

Climb Pathway at West SILC



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Pathway overview

The Climb Pathway supports learners in Key Stages 1-4 with moderate to severe learning difficulties, many of whom also have additional needs related to communication, sensory processing, physical development, or social, emotional, and mental health (SEMH). Our Key Stage 3 and one Key Stage 4 classes are specifically tailored to meet the needs of learners with more complex SEMH profiles, providing a nurturing environment where they can access a broad curriculum while receiving the emotional and behavioural support they require. Pupils in Orange access a hybrid model between Climb and PLC based on individual need and chronological age. Their key focus remains on developing Trama informed Practice under the ARC framework.





Curriculum Rationale

To promote both academic and personal development, learners follow a semi-formal curriculum that balances practical, hands-on experiences with academic learning aligned to the National Curriculum. The curriculum is carefully structured to develop life skills and independence, while also supporting the achievement of outcomes detailed in each learner's Education, Health and Care Plan (EHCP).



Curriculum Structure and Delivery

Teaching is delivered through a 4-year, topic-based cycle in Primary and a 5-year, subject-based cycle in Key Stages 3 and 4. Lessons are highly differentiated and taught in a multi-sensory, engaging style with the use of visual supports (e.g., visual timetables and task planners), interactive displays, and Makaton to support communication.

The curriculum includes all core and foundation National Curriculum subjects: English, Maths, Science, Computing, Humanities (Geography, History), RE, PSHE/RSE, PE, and Creative Arts (Art, DT, Music). In addition, learners engage in the Zones of Regulation programme to support emotional understanding and self-regulation.

Each Climb learner has a personalised learner Passport, which outlines their termly 'small step' EHCP targets, preferred communication style, emotional responses during times of distress, and strategies to support them. These passports are reviewed termly in collaboration with parents.





Curriculum Structure and Delivery

English: Talk for Writing, Ruth Miskin (Read Write Inc., Fresh Start, Comprehension), Essex Works Ultimate Guide to Phonics, Colourful Semantics, Clicker, Reading Eggs, Lexia. Access to the Reading Den and Library is timetabled weekly. Taught in set groups according to need and ability.

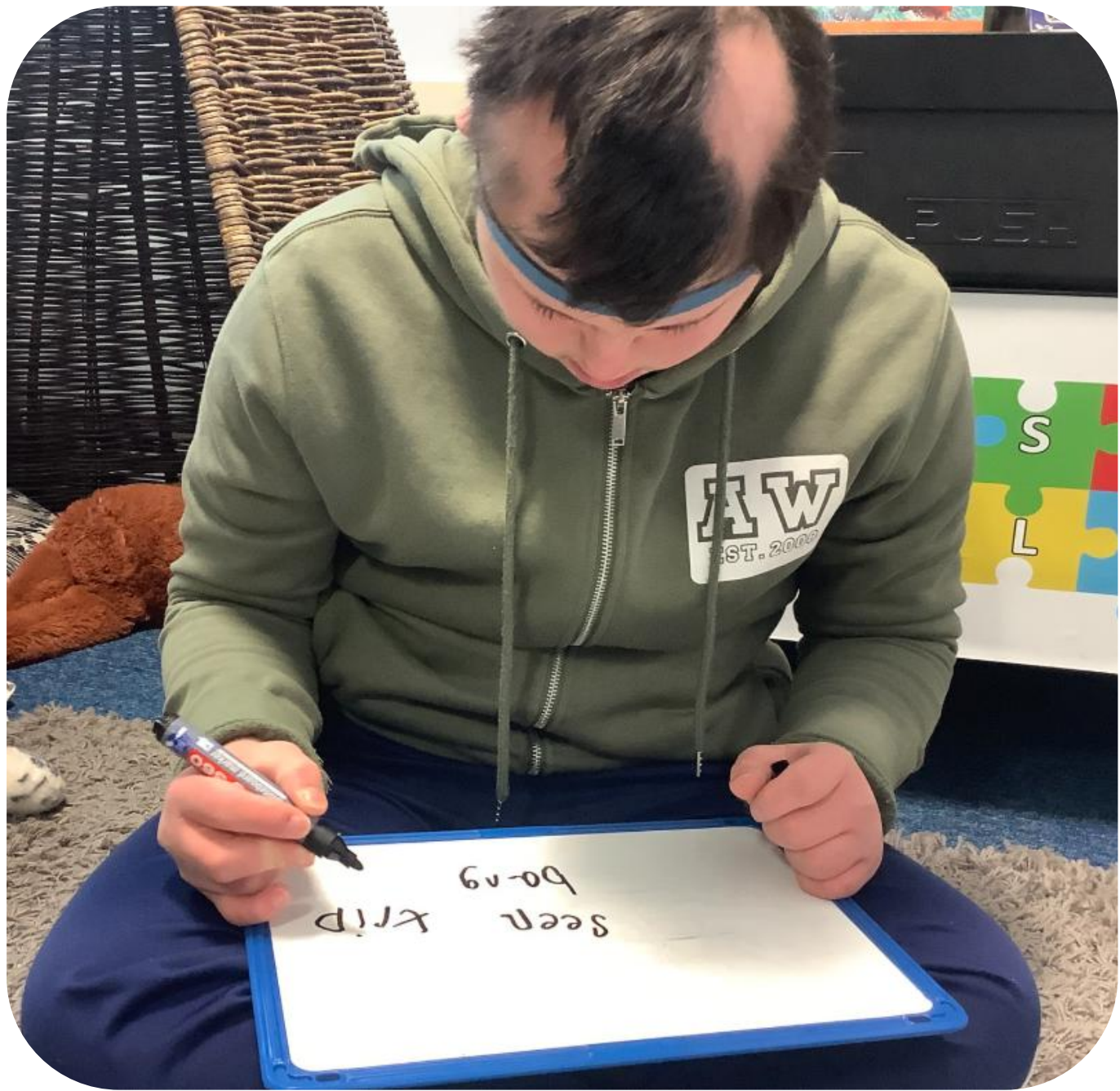
Maths: White Rose Maths, Maths Seeds, GCSE, Taught in set groups according to need and ability.

