Kennel Lane School

Valuing Achievement
Encouraging Independence

The Woodlands Hub

The Woodlands Hub

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Rationale

Intent
Learners within the Woodlands Hub have a wide variety of abilities and talents. They also have significant and complex learning and communication needs, including all or some of the following: physical, sensory and medical needs. Some of the learners may have profound autism which impacts upon their readiness to learn and subsequent progress. The Woodland's curriculum follows a stage, not age, approach and comprises of learners from KS1-KS5. Learners with significant and complex needs require a bespoke approach to their education as the way they learn is unique to them. Our curriculum, and matched assessment, takes a holistic view of the learners by focussing on how they best learn and by acknowledging and celebrating the different abilities and achievements of those learners with the most complex needs, rather than trying to fit them into an existing framework not developed with these needs in mind.

Implementation
The curriculum is focused around six areas: My Interactions, My Explorations, My Movements, My Independence, My Emotions and My Senses. Each of these areas links to one or more of the four EHCP areas of need: Cognition and Learning, Communication and Interaction, Sensory and/ or Physical and Social, Mental and Emotional Health. Learners will be immersed in purposeful and meaningful experiences through a thematic (topic based) approach. Using a thematic approach assists adults to present learning opportunities that are stimulating, immersive and that enable cross curricula learning. The topics are taught, and experienced, through multi- sensory approaches to foster high levels of engagement. Play and child-initiated learning will have a key part in the process. Many of the six key areas will intersect during activities, which will develop a richer understanding. Due to the amalgamation of the key areas there are minimal discrete subject lessons or fixed timetables. This allows for greater personalisation, and precision of what each learner needs at that time, and ensures that all therapies and interventions take place and are prioritised. Each learner's EHCP areas of need and outcomes, which are written in conjunction with parents and professionals, drive the teaching and learning. All colleagues ensure that learners are presented with many opportunities, in different contexts, to work towards these meaningful and achievable long term goals. Learners are largely assessed through the engagement model. The five areas of engagement are: Exploration, Realisation, Anticipation, Persistence, Initiation. These areas of engagement are fostered and developed through learner led and adult led interactions and play. Learners are also assessed against specially designed assessment frameworks, which are broken down into small steps so all progress is recognised and celebrated. This includes lateral progress as well as linear and there is an emphasis on maintenance, generalisation and application of learning, rather than acquiring skills in isolation. For learners that require a semi – formal approach to their curriculum, the highly individualised timetables facilitate integration into other classes, where appropriate.

Pathways at Kennel Lane are always individualised and transition pathways are flexible and continuously reviewed.

Impact
Our learners with significant and complex needs will demonstrate less dysregulation, and greater mental wellbeing, due to their ability to access and successfully use a communication system which enables them to communicate their needs and wants and get these met. Our learners, at each stage of their learning pathway, will have the skills and knowledge to be next-step ready, whether that is entering their next class or Key Stage or leaving Kennel Lane School after Year 11 or Year 14. This will look different for each individual, and includes but is not limited to; college, supported living, supported internship, supported employment.

Classes

The Woodlands Hub consists of four classes. All classes in the Woodlands Hub department follow our stage not age, bespoke curriculum.

While learners are usually placed in a class within their Key Stage, there may be some learners who may join the next Key Stage early if we believe the cohort is more suitable and it is in their best interests.

Pathways at Kennel Lane are always individualised and transition pathways are flexible and continuously reviewed.

Fir Class

Yew Class

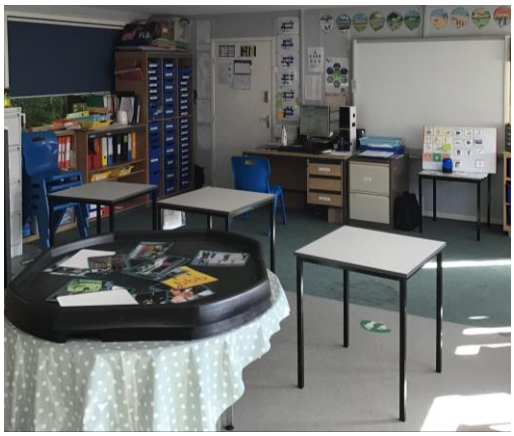
Yew class consists of KS2 learners (Year 4 – Year 7).

