

Specialist Class at Blue Gate Fields Infant School



A central graphic for 'Earth Class' features a satellite image of Earth with the text 'Earth Class' in blue. The graphic is surrounded by a grid of 16 blurred student portraits, each set within a circular frame with a decorative border. The portraits are arranged in two columns of eight, flanking the central Earth image. The circular frames have various colored borders, including yellow, orange, and blue.

Intent- what is the aim of the project?

BGFI to run a specialist classroom; which our autistic learners can access for part of the day whilst also accessing mainstream lessons, where it is in their best interests.

The specialist classroom to provide a space for 10 autistic learners to work effectively, using the Phoenix model, and to provide a bespoke curriculum that enables development and progress from their individual starting point.

The aim is for children to transition back into mainstream classes full time. This is reviewed regularly, and is appropriately planned and managed so that decisions are child centred and agreed by all stakeholders.

We aim to prepare them for long-term mainstream learning, environment and expectations.

Implementation-how are we applying the eight principle of good autism practice?

We have set up the learning environment that supports **managing significant sensory** needs which then enables **academic learning, learning through play and language development.**

Teaching Room



Group teaching table
Individual work stations
Carpet sessions

Continuous Provision



Role play area
Home corner
Group activity table
individual interests-table tops
play resources-accessible for children

Sensory Room



Soft play mats
Ball pit
Tent
rocking horse
soft balls
cushions

Principle One: Understanding the strengths, interests, and needs of each autistic pupil

PRIVATE AND CONFIDENTIAL

I AM GOOD AT

- When I am ready, I can sort and match objects.
- Engaging in my own play.
- Remembering things and following the steps to get what I am interested in.

I FIND DIFFICULT

To join whole group activities but I am starting to come closer to the circle in the morning and the show some curiosity in the sensory activities.

Year 1 Moon

ESSENTIAL INFORMATION

I understand more than I can express. I enjoy adult interaction. When adults play physical games with me, I laugh a lot.

I mostly respond to my name and recognise familiar voices and familiar sounds that adults make to gain my attention.

I wait with anticipation for the adult to play with me.

TOP TIPS

When I am throwing, redirect me by showing me something else.

When you say STOP-I will listen for a few minutes and might do it again so re-directing me is very important.

I enjoy eating my biscuits, yogurt and rice so I will often ask for these before it is time-I am getting better at following the meal timetable.

I am a calm person who can get upset and hit gently out of frustration but this is very rare.

I WOULD LIKE YOU TO KNOW THAT..

COMMUNICATION

- I make lots of vocalisations to express my feelings. You will be able to understand when I am upset and when I am happy.
- I take the adults hand and pull them towards what I want. I take them to the place where it is and wait for them to notice what I want.
- I am starting to use PEC symbol for toilet.
- I can initiate a game using a distinctive sound that tells you that I want you to hold me as I lean back.
- I laugh and show really good eye contact.
- I will notice familiar adults and remember routines.

SOCIAL

- I play on my own but I am happy to walk around the edges of the playground.
- I have my favourite spots in the playground but I am also happy to freely explore.
- I like jumping off small steps.
- I am very happy to be choosing my own play.

I LIKE

- Water and puddles
- All kinds of movement-I like spinning, leaning back, running, lying on hard surfaces, jumping-I am active.
- I like tickles and sitting on a adult's lap.
- Anticipating what the adult might say or do when I am playing with them.

I DON'T LIKE

- Engaging with adult directed tasks-I enjoy my own play. I join in with some whole class activities like "5-a-day and bubbles but only from a distance.
- Waiting for too long. I get frustrated.
- Soft textures-I don't like fluffy objects.

← **One page pupil passports- quick, easy access to information about our individuals-for visitors and adults working with them.**

This passport is always evolving as the children develop and change.

Displayed on individual workstations and on their clipboards.

This is correct at time of writing but staff need to be aware that changes are likely to occur as time goes by.

Personal Support Plan 2023-2024

Y1 Moon **ASD SLCN**

- Annual Review targets for Autumn Term
- Targets will be reviewed every term.
- Please keep a record of the progress they are making to achieve these targets.

to show signs of active listening.

