Before Every Activity consider the PLG

Informal Curriculum Conkers, Amber Sunshine.

EYFS Daffodils Blueblues and Buttercups

All children have:

What Matters to me document

PLGs

Engagement Profile and Learning Circle

Intimate Care Plan

Possible:

Sensory Profile Risk, Assessment, BSP/BMP, Health Care Plan

PLGs are woven into the Planning

Topics can be decided as a school, relating to contexts and interests

Term 1 Changes

Term 2 Celebrations

Term 3 Entertainment

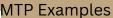
Term 4 Food

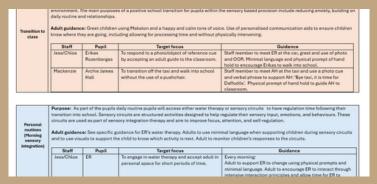
Term 5 The Outside World

Term 6 Water

A knowledge organiser shared with families via Dojo







Areas of Learning the planning and timetable must include

- Engagement and Attention
- Physical and Sensory Play
- Discover
- Nature
- Holistic Therapy

Example weekly timetable

It is unlikely that all pupils within the class will be able to access the same experience at the same time, so a carousel approach is most likely where some pupils are experiencing one thing with identified adults whilst others experience something liferent and then swap as pupils are unlikely to sustain attention for too long before becoming dysegulated.

	Morning					Mid-morning Early afternoon				Afternoon		
	P e	В	G	Engagement & attention	Physical & sensory play	S	Discover	L	Nature	G	Holistic therapy	P
	ř	e	0	uccinion	sensory pray	a		n		0		e
Monday	5	a	d	Attention	Bikes, trikes and	С		c		d	Water therapy/Sensory	5
	0	k	m	Autism/TAC	scooters/reboun	k	Early cooking/1:1 target time	h	Shelter building/1:1	a	integration/room	0
	n	1	0	PAC	d	/		- /	target time	- 1		n
	a	a	r			С		С		t		a
		5	n			0		0		e		L
Tuesday	.	8	n		Fine motor	m	Tolerating and experiencing food/1:1	m		n	Art therapy/Sensory	r
	ü	D D	g	Sensory story	activities/Soft	u	target time	u	Local walk/ 1:1 target time	0	integration	0
	. I				play	n		n	ume	0		u
	i I	ř	0			ï		- 7		n		t
Wednesday	n	5	u	Attention	Ball games/Soft	С		0		r		1
Treamesday	e	0	t	Autism/TAC	play	a	Water play/1:1 target time	a	Messy play/1:1 target	0	Hydro pool/Soft play	n
	5	n	1	PAC	F7	t		t	time	u	.,,,,,	e
	- 1	a	n			- 1		1.0		ti		8





Before Every Activity consider the PLG

Pupils on a Page as a quick highlight to important info

Pupil name & photo	Start and end of day	Mid-day transitions	Communication and interaction	Cognition	Personal development	Physical and sensory development
	Type: Grand Parent (safeguarding)	Communication: object of reference	Method: Photo exchange from a choice of 2.	Play: solitary	Medical: Epilepsy See care plan	Sensory needs: high Sensory circuits/room
Example 1	Transition: motivating item and photo of classroom	Processing time: 5- minute choose before	Motivators: Spinning, big body movements.	Attention: fleeting	Toileting: 1:1 Intimate care plan	Fine motor: Needs chunky tools
	Behaviour: Attachment strategies	Behaviour: Needs favoured item (blanket)	Interaction: intensive interaction level 1	Engagement: 2 minutes for favoured items.	Behaviour: Self injury Crisis management plan	Behaviour: sensory seeker Climb's.
	Supervision: Physical support	Supervision: Physical support	Expressive: vocalisations	Thinking skills: rigidity of thought.	Feeding: solid food. Bottle for drinking.	Mobility: supported walking
	Type: Minibus	Communication: 1/2 day visual schedule	Method: verbal 3-word level	Play: Cooperative play with favoured peers	Medical: None	Sensory needs: ear defenders
Example 2	Transition: independent	Processing time: 2 minutes verbal warning	Motivators: dinosaurs and cars	Attention: Sustained with some verbal redirection	Toileting: independent with reminder to go.	Fine motor: developing pincer grip
	Behaviour: None	Behaviour: wants to be first in line.	Interaction: socially interacts	Engagement: 15 minutes in adult led task	Behaviour: Turn taking difficulties.	Behaviour: requires calm time if over stimulated.
	Supervision: direct supervision	Supervision: direct supervision	Expressive: early emotional literacy	Thinking skills; early problem solver.	Feeding: developing use of knife	Mobility: independent walker.
Blank template	Type:	Communication:	Method:	Play:	Medical:	Sensory needs:
	Transition:	Processing time:	Motivators:	Attention:	Toileting:	Fine motor:





