



PensMeadowSchool

Living, Growing, Learning

Holistic Pathway

SEPTEMBER 2023

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Introduction

Pupils who follow the Holistic Pathway at Pens Meadow are working below the standards of the national curriculum assessments and are not engaged in semi-formal subject-specific study.

The model allows teachers to assess:

- How well pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum.
- How effective the special educational provision is in empowering pupils to progress against the agreed outcomes of their education, health and care (EHC) plans.
- How effectively pupils are engaging with, and making progress against, their EHC plans.
- Pupils' achievements and progress across the 4 areas of need of the Special Educational Needs and Disability (SEND) Code of Practice.

Curriculum

For pupils following the Holistic pathway the curriculum aims to develop the following areas which are supported through the areas of Characteristics of Effective learning (EYFS)

- Well-being
- Communication and Social Relationships
- Sensory
- Physical
- Cognition and challenge
- Self-determination and independence
- Creative

Unique Child

All staff observe and understand each pupil's development and learning against EHCP outcomes and IEPs, assess progress, plan and act on next steps. They support pupils to develop a positive sense of their own identity and culture through appropriate learning experiences based on a sensory, exploratory curriculum. All pupils are valued and respected and a total communication environment ensures that their voice is heard, and their learning is celebrated.

Positive Relationships

Throughout school our warm and loving ethos and key worker system ensures that all pupils have a sense of belonging and where possible all PMLD pupils are integrated into classes with their peers to participate in the experiences of school life. Our staff are sensitive and responsive to all pupil's feelings and needs. Information about all pupils is frequently updated on All About Me, IEP, BSS and professional's documents on clipboards. Wherever possible all pupils are encouraged and supported to develop their independence and all efforts are celebrated. Staff working with pupils plan stimulating activities and environments related to individual pupils learning styles and communication needs.

Enabling environments

Our environment is stimulating, and resources and spaces are thoughtfully matched to individuals' development levels and learning needs whilst reflecting giving opportunities to explore cultures and community. There is support for pupils to take risks within a safe, scaffolded environment with supportive staff who value each individual and their learning and development.

Our Pre-English and Pre-Maths planning supports pupils to develop skills whilst working towards their IEP targets through a personalised learning plan designed to ensure that pupils are highly engaged.

Pupils on the Holistic policy also follow the sensory pre-phonics pathway developing their attention, listening and understanding of sounds around them.

EYFS – Year 9

Pupils following the Holistic Curriculum pathway from EYFS to year 9 cover six themes across the year. These themes have been selected to develop pupil’s understanding of areas that they can relate to and develop schemas for.

Cycle A

Theme	All about me	All about my friends and family	A pirate’s life	Infinity and beyond	Magic carpet ride	
PSHE	My feelings	People who help me	Working together	Likes and dislikes	Cultures from around the world	Respect for other cultures
Science	My body	My senses	Materials and their properties	Space	Animals – hot and cold countries	Plants
Food technology	Healthy foods	Traditional foods for UK	Melting, freezing and setting	Noisy food	Food from around the world	
Art and design	Mix media photographic collage Robert Rauschenberg	Textiles/ sculpture Sheila Hicks Pillar of Inquiry/Supple Column	Printing Paul Klee Ships in the dark Sailing boats 1927	Sensory art Vincent Van Gogh Starry night	Tessellations and shape Islamic art/ Spanish patterns	Colour, symbols and patterns Aboriginal art
Computing	Photography	Body percussion and sounds.	Switch on, switch off	Sounds www.patatap.com	Cause and effect Instruments	Cause and effect Colour
Forest school	Once upon a time		Textures of the forest		Who put the colours in the rainbow?	
Horticulture	Filling and emptying		Planting and growing		Colours of growth	

Cycle B

Theme	Autumn	Celebration	Witches and wizards	Stepping back in time	Summer holiday	Perfect picnic fun
PSHE	Loving the outdoors	What do people celebrate?	Why medicine helps	Changes through time – baby to adult.	Safe fun in the sun	Sharing is caring
Science	Seasonal changes Autumn/ Winter	Light and dark	Materials and their properties	My body	Seasonal changes Spring/ Summer	Plants
Food technology	Harvest festival	Celebrations and festivals	Spells and potions	Baby food	Ice lollies and ice cream	Planning a picnic
Art and design	Printing The Sheaf 1953 The snail Matisse	Painting Convergence Jackson Pollock	Black or white? Sky and water woodcut 11 strip 3 Escher	Textured textiles El Anatsui Untitled 2012	Shape, space and sculpture Ugo Rondinone Liverpool Mountain	Photography and video. Salvador Dali Dai double eye portrait Dali portrait
Computing	Big Mac play	Cause and effect – Light	Cause and effect – light and shadow	Sound in story	Video	Photography
Forest school	Autumn in the forest		Mud and mixtures		If you go down in the woods....	
Horticulture	Squashes for autumn		Planting and growing		Pots and Petals	

