

## Parent information pack

Dear Parents/Carers,

This pack has advice, information and resources which you may find useful.

We use all of these visuals in school and base much of your child's learning around these principles and information.

Please talk to us about any other information, strategies or resources you would find useful for use at home and we can try and find/create this for you.

We would really like you attend the parent support groups which we continue to run as these will provide you with the most valuable and up to date information as well as providing an opportunity for discussion, questions and feedback.

If you have any questions please feel free to come and speak to a member of the Inclusion team.

Regards,

Claire, Garth, Tom, Dhiraprabha and the Inclusion Team.

# PARENTS' PACK

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# School Offer

For children with Special Educational Needs & Disabilities (SEND)

## **ALL pupils at Ravenscroft Primary School can expect to...**

- be motivated, excited and challenged by my lessons
- be creative, imaginative and encouraged to explore and enquire
- be encouraged to be a reflective and independent learner including being part of planning and leading my own learning
- use technology and lots of different resources to enhance my learning
- have high expectations of my potential and to be given every opportunity to meet it
- choose from a range of extra-curricular activities
- be supported to develop socially, morally, emotionally and physically
- develop confidence in myself as a future citizen
- enjoy and explore the world around me
- enjoy being part of a diverse community
- feel valued and know that my opinions count

**To *explore*, *achieve* and *fly*!**

## **SOME children with identified SEN can expect to...**

- access in class and/or out of class provision which is above and beyond that of their peers
- access interventions which focus on removing barriers to learning
- have personalised barrier to learning targets
- have an increasing understanding of their barrier(s) to learning and gain personal strategies to overcome them



**FEW children with identified complex and lifelong SEN can expect to...**

- be welcomed and appreciated as a valued member of my class
- enjoy and explore the world around me, both in school and on visits
- take part in curriculum activities that are purposeful and meaningful for me
- develop ways of communicating and interacting with others that are mutually effective and enjoyable
- learn how to regulate my sensory and emotional needs
- be given every opportunity to become an independent learner
- be creative and imaginative, motivated by my interests and self-confidence
- use technology and lots of different resources and locations to enhance my learning
- be supported to develop socially, morally, emotionally and physically
- feel included and understood and know that my opinions count
- have access to an on-site specialist Speech and Language therapist and Occupational Therapist (from September 15)

**As a pupil with autism at Ravenscroft Primary School, I can expect to...**

- be welcomed and appreciated as a valued member of my class
- enjoy and explore the world around me, both in school and on visits
- take part in curriculum activities that are purposeful and meaningful for me
- develop ways of communicating and interacting with others that are mutually effective and enjoyable
- learn how to regulate my sensory and emotional needs
- be given every opportunity to become an independent learner
- be creative and imaginative, motivated by my interests and self-confidence
- use technology and lots of different resources and locations to enhance my learning
- be supported to develop socially, morally, emotionally and physically
- feel included and understood and know that my opinions count
- have access to an on-site specialist Speech and Language Therapist and Occupational Therapist (from September 15)
- *have access a specialist teacher for autism who liaises closely with class teachers as well as leading specialist interventions*
  - **To explore, connect and contribute!**





# SEN Information Report

For children with Special Educational Needs & Disabilities (SEND)

## *Who is the best person to talk to about my child's difficulties with learning, Special Educational Need (SEN) or disability?*

A parent/carer's first point of contact is the class teacher. The class teacher is responsible for:

- Ensuring the child's views on their difficulty are obtained and they are taken into account when planning. This can be done either by speaking to the child or observing them during lessons and/or playtime. Pupils often know how they like to learn, what they find difficult and most importantly have many ideas of how the class teacher can support them in lessons.
- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need, such as targeted work and/or adapted classroom resources.
- Where appropriate, liaising with the school's SENCo to ensure the child is receiving the appropriate support.
- Writing Individual Education Plans (IEP) - sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom.
- Ensuring all recommended support (advised by the SENCo and/or specialist agencies) is implemented into daily lessons

If more advice/support is needed then the school's SENCo will meet with parents and the child's class teacher to discuss current progress, additional support and areas of concern SENCo's responsibilities (overseen by the Assistant Head for Inclusion) are:

- Ensuring the child and their opinions are central to their learning and support in school
- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies
- Tracking attainment and rates of progress of SEN pupils

## *What are the different types of support available for children with SEND in Ravenscroft Primary?*

At Ravenscroft we believe the first and most important level of support that ALL children receive begins with **outstanding targeted classroom teaching** delivered by the Class Teacher.

For your child this would mean...