Pine Class

Pine class consists of KS3 learners (Year 7-10).

Chestnut Class

Chestnut class consists of KS4 & KS5 learners (Year 10-14).



Additional Provisions

The Woodlands Hub also includes two Additional Provisions.

Orchard

Orchard is part of the Woodlands Hub, offering an additional sensory room linked to individual EHCP Outcomes and TALENTS targets, that are delivered through sensory themed activities linked to the topic curriculum.

Sessions are allocated in line with greatest need.

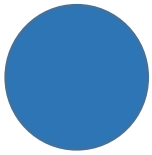
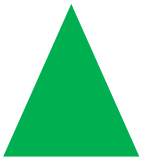
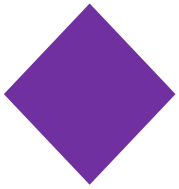
Sessions consist of: TacPac, Sensory/creative play, Story and Interactive Dance, Dance massage, Sensory Drama and Opti-Music.

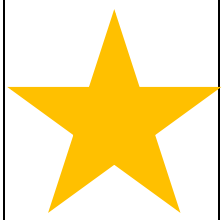
Willow

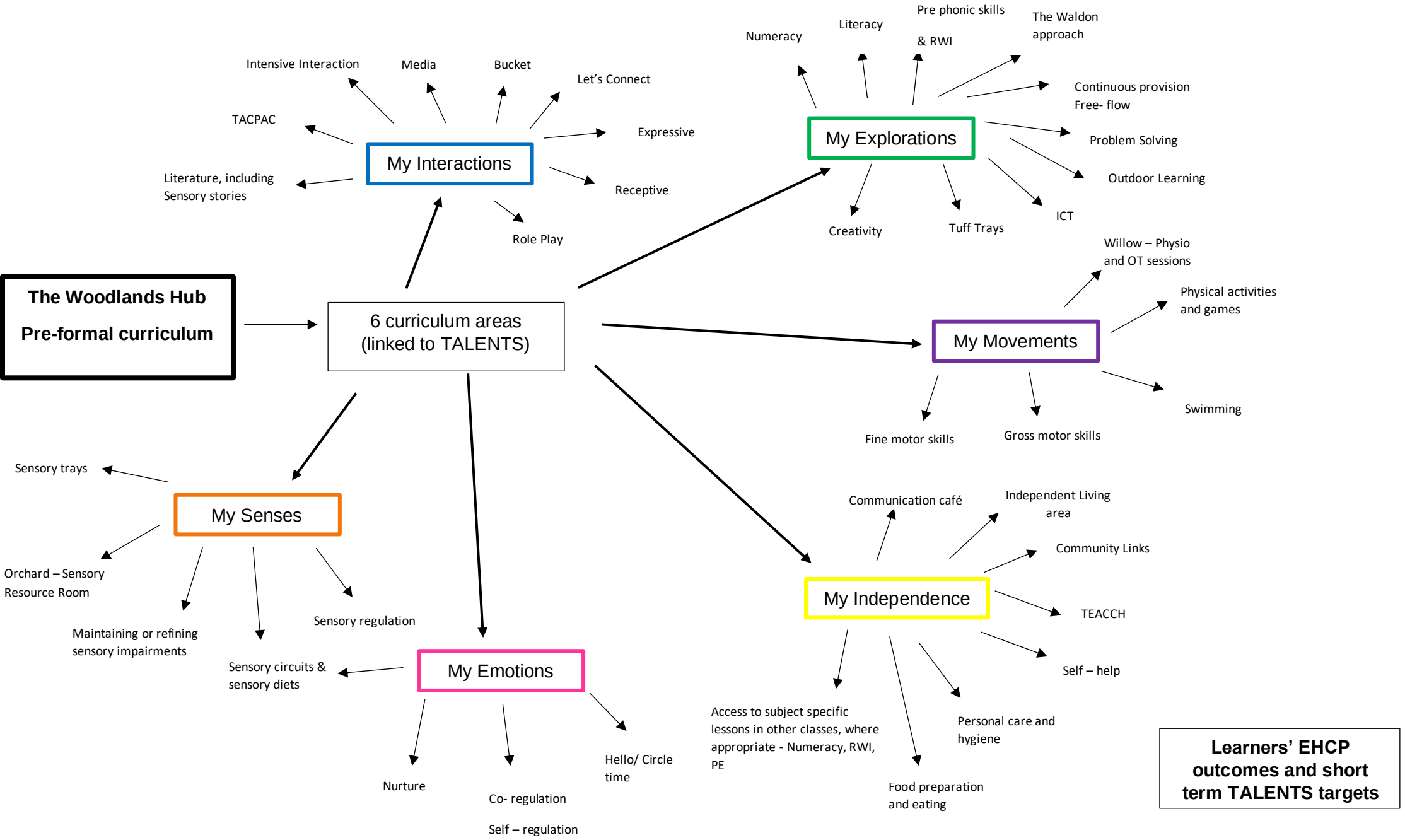
Willow (Physio & OT) is delivered by one of our Lead Learning Support Assistants (LLSAs.) This LLSA corresponds with our NHS Physio to ensure the individual therapy plans are delivered correctly. Learners who have OT and/or Physio needs will attend sessions weekly. The number of sessions they attend weekly will be dependent on the advice from the NHS Physio.

