

Ash Meadow School

Pre-Engagement Pathway

Phases 1-3

Learning, developing, engaging, participating, creating, exploring, interacting and having the best life possible!

At Ash Meadow School, the Pre Engagement Pathway is designed to provide our pupils with Autism and severe learning difficulties a rich and tailored educational experience. This pathway serves as the foundational stage in our Engagement framework, allowing pupils to develop essential skills and knowledge before progressing to the Engagement and/or Engagement into Key Stage Pathways.

Key Components of the Pre Engagement Pathway:

Sensory and Thematic Approaches to Learning

We offer a variety of sensory-rich and thematic learning experiences that engage pupils in meaningful ways. Our curriculum includes:

- **Read Write Inc Programme:** Fostering early literacy skills through phonics and structured reading activities.
- **Maths for Life using Numicon:** Promoting mathematical understanding through hands-on, visual learning experiences.
- **SEND Inspire** practical science activities and experiences
- **Communication and Independence:** Developing essential communication skills and fostering independence through targeted activities.
- **Structured and Sensory Free Play:** Balancing guided play with opportunities for free exploration, allowing pupils to engage with their environment at their own pace.
- **Physical Wellbeing:** Incorporating physical activities that promote health and well-being.
- **Outdoor Learning:** Utilising outdoor spaces to enhance learning experiences and connect with nature.
- **PSHE Association Planning Framework:** Tailored specifically for children with SEND, focusing on personal, social, and emotional development.

Individualised Learning Plans

- Each pupil's learning experience is customised according to their unique communication pathways and individual needs. We consider the following:
 - **Education Health Care Plans (EHCP):** Ensuring that all educational experiences align with the goals outlined in each pupil's EHCP.
 - **Personalised Learning Goals (PLG):** Setting specific, measurable targets that reflect each pupil's aspirations and abilities.
 - **Positive Behaviour Support Plans (PBS):** Implementing strategies to promote positive behaviour and engagement in learning.
 - **Speech and Language Therapy (SALT):** Integrating therapeutic approaches to support communication development.
 - **Occupational Therapy (OT):** Addressing sensory and motor needs to facilitate learning.
 - **Sensory Lifestyles:** Creating individualised sensory plans that help pupils regulate their sensory experiences throughout the day.
 - **Personal Educational Plans (PEP):** Tailoring educational strategies to support each pupil's overall development.

Evidence for Learning

- We utilise the Evidence for Learning platform to monitor and assess pupil progress effectively. This includes:
 - **Ongoing Assessment:** Regularly collecting data on pupil achievements against their individual targets, allowing for real-time tracking of progress.
 - **Feedback Mechanisms:** Providing specific, subject-related feedback to pupils based on their performance, ensuring they understand their strengths and areas for improvement.
 - **Visual Learning Journeys:** Creating a visual representation of each pupil's learning journey, which can be shared with parents and used to celebrate achievements.
 - **Informed Decision-Making:** Using evidence gathered to inform instructional strategies and adapt learning experiences to better meet individual needs.

Progression and Transition

- The Pre Engagement Pathway is structured to prepare pupils for future learning stages:
 - **Clear Progression Criteria:** Pupils will progress to the Engagement Pathways once they have successfully acquired the necessary knowledge and skills from the Pre Engagement stage. This includes demonstrating specific competencies in communication, independence, and social skills.
 - **Celebrating Achievements:** We recognise and celebrate milestones to motivate pupils and reinforce their progress. This can include certificates, assemblies, and showcasing their work.

Collaboration and Training

- **Ongoing Staff Development:** We provide continuous professional development opportunities for staff to enhance their skills in supporting pupils with Autism and severe learning difficulties. This includes training on sensory integration, communication strategies, and differentiated instruction.
- **Parent and Community Engagement:** We actively involve parents and the community in the learning process. This includes workshops and informational sessions that equip families with tools to support their children's learning at home.

Monitoring and Evaluation

- **Regular Assessment:** We conduct ongoing assessments to monitor pupil progress towards their individualised targets. This data informs instructional strategies and ensures that each pupil receives the support they need to thrive.
- **Feedback Loops:** We incorporate feedback from pupils, parents, and staff to continuously improve the Pre Engagement Pathway, ensuring it remains responsive to the needs of our learners.

