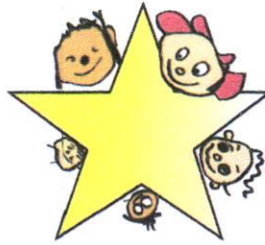




National
Teaching
School



Meadow Provision Chapel Street Nursery School



Meet The Meadow Team



Liz Jenkins
SENDCo and Deputy Head

Training and Qualifications

National Senco Qualification
PECS (Picture Exchange Communication)
The Curiosity Approach and Attention Autism
Intensive Interaction
Talking Takes Off



Sam Randall
Meadow Room Lead
Specialist Practitioner

Training and Qualifications

Thrive practitioner
Every child a talker (ECAT)
Attention Autism
Talking Takes Off



Lisa Pepper
Specialist Practitioner
(works Monday – Wednesday)

Training and Qualifications

Every Child A Talker (ECAT)
Attention Autism
Talking Take Off



Emma Bugler
Specialist Practitioner
(works Monday, Tuesday and Thursday)

Training and Qualifications

Makaton signing
Autism for girls

A Little Bit About the Meadow Provision

We opened our Meadow Provision September 2021 with the aim of providing specialist intensive support to our nursery children who required specific interventions for their particular Special Educational Need or disability (SEND). The Meadow is open Monday – Thursday and is deliberately a small space providing a comfortable exploratory environment with toys for the children to freely access that support their learning needs. Staff in the Meadow provide a structured learning session for groups of up to 8 children. Each session is an hour and a quarter long. The morning sessions are run from 9am-10.15am and from 10.45-12pm. The afternoon sessions are run from 1pm-2.15pm and 2.45pm-4pm. Each of the children attends one of these sessions. The rest of their time is spent in their base classroom where they mix with the other children. Staff in these rooms continue to use the strategies the children have learnt in the Meadow and are regularly supported by The Meadow Team who make sure they are aware of what the children need and how to implement the strategies. All the staff are experienced with Special Needs Children as we are a resourced Nursery School.

What do we mean by a Resourced Place

Most of the children who attend the Meadow will end up with a Resourced Nursery Place. The nursery school receives funding for 20 resourced places and this funding pays for the specialist staff in the Meadow, who have a lot of special needs knowledge. In order to apply for a resourced place Liz has to demonstrate that your child needs this high level of specialist support for their learning and development. Also that referrals have been made to support services such as the Edwin Lobo Centre that specifies the needs your child has through a pediatric assessment of their development and Speech and Language that supports your child's communication needs. If your child receives a resourced place this often means that they will be eligible for an Educational Health Care Plan (EHCP). We will apply for this before they leave the nursery so that they are supported in their next school, whether that is a specialist school or a mainstream school. The EHCP sets learning targets for the year and a level of finance which their new school will use to continue your child's learning journey. This finance is often used to provide staff to support your child in their education.

The structure of each Meadow Session looks like this

- Meadow staff bring the children in to The Meadow
- The children complete a **sensory circuit** to get them ready for learning.
- Children then have free play in the setting and children who are having **TEACCH boxes, turn taking and developing play skills** are supported through this session for short 5 minute focused sessions.
- A musical instrument signals tidy up time and the children are then guided to the attention group, or if not ready for this, a curiosity session.
- Following the **attention group** the children then have snack supported by **object exchange or Choice boards /PECs** so the children can indicate their choices.
- A specific piece of classical music is then played and bubbles blown to indicate the session is finished and the children return to their base rooms or go home.

Throughout the sessions children are taught and encouraged to use their communication methods such as **object exchange, choice boards and PECs**. Some children have a **schedule** to follow, others use **now and next** to support them moving to adult led tasks and knowing what is happening next. We also use **visual cards and objects of reference** to help children understand our simple instructions.

Sessions are designed so that you either drop your child off at the Meadow or pick them up from the Meadow. This gives you a chance to talk to the Meadow Staff and us to you. In the following pages, the interventions that are highlighted in black are explained.

