

# Inspire Pathway

SEPTEMBER, 2026



CREATING MEANINGFUL FUTURES

## **Our Vision:**

*Creating  
Meaningful Futures*

## **Our Mission Statement:**

*Learning Together,  
Learning for all,  
Learning for Life*

## **Our Values:**

*We are Caring  
We are Creative  
We are Inspiring  
We are Passionate  
We are Innovative  
We Trust Each Other*



## Our Destinations:

With high expectations for all our young people, aspirational destinations are identified early to support young people to achieve their full potential and reach their desired destinations, such as:

- *Being Independent*
- *Working with Support in my Community*
- *Volunteering in my Community*
- *Playing a Part in my community*
- *Taking Control*
- *Taking Part*
- *Being Involved*



# Heywood Academy

## Curriculum Pathways

Throughout secondary, we have various curriculum pathways that cater to the needs of the young people. These pathways are designed to offer a broad and balanced education and aim to nurture well-rounded young people, equip them with the tools needed for personal growth and academic excellence. At secondary Heywood Academy has two pathways, these are the Discover Pathway and the Inspire Pathway.

College

**Transition to College**



**Discover  
Pathway**

**Inspire  
Pathway**

Secondary

**Transition to Secondary**





# Inspire Pathway Overview

The Inspire Pathway at Heywood Academy caters to young people who are working at National Curriculum levels. The Inspire Curriculum Pathway is designed to provide a focused learning environment that caters to the diverse characteristics and needs of young people who may struggle to prosper in a mainstream setting. Our aim is to support these individuals academically as well as social and emotionally, while also ensuring they access the National Curriculum.

Within the Inspire pathway, we embrace child-centred pedagogies that prioritise the development of communication, social, emotional, and mental health needs. This nurturing environment allows young people to succeed academically as well as personally.

Each young person's journey is unique, with a principal focus on their personal development facilitated by their Education Health Care Plans. SMART step targets are established to suit their specific needs, ensuring a targeted approach to their education.

# Curriculum Offer

The Inspire Pathway at Heywood Academy is designed to provide a focused learning environment that caters to the diverse characteristics and needs of young people who may struggle to prosper in a mainstream setting. Our aim is to support these individuals academically as well as socially and emotionally, while also ensuring they access the National Curriculum.

Young people within the Inspire Pathway follow a broad and balanced curriculum. They will be predominantly working at age-related national curriculum levels. They will do the majority of their learning within the same classroom with familiar staff.

It is important to note that the curriculum content is adaptable to meet the specific learning needs of these individuals. By tailoring our teaching methods and materials, we ensure that young people with diverse learning profiles receive the necessary support and opportunities to make progress academically.

Curriculum informed pedagogical approaches are embedded throughout the curriculum to ensure high levels of engagement and learning. For example, Colourful Semantics, Talk4Writing, Read Write Inc., and multi-sensory learning.



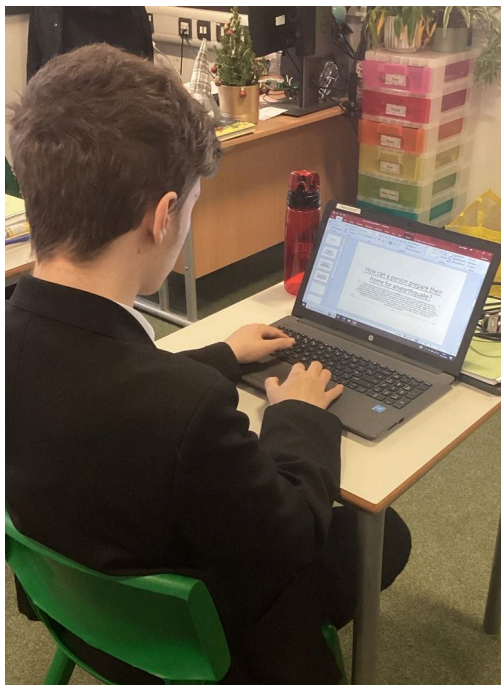
# Lessons



## Mathematics

Young people in the Inspire Pathway at Heywood Academy will be taught maths using the White Rose Maths schemes of learning. To ensure the success and achievement of all young people, concrete, pictorial and language are used to support the understanding of abstract concepts. Mathematics is an integral component of both the curriculum and daily life. Our approach involves tailoring instruction to individual needs rather than adhering strictly to a specific year group within the National Curriculum. Our ultimate goal at every stage is to enhance our young people's confidence and mathematical proficiency.

