

# **Spring 1- LEAF Provision**






## Spring Term 1: What Makes a Happy Ending? (Traditional Tales)

	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
<b>Theme</b>	Theme: Good vs. Bad/Right vs. Wrong	Theme: Patterns and Repetition	Theme: Size, Order and Comparison	Theme: Problem Solving and Helping	Theme: Journey and Adventure	Theme: Chinese New Year
<b>Text</b>	Little Red Riding Hood 	Three Billy Goats Gruff 	Goldilocks and the Three Bears 	The Enormous Turnip 	Jack and the Beanstalk 	The Runaway Wok 
<b>Family Learning</b>	Afternoon Tea with the Big Bad Wolf	Parents invited to join Bucket/Sensory Story	Mr Kinman Music Workshop?	SENCO Coffee Morning	Visit to Sundown Adventure	Chinese New Year Party
<b>Core Word</b> Makaton for 'To Make'  Makaton for 'To Get Up' The Core Word Programme is an approach to supporting communication that focuses on teaching a small set of high-frequency, functional words that can be used across many situations, rather than teaching topic-specific vocabulary. These words are often supported by visuals, signs, or AAC tools.	<b>get</b>  Widgit:   Makaton: <a href="#">Bing Videos</a> - get	<b>look</b>  Widgit:   Makaton: Makaton sign for LO...	<b>what</b>  Widgit:   Makaton: <a href="#">Makaton for "what". - YouTube</a>	<b>need</b>  Widgit:   Makaton: <a href="https://www.youtube.com/shorts/Q0OVsSNucro">https://www.youtube.com/shorts/Q0OVsSNucro</a>	<b>are</b>  Wigit:   Makaton: Makaton Are you ready	<b>is</b>  Wigit:   Makaton: Makaton for 'My na...'
<b>Attention Autism</b>  We use the Attention Autism Programme to develop attention, listening, and communication skills	Stage 1 (Bucket):  Water spray bottle (get wet) Large sunglasses/hats (get dressed) Ready GET set go.. (Balloon car pump)  Stage 2 (Attention Builder): Lemonade fountain(add red	Stage 1 (Bucket):  Visual infinity toys Dancing fan Bubble timers  Stage 2 (Attention Builder): Rice and drum.	Stage 1 (Bucket):  What can it be. Talking cactus Rolling wobbly ball Wobble teddy Stage 2 (Attention Builder):  Flour shaker 3 bears What is it. Vocab - What can you see?	Stage 1 (Bucket):  Turnip Box of plasters and stick them all over face Spinning toy - need it to spin  Stage 2 (Attention	Stage 1 (Bucket):  Snake prank toy -where ARE you? Mirror - there you are Talking parrot - are you there? Stage 2 (Attention Builder):  Beans down the guttering	Stage 1 (Bucket):  What is it Bubble floaters Chinese Dragon puppet  Stage 2 (Attention Builder): Colourful chinese dragon

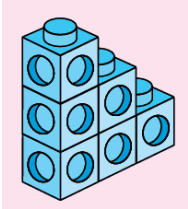
through highly engaging, visually stimulating activities that encourage shared focus and interaction in a fun and motivating way.	food colouring)  Vocab - Get, set go.. Its red like little red riding hood	Pour rice on a drum and use beaters to make all the rice jump off. Vocab - LOOK -Whos that tip tapping over my bridge)	What is hiding?	Builder):		
<div><b>Sensory Circuits</b></div> <div></div> <div>Sensory Circuits are a structured sensory-motor activity program designed to help our pupils with autism regulate their sensory needs, improve focus, and get ready to learn. We do them every morning and also offer support as and when needed throughout the day.</div>	Alerting: Trampoline  Orangising: Sorting counters, pasta, colours etc  Calming: Wall push ups	Alerting: Tug-of-war with a resistance band  Orangising: Match characters to stories - linked to texts  Calming: Peel and stick sticker crafts	Alerting: Carrying weighted beanbags or blanket from one place to another  Orangising: Sorting dinosaurs by size (big to small/small to big)  Calming: Light tubes or glitter jars	Alerting: Obstacle Course  Orangising: Sorting playing cards- red and black  Calming: Fidget Play	Alerting: Keeping a balloon in the air  Orangising: Sensory Stepping stones  Calming: Peanut Ball/Yoga ball- slow bouncing	Alerting: Step up and step down (exercise step)  Orangising: Stacking cups, build them up and knock them down  Calming: Blowing cotton balls with straws