GATSBY BENCHMARK LINKS:

- | | | | |
|--|---|---|--|
| 1 - A stable careers programme | 3 - Addressing the needs of each young person | 5 - Encounters with Employers & Employees | 7 - Encounters with further & Higher Education |
| 2 - Learning from career & labour market | 4 - Linking curriculum learning to careers | 6 - Experiences of workplaces | 8 - Personal guidance |

The Pre Engagement Pathway at Ash Meadow School is a vital component of our educational framework, providing a strong foundation for pupils with complex needs. By continually adapting and enhancing this pathway, we ensure that all pupils have the opportunity to thrive and progress in their learning journeys.

THEMES – Phase 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number – on-going throughout year					
	Measure – size Shape	Statistics Fractions	Measure – Length/Size Shape	Measure -Weight Statistics	Measure - Time Shape	Measure – money Fractions
Science	Animals Season of Autumn	Humans Materials	Plants Weather/Light, sound, electricity	Season of Spring Materials	Rocks and Soil Plants	Season of Summer Mini-beasts
PSHE	Things I am good at Kind and unkind behaviours	Taking care of myself Keeping Safe	Identifying and expressing feelings	Baby to adult	Healthy Eating Physical Health	Different People Different jobs
Cross-Curricular Theme	Autumn All about me Rainbows	Winter Famous Artists: Christmas	Dr Suess Weather Traditional tales	Spring Pirates Dinosaurs	Plants Space Fruit and Vegetables	Summer Mini-beasts The circus

THEMES – Phase 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number – on-going throughout year					
	Measure – size Shape	Statistics Fractions	Measure – Length/Size Shape	Measure -Weight Statistics	Measure - Time Shape	Measure – money Fractions
Science	Humans Season of Autumn	Forces Season of Winter/States of Matter	Animals Weather/Light, sound, electricity	Season of Spring Materials	Rocks and Soil Plants	Season of Summer Mini-beasts
PSHE	Playing and Working together Special People	Trust Online Safety	Managing strong feelings	Dealing with touch	Physical health Dealing with pain	Rules and laws Caring for the environment
Cross-Curricular Theme	Autumn Super heroes Transport	Winter Christmas My family	Animals on the farm Dragons Robots	Houses and homes Spring Julia Donaldson stories	Construction Mountains and volcanoes Jungles and Rainforests	Summer Seaside Water

THEMES – Phase 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number – on-going throughout year					
	Measure – size Shape	Statistics Fractions	Measure – Length/Size Shape	Measure -Weight Statistics	Measure - Time Shape	Measure – money Fractions
Science	Humans Season of Autumn	Forces Season of Winter/States of Matter	Animals Weather/Light, sound, electricity	Season of Spring Materials	Rocks and Soil Plants	Season of Summer Mini-beasts
PSHE	Getting on with others	Public and Private Online Safety	Managing strong feelings	Relationships	Range of foods	My community Managing money
Cross-Curricular Theme	Autumn People who help us Witches and Wizards	Winter Christmas Toys	Under the sea Pets Cold places around the world	Spring Famous Artist Kings and Queens	Forests and woodlands Transport Light and Dark	Summer Deserts

Subject Areas		Autumn Term	Spring Term	Summer term
Phase 1 – 3 – Pre Engagement				
My Communication	Phonics	Pupils who are at a pre-phonics stage will access the Environmental Sounds programme and until they reach a stage whereby they are ready to access the SEND Inspire Pre-phonics programme.		
	Social and Functional interaction	Autism Education Trust – Progression curriculum All pupils will develop skills in the following areas according to their individual starting point: - Engaging in interaction - Making requests - Communicating information - Listening and Understanding - Making and responding to greetings - Engaging in a two way conversation - Use and understand non-verbal communication	Autism Education Trust – Progression curriculum All pupils will develop skills in the following areas according to their individual starting point: - Engaging in interaction - Making requests - Communicating information - Listening and Understanding - Making and responding to greetings - Engaging in a two way conversation - Use and understand non-verbal communication	Autism Education Trust – Progression curriculum All pupils will develop skills in the following areas according to their individual starting point: - Engaging in interaction - Making requests - Communicating information - Listening and Understanding - Making and responding to greetings - Engaging in a two way conversation - Use and understand non-verbal communication
	Books and stories to support themes	God knows all about me All about me doodle club All about Autumn Sounds of Autumn All about Winter The Gruffalo’s child Squirrels Snowman The day the crayons made friends Room on the broom Little Monsters rule The bear that went boo The jolly Christmas Postman Bunnies in a sleigh Super Tato – we wish you a veggie Christmas Rama and Sita Busy Hannukah	The happy weather book Electric Circuits What is electricity The electricity book for kids All about weather Spring Seasons Hello Spring Traditional tales Greetings and Feelings The jar of happiness The dinosaur who pooped ... Five famous dinosaurs Endangered animals First book of mammals, Vertebrate animals Light and Dark The light in the night	Mad about mini-beasts Out and about mini-beast explorer Bugs to spot The story of plant life on our planet Sam plants a sunflower Peppa loves doctors and nurses Nurse Bear First-Aid Peppa’s summer holiday When summer comes Hello Summer Look inside space Exploring space: The mysteries of the universe, My book of stars and planets, Usbourne look inside space The solar system Fly me to the moon: Whatever next!, Girl rocket, Hello little moon, What is the moon, First book of planets

