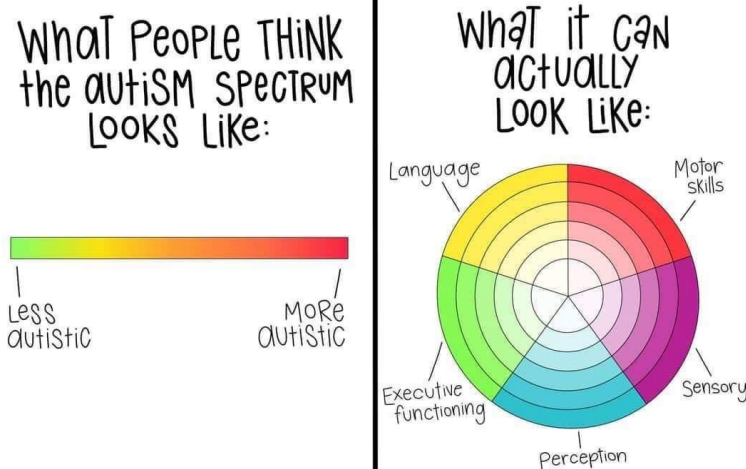


The Orchard Handbook

The Orchard is an Additional Resource Provision (ARP) for autistic pupils who benefit from smaller classes in a low arousal setting. There are two classes within the provision catering for pupils flourishing at differing levels of development: Orchard 1 hosts pupils in EYFS and KS1, and Orchard 2 hosts pupils in KS2. All pupils access individualised core curriculum tasks in the morning and wider curriculum group activities in the afternoons. Each pupil is linked to a mainstream class and has regular social opportunities with their same-age peers. Our model of inclusion is two-way, whereby in some cases pupils from The Orchard spend time in their link class learning alongside peers, whilst in other cases pupils from the mainstream school attend small group sessions in The Orchard. This model of inclusion has been effective since The Orchard opened in 2013 and all pupils have grown up alongside their autistic peers, developing inclusive attitudes that they will take forward to secondary school and into later life.

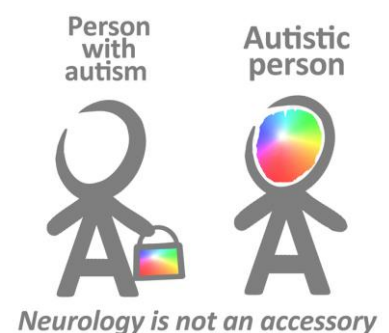
Our Philosophy

We recognise that autism is a form of **neurodiversity** and individuals with an autism diagnosis tend to experience differences in social communication, social interaction and rigidity of thought. While autism is traditionally thought of as a linear spectrum, we recognise that autistic pupils often have more of a 'spikey profile' of strengths and challenges and every individual is different. We therefore strive to understand each of our pupils in terms of their interests, strengths, challenges and priorities as individuals. We recognise the importance of understanding the **autistic perspective** and we are guided by our pupils and their families. We aim to provide education, accessible resources and practical strategies whilst being committed to **inclusion** and providing opportunities for all children at Barlby to learn about and celebrate neurodiversity.



A Note on Language

Over recent years the autistic community have reflected on how autism is spoken about and advocate for more positive language to be used within society. The majority of the autistic community prefer identify-first rather than person-first language therefore we try to say 'autistic pupil' rather than 'pupil with autism'. This is because most autistic people feel their autism is a fundamental part of themselves, rather than something that can be added or taken away. We try to avoid negative language that indicates any deficit, such as high/low functioning or mild/severe autism. Most importantly, we ensure we are using the language that individuals and families prefer for their child.



Staffing

Our pupils are supported at a ratio of 2:1 and the staff team includes a SEN Teacher in each classroom. All staff working in The Orchard are supported through regular training opportunities to learn about specific strategies or recent autism research that is relevant to our practice. Staff share a commitment to **inclusion** and an understanding that all pupils can achieve. For the benefit of the children, the team stays mostly consistent year after year, therefore staff tend to develop strong, positive relationships with pupils and their families. It is vital that staff continually reflect on their practice and are open to opportunities to further their professional development. We have a Speech and Language Therapist (SALT) and an Occupational Therapist (OT) who support our delivery of the curriculum.

Our Curriculum

All of our pupils have an Education, Health and Care Plan (EHCP) in place and work towards long-term outcomes set at their annual review meeting. These outcomes are set collaboratively with the family and all professionals working with them. If appropriate, we ask the pupil themselves to contribute their own views on their outcomes and wishes for the future, although this depends on their cognitive and language abilities.

