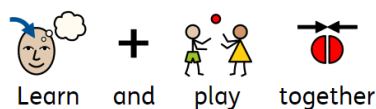




COMMUNITY INCLUSIVE TRUST

EYFS and Key Stage 1



Introduction

Our ethos in this phase is to support each child's communication, physical, social and emotional development so that they feel safe, secure and confident to engage with others and the world around them.

Children who attend our school will have an educational and health care plan and will be working significantly below their chronological age in most/all areas of development. There will be a mix of different needs and disabilities. Some pupils may already have confirmed diagnosis, and others may be on that journey. Some pupils may already have access to a range of professionals whilst others may either not require it or not have had access to these professionals yet given their age.

We understand that for many pupils this provision may be the first time they have accessed an educational setting, or they may have had a difficult start to their education therefore, we aim to support the children and families to take their first step in separating from familiar adults by providing a caring and nurturing provision and applying trauma informed practice where appropriate.

We recognise the importance of early education in preparing children for future learning and life experiences and in building on what children already know and can do. We offer a curriculum that is ambitious, broad and balanced, centred on their individual needs and interests. This ensures that no child is excluded or disadvantaged.

As our pupils start out on their educational journey and throughout their reception year and KS1, we aim to give them the opportunity to gain the skills, knowledge and understanding they need to progress from their individual starting points and onto the next most appropriate curriculum pathway in KS2.

Our curriculum has been built using the Early Years Foundation Stage (EYFS) framework and the principle of the Engagement model.

The curriculum is driven by the child, as it is centred on what the child needs, knows and can do. Each child has personalised targets, derived from a variety of sources (EHCP, Routes for Learning, Early Learning Goals and further professional reports). This ensures that learning and provision is relevant to each pupil. The learning intentions facilitate small steps of progress to be observed and built upon, based on each child's starting points, motivators and engagement. It ensures reflective practice to provide support, stretch and challenge.