Within these sessions their individual EHCP Sensory and/ or Physical targets are worked on. This is largely floor based but occasionally includes to swimming pool.

Curriculum Areas

Area	Links to TALENTS (whole school curriculum)	Description of area
My Interactions 	Total Communication Therapies Social	This area focuses upon an individualised need to communicate with others and for others to understand and interpret that communication. Practice is built upon the philosophy that interactions must be meaningful and relevant. Intensive interaction is embedded throughout the curriculum as a vehicle to enable these interactions to take place and develop. A Total Communication approach will be used at all times. This will include using tactile, auditory and visual information in which all means of communication is valued and used to support and enhance expressive and receptive language. Our Total Communication environment includes; gestures, facial expressions and body language, eye pointing, objects of reference, Speech, Makaton signing, photos, visuals (including PECS), and high tech AAC. Communication approaches must be carefully differentiated towards the individual with the aim being that it is functional.
My Explorations 	Academic Life Skills Employability	This area offers opportunities for developmental learning routed in concrete experiences. Individuals will engage with learning when motivated to explore. Exploration encompasses the environment around a learner; starting with response to stimuli, moving to intentional enquiry and on to functional use. The Walden approach will be used to develop the young person's skills in order to explore, understand and engage with the physical world around them.
My Movements 	Therapies	This area encourages the preservation and development of fine and gross motor skills. All learners will have PE and swimming at least once a week. Within this area some learners will follow a personalised programme developed by an integrated therapy team and delivered through targeted therapy interventions.
My Independence	Life Skills Total Communication Therapies	This area recognises the need for learners to develop the skills required to undertake basic tasks, as independently as possible. This includes self-help, personal care and hygiene, and access to the community.

My Emotions	Nurture Social	This area teaches learners the strategies they require to sustain attention, manage and regulate their own behaviour, manage stress and anxiety and communicate with others in an appropriate way. The majority of learners are working on co-regulation (with adult support) moving towards self-regulation.
My Senses 	Life Skills Employability	This area identifies and provides interventions to break down barriers to learning. These barriers may include: sensory impairment; sensory processing and complex health needs. Colleagues will provide many different sensory approaches to deliver teaching and learning. Colleagues will also remain aware of impairments or processing needs and ensure teaching approaches are purposely selected with these needs in mind. Learners, where needed, will follow a personalised programme developed by the Berkshire Sensory Consortium service which will be central to the delivery of their curriculum,


The Woodlands Hub
Pre-formal curriculum
6 curriculum areas
(linked to TALENTS)
My Interactions
Intensive Interaction
Media
Bucket
Let's Connect
Expressive
Receptive
Role Play
TACPAC
Literature, including
Sensory stories
My Explorations
Numeracy
Literacy
Pre phonic skills
& RWI
The Waldon
approach
Continuous provision
Free- flow
Problem Solving
Outdoor Learning
ICT
Tuff Trays
Creativity
My Movements
Willow – Physio
and OT sessions
Physical activities
and games
Swimming
Gross motor skills
Fine motor skills
My Senses
Sensory trays
Orchard – Sensory
Resource Room
Maintaining or refining
sensory impairments
Sensory regulation
Sensory circuits &
sensory diets
My Emotions
Nurture
Co- regulation
Self – regulation
Hello/ Circle
time
My Independence
Communication café
Independent Living
area
Community Links
TEACCH
Self – help
Personal care and
hygiene
Food preparation
and eating
Access to subject specific
lessons in other classes, where
appropriate - Numeracy, RWI,
PE
Learners' EHCP
outcomes and short
term TALENTS targets