Pupils at the early stages of their development follow objectives within the Pre Key Stage Standards for core subjects. Once pupils have met these, they move on to the National Curriculum objectives for Reading, Writing and Maths. Pupils work at a developmentally appropriate level, rather than that which fits with their age, as this ensures we are tailoring tasks to both their strengths and their challenges as individuals. We deliver activities in ways that work with their neurology by making tasks motivating and predictable, often with visual supports and checklists to help pupils to stay regulated and maintain their attention.

We ensure all areas of the National Curriculum are covered over the course of pupils' time in The Orchard, including Science, Geography, History, PSHE, Music, Art, Computing and PE. These wider curriculum objectives are met through our 3-Year Topic Cycle, ensuring pupils experience a broad and balanced curriculum from EYFS to Year 6. Lessons are differentiated based on the children's language abilities and understanding of the wider world. This may mean that more abstract subjects, such as History or Religious Education may look different to how they are taught in mainstream. Whilst our Topic Cycle provides a basic wider curriculum framework, we aim for advocacy, so if the pupils are showing a particular interest in a topic area e.g. Transport, there is some level of flexibility with how these objectives are met.

The **SCERTS** framework forms an overarching umbrella for our teaching/learning in The Orchard. Through SCERTS we develop pupils' **Social Communication** and **Emotional Regulation** as the fundamental areas of challenge for most of our pupils. We do this through the implementation of **Transactional Supports**, which are embedded across all activities throughout the school day. The SCERTS assessment process enables us to track pupils' progress using specific objectives within areas of Joint Attention, Symbol Use, Mutual Regulation and Self-Regulation. These are broken down into small steps so that we can work towards targets and think about pupils holistically in a purposeful way. Children who may not be making significant academic progress often show more progress in these areas, as first and foremost, social and emotional competence is vital for a child to actively engage and experience a fulfilling education.



- **Social Communication**
- **Emotional Regulation**
- **Transactional Support**

Individualised Education Plans (IEPs)

Each child has termly IEP targets within each of these five areas: Social Communication, Emotional Regulation, Cognition and Learning, Physical and Sensory, and Inclusion. These targets are informed by the long-term outcomes on the pupil's EHCP. See example below:



Individualised Education Plan (IEP)

Name: XXX DOB: XXX Class: Orchard Date: XXX

EHCP Outcomes

1. By the end of Year 4 XXX will be able to answer a range of questions in the classroom, playground and home and share his ideas using simple language and visuals.	2. By the end of Year 4 XXX will spontaneously initiate and respond to a range of interactions with 3 different peers in the classroom, playground and at home.	3. By October 2021 XXX will form letters and numbers correctly with appropriate size and spacing.	4. By the end of Year 4, XXX will independently choose a calming strategy when he is dysregulated and reengage with the original activity once calm.
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Social Communication	Emotional Regulation	Cognition and Learning	Physical and Sensory	Inclusion
To answer 'Who', 'What doing', 'What happened?' questions about familiar people and characters when presented with a visual support.	To recognise when he feels upset or frustrated and verbalise these feelings to an adult	To develop handwriting size and orientation of letters/numbers to write within a given area	To sit correctly on his chair when completing focused activities	To Actively engage in a whole class DT lesson by attending to the teacher and answering questions
Transactional Supports	Transactional Supports	Transactional Supports	Transactional Supports	Transactional Supports
Adults to: <ul style="list-style-type: none"> At Story Time, ask questions related to the story. Have visual supports available using colourful semantics. Include colourful semantics tasks in Literacy lessons and ask XXX these questions about his writing At Goodbye, show chn photos from the day and ask XXX to tell you who is in the picture and what are they doing? Utilise natural opportunities throughout the day Teach XXX target vocabulary he needs for each story/topic 	Adults to: <ul style="list-style-type: none"> Model saying 'I'm upset' or 'I'm frustrated' when XXX is dysregulated Model 'It's time to...' and provide a calming strategy e.g. relax in the body shop Provide XXX with oral motor activities when he is upset e.g. blowing a balloon, whistle, chewy etc. Provide visual for Zones of Regulation and use throughout the day 	Adults to: <ul style="list-style-type: none"> Timetable handwriting practice daily as a separate activity to Literacy Use letter formation rhymes when practicing handwriting e.g. Around the apple down the leaf for 'a' Practice using a range of writing implements: pens, pencils Praise for neat writing Intersperse adult led writing tasks with free drawing time 	Adults to: <ul style="list-style-type: none"> Remind XXX to sit at the back of the chair Tuck in XXX's chair so he is a suitable distance from the table Provide the Wobble Chair when XXX is particularly fidgety 	Adults to: <ul style="list-style-type: none"> Timetable inclusion 3x weekly Meet and discuss targets with mainstream link teacher Support XXX in lessons using visuals and differentiated resources

Parents are invited to give their views on each target and are encouraged to work on them at home for consistency. We offer support with resources or practical strategies for families as needed. At the end of each term the targets are reviewed and we hold parent meetings to discuss their child's progress.