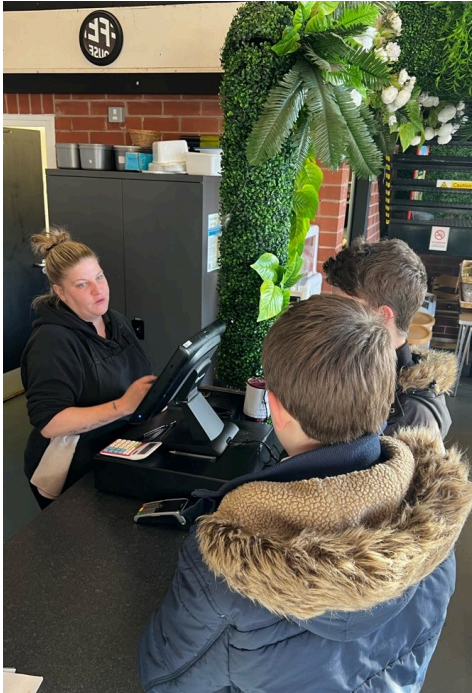
Young people at secondary continue with the White Rose Maths Scheme up to Ks4, they then have the opportunity to do both functional skills and GCSE Maths.



## English

At Heywood Academy, we use the Talk for Writing approach to enable young people to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that young people internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in young people to write creatively and powerfully.

At secondary, the young people follow an ambitious English curriculum, with the aim to allow all young people the opportunity to sit both Functional Skills and English Language iGCSE.



## Outdoor Education

Outdoor Education lessons are designed to develop young people's communication skills, support independence, deepen their community knowledge, and enhance their confidence within the local environment.

To achieve these objectives, lessons ensure that young people have frequent opportunities to engage with the local community. Young people get to explore local parks, visit cafes and supermarkets, and access leisure facilities on a weekly basis.

At secondary, young people within the Inspire Pathway have the opportunity to build upon their outdoor education learning by choosing to complete the Duke of Edinburgh award as part of the key stage 4 options.



## Physical Education

Physical Education lessons are an integral part of the curriculum, enabling young people to engage in sensory circuits, participate in various forms of exercise, and take part in group games that promote social cooperation. This allows young people to develop not only their physical skills but also their teamwork and communication abilities.

Young people at secondary continue to build on the skills that they have acquired at primary. Young people have the opportunity to participate in extra curricular activities including basketball, cycling, football and bowling.



## Science

The White Rose Science scheme of work is used for the primary science curriculum at Hollinwood Academy, employing a "small steps" approach that has had considerable success in delivering science lessons. Our emphasis lies in actively engaging our children through teaching methods such as hands-on experiments, group discussions, and multimedia resources. Practical work plays a pivotal role in our curriculum, fostering essential practical skills and nurturing an understanding of the scientific method.



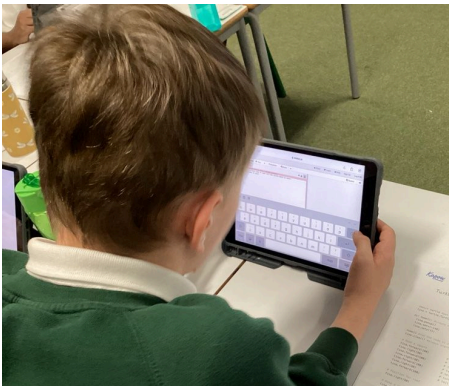
When young people within the Inspire Pathway transition to secondary, they follow the Kerboodle Science scheme of learning. The young people continue to build on the scientific skills that they acquired within the primary science curriculum. All young people within the Inspire pathway have the opportunity to sit Entry Level Certificate and/or GCSE science.



## Humanities

The humanities curriculum at primary follows the Kapow humanities scheme of work. In the Inspire pathway, humanities lessons alternate half termly between geography and history. These lessons are tailored for children in this pathway, with staff employing hands-on approaches, integrating technology, and using Attention Autism strategies. This ensures a dynamic learning environment, enhancing childrens' engagement and understanding of the subjects.

