



Pre-Subject Specific Intent, Implementation and Impact Statement

Intent

Old Park School is an SLD/PMLD setting in which the majority of learners are not yet engaged in subject-specific learning. The percentage of the cohort not engaged in subject-specific learning has ranged between 60-65% of the school population over the last four years. The whole Curriculum at Old Park is focused upon Preparation for Adulthood outcomes. Following a questionnaire sent out in 2020, which involved all stakeholders' opinions regarding meaningful outcomes post Yr14, a developmental sequence of 5 Pathways was designed to meet the needs of all cohorts of learners. Child development research and published DFE documents have influenced the pedagogy of Old Park School's curriculum offer.

The tables below show how learners, who are not engaged in subject-specific learning, are taught the pre-requisite skills and concepts within Old Park School's Pathways 1 and 2 in preparation for subject learning. Pathways 1 and 2 are appropriate for three classifications of primary need, as recorded in learners' EHCPs: PMLD, SLD & ASD. The skills and concepts of anticipation, initiation, realisation, persistence and exploration are fundamental in order to prepare learners for subject-specific learning, if and when they become ready for this. We use the Engagement Model to support our internal school assessment systems.

Table 1. Learners not engaged in subject-specific learning.

Old Park Pathways 1 and 2

Old Park School Pathway	Learner type	Primary need as per EHCP	DFE "Development Matters" development stages (Birth to Reception) & National Curriculum: Key Stages 1 and 2	School Assessment systems	External Assessment linked to internal School Assessment systems	14-19 Accreditation <i>to be confirmed as part of the 2023-24 SDP project 1.3</i>
1	Learners not engaged in subject-specific learning	PMLD SLD ASD	Neuro-typical birth to 12 months	Routes for Learning and Willow Dene 1 assessment tool	Engagement Model	ASDAN Transition Challenge (Sensory)
2		PMLD SLD ASD	Neuro-typical 2-3-year olds	Routes for Learning and Willow Dene 2 assessment tool		

Table 2. Learners engaged in subject-specific learning.

Old Park Pathways 3, 4 and 5

Old Park School Pathway	Learner type	Primary need as per EHCP	DFE "Development Matters" development stages (Birth to Reception) & National Curriculum: Key Stages 1 and 2	School Assessment systems	External Assessment linked to internal School Assessment systems	14-19 Accreditation <i>to be confirmed as part of 2023-24 SDP project 1.3</i>
3	Learners engaged in subject-specific learning	SLD ASD	3 and 4-year-olds	Old Park School Scales 5-9	Pre-Key Stage Standards KS1 All of the pre-Key Stage Standards in English and Maths for KS1 form part of Old Park School Subject Scales 5-9	ASDAN Transition Challenge
4		SLD ASD	Reception to end of Key Stage 1 and National Curriculum subjects	Old Park School Scales 10-14. Scale 14 includes all of the expected standard in subjects at end of KS1	Pre-Key Stage Standards KS1 & KS2 All of the pre-Key Stage Standards in English and Maths for KS1 & KS2 form part of Old Park School Subject Scales 10-14. Scale 14 includes all of the expected standard for N.C. subjects at end of KS1.	OCR Entry Level 1 Award and Certificate
5		SLD ASD	Aspects of Key Stage 2 National Curriculum subjects	Old Park School Scale 15	Pre-Key Stage Standards KS1 & KS2 Scale 15 includes aspects of N.C. KS2 subject content	OCR Entry Level 2 Award and Certificate

Internal moderation of engagement and attainment ensures high expectations and allows learners to move between Pathways during their time at Old Park School. We recognise however, that a large cohort of learners will continue to develop their skills and concept learning within Pathways 1 & 2 throughout their time at Old Park. Careful thought and research have therefore been undertaken to ensure that they receive different experiences, content, resources, approaches and environments as they move from Primary to Secondary and 16-19 Phases of the school.

Implementation

The Curriculum offer for each of the Pathways is shown in the Curriculum Essentials documents. National Curriculum Subjects are grouped under Old Park School's Curriculum Driver headings. Core Subjects are adapted for use within Pathways 1 & 2.

The following example from the Curriculum Essentials documents shows this sequence:

Not engaged in subject-specific learning	Pathway 1	Communication, Cognition, Sensory & Physical and Social, Emotional and Mental Health.
Not engaged in subject-specific learning	Pathway 2	Early English, Early Maths Sensory & Physical and Social, Emotional and Mental Health.
Engaged in subject-specific learning	Pathways 3, 4 & 5	English, Maths, Science etc

Planning

At Pathway 1 and 2 Planning is individual to the child, teachers are treated as experts within their classrooms, their knowledge of the pupils and their individual targets is what shapes the curriculum. Themes each term provide a "hook" to engage learners working within Pathways 1 & 2 and give them meaningful experiences in discovery and creativity (leading to subject specific knowledge at Pathway 3 and beyond). Teachers plan sessions that focus on individual targets, sequencing learning to engage learners and to develop the skills and concepts addressed by the Engagement Model. The school ran several pilot projects for the Rochford Review and staff are skilled in observing degrees of engagement and developing it further by planning adaptations under the EYFS headings of Learning & Development, The Unique Learner, Positive Relationships and Engaging Environments.