Parent views: How important is this target to you? Very <input checked="" type="radio"/> Ok <input type="radio"/> A little <input type="radio"/> How confident are you in applying strategies at home? Very <input checked="" type="radio"/> Ok <input type="radio"/> A little <input type="radio"/>	Parent views: How important is this target to you? Very <input checked="" type="radio"/> Ok <input type="radio"/> A little <input type="radio"/> How confident are you in applying strategies at home? Very <input type="radio"/> Ok <input checked="" type="radio"/> A little <input type="radio"/>	Parent views: How important is this target to you? Very <input checked="" type="radio"/> Ok <input type="radio"/> A little <input type="radio"/> How confident are you in applying strategies at home? Very <input type="radio"/> Ok <input checked="" type="radio"/> A little <input type="radio"/>	Parent views: How important is this target to you? Very <input checked="" type="radio"/> Ok <input type="radio"/> A little <input type="radio"/> How confident are you in applying strategies at home? Very <input checked="" type="radio"/> Ok <input type="radio"/> A little <input type="radio"/>	Parent views: How important is this target to you? Very <input checked="" type="radio"/> Ok <input type="radio"/> A little <input type="radio"/> How confident are you in applying strategies at home? Very <input type="radio"/> Ok <input type="radio"/> A little <input checked="" type="radio"/>
What this looks like currently: <ul style="list-style-type: none"> XXX is beginning to use two/three-word combinations to describe a picture/video/story XXX is building his verb vocabulary 	What this looks like currently: <ul style="list-style-type: none"> When XXX is upset he usually will cry, rip up his work or throw something XXX can take himself to the body shop when he is upset XXX needs support to talk through the problem 	What this looks like currently: <ul style="list-style-type: none"> XXX can trace letters Poor pencil control and letters are too big or slanted XXX needs support to write within a given area 	What this looks like currently: <ul style="list-style-type: none"> Swings on his chair Feet are off the floor underneath him 	What this looks like currently: <ul style="list-style-type: none"> Tends to ignore attempts by peers Sometimes responds to one peer but rarely when inside the classroom Initiates and responds to interact with this peer when in the playground
Review May 2021: Met / Partially Met / Not Met	Review May 2021: Met / Partially Met / Not Met	Review May 2021: Met / Partially Met / Not Met	Review May 2021: Met / Partially Met / Not Met	Review May 2021: Met / Partially Met / Not Met

Class Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Inclusion

We work with mainstream teachers to ensure everyone is aware of their pupil's inclusion targets and how to best support them. The pupil is often paired with a mainstream peer who is an effective model or nurturing influence. Orchard staff meet termly with mainstream teachers to share pupils' Pen Portraits, Emotional Regulation Support plans and Inclusion targets. Inclusion is timetabled on an individual basis and dependent on the pupil's joint attention skills, cognition and language abilities, as well as whether the lesson suits their strengths and interests. Reverse Inclusion can be effective for those who cannot yet manage the mainstream classroom environment. This involves 2/3 peers coming to The Orchard for structured activities, such as turn taking games.

Social Communication

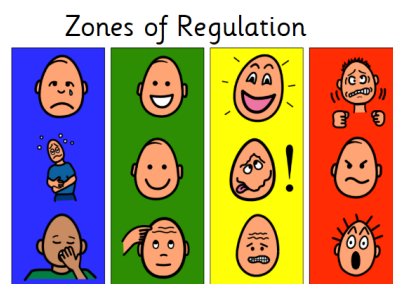
The SCERTS framework allows us to assess each child's Social Communication through a detailed observation and assessment process. Social Communication includes aspects of Joint Attention (attending to shared activity, initiating and responding to interactions, engaging with communicative attempts) and Symbol Use (using vocalisations, verbal language, symbols/words or alternative forms of communication). We work collaboratively with our Speech and Language Therapist (SALT) to tailor our activities and promote spontaneous, functional communication throughout the day. Often our pupils prefer to initiate communication with adults rather than their peers, so peer to peer interactions are explicitly taught in the Orchard, in mainstream classes and in the playground. We support children with a diverse range of language abilities and our trained staff use the following approaches:

