

Early Years at Rigby Hall



Intent

We aim for pupils to become the following by the end of their first year at Rigby Hall:

- ◇ Effective communicators—communicating their needs and wants effectively through an approach suited to them as individuals.
- ◇ Independent learners— being able to confidently explore their environment and approach learning opportunities and activities with confidence.
- ◇ Resilient pupils—develop a positive sense of self and have a positive approach to learning experiences and activities.
- ◇ Pupil with respectful relationships—having the skills and knowledge to have a positive relationship with both adults and peers. We support pupils to develop their social skills through play based opportunities and using visual support.

Implementation

- ◇ Communication focused curriculum, developing communication skills through a variety of activities 1-1 and in small groups, including: Listening Time, Intensive Interaction, Picture Exchange Communication System (PECS), TACPAC, sensory drama, expressive and receptive key word language development, story time, song and rhyme time and the development of skills from gesture and objects of reference, through to signing, symbols and verbal communication.
- ◇ Partnership working with parent carers, involving them in the daily activities of their child through Tapestry observations and home learning experiences. Parent carers are encouraged to share remarkable moments with school which can be shared with the child and class. Transition to school includes stay and play sessions with parent carers, liaison and observations with nursery settings, home visits and a transition schedule for their first week at Rigby Hall School.
- ◇ Exciting play and sensory based experiences are planned based on children as individual learners. Children as unique individuals is promoted through the provision, informed from knowledge of schemas and interests from observations of the children. Every session incorporates sensory play to support the sensory needs of pupils. Sessions have activities planned to enhance key skills, key areas of the curriculum and key vocabulary taught or aiming to be developed through play (continuous provision).
- ◇ Next steps are planned from observations of children which adults scaffold and support in future play based learning experiences.

Impact

- ◇ Pupils are baselined during first half term. These baselines are informed from conversations with previous setting, parent carers and observations of the children in their first few weeks at Rigby Hall. Progress is tracked termly through knowledge of children informed from observations and updated onto Solar.
- ◇ Progress is recorded termly onto Solar and analysed. Discussions and interventions are organized where pupils or specific skills are needed to be worked on and developed.
- ◇ Progress is informed through observations of both adult led and child led learning. Staff also reflect upon the impact of provision, teaching and learning through team discussions, monitoring observation sheets and communication assessments.