



Pre-Subject Specific Intent, Implementation and Impact Statement

Intent

Old Park School is an SLD/PMLD setting in which the majority of learners are not yet engaged in subject-specific learning. The percentage of the cohort not engaged in subject-specific learning has ranged between 60-65% of the school population over the last four years. The whole Curriculum at Old Park is focused upon Preparation for Adulthood outcomes. Following a questionnaire sent out in 2020, which involved all stakeholders' opinions regarding meaningful outcomes post Yr14, a developmental sequence of 5 Pathways was designed to meet the needs of all cohorts of learners. Child development research and published DFE documents have influenced the pedagogy of Old Park School's curriculum offer.

The tables below show how learners, who are not engaged in subject-specific learning, are taught the pre-requisite skills and concepts within Old Park School's Pathways 1 and 2 in preparation for subject learning. Pathways 1 and 2 are appropriate for three classifications of primary need, as recorded in learners' EHCPs: PMLD, SLD & ASD. The skills and concepts of anticipation, initiation, realisation, persistence and exploration are fundamental in order to prepare learners for subject-specific learning, if and when they become ready for this. We use the Engagement Model to support our internal school assessment systems.

Table 1. Learners not engaged in subject-specific learning.

Old Park Pathways 1 and 2

Old Park School Pathway	Learner type	Primary need as per EHCP	DFE "Development Matters" development stages (Birth to Reception) & National Curriculum: Key Stages 1 and 2	School Assessment systems	External Assessment linked to internal School Assessment systems	14-19 Accreditation <i>to be confirmed as part of the 2023-24 SDP project 1.3</i>
1	Learners not engaged in subject-specific learning	PMLD SLD ASD	Neuro-typical birth to 12 months	Willow Dene 1 assessment tool	Engagement Model	ASDAN
2		PMLD SLD ASD	Neuro-typical 2-3-year olds	Willow Dene 2 assessment tool		Transition Challenge (Sensory)

Table 2. Learners engaged in subject-specific learning.

Old Park Pathways 3, 4 and 5

Old Park School Pathway	Learner type	Primary need as per EHCP	DFE “Development Matters” development stages (Birth to Reception) & National Curriculum: Key Stages 1 and 2	School Assessment systems	External Assessment linked to internal School Assessment systems	14-19 Accreditation <i>to be confirmed as part of 2023-24 SDP project 1.3</i>
3	Learners engaged in subject-specific learning	SLD ASD	3 and 4-year-olds	Old Park School Scales 5-9	Pre-Key Stage Standards KS1 All of the pre-Key Stage Standards in English and Maths for KS1 form part of Old Park School Subject Scales 5-9	ASDAN Transition Challenge
4		SLD ASD	Reception to end of Key Stage 1 and National Curriculum subjects	Old Park School Scales 10-14. Scale 14 includes all of the expected standard in subjects at end of KS1	Pre-Key Stage Standards KS1 & KS2 All of the pre-Key Stage Standards in English and Maths for KS1 & KS2 form part of Old Park School Subject Scales 10-14. Scale 14 includes all of the expected standard for N.C. subjects at end of KS1.	OCR Entry Level 1 Award and Certificate
5		SLD ASD	Aspects of Key Stage 2 National Curriculum subjects	Old Park School Scale 15	Pre-Key Stage Standards KS1 & KS2 Scale 15 includes aspects of N.C. KS2 subject content	OCR Entry Level 2 Award and Certificate

Internal moderation of engagement and attainment ensures high expectations and allows learners to move between Pathways during their time at Old Park School. We recognise however, that a large cohort of learners will continue to develop their skills and concept learning within Pathways 1 & 2 throughout their time at Old Park. Careful thought and research have therefore been undertaken to ensure that they receive different experiences, content, resources, approaches and environments as they move from Primary to Secondary and 14-19 Phases of the school.

Implementation

The Curriculum offer for each of the Pathways is shown in the Curriculum Essentials documents. National Curriculum Subjects are grouped under Old Park School’s Curriculum Driver headings. Core Subjects are adapted for use within Pathways 1 & 2 under the titles of “Multisensory” and “Early” respectively.

The following example from the Curriculum Essentials documents shows this sequence:

Not engaged in subject-specific learning	Pathway 1	Multisensory English
Not engaged in subject-specific learning	Pathway 2	Early English
Engaged in subject-specific learning	Pathways 3, 4 & 5	English

Planning

Core subject resources provide a “hook” for engagement in multisensory or early English, Maths, Computing, Science and PSHE. Similarly, the humanity-led Themes each term provide a “hook” to engage learners working within Pathways 1 & 2 and give them meaningful experiences in Discovery (leading to History, Geography and RE at Pathway 3 and beyond) and Creative (leading to Art and Design Technology at subject-specific learning in Pathway 3 and beyond). Teachers plan sequences of sessions to engage learners and to develop the skills and concepts addressed by the Engagement Model. The school ran several pilot projects for the Rochford Review and staff are skilled in observing degrees of engagement and developing it further by planning adaptations under the EYFS headings of Learning & Development, The Unique Learner, Positive Relationships and Engaging Environments.