<div><b>Musical Interactions</b></div> <div>Musical Interactions sessions use music, rhythm, and sound to support communication, social skills, and emotional engagement, providing a fun and motivating way for pupils to connect and express themselves.</div>	Hello Song  Revisit: Teddy goes up and down.  Teach: Hello, how are you?  Goodbye song	Hello Song  Revisit: Hello, how are you?  Teach: I got a body  Goodbye song	Hello Song  Revisit: I got a body  Teach: We'll Play and We'll Play and We'll Stop  Goodbye song	Hello Song  Revisit: We'll Play and We'll Play and We'll Stop  Teach: Shake your bells  Goodbye song	Hello Song  Revisit: Shake your bells  Teach: Big green snake  Goodbye song	Hello Song  Revisit: Big green snake  Teach: Who wants the ball?  Goodbye song
<div><b>Immersive story</b></div> <div>We use immersive story reading daily to support language development, build listening skills, and foster a love of stories. Repeating familiar stories helps children predict what comes next, understand new vocabulary in context, and engage their attention. The immersive approach—with sensory links and interactive activities—makes the story meaningful and accessible, encouraging communication and social interaction.</div>	Read the book daily or in small parts, stopping at key moments to explore sensory experiences linked to that scene. Each session uses a main sensory theme to deepen story engagement, encourage communication, and build routines.					

	<p>Day 1: When Little Red Riding Hood prepares her basket to take to Grandma. Children use playdough to shape cakes, buns, or cookies. Encourage rolling, pinching, pressing, and shaping. Put cakes into the basket for Grandma.</p> <p>Day 2: Riding Hood sets off through the woods. Place different textured mats or fabrics on the floor (leaves, grass, bark textures). Children walk barefoot to feel textures,</p> <p>Day 3: Red Riding Hood meets the wolf. Children move carefully and slowly, tiptoeing around the room to “avoid the wolf.” Use scarves or ribbons to represent the wolf sneaking past.</p> <p>Day 4: Red Riding Hood arrives at Grandma’s cottage. Use bubble wrap and crinkly paper to mimic the sounds of walking on twigs, and leaves.</p> <p>Day 5: A woodcutter was nearby, chopping logs in the forest. Cutting “logs” with safety scissors: strips of brown paper, cardboard or soft foam. Optional: textured cutting using foil, bubble wrap, or sandpaper.</p>	<p>Day 1: Meet the goats- “Once upon a time, there were three billy goats.” (Children hold or touch soft goat / fluffy fabric) “The goats were small, medium, and big.” (Tap bell once, twice, three times) “They lived in a green field.” (Children touch green fabric / grass mat) “They were hungry and wanted to eat sweet grass.” (Rub tummy, simple sign for eat)</p> <p>Day 2: Story Link: Walking the Bridge. “The goats walked, walked, walked...” (Children tap blocks or step feet) “They came to a bridge.” (Tap drum slowly – clip clop) “Under the bridge was a river.” (Children touch blue fabric / ripple hands) “The bridge went over the river.” (Hands up, then down)</p> <p>Day 3: The Troll Appears! “Under the bridge lived a troll.” (Children touch rough texture) “The troll was grumpy.” (Make grumpy face in mirror) “The troll said, ‘Who’s that trip-trapping on my bridge?’” (Adult growls softly – keep predictable) “The goats felt a little worried.” (Hands to chest / deep breath)</p> <p>Day 4: Crossing the bridge. The big goat came to the bridge.” (Children push heavy cushions) “The bridge went trip trap, trip trap.” (Tap floor harder) “The big goat said, ‘Go away, troll!’” (Strong voice / sign stop) “The troll fell SPLASH!” (Hands clap, soft crash onto mat)</p> <p>Day 5: Happy ending picnic! “The troll was gone.” (All done sign) “The goats crossed the bridge safely.” (Clap or ring bell) “They ate sweet green grass.” (Children smell, then taste food if appropriate) “The goats were happy and calm.” (Deep breath together)</p>	<p>Day 1: Goldilocks finds the bears’ porridge Sensory link: Use porridge in three bowls: big, medium, small. Encourage children to explore texture with spoons and fingers: squishing, stirring, and feeling the “hot” and “cool” porridge. Talk about big, medium, and small bowls.</p> <p>Day 2: Goldilocks sits in the chairs. Sensory link: Set up three chairs or cushions: big, medium, small. Encourage children to feel the size and shape of each chair with their hands and sit on them. Use a textured or padded cushion for the “just right” chair to make it more engaging.