

Ash Meadow School

Engagement Pathway – Phase 4

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

At Ash Meadow School, the Engagement Pathway is designed to provide our pupils with Autism and severe learning difficulties a diverse and enriching educational experience. This pathway focuses on sensory and thematic approaches to learning, ensuring that each pupil's individual needs are met through tailored educational experiences.

Key Components of the Engagement Pathway

1. Sensory and Thematic Learning Approaches

- Our curriculum includes a variety of engaging themes and sensory experiences that facilitate learning. Key components include:
 - **Communication:** Delivered through the Read Write Inc Programme, fostering early literacy skills and language development.
 - **Independence:** Activities designed to promote self-sufficiency and life skills.
 - **Structured and Sensory Free Play:** Balancing guided play with opportunities for exploration, allowing pupils to engage with their environment.
 - **Physical Wellbeing:** Incorporating physical activities to promote health and fitness.
 - **Outdoor Learning:** Utilising outdoor spaces to enhance learning experiences and connect with nature.
 - **The World Around Me:** Exploring environmental concepts and community awareness.
 - **Creativity and Aesthetics:** Encouraging self-expression through Drama, Art, and Music.
 - **Maths for Life using Numicon:** Fostering skills in Thinking and Problem Solving through hands-on, visual learning experiences.

2. Curriculum Adaptation

- We have adapted the EQUALS Semi-Formal Schemes of Work to meet the needs of our learners. This includes:
 - **Curiosity, Interaction, and Engagement:** Fostering a love for learning through interactive and engaging activities.
 - **Links to British Values and SMSC:** Integrating these concepts at a level appropriate to the developmental stage of each pupil.
 - **Personalised Learning:** Tailoring delivery to match the communication pathways of each pupil, allowing for flexibility and individualised pacing.

3. Comprehensive Life Skills Education

- Our pathway covers essential topics that promote independence and well-being, including:
 - **Relationships and Sex Education:** Providing age-appropriate education on personal relationships.
 - **Basic First Aid and Health Education:** Equipping pupils with essential life skills.
 - **Health and Mental Well-being:** Promoting overall wellness through targeted activities.

4. Specialist Provisions and Support

- We enhance our curriculum through specialist provisions, including:
 - **Art Tutors and Sports Coaches:** Bringing expertise to enrich our creative and physical education offerings.
 - **Phonics Support:** Following the Read Write Inc programme, supplemented with additional phonics support as required.

5. Communication Strategies

- As a specialist provision for communication and interaction, our staff are highly skilled in utilising various communication methods, including:
 - **Makaton and Boardmaker Symbols:** Supporting understanding and expression.
 - **Objects of Reference (OOR):** Providing tangible cues to aid comprehension.
 - **Sensory Cues, AAC, Lamp Devices:** Using tools like the Speak for Yourself application, Lamp devices, and other augmentative communication aids.
 - **Total Communication Approach:** Ensuring all pupils can access learning through multiple communication modalities.

6. Developmental and Personalised Pathway

- The Engagement Pathway is developmental in nature, recognising that:
 - **Extended Engagement:** Some pupils may remain engaged in this pathway for an extended period, allowing for a focus on individual growth rather than strict age or key stage progression.
 - **Clear Progression Routes:** Establishing personalised progression routes that reflect each pupil's unique journey and achievements.

7. Assessment and Monitoring

- We implement ongoing assessment strategies to track pupil progress effectively:
 - **Evidence for Learning:** Utilising this platform to monitor achievements against individual targets, providing real-time tracking of progress.
 - **Feedback Mechanisms:** Offering specific feedback to pupils based on their performance, ensuring they understand their strengths and areas for improvement.

GATSBY BENCHMARK LINKS:

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| 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 |

- **Visual Learning Journeys:** Creating a visual representation of each pupil's learning journey, which can be shared with parents and used to celebrate achievements.

The Engagement Pathway at Ash Meadow School is a vital component of our educational framework, providing a rich and supportive environment 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.

