



Engage Bases (EnB)

Stakeholder overview

21/22 v3

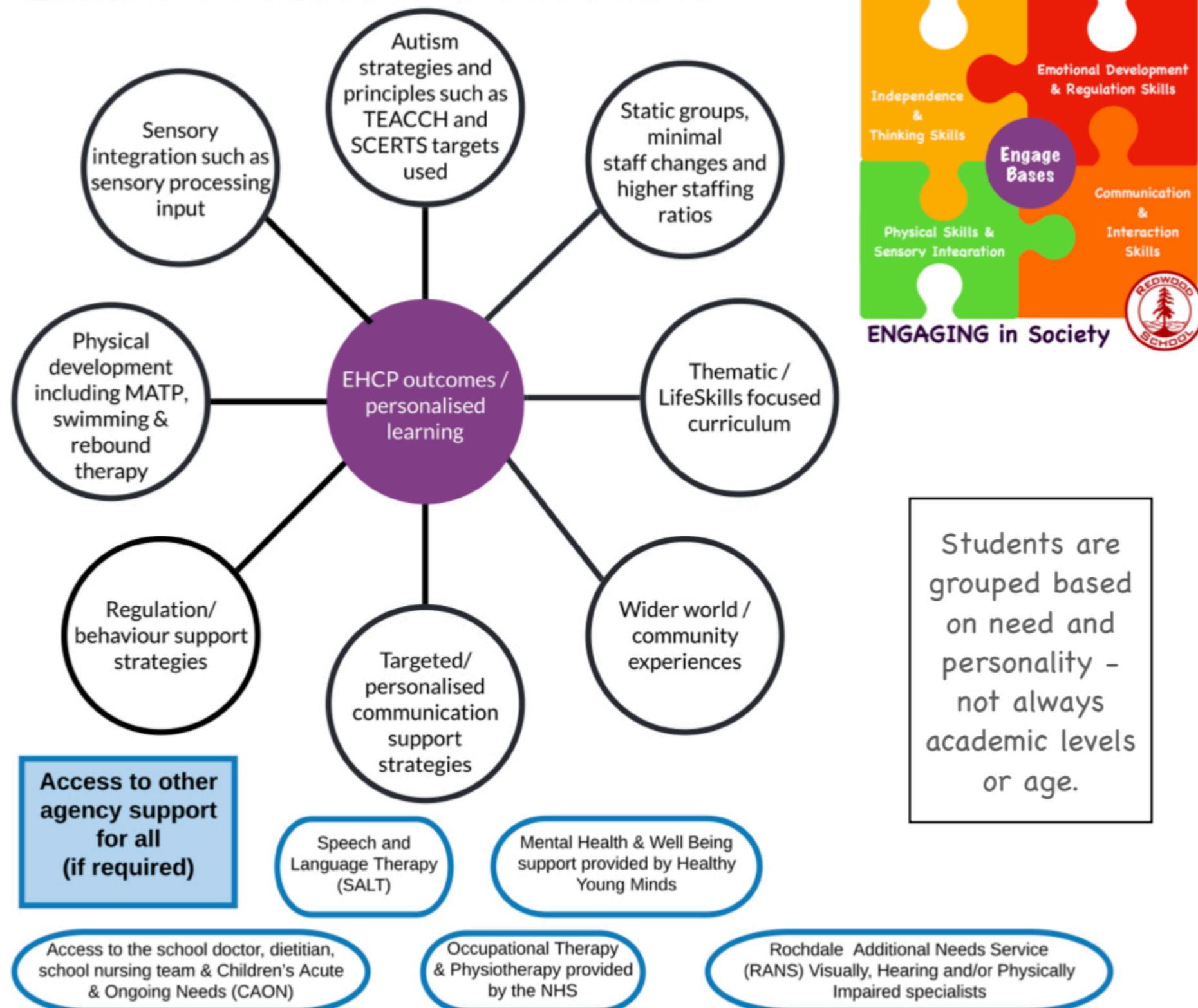
The Engage Bases (EnB)

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 & 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

Vision

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.

Intent

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.

We use 4 key provision principles to allow us to create as many opportunities as possible:

- Communication & Interaction Skills
- Emotional Development & Regulation Skills
- Physical Skills & Sensory Integration
- Independence & Thinking Skills

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.

Implementation

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 possible.

Where possible, flexible student-centred activities and approaches are used. Learning activities are based on thematic learning and integrate functional literacy and numeracy.

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.

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 - **Communication and Interaction - Cognition and Learning - Emotional and Mental Health – Physical and/or Sensory.**

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:

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.

Impact

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:

Mark Dale -
Engage Pathway Lead

Carol Barnes -
Whole school ASC 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.

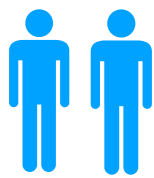
Daily Period 1 - 'Thinking skills- LifeSkills and morning routine'.