- being motivated, excited and challenged by their lessons
- being creative, imaginative and encouraged to explore and enquire
- being encouraged to be a reflective and independent learner including being part of planning and leading their own learning
- use technology and lots of different resources to enhance their learning
- have high expectations of their potential and to be given every opportunity to meet it
- the teacher has the highest possible expectations for your child
- all teaching builds on what your child already knows and effectively fills any 'gaps' in his/her learning.
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical 'hands on' learning.
- specific strategies (which may be suggested by the SENCo or outside agencies) are in place to support your child to learn.

Not all support can be delivered in the classroom by the class teacher and therefore some children get extra support through targeted specific small group work or individual sessions. These sessions, often called Intervention groups, may be:

- delivered by a teacher or a higher level teaching assistant who has had specialist training to run these groups.
- held in the classroom or an intervention space on a weekly basis.
- advised by specialist outside agencies such as Speech and Language service, Occupational Therapy service or specialist teachers



**SEN INFORMATION REPORT**  
For children with Special Educational Needs & Disabilities (SEND)

The types of intervention groups run at Ravenscroft are based on the needs of the children. The following sessions are currently offered by the school:

- Speech and language programmes (language enrichment, word finding)
- Motor skills
- Rocking and Rolling (for pupils with sensory needs)
- Numicon (multisensory maths resource)
- Colourful Semantics
- Box Clever (speech and language sessions for pupils aged 3-5)
- Food group
- Reading accuracy/reading comprehension/spelling
- Social skills
- Ruth Miskin phonics
- Sensory Room sessions
- Art Therapy
- Play Room (soft play)
- Life skills
- Oakley Project
- Resilience Project
- Horse Riding
- Swimming
- Jungle Gym
- Life Skills trips

For your child this would mean:

- Engaging in short sessions 2/3 times a week with specific targets to help him/her to remove barriers to learning and make progress.
- Applying the new skills learnt back in their lessons.



**SEN INFORMATION REPORT**  
For children with Special Educational Needs & Disabilities (SEND)



Some children will have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Complex Needs Team, Language Communication and Interaction Service (LCIS) or the Sensory Team (for pupils with hearing, visual or mobility needs)
- Outside agencies/services such as
  - Speech and Language
  - Educational Psychology
  - Occupational Therapy
  - The Child and Family Consultation Service (CFCS)
  - Child Development Service (CDC)
  - Behavioural Support Service (BSS)

For your child this would mean:

- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. resources or changing some aspects of teaching to support them better
  - Support to set targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group
  - A group or individual working with an outside professional
- Engaging in short sessions 2/3 times a week with specific targets to help him/her to remove barriers to learning and make progress.
- Applying the new skills learnt back in their lessons



SEN INFORMATION REPORT

For children with Special Educational Needs & Disabilities (SEND)

## My child has a high/complex level of need. What types of support does Ravenscroft Primary School offer?

### High Needs Funding

This type of support is available for pupils who have severe, life long and complex needs.

- The SENCo and the class teacher will profile your child to identify their level of need.
- If there is a high level of need then the SENCo will present their report to the local authority who will either agree or disagree
- The school will use this additional funding to ensure your child's needs are met and they make progress.

For your child this may mean

- Specialist intervention sessions run by school staff under the guidance of the outside professional and/or specialist teacher
- Targeted additional adult support
- Access to specialist resources e.g. sensory room, soft play, onsite speech and language and occupational therapists
- An annual pupil centered review which involves the child, parent, school and outside agencies. During this meeting we discuss your child's progress, identifying what support is working well/not working and create new personalised targets

### Autism Provision

Ravenscroft has a brand new resource provision for pupils with Autism. It offers specialist teaching, resources and support for pupils who have been identified with a high level of need. Pupil places are decided by the local authority.

### Educational Health Care

One important change of the newly revised Code of Practice is the new EHC plan and how it replaces the previous 'Statement of Education'. Please see the Newham's local offer link below for more details

<http://www.newham.gov.uk/Pages/Services/Assessment-for-an-education-health-and-care-plan.aspx>



SEN INFORMATION REPORT  
For children with Special Educational Needs & Disabilities (SEND)

### *How does Ravenscroft Primary School support the emotional, mental and social development of children with SEND?*

The SENCo, has special responsibility for Pastoral Care and there is an established system of pastoral arrangement in the school. Children with emotional, mental and social development needs have access to the following support:

- Resilience project – lead by Educational Psychology service
- Oakley projects
- Art nurture group
- Bereavement counselling
- Personalised pastoral support plans
- Identified key worker (teacher or support staff)
- Targeted support from external agencies (Eleanor Smith, RIET, CFCS, Behaviour support services)