PSHE/RSE: You, Me and PSHE, Pol-Ed, Zones of Regulation, Learning to Love

Science: Equals (Primary), White Rose Science and AQA (KS3 & KS4)

RE: Believing and Belonging (Agreed Syllabus)

PE: Primary work on fundamentals of PE. KS3 and 4 working on applied skills. Classes access Pudsey Baths for at least once a term per class. The pool at Milestone used for additional interventions. Additionally the John Charles Centre for Sport is accessed to ride the adapted bikes for one term each year. Planned access to sporting events occur throughout the year as well as support from visiting coaches to lead sessions in blocks.



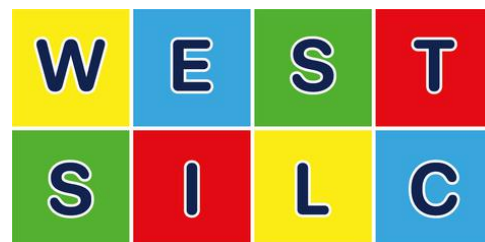
Teaching and Learning approaches

Learners benefit from assistive technologies such as reading and writing aids, touchscreen devices, and communication tools. Sensory needs are addressed through targeted interventions like sensory circuits, use of the sensory integration room, and strategies such as Attention Time. Additional therapies, including Lego Therapy and Therapeutic story writing, are used as needed.

Each day begins with a morning social circle to check in and prepare for learning. learners also participate in daily phonics interventions, tailored to their learning needs, for a minimum of 30 minutes four times a week.

Barriers to learning—whether communication, physical, sensory, or emotional—are addressed through personalised resources and targeted support from our multidisciplinary team, including Speech and Language Therapists, Occupational Therapists, Educational Psychologists, and Physiotherapists. learners may access our sensory intergration programmes, rebound therapy and hydrotherapy as needed.

Learning is enriched through real-life experiences that encourage independence and problem-solving. Some Climb classes run a daily snack café, where learners prepare snacks and use real money—developing mathematical and functional life skills. Learners also take part in weekly Discovery Clubs and the ‘Every Child Should’ programme, which provides experiences such as residentials, community trips, and outdoor learning.