</p> <p>Day 3: Goldilocks meets the bears. Role-play with teddy bears/bear [puppets. Encourage children to touch and move the bears: hug, pat, or arrange them. Children can copy actions like pointing to the porridge, chair, or bed that Goldilocks used.</p> <p>Day 4: Goldilocks runs away Set up a simple obstacle course or “forest path” with mats, cushions, or textured fabric. Encourage children to move carefully around the path: tiptoe, step over cushions, crawl under tables. Add props like scarves to represent Goldilocks’ hair flying, or leaves/crinkly paper to create “forest sounds.” End with a “safe home” mat or blanket to represent Goldilocks escaping safely.</p> <p>Day 5: Cleaning up Goldilocks’ mess Provide bowls with oats, playdough, or rice to “clean up.” Children scoop, pour, and sort into containers. Use small brooms or brushes to sweep up crumbs (or rice) to add movement and motor skills. Altrnativ;y children could have spray bottles and clothes to clean the table.</p>	<p>Day 1: Planting the turnip seeds. Give children small pots, soil, and a “seed” (bean or pom-pom). Children press the seed into the soil while listening. Encourage talking about “soft soil” and “small seed.” Planting a tuff tray.</p> <p>Day 2: The turnip growsLook in the mystery bag and pull out a turnip. Children each hold a heavy turnip whilst listening to the story. Explore afterwards together.</p> <p>Day 3: Day 4: Pulling the turnip begins Children each have a resistance band on their chair. As the characters begin pulling, children attempt to pull the band with their feet.</p> <p>Day 4: Adding more helpers. Children given a puppy or teddy front the story. Act out the story using the puppets as you read aloud. Put the characters in order of pulling the turnip. Make pulling actions for children to join in with.</p> <p>Day 5: Turnip tasting / pretending to cook. Cut and explore the turnip together. Turnip tasting.</p>	<p>Day 1:: Planting the magic beans. Children make their own magic beans using playdough (bright yellow with glitter). Encourage them to roll into small balls whilst reading. Put them in a cup at the end and see if they grow into a beanstalk tomorrow.</p> <p>Day 2: Watching the beanstalk grow. Use green streamers, ribbons, or paper strips to create a “growing beanstalk” on the wall or floor.</p> <p>Day 3: Climbing the beanstalk “Jack climbs up the beanstalk to the giant’s castle.” Climbing apparatus and mat. Practising climbing up and over. Stepping up and down onto a bench. Climbing on and off crates.</p> <p>Day 4: Exploring the giant’s castle. Set up three treasure boxes: one with golden objects (tinfoil balls, beads), one with a soft toy hen, one with a small toy harp or musical instrument. Children touch, shake, or explore objects while you read.</p> <p>Day 5: Jack finds a hen that lays golden eggs. Hen teddy, bird feather sensory play, egg cracking, painting eggs gold.</p>	<p>Day 1: Filling the Wok with ingredients. Set up food sensory trays: cooked rice, noodles, dried beans, or shredded vegetables. Children can stir, scoop, and explore textures as the story mentions ingredients. Children have their own pan or plate with a picture of a pan on it to explore.</p> <p>Day 2: Day 4: Noodle Sensory Tray Set up a noodle tray with cooked or dried noodles. Children can pick up, squish, and move the noodles with hands or chopsticks.</p> <p>Day 3: Dragon Dance Preparations Children explore dragon materials: scarves, fabric, or paper dragon heads. Traditional Music.</p> <p>Day 4: Day 7: Lanterns and Lights. Use battery-operated lanterns, fairy lights, or coloured torches. Turn the lights out or use a dark tent.</p> <p>Day 5:</p>
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<p><b>Rhyme/Song of the week- Song Boards</b></p> <p>Having a Nursery Rhyme of the Week with rhyme boards helps children develop early language skills such as listening, rhythm, and memory. The repetition and predictability of rhymes support attention and confidence. Using visual rhyme boards makes the words and actions easier to understand and remember and encourages children to join in.</p>	<p>This Old Man</p>	<p>5 Little Ducks</p>	<p>One, Two, Three, Four, Five, Once I Caught a Fish Alive</p>	<p>5 Little Monkeys Jumping on the Bed</p>	<p>Two Little Dickie Birds</p>	<p>Ten in a Bed</p>
