



Kemball School

"We can because we try"



Engagement Pathway Standards 2026-27

‘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' Education, Health and Care Plans, prior learning, provide practical/multi-sensory experiences, build resilience, develop communication and help every child to achieve their potential.

Our Curriculum Implementation

Our curriculum has been designed to inspire engaging learning experiences and to connect concepts in ways that are meaningful and relevant to learners. The curriculum is differentiated at four levels: Multi-sensory pathway, engagement 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 strong progress across all areas of their learning, preparing them for successful Post 16 provision and a life beyond school. We strive for every pupil to leave Kemball equipped with the communication, confidence, self-help and life skills needed to support their independence.

Engagement Pathway

Lead: Katie Hollamby and Natsha Henson-Pearson

Classes as of September 2026: Spode 1 (EYFS), Spode 2, Paragon 1, Bridgewater 2, Wedgwood 2, and Minton 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.

Sensory story-

The sensory story is a highly engaging lesson taught at least three times a week with sensory exploration to develop a love of reading and an understanding of a range of texts. The session lasts between 10 and 20 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 Exploration and Discovery sessions.

Phonics

Phonics/reading/spelling should be taught using the RWI scheme and taught 5 x weekly for all pupils. Each pupil will have a baseline assessment completed in September and then a termly assessment using the pre-formal phonics skills assessment. 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.

For any individual pupils who show good recognition of set 1a and set 1b sounds should progress onto formal phonics.

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 is to be taught alongside sounds. Phonics is also incorporated across the curriculum to support the children in their phonetic abilities and reading.

Exploration and Discovery-

Each class will complete a minimum of 7 Exploration and Discovery sessions a week with additional sessions planned where appropriate. It is the expectation that pupils will access Communication and Interaction, Pre Writing/ Fine Motor, Maths Problem Solving (number), Maths Investigation (Shape and Measure), Explore, Express and Create, Understanding the World to Prepare for Adulthood, Books, letters and Sounds, Sensory and Physical (PE, Swimming, Hydro, Physio and Sensory Diet) within each week.

The session will be introduced with an object of reference and a maths song, rhyme or exploratory activity (e.g. number/shape of the week). Each session will have a carousel of activities with two adult led activities from the areas listed above 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 will have highly engaging activities tailored to each child.

Some of the pupils in the Engagement pathway, 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.

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.

Throughout the half term, maths activities will cover number and alternate every half term between Shape and measurement.

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.

Learning for Life, Skills and Enrichment -

Each class will complete a minimum of 2 Learning for Life, Skills and Enrichment sessions a week with additional sessions planned where appropriate. Pupils will access outdoor learning opportunities (in all weather) and walks within our community within each week.

The session will be introduced with an object of reference. Each session will have a focus on either outdoor learning, trips or walks in the community. Each child will have a specific goal as identified on the plan. Throughout the year, where able, pupils will have access to walks to the local shops, cafe, park and

post office. These sessions are also an opportunity to explore independent moving and awareness of our school site.

Outdoor learning forms an important part of our curriculum and will be accessed during planned sessions, as well as through wider opportunities across the school year. These experiences provide pupils with meaningful, real-life opportunities to develop their awareness of the world around them, explore seasonal changes, and build an understanding of how to dress appropriately for different weather conditions. Outdoor learning supports communication, independence, sensory exploration and engagement in context. Pupils' individual AAC systems are consistently available and used during these sessions.

RE -

RE is taught throughout an identified week within our Exploration and Discovery sessions. Our RE lessons follow religious festivals at the appropriate time of the year to make these relevant for the children E.g. Autumn term covers Harvest festival, Diwali and Christmas. There is a balance of coverage as the pupils move through the school, with opportunities for repetition for those remaining in the pathway.

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 will continue to be a focus throughout and the use of AAC will be 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 will be encouraged to explore this through stories, role play and sensory exploration. Where possible, children will be 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 will 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 will be 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 are given the opportunity to build skills in a meaningful context. 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 say and that problem solving activities are also an excellent way in which to develop our pupil's abilities in this area to allow for consolidation.

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 (or social and life skills in KS3) 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.

In KS3, the pupils continue to have twice weekly PSHE sessions but these focus on interaction and life skills in line with their age so as to prepare them for the Functional pathway.

Music

Music is taught as part of the weekly curriculum in the engagement pathway by Lorraine, the music lead, and the class teacher on alternating half terms, (with the exception of Minton 1 who are taught by their class teacher all year). The sessions are designed to be fun and at a level appropriate to the needs of each pupil. Within each session, pupils are encouraged to explore musical instruments, sing songs and listen to music at their own level and pace, being scaffolded by staff to embed and extend their learning, musical skills and ability.

Sessions follow principles and ideas from The Musical Play Framework and Sounds of Intent. The Musical Play framework, developed by Dr Rosie Rushton, encourages opportunities for playful musical activities and interactions using instruments and listening to music. The Sounds of Intent framework identifies three domains of musical learning: reactive; listening and responding to music and sound, proactive; making sounds, singing and playing independently and interactive; interacting with others to create music and sound and enjoy joint musical experiences.

Music is also embedded within class activities to support other curriculum learning and transitions.

Whole School Days –

Kemball welcomes off-timetable days as valuable opportunities to enrich pupils' learning experiences. These days or afternoons are planned using the agreed format to ensure they remain purposeful, structured, and meaningful for the children. For example, World Book Day covers English, communication and school council..

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

MHWP 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.

Evidence for Learning

The Evidence for learning app is used to

- Record progress and achievements within the half term.
- Document pupils' learning at their strongest.
- Record progress over time for Physical Development, Music and PSHE.
- Collect Eco evidence
- Evaluate the long observations
- Record WOW moments
- Share achievements with parents using the Family app.

Evidence will demonstrate pupils' learning at its strongest, capturing authentic and meaningful moments of progress. Staff will use video evidence wherever possible to provide a clear representation of engagement, independence, and achievement.

Long Observations

Long observations are statutory for pupils working on the Engagement steps (Y1 and above) and are to be 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 will be covered through cross curriculum links to any of the ten eco schools topics. Eco links are identified on the curriculum overviews and these can be adapted as appropriate. This is in addition to our

eco jobs, eco committee and special eco days. There is also an Eco Christmas fair.

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 will be 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 will also use Objects of Reference to support visual timetables

Communication boards and switches should be used to support the understanding of the children and to support them in answering simple questions about the topic and sensory story. Makaton signs should be used to support the learning and understanding of the children and should be 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 and this should be evident in all lessons. Individual communication systems will be 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.

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.

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
- Exploration and Discovery x 7
- Learning for Life, Skills and Enrichment x3
- Music x 1
- Play skills/ Social and Life Skills (KS3) 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. 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 include 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

Classroom cupboards and displays are labelled using Widget symbols All classes should 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 complete 'Now I can' statements for each pupil. These are to be placed into the ROA file and a copy sent home.

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

- Insight
- 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. This is recorded on Insight.

