



Kemball School

"We can because we try"



Engagement Pathway Standards 2025-26

'We can because we try'

The prime aims and purposes of Kemball School are:

- * To maximise each pupil's potential by enabling him/her to achieve as much independence as possible and to enjoy a quality of life which is both stimulating and rewarding.
- * To create a positive and professional environment which is achieved by offering a broad, balanced and relevant curriculum catering for the needs of the individual.
- * To promote a supportive partnership involving pupils, parents, professionals and others concerned with the life of the school.

Our Curriculum Statement of Intent

At Kemball School our aim is to develop independence and the skills needed for learning and life.

The curriculum is designed to meet the individual needs of our pupils. It aims to provide motivating and relevant learning to maximise pupils' engagement and support progress. We strive to deliver wide and varied learning experiences that support the development of functional skills, independence and personal development. We recognise pupils' prior learning, provide practical/engagement experiences, build resilience, develop communication and help every child to achieve their potential.

Our Curriculum Implementation

The curriculum has been designed in line with Rochford Review recommendations. The topic based approach provides stimulating learning experiences and links concepts in a meaningful way. The curriculum is differentiated at four levels: Engagement pathway, Multi-sensory pathway, Progression pathway and Functional pathway. This meets the needs of our different cohorts of pupils ensuring that they access the learning experiences that are relevant and appropriate to them.

Impact

Our curriculum enables the pupils to make outstanding progress in all areas of their learning so that they can move onto Post 16 provision and a life beyond school. Our pupils leave Kemball with the communication, confidence, self-help and life skills that support overall independence. Functional accreditation and qualifications are achieved to enable our pupils to continue their learning journeys into adult life.

Engagement Pathway

Lead: Cath Sales

Classes as of September 2025: Spode 1 (EYFS), Spode 2, Paragon 1, Bridgewater 2, Wedgwood 2, and Minton 1

1.1 Vision

The **Engagement** pathway focuses upon the development of pre-mathematical and literacy skills and works towards building concentration, interaction, communication, engagement and independence. The work in the Engagement pathway lays the foundation for future learning both in life and in other pathways in Kemball. Our aim is for the children to build the skills that they need in to become as independent as possible, both academically and in their daily lives. We place a heavy focus upon communication and PSHE skills as we know that all pupils, no matter their abilities, deserve to communicate and be independent and so this is our primary focus.

1.2 Planning and curriculum coverage

It is the expectation that all classes include alternative communication within their planning and day to day execution of lessons so that the children are able to communicate their wants, needs, and understanding of a range of concepts. This can be supported through the use of switches, communication boards, PECS, Intensive Interaction, and/or individual communication systems.

Achievements in ALL areas of the children's learning is recorded on the 'Now I can' sheets on a half termly basis and this should reflect the personal achievements and successes of the pupil.

Sensory story - The sensory story is a skills-based lesson taught at least twice a week and focusses upon English and Maths skills with sensory exploration to develop a love of reading and an understanding of a range of texts. The session lasts between 30 and 45 minutes and is adapted according to the needs and engagement levels of the children within the class. The sensory story is linked to the termly topic and provides the overriding focus and links for subsequent lessons in Communication and Problem solving and Topic.

Phonics- Phonics/reading/spelling is taught using the RWI scheme and taught 5 x weekly for all pupils.

Pre – formal phonics – for pupils working below formal phonics level. This is based upon the RWI scheme and is adapted for the needs of the pupils. Focus is on letter exploration, fine-motor, and gross-motor skills with the sounds being taught through sensory activities.

Formal phonics – for pupils working at a formal phonics level, the RWI formal scheme is followed. Sounds are taught discretely alongside the key skills of segmenting, blending and applying reading and writing skills. Equal emphasis is placed on reading and spelling. The reading and spelling of red words taught alongside sounds. Phonics is incorporated across the curriculum to support the children in their phonetic abilities and reading.

Planning follows the revisit and review, teach, practise and apply structure. Sounds will be recapped daily with a focus sound for each day.

English/Maths- Communication and Problem Solving-

Each class complete a minimum of 4 CPS sessions a week with additional sessions planned where appropriate. It is the expectation that pupils will have two maths, one reading and one writing activity evidenced each week.

The session is introduced with an object of reference and a maths song, rhyme or exploratory activity (e.g. number/shape of the week). Each session has a carousel of activities with one English and one Maths activity and additional independent activities that support the main learning. Independent activities will be an opportunity for the children to consolidate skills and can be completely independent or adult led according to the needs of the class. The sessions have a clear structure and activities are highly engaging.

For some of the pupils in the Engagement pathway, they may move at some point into the Progression pathway and it is the expectation that the skills learnt within this pathway lay the foundations for future learning.