### *I am concerned about my child's progress. Who do I speak to?*

- If you have concerns about your child's progress you should speak to your child's class teacher initially. Follow up meetings may be required with the class teacher and the SENCo
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the AHT for Inclusion or the head teacher
- If you are still not happy you can contact the school SEND Governor via a complain form (provided by the Head teacher)





### *How will the school let me know if they have any concerns about my child's learning in school?*

If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- share the views of the pupil
- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

### *How are the teachers in school helped to work with children with an SEND and what training do they have?*

- The SENCo's job is to support the class teacher in planning and assessing for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies and/or the school that are relevant to the needs of specific children in their class e.g. from LCIS, Speech and Language service

### *How is Ravenscroft Primary accessible to children with SEND?*

- Much of the building is on one level and therefore accessible to children with physical disability via ramps.
- The new reception classrooms (accessible from September 14) are also on one level and accessible via ramps
- The ground floor of the new year 4/5 building is accessible via ramps and the 1<sup>st</sup> floor accessible via a lift
- The new Resource Provision is on one level and accessible via ramps
- We ensure that equipment used is accessible to all children regardless of their needs.



**SEN INFORMATION REPORT**

For children with Special Educational Needs & Disabilities (SEND)

## *How will we support your child when they are leaving this school? OR moving on to another class?*

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

If your child has a high level of need:

- A meeting between the new and current SENCo will take place to ensure all the information about your child's needs and level of support is shared.
- A transition plan will be shared and discussed with the parent.
- Additional visits to the new school may be required to allow your child to become familiar and comfortable in their new environment. In some cases staff from the new school will visit your child in this school
- A transition book will be made containing photographs of their new school and teacher(s) to support their understanding of the move

- When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEP will be shared with the new teacher.
- If your child would benefit from a transition book then one will be made for them.

- In Year 6:

- The SENCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENCo of their secondary school
- Focused learning will help your child to understand the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.



SEN INFORMATION REPORT

For children with Special Educational Needs & Disabilities (SEND)

## *How will you measure the progress of my child in school? OR How will you know whether my child is making the right level of progress in school?*

- Your child's progress is continually monitored by his/her class teacher through work produced and verbal discussions
- His/her progress is reviewed formally every half term
- If your child is in Year 2 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- If appropriate, pupils on the Code of Practice (SEN register) will have an Individual Education Plan (IEP) which will be reviewed every term with your involvement, and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- If your child is receiving out of class intervention, their targets are reviewed every half term and both the reviewed target sheet and new targets are given to parents.
- The Assessment coordinator, SENCo and AHT for Inclusion will also monitor levels/data to ensure that your child is making good progress and receiving the correct level of support.

## *What support do we have for you as a parent of a child with an SEND?*

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used.
- The SENCo or AHT for Inclusion is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you or, where this is not possible, shared in a report.
- IEP's will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Our Family Support Worker is regularly available to discuss any concerns you may have that are impacting on your family e.g. housing, government funding, medical access



## SEN INFORMATION REPORT

For children with Special Educational Needs & Disabilities (SEND)



## SCERTS Practice Principles

### Social Communication

### Emotional Regulation

### Transactional Support

These are the main practice principles for SCERTS. We follow the SCERTS model and base much of our teaching and learning around SCERTS.

- 1. Functional and spontaneous communication is the highest educational priority.**
- 2. Activities must be developmentally appropriate, meaningful, and purposeful.**
- 3. Learning and relationship building takes place best in natural routines at home, at school and in the community.**
- 4. All behaviour is viewed as purposeful. We need to determine the function of the student's behaviour and support him or her to develop more appropriate ways to accomplish that function.**
- 5. The student's communication partners and the environment have a significant impact on a student's social competence.**

# Strategies to aid Social Communication, Emotional Regulation and Transactional Support.



## Talking tile:

Record a song or a repetitive message such as "it's time to move on" keep this message on the device. Play this message to your child when an activity has come to an end.

They may not be ready to look at objects yet but they will begin to recognise this tune and understand it's time to move on.



## Objects of reference:

Collect a bag of objects that represent activities you would like your child to attend to.

For example paint brush for painting, a cup for snack time or a small ball for outside play.

