

Elevate Pathway at West SILC

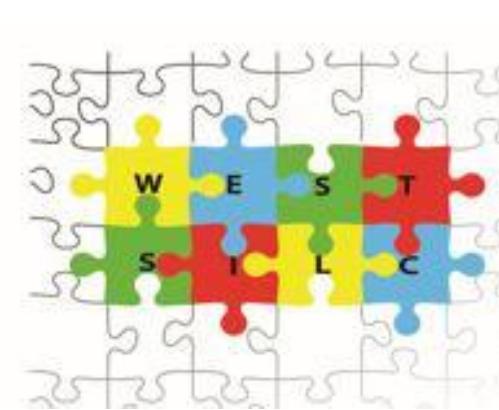
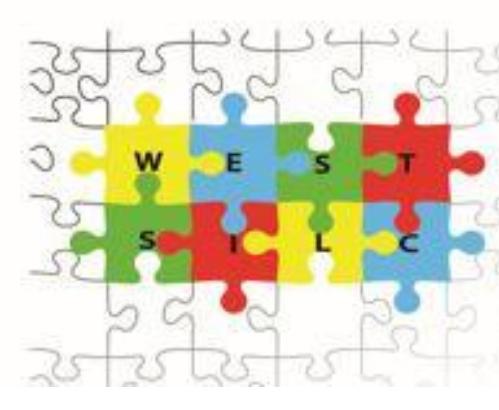


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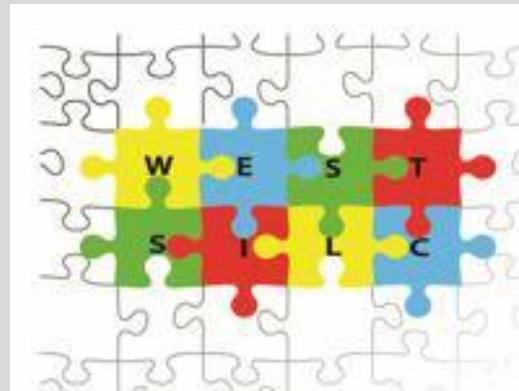
Pathway overview

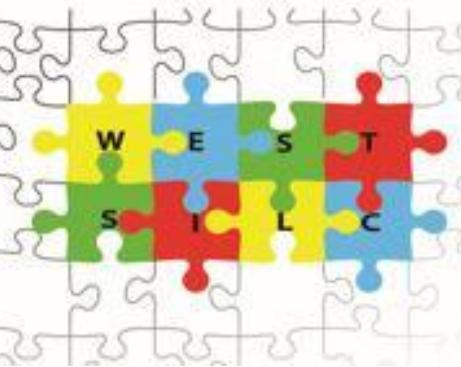
The Elevate Pathway supports Key Stage 3 and 4 learners with a range of additional needs, offering a tailored curriculum that blends adapted academic content with meaningful inclusion in a mainstream setting. Learners typically work between Year 1 expectations and GCSE Grade 4, progressing at their own pace through small-group, high-support partnership lessons in core subjects, while accessing creative subjects and pastoral time in mainstream classes. The curriculum includes English, maths, science, humanities, PSHCE, life skills, and enrichment through termly themed events, social groups, and personalised EHCP-focused interventions. In Key Stage 4, learners choose from a range of partnership and mainstream options, leading to qualifications such as Entry Levels, GCSEs, BTECs, and ASDAN. A strong focus on communication, emotional regulation, and independence is embedded throughout, supported by therapies, one-to-one sessions, and life skills trips. Integration into the wider school community and extracurricular activities further enhances social confidence and prepares learners for adulthood.

Curriculum Rationale



Learners in the Elevate pathway access the national curriculum with varying levels of adaptation. They typically work between Year 1 expectations up to GCSE Grade 4, progressing at their own pace. The curriculum is designed for learners who require high levels of academic support in core subjects while benefiting from the social opportunities, independence, and broader curriculum access provided by a mainstream environment.



