



Kemball School

“We can because we try”



Multi-Sensory Pathway Standards 2026 – 2027

‘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.

Multi-Sensory Pathway

Pathway Leads: Danica Womersley and Katy Errington

Classes:

Doulton 1 (EYFS – See EYFS policy)

Doulton 2

Coalport 1

Coalport 2

Coalport 3 & Maple (Towards Adulthood- See separate policy)

Vision

The Multi-Sensory Pathway provides pupils with the sensory experiences required to access, engage with and make sense of the world around them. It is designed to meet the needs of pupils with complex learning difficulties and complex medical needs through a highly personalised and holistic approach to learning.

Skilled staff deliver a curriculum that addresses all aspects of pupils' development and wellbeing, ensuring that learning opportunities are meaningful, accessible and responsive to individual needs. The pathway encompasses a range of key areas, including:

- Postural management and physical development.
- Tactile exploration and sensory engagement.
- Visual and auditory awareness.
- Communication and interaction skills.
- Cognitive development and early learning experiences.
- Emotional wellbeing and self-regulation.

Through carefully planned multi-sensory experiences, pupils are supported to develop awareness of themselves, others and their environment, enabling them to make progress in communication, engagement, independence and overall quality of life.

Sensory Story -

The sensory story approach may differ across classes to reflect the individual needs of pupils in that cohort. The guidance below applies to cohorts following a structured Sensory Story model. Classes may adopt either a structured skills-based sensory story model or a sensory immersion model, depending on the needs, developmental stage and engagement levels of the cohort.

Structured Skills-Based Sensory Story Model

The sensory story is taught three times per week and is designed as a skills-based lesson. Skills taught through the session may focus on a variety of areas; however, there is an expectation that sessions provide opportunities to

develop communication and problem-solving skills, utilise technology where appropriate, and support relevant EHCP outcomes and engagement targets. Sessions typically last between 30 and 45 minutes, depending on the needs, attention and engagement levels of the pupils.

Sensory stories are linked to the termly topic, with story titles identified within the rolling programme. The sensory story provides the overarching theme and context for subsequent learning within Communication and Problem Solving and Topic sessions.

Each page of the story should be linked to an appropriate activity. Activities must be differentiated to meet the needs of all learners, including:

- HAPs (Higher Attaining Pupils)
- MAPs (Middle Attaining Pupils)
- LAPs (Lower Attaining Pupils)

Activities are repeated three times per week throughout the half term to promote familiarity, anticipation, engagement and skill development.

Sensory Immersion Model

For some cohorts, sensory stories may be delivered as shorter sensory experiences that focus on bringing a story to life through interactive and engaging sensory elements.

This approach prioritises engagement, enjoyment, anticipation, communication and shared experiences rather than identifying specific targets for each page of the story. Pupils are immersed in the narrative through a range of sensory stimuli, which may include:

- Objects and artefacts
- Textures and tactile experiences
- Sounds and music
- Smells and sensory exploration
- Movement and physical interaction
- Visual effects and light

The emphasis is on providing meaningful sensory experiences that encourage pupils to:

- Engage with and respond to sensory stimuli.
- Develop anticipation and awareness of familiar story elements.
- Build communication and interaction skills.
- Demonstrate preferences, choices and emotional responses.
- Develop attention, engagement and participation.
- Experience stories in an accessible and enjoyable way.

Sensory stories are identified within the pathway rolling programme and are linked to the termly topic. Sessions incorporate relevant communication approaches, including Augmentative and Alternative Communication (AAC) methods, to maximise pupil participation, engagement and opportunities for communication across all activities.

Phonics –

Phonics is taught daily, Monday to Friday, through 15-minute sessions, using the Multi-Sensory Pre-Formal Phonics Planning, which is based on an adapted Read Write Inc. (RWI) approach and is designed to meet the needs of pupils accessing the pre-formal curriculum.