What to do if you have any questions or concerns

The team are happy to discuss any issues or answer any questions you may have. Liz is happy to meet with you at any point to talk over any concerns or worries you may have either in person or by phone or email.

Her work phone number is 01582 540423

Her email is deputyhead@chapelstreet.nurseryluton.com

A Little Bit about each of the strategies we might be using with your child.

Every child in our Meadow provision has an Individual Education Plan. This plan gives them specific learning targets. We review these plans with you every 8 weeks and set your child new targets including a target you want to work on at home.

These targets may be related to communication both talking and listening with interventions such as

- Object exchange
- Objects of reference
 - Visuals
- Choice Boards/PECs
- Communication Boards
- Intensive interaction

They may be related to attention and concentration such as

- The Curiosity Approach
- Attention Group
- TEACCH boxes

They may be related to play and social skills such as

- Learning to play with new toys
- Turn taking with an adult and a child
- Table Top Identiplay for imaginative play development

Some children need to develop their willingness to touch different things through thought out

- Sensory play experiences
- Food play exploration with no focus on eating.
 - TAC PAC

Many of the children find moving from one place to another hard or completing a task not of their choosing so for these children we use

- Now and Next
- Schedules

On the next few pages some of these interventions are explained. Once a week we welcome you to join The Meadow to see some of these interventions in the setting and enjoy some time with your child. We will let you know which day this is.

Objects of Reference

Objects of reference are often used to support children who have difficulty with understanding spoken words.

The idea is that by showing the child an object related to an activity or place they understand more clearly what is being asked of them – for example your child may have a favourite bath toy they associate with bath time so you may show this object when you say bath time.

Other examples could be: -

A particular bag shown when we say “time for nursery.”

A plate or bowl shown when we say “dinner time.”

A nappy shown when we want to change our child’s nappy

A cup to reinforce “do you want a drink?”



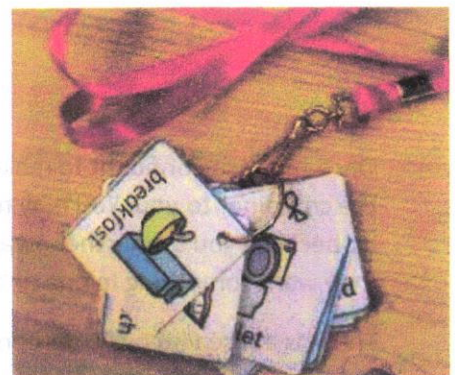
When choosing the items remember -

- The object should be meaningful to the child and be one they link to that activity or experience.
- It should be shown when giving the child an instruction or a request and taken with you and the child to the place you want them to go to so they learn to associate the object with that place. For example, if a bag means we are going to nursery bring the bag with you to the nursery.
- The same object should always be used to indicate an instruction so if you use a coat for going out you should always use a coat to indicate going out.

The idea is that quickly the child learns what the objects relate to and this supports understanding and should make for smoother transitions between places and make requests like dinner time more easily understood.

Visuals

Over time your child will move on to photos and symbols of objects that they link with these places. At this time instead of showing them the object you will be able to show them a photo/symbol. We will let you know when your child is ready for these visuals and are happy to provide you with some of the ones you may need.



Object Exchange

Object exchange is used to encourage children with no spoken language or limited spoken language to make their wants known.

Items that motivate your child are put in separate clear containers that have lids that your child cannot get off.

To begin teaching your child to make an exchange, place a lidded clear container with something they are motivated by in front of them. Hopefully they will pick up the container and hand it to you. When you receive the container open it and name the item and give it to your child.



If they do not seem to know what to do with the container you will need a second adult to support you. The second adult will sit behind the child and hand over hand help the child give the container to you. They do not say anything when they do this and neither do you. Over time your child will learn what they need to do to get the object they want.



Once your child has had the object for a few minutes put it back in the container and repeat the process. Try to do at least 5 times. They may get upset when the object is removed from them but the goal is for them to learn to communicate to get the things they want.