- Alternative Augmentative Communication (AAC)
- Picture Exchange Communication System (PECS)
- Colourful Semantics
- Attention Autism
- Social Stories
- Comic Strip Conversations

Emotional Regulation

The SCERTS framework allows us to assess each child's Emotional Regulation through a detailed observation and assessment process. Emotional Regulation includes both Mutual Regulation (using assistance from an adult/peer) and Self-Regulation (using independent strategies) often involving sensory motor strategies, language strategies or metacognitive strategies to regulate. Each child has their own Emotional Regulation Support Plan, which helps staff to remain consistent and calm

as they employ strategies put in place. Our aim is for all children to develop an index of self-regulation strategies they can refer to when they feel **dysregulated**, and we offer support and explicit teaching of these strategies, so that over time they become more independent. For example, taking a break in a quiet room. Every child has different strategies that work for them, therefore it is vital staff know the children well and develop positive, trusting relationships. We use the **Zones of Regulation** on a daily basis to teach emotional vocabulary and emotional awareness to our pupils. Each child's Emotional Regulation Support Plan is updated and shared with parents termly, to ensure consistency between home and school. Resources and practical strategies are offered where needed.




Energy regulation and sensory processing both play a key role in maintaining Emotional Regulation and we work collaboratively with our Occupational Therapist (OT) to find strategies and tools to support the pupils. Every morning the children access a 'Wake and Shake' session during which sensory integration methods are used to

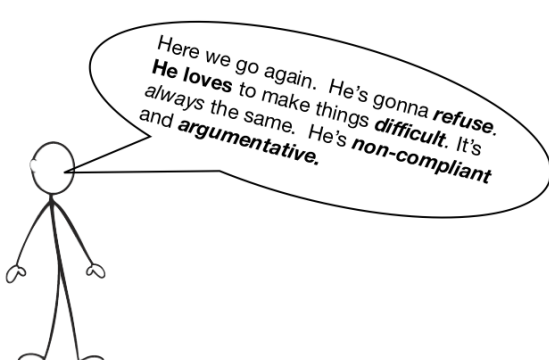
prepare their bodies for learning. The Body Shop is available throughout the day for children who need regular sensory breaks, or time in a quiet space away from the classroom.

Through knowing the children well, staff can recognise the reasons behind observable behaviour and can often attribute these to the sensory environment. For example, a pupil refuses to attend an activity in the hall. Rather than view this behaviour as non-compliance, staff can make necessary adaptations to the environment to encourage the pupil to engage, for example by delivering the activity in an alternative space, or reducing the number of people in the hall. We always give pupils an alternative to the activity, as whilst we can be careful observers, we can never fully understand their autistic perspective.


1.) People often make judgements about the behavior of autistic individuals, based on **their perception** and assuming it is part of the autistic person's innate **character**.



2.) These “**simple words**” frame the behavior of the person as problematic and are used as rationale for “educational” approaches that are **misguided, dismissive, and potentially damaging** (e.g., token economies, planned ignoring, control based “interventions”).




3.) These words and labels fail to capture the full context as well as the **autistic person's experience and reasoning in a situation**. They can be extremely harmful to **mental health**.



My Experience	
Physiological	- I slept 4 hours last night
Interception	- I need to go to bathroom & don't know it
Sensory	- The therapist wears overwhelming floral perfume
Motor	- There is expectation of sitting in a chair for 45 minutes- I need to move
Cognitive	- I don't know what the schedule is for this group
Communication	- Everyone talks at once... so fast...
Social	- The people in this group are not "my people"

4.) Partners must strive to **understand the WHYS** and avoid biased, overly-simplified explanations that assign intention, motivation and deficiency to the person. It is critical that support is informed by and respectful of the real **autistic experience**.



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Autism Level UP!

Team Teach and Behaviour Support

As noted, all activities we deliver in The Orchard are adapted to suit the individual pupils we teach. We provide motivating and predictable tasks that encourage our children to learn in a way that suits their neurology and is tailored to their interests. By encouraging **active engagement** in this way, we can usually de-escalate any behaviour or dysregulation using language-based strategies, such as visual supports, or sensory strategies, such as providing a break. On the few occasions when a pupil has become extremely dysregulated and needs physical intervention to keep themselves or others safe, we employ Team Teach methods as a *last resort*, to physically move the pupil to a safe space. Once the pupil is safe, we will continue to support them to achieve

well-regulated state. If appropriate, we will talk through the problem using story boards or visuals to give the pupil the opportunity to share how they felt and how they would feel better supported in future. We follow a 'fresh start' philosophy, so once the pupil has reengaged in the classroom we maintain a positive attitude and continue the activities, whilst remaining receptive to the pupil's emotional wellbeing. (See whole school Behaviour Policy)

Intimate Care

If appropriate, we will put in place an Intimate Care Plan (ICP) for pupils who need support with toileting, feeding or medication. See example below. This is updated and shared with parents on a termly basis, to ensure consistency with procedures between home and school. (See whole school Intimate Care Policy).