- watching adult model (my turn)
- copy the adult model (your turn)
- repeat language modelled

will engage in extended reciprocal interaction. Start with 2 minutes.

- Use motivating activities to start with such as cutting, sharing bubbles before moving onto learning activities.

to use behaviours modelled by her peers to support her focus on learning activities.

does look to see what everyone is doing-direct her to look at learning behaviours by naming the behaviour and praise them.

responds to what she thinks is socially expected behaviour.

← **Personal Support Plans-used to streamline and set achievable targets for children.**

Targets are set based on Phoenix assessment matrix-after an assessment, we set targets from the next Phoenix step.

Progress per target is recorded on PSP target records sheets.

Principle Two: Enabling the autistic pupil to contribute to and influence decisions.

Our pupils are not yet able to communicate their hopes, dreams and aspirations at that scale but our child-centred approach enables the children to develop a sense of:

I like/I want

I dislike/I don't want

Yes/no

The act of **pushing away/pulling towards** is a form of communicating wants/needs so that later they can develop a pupil voice to share hopes, dreams and aspiration.

This is the beginning of having a view and sharing this with others.

Plan: *summer annual reviews-where appropriate, a few of our children will attend their annual reviews.*

Principle Three: Collaboration with parents/carers and other professionals and services

Speech and Language therapist (currently writing up a formal testimony for our records :

I am amazed by how quickly the children have settled into the specialist classroom.

They are happy, calm and ready for learning activities. They have picked up on the language programmes put into place by staff and they have made great progress already.

I have made language programmes packs for parents at home to help with consistency and maximise progress.

Plan: *We've planned in some time with our EP to visit the specialist classroom and advise us on further teaching and learning approaches that take into account the range of learning needs in our classroom*

Drama therapist:

19th October 2023

Feedback from Dr Julianne Mullen (HCPC registered Dramatherapist)

Here are some reflections on the group:

1. Children love anything sensory, the parachute, touching different colours in the room, holding the rabbit etc.
2. Children enjoy exploring animals through embodiment and movement around the room.
3. They respond very well to a calm and quiet environment.
4. They are engaging very well with each other, some lovely passing of objects and playing row, row, row your boat.
5. They respond really well to a child-centred environment that is gentle, patient, and caring.
6. They enjoy storytelling, being read to.
7. They enjoy when adults take part in the games, storytelling, sitting with them 'at their level'.

Parent-this is one of many...

Testimony:

Parent views:

15.11.23

- Earth class offers special support for children with sensory needs.
- Earth class staff work closely with parents and give back feedbacks on the child.
- [redacted] has fun at school and enjoys coming to school as he is settled and familiar to surroundings and adapted to his new class.
- Earth class staff encourages the children's to understanding of good behaviour and learning.
- I can see [redacted] has more understanding since started this year and is listening more and following instructions.
- [redacted] seems happy and is well looked after by the staff. He has structured routine which is working well for him. He is able to do more eye contact and express by communicating with picture and hand leading.
- [redacted] given homework every week this is good as this encourages him in learning and focus on work. [redacted] can focus on his homework for 5 minutes.
- Speech and language is good idea every week as they work with every individual child and can give ideas and feedbacks.
- [redacted] is good at puzzles and enjoys it at school

Suggestions:

- [redacted] should be given out story book every week
- Overall I am happy with [redacted] progress and can see a lot of improvement and I feel happy knowing that he has wonderful teachers that have best interest for him.

