

Pre-phase one

Students within phase one who are working below phase one assessment levels will focus on 5 key areas:

- 1) -Communication/speech and language
- 2) -Emotional literacy and sensory regulation
- 3) -School routines and structures
- 4) -Experiential and exploratory learning
- 5) Physical development and self-care

Students will be continuously assessed through staff interactions against pre-phase one assessment criteria. These will be compiled from a range of evidence based sources including development matters (pre-2020), SaLT targets linked to intensive interactions, Blast speech and language programme and Launchpad for literacy.

Communication and speech and language

Throughout the autumn term, all children will receive an updated speech and language plan with specific targets. Staff will work on these through a range of interventions including box time, colourful semantics as well as key word instruction tasks and sound play activities throughout the day. This will include the use of intensive interaction to develop early interaction abilities.

Additionally, speech and language will be developed through the use of the Blast intervention programme in order to develop active listening skills, sound discrimination and other speech and language targets. Students will be supported to access this in a group setting to support preparation for accessing adult-led activities linked to curriculum areas.

Emotional regulation

Students starting within phase one typically present as having sensory needs which will impact on their ability to access the phase one curriculum and manage the demands of the school day. Staff will work to identify sensory needs through observations and sensory profiling. Sensory needs will be supported on an individual basis and staff will support the impact of this support on students' ability to access the school curriculum.

School routines and structures

Students will be supported to manage routines and structures within school including, but not limited to, snack and lunch time, outdoor play in addition to accessing continuous provision. Staff will work on developing students' attention and focus in order to sit for carpet-based activities and ultimately adult-led activities. Transitions present as a considerable challenge for many of our students and adults will develop strategies to support students with this.

Experiential and exploratory learning

Students will access continuous provision which is multisensory and supports all areas of learning. This will include opportunities to learn outside the classroom through use of the woodland walk and a range of personal development opportunities.

Physical development and self-care

Students will be supported to develop their fundamental physical development skills as well as early self-care skills including hand washing, taking coats/shoes off as well as toileting. Students will also be supported in developing their experiences of foods using all their senses.