



Discover Pathway

 HOLLINWOOD
ACADEMY

CREATING MEANINGFUL FUTURES

September, 2026

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 children and 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*



Hollinwood Academy

Curriculum Pathways

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

College

Transition to College



**Discover
Pathway**

**Inspire
Pathway**

**Thrive
Pathway**

Secondary

Transition to Secondary





Discover Pathway Overview

The secondary Discover Pathway at Hollinwood Academy supports young people working below age-related National Curriculum expectations. It provides strong foundations through a personalised, child-centred curriculum, with the National Curriculum significantly adapted to ensure young people can access learning at their own developmental stage.

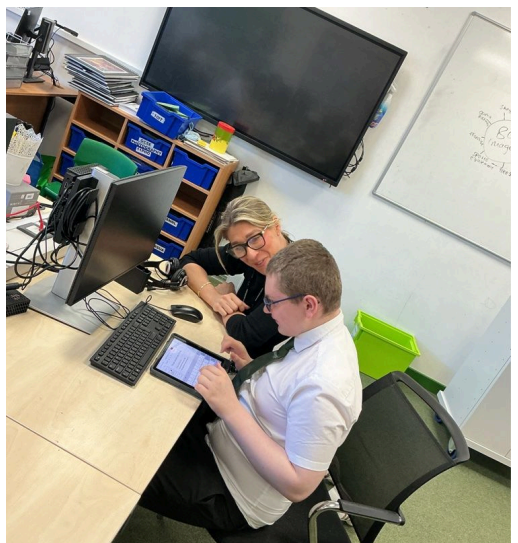
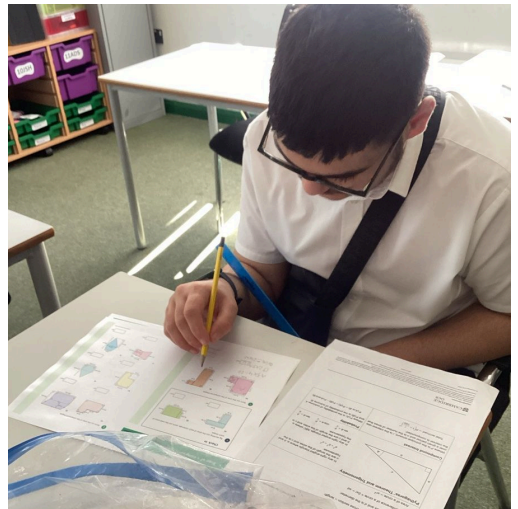
Young people communicate using a range of methods, and may require additional support with sensory needs, social and emotional development, and preparation for adulthood. Each young person follows an individualised journey guided by their Education, Health and Care Plan, with personalised SMART step targets to support focused and meaningful progress.

Curriculum Offer

The Discover Pathway at Hollinwood Academy is a bespoke provision designed to meet the needs of young people with challenges in social communication, emotional regulation and sensory processing. Learning is centred on personalised EHCP step targets, while enabling access to a carefully adapted National Curriculum and meaningful preparation for adulthood.

Young people follow a broad and balanced curriculum including English, maths, reading, science, humanities, art, outdoor education and physical education. Teaching is carefully scaffolded, supported by adapted resources, structured routines, hands-on learning and strong visual guidance. Pedagogy is underpinned by concrete-pictorial-abstract learning, ensuring clear connections between the concrete world and abstract language to maximise engagement and progress.

Targeted interventions are implemented on an individual basis to address specific needs, drawing on programmes such as WellComm, Motor Skills United and Fresh Start Phonics.



Lessons



Mathematics

Young people in the Discover Pathway at Hollinwood 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 young people's confidence and mathematical proficiency.



English

At Hollinwood 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.



Talk for Writing, was developed by Pie Corbett and is powerful aid to learning across the curriculum as it is based on the principles of how people learn. The movement from imitation to innovation to independent application can be adapted to suit the needs of young people of any stage.



