

AVONSIDE SCHOOL

Curriculum Pathways Map

Inspection Overview

Purpose of this document

A concise overview showing how Avonside's curriculum intent is implemented through Transition, Semi-Formal, Pre-16 Formal and Post-16 Formal pathways. It should be read alongside the Curriculum Policy, subject curriculum plans, assessment information and pupils' individual plans.

Curriculum journey

ENTRY	TRANSITION	ASSESSMENT	PERSONALISED PATHWAY	ACCREDITATION & ADULTHOOD	DESTINATION
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Policy-aligned overview | October 2026

1. Curriculum intent and design principles

Avonside provides a broad, balanced and ambitious curriculum for young people aged 13 to 19 with complex needs. Each pupil’s pathway is informed by assessment, EHCP outcomes, strengths, interests, readiness to learn and identified barriers.

Our curriculum aims

To develop Confident Individuals, Successful Learners and Responsible Citizens who are Ready, Respectful and Safe.

Non-negotiable design principles

- Therapeutic and trauma-informed practice underpins curriculum delivery: Connect, Co-Regulate and Co-Reflect.
- Relationship, regulation and readiness are preconditions for sustained engagement in learning.
- Reading, literacy, numeracy, personal development, careers and EHCP outcomes are visible across pathways.
- Learning is sequenced from pupils’ starting points so that they know more, remember more and apply learning with increasing independence.
- Pathways remain personalised and responsive; timetables and provision are reviewed as needs and readiness change.
- Accreditation is matched to pupils’ starting points, strengths, aspirations and intended destinations.

The Avonside SKILLS

S	K	I	L	L	S
Self-belief	Knowledge	Independence	Learning for life	Leadership	Success

2. Whole-school pathway map

Curriculum area	Transition	Semi-Formal	Pre-16 Formal	Post-16 Formal
Primary purpose	Relationship, assessment, belonging and readiness	Personalised re-engagement through integrated learning	Broad academic and vocational curriculum	Preparation for adulthood and destination
English & literacy	Baseline and supported engagement	Personalised English; functional application	English plus discrete Reading	English, Reading and real-world literacy
Mathematics	Baseline and functional assessment	Personalised mathematics	Mathematics	Mathematics and financial literacy
Reading	Identify need and starting point	Targeted phonics/reading intervention	Dedicated reading plus reading across subjects	Reading for employment, independence and further education
Science	Practical exploration	Integrated/thematic where appropriate	Discrete Science	Applied through health, life and vocational contexts
PE & physical development	Regulation, confidence and engagement	Personalised physical activity	Core PE with significant curriculum time	Health and Wellbeing options, including Sport and Fitness
Creative & vocational	Curriculum sampling	Interest-led AQA units and practical learning	Art, Construction, Cooking, Hair/Beauty/Barbering and IT	Chosen vocational qualifications and employment pathways
Personal development	Safety, routines and belonging	PSHE/RSE, SMSC and careers integrated and explicit	PSHE/RSE, weekly SMSC and weekly Careers	Preparation for Adulthood, citizenship, community and wellbeing
EHCP outcomes	Establish priorities and barriers	Central to personalised learning	Embedded across subjects	Embedded across adult-life outcomes
Accreditation direction	Identify appropriate route	AQA Unit Awards and Functional Skills	Functional Skills and/or GCSE; Arts Award; BTEC	Functional Skills plus AQA, NCFE and BTEC qualifications

Our pathways enable young people to move from feeling safe and ready to learn, to developing the skills and confidence to learn, and ultimately to becoming engaged, confident and increasingly independent learners. Through this personalised approach, we aim to equip every young person with the knowledge, skills, relationships and resilience needed to achieve their potential and prepare for a fulfilling adult life.

3. Transition pathway

CONNECT → ASSESS → ENGAGE → PREPARE

All pupils begin in Transition, typically for 4 to 6 weeks, with flexibility according to individual need.

Purpose

To provide a carefully supported introduction to school, establish belonging and routines, identify starting points and determine the most appropriate personalised pathway.

Curriculum priorities

- Relationship-building with trusted adults
- Reading and mathematics baseline assessment
- SEND profiling and Readiness to Learn assessment
- Review of EHCP outcomes, interests, strengths and barriers
- Supported curriculum sampling across academic, physical, creative and vocational learning
- Gradual integration into the wider school community

Evidence of impact

- Pupil demonstrates increasing engagement, confidence and understanding of routines.
- Staff have a clear baseline and shared understanding of need.
- Support, adaptations and risk management are in place.
- A reasoned pathway decision is recorded and communicated.

Pathway decision

Transition leads to the Semi-Formal or Formal pathway. Placement is based on assessed need and readiness, not age or perceived ability alone.

4. Semi-Formal pathway

RE-ENGAGE → REGULATE → APPLY → ACHIEVE

A personalised and highly supported curriculum for pupils requiring a more integrated approach to learning.

