



Pathway Profiles

The pathways are designed to help us understand and support each pupil's unique needs. There are three main pathways at Brays: **Explorers (pre-formal)**, **Discoverers (semi-formal)** and **Adventurers (formal)**. The pathway a pupil is on is linked to their stage of communication, engagement and play, as well as their individual characteristics.

These help us distinguish the specific needs of our pupils. By identifying the right pathway for our pupils, we can ensure that we provide the correct support and learning strategies tailored to each learner's journey. This way we can create an environment where every pupil can thrive and reach their full potential.

	Stages of Communication	Pupil characteristics	Stages of Play	Stages of Engagement	Development Levels
Explorers Pre-Formal	<ul style="list-style-type: none"> - Pre intentional - Emerging intentional - Emerging social awareness - Fleeting/rigid attention 	<ul style="list-style-type: none"> - PMLD/SLD - Complex ASC - Early cognition, communication & interaction 	<ul style="list-style-type: none"> - Unoccupied play - Solitary play - Supported to explore & engage - Sensory based play 	<ul style="list-style-type: none"> - Adult initiated - Fleeting - Self-initiation is emerging (still supported by adult) 	Bands 1-4
Discoverers Semi Formal	<ul style="list-style-type: none"> - Some intentional communication of immediate need. - Developing social awareness. - 1-2 key words - Follow 1 part sequence - Developing attention (often single channelled) 	<ul style="list-style-type: none"> - SLD - Complex ASC - Complex communication - Developing cognition, communication and interaction 	<ul style="list-style-type: none"> - Spectator/onlooker play - Parallel play - Physical objects - Supported -Developing an interest in social and interactive play. 	<ul style="list-style-type: none"> - Developing engagement levels in the environment. - Beginning to engage in self-directed activities/favoured items. 	Bands 5-10
Adventurers Formal	<ul style="list-style-type: none"> - Intentional - Focusing and developing 2-channelled attention - Follow 2-part sequence 	<ul style="list-style-type: none"> - MLD/SLD - Autism 	<ul style="list-style-type: none"> - Enjoying and engaging with others - Co-operative play - Role play - Rule based games 	<ul style="list-style-type: none"> - Engages in tasks with increasing independence/ - Independently. - Persists with challenge - Beginning to cross-contextualise 	Band 10+

Provision

Once a pupil's pathway profile has been identified, we aim to tailor strategies to meet their specific needs. This is delivered through the identified curriculum areas. This targeted approach ensures each learner receives the support they require to engage effectively and make meaningful progress in their educational journey. By aligning out provision with the profiles and stages of learning, we aim to create a more inclusive and effective learning environment.

	Focus of learning	Approaches to learning	Curriculum Areas	Outcomes
Explorers Pre-Formal	<ul style="list-style-type: none"> - Therapeutic input - Early developmental skills - Early Communication - Supported sensory regulation. 	<ul style="list-style-type: none"> - Therapeutic - Multi-Sensory - Play-based and thematic - Adult led - Early developmental skills - Mainly 1:1 work - Intensive interaction - Physical therapy 	<ul style="list-style-type: none"> - Communication & interaction - Cognition & learning - Personal, Social and Emotional Development - Independence - Physical Development 	<ul style="list-style-type: none"> - Developing autonomy across a range of contexts. - Self-initiated communication - Awareness of others
Discoverers Semi Formal	<ul style="list-style-type: none"> - Supported sensory regulation - Some early subject specific learning - Play based - Supported sensory and emotional regulation 	<ul style="list-style-type: none"> - Therapeutic - Multi -sensory - Functional learning - Thematic approach - Play-based - Mainly 1:1 work. - Some whole-class and small group work. 	<ul style="list-style-type: none"> - Communication, Language and Literacy - Mathematics, Cognition and Learning - Personal, Social and Emotional Development - Independence - Understanding the World - Technology 	<ul style="list-style-type: none"> - Functional communication. - Tolerating direction and instruction - Ability to engage for sustained periods of time. - Developing independence. - Developing friendships.
Adventurers Formal	<ul style="list-style-type: none"> - Sequential learning of National Curriculum subjects - Play based - Independence, social and emotional regulation skills 	<ul style="list-style-type: none"> - Subject specific - Thematic approach - Whole-class, small group and some 1:1 work - Independent learning 	<ul style="list-style-type: none"> - Communication, Language and Literacy - Mathematics, Cognition and Learning - Personal, Social and Emotional Development - Independence - Understanding the World including RE, Science, PSHE, History and Geography - Technology 	<ul style="list-style-type: none"> - Functionally apply core skills. - Academic progress - Independence - Follow & adapt to social rules - Meaningful relationships.