

Engagement Pathway

The engagement model is a **structured, collaborative approach** to supporting children and young people with complex Special Educational Needs. It focuses on:

- **Child-Centered Planning:** The child's voice and aspirations are central.
- **Family Partnership:** Parents/carers actively participate in decisions.
- **Multi-Agency Collaboration:** Education, health, and social care work together.
- **Clear Process:**
 - **Assessment** of needs.
 - **Individualized planning** with agreed outcomes.
 - **Coordinated delivery** of support.
 - **Regular review and adjustment.**

Key Principles:

- Early identification, flexibility, evidence-based practice, and co-production.

Goal:

Improve outcomes, reduce service fragmentation, and build trust between families and professionals.

Pre-Key Stage Pathway

The pre-key stage curriculum provides a **framework for pupils working below the standard of the national curriculum**. It is designed to ensure **inclusive, meaningful learning** for children with significant learning difficulties, often linked to complex SEN. Key features include:

- **Purpose:** To bridge learning for pupils not yet ready for key stage expectations, focusing on **core skills in communication, cognition, and independence.**
- **Structure:**
 - **Developmental Progression:** Builds on early learning goals and prepares for formal curriculum.
 - **Subject-Specific Foundations:** Literacy, numeracy, and personal development adapted to individual needs.

Key Principles:

- **Personalised Learning:** Tailored to each child's abilities and EHCP outcomes.
- **Engagement and Practical Application:** Emphasis on real-life contexts and functional skills.
- **Assessment for Progress:** Uses engagement indicators and small-step targets rather than age-related expectations.

Goal:

Enable pupils to make **measurable progress**, develop independence, and prepare for next stages of education.

National Curriculum Pathway

This model modifies the standard national curriculum to meet the needs of pupils with significant learning difficulties, ensuring access to **essential literacy, numeracy, and communication skills**. Key features include:

- **Purpose:** To provide a **simplified, relevant curriculum** that prioritizes functional learning in English, Maths, and Communication.
- **Structure:**
 - **Reduced Breadth, Increased Depth:** Focus on foundational concepts rather than full subject coverage.
 - **Practical Application:** Learning linked to real-life contexts (e.g., money handling, reading signs).

Key Principles:

- **Personalisation:** Targets aligned with EHCP outcomes and individual abilities.
- **Small-Step Progression:** Clear, measurable milestones instead of age-related expectations.
- **Inclusive Assessment:** Emphasis on progress and engagement rather than standardized tests.

Goal:

Equip pupils with **core academic and life skills**, supporting independence and preparation for adulthood.