Themes: EYFS → KS3

	Autumn Term History-led theme	Spring Term R.E.-led theme	Summer Term Geography-led theme
Cycle A 2023-24	Movers & Shakers Lives of significant individuals in the past	Special Stories Christianity, Islam, Sikhism	Treasure Island Locational knowledge and fieldwork
Cycle B 2024-25	Time Travellers Events beyond living memory	Special Places, Special Times Christianity, Islam, Humanism Exploring worship	Dark nights, bright lights Place knowledge, physical geography
Cycle C 2025-26	The Bostin’ Black Country Changes within living memory Local history	Special people Christianity, Islam, Buddhism	Restless Earth Human and physical geography, weather

Projects: 14-19

	Autumn Term	Spring Term	Summer Term
Cycle A 2023-24	#Whatsoccurring Vocational link- media, ICT Enterprise link- school newspaper, magazine	Scrapheap Challenge Vocational link- STEM subjects Enterprise link- recycled product fayre	Old Park Presents Vocational link- Performing Arts, Creative Arts Enterprise link- Theatre Production
Cycle B 2024-25	Just Giving Vocational link – retail, production, voluntary, charity Enterprise link- charity fund-raising	Ready, Steady, Cook Vocational link- hospitality, catering, Enterprise link- food event	Grand Designs Vocational link- construction, maintenance Enterprise link- the handyman store

The Curriculum Essential Therapies in Pathways 1 & 2 for primary need PMLD are Sensology and Tacpac. The Therapies offered in Pathways 1 & 2 for primary need ASD & SLD are: Sensory diets, TEACCH training and Attention Autism. Timetabled sessions are often run as a carousel in order to maintain high engagement in line with neuro-typical expectations of attention span and in consideration of global or specific delays as part of additional needs. Advice has been sought from Speech and Language Therapist and Occupational Therapists in regard to the Reynell’s Attention levels for neuro-typical learners.

Assessment

Willow Dene 1 & 2 assessment tools have been uploaded to Evidence for Learning. These developmental statements for skills and knowledge are used by teachers to support their adaptive planning of sequences of learning for engaging pre-subject specific learners. Photographic and video evidence is taken regularly and staff use the language from the Engagement Model descriptors when writing annotations about the learning. The Deputy Head Teacher at Old Park was trained in 2020 as a regional lead for the Engagement Model. All staff at the school at that time were trained accordingly and multi-disciplinary colleagues also attended training. The Engagement Model is now embedded at Old Park School and new staff receive induction both in the theory of the Model and in its day-to-day practice in the classroom. Each learner has an Engagement Profile to record their personal range from low to high engagement in each of the EHCP Areas. Comparison of evidence against a personal best allows IPSATIVE judgements to be made.

EHCP

All learners have an Education Health and Care Plan. Their short-term outcomes are interwoven with the sequence of planned sessions and aim to increase engagement. Internal Moderation of the Engagement Model is focused each term on one of the 4 EHCP Areas.

Moderation of the Engagement Model

Old Park School teaching staff moderate a case-study of evidence for one learner per class each term. A “Basket of indicators” is used to identify high and low engagement, barriers to learning, behaviours that challenge, communication difficulties and health issues. Each learner’s evidence of engagement is highly personal to them and needs to be seen in light of their own “personal best” achievements to-date. An IPSATIVE judgement is made by moderators, based upon the evidence seen, and in light of the learner’s Basket of Indicators. The judgement made takes into consideration whether they display a degree of engagement that is expected, above or below their personal best.

The focus of moderation moves between the 4 Areas of the EHCP in the following manner:

Internal Moderation schedule	Autumn term 2023	Spring term 2024	Summer term 2024	Autumn term 2024
Focus for learners not engaged in subject-specific learning. Pathways 1 and 2	SEMH EHCP Area 3	Physical and/or Sensory EHCP Area 4	Communication EHCP Area 1	Cognition & Learning EHCP Area 2

A case-study of internally moderated evidence for a learner not engaged in subject-specific learning is selected for external moderation as part of the Black Country network of Special Schools. This ensures that moderation and judgements are quality assured by external professionals with experience of SLD/PMLD settings and teaching learners not yet engaged in subject-specific learning.

The schedule for external moderation runs alongside our internal moderation, one term behind in the sequence, in order to facilitate the school having a selection of case-studies that have already been recently moderated.

External Moderation schedule	Autumn term 2023	Spring term 2024	Summer term 2024	Autumn term 2024
Focus for learners not engaged in subject-specific learning. Pathways 1 and 2	Cognition & Learning EHCP Area 2	SEMH EHCP Area 3	Physical and/or Sensory EHCP Area 4	Communication EHCP Area 1

Impact

Learners who move through Pathways 1 and 2 to become subject-specific learners receive a broad and balanced curriculum of engaging experiences and develop the foundational skills and concepts of anticipation, initiation, realisation, persistence and exploration in preparation for subject-specific learning. The subject and theme resources and content act as “hooks” to engage the learners’ interest and to allow teachers to plan sequences of experiences that motivate them to learn.

Learners who remain within Pathways 1 and 2 receive a broad and balanced curriculum of engaging experiences. Careful thought and research have led to different approaches, content, environments and resources being provided to ensure that learners experience a sequenced, age-appropriate delivery at

Primary, Secondary and 14-19. Neuro-typical child development informs our pedagogy and the structure of “Development Matters” can be seen throughout our planning and learning outcomes.

September 2023