

# Engage Bases (EnB)

Stakeholder overview

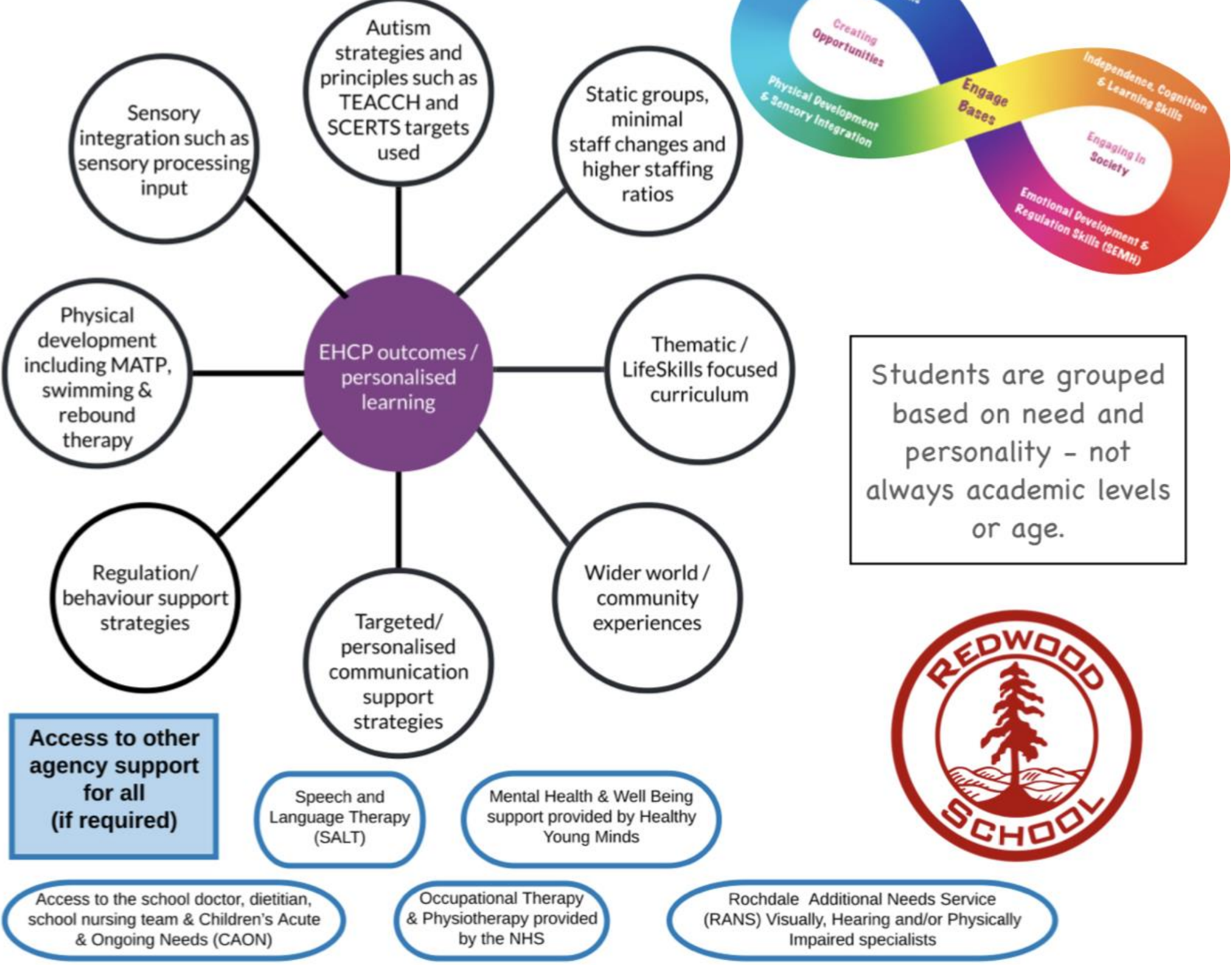
23/24 v1

All students in the bases (EXB & EnB) have complex learning needs often working below the national curriculum assessment standards. They need specific support with their communication, social interactions and LifeSkills, therefore, requiring a static model with a holistic/ person centred assessment system (MAPP) compared to a more traditional curriculum model.

