

Engagement Progression Model

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OT Strategies

The occupational therapists (OT) provide assessment to identify a child's patterns of sensory processing and analyse how this will impact on their functioning in everyday life. From this analysis the OT's are able to design and implement individual sensory diets, spaces, strategies, interventions and equipment to help regulate that specific individual.

As part of the multi-disciplinary team the OT's provide SCERTS assessments, analysis and intervention allowing the OT and teachers to provide specific intervention strategies around emotional and sensory regulation in order to regulate arousal levels e.g. calming and alerting activities, zones of regulation strategies.

The Occupational Therapists also provide advice, training and input for individual staff members/groups with regards to sensory processing, sensory v behaviour and to also identify specific sensory strategies that can be implemented within the classroom and school environment.

All Phases 1-6

Personal Learning

Intention Maps

PLIMs encourage high expectations for all pupils and challenge is integral in terms of personal curricular goals, which are cumulatively analysed in terms of overall progress and achievement. PLIMs inform the annual review process, potential changes to provision, and supports the Local Authority in providing high quality relevant and measurable long term targets.

All Phases 1-6

Depth of Learning

Evidence-based practice linked to pupils becoming fluent in learning concepts and thus empowering subsequent learning. Pupils have regularly planned opportunities to encounter and deploy subject content. Teachers plan systematic repetition of key content to ensure secure in long term memory enabling application. Teachers understand contextual factors and help children fit new knowledge into their existing framework. Challenge is considered in terms of curricula goals. Learning progresses from shallow to functional and the 4 areas of the Continuum of Skill Development and Bloom Taxonomy ensure depth.

Phases 2, 4, 5, 6

Depth of Learning — MAPP

Key focus on the Continuum of Skill Development; Independence; Fluency; Maintenance; Generalisation, across a 10 point scale where 0 is shallow and 10 is functional.

Phase 3 Engagement Curriculum

Conversational Partners—SCERTS

At the Conversational Partner Stage, a child's partners have a significant impact on the child's ability to develop more advanced language abilities and social awareness of others, which allows for extended sequences of communicative exchanges and greater sensitivity to others' perspectives and emotional states.

Transactional supports help to foster more sophisticated language forms, as well as the requirements and social conventions for appropriate behaviour in different social situations.

Likewise, partners play a critical role in facilitating a child's ability to use emotional memories to assist with emotional regulation, to plan and prepare for experiences and interactions and to negotiate with both adults and peers.

Phases 2, 4, 5, 6

Language Partners—SCERTS

At the Language Partner Stage, a child's partners have a significant impact on supporting the child's ability to become more persistent in communicating for a range of intentions including requesting help, greeting others, taking turns and commenting about actions and events. Partners also have a significant influence on a child's ability to use symbolic means to communicate, to use and understand words to refer to objects and events, to imitate new behaviours.

Likewise, a child's partners have a significant impact on the child's ability to use both behavioural and language-based strategies for self-regulation; to regulate arousal level in new and changing situations; to use partner feedback as a means to refine emotional expression, develop more conventional strategies for regulation and re-engage in more challenging activities.

All Phases 1-6

Social Partners—SCERTS

At the Social Partner stage, a child's partners have a significant impact on supporting the child's ability to become a more active social and communicative partner, to communicate with purpose or intent for a range of communicative functions and to acquire and use conventional gestures and vocalisations within social-communicative exchanges.

Likewise, the child's partners have a significant impact on the child's ability to be available for learning, to use effective behavioural strategies for self-regulation and to request partner assistance to achieve and maintain a well-regulated state.

Phases 1 Early Years; Attention Autism; Intensive Interaction

Phase 3 Engagement Curriculum

Engagement Progression Model

CPD: Trauma and Attachment Aware practice (David Young 6.1.20); SCERTS x6 staff: Jigsaw Therapy Sensory Processing 10.9.19/28.4.20; Attention Autism 4.2.20/24.3.20; Use of research informed learning strategies-teachers' meeting date tbc; staff Appraisal targets; subject specific courses; Intensive Interaction Practitioner Training Dec 2019-June 2020

Pupil Premium: Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes.

Content (Intent): Engagement for Learning- Teachers reflect and ensure that ALL pupils are able to engage in their learning. Teachers know and record what engagement looks like for each child. Every child, where this is helpful, has an Engagement Profile (tbc) setting out how they demonstrate engagement and how engagement can best be achieved. We value and mark the **cultural capital** that every child brings to school and support them to develop a positive sense of their own identity and culture.