Year 10-Year 14

Cycle A

Science	My body		Materials		Plants	
Food Technology	Sensory dough		No bake recipes		Smoothies and milk shakes	
Horticulture	Sensory gardens		Wildlife matters		Pots and petals	
Music	Music and movement Body percussion		Music and movement Instruments		Music and movement Rhythm and rhyme	
PE	Football	Basketball	Tennis	Boccia	Athletics	Athletics
Art	Mixing Magic Colour mixing and sensory exploration		Painting Gilliam Ayres		Sculpture with Materials Kate Button	
Forest school	Patterns		Forest life		Songs and rhymes	

Cycle B

Science	Materials		My body		Plants	
Food Technology	Food through story		Sensory muffins		Perfect picnic	
Horticulture	Wildlife matters		Sensory gardens		Edible plants	
Music	Music through story		Rhythm and rhyme		Popular music	
PE	Cricket	Hockey	Badminton	Rugby	Athletics	Athletics
Art	Printing Animal Prints		Sensory and colour Mondrian		Painting Willem Cooning	
Forest School	Wild food		Prints and Tracks		Interactive art	

Pupils in Year 10 – Year 14 also engage in visits to the farm, Enterprise, community engagement visits and Pens Meadow Challenge.

Planning

Pupils have individual planning for each subject which focuses on the areas of unique learning, positive relationships and enabling environment. By adapting only one area at a time staff are able to identify features of high and low engagement for individual pupils. This planning is then used to inform an engagement profile for each child.

Activity	Unique Learning	Positive Relationships	Enabling Environments
	Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent through positive relationships	Children learn well in enabling environment with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
Introduce number shapes	Use large wooden shapes numerals 1 and 2	Anger 1:1	In Poppies 3 other children, full lighting, classical Mozart music
Introduce number shapes	Use large mirrored shapes numerals 1 and 2	Anger 1:1	In Poppies 3 other children, full lighting, classical Mozart music

Assessment for Learning

Pupils learning will be recorded using Evidence for Learning using short and long observations.

Short observations

These observations include either videos and/or photographs, a learning comment, TAGs and indicators demonstrating:

- E – emerging,
- GS – Gaining skills
- S – Secure.

Long observations

These observations include either videos and/or photographs, a learning comment, TAGs and indicators with a comment explaining why the pupils have been assessed at:

- E – emerging
- GS – Gaining skills
- S – Secure.

Comments will include what happened and possible future adaptations.

All staff may record assessments on Evidence for Learning, however, the lead for the lesson must check and proofread before uploading onto the cloud.

Recording Learning Expectations

Phonics - Short observations as necessary to support sensory assessments.

All other lessons – one short observation for each lesson with one long one at any point during each half term as chosen by the subject lead.

Comments should link to the engagement areas and IEP targets as well as curriculum learning.

Assessment

Assessment is undertaken using the Engagement model which has five areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- Initiation

The 5 areas of engagement

The model breaks engagement into 5 areas, which are interrelated. They're not hierarchical, and there's no expectation that pupils need to demonstrate progress in all 5 areas.

The 5 areas are:

Exploration	Whether a pupil can build on their initial reaction to a new stimulus or activity (e.g. they display more than an involuntary or startled reaction, and may notice it or reach out to it)
Realisation	How a pupil interacts with a new stimulus or activity, or discovers a new aspect of familiar ones (e.g. they display behaviours that show they want more control)
Anticipation	How a pupil predicts, expects or associates a stimulus or activity with an event (e.g. they anticipate a familiar activity is about to start or finish by interpreting cues or prompts)
Persistence	Whether a pupil 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
Initiation	How much a pupil investigates a stimulus or activity in order to bring about a desired outcome, acting spontaneously and independently without waiting for direction

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts by demonstrating how they are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

For pupils who are following the engagement model we use the EYFS Learners for Life: Characteristics of Effective Learning to support positive dispositions by providing living experiences. These dispositions are assessed each half term and forms part of half termly summative assessment.

The three aspects in Characteristics of Effective Learning are:

Playing and exploring – children investigate and experience things, and 'have a go'.

- Realise that their actions have an effect on the world, so they want to keep repeating them
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or be talking to themselves whilst playing.
- Make independent choices.
- Bring their own interests and fascinations into their learning.
- Respond to new experiences that you bring to their attention.

Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

- Participate in routines personal to them.
- Begin to predict sequences because they know routines.
- Show goal-directed behaviour.
- Begin to control their mistakes themselves.
- Keep trying when things are difficult.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

- Take part in simple pretend play.
- Sort materials
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems.
- Use pretend play to think beyond the 'here and now' and understand another perspective.
- Know more, so feel confident about coming up with their own ideas.
- Make more links between those ideas.
- Concentrate on achieving something that's important to them They are increasingly about to control their attention and ignore distractions.
- Planning follows the EYFS areas of unique learners, positive relationships and enabling environments. Planning in these areas allow staff to focus specifically on individual provision.

Moderation

Internal and external moderation takes place for pupils of the engagement model on a half termly basis. This focuses on a specific area from Communication and Language, Cognition and Learning, Social, Emotional and Mental Health, Sensory and Physical Development.