This can be done with toys and also with food. For example, apple in a lidded clear container. Your child gives you the container and you say apple and give them a piece of apple to eat. Once the apple is eaten repeat the process so they have to request if they want more.

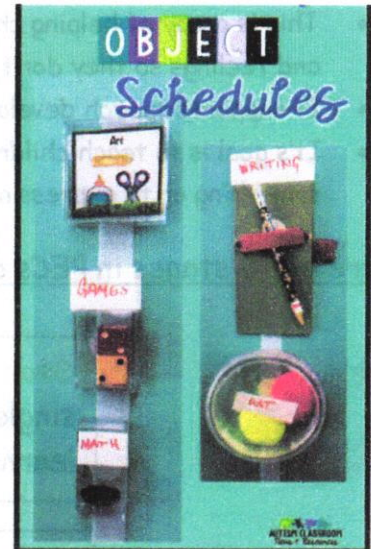


Once they are confident to make this exchange, move further away from them so they have to bring the container to you. You may need an adult to support you with this if your child is unsure what to do because you are further away. The idea behind this is that they will learn to come and find you if they want something in one of the clear lidded containers.

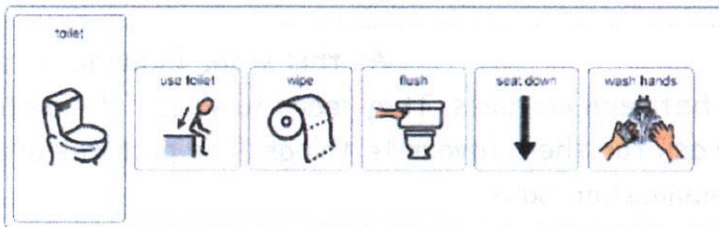
There is a nice video clip demonstrating object exchange - <https://vimeo.com/417231581/34cca313a7>

Schedules

This approach is used to help children understand what is coming next in their day. It helps them with transitions, moving between home and nursery, activity to activity and when something new is coming up in their routine. It is presented in a visual way either using pictures, symbols or objects. As a task is done the picture or object is taken off and put in a pocket attached to the bottom of the schedule and the next picture or object is looked at so the child knows what is happening next.



With repetition the children gradually become independent in using their schedules. At this point they can begin to be used independently by children as they show them how to complete tasks in the right order and show them what to do. Schedules can also be used to help your child with bedtime routines and morning routines with tasks such as getting dressed and using the toilet. They can also be attached to PE bags to help your child remember what order they need to take off clothes and put clothes on.



Now and Next

For children who are not quite ready for a schedule but need help moving from one activity to another, or need help to complete a task you want them to do, a now and next approach is used. A visual or object that shows what you want the child to do is placed in the now box. A motivational item to them is placed in the next box. Once they do the now they get the motivational item they want that is in the next box. and the then, something they really like to do.



Examples of this would be
 "Now Shoes on, next ipad."
 "Now nappy change, next bubbles"

PECS

Picture Exchange Communication System

- This is a way of helping children with no speech or limited speech to communicate their wants, needs and feelings so they don't get frustrated.
- It supports speech development and builds the words children know and use.
- It's goal is to teach children functional communication, so they are able to make a request for something or to express a thought, comment or feeling rather than just labelling items.

There are 6 stages in PECs and we teach them in in this order -



Stage 1 - How to communicate Individuals learn to exchange a single card for an item or activity they really want. The individual learns if I give you this card I get the activity or item I want.



Stage 2 - Persistence and distance Still use single pictures. Individuals learn to use the skill of exchanging a picture for what they want in different places, with different people across distances. They also learn to become more persistent communicators. The card goes on their communication book and their communication book goes with them wherever they go.



Stage 3 - Picture Discrimination At this stage individuals learn to discriminate between pictures. They learn to select the picture they need to ask for their favourite things. The pictures are placed in their communication book.

