2021 - 2022

Cherry Trees School Informal Curriculum Document

Cherry Trees School
Working, Learning, Achieving Together

SLINN Laura
Cherry Trees School
2021 - 2022

What is the Sensory Curriculum?

The Sensory Curriculum is our learning programme for Children with Complex learning difficulties and disabilities. (CLDD)

At Cherry Trees School, we have a group of children that require an inclusive Curriculum, The Sensory Curriculum. The definition of complex learning difficulties and disabilities is a child with one or a combination of difficulties, including co-existing conditions such as Autism and ADHD, profound and multiple learning disabilities (PMLD), physical disabilities, sensory impairments, mental health, a medical condition and challenging behaviour. However, they also include children who have difficulties arising from premature birth, have survived infancy due to advanced medical interventions, have disabilities arising from parental substance and alcohol abuse, and/or have rare chromosomal disorders. These children can be working within the National Curriculum levels or within the P level range. Many display a 'spiky learning profile' due to the complexities of their conditions. For those children at the very early stages of cognitive development, a Sensory Curriculum is appropriate for their individual needs. Our Sensory Curriculum is an inclusive Curriculum consisting of a programme of study which will be offered in a variety of situations. The children are taught using a thematic approach, with a new theme each half term. There is a two-year rolling program that is followed. This also incorporates their weekly sessions of physiotherapy, speech therapy and occupational therapy following individual programs.

'At the heart of education is the capacity to transform a child's life for the better and equip them to enjoy active citizenship in 21st century society.' (Carpenter 2011)

Curriculum

Alongside the Equals Curriculum, we also have our Sensory Curriculum. The Sensory Curriculum moves away from subject based learning systems to a holistic, processed based system which we feel will be more engaging for our learners with complex learning difficulties and disabilities. The Curriculum encompasses 6 key areas English, Maths, Knowledge and Understanding, Creative development, personal social and emotional development and physical and sensory development. The 7th key area is communication which links them all together. Communication will be an important part to the child's day and they will experience and explore ways in which to communicate effectively. They will be exposed to Makaton, PECs, PODD, verbal words, switches and aids. Independence and life skills are also at the core of our Curriculum. They are encompassed in all aspects of the daily routine and timetable. See our Independence Curriculum

for further details. The class timetable will reflect the core strands rather than subject areas. Staff will plan programmes of study using the Curriculum as a guide. The content and delivery of the lesson will be decided by the teacher, but will incorporate an element of collaboration to maintain a breadth of Curriculum and fulfil statutory requirements. It is envisaged that the Curriculum will be incorporated across the whole day and that it will be delivered by teams of skilled practitioners. Where appropriate, Training and Learning opportunities will be provided to support staff. Due to the complex needs of the children requiring access to the Sensory Curriculum, a multi-disciplinary approach may be taken. This will involve agencies outside of school, such as Physiotherapist, multi-sensory impairment support team, speech and language therapist, music therapist and OT assist. Together these agencies with the Sensory Curriculum, can offer experiences which will prepare the way for development and learning in other areas of the school Curriculum.

As many of our children with complex learning difficulties and disabilities, are working within the engagement scale model and range, which means they are working below Year 1 expectations, we follow the Equals Pre-Formal and Semi-Formal Curriculum. This document ensures we are delivering a Curriculum that is appropriate to all of our children's needs. There are several documents within the Equals scheme that allow for progression from foundation stage to upper key stage 2. The table below demonstrates this. To provide valuable opportunity for the learners a set of thematic topics are planned throughout the school, to enable access to different learning opportunities. This is a two year rolling programme:

Cherry Trees Curriculum Thematic Overview (Cycle A)

Classes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Blue	Food	Shops	Stories and Rhymes	People and Places	Farm	Minibeasts
Red	All About Me	[illegible]	To Infinity and Beyond!	[illegible]	Pirates	[illegible]
Orange	Africa	Celebrations	Once Upon a Time	Land Before Time	Starry Night	Under the Sea
Green	Frozen Planet	Journeys	Meet the Artists	Amazing Animals	Terrific Time Travellers (Romans)	Colour, Shimmer and Shine
Yellow	Journeys (Transport)	Winter Festivals of Light	Magic Carpet Ride	Amazing Animals	Who do you think you are?	We're All Going on a Summer Holiday
Purple	Roald Dahl	We are Britain	Victorians (Local Study)	Scientists and Inventors	Superheroes	What do you see?

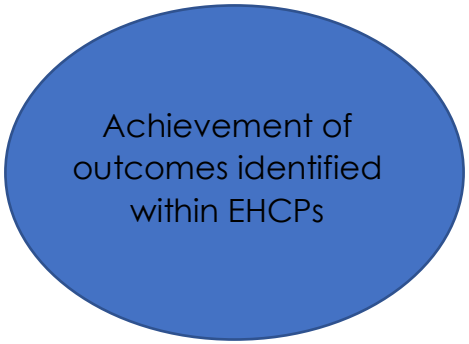
2022 – 2023 2024 – 2025 2026 - 2027

Cherry Trees Curriculum Thematic Overview (Year B)

Classes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Blue	All About Me	Shape and Colour	Pets	Growing	Transport	Holidays
Red	Changes in Living Memory	Beyond Living Memory	[illegible]	[illegible]	[illegible]	Oceans and Seas
Orange	Growing up	Planes, Trains and Automobiles	We're Going to the Zoo	Do you believe in magic?	Teddy Bears Picnic	Fun in the Sun
Green	Happy Healthy Me	Victorian Wonderland	Let it Grow!	Chocoholics	The Great Outdoors	The Big Top
Yellow	Autumn Witches and Wizards	Winter Festivals of Light	The Circus is Coming	How does your garden grow?	A Pirate Life for Me!	Food Glorious Food
Purple	Egyptians	World War I and 2	Famous for more than 5 minutes	Geographical Skills	Crime and Punishment	Sports Tournaments

2021 – 2022 2023 – 2024 2025 - 2026

For Every Child Our Curriculum Involves:



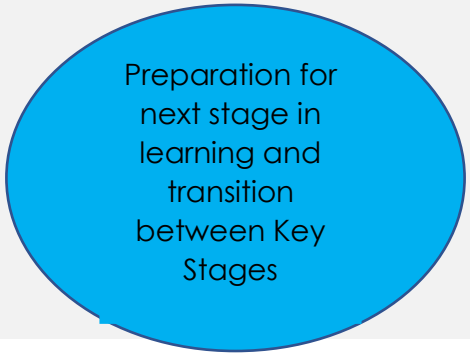
EHCP outcomes identified through the annual review process are addressed and assessed throughout the academic year. Targets identified enable learner's to work towards longer-term aims insuring development of key skills which secures progress over time within the areas specified. EHCP outcomes are addressed within our personalised learning roots regardless of route taken.

Assessment of progress over time mirrors each pupil's curriculum route and personalised learning plan. Assessment of progress over time is evidenced via SOLAR and workbooks, which are moderated over the academic year. Bespoke assessment routes and associated datasets evidence if pupils are making expected progress, exceeding expectations, or emerging pupils, who are identified as needing additional support at pupil progress meetings are given intervention programmes. The use of engagement scales to monitor pupils in their breadth of development for our most pre formal learners.