Phonics sessions may be delivered as a whole-class lesson, led by the teacher, with support staff facilitating engagement, participation and access for individual pupils as required.

All sessions follow the agreed structure:

- Revisit and Review
- Teach
- Practise
- Apply

Each day, pupils revisit and review the Set 1a sounds and, where appropriate, the Set 1b sounds. Sessions then introduce and reinforce the designated focus sound of the week.

The Practise and Apply element provides opportunities for pupils to engage with the focus sound through a variety of multi-sensory activities, including:

- Sound-focused activities.
- Sensory sound stories.
- Body percussion.
- Environmental sound exploration.
- Communication and interaction opportunities.

On Fridays, the Practise and Apply element is a reflection and consolidation session. Pupils revisit all Set 1a sounds (and Set 1b sounds where appropriate) through sensory exploration, interactive activities and tactile mark-making experiences.

Progression

Pupils who demonstrate secure recognition and understanding of the Set 1a sounds progress to the Set 1b Phonics Group.

The Set 1b group will consist of pupils from across the pathway and will be delivered within a designated class pod. These sessions will focus specifically on the teaching and consolidation of Set 1b sounds.

Communication and Problem Solving

These sessions focus on developing early English and Mathematics skills.

Activities should be planned and delivered through a carousel approach within a single session.

Each session includes:

English-based activities

- 1 Early Reading activity
- 1 Early Writing activity

Mathematics-based activities

- 1 Early Number activity
- 1 Early Shape and Colour activity

Each class will complete a minimum of three sessions per week. These sessions continue into the second week as part of a two-week cycle to enable staff to monitor and assess children's progress over time.

Each child will be assigned a key worker who will work consistently with them throughout the two-week cycle. The key worker will be responsible for:

- Monitoring progress
- Identifying areas of development
- Planning and implementing any necessary enhancements or interventions to support learning and achievement.

Teaching and learning activities will:

- Incorporate a range of alternative and augmentative communication methods.
- Focus on the development of key early learning skills, including book handling, mark making and sensory development.
- Provide opportunities for pupils to develop independence, communication and problem-solving skills.
- Use consistent vocabulary and sensory approaches across sessions.
- Include number formation songs and the use of Numicon where appropriate to support mathematical understanding.

Problem solving remains an overarching element of Mathematics teaching and learning.

In addition to planned Communication and Problem Solving sessions, pupils are expected to participate in:

- **Write Dance** sessions three times per week to support pre-writing and fine motor development.
- **Daily Story Time** sessions to promote reading for pleasure, language development and early literacy skills.

These activities are considered an essential part of pupils' literacy development and should complement the planned curriculum.

Write Dance, Story Time/ Shared Literature

Pupils participate in Write Dance sessions three times per week and engage in Story Time/Shared Literature sessions daily. These sessions are a key part of the Multi-Sensory Pathway and support the development of early literacy, communication and engagement skills.

These sessions are intentionally short in duration and focus on the development of foundational skills required for reading and writing, including:

- Gross motor development.
- Fine motor development.
- Pre-writing skills.
- Skilled listening and attention.
- Communication and interaction.
- Reading for pleasure and enjoyment.

Write Dance

Write Dance sessions are delivered three times per week and are designed to support the development of pre-writing skills through movement, music and mark-making activities. These sessions promote coordination, body awareness, motor control and the physical skills required for future writing development.

Story Time/Shared Literature

Story Time/Shared Literature sessions take place daily at the end of the school day. These sessions provide opportunities for pupils to develop a love of books, build listening and attention skills, increase vocabulary exposure, and engage with a range of stories, poems and sensory texts.

My Independence

My Independence sessions are delivered three times per week and are linked to the termly topic identified within the pathway's rolling programme. Sessions are repeated during the following week to create a two-week learning cycle, providing pupils with opportunities for repetition, familiarity, skill development and consolidation of learning.

Each pupil will be assigned a key worker for the duration of the two-week cycle. The key worker is responsible for monitoring progress, gathering evidence and completing the relevant Evidence for Learning (E4L) recording to demonstrate the progress and achievements made by the pupil throughout the cycle.