			Rainbows: Rain before rainbows, The day the rainbow took a walk, The hidden rainbow. Fairy Tales: A set of classic children’s fairy tales, Ladybird- Favourite fairy tales. Fossils: Tavi and dino detectives a STEM adventure with fossils, The fossils keepers’ treasure. .	Rockets: A bed is a rocket ship, Zoom rocket zoom, Lucas and the rocket. Getting ready for my dentist visit A dragon goes to the dentist Circus: You see a circus, Come to the circus
Maths		SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics
Science		SEND INSPIRE Science curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills/Science Humans • Experience of tactile sensations on different body parts • Increase body awareness • Meet different age people and listen to their voices • Use parts of the body for different actions • Experience voices from different people Autumn/Winter Forces • Briefly tracks motivating moving stimulus • Knows action on an object can make it move • Reaches out to touch or move things • Press hard object into soft textures with support States of Matter • Encounter and respond to solids changing to liquids and vice-versa • Experience properties of water • Explore solids and liquids actively	SEND INSPIRE Science curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills/Science Animals • Encounter and touch/stroke or smell animals • Explore pet care equipment • Imitate animal sounds with voice or switch Weather/Spring • Experience a range of different weathers • Experience the weather changing during the day Materials • Encounter and show a reaction to processes happening to different materials • Respond differently to tactile sensory input from different materials • Attend jointly to an adult and object • Actively explore materials with interest eg scrunch foil • Participate with 1-1 in experiences that cause things to change Light, Sound and Electricity	SEND INSPIRE Science curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills/Science Children will develop their problem solving and thinking skills alongside experiencing phenomena of the natural world within the topics of: Rocks and soil • Explore a variety of rocks, stones and pebbles Earth and Space • Show awareness of dark changing to light and vice-versa Plants • Experiences different natural environments • Experiences a range of plants through the senses • Stage 3 • Explore bulbs • Explore leaves • Explore roots and corms • Explore seeds Mini-beasts

			- Smiles/gestures enjoyment to certain light or sound stimulus - Briefly tracks motivating visual stimuli - Consistent preference for specific coloured lights - Moves in response to a strong sound beat - Briefly tracks motivating auditory stimuli - Experience operating electrical equipment using a single switch		- Experience mini-beasts on or close to them using senses - Experience making some mini-beast movements with support	
My Independence PSHE/RSE	SELF AWARENESS	SELF CARE, SUPPORT and SAFETY	MANAGING FEELINGS	CHANGING and GROWING	HEALTHY LIFESTYLES	THE WORLD WE LIVE IN
	SA1 – Things we are good at	SSS1 – Taking care of ourselves	MF1 — Identifying and expressing feelings	CG1 – Baby to adult	HL1 — Healthy Eating	WILI1 – Respecting differences between people
	Respond with curiosity to stimuli about the ways in which we are special.	Respond to stimuli about the people who look after us	Respond with curiosity to stimuli about different emotions.	Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby	Respond to different stimuli about what it means to be ‘healthy’	Respond to stimuli with awareness and curiosity about the physical differences between people
	Respond with curiosity to stimuli about our family.	SSS2 — Keeping safe	Respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings.	CG2 — Changes at puberty (Depending on age)	HL2 – Taking care of physical health	WILI2 – Jobs people do
	SA2 – Kind and unkind behaviours	Respond to stimuli about keeping physically safe.		Respond with curiosity to adult prompting of the names for body parts and changes of puberty.	Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.	Respond to stimuli about the different jobs adults in school do.
					4	
My Physical Wellbeing	Exploring Movement and Sensory Awareness		Motor Skill Development and Sensory Integration		Sustaining Attention and Social Play	
	Develop body awareness through sensory experiences. Begin engaging with sensory circuits to prepare for physical activity. Sensory Circuit: Alerting Activities (e.g., bouncing on a trampoline, skipping, jumping on spot). Body Awareness Games: Simple games like "Simon Says" focusing on different body parts. Basic Movement: Crawling, rolling, walking to build motor skills.		Improve coordination and balance using sensory circuits. Develop gross motor skills through structured physical activities. Sensory Circuit: Organising Activities (e.g., balancing on a beam, stepping over obstacles). Throwing and Catching: Simple games using soft balls, beanbags, and hoops. Balance Activities: Walking along lines, stepping on different textures.		Enhance attention span during sensory circuits and physical activities. Begin practicing cooperative play. Sensory Circuit: Calming Activities (e.g., deep pressure activities like pushing/pulling weighted objects or heavy work). Cooperative Play: Group activities like passing a ball or using a parachute. Simple Obstacle Course: Incorporating sensory circuit elements (jumping, crawling, balancing).	