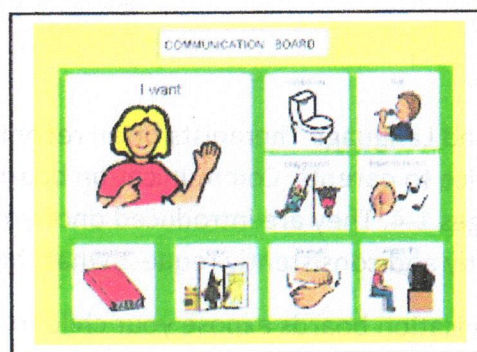
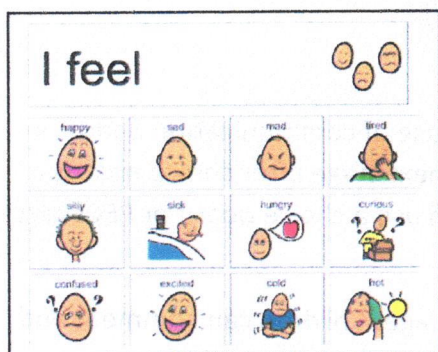


Stage 4 - Sentence Structure Individuals learn to construct simple sentences on a detachable sentence strip using an "I want" picture followed by a picture of the object they are requesting.
Stage 5 - Attributes and Language Expansion Individuals learn to expand their sentences by adding adjectives, verbs and prepositions
Stage 6 - Responsive Requesting Individuals learn to use PECs for answering questions like "what do you want?"

How do we teach children this approach?

First we find out what motivates and interests your child and then make sure these items can't be accessed freely, in preparation for PECs. This is because we need to create the need to communicate. If your child is motivated by cars but can get the car themselves then there is no need to communicate. It needs to be out of reach so they have to request it if they want it. We find about 10 items of interest to use. These are called motivators.

CHOICE BOARDS



Speech and Language Therapists often recommend the use of choice boards in their advice to parents. Choice boards are similar to PECs providing a way for your child to indicate what they want and as they learn to label their emotions, how they feel.

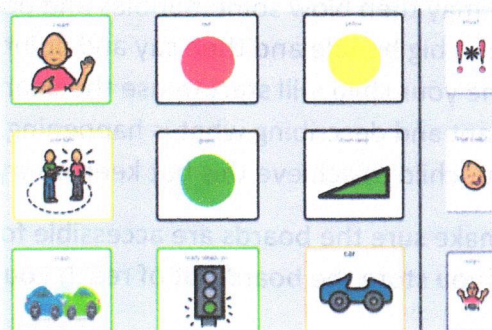
To begin with you use the boards to model their choices. So if they were using object exchange and gave you a pot with Peppa Pig in you would model "I want Peppa Pig" pointing to the Peppa Pig on the choice board as you gave them the object. Respond to all your child's attempts to communicate. They may hold up the car to show you and you can point to the picture to comment "it's a car".

Over time your child will learn to point to what they want. It is a good idea to put choice boards where they would make their choices, for example food and drink choices displayed on a board they can reach in your kitchen, so they can indicate their wants there. If your child points to a picture then say the word or phrase

If they are choosing toys put their choice board in front of them for them to choose what they want to play with. If they like music use a choice board for the songs they like.

Remember that anything you want them to choose from their choice board must be put where they can't get it themselves so they learn that they have to communicate to get it.