Teaching and Learning approaches





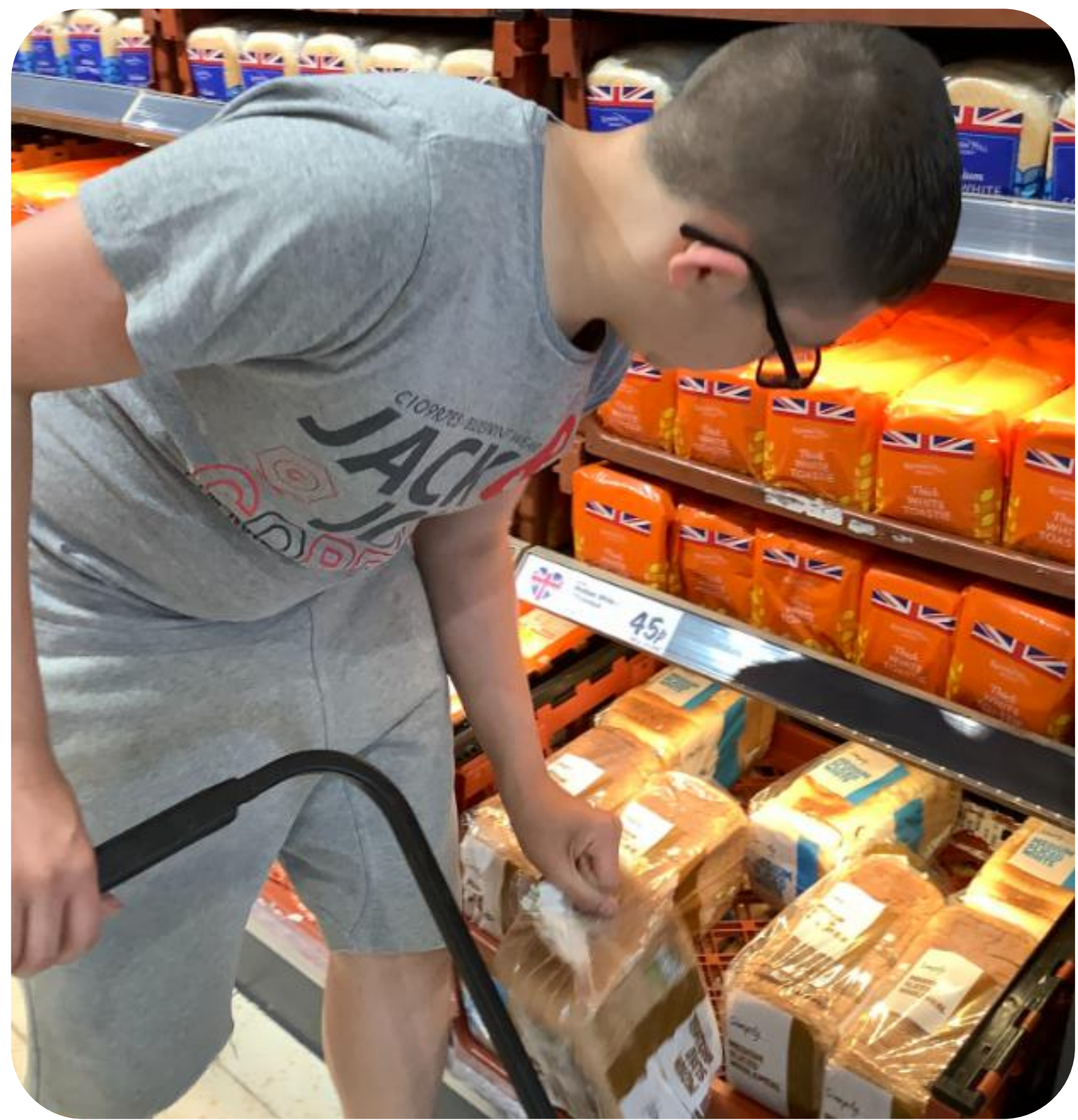
Teaching and Learning approaches- SEMH provision

Our SEMH classes, designed to support learners whose primary need is identified as Social, Emotional and Mental Health (SEMH), provide a highly personalised and nurturing environment. With a strong emphasis on restorative practice, we support learners in developing emotional resilience, self-regulation, and positive relationships.