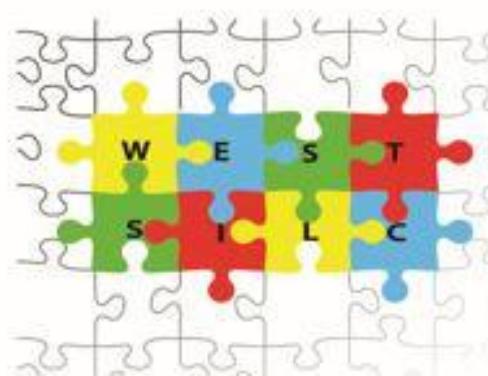


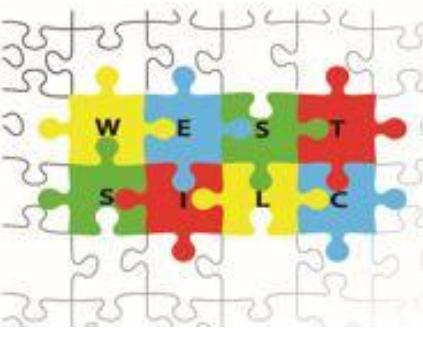
Curriculum Structure and Delivery

The Elevate curriculum follows a structured timetable with dedicated subject lessons, including English, maths, science, history, geography, religious studies, computing/ICT, PSHCE, and life skills. These lessons take place in the partnership class, a small, nurturing group of 14 learners with high levels of adult support. For creative subjects such as technology, art, drama, music, and PE, learners integrate into mainstream classes and also participate in mainstream pastoral time, known as 'coaching'. In addition to timetabled lessons, they study modern foreign languages and aspects of computing through themed termly events, engage in weekly social group interventions, and access personalised learning focused on their EHCP outcomes. Partnership lessons are taught by specialist SEN teachers and HLTAAs, while creative and mainstream subjects are delivered by subject specialists in purpose-built facilities such as a technology workshop, food technology room, drama studio, sports suite, and music facilities.

Curriculum Structure and Delivery

In Year 9, learners make choices for Key Stage 4, adjusting their balance of mainstream and partnership lessons according to their needs. Partnership options include life skills, humanities entry levels, cookery, art, drama, and ICT/Computing alongside core subjects. Some learners may instead opt for mainstream subjects, which include performing arts, sports science, construction, music, computer science, food and cookery, creative design and production, art, craft and design, and health and social care. This flexible structure allows learners to take ownership of their learning, choosing subjects that align with their interests and strengths.





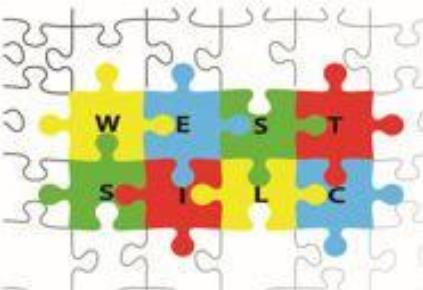
Curriculum Structure and Delivery

At key stage 3, partnership classes follow an adapted version of the mainstream curriculum, ensuring that content remains broad, balanced, and ambitious while being appropriately tailored to individual needs. This inclusive approach allows learners to discuss their learning with mainstream peers and, where appropriate, move between partnership and mainstream lessons based on progress data. In some core subjects, additional support is incorporated to better meet individual needs. English lessons include bespoke reading interventions and phonics where necessary, science follows an additional 'science skills' scheme, and the maths curriculum is structured around a primary mastery model at Key Stage 3, progressing to foundation GCSE level at Key Stage 4 when appropriate. learners follow the curriculum at their own level, revisiting key topics each year to build mastery.



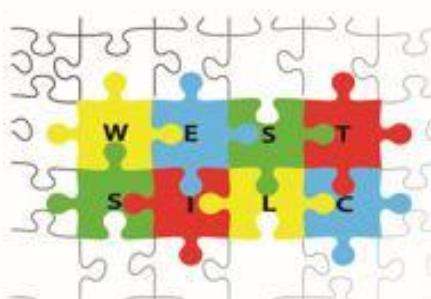
Teaching and Learning approaches

A key element of the Elevate Pathway is the opportunity for learners to integrate into the mainstream environment, which helps them develop essential social skills, confidence, and independence. They navigate the school building, follow timetables, and access wider school resources such as the canteen, library, and playground. While not a formal subject, this experience plays a crucial role in preparing learners for adulthood and real-world interactions.



