



Crosshill
School

Inspire Pathway

PATHWAY OVERVIEW

The **Inspire Pathway** is tailored to the needs of students whose main barrier to learning is an aspect of complex cognition and thinking. Many students within this pathway have additional complexities. Students within this pathway will have additional barriers to learning, such as speech and language needs, communication and interaction needs, hearing impairment visual impairment, autistic spectrum continuum, attention deficit and hyperactivity disorder, a range of physical disabilities and sensory needs, or social, emotional, mental health issues.

Developing **independence** is at the forefront of the Inspire pathway. This is realised through a more formal teaching and learning approach, whereby students are encouraged to gain a greater **knowledge of themselves** and be **curious learners**. In turn, this provides them with opportunities to reach their full potential academically, socially and emotionally. **Communication** and **functional skills** are also rooted within the curriculum, as the aim is to equip students for the world in which they live, in **preparation for adulthood**.

Students within the Inspire Pathway (those operating at Year 2 expected or below at Year 7) experience **our formal curriculum and learning approach**. They access the National Curriculum subjects for their Key Stage, modified in the light of their developmental level and special educational needs. Our students in this pathway receive their education through a formal learning approach, which is organised in a traditional secondary school model. Students in this pathway learn best when learning is structured in a highly differentiated and personalised way. Key stage 4 students may pursue accreditation at Entry Level, Vocational accreditation, and GCSEs where appropriate; they follow the appropriate syllabus in each exam subject.

CROSSHILL AND BEYOND

Most of our Inspire students go on to secure employment, traineeships, supported apprenticeships or continue their studies at local Colleges.