



TWO RIVERS
HIGH SCHOOL



Teaching and Learning Policy

Cherry Trees School

Review date: Spring Term 2022
Curriculum & Learning Committee

Next Review: Spring Term 2024

Teaching and Learning Policy

Cherry Trees School is a generic co-educational special school for pupils with an EHCP. The school encompasses Reception and Key Stage 1 & 2.

Pupils have wide ranging abilities, with some exhibiting learning difficulties and/or delay in their learning. Whilst it is impossible to generalise on the nature of these problems, they can necessitate creative approaches to teaching styles and delivery, classroom management and climate.

At Cherry Trees we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives.

Aims and Objectives

At our school we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential. We aim to identify each child's preferred learning style and to take account of this in our planning.

Through our teaching we aim to:

- enable pupils to become confident, resourceful, enquiring and independent learners;
- foster pupils' self-esteem and help them build positive relationships with other people;
- develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable pupils to understand their community and help them feel valued as part of this community;
- Help pupils grow into reliable, independent and positive citizens.

Our Curriculum

The central aspects to our curriculum are based on our belief that education is not limited to the formal process occurring within a classroom, but part of every interaction anyone has with our pupils throughout the day. Our focus is on the holistic development of all young people in our schools. There are key aspects of pupil's development that we focus on in order to support their preparation for life beyond school, these are the functional use of communication, numeracy and ICT, along with personal and social skills. Physical development also takes a priority. Personal and social development, including health and relationships education runs through the whole school, this ensures that knowledge is built up gradually over a period of years.

Teachers plan their lessons with clear learning objectives and adapt them to the appropriate level for each pupil in their class group. At Cherry Trees, long term plans provide an overview of the areas to be covered each term, medium term plans are more specific and adapted for the needs of the class group in terms of strategies and approaches needing to be used and the short term plans provide more specific detail outlining activities, vocabulary, resources and individual learning targets for each pupil in the class. Half termly plans also focus on cultural capital and key concepts coverage.

We provide a wide range of opportunities for pupils to learn outside their classroom. In our school we offer activities such as swimming, outdoor adventure, and Forest School.

Appendix A – Cherry Trees School Curriculum Statement

Appendix B – Informal Curriculum Document

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. Our teachers have knowledge, not only of the pupils they are working with, but also of appropriate strategies and approaches that are relevant to the needs and ability of the pupils in their class.

We offer opportunities for pupils to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- Participation in athletic or physical activity.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Effective Teaching

When teaching we focus on motivating the pupils and building on their identified skills, knowledge and understanding. We use assessment for learning and teacher assessments to guide our planning.

We base our teaching on our knowledge of the pupils' level of attainment. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure

that all tasks set are appropriate to each child's level of ability. When planning work for pupils with special educational needs we give due regard to information and targets contained in the pupils' Individual Behaviour, Learning and Care Plans. We have high expectations of all pupils, and we believe that our role is to ensure an individual's work is of the highest possible personal standard.

We set academic targets for pupils at the beginning of each term these are called Individual Educational Plans (I.E.P). We share these targets with pupils and their parents. We review the progress of each child at the end of the academic year, provide reports to parents and revised targets. In addition, we also complete an annual review with pupils, parents and other agencies involved where EHCP's and academic requirements are reviewed.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. Our medium term plans contain information about how the learning will be delivered, National Curriculum expectations, the resources needed and how assessment of learning will take place. We expect staff to evaluate their lessons to enable reflection on the impact and support future planning.

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with pupils the class code of conduct. We require all pupils to comply with these expectations to promote the best learning opportunities for all. We praise pupils for their efforts and, in doing so build positive attitudes towards school and learning. Reward systems such as Dojo Points are offered and suggestions of reward for positive achievement are outlined in our school Behaviour Policy. We insist on good order and behaviour at all times. When pupils misbehave, we follow the guidelines for consequences and resolutions, as outlined in our school Behaviour Policy.

We ensure that all tasks and activities that the pupils do are safe. When we plan to take pupils out of school, we first inform parents and obtain their permission. Full and detailed risk assessments are carried out prior to any additional activities. We operate the EVOLVE procedure as required by our Local Authority.

We deploy teaching assistants as effectively as possible. Sometimes they work with individual pupils and sometimes they work with small groups.

Our classrooms should:

- Be attractive learning environments.
- Have displays that are regularly changed.
- Reflect the pupils' current work.
- Have learning and working walls.
- Demonstrate progression levels in an age appropriate way.
- Have a stimulating environment that sets the climate for learning.

