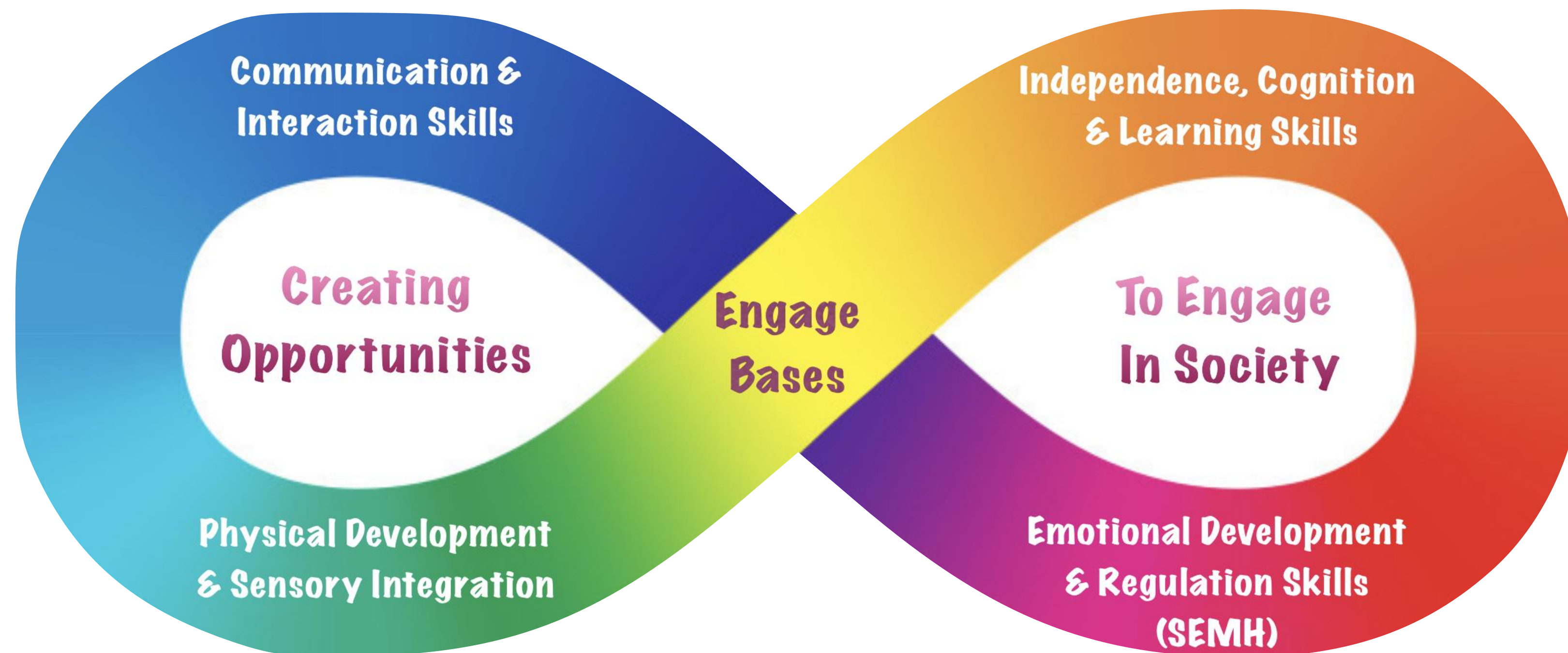




Engage Bases (EnB)

Stakeholder overview Updated 2024/2025





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.