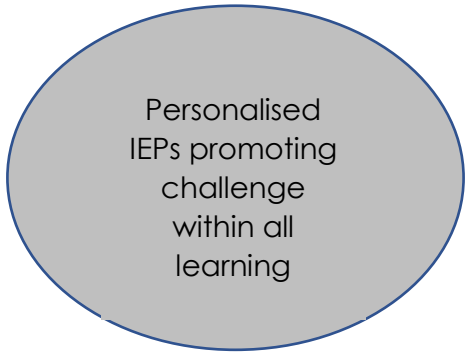
We hold termly structured conversations. The school secures effective partnerships with parents through annual review and termly pupil progress (IEP) meetings. The school elicits the views of parents determining how such views can enhance educational opportunities on an annual basis. Reports to parents at the end of the academic year evidence pupil progress over time in relation to the bespoke personalised curriculum route and learning plans. Parents are supported through regular contact with SMT and ClassDojo with class teams. Safeguarding is at the heart of every decision that we make – often offering support through multiagency working and challenge where needed.

The school works closely with multi-agency teams incorporating advice and recommendations received from them into the pupils' daily school lives, e.g well-being and therapy programmes to secure effectiveness. The school monitors progress where appropriate within such programmes and is able to address these through IEPS or within structured teaching and learning sessions e.g. Music Therapy and play therapy. This is measured using the Leuven Scale for well-being and engagement and the strengths and difficulties questionnaire, throughout the school.

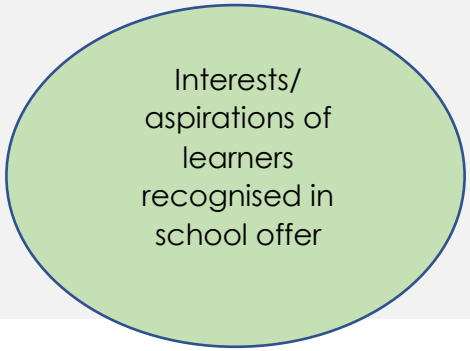
In recognition of the wide range of Educational Needs of all pupils we design and deliver personalised learning plans for each pupil via the curriculum route identified through SOLAR. Assessment of progress over time within this route ensures that each pupil's curriculum offer is personalised and fulfils its ultimate aims.



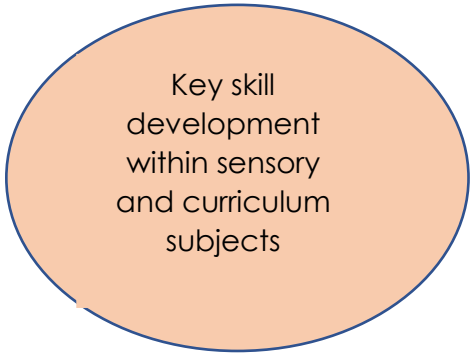
The school recognises the importance of effective transition through the development of personalised transition. At each key stage the school is able to identify prior provision, personalised learning needs, achievements, progress and next steps for learning. This is regularly updated through the All about me document.



Pupils benefit from three IEP's a year to assist in their progress over time. IEP's provide a means for the teacher to plan more bespoke education and targets. These will be used to secure and further inform effective educational provision. These are created from outcomes identified in the child's EHCP.



EHCP and our school curriculum identify the long-term aims in developing pupils' interests and aspirations. We consider it vital that the voice of all learners at Two Rivers are considered and recognised and importantly acted upon. Learners are provided with opportunities and skills to develop their interests and aspirations.



To secure mastery learning the school has identified key performance indicators supported by long-term planning for all areas of the National Curriculum. School is able to work in an informed way in the pursuit of the KPI to develop knowledge and understanding for each child when accessing the National Curriculum subjects.

What are the curriculum areas of the informal curriculum approach and how do these develop as a child progresses through school?

Class	Curriculum Areas	Schematic basis
Blue Class EYFS and KS 1	English and Maths Communication PSED Knowledge of the World Creative and ICT	Development Matters Equals Pre formal PMLD Curriculum
Orange Class LKS 2	English Maths Communication PSED Knowledge of the World Creative and ICT	English Equals Section 1 KS 1 Maths Equals Equals Pre formal PMLD Curriculum Equals My communication Equals My Physical Wellbeing Equals My Art
Yellow Class UKS 2	English Maths Communication PSED Knowledge of the World Creative and ICT TEACCH	English Equals Section 2 KS 2 Maths Equals Equals Pre formal PMLD Curriculum Equals My communication Equals The World Around me Equals My Physical Wellbeing Equals My Outdoor School Equals My Art

What do the curriculum areas cover and enable us to develop?

Communication

Communication is the central part to the Curriculum and is the link that binds the other core strands together. The early stages of communication begin with reflexive, reactive and proactive behaviours and develops eye contact, vocal sounds, gestures and spoken words. The core strands of the Curriculum can offer rich, stimulating environments in which

to react to these early levels of communication. Flo Longhorn suggests that 'The prerequisite of 'total communication' simply means that any form of communication is acceptable as a platform upon which to build communication' Longhorn 2001. It is therefore paramount that for communication to be successful it needs to be embedded into all Curriculum areas. This will result in a growth of self-esteem and confidence; and increased accessibility, understanding and enjoyment of the activities being delivered. Utilising TAC PAC (appendix) to support has been essential.

English Development

This core strand develops the aspects of reading, writing speaking and listening skills. These are inter linked within all the core strands of the Curriculum. Pupils encounter the world of literacy through songs, television, performing arts, radio etc. pupils need to be motivated and engaged within their learning for enjoyment and success to be achieved. This can only happen when environments are rich and stimulating.

Reading

Reading skills enable pupils to make a connection to their immediate environment and the wider world. These skills can be transferred to other areas of learning for example practising directed eye movement to scan pictures relates to a plate of food and choosing what to eat next. Many emergent skills can develop to reading skills such as sensory activities, looking to and from, passing things from hand to hand, visual following and enjoyment from storytelling. Reading activities will develop anticipation, engagement and choice making skills.

Writing

Before learning to write or learn to hold a writing implement; there are many skills that pupils need to build upon. These include fine and gross motor skills and building strength in their hands and their core stability. This may include such as working with play dough and hand massage. Mark making is one of the first steps. These initial steps, at first, maybe unintentional but, as the pupil develops, may take on a more intentional role. The Curriculum provides pupils with the opportunities to mark make wherever possible. Trailing fingers in soapy water, sand, paint, custard manipulating tools and equipment are all prerequisites to writing.

Speaking and Listening

Speaking and listening is a vital element of communication. This area aims to encourage the pupils to come successful communicators. For a pupil to be successful they need to develop listening and speaking skills. This will start to emerge from non-verbal communication such as facial expressions, hand gestures and eye contact through to using picture symbols, signs, objects, and photographs. As the pupils' skills develop, they begin to grow as learners. Speaking and listening is fundamental to the cognitive development of the pupil and encourages the pupil to become involved in their personal learning.