<p><b>Identiplay</b></p> <p>The Identiplay intervention helps children on the autistic spectrum, and those with specific communication disorders, learn to play. Through the use of play scripts the approach promotes the development of social skills, understanding, imagination and exploration. By learning these skills the young person can enjoy reciprocal play with an adult or peer.</p> <p><b>*Extension -do not introduce until the child is confidently copying the first play activity, which may take several sessions.</b></p>	<p><b>Bubbles</b></p>  <p><b>Equipment:</b></p> <ul style="list-style-type: none"><li>● Bubble pot</li><li>● Bubble wand</li></ul> <p><b>Script:</b></p> <p>Hold up the bubble pot and say, “Bubbles”.</p> <p>Dip the wand into the bubble pot and say, “In”.</p> <p>Blow bubbles and say, “Blow... bubbles!”</p> <p>Watch the bubbles float and say, “Pop, pop”.</p> <p>Close the bubble pot and say, “Finished, bye-bye bubbles”.</p> <p><b>Extension:</b></p> <p>Repeat the sequence several times.</p> <p>You could introduce simple concepts depending on the child’s level, for example:</p> <ul style="list-style-type: none"><li>● Numbers: “One bubble... pop. Two bubbles... pop, pop.”</li><li>● Actions: “Big bubble... pop” / “Little bubble... pop”.</li><li>● Turn-taking: “My turn blow... your turn blow”.</li></ul>	<p><b>Balls in the Box</b></p> <p>Hold up the box and say, “Box”.</p> <p>Hold up one ball and say, “Ball”.</p> <p>Put the ball into the box and say, “Ball in”.</p> <p>Close the box and gently shake it, saying, “Shake, shake, shake”.</p> <p>Open the box, take the ball out and say, “Ball out”.</p> <p>Say, “Finished, bye-bye ball”.</p> <p><b>Extension:</b></p> <p>Gradually introduce more balls, placing them into the box one at a time.</p> <p>You could introduce concepts depending on the child’s developmental level, for example:</p> <p><b>Equipment:</b></p> <ul style="list-style-type: none"><li>● Small box or container</li><li>● Two to four soft balls</li></ul> <p><b>Script:</b></p> <p>Hold up the box and say, “Box”.</p> <p>Hold up one ball and say, “Ball”.</p> <p>Put the ball into the box and say, “Ball in”.</p> <p>Close the box and gently shake it, saying, “Shake,</p>	<p><b>Porridge Oats</b></p>  <p><b>Equipment:</b></p> <ul style="list-style-type: none"><li>● Bowl</li><li>● Spoon</li><li>● Porridge oats</li><li>● Bear</li></ul> <p><b>Script:</b></p> <p>Show the bears and say, “Bear”.</p> <p>Put the bowls on the table and say, “Bowls on”.</p> <p>Scoop the porridge into the bowl and say “Scoop it up”</p> <p>Stir the bowl and say, “Stir, stir”.</p> <p>Give the bowl to a bear and say, “Bear eat”.</p> <p>Model feeding it to the bear and say “bear is eating, yummy”.</p> <p>Repeat with the other bears (linked to 3 bears)</p> <p>Say, “All done”.</p> <p>Wave and say, “Bye-bye bears”.</p> <p><b>Extension:</b></p> <p>Repeat the script often to support understanding.</p> <p>You could introduce the small, medium and large bear and bowls and spoons to match.</p>	<p><b>Puppet play</b></p>  <p><b>Equipment:</b></p> <ul style="list-style-type: none"><li>● 2 Puppets</li></ul> <p><b>Script:</b></p> <p>Place the puppet on your hand, raise your hand and start to look at the puppet. “Hello, I’m... ..... What’s your name?”</p> <p>Move the puppet to your each as if listening to its response</p> <p>“How old are you?”</p> <p>Repeat listening action.</p> <p><b>Extension:</b> Repeat using different questions.</p> <p>Puppets can be used to have a number of conversations, but it is also useful to add a range of props and work with the puppet to ‘play out’ play scenarios for example, drinking a cup of tea or washing the dolly.</p>	<p><b>Planting a seed/Beanstalk</b></p>  <p><b>Equipment:</b></p> <ul style="list-style-type: none"><li>● Small pot or cup</li><li>● Soil/compost</li><li>● Large seed or bean</li><li>● Small watering can or cup</li></ul> <p><b>Script:</b></p> <p>Show the pot and say, “Pot”.