



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.***

Options for Life Pathway Overview

Intent

The intent of the Options for Life Pathway is to provide a broad, balanced, and ambitious formal curriculum for pupils with **Moderate Learning Difficulties (MLD)**. This pathway builds on prior learning and focuses on increasing academic progress, functional application, independence, and preparation for adulthood.

Pupils are supported to develop the knowledge, skills, and attributes they need to succeed in education, employment, and life beyond school. The curriculum combines academic rigour with practical relevance, ensuring that learning remains purposeful, accessible, and aspirational.

Our intent is to:

- Deliver a meaningful and challenging curriculum that promotes achievement and progression across all subjects.
- Develop communication, literacy, and numeracy as tools for learning and everyday life.
- Support pupils to become confident, independent learners capable of making informed decisions.
- Foster social understanding, emotional wellbeing, and resilience through consistent routines and positive relationships.
- Provide enrichment and vocational opportunities that prepare pupils for adulthood, employment, and active citizenship.
- Ensure that all learning connects to real-world application and aligns with EHCP outcomes and long-term aspirations.

Cohort- Who is it for?	The Options for Life Pathway is designed for pupils with Moderate Learning Difficulties (MLD) who can access a subject-specific, formal curriculum with appropriate differentiation and support. • Pupils who are developing academic skills within national curriculum subjects but work below age related expectations and require adapted pacing and scaffolding. • Pupils who benefit from clear structure, modelling, and explicit teaching to secure understanding and independence. • Pupils who may experience barriers to learning such as speech and language delay, specific learning difficulties, or social communication challenges. • Pupils who are able to work towards externally accredited learning outcomes, e.g. Level 1 qualifications. • Pupils who are preparing for post-16 education, supported employment, or vocational training. • Pupils who thrive in inclusive, aspirational environments that promote confidence, participation, and responsibility.
Principles	• Ambitious and relevant: A curriculum designed to stretch each learner while remaining connected to their aspirations and interests. • Functional and applied: Learning focuses on the transfer of knowledge into real-life contexts. • Inclusive and personalised: Provision adapts to each pupil's pace, strengths, and EHCP targets. • Holistic development: Academic, social, emotional, and vocational growth are valued equally. • Preparation for adulthood: Learning actively supports independence, employability, and participation in community life. • Collaborative and reflective: Staff, families, and pupils work together to review progress and shape future goals.

Implementation	The Options for Life Pathway delivers a formal, subject-based curriculum that reflects primary NC expectations while remaining accessible and relevant. Lessons are sequenced, differentiated, and scaffolded to ensure progress and engagement for every learner. A strong emphasis is placed on functional literacy, numeracy, and communication, enabling pupils to use core skills confidently in daily life. Learning is enriched through practical, vocational, and community experiences, ensuring pupils see the relevance and purpose of their education. Teaching and support teams work collaboratively with therapists and other professionals to ensure that learning, therapy, and wellbeing remain interconnected. Every pupil's EHCP outcomes inform individual learning priorities and target-setting. Please see below information regarding curriculum subjects, approaches to learning etc.
Curriculum Strands/Subjects	The Learning for Life Curriculum is structured around key strands that integrate core and foundation subjects to support holistic development and preparation for adulthood. Each strand connects academic learning with functional, real-life application, enabling pupils to make meaningful progress in communication, cognition, independence, and wellbeing. • Communication and Interaction (Literacy & Phonics): Developing reading, writing, speaking, and listening skills for functional communication, self-expression, and independence across school and community contexts. • Cognition and Learning (Maths & Science): Applying mathematical understanding to everyday situations such as time, money, and problem-solving, while promoting curiosity and enquiry through practical science, exploration, and investigation. • Social and Emotional Education (PSHE, RSHE): Promoting wellbeing, relationships, safety, and self-awareness, enabling pupils to develop resilience, understand emotions, and prepare for adult life and community participation. • Culture and Wellbeing (RE, Topic: Art, Music, Drama, Humanities): Exploring history, geography, and culture to develop identity, global understanding, and respect for diversity. Encouraging creativity, imagination, and confidence through expressive arts, performance, and design. • Physical and Sensory Development (PE, Swimming, Forest School): Supporting physical health, coordination, regulation, and teamwork through structured physical activity, outdoor learning, and sensory exploration.