All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

Teachers must:

- Have a secure knowledge and understanding of their subject and related teaching/learning strategies
 - Know how to make effective personalise provision for those they teach.
 - Promote equality and inclusion in their teaching.
 - Know and understand the relevant statutory and non-statutory curricular and frameworks.
 - Be effective in leading their staff team, ensuring that each member is valued, respected and is enabled to make an effective contribution to teaching and learning.
 - Ensure that ICT is used to support learning and wider professional activities.
 - Plan for progression, taking account of pupil's chronological age, needs, interests and aspirations.
 - Plan and provide activities to do at home where appropriate.
 - Analyse data related to progress and achievement and evaluate the impact of their teaching on the progress of all learners, modifying planning and classroom practice where necessary.
 - Teach motivating, exciting and challenging, well-organised lessons and sequences of lessons across the age and ability range of their teaching groups.
 - Use an appropriate range of teaching strategies and approaches, relevant to the needs of the pupils in their class and resources to support learning.
 - Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to promote outstanding learning.
 - Plan appropriate activities to reflect the curriculum and this could include offering choosing time as a reward or to help develop autonomy. However, **free time is not appropriate**. This includes the final week of term.
 - Stay up to date with the latest information for their subject.

Homework

At Cherry Trees School we feel that an important part of our role is to build up every child's confidence and self-esteem. Therefore, it is our policy to make homework optional for the following reasons.

- Pupils will be working at a lower level than their younger brothers and sisters.
- Pupil's confidence and self-esteem maybe affected in a negative way if they are compared or unable to complete the work.
- Pupils who find difficulty concentrating will have already had to work hard at school to complete work.
- The pupil's social development in mixing with their mainstream peers out of school should be encouraged.
- Parents may find it difficult when they cannot help their child, due to their own educational problems.

However, there are opportunities to extend learning beyond the classroom and more individualised homework can be provided on request.

At Cherry Trees School this includes Bug Club. Opportunities also include reading books, independence skills, creative projects and extension tasks.

Recording Levels Achieved by Pupils

Statements recognising skills or knowledge achieved should be recorded regularly and formally at the end of each term on SOLAR. It is essential that the database is kept up to date in order that the progress of all pupils can be monitored.

Recognising Outstanding Learning

An outstanding lesson must focus on achievement and outstanding learning for all pupils. The following aspects are most likely to be present:

- All pupils are challenged through high expectations and involved in learning throughout the lesson.
- Pupils make clear progress towards their targets.
- Pupils reflect on their work using appropriate methods.
- Pupils work well together and demonstrate courtesy and respect for each other.
- Teaching is exciting and interesting, or calm and engaging throughout depending on the group of pupils in the class.
- Teaching methods are well matched to the needs of the learners.
- Lessons proceed without interruption as behaviour management is systematically applied and effective.
- Teacher checks progress being made throughout the lesson through the use of assessment for learning.
- Teaching assistants are engaged in teaching and assessing and provide meaningful support to pupils.
- Teachers and teaching assistants provide regular and useful feedback, supporting pupil's knowledge on how to improve.
- Numeracy and Literacy is evident within lessons.
- The classroom environment is lively and interesting with stimulating displays of work and pupil targets.

We conduct all our teaching in an atmosphere of trust and respect for all.

The Role of Local Governors

Our Local Governors determine, support, monitor and review the school's policy on Teaching and Learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching; and
- monitor the effectiveness of the school's Teaching and Learning Policy through the school's self-review processes. These include reports from co-ordinators and the termly Executive Headteacher's report to Governors, as well as a review of the in-service training sessions attended by our staff.

The Role of Parents

We believe that parents have a fundamental role to play in helping pupils to learn. We endeavour to promote the engagement of parents regarding their child's learning throughout the year. We inform parents about their child's curriculum and progress made in their learning by:

- holding parents' evenings to explain our school strategies for teaching Literacy, Numeracy and Personal, Social, Health and Citizenship Education;
- sending IEPs to parents which provide new targets but also reflect progress on previous targets which indicate how the child can improve further;
- Explaining to parents how they can support the school to support their child; and
- Inviting parents to celebrate in their child's achievements such as awards afternoons and concerts.

We believe that parents have the responsibility to support their pupils and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the Home/school Agreement.

The Classroom

Each member of the classroom team must....