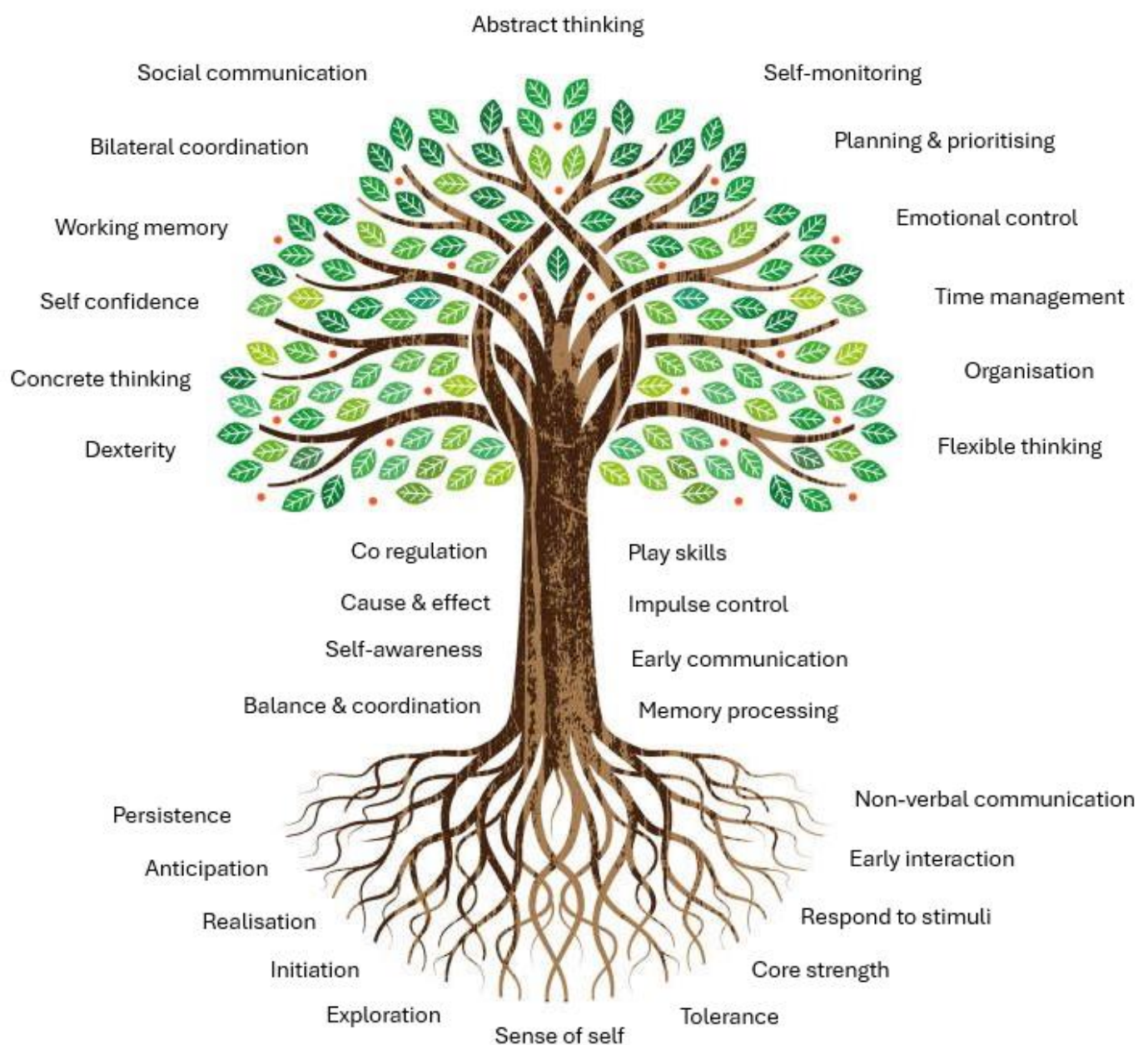
We take inspiration from birth to 5 matters (2021) focusing on the three key areas, to support the learning and development of every child. The Unique Child, Positive Relationships and Enabling Environments

Tree of learning

Prior to arrival we will use the information provided from previous settings, families and other professionals to determine which provision best suits the child based on their developmental stage.

For children in the sensory based provision, they will be developing the prerequisite skills of the roots of the tree. Without these early fundamental skills pupils will not be ready for a play-based provision.

For children in the play-based provision, although they may still be working on the roots of learning, they will be more secure and will be developing the early play-based skills that are required before pupils can beginning to access subject specific learning.



Learning Environment

We recognise that children may require different learning environments depending on their needs and therefore have two available provisions to best suit the primary needs of the pupils.

4 P's	Sensory class	Play based class
Pupil needs	Children in these classes are likely to have multi-sensory impairments and/or sensory needs such as a diagnosis of PICA, sensory aversions such as noise sensitivities as well as sensory needs such as the desire to climb, have tactile objects	Children in these classes are likely to be at the very early stages of requiring a play-based approach in line with a continuous provision model. It is likely these pupils have social communication difficulties.
Principles	The provision needs to be highly adapted so that children can safely navigate the space.	The provision needs to be rich and enticing so that children can develop explore and communicate.
Physical environment	<ul style="list-style-type: none"> • Low arousal environment • Adapted furniture • Sensory resources and furniture • Access to quiet spaces. • Resources carefully stored away out of view with rotation of resources to support high interest. • Facilitated access to outside spaces. 	<ul style="list-style-type: none"> • Zones to promote play in line with the theme of learning. • Zones to promote independence • Zones to develop readiness for learning and love of reading. • Resources carefully stored away and visible for pupils to request. • Access to outside spaces as part of a continuous provision model
Practice	<ul style="list-style-type: none"> • Total communication approach • Priority vigilance on physical safety • Opportunities to develop pupils' awareness, engagement and attention. • Effective strategies to support children to coregulate. 	<ul style="list-style-type: none"> • Total communication approach • Priority vigilance on emotional safety. • Opportunities to develop children's social communication skills. • Effective strategies to develop children's ability to self-regulation and develop emotional literacy.