My Outdoor School		Learner Preparation for Outdoor Learning Understand the basics of outdoor safety and appropriate clothing. Begin developing sensory awareness of outdoor environments. Engage in simple outdoor activities with guidance.	Introduction to Orienteering Introduce basic orienteering skills. Practice following simple directions with visual and sensory cues. Encourage exploration of outdoor environments through structured activities.	Introduction to Shelter Building Engage pupils in simple shelter-building activities. Develop basic problem-solving skills in an outdoor context. Encourage teamwork and cooperation
Phase 2				
My Communication	Phonics	Pupils who are at a pre-phonics stage will access the Environmental Sounds programme until they reach a stage whereby they are ready to access the SEND Inspire Pre-Phonics programme		
	Social and Functional Interaction	Autism Education Trust – Progression curriculum All pupils will develop skills in the following areas according to their individual starting point: - Engaging in interaction - Making requests - Communicating information - Listening and Understanding - Making and responding to greetings - Engaging in a two way conversation - Use and understand non-verbal communication	Autism Education Trust – Progression curriculum All pupils will develop skills in the following areas according to their individual starting point: - Engaging in interaction - Making requests - Communicating information - Listening and Understanding - Making and responding to greetings - Engaging in a two way conversation - Use and understand non-verbal communication	Autism Education Trust – Progression curriculum All pupils will develop skills in the following areas according to their individual starting point: - Engaging in interaction - Making requests - Communicating information - Listening and Understanding - Making and responding to greetings - Engaging in a two way conversation - Use and understand non-verbal communication
	Themes	Suggested books and themes: Knowing me, knowing you: It's ok to be different, Kindness makes us strong, Listening with my heart, All of us the magic of diversity.. Growing: Listening to my body, The train journey- growing up. Superheroes: Count the superheroes, Help, I need my superheroes, Supertato. My community: Community superheroes, I spy with my little eye, community helpers. On the move: The story of a jumbo jet, The story of a tugboat, The story of helicopter.	Suggested books and themes: Farms and harvest: Good night farm, On the farm, Harvest days. Dragon's and castles: In the castle, The night Dragon. Robots: ABC's about robot engineering, T-Bot and the wonder of the coral reef. Science and investigation: Little kids' big science book. Chinese New Year: Lanterns and firecrackers, We love Chinese New Year, Dragon dance. Online Safety awareness: Consent Ninja, Birds tech smart adventures. Easter: A very happy Easter, The great big easter egg hunt.	Suggested books and themes: Buildings: Building shapes, Busy building site. Holidays around the world: Spot goes on holiday, You can't take an elephant holiday, Happy holiday- Peppa pig. In the past: When Florence nightingale was a child, Florence Nightingale- little people big dreams. Trees, leaves and bees: The tree full of wonder, Kaida Bright scales and the magical meadows, Little bee. Jungle: Rumble in the jungle, Walking through the jungle, The Jungle Friends Big Adventure.