- Have high expectations of each pupil.
 - Demonstrate the positive values, attitudes and behaviour they expect from each pupil.
 - Communicate and work effectively in partnership with pupils, colleagues, parents, carers and professionals from other agencies.
 - Recognise and respect the contribution that colleagues, parents, carers can make to the development, learning and well-being of each pupil.
 - Have a commitment to collaboration and the development of team working.
 - Have a sound knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning opportunities for all learners to achieve their potential.
 - Understand how pupils develop and that progress and well-being are affected by a range of social, religious, ethnic, cultural and linguistic influences.
 - Know how to identify and support each pupil, ensuring their welfare and well-being.
- Adapt language and use appropriate sign, symbolic or other additional means to support and develop communication.
- Establish and maintain purposeful, safe learning environments that are conducive to learning.

- Hold positive values and attitudes and adopt high standards within their professional role.
- Promote good relationships and positive attitudes to learning.
- Work as a team and identify opportunities for sharing good practice and contribute to the process of planning for development.
- Maintain an up-to-date knowledge and understanding of professional duties and of the statutory framework in which we work. Know and understand relevant policies in aspects such as teaching, learning, health and safety, child protection, behaviour support, communication, ICT, use of specialist resources and know how to personalise these to provide learning opportunities for all pupils.
- Know the signs of potential child abuse and/or neglect and follow safeguarding procedures.

Monitoring and Review

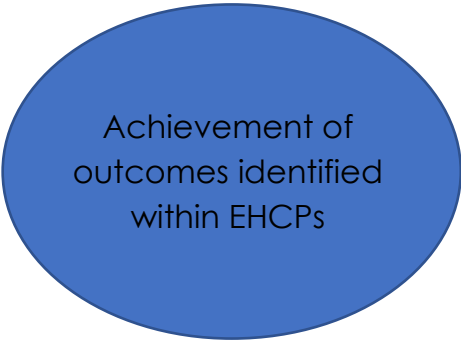
We are aware of the need to review the School's Teaching and Learning Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.



Appendix A

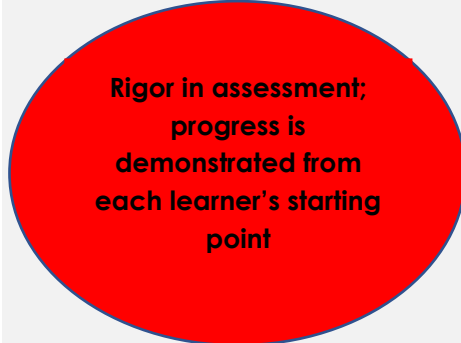
Cherry Trees School Curriculum Statement

2022



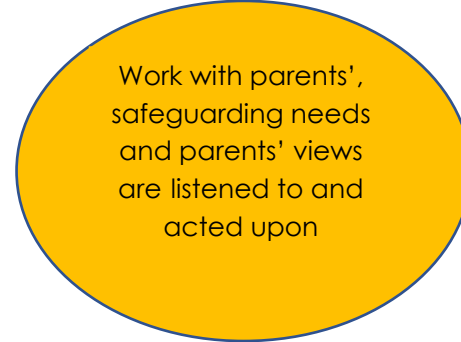
Achievement of
outcomes identified
within EHCPs

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.



**Rigor in assessment;
progress is
demonstrated from
each learner's starting
point**

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 progress, 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. In our Sensory Phase we utilise the Engagement Model.




Work with parents',
safeguarding needs
and parents' views
are listened to and
acted upon

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 our school app with class teams. Safeguarding is at the heart of every decision that we make – often offering support through multiagency working and challenge where needed.



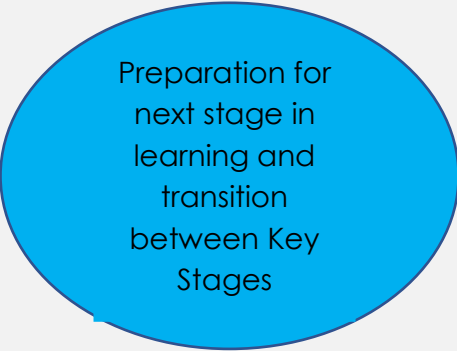
Holistic planning/
delivery of
outcomes
identified by
Multi-Agency
Teams

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.




Personalised
learning needs
drives provision

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.




Preparation for
next stage in
learning and
transition
between Key
Stages

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.



Personalised
IEPs promoting
challenge
within all
learning

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.



Interests/
aspirations of
learners
recognised in
school offer

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 Cherry Trees are considered and recognised and importantly acted upon. Learners are provided with opportunities and skills to develop their interests and aspirations.



Key skill
development
within sensory
and curriculum
subjects

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.

Curriculum Statement

Curriculum Aims:

Our school curriculum at Cherry Trees School is underpinned by our ethos of educating children in the knowledge, skills and understanding that will enable them to lead fulfilling lives and be as independent as possible. It is dedicated to meeting the needs of the individual child. Our philosophy incorporates flexibility in order that children can access a variety of experiences throughout their time with us. To lead to the development of employability skills.

