

# GHA Formal Pathway

Intent  
What we aim to achieve

**Curriculum and Aims**

To enable youngsters with complex social communication/learning needs to access meaningful learning and to optimise their cognitive and social learning potential.

**'The school clearly sees itself as having a mission to try and make the world outside the school gate a better place for autistic people.'** NAS 2018

It is our primary purpose to awaken an interest in the world and a love of learning in our pupils, and to give them the ability and desire to carry on learning throughout life. Our curriculum is designed to recognise our pupils' prior learning, areas of challenge and of emerging strengths and to provide active and engaging first hand learning experiences. Every pupil is recognised as a unique individual. We celebrate and welcome differences within our community. We constantly strive to provide enrichment opportunities to enhance learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is an excitement and thirst for new experiences and knowledge. Family and Community involvement is an essential part of our curriculum as we *Work Together and Learn Together* to build a better future for our young people.

Implementation  
How we organise our learning

Pupils at Gosberton House Academy will all access a curriculum at various levels regardless of their area of need - Communication & Interaction, Cognition & Learning, Social & Emotional or Sensory & Physical from a school which is:

A NAS Advanced Status and Commended Practice school environment within which pupils thrive: Ofsted quote 'An inspirational place to learn'

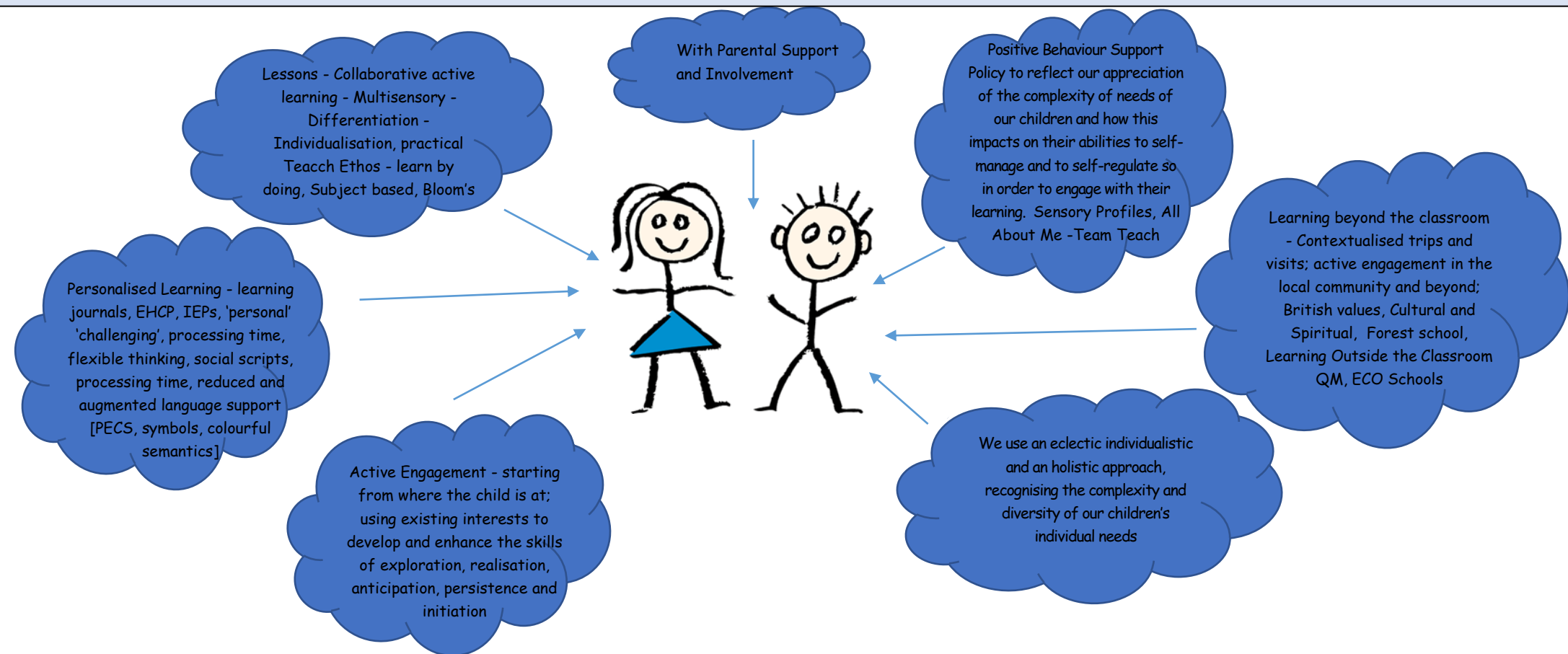
SPELL environment [Structured, Positive, Empathetic, Low arousal, Links [NAS]

Ofsted Outstanding since 2008

Highly skilled staff - engaged in the forefront of research-based learning [University of Lincoln]

Personalised learning approaches matched to pupils' needs

UNICEF Rights Respecting Gold Standard School - Article 28 the right to a good quality education that meets your unique needs cognitive, self-help, communication, social, emotional, independency, identity and voice



Impact  
How well are we achieving our aims

We evaluate the success of our learners using a wide range of assessment tools and techniques such as moderation, parental involvement, pupil's voice, standardised assessment tools, personal assessment profiles, EHCP, External accreditations - validation through working within experts in their field Leading Parent Partnership. Our ethos of Working Together Learning Together prepares our pupils to be demonstrate Learning for Life, Life Long learners. Our curriculum supports our pupils to make outstanding progress in all areas of their cognitive and social learning, enabling them to develop independency and interdependency skills, building resilience and become creative, critical thinkers. Thus, optimising their opportunities to lead fulfilling and contributory lives. Our work as an ECO school and through UNICEFs RRSA our pupils will develop into active, contributing citizens in the modern world. *Unicef Children's Rights Article 23: children who have any kind of disability should have special care and support so they can lead full and independent lives.*