

Governor Visit Record

Date	2/5/23	Governors	Patrick Ford-Hutchinson/ Marc Sage
Objectives for			
Engagement Pathway and En + Provision – monitoring the effectiveness of pathway outcomes and impact on pupil progress.			
Links with School Development Plan 2023-24			
L&M - Setting the highest professional standards of effective performance and provision so that every child is experiencing excellence every day. PD - Equality of opportunity between children is prioritized, equality is advanced and no child is adversely impacted by a protected characteristic			
Background preparation			
The engagement pathway has been splitting slowly according to the extensive and varying needs identified and the increasingly spiky cognitive profiles of these pupils. In recognition of this, the Engagement pathway created a provision called 'Engagement +', an area which supports pupils with the most complex and additional needs to make progress in school across key areas:			
<ul style="list-style-type: none"> • Communication • Emotional regulation • Sensory regulation • Life skills 			
Scope of visit / Breadth of visit Scrutiny			
Patrick Ford-Hutchinson and Marc Sage to meet with Emma Dunn and Juliet Ruddick via Teams to discuss set-up of the Engagement pathway including Engagement + provision and the next steps given the current landscape and future projections for pupil cohorts in SEND across Northumberland.			

Key points of Discussion

Curriculum Offer

We've come on a journey with the pathway. We have two groups of children now on the engagement pathway who present with different primary functions of behaviour, and therefore have a diverse range of needs that need to be met. It was becoming increasingly obvious that key pupils within groups, were not coping with the social demand and transitions as a group of 6, and this was leading to an increase in behaviours of concern and PBS incidents.

As a result, the school made a bold decision to create a provision that was bespoke and highly personalised to support these pupils to make progress and decrease the level of dysregulation being presented.

The engagement pathway provision throughout school is a non-subject specific curriculum that comprises of activities to support emotional and sensory regulation and communication, ensuring development of life skills and community access. It incorporates cognitive development and independence skills as much as possible through therapeutic input and evaluation. Activities such as Attention Autism/ box time, SandStory skills, Intensive Interaction, Jabadeo, Sensology are delivered in small steps to manage cognitive and social demand, with great consideration taken towards the environment to enable this to happen. The pathway also builds on prior learning and community access by manipulating and using items in everyday life to build on communication with familiar and less familiar adults and children. Considering the world around them and how they can make their needs known is vitally important for their future.

Limiting classes to 6 pupils at a maximum with high levels of adults support (1:2) has supported our ability to apply a bespoke curriculum with personalised opportunities for learning. For some pupils this is still challenging when they want to access environments such as low arousal, motivating and bespoke spaces that aren't necessarily available in Engagement pathway.

En+ provision was born out of the theory to support pupils to have the same sort of positive experience at school that is bespoke to their needs using forensic assessment such as dynamic risk assessments, motivating activities, Consistent Approach Plans and sensory profiles. This then allows them to make progress in specific outcomes that come from EHCPs and experience excellence every day as part of their learning experience.

The risk has been a successful one and this has been measured in PLIM achievement outcomes, but especially we have found the sharpest indicator to be that significant and measurable reductions in behaviours of concern and RPIs for these pupils have been seen. Improvements in communication and access to activities to increase green scale motivators is also notable.

These pupils will never manage in an adult led small group setting and 1:1 provision is vital in order to make progress and access activities that can expand on green scale behaviours. The challenge is always to ensure that funding is correct for these pupils with the right levels of staff that can support pupils to achieve the best outcomes.

Assessment

Engagement pathway makes use of MAPP (Mapping and Assessing Personal Progress) and Individual Educational Health and Care Plans to identify when a child may be able to move over to the Core Pathway. We are continuing to look at our assessment process and how to develop it for the future. Emma explained that behaviours for learning can be a factor in whether the child moves to core pathway. Juliet raised the difficulty with assessment for children with Autism. She explained that SCERTS is helpful in assessing social communication and emotional regulation. Children in the engagement pathway often have an uneven profile and can have some real strengths in some areas. In particular, it can be difficult to assess motor skills in relation to applying their motor skills to purposeful activity.

Emma discussed the changes in pathways to support the needs of children in the engagement curriculum. One challenge that we look to supporting is how we adapt curriculum as pupils on the engagement pathway get older to incorporate PfA outcomes as appropriate. This can also be linked to PSHEE SEND development framework.

Juliet talked about the need for close collaboration with external professionals and building confidence in senior leaders to hold these conversations.

The use of common language modelled by therapists and senior leaders and brought about approaches such as NAPPI principles has supported class leads to assess using this language with confidence with a solution focussed response.

Older children in the Engagement Pathway are moving to the 'Log Cabins' as this backs onto open spaces. The OLC is still being used and the younger engagement classes. This minimises transitions through school and allows for two groups of engagement classes to link and share resources at different stages. It also allows us to build on sequential learning in a more explicit way.

Next Steps

- To continue to work with the local authority to ensure the correct funding is applied according individual pupil need.
- To deliver and monitor an engagement curriculum that is suitable for 14-19 engagement pathway pupils and linked to individual needs.
- To consider the current assessment framework and any changes that may need to be made in light of developmental checklists and frameworks to support sequential progression for engagement pathway pupils.

Date reviewed at FGB

25th June 2024