Our curriculum is devised so that pupils follow a path that will have the most effective impact on their individual development. Child centred learning encompasses opportunities for pupils to learn and develop their confidence and skills through a broad, balanced, differentiated and creative curriculum. Practical lessons and interactive learning are highly valued and educational visits are a common feature within the school. We place value in providing culturally rich experiences regardless of starting points.

Through our curriculum we strive to ensure every child has a sense of self-worth and have some understanding of responsibility, self-discipline and an aspiration to employment. We have high expectations and set aspirational targets that inspire pupils.

Our SOLAR Assessment Programme monitors pupil progress and ensures it continues to be relevant to the individual need.

Early Years Foundation Stage:

Pupils in the Early Years Foundation Stage (EYFS) are usually in mixed aged classes due to small numbers of children of this age in school. In early years we follow the statutory framework for the EYFS for areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The prime areas are:

- Physical Development
- Communication and Language Development
- Personal, Social and Emotional Development

Children are also supported in four specific areas through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Assessment:

Assessment within the EYFS is carried out through the assessment tool, Tapestry, focusing on small step achievement relating to Development Matters 2021, which is shared directly with parents. This gives a very clear overview to home and school learning and provides an important opportunity to have shared input to assessing important milestones with parents, carers and school.

Characteristics of Effective Learning:

Throughout the EYFS and Key Stage 1 and 2 curriculum, staff reflect on the characteristics of effective learning which include:

- Playing and Exploring – children investigate and experience things and 'have a go';
- Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements; and
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

These characteristics of effective learning continue to be central to the Cherry Trees School Curriculum pathways throughout the whole school.

Cherry Trees School Key Stage 1 and Key Stage 2 Curriculum:

Penny Lacey; an eminent figure in the field of special education, who worked to create a new curriculum based on a personalised approach to learning, suggested that a curriculum for young people with learning difficulties needs to be constructed around the 'twin pillars' of 'communication' and 'cognition'. There needs to be a 'move away from the national curriculum perspective to developmental perspective' she argues with 'communication' and 'cognition' being the principal things which are explicitly taught.

For many young people with learning difficulties subjects such as History and Music should serve to provide a context for learning communication and cognition; rather than represent the focus of learning. However, the extent to which different learners with learning disabilities engage with the National Curriculum needs to vary according to their attainment levels and nature of their SEND. In order to provide pupils across Cherry Trees School with experiences that are relevant, interesting and challenging and to identify opportunities for progression, we have adopted a curriculum structure which encompasses three broad levels: Pre Formal, Semi-Formal and Formal. These terms originally coined by Whitefield SAC 2009 offer a means of making subtle distinctions between, not only groups of learners, but also the degree of curriculum formalisation they will experience in either building the prerequisites for working within a more conventional National Curriculum type approach.

Throughout the school the levels are not defined by age, but by need and achievement. Pupils are therefore able to move flexibly between levels at any point during their school career. Each level covers skills, knowledge and understanding across a range of areas of learning and they are blended together, so as to facilitate a 'learning flow' between the three. Individual learning needs are further met through bespoke intervention programmes for enhanced personalisation.

Complex Needs: The Pre-Formal Curriculum

For learners with profound and multiple difficulties working at pre Key Stage standards (The Engagement Model) and at a developmental level of between 0 and 3 years, pupils with complex needs access a multi-sensory environment and curriculum. It is devised to provide opportunities to stimulate the visual, auditory and kinaesthetic sense of each pupil.

The core strands of the Sensory Curriculum include:

- Literacy development
- Creative development
- Numeracy development
- Personal, social and emotional development
- Physical, motor and sensory development
- Knowledge and understanding development
- Communication development
- ICT underpins all strands

Pupils at very early levels of development are typically assessed through the Engagement Model and access the curriculum that enables them to develop a sense of security in the school environment which is comprehensible and meaningful to them. The focus is upon enabling them to establish positive interactive relationships with others to proactively explore the world around them gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest level of independence possible.

Assessment:

For our pupils to develop and progress it is important that their actions need to be their own, and staff are there to enable this. We need to ensure that all pupils do not develop learnt helplessness. This moment of discovery needs to be enabled and allowed. While striving to achieve this we need to allow our pupils to make mistakes in order to develop problem-solving and persistence.

Assessment occurs through our SOLAR package using the Engagement Model. At each stage their engagement and well-being are assessed, and this is done using the Leuven scale. We also utilise the engagements scales for these learners and achievements are reported utilising regular case study reports to identify small and sustained achievements.