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Assessment

In September Baseline pupils in the areas of the learning circle Complete Learning Circle (highlight on grid then on excel spreadsheet) Set PLGs with references to area of need and learning circle at least 4 targets

Example 1	Success criteria	Per full t
Target 1: Physical and Sensory (P&S)	✓ State the target number	Target 1
ranger 1. Physical and Sensory (PdS)	✓ State which broad area of need it refers to	Target 2
	 ✓ Put in brackets the appreviation. 	Target 3
	✓ Use pupil name	
James, you are learning to develop your fine motor	 ✓ Write in bold the specific strand 	Target 4
skills (Stage 5- Actively participating).	 ✓ Put in brackets which part of the 6-point scale 	Total
Your target is to develop your bilateral coordination	✓ Direct target to the child	
so that you can complete opposing fine motor skills.	✓ Identify and underline the copied section from	
At the moment you require an adult to physically	the appropriate 6-point scale.	
support you.	✓ State what level of independence/engagement	
	the pupil is working at currently within this area.	
This term, we will be looking to see progress in your	 ✓ Refer to 'we' (being the school and home) 	
ability to use cutlery to cut your food.	✓ Specifically state which aspect will be focused.	
	on for this term.	

When gathering evidence, share the successes and progress with families not the struggles or every piece of evidence

Use MAPP and Engagement model language

BEA Before Experience After

Target 1: Physical and Sensory (P&S)									
James, you are learning to develop your fine motor skills (Stage 5- Actively participating).									
Your target is to develop your bilateral coordination so that you can complete opposing fine motor skills. At the									
moment you require an adult to physically support you.									
1990 and a substitution of the substitution of									
This term, we will be looking to see progress in your ability to use cutlery to cut your food.									
and the state of t									
Baseline	Evidence 1	Evidence 2	Evidence 3	Evidence 4					
Video of using	Video	Written	Photo	Video					
cutlery									
Tag: P&S	Tag: P&S	Tag: P&S	Tag: P&S	Tag: P&S					
James was provided	James participated in a	This week during lunch	James used his knife for	James previously was					
with a large soft piece	modelling activity with	time James has been	the first time	unable to recognise the					
of potato and a knife	an adult to practice	picking up his knife with	unsupported or	function of a knife.					
and fork.	cutting motion. The	increased fluency	unprompted by an						
	adult modelled the	without adult prompts	adult. He picked the	James is now able to					
He used his fork to stab	cutting of the playdoh.	during lunch times.	knife up and attempted	know when a knife is					
the potato but didn't	James was supported	Although he is not yet	a backward and	needed with only					
show any indication of	by an adult using hand	able to independently	forward motion when	occasional prompting.					
the need for a knife.	over hand to hold his	cut food, he has learnt	outting a soft carrot. He						
	knife and fork.	the need for the knife to	realised the need for	James previously had					
When verbally	James attempted to	be a tool to support him	the knife as the carrot	very limited bilateral					
prompted to hold his	stab the playdoh with	in eating. Previously he	was too big and	coordination to use a					
knife he held the knife	fork and do a backward	would not have	although his motion	fork to stead a food					
in his hand but didn't	forward motion with the	considered using a	was not fluid, he	item and use his knife					
initiate the use of the	knife with adult	knife.	initiated an attempt of	to cut.					
fork and continued to	physical prompting to		the motion.						
use the fork as the tool	continue the			James is now able to					
for feeding.	backwards and forward			use a backward and					
	motion			forward motion to cut a					
				food item however					
				occasionally needs					
				support for harder					
				items such as meat.					

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Then progress conversation (see informal and preformal assessment) handbook and targets reviewed