Each My Independence session incorporates a carousel of four sensory-based activities that link to the overarching theme or topic. Activities are engaging, meaningful and appropriately adapted to meet the individual needs of pupils, providing opportunities for exploration, choice-making, communication and independence.

Alongside the themed sensory activities, pupils will work towards individual physical activity targets. These targets are personalised and reflect each pupil's individual needs, developmental priorities and relevant EHCP outcomes where appropriate. Physical activity targets may focus on areas such as:

- Mobility and movement.
- Postural management.
- Fine motor development.
- Gross motor development.
- Physical participation and engagement.

- Independence and self-help skills.

The pathway follows a structured rolling programme of topics, consisting of:

- A two-year rolling programme for EYFS.
- A four-year rolling programme across Key Stage 1 to Key Stage 3.

For pupils working within the pre-key stage curriculum, progress is assessed through engagement-based approaches. Assessment information is gathered using:

- INSIGHTS assessment.
- Long observations.
- Evidence for Learning (E4L) recordings.
- Ongoing teacher assessment and professional judgement.

These assessment approaches enable staff to monitor and evaluate pupil progress across all areas of learning, with a particular focus on engagement, participation, communication, independence and personal development.

RE

Within the Multi-Sensory Pathway, Religious Education provides pupils with opportunities to experience and explore a range of religious festivals and cultural celebrations through meaningful, engaging and accessible sensory activities. RE aims to enrich pupils' lives by exposing them to different traditions, celebrations and cultures whilst supporting their personal, social and communication development through immersive and interactive experiences.

Religious Festivals and Shared Experiences

Pupils within D1, D2, C1 and C2 classes will participate in a shared RE experience once per half term in the school hall. These sessions will provide opportunities for pupils to explore a range of sensory activities linked to pre-planned religious festivals and cultural celebrations.

Communication and interaction are at the heart of all teaching and learning within the pathway and is embedded throughout RE sessions. Where appropriate, pupils should be supported through:

- Switches and assistive technology.
- Intensive Interaction.
- Co-active exploration.
- Augmentative and Alternative Communication (AAC) systems.
- Individual communication devices.
- Makaton and other total communication approaches.

Pupils will have access to a wide range of sensory and experiential learning opportunities to support their understanding and engagement. These may include, but are not limited to:

- Sensory stories.
- Sensory exploration and sensory inputs.
- Religious artefact exploration.
- Music and sound experiences.
- Role-play and puppet play.
- Creative activities.

- Cookery and food tasting experiences.
 - Community visits and enrichment opportunities where appropriate.
- Activities will be highly engaging, personalised and meaningful in order to maximise participation, communication and enjoyment.

Collective Worship and Reflection

Within the Multi-Sensory Pathway, class worship is delivered as a reflective group session and takes place four times per week.

These sessions may include:

- Aromatherapy.
- Hand massage.
- Makaton songs.
- Sensory experiences.
- Relaxation and reflection activities.
- Opportunities for communication and interaction.

The purpose of these sessions is to provide pupils with opportunities for reflection, emotional regulation, shared experiences and personal development within a calm and supportive environment and will link to the half termly celebration that is planned.

Assemblies

Pupils also participate in bi-weekly assemblies, which celebrate individual and class achievements from across the week. Assemblies provide opportunities for celebration, reflection and community participation.

Physical Coverage

Due to the complex physical and medical needs of pupils within the Multi-Sensory Pathway, physical interventions and physical wellbeing support take priority throughout the school day. These interventions focus on maintaining comfort, promoting physical development and ensuring pupils are safely positioned and supported.

Support is provided using specialist equipment, which may include:

- Standing frames
- Wedges and supportive positioning aids
- Supportive walkers
- Acheeva beds
- Postural management school chairs

Class staff also lead physiotherapy-based activities to support individual programmes, which may include rolling, stretching or standing programmes depending on pupils' needs and guidance from physiotherapy services.

