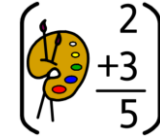
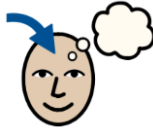


Sladewood Pathways provision

At Sladewood academy we have three provisions for our students:



Learning to Learn

Bridging

Subject specific

At Sladewood academy, we pride ourselves on being a nurturing special school with an outstanding provision. We are dedicated to creating an inclusive and supportive environment for all students. Our approach ensures every child receives the attention and resources they need to thrive. Our universal offer underpins every aspect of our school life. For example, we maintain high staffing ratios and strive for small class sizes to allow students to receive the attention and individualised learning that they need.

Throughout their learning at Sladewood Academy, we prioritise creating meaningful experiences that build each pupil's knowledge, skills, and understanding, enabling them to become increasingly independent in their daily lives. We explicitly teach foundational learning skills within our 'Learning to Learn' provision, providing a strong base that seamlessly leads into subject-specific learning. For all our pupils, we place a strong emphasis on life skills development, ensuring that opportunities are carefully matched to each child's individual level and needs. At Sladewood, our children experience a broad and balanced curriculum that nurtures curiosity, independence, and a lifelong love of learning, empowering them to grow and thrive both now and in the future.

At Sladewood, we create opportunities for students to build their interests, take on responsibilities and make choices, building their confidence. Another thread throughout our school is our approach to Total Communication. All pupils are supported to engage in social communication opportunities with peers, family and other key people in their lives. Students engage with the local community through activities and outings, ensuring they can participate fully and confidently.

We offer activities that enhance body awareness and coordination, such as Interoception and physical development, Thrive, swimming, specific fine/gross motor lessons, forest school sessions and learning outdoors. These activities promote physical fitness, motor skills, confidence, and social interaction, supporting overall well-being. However, by grouping pupils into pathways, we tailor our approach to meet the individual needs of each child. This allows us to plan effectively, ensuring that our curriculum, environment, and resources are perfectly suited to support their growth. Our dedicated staff receive high quality training to provide the best care and education possible.

Currently, we estimate the following percentage of pupils will fall into the following pathways:

Sladewood academy			
	Learning to Learn	Bridging	Subject specific
EYFS	42%	43%	15%
Years 1 & 2	50%	40%	10%
Years 3 & 4	38%	37%	25%
Years 5 & 6	20%	20%	60%

Learning to learn Pathway

Pupils: (characteristics of the pathways learners)



Communication: Students often exhibit pre-verbal communication skills.

Sensory requirements: They have significant sensory needs which may have an impact on their ability to engage.

Cognition and learning: Working on foundational learning skills not yet ready for subject specific learning – developing attainment and interaction skills

Social interactions: May not independently seek, or have opportunities for, social interactions. Require substantial support to develop social/interaction skills.

Managing transitions: Limited ability to transition, high level of support needed

Independence and health needs: Likely to have intimate care needs and lack an awareness of safety, requiring careful attention.

Provision:

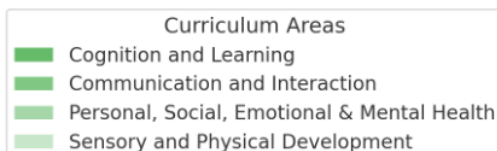
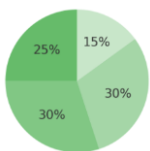
The Learning to Learn Pathway at Sladewood Academy provides a supportive, nurturing environment for pupils who need to develop foundational skills in readiness, communication, and life skills before moving on to subject-specific learning. We recognise that our pupils are at different stages, and the pathway ensures every child receives individualised support to develop the essential skills for future learning and independence. Lessons use subject areas as a vehicle for Learning to Learn targets, focusing on engagement, attention, communication, social interaction, sensory and physical development. Core skills like maintaining attention, turn-taking, making choices, and following adult direction are embedded within enjoyable and meaningful contexts.

Classrooms are low-stimulus and carefully structured, with clear zones for sensory regulation, focused learning taught using our bespoke Group Time approach, play, and life skills, alongside safe outdoor learning. Spaces are designed to accommodate intimate care needs and sensory exploration. We operate within a Total Communication environment, using Makaton, signing, symbols, AAC, and objects of reference, ensuring all pupils can express needs, make choices, and engage meaningfully. Social communication is developed through structured opportunities with peers, adults, and the community.

Pupils develop independence, emotional regulation, and daily living skills through consistent routines, supported toileting, dressing, cutlery use, and sensory regulation activities, helping them build confidence and autonomy. Sensory exploration and physical development are prioritised through sensory circuits, Interoception activities, outdoor learning, and targeted fine and gross motor work, encouraging pupils to explore safely and with curiosity.

We maintain high staffing ratios, ensuring pupils receive consistent, individualised support from skilled staff using trauma-informed and sensory-responsive approaches. Ongoing CPD ensures our team can provide the highest quality care and education for every child at Sladewood.

Curriculum:



Aspirational aim:

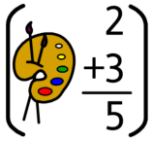
Pupils will have developed effective communication and engagement strategies and skills. They will be able to communicate their needs, feelings and make appropriate choices to engage and interact socially with peers with adult support. Pupils will be engaged and present within the community with a high level of support.

