






 Welcome to our provision








 WE are an Early Years - Year 2 Communication and Interaction






 SEND unit with 15 Places.

Welcome

Our Inclusion SEND Unit is committed to creating a safe, nurturing, and aspirational environment where every child is understood, valued, and empowered to achieve their full potential within our mainstream school community. Guided by the Autism Education Trust's Eight Guiding Principles, we strive to provide positive and inclusive experiences through understanding the individual, promoting positive relationships, enabling communication, supporting emotional wellbeing, fostering independence, adapting environments, valuing partnerships with families, and maintaining high expectations for every learner. Through collaboration, compassion, and personalised support, we aim to remove barriers to learning and ensure all pupils can thrive socially, emotionally, and academically.



Our practice reflects research advocating strengths-based, neurodiversity-affirming approaches that recognise and celebrate individual differences. Our ethos is informed by contemporary research surrounding inclusive pedagogy, relational practice, neurodiversity, and adaptive teaching approaches that promote belonging, independence, and positive outcomes for all learners. We value the voice of every child and work collaboratively with families, staff, and external professionals to ensure provision is personalised, meaningful, and responsive to individual needs. We believe that diversity enriches our school community and that every learner deserves to experience achievement, belonging, and respect.

Profile of Children Attending

The specialist provision is designed to support a carefully identified group of primary-aged children from Reception to Year 2. The unit offers a nurturing, structured and communication-rich environment that enables pupils to develop communication, interaction, and independence skills alongside their academic learning. Provision is delivered across two distinct classes, each tailored to meet the specific needs of its learners.

We support children with complex communication and interaction needs often alongside additional needs in cognition and learning and sensory processing. Both rooms have staff who deliver personalised activities, ensuring that learning is responsive and rooted in emotional regulation, engagement and positive relational practice. Key features across the provision include minimal verbal language, calm tone and body language, reduced auditory stimulation, flexible timings and transitions, high adult attunement, predictable routines, visual supports, and sensory-informed approaches.

Pupils in Shining Stars are typically not yet accessing national curriculum subject teaching and are predominantly pre-verbal. The children in this classroom are exploring their environment and take part in motivating activities to develop focused attention. This classroom is a low-arousal environment, and pedagogy is carefully chosen to reduce anxiety, support regulation and enable engagement. The curriculum is highly structured, teaching is underpinned by approaches such as intensive interaction, IdentiPlay, play-based sensory learning and total communication strategies. Staff prioritise co-regulation, responsiveness, and relationship-based approaches to support pupils in developing a sense of safety, trust, and readiness to learn.

Pupils in Shooting Stars are typically working below age-related expectations, may be non-verbal or verbal and access some subject specific content from the national curriculum. The curriculum is highly structured and delivered through a continuous provision model, with a strong focus on communication development, sensory regulation, engagement, and independence. Learning is personalised and informed by specialist advice to ensure pupils are supported to make meaningful progress across the curriculum and within their individual developmental pathways. Opportunities for supported inclusion within the wider mainstream environment are carefully planned to promote belonging, confidence, and participation within the school community.

It is important to note that our provision is not designed to meet the needs of pupils whose primary area of need is Social, Emotional and Mental Health (SEMH). The provision is specifically structured to support children whose needs are communication and interaction and who require a specialist, consistent, and

supportive setting to thrive. The provision is designed primarily to meet communication and interaction needs through relational, sensory-informed, and neurodiversity-affirming practice.