Outdoor Education

Outdoor Education supports young peoples' wellbeing while developing communication skills, independence and confidence within the local community. Lessons are designed to help young people understand and navigate real-life environments, promoting social interaction and life skills essential for preparation for adulthood.

Young people regularly engage with their local community through practical experiences such as visiting parks, cafés, supermarkets and leisure facilities, enabling them to apply their learning in meaningful, supported real-world contexts.



Science

Teachers at Hollinwood Academy follow the **White Rose Science** scheme of work, employing a "small steps" approach that has had considerable success in delivering science lessons. Our emphasis lies in actively engaging our young people 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.



Physical Education

Physical Education is a key part of the curriculum, supporting young peoples' physical development, wellbeing and social skills. Through sensory circuits, structured exercise and team games, young people develop coordination, fitness and a positive attitude towards healthy lifestyles. Group activities promote teamwork, communication and cooperation, helping young people to build confidence and strong social relationships.



Humanities

In secondary, young people continue to build on the knowledge and skills developed at primary using Hollinwood Academy's schemes of learning. Humanities is highly adapted to meet the individual needs of the young people, with extensive scaffolding in place to support access to meaningful, real-world history and geography.

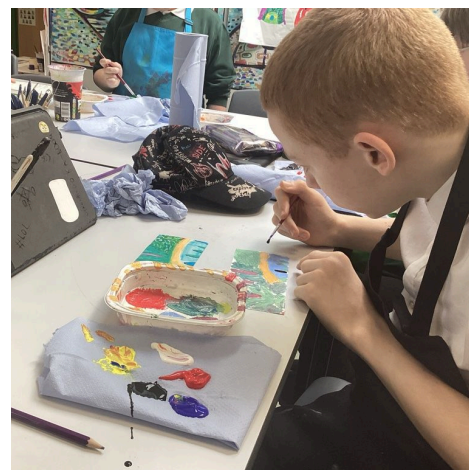
Learning is contextualised to help young people develop an understanding of the world around them, supporting independence and preparation for adulthood while ensuring a broad and balanced curriculum. Young people on the Discover Pathway may also have opportunities to work towards Entry Level qualifications in History and/or Geography.



Computing

As an Apple Distinguished School, we are recognised for integrating technology throughout the curriculum. iPads play a key role in computing, giving young people hands-on digital learning experiences.

In secondary, young people continue to develop their computing skills, combining creative work such as photography with essential life skills, including staying safe online.



Art and Design Technology

In secondary, teaching follows the Hollinwood Academy scheme of learning. The Art and Design curriculum is flexible and responsive, enabling staff to adapt planning to individual needs and make meaningful cross-curricular links. This ensures young people experience a broad, engaging curriculum aligned with National Curriculum expectations.

Lessons offer opportunities to explore a wide range of creative processes, including drawing, painting, 3D sculpture, mixed media and craft techniques, helping young people develop skills, creativity and confidence through practical learning.



Reading and Interventions

In the secondary Discover Pathway, all young people receive additional reading lessons focused on developing reading fluency and comprehension. For young people who require targeted reading support, interventions are delivered through the Fresh Start programme, which also supports the development of phonics, comprehension, grammar and writing skills, ensuring a strong foundation in literacy.

Young people continue to build their reading skills through guided reading sessions. Those who experience greater difficulty with reading are further supported through assistive technologies, including iPads, reading pens and targeted support from teaching assistants.



Music

Music at Hollinwood Academy develops young people's appreciation of diverse musical genres and the sounds around them. The curriculum is inclusive and fully adapted to meet individual needs. It places strong emphasis on instrumental skills, offering opportunities to learn guitar, ukulele, keyboard and percussion.

The curriculum also promotes transferable skills such as teamwork, leadership, creative problem-solving, decision-making and performance, contributing to young people's wider development beyond school.



Relationships and Sex Education

The RSE curriculum is delivered through the PSHE association, Pol-ED and the Wellio Schemes.

At secondary, young people 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.

