

Acorns Focused Provision Unit - Core Offer

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental health	Physical and Sensory
<p>Curriculum: A bespoke curriculum following the Equals framework. Our holistic approach focuses on communication, independence, play, outdoor learning and physical well-being.</p>  <p>Pathways: We follow two pathways: informal and semi-formal. The informal pathway focuses on early development and functional communication. The semi-formal pathway focuses on very early stages of the National Curriculum with discrete subjects such as music and drama.</p> <p>Adaptive teaching: Each child has a learning plan with three bespoke SMART targets which work towards their EHCP outcomes. These are reviewed half-termly by the class teacher.</p>  <p>Phonics: Little Wandle SEND programme is followed, all staff have received</p>	<p>Total Communication: We offer an inclusive approach by accepting all forms of communication including gesture, Makaton, visuals, speech, objects, eye contact and behaviour.</p> <p>Makaton: Djanogly signs displays within the provision, sign of the week, rhyme time.</p>  <p>Widgit Symbols: Used and readily available. Functional symbols displayed throughout the provision. All staff wear a communication keyring.</p>  <p>Visual timetable: Clearly displayed daily routine, that is discussed each morning, any changes to the daily routine made clear.</p> <p>Now and Next boards: Used for transitions and demands.</p> <p>Objects of reference: Clearly presented, available and used throughout the day.</p>	<p>Zones of Regulation: Implemented across whole school, each classroom has a communication board displayed at the front of the classroom, daily check-in during circle time.</p>  <p>Circle Time: Daily for Applegate Class and twice daily for Wiltshire Class. SEMH outcomes addressed during this session.</p> <p>Extra-Curricular: Bespoke trips and after school clubs including swimming, trips within the local community, and Lego club.</p>  <p>Behaviour plans: Every child has a bespoke behaviour plan including strategies to de-escalate behaviour.</p> <p>Team Teach:</p>	<p>Sensory Room: Equipped with resources to support sensory needs. For example, light tube, projector, soft furnishings and speakers.</p>  <p>Sensory Circuits: A range of alerting, organising and calming equipment including a spin chair, trampoline, weighted equipment including toys and blankets, Thera putty, stepping stones, and peanut balls. Staff have received Sensory Solutions training from the Autism Team.</p> <div>    </div> <p>Outdoor play: Tarmacked playground complete with bike track, astroturf area with a swing, climbing frame, slide, spinning chair, and balance beam. We also have a range of outdoor equipment including</p>

training. Children working on pre-phonics will be set appropriate tasks to promote visual discrimination.



Fine Motor:

Activities to support fine motor development including Dough Disco, mark-making, and Letter Join handwriting scheme.



Technology:

Children to independently use technology to improve their literacy skills and independence. Each child has a login for Purple Mash.

Staffing:

High staff ratio: 1 teacher and 3 teaching assistants per class. All staff are highly skilled and trained in a range of approaches.

Resources:

Access to a range of resources to support cognition and learning including pencil grips, sand-timers, wobble cushions, fidget toys, ear

Intensive Interaction:

All staff have received training from the Trust SaLT.

Attention Autism:

Delivered daily by the class teacher. All staff have received training from the Trust Speech and Language Therapist.



Colourful Semantics:

Used to help children to structure vocabulary into sentences.

Speech and Language Interventions:

Targeted provision focusing on targets set by the Trust Speech and Language Therapist. This may involve meetings and or discussions with professionals to inform practise.

Our approach to behaviour is based around de-escalation strategies bespoke to each child.

ELSA:

Trained ELSA staff within school.

Parental engagement:

Meet and greet daily, parents evening twice yearly, EHCP review annually, Class Dojo for daily communication, termly stay & play event.



Structure and Routine:

Each day is predictable and meaningful. Children are encouraged to follow routine independently, the routine creates security for the children, reducing demand anxiety.

a parachute, trikes, scooters, trim trail, and sand pit.



Calm room:

Accessible from both classrooms, including a blackout blind, insulated walls and 'calming box' including a range of fidget toys and blankets.

Sensory stories:

Planned to compliment the termly topic and delivered daily by the class teacher or teaching assistant.

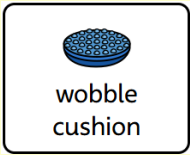
Independence:

Toilets accessible within each classroom, dressing and undressing and handwashing promoted throughout the day.

defenders, dry erase pockets and many other concrete resources.



ear defenders



wobble
cushion

Other professionals:
Direct involvement from the Trust
Speech and Language Therapist,
Autism Team and Educational
psychologist.