		Seasons: Our seasons, Seasons and weather- lift the flap, Pop up seasons. Bonfire Night: The bonfire dance, Bonfire night, Laura and Adam’s bonfire night. Diwali: First festivals Diwali, The story of Diwali, Rama and Sita, The best Diwali ever. Mr Men, Little Miss Winter Wonderland Super senses: My super senses, Super senses- Dr Seus, My super senses- celebrating differences. Rhythm and rhyme: The rhyming rabbit, Oh why, oh why, am I a crocodile, Rocky and Rory the frozen tongue disaster. Hannukah: The 9 candles of Hanukkah tell the tale, First festivals, Hanukkah, Hanukkah- celebrations and festivals. Black History: Little leaders- bold women in black history, Little leaders- exceptional men in black history, My first hero’s black history. Ready steady grow: How things grow, Bud, How I grow. Celebrating special people: Family means, The family book, Five minutes peace. Winter wonderland: Walking in a winter wonderland,	Near and Far- animals: Kaleb’s farmyard- escaping animals, Safari readers- giraffes, lions, elephants. Lunar New year: Happy Luna new year, I wish you happiness Luna. Ramadan: Ramadan a holy month, All about Allah. Pets: We love pets, everything pets, Count the pets. Easter: Dinosaur pooped easter, Rabbits nap, The sleeping bunny. My city: Help, my robots lost in the city, My city, Help the kids are lost in the city. My home: A place called home, 2 homes filled with love, On the way home. Houses and homes: Let’s build a house, In every house on every street, A place called home.	Reduce, re-use and recycle: How recycling trucks work, Earth Ninja, Busy recycle, Recycling helping hands. . Volcanoes: Volcanoes, Vladimir the volcano- A tale of the unforeseen eruption. Earth: My first world Atlas, Here we are, Lift the flap- questions and answers about our world. Amazing animals: Our world in pictures the animal book, Amazing animal homes, Our amazing world bears. Our natural world: One world 24 hours on planet earth, The book of the ocean, Rainforests: Little kids first book of rainforest, Saving the rainforest, Explore my world rainforest. Bugs and butterflies: The bugs book, Amazing bugs A-Z, The butterfly book
Maths	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures Statistics	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures Statistics	
Science	SEND INSPIRE Science curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills/Science Humans • Experience of tactile sensations on different body parts • Increase body awareness • Meet different age people and listen to their voices • Use parts of the body for different actions • Experience voices from different people Autumn/Winter Forces • Briefly tracks motivating moving stimulus	SEND INSPIRE Science curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills/Science Animals • Encounter and touch/stroke or smell animals • Explore pet care equipment • Imitate animal sounds with voice or switch Weather/Spring • Experience a range of different weathers • Experience the weather changing during the day Materials	SEND INSPIRE Science curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills/Science Children will develop their problem solving and thinking skills alongside experiencing phenomena of the natural world within the topics of: Rocks and soil • Explore a variety of rocks, stones and pebbles Earth and Space • Show awareness of dark changing to light and vice-versa Plants	

	- Knows action on an object can make it move - Reaches out to touch or move things - Press hard object into soft textures with support States of Matter - Encounter and respond to solids changing to liquids and vice-versa - Experience properties of water - Explore solids and liquids actively		- Encounter and show a reaction to processes happening to different materials - Respond differently to tactile sensory input from different materials - Attend jointly to an adult and object - Actively explore materials with interest eg scrunch foil - Participate with 1-1 in experiences that cause things to change Light, Sound and Electricity - Smiles/gestures enjoyment to certain light or sound stimulus - Briefly tracks motivating visual stimuli - Consistent preference for specific coloured lights - Moves in response to a strong sound beat - Briefly tracks motivating auditory stimuli - Experience operating electrical equipment using a single switch		- Experiences different natural environments - Experiences a range of plants through the senses - Explore bulbs - Explore leaves - Explore roots and corms - Explore seeds Mini-beasts - Experience mini-beasts on or close to them using senses - Experience making some mini-beast movements with support	
My Independence PSHE/RSE	SELF AWARENESS SA3 – Playing and working together Respond to an adult modelling how we can show we are ready to participate in an activity. Respond with curiosity to modelling of ‘good listening’. Respond to ‘taking turns’ as modelled by both adults and peers SA4 – People who are special to us Respond with anticipation to stimuli depicting people who are special to us	SELF CARE, SUPPORT and SAFETY SSS3 – Trust Respond to stimuli about the different ways we can communicate with adults in school. Respond to stimuli about ways of asking for help. Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise SSS4 – Keeping safe online Respond with curiosity to adult modelling of different ways that people communicate with each other	MANAGING FEELINGS MF2 – Managing strong feelings Respond to stimuli about some of the different ways we can communicate our feelings and needs to others Demonstrate an awareness of other people’s feelings Demonstrate social emotions, eg. Sympathy for someone who is hurt Express simple feelings	CHANGING and GROWING CG3 – Dealing with touch Respond with interest to stimuli about different kinds of daily physical contact we experience. Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.	HEALTHY LIFESTYLES HL2 – Taking care of physical health Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. HL3 – Keeping well Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. Respond with curiosity to stimuli about the people who help us when we are feeling unwell.	THE WORLD WE LIVE IN WILI3 – Rules and Law Respond to stimuli or adult modelling about the things we are allowed to do in school WILI4 – Taking care of the environment Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults. Respond to stimuli about the different pets people have and ways of caring for them.

