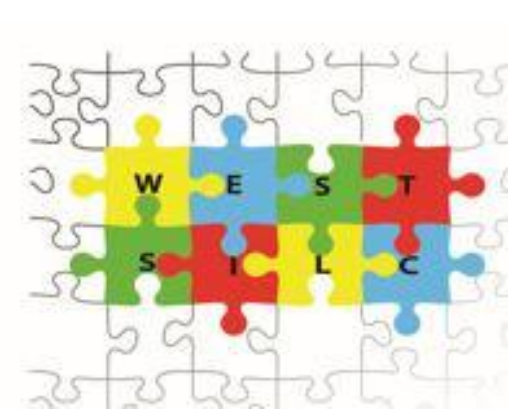


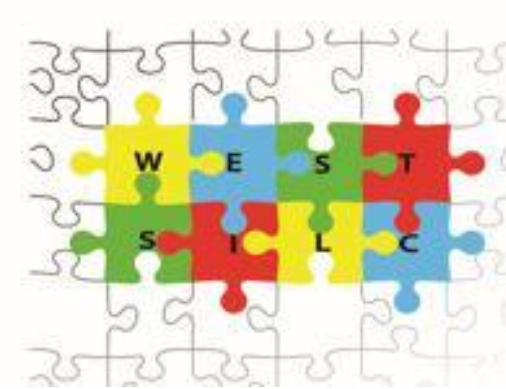
# *Aspire Pathway at West SILC*



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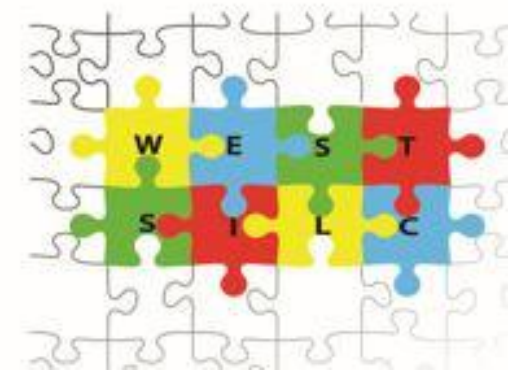




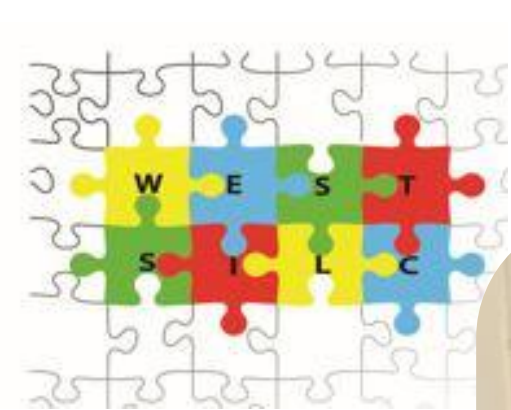


# Pathway overview

The Aspire pathway is for learners in Key Stages 2-5 who have Complex Communication and Autism. Learners access a bespoke curriculum that meets their very specific needs. The Curriculum is focussed on the EHCP four Areas of Need- Social, Emotional and Mental Health; Physical and Sensory; Communication and Interaction; Cognition and learning.







Topic map Aspire

# Curriculum Rationale

Learners across the Aspire pathway access a **topic cycle** that is used as a vehicle to promote engagement and learning. Lessons are planned around the topic within these four areas of need, as well as the learners EHCP outcomes. EHCP small steps are central to all learning to ensure learners make as much progress as possible within their personal capabilities. A key aspect of the curriculum in this pathway is learning through **play and experiential learning**. Using principles taken from the Early Years Framework many sessions are open ended to enable learners to explore, experience and engage with people and their learning environment. learners are encouraged to explore carefully planned resources and activities in the Continuous Provision. Adults are skilled in encouraging learners to explore the activities however there are also regular opportunities for learners to lead their own learning.