Baselining pupils

Each child is unique, and we provide opportunities for children to engage with people and their environment through the Characteristics of Effective Teaching and Learning (CoETL). This is interlinked with a carefully planned approach, ensuring meaningful learning across the seven areas of learning and development to ensure their curriculum is broad, balanced and challenging. These will not be taught or delivered as specific subjects as our learners are working before the EYFS framework.

On arrival pupils will be baselined using a series of sliding scale descriptors for the below development areas. This provides a rationale for which provision would best suit the child.

Broad areas of need	Development areas
Communication and interaction	<ul style="list-style-type: none">• Attention and listening• Understanding• Expressive communication• Social communication
Cognition	<ul style="list-style-type: none">• Awareness and perception• Exploration and problem solving• Play skills
Personal and social development	<ul style="list-style-type: none">• Regulating arousal levels• Feeding• Toileting• Personal care
Physical development	<ul style="list-style-type: none">• Fine motor• Mobility• Core strength• Gross motor skills

Provision planning focus

Planning will differ depending on the different needs children have within the two types of provision

Sensory class	Play based class
<ul style="list-style-type: none">• Provide opportunity to develop sensory and physical tolerance to the environment• Provide a therapeutic approach based on professional recommendations e.g. CAMH's, EP, OT.• Provide intensive interaction and engagement such as Attention Autism, TAC PAC etc.• Provide access to facilities that support regulation e.g. water therapy, outdoor exploring, rebound, sensory integration.• Provide pupil led approach to engagement in short burst with opportunity to communicate and request motivating choices	<ul style="list-style-type: none">• Provide opportunities to develop social tolerance and acceptance of others.• Provide opportunities for direct 1:1 work that promotes readiness for learning e.g. TEACCH stations and small group work.• Provide continuous provision for pupils to develop the characteristics of an effective learner e.g. Playing and Exploring, Active Learning, Creating and Thinking Critically• A blend of small chunks of focused 1:1 or small group learning and a continuous provision, ensuring all pupils access the focus activity throughout each session.

Overview of a typical

A typical day within each provision will include (not necessarily in this order:

Sensory class			Play based class	
Session	Focus	Likely activities	Focus	Likely activities
Morning	Readiness for day	Personal routines Sensory integration	Readiness for day	Basket time
	Communication	Breakfast Personal care	Communication	Breakfast Personal care
	Readiness for learning	Good morning routines	Readiness for learning	Good morning routines
	Engagement & attention	Attention Autism TAC PAC	Play and learn together	Play with words continuous provision
	Physical development	Fine and gross motor activities	Physical development	Fine motor skill
Mid-morning	Communication	Snack Personal care	Communication	Snack Personal care
	Exploring my world	Outdoor Messy play	Physical development	Outdoor play Gross motor
	Target time	Focus 1:1 activity Choose time	Play and learn together	Play with numbers continuous provision
	Communication	Lunch Personal care	Communication	Lunch Personal care
	Exploring my world	Outdoor Messy play	Physical development	Outdoor play Gross motor
Afternoon	Readiness for learning	Good afternoon routines	Readiness for learning	Good afternoon routines
	Physical development	Fine and gross motor activities	Engagement & attention	Story time
	Holistic therapies	Hydro pool Sensory integration	Play and learn together	Creative play PSD/UtW
	Ready for home	Calming activities Personal care	Ready for home	Calming activities Celebrating success

Long term planning

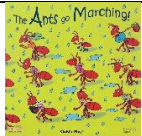
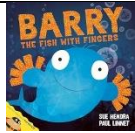
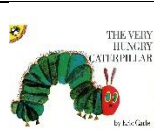
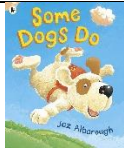
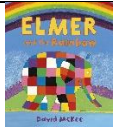
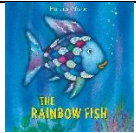
3-year plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Animals	Dinosaurs	People who help us	Around the world	Flying	Water
Year 2	House and homes	Weather	Food	Superhero's	Nature & natural world	Holidays
Year 3	Farm to fork	Houses and homes	Pets	Construction	Under the sea	Transport

