Experiential Bases (ExB)

Stakeholder overview

21/22 v1

- require a multi sensory approach to learning
- may also have complex physical and/or medical needs.

Provision Overview

EHCP outcomes / personalised learning

Static groups, minimal staff changes and higher staffing ratios

Thematic / LifeSkills focused curriculum

Wider world / community experiences

Physical development including MATP, swimming & rebound therapy

Multi sensory approach

Specialised medical input

Experiential Bases

Access to physiotherapy programmes

Access to hydro splash

In some cases a blended approach of ExB and EnB strategies may be required to fit individual students needs.

Access to other agency support for all (if required)

Speech and Language Therapy (SALT)

Mental Health & Well Being support provided by Healthy Young Minds

Access to the school doctor, dietitian, school nursing team & Children's Acute & Ongoing Needs (CAON)

Occupational Therapy & Physiotherapy provided by the NHS

Rochdale Additional Needs Service (RANS) Visually, Hearing and/or Physically Impaired specialists

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

Communication & Interaction | Cognition & Learning | Social, Emotional & Mental Health | Sensory and/or Physical

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

Experiential pathway rationale/ overview

Vision	To provide all students who access the Experiential bases the experiences and skills to prepare for their independence into adulthood using MAPP. Opportunities are provided for all students to develop their personal strengths through rigorous target setting and assessment.
Intent	The MAPP curriculum overview gives ideas not instructions. It is up to the individual students' educator to decide what is or is not appropriate and write this into their individual learning intentions. The student must be at the centre of the educational process. It is not the responsibility of the student to change to meet the demands of the curriculum, it is the responsibility of those providing the curriculum to ensure that it is flexible enough and adaptable enough to meet the needs of the students. Adults are the facilitators of the student's learning and it is key that all agencies (for example, parents/carers, speech and language therapy, physiotherapists etc…) work together in an integrated way to maximise the learning opportunities. At Redwood we believe that how we are as adults and essential facilitators in learning directly affects how our students are and how well they learn.
Implementation	The curriculum delivery is creative and thematic and is designed to meet the individual needs of the learners. It is a planned journey with landmarks and significant milestones for learners who were traditionally at P1-P6. It is an informal approach to learning which is driven by the student's individual learning intentions throughout all students, ensuring that the students have focused learning opportunities in all areas of school life. Students are grouped according to need, alongside behaviour and personality. This means that groups are not in academic levels or age. 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 (Communication) - Cognition and Learning (Thinking Skills)- Emotional and Mental Health (PSED) – Physical and/or Sensory (Physical Development).** 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. 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	The key feature of MAPP is that it recognises lateral progression. MAPP is divided into two principal sections. The first focuses on setting learning intentions as already discussed whilst the second focuses on assessment. The Continuum of skill development (CSD) assesses the development of four aspect of skill on a four-point scale. The four aspects of the CSD are: Independence, Fluency, Maintenance and Generalisation. There are four descriptors for each aspect which represent progress from emergent behaviours to competence. A numerical rating scale facilitates analysis, comparisons and graphic representations of summative data. On the rating scale emboldened numbers (1, 4, 7 and 10) refer to the descriptor which is placed above them. A number immediately to the left of a bold number indicates that the descriptor partly fits the student's behaviour but is not yet fully achieved. A number immediately to the right of a bold number indicates that the student has progressed beyond the point but has not yet begun to achieve the next level. The key features of using the CSD is that it provides a common vocabulary for observation and recording. Since MAPP has become embedded target setting has continued to improve and tracking of progress has become more precise with improved evidence of achievements made. This has been reinforced by termly in depth marking. Teachers and session leaders have become more experienced and confident in teaching to individual targets and using subjects and topics to broaden students' experiences as a vehicle to achieving success. Subjects are also mapped closely to individual targets accelerating the learning and experiences of all students.

More info:

Michelle Gardner - Experiential Pathway Lead

Mark Dale - Engage Pathway Lead

Carol Barnes - Whole school ASC lead

What to expect to see in ALL of our bases

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

Across all the Experiential Bases we use a sensory curriculum with MAPP as our vehicle to learning. All students experience, engage and participate in sessions mapped to their targets. 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.

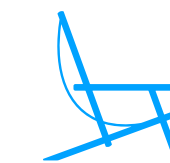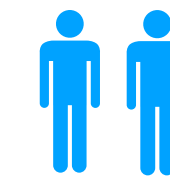**Daily Period 1 - 'Thinking skills- LifeSkills and morning routine'.**

This includes:

- specified sensory/ regulation/ themed daily activity:

Movement Monday

Teamwork Tuesday

Wellbeing Wednesday

Theme Thursday

Fun Friday

'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.

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.

Continuum of Skill Development (CSD)	Learning Intention 3										Months		0	dd/mm/yyyy	
											Total Gain		0	Baseline=	
											Status			Current=	
Independence													Gain (0-9)	0	
Fluency													Gain(0-9)	0	
Maintenance													Gain (0-9)	0	
Generalisation													Gain (0-9)	0	
CSD Scale	1	2	3	4	5	6	7	8	9	10					

We are currently piloting a new system for recording and assessment in the Engage bases (EnB). We will be transitioning to this sytems in the near future.

CSD progress overview -

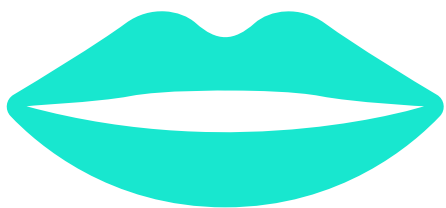Baseline scores and updated scores at each review are entered here.

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

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

Communication & Interaction

Session	How	
Communication and interaction -PECS/ symbol exchange - AAC/Lamp -Intensive interaction -Sign a long	Through overarching theme plus individual interests, personalised strategies and activities	**8 sessions per week**
Tac Pac and Sensory Story	Through overarching theme	**1 session of each per week**

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

Personal, Social and Emotional Development

Session	How	
-Emotional well-being and resilience -Sensory processing -Sensory activities	Through daily / individual focuses	**5 sessions per week**

Other support:
Chris Carter - PSED lead

Thinking Skills

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

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

Physical and/or Sensory

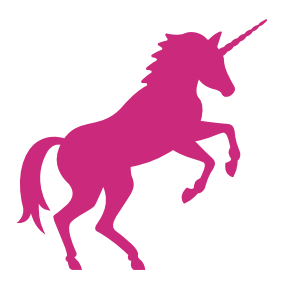| Session	How	
MATP/ PE	Individual targets and skills	**2 sessions per week**
Hydro	Individual targets and skills	**1 sessions per week**
MADD -Music - Art -Dance -Drama	Through overarching theme	**2 sessions per week**

Other support:
James Fallows - PD lead

Example timetable

Theme and topic info on next page

T h e m e

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 2	The past
Autumn	Dinosaurs
Spring	Ancient Civilizations
Summer	Popular culture through the decades

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

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

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