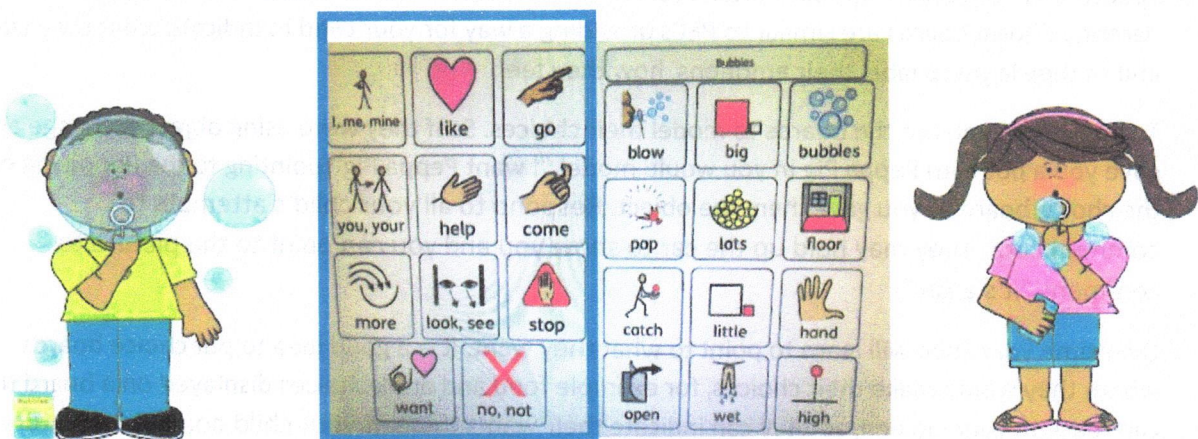
Choice boards can become more detailed over time for example to comment on the car's attributes for example "I want a red car" by pointing to the I want card then red then car. Show and model to your child how to use the picture on board to talk do this by pointing to the pictures as you play "my turn" "go!" send car down ramp....



COMMUNICATION BOARDS

Speech and Language Therapists often recommend the use of communication boards in their advice to parents. Communication boards are the next stage after choice boards or PECs stages 1-4. They are introduced once your child can use a choice board or PECs cards to confidently and consistently request what they want.

Communication boards expose your child to more language. Children can comment and request from these boards and can begin to put two or more words together.



On one half of the board are the words that are always there. I have placed a blue rectangle round these words so you can see. At this stage these words are on each choice board your child gets and are always in the same position to help them find the words they want.

The words on the other side of the board are specific to the activity. The board above is when blowing bubbles with your child.

As we play bubbles with the children, we use the board alongside our speech to comment on what we are doing. I may bring the bubbles to the table and point on the board to the words "I like bubbles." I may then blow some bubbles and point to "I blow bubbles". I may then blow slowly so I get a big bubble and then say and point to the words "big bubbles". The idea is that over time your child will start to use the board to communicate with you telling you what they want and describing what is happening. It takes lots of practice and lots of repetition for your child to achieve this but keep on trying as they will get it.

As with choice boards make sure the boards are accessible for them so they can use them at any time. Remember If you store the board out of reach you are taking away their words.

Intensive Interaction

What is it?

It is a way of starting communication with a child who for one reason or another is still at the early stages of communication development. They may have a severe learning difficulty or be Autistic and find it hard to communicate or be social. It is a way of teaching the pre speech fundamentals of communication to children

What are Pre Speech Fundamentals?

- Enjoying being with another person
- Developing the ability to attend to another person
- Sustained attention and concentration paying attention long enough to receive and understand the messages coming to us.
- Learning to do sequences of activity with another person. To get the idea of turn taking as you would for a conversation.
- Sharing personal space.
- Using and understanding non-verbal communication developing eye contact, facial expressions using gesture
- Using vocalisation with meaning learning different noises communicate different things
- Self-regulating not getting over excited or bored
- Anticipation developing anticipation in familiar routines which develops the idea that communication is rewarding and fun.



See a video clip of this in action at vimeo.com/458978739 clips are also available on you tube that demonstrate this approach.

What does it look like in practice?

It is highly practical, all you need is you and them. Follow what your child is doing – respond to their actions, sounds, gestures, playfully imitating them to help break into their world. By doing this you are talking their language and are showing that you value them and enjoy being with them.

Treat the things the child does as communication be it sounds, actions or gestures.

Use observation as you interact so you are quick to interpret their communication and the communication stays positive. If they turn their back or push your hand away, then respect that they have had enough or need a break.