My Physical Wellbeing		Strengthening and Sensory Processing Improve core strength and endurance. Use sensory circuits to support self-regulation and readiness for physical activity. Sensory Circuit: Alerting and Organising Activities (e.g., jumping, swinging, balancing). Strengthening Activities: Sit-ups, balancing on large exercise balls, climbing activities. Circuit Games: Engage in sensory circuit tasks that involve crawling, stepping, and pushing/pulling objects.	Coordination, Flexibility, and Sensory Challenges Develop greater flexibility and coordination through sensory and physical exercises. Introduce more challenging sensory circuits to improve motor skills. Sensory Circuit: Organising and Calming Activities (e.g., crawling through tunnels, stretching, heavy lifting). Agility Drills: Stepping over hurdles, navigating cones, and jumping on different surfaces. Stretching Exercises: Incorporate yoga or movement routines that build flexibility.	Outdoor Exploration and Sensory Play Engage in outdoor sensory circuits and exploration. Develop confidence in outdoor physical activities. Outdoor Sensory Circuit: Create outdoor sensory pathways (e.g., walking on textured surfaces, climbing, balancing). Outdoor Play: Engage with playground equipment (e.g., swings, slides) and natural environments. Group Outdoor Games: Simple ball games and movement activities.
My Outdoor School		Advanced Learner Preparation Promote independence in choosing appropriate outdoor clothing. Develop responsibility for personal items and equipment. Begin basic tool handling with supervision.	Developing Orienteering Skills Follow more complex routes and instructions. Use simple maps and visual guides to navigate outdoor spaces. Improve spatial awareness and directionality	Building Functional Shelters Learn about different types of shelters and their functions. Engage in more structured group work to build functional outdoor shelters. Practice problem-solving in shelter construction.
Phase 3				
My Communication	Phonics	Pupils who are at a pre-phonics stage will access the Environmental Sounds programme until they reach a stage whereby they are ready to access the SEND Inspire Pre-Phonics programme.		
	Social and functional Interaction	Autism Education Trust – Progression curriculum All pupils will develop skills in the following areas according to their individual starting point: - Engaging in interaction - Making requests - Communicating information - Listening and Understanding - Making and responding to greetings - Engaging in a two way conversation - Use and understand non-verbal communication	Autism Education Trust – Progression curriculum All pupils will develop skills in the following areas according to their individual starting point: - Engaging in interaction - Making requests - Communicating information - Listening and Understanding - Making and responding to greetings - Engaging in a two way conversation Use and understand non-verbal communication	Autism Education Trust – Progression curriculum All pupils will develop skills in the following areas according to their individual starting point: - Engaging in interaction - Making requests - Communicating information - Listening and Understanding - Making and responding to greetings - Engaging in a two way conversation Use and understand non-verbal communication
	Themes	Suggested books and themes: Great Fire of London: The great fire of London, You wouldn’t want to be in the great fire of London. Inventors: The time travelling inventor, Andrew learns about scientists, Who invented that?	Suggested books and themes: Snow and Ice: Where snow angels go, All about snow, Can skate a winter adventure. Animal Kingdom: Little imaginer into animal kingdom, Amazing animal journeys.	Suggested books and themes: Surf’s up: The surfing sheep, Little Steve and the surfing turtle. Tropical Island adventure: Animal friends on the island, Abigaila and the tropical island adventure.