	• Independence and Life Skills (Careers, Enterprise, Food Technology, Community Learning): Preparing pupils for employment, further education, and adult life through practical, vocational, and enterprise-based learning that promotes autonomy, responsibility, and confidence.
Approaches to learning	Learning is active, purposeful, and progressive. Pupils are encouraged to take ownership of their learning, think critically, and apply knowledge in varied and meaningful contexts. Teaching focuses on developing independence, curiosity, and confidence through structured guidance, reflection, and collaboration. Core Approaches • Explicit Teaching & Modelling: Clear, step-by-step instruction with opportunities for guided and independent practice to build understanding and confidence. • Scaffolding: Carefully structured support that enables pupils to achieve success, gradually reducing assistance as independence and competence grow. • Questioning for Thinking: Targeted questioning encourages reasoning, reflection, and deeper understanding, helping pupils articulate ideas and justify choices. • Cross-Curricular Links: Integrating subjects around common themes to reinforce learning, relevance, and real-world connection. • Functional Application: Connecting classroom learning with everyday life, community experiences, and future aspirations. • 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. • Pupil Voice and Choice: Pupils are encouraged to express opinions, make decisions, and contribute to planning, helping them take ownership of their learning journey. • Positive Behaviour Support: Promoting independence, self-regulation, and responsibility through consistency, praise, and clear expectations. • Collaboration and Partnership: Regular communication with families, therapists, and professionals ensures joined-up planning, consistency, and holistic progress.

Enabling Environment	The Options for Life learning environment promotes independence, responsibility, and readiness for adulthood. Key Features • Structured and Stimulating Classrooms: Spaces organised to promote focus, engagement, and autonomy. • Access to Technology: Use of digital tools as appropriate to support communication, creativity, and vocational learning. • Inclusive, Safe and Supportive Environment: Emphasis on respect, empathy, and collaboration among peers and staff. Emotional wellbeing and safeguarding underpin all learning experiences. • Real-World Learning Spaces: Dedicated areas for cooking, enterprise, and practical life skills. • Community Integration: Learning extends beyond the classroom into local businesses, colleges, and community projects.
Learning Beyond the Classroom	• Community-Based Learning: Pupils engage in local visits, volunteering, and enterprise activities that promote confidence and communication. • Outdoor Education: Participation in sports, team-building, and environmental projects to enhance wellbeing and cooperation. • Cultural and Creative Enrichment: Opportunities to experience performances, exhibitions, and local cultural events. • Work-Related Learning: Supported placements and on-site enterprise projects develop employability and responsibility.
Impact	The impact of the Options for Life Pathway is demonstrated through pupils' growing confidence, independence, and readiness for adult life. • Academic Progress: Pupils make measurable progress across the formal curriculum, including accreditation where appropriate. • Functional Application: Pupils demonstrate the ability to transfer learning into practical and social contexts. • Communication and Interaction: Pupils use clear, appropriate communication in a range of settings. • Independence and Responsibility: Pupils take increasing ownership of their learning, behaviour, and decision-making.

	• Personal Development: Pupils show resilience, confidence, and self-awareness, contributing positively to school and community life. • Preparation for Adulthood: Pupils leave school equipped with the skills, knowledge, and attitudes necessary for post-16 pathways and lifelong learning.
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): Used to measure mastery and independence within EHCP-linked learning goals. • Accreditation Pathways: Awards provide formal recognition of progress and achievement. • Ongoing Assessment for Learning (Afl): Continuous teacher assessment, self-evaluation, and reflection guide next steps. • Portfolio Evidence: Work samples, photos, and observations capture progress across subjects and life skills. • Pupil Voice: Pupils are encouraged to reflect on their learning, set targets, and celebrate successes.
Destinations beyond school	Pupils on the Options for Life Pathway transition into post-16 or post-19 destinations that further develop independence, employability, and lifelong learning. Destinations may include: • Specialist further education colleges offering e.g. vocational courses. • Supported internships or supported employment programmes promoting work readiness. • Bespoke transition plans developed with Connexions, families, and local authority teams to ensure a smooth, supported move into adulthood.
Transition Planning and Support	Transition for pupils on the Options for Life Pathway is planned early, collaboratively, and person-centred, supporting each young person to move confidently into adulthood, further education, or employment. Planning begins in Year 9, involving families, Connexions advisors, careers services, therapists, and local authority transition teams to ensure clear and aspirational next steps.

- EHCP outcomes are reviewed and updated to reflect post-16 and post-19 goals, aligning with the Preparing for Adulthood outcomes — focusing on employment, independent living, community inclusion, and maintaining good health.
- Pupils are supported to develop decision-making and self-advocacy skills, preparing them to contribute actively to their transition plans and future pathways.
- Transition is facilitated through visits, taster sessions, and careers events, helping pupils to experience new environments and understand post-school options.
- Collaboration with post-16 providers, FE colleges, and vocational training settings ensures that learning, care, and support strategies are consistent and responsive to each learner's needs.
- Visual supports, structured preparation, and familiar staff are used where needed to promote confidence, emotional security, and independence throughout the transition process.

Success is measured by pupils' ability to apply skills confidently in real-world contexts — demonstrating communication, independence, resilience, and readiness for adult life, work, and community participation.