Maths development

Maths development involves the study of the world around us. What we learn in maths has an impact on all other key learning areas from creative to the scientific. It is not just a collection of number skills but is a way of thinking and expressing ideas beyond the spoken word. This core strand will be taught through a variety of activities helping pupils to develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. Using and applying will be intrinsic to the three other areas of numeracy development: number, shape space and measure and data handling. This enables the pupils to demonstrate what they have experienced, understood and how they can apply the knowledge that they have learnt.

Personal, Social and Emotional Development

This core strand will be taught through a variety of activities. A suggestion of activities is listed below but is by no means definitive or prescriptive. It will allow the developmental progression in awareness of self, others, environment, change, anticipation, preferences and cause and effect. This will all contribute to the overall personal, social and emotional development of the individual.

Citizenship

Citizenship aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences beyond the Curriculum, contributing fully to the life of their school, families and communities.

Personal, Social and Health Education

PSHE aims to give pupils the knowledge, skills and understanding they need to develop self-esteem, confidence, and responsibility, and make the most of their abilities. They should learn basic rules and skills for keeping themselves healthy and safe and recognising their worth as individuals, identifying positive things about themselves, seeing their mistakes, making amends, and setting new goals.

Independence

By helping our children to become independent individuals, we will not only encourage our children to complete tasks for themselves but we will also help them to develop and increase their self-esteem, their confidence and their decision making. Often, we can take for granted the life skills we develop as we 'grow older,' but for our children the need to develop these skills in a practical way and to be taught these skills is a real need, in their daily lives at home as well as at school. Life skills provide the foundation to ensure our children can access a full and independent adult life, ensuring they can stay happy and safe. See our separate Independence Curriculum, which is taught alongside the sensory Curriculum and National Curriculum throughout the school.

Physical

Physical development is the process by which changes in the individual are bought about through movement's and experiences. Physical development is not only about development but is also concerned with education of the whole person through physical activities. The physical development element of this Curriculum can be planned with the guidance of physiotherapist for those children who require it.

Sensory

Sensory development is where pupils will experience sensations through interactions with their environment. Interpreting the meaning of these sensations for the actions is called sensory processing. We have five senses within our bodies; touch, smell, taste, auditory and visual. These can all be drawn upon when teaching pupils with complex learning difficulties. We also have our kinaesthetic sense, this is where pupils can experience teaching through their bodies moving and all the

senses work together. This area of the Curriculum will provide the pupils with stimulation and sensory awareness of their environment.

Motor

Motor development reflects a pupil's ability to control and direct voluntary muscle movement and it is an area of development that practitioners will build upon for the pupil. Motor development is split in two areas – gross and fine motor development. Gross motor skills involve the use of large muscles such as those used to maintaining body position through to walking. Fine motor skills involve refined movements such as those requiring finger dexterity. Fine motor skills begin with the development of reaching and grasping to hand eye co-ordination in order for pupils to use equipment. All three areas of this strand can be taught separately or can interlink together to give an enhanced Curriculum. This Curriculum strand is designed to encourage the pupils to develop an awareness and indicate preferences to how each pupil will best engage in their learning.

Information and Communication Development (ICT)

Information Technology is a functional and, for some pupils, crucial part of communication and learning. All ICT equipment can be used as a tool to aid teaching and communication; and can be used within all the core strands. The Interactive White Board, computers, plasma, touch screens, concept keyboard, switches etc can all be used to support communication and individualised learning. Through the delivery of the core strands, pupils should be given the opportunity to apply and develop their ICT capabilities and through the use of ICT tools, support their communication and learning in all areas. The development and use of communication aids, symbols, PECs and individualised communication throughout lessons, will enhance pupils understanding of the activity they are participating in and consequently further communication for the pupil and other people they engage with. Pupils learn through different channels so information presented in multimedia form gives them more opportunities to engage and can also lead to the development of language and social skills and facilitate access to overcome barriers to learning.

Creative Development

Creative development aims to give the children the opportunity to explore and investigate a wide range of media and materials. Through creative and imaginative play, children develop many different skills including fine motor and problem

solving. It will enhance their communication, as well as promote self-awareness and confidence. Activities covered include music, role-play and the sensory room to stimulate senses and develop imagination.

Knowledge of the World (KW)

The children will have the opportunity to develop an awareness of the world around them, both natural and manmade. They will also have opportunities to explore people, places and technology. KUW helps the child to explore and investigate, and to begin to question how and why things work.

What do the learning intents look like in the pre formal stages of learning?

The learning is planned in a very personalised way, relating to the child's EHCP and takes place pre subject specific learning – this enables the children to develop the skills that pertinent professionals working with the child have identified as their significant areas of need (their driving forces for their curriculum). These learning intents are still planned with progression in mind, below you will see an example (not definitive) list of curriculum impact statements that can be used to help plan next steps for learners. How the child responds to these planned (and child led) learning experiences is captured through the use of the engagement model, culminating in broad (not linea) progression, described through case study information reports about each individual and their approaches and achievements.

PROGRESS	INTENT	IMPACT
Encounter and experience P1(i)	**Accepts activity taking place around them (Being passive)**	- I can accept positioning to take part in an activity. - I can accept physical support from adult to take part in the activity e.g. action rhymes - I can accept adult showing me visual stimuli, but without showing a response. - I can accept adult showing me auditory stimuli, but without showing a response. - I can accept adult presenting me with physical stimuli, but without showing a response.

	To encounter activities and experiences	- I can encounter puppets - I can encounter picture in the environment. - I can encounter a range of different types of sounds e.g. ❖ Stories ❖ Songs ❖ Musical instruments ❖ Natural sounds ❖ Rhymes ❖ Instructions - I can encounter a range of animals - I can encounter a range of plants.
	Shows simple reflex responses	- I can blink defensively - I can turn toward/responds to physical touch - I can close fingers when my palm is touched - I can close my eyes to sudden bright lights - I can vocalise - I can show awareness to sounds - I can become startled by a loud noise - I can momentarily frozen by new or quiet sounds - I can react to physical contact through calming.
	To experience movement	- I can experience movement up and down. - I can experience movement left and right - I can experience movement forward and backwards.
	To explore objects	- I can touch a range of different materials with full adult support.

Awareness P1(ii)	**Notices stimuli**	- I can communicate that I have noticed stimuli e.g. ❖ Stilling (a momentary pauses) ❖ Turning (Head, eyes, body) ❖ Lip/Tongue movement ❖ An eye flicker ❖ A change in breathing ❖ Tensing or relaxing (you may need to be in close physical contact in order to perceive this) - I can look towards a bright light with my eyes. - I can react to different types of sounds e.g. ❖ Comforting voice ❖ Loud noises ❖ Quiet noises
	Reacts to close contact with familiar adult	- I can show an awareness to the presence of an adult through personal communication skills e.g. ❖ Vocalising ❖ Open mouth/tongue movement ❖ Moving fingers ❖ A kick - I can give momentary attention to someone speaking close and in direct line of vision
	Responds to very obvious stimulus	**-** I can turn towards a sound - with eyes - I can turn towards a sound – turning head - I can turn toward bright light – with eyes - I can turn toward bright light– turning head - I can respond to music with a heavy beat - I can respond to music with a quiet rhythm. - I can show awareness when with help taking part in action rhymes. - I can respond to a human voice.

