Medeshamstede ACADEMY

'To enable all children and young people to access, participate and contribute
to their community for life'

Kindness   *Inclusivity*   *Resilience*

Respect   *Openness*   *Understanding*

Empathy

Policy for Teaching, Learning and Assessment

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Our Shared Purpose, Vision, Values and Culture underpinning the Autism Strategy
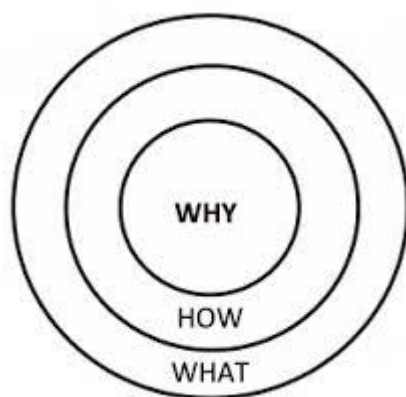
The Golden Circle Model (Simon Sinek, 2011)

WHY: *Because autism matters* *(mission)*

- We believe in challenging the status quo and thinking differently by seeing the world through the lens of autism
- We have a shared purpose '*to enable all children and young people to access, participate and contribute to their community for life'*.

HOW: *The way we do this is by empowering individuals to overcome their barriers: to engage, learn and make progress* *(values)*

- By adapting a blend of research-based autism approaches, ensuring effective daily autism provision and using a shared language
- By a holistic, quality first curriculum and pedagogy that addresses the learning characteristics of our pupils and enabling social communication, social thinking, personal development, well-being, sensory regulation and independence
- By high aspirations: giving pupils a voice, social value, a sense of belonging to their community and preparing them well for their next steps in education, adulthood and employment
- We live real values of *kindness, respect, resilience, empathy, understanding, inclusivity, openness and restorative practice*

WHAT: *We achieve an inclusive learning community for all* *(vision and culture)*

- Fully meeting the needs of individuals and their families within our culture of autism

- Collaboration with all stakeholders to ensure aspirations and outcomes of education, health and care plans are fully achieved
- A culture of learning as a centre of excellence; providing professional development, support to settings, school leaders, other professionals, teachers and support staff.

Part 1: Teaching, Learning and Curriculum Policy into Practice

Introduction

Our quality first curriculum addresses not only the learning needs of pupils with autism (including preferred styles of learning and uneven ability profiles) but also addresses social, emotional well-being, their communication needs and life skills.

At Medeshamstede we understand that all children are different and so we personalise learning to ensure their needs are fully met. We understand autism as a spectrum of differences.

The DSM-5: Autism Spectrum Disorder identifies individuals will have differences with:
- **Social communication**
  - Differences in social-emotional reciprocity (exchanges between people)
  - Differences in nonverbal communicative behaviours
  - Difficulties in developing and maintaining relationships
- **Restricted, repetitive patterns of behaviour, interests, or activities**
  - Stereotyped or repetitive speech, movements, or objects
  - Excessive adherence to routines, ritualised verbal or non-verbal behaviour
  - Highly restricted, fixated interests (intensity or focus)
- **Hyper or hypo-reactivity to sensory aspects of the environment**

(2017 TEACCH Autism Program, University of North Carolina)

The strategic intent of the curriculum and how it meets the characteristics of our learners

The strategic intent of the curriculum is to address the differences of individuals with autism through provision which addresses their learning characteristics to overcome barriers to learning of:

- **Social Communication Difficulties** (receptive & expressive language)
- **Restricted or Repetitive Behaviours and Interests**
- **Sensory Processing:** difficulty filtering and modulating input
- **Learning Styles:**

- o ***Difficulty with implicit teaching*** (therefore we explicitly teach the skill to the individual)
- o ***Attention*** *(*difficulty with 'lift and shift', seeing details rather than the big picture)
- o ***Auditory processing*** (visual learning style)
- o ***Executive functioning*** (time and organisation)
- o ***Theory of mind*** (therefore we teach social thinking and the perspective of others)

All children are working below age related expectations. Therefore the curriculum is adapted to ensure the pathway of the learner addresses their prevalence of autism, cognitive and language abilities. The characteristics of learners can be summarised through the following developmental stages:

- **Pre-formal stage learners** (EYFS and those working below the level of the National

  Curriculum where learning is not yet subject based) and following an Engagement Model.

- **Semi-formal stage learners** (KS1 and those beginning the National Curriculum)

- **Formal- stage Learners** (those working at the level of the National Curriculum

Based on the above rationale, In EYFS to KS 3 pupils are grouped in classes across year groups. Our class sizes are small (usually eight children). In this way we focus on the individual to make sure all children do as well as they can. This pedagogy prepares learners for KS4 exam subjects and pathways in preparation for adulthood.

Learners in KS 4 study both an academic curriculum for exam subjects including English, Maths, Food Technology and Computing alongside a broader curriculum to meet their communication, relationship, social, emotional and sensory needs.

We recognise pupils may have uneven profiles of ability and some may show talent in a curriculum area. For any pupils working at age related expectations, it would be considered if inclusion within a mainstream setting would be appropriate to study the curriculum subject for which they show good ability for academic achievement.

Teaching and learning activities are informed by assessment; carefully planned, structured and designed to ensure that teachers provide:

- flexibility in making adjustments to activities, lessons, timetables and their delivery, as necessary, for pupils with autism.

- opportunities for pupils with autism to practice and use their knowledge and skills across a range of situations and people, and to develop flexibility, by making planned changes and posing problems to solve.

- systematic teaching and quality of the learning experience (not just outcomes) from the perspective of the pupil with autism and considers the particular demands of group working.

- individualised visual supports to ensure that the sequence of activities during the day is understandable and predictable.

- activities that are well organised, structured and planned ensure that, where possible, advance warning is given (to both pupil and parent/carer) of any changes to familiar routines in a way that is meaningful and helpful to the pupils with autism and their families.

- Interventions align with the curriculum to teach self-regulation, social and emotional understanding and have impact to overcome pupils barriers to learning for communication and interaction, sensory and physical needs and social, emotional and mental health needs.

- We are not consumers of worksheets! Our curriculum is holistic and multisensory to ensure pupils engage, explore, experiment, hypothesise, create and problem solve.
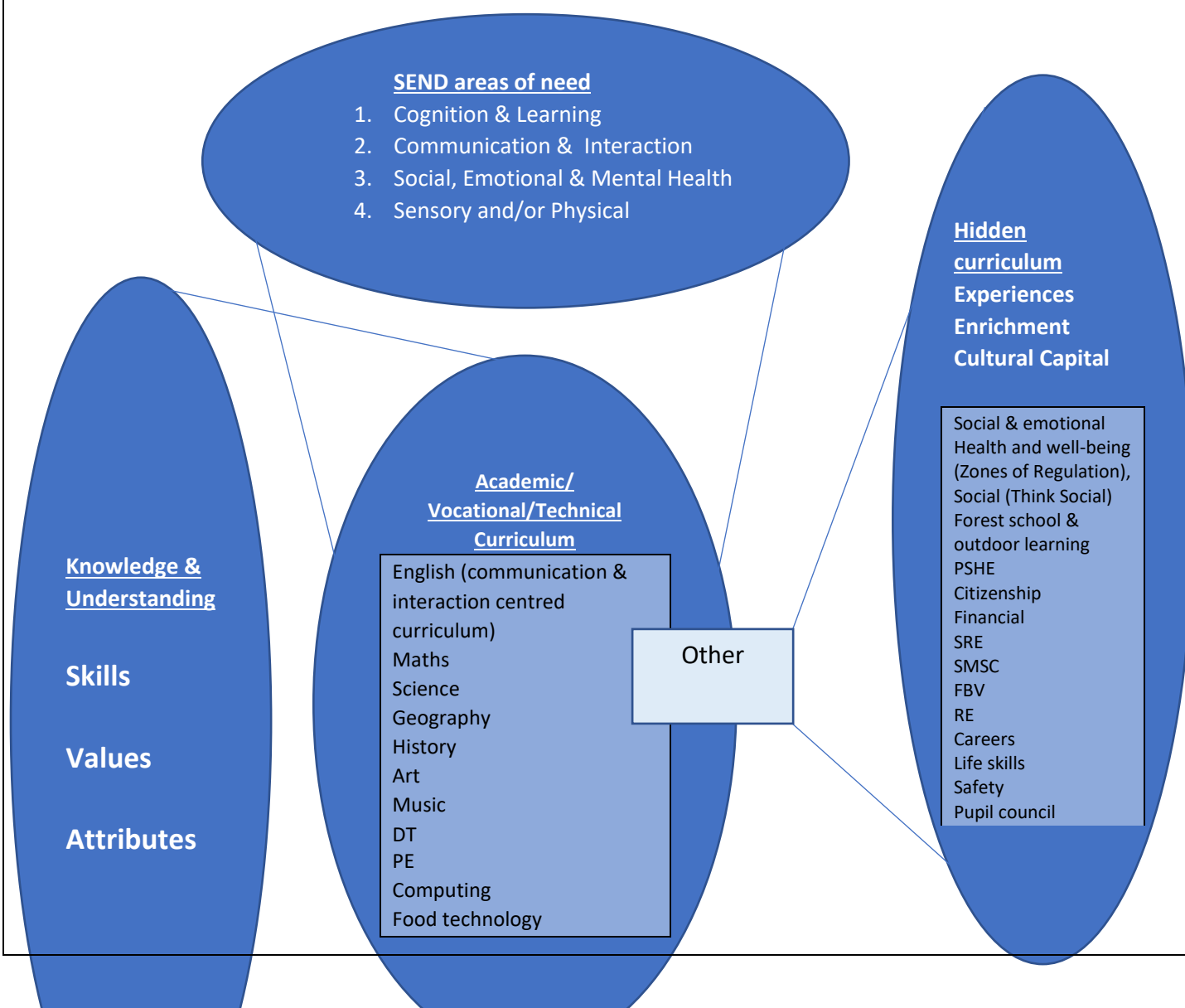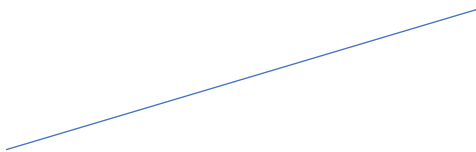
Characteristics of autism that Influence Learning

Characteristic (Learning Style)	How do we reduce the barrier for learning ?
Implicit Learning • Automatic learning and generalisation is a relative difficulty for individuals and they may have: • trouble exhibiting the same skill across people, places and materials • knowing what to do based on prior learning or experiences	• Use direct (explicit) teaching of skills • Systematic teaching • Teachers explicitly plan for and teach generalisation • Teach the use of visual strategies that support generalisation
Attention • 'sticky' attention • Difficulty disengaging and shifting • Narrow beam • Focus on details (relevant vs not relevant) • Problems seeing the 'big picture'	• Modify the environment to reduce distractions • Use visual structure to direct attention to important and relevant information • Use visual supports to enhance meaning and understanding of abstract concepts • Use a variety of visual cues to help disengage and shift attention
Auditory Processing Difficulties • For some leads to strength in visual processing • Learn from what they see • Think in pictures • Difficulty with abstract language • Concrete or literal thinking • Delayed processing	• Match language to level of receptive understanding • Use gestures, concrete examples and visual instruction/supports • Allow time to process information and formulate a response
Executive Functioning • Weak organisational skills • Difficulty sequencing/planning • Trouble with initiation • Difficulty understanding 'finished' • Set shifting/flexibility • Difficulty with transitions	• Provide visual sequences of activities • Develop and teach organisational strategies • Provide concreate indicators for the passage of time and concept of finished
Multiple Perspectives • Difficulty with joint attention • Responding to others emotions • Theory of Mind (Frith, Baron-Cohen) • Inability to understand that others have beliefs that are different to one's own	**Attention Autism** by Gina Davies **Social Thinking** by Michelle Garcia winner **Zones of Regulation** by Leah M. Kuypers **Social Stories** by Carol Grey • Use visual prompts to support social engagement and interaction • Incorporate interests to promote social engagement and joint attention • Directly teach about emotion in self and others

Sensory Processing	• Create narratives to enhance social understanding
Sensory Processing • Problems filtering and modulating input • Hyper reactivity (over-stimulated): Aversion, avoidance, over aroused • Hypo-reactivity (under-stimulated): sensory seeking, may not notice sensory input • Difficulty dealing with open space	**Zones of Regulation** by Leah M. Kuypers **Peterborough Paston Pack** **Sensory Circuits** **A sensory diet** • Organise and segment the environment to decrease stimulation • Provide calm and quiet spaces • Schedule breaks throughout the day

Our Curriculum Model

SEND areas of need

1. Cognition & Learning
2. Communication & Interaction
3. Social, Emotional & Mental Health
4. Sensory and/or Physical

Hidden curriculum
Experiences
Enrichment
Cultural Capital

Social & emotional
Health and well-being
(Zones of Regulation),
Social (Think Social)
Forest school &
outdoor learning
PSHE
Citizenship
Financial
SRE
SMSC
FBV
RE
Careers
Life skills
Safety
Pupil council

Knowledge & Understanding

Skills

Values

Attributes

Academic/ Vocational/Technical Curriculum

English (communication & interaction centred curriculum)
Maths
Science
Geography
History
Art
Music
DT
PE
Computing
Food technology

Other

Our Curriculum at Medeshamstede Academy

Ofsted's working definition of the curriculum states that curriculum is…
- a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent)
- for translating that framework over time into a structure and narrative, within an institutional context (implementation)
- for evaluating what knowledge and understanding pupils have gained against expectations (impact).

Intent (*What are we trying to achieve through our curriculum?*)

To provide a curriculum which:

- is a quality first curriculum, addressing the culture of autism to support pupils to overcome barriers to learning;

- is fully adapted to meet the needs of all pupils through a consistent whole academy approach;

- takes full account of the recommended provision and long term outcomes in every pupils' Education, Health and Care Plan (EHCP);

- enables every pupil to achieve at least expected progress and recognises the small steps of progress made by pre-formal stage learners;

- addresses social communication, language and interaction as the main presenting need of pupils with autism;

- incorporates the learning characteristics of autism allowing for repetition, consolidation, generalisation and spaced retrieval to 'make learning stick' and close the learning gap;

- places emphasis on oracy, phonics, reading and writing across all subjects as key to learning;

- is coherently planned for sequential, systematic learning across all phases (EYFS – KS4);

- engages all pupils in the whole curriculum which is meaningful, holistic, enriched, broad and balanced;

- ensures continuity and coherence in the context of an all through school; developing depth and breadth of learning before exam subjects in KS 4;

- demonstrates equality of access to activities for pupils with autism, including the extended curriculum and exam concessions, where appropriate;

- prepares all pupils for their next steps and adulthood by promoting creativity, problem solving, independence, life-skills and employability.

