



The Meadows School Curriculum Pathways

Engagement for Life Pathways (Pre-formal; PMLD)	Foundations for Life Pathway (Informal; Complex ASC; Complex Learning Difficulties and Disabilities (CLDD)).	Learning for Life (Semi-Formal; SLD)	Options for Life (MLD)	Transition to Adulthood; Life beyond the Meadows (Post-16)
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*Our curriculum pathways provide a flexible, inclusive and adaptable structure that ensures every pupil access learning and support appropriate to their individual needs, and stage of development. Each pathway represents a broad approach to learning — from pre-formal engagement to semi-formal and formal progression — while allowing for overlap and fluid movement between pathways as pupils grow, develop, and change. **Our pathways adapt and evolve with each learner's journey and needs.***

Learning for Life Pathway Overview

Intent

The intent of the Learning for Life Pathway is to provide a broad, balanced, and semi-formal curriculum that supports pupils with **Severe Learning Difficulties (SLD)** to develop functional academic, communication, social, and independence skills. The curriculum builds on pupils' existing strengths and interests, enabling them to apply learning in meaningful, real-life contexts.

The pathway bridges the move from informal to more structured learning, maintaining flexibility and personalisation while promoting independence, curiosity, and confidence.

Our intent is to:

- Enable pupils to apply learning functionally across different settings and situations.
- Develop communication, literacy, and numeracy through practical, purposeful, and relevant activities.
- Promote independence and life skills that prepare pupils for adulthood and participation in the wider community.
- Foster social interaction, emotional regulation, and wellbeing through supportive relationships and engaging experiences.
- Integrate education, therapy, and care so that learning is holistic and consistent with EHCP outcomes.
- Celebrate every step of progress and achievement, recognising that success may look different for every pupil.

Cohort- Who is it for?	The Learning for Life Pathway is designed for pupils with Severe Learning Difficulties (SLD) who are developing emerging subject-specific understanding within a highly supportive and structured framework. • Pupils who benefit from a consistent, scaffolded curriculum that combines functional academic learning with life skills and personal development. • Pupils who have delayed cognitive development but demonstrate readiness to engage with early subject specific literacy, numeracy, and problem-solving. • Pupils who may have additional needs such as speech and language delay, sensory sensitivities, or social communication difficulties. • Pupils who require differentiated teaching, repetition, and practical application to consolidate understanding. • Pupils who thrive through real-life learning contexts — applying knowledge to everyday experiences such as shopping, travel, and personal care. • Pupils who benefit from therapeutic, structured, and motivating environments that promote communication, independence, and self-esteem.
Principles	• Functional and meaningful learning: Focus on applying knowledge and skills in everyday contexts. • Personalised and inclusive: The curriculum is adapted to reflect individual strengths, interests, and EHCP outcomes. • Structured and progressive: Learning builds cumulatively across key areas while remaining flexible to changing needs. • Holistic and integrated: Therapy, care, and education are combined to ensure wellbeing and progress. • Collaborative practice: Families and multi-disciplinary teams work together to shape provision and celebrate achievements. • Engagement and motivation: Learning is practical, active, and relevant to pupils' lives, promoting curiosity and independence.

Implementation	The Learning for Life Pathway offers a semi-formal, thematic, and cross-curricular approach that enables pupils to connect learning across subjects while applying it to real-life experiences. Teaching balances structure with creativity, ensuring that learning remains engaging and purposeful. Education, therapy, and care are delivered collaboratively, ensuring that each pupil's EHCP outcomes are embedded within daily routines, lessons, and enrichment opportunities. Staff use differentiated teaching, small-step progression, and practical activities to ensure all pupils make meaningful progress from their starting points. Implementation of the Learning for Life Pathway ensures that pupils develop the functional skills, confidence, and resilience needed to participate actively in school, the community, and life beyond education.
Curriculum Strands	The Learning for Life Curriculum is organised into interconnected strands that promote holistic development and prepare pupils for greater independence and adulthood. Each strand supports the acquisition of functional, transferable skills through thematic and practical learning experiences. Communication and Interaction (Literacy / Phonics): Developing comprehension, expressive and receptive language, reading, and writing skills for meaningful, real-life communication and application. Cognition and Learning (Maths / Science): Building understanding of number, money, time, and measurement, and applying these in everyday contexts. Exploring the world through practical investigations in science and technology that foster curiosity and problem-solving. Social and Emotional Development (PSHE): Promoting wellbeing, emotional regulation, relationships, and self-awareness to build confidence, resilience, and social understanding. Physical and Sensory Development (PE, Swimming, Forest School): Enhancing coordination, movement, and overall health through physical activity, sensory exploration, and outdoor learning that support regulation and engagement. Independence and Life Skills: Developing self-care, organisation, problem-solving, and community participation skills to increase autonomy, confidence, and readiness for adulthood. Culture and Arts (RE, Topic): Encouraging imagination, creativity, and self-expression through art, music, dance, performance, and cultural study, enriching pupils' sense of identity and belonging.