Themes:

The Themes are whole school and are dependent on the Phase of school a pupil is in.

Year A- 25/26

Year B- 26/27

Year C- 27/28

Phase	Year	Autumn	Spring	Summer
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Lower	A	On the Farm	Rainbows	Down in the Jungle
	B	Dinosaurs	Fairy Tales	In the garden
	C	Up, Up and Away	Magic Carpet	On the Beach
Middle	A	Carnival of the Animals	Around the World	Treasure Island
	B	Guess Who	I like to move it	Water, Water everywhere
	C	Home sweet home	We are going to the circus	Who put the colours in the rainbow
Upper	A	Into the woods	Once Upon a Time	We are community
	B	Blue Planet	Mythical Creatures	All aboard the magic bus
	C	The world at Night	Witches and Wizards	Circle of Life
14-16 Including Parallel Pathway Post 16 class	A	Misty Mountain winding river	Time Traveller	Ticket to ride
	B	Starry Night	Kings and Queens	Planes, Trains and Automobiles
Parallel Pathway Post 16 class	C	Space	Out and About	Wildest Dreams
Post 16	A	Back to the Future	My Heroes	Just Giving
	B	Space	Out and About	Healthy Living
	C	The story of my life	Music through the Ages	Wildest Dreams

The Curriculum Essential Therapies in Pathways 1 & 2 for primary need PMLD are Sensology and Tacpac. The Therapies offered in Pathways 1 & 2 for primary need ASD & SLD are: Sensory diets, TEACCH training and Attention Autism. Timetabled sessions are often run as a carousel to maintain high engagement in line with neuro-typical expectations of attention span and in consideration of global or specific delays as part of additional needs. Advice has been sought from Speech and Language Therapist and Occupational Therapists in regard to the Reynell's Attention levels for neuro-typical learners.

Assessment

Routes for learning and Willow Dene 1 & 2 assessment tools have been uploaded to Evidence for Learning. These developmental statements for skills and knowledge are used by teachers to support their adaptive planning of sequences of learning for engaging pre-subject specific learners. Photographic and video evidence is taken regularly, and staff use the language from the Engagement Model descriptors when writing annotations about the learning.

The Engagement Model is now embedded at Old Park School and new staff receive induction both in the theory of the Model and in its day-to-day practice in the classroom. Each learner has an Engagement Profile to record their personal engagement in each of the EHCP Areas. Comparison of evidence against a personal best allows IPSATIVE judgements to be made.

EHCP

All learners have an Education Health and Care Plan. Their short-term outcomes are interwoven with the sequence of planned sessions and aim to increase engagement. Internal Moderation of the Engagement Model is focused each term on one of the 4 EHCP Areas.

Moderation of the Engagement Model

Old Park School teaching staff moderate a case-study of evidence for one learner per class each term. A “Basket of indicators” is used to identify high and low engagement, barriers to learning, behaviours that challenge, communication difficulties and health issues. Each learner’s evidence of engagement is highly personal to them and needs to be seen considering their own “personal best” achievements to-date. An IPSATIVE judgement is made by moderators, based upon the evidence seen, and considering the learner’s Basket of Indicators. The judgement made takes into consideration whether they display a degree of engagement that is expected, above or below their personal best.

The focus of moderation moves between the 4 Areas of the EHCP in the following manner:

Internal Moderation schedule	Autumn term	Spring term	Summer term	Autumn term
Focus for learners not engaged in subject-specific learning. Pathways 1 and 2	SEMH EHCP Area 3	Physical and/or Sensory EHCP Area 4	Communication EHCP Area 1	Cognition & Learning EHCP Area 2

A case-study of internally moderated evidence for a learner not engaged in subject-specific learning is selected for external moderation as part of the Black Country network of Special Schools. This ensures that moderation and judgements are quality assured by external professionals with experience of SLD/PMLD settings and teaching learners not yet engaged in subject-specific learning.

The schedule for external moderation runs alongside our internal moderation, one term behind in the sequence, to facilitate the school having a selection of case-studies that have already been recently moderated.

External Moderation schedule	Autumn term	Spring term	Summer term	Autumn term
Focus for learners not engaged in subject-specific learning. Pathways 1 and 2	Cognition & Learning EHCP Area 2	SEMH EHCP Area 3	Physical and/or Sensory EHCP Area 4	Communication EHCP Area 1

Impact

Learners who move through Pathways 1 and 2 to become subject-specific learners receive a broad and balanced curriculum of engaging experiences and develop the foundational skills and concepts of anticipation, initiation, realisation, persistence and exploration in preparation for subject-specific learning. The theme resources and content act as “hooks” to engage the learners’ interest and to allow teachers to plan sequences of experiences that motivate them to learn.

Learners who remain within Pathways 1 and 2 receive a broad and balanced curriculum of engaging experiences. Careful thought and research have led to different approaches, content, environments and resources being provided to ensure that learners experience a sequenced, age-appropriate delivery at Primary, Secondary and 16-19. Neuro-typical child development informs our pedagogy and the structure of “Development Matters” can be seen throughout our planning and learning outcomes.

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