Students in the Engage Bases (EnB) also MAY:

- have a diagnosis of Autism and/or display 'classically autistic' traits, where specialist ASC/ motivation strategies such as 'work first, then choose' are needed
- need specific support including sensory integration to regulate their emotions/ challenging behaviour
- benefit from a more structured environment with smaller group sizes, consistent staffing and routines where possible

## EnB Provision Overview



All students are assessed using the Mapping & Assessing Personal Progress (MAPP) under the following areas:



Targets are assessed using the following:  
Independence - Fluency - Maintenance - Generalisation

Engage pathway rationale/ overview	
<b>Vision</b>	To provide all students who access the Engage bases the tools and skills to prepare them for adulthood. By using holistic, personalised learning and target setting in conjunction with a high-quality nurturing environment, we give them opportunities to develop their personal growth, enabling them to engage successfully in society as well as reducing anxieties and/or challenging behaviours.
<b>Intent</b>	<p>In the Engage bases, we use holistic, personalised learning and target setting to focus on promoting student engagement, self-regulation, building relationships, developing independence and meaningful LifeSkills.</p> <p><b>We use 4 key provision principles to allow us to create as many opportunities as possible:</b></p> <ul style="list-style-type: none"> <li>- Communication &amp; Interaction Skills</li> <li>- Emotional Development &amp; Regulation Skills</li> <li>- Physical Development &amp; Sensory Integration</li> <li>- Independence, Cognition and Learning Skills</li> </ul> <p>The opportunities we create along with setting personalised targets allow us to scaffold and sequence progress towards personal Education, Health and Care Plan (EHCP) outcomes: we ensure all students feel valued, become as independent as possible, as well as empowered to express themselves in safe and meaningful ways.</p>
<b>Implementation</b>	<p>Students are grouped according to need, alongside behaviour and personality. This means that groups are not in academic levels or age and are predominately based in static groups/rooms. Groups have a higher level of staffing to provide as much stability as possible. They have access to shared resources such as the hydrotherapy pool, swimming pool and sports hall. We also take opportunities to engage with the local community as much as possible.</p> <p>Where possible, flexible student-centred activities and approaches are used. Learning activities are based on thematic learning and integrate functional literacy and numeracy.</p> <p>Autism principles are utilised within the bases, such as elements of TEACCH including: 'Work first then choose', Structured low stimulus environments, visual timetables and supports. Sensory integration (including sensory diets/ snacks) is also integral to how we plan and deliver sessions, ensuring we meet our learners' sensory needs as well as develop their emotional and physical responses to everyday environmental stimuli.</p> <p>Our learning programme is planned and designed by the teacher in relation to personalised learning intentions. We use the student's EHCP outcomes as our fundamental starting point which are categorised into 4 areas of the SEND code of practice - <b>Communication and Interaction - Cognition and Learning - Emotional and Mental Health - Physical and/or Sensory.</b></p> <p>To allow students to achieve these outcomes and their subsequent annual review targets, we sequence smaller personalised learning intentions using the Mapping Assessing Pupil Progress (MAPP) assessment tool. Where appropriate, to aid our learners, we may also utilise targets taken from - Social Communication, Emotional Regulation and Transactional Support (SCERTS). Students intentions are assessed using the following criteria:</p> <ul style="list-style-type: none"> <li><b>Independence</b> - Prompting and increasing independence.</li> <li><b>Fluency</b> - Fluency is about combining speed and accuracy.</li> <li><b>Maintenance</b> - Maintenance is about becoming more consistent over time.</li> <li><b>Generalisation</b> - Generalisation is about performing in different settings with different people.</li> </ul>
<b>Impact</b>	To have focused on individual needs identified in a students EHCP as well as created enriching opportunities to ensure they reach adulthood with reduced stress and anxieties whilst maintaining their uniqueness. To ensure this, they will have been given various levels support to develop and practise communication, regulation and independence skills in safe ways thus enabling them to access and engage with the wider community and society in whichever way is best for them.

**More info:** Kersty Mullins - Engage Pathway Lead | Michelle Gardner - Experiential Pathway Lead

## What to expect to see in ALL of our bases

Across all the Engage Bases we use the TEACCH principles which includes dedicated work areas, low stim classrooms (if students require), 'Work first then choose' in operation - not all students need to be 'working' simultaneously as 'choosing' can be excellent opportunities for communication and self regulation\*.

### Other things you should expect to see include:

Individual communication aids & strategies - Everything is an opportunity to communicate.

Individual personalised targets for each of the four areas of the SEND code of practice (target sheets displayed/ available)

Staff assessing students throughout activities and 'choose time' and recording on EARWIG/ MAPP.