Activities, Expectation and Challenge (Implementation): Engagement for Learning supported through: Learning environment; Behaviour for Learning; Transactional Supports; PLIMs; OT Strategies; irresistible invitation to learning; robust assessment systems support teaching and learning, quantifying progress and achievement from a baseline.

Assessment and Progression (Impact): Successful, sustainable learning can only occur when there is meaningful engagement. The process of engagement connects a child and their environment. Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress. There is a solid understanding of how to support engagement for learning and individual pupils specific needs regarding this. Targets link to SCERTS, MAPP, SaLT and OT as appropriate and are tracked through the child's PLIM

English, Communication and Reading: Range of resources sourced to support pupils and staff. Pupils use texts and visual supports appropriate to their Social/Language/Conversational Partner level. Pupils access their learning with strategies and resources from SaLT and OT. School has a well-stocked library which considers how all pupils can access literature, including accessible books for eg. audio books for VI pupils, in addition to diverse content. Scribes are used to enable pupils to remain focused on learning.

Engagement Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Whole School	SCERTS becoming increasingly embedded in classes Staff aware of Engagement Model Sensory impairments- VI/HI well met Cultural Capital Character Education One Page Profile SCERTS Accessibility Strategy Equalities Objectives PLIMs	Accessibility Plan due review Equalities Objectives due review Consider 5 areas; Exploration; realization; anticipation; persistence; initiation Staff awareness/staff training packs Staff training/Phase Development Plans Increase staff awareness of DfE guidance Consider One Page Profile amendments- Regulation Profile? Engagement Profile?	Spring 2020 Spring 2020 Statutory Sept. 2020 for pupils not engaged in subject-specific study By March 2020 Spring 2020	CD/KMcM KMCM/GF PFH/CD/KT KT KMCM/GF	Pupils engaged in learning, supported by strategies used well by skilled transactional supports. Pupils able to navigate their day. Collaborative working ensures progression model from EY to 6th Form
Early Years	Arrival/Leaving school Flexible organisation of day Lunchtimes-feeding plans, seating, timing OT strategies evident Total Communication approach Consistent, well-embed routines Calm, positive transactional supports	Build staff awareness to adaptive practice across Phase in engagement strategies. Focus on maximizing irresistible invitations to learning	Spring/Summer 2020	SO/AT	Pupils engaged in learning, supported by strategies used well by skilled transactional supports. Pupils able to navigate their day. Collaborative working ensures progression model from EY to 6th Form
Engagement (Phase 3)	Holistic focus to learning As EY SCERTS MAPP Continuum of Skill Development 1-10 - small steps of personal progress PLIMs Staff Partners recognize and identify signs of distress to provide mutual regulation to maintain a calm approach to learning	5 areas of engagement model to be considered. Statutory Sept 2020. Build staff awareness to adaptive practice across Phase in engagement strategies. Focus on maximizing irresistible invitations to learning Update assessment rationale/intent to reflect evidence-based practice	Spring/Summer 2020	CD/KT/CA/MR	Pupils engaged in learning, supported by strategies used well by skilled transactional supports. Pupils able to navigate their day. Collaborative working ensures progression model from EY to 6th Form
National Curriculum	OT Strategies SCERTS Positive Behaviour Support Practical learning opportunities	Consider Pre-Key Stage Standards for pupils engaged in subject-specific study in English and Maths Build staff awareness to adaptive practice across Phase in engagement strategies. Focus on maximizing irresistible invitations to learning	Spring/Summer 2020	PFH PFH/KH/JM	Pupils engaged in learning, supported by strategies used well by skilled transactional supports. Pupils able to navigate their day. Collaborative working ensures progression model from EY to 6th Form
Qualifications/Key Stage 5	Humour Positive Behaviour Support Practical learning opportunities OT Strategies	Increase alerting strategies for older/passive students Build staff awareness to adaptive practice across Phase in engagement strategies. Focus on maximizing irresistible invitations to learning	Spring/Summer 2020	KH/JM/DE OT	Pupils engaged in learning, supported by strategies used well by skilled transactional supports. Pupils able to navigate their day. Collaborative working ensures progression model from EY to 6th Form