Topic themes

2024-2025		
Autumn	Spring	Summer
Me, Myself and I	On the farm	Picnic

2025-2026		
Autumn	Spring	Summer
Along the river	In the garden	With a little help from my friends…

2026-2027		
Autumn	Spring	Summer
Me, Myself and I	The World around us	The seaside

2027-2028		
Autumn	Spring	Summer
In my home	Journeys	Our community

2028-2029		
Autumn	Spring	Summer
Me, Myself and I	Explorers	Colours of the Rainbow

Rolling topic planner (2025-2026)

The below is a guide only. Teachers must plan for and deliver what is most appropriate for their learners, based on EHCP outcomes, termly TALENTS journey targets, and relevant assessment frameworks. The termly curriculum overview, prior to each term, will outline the exact content each learner will be accessing.

2025-2026		
Autumn Term - Along the river	Spring Term – In the garden	Summer Term – With a little help from my friends….
My Interactions **Literature** A River sensory story and resource pack (Marc Martin) See Core Reading Spine **TAC PAC** 1) Rainmaker – Waterfall- tip up and down, listen to noises of rain or running water. 2) Wooden spoon – Rowing boat – Move spoon over body in sweeping movements to resemble rowing. 3) Silver paper – Water – Shake over body, ripple paper to resemble flow of water. 4) Water – Rapids – Spray water over head, hands and face. – Getting wet in the rapids. 5) Bubbles – Bubble solution – Blow bubbles in air – Gone under water. 6) Relaxation – Calm listen to music and look at river pictures on interactive floor mat and screen. A Tac Pac using music inspired from each destination of the boat journey starting with home and accompanying music **Attention Bucket** Engaging objects which feature within the story.	**My Interactions** **Literature** Peter Rabbit sensory story Wildlife in the city (Joanna Grace) Anna's Allotment Bake (BagBooks) The Little Seed (BagBooks) Learning to fly (BagBooks) Cocoon (Joanna Grace) Dandelion (Joanna Grace) **TAC PAC** A Tac Pac using music inspired from each of the different Peter Rabbit tales and representative tactile materials such as a duster for a fox's tail. **Media** Peter Rabbit tales, Paddington Peas, Gardening magazines. **Attention Bucket** Engaging objects within the bucket to be selected that may be used outside or in a garden. **Intensive Interaction** This will be specific to the learner and the interaction partner (adult) **Expressive**	**My Interactions** **Literature** The Wizard of Oz Toy Story The Match (BagBooks) **TAC PAC** **Media** The Wizard of Oz book, DVD, Music (focus on where Dorothy makes friends) Winnie the Pooh song Clips of special friends - Batman and Robin, Scooby and Shaggy, Scully and Mike (Monsters Inc.), **Attention Bucket** **Intensive Interaction** This will be specific to the learner and the interaction partner (adult) **Expressive** This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.