Implement (*How is our curriculum delivered?)*

Delivery of the curriculum:

- embeds the assess, plan, do, review cycle of the SEND code of practice;

- is supported through the academy's autism strategy frameworks, ie: structured TEACCHing, to enable independence through meaningful structure;

- through the teaching sequence and four part pedagogy to *engage, develop, innovate and express* through Cornerstones imaginative learning projects (EYFS – KS3), so that pupils make connections and can generalise skills across subjects;

- is appropriately personalised and correctly matched to developmental 'stage not age' whilst remaining challenging and engaging;

- consistently provides achievable tasks which deepen the thinking of all learners;

- is effectively supported by learning assistants who have a clear understanding of how to support pupils to promote pupil independence;

- encompasses *'Zones of Regulation'* ® and 'Think Social' ® within the hidden curriculum to meet CI, SP, SEMH needs;

- is multisensory, with real life experiences;

- places importance on learning through play and recognises the developmental stages of play;

- encompasses pupils' life- experiences, interests and fascinations to motivate engagement and learning;

- incorporates social, moral, spiritual and cultural education (SMSC) and fundamental British values (FBV)

Impact *(What difference our curriculum is making ?)*

- pupils know what they know and what they need to do next;

- learning is embedded over time so that all pupils meet the long term outcomes of their EHCP across all areas of need;

- the majority of pupils make progress and the smaller steps made by pre-formal learners are recognised and celebrated;

- teachers capture evidence of pupils' learning progress within their formative assessment to clearly identify gaps in learning and address them through their planning and adapt the curriculum;

- pupils develop essential skills for life;

- key subject knowledge, understanding and skills are consolidated and there is deep learning;

- pupils' demonstrate well developed learning habits and skills which they generalise across the curriculum and the setting;

- involves pupils, where possible, in formulating their long-term goals and ambitions, and all staff have high aspiration for pupils;

- pupils are well prepared for their next stage of education, transition to college and adulthood.

Partnerships

This year we have joined the Skills Builder Partnership. For semi-formal and formal learners in KS1 – KS 4, this enables us to teach a research based programme that supports broader learning and careers plans. Skills Builder gives us a shared language around eight essential skills built into academy life, across all activities, appropriate to stage related expectations of the individual. This framework and principles support building the essential life skills of:

- Listening
- Speaking
- Problem Solving
- Creativity

- Staying Positive
- Aiming High
- Leadership
- Teamwork

Last year we also partnered with Autism Education Trust (AET) and National Autistic Society (NAS). The AET school competency framework provides a clear structure against which staff can reflect upon and evaluate their practice and aims to provide a source of guidance to help schools assess and develop capacity within their workforce to improve outcomes for pupils on the autism spectrum.

The academy is on a journey to achieve NAS Accreditation Award as an autism-specific quality assurance programme of support and development to show the organisation offers excellent support to children with autism and their families.

Cornerstones Curriculum

Our rationale for using Cornerstones curriculum is that it:

- provides a coherent curriculum through cross-curricular links for semi-formal and formal learners;

- delivers a systematic and sequential approach to learning to ensure progress across a range of subjects;

- is matched through assessment to developmental stage and through individual interests for personalisation of learning so all can participate, achieve and progress;

- ensures pupils are taught the full curriculum;

- prioritises oracy, reading and writing across the curriculum;

- builds on reading skills and develops a culture for a love of reading (extended through the academy library, book bands and Switch On reading);

- ensures continuity as pupils move through the school; across key stages and phases (context of an all through school);

- provides a defined pedagogical structure, embedding the 4 cornerstones of learning allowing pupils to develop and generalise their skills and knowledge;

- supports the characteristics and learning styles of pupils with autism through clear structure, a multisensory approach, sensory and physical activities;

- teaches life-skills within with a real purpose (extends to learning opportunities within the local and wider community);

- encourages children to observe the natural world around them and ask questions; compare objects, materials, living things and notice patterns and relationships; (the curriculum is extended through Forest School and outdoor learning);

- memorable experiences set the scene and provide context for future learning;

- links what is being taught in class with purposeful visits, trips and visitors to complement and broaden the curriculum;

- applies skills, knowledge and understanding to real life and imaginary contexts;

- provides opportunities for pupils to work both independently and in groups;

- links continuous provision with well-planned provocations/invitations to learn ('Attention Autism' approach and outdoor play principles);

- specific autism frameworks such as TEACCH and Attention Autism, enable delivery of Cornerstones curriculum;

- pupils apply their skills to ask questions, be curious, think, problem solve and create something with what they have been taught. (We do not want our pupils to be consumers of worksheets!)

Cornerstones 4 part pedagogy		
Intent (attributes & values)	**Implement** Teachers…	**Impact** Learners…
Engage • Adventurous • Curious • Excited 'Curiosity is the engine of achievement' Sir Ken Robinson	• begin the ILP (Imaginative learning project) with a memorable, hands on experience to hook learners in • set the scene and provide the context for learning • ask questions to provoke thought and interest • use interesting starting points to spark children's curiosity	• take an active part in memorable first-hand experience • read and research about the learning theme using a range of source materials • ask their own enquiry questions • develop spoken language skills in different situations and with a range of people • take part in physical and sensory activities • identify possibilities for future learning stemming from own interests
Develop • Industrious • Purposeful • Resilient 'Many of the things we find interesting are not so by nature but because we took the trouble of paying attention to them.' Mihaly Csiskszentmihayi	• explicitly teach essential skills linked to each activity to develop knowledge and provide a depth of understanding • model new skills and allow time for consolidation • provide creative opportunities for making and doing • deliver reading, writing and talk across the curriculum • promote reading and writing for a real purpose	• delve more deeply into a theme • develop an understanding of new concepts and themes • acquire new knowledge • practice and master new skills • make links between subjects across the curriculum • revisit and refine previously learned skills
Innovate • Imaginative • Inventive • Resourceful 'Stand aside for a while and leave the room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before' Loris Malaguzzi	• provide imaginative scenarios that provoke children's learning and creative thinking • offer a range of well-resourced and stimulating provocations encouraging children to apply their skills and think creatively both independently and in groups • enable and assess children's application of previously learned skills • encourage enterprise and independent thinking • facilitate opportunities for independent and collaborative working for problem solving	• show enterprise in solving problems and resolving situations • use their thinking skills to explore possibilities • build on their self-esteem and confidence • reflect upon and identify their own needs, skills and understanding • work in pairs, groups, as a whole class and independently • take on different roles and responsibilities
Express • Confident • Articulate • Reflective 'In his mind the whole thought is present at once, but in speech it has to be developed successively. A thought may be compared to a cloud shedding a shower of words.' Lev Vygotsky	• provide environments for reflective talk & opportunities for shared evaluation • celebrate success • identify next steps for learning • encourage reflective talk by asking questions • provide opportunities for shared evaluation • involve parents/carers in an end of project celebration to enable a shared understanding of progress and achievement. • enable and assess application of previously learned skills	• perform, present and become the experts • evaluate finished products, processes and progress • link what they have learnt to starting points or initial observations • reflect on their own learning • share achievements with classmates, parents, the community and beyond • celebrate their achievements • present their achievements at their annual EHCP review and in assemblies

Structured TEACCHing and Visual Support

The intervention approach of **structured TEACCHing** and visual supports (TEACCH Autism, University of North Carolina) is the 'golden thread' running throughout all academy activities. It is a life-long, research based approach that enables us to provide a framework which understands the unique learning styles and characteristics of individuals with autism and meet their needs though visual support and meaningful structure.

Structured TEACCHing is a framework within which we teach skills and support independence. It focusses attention and makes the environment more explicit and organised. It is blended with other evidenced based strategies and curriculums to support and enhance learning through the following pedagogy:

- Explicit teaching and learning (rules) to compensate for implicit (intuitive) learning differences
- Direct attention to important and relevant information
- Antecedent-based using visual supports to promote organisation, planning and sequencing
- Use strengths and interests of individuals to increase their engagement with learning
- Supports learning and behaviour
- Makes the world a more meaningful and predictable
- Teaches expected behaviour thought the use of physical organisation
- Decreases confusion and anxiety
- Understands learning styles and behaviours can be addressed through a work system, schedule presentation, material structure and visual supports

- Increases initiation and independence
- Increases flexibility
- Supports the generalisation of skills
- Underpinned by informal assessment of skill areas through observation to meet individual routines and developmental needs within an optimum learning environment.

Session Structure

There is a highly structured physical and visual approach to the organisation of the physical environment with predictable routines for work system tasks and communication adhering to TEACCH framework and social distancing. Support assistants have clear roles and are prepared by the teacher in how they will support the learning objectives, activities and pupils within the session.

Transitions to begin the day

Arrival	❖ Pupils gather in their outdoor zoned area and stop when the auditory signal sounds (rainmaker, tambour, etc) The teacher holds up the class visual to signal line up on the visual markers. When pupils are lined up quietly they enter their classroom.
Settling Activity **(5 – 10 mins)**	❖ Pupils independently hang up coat, put belongings in their own box and are seated at their desk. ❖ Register ❖ Check daily individual schedule/ class visual timetable ❖ Greetings: 'How do you feel today?'/zone of regulation.
Alerting/calming ready for learning **(5 - 10 mins)**	Appropriate to stage and state: eg: Wake n' shake/ sensory circuit/ Paston Pack/calming activity or alerting activity from pupil's zones menu at their desk. **Check schedule**

Every session will adhere to the structure of:

Group/class teaching (if appropriate to stage) **(10 – 15 mins)** (Pupils remain at desks or socially distance in a semi-circle)	**Starter activity/warm up:** interaction through guided teaching with an oral, reading, phonics, writing, maths, ILP/subject focus (semi & formal learners): ❖ Sharing the lesson objectives and success criteria (visually supported appropriate to stage: WALT and WILF) ❖ Attention Autism/ power point/ video clip/ sensory or shared text. ❖ visually supported starter including planned questions and teacher modelling of activity. **Check schedule**
Independent work system or **1:1 teacher time for direct teaching of a new skill.** **(10 – 20 mins)**	Supported transition to: **Work systems** ❖ following TEACCH framework, pupils perform 3 independent, physically and visually structured tasks contained within their work system **Teacher time** ❖ direct teaching/ guided work with individuals, pairs or small group (socially distanced). The new skill taught is then planned into independent work system tasks and assessed throughout the week. The teacher will directly teach every pupil for core curriculum subjects throughout the week. **Check schedule.**
Reward/ choice time **(including movement break)** **(10 – 15 mins)**	**Structured continuous provision (indoors and out): supported by learning assistant** ❖ pupils choose motivating activity from the visual choice board. Activities are structured, practical and have an outcome (eg: build a lego model, making at the creative area, reading) **Check schedule.**
Review of Learning **(5 -10 mins)** Semi and formal learners	❖ Short session to consolidate and assess learning, checking against learning objectives to review the learning and next steps. ❖ May include peer and self-review of how learners performed. **Check schedule.**

This session structure is followed throughout every teaching session across the academy because it provides a clear routine, clear expectations and enables independence. There are 3 teaching sessions within the day for K1 – KS 3:

- ❖ **Session 1 (am) :** English (including Cornerstones curriculum)
- ❖ **Session 2 (am) :** Maths   (including Numicon scheme of work)
- ❖ **Session 3 (pm) :** Cornerstones Imaginative Learning Project embedding the foundation curriculum subjects and/ or enrichment activities.

Effective use of TAs

When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. The 'velcro' model is detrimental to progress.

TAs support high quality teaching through:

- quality talk and planned probing questions to support the development of independent learning skills;

- avoiding prioritising task completion and help pupils develop ownership of tasks;

- enabling the necessary lesson preparation and feedback;

- a clear understanding of the concepts being taught; skills to be learned; applied, practised or extended; intended learning outcomes; expected/required feedback;

- delivering targeted interventions in one-to-one or small groups;

- ensuring pupils understand the links between intervention work and apply it to the classroom;

- ensuring the academy's autism strategy is fully embedded, resourced and supported through pedagogy and visual support.

1. TAs should not be used as an informal teaching resource for low-attaining pupils

2. Use TAs to add value to what teachers do, not replace them

3. Use TAs to help pupils develop independent learning skills and manage their own learning

4. Ensure TAs are fully prepared for their role in the classroom

5. Use TAs to deliver high-quality one-to-one and small group support using structured interventions

6. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

(The Education Endowment Foundation '*Making Best Use of Teaching Assistants'* Summary of Recommendations, Spring 2015*)*

Monitoring and Evaluation

Monitoring and evaluation practices for quality assurance by senior leaders and independent advisors will ensure:

- the curriculum meets the needs of all pupils through intent, implementation and impact;

- the academy autism strategy and individual EHCP provision is fully delivered;

- all pupils make progress;

- areas for improvement are identified and an action plan put in place;

- systems evaluate pupil engagement, enjoyment and creativity;

- all teaching is good demonstrated through regular monitoring of teacher's planning, scrutiny of work in books, learning walks and lesson observations with a planned focus;

- a termly pupil progress review meeting is held with teacher which includes discussion of individual pupil and group progress, effective use of assessment, provision mapping, academy improvement plan and the impact of the interventions that are used.

Medium term plans are submitted to the Phase Leaders and Principal. Weekly plans for English, Mathematics and foundation subjects are contained on MS Teams for each week. This allows for continuity of learning and progress in the instance of teacher absence.

Plans are shared with the learning assistant. Planning covers the full curriculum and is based upon previous assessment data, for pupils stage not age, EHCP provision, pupil need and personalised learning.

Medeshamstede Whole Academy Autism Strategy (Antecedent intervention for the 4 areas of SEND: Quality First Teaching)

AET and NAS Frameworks

TEACCH

Communication and Interaction	Cognition and Learning	Sensory and Physical	Social, Emotional and Mental Health
Intensive Interaction	Work system (meaningful structure and concept of 'finished')	Distraction Limited Environment	Enabling Environment: physical organisation
PECS (Picture Exchange Communication System) Phases 1 – 7.	Individual work station	Sensory stories	TEACCH Behaviour Problem Solving Process & data collection (ABC)
PODD Books (Pragmatic Organisation Dynamic Display)	Multisensory approaches	Sensory play	Zones of Regulation
Visual support system (including Widget symbols)	Cornerstones Curriculum – (4 part pedagogy: 'stage not age')	Schematic play	Think Social
Individual schedule	Intrinsic motivators (learning through own fascinations and interests)	Peterborough Paston Pack (OT)	Recovery Curriculum
Attention Autism	Letters and Sounds (phase 1-6)	Sensory Diet	Movement and Sensory breaks
Think Social	Book Bands	Forest school	Sensory Diet
Zones of Regulation	Think Social (reading comprehension and inference)	Zones of Regulation	Social Stories and Concept Cartoons
Colourful Semantics	Numicon	Handwriting Programme	Cooking (therapeutic approach)
Skills Builders	Library sessions including role play	Wake and Shake/5 a day	PSHE Curriculum
Social Stories and Concept Cartoons	Switch On Reading and Writing	Sensory Mile	Growth Mindset (Carol Dweck)
Circle Time including greetings	Smart English	Sensory Circuits	Mindfulness
Classroom display – key words and vocabulary	Systematic and Precision Teaching	Rebound Therapy	Yoga and physical exercise (PD coaches)
Augmented support	Mind Maps		Circle Time 'How do you feel today?'
			Restorative Justice

To achieve Accreditation standard, a consist approach across the academy will be employed by all staff to best support and develop social communication and problem-solving skills, to address sensory issues and promote emotional well-being for all pupils. Therefore, we implement **an enabling learning and communication environment** in all teaching spaces through the following practice:

