

Old Park Key Features and Characteristics of **Pathway 1** for students who are not engaged in subject-specific learning

<p>The Unique Learner: How the student may present <i>5 Areas of the Engagement Model are shown in bold text</i></p>	<p>Positive Relationships: What are the adults doing?</p>	<p>Engaging Environments: How does the environment develop the learning?</p>	<p>Learning and Development: What types of learning would you expect to see and how is evidence recorded?</p>
<p>Student may present as passive or resistant. Can demonstrate reflex responses to light, sound and other stimuli. Reacts to interactions initiated by adults. May initiate communication by moving head, eye-pointing, use Objects of Reference, facial expressions, vocalisations, echolalic speech, smiles, laughs etc. Often recognises familiar noises or voices. Engages in brief interactions. May engage in early stages of switch use and IT to experiment with: press and hold; press and let go; press again. Begin to realise the cause and effect link between a switch and a desired action/event. Anticipates known routines. Engages in co-active exploration or communicates dislike and withdraws. Reacts to turn-taking activities initiated by a known adult. Tracks by moving eyes and/or head movements. Shows persistence for a short period when engaged in a motivating activity. May use some gross motor skills. Will seek out a motivating activity. Period of concentration may be brief / fleeting</p>	<p>Adult supports physical, medical and personal needs Adult models, encourages student to take part and integrates EHCP targets into the learning. Adult engages student with planned sequences of multi-sensory experiences linked to whole school themes or curriculum vehicles. Physical support is given first and then reduced to observe the level of independence, problem-solving and engagement. Familiar adults structure the learning and encourage development of the “Characteristics of effective learning”. Adults give students a cue that something new is about to start: the “alert” on-body TaSSeLs sign, Objects of Reference, multi-sensory referencing etc. Adults observe, take photos and video evidence, praise students’ achievements, investigate which resources, activities and environments motivate each student. Design ways of incorporating these motivators as new adaptations into future learning experiences in order to increase engagement the next time.</p>	<p>Quite spaces with no loud noises often promote focus and engagement. Multi-sensory environments. Messy play opportunities. Possibility of adding additional stimuli one at a time to avoid overload e.g. in the sensory room Experience working at different heights and positions e.g. seated on chair/ wheelchair and work at table, learning whilst in standing frame, lying on mats or engaged in floor level work. Learning activities brought close and accessible e.g. hanging down from a support structure whilst student is lying on their back on mats. Objects of reference and multi-sensory referencing to support understanding of transfers between activities and environments. Creating mini-environments with pop-up tents, umbrellas etc.</p>	<p>Photos, video clips and their corresponding annotations recorded on Evidence for Learning. “Wow” and “Golden moment” records. Daily snapshots of evidence and “longer narratives”. Individual progress tracked via the number of secure statements in the Willow Dene framework for Pathway 1. Evidence for Learning “tags” used to capture high and low engagement clips (Engagement Model is the statutory assessment tool for end of Key Stages 1 & 2.) Moderated IPSATIV judgements on progress made against student’s own personal best Assessment evidence in the 14-19 Phase is accredited and differentiation shown in the Achievement Continuum marking guide. EHCP progress evidence is tracked for each area of the SEND Code of Practice. Evidence of progress towards personalised targets set by multi-agencies e.g. physiotherapy, speech and language. <i>Links to the Pre-formal Equals curriculum</i></p>