

Secondary

	Engagement		Subject Specific
Learning Characteristics	<ul style="list-style-type: none"> • Pre-intentional to emerging intentional communication • Reactive and responsive contextual awareness • Emerging social awareness • Sense of self by responses to sensations including hunger, pain, heat etc • Needs time/space to process stimuli • Early problem-solving skills • Learnt responses in familiar routines • Beginning to develop joint attention 		<ul style="list-style-type: none"> • Meeting the statements in the pre-key stage standards • High levels of independence • Socially aware • Confident communicators • Able to apply skills and knowledge • Self-evaluative • Higher levels of comprehension • Maintenance, retention and generalisation of skills evident • Confident • Emerging understanding of abstract concepts.
	Sensory Engagement	Structured Engagement	
	<ul style="list-style-type: none"> • High levels of physical and/or medical needs • Sensory impairments • Multiple learning difficulties 	<ul style="list-style-type: none"> • Difficulties with sensory processing • Persistent difficulties with social communication and interactions • Restricted and repetitive patterns of behaviours, activities and interests 	
Approaches to learning	<ul style="list-style-type: none"> • Multi-sensory learning experiences • Experiential learning • Extended processing time • Intensive interaction • Active exploration • Personalised communication systems • Visual/tactile/sensory cues (photos, music, smells, textures) • Turn-taking experiences • Familiar routines and repetition • Physical development and postural management • 1:1, Independent, paired and group experiences 	<ul style="list-style-type: none"> • Structured teaching systems • Visual timetables and schedules • Clear physical structure within environment • Structured exploration • Personalised communication systems • Visual supports (photos, symbols) • Turn-taking experiences • Familiar routines and repetition • Positive – personalised behaviour support • Self-regulation strategies • 1:1, Independent, paired and group activities 	<ul style="list-style-type: none"> • Visual supports (symbols, written) • Self-regulation strategies • Embedded - personalised communication systems • 1:1, Independent, paired and group working • Purposeful peer interactions • Problem solving • Pupil self-assessment and evaluation • Consolidation • Application and generalisation of skills
Assessment Methods	<ul style="list-style-type: none"> • 5 areas of Education Health Care Plan • 5 areas of engagement • WJEC Personal Progress English/Maths (KS4 only) 	<ul style="list-style-type: none"> • 5 areas of Education Health Care Plan • 5 areas of engagement • WJEC Personal Progress English/Maths (KS4 only) 	<ul style="list-style-type: none"> • 5 areas of Education Health Care Plan • Pre-Key Stage standards • WJEC Personal Progress English/Maths (KS4 only) • WJEC Entry2 English/Maths (KS4 only)