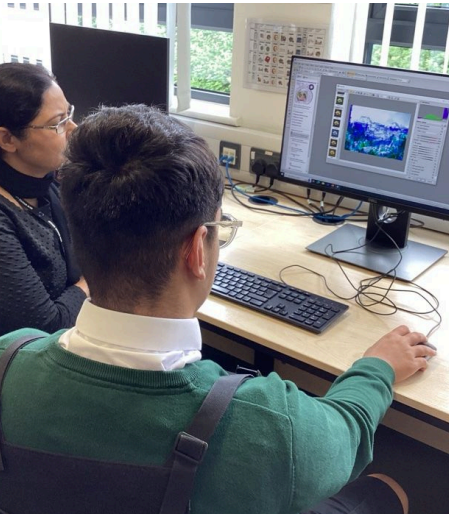
At secondary the young people continue to build on their knowledge acquired at primary using the Hollinwood Academy schemes of learning. Young people with the Inspire Pathway have the opportunity to gain a history and/or geography entry level certificate qualification.



## Computing

Hollinwood Academy uses the Kapow computing schemes of work to effectively deliver and plan the primary computing curriculum. Our aim is to encourage a sense of enjoyment in using technology and to develop our children and young peoples' appreciation of its capabilities and the opportunities it offers in terms of creating, managing, organising, and collaborating.

As an Apple Distinguished school, we have been recognised for our commitment to incorporating technology into our curriculum. iPads play a significant role in our computing lessons, providing our children and young people with hands-on learning experiences and expanding their digital skills.



At secondary, young people continue to build on their computing skills. The curriculum incorporates creative skills within photography and web design, with life skills of staying safe online. All young people within the Inspire pathway have the opportunity to gain a qualification in functional skills and/or ICT iMedia. Young people within the Inspire Pathway also have the option to do Photography GCSE at Ks4.

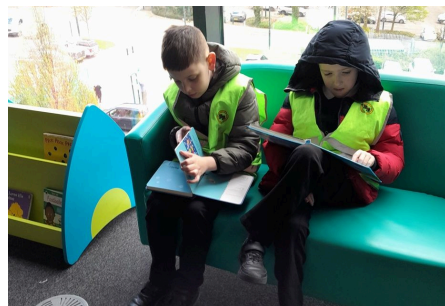


## Art and Design Technology

Hollinwood Academy uses the Kapow art schemes of work to effectively deliver and plan the primary art curriculum. Our Art and Design scheme of work is designed to be flexible, allowing our staff to adapt the planning to suit their specific needs and incorporate cross-curricular links. This flexibility ensures that our children and young people have a diverse learning experience while also meeting the requirements of the national curriculum. Our lessons are carefully planned to allow for exploration of different art forms, such as drawing, painting, sculpture, and mixed media.



At secondary, staff follow the Hollinwood Academy scheme of learning. Young people within the Inspire Pathway at Ks4 have the option to take Art, Craft and Design GCSE.



## Reading and Phonics

At primary, reading and phonics lessons are delivered using the Read Write Inc program throughout the primary stage. This comprehensive program not only focuses on teaching phonics but also provides opportunities to develop reading, comprehension, grammar, and writing skills. By adopting this approach, we ensure a solid foundation in literacy for all our children and young people. Children then continue to build on their reading through the Vipers guided reading program. A range of reading interventions are used at secondary, including Fresh Start, Bedrock Learning and Toe to Toe. Young people who struggle to read also have access to assistive reading technologies via the iPad, reading pens and/or reading supported by teaching assistants.

## Food Technology

At secondary, young people will have the opportunity to participate in food technology. The young people will be exposed to being safe within the kitchen and following recipes.

Young people will be encouraged to follow pictorial recipes as independently as possible, however support and encouragement will always be provided by staff as and when needed.

## PSHRE

The PSHRE curriculum is delivered through Kapow scheme at primary and the PSHE association scheme at secondary.

At primary, children to develop their knowledge and understanding within three themes:

**Living in a wider world** – Money, spending, citizenship, and democracy.

**Health and Well-being** – Hygiene, diet, exercise, illegal substances, online safety, and puberty (covered in year 6).

**Relationships** – Families, peers, positive and negative relationships, bullying, and feelings.

# EHCP Curriculum

Our EHCP curriculum promotes a "learning for all" ethos, recognising the unique strengths and needs of each child and young person. It is our core objective to provide children and young people with the essential knowledge and skills necessary to achieve their full potential in life and support them in reaching their desired destination. Through a collaborative approach between teachers, families, and support staff, we strive to create a positive and empowering educational environment for every child and young person.

The EHCP primary curriculum is developed with a personalised approach to each child's EHCP step targets. Children will have the opportunity to develop their social skills through tailored activities.

