



Governor Visit Record

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| Date | 8/11/2021 | Governors | B Lyden, K Kelly, G Finch |
| Objectives for | | | |
| Governors to visit school to hear more about the new Engagement Pathway and see this in practice in classes across all phases. | | | |
| Links with School Development Plan 2021-22 | | | |
| <p>Quality of education standards are exceeded as a result of strategic and highly co-ordinated approaches to teaching and learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Carefully designed curriculum underpinned by evidence-based pedagogy optimises personalised approaches to learning delivered by outstanding practitioners <input type="checkbox"/> Fit for purpose assessment data and tracking systems that quantifies evidence of an outstanding provision and is continually benchmarked against other outstanding providers <input type="checkbox"/> Therapeutic approaches and strategies are integrated within planning and the curriculum, which optimises pupil progress and the generalisation of learning to all contexts | | | |
| Background preparation | | | |
| <p>Each governor has been sent the Engagement Pathway Curriculum and Assessment document to read and set the context of the rationale and intent as well as the implementation. There was a short discussion with Emma Steele regarding staff involvement in developing the pathway; the rationale and the SPELL framework (Structure, Positive approaches, Environment, Links and Language) and Attention Autism approaches. Emma explained that the staff had been involved with developing the engagement pathway rationale to help give them a connection to the principles. We learned about the statutory Engagement Profile and the ways in which assessment is used to identify and celebrate progress and inform future planning.</p> | | | |
| Scope of visit / Breadth of visit Scrutiny | | | |
| <p>Enrichment curriculum: It was explained that the Engagement Pathway has a huge focus on developing tolerance; enabling children to extend the range of new experiences, new environments and coping mechanisms for dealing with change. This aspect of the curriculum develops understanding and life skills to help children succeed in society</p> | | | |

and adult life. We visited classes where children and young people were planning a Christmas performance, where they cook breakfast for one another each day and another where children were calmly, collaboratively working on a creative, art activity related to Remembrance Day. Members of staff we met were very positive and motivated by this curriculum pathway; they felt that it was a purposeful, appropriate, targeted way of supporting children and young people.

Transitions:

Preparing pupils and working supportively with them to manage transitions in the school day/term/year is being constantly anticipated and considered for pupils with ASC/CLDD. We were able to see examples of how transitions are managed and supported; we saw and learned more about the backpacks that pupils take with them, containing the motivators that help them to deal with challenging experiences and triggers. These might be foam, bubbles, or dry pasta, for example.

In classrooms we saw visual support, now and then boards, a visual register, and PECS books. We learned that the motivators are constantly adapted.

Communication and interaction:

One of the engagement classes was having a TacPac session during our visit. TacPac is a sensory communication resource that uses music and touch to develop communication skills.

PLIMS and the 4 themes:

Personal Learning Intention Maps were visible in the classrooms and the individual targets were complimented by the range of child focussed curriculum activities we witnessed giving opportunities for emotional regulation, sensory stimulus and enjoyment.

We witnessed enabling environments, matching the needs of the pupils; sensory rooms, TacPac, energising activities, calm and quiet spaces. Staff and pupils were engaged in building relationships, talking about their relationships and the children's strengths, and we saw modifications to the tasks as we moved from one phase to the next; for example there were several different approaches and techniques being used in the Remembrance Day art activity, but relationships were flourishing, and children were speaking about their own and other pupils' strengths.

Encouraging engagement in learning:

During our visit, in Phase one, we observed two different settings to meet the sensory needs of the children. In one classroom it was very calm with dim lighting and minimum sensory input. In the other classroom they were joining in a session of boogie bounce. In both classrooms the children were in engaged in learning.

Motivators: Developing attention. Attention Autism: aims to develop natural and spontaneous communication using visually based and highly motivating activities. We visited a class just after a session had taken place and there had been a very stimulating, engaging interaction with glitter and lots of attention-grabbing creative materials. Although 24% of the pupils following the engagement pathway do not have a diagnosis of ASC, this approach is still beneficial as one of the ways in which pupils prepare for learning.

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| Governor Observations and Comments |
| Early in the visit KK, as a parent governor with a child who participates in the engagement pathway had commented that she had been pleasantly surprised at her son's timetable, when she had first seen it, and remarked that he had already demonstrated increased independence at home with practical tasks. BL and GF both commented that ideally, all learning should be focused on making the most of a learner's motivations and that implementing a curriculum pathway that is a good match to the needs of the changing pupil population is a necessary, timely and practical development. |
| Issues to be raised with the Full Governing Body (if any) |
| <ul style="list-style-type: none">• We recommend that all governors read and understand the intent and rationale behind the Engagement Pathway. 'The emphasis is on developing key skills of communication, emotional and sensory regulation, independence, physical development and self-care...all transferable skills that equip children and young people for life beyond school'• Consider revisions to the school's accessibility plan to reflect the response to the changing needs of pupils which the new curriculum pathways demonstrate |
| Plans for Follow-up Visit |
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| Date reviewed at FGB |