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.

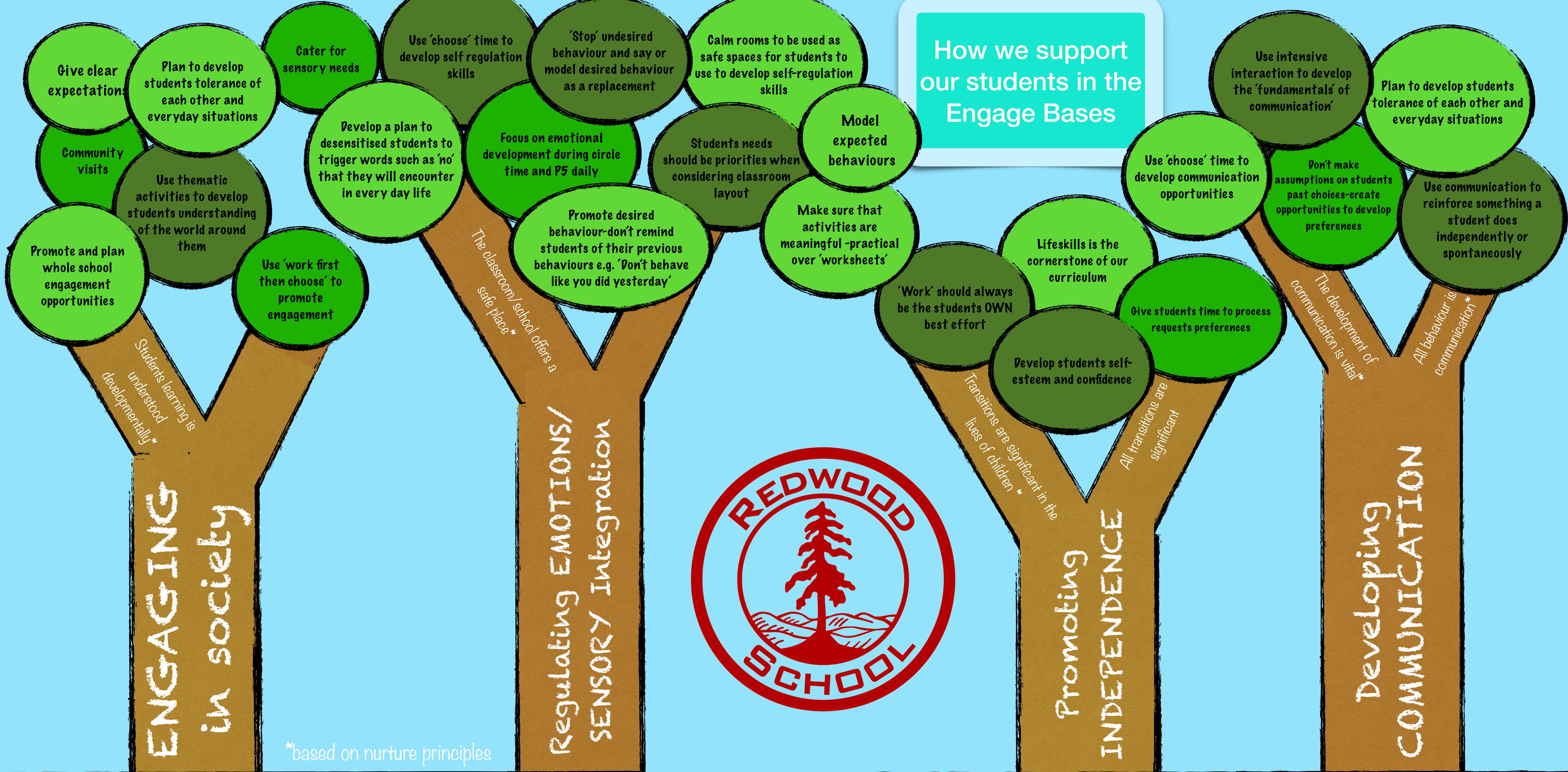
- The use of visual timetable to allow students to know what is coming will reduce anxieties and possible negative behaviours.

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) -'PSED- Self regulation and decompression time' focusing on emotional wellbeing and resilience:

- 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



CREATING OPPORTUNITIES

Use other staff knowledge and expertise to support your own

Target setting & Assessment Overview

We have 3 levels of targets each which feed into one another ensuring we are showing progress towards our EHCP outcomes.

EHCP 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.

Each half term a reassessment of the progress is made and the CSD is updated.

