

Le Murier Curriculum Pathways

Our curriculum pathways are designed to meet the diverse needs of our learners, ensuring each student can access the right level of support and challenge. These pathways provide personalised learning experiences that allow students to enjoy their education, grow in confidence and skills, achieve their individual goals, and work together to build positive social and emotional connections. By adapting the curriculum to each learner, we empower students to develop life skills and independence, guiding them toward successful outcomes in further education, employment, and community participation.

Pathway	Formal	Formal Pastoral	Semi-Formal	Pre-Formal
Description	For students working consistently at or below age-related expectations.	For students able to access the formal curriculum but with additional SEMH needs that create barriers to learning. Focuses on developing social and emotional skills.	For students working at the early levels of the Guernsey Curriculum, with a focus on developing communication, independence, and life skills.	For students with profound and multiple learning difficulties (PMLD), working at the earliest reaches of the curriculum. Emphasises sensory learning and interaction.
Learning Focus	Progressive learning, leading to functional skills qualifications and preparation for further education or employment. Organised into specific subject areas with a focus on problem-solving, reasoning, and communication.	As Formal. Focus on personal development, managing social and emotional challenges, and fostering resilience through real-life applications. Emphasis on self-regulation, social skills, and emotional literacy, preparing students for adulthood. Personalised approach with emotional wellbeing and relationships at the heart of all learning. A focus on functional skills and thematic 'expeditionary learning' approach to incorporate wider curriculum areas.	Communication, personal independence, and social interaction through play-based, sensory learning. Thematic, multi-sensory curriculum supporting life skills, including self-care, social communication, and early problem-solving. Preparation for community inclusion and independent living with a strong focus on functional communication skills.	Sensory exploration, interaction, and communication development at a pre-symbolic level. Focus on engagement with the world, routine building, and interaction through sensory experiences. Therapeutic interventions
Environment & Teaching Approach	Mostly class-based, with some teaching in specialist areas (ICT, CDT, Cookery). Structured lessons focused on subject-specific skills. Group work and independent learning are encouraged.	Small group learning, designed around opportunities to support social and emotional development. Bespoke environment, structures and routines designed to create a sense of belonging and support. Smaller group sizes and higher adult:	Delivered in a class-based model with some specialist areas. Multi-sensory approach with scaffolding to build independence. Small group work, role-play, and experiential learning.	Delivered through a highly individualised, therapeutic approach. Class-based but focused on experiential and sensory activities Intensive support from specialists

		<p>student ratio with opportunities for discussions, reflective activities, and skills-based learning in real-life contexts.</p> <p>Strong focus on relationship building and peer collaboration.</p>		
Progression & Outcomes	<p>Functional Skills Qualifications (KS4), AQA, BTEC (EL3 to Level 2)</p> <p>Potential for accessing further education or vocational opportunities.</p> <p>Pathway to independence with a focus on future employment.</p>	<p>Functional Skills Qualifications (KS4), AQA, BTEC (EL3 to Level 2)</p> <p>Preparation for future employment, further education, or supported work environments.</p> <p>Emphasis on emotional resilience, social skills, and personal development for long-term success in community and workplace environments.</p>	<p>Pathway to community inclusion and semi-independent living.</p> <p>Some access to post-16 (or 19) learning or vocational training.</p> <p>Focus on life skills, communication, and independent living, but with additional support in adult life.</p>	<p>Increased communication and interaction with the world.</p> <p>Routine-based learning promoting comfort and sensory awareness.</p> <p>Pathway to continued support in adult services or specialised therapeutic environments.</p>
Blended	<p>Blended Pathways: combine elements from different pathways, offering personalised support tailored to individual needs. It balances structured learning with emotional, social, or sensory interventions, promoting independence, communication, and inclusion. This flexible approach adapts to each student's progress, preparing them for further education, employment, or community life.</p>			

Curriculum Areas

Our curriculum is organised around six key strands—Cognition & Thinking, Communication, Social, Emotional and Mental Wellbeing, Physical Development and Health, Expression & Creativity, and Preparation for Adulthood. These strands provide a framework for personalised, inclusive learning that enables students to enjoy their journey, grow in confidence and skills, achieve their individual goals, and work together to foster meaningful connections. This structure equips students with the tools they need to thrive both in school and in their wider communities, preparing them for independence and lifelong learning.