Thank you

[redacted]

Phoenix Outreach Teacher

Specialist Teacher: Harriet Pickering	Date: 18.10.2023
Specialist classroom	School: Blue Gate Fields Infants
SESSION	
<input type="checkbox"/> 1:1 Session with:	<input type="checkbox"/> Meeting:
<input type="checkbox"/> Training on :	<input checked="" type="checkbox"/> Specialist Classroom
Context:	
Blue Gate Fields Infant school have a class with 11 children. Three of these children are working on the engagement model. They have been in the class since the beginning of this academic year. There are three spaces that are all connected, the classroom, the free flow area and the soft play/sensory room.	
What's working well:	
<ul style="list-style-type: none">• The classroom is well organised.	
There are boxes for each individual child to put away their belongings. They have the children's photos on. The children knew what to do when they came in and had minimal support.	
There is a circle of chairs ready for the children to sit on. There is a horseshoe table set up with the children's learning.	
There is a separate room for free flow, this is set up for the day's learning. The activities are engaging and target different areas of the curriculum.	
<ul style="list-style-type: none">• There are visuals in the room to support the children in the environment. A visual timetable, critical communication boards, choice boards.• Some of the children are so proud to show me their art learning. They used pictures of fruits to make self-portraits. The children that wanted to share this with me have a good understanding of what they did and what the picture showed.• The children have a clear understanding of the routine in the morning, and most engage in this independently. Sitting on their chairs with minimal adult support.• Yaseen has individualised support as he is not yet engaging with the whole class routine.	
An adult is working alongside him, at his level, following his lead and continuing to try and engage with him over his interests. This adult changes, it is positive he works with a range of adults to support his relationships with all the adults in the classroom.	
The second adult working with him engages in intensive interaction with him for a long time. When they did this he was calm and engaged.	

The report continues. We also get lots of support and ideas for individual children as and when we request it.

Principle Four: Workforce development related to good autism practice

We have had twilight training on Making sense of Autism for all staff.

Further Training 2023-2024 + 2024-2025

For all staff as a requirement for the project:

- Good Autism Practice
- Autism and Anxiety

Additional training for just the teachers/ Nursery Nurses:

- Zones of Regulation
- Planning for Autistic learners.

Delegate feedback - Summary

Mean average score and range of scores for each question on the delegate evaluation form

Question	Mean average	Minimum score	Maximum score
My understanding of autistic young people has improved since completing the training	4.48	1	5
I found the level of the session appropriate	4.48	2	5
I found the pace of the session appropriate	4.46	2	5
I am satisfied with the service provided by the training partner	4.48	1	5
I would recommend this training to a friend or a colleague	4.43	1	5
What I have learned will impact on my practice	4.46	1	5
I know how to access other AET and wider autism related resources	4.15	1	5
The trainer's knowledge and responsiveness	4.57	3	5
The delivery, teaching methods and handouts	4.43	1	5
Overall rating of the training provided	4.48	2	5

1:Poor 2:Satisfactory 3:Neutral 4:Good 5:Excellent

Principle Five: Leadership and management that promotes and embeds good autism practice.

We have created positive, supportive, and caring relationships; between autistic pupils and staff, between autistic pupils and their peers, and between staff and parents/carers.

Feedback from staff during performance reviews:

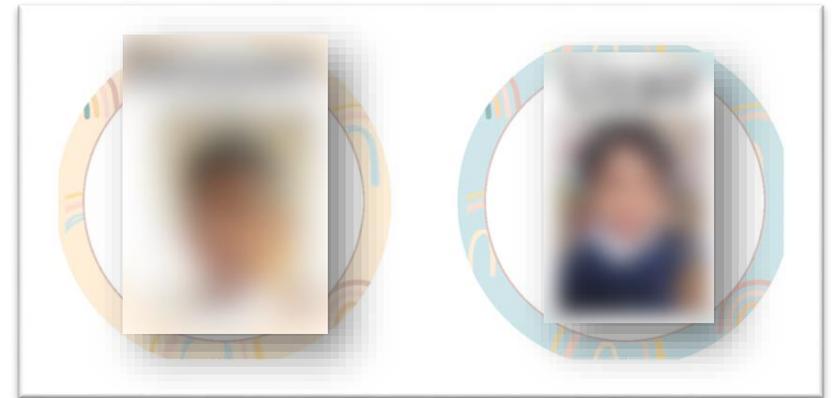
<p>Going well:</p> <p>Mamataj:</p> <p>Children are settled</p> <p>Clear routine and structure.</p> <p>Children are keen about learning. They want to be in class doing activities.</p> <p>Positive reinforcement- positive praise. Children coming in happy and ready.</p> <p>Good team-talking and sharing. Communicating, sharing ideas.</p> <p>Parent feedback-all parents share positive feedback and they are asking about their children.</p> <p>Eliya:</p> <p>Team-really good. Everybody is doing things individually but making sure we help each other.</p> <p>We know our children well now-we know who works well with which adult.</p> <p>No one is burdened-shared and supportive.</p> <p>Not what I expected it to be. Thought it would be like EYFS-more free flow. But the timetable is good. Lots of activities but they are short and engage all the children.</p> <p>Set in the routine.</p> <p>The classroom idea is working and children are making great progress-we can see it in their behaviour, routine,</p> <p>Best of both worlds-working in class and with the children in Earth Class.</p> <p>A little apprehensive about what it might be like but went in open minded with no expectations and am really enjoying it.</p>	<p>Having advice on how to support sensory processing needs from Dee. Awakening his senses before the learning.</p> <p>Dee is an amazing addition to the school-Advice on Alfie-supporting his fear of failure. He doesn't need alerting but needs calming. Massaging him helps him to feel calm. High pitched voice calms down.</p> <p>Anxiety in Alfie is his anxiety. Social stories around his anxiety-several times a day. Claustrophobic.</p> <p>Good team-supports one another, hands on. Sharing information about the children. Seeing different things happening in there.</p> <p>So much potential in that classroom-something that will carry on hopefully.</p> <p>My visits to phoenix shows similarity between the classrooms.</p> <p>Pauline:</p> <p>We all work together. Communicating with each other about the children's learning, timetable, general information.</p> <p>Getting used to the classroom. When I go in, I know what I'm doing.</p> <p>If we didn't have the class, these children would have limited progress.</p> <p>Children are really understanding our expectations and following them.</p> <p>Adults all saying the same.</p> <p>Parents look happy-their faces look relaxed and happy.</p> <p>Short time but good progress within the children and they know the routine.</p>
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We've worked hard to address barriers to learning. A Y2 pupil who is highly anxious is coming into Earth class because he feels he is welcome. He requested a work station, requested that he joins in with certain parts of our day- moments of crisis are managed quickly and calmly because the space allows that.

Principle Six: An ethos and environment that fosters social inclusion for autistic pupils.

Autism approaches used within our classroom fosters a **calm learning environment** and we promote a **sense of wellbeing, security, and belonging** for all our pupils.

- Every child has an individual box for their belongings.
- Name tags with pictures for independent registration.
- Work stations that are individualised
- Individual motivators displayed and used to support regulation, engagement and enjoyment.
- Resources/toys/puzzles that are of particular personal interest to our pupils.
- Learning is displayed in the classroom-children are very proud of their work and share this with visitors.
- Planning, teaching and resources meet individual needs-strengths and areas of development.
- Sensory needs are managed effectively and efficiently so that children regain regulations after a crisis moment.



Principle Seven: Targeted support and measuring the progress of autistic pupils.

Engagement model

Phoenix Steps																																				
step	1-6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36					
Old P level	P1i - P2i	P2ii	P3i	P3ii	P4	P5	P6	P7	P8																											
Age	Up to 18 months					2y	3y	4y	5y	5y 6m	6y	7y	8y	9y	10y	11y																				
EFES	Range 1	Range 1-2			Range 2		Range 4				Range 6																									
NC											Range 3		Range 5																							
PM book level	Sensory books and alphabet books										1-2	3-5	6-8	9-11	12-14	15-16	17-18	19-20	21-22	23-24	25-26	27-28	29-30													

