



*“Bex's passion and purpose to make a difference to young people is absolutely evident. Her impact is clear, as is her vision for the future and passion for making a change. Her honesty and work ethics shine through in her approach to both working with her clients, and the realistic expectations on herself as a leader and for inspiring the next generation of young people and those who support them.”*



Presented by Bex Howe

# Roots, Leaves & Wings

A unique and fully inclusive alternative curriculum pathway





# Roots, Leaves and Wings

## The **context**

- ▶ Rising need vs static capacity
- ▶ Increased accountability for inclusion
- ▶ Delays in external support
- ▶ Increased complexity of need
- ▶ Higher curriculum and inclusion expectations
- ▶ Rise in parental expectations and pressures

The **need**: every school must meet rising and more complex SEND needs with limited funding while evidencing and reporting personalised progress.



# Roots, Leaves and Wings

## The response

- It gives schools a ready-made, inclusive curriculum that reduces workload and improved staff-wellbeing
- It aligns with EYFS, AET, KS curriculum standards and Preparing for Adulthood frameworks so that schools can evidence compliance effortlessly
- It supports pupils with complex profiles through a whole-child model
- It provides small-step, meaningful progress that schools can evidence and pupils can celebrate
- It strengthens universal provision, so fewer pupils require high-cost interventions
- It builds staff confidence and capability
- It strengthens relationships with families



# **Roots, Leaves and Wings: alignments with the new framework and the recommendations of the white paper 2026.**

**Delivers a coherent, inclusive curriculum** aligned with EYFS, AET, KS standards and Preparing for Adulthood, meeting Ofsted's expectations for ambitious, broad, balanced provision for all learners.

**Strengthens universal SEND provision**, reducing reliance on high-cost interventions and supporting the White Paper's focus on sustainable, early intervention.

**Supports pupils with complex and layered needs holistically**, matching Ofsted's emphasis on the lived experience of pupils with SEND.

**Provides built-in baselines and small-step assessment**, enabling schools to evidence progress clearly for Ofsted, governors and parents.

**Reduces workload** by giving staff a ready-made, resource-smart curriculum, improving wellbeing and consistency of implementation.

**Builds staff confidence and capability**, ensuring high-quality, inclusive practice across the school.

**Strengthens relationships with families**, supporting national expectations around trust, transparency and co-production.

**Enables confident, sustainable provision** within existing or reduced staffing and budgets, aligning with the White Paper's financial and operational priorities.

**Gives leaders and governors a clear narrative of intent, implementation and impact**, meeting increased accountability expectations under the Ofsted 2025 framework.

**Ensures meaningful, dignified progress for vulnerable pupils**, allowing schools to celebrate small steps and demonstrate impact with confidence.



# Roots, Leaves and Wings

## The opportunity



**EARTH**  
0-18 MONTHS

**E1**

**Personal, social and emotional development**

- Self-regulation
- Managing self
- Building relationships

**E2**

**Physical development**

- Gross Motor skills
- Fine Motor skills

**E3**

**Communication and language**

- Listening, attention and understanding
- Speaking
- Communication and interaction

**E4**

**Cognitive development**

- Understanding the world
- Mathematics: early concepts, cause/effect and patterns

**E5**

**Early social play and interaction**

- Building relationships
- Speaking

**SEEDS**  
2-4 YEARS

**S1**

**Communication and language**

- Listening, attention and understanding
- Speaking

**S2**

**Personal, social and emotional**

- Self-regulation and Managing self
- Building relationships

**S3**

**Physical development**

- Gross Motor skills
- Fine Motor Skills

**S4**

**Cognitive development**

- Understanding the world
- Mathematics
- Characteristics of effective learning

**S5**

**Literacy foundations**

- Comprehension
- Word reading
- Writing

**S6**

**Early mathematics**

- Number
- Numerical patterns
- Shape, space and measure

**S7**

**Independence and life skills**

- Self-care and managing personal needs
- Communication, choice making and problem solving
- Physical independence
- Social independence and working with others
- Every day routines

**S8**

**Emotional regulation and well-being**

- Recognising and naming emotions
- Co-regulation and calming strategies
- Managing big feelings
- Building relationships and social wellbeing
- Predictability, routines and feeling safe

## ROOTS

### R1

- A. Language and communication
- B. Reading
- C. Writing

### R2

- A. Selfcare and independence
- B. Relationships and others

### R3

- A. Gross motor skills
- B. Fine motor skills

### R4

- A. Number
- B. Shape, space and measure

### R5

- A. People, culture and communities
- B. The natural world

### R6

- A. Creative expression

## LEAVES

### L1

- A. Engaging and Interaction
- B. Making requests
- C. Communication and interaction
- D. Listening and understanding
- E. Conversations and greetings
- F. Non-verbal communication

### L2

- A. Being with others
- B. Interactive play
- C. Building positive relationships
- D. Group activities

### L3

- A. Understanding and expressing sensory needs
- B. Increasing tolerance of sensory input
- C. Managing own sensory needs

### L4

- A. Coping with change
- B. Transitions
- C. Developing special interests
- D. Problem solving and thinking tasks

### L5

- A. Understanding and expressing emotions
- B. Managing emotions and behaviours
- C. Understanding the emotions and behaviours of others
- D. Developing self awareness
- E. Developing confidence and self-esteem

### L6

- A. Learning through play
- B. Motivation and engagement
- C. Rules and routines
- D. Self reflection

### L7

- A. Developing independence and organisation
- B. Personal safety
- C. Road safety and travel
- D. Self-esteem