Intimate Care Plan

Name:

Date of Birth:

Personal/health condition details

XXX has a diagnosis of autism.

XXX takes daily medication for constipation at home.

Gender:

Staff: All staff working with XXX

Daily Care Needs, Adult Assistance and Equipment Needed:

XXX continues to be resistant to use the toilets at school - adults to offer and provide her with opportunities to go in and out of the cubicles until she is more relaxed.

XXX can become distressed and upset when she has not been for a bowel movement for a few days. XXX may cry when she has been for a wee if she is dehydrated, so drinking water throughout the day is crucial.

XXX can wipe herself after she has been for a wee - she may need reminders to flush the toilet and to move away from the sink.

Adults to ensure XXX pulls up knickers and trousers while still in cubicle.

Adults to be aware XXX does not always like to have the toilet door closed and to ensure her privacy is nevertheless maintained.

Adults supporting XXX will wear gloves if any toileting support is needed.

Class Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Independence & Life Skills

In order to develop pupils' independence, we have various strategies in place. Initially when pupils start in The Orchard they are introduced to their visual schedule, which tells them what is happening that day, where it will happen and who with. They are taught to follow their schedule and move between activities with increasing independence. Pupils are expected to collect their tray of materials and begin their starter activity independently.

Teaching these skills ensures pupils do not become **prompt dependent**, or dependent on an adult for constant guidance.

On a weekly basis, the pupils will attend a local walk to the park, Sainsbury's, the library or the café. These trips are designed to develop pupils' road safety awareness, concept of danger and independence in the community. By working on skills, such as following a shopping list, in a well-supported context, pupils begin to learn life skills that families may not feel confident with teaching. Parents have reported the positive impact these trips have had on their ability to take their child out and about.

Home / School Communication

In order to maintain relationships with parents/carers, we write in a daily home/school communication book to inform the family about their child's day. In return, parents/carers can write in the book if there has been an issue at home or to let us know if their child had a good night's sleep, for example. This reciprocity allows for constant communication between home and school and allows for parents to read about their child's progress in an informal way. Class teachers are also available on email or during open registration, as per the rest of the school.

It is our aim to start a termly coffee morning for Orchard parents to attend, to share experiences and learn about strategies we use in school. Some sessions will be run by the Lead Teacher and others by the SALT, OT or Educational Psychologist. This will allow for parents to learn more about how we support their child and to form supportive relationships with one another. Our proximity to Kensington Queensmill, will also support community links.

Reviewed – April 2021

To be reviewed – April 2022

Glossary of Terminology

AAC – Alternative Augmentative Communication: systems and devices that aid communication for people who find it difficult to speak. Some AAC methods involve the use of technology, such as the software Proloquo2Go. AAC methods that don't use computer technology include signing, gestures, written words, symbols and picture books, including PECS.

Active Engagement: the process of a pupil being intrinsically motivated to take part in an activity which has a clear meaning and value to the individual. A pupil who is actively engaged will persist in the activity despite any obstacle or challenge, and they may show pleasure in accomplishing it. It is **not** just compliance and the pupil is **not** extrinsically motivated (they do not just complete it in order to receive praise or reward).

Autism: a neurological difference which can affect how people experience the world. An autistic brain works in a different way and autistic individuals may think and learn differently to their peers. Autism is something you're born with or first appears when you're very young. Autistic people tend to experience challenges in social communication, social interaction and rigidity of thought, as well as sensory processing differences. However, every autistic person is different and it is therefore vital that those providing support know and understand their interests, strengths, challenges and priorities as individuals.

Autistic Perspectives: views that are gained from the autistic community. Research is moving away from historical approaches of pathologising autistic people and viewing them as a set of symptoms, towards listening to their perspectives and learning from their lived experiences. Engaging with the autistic community should inform what we teach, how we teach it and how we interpret the progress of our pupils.

Attention Autism: an intervention model designed by Gina Davies, SALT. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. It has four stages, each targeting a different aspect of developing attention: focusing attention, sustaining attention, shifting attention and reengaging attention.