English activities cover reading, writing and spoken language (at least one activity in each area covered per week). Activities are highly engaging and where possible link to the sensory story in a meaningful way. The activities incorporate the use of alternative communication methods and focus upon key skills such as book handling, mark making, fine motor skills and sequencing.

Pupils engage in Write Dance or disco dough, and Story time sessions daily in addition to their planned sessions. These sessions promote pre-writing, fine motor skills and reading for pleasure and are an important part of literacy development for our pupils.

Maths activities cover number, shape and classification, and measurement (at least one activity in each area covered per week).

It is expected that Numicon is used in most lessons where appropriate as this provides pupils with the opportunity to handle and explore mathematical equipment and resources that represent number and weight. The pathway uses consistent vocabulary, sensory approaches and number formation songs.

Topic

Topic encompasses learning within the foundation subjects and is covered through 3 sessions weekly. A four year rolling programme of topics through KS1-KS3 ensures a range of areas covered with in depth coverage of key skills associated within these areas and opportunities for repetition and consolidation.

Topic is taught on a carousel system as with Communication and Problem-solving. Topic sessions incorporate the areas of Thinking Scientifically, The World around Us, Arts and Creative, and Technology. Topic themes are taught within two week blocks to allow opportunities for repetition and consolidation of skills and knowledge. Enhancements to the first week's activities is planned in the second week to expand on the skills within the original activity or expand on their knowledge. In some case, the activity may need to be repeated to develop increased independence or ensure proper consolidation of the topic.

Communication and problem solving skills are incorporated through the use of alternative communication, and early literacy and mathematical skills. Topic is taught three times a week for the full afternoon and is linked to the termly topic. E.g. Down on the farm.

RE -

RE is taught through two RE days per half term and is linked to the overriding termly topic. E.g. Down on the Farm links to Harvest. Where there is not a clear link to an RE topic, another RE focus will be chosen so that there is a balance of coverage as the pupils move through the school, with opportunities for repetition for those remaining in the pathway.

It is the expectation that RE for the engagement pathway provides a sensory exploration of religions of the world and the world around us and supports the children in understanding their community and own culture. Core skills continue to be a focus throughout and the use of AAC incorporated into all sessions in order to support understanding and develop communication and interaction skills. For many children in our pathway this will also be the main way in which the children demonstrate their understanding of the topic and thus it is essential.

RE provides the children with opportunities to explore both their own and the cultures of others and children should be encouraged to explore this through stories, role play and sensory exploration. Where possible, children are encouraged to demonstrate their understanding of their own culture by showing pictures, using role play, etc.

Physical Coverage –

The aim of the Physical Development sessions is to maximise the physical abilities of the children so that they are able to improve health, co-ordination, and stamina. This is taught through a range of activities and may include the

use of the soft play area, adventure playground and sensory diet room as appropriate to their needs.

All children have access to regular physical development sessions in order to develop their gross motor skills. The children in the engagement pathway benefit from repetition of skills and activities in order to build proficiency and this is reflected in the planning. Activities and games are engaging in order to encourage the children to join in to the best of their ability and this may include ball games, parachute, soft play and use of the bikes.

Individual children who need additional physical support may also have access to individual walking programmes, physiotherapy, hydrotherapy, rebound therapy and sensory diet. This may be carried out by the class or on a 1:1 basis with a specialist.

Computational Thinking Coverage-

Computing skills are incorporated across the curriculum and include access to switches, cause and effect equipment, iPads or kindles, and the sensory room. Children should be given the opportunity to build skills in a meaningful context. Although on paper computing in the Multi-sensory and Engagement pathway can look very similar, in practice it will look very different. Engagement pupils are more able in their physicality and will be able to access switches etc more readily. However, this does not mean their understanding is complete and they will also need lots of time to consolidate previous skills.

Computing is taught in a cross curricular and contextual way throughout the Engagement pathway. Specialised technologies allow pupils the best opportunities to succeed in this area including a variety of equipment which will assist in teaching a similar skill in differing contexts. For example remote control cars and the domino train both teach control skills and computational thinking but in different ways. This is important in that it assists pupils in generalising skills.

Staff are aware that computing skills do not have to be taught with a computer per se and that problem solving activities are also an excellent way in which to develop our pupil's abilities in this area.

PSHE -

Pupils have the following opportunities to access PSHE throughout the week:

- Daily PSHE at the end of the day incorporating appropriate activities such as Show and Tell and Class Worship.
- Daily personal care routines such as toothbrushing, hand washing and face washing.
- Daily feeding skills taught during snack and lunch times.
- Dressing skills incorporated during PD and swim times.
- Daily play times to develop peer to peer relationships.
- Twice weekly play skills sessions that work on interaction, sharing and explicit play skills.