The EHCP secondary curriculum has a termly focus.

Autumn term: Social Skills and Well-Being

Spring term: Careers

Summer term: Finance and Independence

By tailoring our approach to the specific requirements outlined in each EHCP, we strive to ensure that all children and young people have the opportunity to achieve their full potential and thrive academically and socially.



# Curriculum Adaptations and Interventions

A range of curriculum adaptations and interventions are used within lessons at Hollinwood Academy. These curriculum adaptations are centred around meeting the unique needs and abilities of every child and young person, ensuring equal opportunities for academic, personal, and social development. The primary goals include:

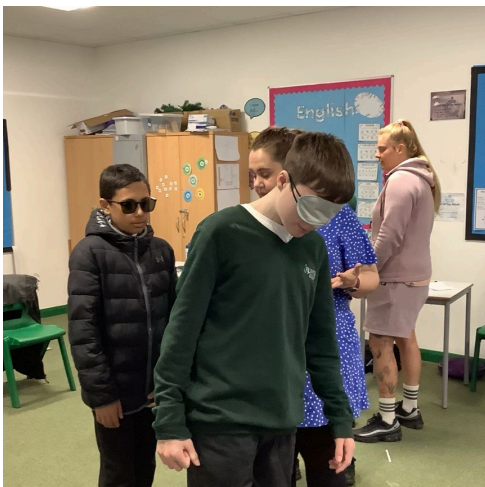
- 1. Inclusivity:** Adapt the curriculum to ensure that all children and young people have access to quality education, regardless of their individual needs.
- 2. Adaptive Teaching:** Provide personalised learning experiences that cater to the diverse abilities, interests, and learning styles of the children and young people.
- 3. Progression:** Foster a holistic and sequential approach to learning, allowing children and young people to build on their prior knowledge, skills, and understanding from their identified starting points.
- 4. Empowerment:** Develop independent children and young people who are equipped with the skills, resilience, and self-confidence required to succeed academically and, in their future lives.

**Here are some of the curriculum adaptations and interventions that are used with the Inspire Pathway:**



## SST: Social Skills Intervention

The Social Club intervention provides opportunities for children and young people to increase their use of communication and develop social skills in a supportive environment. Throughout the course of the programme, children and young people learn, practice and generalise age-appropriate behaviours to apply in social situations. Children and young people are also taught how to advocate for their own needs.



## SST: Team Building Skills

The Team Building programme provides structured opportunities for children and young people to develop confidence, resilience, and essential communication skills such as active listening and effective speaking. Through coaching and modelling, children and young people learn the importance of being respectful and supportive of each other when working towards a shared goal. Children and young people grow in confidence and build trust in their peers as the sessions progress, and even the most introverted members of the team can become active participants.

# Curriculum Adaptations and Interventions



## Autism Education Trust Targets

AET Priorities Framework supports with identifying small step and personalised support. The AET Progression Framework aids staff in identifying areas requiring additional support for autistic children and young people. This facilitates planning and implementing specific programmes, with evidence of effectiveness and discussed in annual review meetings. Involving children and young people, parents, carers, and support staff in discussions about learning needs, interventions, and progress is very important.



## Multi-Sensory Approach to Teaching

Staff at Hollinwood Academy employ a multi-sensory approach which incorporates visual, auditory, and kinaesthetic elements. This comprehensive teaching strategy caters to the diverse learning styles of children and young people, supporting their holistic development and enhancing their understanding and retention of educational content.



## Boot Camp and Sensory Regulation

Sensory regulation strategies at Hollinwood Academy create an inclusive and supportive environment, meeting young peoples' sensory needs. Our aim is to enhance their emotional well-being, engagement, and learning outcomes by providing appropriate sensory input and reducing overload or deprivation. Understanding and responding to individual sensory profiles foster self regulation, positive behaviour and equitable access to learning. At secondary, Regulation Bootcamp is aimed at students who require additional sensory input to achieve a well-regulated state in order to be ready for learning. Sessions last for 15 minutes and take place during morning and afternoon registration.

# Arbor Assessments

Hollinwood Academy uses Arbor to monitor and evaluate summative data. This comprehensive system enables the inputting of summative assessments on a termly basis, which are then effectively communicated to parents in the form of reports. This transparent approach fosters open and productive communication, allowing for a clear understanding of academic progress and attitude to learning.

