

Cambridge Park Progressive Pathways Model

Our 'Curriculum For All' at Cambridge Park Academy aims to provide rich, exciting and ambitious opportunities for all pupils throughout their journey with us. It has been designed and developed to build upon those aspects of education that are important for our pupils and which best prepare them for adulthood. Within the curriculum every opportunity should be taken to further develop understanding and application of

Depending on their individual needs, abilities and aspirations for the next stage of their lives, pupils follow our **Progressive Pathways Model** which is a highly adapted concept based around the more traditional 3 learning pathways of formal, semi-formal and personalised.

We are aware that all students progress and develop at different rates so our adapted curriculum pathways model, in conjunction with timely and accurate assessment, is fluid and progressive to ensure it meets the academic, social and personal developmental needs of our students at every point of their learning journey.

Functional (Formal)	Stage 9-10	To ensure that our most cognitively able pupils are given the opportunity to deepen their knowledge, skills and vocabulary across a wide and ambitious curriculum in a safe and informed way, we have developed and extended our curriculum plans to ensure there is no limit on learning and progress. As pupils prepare to play a full and active role in society, we highlight the need to ensure that they are prepared to become independent and develop resilience, developing good communication skills and learn how to work with others respectfully.		
	Stage 5-8	<p>Pupils working within stage 5-8 are working securely at subject specific learning through the Functional Curriculum. They are continuing to develop increased attention and work habits and are able to purposefully engage in discrete subject lessons.</p> <p>Pupils access a curriculum that builds secure foundations in knowledge and supports the development of key skills across a range of subjects. Learning is structured, meaningful, and adapted to individual needs, offering opportunities to explore, practise, and apply concepts in practical and engaging ways. Pupils are supported to develop greater independence, improve communication and reasoning, and deepen their understanding of the world around them. The curriculum fosters curiosity, confidence, and social interaction, encouraging pupils to make connections across subjects and engage purposefully with learning both in and beyond the classroom.</p> <p>Typically, pupils working around stage 7 and onwards, will undertake an entry level qualification at Key Stage 4 and leave the academy at Year 11, moving on to FE provision.</p>		
	Stage 1-4	<p>Pupils working within stage 1-4 are starting to develop subject specific learning and are accessing the Foundations Curriculum. They still require high levels of support in the 4 areas of need but are able to access areas of the curriculum delivered using a literacy-led thematic approach. The literacy-led thematic approach offers a vehicle for building attention, engagement and communication skills across the breadth of the curriculum.</p> <p>Pupils are given rich, play-based and exploratory opportunities to develop communication, physical skills, personal and social understanding, and early thinking in ways that are meaningful and relevant to them. Learning happens through real-life experiences that spark curiosity, build confidence, and support independence. Children are encouraged to express themselves, make choices, develop relationships, and begin to make sense of the world around them through hands-on, sensory, and interactive experiences tailored to their developmental stage.</p>		
Fundamentals (Semi-Formal)	Personalised Pathway			
Fundamentals (Personalised)	Pupils accessing the Fundamentals curriculum are predominantly working with the Engagement Model. The curriculum is planned around the 4 areas of need, with a core focus on supporting pupils in developing social communication skills. An adapted continuous provision model is in place, with learning activities planned through a thematic approach. Pupils may access aspects of the Foundations curriculum where appropriate.			
	C&L	Cognition	P&S	SEMH