Pupils' physical wellbeing, including comfort and pain management, is monitored continuously throughout the school day. Where required, appropriate physical interventions are implemented to support positioning, reduce discomfort and promote wellbeing.

Physical Targets and My Independence

Additional physical targets are embedded within My Independence sessions and are used to support pupils' individual physical development, independence skills and engagement within sensory and functional activities.

Technologies and Computational Thinking Coverage-appendix

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.

Specialised technologies allow pupils the best opportunities to succeed in this area including equipment which assists in accessibility such as switches, virtual reality sets and projectors.

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 pupils' abilities in this area.

Where pupils are working at a subject specific level, the key skills are outlined in the planning for that pupil.

Music

Lorraine, a music specialist, plans and teaches music to all classes on a half termly basis. The alternate sessions are led by the class teacher. Progress from the half term will be recorded on evidence for learning.

The aim of the Music sessions are to develop

- musical awareness, including listening to music from different cultures and genres.
- awareness of different instrument sounds
- communication and choice making
- turn taking and listening to others
- awareness of pattern

The pupils in the Multisensory and Engagement pathways follow the Sounds of Intent Framework. Sounds of Intent is a model of musical development that sets out how our pupils engage with music. The framework identifies six levels of musical development that occur sequentially in human development, from learning to hear to advanced music making. The 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. Opportunities are given during each session to allow the pupils to develop their music skills in all 3 domains.

Music lessons follow the same format each week – welcome / hello song, choosing and playing an instrument and showing a preference of sound, sensory story or musical activities and a goodbye song.
All pupils are given access to choir / lunchtime club activities as appropriate.

PSHE

Multi-sensory 'My Development' sessions are taught weekly, however there are many other opportunities for pupils within the Multi-sensory pathway to access PSHE throughout the week. For the weekly session, teachers plan activities appropriate for their class which can be a carousel of activities for pupils to access or 1:1 adult supported activities. Teachers will use the following PSHE themes (one per half term);

- My care and Independence (Autumn 1)
- Social Interaction (Autumn 2)
- Sensory development (Spring 1)
- Body awareness (Spring 2)
- My Environment (Summer 1)
- My Wellbeing (Summer 2)

These themes will structure the activities and make sure that the pupils are given access to learning opportunities that will develop their independence and skills. Many aspects of the school day are also an opportunity to work on areas of PSHE such as Relationships Education when interactions are happening with staff and other pupils, and Self-care when being supported with personal care or handwashing

Mental Health and Wellbeing

Mental Health and Wellbeing (MHWB) is embedded throughout the school week for pupils within the Multi-Sensory Pathway. Our approach promotes emotional wellbeing through a range of personalised, sensory-based experiences that support each pupil's individual needs.

Daily and weekly opportunities include aromatherapy sessions, light and music experiences, TACPAC, Intensive Interaction, visits to the sensory room and soft play area, and cross-curricular therapeutic activities such as physiotherapy, hydrotherapy, rebound therapy, and communication sessions. These experiences not only promote relaxation and emotional regulation but also ensure that every pupil has access to an individualised and meaningful way to communicate.

In addition to these ongoing opportunities, pupils participate in MHWB enrichment afternoons each half term up to and including the Summer 1 term. Each enrichment afternoon focuses on one of the Five Ways to Positive Mental Health and Wellbeing:

- Connect
- Be Active
- Take Notice

- Keep Learning
- Give

Activities are carefully adapted to meet the needs of each class cohort, providing pupils with engaging opportunities to experience activities that promote positive mental health and wellbeing in ways that are meaningful and accessible to them.

During the Summer 2 term, pupils take part in a whole-day celebration centred around one or more of the Five Ways to Positive Mental Health and Wellbeing, reflecting on and reinforcing the experiences and learning from throughout the academic year.