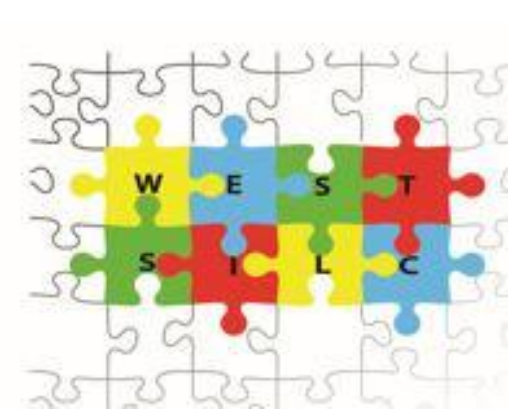




# Curriculum Structure and Delivery

Our curriculum is individualised, play-based, and responsive, allowing learners to engage at their own pace while being supported by skilled staff who understand their unique ways of learning. Activities are planned with the engagement model in mind ensuring our sessions offer opportunities to develop the five key areas of learning that show how our learners are engaging with the world around them. Through the Engagement Model, we recognise and celebrate progress in all its forms, ensuring that every child experiences success and joy in their learning journey.





# Curriculum Structure and Delivery

The following table outlines how each area of need is reflected in classroom practice:

<u>Communication and Language</u>	<u>Cognition and Learning</u>	<u>Physical and Sensory</u>	<u>SEMH</u>
<ul style="list-style-type: none"><li>-Snack</li><li>-Attention Time</li><li>-Making Choices</li><li>-Sensory Story</li><li>-Continuous Provision -Intensive Interaction</li><li>- Total Communication</li><li>-Makaton</li><li>- Play and Exploration</li></ul>	<ul style="list-style-type: none"><li>-Attention Time</li><li>-Cooking</li><li>-Art</li><li>-Music</li><li>-Sensory Story</li><li>-Continuous Provision</li><li>-Cause and effect</li><li>-Play and exploration</li></ul>	<ul style="list-style-type: none"><li>-Snack</li><li>-Hygiene</li><li>-Outside play</li><li>-Sensory Circuits</li><li>-Hydrotherapy</li><li>-Rebound Therapy</li><li>-Sensory Integration</li><li>-Dance</li><li>-Pupils individual SI programmes</li><li>-Physiotherapy programmes</li><li>-PE</li><li>-Food Technology</li><li>-Continuous Provision</li><li>-Wake Up Shake Up</li><li>-Massage</li></ul>	<ul style="list-style-type: none"><li>-Snack</li><li>-Hygiene</li><li>- Food Technology</li><li>-Continuous Provision</li><li>- Massage</li><li>- Sensory Integration</li></ul>

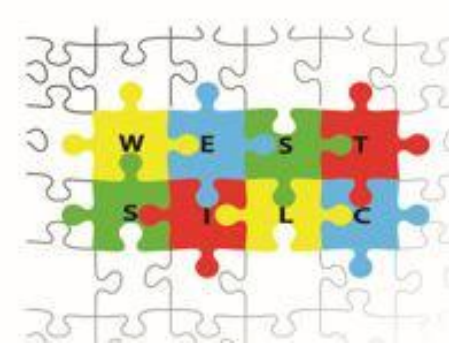


# Curriculum Structure and Delivery

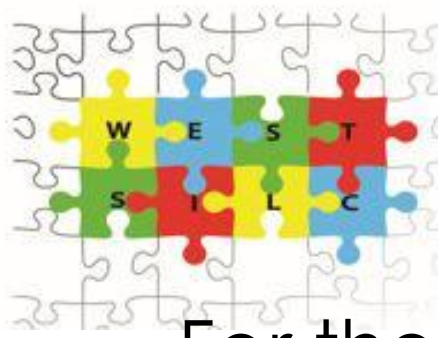


Many of our timetabled sessions, such as snack, attention time and massage, address multiple areas of need because they provide multi-sensory, holistic experiences that support the development of a range of essential skills simultaneously that support the development of the whole child. These carefully planned sessions ensure that learners experience a well-rounded, multi-sensory curriculum that meets their individual EHCP outcomes. Because these sessions naturally incorporate multiple skills and areas of development, they align with more than one category of need, ensuring that the individual learning profiles of our learners are met in a meaningful and integrated way. For example, during snack time, learners engage in communication and interaction by making choices, using communication aids, and practicing turn-taking. This session also supports cognition and learning by encouraging sequencing, problem-solving, and understanding routines.





