

# Our Learning Pathways

Our children enter the school in EYFS, which is currently based on two of our sites, Overdale and Holly. Our children usually stay with our EYFS class for two years, to enable them to access an appropriate and effective continuous provision, encourage independence and develop communication skills. In some instances, children may join our school in later years, having transferred from other settings.

Once our children leave the EYFS, they will follow one of two learning pathways; some children will move along the subject specific, formal curriculum route, while others will follow a non-subject specific pre-formal curriculum. The decision regarding learning pathways is made based on a range of factors, e.g. the child's levels of need, attainment and engagement. These pathways are not necessarily predetermined, and in some cases, children may move from one pathway to another as they progress through the school.



At present, we have 10 classes following our subject specific curriculum. Our children access a range of subjects, including Maths, English, Phonics, Science, Topic, Computing and PE, we have developed our curriculum based on DfE guidance for national and pre-national curriculum subjects (for more information see 'Learning Intent'

<http://www.lisburneschool.stockport.sch.uk/curriculum-intent>)

We have 4 classes working on the pre-formal curriculum, which is broad, balanced and relevant for those working on the Engagement Model (*what was the early P levels 1-4, up to July 2021*). These children work on a therapy driven curriculum. This curriculum has been influenced by Flo Longhorn, Joanna Grace and Peter Imray and the Branches model for assessment.



**All** children, over our three sites, have access to specialist support from a range of outside agencies, including SALT (Speech and Language Therapist) OT (Occupational Therapists) Sensory Support Service and Physiotherapy as appropriate. Our children also have access to a wide range of life-skills and enrichment opportunities both on the school site and within the wider community.