The Engagement Model

The Engagement Model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level or 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, pupils 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 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:

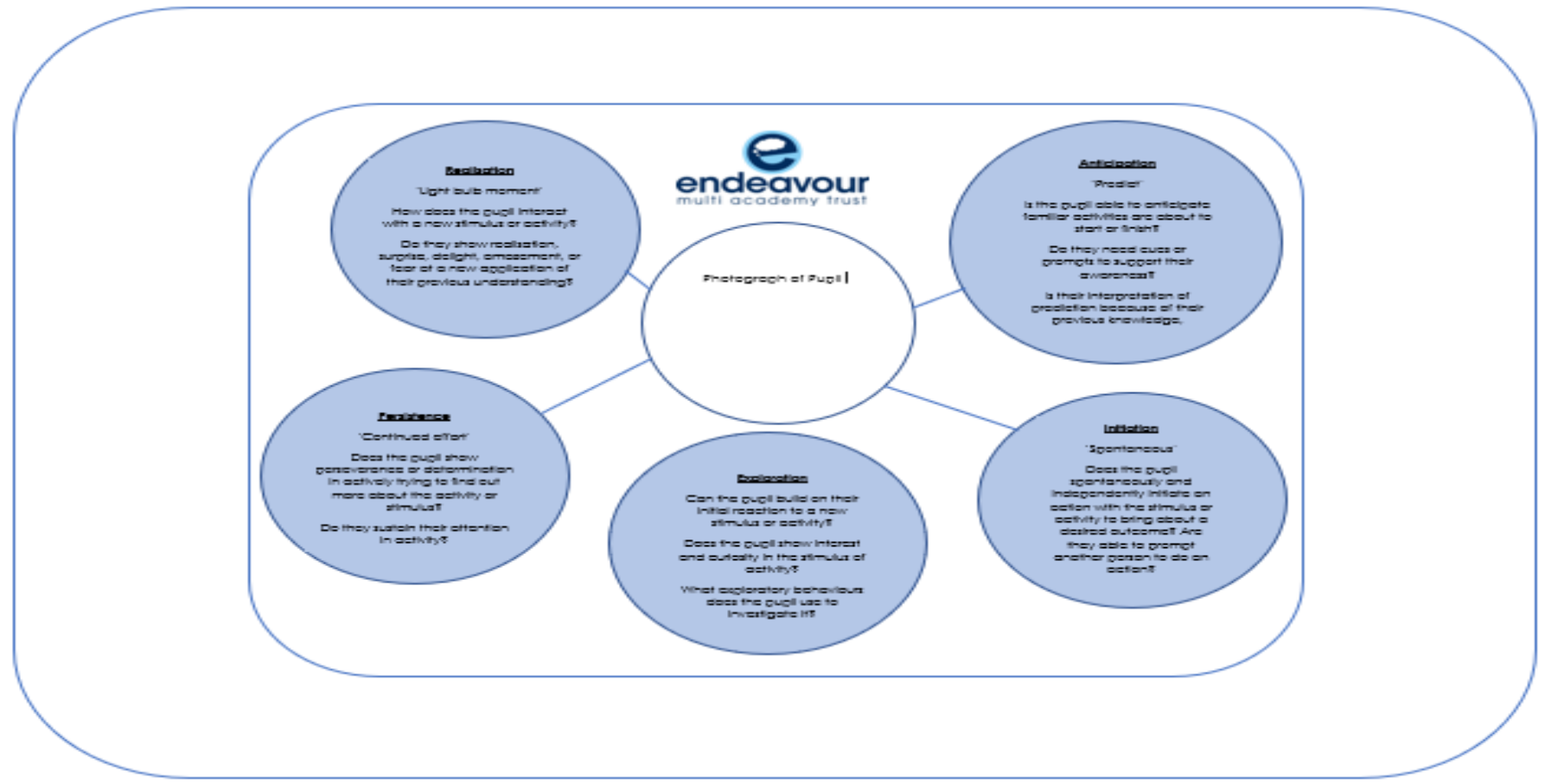
- enables a flexible and individualised assessment, allowing the pupil's teacher to tailor their teaching and provision to meet their specific needs
- recognises that engagement is multi-dimensional and breaks it down into the 5 areas of engagement.
- supports identification of all progress made by the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

At school, we utilise this model to 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.

We monitor and record the pupil's progress using the Engagement Model on SOLAR, this is photographic evidence which will show stages of the pupil's level of engagement within an activity. We hope over time the evidence-based learning on SOLAR will create a learning journey that we can present to parents.