Phonics Levels				
Level 1	Level 2	Level 3	Level 4	Level 5 & 6
Aspect 1- Environment sounds Aspect 2- Instrumental sounds Aspect 3- Body percussion Aspect 4- Rhythm & rhyme Aspect 5- Alliteration Aspect 6- Voice sounds Aspect 7- Oral blending & segmenting	2a- s, a, t, p, l, n, m, d, g, o, c, k 2b- ck, e, u, r, h, b, f, l, ss, ll, ff 2c- consolidation of Level 2	3a- j, v, w, x, y, z, zz, qu, ch, sh, th, ng 3b- ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er 3c- consolidation of Level 3	4a- CVCC, CCVC 4b- CCVC, CVCC 4a- words containing CCC, two-syllable words	See the 'Programme Sequence Levels 1-6' documents for a full breakdown of all Levels Level 5 & 6 includes: • Digraphs • Trigraphs • Split digraphs • Alternative pronunciations • Grammar skills • Homophones

Phonics Key points	Notes:
<ul style="list-style-type: none"> Phonics programme sequence of sounds/words for DfE Twinkl Programme: Programme Sequence Levels 1-6 Sounds & Words.pdf Level 2 onwards: introduce letter sounds followed by blending into words See 'Programme Sequence Levels 1-6' for words within each level and associated reading mater Assess students regularly to ensure progress through the Levels, assessment tools by Level are a Consider alternative methods (e.g. whole word reading) if a student is not making progress Phonics programme resources- J:\Curriculum\Specialist Subjects\English\2. Phonics 	

Student Name:	Class:	Term:	Working at Step:				
Mark areas completed with an 'X' and date in the box below. Circle next steps for each term.							
Steps 1-4	Steps 5-8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14
Notices stimuli	Responds to sounds	Explores toys or objects	Shares positive emotion to seek interaction	Attracts attention in an appropriate manner	Uses available information to make a choice	Engages in cause and effect play	Responds to visual cues (photos or pictures)
Uses facial expression	Responds to sensory input from familiar adult or sensory equipment	Investigates items and activities	Shows understanding of the purpose of toys/play items	Participates in small group activity with adult support	Makes requests for an item from a choice of two objects	Discovers new knowledge & understanding	Responds to instructions in context
Looks towards people	Shows interest in items, activity, topic	Uses special interests to engage positively in activities	Requests food/objects	Initiates bids for interaction frequently	Follows situational cues in familiar activities	Requests objects related to an activity	Participates in small group learning with minimal support
Protests when distressed	Attends to own task/activity	Shifts attention to another task or activity	Communicates 'more'/'no more' through two different consistent actions	Makes a choice when offered (objects)	Makes request for interaction to continue / stop	Sorts items into categories	Understands single spoken word
Object permanence	Expresses sensory likes / dislikes	Refuses an item or activity using body language or gesture	Shares attention focus with adult	Engages in negotiated tasks	Engages in extended reciprocal interaction	Early problem-solving - tries new strategy when old one fails	Uses words bound to routines

Step	English- Speaking and Listening	English- Reading	English- Writing
15	The pupil: • Initiates familiar actions/words after modeling • Responds to questions and instructions with one key word • Uses up to 20 single words/symbols • Concentrates on a task of their own choosing	Word Reading The pupil: • Confidently recognizes a range of environmental, instrumental and body percussion sounds within the Phonics Level 1 Aspects • Demonstrate understanding of some Phonics Level 2a Initial sounds • Follows a visual timetable with some known photos or symbols Comprehension • Shows an understanding of symbols/pictures representing familiar objects • Chooses from a selection of symbols/pictures to request a favourite story/rhyme/story/sound effect/book • Follows modeling of actions linked to a story/text or a functional task using visual supports	Transcription The pupil: • Makes a range of intentional marks in different directions • Uses a variety of media (including touchscreen/mouse) to make irregular shapes and straight lines Composition The pupil: • Records interests and opinions using symbols/photos • Finds and chooses a writing tool
16	The pupil: • Initiates unfamiliar actions/words after modeling • Understands a range of everyday verbs • Uses a vocabulary of 50 words/symbols/digits	Word Reading The pupil: • Match some letters in a meaningful word or their own name • Can explore a book on their own, turning the pages • Recognise the sound and grapheme of some Phonics Level 2a sounds Comprehension • Labels a range of objects related to a text with a symbol • Demonstrates knowledge of previously understood nouns by pointing to images • Responds to questions about the text using simple words	Transcription The pupil: • Makes meaningful marks using a writing tool or touchscreen/mouse • Join 5 words/phrases when making marks • Makes marks to represent a familiar word or image Composition The pupil: • Uses symbols to label objects • Names or writes alongside a picture