Year 1 plan

	Year 1					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Animals	Dinosaurs	People who help us	Around the world	Flying	Water
Play with words	'a' – 'f'	'g' – 'l'	'm' – 'r'	's' – 'z'	cvc	cvc
Play with numbers	1 - 5	5 - 10	10 - 15	15 - 20	addition	addition
My body	Eyes, Mouth, Ears, Nose, hair	Fingers, hands, arms, shoulders	Toes, feet, legs	Chest, tummy, back	Public and private	Personal care

Play based provision – Knowledge Organiser Example to be shared with families via Dojo

Autumn 1 - Animals							
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Continuous provision	Home corner	Domestic roll play					
	Small world	Farm area					
	Reading area	Jungle theme					
Early literacy	Story books						
	Play with words	'a' Ant, ape aeroplane, apple, apricot, ambulance	'b' Bug, bee, bunny bus, banana, bell, biscuit, bird	'c' Cow, caterpillar cucumber, cup, candle, cake	'd' Dog, dragon, dinosaur, duck	'e' Elephant, egg,	'f' Fish, frog, fly, fork, flag
Early numeracy	Songs	Number one song	Animals went in two by two	Three little birds		Five little ducks	Once I could a fish alive
	Play with numbers	1	2	3	4	5	1 - 5
Physical development	My body	Eyes	Mouth	Ears	Nose	Touch	Face
	Fine motor	Making models	Playdough	Tweezers	Threading	Sticking	Cutting
	Gross motor	Catching	Throwing	Running	Jumping	Hoping	Skipping
Understanding the world	Indoor	Make an Ant	Decorate biscuits	Fruit kebabs	Animals' prints	Collage	Making a face
	Outdoor	Making aeroplanes	Looking for minibeasts	Collect leaves	Make dens	Egg hunt	Water play - fish

Play based provision - Weekly curriculum coverage

	Autumn 1 – Animals			
	Morning	Mid-morning	Early afternoon	Afternoon
Monday	Play and explore with <u>words</u>	Play and explore with <u>numbers</u>	Sensory story	My body (PSD)
Tuesday	Play and explore with <u>words</u>	Play and explore with <u>numbers</u>	Sensory story	Plan and learn together (UTW)
Wednesday	Hydrotherapy/Gross motor focus		Sensory story	Plan and learn together (UTW)
Thursday	Play and explore with <u>words</u>	Play and explore with <u>numbers</u>	Sensory story	My body (PSD)
Friday	Play and explore with <u>words</u>	Play and explore with <u>numbers</u>	Sensory story	Plan and learn together (UTW)

Long term planning

	3 – year plan					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Animals	Dinosaurs	People who help us	Around the world	Flying	Water
Year 2	House and homes	Weather	Food	Superhero's	Nature & natural world	Holidays
Year 3	Farm to fork	Houses and homes	Pets	Construction	Under the sea	Transport

Communication & interaction	Independence	Physical and Sensory play	Outdoor	Holistic
Register/good morning routines Sensory stories Intensive interaction Social/personalised stories Interactive games Interactive songs Story massage TAC PAC Attention autism Switch use/AAC Circle time	School timetable Transitioning Dressing and undressing Exchange Early cooking Personal care routines Caring for belongings Eating and drinking Intimate care Community activities	Discovery play Cause and effect toys Kinaesthetic play Bikes/trikes and scooters Special box Treasure baskets Water play Messy play Fine motor activities Rebound Parachute games Soft play	Playground games Experiencing seasons & weather Encounter outdoor animals Orienteering Shelter building Local walks	Healthy eating Sensory integration Sensory circuits Tolerating & experiencing food Water therapy Sensory room Foot spa Massage Music therapy Art therapy