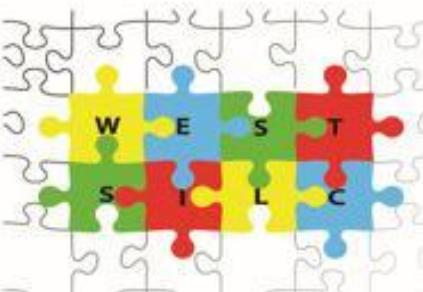
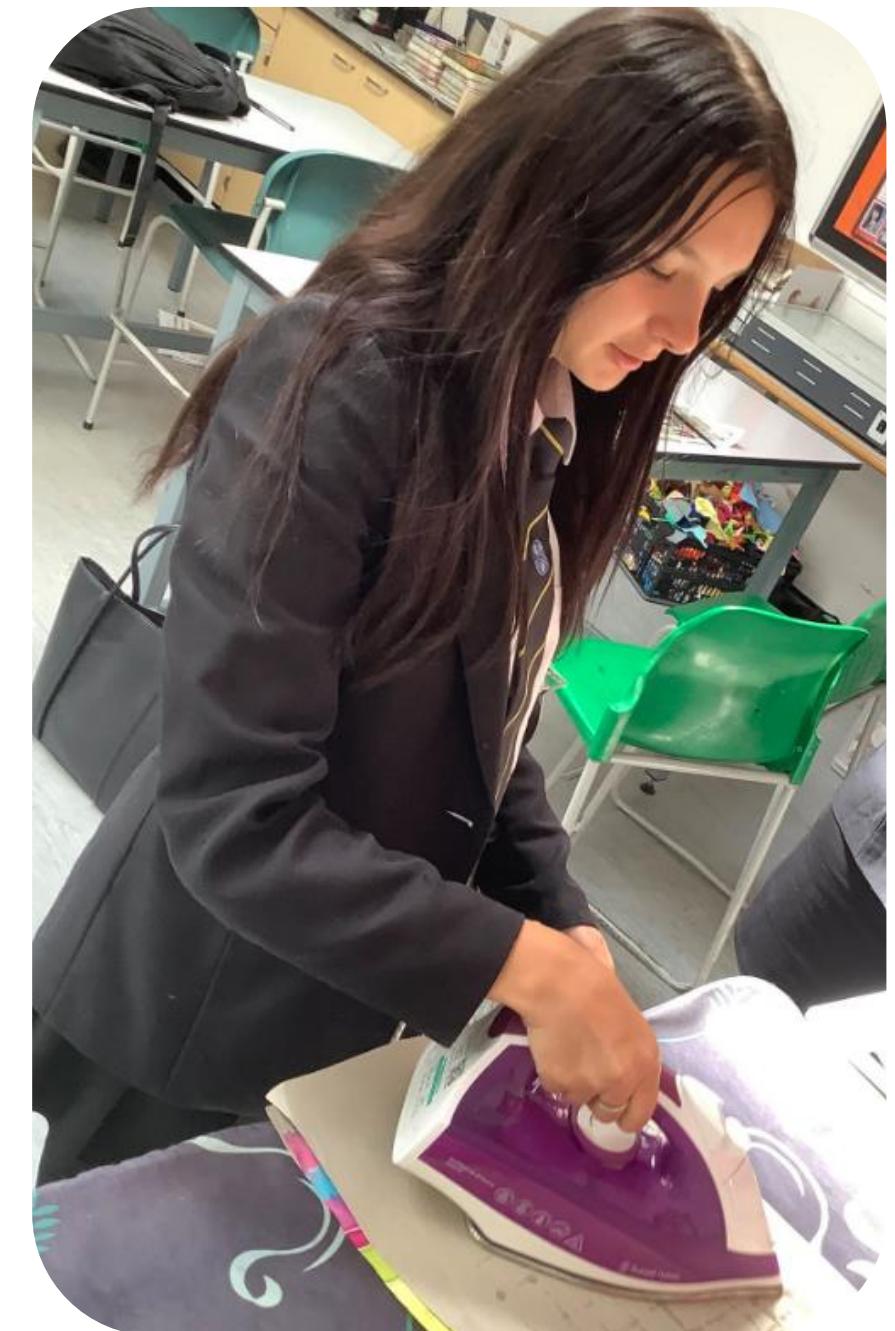
Teaching and Learning approaches