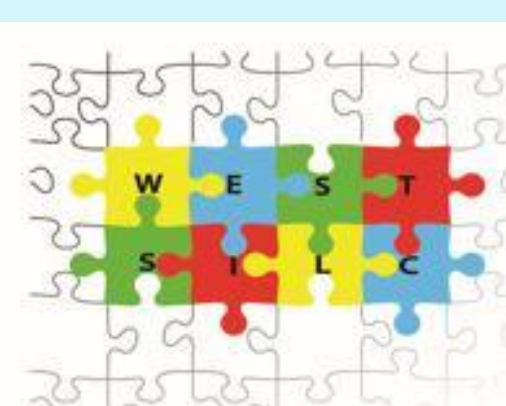




# Curriculum Structure and Delivery

For the majority of learners in Aspire pathway, they will always need access to this highly bespoke curriculum due to their complex needs. However for a small number of learners, they may demonstrate emerging or established strengths in specific subject areas such as early literacy, numeracy, or scientific exploration. These learners can benefit from selective exposure to more structured or subject-specific lessons, drawn from the Connect pathway curriculum. Some learners on the Aspire pathway may show strong interest or emerging skills in early reading, number, or enquiry. They may also demonstrate attention, memory, or communication levels that allow them to meaningfully access short, adapted lessons from the Connect curriculum. In addition, they may be able to engage in shared or individual learning tasks when scaffolded appropriately. Having access to elements of the Connect curriculum enables these learners to successfully progress and have appropriate challenge. It's essential to emphasise that these learners still require the full scope of the Aspire curriculum due to the nature of their overall needs. These lessons are not replacements but enrichment opportunities, carefully timetabled and embedded within the broader informal learning experience.





# Teaching and Learning Approaches

We recognise that engagement is the foundation of all learning. Our curriculum is built around the Engagement Model, ensuring that every child, regardless of their level of need, has opportunities to explore, connect, and progress in meaningful ways. We believe that learning happens when children are truly engaged, and we use the five areas of the Engagement Model to shape our approach.

- **Exploration** – We provide rich, sensory experiences that encourage curiosity and interaction with the world.
- **Realisation** – We create opportunities for learners to make connections between actions and outcomes, fostering understanding and confidence.
- **Anticipation** – Our structured routines and carefully designed learning activities help learners predict what comes next, building security and engagement.
- **Persistence** – We celebrate and encourage sustained attention and repeated attempts, helping learners develop resilience and independence.
- **Initiation** – We value every form of self-expression and encourage learners to take an active role in their learning, however big or small.







# Teaching and Learning Approaches

Learners within the Aspire Pathway engage in a range of teaching and learning strategies that are carefully designed to meet their complex communication and sensory needs. While they have access to adult-directed sessions, these are intentionally short, engaging, and motivating to promote attention and active participation. These adult-led moments are typically followed by independent learning activities that encourage autonomy and self-directed exploration. For example, all learners in Aspire are offered **Attention Time** sessions—highly visual and stimulating group activities designed to develop **shared attention**. learners are supported to access these sessions at their own developmental level, ensuring inclusion and active engagement. Another key adult-led strategy is **Sensory Stories**, which use minimal language and a wide range of sensory-rich materials to immerse learners in meaningful narrative experiences. These stories **captivate attention, spark curiosity, and promote engagement** in a multisensory way.