## WINGS

### W1

- A. Communication
- B. Word reading and comprehension
- C. Writing
- D. Vocabulary, grammar and punctuation

### W2

- A. Number
- B. Operations
- C. Shape, space and measure
- D. Problem solving

### W3

- A. Self-awareness
- B. Healthy lifestyle
- C. Self-care
- D. Online safety
- E. Transition
- F. Self-esteem

## ROOTS

### R1

- Communication
- Word reading and comprehension
- Writing
- Vocabulary, grammar and punctuation

### R2

- Number
- Operations
- Shape, space and measure
- Problem solving

### R3

- Self-awareness
- Physical Health and Wellbeing
- Personal hygiene and self-care
- Emotional self-care
- Healthy routines and habits
- Healthy boundaries and personal responsibilities
- Food nutrition and energy awareness
- Movement, fitness and body awareness

## LEAVES

### L1

- Social cues
- Building and maintaining relationships
- Recognising social norms
- Personal boundaries
- Navigating group dynamics
- Safe vs unsafe relationships

### L2

- Strengths and interests
- Personal preferences
- Awareness of autistic identity
- Emotions and internal states
- Confidence and self-esteem

### L3

- Understanding non-literal language
- Adapting communication to audience
- Participating in discussions
- Repairing misunderstandings

### L4

- Sustaining attention
- Using learning strategies
- Task initiation and completion
- Managing transitions
- Working independently

### L5

- Identifying emotions
- Recognising triggers
- Using regulation strategies
- Managing anxiety
- Recovering from dysregulation
- Planning for emotional challenges
- Managing sensory triggers

## BRANCHES

### W1

- Careers
- Employability skills
- CV writing
- Interview techniques

### W2

- Selfcare and independence
- Relationships and others

### W3

- AI and technology as a tool
- Social media navigation and safety

### W4

- Exam technique
- Exam self-care

### W5

- Financial life skills
- Domestic life skills

- 15 overarching pathways of development
- 64 individual development areas
- 1000+ easy to use, age-appropriate activities to support the individual pupil's development priorities



## R1A: Communication and language

I can speak clearly, confidently and fluently in a range of contexts

I can select vocabulary that is precise, varied and suited to audience and purpose

I can articulate and justify ideas, opinions and arguments

I actively participate in discussions, building on the ideas of others

I use spoken language to explain, describe, narrate, persuade and debate

I ask relevant questions to extend my understanding

I use tone, pace and volume effectively for impact

I use spoken language to support learning across all subjects e.g. explaining reasoning in maths, describing processes in science



## R1A: Communication and language

### AREA 1: speaking and expressive communication

#### 1. Speed-Talking Carousel

Students rotate in pairs, speaking about a topic for 30 seconds before switching partners.

**Intended Learning Impact:**

Students practise fluent, confident speaking under time pressure.

#### 2. Drama Freeze Frames

Groups create freeze-frames of a scenario, then one student steps forward to explain the scene.

**Intended Learning Impact:**

Students develop clarity and expressive communication.

#### 3. “Say It Three Ways” Challenge

Students express the same message formally, informally, and assertively.

**Intended Learning Impact:**

Students learn to adapt language to context and audience.



# Roots, Leaves and Wings: the story

## The **impact**

- Teachers spend less time reinventing provision and more time supporting pupils
- Schools can demonstrate a coherent, inclusive curriculum without creating new documentation
- Pupils with layered needs are supported holistically and inclusively, not in isolated interventions
- Schools can confidently evidence progress for Ofsted, governors, and parents and celebrate the small steps with the pupils
- Schools can meet more needs *within existing and often reduced staffing and budgets*
- Staff feel equipped, not overwhelmed
- Reduced conflict, increased trust and stronger partnership with parents



# Roots, Leaves and Wings: what schools are saying

## Whole-child development

“R,L and W covers every area of learning with built-in baseline and assessment tools: it’s so much easier and we can show progress”

## Inclusive by design

“R, L and W supports all our pupils with diagnosed and undiagnosed SEND. **I really feel that we are getting it right for them now**”

## Ready-to-use

“R,L and W provides all of us with an easy to use and full curriculum. The resources are like a **really big menu** to pick from”

## Resource-smart

“**We have saved ourselves £76k this year** by maximising our existing staffing and **not needing to replace** when support staff have left us”

## Scalable and sustainable

“**We are no longer panicking** when we are requested to enrol a child with complex and significant needs”



# What's included?

- ▶ Pathway-based curriculum with individual baselines tools
- ▶ 1000+ research- informed activities, games, and weekly planning suggestions tailored to each developmental pathway
- ▶ Stepping stones tracking system to identify gaps, monitor progress, and celebrate growth and achievement
- ▶ Parent questionnaires and information pack to support understanding and engagement at home
- ▶ Comprehensive, easy to use resource pack in both electronic and hard copy formats (on-line platform will be available in Summer 2026)
- ▶ Termly on-line practitioner support webinar (£0)
- ▶ Annual Roots, Leaves and Wings practitioner conference (Autumn 2026): contact me for details
- ▶ **Additional** strategic support and practitioner training is available: contact me for details and costs



# Roots, Leaves and Wings

## The investment (2-year subscription)

- ▶ Nursery/ pre-school: £925
- ▶ Nursery and primary: £2200
- ▶ Primary : £1500
- ▶ Secondary: £1850
- ▶ Complete package: £3900



# Contact me

Curious about Roots, Leaves and Wings or the other opportunities that I offer? Let's connect and explore how we can make more of a difference together.



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