Alongside subject-specific learning, all learners receive personalised support based on their EHCP outcomes. Termly small steps are embedded into lessons where possible, but learners also benefit from weekly one-to-one intervention sessions focused on their individual targets, including emotional and social regulation. Strong relationships between staff and learners play a vital role in supporting progress, with staff knowing their learners well and providing tailored guidance.

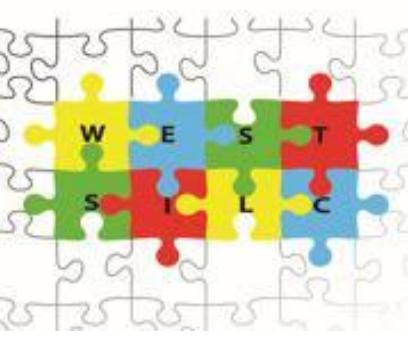


Teaching and Learning approaches

The curriculum is further enriched through input from external specialists such as Speech and Language therapists, physiotherapists, and other professionals. Learners access targeted reports and group sessions designed to support mental health, resilience, and aspirations. Learning extends beyond the classroom through life skills trips into the community, giving learners practical experience in areas such as road safety at nearby crossings, visits to supermarkets and cafés, the use of public transport, and educational visits to museums and other local resources. In Year 10, learners also participate in a work experience week alongside their mainstream peers.

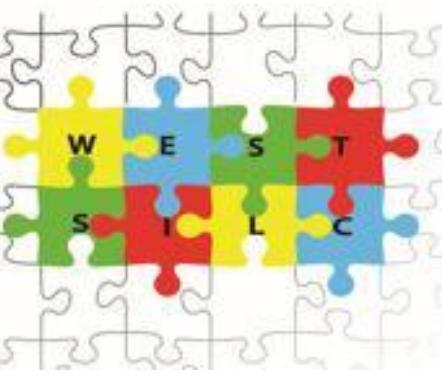


Teaching and Learning approaches

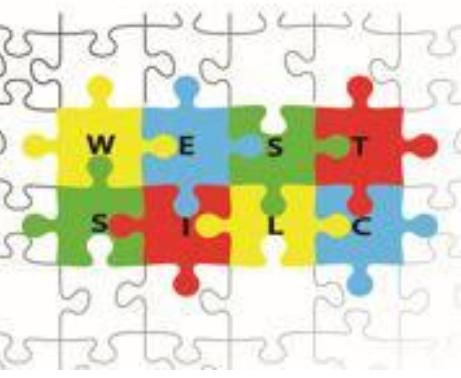


Communication, emotional regulation, and independence development are embedded across all aspects of the curriculum. A variety of support strategies are used to ensure learners can engage with lesson content, including visual supports, task plans, individual communication aids, chunked instructions, and sensory approaches.

Beyond the classroom, learners are encouraged to participate in extracurricular activities, including after-school sports clubs, chess club, and drama club, all of which provide opportunities to develop social skills, independence, and peer interactions.