Teachers use the following PSHE themes taken from the PSHE planning framework to label the areas that are being worked on throughout the week when writing their planning:

- Self-awareness
- Self-care Support and Security
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I Live In.

Music

Music is taught in class groups by Lorraine or the class teacher on alternating half terms with each group having a 40 minute session each week.

Music skills are covered across the academic year with each half term having a specific musical skill focus as laid out in the music scheme of work. Other elements of music are integrated into the activities as appropriate

Activities are practical and are aimed at developing:

- Singing and using voices as appropriate for each individual
- Using body percussion or actions
- Creating patterns through copying and following others
- Turn taking activities and listening to others
- Recognising instruments by sight and by their sound
- Exploring and playing un-tuned and tuned percussion on their own and in a group
- Listening to music from a range of cultures and history and recognising key features such as loud / quiet / fast or slow as Appropriate
- Choice making and communication

The activities aim to develop an understanding about pulse, fast and slow (tempo), loud, quiet and silence (dynamic), high and low (pitch), long and short (duration), playing on their own and together (texture) and the sounds of the different instruments (timbre).

Whole School Days –

Kemball welcomes off timetable days to allow for an enrichment in pupils learning.

TACPAC

TACPAC is a sensory communication programme focussing upon developing gestural communication, sensory tolerance and positive touch. For classes for whom this is appropriate, this programme should be carried out once a week.

Cultural Studies

Cultural Studies is delivered over one week in the Summer term, with a different target country each year. Within classrooms following the Engagement Pathway, Cultural Studies provides pupils with opportunities to experience the sounds, textures, tastes and smells from other cultures via sensory activities relating to the target country. Pupils have an opportunity to engage with the wider school during whole school activities e.g. workshops or collaborative Art activities.

Teachers plan sensory stories linked to Cultural Stories for the week to develop skills within Cognition, Communication and language

Mental Health and Well-being-

Mental Health and Wellbeing is interwoven throughout the school week for our pupils in the engagement pathway. Within this pathway, we promote positive MHWB during aromatherapy sessions, relaxation sessions, circle time for relevant issues that provide opportunities for discussions, light and music sessions at the end of the school day, physical management programmes (for individual pupils), sensory diet (for individual pupils), TAC PAC, Intensive interaction and individualised communication to ensure that every child has a way to communicate personalised to them.

Alongside this we also have enrichment afternoons every half term. Each afternoon has a focus which correlates to one of the 5 areas to positive mental health and wellbeing; Connect, Take Notice, Keep Learning, Give and Be Active. A classroom leads meeting will be held every half term for collaborative idea sharing. Activities will then be planned by each classroom lead that link to the theme for that half term. The activities that are covered will be suitable for the cohort of that class and will provide the pupils with opportunities to explore an activity that promotes their own positive wellbeing. During the Summer 2 term, we have a full day celebrating any of the 5 themes from the '5 ways to positive MHWB' that we have learnt about throughout the year. Within the Engagement Pathway, teaching MHWB provides pupils with opportunities to; engage with the wider school during whole school activities, explore different activities and how these make the pupils feel and to learn new skills and strategies that promote wellbeing.

Long Observations

Long observations are statutory for pupils working on the Engagement steps (Y1 and above) and are carried out half termly (not including baseline assessment). These are tracked against the child's engagement when they are at their best. The areas that are assessed for this are: Exploration, Realisation, Anticipation, Persistence and Initiation.

Each pupil is set a target which will contribute to better engagement in a range of activities e.g. sensory tolerance, mark making, sharing an activity. The child will be videoed completing a task within which they need to complete this target. The child is then measured against their engagement profile (representing them at their best) and interventions put in place to

improve engagement for the next observation. This continues until the child reaches their maximum level of engagement for that task at which point, the target is changed or expanded upon. E.g. 'To engage in mark making with an adult' could become 'To make marks independently'.

ECO

Environmental issues are covered at least once per term through cross curriculum links to any of the ten eco schools topics. This is in addition to our eco jobs, eco committee and special eco days. There will be an Eco Christmas fair.

Each class has a School Council, ECO, and E-safety representative

Communication with parents

The main form of communication on a daily basis is via Class Dojo. Photos and videos of pupils can be shared in this way with parents.

Communication needs

Augmented and alternative communication (AAC) is a priority for the Engagement pathway and is provided through a variety of methods in line with the whole school Total Communication approach. This can be in the form of PECs, communication books, or Makaton.

The use of Widget symbols is evident across all classes with timetables, cupboard labels and classroom displays labelled with the appropriate symbols. Timetable symbols are specific to each pathway.