Use of visual aids and prompts including visual timetables.

Students been encouraged to be as independent as possible & practice LifeSkills. Activities & work to be age-appropriate and where possible based on the overarching theme or the LifeSkills topic.

Students given time to process & regulate their emotions.

Sensory integration - Sensory circuits & equipment being used to help support students.

Behaviours being recorded on a personalised Level 1,2 and 3 tracker, to identify patterns, causes and opportunities/ strategies to self regulate.

## \*'Choose time'

To facilitate 1:1 learning time and as motivation students in the engage bases will have 'choose time'. This is a time where students are encouraged to use communication and regulation strategies. Sometimes this can be structured/ manipulated/ sabotaged by staff to help them achieve their targets.

There should always be someone supervising 'choosing' and all students may not be on 'work' or 'choose' at the same time.

## Each base will follow the same daily structure to ensure constancy and settle students.

### Daily Period 1 - 'Morning routine/ Fundamental LifeSkills'.

This includes:

- specified sensory/ regulation/ themed daily activity:



Movement Monday



Teamwork Tuesday



Wellbeing Wednesday



Theme Thursday



Fun Friday

- Breakfast - used as a learning opportunity for students to practice communication (staff not predicting what they will want) as well as complete simple activities such as making a drink or snack with little to no support.

'Circle time' encouraging communication, social skills as well as independence by: identifying others, the weather etc. as well as recognising and communicating feelings.

- The use of visual timetable to allow students to know what is coming will reduce anxieties and possible negative behaviours.

- Working on/ consolidation of 'fundamental LifeSkills' (see theme/ topic page for more info)

**After lunch** - All groups complete a smaller version of circle time to ensure we are preparing students for what is to happen next.

### Period 5 (most days) - 'Self regulation and decompression time':

- All groups to partake in a a preset form of mindfulness, emotional resilience/ well-being before the journey home.

# How we support our students in the Engage Bases



ENGAGING in society

- Give clear expectations
- Plan to develop students tolerance of each other and everyday situations
- Cater for sensory needs
- Use 'choose' time to develop self regulation skills
- Community visits
- Use thematic activities to develop students understanding of the world around them
- Promote and plan whole school engagement opportunities
- Use 'work first then choose' to promote engagement

Students learning is understood developmentally\*

\*based on nurture principles

The classroom/school offers a safe place\*

Regulating EMOTIONS/ SENSORY Integration

- 'Stop' undesired behaviour and say or model desired behaviour as a replacement
- Calm rooms to be used as safe spaces for students to use to develop self-regulation skills
- Model expected behaviours
- Use 'choose' time to develop self regulation skills
- Focus on emotional development during circle time and P5 daily
- Students needs should be priorities when considering classroom layout
- Make sure that activities are meaningful - practical over 'worksheets'
- Promote desired behaviour-don't remind students of their previous behaviours e.g. 'Don't behave like you did yesterday'
- Develop a plan to desensitised students to trigger words such as 'no' that they will encounter in every day life

Transitions are significant in the lives of children \*

Promoting INDEPENDENCE

- 'Work' should always be the students OWN best effort
- Lifeskills is the cornerstone of our curriculum
- Develop students self-esteem and confidence
- Use 'choose' time to develop communication opportunities
- Don't make assumptions on students past choices-create opportunities to develop preferences
- Give students time to process requests preferences

All transitions are significant

Developing COMMUNICATION

- Use intensive interaction to develop the 'fundamentals' of communication
- Plan to develop students tolerance of each other and everyday situations
- Use communication to reinforce something a student does independently or spontaneously
- Use 'choose' time to develop communication opportunities
- Don't make assumptions on students past choices-create opportunities to develop preferences
- Use communication to reinforce something a student does independently or spontaneously

The development of communication is vital\*

All behaviour is communication\*

# CREATING OPPORTUNITIES

Use other staff knowledge and expertise to support your own

# Target setting & Assessment Overview

We have 3 levels of targets - EHCP outcomes, Annual review targets and MAPP targets. Each which feed into one another ensuring we are showing progress towards our individual EHCP outcomes.