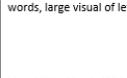
Step	Maths- Number	Maths- Shape, Space & Measure
20	The pupil can: • Join in counting to 10 by saying/signing/using symbols • Identify and make pictorial representations of quantities to 5 • Respond to 'add 1' in practical situations	The pupil can: • Use comparative terms 'heavy' and 'light' to compare objects • Use comparative terms 'more' and 'less' to compare quantities • Use comparative terms related to time: day/night, now/after • Copy an alternating pattern using objects
21	The pupil can: • Recognise numerals 1-10 and relate to quantities • Use a dice in a range of activities • Continue counting onwards from a number up to 10	The pupil can: • Describe shapes in simple models, pictures and patterns • Name 2D concrete shapes • Continue and create a pattern using 3 colours with concrete objects and pictorial representations
22	The pupil can: • Estimate a quantity up to 10 and check by counting • Use ordinal number first, second and third to describe the position of objects • Respond to 'add one' or 'take one away' and communicate the result within 10 • Recognise differences in quantity by identifying a bigger or smaller group of objects	The pupil can: • Show an awareness of time through days of the week and significant times/activities in the day/week • Compare objects using length or height where the difference is marked • Count the sides on 2D shapes • Identify containers as full or empty
23	The pupil can: • Make pictorial representations of quantities to 10 • Subitise some quantities in familiar layouts to 10 • Count backwards from any number to 10 • Sort groups by characteristics before counting how many	The pupil can: • Use and identify positions in, on and under in relation to objects • Order more than 2 objects by size, focusing on one dimension • Use a quantity of pennies for exchange up to 10p • Recognise and name 2D shapes in a range of pictorial representations
24	The pupil can: • Read/write/spell number words to 0-10 • Confidently identify one more and one less in numerals to 10 • Order quantities to 10 in a range of forms, from greatest to smallest • Use ordinal numbers up to 5 th	The pupil can: • Compare objects using taller and shorter • Understand that 2p, 5p and 10p represent multiple pennies • Compare the weight of two objects where the difference is not marked • Create some 2D shapes e.g using marks or sticks

Phoenix Steps (beyond engagement model) For English, Maths and Science

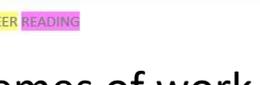
Step	Science
15	The pupil can: • Responds to and follows instructions involving one step • Completes a simple task with guidance • Tries out a range of equipment in a familiar situation • Groups and/or matches objects in terms of single obvious feature (eg. Colour/temperature) • Identifies where changes have taken place • Uses recourses with increasing independence • Indicates the before and after of material changes
16	The pupil can: • Responds to and follows instructions involving more than one step • Follows a simple experiment with a range of prompts • Responds to simple scientific questions • Indicates where similar changes have happened • Completes a set of steps to locate information within a book/display/computer programme • Takes part in activities focused on anticipation of something in a particular environment
17	The pupil can: • Engages in experimentation using familiar equipment • Makes very general predictions based on everyday experience • Begins to show an awareness of treating things in the same way • Makes sensory based comparisons with support • Uses familiar resources to gather evidence using skills involving a small number of simple steps • Detects and indicates where sensory information differs • Recognises distinctive features of objects and where they belong • Explore objects and materials provided appropriately • Observes change slowly
18	The pupil can: • Responds to simple scientific questions that require a more detailed response • Recalls the stages in a simple procedure that is carried out • Completes a procedure following simple instructions • Begins to make generalisations, predictions or connections • Sorts materials according to a single criterion when the contrast is obvious • Recognises a safety warning • Matches object to a similar one

Principle Eight: Adapting the curriculum, teaching, and learning to promote wellbeing and success for autistic pupils.

Following the Phoenix Thematic Planning and developing our own units of work using the Phoenix approach.