TEACCH principle	Structured Teaching Strategy (every child)	What it looks like in practice ?
Physical Structure and Organisation 	1. Classroom environment is clear and manageable for children with ASD	• Zoned activity areas are clearly defined with signage (e.g. for independent work, outdoor zone, group interaction, play, transition to wait and line up). • Physical and visual boundaries (furniture, materials, tape on floor) • Classroom arrangement allows for maximum independence (schedules, communication systems, individual equipment) • Communication and new vocabulary is display in the classroom • Cornerstones display in the classroom • Phonics and reading display in the classroom • Reading books in the classroom • Maths materials in the classroom (e.g. Numicon) • Zones of Regulation are displayed in every environment across the setting • Classroom arrangement allows for supervision of all children (e.g. clear line of sight at all times)
	2. Physical environment is free of distracting stimuli	• Sources of visual and noise distractions are minimised in work areas (e.g. displays kept to boards, no work on walls, pupil not seated near open window) • Classroom materials are labelled and well organised and put away when not in use • All surfaces are kept clear at all times • The floor is clear at all times
	3. Classrooms are easy to identify and designed to address skills across the curriculum	• Daily activities consistently occur in designated areas • Areas match individual stage and developmental level (e.g. snack, play, self-help, work area) • Materials in each area are easily accessible • Transition areas are incorporated into classroom space (e.g. lining up markings on floor, wait chairs).
	4. Environment is modified to match individual's needs, learning styles and sensory differences	• Observational, qualitative assessment is used to determine how individuals respond to physical environment and used to make changes to address individual needs • Peterborough Paston Pack -sensory profile is used to inform observations across the day and different environments • Zones of Regulation are displayed in every environment across the setting

TEACCH principle	Structured Teaching Strategy (every child)	What it looks like in practice ?
	5. Environments across the school day are modified to match individual needs	• Visual and physical boundaries are in place (may be portable) and across all environments (e.g. outdoors, PE, lunch hall, Corridors, transition hubs, etc) • Signs, symbols and floor markings are in place • Zones of Regulation are displayed in every environment across the setting
Schedules 	1. Visual schedules and related components are used consistently throughout the day	• Overall classroom schedule is prominently displayed next to the smartboard that indicates staff and child assignments. It is referred to at the end of each activity. • Individual schedules are used constantly throughout the day • Visual and verbal cues are used to prompt the individual to initiate use (check) their schedule • Classroom areas are visually labelled with matching schedule components (e.g. pocket with matching object, photo, icon)
	2. Individual schedules are designed to match developmental level, strengths and needs	• TEACCH assessment is used to determine the appropriate schedule (e.g. form, length, location, method to manage) • Individuals have their daily schedule adjusted to their stage and developmental level
	3. Individuals are taught how to use the visual schedule and how to address changes that occur in the schedule	• Individuals are prepared for changes in schedules activities (e.g. visual cue to indicate a change in the expected activity or person) • Staff prompt individuals with minimal verbal/physical cues when teaching use of schedule
	4. Visual Schedules are used within classroom activities and outside of the classroom throughout daily activities (lunch, PE, Forest School, cooking room, outdoor play)	• Individual schedules move with child across setting OR elements of visual schedules are located across setting (e.g. transition cards, schedule cues, matching pockets)
	5. Overall classroom schedule is prominently displayed (next to the smart board) indicating staff and child assignments, locations and activities	• Activity symbols are removed once they are completed so children can see clear progress throughout their day and concept of 'finished' is explicit

Work Systems	1. Individualised work systems and related components are used consistently throughout the day	• A work system is in place for every child to use during independent work time (the organisation and structure of the work system should answer 4 questions for the individual:
		   1. What work do I do?
		   2. How much work?
		   3. When am I finished?

		• 4. What activity do I do next? • Work systems are used consistently during independent work sessions • Individual is using work systems independent of teacher prompting • The 4 questions of the work system are being visually answered during teaching sessions	
	2. Work systems are designed to match the individual's developmental level, strengths and needs	• TEACCH assessment is used to determine appropriate length and format • Components of the work systems are individualised to match developmental level (form, organisation and sequencing, concept of finished, what happens next and location of work materials)	

	3. Activities and tasks within the work system are related to identified goals, targets and objectives (of the curriculum/ learning profile/EHCP)	• Activities incorporated into the work system are meaningful and relevant to the child and focus on their independent:
		  o learning profile
		  o EHCP goals
		  o Functional life skills
		  o Independent daily functioning skills (OT)
		  o Fine motor skills
		  o Academic goals and objectives
		  o Speech and language goals	

	4. Activities used in the independent work system are individualised	• Tasks used in independent work areas reflect previously mastered skills and re rotated on a regular basis to allow for revisiting skills and focus on:
		  o using skills in a flexible manner (applying and problem solving)
		  o the generalisation of skills across environments, people and materials
		  o incorporate strategies that will support the application of those skills outside the classroom environment	

	5. Work systems are used across the classroom and beyond independent sessions (eg: art, PE, hygiene, circle time, cooking room, lunch time, play time, Forest School)	• The 4 questions above are answered visually for individuals when they arrive at a number of school locations/participate in a number of school activities • An individual work system might be used during different classroom activities if needed. Eg: circle time, self-help skills, reward time.	
Material Structure and Visual Supports	1. Individuals are following material structure and visual support independent of teacher prompting	• Written/visual instructions are provided in all activities and work tasks • staff do not rely on giving verbal prompts • visual instructions are individualised to match child's developmental level (e.g. materials, pictures, lists)	
	2. Tasks and activities are visually clear and individualised to meet need	• Elements of visual organisation are incorporated in work tasks and class activities: materials are contained, stabilised, segmented and limited as needed by the individual • Tasks and activities are organised in a variety of formats (ie: folders, books, trays, baskets) • Visual clarity is provided in work tasks can class activities (ie: use of colour coding and highlighting)	

	3. Tasks are meaningful and engaging	• Individual interests are incorporated into the tasks and activities
	4. Material structure and visual supports are used throughout the individual's daily activities (ie: independent work, teaching sessions, PE, playtime)	• Created to explicitly teach the generalisation of skills and strategies • Created to teach flexibility
TEACCH principle	**Structured Teaching Strategy** (every child) 1.	• **What it looks like in practice ?**
Behaviour Management 	2. Behaviour management strategies are influenced by an understanding of the learning styles of autism	• Behaviour challenges are analysed and reframed from the perspective of the child with ASD (iceberg model) • Behaviour interventions are designed and implemented around an understanding of the developmental level of the individual with ASD • The individual child's EHCP provision is delivered for each area of need as this underpins behaviour management • Emotions, feelings and self-regulation strategies are explicitly taught through Zones of Regulation each day • Each child has a personalised individual map of sensory and physical activities to aid their self-regulation • The critical language of Zones of Regulation and Think Social are used consistently in all situations, ie: 'What Zone are you in?' 'Is it a big or little problem?' Expected vs unexpected behaviour, 'How do you feel today?' • Reduced language without metaphor or sarcasm • Enough time to process language • All transitions are calm and planned and escorted by adults • Dismissal for taxi collection is through MS teams and radios are not used • Distraction limited environments across all school areas and zones • Sensory and movement breaks are contained within individual schedules throughout the day
	3. Behaviour management strategies are primarily proactive	• Behaviour management strategies emphasise positive, antecedent based approaches and the prevention of behaviour problems

	4. Behaviour problem solving process guides the intervention to address the behaviour	• Meaningful structure is modified or developed • New expressive communication skills are taught • Social skills are taught (explicitly through Zones and Think Social) • Coping and emotional regulation skills are taught (explicitly through Zones and Think Social)
	5. Positive behaviour support plan is in place for staff response when the behaviour occurs	• TEACCH assessment is used to inform the behaviour solving process • EHCP provision is securely in place for the individual • A positive behaviour support plan is written, reviewed and all staff are informed through briefing
	6. Data are constantly recorded on behaviour plans and summarised/analysed regularly	• An effective system for collecting data has been established (ABC charts) • Data is monitored on a regular basis (CPOMS) • Interventions are modified based on data collected (TEACCH behaviour problem solving process)

Rationale for evidence-based Autism Strategies
(Antecedent intervention for the 4 areas of SEND: Quality First Teaching)

Think Social ! - A social thinking curriculum (Michelle Garcia Winner)

Intent	Implement	Impact
- learn the concept of social thinking and related vocabulary, listening & attention; - be part of a group and recognise expectations; - develop self-awareness and self-monitor their behaviour in a group (use of whole body and mind); - develop theory of mind – observing others, exploring thinking of others, reading their behaviour, emotions, reactions & responses; - develop flexible thinking – working out what people mean, adjust participation and language based on what other people are thinking; - understand language we use makes others have different thoughts and feelings; - apply personal problem solving and the size of a problem.	- series of lessons taught over time (60 mins/ week) - a basis for reading comprehension, organisation and problem solving. - critical vocabulary and concepts are applied across all situations and lessons - makes explicit links with the Zones curriculum allowing pupils to make connections	- become -'social detectives' applying what people mean by what they say and their behaviour - apply their knowledge to decipher language - apply language concepts in conversation, social situations and reading - become more flexible thinkers and the world becomes more predictable, reducing anxiety and stress - develop and maintain social relationships; self-esteem and self-awareness - Knowledge about the world helps pupils understand other people's stories and books

Zones of Regulation – a curriculum to foster self- regulation and emotional control (Leah M. Kuypers)

Intent	Implement	Impact
- sensory support - calming techniques - thinking strategies - identifying the emotional and physical state (zone) they are in - provides a visual toolkit for individual self-regulation strategies - social communication (facial expressions) - pupils can identify feelings and describe how they feel, visually supported through the 4 coloured zones - pupils can identify personal triggers and what to do about them - pupils can map social behaviour to understand different perspectives and what is expected/unexpected in a given situation	- use of a common language and vocabulary - series of lessons taught over time (60 mins/week) - an individual toolbox for sensory, physical and emotional regulation and thinking strategies for self-regulation - visual structure of curriculum supports understanding of concepts - generalisation of concepts are reinforced throughout whole school curriculum	- improves pupils ability to use emotional vocabulary to describe how they are feeling and identify states of alertness - pupils know how to avoid their personal triggers - develop self-awareness - generalise skills to all situations and environments - understand consequences of their own behaviours - understand how to match behaviours to the demands of the environment/situation - Increased vocabulary of emotions improves reading and writing skills.

Skills Builder Partnership – Broader Learning and Careers Plans

Intent	Implement	Impact
- Supports broader learning and careers plans - To provide a shared language and appropriate expectations around essential skills - Six principles for building these skills into school life (keep it simple, start young, keep going, measure it, focus tightly, keep practising, bring it to life) - A framework in the classroom breaking the 8 skills down into teachable nuggets for semi-formal and formal learners - Older students develop their skills in a practical setting and they encounter the same framework, discuss using the same language and work on the same goals.	- Framework for 8 essential skill builders implemented across academy life. - Posters in all environments for quick reference to essential skills demonstrated in the moment. - Links with Zones of Regulation curriculum - Links with Think Social curriculum - Informs long term goals and aspirations in every child's EHCP Annual Review.	Skills for life are developed for : - Listening - Speaking - Problem Solving - Creativity - Staying Positive - Aiming High - Leadership - Teamwork Pupils are able to access the local and wider community with confidence

Attention Autism – social communication (Gina Davies)

Intent – to improve pupils'…	Implement	Impact
- ability to give joint attention in group activities - attention in adult-led activities - spontaneous interaction in a natural group setting - non-verbal and verbal communication through commenting - wealth and depth of vocabulary - emotional regulation skills - skills of waiting, turn-taking and learning through modelling	- provides a framework for teaching the whole curriculum - visually based, highly motivating 'invitation to learn' - progression through 4 stages: 1. 'The Bucket' to focus attention 2. The attention builder 3. Turn taking & re-engaging attention 4. **Shifting & re-engaging attention**	- natural and spontaneous communication develops and increases - pupils can self-regulate to give attention as part of a group and demonstrate essential skills of waiting, turn-taking and anticipating. - Attention Autism skills are generalised to all group activities

Forest School and outdoor learning

Intent	Implement	Impact
- regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment with trees. - complements the wider context of outdoor education. - learner-centred approach that supports emotional and sensory regulation leading to deeper learning - all KS 2 – 4 pupils have opportunity to participate on a 3 day residential outdoor and adventurous experience - the whole curriculum can be delivered outdoors, throughout the seasons, promoting engagement, exploration, creativity and problem solving	- long-term process of regular sessions - cycle of planning, observation, adaptation and review - range of learner-centred processes to create a community for being, development and learning. - promote holistic development, fostering resilient, confident, independent and creative learners. - opportunity to take supported risks appropriate to the environment and to themselves - run by qualified practitioners	- pupils are competent to explore & discover - take appropriate risk and challenge - initiate and drive their own learning and development - develop positive relationships with themselves and other people - develop a strong, positive relationship with their natural world

Fiona Spires PSHE programme for pupils with ASD (including Relationships and Sex Education)		
Intent	**Implement**	**Impact**
- a coherent PSHE curriculum specifically for pupils with ASD; addressing health and wellbeing, relationships, and living in the wider world. - SRE is firmly rooted in the framework for PSHE - SRE enables pupils to understand their physical and emotional development and to make positive decisions in their lives - pupils learn what sorts of behaviours are, and are not, acceptable. - SRE programme is tailored to the stage of physical and emotional maturity of pupils; ensuring that both boys and girls know about puberty and how a baby is born.	- highly visual modular resources - taught through a concrete use of language and visual support in a meaningful way - Ten modules of learning link together to help the learner develop understanding of self and others in social situations: 1. Me and My Appearance 2. Me and My Personality 3. Me and My Body 4. Me and My Emotions 5. Me and My Behaviour 6. Me and My Relationships 7. Me and Sexual Expression 8. Me Staying Safe and Healthy 9a. Me and Others - Differences 9b. Me and Others - Autism 10. Me and My Life Skills	- Pupils make connections between concepts of 'self' and 'others' in social situations - Pupils can maintain meaningful and healthy relationships. - Learners with ASD begin to understand the myriad of social rules that inform our social practice and daily interactions with others. - Learners are confident to identify which behaviours are, and are not, acceptable and what to do about this. - Learners understand their physical and emotional development; how to stay safe and healthy - Learners understand their own autism and celebrate differences as positive

Numicon Maths		
Intent	**Implement**	**Impact**
make numbers concrete through being able to see and touch coloured and shaped tiles which represent each number. - Structured, sequential programme teaching maths concepts - Visual representation of number tiles plays to characteristics of pupils with ASD as visual and concrete learners; - Provides a multisensory approach to maths concepts; - appeals to learners strong sense of pattern, and helps them understand how numbers fit together	- KS1 - visual structure supports learning to order numbers, explore tens and ones, the 4 operations, the relationship between numbers, continuing patterns, odd and even numbers, partitioning, number bonds - Visual structure supports learning mathematical concepts of geometry, symmetry, sharing, weight and times tables, - KS2 – introduce new maths concepts: fractions, problem solving, bridge over 10 or 100, etc.	- pupils apply the concept of visualising what a number actually looks like and how it compares to other numbers - supports the language of maths and concepts enabling pupils to explain what they did to solve a problem through use of familiar concrete apparatus

Why we will put a 'recovery curriculum' into practice in our Academy in September 2020?

Although the academy continued to make provision for children through home learning, in September, post school closure and disruption caused by the pandemic, our intent is to help our school community recover emotionally. While sensibly addressing children's gaps in learning, we will deliver a recovery curriculum in response to the think piece entitled '*A Recovery Curriculum: Loss and Life for our children and schools post pandemic*' published by mental health expert Professor Barry Carpenter.

