

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

MTP Examples

9.30am - 9.45am Circle Time (AM)	<p>Song Que: Rihanna - <i>Work B, Drake (Clean - Lyrics)</i></p> <p>Good morning routine</p> <p>Purpose: To bring the group together to develop an effective cue into the start of learning.</p> <p>Adult guidance: Model signing of the song, redirect pupil attention if they lose focus, support good posture/positioning, encouraging of preferred communication system. Register, pupils should be encouraged to find the photo and post it in the register box. For those that can they should also choose how they are feeling. <i>Every one</i> says/signs good morning - encourage looking at the person who we are saying good morning too.</p> <p>Roles:</p> <ul style="list-style-type: none"> Georgia: Model signing and singing the song, remind of days of the week and weather. Support with Dylan and Deni. Emilia: Focus on Helena Tom: Focus on Damian and Corey Eli: Focus on Kobe Helena: Focus on the song, encourage to sing along <p>Trans: To say hello and identify the staff working with him</p> <p>Kobe: To identify class mates</p> <p>Helena: To participate pressing a button to communicate a greeting</p> <p>Dylan: To make a choice from two</p> <p>Deni: To access zones of regulation to minimise the displaying of aggressive behaviours</p> <p>Corey: To make a choice from 4</p> <p>Guid: To use buttons to promote his communication</p>
9.45am - 10am Discover	<p>Song Que: Rihanna - <i>Work B, Drake (Clean - Lyrics)</i></p> <p>Purpose: To develop pupil's attention and engagement using a variety of means and develop pupil's core vocabulary.</p> <p>Adult guidance: To focus on developing pupil's persistence, initiation, exploration, realisation, therefore it's important that each of the below activities are in places that have minimal distraction. Model the use of Core language Stop, Go, Finished, Here.</p> <p>Roles:</p> <ul style="list-style-type: none"> Georgia: Deliver the bucket session Emilia: To support Helena, Corey, Damian Tom: Support students wish to leave the circle to the tuff tray for individual explorations Eli: To support Dylan, Kobe, Deni Helena: Focus on the song, encourage to sing along <p>Trans: To attend to an attention grabbing activity</p> <p>Helena: To attend to an activity for 5 minutes</p>

Transition to class	environment. The main purposes of a positive school transition for pupils within the sensory based provision include reducing anxiety, building on daily routine and relationships.		
	Adult guidance: Greet children using Makaton and a happy and calm tone of voice. Use of personalised communication aids to ensure children know where they are going, including allowing for processing time and without physically intervening.		
	Staff	Pupil	Target focus
	Jess/Chloe Mackenzie	Erikas Rozenbergas Anchie James Hall	To respond to a photo/object of reference cue by accepting an adult guide to the classroom. To transition off the taxi and walk into school without the use of a pushchair.

Guidance
Staff member to meet ER at the car, greet and use of photo and OOR. Minimal language and physical prompt of hand hold to encourage Erikas to walk into school.
Staff member to meet AH at the taxi and use a photo cue and verbal phrase to support AH: 'Bye taxi, it is time for Daffodils'. Physical prompt of hand hold to guide AH to

Personal routines (Morning sensory integration)	<p>Purpose: As part of the pupils daily routine pupils will access either water therapy or sensory circuits to have regulation time following their transition into school. Sensory circuits are structured activities designed to help regulate their sensory input, emotions, and behaviours. These circuits are used as part of sensory integration therapy and aim to improve focus, attention, and self-regulation.</p> <p>Adult guidance: See specific guidance for ER's water therapy. Adults to use minimal language when supporting children during sensory circuits and to use visuals to support the child to know which activity is next. Adult to monitor children's responses to the circuits.</p>		
	Staff	Pupil	Target focus
	Jess/Chloe	ER	To engage in water therapy and accept adult in personal space for short periods of time.
			Guidance
			Every morning: Adult to support ER to change using physical prompts and minimal language. Adult to encourage ER to interact through

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 different and then swap as pupils are unlikely to sustain attention for too long before becoming dysregulated.

	Morning					Mid-morning	Early afternoon			Afternoon
Monday	P	B	G	Engagement & attention	Physical & sensory play	S	L	Nature	G	Holistic therapy
	e	r	o			n	a		o	
	s	e	d	Attention Autism/TAC PAC	Bikes, trikes and scooters/rebound	a	c		d	Water therapy/Sensory integration/room
	a	k	m			k	h	Shelter building/1:1 target time	f	
Tuesday	n	f	a			/	/		t	
	a	r	r			c	c		e	
	i	s	n	Sensory story	Fine motor activities/Soft play	o	o	Local walk/ 1:1 target time	n	Art therapy/Sensory integration
	l	o	a			m	m		n	
Wednesday	u	p	n			u	u		o	
	t	g	r			n	n		o	
	i	r	o			i	i		r	
	n	e	s	Attention Autism/TAC PAC	Ball games/Soft play	a	a	Messy play/1:1 target time	o	Hydro pool/Soft play
	e	s	a			t	t		o	
	n	i	n			i	i		t	
	i	a	e			c	c		e	

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
Example 1	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
	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
Example 2	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
	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:



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

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

Example 1	Success criteria	Per full term	Baseline	Formative	Summative	Total
Target 1: Physical and Sensory (P&S)	<ul style="list-style-type: none"> ✓ State the target number ✓ State which broad area of need it refers to ✓ Put in brackets the appreviation. 	Target 1	1	3	1	5
James, you are learning to develop your fine motor skills (Stage 5- Actively participating). Your target is to <u>develop your bilateral coordination so that you can complete opposing fine motor skills.</u> At the moment you require an adult to physically support you.	<ul style="list-style-type: none"> ✓ Use pupil name ✓ Write in bold the specific strand ✓ Put in brackets which part of the 6-point scale 	Target 2	1	3	1	5
	<ul style="list-style-type: none"> ✓ Direct target to the child ✓ Identify and underline the copied section from the appropriate 6-point scale. ✓ State what level of independence/engagement the pupil is working at currently within this area. 	Target 3	1	3	1	5
	<ul style="list-style-type: none"> ✓ Refer to 'we' (being the school and home) ✓ Specifically state which aspect will be focused on for this term. 	Target 4	1	3	1	5
		Total	4	12	4	25
This term, we will be looking to see progress in your ability to use cutlery to cut your food.						

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

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