Engagement Scale Evidence - Observation Poster

Each pupil has an Engagement Scale observation poster these can be seen displayed on boards in the classrooms. The teachers and teaching assistant will make in the moment observations of the pupil's level of engagement accessing the classroom activities and their 1:1 learning. These observations will aid the teacher's judgement of how engaged/disengaged the pupil is in learning and plan for the next sessions.



Key Stage 1 and 2 the Semi-Formal Level and the Formal Level.

The majority of our pupils follow the National Curriculum.

The subjects include:

- Literacy
- Mathematics
- Science
- Computing
- Physical Education
- History
- Geography
- Art
- Design and Technology
- Music
- Spiritual, Moral, Social and Cultural Development
- MFL – through experimental cultural days timetabled throughout the year

The Semi-Formal Endeavour 4 to the end of Year 1 expectations and life skills-based programmes:

Pupils following our Semi-Formal Curriculum learn best when learning is related to their own experience. Some may learn through play, others will learn more effectively through functional activities and yet others will respond well to a topic (interest) based approach. The curriculum content echoes the ground covered by the Early Years Foundation Stage 2021. Since this framework is not confined to those below the age of 5, but rather extends right across the school where pupils are functioning at Endeavour 4, to the end of Year 1 expectations. However, the teaching approach reflects the age and learning style of the pupils concerned. In the classroom this approach will involve continuous provision relating to learning and small group withdrawal for adult led learning opportunities – this ensures a very personalised approach. The use of whole group teaching and learning increases throughout the year.

The Formal Level - End of Year 1 expectations and above, our adapted National Curriculum emphasising life need:

Pupils experiencing a Formal Curriculum are those operating within the National Curriculum and access the range of National Curriculum subjects for the key stage, modified in the light of their developmental levels and Special Educational Needs. Life skills and independence skills will also form a large part of the curriculum as the term formal implies there is a high level of structure. We nevertheless, avoid making the Formal Curriculum too abstract and teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions.

Due to our personalised approach to the curriculum, we are able to meet the needs of all our pupils. However, some pupils receive additional funding e.g. Pupil Premium. The impact of any interventions funded through these are monitored to ensure that they support progress.

Well-being and Engagement - To be ready to learn:

It is essential that our pupils are comfortable and ready to learn. To enable this we have to ensure that pupils' physical or care needs can be met and that our pupils are as functional as possible. We work with therapists to establish what this is.

To be as Independent as possible:

Our pupils need support in many areas of their lives however, they need to be still further supported to be as independent as they can be. Independence is often read as independence in self-care skills. These are of course valuable and desirable, but our first goal is to enable pupils to be independent in their play actions and discoveries.

The children are taught and assessed using our independence skills checklist – these are skills that have been identified to make the children develop in independence and employability.

Additional Curriculum Opportunities:

Additional curriculum activities enable pupils throughout the school to access activities that meet their individual needs. Communication is key within all aspects of the curriculum. These help to close the gap for our most disadvantaged pupils. Approaches include:

- Speech and Language Therapy – a qualified Speech and Language Therapist attends once a week to support work in school. The programmes are delivered by a full time Speech and Language Assistant either individually or in small groups.
- Makaton – This is visual and verbal communication using signs.
- PECS – Picture Exchange Communication System
- Intensive Interaction – mirroring responses to encourage interaction and develop positive relationships.
- Communication Books – a personalised book, including symbols for the pupil to use to communicate with others.
- Symbols – Communication in Print to support PECS and Makaton
- Switch Devices – a device that enables a pupil to respond and communicate.
- Tacpac – Pupils explore different textures and objects to themed music. It promotes communication and interaction skills between pupil and teacher.
- Identi-play – modelled specific play scenarios with small world resources.
- Play Therapy and Music Therapy.
- Holistic Therapy.

The Physical Curriculum is an important aspect of our child centred learning. Pupils access a wide range of physical activities that include:

- Swimming – in our teacher led on site swimming pool
- Physiotherapy – specialist programmes for children's physical development lead by the NHS
- Body Awareness – development of self-body awareness through following songs and directions.
- Forest School
- Outdoor Adventure – each child will have the opportunity to access an adventurous activity through a Year 5/6 residential

We strive to support pupils through all aspects of their well-being with therapies being an integral part of our curriculum. Pupils have access to the therapy that supports their physical, personal, social and emotional development. These therapies include:

- Occupational Therapy – fine and gross motor development to promote independent activities of daily living led by the NHS
- Music Therapy – school provided therapy in groups or as individuals
- Hands on massage – school provided therapy
- Play – school provided therapy
- LEGO Therapy – school provided therapy
- TEACCH for pupils who require a highly structured approach to learning which enables them to access tasks that best suit their style of learning.
- Sensory Occupational Therapy bought into school and provided by Children's Choices.