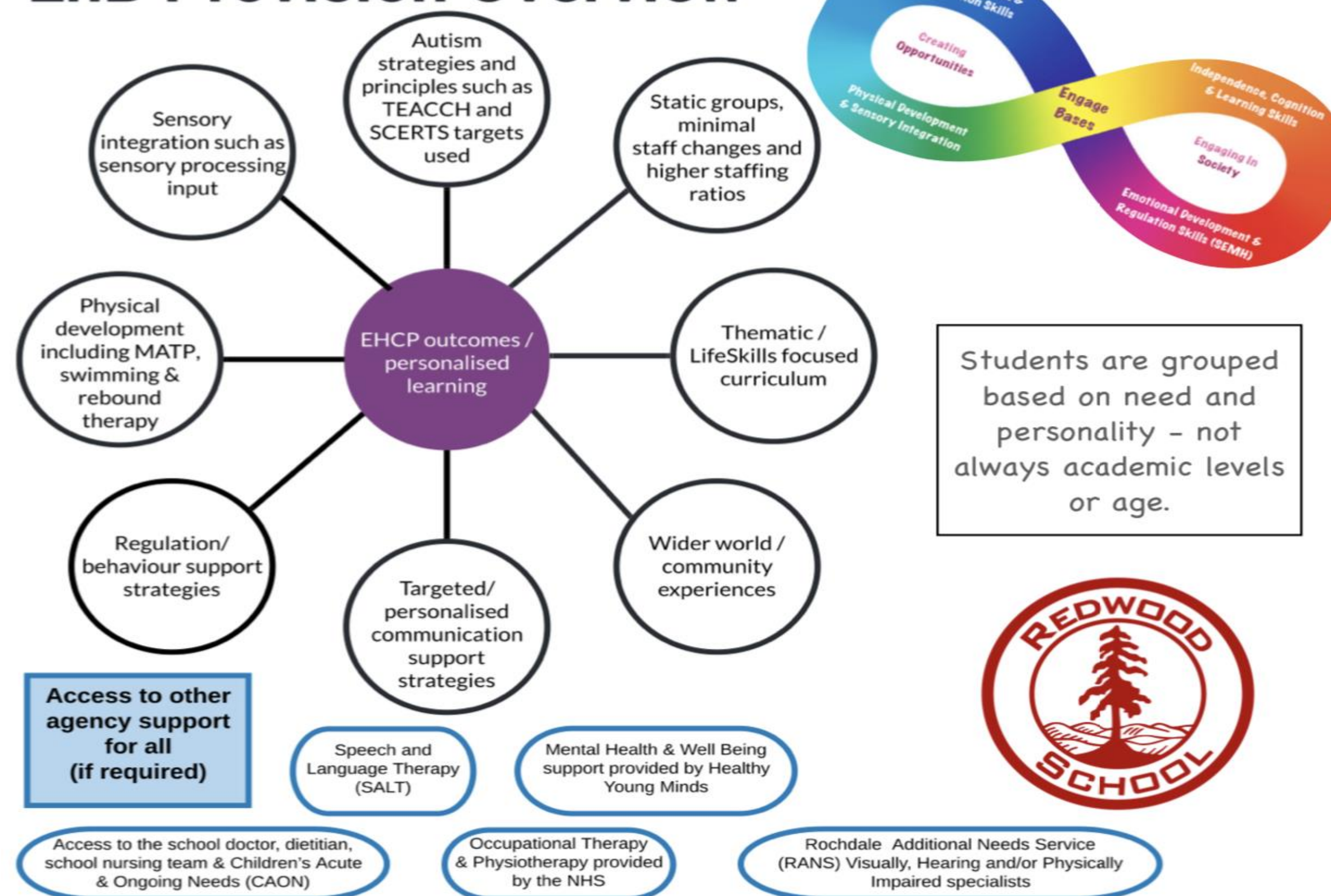
Students in the Engage Bases (EnB) also MAY:

- 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

Kersty Mullins – Pathway Lead
Emily Murphy– Pathway Senior Leader



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

Vision	<p>To provide all learners who access the Engage bases the tools and skills to prepare them for adulthood. By using holistic, adapted learning and individual target setting in conjunction with a high-quality nurturing environment, we provide opportunities to develop personal growth, enabling them to engage successfully in society as well as reducing anxieties and/or challenging behaviours.</p>
Intent	<p>In the Engage bases, we use holistic, personalised learning and target setting to focus on promoting learner engagement, self-regulation, building relationships, developing independence and meaningful life-skills.</p> <p>We use 4 key provision principles to allow us to create as many opportunities as possible:</p> <ul style="list-style-type: none">- Communication and Interaction Skills- Emotional Development and Regulation Skills- Physical Development and Sensory Integration- Independence, Cognition and Learning Skills <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>
Implementation	<p>Learners are grouped according to need, behaviour and personality. This means that groups are not always just according to academic levels or age. Learners are predominately based in static groups/rooms. Groups have a higher level of staffing to provide as much stability as possible (we aim for a ratio of 1:2 whenever 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 possible.</p> <p>Where possible, flexible learner-centred activities and sensory 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. We follow an informal Curriculum and curriculum areas such as Science, MADD and Humanities are delivered via our themes.</p> <p>Our learning programme is planned and designed by the teacher in relation to personalised learning intentions for their group. We use the learner’s EHCP outcomes as our fundamental starting point, which are categorised into 4 areas of the SEND code of practice : Communication and Interaction - Cognition and Learning - Emotional and Mental Health – Physical and/or Sensory.</p> <p>To allow students to achieve these outcomes and their subsequent annual review targets, we sequence smaller bespoke 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). Learning intentions are assessed using the following criteria:</p> <p>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.</p>
Impact	<p>To have planned and focussed on individual needs identified in a student's EHCP. Create enriching opportunities to ensure our learners reach adulthood with reduced stress and anxieties, whilst maintaining their uniqueness. To ensure this, learners 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. To achieve their personal best.</p>