		- I can turn towards a human voice – with eyes - I can turn towards a human voice – turning head - I can quieten at a familiar voice - I can briefly look at a moving object - I can briefly look at a colourful picture - I can briefly respond to a voice saying: ❖ Stories ❖ Songs ❖ Instructions ❖ Rhymes
Attention and response P2(i)	**Responds to familiar voice or other identifier**	- I can interact with familiar person briefly - I can show pleasure in the presence of others - I can watch person directly in line of vision - I can smile at familiar person - I can respond to familiar voice or sound - I can give positive response to attention - I can respond to human voice with gentle sounds.
	Responds to range of stimuli	- I can show a response to more than one stimuli - I can respond to a variety of sounds - I can respond to a variety of physical stimuli - I can respond to a variety of images - I can respond to a variety of puppets - I can respond to a variety of people
	Responds to own name	- I can respond to own name through: ❖ Looking at adult when saying my name ❖ Vocalising ❖ Change of facial expression ❖ Movement of arms/legs/fingers ❖ Movement of eyes/lips/tongue

	Demonstrates brief memory for previously presented stimulus	- I can show diminishing interest in a stimulus when presented repeatedly - I can show recovery of interest when a new stimulus is shown.
	Responds consistently to one stimulus	- I can show the same response when a stimulus is shown.
	Briefly follows moving stimulus	- I can track visual stimuli with eyes – looking left. - I can track visual stimuli with eyes – looking right - I can track visual stimuli with eyes – looking up - I can track visual stimuli with eyes – looking down - I can track visual stimuli turning head – left. - I can track visual stimuli turning head – right. - I can track visual stimuli turning head – up. - I can track visual stimuli turning head - down - I can follow adult with eyes - I can follow adult by turning head - I can track sounds/voice with eyes – left - I can track sounds/voice with eyes – right - I can track sounds/voice with eyes – up - I can track sounds/voice with eyes - down - I can track sounds/voice by turning head – left - I can track sounds/voice by turning head – right - I can track sounds/voice by turning head – up - I can track sounds/voice by turning head - down
	Shows behaviour which can be interpreted as rejection to some stimuli	- I can turn my head away to indicate enough - I can close eyes to indicate enough - I can move my arm away from stimuli to indicate enough - I can vocalise to indicate enough - I can move my fingers away from stimuli to indicate enough - I can move my body to indicate enough.

Engagement P2(ii)	**Responds differently to different stimuli**	- I can vocalise to indicate pleasure - I can vocalise to indicate displeasure - I can use facial expression to show pleasure - I can use facial expression to show displeasure. - I can use facial expression to show discomfort - I can use gesture to show pleasure - I can use gesture to show displeasure
	Anticipates repetitively presented stimulus	- I can show that I have a favourite puppet or object and show pleasure when it appears. - I can show anticipation through vocalisation. - I can show anticipation through facial expression.
	Withdraws from interaction with adult	- I can turn my head away to show I don't want to do something anymore. - I can close my eyes to show that I don't want to something anymore. - I can vocalise to show that I don't want to do something anymore. - I can show through facial expression that I don't want to do something anymore - I can show through my body language that I don't want to do something anymore.
	Objects to withdrawal of interaction of an adult	- I can object when attention is withdrawn - I can vocalises to show objection of withdrawal of attention. - I can change my facial expression to show objection of withdrawal.
	Explores environment with support	- I can reach for objects with both hands. - I can lead with one hand when reaching for objects. - I can hold object with palmer grip. - I can reaches out for favourite adult or friend.
	Anticipates within social routines	- I can show that I am waiting for something through facial expressions. - I can show that I am waiting for something through body language - I can show that I am waiting for something through vocalisations. - I can remember an action over a short period of time.

		- I can show anticipation through social games e.g. Peek a boo.
	Makes a variety of sounds	- I can vocalise to gain attention - I can copy playful sounds - I can join in vocal play – coughs, car noise - I can indicate different needs by different noises.
	Initiates attention	- I can reach out to request attention - I can vocalise to gain attention - I can greet a favourite visitor through gesture or vocalisation
	Imitates actions	- I can imitate an adult in simple action - I can clap hands in imitation - I can imitate facial expression of familiar adult
	Looks briefly after disappearing object – Object permanence	- I can look for a sound moving my eyes to the right. - I can look for a sound moving my eyes to the left - I can look for a sound moving my head to the right - I can look for a sound moving my head to the right - I can look for visual stimuli moving my eyes to the right. - I can look for visual stimuli moving my eyes to the left. - I can look for visual stimuli moving my head to the left - I can look for visual stimuli moving my head to the right. - I can feel for objects when out of sight.

	Communicates more	- I can vocalise to communicate more - I can use a switch to communicate more - I can make a movement to communicate more - I can blink to communicate more - I can eye point to communicate more - I can reach to communicate more.
P3(i) Participation	**Makes choices**	- I can make choices through reaching - I can make choices by pointing - I can make choices through eye pointing - I can make choices through vocalisation - I can make choices through blinking - I can make choices through the use of a switch.
	Communicates intentionally	- I can reach towards an interesting object - I can communicate what I want through sign language/hand gesture. - I can vocalise specifically to gain attention. - I can communicate through eye pointing - I can communicate using switches. - I can communicate using blinking
	Seeks attention	- I can seek attention through eye contact - I can seek attention through reaching - I can seek attention through vocalisation - I can seek attention through action - I can make eye contact with intent
	Request events	- I can point towards desired object. - I can vocalise to request an event. - I can use a switch to request an event.

	Participate in shared activities with less support	- I can be more independent when joining in with familiar action songs. - I can participate in a range of simple turn taking activities and games. - I can reach for an object independently.
	Sustain concentration for short periods	- I can focus on one activity or object for long enough to gain some understanding/information about it. - I can sustain focus for a short period of time during a sensory activity.
	Explore materials in increasingly complex ways	- I can hold sensory objects - I can hold a writing tool with support (hand over hand) - I can move my hands in a range of tactile materials - I can scribble on paper. - I can turn pages in a book
	Observe the results of their own actions	- I can show interest in an activity by following or vocalising.
	Remember learned responses	- I can remember key sounds or actions of familiar songs. - I can remember key parts of the daily routine.
	Copies adults actions	- I can continue making a sound when an adult copies me. - I can attempt to copy the tone of an adult's voice and speech. - I can copy a facial expression made by an adult. - I can copy a simple rhythm made by an adult. - I can copy a simple action made by an adult e.g. clapping hands.
	Shows a range of emotions	- I can show enjoyment when in the company of others - I can show enjoyment when I receive appropriate physical contact. - I can laugh when I am happy or relaxed - I can show distress when uncomfortable.