The main factors that will help achieve this are:

1. Staff expertise
2. Support from the local community
3. The right curriculum, tools and resources
4. National provision
5. Time

The intent of our curriculum recognises our pedagogy has incredible influence over the recovery process, too. It has the power to inspire and rekindle curiosity, to reconnect and make sense of experience, to endow knowledge and broaden horizons. The five sensible 'levers' below will be implemented to help the academy recover:

Lever 1: rebuild relationships.
Positive relationships are vital for child development. Children may have experienced loss during the pandemic, including the loss of relationships with their peers. They will need help to re-establish friendships, reconnect with staff and work with others. We will:

- Use our social and emotional curriculums to recover: Zones of Regulation, Think Social and Attention Autism.
- Use a clear curriculum pedagogy (Cornerstones and teaching and learning policy)
- Follow the session structure on p. 14 to ensure we are delivering content in the most effective way that will also help rebuild relationships by fostering collaboration, empathy, confidence and self-expression.
- Teach projects that explore relationship themes.
- Sequence the curriculum content so that children meaningfully revisit and build upon their knowledge, understanding and skills.
- Offer regular opportunities for children to work together on purposeful, absorbing and rewarding tasks.
- Provide challenge and allow pupils to innovate and find solutions.
- Identify overarching human concepts and themes that can run throughout our curriculum and deepen children's understanding. (Cornerstones).
- Consult pupils on what to do in their free time (eg: choice time, break & lunch times) both inside and outdoors and facilitates support for this during activities, providing suitable environments for structured play with opportunities for games and interactions with others.

Lever 2: understand the individual child and their community.
Children from different communities may have experienced the lockdown in different ways. The curriculum can help children tell their stories, strengthen their sense of self, family, community, and place in the wider world.

- Our curriculum principles are already informed by our school's values, aims and the needs of the community.
- Allow time for individual children and families to tell their lockdown stories by adapting curriculum content to reflect this and being flexible with delivery.
- Use a variety of cues (e.g. tactile, visual, auditory) and social stories to help pupils with autism understand how to navigate a Covid-safe environment and adhere to rules for personal safety e.g. social distancing, handwashing etc.

- Conduct sensory audits within and outside of the setting. This includes taxi transport facilities which pupils may use. We will consider potential sensory challenges and identify how these could best be managed.
- Model good speaking and listening skills to empower children with the emotional vocabulary they need to express their thoughts and feelings.
- Teach projects and regular PSHE sessions that cover themes such as identity, personal feelings, similarities and differences and community belonging. This considers the significance of school closures as a significant moment in history.
- Engage children with high interesting, relevant themes and quality resources, such as stories, games, songs, discussion prompts and videos which also reflect cultures within and beyond our community.

Lever 3: Know, acknowledge and address the gaps in learning through a transparent curriculum.
Missed learning is a complex issue. Children's needs will vary and not all gaps can – or should – be addressed immediately. However, our curriculum in place with a sequenced knowledge and skills framework, enables a strong position to plan a flexible route to recovery. We will:

- Use our Cornerstones curriculum
- Identify significant curriculum coverage that children have missed during the spring and summer terms. These include subject aspects and concepts that need embedding before children can move on, or that they are not likely to revisit in future projects.
- Carry out informal baseline assessment through observations to see if and where missed coverage is to be revisited in future projects.
- involve pupils, where possible, in formulating their long-term goals and ambitions, and all staff will have high aspiration for pupils.
- Where and when appropriate, use 'low stakes' quizzing and child-friendly testing to assess where extra support for key skills, such as reading are needed.
- Consider doing less content in the short and medium term, but in more depth. This will help children become more secure in their knowledge and skills.

Lever 4: metacognition – ensure the children continue to develop the skills for learning.
Professor Carpenter states that 'it is vital that we make the skills for learning in a school environment explicit'. If children are to get back on track and have self-efficacy, they will need to be aware of the skills they need to learn. We will:

- Use our curriculum and pedagogy to recover as that teaches and provides ample practice for metacognition strategies. These include the 8 essential skill builders to enable children to plan, problem solve, organise, self-evaluate, analyse and adjust.
- Teach projects that explore positive models of human personal development, resilience, character, adapting to challenges and achievement and incorporate our academy values.
- Share the bigger picture. Let children know about and have a say in the route their learning is taking them on. This will help to keep them motivated, give them hope, and provide a sense of purpose.
- Empower children with subject knowledge and highlight the learning approaches that are useful for specific subjects.

Lever 5: A curriculum that engages and inspires, gives children the space to adjust and minimises any disadvantages.
This is a crucial lever. Children deserve to experience joy and to be engaged if they are to feel secure and positive about being in school again. Lockdown may have been a narrow experience for many, but school can lift children's spirits and provide welcome relief.

- Again, our pedagogy sets clear values and promotes curiosity, deep focus, innovation and self-expression. These are not just valuable for academic development – they are important for personal growth and fulfilment.

- Take into account the effect of external environmental factors when analysing the behaviour that challenges staff.
- Prioritise a love of, and the skills involved in, reading as the essential tool for accessing a wide curriculum.
- Plan a rich curriculum that broadens children's horizons and covers a wealth of topics and themes. Exciting subjects spark the imagination so we will choose projects that children will enjoy and that build on their interests
- Deliver shorter projects that cover the essential skills and knowledge needed for key topics
- Provide resources that are high quality, pitched right, and enjoyable to use. Videos, stories, texts, physical resources and visitors – virtual or otherwise – will bring the curriculum to life for our children.
- Rekindle our joy in teaching – this is infectious across the academy!

All staff will ensure:

- They understand they academy autism strategy, it is fully delivered and that they are familiar with the NAS and AET frameworks;

- they are using the common, shared language of our curriculums and frameworks;

- good knowledge and understanding of the subjects they teach, autism and the learning characteristics associated with autism;

- an enabling learning and communication environment at all times throughout the day adhering to TEACCH principles for structured teaching strategy and what this looks like in practice (p.17);

- provision of high quality first teaching in every session including visual support, teacher modelling and scaffolding;

- fully read, understand and implement provision to meet the needs of each individual according to their EHCP, ability and aptitude including the learning characteristics of autism;

- familiarity with the Ofsted framework;

- they provide a full, challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;

- teaching standards are being met including professional practice and conduct;

- keep up-to-date with educational issues, have a positive attitude to change and the development of their own expertise.

- they are good role models, punctual, well planned, prepared and organised, making maximum use of lesson time and coordinating lesson resources well;

- they deliver in a well ordered environment in which all are fully aware of behavioral expectations with rules that are consistently enforced;

- sufficient time each day to teaching of phonics, reading, writing and mathematics, including frequent opportunities for pupils to practice, consolidate and generalise their skills;

- ensure that when children are learning to write, resources are suitable for their stage of development and that they are taught correct pencil grip and how to sit correctly at a table;

- check pupils' understanding systematically in lessons, offering clearly directed and timely support, including use of questioning and an understanding of the ways pupils think about subject content;

- ensure that learning is progressive and continuous, giving time for practice to embed pupils' secure knowledge, understanding and skills;

- provide pupil feedback, about what pupils can do to improve their knowledge, understanding and skills and challenge pupils, developing their resilience;

- teachers provide clear and timely written information for annual review of the EHCP, termly pupil profile and guidance to parents about how to support their child to improve;

- provide parents with clear information on school procedures, pupil progress and how well they are doing in relation to the standards expected;

- produce and maintain pupil records of achievement throughout the school year for each pupil they teach;

- challenge stereotypes, the use of derogatory language, racism and report bullying;

- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice;

Personalised Learning

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will personalise the curriculum according to individual needs by:

- pace;
- assessment informing stage rather than age (eg: for Cornerstones ILPs);
- using children's interests and fascinations;
- possible lines of development for planning next steps arising from children's curiosity and questions;
- content;
- questions and talk;
- frameworks specific to the culture of autism, such as TEACCH and Attention Autism;
- task;
- relevance;
- resources including visual support;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Personalised tasks will be detailed in teachers' weekly planning.

The concept of the zone of proximal development (ZPD) looks at the difference between what a learner can do without help, what they can do with appropriate support, and the learning that's currently out of reach. This forms the cornerstone of differentiation.

Zone of Proximal Development
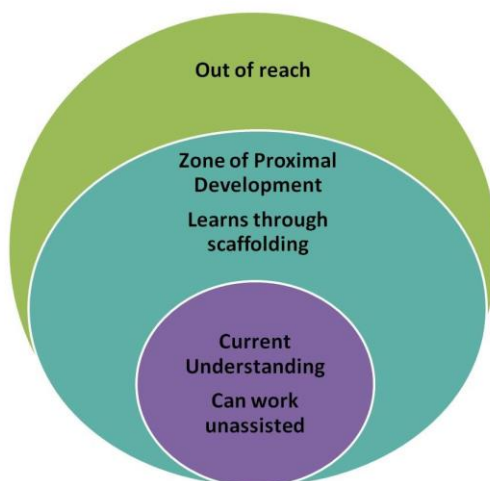
Key Skills

We recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- phonics, reading and writing;
- communication and oracy;
- physical development and motor planning;
- personal, social and emotional development;
- computing skills;

- problem solving;
- working with others;
- working independently;
- improving own learning and performance;
- growth mindset
- thinking socially
- self-regulation

Learning Processes and Pedagogy

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;

- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

- evaluation.

We shall ensure that learning is accessed by as many means as possible, e.g. is practical and multisensory with opportunities for overlearning and revisiting concepts for mastery of the skill. Thinking skills will be developed across the curriculum. This will include:
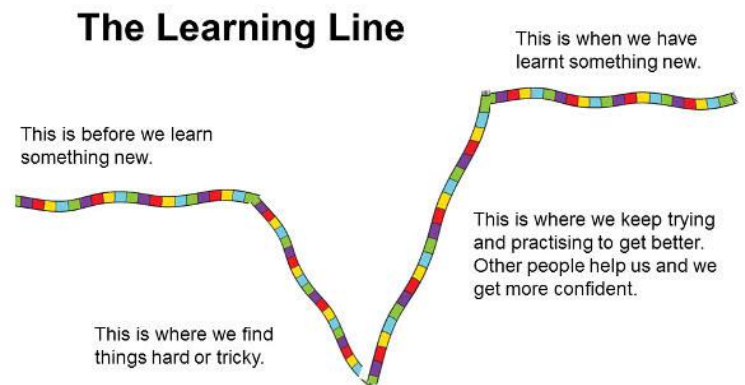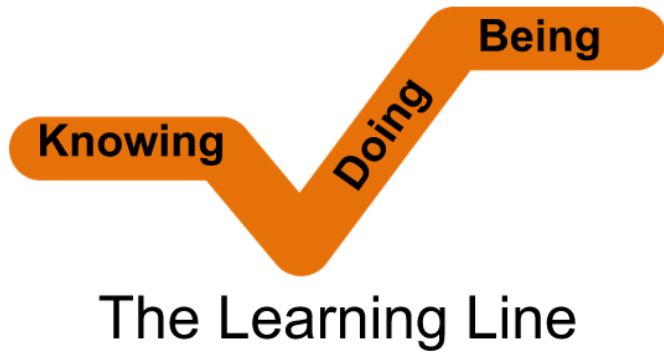
- creative thinking;
- enquiry;
- information processing;
- reasoning;
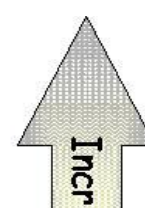
The Learning Line

Learning lines help pupils make sense of their experiences, analyse blockers to progress and help them strategise ways to move forward. Roy Leighton's work on the ' uses Learning Lines in schools as part of the development of a growth mindset.

Pupils learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive regular feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are matched to the individual child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and highly motivated
- they have clearly defined targets which they can successfully achieve e.g. appropriate time scale

Successful teaching takes account of children's prior learning and must ensure continuity and progression.

Part 2: How we use Assessment

Through our assessment policy into practice we aim to:

- provide clear guidelines on our approach to formative and summative assessment;

- establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents;

- clearly set out how and when assessment practice will be monitored and evaluated.

A clear purpose for assessment

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

At Medeshamstede, assessment aims to:

- provide a baseline against which to measure attainment and progress in all areas, including life skills and the broader (hidden) curriculum;

- gather and capture additional information necessary to provide a tailored education, of high quality to all pupils;

- support identification of barriers to learning and strategies to overcome these;

- identify the learning needs of an individual pupil as well as groups of pupils;

- is part of the iterative *assess, plan, do, review cycle* to inform planning, target setting and interventions and impact;

- inform a quality curriculum, teaching and autism strategy to engage and motivate all pupils;

- support deep engagement with curriculum content (beyond the academic national curriculum);

- be accurate, reliable (secure) and consistent across the academy drawing on a range of evidence and strategies;

- comply with statutory requirements;

- inform parents and carers of their child's experiences and achievement;
.
- inform the process and quality of the learning experience (not just outcomes) from the perspective of the pupil with autism and considers the particular demands of group working.

At Medeshamstede we see assessment as an integral part of teaching and learning. It is inextricably linked to our curriculum. **We use three broad overarching forms of assessment:**

1. **Day-to-day in-school formative assessment** which enables*:*

   - teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support, personalisation or extension; evaluate teaching and plan future lessons. It includes marking and feedback, questioning, self and peer-assessment, observations and assessment of behaviour to inform prevention strategies;

   - pupils to measure their knowledge and understanding against learning objectives and targets and identify what they need to do next to improve;

   - parents to gain a broad picture of where their child's strengths and areas of difficulties lie and the daily provision in place to meet their child's needs.

2. **In-school summative assessment** which enables:

   - school leaders to monitor the performance of individuals and pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;

   - teachers to evaluate learning at the end of a unit or Cornerstones imaginative learning project and the impact of their own teaching. It also includes the hidden curriculums of Think Social and Zones of Regulation;

   - pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve;

   - parents to stay informed about the achievement, progress and wider outcomes for their child across a period for example: end-of-year exams, Cornerstones end of imaginative learning project, Annual Reviews and may also include assessment by other professionals and/or therapists.

3. **Nationally standardised summative assessment** which enables:

   - school leaders to monitor the performance of individuals and pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment as well as informing areas for school improvement;

   - teachers to understand national expectations and assess their own performance in the broader national context;

   - pupils and parents to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- early Years Foundation Stage (EYFS) profile at the end of reception

- phonics screening check in year 1

- times tables screening check in year 4

- pre-key stage standards: must be used to report assessment outcomes at the end of key stages 1 and 2 for pupils who are working below the standard of the national curriculum tests and assessments and engaged in subject-specific study. There are pre key stage standards in English language comprehension and reading, English writing and mathematics.

- national Curriculum tests and teacher assessments (SATs) at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

- engagement Profile (from September 2021).

- nationally standardised summative assessments which may take the form of vocational and/or GCSE qualifications at the end of Key Stage 4 (according to a pupil's needs and the most appropriate exam pathway).

Point of note: *formative* and *summative* assessment can sometimes be misleading terms; the assessments used are often the same, it is only the purpose of the assessment and the way the data is used that changes. Eg: summative assessment captures and 'summarises' what a pupil can do at the end of a termly imaginative learning project or at the end of a year. Making the distinction about the purpose of an assessment is fundamental to the quality and value of its results.

