Engagement Model Curriculum

The aims of this curriculum: *For children with SEND who are not engaged in subject specific study due to profound learning difficulties or serious cognitive impairment. This curriculum rose from the Rochford Review and replaced P- Scales 1-8.*

The DfE defines subject specific study as 'where a pupil can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics.' If a child is working below the level of the National Curriculum but can demonstrate such skills, then the engagement model should not be used for them. Instead they should be assessed using the Pre-Key Stage Standards

Underpinning Principles				
Exploration	Realisation	Anticipation	Persistence	Initiation

https://www.lancashire.gov.uk/send-specialist-teaching-service/news-and-resources/the-engagement-model/

Exploration
Is a pupil interested in or curious about a stimulus or activity? – For example, during a science lesson where Year 1 children are planting sunflower seeds, does the child show interest in the activity as it is happening? Using what you know about their communication style, you will perhaps notice signs of curiosity. *Does this translate to different contexts or environments?* – If you then go outside to plant some seeds in the school garden or outside space, does the child still show interest? *Do they build on their initial response to it?* – Do they perhaps indicate a wish to explore the seeds or the activity, or return to it after it ceases to be the focus, e.g. if the plants are on the windowsill to be observed as they grow. Over time, if you can observe patterns regarding which stimuli or activities prompt exploration, this can help you to plan further effective activities for that child. In this case, you may notice that the child responds to the sensory experience of the seeds themselves, in which case you may be able to build on that engagement, incorporating seeds, or items with similar sensory properties, into other learning activities.

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Realisation
Does the child show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it? Here a child might react with what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement', or 'fear'. An example of this might be in a music activity. When presented with some musical instruments to play, a child may express delight when the drum is played, may indicate that they want to play it themselves, and begin to explore what happens when they hit the drum in different ways, or with different things. Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. In this example, they may apply the skill of hitting something to make sounds outside using a tub, rather than using the drum they first encountered. Building on this realisation can help keep the pupil excited in their education.

Anticipation
Does the pupil predict, expect, or associate a stimulus or activity with an event? They may interpret different prompts, such as auditory, tactile, and visual cues, to anticipate that a familiar activity is about to start or finish. For example, when the box containing the PE bags is wheeled into the classroom, they begin to associate that with the upcoming PE lesson. Anticipation is considered to be more established if the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. This is important in measuring the pupil's understanding of cause and effect which in turn prepares the brain and helps with the pupil's memory and sequencing.

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Persistence
Can the pupil sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it? This aspect of engagement is important as it will help a pupil to maintain an activity long enough to develop, reinforce, and apply their skills or knowledge. By observing what stimuli or activities the child is keen to persist with, you can again use this knowledge to inform future planning.

Initiation
How much, and in what ways, does the pupil investigate a stimulus or activity in order to bring about a desired outcome? Do they do this independently and spontaneously during a familiar activity? For example, if they have a favourite picture in a familiar 'lift-the-flap' picture book, which is concealed by the flap, on sharing the story with you, do they independently lift it to reveal their favoured image? Initiation is important to assess the pupil's development independence, which is required for more advanced progression.

Planning opportunities are planned to cater for these 5 principles whilst learning smaller steps of developmental milestones as set out in PIVATS 5 (Lancashire). These are split into: Talking and communication, Listening and Understanding, Number, Using and Applying, Reading, Writing and Science.

This supports teachers in planning the curriculum based on small steps for progression and makes assessment clearer for children working below the level of the National Curriculum. Much of the learning for these pupils will be play-based through continuous provision. Assessments will be compromised of observations in a learning journal. Formal progress in the form of end of year reports and parents evenings will report against progress made in relation to the 5 Engagement model principles (above) and against PIVATs targets.