Colourful Semantics: an approach created by Alison Bryan aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.



Emotional Regulation: a developmental process that evolves and matures across the lifespan. It involves maintaining a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting. It is the capacity to shift one's internal emotional state and state of arousal (energy level, for example) to meet demands or match the characteristics of one's social and physical environment. When someone is "well-regulated," their internal energy/arousal state is a good match for the environment and what they are doing in that environment. For example, a high energy and positive emotion state is a good match for playing in the playground or running around in a PE lesson. On the other hand, a calm energy and arousal state

is a good match for quietly reading in the library. It involves having an awareness of emotions and how our social experiences can affect how we feel.

Emotional dysregulation: a term used to describe challenging behaviours observed when an individual's profile mismatches with their environment or the demands of an activity (historically called a 'meltdown'). For example, social learning differences, sensory processing differences and physiological conditions all can be considered risk factors that predispose the autistic individual to emotional dysregulation. The unique neurology and learning styles of autistic individuals contribute to their frequent dysregulation experiences, which further impact an individual's opportunities and abilities to interact with others, participate in daily activities, and learn in structured settings. Sometimes the outcomes of these difficulties present as challenging or even dangerous behaviours, such as impulsivity, difficulty accepting changes in routines, or self-injury.

Inclusion: is not simply the proximity of autistic pupils with their mainstream peers, but a continually evolving process involving all members of the school and the community to make reasonable adjustments to the way activities are presented, in order for autistic individuals to actively engage. It includes developing autism awareness and acceptance for all pupils, staff and members of the community.

Neurodiversity: is a viewpoint that all differences the brain are a normal part of humanity, rather than a deficit or weakness. Those differences appear in how the brain is "wired" and how it functions to support thinking and learning. It aims to reduce stigmas for people who learn/think differently by reframing the way they are viewed and improving how they are supported.

Neurodiverse: is someone who learns or thinks differently to the majority of others. They may experience differences in the way they comprehend social and emotional situations. They may experience physical or sensory differences.

Neurotypical: is someone who learns or thinks in a similar way to the majority of others. They will develop social and emotional competence on the expected trajectory of development. They tend to navigate complex social situations, have good communication skills, establish social connections like friendships more easily, and can function in distracting or stimulating settings without becoming overloaded by stimuli.

PECS – Picture Exchange Communication System: an alternative augmentative communication system developed by Bondy and Frost, involving six phases and aiming to teach functional communication. It begins by teaching an individual to give a single picture of a desired item or action to a "communicative partner" who immediately honours the exchange as a request. The system goes on to teach discrimination of pictures and how to put them together in sentences. In the more advanced phases, individuals are taught to use modifiers, answer questions and comment.



Prompt Dependence: a type of behaviour where a child relies on being told what to do by an adult. This is normal, and expected, in certain situations. When it crosses the line into being prompt dependence is when the child knows exactly what to do, but is still waiting for the prompt before taking action.

Sensory Processing: how we take in information from the sensory world and interpret it to understand what is happening around us. Autistic individuals can be either hyper sensitive (over-reactive) or hypo sensitive (under-reactive) to sensory input, or experience fragmented or distorted perceptions. A person's responses to sensory experiences may fluctuate from one day to the next. Additionally, a sensory processing difference can present a challenge in some contexts and be considered a strength in other contexts. For example, someone who is

hypersensitive to sound may find a crowded restaurant challenging, but may have perfect pitch or play the piano after hearing a song once.

Social Communication: the development of spontaneous, functional communication, emotional expression, and secure and trusting relationships with children and adults.

SCERTS: a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by autistic children and their families. SCERTS focuses on building competence in Social Communication, Emotional Regulation through the implementation of Transactional Supports as the highest priorities, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings.



Team Teach: provides positive strategies for supporting behaviour and safe handling strategies which reduce the need for physical intervention and restraint. This approach helps staff to support behaviour and manage conflict safely and respectfully.

Transactional Supports: help staff respond to the child's needs and interests, modify and adapt the environment, and provide tools to enhance learning and active engagement.

Zones of Regulation: a systematic, cognitive-behavioural approach used to teach children how to regulate their feelings, energy and sensory needs in order to meet the demands of their environment. It aims to foster self-regulation and increase independence.

What to expect from an observation in The Orchard...

When observing in The Orchard you will first notice some differences between our classroom environment and a mainstream classroom. There are 8 children in each class, each with an individual visual schedule to help them navigate the day and build their independence moving between activities. There are designated areas for group sessions, focused activities and choosing. There are 4 adults in the room to support learning, attention and emotional regulation. The rooms are clutter-free and low arousal to promote attention. Our activities are short, direct and purposeful – see table below.