- Weekly curriculum coverage

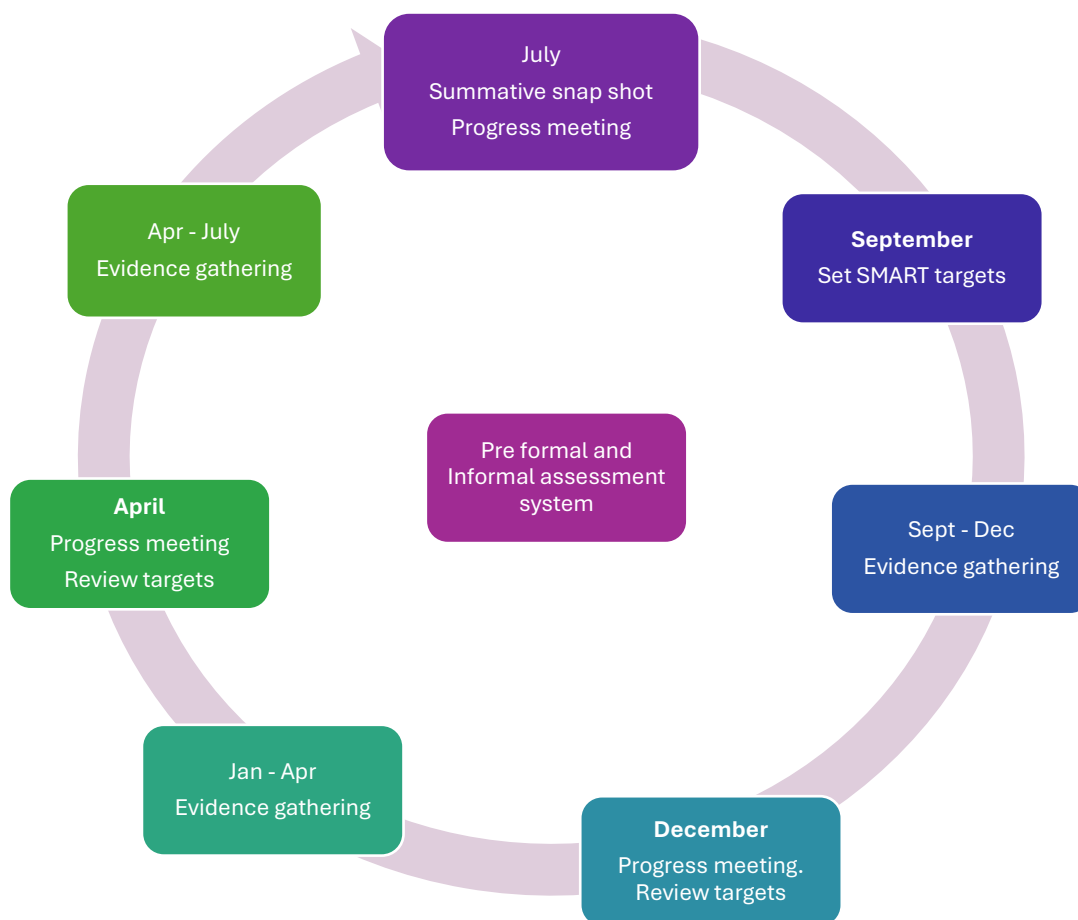
	Morning					Mid-morning	Early afternoon			Afternoon		
	Personal routines	Breakfast & personal care	Good morning routines	Engagement & attention	Physical & sensory play	Snack & personal care	Exploring my world	Lunch and personal care	Physical development	Good afternoon routines	Holistic therapy	Personal routines
Monday				Attention Autism/TAC PAC	Water play		Early cooking/1:1 target time		Bikes, trikes and scooters/Soft play		Water therapy/Sensory integration/room	
Tuesday				Sensory story	Cause & effect toys		Tolerating and experiencing food/1:1 target time		Local walk/Rebound		Art therapy/Sensory integration	
Wednesday				Attention Autism/TAC PAC	Messy play		Shelter building/1:1 target time		Hydro pool/Soft play		Hydro pool/Soft play	
Thursday				Sensory story	Treasure baskets		Community access/1:1 target time		Parachute/Rebound		Music therapy/Sensory integration	
Friday				Attention Autism/TAC PAC	Discovery play		Looking good/1:1 target		Ball games/Soft play		Massage, foot spa/Sensory integration/room	