Pathway	Learner Characteristics				
	Communication	Characteristics of Learner	Play Stage (cognitive/ social)	Ability to engage	Developmental levels
1. Engagement Informal Explore	Anticipatory Intentional requesting Intentional 1-3 words	SLD – complex communication and interaction needs. Solitary – Unable to tolerate others or demands.	Cognitive Physical play Play with objects Social: Unoccupied Solitary Onlooker	Fleeting engagement or a lack of meaningful engagement. Low levels of anticipation, exploration and realisation.	EYFS – 8-20/ 16-26 P3-4
Children following the Engagement pathway will be working below subject-specific learning and will use the Engagement Model. This focuses on 5 areas: Exploration, Realisation, Anticipation, Persistence, Initiation . As well as developing skills that promote communication and life skills, the curriculum is experienced through a multi-sensory approach – whereby activities will be presented to the children to explore.					
Semi-formal Explore	Intentional 1-3 words	SLD – complex attention and interaction need. Some ability to tolerate demands. Possibly some early subject learning (literacy and numeracy).	Cognitive Physical play Play with objects Symbolic Social: Solitary Onlooker Parallel	Fleeting engagement or a lack of meaningful engagement where persistence is good. Low levels of anticipation, exploration and realisation.	EYFS – 8-20/ 16-26/ 22-36
Children may experience significant and multiple barriers to learning. These include sensory needs, communication difficulties and behaviours that challenge the child to engage with learning. Learning must be personalised and meaningful with an emphasis on engaging them. They will usually be working towards and within pre-key stage standard. Activities will predominantly be multi-sensory and through play-based learning. We will still focus on using the Engagement philosophy to support learning: EXPLORATION – REALISATION – ANTICIPATION – PERSISTENCE – INITIATION .					
Semi Formal: Play	Intentional 1-3 words	SLD – Independently initiates meaningful engagement across a range of contexts and environments. Some early subject specific learning (literacy and numeracy).	Cognitive Symbolic Play Pretend Play Social Parallel Associative	Good self-initiated persistence of play activities.	EYFS – 22-36/

Children have developed a communication style and more consistently access subject-specific learning. They have a preferred / consistent modality of communication. They may have sensory, behavioural and learning difficulties that present as barriers to learning and need adaptation within the classroom and environment to ensure that they do not impact on the child's ability to access the curriculum. They will usually be working within pre-key stage standard 2-4.

Curriculum and Learning

Our curriculum is carefully designed to support communication, confidence and independence. Learning is adapted to meet the needs of all children and is designed through themes and experiences.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Rhythm and Rhyme stories	Houses and homes Season – Autumn	Winter changes Season – Winter	Traditional Tales Season – spring	Growing & life cycles	Minibeasts Seasons – Summer
Year B	Me, myself and I/ Super senses	Festivals Season – Autumn	People who help us – aspirations Season – Winter	Farm and food Season – spring	Once upon a time	Amazing Animals Seasons – Summer
Year C						
Year D						

Assessment

Assessment within the provision is personalised, meaningful, and responsive to each pupil's individual developmental pathway. We recognise that progress may present differently for every learner and therefore adopt a holistic approach to assessment that values small steps of achievement across communication, interaction, emotional regulation, independence, engagement, and academic learning.

We use B Squared as part of our assessment framework to track and monitor progress across developmental and curriculum-based areas. B Squared enables staff to celebrate incremental progress and capture meaningful achievements that may not

always be reflected through age-related expectations or traditional assessment measures. Assessment information is used to inform personalised planning, review outcomes, and ensure provision remains responsive, aspirational, and closely matched to pupils' needs.

For pupils working below the standard of the national curriculum and not yet engaged in subject-specific learning, assessment is further informed by the Engagement Model. The Engagement Model supports staff in understanding how pupils learn and interact with their environment through the five areas of exploration, realisation, anticipation, persistence, and initiation. These areas help practitioners recognise and evaluate engagement as a key indicator of progress and inform the development of personalised learning experiences that are motivating, accessible, and meaningful.

