

ST JOHN BOSCO COLLEGE – SEND ACADEMIC PATHWAYS

A graduated pathway model: high expectations, appropriate adaptation and increasing independence

Pathway	Primary provision	Curriculum model	Teaching & support	Assessment & outcomes	Progression / destination
PATHWAY 1 Mainstream with SEND support	Mainstream lessons with reasonable adjustments and targeted SEND support.	Full mainstream curriculum. Adaptive teaching, scaffolding, explicit instruction and access arrangements where appropriate.	Quality First Teaching; one-page profile strategies; targeted TA support; literacy/numeracy intervention; pastoral/SEND interventions.	Mainstream assessment framework with appropriate access arrangements. Progress measured against curriculum expectations and individual starting points.	GCSE / appropriate Level 2 qualifications → sixth form, college, apprenticeship, training or employment.
PATHWAY 2 Savio ASD Base → mainstream	Savio ASD Base with planned access to mainstream lessons according to need, readiness and strengths.	Mainstream curriculum as the core entitlement, with adapted delivery, reduced cognitive load, pre-teaching and targeted intervention.	High level of structure and predictability; ASD-informed practice; visual supports; regulation strategies; targeted adult support; planned mainstream integration.	Curriculum assessments adapted where necessary. Monitor both academic progress and readiness for increased mainstream access.	Increased mainstream timetable → GCSE / appropriate qualifications → sixth form, college, apprenticeship, training or employment.
PATHWAY 3 Devereux → Savio / increased curriculum access	Devereux Base for pupils with complex/high needs, with carefully planned curriculum access and opportunities for transition to Savio where appropriate.	Broad and balanced curriculum aligned to mainstream entitlement, differentiated to individual developmental and learning needs.	Highly personalised teaching; intensive scaffolding; communication support; therapeutic/regulated approaches; targeted interventions; structured routines.	Individualised baselines plus curriculum assessment. Evidence progress in knowledge, skills, communication, independence and engagement.	Progression to Savio where appropriate → increased mainstream access → suitable qualifications and post-16 destination.
PATHWAY 4 Highly personalised / specialist pathway	Individual provision within the SEND bases and/or specialist external provision where required by need.	Personalised curriculum combining relevant academic content, functional skills, communication, independence and preparation for adulthood.	Intensive specialist support, multi-agency input and highly differentiated teaching.	Individual outcomes linked to EHCP long-term aspirations and Preparation for Adulthood. Frequent review of provision and progress.	Specialist post-16 provision, college, supported internship, training, employment or other appropriate destination.

WHOLE-SCHOOL NON-NEGOTIABLES

1	High expectations	SEND provision should remove barriers to learning – not lower expectations.
2	Mainstream entitlement	Where appropriate, pupils in SEND bases should access the same ambitious curriculum as their mainstream peers.
3	Adaptive teaching	Teachers adapt instruction, resources, modelling, questioning, practice and assessment to meet need.

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4	Assessment-led decisions		Pathway and movement between pathways are based on evidence of need, progress, readiness and the pupil's EHCP outcomes where applicable.		
5	Increasing independence		Support should be purposeful and reviewed so that pupils develop independence, confidence and self-advocacy.		

PATHWAY MOVEMENT: REVIEW → PLAN → IMPLEMENT → MONITOR → ADJUST	
Review	Baseline, assessment, EHCP outcomes, attendance, behaviour, communication and pupil/parent voice.
Plan	Agree curriculum access, interventions, reasonable adjustments and level of adult support.
Implement	Deliver consistently through teaching, SEND provision, pastoral support and intervention.
Monitor	Track academic progress, engagement, independence and impact of provision.
Adjust	Increase/reduce support or consider movement between Devereux, Savio and mainstream when evidence indicates readiness or changed need.