Weeks 1 & 2 – Woodland			
Area of Learning	Possible learning objectives	Activity ideas and learning opportunities	Resources
Literacy	To make marks with a tool with some adult support	The Wild Woods – Simon James, Stick Man – Julia Donaldson Stick Writing - Take pupils outside and pick up sticks. In class dip sticks in paint and use to make marks/form words	 Twigs, Paint, Poster, Paper, visual words.
	To attempt to form letters with faded adult support	Stick Letter Formation – Fill tuff tray with coloured sand. Write letters on leaves, encourage children to form letters with sticks/words/have children form CVC words with letter leaves	 Tuff Tray, Sand, leaves, sticks, magnetic letters, visual words, CVC words.
	To sequence images from a story with some adult support. To form initial letters of words with fading adult support To describe a character using a word bank with minimal adult support.	Where is Stickman? – Have children sequence story and then form key word for each image. Or Have large images of different scenes from story and encourage children to form initial letter with sticks (t on a picture labelled tree). Could introduce on the Whiteboard with images from story for children to order Stickman Profile – Model drawing an image of stickman. Have a visual word bank displayed in class. Encourage children to describe what stick man looks like. Children to draw arrows and label words on stickman. Use whiteboards to help children form letters before writing it on the profile	 Images from story, Visual words, large visual of letters, sticks. Visual Word bank, Whiteboards, Sticks, Stickers, Pens.
Maths NUMBER	To count up to 5 with fading adult support.	Stick Family – Count to 5. Bring out a stick, add googly eyes and draw a smile. Use pipe cleaners to form arms and legs. Place on the floor alongside a large visual of the number 1. Carry on counting up to 5. Children to create a stick family of their own. To extend count above 5 or create other animals from stories (fox, snowman, Santa)/woodland items (rocks, leaves, bugs). Use torches and sheets to create shadow puppets with stickman family.	Sticks, Googly eyes, Pipe cleaners, number visuals, felt, feathers, shredded paper, bugs.
	To match numerals to quantities with some adult support.	Woodland Walk – Hide woodland animals labelled with numbers in different areas of the school. Bring out large nest images with silhouettes of a different number of animals. Encourage children to find animals and count as they put them on the nests	Woodland animals, number labels, nest silhouettes.
	To add two numbers together with fading adult support.	Hedgehog Addition – Have children make two hedgehogs using plasticine/clay. Children to roll a dice and form an addition sum, then count and place sticks on to the two hedgehogs. Encourage children to count the sticks before writing the answer on their addition sum. Could use recordable dice from ICT cupboard.	Plasticine, skewers/small sticks, dice, visual sum card, board pens.

Habitats

	Activity	Resources
Personal, Social & Emotional Development	Areas of focus: <ul style="list-style-type: none"> Making Relationships Self-Confidence and Self-Awareness Managing Feelings and Behaviour 	
	Attention Autism session: sit and attend circle time and take out toys/motivators pupils like out of the bucket and encourage them to attend and engage 5-10minutes.	
	Requesting for help: have a selection of toys the pupils can choose, choice up to three. Place them into a big /individual Jars tightly. Pupils can request help via PECS that is modelled by communication partner.	
	Social games: with a small group around the circle, allow a child to choose a motivator of their choice, play pass the toy and allow pupils to have a turn with the toy. Encourage using PECS and requesting for 'my turn'. Take a small group outside and encourage them to play a game together and take turns, such as hide and seek, chase, duck duck goose etc.	
Songs: have a choosing board/ object of reference, ask pupils to take turns and come up to request for a song that they like – could be by reaching out for the prop or symbol. Play /act out the song and encourage all pupils to move their body to the song and share the same space with their friend.		
Turn taking: sit in a group of 3-4 pupils and play one game such as penguin race , encourage the pupils to wait for their turn and pass the toy to their friend.		

Key: ICT RE PEER TO PEER READING

Engagement Model Schemes of work

KS1 Schemes of work

Alongside the teaching and learning, language development, sensory regulation work, we also do a lot of work on supporting our children to become independent-toileting, feeding, getting dressed etc.