Intensive Interaction This will be specific to the learner and the interaction partner (adult) **Expressive** This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, signing, gesture. **Receptive** This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs. **My Explorations** **The 4 Pre-Phonics areas** (see Pre-Phonics overview document.) • Visual discrimination • Visual Memory • Auditory discrimination and memory • Key reading behaviours **Read, Write, Inc.** – selected learners **Cognition and Waldon activity boxes, stations and trays** Sorting, sequencing and matching. **Problem Solving** Within the community - Dropping sticks one side of the bridge and watching them float through to the other side. **ICT** Taking pictures of rivers.	This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture. **Receptive** This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs. **My Explorations** **The 4 Pre-Phonics areas** (see Pre-Phonics overview document.) • Visual discrimination • Visual Memory • Auditory discrimination and memory • Key reading behaviours **Read, Write, Inc.** – selected learners **Cognition and Waldon activity boxes, stations and trays** Garden maintenance: sorting garden trays e.g. leaves and acorns; planting seeds; scooping soil into pots, sorting seeds into containers, sorting garden utensils, sweeping, watering and pouring, sequencing of natural material, pegging up washing, fruit picking and putting into baskets, Peter Rabbit puzzles. Correct use of tools. Sorting, matching, sequencing pictures of bugs and gardening clothes. **Problem Solving**	**Receptive** This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs. **My Explorations** **The 4 Pre-Phonics areas** (see Pre-Phonics overview document.) • Visual discrimination • Visual Memory • Auditory discrimination and memory • Key reading behaviours **Read, Write, Inc.** – selected learners **Cognition and Waldon activity boxes, stations and trays** **Tuff trays** Photos of peers within the Woodlands Hub. Photos of peers completing favourite activities. Photos of famous friends from book/ films, for example the Wizard of Oz. **Creativity** Creating a picture of a friend. Friendship bracelet. **My Movements** **My independence** **Self Help** Personal targets linked to EHCP Outcomes. Finding and recognising own belongings in

Listening to / matching river sounds. **Tuff Trays** Various water trays containing sensory stimulus from each destination of the A River story **Creativity** Creating River sensory bottle and pouches Building boats using junk material Creating collages of the different river destinations, using water colours. **My Movements** **My independence** **Self Help** Personal targets linked to EHCP Outcomes. Finding and recognising own belongings in different environments. Preparing belongings to take to different settings. **Personal Care and hygiene** Personalised to the individual linked to EHCP Outcomes. Washing hands after being outdoors / near rivers, putting on sun screen. **Safety in the community** Safety around water. Offsite trips - River cruise trip, garden centre to observe fish. **Food Preparation and eating** Look / observe / explore a whole fish from the fish counter. Prepare and try different kinds of fish. **My emotions** **Co and Self-Regulation** This will be unique for each individual and will involve multidisciplinary input.	Searching for motivators in outdoor spaces. Navigating past obstacles in the garden environment. Ian Bean Peter Rabbit game. Bug hunt - exploration around the school grounds in search of bugs, using magnifying tools and inspection pots **ICT** Priory Woods Bugz. Ian Bean Spider dance. Switch activated leaf blowers. Using iPads to photograph gardens and mini beasts **Tuff Trays** Gardening trays filled with earth, plants, seeds, dried flowers. **Creativity** Creating foliage collages from trips in the garden. Flower printing. Making pot pouri. Painting using flowers and plants. Taking rubbings of outdoor materials (bark and leaf). Making tactile pictures of Beatrix Potter characters. Making bird boxes, insect hotels, bird feeders. Woodland scene - using collage materials. **My Movements** **My independence** **Self Help** Personal targets linked to EHCP Outcomes. Carrying out simple garden tasks, or navigating	different environments. Preparing belongings to take to different settings. **Personal Care and hygiene** Personalised to the individual linked to EHCP Outcomes. **Safety in the community** Safety during offsite trips. **Food Preparation and eating** Making food for a friend. Eating alongside peers. Sharing food. **My emotions** **9 Critical Communication skills** This will be unique for each individual commensurate to need and will involve multidisciplinary input. **Self-Regulation** This will be unique for each individual and will involve multidisciplinary input. **My Senses** **Maintaining or refining Sensory impairments** (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input. **Sensory Regulation** This will be unique for each individual commensurate to need and will involve multidisciplinary input.

My senses **Maintaining or refining Sensory impairments** (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input. **Sensory Regulation** This will be unique for each individual commensurate to need and will involve multidisciplinary input.	objects in the garden such as small fences. Putting out garden chairs, umbrellas. **Personal Care and hygiene** Personalised to the individual linked to EHCP Outcomes. Washing hands after being outdoors, wearing gardening gloves, putting on sun screen. **Safety in the community** Offsite trips to garden centre, safety around garden equipment. Exploring trees, plants and wildlife in the community. **Food Preparation and eating** Using garden produce to make salads, making mushy peas. Fruit picking, making fruit salad and adding fruit to pavlova base. Making bird feeders. **My emotions** **9 Critical Communication skills** This will be unique for each individual commensurate to need and will involve multidisciplinary input. **Self-Regulation** This will be unique for each individual and will involve multidisciplinary input. **My Senses** **Maintaining or refining Sensory impairments** (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input. **Sensory Regulation** This will be unique for each individual commensurate to need and will involve multidisciplinary input	

Teaching and Learning approaches

The Attention Autism Programme ('Bucket')

The Attention Autism programme progresses through a series of 4 stages, building on different skills at each level to develop attention skills, social engagement skills, turn-taking and participating as part of a group. Learners sit in a semi-circle with an adult at the front of the circle, going through the different stages. Other adults sit alongside the learners and model attending to the adult, but must not take the attention away from the adult who is leading.