What to expect to see in ALL of our classrooms

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

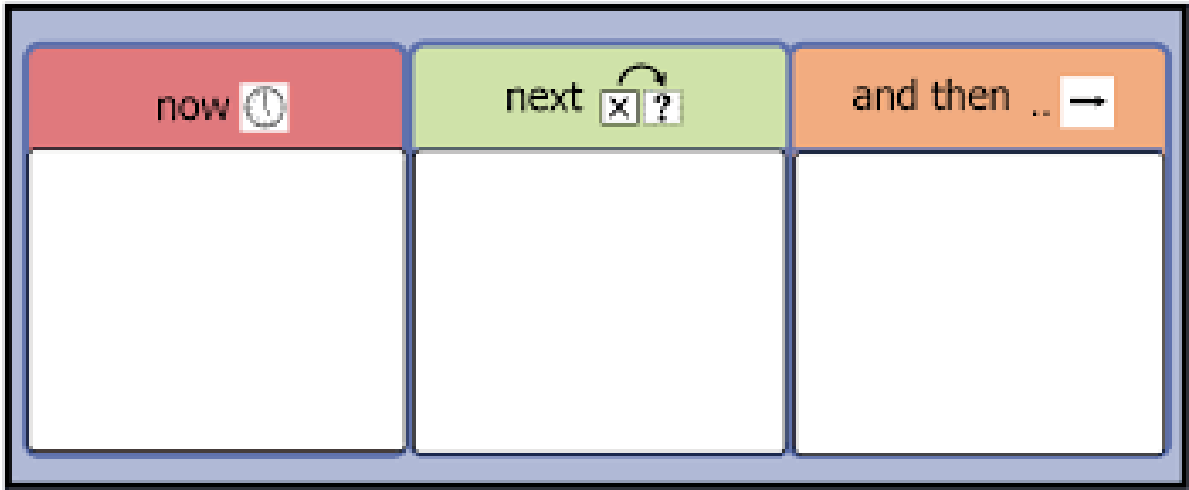
Other things you should expect to see include:

- Individual communication aids and strategies being used . (Everything is an opportunity to communicate.)
- Individual bespoke 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. “Now, next and then”.
- Students being encouraged to be as independent as possible and demonstrate practical daily life-skills.
- Activities and work to be age-appropriate and where possible based on the overarching theme or Curriculum topics.
- Students given time to process and regulate their emotions.
- Sensory integration - Sensory circuits and equipment being used to help support students.
- Behaviours being recorded on an individual 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 to motivate learners in Engage they will have 'choose time'. This is a time when 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.



Daily Period 1 - ‘Morning routine/ Fundamental life-skills’.

This incorporates sensory / regulation / themed daily activities which can include:

- Breakfast (when required) - 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.
- Sensory integration - Sensory circuits, now embedded into daily practice
- 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 life-skills’ (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.(some classes may need to complete a sensory circuit depending upon need).

Period 5 (most days) -‘Self regulation and decompression time’:

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

Targets and Assessment Overview

We have 3 levels of targets – EHCP outcomes, Annual review targets and MAPP targets.
Each of these demonstrate that our learners are showing progress towards individual EHCP outcomes.

- All targets/ outcomes (are placed under the following SEND 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 applicable) 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 learner is unique and the aim is not to get to 10 but to ensure learners are achieving to be the best of their own personal ability.

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

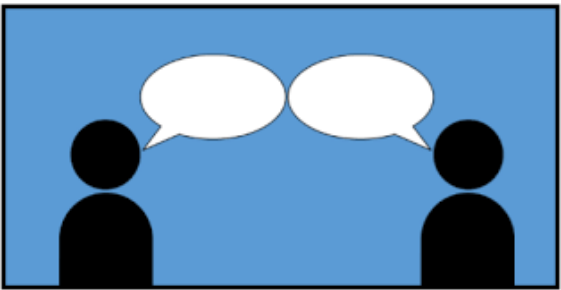
Throughout the year parents receive a ‘report’ showing the targets, the CSD updates and the summary statements. These can also used to provide evidence towards the learner’s progress towards their annual review targets and EHCP outcomes at their next ECHP review.
Parents/carers will also receive a sample of half termly photographs of each learners to capture key moments each half term.