Approaches to learning	Learning within the Learning for Life Pathway is structured, interactive, and functional. Pupils are supported through repetition, modelling, and consistent feedback to embed learning over time. Core Approaches • Differentiated and Scaffolded Teaching: Breaking learning into small, manageable steps with clear success criteria. • Total Communication: Embedding communication supports such as symbols, sign, visuals, and AAC to ensure accessibility for all. • Practical Application: Ensuring learning is relevant and transferable, linking classroom work to everyday experiences. • Active Learning: Promoting curiosity and engagement through exploration, investigation, and sensory participation. • Therapeutic Integration: Working alongside SALT, OT, and physiotherapy teams to reinforce communication, motor, and sensory goals as per needs. • Assessment for Learning (AFL): Ongoing feedback encourages self-assessment, goal setting, and motivation to improve. • Reflection and Metacognition: Pupils are supported to think about <i>how</i> they learn — developing awareness of strategies that help them succeed. • Positive Behaviour Support: Promoting independence, self-regulation, and responsibility through consistency, praise, and clear expectations. • Collaborative Reflection: Staff regularly evaluate pupil progress and engagement, using observations and evidence to inform next steps.
Enabling Environment	The learning environment is designed to be structured, stimulating, and inclusive, supporting pupils' independence, engagement, and communication. Key Features • Clear Routines and Structure: Predictable timetables and consistent adults build confidence and understanding. • Functional Work Areas: Classrooms include spaces for group, one-to-one, and independent learning to promote choice and ownership. • Visual Support Systems: Timetables, symbols, and visual prompts enhance understanding and predictability.

	• Inclusive and Accessible Design: Adapted resources, assistive technology, and sensory areas support access and regulation. • Therapeutic and Practical Resources: Equipment and materials are used flexibly to support communication, physical development, and emotional wellbeing. • Community Connections: Learning extends into real-world environments, helping pupils generalise and transfer skills beyond the classroom.
Learning Beyond the Classroom	• Community Engagement: Visits to local shops, cafés, and community spaces to practise communication, independence, and life skills. • Outdoor Learning: Access to outdoor learning environments, and forest school to encourage curiosity, teamwork, and wellbeing. • Cultural and Creative Enrichment: Experiences such as theatre visits, workshops, and performances to enhance social and cultural understanding. • Work-Related Learning (as appropriate): Supported opportunities to explore work-based tasks, routines, and community contribution.
Impact	The impact of the Learning for Life Pathway is reflected in pupils' increasing independence, confidence, and ability to apply knowledge in meaningful contexts. • Communication and Interaction: Pupils communicate more effectively, using functional language and appropriate interaction skills. • Academic and Functional Learning: Pupils make progress in reading, writing, and numeracy, applying learning practically. • Independence and Life Skills: Pupils participate more actively in daily routines, self-care, and community-based tasks. • Social and Emotional Development: Pupils demonstrate improved confidence, regulation, and positive relationships. • Holistic Wellbeing: Pupils show increased motivation, engagement, and sense of belonging. • Preparation for Adulthood: Pupils leave this pathway equipped with the skills, confidence, and resilience to engage in post-16 education and life beyond school.

Assessment and Progress	Progress is tracked through a range of formative and summative assessment methods, ensuring both academic and personal development are recognised: • The Meadows Assessment Schema (E, E+, D, D+, S, G): Reflects progress towards independence and mastery of Personal Learning Goals linked to EHCP outcomes and subject-specific targets. • Ongoing observation and evidence collection: Staff use narrative observation, photographs, and video to document progress, ensuring that assessment informs future planning and curriculum adaptation. • Accreditation Pathways: Awards provide formal recognition of progress and achievement. • Pupil Reflection and Voice: Where possible, pupils contribute to reviewing their own progress and participating in setting personal goals.
Destinations beyond school	Pupils on the Learning for Life Pathway transition into further education or adult provision that continues to develop functional learning, independence, and life skills. Destinations may include: • Specialist or mainstream further education colleges offering supported learning and vocational courses. • Post-19 provision focused on communication, independence, and preparation for adulthood. • Supported internships or work-related programmes, where appropriate. • Day provision or community-based activities offering ongoing opportunities for inclusion, independence, and social participation.
Transition Planning and Support	Transition for pupils on the Learning for Life Pathway is planned early, collaboratively, and person-centred, ensuring that each young person moves into adulthood with confidence, continuity, and support. Transition planning begins in Year 9, involving families, Connexions advisors, therapists, and local authority transition teams to create a shared understanding of next steps. • EHCP outcomes are reviewed and updated to reflect post-16 goals and the Preparing for Adulthood outcomes, focusing on employment, independent living, community inclusion, and health. • Transition is supported through visits, visual resources, and social stories, helping pupils become familiar with new environments, routines, and people, promoting emotional security and readiness.

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| | <ul style="list-style-type: none">• Ongoing liaison and documentation between school and post-16/post-19 providers ensure continuity of care, shared strategies, and consistency in support. |
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Success is measured by pupils' ability to apply skills in real-world contexts, demonstrating confidence, communication, independence, and wellbeing.