All targets/ outcomes (are placed under the following areas of need):

- Communication & Interaction
- Cognition & Learning
- Physical and/ or Sensory
- Social, emotional and mental health

Once MAPP targets have been identified (SCERTS targets can be used if relevant) a baseline is set and assessed using the CSD – Continuum of Skill Development in the following areas:

**Independence** - Prompting and increasing independence.

**Fluency** - Fluency is about combining speed and accuracy.

**Maintenance** - Maintenance is about becoming more consistent over time.

**Generalisation** - Generalisation is about performing in different settings with different people.

Targets are then periodically assessed and the CSD figures updated. It is important to note that each student is different and the aim is not to get to 10 but to ensure students are achieving to be the best of their ability,

When a target has been determined as ‘achieved’ or needs to be ‘discontinued’ for any reason a summary statement is recorded.

Throughout the year parents receive a ‘report’ showing the targets, the CSD updates and the summary statements. These can also used to provide evidence towards the students progress towards their annual review targets and EHCP outcomes at their next ECHP review.

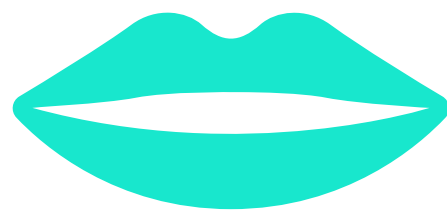
We are currently transitioning to this way of target setting and therefore gaps may appear on the target sheets. These will be looked at when completing the next annual review.

All evidence, CSD updates and summary statements are recorded on EARWIG.

Continuum of Skill Development (CSD)									
Descriptors									
from dependent		INDEPENDENCE						to independent	
Learners complete tasks independently									
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.	Support is still provided but there is a reduction in the level or frequency of prompting given.	The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.	The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.						
1	2	3	4	5	6	7	8	9	10
from approximate		FLUENCY						to accurate	
Learners reach a level of mastery combining speed and accuracy									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.	The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.	The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.	The skill is smooth, swift and accurate. No further refinement is needed.						
1	2	3	4	5	6	7	8	9	10
from inconsistent		MAINTENANCE						to consistent	
Learners maintain competency over time through repetition. They remember how to do a task after a break									
The skill has been observed on a single occasion only.	The skill is observed on more than one occasion but only intermittently.	The skill is reliably repeated but may need refreshing after a break.	The skill is consolidated and maintained over time. It is remembered after a break.						
1	2	3	4	5	6	7	8	9	10
from single context		GENERALISATION						to many contexts	
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.	The skill is repeated but with some variation in setting, context, materials or staff.	Skills are demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	The learner adapts the established skill to meet the demands of a new situation.						
1	2	3	4	5	6	7	8	9	10

# Sessions

We use various sessions as well as topics and themes as vehicles to give context and wider world exposure. These ensure our students make progress in their personalised targets



Other support:  
Jen Mulligan -  
Literacy lead  
Paula Stott -  
Communication Lead

## Communication & Interaction

Session	How	
<b>Communication and interaction</b> -PECS/ symbol exchange - AAC/Lamp -Lego therapy -Intensive interaction -Sign a long	Through overarching theme plus individual interests, personalised strategies and activities	2 sessions per week
<b>Sensory Story</b>	Through overarching theme	1 session per week

## Social, Emotional and Mental Health



Other support:  
Chris Carter -  
PSED lead

Session	How	
<b>Self regulation and decompression time</b> -Emotional well-being and resilience -Sensory processing -Sensory activities	Through daily / individual focuses	5 sessions per week
Assembly		1 session per week

## Cognition & Learning

Session	How	
<b>Numeracy</b>	Half termly topics/ using theme to support	1 session per week
<b>Morning routine / Fundamental LifeSkills</b>	Set routine delivered across all bases	5 sessions per week
<b>LifeSkills topic</b>	Termly topics (2 year programme)	1 session per week
<b>Literacy</b>	Through overarching theme/ based on the sensory story where possible	1 session per week

Other support:  
Emily Murphy -  
Numeracy lead  
Carol Barnes –  
PSED lead



## Physical and/or Sensory

Session	How	
<b>Physical Development including MATP</b>	Individual targets and skills	1 session per week
<b>Swimming/ Hydro/ relaxation</b>	Individual targets and skills	2 sessions per week
<b>Thematic sensory exploration - MADD</b> -Music - Art -Dance -Drama	Through overarching theme	3 sessions per week
<b>Thematic sensory exploration - cooking</b>	Through overarching theme	2 sessions per week

Other support:  
James Fallows -  
PD lead



Themes and topics info on next page

# Themes & Topics

Overarching theme

Current 'year'