Collecting assessment data

Baseline Assessment:

The information and data generated by baseline assessment is an invaluable starting point to inform teaching. Baseline assessment identifies pupils start points at the beginning of each year or when starting at the academy. Without this information it is impossible to measure progress well. Teachers set short and medium term targets as benchmarks towards the long term outcomes of the EHCP. Targets are contained within the pupil profile and co-produced with parents.

At the start of each academic year and when new pupils join the academy, teachers carry out baseline assessment over a period of 6 weeks. This is an informal assessment made through teacher observation of day to day teaching and learning activities to find out what a child knows and can do and if they have retained learning from the previous year. Baseline assessment enables teachers to plan what a pupil's next steps need to be. Summative assessment in the form of a phonics check and *Switch On* reading assessment also form part of baseline assessment.

Strategic Use of Assessment:

The academy uses a number of assessment tools. For pupils in Y1 to Y9 who are engaged in subject related study within the national curriculum, Connecting Steps: B Squared is our assessment software package used to record, assess progress and highlights a pupil's next steps. Progress is shown as a percentage between dates eg: over a month, term, year or key stage. The software is designed for continuous use informing both formative and summative assessment.

Connecting Steps system consists of 7 steps leading to the achievement of a skill. The steps are broken down into assessment statements (eg: sounds out words to aid spelling). The system covers the programmes of study within the national curriculum. Teachers record the small steps pupils make and use these 'connecting steps' to build a bigger picture of the individual's learning and achievements.

In Y10 and Y11 Classroom Monitor is also used as a software package to record and assess pupils' academic progress for statements mastered within a subject syllabus towards examination or accreditation at the end of Y11.

Mastery:

Assessment statements contained within the Connecting Steps system, are used by teachers to record when a pupil has mastered a skill and/or a series of skills towards completing a step. Eg: for speaking and listening, reading, writing and maths. When the step is complete the pupil can move onto the following step. The pupil only works within one step for each subject. This ensures that there are no gaps in learning. In this way, teaching and learning is sequenced, systematic and builds on previous skills.   Mastery of a skill means that staff have observed and/or recorded evidence that the pupil has performed the skill independently, in different contexts and without adult support or prompting. Progress can be measured through percentages of a step achieved over time and can also be shown in graph form.

Assess, plan, do, review cycle:

Teachers record attainment in Connecting Steps: B Squared and Classroom Monitor at regular and timely intervals throughout their systematic teaching sequences. In this way data collection avoids adding to teachers' workload unnecessarily as it is part of an iterative assess, plan, do, review cycle. Recording should continuous and not left to the end of a term as assessment is a key feature of teaching practice, inextricably linked to the curriculum, to build a picture of the pupil and inform planning through the cycle to assess, plan, do and review.

Assessment in the Early Years Foundation Stage (EYFS)

For children in the EYFS and Year 1 assessment is carried out using Connecting Steps: Development Matters Bands.   EYFS and Y1 pupils are assessed using the Development Matters Bands (DMB) framework for progress towards achieving the Early Learning Goals (ELGs).

Development Matters is non-statutory guidance that sets out an approach practitioners consider when implementing the statutory requirements of EYFS. It sets out the following 4 themes that underpin the guidance:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

Development Matters includes tables of 'development statements' suggesting how children in different age groups, from birth-11 months to 40-60+ months, may demonstrate elements of the areas of learning and development. If children build on their starting points to acquire new skills and knowledge, and then move into older age-related bands, they will have made progress.

Practitioners record daily observations of children's developing skills, captured through photographic and written evidence using both snap shot and narrative observations. Progress is evidenced within the child's individual learning journey portfolio. Learning is planned through a balance of self-initiated

play activities supported through quality continuous provision, both indoors and out, and adult-directed tasks which take full account of the characteristics of effective learning.

Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things

At Medeshamstede, we continue with the EYFS Framework and pedagogy to the end of year 1 to best close the gap from low start points on entry in reception. EYFS pedagogy allows practitioners to build firm foundations starting with the prime areas of communication and language; personal, social and emotional development and physical development before focus on specific areas of learning for literacy, numeracy, understanding the world and creative development.

Point of Note: The DfE confirmed that statutory introduction of the reception baseline assessment will be delayed until September 2021 because of coronavirus. This assessment will be carried out individually, up to 20 minutes per pupil to complete. The assessment is designed to allow pupils with SEND and/or EAL to participate in the standard format. Pupils' starting points will be assessed in:
- Language, communication and literacy, including:
  o Early vocabulary
  o Phonological awareness
  o Early comprehension
- Maths, including:
  o Early numbers
  o Early calculation (i.e. early addition and subtraction)
  o Mathematical language
  o Early understanding of patterns

Once this baseline assessment is fully established, the government will make SATs and teacher assessments at the end of KS1 non-statutory from September 2022 (at the earliest). It won't affect the EYFS profile assessment, which will remain statutory.

How we use assessment data across the Academy

At the end of each term individual pupil and class data is captured by teachers and senior leaders for monitoring and quality assurance. Phase leaders hold an assessment meeting each term with teachers to drill down and analyse the data and what it tells us.

In this way assessment has a clear purpose and is important for the academy to:
- monitor pupils' education, development and progress towards the long term outcomes of their EHCP;

- set individual pupil targets as benchmarks towards longer term EHCP outcomes;

- monitor the progress made by disadvantaged pupils for the impact pupil premium and Y7 catch-up funding is making;

- evaluate and improve the provision we make for pupils and effectiveness of teaching strategies implemented;

- identify pupils strengths;

- tell us what children have learnt and how they are remembering;

- identify any gaps in learning and what to do about closing them;

- give clear consideration of the sequence of content necessary for pupils to make progress;

- gain information about pupils' achievements and progress;

- inform teacher's future planning;

- identify areas for whole academy improvement and professional development;

- design a curriculum to meet all pupils needs and overcome barriers to learning;

- to inform end of term assessment for Cornerstones imaginative learning projects and non-academic curriculums eg: Zones of Regulation, Think Social and Skills Builders.

Individual pupil progress is reported to parents/carers each term (3 times a year) through a pupil profile record shared at termly parents meetings and at the Annual Review of the EHCP.

Training

Teachers are kept up to date with developments in assessment practice. The academy holds regular assessment drop in workshops, whole staff training sessions and termly meetings with phase

leaders. We aim to support teachers to develop and improve their skills and knowledge for assessment on a regular basis.

Roles and responsibilities

Leaders attend regular network meetings held by the trust including the Learning Achievement Board (LAB), Curriculum Advisory Board (CAB) and Raising Attainment Board (RAB). Teachers attend network meetings with other local schools and academy's in the trust to moderate teacher assessment and quality assure the accuracy of judgements made.

The principal is responsible for:

- ensuring that the policy is adhered to;
- monitoring standards in curriculum subjects, teaching, learning and assessment;
- analysing pupil progress and attainment, including individual pupils and specific groups;
- prioritising key actions to address underachievement;
- reporting to senior education advisors, the trust, LA and DfE on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Teachers are responsible for:

- following the assessment procedures outlined in this policy;
- making senior leaders aware of any training needs regarding effective assessment;
- all teaching staff are expected to read and follow this policy.

The assessment leader, supported by phase leaders, is responsible for:

- ensuring that the policy is followed;
- collating data to inform other processes such as statutory assessment, tribunal and reporting to the academy advisory council;
- ensuring that teachers' recording and reporting within Pupil Profiles and Annual Review advice is completed to a high standard and quality assured;
- providing further training to staff as required;
- monitoring the effectiveness of assessment practices across the academy, eg: through:, moderation, book scrutiny and outcomes of pupil progress meetings held by phase leaders.

The EHCP co-ordinator is responsible for:

- monitoring the effective use of assessment to inform high quality advice for Annual Reviews;
- ensuring pupil progress is being made towards long term outcomes of the pupil's EHCP.

The behaviour and well being leader is responsible for:

- monitoring that teachers have undertaken TEACCH behaviour problem solving assessment to underpin provision for pupils Positive Behaviour Support Plans (refer to appendix).

The Engagement Model

Resulting from the Rochford Review, a culture shift in assessment replacing P Levels with The Engagement Model. *"Engagement was the single best predicator of successful learning in children with special needs/disabilities."* (Carpenter et al, 2015.)

The Engagement Model is the assessment tool for a reflective view of learners with complex needs not engaged in subject specific study at the end of key stage 1 and key stage 2. This model can be used from the academic year 2020/21 and becomes statutory from academic year 2021/22.

The model has 5 areas: **exploration, realisation, anticipation, persistence and initiation.**

The model recognises that engagement is multi-dimensional. The 5 areas allow teachers to assess:
- how well pupils are being engaged in developing new skills, knowledge and concepts in the curriculum;

- how effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHCPs and how effectively pupils are engaging with and making progress against these plans;

- pupils' achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs).

Recognising Progress and Achievement

Pupils who are not yet engaged in subject-specific study are likely to be at the earliest stages of development in either one, a combination of, or all of the 4 areas of need as set out in the SEND code of practice. This means that the assessment of their progress needs to be holistic.

Targeted intervention through the direct teaching of skills, using appropriate multisensory resources, should be incorporated into lesson plans and used by teachers to personalise the curriculum for each pupil. The engagement model celebrates the different abilities of pupils not engaged in subject specific study. It enables the collection of qualitative information and evidence (describing qualities, characteristics and collated through observation a in narrative form) that should inform a teacher's assessment of their pupils' evidence of progress in the following areas:
- the effective use of their senses, including the use of both near and distant senses and the use of sensory integration
- the application of physical (motor) skills to permit active participation in new experiences
- states of emotional wellbeing to facilitate sustained motivation to learn
- communication and language skills to inform thought processes.

The engagement model does not use a numerical scale or provide a quantitative score. This is because the complex behaviours of pupils not engaged in subject-specific study cannot be

adequately described by a single number. Often these pupils do not make progress in a linear way. There may be a period in which the pupil does not gain new concepts or skills, but adapts to apply existing ones to a broader range of contexts. For a pupil with complex needs, this can be a significant development and can demonstrate real evidence of achievement. Progress for these pupils can also be variable. They may make progress for a period, but then either plateau or lose some of the gains they have made, before progress starts again. These patterns of progress are typical for pupils who are not engaged in subject specific study. Preventing or slowing a decline in the pupils' performance may also be an appropriate outcome of intervention by revisiting previous skills taught and allowing for consolidation and practice of concepts and knowledge.

Pupils not engaged in subject-specific study require a considerable amount of adult support to develop new skills and concepts. To assist in identifying how established the pupil is in a skill, and what their progress is in achieving their EHC plan outcomes, teachers will consider:
- how independent the pupil is in the skill and how much prompting and support they require
- how accurate, confident and consistent the pupil is in the skill
- whether the pupil is able to apply the skill in different contexts, for example at different times of day, in different environments, with different adults and amongst peers.

Recording

The engagement model can be used as a baseline assessment and as a tool to track and support on-going progress; for example formative assessment. It also provides evidence that will be used, in conjunction with other assessment information, to help evaluate a pupil's progress towards the targets and outcomes in their EHCP and the 4 areas of need; for example summative assessment. This insight will be reported as part of the annual EHCP review process to parents, other professionals and Local Authorities. The model also supports positive reporting to parents and carers, as part of academic reporting process through Pupil Profiles.

It is important that all recording for teacher assessment and Annual Review reports:

- recognise the pupil's individual needs
- show and celebrate the pupil's success, however minimal
- include relevant contextual information
- provide evidence of the pupil's responses and achievements
- provide ways of comparing the pupil's current responses with their past ones in order to show evidence of their achievements
- capture information about the quality of the pupil's progress so the complexities and subtle differences of individual responses can be described, interpreted and explained
- contain information and evidence that enable decisions to be made concerning the pupil's needs
- can be used to inform planning and next steps for pupils, including special educational provision
- assist in gathering evidence for reporting the pupil's achievements and progress against their EHCP as part of the annual review process
- assist in compiling evidence as part of reporting to parents.

Teachers will regularly monitor and record pupil's responses and progress against outcomes in their EHCP to identify areas where they are improving and where progress is not being maintained. This can help build up the profile of the pupil and capture evidence that may help in planning next steps for them. The responses of the pupil may change from lesson to lesson and may be dependent on factors such as:

- the activity involved
- preferences for certain members of staff
- the pupil's mood
- proximity to certain pupils
- different environments
- the time of day
- access to favourite items of equipment
- types of sensory experience.

Moderation

As good practice we ensure that our assessments are moderated internally, involving all professionals who work with the pupil. Moderation can help to quality assure teachers' judgements and ensure that professionals working with the pupil are able to contribute to accurate and consistent assessments. The focus of the moderation discussions should be for staff to agree on their interpretation of the progress of each pupil and not as a comparison between pupils.

How we report to parents and carers

Parents Meetings and Annual Review of EHCP

Teachers formally meet with parents and carers each term (at least 3 times a year) and at the Annual Review of their child's EHCP. Through such meetings the purpose is to review Pupil Profile termly targets as benchmarks of progress towards EHCP outcomes, set new targets/outcomes and identify how pupils will make progress towards them, eg: the provision that will be put in place and the academy autism strategy. Meetings inform parents about what their child is learning and the activities, resources, approaches and support that will help to achieve these targets and outcomes.

Pupil Profiles (including individual provision map)

All pupils have a Pupil Profile which sets out what their needs and learning characteristics are, the provision that is in place to meet their needs, a termly target for each of the four SEND areas in the Code of Practice for communication and interaction, cognition and learning, sensory and physical and social, emotional and mental health. For pupils engaged in subject specific study the Pupil Profile is both a quantitative record, recording summative assessment as percentage of progress at the end of each term, and a qualitative record commenting on progress towards achieving targets set previously. It also records the pupil's attendance.

Personalised Pupil Passport

In addition to their Pupil Profile, all pupils have a Personalised Pupil Passport that captures their interests, strengths, challenges, aspirations and views. All documents capturing information about the pupil are co-produced with parents, and pupils if appropriate, so that they can contribute to the document and understand how knowledge and skills will be developed in order for pupils to make expected progress.

Record of Achievement (learning journey)

A Record of Achievement is kept as a qualitative and photographic learning journey throughout the academic year. This captures pupil engagement in activities, academy and community events, life skills, learning tasks and the pupil's interests. Commentary of important milestones and

achievements within the academic and wider curriculum records and celebrates the pupil's successes and engagement within key activities and events.

Daily home-school communication

Each child has a home-school book/record which their teacher completes daily. This is a meaningful, holistic and qualitative summary commenting on the pupil's engagement and successes throughout their day at school. Engagement can be an important part of this interaction with parents and carers. It can help adults understand when a pupil is at their most engaged, and communication of how the pupil is doing at school can be enriched in this way. Parents are also encouraged use this record to report home activities and events to teachers. This record is not for the purpose of reporting behaviour concerns to parents/carers. These are reported through timely teacher dialogue with parent/carers, the academy's CPOMS system and adjustments may be made to the child's Positive Behaviour Support Plan.

Positive communication through phone calls home to parents and carers to share/celebrate when a child has demonstrated a milestone or achieved a significant outcome are also part of good practice. Communications with and from parents/carers are recorded using the academy CPOMS system.

Principles of Assessment and terminology

- **Engagement** refers to the degree of attention, motivation, curiosity, interest and optimism that pupils show when they are developing new skills and knowledge. Ensuring that pupils are engaged is essential for them to develop new skills, concepts and knowledge.

- **Formative assessment** takes place during lessons and allows teachers to gauge pupils' attainment, to identify what the next steps should be and to inform lesson planning.