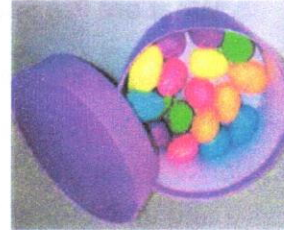
You can do intensive interaction at any time and place. Seize opportunities when they arise and/or plan time with the child when you can give them all your attention and nothing can distract you.

Intensive interaction is based on research and is often listed on advice from Educational Psychologists. Studies have shown that participants developed behaviours that helped to sustain interactions – looking, smiling, vocalising. They developed the ability to be able to engage in interaction and learned to initiate social contact. They made advances in their ability to communicate needs and preferences through vocalisations, sounds and gestures

Curiosity Approach

For children who are under 2 and half years and find it really hard to maintain attention on objects and toys. These children are not ready for the attention group. We use the Curiosity Approach designed by Gina Davies who also designed the Attention Group.

It provides a way of entering your child's world, combining intensive interaction techniques with songs, movement games and curiosity to build attention and engagement



What do you do?

- A couple of times a day, turn off phones, TV and all distractions. By doing this you begin to make yourself the most interesting thing in the room.
- Join in with your child's actions, gestures and what they are doing using Intensive Interaction.
- Engage them in little games like a tickle game, peek a boo game, rough and tumble. Try things out see what they respond to. Add a song if it helps the structure of the game or is a song they love.
- Don't worry if initially you experience some rejection...as you continue to offer these opportunities there will be moments of success. The briefest engagement is a success.
- Start with what you know your child enjoys doing... filling and emptying, throwing, sprinkling, unwrapping, lining up toys. By engaging in this you will begin to encourage your child to be curious about what you are doing as you are interesting them through a fascination



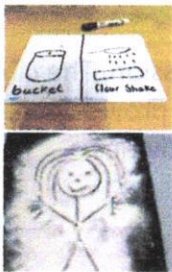
- Gather together collections of items in containers that you know your child might like to engage curiosity. Start with see through boxes so they can see what's inside. Try to entice them in with a peek in the box. Only put one set of materials in each box as this keeps the activity simple and helps you learn what your child likes exploring. Explore the objects.

Attention Group



We all need attention skills in order to learn new things. This approach is used to develop these attention skills in children who have difficulties with attention, social, communicational difficulties or Autism Spectrum Disorder (ASD). The approach works through 4 stages. The children all sit on chairs in front of the adult who sits on the floor about 2 meters away from the children. Another adult sits with the children supporting them and modelling the behaviours we want to see of looking and watching and listening. We draw what we are going to do on a whiteboard before we do it so children know what is happening.

Stage 1 – Learning to focus their attention – This stage involves a container, like a box with a lid, that is not see through and has three exciting motivational things in such as light toys, toys that move, toys that make a noise. The items are brought out of the container one at a time with lots of wow and ohh etc. to make the item really engaging. Once an item has been demonstrated it then goes back in the container and the next item comes out until all items have been used. This session takes no more than 3-4 minutes.



Stage 2 – Sustaining attention - This stage involves extending the child's attention once they have achieved stage 1. Stage is still done and this stage is then added. Here an activity is demonstrated. You do the activity, and the children watch. Again through our actions and our simple words it is made highly engaging for the children. This session lasts no more than 5 minutes. We use the children's interests but not their obsessions at this stage and all stages. For example – shake flour through a sieve on to black paper and then draw in it.