		Bonfire Night: Billy’s firework night, Bonfire night for children, Phill and the fire engine bonfire night. This is me: Amazing me amazing you, Amazing me understanding autism. Toys: Lost toy museum, The history of toys, All aboard the toy train. Witches and Wizards: Princess and the wizard, The wizard of Oz. Magical/mythical: Peppa the unicorn, How to grow a unicorn, Where dragons fly, The big book of beasts. Christmas: The world gatherer, Dr Seuss how the Grinch stole Christmas, A very noisy Christmas.	Monster madness: Trouble at the monster zoo, I can catch a monster, The monster who ate emotions. Hot/cold: Hot and cold first science, Back to back hot and cold, Holly’s hot cocoa shop- hot chocolate and cold winter weather. Birds: National trust- out and about bird spotter, Fly little bird, An anthology of exquisite birds. Wonderful weather: A little cloud called Wispy, Meet the weather, Hello world weather. In the arctic: Arctic and Antarctic, Polar Bear, Who am I? A book of riddles arctic animals Oceans: Ocean full of wonder, Ocean adventures A-Z, Commotion in the ocean. Under the sea: Tiddler, Under the sea, Look inside sea and oceans. Recycling/Earth Day: Please help planet Earth, The crayons love our planet, Let’s save Earth. Paddington-travels: Paddington pop up London, Paddingtons suitcase, Paddington at the zoo. Easter: The story of the Easter bunny, Dear easter bunny.	Travel the map: Landmarks on the move, Lift the flat Atlas. Art in nature: Tiny explorers into the wild, Scavenger art. Habitats- deserts: Natures habitats in the deserts, Desert habitats. Neil Armstrong: Neil Armstrong- little people big dreams, The life of Neil Armstrong- The biography. Woodland tales: Woodland sounds, The tales of the woodland, The woodland book. Habitats: Animal homes flap book, The ladybird animal habitat, Explore wildlife habitats. How plants grow: Grow a first guide to plants and how to grow them, How things grow. Egyptians: The wondrous world of Ancient Egypt, Ancient Egypt for kids. Awesome Africa: Africa amazing Africa, Africa where on Earth?, Safari so good all about Africa wildlife. Healthy me: Get your dragon to eat healthy food, Healthy Ninja, Eat the rainbow foods. Our natural world: The smeds and the smoos, Smeds and Smoos. Summer: Summer is., Sumer with Grandpa, What the ladybird heard at the seaside. Holidays: Biff, chip and kipper going on a plane, Going on holiday in an aeroplane.
Maths	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures Statistics	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures • Statistics	SEND INSPIRE Maths curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills All pupils will develop skills in the following areas according to their individual starting point: • Number – Place value/calculations • Shape • Measures Statistics	
Science	SEND INSPIRE Science curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills/Science Humans • Experience of tactile sensations on different body parts • Increase body awareness • Meet different age people and listen to their voices • Use parts of the body for different actions • Experience voices from different people	SEND INSPIRE Science curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills/Science Animals • Encounter and touch/stroke or smell animals • Explore pet care equipment • Imitate animal sounds with voice or switch Weather/Spring • Experience a range of different weathers	SEND INSPIRE Science curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills/Science Children will develop their problem solving and thinking skills alongside experiencing phenomena of the natural world within the topics of: Rocks and soil • Explore a variety of rocks, stones and pebbles	