Within the Multi-Sensory Pathway, MHWB enables pupils to:

- Engage in whole-school activities and develop a sense of belonging within the wider school community.
- Experience opportunities to feel calm, safe and relaxed through sensory and therapeutic approaches.
- Explore a variety of activities that support emotional wellbeing and encourage positive emotional responses.
- Develop self-awareness through sensory experiences and supported communication, enabling staff to recognise and respond to pupils' preferences and emotional needs.

Whole School Days

Kemball School values off-timetable days as an opportunity to enrich pupils' learning and provide meaningful experiences beyond the everyday curriculum. These dedicated enrichment days allow pupils to engage in immersive, creative and memorable learning opportunities that enhance their knowledge, skills and personal development.

Cultural Studies

Cultural Studies is delivered over one week during the Summer term, with a different focus country selected each year. This themed week provides pupils with opportunities to explore and experience a range of cultures through immersive, multi-sensory activities that reflect the sights, sounds, tastes, textures and smells associated with the chosen country.

Throughout the week, pupils engage in a variety of sensory experiences designed to develop their understanding of the wider world in ways that are meaningful and accessible to their individual needs. Collaborative opportunities, such as workshops, shared art projects and whole-school activities, enable pupils to interact with peers across the school and develop a sense of belonging within the wider school community.

TACPAC

TACPAC is a sensory communication programme that promotes communication, sensory awareness and positive touch through structured, shared sensory experiences. The programme supports the development of gestural communication, sensory tolerance and positive interactions, enabling pupils to build trusting relationships and engage meaningfully with others.

For classes where TACPAC is appropriate to meet pupils' individual needs, sessions should be delivered once a week as part of the planned curriculum.

EHCP Targets

Education, Health and Care Plan (EHCP) targets form the foundation of each pupil's individualised learning programme. These targets are embedded throughout the school day and incorporated into daily classroom activities wherever possible, ensuring that learning opportunities are meaningful, consistent and personalised to each pupil's needs.

Evidence for Learning

The Evidence for learning (E4L) app is used to-

- Record progress and achievements within lessons.
- Record progress over time for the Sensory story, Music, Computational Thinking, Communication and PSHE.
- Evaluate long observations
- Collect Eco evidence
- Record WOW moments
- To share with parents via the 'family Share' function. (Photographs and videos only).

Engagement Levels (Long Observation)

Long observations are completed at least once every half term, in addition to the baseline assessment conducted at the start of the academic year. These observations are used to monitor and evaluate a pupil's engagement and are measured against their individual engagement profile, which reflects the pupil when they are at their most engaged and successful.

Engagement profiles are reviewed annually by the class teacher and are informed by observations of the pupil across a range of activities and contexts. The profile is assessed using the following areas of engagement:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Each pupil is set an individual engagement target that is intended to support increased participation and involvement in learning activities. Targets may focus on areas such as sensory tolerance, mark making, turn-taking, shared attention or participation in a shared activity.

During each long observation, the pupil is video recorded completing an activity that provides an opportunity to demonstrate progress towards their target. The pupil's engagement is then evaluated against their engagement profile, representing their level of engagement when at their best. Following analysis of the observation, appropriate strategies and interventions are identified and implemented to support further engagement and progress. This process is repeated throughout the year, enabling staff to monitor progress over time and adapt support as required. Once a pupil has achieved their target consistently or has reached their maximum level of engagement within that area, the target should be reviewed and either expanded upon or replaced with a new target to promote continued development. For example, a target such as *'To engage in mark making with an adult'* may be progressed to *'To make marks independently'*.

Now I Know Statements

At the end of the half-term, staff are to complete 'Now I Know' statements for each pupil. These should focus specifically on what the individual pupil can do having engaged with the topic.

E-Safety

Standalone E-Safety lessons are not considered appropriate for most pupils within the Multi-Sensory Pathway, as the content is not typically accessible or relevant to their individual learning needs. Instead, E-Safety principles are embedded within everyday teaching and the use of technology across the curriculum.