Pupils: (characteristics of the pathways learners)	
	<p>Communication: Pupils are developing early communication skills; they are able to show a preferred method of communication. They still need some support to communicate within adult directed tasks but are mostly able to communicate their needs and wants using their preferred method.</p> <p>Sensory requirements: The Pupils may have sensory processing needs but are developing strategies to regulate with adult support, enabling increased engagement in learning activities.</p> <p>Cognition and learning: Pupils have made progress with their foundational learning skills and are beginning to access aspects of subject-specific learning with high levels of adult support and adapted approaches.</p> <p>Social interactions: Pupils may engage in social interactions with encouragement, requiring support to initiate, maintain, and respond within social situations.</p> <p>Managing transitions: Pupils may find changes challenging but are developing the ability to transition between activities and environments with structured support.</p> <p>Independence and health needs: Pupils may still require personal care support but are developing independence in daily routines and an emerging awareness of personal safety.</p>
Provision:	
	<p>The Bridging Pathway at Sladewood Academy offers a structured, nurturing environment for pupils transitioning from foundational Learning to Learn skills towards subject-specific learning. Pupils in this pathway are assessed to determine which subject areas they are ready to access, allowing them to build subject knowledge and skills within a highly adapted and supportive framework. While not all pupils may access the full breadth of the curriculum immediately, they engage in meaningful subject learning in areas they are ready for, alongside continued work on Learning to Learn targets such as communication, engagement, attention, and independence.</p> <p>Classrooms are structured with clear visual supports and routines, creating zones for focused learning taught through our bespoke Group Time approach, sensory regulation, independent and collaborative work, and safe exploration. Outdoor learning opportunities are integrated to enhance learning and well-being. We operate within a Total Communication environment, using Makaton, signing, symbols, AAC, and objects of reference, supporting pupils to express themselves and participate meaningfully across learning activities. Structured opportunities support the development of social skills with peers, familiar adults, and the community.</p> <p>Pupils develop daily living skills and independence, practising dressing, toileting, and managing personal needs, while developing resilience and confidence within structured routines. Sensory exploration and physical development remain integral, supporting pupils' readiness for learning. High staffing ratios ensure individualised support, delivered by staff skilled in communication-focused, sensory-responsive, and trauma-informed approaches. Ongoing professional development ensures staff can deliver high-quality education and care, enabling each pupil to achieve their potential.</p>
Curriculum:	
<p>Curriculum Areas</p> <ul style="list-style-type: none"> ■ PSE (Learning to Learn) ■ Maths ■ English ■ Sensory and Physical 	<p>The Bridging Pathway offers a flexible and individualised curriculum blending subject-specific learning with continued development of Learning to Learn skills. Weighting key for example curriculum can be seen in the previous box.</p>
Aspirational Aim:	
	<p>Pupils within the Bridging Pathway will develop effective communication and engagement skills, enabling them to express needs, feelings, and preferences confidently with some independence. They will engage in learning and interact socially with peers and adults, be able to apply their subject knowledge within their daily lives and participate safely and confidently in school and within the wider community with support.</p>

Subject specific

Pupils: (characteristics of the pathways learners)

Sladewood Pathways provision



Communication: Pupils are developing functional communication skills, using their preferred methods (verbal, signing, AAC, symbols) to communicate needs, wants, and ideas across different contexts. They may still require support in unfamiliar situations but can engage effectively within adult-directed and independent tasks.

Sensory requirements: Pupils may have sensory processing needs but are developing self-regulation strategies with support, allowing them to engage successfully in classroom and wider school activities.

Cognition and learning: Pupils are accessing a full, subject-specific curriculum, building knowledge and skills across subject areas while developing their ability to apply learning to real-life contexts.

Social interactions: Pupils engage in social interactions with peers and adults, requiring occasional support to navigate social situations and build positive relationships.

Managing transitions: Pupils can transition between activities and environments with increasing independence, using visual supports and routines to manage changes confidently.

Independence and health needs: Pupils may continue to require some personal care support but are developing greater independence within daily routines and an awareness of personal safety.

Provision:

The Subject-Specific Pathway provides a bespoke structured, nurturing environment where pupils with SEN can access all areas of the curriculum while continuing to develop personal, social, and independence skills. Pupils engage in a broad, balanced curriculum, including:

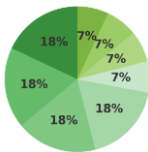
Core subjects: Maths, English, Phonics, PSHE

Foundation subjects: Our World, Therapeutic Arts, Our Futures, Physical Development

Learning is structured using our bespoke Group Time approach to ensure subject knowledge and skills are explicitly taught, assessed, and embedded, with opportunities to apply learning to real-life situations to develop functional and meaningful understanding. Personal development remains central, delivered through structured PSHE, Our Futures, Thrive, and Interoception sessions, supporting emotional regulation, social skills, and independence.

Classrooms are structured with clear routines and visual supports, creating environments that promote focus, calm, and independence. Zones for focused learning, collaborative work, and sensory regulation are used to meet individual needs, with outdoor learning integrated to enhance well-being and engagement. A Total Communication environment ensures pupils can express themselves confidently and engage fully with the curriculum. Staff use Makaton, signing, symbols, AAC, and objects of reference to scaffold communication across all learning opportunities. High staffing ratios allow for individualised support, ensuring pupils are appropriately challenged within their learning while developing their independence and resilience. Staff are skilled in communication-focused, sensory-responsive, and trauma-informed approaches, with ongoing professional development ensuring high-quality care and education.

Curriculum:



English (18%)	Our World (7%)
Maths (18%)	Our Futures (7%)
Phonics (18%)	Therapeutic Arts (7%)
PSHE (18%)	Physical Development (7%)

Aspirational Aim:

Pupils within the Subject-Specific Pathway will develop the knowledge, skills, and confidence to access and progress within a broad curriculum. They will be able to communicate effectively, engage in learning, interact socially, and apply subject knowledge within real-life contexts. Pupils will participate safely and confidently within school and the wider community while continuing to build independence.