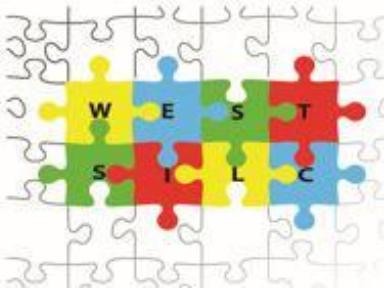
Assessment and progress



learners' academic progress in English and Maths is assessed biannually using Strides 1 and 2 on Evidence for Learning. This assessment tool measures small steps of progress in line with national curriculum expectations. In addition to this, learners are assessed in line with Co-op Academy Priesthorpe's policy. Data is collected from all subject teachers twice per year and progress is measured on a scale from Entry Level 1 up to GCSE Grade 9. Subject teachers share feedback regarding next steps and areas for development when learners are working below the expected level.

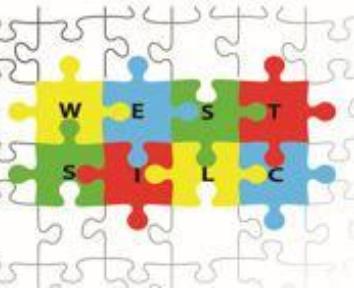
By the time they leave Co-op Academy Priesthorpe in Year 11, all learners achieve formal qualifications appropriate to their abilities, which include entry levels in English, maths, science, geography, and history, the ASDAN qualification, GCSEs in English, maths, and science, and Level 1 qualifications in their chosen Key Stage 4 mainstream subjects such as BTECs, Technical Awards, and Cambridge Nationals.

Assessment and progress

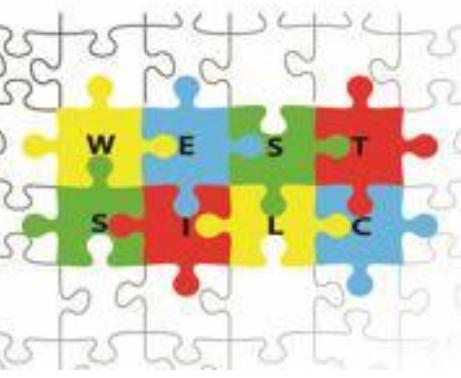


The curriculum will ensure our learners achieve their aspirations, engaging with the world around them, and preparing for successful transition to the next stage of their journey. Learners will work towards the following outcomes:

- Develop the social and emotional skills to form and maintain meaningful friendships and relationships with others, including peers and trusted adults.
- Communicate effectively using spoken language, supported by visuals and technology where needed, to express their needs, preferences, opinions, and emotions.
- Develop the ability to self-regulate emotions through explicit teaching of strategies and tools that promote emotional awareness and resilience.
- Achieve greater independence in daily routines, including personal care, classroom organisation, and managing their time and responsibilities.
- Understand and manage their health needs through learning about healthy lifestyles, personal hygiene, mental health, and making informed choices.
- Positively engage with their school and local community, demonstrating appropriate behaviour, cooperation, and understanding of personal and social responsibilities.
- Develop the functional academic skills, personal confidence, and practical knowledge needed to transition successfully into further education, training, or supported employment.
- Gain qualifications and/or accreditation suited to their abilities, which reflect their progress and open up future opportunities.
- Learn and apply safety awareness in different settings, including online, at home, in the community, and during independent travel.
- Be supported to recognise their strengths, develop aspirations, and become confident individuals who contribute meaningfully to society.
- Strive to achieve personal goals and demonstrate pride in their achievements, becoming the best version of themselves.



Preparation for the future



By the time they leave Co-op Academy Priesthorpe in Year 11, all learners achieve formal qualifications appropriate to their abilities. Preparation for adulthood is at the heart of learners' journey through Priesthorpe and EHCP outcomes reflect this. Many learners focus on developing independent personal, communication, social, travel and life skills.

learners are supported to transition to their chosen post-16 provision whether that is another specialist school, a mainstream sixth form or college or PLC, the West SILC's post-16 provision. Transitions involve visits from future provisions to Priesthorpe, visits to new sites (supported by familiar staff) and detailed correspondence to ensure future providers are well-informed about required approaches and support for learners. learners who do remain on the roll of West SILC have access to a very comprehensive transition programme in the final half term of Year 11, which involves attendance at the various PLC sites during the last weeks of term.



***For further information please
contact Roisin Gerrard, Pathway
leader***