**The Sue Hedley Nursery School**



**SEND Base**

**Willow Group**

**Curriculum**

The EYFS SEND Base at The Sue Hedley Nursery School offers children who are unable to access mainstream school a calm and supportive environment to enable their additional needs to be met. Places are allocated by the Local Authority based on individual needs.

All children have an Education Health Care Plan (EHCP) and may require full time 1:1 support from an Early Years Practitioner. The Specialist Teacher within the unit ensures that each child’s personalised learning and needs are met.

The unit is organised into areas to promote individualised learning and a sensory room is also available to provide the opportunity for the children to access a safe place where they can stimulate or calm the senses and support self-regulation.

The SEND Base work closely with all outside agencies and professionals regularly, including Educational Psychologists, health care professionals and the SALT team to provide a holistic approach in supporting the child and family.

**Willow Group Daily Routine**

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| 9am - 9:20am | Children arrive and soft landing |
| 9:20 - 9:25 | 5 minute warning then Tidy up time |
| 9:30am | Welcome time |
| 9:45am | Planning time |
| 9:50am | Work time in the environment, Small group time 1 and Box time activities |
| 11:10am-11:15am | 5 minute warning then Tidy up time |
| 11:15am | Makaton Singing / Story Time (alternate days) |
| 11:30 | Wash hands and lunch |
| 12pm- | Outdoor provision in the garden |
| 12:55-1pm | Five minute warning then tidy the garden |
| 1pm | Wash hands and snack (Staff change nappies) |
| 1:20pm | Welcome song and Planning time |
| 1:20-2-20 pm | Work time in the environment, small group time 2, Box time activities |
| 2:25- 2:30pm | 5 minute warning then tidy up time |
| 2:35pm | Story Time / Makaton Singing (alternate days) |
| 3pm | Go home |

**Soft Landing**

To support the children to transition into school the first 20 minutes is a soft landing where the children are able to freely choose to enable them to self-regulate and acclimatise after the transition into school. Some of the children are dropped off by parents while others arrive by taxi. During this time, we also offer breakfast to those who need it.

**Welcome Time**

The children are given a 5-minute warning to prepare them for the transition into welcome time. During welcome time the children each sit on their own cushion and are given a wooden round with their photograph on. We begin by singing a welcome song which features each child’s name to welcome them individually. This supports name recognition and a sense of self. The children are then presented with a choice of two objects which represent a familiar nursery rhyme. Their chosen song is then sung along with Makaton signs. We begin the year singing one song and build up throughout the year in accordance with the children’s attention span.

**Work Time**

During this time the children are given an extended period of play to explore the environment and resources available. The environment is set up in a way that supports their understanding of how the toys should be used. There is a mixture of sensory based resources and equipment to aid self-regulation. Practitioners will model play skills and provide language related to their play. The children are encouraged to be independent and make their own choices using a variety of methods for example – Objects of reference, PEC’s and choice boards. Throughout this time there will also be a small group activity and a 1:1 adult led box time.

**Box Time**

Box Time is a structured and motivating way to develop a child’s ability to focus and communicate. Box Time is delivered daily to each child on a 1:1 basis. The focus of each child’s Box Time is determined by their individual targets coming from SALT and their EHCP.

Box Time can be used to develop the following skills…

* Making a choice of activity
* Expanding and developing play
* Attention and listening
* Shared engagement
* Anticipation
* Taking turns
* Understanding - by having a clear end to the activity where you show that it’s finished and encourage the child to help put the activity away
* Communicating - requesting “more” bubbles / pieces of the jigsaw / cars for car track

**Small Group**

Every day the children participate in a Small Group time consisting of 5-6 children. The activities vary depending on the interests of the children, their individual needs and topical events for example – the seasons, Christmas, upcoming visits. Small Group time is an opportunity for staff to model specific skills, introduce new vocabulary and expose the children to new experiences. During this time the adults observe the children and assess how to move them forward in their learning.

**Song Time**

Song Time offers the children the opportunity to be fully immersed in music. The children use musical instruments, listen to music, are encouraged to move and dance along to the music and join in with actions. Adults introduce new songs each half term to expand the children’s repertoire of songs and are supported by Makaton signs where possible.

**Story Time**

Each week we have a ‘Book of the week’ which is shared with the children daily and in a range of ways. This includes in a small group or pair, 1:1, sensory stories and on screen stories with Makaton signing. The stories are made interactive with the use of props and puppets. The children respond well to books which have flaps, sounds and touch and feel elements. We build up the length and content of the stories throughout the year in accordance with the children’s attention. Books are also loosely themed around seasonal topics and the children’s interests. The ‘Book of the Week’ and props are made available for the children to explore independently throughout the week.

**Forest School**

The children are given the opportunity to attend our on-site Forest School on a weekly basis. The children are supported to put on their waterproofs and wellies promoting independence and self-care where possible. The get to explore the outdoor environment and experience nature throughout the seasons.

**Sensory Room**

The children get the opportunity to go to the sensory room several times a week. This allows them to access additional sensory experiences that many of our children require to meet their sensory needs and to self-regulate.

**Lunch/Snack Time**

A lot of the children have restrictive diets and are not motivated by food. We offer a combination of new foods and the children’s preferred foods during snack. At lunchtime the children are provided with a specialised menu which tries to include their preferred foods. Adults model how to use a knife and fork and encourage the children to be independent. The children are encouraged to sit at the table briefly and this is built up throughout the year until they are able to sit for the duration of snack/lunch time.