# Teaching and Learning Approaches



Although Aspire learners require high levels of skilled adult support to access learning, staff place great emphasis on **promoting independence** wherever possible. Many learners have significant delays across receptive, expressive, and social communication. To address these, each learner is supported through a highly personalised **Total Communication approach**. This includes Intensive Interaction, visual supports, alternative communication systems, and other responsive strategies. These methods focus on developing the Fundamentals of Communication—such as turn-taking, eye contact, and joint attention—enabling learners to form mutual, pleasurable social connections and to express their wants and needs in ways meaningful to them. A core aim for all Aspire learners is that they are able to **make choices and communicate effectively**, using strategies that are tailored to their individual physical and sensory profiles.







# Teaching and Learning Approaches

Learning within the Aspire Pathway is structured through individualised plans that integrate cognitive, sensory, and social-emotional development. Many learners present with significant sensory processing difficulties, and as such, require an approach that supports emotional regulation throughout the day. A holistic timetable is embedded, incorporating activities such as **hydrotherapy, rebound therapy, and sensory integration sessions** to meet these needs. Some learners also access individualised Sensory Integration programmes, designed in collaboration with an Occupational Therapist. These programmes ensure continuous access to classroom-based sensory activities that keep learners regulated, calm, and ready to engage in learning.

High levels of anxiety are also common among learners in Aspire, often linked to communication challenges and sensory dysregulation. At the heart of our approach is the belief that **positive relationships** between learners and staff are the foundation for all learning. We respond to behaviour with empathy and understanding, recognising that all behaviour is a form of communication. Negative behaviours are not punished, but rather understood and supported through proactive, positive behaviour management. Staff are trained to help learners find more appropriate, functional ways to express their needs and feelings.

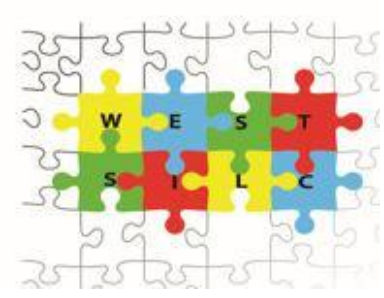






# Teaching and Learning Approaches

Our commitment is to provide a highly personalised and inclusive curriculum that nurtures the whole child. Many Aspire learners struggle with emotional regulation and social communication, so we use the SCERTS framework (Social Communication, Emotional Regulation, and Transactional Support) to structure their learning experiences. SCERTS enables us to embed strategies across the curriculum that promote natural, motivating communication—whether through spoken language, AAC systems, or non-verbal interaction. It also ensures learners are equipped with tools to regulate their emotions effectively, managing transitions, sensory input, and daily challenges with growing independence. Crucially, SCERTS provides a responsive support structure where learning is accessible, engaging, and uniquely tailored to each learner. Through this framework, we aim to develop confident, independent communicators who are emotionally resilient and able to thrive in learning environments that respect their individuality.



# Assessment and progress

Our approach to assessment is rooted in ensuring **meaningful** progress for each learner through **personalised** and targeted goals. Every half term, we set five small-step outcomes for each learner, one outcome linked to their SCERTS profile and the other 4 aligned to their Education, Health and Care Plan (EHCP) to ensure we maintain a broad and balanced focus. These include one outcome for each of the four key areas of need.

Progress towards each target is carefully tracked and assessed using a clear framework of 'Emerging', 'Developing', and 'Secure', allowing us to monitor how well learners are progressing and identify where additional support or adaptations may be needed. This structured yet flexible model ensures that assessment remains relevant, responsive and focused on the holistic development of each individual.