Learning environment checklist for different classes of informal learners

Informal – sensory seeking class	RAG	Informal – play based class	RAG
1. Does the entrance of the door support pupils to understand what their routines are?		1. Are pupil encouraged to register their attendance as they arrive and follow arrival routines?	
2. Is the room laid out to encourage pupils to communicate their wants and needs e.g. are toys all accessible therefore no requirements for requesting.		2. Is the room laid out to encourage pupils to explore and play as well as request items that are out of reach?	
3. Have pupil's sensory needs been accounted for in the layout of the room?		3. Do pupils have access to resources to support sensory regulation	
4. Is the classroom zoned to make it clear its function and are the zones in line with pupils' developmental levels?		4. Does the classroom have zones that develop imaginative play, sensory play, construction, role play etc?	
5. Are there displays or items on the wall that are not accessible to pupils e.g. alphabet display.		5. Are the displays/items on the wall relevant to what pupils are learning and support them with play-based learning?	
6. Are the snack/lunch time layout allowing for adults to model appropriate behaviours and develop communication?		6. Are the snack/lunchtime layout allowing pupils to develop independence e.g. getting ready/tidying up.	
7. Are chairs matched to the pupils needs e.g. height of child, sensory needs, postural support?		7. Are the physical resources matched with the pupil's height and weight?	
8. Is there sufficient investment in toys which are rotated to keep interest?		8. Is there sufficient investment in toys that are high interest that are linked to the theme of learning?	
9. Is the room designed to provide pupils with learning about emotional understanding/regulation (e.g. mirrors)		9. Is the room/resources designed to support pupils to develop emotional literacy?	
10. Is the flooring suitable for the activities and sensory needs of the pupils?		10. Is the flooring suitable for pupils to engage in floor-based play e.g. is it clean?	
11. Is their clarity about the purpose of a tuff tray.		11. Are messy/sensory play areas purposeful and organised to develop self-help skills e.g. aprons available.	
12. Is the floor clear of trip hazards for those who have limited awareness of their surroundings.		12. Is there a place for pupils to run outside safely without trip hazards?	
13. Are there areas of the room where pupils can have 1:1 adult interaction to develop ready to learn behaviours e.g. TEACCH station?		13. Do pupils have recognised areas to develop their independent learning skills e.g. TEACCH station?	
14. Are resources stored safely and labelled appropriately for pupils to know what/where to request?		14. Are resources accessible for pupils to access e.g. in plastic boxes labelled up with lids on.	
15. Is the kitchen area appropriately safe and allow for adults to support with self-care routines?		15. Is the kitchen area appropriately safe for pupils to develop self-help skills such as step to support hand washing?	
16. Are the toilet areas appropriate for the age/need of pupils and is there easy access to resources e.g. gloves, nappies, wipes etc		16. Does the layout of the toilet allow pupils to develop independent skills?	