All subjects are assessed using these descriptors from primary to key stage 3. At key stage 4 only subjects that are not using subject specific grades are assessed using these assessment descriptors, for example RSE.



## Mastery

An expert learner!

The student can apply well developed knowledge, that is secure in their long term memory, to new and unfamiliar situations and make links between key areas.

They can apply their knowledge of main topics to summarise concepts, ideas and make comparisons. They can work independently on their learning.



## Secure

The student can apply their knowledge from a range of topics with a degree of independence. Knowledge is retained in long term memory. They've engaged with a range of topics and can use key terms to construct your answers from memory. They can learn with increasing independence and minimal scaffolding.



## Developing

With practice and guided support, the student can apply knowledge from a range of topics. Their long term memory is developing. Learning is reliant on some teacher support and scaffolding.



## Emerging

The student is a novice learner. New knowledge is accessed at this level. Learning is heavily reliant on teacher support and scaffolding.

# Attitude to Learning Levels

All students' attitudes to learning are assessed across all their subjects. As a school, we use the school's six core values to underpin the assessment of the attitude to learning.

- We are creative
- We are inspiring
- We are passionate
- We are Innovative
- We are caring
- We trust each other

An exceptional and resilient student who demonstrates the Six Core values at all

## Ambitious:



### Creative

Demonstrate resilience and engages effectively with the support offered.



### Inspiring

Fully engaged, committed and thriving in their learning.



### Passionate

Always strives for personal excellence when completing work both in class and/or home learning.



### Innovative

Consistently demonstrates high standards in their work.



### Caring

Demonstrates outstanding consideration for their peers and staff members in their school environment.



### Trust each other

Excellent role model, encourages others to be positive about their learning.

A conscientious student who demonstrates the Six Core values, and show a positive ATL

## Engaged:



### Creative

Seek and act on the support offered. They are developing their resilience.



### Inspiring

Engaged, committed and take responsibility for their learning.



### Passionate

Completes class work and/or remote home learning to the best of their ability.



### Innovative

Demonstrates good standards in their work.



### Caring

Is kind and considerate towards their peers and staff members in their school environment.



### Trust each other

A good role model, encourages others to be positive about their learning.

# Attitude to Learning Levels

A student who can demonstrate the Six Core values.

## Passive:



### Creative

May face barriers to their learning and should seek support to help them improve.



### Inspiring

Sometimes engages with their learning, but this can be inconsistent.



### Passionate

Does not always complete class work and/or remote learning to the best of their ability or on time.



### Innovative

Good standards of learning are not consistently met.



### Caring

Can be kind and considerate towards their peers and staff members, but can sometimes make poor choices within their school environment.



### Trust each other

Can be a positive role model, however may make poor choices which can result in low level disruption.

A poorly motivated student, who can demonstrate the six Core values and show a positive attitude, but often makes poor choices.

## Reluctant:



### Creative

Can show a disrespectful attitude towards staff and be reluctant to accept support and guidance.



### Inspiring

Lacks enthusiasm and commitment to engage successfully in their learning. They often allow themselves to get distracted, as well as distracting others.



### Passionate

Rarely completes class and/or remote home learning tasks to a satisfactory standard or on time.



### Innovative

Their work rarely meets satisfactory learning standards.



### Caring

At times they can show a lack of respect towards their peers, staff members and/or school environment.



### Trust each other

Their behaviour can often have a negative impact upon his/her/their own learning and that of others.

# Assessment

At Hollinwood Academy, assessment is used as a tool in fostering learning, monitoring attainment, and elevating academic standards by implementing a varied range of formative assessment frameworks. These frameworks record and evaluate the progress of every child and young person, laying the groundwork for curriculum planning and targets, ultimately supporting overall progress.

At Hollinwood Academy, we place great importance on tracking and assessing the progress of our learners. We regularly assess the personalised EHCP step targets on Evidence for Learning to ensure that each child's development is carefully monitored. Our staff use curriculum-specific assessment frameworks to carry out formative assessments on EFL and produces reports to document each learner's journey. This progress is tracked termly for all our children and young people, across all subjects.

We understand the significance of involving parents in their child's educational journey. With the EFL Family app, parents can easily track their child's progress and view captured learning experiences. This transparent approach allows parents to stay informed and engaged with their child's development, fostering a collaborative learning environment between home and school.

By making use of EFL, we strengthen the partnership between the school and our students' families, ensuring that each child receives the support and encouragement they need to thrive.