		- I can show that I am not happy through facial expressions, vocalisations or body language.
	Recognises familiar pictures	- I can recognise my own photograph - I can recognise photographs of familiar people. - I can recognise photographs of familiar places. - I can recognise photographs of familiar animals. - I can recognise photographs of familiar objects.
P3(ii) Involvement	**Initiate interactions and activities**	- I can wave goodbye when prompted - I can greet familiar people appropriately
	Anticipate known events	- I can use some sound cues to anticipate events e.g. knocking on door - I can anticipate repeated phrases within familiar texts. - I can show anticipation when a key event is approaching in a familiar story. - I can anticipate in known songs/rhymes
	Responds to options and choices	- I can indicate yes through personal communication. - I can indicate no through personal communication.
	Actively explore objects and events for more extended periods	- I can remain focused for a short amount of time when using multisensory stimuli.
	Apply potential solutions systematically to problems	- I can ask for help by leading an adult to an object. - I can ask for help by taking an object to an adult. - I can ask for help by vocalising.

	Make and respond to a variety of intentional sounds	- I can string two sounds together. - I can make sounds and babble at different volumes - I can recognise an angry voice - I can recognise a happy voice - I can recognise everyday sounds - I can recognise environmental sounds - I can recognise favourite songs - I can listen to an adult not in sight - I can join in with a rhythmic activity - I can consistently locate familiar voices, sounds and noises. - I can respond to praise with enjoyment. - I can join in with repetitive words from a familiar book. - I can make deliberate sounds - I can join in with group oral activities
	Intentional mark making	- I can make random marks using a touch screen/Ipad. - I can make marks on paper - I can join in adult writing activities - I can manipulate a range of media
	Expresses preferences for items not present via symbolic means	- I can select an object of reference - I can choose an object to show my experience - I can choose an object related to the story. - I can use symbols to communicate a need - I can use photographs to communicate a need
	Makes intentional choices within stories	- I can look at books on the computer - I can look at print, pictures, photographs and symbols with interest. - I can turn pages independently at the appropriate point in the story. - I can recognise key characters within the story

	Makes intentional physical movement choices.	- I can choose spaces to be in or move out of. - I can change positions. - I can move in different ways. - I can move in different directions - I can move fast. - I can move slowly.

Engagement Model and our Pre formal Pathway

The engagement model is **an assessment tool** that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. Before September 2021, your child may have been assessed using P scales. However, an independent review found that P scales were no longer the most useful way to assess pupils with SEND. They found that P scales were designed on the basis that pupils would move in a linear way from one skill or concept to a more challenging or advanced skill or concept. Linear progress is not common for pupils with severe or profound learning difficulties.

The engagement model:

- enables a flexible and individualised assessment, allowing your child's teacher to tailor their teaching and provision to meet their specific needs
- recognises that engagement is multi-dimensional and breaks it down into the 5 areas of engagement.
- supports identification of all progress made by your child and will not be limited to the linear progress that was tracked by P scales

At school, we utilise this model to look focus on observing the children and identifying their levels of engagement and motivation and what supports the children's learning. We then develop our planning around this and their planned EHCP outcomes – this gives a truly personalised approach to learning for these complex individuals – you will see in class a

display board for each pupil, where we ask all professionals to make observations around the areas of engagement. These are used to create a case study about the learning and developments of each child.

Special Spaces

There are specific areas within school which cater for the delivery of the Sensory Curriculum, these spaces allow the learners to develop and transfer their skills around the school before they move into the wider community.

- The Therapy Room – A quiet place for relaxation, massage, foot spas, story time and time out of class.
- A sunken trampoline in our outdoor space to allow staff to support this sensory need in children.
- The Dark Room – A sensory room full of cause-and-effect switches and lighting.
- The outdoor class - playground created this academic year to best support our Yellow Class.
- Forest school - A place to teach all key areas in an outdoor practical setting soft play area – To let off some energy and enjoy the company of our peers.
- The swimming pool – A place to develop skills whilst exploring the water.
- The school also benefits from the use of a minibus, which allows all our children to access the wider community and enjoy experiences outside of the classroom.





Outcomes and Examples

Each area will focus on intended outcomes, the table below shares an example of these – again these are not an exhaustive list, as the outcomes are focused on the individual and linked to their EHCP.

Curriculum Area	Activity	Outcomes and Experiences	Cross Curricular Links	Resources Examples
Communication Development	PECS Symbols Makaton Object of reference Switch Cause and effect activities Sensory room Dark room Musical instruments Software: cause and effect Switch discipline Mouse skills	A sense of fun and personal satisfaction Choice making Awareness of activity Appearing alert Turn taking Team work Making a positive contribution Being with others initiating and maintaining social interaction	Literacy development Physical, motor and sensory development Numeracy development Personal, social and emotional development Knowledge and understanding of the world Creative development	Electrical toys/ items – radios, CD player, vibrating toys, cars ICT software - Switch IT software. Purple mash, Circle time books Puppets Identi play Speech therapy activities (see SaLT for individual programs) Letters and sounds Sound activated toys Sound lotto 10 Writing Concentration Speech output Sensory/ interactive stories Structured/ unstructured play Mark making Therapies: Music therapy Musical communication Intensive interaction, Lego therapy, Pet therapy Massage Listening: Sound lotto Environmental walks Letters and Sounds (Phase one) Tac Pac Sound switch Speaking: PECs Switches An understanding of cause and effect Anticipation A sense of own feelings and emotions – likes and dislikes Appropriate behaviour Fine and gross motor skills Communication skills: respond/relate/ listening/ speaking Two-way conversation
English Development	Sensory story ICT Therapies Writing - Pre-writing Tac Pac Drama	A sense of fun Personal satisfaction Self esteem Choice making Turn taking Teamwork	Language development - PECs. Music Musical communication	Story sacks Sensory/ interactive stories ICT resources and software Library – school and local Communication aids Music Rhyme write Write dance

	Role play area/dressing up Sensory rooms Cooking	Making a positive contribution A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety Fine and gross motor skills Having a voice Communication	Music and movement Music therapy Speech and language ICT Development Maths English Personal, emotional, and social development Physical, motor, and sensory development Knowledge and understanding of the world Creative development	Messy play - prewriting Structured and unstructured play Parachute Identi play TAC PAC – Pre reading Communication bags Talk boxes
Number Ordinal Shape, space	Ordinal numbers Number rhymes/ games Calculations Partitioning Sequencing/ pattern Numbers as labels for counting Counting matching numbers Cause and effect Sets – more or less	A sense of fun Personal satisfaction Self esteem Choice making Turn taking Teamwork Making a positive contribution A sense of own feelings and emotions - likes and dislikes Communication	ICT development Numeracy development English development Personal social and emotional development	Water tray Sand tray Sensory resources Central maths resources ICT – IWB, Plasma, switch toys Software – HelpKidzlesrn, Education city, Number operations Sorting/ Matching Parachute TEACCH Appropriate behaviour Personal safety Fine and gross motor skills Physical motor and sensory development Knowledge and understanding Creative development Purple mash, Espresso Number rhymes Story sacks/ boxes Matching games Skittles Curling Golf Playground number line Jigsaws
Shape, space and measure	Object permanence Positioning – direction Size – quantities Shapes – 2D/ 3D Length Weight Time	A sense of fun Personal satisfaction Self esteem Choice making Turn taking Team work	Fine and gross motor skills	Bricks Stacking cups Stickle bricks Playdough Water play Sand play Roamer/ Beebots Physiotherapy