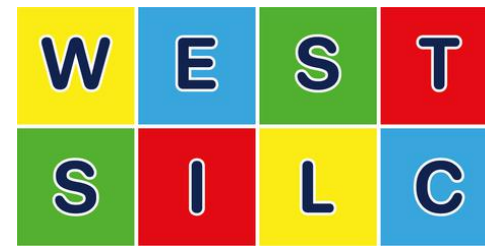
Learners follow the core subjects of the National Curriculum, including Religious Education (RE), and engage with a fully inclusive, differentiated PSHE/SRE curriculum. This mirrors the wider Climb framework while offering enhanced opportunities to explore and reflect on challenges relevant to their individual experiences and circumstances.

Recognising the complex and varied needs of our SEMH learners, the curriculum places a strong emphasis on preparation for adulthood. This includes focused teaching on emotional literacy, independent learning, social interaction, and physical and sensory development. A flexible, needs-led timetable enables timely and targeted interventions through small-group or one-to-one teaching, promoting access and engagement for all.

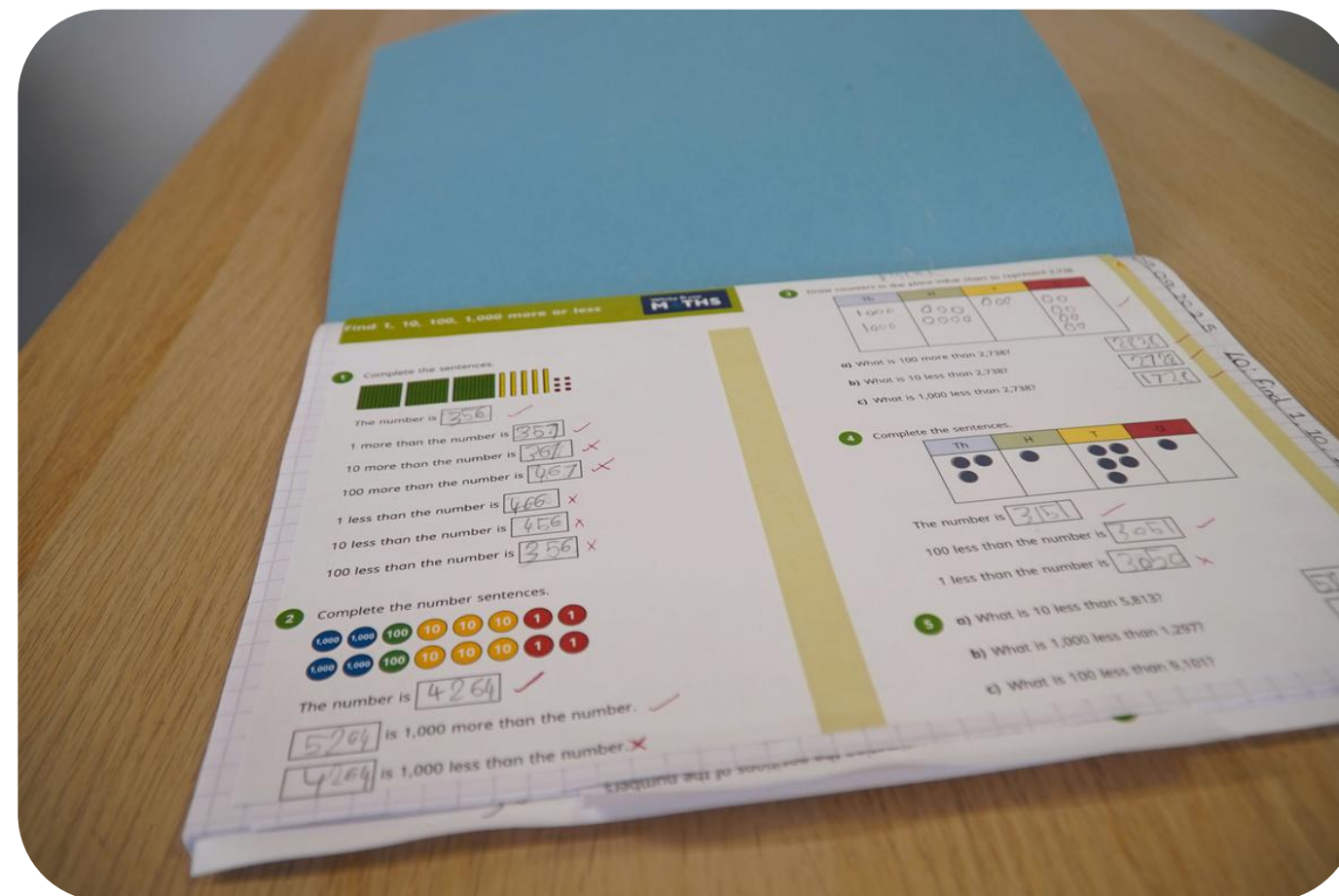
Regulation strategies—such as guided breaks, structured reflection time, and personalised self-regulation techniques—are explicitly taught and embedded throughout the timetable to help learners recognise and manage their emotional states. These strategies are designed to foster independence, emotional awareness, and readiness for learning. This integrated approach ensures that academic progress is consistently supported by a strong foundation of emotional wellbeing, empowering learners to thrive both in education and beyond. The key focus remains on developing Trauma informed Practice under the ARC framework for students in our KS4 provision.