<u>Activity</u>	<u>What you might see...</u>	<u>Because...</u>
Wake and Shake	Physical activities in a purposeful environment e.g. Studio/ Playground: <ul style="list-style-type: none">• Alerting (running, skipping, scooter board etc.)• Organising (throwing, catching, aiming, balance, coordination etc.)• Calming (deep pressure activities, squashing, rolling, singing etc.)	<ul style="list-style-type: none">➤ Supporting their energy regulation at the start of the day after morning transition from home to school➤ Enabling children to focus and attend to activities later➤ Utilising OT support and putting programmes in place➤ Providing positive social interaction first thing in the morning
Good Morning / Good Afternoon / Goodbye	Group 'circle time' activity: <ul style="list-style-type: none">• One lead adult• Supporting adults modelling attention and listening behaviour• Visual supports for understanding a range of concepts: calendar, weather, emotions etc.• Group songs / dance / yoga	<ul style="list-style-type: none">➤ Social greetings➤ Learning days of the week / months of the year➤ Developing emotional understanding to apply in later contexts➤ Preparing children for upcoming changes or special events➤ Sustaining and shifting attention➤ Teaching children to sit as a group for them to apply attention skills in later contexts e.g. link classes, assemblies etc.
Maths/Literacy	Focused activity: <ul style="list-style-type: none">• Children collect their own trays and sit at designated table• One or two pupils work on similar targets with one adult• Three tasks: independent starter, main activity and challenge• Activities utilise children's interests with motivating resources• Children tidy up equipment and transition independently	<ul style="list-style-type: none">➤ Developing independence➤ Sustaining attention on adult-led tasks➤ Facilitating progression of skills over the week➤ Promoting progress in academic objectives for Reading, Writing and Maths
Box Work	Focused activity: <ul style="list-style-type: none">• Children sit in designated area with minimal distractions and 1:1 support• Collect tasks independently from relevant box• Activities utilise children's interests with motivating resources• Same activity in place for a week to	<ul style="list-style-type: none">➤ Developing independence➤ Sustaining attention on self-led tasks➤ Working on developing a specific skill for the week➤ Promoting progress in academic objectives for Reading, Writing and Maths

	<p>promote progress</p> <ul style="list-style-type: none"> • Children tidy up equipment and transition independently 	
Choosing	<p>Child-led play:</p> <ul style="list-style-type: none"> • Children have free choice of resources available using visual choice boards • Adults join in play and facilitate interactions • Children encouraged to tidy up after themselves 	<ul style="list-style-type: none"> ➤ Providing a regulating activity before/after a more demanding task ➤ Items are usually out of reach to encourage initiation and requesting ➤ Modelling play skills and encouraging peer interactions ➤ Developing positive relationships
Snack	<p>Group activity:</p> <ul style="list-style-type: none"> • One lead adult • Supporting adults using minimal prompting to support requests • Children using chat boards, sentence scaffolds, PECS to make requests • Range of motivating foods available: fruit, snacks, water • Social interactions encouraged e.g. I like apples, do you like apples? 	<ul style="list-style-type: none"> ➤ Encouraging requesting and commenting through highly motivating activity ➤ Developing verbal communication with visual aids to apply in later contexts e.g. encouraging different verbs: open, peel, pour etc. ➤ Facilitating social interactions and socially conventional behaviour around meal times ➤ Promoting independence with opening containers, tidying up etc.
Sensory Room	<p>Physical activity in a purposeful environment:</p> <ul style="list-style-type: none"> • Clear routines e.g. shoes off • Adults encouraging social interactions and play • Alerting, organising and calming activities • Utilising equipment and resources in a purposeful way • Small groups of children (maximum of 5) • Adults ensuring calming activity at the end to regulate ready to return to class 	<ul style="list-style-type: none"> ➤ Supporting their energy regulation throughout the day ➤ Enabling children to focus and attend to activities later ➤ Utilising OT support and putting programmes in place ➤ Providing positive social interaction and developing relationships
Story Time	<p>Group activity:</p> <ul style="list-style-type: none"> • One lead adult • Supporting adults modelling attention and listening behaviour • Visual support to show children what to expect • Multisensory resources linked to events in the story • One story for one week linked to the termly topic • Planned questioning • Turn taking activity 	<ul style="list-style-type: none"> ➤ Exposing children to a range of texts in a motivating way ➤ Objects/visuals aid understanding of events in the story ➤ Sustaining and shifting attention ➤ Questions to target comprehension objectives (based on Blanks Levels) ➤ Teaching children to sit as a group for them to apply attention skills in later contexts e.g. link classes, assemblies etc.