In addition our wider curriculum enables pupils to attend lunchtime clubs and extracurricular activities these include Football and Morning Club.

Each pupil is a valued member of our school community where they have an equality of opportunity ensuring appropriate learning challenges are set in order to respond to the diverse needs.

How do we know if it is working?

The curriculum is monitored and evaluated to ensure that it is working through a rigorous quality assurance process. Each pupil's progress is discussed as part of the teacher's appraisal performance management. Pupil progress meetings take place with the Phase Leader each term and include triangulation of available data and assessments, work scrutiny and observation of pupil.

School uses a range of indicators to capture the full picture of pupil progress. The range of measures and assessments used are different across the key stages in school. These measures include: three times a year IEP-based meetings with parents, development matters for the EYFS, The Engagement Model, behaviour data analysis, attendance data analysis, therapy targets and logs - including the use of the Leuven Scale and evidence of learning data through SOLAR.

In order to validate our assessments, teachers take part in cross school moderation and work scrutiny. Samples of work are also moderated across schools as part of our Special School Network and our wider academy subject leader groups.

APPENDIX B

2021 - 2022

Cherry Trees School Informal Curriculum Document



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, 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	Autumn Explorers/Winter Warmers	To Infinity and Beyond	Knight Fever	Pirates	Summer Holidays
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 sea?

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	Carnival Animals	Weather Experts	Local Area	Ocean 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 1 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:

Achievement of
outcomes identified
within EHCPs

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.

**Rigor in assessment;
progress is
demonstrated from
each learner's starting
point**

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.


Work with parents',
safeguarding
needs and
parents' views are
listened to and

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.



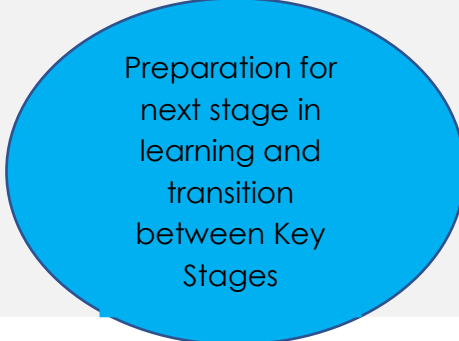
Holistic planning/
delivery of
outcomes
identified by
Multi-Agency
Teams

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.




Personalised
learning needs
drives provision

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.



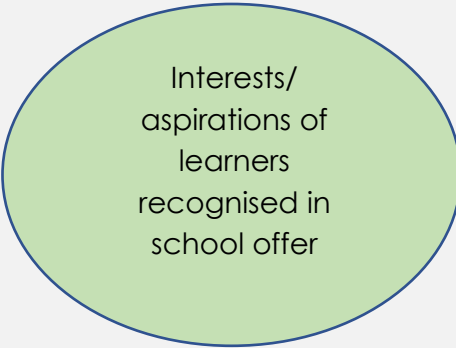
Preparation for
next stage in
learning and
transition
between Key
Stages

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.



Personalised
IEPs promoting
challenge
within all
learning

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.



Interests/
aspirations of
learners
recognised in
school offer

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.



Key skill
development
within sensory
and curriculum
subjects

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 brought 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 linear) progression, described through case study information reports about each individual and their approaches and achievements.

PROGRESS	INTENT	IMPACT
Encounter and experience P1(i) (Learners are present during an activity)	Accepts activity taking place around them (Being passive)	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - I can encounter puppets - I can encounter picture in the environment. - I can encounter a range of different types of sounds e.g. <ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - I can experience movement up and down. - I can experience movement left and right - I can experience movement forward and backwards.
	To explore objects	<ul style="list-style-type: none"> - I can touch a range of different materials with full adult support.

**Awareness
P1(ii)**

Notices stimuli	<ul style="list-style-type: none"> - I can communicate that I have noticed stimuli e.g. <ul style="list-style-type: none"> ❖ 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. <ul style="list-style-type: none"> ❖ Comforting voice ❖ Loud noises ❖ Quiet noises
Reacts to close contact with familiar adult	<ul style="list-style-type: none"> - I can show an awareness to the presence of an adult through personal communication skills e.g. <ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> ❖ Stories ❖ Songs ❖ Instructions ❖ Rhymes

Attention and response P2(i)

Responds to familiar voice or other identifier	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - I can respond to own name through: <ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - I can show the same response when a stimulus is shown.
Briefly follows moving stimulus	<ul style="list-style-type: none"> - 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

	Briefly follows moving stimulus (cont'd)	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - I can show interest in an activity by following or vocalising.
Remember learned responses	<ul style="list-style-type: none"> - I can remember key sounds or actions of familiar songs. - I can remember key parts of the daily routine.