The curriculum will ensure our learners achieve their aspirations, engaging with the world around them, being prepared for transitioning to the next part of their journey. Children and young people will know how to / will achieve the skills to:

- confidently form and sustain successful relationships, with family and friends
- be fluent communicators - at their own level, able to express their wants, needs and feelings as well as self-regulate their emotions
- be as independent as possible
- be healthy and have their health needs met
- engage positively with the school and wider community, ensuring they use their knowledge, skills and confidence to keep themselves safe
- have the capacity and confidence, knowledge and qualifications to make progress and engage with the community beyond the school setting, having a good quality of life and make a meaningful contribution to society
- be the best they can be



# Preparation for the future



The Aspire post-16 curriculum offers a holistic, needs-led curriculum that aligns with the Preparing for Adulthood (PfA) outcomes, ensuring that every learner continues to develop essential life skills, communication skills, and independence needed to thrive in adult life and at a pace tailored to their needs. We believe that education beyond 16 should be purposeful, personalised, and empowering, providing meaningful opportunities for learners to apply their learning in real-world contexts. Our Post-16 learners remain with us rather than transitioning to Powerhouse PLC because their needs require a highly individualised and structured environment. Many of these learners require consistent, specialist support, including intensive communication strategies, sensory regulation approaches, and a high level of routine to manage sensory processing needs, emotional regulation, anxiety and engagement. The familiar environment, trusted staff, and continuity of care help reduce distress and promote meaningful progress.







# Preparation for the future

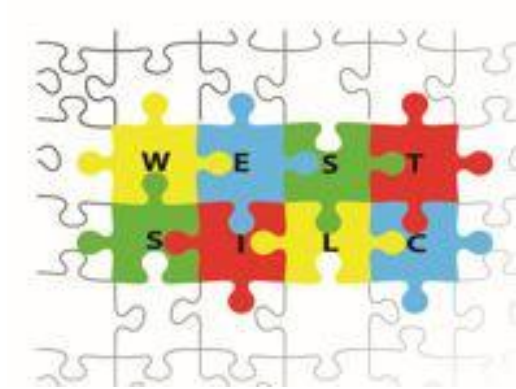


Our Post 16 curriculum is structured around the four PfA outcomes using real-world experiences, which guide each learner's journey:

- **Employment and Further Education (Communication)**– Our approach centres around our learner's ability to communicate and engage effectively with the world around them. While most of our learners may not enter traditional employment, we are committed to preparing them for life beyond school by: providing a range of diverse experiences ensuring they are integral members of the school community; creating opportunities to develop their communication and interaction skills; and enabling opportunities for interaction and enjoyment with peers.
- **Independent Living** – We equip learners with essential life skills such as preparing snacks and drinks, increasing independence with personal care, using public transport and walking in the community with support from an adult and increasing their ability to support some daily tasks in the home e.g. washing up, enabling them to take ownership and develop more independence in their daily lives.
- **Community Inclusion** – We encourage active participation in the wider community, helping learners develop social skills, confidence, and a sense of belonging offering life skills trips into the community, such as visits to supermarkets, cafés, parks, garden centres and other local attractions. Through recreational activities and social enterprises, learners build relationships and develop the skills needed to navigate adulthood.
- **Health and Wellbeing** – We support our learners to make choices about their physical and emotional wellbeing, ensuring they are given the necessary skills to regulate their emotions and engage in a healthy lifestyle.



# Preparation for the future - Post 19 transitions



We place a strong emphasis on preparing our learners for life beyond school, particularly in supporting **effective** and **meaningful** post-19 transitions. We work closely with families throughout the transition process, beginning by sharing **clear and accessible information** about available post-19 provisions during the Year 13 and 14 EHCP review meetings. In Year 14, we actively **invite representatives from potential adult services or educational settings** to attend the EHCP review to ensure families can make informed decisions. Once a provision is named, we **liaise** directly with the new setting to share detailed information about the learner's needs, strengths, and support strategies. We also organise **transition visits** tailored to the individual, with familiar staff members accompanying and supporting the learner to reduce anxiety and build confidence. To ensure continuity of care and support, we pass on all relevant documentation and paperwork in a timely and structured manner. This comprehensive and **person-centred approach** ensures our learners and their families feel supported and confident as they move on from school into adult life.





***Further information available by  
contacting Michelle Bowes,  
Pathway Leader***