Environment

Shining Stars





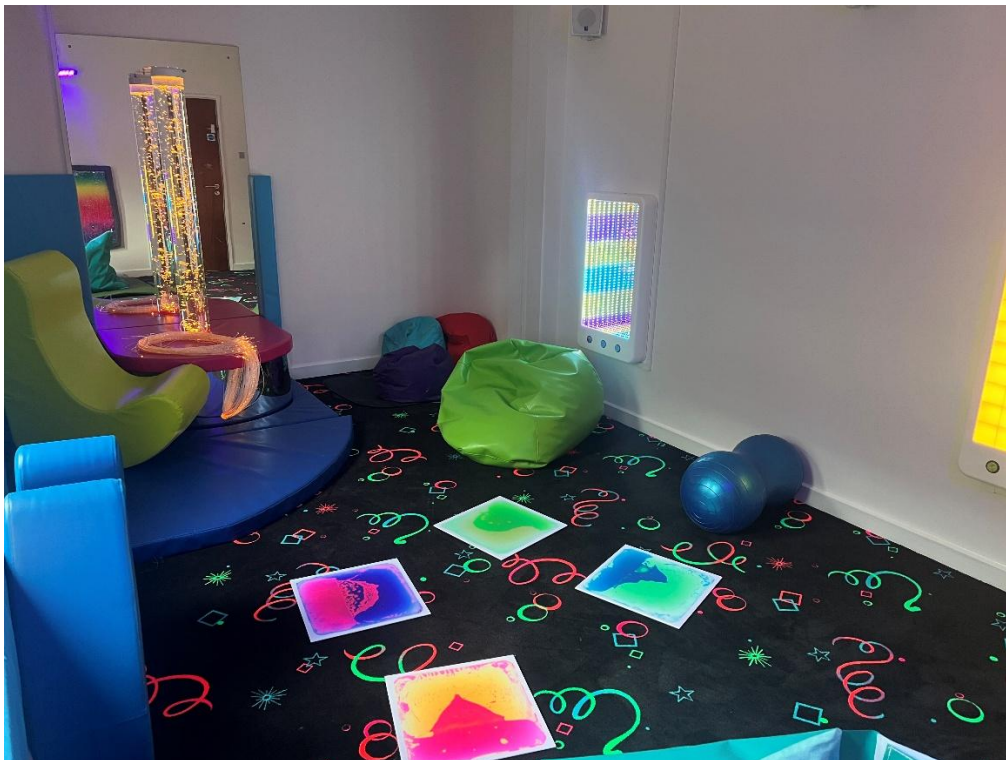
Shooting Stars



Outdoor Space



Sensory Room



Inclusion Opportunities

Access to our mainstream provision is an important aspect of being at our infant school. Opportunities are carefully planned and supported by staff from the resource provision. These may include:

- Attending mainstream lessons
- Shared playtimes
- Educational experiences
- Whole-school events and celebrations

Entry and Transition Criteria

A pupil would normally meet **most or all** of the following:

- Has an **EHCP with a primary need of communication and interaction**, or is undergoing statutory assessment where placement within the RP is being considered.
- Has our Resource Provision named in Section I of their EHCP
- Is in F2 – Year 2

A diagnosis of autism alone would not automatically meet the criteria for placement. Placement would be based on the level and complexity of need and the provision required to enable the pupil to access education successfully.

Review of Suitability

A pupil's placement will also be formally reviewed during their annual review where:

- Their needs have changed significantly.
- They require a level of specialist provision that is **beyond the designated offer of the RP**.
- The provision specified within the EHCP cannot reasonably be delivered within the RP.
- Despite sustained adaptation and specialist intervention, the pupil is not accessing or benefiting sufficiently from the placement.

- Evidence indicates that a **more specialist placement** may better meet their needs.

Transition Criteria

- When assessment demonstrates significant progress in communication, interaction, engagement, learning and independence, the pupil will gradually transition back to mainstream curriculum and classroom environment successfully and meaningfully.
- A pupil reaches the age required for transition to their next school placement.

All decisions are made collaboratively with families and professionals.

Parent Partnership

Parents and carers are at the heart of everything we do. We understand that parents are the expert in their child and use their expertise to build strong relationships to help children to succeed.

We support families through:

- Transition sessions
- Home visits
- Daily communication at drop-off and collection
- EHCP reviews
- Home-school link worker support
- Whole-school events



All Learning and Working Together