	Copies adults actions	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - I can wave goodbye when prompted - I can greet familiar people appropriately
	Anticipate known events	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - I can indicate yes through personal communication. - I can indicate no through personal communication.
	Actively explore objects and events for more extended periods	<ul style="list-style-type: none"> - I can remain focused for a short amount of time when using multisensory stimuli.
	Apply potential solutions systematically to problems	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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 Teamwork 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

				<p>A sense of own feelings and emotions – likes and dislikes</p> <p>Appropriate behaviour</p> <p>Fine and gross motor skills</p> <p>Communication skills: respond/relate/ listening/ speaking</p> <p>Two-way conversation</p>
English Development	<p>Sensory story</p> <p>ICT</p> <p>Therapies</p> <p>Writing - Pre-writing Tac</p> <p>Pac</p> <p>Drama</p> <p>Role play area/dressing up</p> <p>Sensory rooms</p> <p>Cooking</p>	<p>A sense of fun</p> <p>Personal satisfaction Self esteem</p> <p>Choice making</p> <p>Turn taking</p> <p>Teamwork</p> <p>Making a positive contribution</p> <p>A sense of own feelings and emotions - likes and dislikes</p> <p>Appropriate behaviour</p> <p>Personal safety</p> <p>Fine and gross motor skills</p> <p>Having a voice</p> <p>Communication</p>	<p>Language development - PECs.</p> <p>Music</p> <p>Musical communication</p> <p>Music and movement</p> <p>Music therapy</p> <p>Speech and language</p> <p>ICT Development</p> <p>Maths</p> <p>English</p> <p>Personal, emotional, and social development</p> <p>Physical, motor, and sensory development</p> <p>Knowledge and understanding of the world</p> <p>Creative development</p>	<p>Story sacks</p> <p>Sensory/ interactive stories</p> <p>ICT resources and software Library – school and local</p> <p>Communication aids</p> <p>Music Rhyme write</p> <p>Write dance</p> <p>Messy play - prewriting</p> <p>Structured and unstructured play</p> <p>Parachute</p> <p>Identi play</p> <p>TAC PAC – Pre reading Communication bags</p> <p>Talk boxes</p>
Number Ordinal Shape, space	<p>Ordinal numbers</p> <p>Number rhymes/ games</p> <p>Calculations</p> <p>Partitioning</p> <p>Sequencing/ pattern</p> <p>Numbers as labels for counting</p> <p>Counting matching numbers</p> <p>Cause and effect Sets – more or less</p>	<p>A sense of fun</p> <p>Personal satisfaction Self esteem</p> <p>Choice making</p> <p>Turn taking</p> <p>Teamwork</p> <p>Making a positive contribution</p> <p>A sense of own feelings and emotions - likes and dislikes</p> <p>Communication</p>	<p>ICT development</p> <p>Numeracy development</p> <p>English development</p> <p>Personal social and emotional development</p>	<p>Water tray</p> <p>Sand tray</p> <p>Sensory resources Central maths resources</p> <p>ICT – IWB, Plasma, switch toys Software – HelpKidzlesrn, Education city,</p> <p>Number operations Sorting/ Matching Parachute</p> <p>TEACCH</p> <p>Appropriate behaviour Personal safety</p> <p>Fine and gross motor skills</p> <p>Physical motor and sensory development Knowledge and understanding Creative development Purple mash,</p> <p>Espresso</p> <p>Number rhymes</p> <p>Story sacks/ boxes Matching games Skittles</p> <p>Curling</p> <p>Golf</p>

				Playground number line Jigsaws
Shape, space and measure	Object permanence Positioning – direction Size – quantities Shapes – 2D/ 3D Length Weight Time Capacity Colour Parachute TEACCH	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	Fine and gross motor skills	Bricks Stacking cups Stickle bricks Playdough Water play Sand play Roamer/ Beebots Physiotherapy ICT resources - IWB, plasma, touch screen, eye gaze Software – HelpKidzlearn, 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 History day French day German day Italian day Visits Christian events Science day Outdoor learning day	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	Communication ICT development Numeracy development English development Personal social and emotional development Physical motor and sensory development	PTA funding Local church Supermarket Visit to high school
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 contribution, being with others. Making choices Appropriate behaviour		Visits from religious people Visits to religious buildings Celebration of different festivals throughout the year Tasting different food Wearing clothes from around the world
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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 help 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 sitting on the 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 through 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.