Show an object to your child that corresponds with where you would like them to go. Minimise your language for example: "outside time"



## Photographs on a keyring:

Have a collection of photographs of activities on a keyring. (Make sure there are no children in the photographs and no toys in the water tray or sand tray when photos are taken)

Show your child the photograph corresponding with where you would like them to go. Minimise your language "snack time"

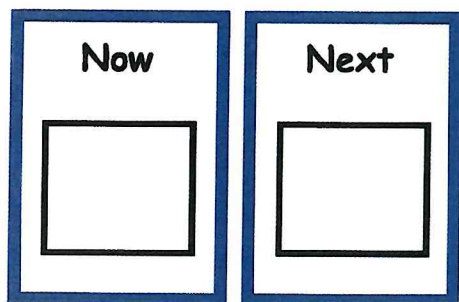


Think about your child's level of visual understanding. Do they recognise:

- photographs ?
- colour symbols?
- Black and white symbols
- or even the written word?

Photos and visual timetables are used by adult showing the child what YOU want them to do !





#### Now and Next cards:

If your child need instructions in their routine broken down step by step, these are a great tool.

Use photos of what your child is doing now .. followed by what's happening next. This could also be used to offer your child a preferred activity as a reward for carrying out a less preferred activity. For example: first mark making, then computer time.



#### Visual timetable:

The same photographs can be used on a visual timetable to promote independence in your child. Your child will see photos of their routine in the green column. Support your child in taking the photo corresponding to the activity. When finished, place the photo in the red column.

They will be able to see their daily routine coming to an end with a photo/symbol of 'home' at the base.



#### Start and Finish baskets:

Used to promote independent working, these baskets produce better results when placed in a distraction free space. Your child will do one or 2 simple activities (to start with) for example: a basic puzzle or posting toy. Encourage your child to place each activity in the finish basket when completed.

Your child will see the start basket is now empty and understand they have finished their 'work'



#### Sand timers:

Use sand timers of various lengths to support your childs understanding when ..

- Waiting (for a bike, toy, or when in a line)
- Carrying out the childs preferred activity such water play, computer time or trampoline time
- Carrying out an adult led activity
- and how long you want your child to sit for.





#### Activities:

- When doing numeracy, literacy, science, art or any other curriculum based subject. Think about your child's stage in the SCERTS framework.
- Make the activities developmentally appropriate for their age and stage of learning.



#### Music Interaction:

- Use music to engage your child in communication and interaction with others.
- Sing familiar songs each session and look for any signs of communication that they would like 'more' of something or recognise songs.



#### Intensive Interaction.

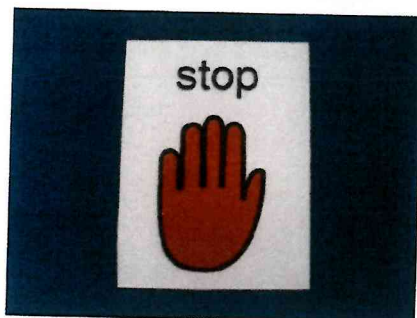
Your child's vocalisations, gestures and body language is their voice. It is their way of letting you know how they feel and what they want.

Tune in to their way of communicating and show them that you are interested in 'speaking and communicating' with them.

- Mimic their vocalisations, copy their actions, including their body language and movements.
- Clap your hands in rhythm to their breathing or their rocking.
- Tap the soles of their feet to the beat of music
- Breathe in time with their breathing.
- Watch for signs that they are showing awareness of you copying what they are doing.

Let them know that you are there

and that you are listening!



#### Visual aids for instruction:

This stop sign can help if you are creating boundaries within your setting for example: if you do not want your child to go into another room or another part of the building, having this picture on the door could help them understand that they need to stop.



#### Visual aids for instruction:

A Wait sign can help if you are supporting a child who has difficulty understanding the concept of waiting.

Show the symbol to your child when waiting for activities to begin or waiting to get on and off buses.



#### Song cards

Use song cards at singing time to show your child how many songs will be sung before it's finished. Have the cards on display and as each song comes to an end take that corresponding card down. Alternatively use these cards to give your child the choice of which song they would like to sing.



#### Story times:

Make story time and exciting, visual and sensory experience.

Encourage your child to join in by holding a character from the story or by 'feeding the hungry caterpillar' with a piece of food.



Clear containers to aid communication:

Is your child independently choosing their activities? If so, communication may not be happening.

Try placing your child's favourite toy or activity in a clear plastic container. If they can see it but cannot reach it, it will promote communication through gestures such as pointing, or vocalisations. They may even be able to name the item.

Ensure the item is something your child will want to communicate for.



picture exchange



PECS. Picture Exchange Communication System.

PECS is a tool used by YOUR CHILD to request things THEY want. This could be food, an activity, quiet time or a preferred toy. It is your child's voice.

Two adults and just one photo are needed to start PECS. Encouraging your child to exchange a photo for something they want.

In order to carry out the stages of PECS effectively, training is advised.