Stage 1 'Bucket' is to ***focus attention***, where learners focus attention on the adult leading the group, during the presentation of three short highly motivating activities from a 'bucket', without being hands-on.

Stage 2 'Attention Builder' is to ***sustain attention*** for a longer period of time (up to 10 minutes) and to share attention with other group members.

In Stage 3 'Watch-Participate-Watch', learners become ***more involved***, whereby if offered, they come and take an individual turn and then return back to their seat. Within this stage they will also watch their peers take a turn while they wait, and sometimes accept that they won't have a turn today.

In Stage 4 'The Table Activities', learners ***transition*** to their table top. They will watch the lead adult demonstrate a simple task, transition to carry out the task and then return with completed task to the group.

Let's Connect

Let's Connect is an adapted version of the Attention Autism Programme, for learners who may not yet be ready to engage with all of the stages. Let's Connect involves Stage 1 'Bucket', followed by sensory play with communication opportunities.

TEACCH

The aim of TEACCH is to develop learners independent work skills so that the learner can begin a task independently and sustain independence and concentration within the task or set of tasks.

TEACCH covers many things but often a work system or tray approach is used. The work system should be set up in a clear way for the learner. It should always tell the learner what is expected of him/her during it, how much is supposed to be accomplished, and what happens after the work is completed.

The activity or task should be performed from top to bottom and from left to right. No verbal prompts should be used during this time as this approach is all about the learner becoming as independent as possible. Therefore, all activities given during this time should be work/tasks the learner has already mastered and should be able to complete independently. Any physical prompts given should be decreased and faded out.

Intensive interaction

Intensive interaction is an approach to teaching the pre-speech fundamentals of communication to those who are still in the early stages of communication development.

The approach is based on the 3 Cs principle; See, Copy, Celebrate. An adult should see a learner and an opportunity to interact. Firstly, the adult sits or stands next to the learner; with the learner tolerating, accepting and then enjoying the sharing of space. The approach works by progressively developing enjoyed and relaxed interaction sequences between the interaction partner and the person doing the learning. The adult must allow the learner to lead, and they should respond positively by joining in. These interaction sequences are repeated frequently and gradually grown in duration as the learner begins to trust the adult. As this happens, the fundamentals of communication are gradually rehearsed and learnt in a free flowing manner.

The fundamentals of communication are as follows: giving brief attention to another person; sharing attention with another person; extending attending and concentrating on another person; developing shared attention and taking turns; use and understand non-verbal communication such as eye contact, facial expressions, gesture and body language; use and understand vocalisations, having vocalisation become more varied and meaningful.

The Waldon approach

Children with autism are often limited in their movements and handling of objects. This means less exploring, less experience and less confidence in their movements and the use of their hands. This in turn impacts their cognitive development as in the early years we learn by doing and exploring our environment (physical world).

Within a Waldon session the aim is to stimulate the learning conditions for the developmental stage where children learn by doing. The adult is the facilitator who arranges the activities for the learner. The instructions are non-verbal; they are given by modelling, gesture and/ or physical prompt (including hand over hand at the start). Within the session, the activities will be repeated whilst introducing variations, for example changing the objects or containers.

The session structure includes three key elements: 1) focus on effort, movement and use of space, 2) continuant behaviour activities and 3) focus on the Learning-to-learn-tools at the child's developmental level. This includes putting in and taking out, sorting, matching, building, sequencing, drawing, brick building and using tools.

TACPAC

TACPAC draws together touch and music to create a structured sensory communication between two people. TACPAC creates sensory alignment and helps people of any age who have sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and limited or pre-verbal levels of communication. Specific music is chosen to reflect the texture of objects so that the receiver experiences total sensory alignment.