All classes also use Objects of Reference to support visual timetables. Communication boards and switches are used to support the understanding of the children and to support them in answering simple questions about the topic and sensory story. Makaton signs are used to support the learning and understanding of the children and are integrated into the teaching input and questioning of the staff. This will lay the foundations for future learning and ensure consolidation of skills across a range of areas

Verbal communication, vocalisations are encouraged at all times. However, it is understood that even verbal pupils in this pathway require access to visual communication aids in order to support their learning.

Individual communication systems are adapted to the needs of the pupils and can include Makaton, PECs, Communication books, and electronic systems. Communication needs can be supported through Speech and language therapists and assistants and may be included on individual communication plans.

All classes are installed with a sound field which are to be used to support those in the class with hearing aids.

Sensory requirements

There is a Sensory diet room in the secondary and primary wing with items for meeting sensory processing needs.

It is the expectation for all engagement pathway classes that the pod will be used at least in part as a break out area with access to sensory diet items. This may be in the classroom if this is more appropriate for that class. Sensory regulation deeply impacts the engagement and behaviour of our pupils and so this is a priority for our pathway. Sensory areas could include rocking chairs, gym balls and weighted cushions or blankets amongst other items and can be used in class to support sensory processing needs.

Behaviours

We are aware that behaviours can be influenced by sensory needs, for more information on this, please see above.

Each class has an appropriate system in place to reward good behaviour and this can incorporate the use of Class Dojo where appropriate.

The 'fix it' system is used consistently as a way for children to deal with any behaviour incidents that may have occurred. The zones of regulation is used as the main tool to support children's understanding of their emotions and behaviour. All classes have a Zones of regulation readily available through the use of lanyards so that these can be used for on the spot support. Tools to support the children in their emotional regulation are integrated into the classroom and daily routine to ensure consistency.

All staff will follow the school behaviour policy. Pupils with individual behaviour needs will have an individualised behaviour plan. For high risk behaviours, children may also require an individual risk assessment. Each class will have an appropriate system in place to reward good behaviours.

The school uses Safety Interventions as a safe holding technique as a last resort. Only trained staff members will use this. If Safety Intervention is used to hold a pupil, parents will be informed.

Staffing

All classes will be assigned with the appropriate number of staff for the needs of the class at the beginning of the year.

Timetable

The Engagement pathway timetable should contain the following:

- Sensory story x 2 or 3
- Communication and Problem Solving x 4
- Topic x3
- Music x 1
- Play skills x 2
- Physical development session x 1 or 2 as appropriate
- Daily RWI phonics
- Daily writing session (Write dance or disco dough)

- Daily story time (other than on assembly day)
- Daily PSHE end of day activities/class worship
- Timetables may also include communication session, library session, TACPAC, Light room, soft play and computing as appropriate.

In the Engagement pathway, class worship is completed as a reflection session and can include aromatherapy, hand massage, Makaton songs and sensory experiences and is completed daily wherever possible as a group session. Classes also have weekly assemblies in they explore a range of themes and share celebrations for the week. This is a time of celebration and reflection for the classes and is supported with sensory items where applicable. This has strong links to PSHE and the topic of 'The world we live in'.

Classroom environment and displays

All classes have a day board in class with appropriate symbols for the day. This includes a Widget timetable and the day of the week. This can be made sensory for the Engagement pathway and could include items such as colour/texture of the day. Textured days of the week, scent, colour, and music of the day are as follows:

- Monday- red/strawberry/samba
- Tuesday- purple/grape, rose or scented bubbles/ opera
- Wednesday- orange/orange/calypso or reggae
- Thursday- Green/herbal scent/classical
- Friday- Yellow/Floral, lemon or banana scent/happy pop music

All classes have AT LEAST the following displays:

- RWI phonics display
- Numicon maths display
- Zones of Regulation display (this can be incorporated into the day board)
- Reading area display
- Birthday board
- Day board
- Regularly updated display outside of classroom related to the overriding topic.

Now I know statements

At the end of the half-term, staff are to complete 'Now I can' statements for each pupil. These are to be placed into the ROA file and a copy sent home. These focus specifically on what the individual pupil's achievements.

Educational visits

For the Engagement pathway, it is the expectation that we have regular visits and community walks in order to enrich the experiences of the children.

Trips offer enrichment to the curriculum and offer real life experiences that bring the topics to life. For many children, this also contributes to building independence and PSHE skills by developing awareness of staying safe with an adult and building skills such as shopping, social skills and awareness of the world around us.

Data, assessment and tracking

- Connecting Steps (CS) – Pupils are assessed and baselined and identified if they are using progression steps or engagement steps.
- Engagement Profiles and long observations
- EHC tracking.
- Phonics assessment
- Communication
- In addition to assessing through the long observations and EHC targets, for those to whom this applies, the Foundation subjects are to be assessed through the use of the curriculum maps. This will generally only apply to children working on the higher levels of the Engagement steps or those that have moved onto Progression steps..