Curriculum Map

THEMES – Phase 4						
	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	Season of Autumn States of Matter	Humans Forces	Light, Sound, Electricity Materials	Weather/Spring Animals	Plants Mini-beasts	Rocks and soil Earth and Space
PSHE	Things I am good at Kind and unkind behaviours	Taking care of ourselves Keeping safe	Identifying and expressing feelings	Baby to adulthood	Healthy Eating Taking care of physical health	Respecting others Special people
Cross-Curricular Theme						
Creative Arts						

areas:

Pop up gremlins, We’re going on a bear hunt, The very Hungry caterpillar, Super worm, Every bees birthday, Mothers and others day, The boy and the rainbow, T undersea cleaning spree, We are groovicorns, The ugly five, The Smeds and The Smoos, Room on the broom, The highway rat.

Protected Characteristics
will be covered via theme days linked to books [Protected Characteristics Books and Literacy Links.docx](#)

Subject Areas	Autumn	Spring	Summer
	CURIOSITY	INTERACTION	ENGAGEMENT
SEND INSPIRE Pre-Phonics	Auditory discrimination Rhythm and rhyme Auditory memory and sequencing Identifying sounds Auditory memory and instructions	Listening and responding Auditory attention Psychological awareness Oral motor skills	Understanding words Blending and segmenting Attending to visual detail
My 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	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
C	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

Working Scientifically: • Use simple equipment with support • Manipulate objects to create very simple experiments • Actively experience 2 different concepts • Stage 5 • Know same action can cause same effect in same circumstances			
Science	SEND INSPIRE Science curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills/Science Autumn/Winter States of Matter • Feel and compare solids and liquids • Sequence 2 pictures of before and after of heating and cooling material Humans • Attempt to imitate body movements and actions themselves or using dolls • Identifies main parts of a face on self or doll • Recognise self as part of family Forces • Plays with magnets and shows one thing that is attracted to them • Pushes objects to make them move • Pulls objects to make them move • Communicates a response to changes in movements • Experiment placing items on to a boat to make it sink and identify moment it sinks • Make an object stop and start on deliberate command • Identify which 3 items from 6 are attracted to a magnet	SEND INSPIRE Science curriculum / AET Progression Curriculum – Problem Solving and Thinking Skills/Science Light, Sound and Electricity • Communicates response to changes in sound • Activates simple equipment to make it work • Identifies items which reflect light • Aware that a light beam comes from a torch • Makes loud and quiet sounds in imitation • Uses sound making equipment to explore sound and volume • Selects appropriate electrical appliance for a task Materials • Select different materials for different purposes from choice of 2 • Make things change by applying a process • Understand function of some objects and matches to usage • Sequence before and after evidence of a material changing • Make a change to a material and relay they observe the change • Sort materials by a single attribute Weather/Spring • Identify that weather is outside • Select appropriate item of clothing from a choice of 2 for specific weather • Knows that the sun appears in the sky Animals • Match some animal sounds to animals • Role-play put animals in habitats in play situation • Name 4 different animals • Identifies where familiar creatures may be found	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 topics of: Plants • Plant seeds and watch them grow and observe not all seeds grow • Sort 3 different flowers • Find evidence that creatures have eaten leaves • Investigate and understand plants need water and light to grow • Sort natural items • Name two features of a natural environment Mini-beasts • Match mini-beast sound/movement to mini-beast • Create mini-beast habitat Rocks and soil • Use senses to explore different rocks and fossils Earth and Space • Discriminates a round shape from a star shape