- **Diagnostic assessment** helps understand the specific areas of strength and weakness in learning, especially before teaching of a particular topic or unit begins. Take fluency and comprehension in reading for example. *Reading is a complex skill, but it is made up of: phonological knowledge (to decode unfamiliar words), visual word recognition and language comprehension. Proficient readers are skilled in all dimensions, whilst weaker readers may struggle with one or all of them. Prioritising one area ensures that effort is spent on the best next step, and not wasted rehearsing skills or content that a child already knows well.*

- **Holistic assessment** focuses on the pupil as a whole, rather than only focusing on specific elements. A holistic assessment of pupils' progress and development considers all aspects of their individual needs, including how they interrelate with each other and the factors that influence them, and how this affects how they learn. This allows the assessment to capture a fuller picture of pupils' progress and development over a period of time.

- **Inclusive assessment** recognises all pupils' entitlement to an assessment that respects diversity, enables participation, removes barriers, anticipates and considers a variety of educational needs and preferences.

- **Pedagogy** is the method and practice of teaching. It encompasses teaching styles, feedback and assessment and teacher theory. It refers to the way that teachers deliver the content of the curriculum to pupils. Differences in the needs and abilities of pupils, their age and the curriculum content that is being delivered can influence the pedagogical practices a teacher will choose to use.

- **Reflective pedagogy** is when teachers have a good understanding of how children develop and use assessment information to plan relevant and motivating educational experiences for each pupil.

- ***Progress*** is a judgement about pupils' development over time, for example how much progress a pupil has made in getting from 'A to B'. This could be progress towards a curricular target or an objective in an EHCP.

- ***Summative assessment*** is used to understand pupil performance at the end of a period of teaching and informs teachers what they have achieved.

- ***Statutory assessment*** is an assessment that a headteacher must administer to comply with the law. This includes the early years foundation stage profile, the key stage 1 and key stage 2 national curriculum tests and assessments and GCSEs.

- ***Quantitative data*** is numerical and measures quantities. It can be analysed and presented in tables, graphs, percentages, or other statistical representations.

- ***Qualitative data*** is defined as data that approximates and characterises. It can be observed and recorded. This data type is non-numerical in nature, and can be collected through methods of observations, questionnaires, one-to-one interviews, conducting focus groups, and similar methods.

- ***Subject-specific study*** is when pupils can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics.

- ***SEND code of practice*** a legal framework that explains the duties of the school and local authority to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

Appendices

Think Social Curriculum Map

Zones of Regulation Curriculum Map

Individual Provision Map

Personalised Pupil Passport

TEACCH Behaviour Problem Solving Process

Think Social Curriculum Map
Whole Academy (KS 1 – KS 4) 2020 -21

	AUTUMN TERM 1 2020					
Section	**Lesson**	**Link to Zones Curriculum**	**Links to Skills Builders**	**Links to Recovery Curriculum**	**Critical Vocabulary & Concepts**	**Differentiated Goals for the Section / Possible EHCP Outcomes**
SECTION 1 **Being Part of a Group and Recognising Expectations**	1. **Expected and unexpected behaviour in a group**	Zones Lessons 3 - 8	Listening Speaking		Doing what is expected in the group Doing what is unexpected in the group	• When provided with a range of behaviours to critique, can label observed behaviours as *'expected'* or *'unexpected'*. • When provided a range of situations, can describe own behaviours as *'expected'* or *'unexpected'*. • When in a social situation, observing others, will be able to explain how *'expected'* and *'unexpected'* behaviour can impact how someone else feels. • Can describe how other group members are reacting to them. • Can predict how people will feel based on the presence of certain behaviours. • Can modify own behaviour to help create specific/desired feelings in other people. • Given a situation that involves a problem, will accurately determine the size of the problem (big/little problem) and evaluate the situation. • When in a frustrating situation, will describe own emotional reactions to their own problem based of the perceived size of the problem. • When in a frustrating situation, will describe other people's emotional reactions to their own problem based of the perceived size of the problem. • When faced with a small problem, will display a minimized emotional response to problems they acknowledge as relatively small.
	2. **Our Behaviour Impacts the Feelings of Those Around Us**	Zones Lessons 3 - 8	Problem solving Leadership		You can change (impact/affect) my feelings	
	3. **Play Games of Imitation to Show How a Group Works Together**		Creativity Teamwork		Learning to observe others through imitation	
	4. **Problem Solving**	Zones lessons 10 - 12	Problem Solving Staying positive		What is the size of the problem? Is it a big problem or a little problem (glitch)? Learning to sort out/analyse the situation Matching the level of expected responses and reactions to the level of the problem	
	5. **Understanding How Play Unfolds**		CreAiming High		Three parts of play: 1. Set up 2. Play	

			(planning effectively) Teamwork		3. Clean up Where and how do you want to spend your time?	• During a play session or group activity, will regulate own behavioural reactions which allow all pupils to enjoy play.

Review
Video moments Self-Monitoring Checklist – Section 1
Being Part of a Group and Recognising Expectations

AUTUMN TERM 2 2020						
Section	**Lesson**	**Link to Zones Curriculum**	**Links to Skills Builders**	**Links to Recovery Curriculum**	**Critical Vocabulary & Concepts**	**Differentiated Goals for the Section / Possible EHCP Outcomes**
SECTION 2 Our Whole Body and Mind Help Us be part of the Group	6. Listening With Our Whole Body		Speaking Listening Teamwork		Whole body listening	• Describe how effectively others are using 'whole body listening' within the session and beyond. • Given verbal cues to use whole body listening, monitor and modify own whole body listening. • Observing the eye gaze and eye gaze directions of others, can determine and state what that person is looking at and maybe thinking about. • When in a structured situation (eg: a game which involves turn taking), modify own behaviour based on what others are looking at/possibly thinking about.
	7. Using Our Brains to Think About Others		Listening Problem Solving Leadership		Think and thinking with our brains	
	8. Thinking With Our Eyes		Listening Problem Solving Leadership		"Thinking with our eyes" "Thinking what people are thinking"	
	Review **Video moments Self-Monitoring Checklist – Section 2** **Our Whole Body and mind Help us be Part of the Group**					

					SPRING TERM 1 2021	
Section	**Lesson**	**Link to Zones Curriculum**	**Links to Skills Builders**	**Links to Recovery Curriculum**	**Critical Vocabulary & Concepts**	**Differentiated Goals for the Section / Possible EHCP Outcomes**
SECTION 3 **Self-awareness and Self-monitoring Our Behaviour in a Group**	9. **Is Your Body in the Group or Out of the Group ?**		Speaking Listening Creativity Problem Solving Staying Positive Aiming High Leadership Teamwork		Your body is in the group! Your body is out of the group!	• When in a structured small group activity, can monitor other pupils' as well as own ability to stay central by determining of their brains/body are "in the group" or "out of the group". • Will use the concepts of being a "Just ME" versus a "Thinking of You" kid, to evaluate how other people think they are working as a group member. • Will monitor and modify own behaviour to keep "body and brain in the group" to be considered as a "Thinking of You" kid by other people. • Will use the concepts "good thoughts, weird thoughts" to describe own thoughts about other people's behaviour. • When given feedback regarding own behaviour will attempt to regulate own behaviour based on how other people are thinking about them. • When reviewing video of the social thinking group will be able to identify at least 3 targeted behaviours in self and others, identifying when 'expected' behaviours happened.
	10. **Is your brain in the Group or Out of the Group ?**				Your brain is in the group! Your brain is out of the group!	
	11. **Just ME versus Thinking of You**				Are you a "just ME" or a "Thinking of You" kid?	
	12. **Good Thoughts / Weird Thoughts**	Zones Lessons 3 - 8			Good thoughts Weird thoughts We all have them!	
	13. **I've Got a Secret !**				"I've got a secret"	
	14. **Learning to Watch Ourselves on Video**				Video Moments!	

Review
Video moments Self-Monitoring Checklist – Section 3
Self-awareness and self-monitoring Our Behaviour in a Group

SPRING TERM 2 2021

Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Links to Recovery Curriculum	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
SECTION 4 **Starting the Detective Agency: Learning More About Observing Others**	15. **Becoming a Detective**	**Superflex vs Rock Brain Thinking**	Speaking Listening Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork		Be a detective Become a better observer and figure out people's plans Motives, intentions	• Will be able to 'read someone's plan' and report on how that person is feeling by observing body language and the environmental context. • When in a brief social interaction that involves movement, will modify own actions base on what they determine someone else is doing to going to do. • Will distinguish between a "smart guess" and a "wacky guess" • Will define what it means to be a flexible thinker and identify times to use this skill. • When asked to make a choice, will indicate their preference once presented by the teacher. • Using the concepts of being a "flexible thinker" will make 3 self-generated choices in a small group interaction. • Using what is known about a person's/character's emotions and actions in specific contexts, will predict what they will do next. • Using what is known about a person's/character's emotions and actions in specific contexts, will predict if their motives are just or questionable. • After watching a brief video involving a social interaction, will identify facial expressions, body language and tone of voice, within specific contexts, to determine how that person is feeling. • While in a social interaction with at least 3 people, will identify facial expressions, body language and tone of voice, within specific contexts, to determine how that person is feeling.
	16. **Video Moment for Exploring being A Detective**				Video moment to REVIEW Being a detective Becoming a better observer Figuring out people's plans (motives and intentions)	
	17. **Smart Guess – Wacky Guess**				Smart guess Wacky guess	
	18. **Reading People's Emotions**				Reading people's emotions	
	19. **Our Behaviour Impacts How people React and Respond to Use: An Exploration of Thinking Through Behaviour**	**Zones Lessons 6 – 9 Lesson 14**			Social Behaviour Mapping (SBM) How our behaviours affect others' emotions and actions toward us, which affects how we feel about ourselves	
	20. **The Incredible 5-Point Scale:**				The Incredible 5-Point Scale	

	learning to Gauge our own Respond to our Inner Feelings **21. Video Moment**				- Will define what it means to be a "social detective" and provide examples of this concept within the social thinking sessions. - After observation of people, will identify how each person may feel, using vocabulary and words taught in social thinking sessions and make a "smart" guess as to what that personS9s) may need from others. - Given a visual model of the Social Behaviour Map, will explain how the four columns are related to each other using at least 2 concepts for each column. - Given a visual model with a blank Social Behaviour map, will complete a SBM of a specific environmental context. - Using their completed Social Behaviour Map will monitor own production of "expected" behaviours. - Once target behaviours are selected, will keep own data on the production of these behaviours, by charting their occurrence in the appropriate context. - When reviewing video footage of the social thinking group, will identify the targeted behaviours of self and others, accurately identifying when "expected behaviours" happen.

Review
Video moments Self-Monitoring Checklist – Section 4
Learning More About Observing Others

SUMMER TERM 1 2021

Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Links to Recovery Curriculum	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
SECTION 5 **The Super Detective Agency: Figuring Out What People Mean by What They Say.**	**22. Comparing Body Language and Spoken Language**		Speaking		Body language Spoken language (exploring how we use these 2 systems)	•
	23. Comparing Literal and Figurative Language		Listening Problem Solving Creativity Aiming High Leadership		Literal language (being like concrete, never changing) Figurative language (being something your brain has to figure out)	
	24. Learning About Idioms				Idioms	
	25. Deciphering Language Meaning – The Four Clues				**Indirect language** (exploring how we may state what we want by alluding to it) **Four groups of clues** (hidden meaning in what people say by considering: what they were thinking; the words said; body language; facial expression; environment/context) **"Flexible brain"** (recognise choices to make or different ways to interpret the situation – flexible brain is social thinking)	
	26. Indirect Language – What is the Motive Behind the Words?				Motive intention	
	27. Predicting What People will Say Next				Prediction	

Review

Video moments Self-Monitoring Checklist – Section 5

Figuring Out What People Mean by What They Say.

SUMMER TERM 2 2021

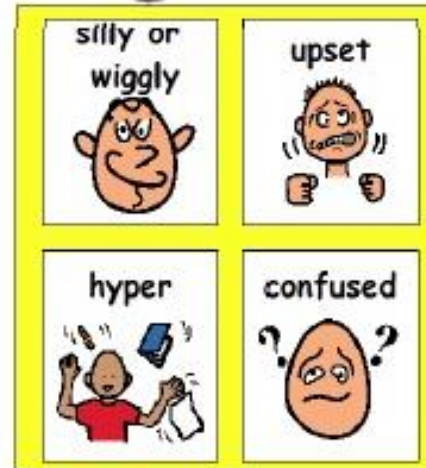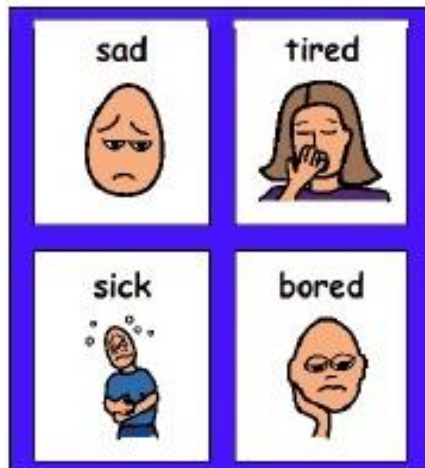| Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Links to Recovery Curriculum	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
SECTION 6 **Adjusting our Participation and Language Based on What Other People are Thinking, Imagining or Wondering**	**28. Observing Pupil's Own Play and Activities**		Listening Creativity Problem Solving Aiming High Leadership Teamwork		Thinking about what others are thinking	• Will monitor/adjust own physical presence (eg move closer, move more slowly/faster) which will facilitate social exchanges, based on the activity of the group members • Will follow the direction of another group member's pointing index finger to understand it's meaning • Will use an index finger point to alert others to look in specific/desired directions as needed • While in a sequenced imaginary play activity (eg: making a pretend sandwich together) will share an "imagination" as demonstrated by taking turns • During a structured activity that involves synchronising movements based on the shared imagination of the group, will perform those actions to demonstrate own ability to share an imagination with other pupils • During a structured imaginative play activity will make related comments or ask questions to demonstrate sharing an imaginations when playing with others • During an imaginative play activity, will allow other pupils to take the lead during the play (use a flexible brain) • Will define and give at least 2 examples of indirect language and how they interpret indirect language by determining people's motives • When provided with a short passage to read, will interpret the indirect language meaning in context with accuracy • When given an imaginary "job" will act out specific tasks/roles using their imagination (based on a "smart guess" about the world)
	29. Building a SHARED Imagination Through Shared Structured Imaginary Sequences				Building imagination Shared imagination World Wonder Social Wonder Social Curiosity	
	30. Moving from Imagination to Wonder – World Wonder versus Social Wonder				Imagination Wonder	
	31. You Know More Than you Realise – What Type of Animal can you Imagine?				Pupils' knowledge about this world helps them understand other people in stories or books	
	32. You Know More than you Realize…What Type of People				Teaches pupils that their experiences in the world help	

	can you Imagine?				them imagine and wonder what others' experiences are like, even if the pupil will never experience it personally.	• After reading a short passage, will describe a person's/character's feelings (motives or actions) in the specific context based on 2smart guesses" about he world, even when they have not shared this same experience • When relating to peers within a familiar group, will describe a person's feelings (motives or actions) in a specific context based on "smart guesses" about the world, even if they have not shared the same experience • Will share in another's "wonder bubble" by asking questions related directly to what they are imagining others' experiences to be • Will share in another's "wonder bubble" by making comments related directly to what they are imagining others' experiences to be • When reviewing video footage of the social thinking group, will be able to identify examples of the pupil and others in the group using an imagination to synchronise movements, ask questions and make related comments.
	33. You Know More than you Realize…Taking Our Imagination to Different Places				World wonder Social wonder Wonder bubble	
	34. Building Language-Related Skills				Using language (comments and questions) to further explore imagination	
	35. Using one's Imagination and Sense of Wonder with Reading Comprehension				Wonder and imagination are a required part of reading comprehension	