	Capacity Colour Parachute TEACCH	Making a positive contribution A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety		ICT resources - IWB, plasma, touch screen, eye gaze Software – HelpKidzlesrn, Education city, Purple mash, Espresso Parachute Shape sorter Data handling Number Calculating Partitioning Sets Sorting Trail and improving Recording information – charts, graphs, tally, bar chart, pictogram
Data handling	Number Calculating Partitioning Sets Sorting Trail and improving Recording information – charts, graphs, tally, bar chart, pictogram,	A sense of fun Personal satisfaction Self esteem Choice making Turn taking Teamwork Making a positive contribution A sense of own feelings and emotions - likes and dislikes Appropriate behaviour	ICT development Numeracy development English development Personal social and emotional development	Personal safety Fine and gross motor skills Maths central resources Sorting boxes/ bags/ containers Board games Construction kits Jigsaws Water/ sand tray Sensory resources ICT resources Parachute Community visits
Independence and Self care	Roleplay Community visit Registration Break time Lunch time Personal care Dressing skills Toileting Feeding/ drinking Oral skills Teeth brushing Preparing food/ cooking Money management	A sense of fun Personal satisfaction Self esteem Choice making Turn taking Team work Making a positive contribution A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety OT support	Our Independence Curriculum and Sensory Curriculum work hand in hand, to ensure each child has a Curriculum that fulfils all of their needs.	Toiletries Kitchen utensils Kitchen equipment – toaster, kettle, fridge School bus Money Feeding and drinking adapted equipment
Whole school events	Social activities Charity events Productions and plays Sports day	A sense of fun Personal satisfaction Self esteem Choice making	Communication ICT development Numeracy development	PTA funding Local church Supermarket Visit to high school

	History day French day German day Italian day Visits Christian events Science day Outdoor learning day	Turn taking Team work Making a positive contribution A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety	English development Personal social and emotional development Physical motor and sensory development	
Citizenship	Sensory stories Massage stories Play (structures and unstructured) Music Drama Dance PE Cooking Art School tuck shop	A sense of fun Personal satisfaction Self esteem Choice making Turn taking Team work Making a positive contribution A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety Having a voice	Communication ICT development Numeracy development English development Personal social and emotional development Physical motor and sensory development Knowledge and understanding Creative development	Equals – My Physical Wellbeing JIGSAW scheme SoSafe scheme of work Nurture resources Therapy room Library Cooking
Community Visit	Community visit Using public transport	Feelings Feeling safe In a new environment Responding to a wider community Appropriate behaviour Appropriate greetings Communication Personal safety – stranger danger, road safety, water safety, railways Awareness of personal space Using and managing money		School bus Local buses Trains Walking
Religious education	Religious education	Assemblies Collective worship Awareness of other cultures, religions and beliefs A sense of belonging through: self-esteem, team work, making a positive		Visits from religious people Visits to religious buildings Celebration of different festivals throughout the year Tasting different food Wearing clothes from around the world

		contribution, being with others. Making choices Appropriate behaviour		

Appendix of specialist approaches:

What is TEACCH:

The TEACCH Autism Programme

The TEACCH Autism Programme was developed in the 1960's by Dr Eric Schopler. It is now a comprehensive clinical and psychoeducational programme for supporting people with autism. It is based in the University of North Carolina, Chapel Hill, and has Centres throughout the state. The programme is adopted worldwide.

The TEACCH Autism Programme's philosophy views autism as a culture, and therefore a key assumption is that the environment and daily activities need to be adapted to meet the unique needs and strengths of individuals with autism. This theory is discussed by Dr Gary B Mesibov and Dr Victoria Shea in their paper, 'Culture of Autism' (1998). Click here to link to more information on the Culture of Autism:

http://www.autismuk.com/the-culture-of-autism/

Research confirms that students with autism tend to have a visually based learning style. The TEACCH Autism Programme aims to facilitate learning through a visual and structured teaching approach. The methods can be adapted to suit all ages and ability levels.

Autism and learning style

Children learn in the early stages of development via two major systems of learning; explicit learning and implicit learning. Implicit learning typically develops within the first year of life and is necessary for language learning and social understanding. A significant characteristic of implicit learning is that it occurs without conscious attempts to learn. Research studies by Klinger and her colleagues suggest that implicit learning in the early stages of development is impaired in children with autism. (Klinger et al, 2007)

Many children with autism in the early stages of development experience early learning differences within the areas of attention and implicit learning, as well as later learning differences in Executive Function and Theory of Mind.

Students who experience difficulties in Executive Functioning may have weak organisational skills, weak sequencing and planning skills, difficulty with impulse control and poor emotional regulation. **Click here for video link of Professor Russell Barkley providing additional information on Executive Functioning**

Students who experience an impairment in Theory of Mind can have difficulty understanding that other people have feelings and beliefs that are different from their own.

Structured teaching is effective because:

1. It helps the student with autism to understand expectations.
2. It helps students with autism to be calm.
3. It suits their learning style.
4. Structure is the prosthetic device that will help the student with autism to achieve independence.
5. Structure is a form of behaviour management. We teach the student appropriate behaviours and then generalise the behaviour through visual systems.
6. It promotes flexible thinking

Over the years misunderstandings and myths have developed around some practices in the programme, largely due to a lack of understanding.

Educational Principles of Structured Visual Teaching Approaches

- Students are best helped with their parents/carers as co-educators alongside professionals,
- Students should be as independent as possible,
- Teaching skills should start with assessment and the process should be ongoing as programmes develop,
- Intervention should be individualized and
- Strengths and interests should be utilised in the development of intervention programmes.

Aims of Structured Visual Teaching Strategies are

- To build understanding
- To increase meaning
- To increase predictability
- To teach functional skills
- Spontaneous communication
- Independence
- To increase learning

Structured Teaching Elements (please click on links for further information)

1. Physical structure
2. Visual Schedules
3. Activity systems
4. Structured activities
5. Incorporating students strengths and interest when using structured teaching

Summary

Structured visual teaching approaches provide a framework on which to help the learner engage and learn. The principles of the TEACCH Programme can be used as a method to teach. There are other evidence based strategies also available which can be used to teach skills such as emotional regulation programmes, anxiety management, social skills programmes, Attention Autism section and video modelling techniques.

This chapter describes only the fundamental principles of the Programme. Please see this video for further information on training in the programme. **See the TEACCH Autism Programme Video.**

Mesiboy, Gary B. and Victoria Shea. "The culture of autism: From theoretical understanding to educational practice." Structured teaching: The TEACCH approach to working with autism (1998).