INFORMAL AND PRE FORMAL (INCLUDING EYFS) ASSESSMENT SYSTEM

ASSESSMENT CALENDAR:

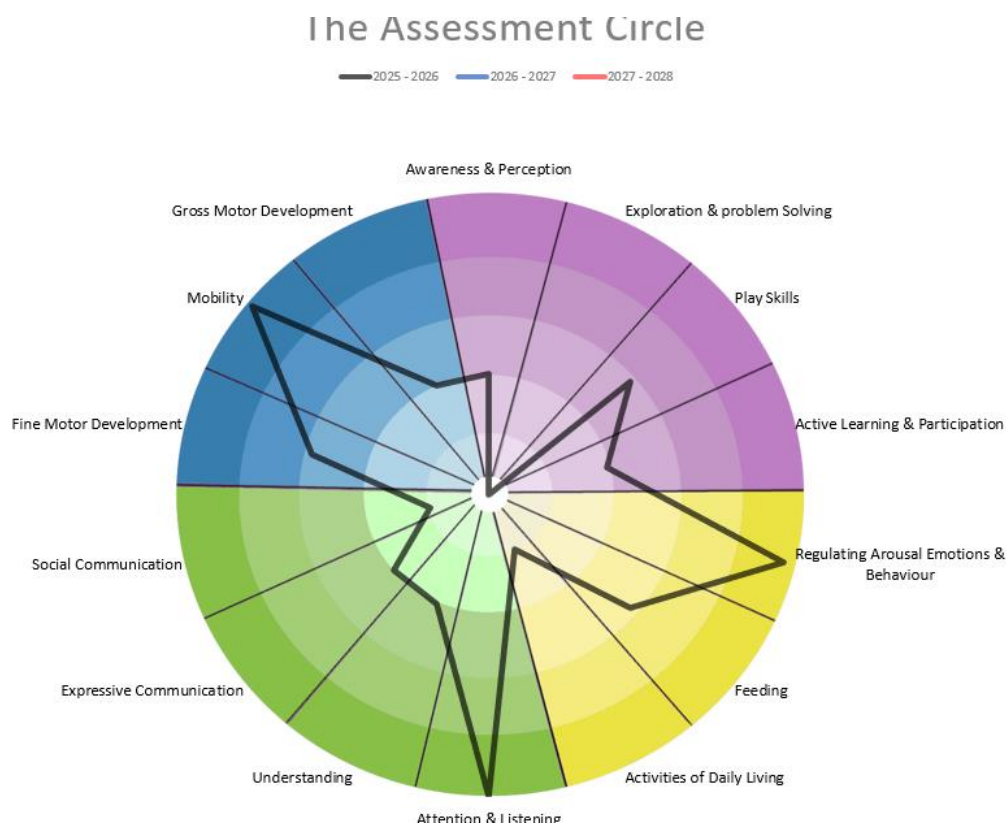


BASELINE SNAPSHOT ASSESSMENT

In July (or September for new arrivals) Informal and pre-formal pupils (including EYFS) will be assessed against the EHCP broad areas of needs in the below developmental areas:

Broad areas of need	Development areas
Communication and interaction	<ul style="list-style-type: none"> • Attention and listening • Understanding • Expressive communication • Social communication
Cognition	<ul style="list-style-type: none"> • Awareness and perception • Exploration and problem solving • Play skills • Active learning and participation
Personal and social development	<ul style="list-style-type: none"> • Regulating arousal levels • Feeding • Activities for daily living
Physical development	<ul style="list-style-type: none"> • Fine motor • Mobility • Core strength • Gross motor skills

Teachers will complete the 'SnapShot' tool for each pupil in their class which will provide a personalised radar diagram that helps to set targets for the year. If the pupils are at the passive stage (see example below) then the snapshot tool should be left blank.



Personalised Learning Goals PLGs SETTING

The 'SnapShot' assessment will be used to identify strengths, emerging strengths and difficulties to identify what are the priority targets for the term.

Usually there will be four targets however an additional target maybe needed for a specific therapy/professional recommendation. Although in most cases a target from each broad area of need is most likely there is no expectation that it has to be one from each, it maybe that a pupil needs to focus more on 2 or 3 broad areas of need.

Targets should be personalised for each pupil and ensure that they are SMART (Specific, Measurable, Achievable, Realistic and Time appropriate).

Targets can be to develop an emerging strength or to develop an area of difficulty.

These targets are know as Personal Learning Goals (PLGs) and are weaved into all aspects of learning.