Review

Video moments Self-Monitoring Checklist – Section 6
Adjusting Our Participation and Language Based on What Other People are Thinking, Imagining or Wondering

Zones of Regulation Curriculum Map
Whole Academy (KS 1 – KS 4) 2020-21

Chapter	Lesson	Link to Social Curriculum	Links to Skills Builder	Critical Vocabulary & Visuals to Generalise Learning	Goals for the Chapter	Essential Questions…
			AUTUMN TERM 2020			
2. Get Set… How to use the curriculum		Set up pupils' individual Zones Folders (as described in Chapter 2).				
3. Go !!! **Introducing Students to the Zones**	1. **Creating Wall Posters of the Zones**		Speaking Listening Problem Solving Staying Positive	Zones of Regulation Visuals p.30 – 35 Zones of Regulation Visual Reference p. 36	• Develop ability to identify a range of emotions and how they relate to a pupil's specific zone (Lessons 1,2,3,7) • Read their own body's cues regarding what zone they are experiencing (Lessons 3,6) • Develop insights on triggers and circumstances that influence their zones (Lessons 4,8,9) • Relate to how their zone and behaviours have changed	• What are the zones? • How will they help you identify what emotion or state of alertness you are feeling? • How do different emotions play different roles in different zones? • How does the way you act in different zones affect the way other people perceive you? • How can you benefit from understanding what makes you change zones?
	2. **Zones Bingo**			Zones Bingo p. 40 -47		
	Time for Refuelling Lesson: Expected & Unexpected Behaviour	Expected & unexpected behaviours TS p.36	Aiming High Staying Positive Problem Solving	*"Expected behaviours"* *"Unexpected behaviours"*		

				others' perspectives (Lessons 3,4,5,8)	
Lesson: Our Behaviour Impacts the Feelings of Those Around us	**TS p. 40**	Teamwork Leadership	*"You can change (impact/affect) my feelings"*		
Lesson: Good Thought vs. Uncomfortable Thoughts	**TS p. 93**	Speaking Listening Staying Positive	*"Good thoughts"* *"Uncomfortable thoughts"*	• Develop ability to identify a range of emotions and how they relate to a pupil's specific zone (Lessons 1,2,3,7)	
3. **The Zones in Video**		Speaking Listening Problem Solving Creativity	Movies clip, sitcom or cartoon in which characters display many states of alertness & emotions (eg: The Outsiders/Finding Nemo)	• Read their own body's cues regarding what zone they are experiencing (Lessons 3,6) • Develop insights on triggers and circumstances that influence their zones (Lessons 4,8,9)	• What are the zones? • How will they help you identify what emotion or state of alertness you are feeling? • How do different emotions play different roles in different zones? • How does the way you act in different zones affect the way other people perceive you?
4. **The Zones in Me**		Creativity	Zones scenarios p. 59 - 61		
5. **Understanding Different Perspectives**	Social Behaviour Mapping. Comic Strip Cartoons/Social Stories (Carol Grey)	Creativity Problem Solving Listening Staying Positive	Understanding Different perspectives Visuals p. 67 – 70 Social Behaviour mapping Tool p.71, 72	• Relate to how their zone and behaviours have changed others' perspectives (Lessons 3,4,5,8)	• How can you benefit from understanding what makes you change zones?
6. **Me in My Zones**		Creativity Teamwork	Capture video op pupil in each zone. Me in My Zones p. 76 – 81.		

	7. **How Do I Feel?**		Aiming High Staying Positive Problem Solving Listening	Visuals of the book How do I Feel? An Interactive reading book of Emotions (2006), Joan Green. Zone idioms p. 85	
	8. **My Zones Across the Day**		Teamwork Listening Problem Solving	Zones across the day worksheet p. 90 Thought bubbles p.91	
	9. **Caution! Triggers Ahead**		Problem Solving Teamwork Listening	Triggers worksheet p. 95	

Check in for Learning **(End of Term Formative Assessment)**	**Visual supports:** Flip book Wall posters Communication board **Zones check-in worksheet p.99** **Icons of the 4 zones p.100**

What zone am I in?

REST AREA	GO	SLOW	STOP

REST AREA (blue zone)

sad	tired
sick	bored

GO (green zone)

calm	I'm ready to work
happy	I'm okay

SLOW (yellow zone)

silly or wiggly	upset
hyper	confused

STOP (red zone)

frustrated	mad
yelling	hitting

Use tools to get in the green zone

drink of water	count	deep breaths	squeeze and release	wall push ups	use fidgets	draw	write this	talk with adults

My Personalised Pupil Passport

My Name:	Class and Year Group:
Teacher:	Date:

My personalised pupil passport helps others to effectively support me, understand and enable me so that I can be calm, happy and achieve. I have a Zones of Regulation Map and a provision map which supports me too.

Differences in social communication

My preferred or most effective way of communicating what matters to me is:	• Adults using language matched to my level of receptive understanding • Time to process information and formulate a response
The best way of presenting information to me is:	• Visual structure to direct attention to important and relevant information • Concrete examples and visual supports to enhance meaning and understanding of abstract concepts
How I like to socially interact and where I like to be is:	• Visual prompts to support social engagement and interaction

Sensory Experiences

The sensory experiences I enjoy and find stimulating are:	
Sensory experiences that cause me discomfort and interfere with maintaining my attention and focus are:	
The best way to support me when I am experiencing sensory overload or discomfort is:	

Self-reliance and Problem Solving

The best way of breaking down, structuring and presenting tasks to me is:	
The best way of structuring and presenting transitions to me is by:	• Concrete indicators for the passage of time and concept of 'finished' • Transitions that are visually organised and well planned • Visual symbol, my schedule, lining up markers.
My academic strengths are:	
My challenges are:	
My aspirations for the future are:	

Emotional Well-being

My interests, passions and the things I find most motivating and rewarding are:	
My strengths, challenges and interests when participating in the wider community are:	
Signs that indicate I am becoming anxious, frustrated, confused or agitated are:	
The triggers that have a negative impact on my emotional well-being and which should be avoided are:	
The best way to restore calm and control for me is:	
I make a meaningful contribution to the school community by:	
Other things I would like you to know about me are:	

Individual Communication and Interaction Provision Map

Name: **Class:**   **Year Group:**   **Teacher:**

	Attention and Listening Skills (communication skills) Hearing, vision, attention, listening, motivation	Understanding the Meaning of Words (semantic skills) Vocabulary store, Meaning of words and sentences	Structure and Rules (Syntax) Speech sound system, sentence construction skills	Social Communication Skills Desire to communicate, social use of language, conversational skills
Observed Behaviours	☐ Difficulties with attention and listening control – finds it difficult to 'lift and shift' attention ☐ Gets lost within an activity ☐ 'Sticky attention' – fleeting/focusses attention very briefly ☐ Difficulty staying on task ☐ Difficulty processing information ☐ Difficulty filtering information and deciding what is redundant ☐ Difficulties sitting still during whole group/class teaching ☐ Does not respond when whole group/class asked to listen ☐ Instructions need to be simplified to be understood ☐ Does not comply with verbal instructions ☐ Relies on peers and copies their actions ☐ Is not used to understanding so does not question or ask for clarification	☐ Difficulty learning new vocabulary ☐ Finds it difficult to understand language – both at a single word and sentence level ☐ Is unable to recall known words ☐ Word finding difficulties (ie uses 'yacht' instead of 'boat'; 'clock instead of 'watch' ☐ Difficulties understanding and retaining abstract concepts ☐ Experiences difficulty defining words ☐ Difficulties processing language at a sentence level ☐ Difficulties reading for meaning ☐ Is used to not understanding so may not question	☐ Needs language simplified for complete understanding ☐ Misunderstands instructions or questions that contain negatives, pronouns, plurals and tenses ☐ Difficulties constructing sentences ☐ Uses immature sentence construction ☐ Uses telegrammatic sentences (ie: man in house) ☐ Gets words in the wrong order ☐ Uses the wrong word endings	☐ Poor eye contact ☐ Difficulties taking turns in conversation ☐ Makes irrelevant comments or asks inappropriate questions ☐ Interrupts conversations or changes the topic of conversation rapidly ☐ Uses inappropriate volume, intonation or unusual voice ☐ Laughs at the wrong time or appears rude/cheeky ☐ Tends to talk at people rather than to them ☐ May take on adult role ☐ Finds it difficult to understand jokes or sarcasm ☐ Struggles to understand implied meaning
What		☐ Colourful semantics		

☐ Attention Autism ☐ TEACCH: visually and physically structured task boxes ☐ Clear, short, instructions: 'chunking' information ☐ Explicit teaching of listening with visual cue cards ☐ Secure attention before giving instruction by saying pupil's name ☐ Use 20 second processing time rule ☐ Use positive statements, :eg: say 'walk' instead of 'don't run' ☐ Instructions given in the same order as the action required (first/then) ☐ Use of rehearsal and check understanding by asking open ended questions 'Which book do you have to use?', 'What do you have to do?' ☐ Visual cues, gestures and/ or Makaton signing ☐ Routine cue cards/task chain ☐ Visual timetable to support sequencing and recall, understanding of specific time concepts ☐ Task management boards ☐ Circle time games: eg: Chinese Whispers, Simon Says ☐ Listening for specific information (eg: listening for the foods Saxons eat) ☐ Clap when they hear a key word in a story/poem being read ☐ Photographs of self carrying out sequence within an activity, eg: dressing, toileting ☐ Lesson starter with short, focused activity, eg: counting in 5s, number sequences, word association ☐ Auditory discrimination games: phase 1 phonics: Letters and Sounds, sound lotto ☐ Clapping rhythms ☐ Mind mapping to assist note taking ☐ Play barrier games that require giving/receiving instructions (eg: battleships) ☐ Lego therapy ☐ 'how to draw a…' step by step instruction ☐ Peer support through pair work	☐ Word mats linked to topic/theme ☐ Vocabulary board/list displayed with 5 new words of the week ☐ Switch On reading ☐ Systematic approach to teaching new vocabulary – concrete and abstract concepts related to topic ☐ Plan vocabulary and prioritise key vocabulary (nouns, functions, categories, attributes, concepts) ☐ Develop awareness of 'same' and 'different' (concepts). Identify difference between words for new word concepts by sorting and categorising ☐ Teach new vocabulary in both role-play and learning situations, using real objects, pictures/symbols and text ☐ Reinforce vocabulary by giving experience of target words in many contexts and with different people. ☐ Provide parents with list of vocabulary with ideas to help reinforce the meaning of words ☐ Mind maps and word web visual supports to demonstrate how words are linked ☐ Practice generalising new vocabulary from one context to another – provide visual cues to help pupils do this ☐ Teach words in a sentence rather than in isolation ☐ Pre-teaching opportunities – use topic books, picture dictionaries; discuss new word meanings using pictures then draw from memory to reinforce language concepts ☐ Give initial sound as a cue ☐ Word definition skills – responding to questions related to the meaning of a word 'what do you do with?', 'Where do you find it/', 'What does it look like?' use visual clues to support and record information on simple word web	☐ Colourful Semantics – have colour coded sentence frame and set of boxes available labelled with basic elements of a sentence (people, actions, objects, places, adjectives) ☐ PECS book with symbols in categories ☐ Blanks Levels (Twinkl resource) ☐ Visual support for work on tense in relation to time (now/next) ☐ Puppet role play to promote talk ☐ Use of songs, rhyme, stories or poems that have a lot of repetitive dialogue (eg: Gingerbread Man 'run, run as fast as you can…') ☐ Hand clapping games (Jenny Mosley) ☐ Use small world figures (eg: playmobil or lego people) to act out simple stories ☐ Story sacks ☐ Pictures of male/female and match action cards to correct pronoun saying 'He is sleeping'/ 'She is swimming'. ☐ Leave the person standing game: class stands up, teacher or pupil describes a member of the class and they sit down if description fits them eg: 'It's a girl' (all boys sit down). Introduce prepositions, pronouns and complex grammar. ☐ Play reporters: in a circle first pupil whispers something that they have done that day to pupil on left; that pupil reports what they have done to rest of class using the past tense. ☐ Circle time: practise 'Why? – because' sentences. Have action pictures as the question 'Why is the boy running?' Answer must start with 'because…'	☐ Adult not to assume anything - check understanding, especially in social situations ☐ Teach emotions and feelings through Zones of Regulation curriculum ☐ Think Social curriculum ☐ Makes rules explicit and model appropriate skills ☐ Adult to reinforce social rules labelling behaviors as 'expected' and 'unexpected' ☐ Support staff to resource and structure break times/ lunch times through scaffolding play/games activities outside and explicit teaching of traditional playground games ☐ Social stories by Carol Gray to teach expected behaviors in social situations ☐ Encourage pupil to take responsibility for not understanding - encourage confidence to tell adult if they didn't understand words used, were speaking to quickly/loudly, etc. ☐ Simplify language; 'You hurt John. He feels sad' ☐ Use responsive listening to help develop understanding and awareness of emotions, calmly echoing 'You're feeling sad.' ☐ Use peers as role models ☐ Explicit teaching and record rules visually ☐ Lego therapy ☐ Talk About series (PSHE file) ☐ Explicitly teach rules of games and sports ☐ Talk time: time discussing situations to aid understanding

	☐ Sorting and classifying opportunities to explore meaning of words and links between them ☐ Sort abstract words by linking to concrete words' eg; large pictures of house, person, book, flower, dog. Link words solid, happy, beautiful, healthy, tall, delicate, hungry, grand, blue, heavy, homely, nervous, scary to one of the four concrete words (adapt for any theme/topic) ☐ Teach describing through two elements, eg; size and colour 'It is big and blue'. Add words linked to senses 'what does it: Look like? Feel like? Sound like? Taste like? Smell like? ☐ Circle Time games: 'Listen and guess' show range of objects, adult describes and pupil guesses which it is. 'Fruit Salad' – group of related words are chosen, eg: fruit. Pupil runs around circle calling out another fruit before sitting down, 'fruit salad' is called and all run around 'Pass the parcel' put objects or pictures of the vocabulary being taught between layers of paper. Player has to name and say one thing about it to win the picture. Child with most pictures wins. 'I went to market and I bought…' supply items pupils would not necessarily think of to extend vocabulary Snap – matching word games I spy ☐ Flow diagrams to support sequencing skills	☐ Circle time: ask each pupil to say something about self in turn. Pupil to left repeats what they said using correct pronoun eg:' my hair is black' – 'Her hair is black'. Pupil then says something about him/herself. ☐ Circle time: In groups of 2-3 ask group to mime together, eg; building a wall. Rest of class guesses. ☐ Simon says to develop grammatical skills, eg;'before you touch you head cough.' ☐ Circle time: Play 'collective stories': adult starts the story finishing mid-sentence, next child continues around the circle until the story is finished. Start by retelling a familiar story or a known event. ☐ Talking frames with beginning, middle, end to support pupils to tell class a story or explain how something works ☐ Have a photo of news reader and two friends talking. Match range of formal and informal speech to each. ☐ Use a variety of story plans (eg; story mountain visual) to support both sentence construction skills and the development of early narrative skills. Include beginning, middle and end and key questions (who? when? where? what? and character's feelings.	☐ Designated seat/place to sit ☐ Visual timetable ☐ Visual task chain ☐ Preparation for change ☐ Social skills prompt cards; good looking, listening, sitting, take turns, etc. ☐ Turn taking games: passing ball, board games ☐ Socially speaking board game ☐ 'Special talk Time' – time for child/group to talk about favourite topics of conversation ☐ Time to talk programme ☐ Socially speaking programme ☐ Lunch time club/s ☐ Feelings cue cards ☐ Social communication skills group/circle time ensuring opportunities to generalise skills in context ☐ Roleplay ☐ Dressing up ☐ Circle time: greetings ☐ Visits to settings to practice social communication, eg: restaurant, supermarket.	
	Working Memory Remembering what has been said/what needs to be said when processing language	**Speech** Articulation, producing speech sounds	**Structure and Rules (Phonology)**	