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

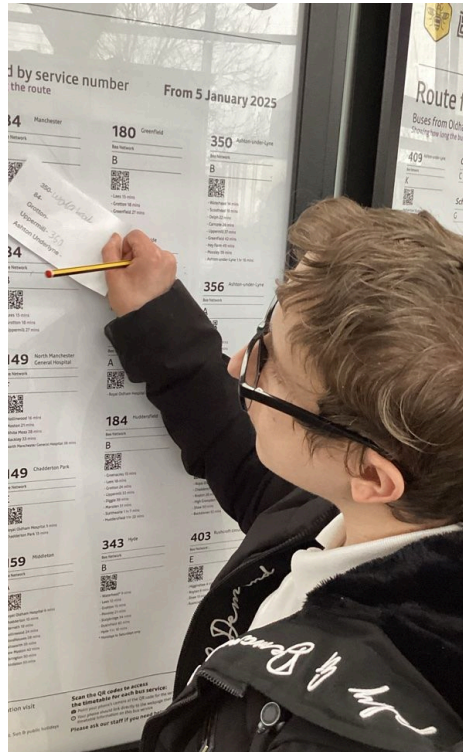
EHCP Curriculum

within the Discover Pathway

Our EHCP curriculum promotes a "learning for all" ethos, recognising the unique strengths and needs of each young person. It is our core objective to provide 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 young person.

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

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



Curriculum Adaptations

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

- 1. Inclusivity:** Adapt the curriculum to ensure that all 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 young people.
- 3. Progression:** Support a holistic and sequential approach to learning, allowing young people to build on their prior knowledge, skills, and understanding from their identified starting points.
- 4. Empowerment:** Develop independent 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 that are used with the Explore Pathway:



Concrete - Pictorial- Abstract Approach to Teaching

Staff at Hollinwood Academy use a varied, concrete - pictorial-abstract approach, enabling young people to learn through multiple modes. This supports their holistic development and deepens understanding and retention of key concepts.



Communication & Interaction

Hollinwood Academy uses a range of communication and interaction tools to support young people with diverse communication needs. These tools offer various approaches that help staff and families identify the most suitable methods to meet each young person individual communication requirements.



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 young people. This facilitates planning and implementing specific programmes, with evidence of effectiveness and discussed in annual review meetings. Involving young people, parents, carers, and support staff in discussions about learning needs, interventions, and progress is very important.



SST: Social Skills Intervention

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



SST: Team Building Skills

The Team Building programme provides structured opportunities for young people to develop confidence, resilience, and essential communication skills such as active listening and effective speaking. Through coaching and modelling, young people learn the importance of being respectful and supportive of each other when working towards a shared goal. 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.



Elklan

Displaying visual supports, such as posters or signs showing classroom rules, key vocabulary or daily schedules is a key Elklan-informed strategy for promoting effective communication and supporting young people's independence. These visual cues help young people understand and follow instructions, participate more actively in lessons and navigate daily routines with confidence.



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 support self regulation, positive behaviour and equitable access to learning. At secondary, Regulation Bootcamp is aimed at young people 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 passionate
- We are caring
- We are inspiring
- We are Innovative
- 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 plays a central role in supporting learning, monitoring attainment, and raising academic standards. We use a wide range of formative assessment frameworks to record and evaluate the progress of every young person. These frameworks inform curriculum planning, shape individual targets, and ensure that each learner is supported to make meaningful progress.

We place great importance on tracking and understanding the development of our learners. Personalised EHCP step targets are regularly assessed through Evidence for Learning, allowing staff to closely monitor each young person's achievements. Using curriculum-specific assessment frameworks, staff carry out ongoing formative assessments on EFL and produce reports that document every learner's journey. Progress is reviewed termly across all subjects for all young people.

We also recognise the value of involving parents in their child's education. Through the EFL Family app, parents can view their child's progress and see captured learning experiences. This transparent approach helps families stay informed and engaged, strengthening the partnership between home and school.

By using EFL effectively, we enhance communication with families and ensure that every young person receives the support, encouragement, and shared understanding they need to thrive.