My Independence PSHE/RSE	SELF AWARENESS SA1 – Things we are good at Describe ourselves — recognising that there is self and there are others. SA2 – Kind and unkind behaviours Describe what feeling angry means. Describe what feeling upset means. Recognise that behaviour which hurts others’ bodies or feelings is wrong.	SELF CARE, SUPPORT and SAFETY SSS1 — Taking care of ourselves Identify people who look after us and help us to take care of ourselves. SSS2 — Keeping safe Describe some simple ways we can help keep ourselves physically safe in school	MANAGING FEELINGS MF1 — Identifying and expressing feelings Describe different kinds of feelings we may have experienced; those we like and those we don’t like. Identify things that make us feel happy. Identify things that may make us cry/feel sad. Identify what makes us feel upset, angry, worried, anxious, frightened	CHANGING and GROWING CG1 – Baby to adult Identify some of the differences between a baby, child and adult. CG2 — Changes at puberty Recognise correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate)	HEALTHY LIFESTYLES HL1 — Healthy Eating Identify foods that we like and dislike to eat. HL2 – Taking care of physical health Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). Recognise the importance of simple rules for sun safety. Recognise how we feel if we have not had enough sleep	THE WORLD WE LIVE IN WILI1 – Respecting differences between people Identify simple differences and similarities between people. WILI2 – Jobs people do Identify some differences that people we know do
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My Outdoor School (encourage pupils to lead learning with greater independence by providing a range of activities/ games for them to choose from)	Explore the outdoor school/environment using all senses. Experience seasonal and weather changes. Gain confidence in touching, smelling, listening and looking. To know what can be tasted safely. Support the pupils to make free choices from activities that they enjoy such as ▪ Map-making ▪ Matching games ▪ Scavenger hunts ▪ Orienteering ▪ Sports games To move safely around the outdoor school environment. To find my way from one place to another.		Sustain attention in a range of outdoor activities Pupils will lead learning with greater independence by choosing activities such as mud kitchen, sensory music board, parachute, climbing wall, games Trust games – all lean back and no one falls over. Tracking games – following ropes, ribbons, trail of flour, finding glow sticks, trail of shells or seaweed. Setting trails for others to track, using natural materials to create arrows and markers. Take pupils outdoors for usual lessons – planning is the key.		Transfer skills in a range of activities using the natural resources around school. Read stories around a campfire (see SOW and risk assessment), enact stories outside some examples in • We’re Going on a Bear Hunt • Room on the Broom • The Gruffalo • Stickman • Sharing a Shell • Harry Potter • Macbeth To understand and look after the environment. To make homes for creatures that live in the outdoor school. To protect plants and maintain the outdoor environment	

My PHYSICAL WELL-BEING	Exploring activities - Physical Activities - Mental Health and Well-Being including bullying and peer on peer abuse. - Heathy Eating and Health Lifestyle, - PE/ Games/ Sports & Aquatics - Internet safety and harm including cyber-bullying Basic First Aid course, explore own interests by engaging in Enrichment Day each week, make choices about likes/ dislikes/ interests. Self-awareness, self-care, support and safety	Sustaining attention in activities - Physical Activities - Mental Health and Well-Being including bullying and peer on peer abuse. - Heathy Eating and Healthy Lifestyle, - PE/ Games/ Sports & Aquatics - Internet safety and harm including cyber-bullying Recognising the value of self, engage in whole school or group activities and display work/ photos (exhibition – writing competitions) Interact with others during PE sessions.	Transferring attention in activities - Physical Activities - Mental Health and Well-Being including bullying and peer on peer abuse. - Heathy Eating and Health Lifestyle - PE/ Games/ Sports & Aquatics - Internet safety and harm including cyber-bullying Engage in Enrichment activities, share likes with other pupils by engaging in group activities such as café/ sports, PE, swimming. Set up in-house, transfer these skills to real life situations, make choices, communicate needs 4
My MUSIC	- Engage positively in a range of musical experiences. - Listen and respond to familiar music and sounds. - Explore and play a variety of instruments. - Join in with songs and vocal activities. 4	- Demonstrate awareness of rhythm and beat. - Move appropriately in response to music. - Make choices and express preferences.	- Participate in group music-making activities. - Demonstrate creativity through sound and musical exploration. - Perform confidently within familiar musical contexts
My DANCE	- Engage in dance activities with increasing confidence. - Respond to different styles of music through movement.	- Develop control, coordination, and body awareness. - Remember and perform simple movement sequences.	Work collaboratively with others in dance and perform activities.
MY ART	- Engage positively in a range of art experiences. - Explore and investigate a variety of materials and media. - Create artwork using different techniques and tools. - Make choices and express preferences.	- Engage positively in a range of art experiences. - Explore and investigate a variety of materials and media. - Create artwork using different techniques and tools.	- Engage positively in a range of art experiences. - Explore and investigate a variety of materials and media. - Create artwork using different techniques and tools. - Make choices and express preferences. - Communicate ideas, feelings and responses through art - Work independently and collaboratively.