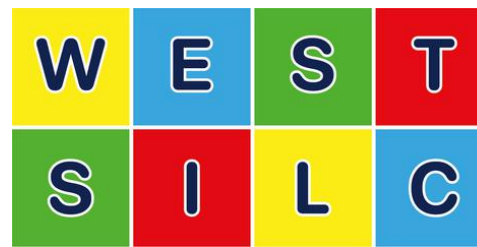
Assessment and progress



Most learners in Climb are assessed using Pacers and Strides Learning Journeys on Evidence for Learning. Progress is tracked in all National Curriculum subjects and is linked to age-related expectations where appropriate. EHCP targets are reviewed termly. Evidence of progress is captured both on Evidence for Learning and through learner workbooks, with marking and feedback following the SLC marking policy.



Assessment and progress

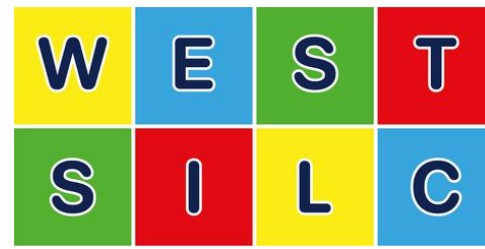


The curriculum will ensure our learners achieve their aspirations, engaging with the world around them, and preparing for successful transition to the next stage of their journey. Children and young people will work towards the following outcomes:

- Develop the social and emotional skills to form and maintain meaningful friendships and relationships with others, including peers and trusted adults.
- Communicate effectively using spoken language, supported by visuals and technology where needed, to express their needs, preferences, opinions, and emotions.
- Develop the ability to self-regulate emotions through explicit teaching of strategies and tools that promote emotional awareness and resilience.
- Achieve greater independence in daily routines, including personal care, classroom organisation, and managing their time and responsibilities.
- Understand and manage their health needs through learning about healthy lifestyles, personal hygiene, mental health, and making informed choices.
- Positively engage with their school and local community, demonstrating appropriate behaviour, cooperation, and understanding of personal and social responsibilities.
- Develop the functional academic skills, personal confidence, and practical knowledge needed to transition successfully into further education, training, or supported employment.
- Gain qualifications and/or accreditation suited to their abilities, which reflect their progress and open up future opportunities.
- Learn and apply safety awareness in different settings, including online, at home, in the community, and during independent travel.
- Be supported to recognise their strengths, develop aspirations, and become confident individuals who contribute meaningfully to society.
- Strive to achieve personal goals and demonstrate pride in their achievements, becoming the best version of themselves.

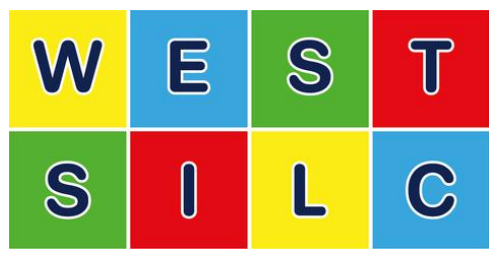


Preparation for the future



In KS4, learners gain Enterprise and work-related learning experiences through preparation for adulthood initiatives and preparing for employment. These activities build essential life and workplace skills, laying the groundwork for future independence.

Learners pathway on completion at Key Stage 4 depends on their personal life choices which are discussed during the annual review process. The majority of learners in Climb transition to our Powerhouse Life Changing (PLC) department to continue their journey in preparation for adulthood. Some learners also may choose to transition to other colleges. All transitions are fully supported so learners are prepared for the next stage of their life journey.



***For further information please
contact Vicky Duce, Pathway
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