Sub topics - These can be repeated each year to support all subject areas/ MAPP and Cultural capital

<b>Year 1</b>	<b>The Natural world</b>
<b>Autumn</b>	Local Environment and the natural world
<b>Spring</b>	Under the sea and in the sky
<b>Summer</b>	On the land including the rainforest and desert

<b>Year 2</b>	<b>The past</b>
<b>Autumn</b>	Dinosaurs
<b>Spring</b>	Ancient Civilizations
<b>Summer</b>	Popular culture through the decades

<b>Year 3</b>	<b>The world of books</b>
<b>Autumn</b>	Science fiction and space
<b>Spring</b>	Myths, legends and fairy tales
<b>Summer</b>	Best of British authors

<b>Year 4</b>	<b>Around the world</b>
<b>Autumn</b>	Europe and Africa
<b>Spring</b>	Asia and Australasia
<b>Summer</b>	The Americas (North America and South America)

<b>Autumn HT1</b>	Autumn Halloween Healthy eating week World space week	<b>Spring HT1</b>	New year Easter/ pancake day Chinese new year Valentine's day
<b>Autumn HT2</b>	Winter Bonfire night Christmas Anti-bullying week Remembrance day St Andrews day Diwali	<b>Spring HT2</b>	Spring World wildlife day Mother's day Ramadan St David's day St Patrick's day Autism awareness week

<b>Summer HT1</b>	Summer Earth day St Georges day
<b>Summer HT2</b>	World oceans day Father's day Make music day Queen's birthday

Also see events/ celebration calendars around school

Numeracy Topics	Repeated yearly
<b>Autumn HT1</b>	Number
<b>Autumn HT2</b>	Shape and Position
<b>Spring HT1</b>	Measuring (Height & Length)
<b>Spring HT2</b>	Capacity (Weights)
<b>Summer HT1</b>	Money & Shopping
<b>Summer HT2</b>	Time and Routine

PD/ MATP Topics	Repeated yearly
<b>Autumn</b>	Throwing and Catching
<b>Spring</b>	Jumping inc. trampolining if possible
<b>Summer</b>	Balance and coordination

## Fundamental LifeSkills (to be taught in morning routine when a need is identified or to consolidate previous learning)

1.1	Exploring my environment - awareness of different rooms/ uses.
1.2	Time/ Schedules - in everyday life & school inc. telling the time.
1.3	My home - Domestic (keeping the house clean and tidy).
1.4	My home - Hazards.
1.5	Hazards - in the wider world inc. road/ rail safety & reading other safety signs.
1.6	Going shopping inc. keeping my money safe and talking appropriately to staff.
1.7	Reading/ interpreting basic information such as timetables, social signs and guides.

3.1	Individual communication strategy activities inc. showing preferences.
3.2	Intensive interaction.
3.3	Emotions - showing them/ understanding mine and other peoples (inc. having an input into my own behaviour support plan if possible).
3.5	Choosing appropriate clothing for events/ weather.
3.15	Dressing your body.
3.16	Footwear Inc. tying shoe laces.

2.1	Emotional wellbeing inc body awareness activities, relaxation activities, mindfulness, good sleep patterns, managing stress/ conflict and preventing or treating anxiety and depression.
2.2	Healthy lifestyles activities - eating well & using my senses and food tasting Inc. 5 a day and reading food labels.
2.3	Healthy lifestyles activities - physical activities.
2.4	Personal hygiene/ care activities - body inc. cutting nails and getting my hair cut.
2.5	Personal hygiene/ care activities - Tooth brushing.
2.7	Working in the kitchen Inc. making simple snacks and drinks.

4.3	The wider world - Inc. observing different religions/ cultures.
4.4	The wider world - World affairs/ travel.
4.14	Behaving appropriately in social situations and places Inc. visiting the cinema, theatre, the park, library, museum and art galleries.
5.1	Respectful relationships (friendships and bullying inc cyber bullying).
5.2	Team activities and games inc. winning/ losing gracefully, being part of a team and supporting teams.
5.4	People who help us - in school and in the community.

LifeSkills Topics	Year 1	Year2
<b>Autumn</b>	Unit 3.10 - What makes me me	
	Routine and structure	Being me & expressing myself
<b>Spring</b>	My relationships	Keeping myself healthy and clean
<b>Summer</b>	Being a good citizen	My environment/ keeping safe

Intentions/units from the LifeSkills unit bank can be used to support activities.

