

Old Park Key Features and Characteristics of **Pathway 2** 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 communicate with Objects of reference, symbols, gestures, saying words aloud at random, echolalic. Can use challenging behaviour as another form of communication. May start to use Picture Exchange (PECs) and <b>realise</b> that it can be a means for requesting that basic needs are met. Starts to use Aided Language Displays (ALDs) and communication books to comment and make limited choices. Begins to <b>initiate</b> interactions with a wider range of adults and peers by using standard greetings and goodbye. May prefer to play alone and appear to be in their own world and not aware of others around them. May engage in Intensive Interaction sessions. May benefit from having a “chewy” to mouth and a fidget toy to support concentration. May develop hand-eye co-ordination. Likes to line objects up or group them in specific ways. Demonstrates <b>persistence</b> by spending longer periods of time engaged in a motivating activity. Starts to use construction toys to join and build. <b>Explores</b> new ways to join objects and make models. Starts to make marks which may have a meaning for the student. Engages with imaginative play and role-play. Remembers musical and other cues and <b>anticipates</b> what they signal. Developing switch progression e.g. reaching out,</p>	<p>Adult supports physical, medical and personal needs Adult models and encourages student to take part. Integrate EHCP targets into the learning. Adult engages student with planned sequences of experiences which aim to develop play skills and are linked to whole school themes or curriculum vehicles. Adults observe and take photo and video evidence. Investigate which resources, activities and environments motivate each student. Design ways of incorporating these motivators as adaptations to learning sessions to increase engagement next time. Modelling and training student in PECs (to request) and ALDs (to comment) Demonstrate phonic sounds and link them to environmental sounds Ensuring that choice boards, PECS books, communication books etc. are available and accessible at all times for pupil voice Modelling Play Schemas and skills of turn-taking and social interaction. Model and promote students’ self-help and independence skills e.g. dressing, eating and drinking Promote self-directed learning and self-regulation for well-being. Facilitate short sessions of sensory diets, Intensive Interaction etc. throughout</p>	<p>Include multi-sensory elements to learning e.g. story sacks ALDs, photos and symbols available for each environment. Possibility of adding a stimulus one at a time to avoid overload e.g. in the sensory room. Experience working at different heights and positions e.g. at table, learning whilst in a standing frame, lying on mats or engaged in floor level work. “Magic Carpet” interactive IT resources projected onto floor or table. Opportunities for messy play sessions. Learning activities brought close and made accessible to students. Sensory diets form part of student’s daily routine. “Now &amp; Next” boards. Visual timetables displayed and incorporate photos and symbols. Outdoor and practical, kinaesthetic learning enables skills to be practised and transferred. Use of mirrors to promote observation of own reflection, facial expressions, awareness of own emotions. TEACCH schedules and work bases Environments that develop gross motor skills e.g. soft play, gym, playground, Forest School Table-based activities promote fine motor skills.</p>	<p>Photos, video clips and corresponding annotations recorded on Evidence for Learning for practical subjects. “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 2. 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 &amp; 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.</p> <p><i>Links to the Pre-formal Equals curriculum</i></p>

use of 2 switches, different size switches, problem-solving e.g. when a timer limits a motivating experience.	the day. Provide Attention Autism sessions as appropriate.		
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