	- Communicate ideas, feelings and responses through art. - Work independently and collaboratively. - Follow simple artistic processes. - Demonstrate pride and enjoyment in creative achievements.	- Make choices and express preferences. - Communicate ideas, feelings and responses through art. - Work independently and collaboratively. - Follow simple artistic processes. Demonstrate pride and enjoyment in creative achievements.	Follow simple artistic processes. Demonstrate pride and enjoyment in creative achievements.
MY DRAMA	Exploring drama activities Encountering Sensory engagement with items for the drama. Participating in symbolic transformation. Accepting roles and symbols, consenting to make-believe. Notional role taking. Sharing joint attention on a riveting item (prop or teacher in role). Fastness of rules, everyone to 'play the game' turn-taking. Becoming part of a group.	Sustaining attention in drama activities Interaction Participating in a range of drama conventions independently or with support. Showing initiative. Sustaining the make-believe in short then longer play sequences based on familiar social scenarios and routines. Interacting with teacher(s) in role and/or peers within the make-believe role playing (assuming a character).	Transferring skills in drama activities Understanding and creating Dealing with implications of the drama world create Participating in/generating complex, flexible imagin play sequences. Collaborating and negotiating with peers in and out role. Engaging with the significance of a key moment. Making links to real life and learning from the conten the drama. Considering how the drama was created to learn abo the theatre form. Using the theatre form to capture and share a meani with others.
Play and Leisure /Thinking and Problem Solving	- Makes a choice from familiar alternatives - Sorts objects which are the same - Recognises a problem within a familiar situation - Takes action to solve a familiar problem - Asks for help with a problem - Independently explores familiar objects/materials - Varies objects/materials explored - Looks for objects when out of sight - Plays with toys/materials functionally - Fits objects together using trial and error - Completes simple puzzles - Makes a toy work - Imitates familiar pretend play actions - Responds to a peer's bid to engage - Chooses an item from a selection - Investigates how an item works - Makes a connection between cause and effect - Follows instructions - Engages with a task for an agreed time	- Makes a choice from unfamiliar alternatives - Varies choices to try alternatives - Chooses an alternative when an option is unavailable - Sorts objects into given categories - Matches items by function - Selects a preferred option from alternatives - Predicts what might happen from previous experience - Deduces what something may be from appearance - Explores materials in more than one way - Organises toys/materials - Combines objects systematically - Independently uses real objects in pretend play - Imitates a sequence of pretend play - Enacts copied story routines - Invites an adult into play	- Understands consequences of some choices - Rearranges items when category changes - Makes a plan based on information available - Predicts what might happen from information available - Works out what needs to be done from equipment pres - Recognises a problem in an unfamiliar situation - Takes action to solve an unfamiliar problem - Requests information to solve a problem - Uses information from context to solve a problem - Independently carries out a sequence of pretend play - Engages with adult in a play scenario - Shows increased focus within an environment - Makes sense of information - Interrupts a task to attend to an instruction/question - Responds to questions while engaged in activity - Engages in a negotiated non-chosen task followed by a chosen motivator - Chooses which task to complete

		• Asks questions about a topic • Takes turns to explore items • Settles to a task quickly • Attends to others taking turns • Completes a task in a given period				
THE WORLD AROUND ME	History:	Geography:	RE	History	Geography	RE