**Equals Curriculum Pathways Policy for Onchan School Specialist Provision Centre**

**Introduction:**

Onchan School recognises the diverse learning needs of children within our Specialist Provision Centre, particularly those with moderate and complex additional needs. To ensure that all students receive a tailored and inclusive education, we have adopted the Equals Curriculum, which offers four distinct pathways: PMLD, Informal, Semi-Formal, and Formal. This policy outlines the principles, objectives, and procedures for implementing these curriculum pathways within our school.

**Principles:**

* **Inclusivity:** We are committed to providing equal access to quality education for all students, irrespective of their abilities or additional needs.
* **Differentiation:** Our curriculum pathways are designed to cater to the unique learning styles, strengths, and challenges of each student, promoting personalised learning experiences.
* **Holistic Development:** We aim to foster the holistic development of our students, encompassing academic, social, emotional, and life skills domains.
* **Collaboration:** Collaboration between educators, families, therapists, and external agencies is integral to the successful implementation of our curriculum pathways, ensuring a coordinated and holistic approach to support each student's progress.

**Objectives:**

* To provide a tailored curriculum that meets the individual needs and abilities of students within our Specialist Provision Centre.
* To promote independence, well-being, and inclusion through a range of learning experiences tailored to each student's level of ability.
* To foster the development of essential life skills, communication, social interaction, and sensory processing abilities.
* To ensure continuity and progression in learning by offering clear pathways for students transitioning between different stages of their education journey.
* To engage parents/carers as partners in their child's education, providing support, guidance, and opportunities for involvement in decision-making processes.

**Impact on Learners:**

* **Personalised Learning:** Each student receives tailored support and opportunities for growth, leading to increased engagement and progress in their learning journey.
* **Enhanced Independence:** By focusing on practical life skills and promoting autonomy, learners develop the confidence and ability to navigate daily tasks and make informed choices.
* **Improved Well-being:** The holistic approach to education fosters a positive sense of self-esteem, resilience, and emotional well-being, contributing to overall happiness and fulfilment.
* **Academic Achievement:** Through a combination of academic and functional skills development, students are equipped with the necessary tools to succeed academically and pursue further education or vocational training.
* **Social Inclusion:** Opportunities for interaction, collaboration, and community engagement promote social connections and a sense of belonging, fostering meaningful relationships with peers and adults alike.

**Intent of Curriculum Pathways:**

* **Equals PMLD Pathway:** The intent is to provide highly personalised and sensory-rich learning experiences that promote communication, engagement, and well-being for students with profound and multiple learning difficulties.
* **Equals Informal Pathway:** The intent is to empower learners with essential life skills and promote independence through practical, hands-on learning experiences that foster engagement with the environment and enhance overall well-being.
* **Equals Semi-Formal Pathway:** The intent is to offer a balanced approach that combines academic and life skills development, catering to diverse interests and abilities while fostering creativity, problem-solving, and social interaction.
* **Equals Formal Pathway:** The intent is to prepare students for academic and vocational pursuits by introducing core subjects and building upon foundational skills, equipping learners with the knowledge, skills, and confidence to achieve their full potential in further education, employment, and adult life.

**Monitoring and Review:**

This policy will be reviewed annually by the school leadership team in consultation with stakeholders, including staff, parents/carers, and relevant professionals. Feedback and data analysis will inform ongoing improvements and adjustments to ensure the effective implementation of the Equals Curriculum Pathways for the benefit of all students within our Specialist Provision Centre.