Assessment frameworks

EHCP outcomes and TALENTS targets

Like all of our learners across the school, Woodlands Hub learners individual EHCP outcomes and termly TALENTS target are central to what is being delivered.

All learners have EHCP outcome (long term outcomes) which are discussed during the Annual Review process, as well as TALENTS targets (short term targets) which are discussed during termly meetings.

Assessment frameworks

The assessment frameworks listed in the left-hand column are relevant to most learners in the Woodlands Hub. In some cases, where learners have a higher or lower cognitive learning profile in certain areas, they may not be accessing them all. This is also the case for some strands within certain frameworks, where learners may be accessing some but not all the strands.

Framework	Strands in framework	Information (where needed)
Communication development	Expressive communication skills	Conveying thought or feeling.
	Receptive communication skills	How a child/ young person understands language.
	Attention, listening and interaction skills	
Communication: Individual approaches	PECS	Picture Exchange Communication system
	TaSSeLs	TaSSeLs is a system of touch-speech cues to promote effective communication with people with profound and complex learning disabilities.

	Object of reference	Objects of Reference are objects used to represent a person, activity or event. Over time the person learns that the object stands for that person, activity or event.
	Blank levels of Questions	
	Intensive Interaction	See Teaching and Learning approaches below.
	Attention Autism (Bucket)	How your child understands the language.
	Let's Connect	See Teaching and Learning approaches below.
Complex Needs	Waldon	See Teaching and Learning approaches below.
	Touch screens	
	Switch Skills	Use of and responding to switches.
	Interaction with objects	
	Thinking skills and memory	
	Independence of Functional activities	
	Acceptance of touch	
	Sensory exploration	
	Gross motor	Gross motor skill development involves the large muscles in the arms, legs and torso.
	Fine motor	Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue and eyes.
	Emotional regulation	Emotion regulation is the ability to manage our emotions.

Semi-formal Writing	Writing as communication	Written communication is the exchange of information, ideas, or messages through written language.
	Writing formation	The formation of marks, shapes, letters and words.
Pre-Phonics	Visual discrimination	Recognise and talk about the similarities and differences in… The shapes that we see
	Visual memory	Recognise, **remember**, and talk about the similarities and differences in.. The shapes that we see
	Auditory discrimination and memory	Recognize, remember, and talk about the similarities and differences in.. The sounds that we hear The sounds that we say
	Key reading behaviours	Early reading skills
Read, Write, Inc.		

The Engagement Model

The majority of our learners, cognitive level dependent, access the engagement model. The engagement model has five areas of engagement, these are:

Exploration
This shows whether a learner can build on their initial reaction to a new stimulus or activity. The learner may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it.

Exploration is important in identifying which stimuli or activities interest the learner and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

Realisation
This shows how the learner interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviors that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The learner will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. Realisation becomes more established when the learner uses the newly developed skills or knowledge in new ways and in different contexts or environments.

Anticipation
This shows how much the learner predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).
Anticipation becomes more established when the learner shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced.

Persistence
This shows whether the learner can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it.
Persistence becomes more established when the learner shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement.
Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.