Stage 3 – Shifting attention – At this stage the children's attention shifts from watching to participating and they take turns led by the adult. Activities that may happen here are having a tray with sand in, adult makes the sand castles and then the child gets to jump on them to squash them. A song is usually added to engage children more so you may sing. "It's time to jump on the castles, It's time to jump on the castles, It's time to jump on the castles, jump, jump, jump" as the child jumps on the castles. The first turn is the adult's to demonstrate. The second turn is the supporting adult and the next turns are the children's. We never make them do the activity if they don't want to. This session is usually around 5-10 minutes

Stage 4 – Social development and independence – at this stage the adult demonstrates a simple activity such as rolling playdough into a sausage or pouring salt from a salt shaker. This part of the session is usually around 5-8 minutes long. The children are then given a lidded tub with all the bits in they will need to do the activity. The supporting adult is given their tub first and they go to a table to start it. Then each of the children is given a tub and they also go to the table. Everyone completes their activity with encouragement from the lead and supporting adults and when finished they bring the tub and the finished item back to the lead adult



Once these 4 stages are achieved anything can be taught through this approach. Examples of these activities can be found on Gina Davies autism centre facebook page.

SENSORY CIRCUITS



We use sensory circuits in the Nursery to help our children both energise and settle ready for learning. They have been proven to work well for children who seek sensory engagement or have difficulty processing sensory experiences.

The aim is to focus concentration in readiness for the day's activities. Sensory circuits can be completed at regular times throughout the day. It is important that the experiences offered avoid any sensory experiences they don't like.

At Chapel Street Nursery we do the sensory circuit at the start of each child's Meadow session. The circuit should be active, physical and fun. It provides a sequence of activities done repeatedly to provide children with the right type of sensory input in order to organise and calm them ready for daily activities. The order is important.

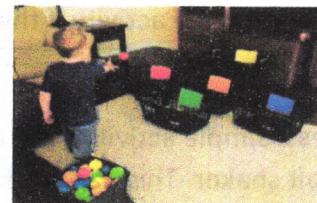
First we start with something **alerting**, such as

- Bouncing on a trampoline or space hopper.
- Rolling over an exercise ball.
- Doing star jumps.



Then we move on to an **organising** activity that focuses the child, such as

- Balancing on a balance beam
- Going up and down stairs.
- Walking on sensory stepping stones.
- Throwing balls into a basket.



Finally, we do a **calming** activity which helps the child calm ready to learn, such as

- Being rolled up in a blanket.
- Massage on the feet, shoulders or hands with a massage Ball.
- A pillow squeeze, perhaps with a vibrating cushion.

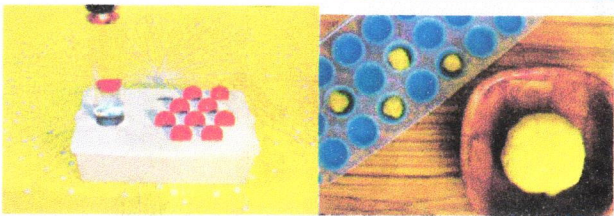


THE TEACCH APPROACH

TEACCH is an educational intervention, developed at the university of North Carolina, particularly for young children

with Autism. The teaching is very structured and to begin with focused on learning to learn with attention, concentration and completion of a task as a goal. Activities at this stage are short with a clear start and finish. The tasks are easy for the child to complete so they feel successful and don't get frustrated. They also focus on the child's interests which makes them want to engage with the activity and very little explanation or demonstration of the task is needed. Once a child has mastered this we then move on to a wider curriculum using TEACCH boxes to meet the child's next steps and gradually the activities will become more complex. At this point skills such as fine motor skills, sequencing, communication, thinking skills are taught. This includes number and shape work, mark making and literacy skills.

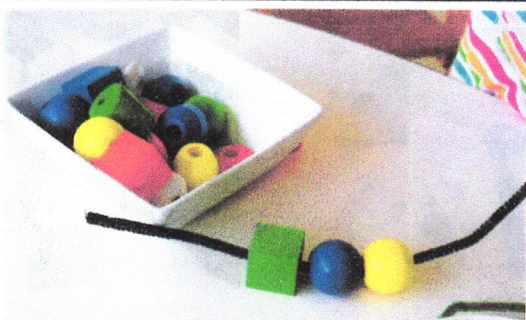
Here are some activities you could do to help your child learn the concept "all gone"



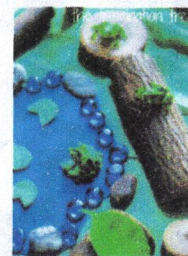
Your child could drop counters or buttons one at a time into the bottle of water. You could count as you do it but the focus is to get all the buttons one at a time into the water. They could also squash balls of playdough into an ice cube tray one at a time until the tray is full. Once all the counters are gone say "all gone" to help teach this concept and phrase.