Observed Behaviours:			
☐ Forgets instructions ☐ Gets lost within an activity ☐ Appears non-compliant ☐ Is unable to recall instructions ☐ Difficulty sequencing ☐ Difficulty with word finding	☐ Difficulties understanding child's speech ☐ Speech deteriorates when excited, nervous or anxious ☐ The beginnings and endings of words are omitted ☐ Syllables and polysyllabic words are left out ☐ Has difficulty speaking clearly while talking at length	☐ Unintelligible speech ☐ Difficulties blending words ☐ Substitutes or misses sounds from words ☐ Difficulties with phonological awareness activities – rhyming, syllable segmentation, etc.	
Whole academy strategies across the curriculum: HQFT	☐ Visual prompts/cue cards ☐ Lists ☐ Mind maps of class topic and to develop word association skills ☐ Auditory and visual mnemonics ☐ Adults use simple, slow language with known words ☐ 20 second rule for allowing for processing time ☐ Gesture to support verbal language (Makaton) ☐ Taking messages to other people in school ☐ Key points by counting on fingers, rehearsing and visualising what has to be done ☐ Kim's game (removing item in a group and child has to say what is missing) ☐ Circle time: I went to market and bought…Play variations linked to topic, eg: pretending to be a Roman Soldier going to battle 'I am going to wear…' etc. ☐ Variety of daily routines and sequences to practice, eg: dressing, washing hands, brushing teeth, etc. ☐ Learning dance sequences ☐ Teach rhymes that help recall of basic concepts eg: Thirty days has September… ☐ Teach days of alphabet, days of week, months of year and times tables through song, rhyme and raps. ☐ Word association games ☐ Sorting and classifying activities ☐ Task management boards	☐ Sound work as part of daily phonics teaching (do not single out children to practice sounds or repeat them – can hinder progress and lower self-esteem) ☐ PECS book ☐ Visual support through key vocabulary ☐ Visual choice board for lunch time ☐ Games blowing object along with a straw (Blow football) ☐ Mr Tongue programme ☐ Sound lotto	☐ Letters and Sounds daily phonics ☐ Phoneme frames ☐ Sound buttons ☐ Sound activities in phase 1 phonics ☐ Model and emphasise the target sound ☐ Phonics mats at correct Letters and Sounds phase ☐ PECS book with key vocabulary symbols and words ☐ Choice board ☐ Music therapy ☐ Songs and rhymes ☐ Music activities to develop sense of rhythm; beats, clapping, tapping, shakers, ☐ Clapping games (Jenny Mosely) ☐ Clap syllables of new words ☐ Auditory discrimination games, eg: sound lotto ☐ Sound buttons/pegs ☐ Rhyming lotto	

☐ Word/ concept mats: key word lists ☐ Carton strips			

Individual Provision Map

Pupil Name: **Class/group:**   **Year Group:**   **Teacher:**
TA:

	Cognition and Learning	**Communication and Interaction**	**Social, Emotional and Mental Health**	**Sensory and Physical**
Pupil Documents	☐ Pupil Profile ☐ TEACCH Fidelity Checks	☐ Individual CI Provision Map ☐ Personalised Pupil Passport	☐ Individual Zones Menu ☐ Think Social Folder ☐ Zones of Regulation Folder ☐ Positive Behaviour Support plan	☐ Individual Zones Menu ☐ Paston Pack Booklets

Wave 1
Quality First Teaching
	☐ **Structured TEACCHing:**
	  ☐ **Physical structure and organisation**
	  ☐ **Individual Schedule**
	  ☐ **workstation**
	  ☐ **work system**
	  ☐ **Material structure and visual supports**
		☐ **Think Social Curriculum**
		☐ **Attention Autism**
		☐ **Zones of Regulation menu**
		
		☐ Visual schedule/timetable, highlighting any changes to the day
		☐ Structured transitions (object of reference, visual cueing)
			☐ **Think Social Curriculum**
			☐ **Zones of Regulation Curriculum**
			☐ **Forest School**
			
			☐ Daily schedule (who, what, where, how long, finished)
			☐ Daily circle time
			☐ Rules visually displayed
				☐ **Zones of Regulation Curriculum**
				☐ **Sensory Mile**
				☐ **Sensory Circuits**
				☐ **Peterborough Paston Pack**
				☐ **Handwriting programme, eg: Writing Without Tears**

TEACCH fundamentals for behaviour management			
☐ Visually structured work tasks ☐ Task chain ☐ Written instructions ☐ Graphic representation (eg: story maps, experiment maps) ☐ Mind maps ☐ Personal organisation,eg: pupil files, homework checklist, equipment checklist ☐ Colour coding ☐ Access arrangements (testing and exams) ☐ Numicon ☐ Numbers Count ☐ Letters and Sounds daily phonics ☐ Book bands ☐ Bug Club ☐ Active Maths	☐ Language and communication board/working wall ☐ Key vocabulary to support learning ☐ Visual prompt cards ☐ Working with… chart (photo of adult/partner) ☐ 'wait' chairs for transition ☐ Social stories ☐ Independent working cards/traffic light systems ☐ Hurt boards ☐ Feelings boards ☐ 'I want' boards ☐ Help card ☐ Symbol sequences ☐ Symbol supported instructions ☐ Portable communication symbols ☐ My turn cards ☐ Change symbols ☐ Visual support around the school (good listening, good sitting, good looking, quiet) ☐ Voice scale ☐ Colourful semantics ☐ Daily circle time ☐ Talk partners ☐ Communication and language centred curriculum ☐ Action songs and rhymes ☐ Story sacks ☐ Sensory stories	☐ Structured leisure times (now/next, choice board, activity schedule) ☐ Structured leisure and break times ☐ Provision of quiet/safe space ☐ Now/next boards ☐ Prompt cards ☐ Social stories ☐ Teaching social rules explicitly ☐ 'Lets make a deal' cards ☐ Tangible reward system ☐ Circle time ☐ Friendship charts ☐ Emotions symbols/books ☐ Break cards ☐ New Ark Farm ☐ Family support worker ☐ Growth Mindset ☐ 'Fiona Spires PSHE programme	☐ Low arousal environment (eg: screens, display boards, physical and visual structure) ☐ Physically structured continuous provision, e.g.: reading corner, role play area ☐ Tables and chairs at correct height ☐ Quiet space when needed ☐ Outdoor learning, eg: structured outdoor classroom area ☐ Outdoor gym ☐ Outdoor trampolines ☐ Sensory room ☐ Regular planned movement breaks throughout the day with outcomes ☐ Jigs (presenting task step by step, eg: washing hands, toileting, packing school bag) ☐ Fidget bags/boxes ☐ Hand gym for FMS, eg: lace boards, beads ☐ Weighted jacket/blanket ☐ Ear defenders ☐ Sloping desk ☐ Theraband ☐ Music through headphones ☐ Wedge cushion ☐ Coloured tape on floor to indicate boundaries ☐ GMS: bikes/trikes, swinging, climbing equipment ☐ Sensory diet

			☐ Rebound therapy ☐ Swimming ☐ Sensory play ☐ Move n Shake
Wave 2 Targeted support	☐ **Referral to EP** ☐ **Intervention from academy reading champions** ☐ Shoe box tasks ☐ Switch on reading ☐ Switch on writing ☐ Numicon ☐ Precision teaching (eg:probe sheets) ☐ Colourful semantics ☐ Smart English: corrective reading ☐ Dyslexia programmes (eg: Lexia) ☐ Reading pen/audio technology	☐ **Referral to SaLT** ☐ **Intervention from SaLT** ☐ conversation cards ☐ Lego Therapy ☐ Talkabout series ☐ PECS ☐ PODD books ☐ Intensive interaction ☐ Blanks Levels ☐ Individual SaLT programme	☐ **Referral to academy EP** ☐ **Referral to other services** ☐ **Intervention from Tripod Learning** ☐ **Recommendations from other services** ☐ **Individual intervention from outdoor learning leader** ☐ **Referral to CAMHS** ☐ Key worker ☐ Circle of friends intervention ☐ Time to talk ☐ Fiona Spiers ASD specific PSHE programme ☐ Lego Therapy	☐ **Referral to OT** ☐ **Recommendations from OT** ☐ **Intervention from academy sports/physical development coach** ☐ Paston' pack: sensory profile ☐ Paston pack: 'vissies', 'movies', 'handies' programmes ☐ Horse riding ☐ Swimming ☐ New Ark Farm ☐ Boxing ☐ Ice pops and crunchy foods ☐ Chewing oral toys ☐ Self care/ Toileting programme ☐ Eating programme ☐ Dressing programme
Wave 3 Specialist support	☐ Interventions recommended by LA EP ☐ Interventions recommended by Academy EP	☐ Intervention from SaLT ☐ 1:1 work programme delivered by SALT	☐ Intervention & recommendations from academy EP ☐ Intervention by CAMHS ☐ Sessions with NSPCC councilor	☐ Intervention from OT ☐ 1:1 programme delivered by OT

		☐ Individual alternative and augmentative communication technology	☐ CHUMS ☐ Intervention from other agency	
Other specific provision (identified on EHCP)				

Behaviour Solving Process and Questions – understanding behaviour through positive behaviour support (PBS)

Iceberg concept – the perspective of autism

Challenging Behaviour

- **Social interaction difficulty**
- **Communication** (receptive & expressive language)
- **Restricted and repetitive interests and behaviours**
- **Learning styles: difficulty with implicit** (use explicit teaching)
- **Attention:** difficulty with 'lift and shift', details not big picture
- **Auditory processing** (visual learner)
- **Executive functioning** (time and organisation)
- **Sensory:** difficulty filtering and modulating input
- **Theory of mind** (social thinking/perspective of others)

Assessment Steps: Behaviour Solving Process and Questions	
1a. Define the behaviour	Clearly define the behaviour in concrete terms
1b. Describe the activity or expected behaviour of the individual	Is the expected activity at the pupil's developmental level? Are the expectations and activity appropriate to stage and understanding?
2. Collect Data **Setting /situation**	• Where: *the physical setting, sensory aspects of the environment* • Who: *people in the environment, the person involved in the interaction* • When: *time of day, change in routine* • What: *specific activity, how it is set up and presented (language, visual clarity), is it too hard/easy/disorganised or confusing* • Within (biological influences): *health, hunger, thirst, fatigue, sensory needs*
Antecedents	what is happening just prior to when the behaviour occurs: *getting/ not getting attention, demand placed, item or individual removed or unavailable, other?*

Consequences	Response(s) of others after the behaviour occurs: *no attention, access to/escape from attention/tangible/activity, other?*
Child's response:	How did the individual respond to the consequences?
Comments:	When does it not occur, other?

Step 3. Generate Hypothesis - *Develop an understanding of the reasons underlying the behaviour* **Iceberg concept** the perspective of autism. Which characteristics may be relevant?	**Implicit learning:** • Are there skills that you assume the pupil should know or skills that need to be taught more explicitly? • Does the pupil understand the meaning behind the activity? Why is this skill or behaviour important from the pupil's perspective? • Does a skill need to be generalised? **Attention:** • Have we highlighted what the pupil should attend to or limited the distractions? (noise, voices, movement of others, visual stimuli) • Does the pupil have a warning or way to anticipate that it is time to shift their attention? • Does the task require the pupil to attend to more than one thing at a time? **Executive Functioning/Time and organisation:** • Is their organisation of skills/ability to initiate or sequence events or understanding of time causing any difficulties? • Does the activity have a clear concept of 'finished'? • Does the pupil know what to do while waiting/next?
Symptoms of ASD the perspective of autism. Which characteristics may be relevant?	**Communication: receptive (comprehension), expressive (vocabulary):** • Does the pupil know what is being asked? • Is there a concrete visual instruction for the expected behaviour? • How does the pupil communicate? • What might the pupil be communicating through their behaviour? What is a more expected way for them to communicate this need/desire? **Social communication: multiple perspectives (theory of mind):** • Does the pupil have the skills to appropriately engage with another person? • Other than social motivation, why should the pupil engage in the expected behaviour? • Does the pupil understand other people's perspectives? **Restricted or repetitive behaviours or interests:** • Is the pupil driven to complete a specific routine? Is this a functional routine? • Do they have a strong interest that is causing difficulty or could possibly be used to enhance engagement ? • Does the individual learn routines quickly? **Sensory processing:** • Are there obvious signs of sensory seeking behaviour? • Does the pupil have some sensory aversions that may be related to the area of concern? • Does the pupil appear to get overwhelmed by certain types or amounts of sensory input?
3 b. Functional Behaviour Assessment	Review the collected data/information (antecedents and consequences). *Thoughts on what the pupil was confused about or **trying to communicate.***

Step 4. Design and implement intervention and prevention *based on hypothesis* **4a. Develop or modify the meaningful structure** *Strategies need to match the pupil's level and need to be explicitly taught.*	**Physical structure** – how will you change the environment? • Boundaries/structure • Address sensory issues – how will you minimise distractions and reduce stimulation (visual, auditory, tactile, smell, movement) **Individual schedule** *(where, when, with who, what, for how long, finished, next).* • How will you improve the schedule to clarify expectations and balance activities? • How will you use strengths and interests, provide choices • How will you teach Zones of Regulation for sensory and physical activities/ sensory diet • How will you teach socialising with peers/ quiet time/ reward **Work system** How will you use visual and physical structure to highlight what to do, clarify finished and what is next? **Visual Instructions** How will you structure and modify tasks to be more meaningful, clarify instructions, and how are materials structured (TEACCH tasks)?
B. Teach new skills to address the behaviour *(use Think Social: curriculum map & Social Behaviour Mapping Tool)*	**Teach expressive communication skills to address the function of the behaviour** ie: replacement behaviour **Teach social skills** *(Attention Autism/ Think Social curriculum)* ie: turn taking, sharing, social rules, social perspective taking and initiation of social interactions **Teach coping skills and emotional control strategies** *(Social Story, Zones of Regulation curriculum)* ie: relaxation, routine, calming activity, identifying an emotion.
Step 5. Create positive behaviour support plan (PBSP) for when/if the behaviour occurs a) **How to address the behaviour in the moment** b) **Re-evaluate data and repeat steps 3 and 4 (assess, plan, do, review cycle)**	

(TEACCH Autism: University of North Carolina)