</p> <p>Put soil into the pot and say, “Soil in”.</p> <p>Show the seed and say, “Seed”.</p> <p>Put the seed into the soil and say, “Seed in”.</p> <p>Cover the seed and say, “Cover, cover”.</p> <p>Pour a small amount of water and say, “Water on”.</p> <p>Say, “Finished, bye-bye seed”.</p> <p><b>Extension:</b></p> <p>Repeat the activity with another pot if appropriate.</p> <p>You could introduce additional concepts depending on the child’s developmental level, for example:</p> <ul style="list-style-type: none"><li>● Sequencing: “First</li></ul>	<p><b>Chinese New Year Drum</b></p>  <p><b>Equipment:</b></p> <ul style="list-style-type: none"><li>● Toy drum or empty container (used as a drum)</li><li>● Drumstick or hand</li></ul> <p><b>Script:</b></p> <p>Show the drum and say, “Drum”.</p> <p>Tap the drum gently and say, “Bang, bang”.</p> <p>Tap again and say, “Bang, bang, bang”.</p> <p>Pause and say, “Stop”.</p> <p>Smile and say, “Finished, bye-bye drum”.</p> <p><b>Extension:</b></p> <p>Repeat the sequence several times.</p> <p>You could introduce additional concepts depending on the child’s developmental level, for example:</p> <ul style="list-style-type: none"><li>● Counting: “One bang... two bangs... three</li></ul>

			<p>shake, shake”.</p> <p>Open the box, take the ball out and say, “Ball out”.</p> <p>Say, “Finished, bye-bye ball”.</p> <p><b>Extension:</b></p> <p>Gradually introduce more balls, placing them into the box one at a time.</p> <p>You could introduce concepts depending on the child’s developmental level, for example:</p> <ul style="list-style-type: none"><li>• Numbers: “One ball in... shake, shake... two balls in...”</li><li>• Colours: “Red ball in... shake, shake”</li><li>• Turn-taking: “My turn in... your turn in”</li></ul>			<p>soil... then seed... then water”</p> <ul style="list-style-type: none"><li>• Counting: “One seed in... two seeds in”</li><li>• Growth language: “Seed grow” / “Plant grow”</li><li>• Turn-taking: “My turn soil... your turn water”</li></ul>	<p>bangs”</p> <ul style="list-style-type: none"><li>• Volume: “Quiet bang” / “Loud bang”</li><li>• Turn-taking: “My turn bang... your turn bang”</li><li>• Cultural link: Say, “Chinese New Year drum” before playing</li></ul>
<p><b>Workstations</b></p> <p>Workstations provide structured, focused learning areas where children can work independently or with support on specific tasks. They help build concentration, develop key skills, and encourage independence by giving clear expectations and a consistent routine. To support this structure, we use start baskets with all the materials children need to begin their task and finish baskets where completed work is placed. This helps children understand the flow of their activity, know when to start and finish, and fosters a sense of accomplishment in a calm, predictable</p>	Numeracy	<p><b>Focus: Number 1, 2 &amp; 3</b></p> <ul style="list-style-type: none"><li>• Find 1, 2 &amp; 3</li><li>• Represent 1, 2 &amp; 3</li><li>• Subitise 1, 2 &amp; 3</li></ul> <p>Zippy Bag 1: Give children a range of picture cards showing different representations of 1, 2 and 3.</p> <p>Zippy Bag 2: Have a pile of beanbags. Beat a drum either 1, 2 or 3 times. Children listen carefully and count out 1, 2 or 3 beanbags from a larger group to match the number of beats.</p> <p>Zippy Bag 3: Represent 1, 2 and 3 using small objects. Cover each amount with a bowl or cup. Quickly reveal one group of objects and ask children how many there are. Children match</p>	<p><b>Focus: 1 more and 1 less</b></p> <ul style="list-style-type: none"><li>• What is the number before? 1 less</li><li>• What is the number after? 1 more</li></ul> <p>Zippy bag 1: Model the rhyme Five Little Ducks with the children. Children remove the ducks on the song board as you sing. Emphasise the 1 less pattern and the amount decreasing.</p> <p>Zippy bag 2: Build a number pattern with cubes using a visual to support.</p>	<p><b>Focus: Shapes with 4 sides</b></p> <ul style="list-style-type: none"><li>• Identify and name shapes</li><li>• Combine shapes with 4 sides</li><li>• Shapes in the environment</li></ul> <p>Zippy bag 1: Match shapes to pictures of objects in the environment- velcro activity.