Name:	Current Class:	Date of last EHCP update:	Annual Review Date:								
Sensory and Physical Needs - EHCP Outcome	Annual Review Target	MAPP Target/s									
Approved by LA and new on latest EHCP: YES	AR Year: 7	MAPP Reference (A/B/C etc): A	Baseline date (dd/mm/yyyy)	01/01/2022		Current date	01/03/2022				
Continued from previous AR?: NO	Updated once a year in a annual review and is a broken down smaller year long target taken from the EHCP outcome	Small measurable target to help achieve the AR target. Assessed half termly against the CSD and achieved, continued or discontinued	Months working on target:	2		Status:	Continue				
EHCP Outcome Ref: 1				I	Gains	F	Gains	M	Gains	G	Gains
Overall large goal identified from a need in the students EHCP			Baseline scores	1		2		2		2	
			Aspirational scores	6		7		6		6	
			Previous (if carrying forward)								
			Half Term Update 1	2	1	4	2	6	4	8	6
			Half Term Update 2								
Half Term Update 3											
Half Term Update 4											

CSD progress overview -

Baseline scores, aspirational scores and updated scores at each review are entered here.

The number of ‘gains’ is calculated (current minus baseline) and the progress made towards aspirational number of ‘gains’ (aspirational minus baseline) is displayed using Bronze, Silver, Gold and Platinum.

Targets are either achieved, continued or discontinued at each update and new ones set if appropriate.

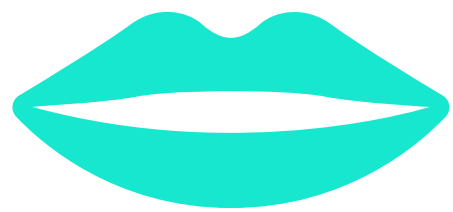
We are currently transitioning to this way of target setting and therefore gaps may appear on the target sheets. These will be looked at when completing the next annual review.

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		

Evidence is collated and stored on Earwig

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	
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	2 sessions per week
Literacy and Sensory Story	Through overarching theme	1 session of each per week

Thinking Skills

Session	How	
Numeracy	Half termly topics/ using theme to support	2 sessions per week
LifeSkills Morning routine	Set routine delivered across all bases	5 sessions per week
LifeSkills topic	Termly topics (2 year programme)	1 session per week
STEM/ Sensory cooking	Through overarching theme (where possible)	1 session per week



Other support:
Emily Murphy -
Numeracy lead
Mark Dale -
LifeSkills lead

Personal, Social and Emotional Development

Session	How	
Self regulation and decompression time -Emotional well-being and resilience -Sensory processing -Sensory activities	Through daily / individual focuses	3 sessions per week



Other support:
Chris Carter -
PSED lead

Physical and/or Sensory

Session	How	
MATP/ PE	Individual targets and skills	2 sessions per week
Swimming/ Hydro	Individual targets and skills	2 sessions per week
MADD -Music - Art -Dance -Drama	Through overarching theme	3 sessions per week



Other support:
James Fallows -
PD lead

Example timetables

	P1	P2	Break	P3	Lunch	P4	P5
Monday	TS - Morning routine	C&I		TS - Numeracy		C&I - Literacy	PSED - self reg
Tuesday	TS - Morning routine	PD - MADD		PD - MADD		PD - MATP/ PE	PD - MATP/ PE
Wednesday	TS - Morning routine	PD - Swimming		PD - Swimming		C&I - Sensory Story	PSED - self reg
Thursday	TS - Morning routine	C&I		TS - Numeracy		TS - STEM/ sensory cooking	PSED - self reg
Friday	TS - Morning routine	TS - LifeSkills topic		PD - MADD		PSED - Assembly	PSED - Assembly

This week I have:

M	Tu	W	Th	Fri
PSED	PSED	PSED	PSED	PSED
Physical Development	Literacy/Communication	Swimming	Physical Development	Numeracy/Thinking Skills
PSED (Lifeskills)	Literacy/Communication	Swimming	Physical Development	Numeracy/Thinking Skills
Literacy/Communication	Physical Development	Literacy/Communication	Physical Development	Numeracy/Thinking Skills
PSED (Sensory)	Physical Development	PSED (Sensory)	Physical Development	PSED (Sensory)

Themes
and topics
info on next
page

Themes & Topics

Current 'year'

Overarching theme

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	Dinosaurs
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)

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
Autumn HT2	Winter Bonfire night Christmas Anti-bullying week Remembrance day St Andrews day Diwali

Spring HT1	New year Easter/ pancake day Chinese new year Valentine's day
Spring HT2	Spring World wildlife day Mother's day Ramadan St David's day St Patrick's day Autism awareness week

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

LifeSkills topics

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

Numeracy yearly topics

Numeracy	Topic
Autumn HT1	Number
Autumn HT2	Shape and Position
Spring HT1	Measuring (Height & Length)
Spring HT2	Capacity (Weights)
Summer HT1	Money & Shopping
Summer HT2	Time and Routine

Also see events/ celebration calendars around school

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