Where it is considered appropriate for an individual pupil, opportunities to access E-Safety learning may be provided within another class or pathway. This enables the content to be delivered at an appropriate level while also offering opportunities to develop communication and social interaction skills with a wider peer group.

Staff are expected to always model safe and responsible use of technology. This includes monitoring the digital content pupils' access, ensuring electrical equipment and cables are used safely, supervising the use of devices, and locking computer screens when they are unattended. These practices help to promote a safe learning environment while demonstrating positive digital behaviours.

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 multi-sensory pathway and should be provided through a variety of methods in line with the whole school 'Total Communication' approach. Facial expressions and body language may be a pupil's primary mode of communication and therefore staff must respond appropriately to this at all times. Where appropriate Widgit symbols should be used and also these are evident across classes with timetables, cupboard labels and classroom displays labelled with the appropriate symbols. Timetable symbols are specific to each pathway although can be adapted depending of the overall needs of the class.

Some children working at a lower level may also use Objects of Reference to support visual timetables (particularly if they have a visual impairment).

Communication boards and switches are used where appropriate to support understanding and assist responses. Where appropriate 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.

Intensive Interaction is a form of gestural and vocal communication that is worked on with pupils within the Multi-sensory pathway.

Vocalisations and verbal communication is encouraged at all times and pupils have access to activities such as TacPac to support this.

Individual communication systems are adapted to the needs of pupils and can include Makaton, PECs, Communication books and electronic systems..

Sensory Requirements

There are 2 Sensory diet rooms (1 in the primary corridor and the 2nd is in the secondary corridor) with items for meeting sensory processing needs.

A range of sensory processing support items can be used throughout the school day. These include the use of chews, rocking chairs, gym balls, vibrating aids and weighted cushions or blankets amongst others 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.

All staff will follow the school behaviour policy. Pupils with individual behaviour needs will have an individualised behaviour plan. (see behaviour policy) For

high risk behaviours, children may also require an individual risk assessment. Each class should have an appropriate system in place to reward good behaviours.

The school uses CPI as a safe holding technique as a last resort. If physical restraint is used, 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 Multi-Sensory pathway timetable should contain the following:

- Sensory story x 3 (minimum)
- Communication and Problem Solving x3 (minimum)
- My Independence x3
- Music x 1
- Tacpac x1 (if appropriate)
- My Development (PSHE) x1
- Physical development/swimming/rebound session x 1 (minimum)
- Timetables may also include Light room and soft play as appropriate.
- Story Time/Exploring Literature (4 x weekly)
- Class worship x4
- Write Dance (3 x weekly)
- Assembly x1
- RWI Phonics x5

Good morning sessions include the same scents/colours and music genre of the days. The good morning session following this will look different and is dependent on the class cohort.

The scents/colours and music is;
Monday – strawberry/red/salsa
Tuesday – berries/purple/country
Wednesday – orange/classical/orange
Thursday – mint/rock/green
Friday – lemon/yellow/musicals

Zones of Regulation is incorporated into the good morning routine and then revisited throughout the day as appropriate.

Classroom Environment and Displays

All classes have a day board in class with appropriate resources for the children. This includes a widgeit symbol timetable specific and the day of the week but can be adapted to fit the needs of the class.

Classroom cupboards and displays are labelled using widgeit symbols and be clearly displayed so that pupils can see these.

All classes will also have a RWI display and RWI resources readily available as appropriate to the needs of the class.

Every class will also have a book corner to promote reading for pleasure.

Educational Visits

Due to the majority of pupils being wheelchair users in the multi-sensory pathway, trips can be hard to access. Therefore funds have been released for a bus to be hired each term per class

Data, Assessment and Tracking

- Insights
- Engagement Profiles and long observations
- EHCP tracking
- Phonics assessment
- Big Write – Professional judgement is required to assess the ability of the pupil as to if they are assessed on Big Write. If they are making intentional marks then Big Write assessments can commence.