</p> <p>Zippy bag 2: Use match sticks to build squares and rectangles copying a simple visual.</p> <p>Zippy bag 3: Sorting shapes into 2 groups - squares/rectangles and circles/triangles.</p>	<p><b>Focus: Introducing Zero</b></p> <ul style="list-style-type: none"><li>• Explore simple patterns</li><li>• Copy and continue a pattern</li><li>• Create a simple pattern</li></ul> <p>Zippy bag 1: Numberblocks the Zero Song</p> <p>Zippy bag 2: 5 Little Monkeys jumping on the bed songboard, emphasis zero at the end as children remove.</p> <p>Zippy bag 3: Provide images showing familiar numbers alongside zero to support children’s understanding that zero represents the absence of something.</p>	<p><b>Focus: Day and Night</b></p> <ul style="list-style-type: none"><li>• Now/Next/Then</li><li>• Describe sequence of events</li><li>• Sort into day/night</li></ul> <p>Zippy bag 1: This Is the Way We Brush Our Teeth Songboard Rhyme.</p> <p>Zippy bag 2: Provide children with different pictures illustrating things that we do during the day and at night. Sort into two baskets.</p> <p>Zippy bag 3: Make a visual timetable of important events in the day. Order the events each day and talk about what we are doing ‘first’, ‘next’, ‘then’, ‘after’ and ‘later’. Velcro onto a timetable.</p>	<p><b>Focus: Mass and Capacity</b></p> <ul style="list-style-type: none"><li>• Compare Mass</li><li>• Find a balance</li><li>• Explore Capacity</li></ul> <p>Zippy bag 1: Place classroom objects on a balance scale. Children add cubes to the other side until the scale is balanced and point out what this looks like. Model and show visuals of a balance scale.</p> <p>Zippy bag 2: Prompt children to explore filling a container with different loose parts, such as pine cones, stones and corks. Support children to notice whether the container can hold more</p>

environment.		with the corresponding number card.	 <p>Zippy bag 3: Completing number sequences, putting the number that comes next in the sequence.</p>				of one object than another object.
	Phonics (Using Little Wandle SEND Programme)	<p>‘Children (with SEND) have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers. It is a critical skill in helping them prepare for adulthood.’ The Reading Framework (DfE, 2023)</p> <p>Reading is a life skill and an essential foundation for communication, independence and access to the wider world. Every pupil, regardless of starting point or level of need, deserves the opportunity to learn to read.</p> <p>Our phonics curriculum is informed by up-to-date assessment and is delivered individually at workstations, enabling each child to learn at their own pace through carefully structured, personalised teaching. We use the Little Wandle Letters and Sounds Revised programme as the foundation for our approach, making adaptations in line with the SEND Code of Practice (2014) to ensure that all pupils can access high-quality phonics teaching.</p> <p>We recognise that some learners require fundamental changes to the pace, structure, and delivery of phonics sessions. Therefore, we adapt the Little Wandle programme to include:</p> <ul style="list-style-type: none"><li>• A slower pace of teaching, introducing new grapheme–phoneme correspondences gradually;</li><li>• Increased repetition and overlearning to support memory and generalisation;</li><li>• Chunked sessions and multi-sensory approaches to maintain focus and engagement;</li><li>• Adapted resources such as large or sensory grapheme cards, symbols, or communication aids to meet individual sensory and communication needs.</li></ul> <p>Our intent is to provide a suitable and motivating route to reading for every learner, using the <i>graduated approach</i> to ensure progress in small, meaningful steps. Regular assessment informs next steps in teaching and allows us to monitor progress closely and celebrate success.</p>					
