Oakley School Learning Pathway Model

The Oakley School Learning Pathway Model is designed to provide the most suitable learning support predominantly based on pupils' personalised learning, communication and self-regulation skills. The school is trauma-informed and reflects current best practice, ensuring that approaches are sensitive to pupils' individual life experiences and emotional needs. All pupils are supported with preparation to adulthood, education and/or employability as part of the school and wider community.

We prioritise the following 'Skills for Life and Independence' throughout the curriculum and this is delivered using the Oakley Learning Journey:

1. Engagement
2. Connection
3. Curiosity
4. Communication
5. Regulation
6. Enjoyment
7. Resilience
8. Problem Solving & adaptability
9. Application of skills
10. Independence

Connect Learning Pathway	Engage Learning Pathway	Explore Learning Pathway	Discover Learning Pathway
Pupils in the Connect Learning Pathway have profound, severe and complex needs and follow a highly personalised approach. The approach offers breadth of opportunities in and out of the classroom. Pupils may follow individual timetables. Pupils are mostly supported by familiar key staff to access learning. Learning may take place where the pupil is most ready to engage. Communication, interaction and relationship underpin learning with a strong emphasis on adaptive and flexible approaches with the use	Pupils in the Engage Learning Pathway have profound, severe and complex need and follow a highly personalised approach. Communication, interaction and relationship underpin learning in the Engage Learning Pathway with adaptable learning approaches and access to multi-sensory learning. Pupils typically follow a highly adapted curriculum within a classroom with a significant focus on curiosity and engagement. Pupils will often require access to a sensory area and high levels of support for Speech, Language and	Pupils in the Explore Learning Pathway have a severe and complex need. Pupils can work alongside other pupils in pairs, small groups or whole class for short periods of time. Pupils require access to a Total Communication Approach and sensory strategies as per the Universal Offer, delivered by the Class Team. Each pupil's learning experience is shaped around their personal goals and preferences. The curriculum focuses on developing core areas such as exploration, realisation,	Pupils in the Discover Learning Pathway are encouraged to nurture their independence in a way that honours their unique interests, strengths and aspirations. Pupils can work alongside other pupils in pairs, small groups or whole class for short periods of time. Pupils require access to a Total Communication Approach and sensory strategies as per the Universal Offer, delivered by the Class Team. Each pupil's learning experience is shaped around their personal goals and preferences.

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of play, routines and multi-sensory experiences. Pupils access the curriculum in ways that are meaningful and engaging for them, supporting a range of sensory preferences while supporting skills for life and independence. Pupils are likely to require access to a sensory area and high levels of support, including therapists, Kent Communication and Assistive Technology Team (CAT Team) and other professional involvement, including health and social care.	Communication through Therapists and the Communication and Assistive Technology Team (CAT Team). Pupils are likely to follow a personalised approach to meet their specific needs.	anticipation, persistence and initiation. These elements are embedded throughout learning to enable pupils to build meaningful engagement with learning and develop independence, communication and self-regulation within a supportive and structured environment.	Pupils are taught to develop their social, communication and life skills, as well as applying their knowledge to everyday problem-solving, independence skills and fostering confidence and a sense of achievement. The curriculum focuses on developing core areas such as exploration, realisation, anticipation, persistence and initiation. These elements are embedded throughout learning to enable pupils to build meaningful engagement with learning and develop independence, communication and self-regulation within a supportive and structured environment as well as transferring these skills into further settings. The curriculum ensures every pupil is empowered to learn and thrive in an environment that is structured to support pupils' wellbeing and progress.