	Autumn/Winter Forces - Briefly tracks motivating moving stimulus - Knows action on an object can make it move - Reaches out to touch or move things - Press hard object into soft textures with support States of Matter - Encounter and respond to solids changing to liquids and vice-versa - Experience properties of water - Explore solids and liquids actively		- Experience the weather changing during the day Materials - Encounter and show a reaction to processes happening to different materials - Respond differently to tactile sensory input from different materials - Attend jointly to an adult and object - Actively explore materials with interest eg scrunch foil - Participate with 1-1 in experiences that cause things to change Light, Sound and Electricity - Smiles/gestures enjoyment to certain light or sound stimulus - Briefly tracks motivating visual stimuli - Consistent preference for specific coloured lights - Moves in response to a strong sound beat - Briefly tracks motivating auditory stimuli - Experience operating electrical equipment using a single switch		Earth and Space - Show awareness of dark changing to light and vice-versa Plants - Experiences different natural environments - Experiences a range of plants through the senses - Explore bulbs - Explore leaves - Explore roots and corms - Explore seeds Mini-beasts - Experience mini-beasts on or close to them using senses - Experience making some mini-beast movements with support	
My Independence PSHE/RSE	SELF AWARENESS SA5 – Getting on with others Respond to stimuli about different feelings we or others may experience Orientate their body towards a member of staff’s voice Play give-and-take games with little support Shake their head, signs, or uses symbols in disagreement to a suggestion or viewpoint of another	SELF CARE, SUPPORT and SAFETY SSS5 —Public and private Respond to stimuli about things that belong to us. Respond to stimuli about what is meant by the word private. Respond to stimuli about things we might do with other people and things we would do on our own SSS4 — Keeping safe online Communicate with known and unknown people in a range of settings	MANAGING FEELINGS MF2 — Managing strong feelings Nod, sign or use symbols in agreement to a suggestion or viewpoint of another Recognises approval and disapproval Remains silent when another person is talking Responds to affection Responds to different tones in speech, eg. Looks sad upon hearing peer upset Seeks recognition by means of eye contact when their name is mentioned	CHANGING and GROWING CG4 —Different types of relationships Respond to stimuli about some of the different kinds of relationships there are within families. Identify the communities or groups to which they belong Describe how families care for each other	HEALTHY LIFESTYLES HL4 – Healthy Eating Accept a larger range of food Choose a favourite fruit or vegetable when two are offered Choose favourite item or food when given two options Communicate a strong ‘No’ to unwanted food Communicate the name of a specifically desired food item Cope with most foods offered as part of a typical meal Identifiy what they want to drink or eat, eg. Picks a	THE WORLD WE LIVE IN WILI5 – Belonging to a community Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith). WILI6 – Money Respond with curiosity to stimuli about what money looks like. Respond with curiosity to stimuli about different items that shops sell. Respond with curiosity to stimuli about some of the uses of money.

		Demonstrate interest in movements onscreen and wants to join in computing activity Explore pictures on a screen Press buttons Respond to changes on a computer screen Touch a specific image on a screen			symbol which represents a hot or cold drink Recognise food by sight, smell and taste Recognise the feeling of thirstiness and know that they need a drink	
My Physical Wellbeing	Independent Engagement with Sensory Circuits Encourage independent participation in sensory circuits. Support self-regulation and physical movement through sensory activities. Sensory Circuit: Student-Led Activities (allowing pupils to choose their favorite circuit elements). Independent Play: Provide a range of equipment for pupils to choose their physical activity (e.g., cycling, ball games). Structured Movement Games: Engage in games that require a mix of sensory and physical coordination (e.g., obstacle courses, relay races).		Applying Physical Skills and Sensory Integration Encourage the application of motor skills in daily tasks (e.g., walking, climbing, carrying objects). Continue refining sensory regulation through circuits. Functional Fitness Tasks with Sensory Elements: Activities such as pushing/pulling objects, walking with balance, and carrying weighted items. Ball Skills: Develop control through games that involve kicking, throwing, or dribbling. Complex Sensory Circuits: Incorporate multiple sensory elements into tasks (e.g., crawling, jumping, lifting).		Healthy Living and Exercise through Sensory Circuits Encourage healthy lifestyle habits through regular physical and sensory activities. Promote understanding of how physical activity benefits well-being. Sensory Circuit for Relaxation: Use calming activities (e.g., deep pressure, slow movements) to discuss relaxation and health. Movement to Music: Rhythmic activities that combine sensory regulation and physical movement. Fitness Routines: Continue using simple fitness routines, incorporating sensory elements like resistance bands or textured surfaces.	
My Outdoor School	Independent Preparation and Tool Use Encourage pupils to independently prepare for outdoor tasks, including selecting tools and materials. Develop confidence in using a range of outdoor tools safely. Promote responsibility for managing personal and shared equipment.		Orienteering and Navigation Navigate more complex orienteering courses using maps and compasses. Make decisions about routes and problem-solve obstacles. Enhance understanding of the outdoor environment through exploration.		Shelter Building and Horticulture Build more complex shelters incorporating natural materials. Engage in horticulture activities like planting, growing, and caring for plants. Apply outdoor skills to longer-term projects.	