Klinger, Laura Grofer, Mark R. Klinger, and Rebecca L. Pohlig. "Implicit learning impairments in autism spectrum disorders." New developments in autism: The future is today (2007): 76-103.

What is TACPAC:

Tacpac draws together touch and music to create a structured half hour of sensory communication between two people What is Tacpac? - Tacpac (Click on link to explore the TAC PAC website and watch videos of demonstrations)

The Benefits:

- Tacpac music is composed specifically to reflect the texture of each object so that the receiver experiences total sensory alignment.
- Tacpac can be used by anyone.
- Tacpac builds communication skills.
- Tacpac enables progress to be measured and recorded.
- Tacpac can be used in any setting – at home, in school, in hospital, in residential care or even outside.

Identiplay:

What is it and why would you use it?

Identiplay is an approach that helps establish a shared focus. By doing this, it helps develop imitation skills, which in turn builds children's confidence as they practise a new skill.

Who is it for?

All children need play skills if they are to be fully included. Children naturally need to experience peer interactions. Play is a tool for learning and all children need this opportunity. Children need to practise social routines in safe surroundings. Identiplay should be used for any pupil who needs to develop their play skills and is currently working at a parallel play level in isolation. It was initially devised for pupils presenting with or diagnosed with Autistic Spectrum Disorder.

What does it look like?

The idea is to set up a parallel play scenario with toys that meet the pupils play development and motivation. Have two of each item with a clearly defined play area for the pupil and yourself. Playing alongside each other with no interference from the adult will helps encourage the pupil who finds interaction difficult, to learn new play skills. The adult needs to provide a very simple narrative to match the play actions to provide the pupil with structure, consistency, and an understanding of what is happening.

Always allow the pupil to explore the toys first before modelling your play sequence. Try and sit at a table at first, so that you can be eye level with the pupil. Sitting on a chair will also support listening and attention skills. Later, once the play routine is established you can move beyond the table to setting to floor and standing play.

Example of tabletop play activities include: -

- Cars / vehicles
- Animals - Babies
- Self-care routines
- Cooking

- Shopping

https://www.youtube.com/watch?v=zkyfP_kxFTs – An example of Identiplay teaching

Intensive Interaction:

What is Intensive Interaction?

Intensive Interaction is an approach to helping children and adults who are in the early stages of developing communication and social skills.

The approach is based on the way we observe and respond to the actions and noises of babies, and interpret these as communication. It helps a person and their communication partner to connect and enjoy each other's company more.

It's about watching closely how a child or adult responds to different situations through their body language, voice and facial expressions – and responding to this.

Intensive Interaction is two-way communication and can be used at all times in all environments.

Who is Intensive Interaction for?

Intensive Interaction can be useful for children and adults with:

- Severe and complex learning difficulties.
- Very severe learning difficulties.
- Profound and multiple learning difficulties.
- Multi-sensory impairments.
- A diagnosis of autism spectrum disorder.
- A range of self-stimulatory or socially isolating behaviours.
- A learning disability.

- Behaviour that challenges.
- Late-stage dementia.

It can also be useful if a child or adult is highly social in many ways, but still needs to develop social skills in:

- Using and understanding eye contact and facial expressions.
- Taking turns in sequences of social behaviour.
- Developing use of vocalisations.

Intensive Interaction is an approach that can be used by everyone involved in supporting a child or adult to interact with other people and develop communication skills in a natural, relaxed and enjoyable way.

This includes:

- Speech and language therapists.
- Care staff.
- Occupational therapists.
- Family members and friends.
- Anyone working for the well-being of people with communication needs.

Lego Therapy:

How can Lego® – based Therapy can help?

We know that Lego® – based therapy can play a central role in changing people's lives for the better. It has applications in the fields of education, special educational needs and disability, social care, mental health and even sport.

It's all down to the benefits of real play: time spent away from TV and computer screens – quality time that we can spend socialising, solving problems, being active, curious and creative. It's an opportunity for real engagement with people, which makes it a wonderful tool for:

- Teachers
- Learning support assistants and learning mentors
- Play therapists
- Counsellors
- Speech and language therapists
- Social care workers
- Occupational therapists

How can Lego® – based Therapy help children with SEND/Autism?

This is a highly flexible therapy and one that's especially beneficial to children with SEND. It's an ideal tool for developing children's social, communication and language skills, cognitive skills, fine motor skills, and their emotional and behavioural responses.

It also helps to improve and develop:

- Self-esteem
- Self-calming strategies
- Cooperative skills and ability to work in a team.

A skilled therapist will be able to use it to help assess a child's needs, target any skills deficits, and then plan activities and games to improve the relevant skills.

Lego® based therapy gives children the opportunity to socialise and form relationships with others and helps them to learn about other people's point of view (The Theory of Mind). When applied as a social communication skills programme, it gives children a chance to transfer their skills from their small Lego group to a bigger group, classroom, school, home, or other community settings.

Is Lego® based Therapy effective?

Absolutely!

Since the first studies by Dr. Dan LeGoff in 2004, we've seen an explosion of research by psychologists, speech and language therapists, educational staff and others. It provides strong evidence of delivering improvements in play, social skills, communication and language.

Lego® – based therapy is highly structured, so it gives children a sense of safety, familiarity and predictability. It's engaging and motivating, so children are more likely to follow a facilitator's lead or group rules. It offers a host of different projects to build, and numerous games and activities to play, so children are kept engaged and remain more willing to listen, share and interact.

Play Therapy:

Play Therapy is a type of therapy where play and art materials are used as the main way for people to express themselves.

Using play in therapy helps people to express themselves in their own way; especially if they are struggling to understand how they are feeling, or are finding it hard to put their experiences into words.

Play Therapy can be a particularly helpful approach for children in need of therapeutic support.

Using play means that the child can explore their thoughts and feelings in creative and dynamic ways, without having to use words to articulate themselves. In Play Therapy sessions, children explore their own creativity and express themselves using media such as: drawing and painting, water and clay, sand tray and miniatures, guided imagery and relaxation techniques, drama and puppetry, poetry, movement and music.

Talking about problems can be hard for children. A child may not have the words to describe how they are feeling, or why they are behaving as they do. A child may not be able to recognise what they find difficult, or explain it to someone if asked. Play Therapy provides the expertise and time to do this through play. Play Therapy sessions aim to build a child's ability to develop healthy and resilient relationships, and to work though traumatic experiences which may be preoccupying them. Pre-occupying difficult feeling can make learning at school or managing feelings impossible. Addressing difficult emotions through play provides a layer of story or metaphor to what is being shared and felt. Metaphor can provide a degree of removal from experience for the child. It can feel safer and less intense for a child to express themselves or explore their experiences through play.

PTUK therapists undertake rigorous academic and clinical training before qualifying. To be registered with PTUK, all our therapists must: have qualified via our university approved postgraduate courses, be Clinically Supervised by an Accredited Supervisor, attend regular accredited professional development courses and have an enhanced DBS check. Our practitioners are registered with the Professional Standards Authority, an independent organisation regulating and monitoring health and social care providers.