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

Timetabled sessions

We deliver our sessions based upon the SEND Code of Practice and the 4 categories. We use topics and themes as vehicles to give context and enable learners to understand the World around them. (see next slide)
This approach ensures that our learners make progress towards their individual targets assessed using MAPP.



Communication and Interaction

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

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



Social, Emotional and Mental Health

Session	How			
Self regulation and decompression time -Emotional well-being and resilience -Sensory processing -Sensory activities	Through daily / individual focuses	5 session s per week	4 session s per week	3 session s per week
Assembly	Focus as per Curriculum Calendar (EMU)	1 session per week		

Other support:
Carol Barnes -
PSED lead

Cognition and Learning

Session	How			
Functional Numeracy and thinking skills	Half termly topics/ using theme to support	1 session per week	1 session per week	2 session per week
Morning routine / Fundamental LifeSkills (including Prep for Adulthood)	Set routine delivered across all classes (adapted to needs of learners) Sensory Circuits to prepare for learning	5 sessions per week		
PSED topics	Using the PSED weekly focus (Including sensory cooking)	2 session per week		
PSED evidence	Whole school PSED floor book	1 session per week		
Functional Literacy and communication	Through overarching theme/ based on the sensory story where possible	1 session per week	2 session per week	2 session per week

Other support:
Sal Noel-
Numeracy lead
Carol Barnes –
PSED lead

Physical and/or Sensory

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

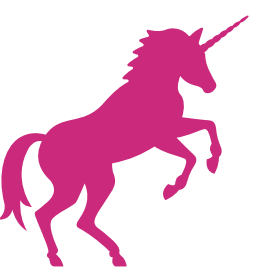
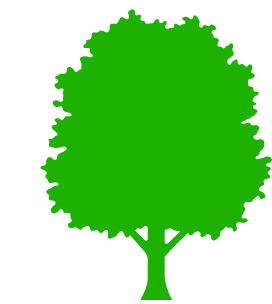


Other support:
James Fallows -
PD lead

Themes and topics info on next page



Themes and Topics



Overarching theme

Current 'year'

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

Year 3	The World of books
Autumn	Science fiction and space
Spring	Myths, legends and fairy tales
Summer	Best of British authors

Year 2	The Past
Autumn	British History
Spring	Ancient Civilizations
Summer	Popular culture through the decades

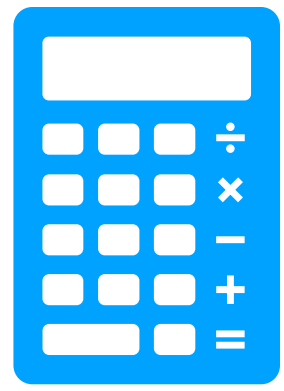
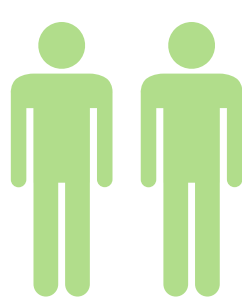
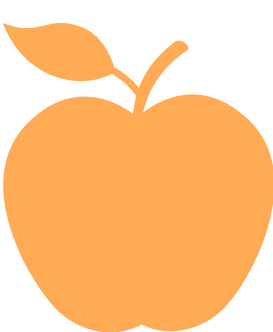
Year 4	Around the World
Autumn	Europe and Africa
Spring	Asia and Australasia
Summer	The Americas (North America and South America)

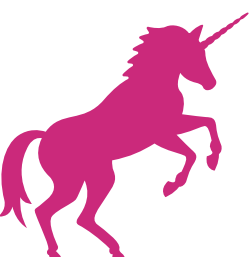
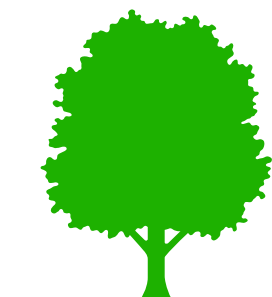
Numeracy Topics	Repeated annually
Autumn HT1	Number and Operations
Autumn HT2	Shape and Geometry
Spring HT1	Measuring (Height & Length)and Statistical data
Spring HT2	Capacity (Weights) and Sorting/ Sequencing
Summer HT1	Money & Shopping
Summer HT2	Time and Routine

