(Class groups are organised so that they broadly cater for learners following the same pathway, however, some classes may contain learners following different curriculum pathways. Class leads ensure that all needs are met through differentiation).

Greenside 'Engage' Pathway

Cross curricula strategies and approaches

Intensive Interaction

Self-initiated learning

Sensory exploration

Drama
Bamboozle drama approaches
Sensory literacy
Tacpac
Sensory storytelling
Speech Therapy

Computing- switch work and eye gaze.

Exploring and Investigating

Art
Play Skills
Music
Creative workshops
Community learning
Social inclusion sessions

Physio programmes
Occupational Therapy
Massage
Sherborne Movement
Sensory Interaction
Sensory exploration
Swimming
Rebound therapy
Sensology

Curriculum aspects, strategies and approaches

My Communication
To communicate effectively & build relationships
To listen to others
For my voice to be heard

My Thinking
To learn to solve problems and to be aware of the world around me.
To develop independence.

My Wellbeing
To develop a sense of self direction.
To learn to take care of myself.
To express myself creatively.

My Body
To be aware of my body and to be healthy.

What do I need to learn at school?

'Engage' Curriculum

Each learner will have a highly personalised curriculum based on their EHCP learning outcomes, learning experiences and responses.

Greenside School
Learning Achieving Together

Maths Skills Bank: Engage Pathway

Pre-Symbolic	Matching & Sorting	Sequencing	Number

Engagement Model	Routes for Learning	MAPP NB: Pre-symbolic curriculum covered in Engagement Model & RfL
Exploration	Notices stimuli – taste, smell, touch, visual, auditory, vestibular.	Finds pairs of objects which are the same.
Builds on their initial reaction to a new stimulus or activity e.g. displays more than an involuntary or startled reaction to the activity.	Responds to very obvious stimulus – taste, smell, touch, visual, auditory, vestibular.	Finds pictures which are the same.
Shows interest or curiosity about a stimulus or activity e.g. notices it or reaches out to it.	Demonstrates brief memory for previously presented stimulus.	Sorts according to perceptual qualities such as colour, shape, size.
Remains responsive to a stimulus or activity when it is presented in different contexts or environments e.g. a different time of day, a different place or with different people.	Responds to range of stimuli– taste, smell, touch, visual, auditory, vestibular.	Sorts according to function (e.g. cutlery in one tray, stationery in another).
Realisation	Responds consistently to one stimulus: - in one context/environment - in a range of contexts/ environments	Sorts according to association (e.g. knife with fork, pen with paper, picture of comb with picture of hair).
Displays behaviours that show they want more control of a stimulus or activity e.g. by stopping it or trying to make changes to it.	Responds differently to different stimuli.	Sorts according to more than one criterion.
Uses newly developed skills or knowledge in new ways and in different contexts or environments.	Briefly follows moving stimulus – audio, visual.	Sorts according to own criteria.
Anticipation	Anticipates repetitively presented stimulus.	Continues a repeating pattern.
Anticipates that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).	Aided exploration of the environment.	Creates a repeating pattern.

Shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced.	Random activities cause effect.	Orders objects by size or height.
Persistence	Redirects attention to second object - smell, touch, visual, auditory, vestibular.	Orders a temporal sequence.
Sustains their attention to a stimulus or activity for long enough to actively try to find out more and interact with it.	Looks briefly after disappearing object.	Orders a causal sequence.
Shows a determined effort to interact with a stimulus or activity e.g. by showing intentional changes such as changes in their gaze, posture and hand movement.	Action on reactive environment- responsive toys, mobiles or instruments.	Rote counts.
Initiation	Contingency responding - switch toys or computer program.	Identifies numerals.
Investigates a stimulus or activity in order to bring about a desired outcome.	Purposeful action on everyday environment.	Orders number symbols in correct sequence.
Acts spontaneously and independently during a familiar activity without waiting for direction.	Looks backwards and forwards between two objects (knows two objects are present). Contingency awareness - switch toys or computer program - responsive toys, mobiles or instruments	Rote counts or sequences numerals beginning in the middle of a sequence.
Shows they understand how to create an impact on their environment in order to achieve a desired outcome.	Intentional exploration of the environment	Demonstrates understanding of one-to-one correspondence.
	Repeats action when first attempt unsuccessful - switches/ ICT toys - problem solving with real objects (opening lids etc.)	Indicates 'one' or 'two'.
	Attracts attention	Makes up numerically equivalent sets.
	Modifies action when repeating action does not work - switches/ ICT toys - problem solving with real objects (opening lids etc.)	Compares two sets of objects and says which set contains 'more' and which set contains 'less'.
	Selects from two or more items	Matches numerals to corresponding sets of objects.

	- familiar items - unfamiliar items	
	Early problem solving – tries new strategy when old one fails - switches/ ICT toys - problem solving with real objects (opening lids etc.)	Responds to the question 'How many?'
	Initiates actions to achieve desired result (exerting autonomy in variety of contexts) - During social games - During structured activities - During play situations - ICT activities	Responds to instruction to 'add one' or 'take one away'
	Shared attention - During social games - During structured activities - During play situations	Estimates a quantity and check by counting.
	Object permanence	Identifies the 'next' object in a sequence.
	Does two different actions in sequence to get a reward - switches/ ICT toys -problem solving with real objects (opening lids etc.)	Identifies the ' first' and 'last' objects in a sequence.
		Uses ordinal numbers to describe position ('first', 'second', 'third').