Attention Autism:

Attention Autism is a learning approach that aims to help Autistic children develop attention and communication skills. Find out more about its aims, how it works, and how to ensure it is delivered in a way that is beneficial to the child in this wiki.

What is Attention Autism?

Attention Autism is a learning approach created by speech and language therapist Gina Davies, that aims to develop natural and spontaneous communication skills in Autistic children through the use of visually based and highly motivating activities. It is a popular approach and is widely used in schools.

It is not without controversy as some within the Autistic community have raised concerns that the approach is based on neurotypical development, and does not allow for the variation in ways in which an Autistic child might demonstrate their attention and listening skills.

The Attention Autism approach aims to provide children with a learning experience that they want to communicate about.

What are the Aims of Attention?

As well as the goal of developing natural and spontaneous communication skills in Autistic children, there are several other aims that Attention Autism strives to achieve. These include:

1. To engage attention.
2. To improve joint attention.
3. To develop shared enjoyment in group activities.
4. To increase attention in adult-led activities.
5. To encourage spontaneous interaction in a natural group setting.
6. To increase non-verbal and verbal communication through commentary.
7. To build a wealth and depth of vocabulary.

Stages of Attention Autism:

The Attention Autism programme is split into a series of stages. A stage is only introduced when a child is ready. Practitioners spend as much time on each stage as they feel is required for a group of children.

Stage 1: The Bucket to Focus Attention

The first stage of Attention Autism involves filling a bucket with visually engaging toys that aim to help children learn how to focus their attention. The toys will be presented to the group by an adult leader, such as teacher, learning practitioner, occupational therapist or parent. The adult leader will make simple comments about each toy to help introduce them to the children and expand their vocabulary.

These sessions are carried out 4 or 5 times a week. Practitioners start by showing 3 things in quick succession from the bucket, with the aim of building to 3-4 minutes of engaged attention. 'Engaged attention' may look different in an Autistic child to a neurotypical child - however the Attention Autism approach does not require the child to look at the adult, or to sustain eye-gaze on the objects - instead 'engaged attention' may be indicated by non-verbal signals such as seeming alert and interested, and looking frequently at the object. When the majority of the group is happy, relaxed and anticipating interesting things when the session starts, they are ready to move onto stage 2.

Stage 2: The Attention Builder

At this stage the group are introduced to highly appealing and visually stimulating activities.

This stage aims to build and sustain attention for a longer period of time.

Activities may include ideas such as those below:

- Flour castles which can be built like sandcastles, using flour, a bowl and moulds.
- Erupting volcano activity - this is a classic science experiment.

- Fishbowl foam - fill a fishbowl with shaving foam and water, slowly drop different coloured food dye in and get children to describe the colours and speeds at which they see it fall.
- Glowing Balloons - blow balloons up and place a glowstick inside each balloon. Turn the lights off for a fun, glowing, visual activity.

Concerns have been raised by some Autistic groups about the adult-led nature of these activities, and they suggest that children should continue to be allowed to use self-regulation strategies such as movement or fidget toys during a session. Gina Davies, founder of Attention Autism, points out that children are not required to make eye contact or sit still during these activities - the focus is on engagement, in whatever way the child demonstrates this.

Stage 3: The Interactive Game - Turn-Taking and Shifting Attention

The adult leader demonstrates a simple engaging activity and invites children up one at a time to have a turn. This may be the same activity from stage 2 or something new.

In this stage the aim is for children to learn to shift their attention from learning as one of a group, to individual participation, and then to back to one of a group. In order for this stage to be successful and enjoyable for the child, it is important that the activity is just as interesting to watch as it is to take part in.

Stage 4: Individual Activity - Focus Shift and Re-engage Attention:

In the final stage of Attention Autism, the adult models an activity, and then each child is given the same equipment to use themselves. They do not have to copy exactly what the adult modelled. The aim is for the child watching to have a go independently with confidence, and then to take their materials back to the leading adult at the end. The activity should be engaging and enjoyable for the children.

Children will focus their attention as part of a group to watch the demonstration, then shift their attention to work on their individual task, and then finally shift their attention back to the group to show their completed task. This stage also aims to build independent working skills and instruction following skills. Austistic advocates, as well as Gina Davies, founder of the Attention Autism approach, both emphasise the importance of these activities being adapted to the needs of the child, for example sensory needs should be taken into account in the materials offered, and children should be able to move around the room and use their usual self-regulation techniques when needed.

The Attention Autism approach aims to foster an interest in learning new things and to inspire communication in whatever form works for the child. Practitioners should be trained in this approach in order to deliver it successfully.

PECS:

PECS is a unique alternative/augmentative communication system developed in the USA in 1985 by Andy Bondy, PhD, and Lori Frost, MS, CCC-SLP. PECS was first implemented with pre-school students diagnosed with autism at the Delaware Autism Program. Since then, PECS has successfully been implemented worldwide with thousands of learners of all ages who have various cognitive, physical and communication challenges.

The PECS teaching protocol is based on B.F. Skinner's book, *Verbal Behavior,* and broad spectrum applied behaviour analysis. Specific prompting and reinforcement strategies that will lead to independent communication are used throughout the protocol. The protocol also includes systematic error correction procedures to promote learning if an error occurs. Verbal prompts are not used, thus building immediate initiation and avoiding prompt dependency.

PECS consists of six phases and begins by teaching an individual to give a single picture of a desired item or action to a "communicative partner" who immediately honors the exchange as a request. The system goes on to teach discrimination of pictures and how to put them together in sentences. In the more advanced phases, individuals are taught to use modifiers, answer questions and comment.

The primary goal of PECS is to teach functional communication. Research has shown that some learners using PECS also develop speech. Others may transition to a speech generating device (SGD). The body of research supporting the effectiveness of PECS as an evidence-based practice is substantial and continues to expand, **with more than 190 research articles from all over the world**.

THE SIX PHASES OF PECS®

PHASE I

How to Communicate

Individuals learn to exchange single pictures for items or activities they really want.

PHASE II

Distance and Persistence

Still using single pictures, individuals learn to generalise this new skill by using it in different places, with different people and across distances. They are also taught to be more persistent communicators.

PHASE III

Picture Discrimination

Individuals learn to select from two or more pictures to ask for their favorite things. These are placed in a PECS

Communication Book—a ringed binder with self-adhesive hook fastener strips where pictures are stored and easily removed for communication.

PHASE IV

Sentence Structure

Individuals learn to construct simple sentences on a detachable Sentence Strip using an "I want" picture followed by a picture of the item being requested.

ATTRIBUTES & LANGUAGE EXPANSION

Individuals learn to expand their sentences by adding adjectives, verbs and prepositions.

PHASE V

Responsive Requesting

Individuals learn to use PECS to answer questions such as "What do you want?"

PHASE VI

Commenting

Individuals are taught to comment in response to questions such as, “What do you see?”, “What do you hear?” and “What is it?” They learn to make up sentences starting with “I see”, “I hear”, “I feel”, “It is a”, etc.