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

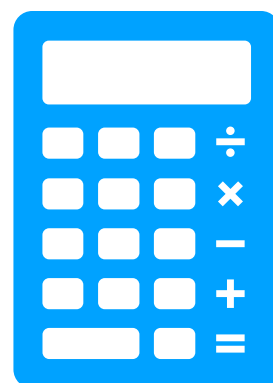
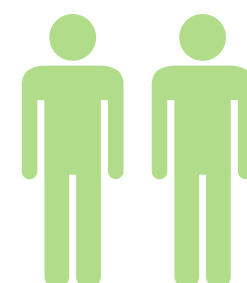
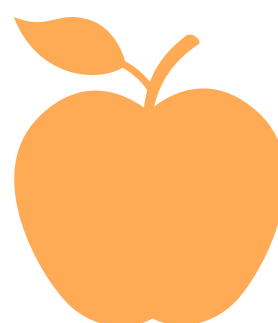
Autumn HT1	Autumn Halloween Healthy eating week World space week	Spring HT1	New year Easter/ pancake day Chinese new year Valentine's day
Autumn HT2	Winter Bonfire night Christmas Anti-bullying week Remembrance day St Andrews day Diwali	Spring HT2	Spring World wildlife day Mother's day Ramadan St David's day St Patrick's day Autism awareness week/Celebrating neurodiversity
Summer HT1	Summer Earth day St Georges day	Also see Curriculum/Assembly calendars shared by EMU	
Summer HT2	World oceans day Father's day Make music day Queen's birthday		

PD/ MATP Topics	Repeated annually
Autumn	Throwing and catching
Spring	Jumping inc. trampolining if possible
Summer	Balance and coordination

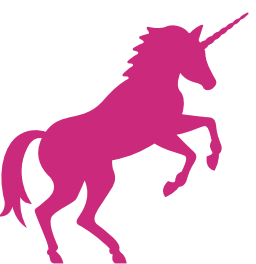
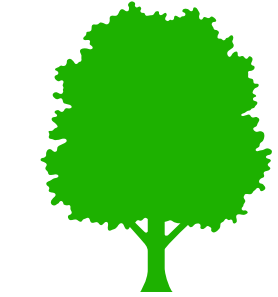




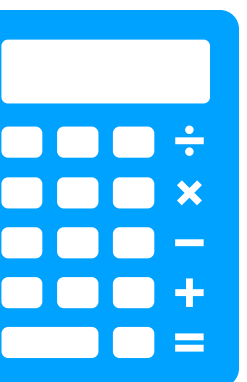
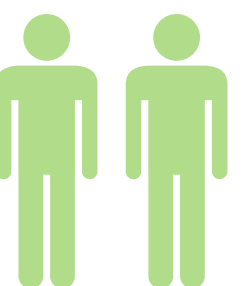
PSED weekly focus (also feeds into floor book)



Half Term 1 AUT1	Half Term 2 AUT2	Half Term 3 SPR1	Half Term 4 SPR2	Half Term 5 SUM1	Half Term 6 SUM2
Personal Strengths	Caring for environment	Diversity rights	Managing finances	Managing pressure	Physical activity
Friendships	Healthy/unhealthy relationships	Responsibility	Strong feelings (romantic)	Healthy eating	Healthy/unhealthy relationship behaviours and parenthood
Feeling unwell	Skills for learning	Prejudice and discrimination	Body Images	Online safety/gambling	Online information and safety
Mental Wellbeing	Healthy lifestyles	Medical Drugs	Puberty	Relationship behaviours	Public and private
Self-esteem and kindness	Feeling frightened and worried	Accidents and risks	Prep for adulthood	Emergency situations	Intimate relationships and contraception



Fundamental Life-skills (daily each morning)



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 - Domestics (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.

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.

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.

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.



How we support learners on the Engage Pathway:

CREATING OPPORTUNITIES

ENGAGING in society

'Learners need to understand the World around them'

Regulating EMOTIONS/ SENSORY Integration

'The classroom/school offers a safe place'

Promoting INDEPENDENCE

'Transitions are significant in the lives of children'

'All transitions are significant'

Developing COMMUNICATION

'The development of communication is vital'

'All behaviour is communication'