Curriculum offer

- English, Reading and Mathematics taught from individual starting points.
- Learning connected through meaningful themes to strengthen engagement and application.
- Subject-specialist input retained where appropriate.
- PE, regulation, communication, relationships and independence developed deliberately.
- PSHE/RSE, SMSC and careers remain part of the entitlement.
- Art, Cooking, Construction, IT and Hair, Beauty and Barbering selected around interest, need and readiness.

Planning and review

- EHCP outcomes and pupil interests are central to planning.
- Individual timetables are reviewed and adjusted in response to progress and readiness.
- Targeted reading, phonics and functional interventions are coordinated around identified need.

Accreditation and progression

Progression route

AQA Unit Awards in areas of interest → Functional Skills English and Mathematics → increased independence and transition into appropriate formal or vocational learning.

5. Pre-16 Formal pathway

KNOWLEDGE → QUALIFICATIONS → VOCATIONAL EXPLORATION → FUTURE PATHWAY

A broad, balanced and ambitious curriculum delivered through discrete subject teaching, with therapeutic support and high expectations maintained.

Core curriculum

English + Reading

Mathematics

Science

Physical Education

Wider curriculum

- Art
- Construction
- Cooking
- Hair, Beauty and Barbering
- IT
- Humanities: Geography and History
- PSHE/RSE
- SMSC
- Careers

Qualification pathways

- Functional Skills English and Mathematics
- GCSE English Language and/or Mathematics, Foundation or Higher as appropriate
- Arts Award
- BTEC Entry Level 1 Pre-Vocational Study
- Additional personalised qualifications matched to strengths, aspirations and readiness

Design rationale

Core academic learning is balanced with physical development, vocational learning and personal development so pupils can build qualifications, confidence, independence and realistic next steps.

6. Post-16 Formal pathway

The Post-16 curriculum is organised around Preparation for Adulthood and intended destinations.

1. Employment

- English, Reading and Mathematics
- Digital Literacy
- Careers and Employability Skills
- Two vocational options: Construction; Information & Creative Technology; Art & Design; Hairdressing, Beauty & Barbering

2. Independent Living

- Money management and financial literacy
- Domestic skills and home management
- Health, personal wellbeing and safety
- Community access and independent travel
- Self-advocacy
- Option: Hospitality; Managing Your Money; Enterprise Skills

3. Community & Inclusion

- Citizenship
- Social and community inclusion
- Community engagement
- Anti-social and illegal activity
- Equality and diversity
- Medical emergencies

4. Health & Wellbeing

- PSHE/RSE
- Option: Sport L1; Sport, Exercise and Fitness L2; Gym Instruction L2

Accreditation

Functional Skills, AQA Unit Awards, NCFE and BTEC qualifications are selected to support each pupil's pathway and next destination.

7. Universal entitlement across all pathways

Academic	Reading, English, Mathematics and appropriate knowledge development
Physical	PE, health, movement, regulation and healthy lifestyles
Personal	PSHE/RSE, SMSC, safeguarding education and British Values
Future	Careers, employability, independence and preparation for adulthood
Individual	EHCP outcomes, SEND adaptations and personalised intervention
Therapeutic	Connect, Co-Regulate and Co-Reflect

Tutor time entitlement

- Monday: Wellbeing
- Tuesday: Safeguarding
- Wednesday: Current Affairs / World News
- Thursday: RSHE
- Friday: EHCP Target Review

Reading across the school

- STAR Reading is used to identify starting points and appropriate challenge.
- Structured phonics is provided where needed, alongside targeted interventions.
- Pupils access Accelerated Reader through physical texts or MyON as appropriate.
- Regular reading includes at least one weekly skilled-listener session.

PHSE

8. Implementation, review and impact

Implementation expectations

- Planning starts from assessment, prior knowledge, EHCP outcomes and identified barriers.
- Curriculum content is sequenced so pupils build, retain and apply knowledge and skills.
- Key concepts are revisited and overlearned where this supports long-term memory.
- Adaptation preserves ambition while improving access and engagement.
- Careers, SMSC, British Values and cultural capital are visible within subjects and wider experiences.

How impact is evaluated

Academic and accreditation	Engagement and personal development	Quality assurance
Subject progress; reading age; Functional Skills, GCSE, AQA, NCFE, BTEC and Arts Award outcomes	Attendance; behaviour; exclusions; EHCP progress; confidence, independence and readiness for adulthood	Learning walks; lesson observations; work scrutiny; planning reviews; data drops; internal review; pupil, parent and staff voice

Inspection evidence trail

- Curriculum Policy and pathway rationale
- Subject curriculum plans and assessment frameworks
- Transition baselines and pathway decisions
- Pupil timetables and EHCP-informed planning
- Reading and mathematics assessment information
- Work, portfolios and accreditation evidence
- Quality-assurance records and resulting actions
- Pupil voice and destination planning