

Engagement Pathway

Planning and Teaching	Learning Experience	Environment
<ul style="list-style-type: none"> ● Sessions planned with the Scheme of Work and shared with staff so that they understand the learning outcomes and what is expected of them in their role. ● Planning that shows a clear daily structure and routine. ● Activities based upon an understanding of the students and their EHCP provision. ● Using a knowledge of the student's main motivators in order to devise learning activities which are meaningful and exciting and/or to provide reinforcement for cooperation and task completion. ● Interventions and approaches implemented as a result of knowledge of ASD and diagnosed medical conditions and the strategies most effective for the individual. ● Assessment through the use of Learning Journeys, focusing on the assessment of progress which will facilitate new learning. ● Use of language that takes account of the individual's ability to comprehend such as reduced words per sentence. 	<ul style="list-style-type: none"> ● Aim for students to be calm and relaxed so that they engage in the process of learning. ● All bids for interaction are acknowledged and used to develop a positive relationship. ● Intensive interaction forms part of all interactions. ● Short planned scripts are used to respond to emotions and behaviour. ● Students to be developing the skills that are prerequisite for all other learning using the Engagement Profile. ● Developing skills and knowledge that will help them in their everyday lives. ● Develop awareness of themselves and learners so that they can generate their own strategies and structures to cope with everyday problems. ● Transitions are supported with the use of photos, symbols, objects, music or sounds. ● To understand routines and expectations through establishment of a consistent approach. ● Engagement through a variety of means to communicate their needs and wants. ● Sensory diets that are built into the day supported by a completed profile. ● Planned daily sessions to support students to regulate sensory input and maintain an optimal state for learning. ● Opportunities to make choices and requests throughout the day. ● Access to class therapeutic music sessions on a rota basis to develop communication and social skills. ● Opportunities to search and explore different textures and hidden items. ● Opportunity to explore the whole environment safely, including the Rickshaw. 	<ul style="list-style-type: none"> ● Physical Environment to have clearly defined group area(s), leisure area(s), individual work areas. ● Differentiated and personalised resources to include schedules, objects of reference, symbols, photos, words and portable schedules as necessary ● If used independent work stations/areas should be personalised to meet the learning needs of the pupils. ● Planned continuous provision which is motivating to students reflecting their interests and ability level. ● The environment should restrict visual displays to those formulated to help the communication and independence process. ● Age appropriate resources that are accessible and requestable. ● Photographs and symbols placed where resources are stored to encourage the selection of equipment. ● Photographs and symbols by the door that they would exit to get to such as toilets, play equipment ● Limited resources available daily in a specific area for self direct exploration and continuous provision. ● Outdoor areas to encourage independent exploration and an opportunity to self soothe and regulate levels of arousal.