Food in a container with a lid
Choose a food your child likes and put a small amount in a tub with a lid. Give your child one item (a chocolate button for example) then put the lid back on the container. Get them to request more each time to get another one by sign, gesture or word. Once all the food is gone say and sign "all gone" to help teach this phrase.



Thread large beads.
Developing fine motor skills. This can also be done with pasta threaded on to string or a pipe cleaner. "All gone" can also be taught here when all the beads are threaded



Responding to and joining in with rhymes and songs
5 little frogs
Do the rhyme and as one jumps into the pool your child can jump the plastic frog into the water. "All gone" can also be taught here once all the frogs have gone into the pool

If you type TEACCH box activities into google images or pintrest lots of ideas come up.

Table Top Identiplay

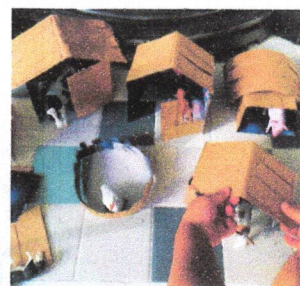
This approach is used to develop children's play skills and in particular their imaginative play skills. Imaginative play skills help develop children's thinking skills and can support the development of vocabulary. The approach works by both adult and child having the same equipment and sitting opposite each other at a table or on the floor. As an example you may both have a doll, a babies' bottle, a flannel and a blanket. The adult plays out a sequence of imaginative play with the doll in this instance, for example they feed the baby with the bottle and wash its face, they wind the baby and then wrap it in a blanket and rock the baby to sleep. The child should join in with their doll. Over time the child begins to lead the play developing their own imagination. Use the same equipment for a while before changing to a new set so that the play is remembered.



Some examples you could use

Cars and ramps, drawn roads, boxes to be garages – Talk as you play “Drive the car down the ramp brmmmm, brmmmm, along the road brmmmm, brmmmm and into the garage” (box with a door cut out)

Pretend to make a cake with playdough or a sandwich with play food – Pick up your play knife and pretend to spread the bread saying “Spread the butter”. “Now sprinkle cheese in”, pretend to sprinkle in cheese. “Bread on top” “yum, yum”.



Teddy bears birthday picnic – bears, foods, plates and cups, pretend cake and teapot. Talk as you play. Pretend to feed the bears, sing happy birthday to the bear and get the bear to blow out the candles.

Toy dog to go to the vets –toy dog, bandage, play injection. Talk as you play the scenario out. Stroke the dog “poor dog is ill” “he needs a bandage” bandage up his leg. “He needs an injection” give him an injection. “He needs to sleep” “put him in his basket

Play farm – move the cow into the field “moo, moo, moo” move the sheep into the barn (can be a box) “the sheep are cold, in the barn, baa, baa, baa” “Ducks feel like a swim quack, quack” (use some blue material or paper for a pond).



What is TACPAC?

Tacpac draws together touch and music to create a structured half hour of sensory communication between two people



- Each Tacpac activity has music which is specifically composed to reflect the texture of the object which goes with it. This means that your child experiences complete sensory alignment – what they see, is what they hear, is what they feel.
- Over time, this enables them to develop trust with you as their partner in communication.
- They can then begin to express themselves by showing what they feel or what they want.
- Some of the objects used for Tacpac activities include: a washing up sponge, chopsticks, a pastry brush, a fan, a paint roller and marbles – to name a few.
- You can take your time to establish a safe, trusting and predictable environment, whereby you and your receiving partner can gently start to establish a sensory communication.