	Cognition & Thinking	Communication	Social, Emotional and Mental Wellbeing	Physical Development and Health	Expression & Creativity	Preparation for Adulthood
Formal	Maths and financial literacy Science ICT History Geography (problem solving)	English; speaking & listening, reading, writing	PSHE RE (RSHE) Lots of crossover between this and next one - not sure if we can either make more distinct or combine.	PE MHWB Outdoor Ed DT	Art Music DT	DT WRL Careers Transition planning
Formal Pastoral						
Semi-Formal						
Pre-Formal						

Horizontal Format

Pathway	Description	Learning Focus	Environment & Teaching Approach	Progression & Outcomes
Formal	For students working consistently at or below age-related expectations.	<p>Skill development in core subjects (Maths, English, ICT).</p> <p>Progressive learning, leading to functional skills qualifications and preparation for further education or employment.</p> <p>Organised into specific subject areas with a focus on problem-solving, reasoning, and communication.</p>	<p>Mostly class-based, with some teaching in specialist areas (ICT, CDT, Cookery).</p> <p>Structured lessons focused on subject-specific skills.</p> <p>Group work and independent learning are encouraged.</p>	<p>Functional Skills Qualifications (KS4).</p> <p>Potential for accessing further education or vocational opportunities.</p> <p>Pathway to independence with a focus on future employment.</p>
Formal Pastoral	For students able to access the formal curriculum but with additional SEMH needs that create barriers to learning. Focuses on	<p>Focus on personal development, managing social and emotional challenges, and fostering resilience through real-life applications.</p> <p>Emphasis on self-regulation, social skills,</p>	<p>Class-based learning, supplemented with activities designed to support social and emotional development.</p> <p>Smaller group sizes, with opportunities for discussions, reflective activities, and</p>	<p>Functional Skills Qualifications (KS4).</p> <p>Preparation for future employment, further education, or supported work environments.</p>

	emotional wellbeing and therapeutic support.	<p>and emotional literacy, preparing students for adulthood.</p> <p>Personalised approach where emotional wellbeing and academic learning go hand-in-hand.</p>	<p>skills-based learning in real-life contexts.</p> <p>Strong focus on relationship building and peer collaboration.</p>	Emphasis on emotional resilience, social skills, and personal development for long-term success in community and workplace environments.
Semi-Formal	For students working at the early levels of the Guernsey Curriculum, with a focus on developing communication, independence, and life skills.	<p>Communication, personal independence, and social interaction through play-based, sensory learning.</p> <p>Thematic, multi-sensory curriculum supporting life skills, including self-care, social communication, and early problem-solving.</p> <p>Preparation for community inclusion and independent living with a strong focus on functional communication skills.</p>	<p>Delivered in a class-based model with some specialist areas (e.g., PE, Cooking).</p> <p>Multi-sensory approach with scaffolding to build independence.</p> <p>Small group work, role-play, and experiential learning.</p>	<p>Pathway to community inclusion and semi-independent living.</p> <p>Some access to post-16 learning or vocational training.</p> <p>Focus on life skills, communication, and independent living, but with additional support in adult life.</p>
Pre-Formal	For students with profound and multiple learning difficulties (PMLD), working at the earliest reaches of the curriculum. Emphasises sensory learning and interaction.	<p>Sensory exploration, interaction, and communication development at a pre-symbolic level.</p> <p>Focus on engagement with the world, routine building, and interaction through sensory experiences.</p> <p>Therapeutic interventions</p>	<p>Delivered through a highly individualised, therapeutic approach.</p> <p>Class-based but focused on experiential and sensory activities</p> <p>Intensive support from specialists</p>	<p>Increased communication and interaction with the world.</p> <p>Routine-based learning promoting comfort and sensory awareness.</p> <p>Pathway to continued support in adult services or specialised therapeutic environments.</p>
Blended	For students needing elements of multiple pathways, combining therapeutic support with elements of the formal or semi-formal curriculum.	<p>Flexible approach blending elements from formal, semi-formal, and pastoral pathways.</p> <p>Focus on individual learning plans that allow movement between therapeutic support and structured learning, based on the student's needs at any given time.</p>	<p>A mixture of class-based and individualised teaching.</p> <p>Regular reviews of student needs and progress, with pathways adjusted dynamically.</p> <p>Access to specialist areas as appropriate.</p>	<p>Flexible outcomes based on individual student progress.</p> <p>Students may transition to other pathways or continue with blended learning.</p> <p>Focus on maximising independence, communication, and inclusion, with opportunities for further education or</p>

		Functional skills or life skills focus depending on the student's abilities and goals.		vocational training based on individual ability.
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