Topic	<p>Group activity:</p> <ul style="list-style-type: none"> • One lead adult • Supporting adults modelling attention and listening behaviour • Activities linked to Science, Geography, History objectives in a meaningful way • Videos, visuals and multisensory resources • Clear structure: video/story, flipchart, independent task • Planned questioning 	<ul style="list-style-type: none"> ➤ Videos and other visuals to aid understanding of a range of concepts linked to Science, Geography, History ➤ Developing an understanding of the world around us and applying to real life experiences ➤ Developing verbal communication with visual aids e.g. teaching new vocabulary with topic-specific chat boards ➤ Closing gaps in curriculum knowledge and understanding ➤ Questions to target comprehension objectives (based on Blanks Levels) ➤ Teaching children to sit as a group for them to apply attention skills in later contexts e.g. link classes, assemblies etc.
Cooking	<p>Group activity:</p> <ul style="list-style-type: none"> • One lead adult • Supporting adults promoting independence using minimal prompting to refer to recipe • Recipe written in a format at reading level of individual • Clear structure and expectation for what they will make 	<ul style="list-style-type: none"> ➤ Building life skills and independence ➤ Developing range of motor skills: cutting, spreading, grating, kneading etc. ➤ Developing reading skills in motivating way ➤ Promoting independence reading a recipe and ticking off each step ➤ Understanding of safe behaviour around the oven, hob etc.
Engage	<p>Group activity:</p> <ul style="list-style-type: none"> • One lead adult • Supporting adults modelling attention and spontaneous comments/requests • Stage 1: Attention grabber (bucket toys) • Stage 2: Sustaining attention (watching a process) • Stage 3: Shifting attention (turn taking) • Stage 4: Independent task (pack of resources per child) 	<ul style="list-style-type: none"> ➤ Developing attention skills in group context through four stage programme based on Attention Autism intervention ➤ Encouraging spontaneous communication – requesting “more” or “bigger!” and commenting “wow” and “its spinning” etc. ➤ Facilitating learning through highly motivating and irresistible activities ➤ Can be topic-based, or related to current affairs e.g. Remembrance Day
PSHE	<p>Group activity:</p> <ul style="list-style-type: none"> • One lead adult • Supporting adults used for modelling emotional awareness e.g. sometimes when I feel... I like to... • Activities linked to Zones of Regulation • Clear structure: video/story, flipchart, independent task 	<ul style="list-style-type: none"> ➤ Developing emotional awareness of self and others – labelling feelings ➤ Developing emotional understanding and interoceptive awareness – recognising when they feel... ➤ Developing strategies for emotional regulation e.g. When I am in the blue zone I can... , and recognising this will differ between individuals ➤ Creating an emotional passport to support transitions e.g. Year 7
Local Walks	<ul style="list-style-type: none"> • Lead adult with first aid kit, medication and visuals • Children wearing high- visibility vests and weather appropriate 	<ul style="list-style-type: none"> ➤ Promoting life skills and independence in the community ➤ Understanding and using money ➤ Developing road safety and Stranger

	<p>clothes/shoes</p> <ul style="list-style-type: none"> • One adult supporting maximum of two children (adults with only one child will walk on roadside) • Children encouraged to check for cars when crossing roads and use pedestrian crossings • Trips to local parks, Sainsbury's, library, café etc. • Visual supports e.g. shopping lists, to support behaviour 	<p>Danger awareness</p> <ul style="list-style-type: none"> ➤ Exposing children to a range of experiences outside school/home ➤ Supporting families to build their confidence in taking the children out and about
Inclusion	<ul style="list-style-type: none"> • Every pupil linked to a mainstream class of same-age peers • Pupil profiles are shared with link teachers to ensure consistency and understanding • Pupils' strengths and interests are considered when timetabling e.g. Music • Dependent on individual ability to access the learning environment in large group • Orchard adult supporting and differentiating tasks in the moment • Peer support is actively encouraged 	<ul style="list-style-type: none"> ➤ Developing group attention skills in larger class sizes ➤ Utilising mainstream peers as a resource for social and emotional development ➤ Peer modelling can help pupils understand purpose of activities ➤ Social integration is vital for pupils to feel included, and for wider autism acceptance and understanding ➤ Mainstream pupils grow up alongside neurodiverse peers and develop unique skills to celebrate differences and accept individuality of others