		<p><b>Teaching the foundations for Phonics (SEND)</b></p> <p>SEND Foundations for Phonics is for children with a SEND in Nursery, Reception or above who are not able to blend and are not yet ready to begin Phase 2 of the core programme.</p> <p>Zippy Bag 1: What’s in the box?</p>	<p><b>Teaching Non-verbal and non-speaking learners</b> <b>(Sydney, Mason, Siddique, Millie)</b></p>				<p><b>Teaching Phase 2 and above (3, 4 and 5)</b> <b>(Elsie, Landon, Alfie, Jaxon, Charlie)</b></p> <p>Zippy Bag 1: Flash cards</p> <p>Zippy Bag 2: What’s in the Box?</p> <p>Zippy Bag 3: Super Supported Blending</p> <p>Zippy Bag 4: Practise and apply (Assistive technology, spellings, change it, match the word to the pictures)</p>
Preparation for adulthood  Children and young people with SEND,	<b>Self-Care (Independent Living):</b> Practise packing Grandma’s basket with real snack items;	<b>Community Participation:</b> Role-play crossing the bridge safely; taking turns and waiting	<b>Self-Care:</b> Supporting independence in setting up ‘just right’ places for	<b>Social Interaction:</b> Working together to “pull the turnip”—teamwork and	<b>Managing Money (IL):</b> Trading activities—exchanging ‘beans’ for items at a simple class shop.	<b>In the Home (IL):</b> Practising simple cooking routines during CNY	

<p>including those who are non-verbal or have complex needs, have the same aspirations, needs and rights as all young people to live happy, fulfilling and independent adult lives. The SEND Code of Practice (2014) is clear that planning for adulthood must begin in the early years, not just at transition points. For our LEAF pupils, early preparation for adulthood is critical. The foundations for independence, communication, social participation and self-care are built through repeated, meaningful practice in everyday contexts. These pupils require significantly more time, repetition and scaffolding to develop skills that their typically developing peers may acquire incidentally. Starting early ensures they have the maximum opportunity to develop the functional life skills they need.</p>	<p>choosing healthy vs unhealthy foods.</p> <p><b>In the Home (IL):</b> Sorting safe/unsafe kitchen objects linked to the story (e.g., “hot” kettle symbol, sharp utensils – protected exploration).</p> <p><b>Social Interaction (FRC):</b> Taking turns delivering a ‘basket’ to a friend; practising knock-and-wait at Grandma’s door.</p> <p><b>Practical Communication (Employability):</b> Making choices using visuals (“which food?”, “who to deliver to?”).</p>	<p>for ‘your turn’.</p> <p><b>Learning Skills – Organisation:</b> Following a simple sequence (trip-trap across bridge → greet troll → go to grass).</p> <p><b>Managing Emotions (H/W):</b> Exploring feelings (scared, brave) using sensory props.</p> <p><b>In the Home (IL):</b> Strength and movement activities (pushing/pulling) linked to “big, medium, little” jobs.</p>	<p>meals/snack—choosing cup/bowl size.</p> <p><b>Managing Money:</b> Sorting objects into value categories—big, medium, small items in shop role-play.</p> <p><b>Friendships &amp; Relationships:</b> Respecting others’ belongings—“Whose bowl?” “Whose chair?”</p> <p><b>Organisation (Employability):</b> Matching items to the correct bear using visual cues (size sorting tasks).</p>	<p>cooperation.</p> <p><b>In the Home (IL):</b> Washing, peeling and exploring real vegetables safely; practising cleaning up after cooking.</p> <p><b>Learning Skills – Following Instructions:</b> Completing a simple task sequence (wash → peel → chop with support → tidy).</p> <p><b>Mental Health (H/W):</b> Celebrating success; recognising pride when the group solves a problem together.</p>	<p><b>Self-Care:</b> Planting and watering beanstalk seeds; building routines of caring for living things.</p> <p><b>Community Participation:</b> Exploring different ‘places’ on Jack’s journey (sensory-rich stations) and making choices about where to go.</p> <p><b>Organisation (Employability):</b> Sorting objects into ‘things Jack needs’ vs ‘things he doesn’t need’.</p>	<p>celebrations—stirring, transferring food, wiping table.</p> <p><b>Managing Money:</b> Using pretend coins to ‘buy’ festival foods; recognising the idea of giving and sharing.</p> <p><b>Social Interaction &amp; Community:</b> Participating in the class celebration; taking turns in dragon dancing.</p> <p><b>Practical Communication:</b> Choosing decorations or costume pieces using symbols, signs or AAC.</p>
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