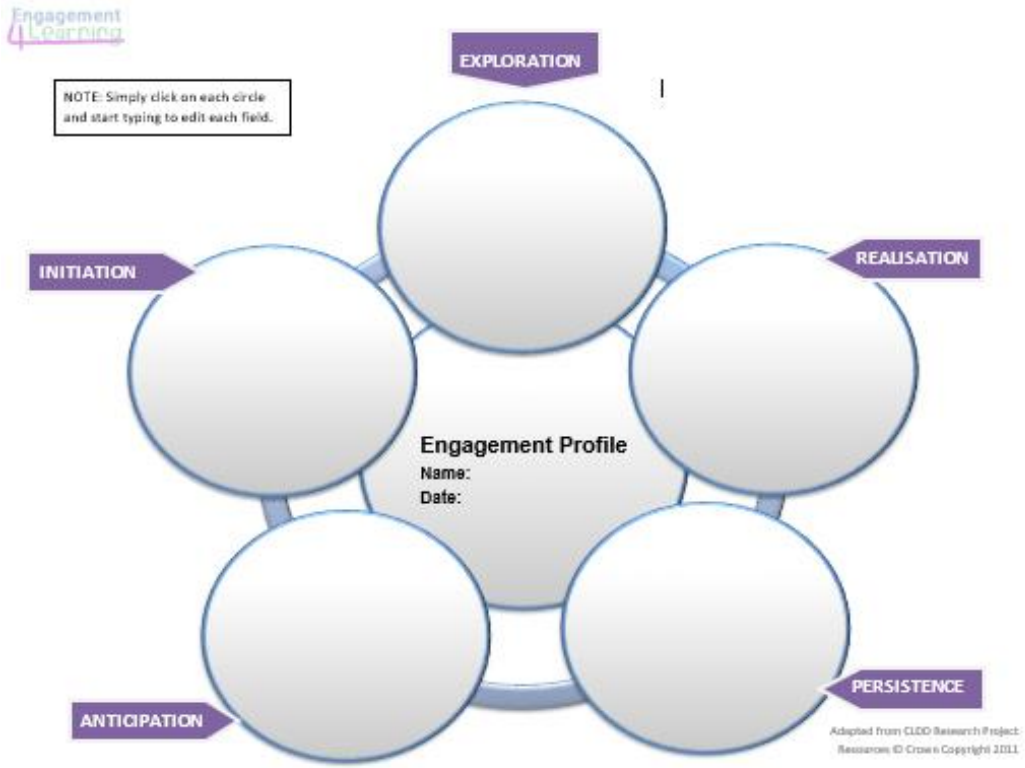
Initiation
This shows how much, and the different ways, a learner investigates a stimulus or activity in order to bring about a desired outcome. The learner will act spontaneously and independently during a familiar activity without waiting for direction.

Initiation becomes more established when the learner shows they understand how to create an impact on their environment in order to achieve a desired outcome.
Initiation is important to establish how well the learner is developing independence, which is required for more advanced progression.

Each of these five areas are interrelated. The five areas are not hierarchal. Instead, each of the areas represent what is necessary for learners to fully engage in their development and reach their full potential. Each area can provide a focus on how engaged learners are in achieving a specific target.

Engagement Profiles

Every learner has an engagement profile. This reflects the learner at their highest level of engagement in each of the five areas.
This is a working document and is updated as engagement increases (or decreases) in one or more of the five areas.



Engagement Scales

Each learner begins with a baseline assessment. Once the baseline is completed, they will be assessed in each of the five areas of engagement through an observation. Interventions are trailed with the intent to increase the level of engagement. Successful interventions are shared with all colleagues and used consistently for the individual learner. Engagement is the first requirement for learning; therefore, it is critical an engaged learner is present before we are introducing them to learning content.

Engagement Scale

Learner name: **Date:**

Activity: **TALENTS target:**

Completed by:

Overview of relevant issues	**Circle below:**
e.g. Environment /learner mood / medical	**Highest- interest activity / Baseline / Intervention**
	If intervention, record what you did differently

ENGAGEMENT SCALE

Mark TOTAL engagement score from sheet overleaf:

No Focus			Emerging / fleeting					Partly sustained						Mostly sustained					Fully sustained	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

5 areas of engagement	Score (0–4)	What happened? What happened / what didn't happen and why?	Possible future interventions What will I do next time and why? How will I make the activity more appealing?
Exploration This shows whether a learner can build on their initial reaction to a new stimulus or activity. The learner may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it. Exploration is important in identifying which stimuli or activities interest the learner and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.			
Realisation This shows how the learner interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviors that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The learner will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments.			

Anticipation This shows how much the learner predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar			

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activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the learner shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced.			
Persistence This shows whether the learner can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the learner shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement.			

Initiation This shows how much, and the different ways, a learner investigates a stimulus or activity in order to bring about a desired outcome. The learner will act spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the learner shows they understand how to create an impact on their environment in order to achieve a desired outcome.			
Total score		**NB NOW CIRCLE TOTAL SCORE ON SCALE** (previous page)	

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Engagement 4 Learning

Updated Septmeber 2021

Key for scoring stages of engagement	**0**	**1**	**2**	**3**	**4**
	No focus/ Disengaged	Low and minimal levels – emerging / fleeting	Partly sustained	Mostly sustained	Fully sustained