**Willow Curriculum Map 23/24**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | All about me | Celebrations | Winter | Growth | Farm | Sea/beach |
| **Events** | Setting in  Autumn walk | Halloween  Bonfire night  Diwali  Children in need  Christmas | Chinese New Year  Pancake Day  Valentine’s Day  World Book Day | Mother’s Day  Easter  Autism awareness month | Sun awareness day  Farm trip | Father’s Day  Beach trip |
| **Possible texts** | That’s Not My Hedgehog  Brown Bear, Brown Bear  Dinosaur Roar  The Train Ride  Dear Zoo  I’m Hungry  **Traditional tale:** Three Little Pigs | Meg and Mog  Shark in The Dark  Where’s Spot?  Dear Santa  That’s Not My Santa  Spot’s First Christmas  **Traditional tale:**  Goldilocks and the Three Bears | Polar Bear, Polar Bear  Noisy Farm  Postman Bear  Fox’s Socks  Hug  **Traditional tale:**  Gingerbread Man | The Hungry Caterpillar  I’m Not Scary  Little Bird  We’re Going on an Egg Hunt  Jasper’s Beanstalk  **Traditional tale:**  Jack and the Beanstalk | Spot Baby Animals  1 2 3 Farm  I love Animals  Oh Dear  **Traditional tale:**  Three Billy Goats Gruff | We’re Going on a Bear Hunt  Shark in the Park  Rainbow Fish  Commotion in The Ocean  Sharing a Shell  **Traditional tale:**  Ugly Duckling |
| **Songs** | Autumn Leaves  Dingle Dangle Scarecrow  Scarecrow Scarecrow  Three Little Monkeys | Five Flying Saucers  Winter Clothes  Jingle Bells  Santa Got Stuck Up the Chimney  Christmas Pudding | Snowflake Snowflake  If You’re Happy and You Know It  I love you, you love me  Five Little Ducks | Chick Chick Chicken  Peter Rabbit  Little Green Frog  Five Little Speckled Frogs | Sleeping Bunnies  There’s a Worm at the Bottom of My Garden  Ten in the Bed  Zoom Zoom Zoom | Rainbow Song  Down in The Jungle  Under the Sea  1, 2, 3, 4, 5 |

The children in Willow group all have an EHCP and are working below their chronological age. Therefore, our curriculum is based around the children’s developmental stage rather than their age. Each child has an action plan with individualised targets taken from their EHCP and their SALT targets.

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| --- | --- | --- | --- | --- | --- |
| Key skills in the prime areas of learning (Personal, social, emotional, Communication and language, Physical development) | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| * Children are supported with Settling in and exploring the environment * Time is spent developing strong relationships between staff and the children, building trust. * Staff use box time to discover motivators for each child as well as ways to help them self-regulate. * Adults introduce areas and resources to the children throughout work time and small group. * Staff observe children’s preferred modes of communication * Adults introduce snack and lunchtime with a light touch approach. * Adults observe children's self-care abilities. | * All children should now be joining welcome time for welcome song plus 1 nursery rhyme with support. * Children will begin to follow the daily routine with adult support using objects of reference. * Children will choose a box time activity when offered a choice two by an adult. * Children are able to play with support on activities of their own choosing. * Children use their preferred mode of communication to get their needs met. * Children come to the table and sit for up to 1 minute and are given their preferred food. * Children cooperate with nappy changing and having their coat/wellies put on. | * Welcome time now consists of the same 3-5 songs. The children should be able to make a choice between two songs when offered. * Children will follow the daily routine with adult support using objects of reference alongside a picture. * Children begin to accept working on an adult led box time activity lasting 1-3 minutes. * Children are beginning to allow an adult to join in with their play. * Children develop their communication modes and are beginning to use it to make choices. * Children have an understanding of the lunchtime routine and are beginning to cooperate with it. * Children begin to help adult during changing time by moving arms and legs cooperatively. | * Some children are beginning to choose a song from a wider selection. * Children are now consistently following the daily routine using a picture symbol for ‘now’. * Children develop their sustained attention to adult led box time activities 3-5 minutes. * Children engage in play with an adult and begin to tolerate playing alongside another child. * Children can make a simple choice when offered and beginning to express their wants. * Children are beginning to understand the expectations around snack and lunchtime and the importance of sitting when they are eating. * Children are beginning to assist in dressing themselves i.e. pulling up their own trousers. They are attempting to put on their own coat and wellies. | * All children will be joining in for welcome time with less adult support. * Children will be introduced to a now and next board to follow the daily routine. * Adult use box time to introduce children to activities outside of their comfort zone lasting up to 5 minutes. * Adults support children to engage in play with another child. * Children want to communicate with an adult to get their needs and wants met. * Children are no longer getting up from the table during snack and lunchtime and are beginning to eat what is offered. * Children are beginning to indicate if they need changing. Children are able to put on their own coat and wellies with support. | * The children accept welcome time as a consistent part of the routine and are actively engaged and involved and includes a wide variety of familiar nursery rhymes. * Children will be following the daily routine with the aid of a now and next board. * Adult use box time to challenge children further and develop their skills and tolerance. 5-10 minutes. * Children are able to play with another child for a short period. * Children are consistently using their preferred mode of communication to communicate for a variety of reasons. * Children are sitting at the table for snack and lunchtime and are eating what is offered. * Children clearly indicate when they need changing. They are able to put on their own coat and wellies independently. |