Created for you by the .....

Language, Communication and Interaction Service  
Newham Children and Young People's Service  
London Borough of Newham  
Lathom Junior School  
Lathom Road, London E62DU  
PHONE: 020 8325 4527  
FAX: 020 7345 1890

\* NEED to have  
2 adults

↳ photo of  
real objects.

Ball/cracker/water/beaker/watch  
(glass)

dit behind  
↳ if we gives  
you the  
card give  
them.



## Strategies

### Routine

- Routines are important for consistency and all staff should be consistent in their practise with the child.
- All staff should have the opportunity to work with the child

### Peer Support for Social Communication

- Small group activities, (depending on communication level of child as to how many children in group) e.g. ball rolling/peek a boo!
- To do these groups in a variety of settings within the classroom so the child becomes used to many areas

### Child's Enthusiasms

- If a child has a strong liking for one particular toy or activity try to work with this and turn it into a positive e.g. If child likes dinosaurs then count with them, sort them and make books etc.

### Child's profile/passport

Write a brief description of the child's needs e.g. likes/dislike, if I'm upset I might ..., if I'm sad I might ..., if I'm happy I might...

### Communication, Language and transactional support

- Visual prompts/props/objects/photo/symbol
- Gesture - pointing
- Use a photo system to introduce new activities to show child what is coming up or what to do next
- Whole class signing - encourage everyone to join in, use song cards to represent songs.
- If a child attempts any vocalisations copy these noises and actions to promote interaction
- Reduce language, only use **KEY** words e.g. instead of "Hello Jan, go and put your coat on your peg" try "Jan, coat off".
- Speak clearly

### Carpet Time

- Is it appropriate for your child's stage of development?
- Is it too long?
- Position your child in an appropriate place on the carpet
- Use carpet marker as a visual aid for your child to sit on. e.g. carpet tile, cushion etc.
- Peer support
- Small groups (to get used to this area)
- Visual prompts/ story props/smaller book etc
- Allow your child to hold something whilst sitting on carpet. (car or block)

### Behaviour and Emotional Regulation

- Use the word "STOP" instead of "NO"
- When stopping a behaviour, offer them an alternative activity.
- Give child space/time to calm down acknowledge their emotions and label the emotion.
- Your child will need to regulate their emotions before they are able to learn.
- Try to discover the specific triggers for your child's behaviour.
- Warn child that activity is coming to an end before you end it. Use a sand timer, count backwards from 10 or prompt in order to give them time to finish.
- Use positive reinforcement

### Overwhelmed with noise/Crowds?

When having large gatherings like assemblies or dinner time, it may be beneficial for the child to be the first in the room as it is easier for the child if noise level rises slowly around them.

## ALTERNATIVES TO SAYING 'NO'

### Parents' experiences when saying 'NO':

- My child has no routine reaction when I say 'no'.
- I'm afraid of what is going to happen next when I say 'no'.
- Most of the time it's because they disagree with what I am asking them to do.
- Telling him 'no' is a hard thing.
- I try and find alternatives to saying 'no'.
- At times a distraction works for me.
- He can't accept 'NO'.
- I try and calm him down.
- I get anxious, not knowing what she will do if I say 'no'.

### Action plan:

- Avoid saying 'NO' if at all possible:
  - Because it usually doesn't work
  - Your child takes no notice
  - It causes distress to you and your child
  - Your child stops listening to you
  - Your child will know they are controlling YOU because they expected you to say 'no'
- If you do say 'No' it must mean '**NO**': giving in will reinforce tantrums.
- Avoid tantrums by anticipating them and being prepared:
  - Prevention- made things safe so you don't need to say 'no'.
  - Use a distraction, Change of environment
  - Use a 'finishing' routine: count backwards slowly (20 – 1) then finish calmly and firmly
  - Offer a choice of 2 alternatives, one of which you know your child likes.
  - Verbal instruction: explain with simple words; show object or picture.
  - Use pictures on a **now / next** card.
  - Soothing: distract with favourite physical contact, lighting, sound
  - Ignore attention-seeking behaviour

# R.A.P. Transition Songs

## FINISHED SONG

*Tune: Wind the Bobbin up*

We have finished  
we have finished  
finished, finished,  
stop, stop, stop.

*[Repeated]*



## EDUCATIONAL VISITS

*Tune: We're all going to the zoo tomorrow*

We're all going on a trip today  
Trip today, trip today  
We're all going on a trip today  
Put on an orange vest



## ROAD CROSSING

Stop! Wait, at the road  
looking, listening, left and right.  
Don't get hit by a car,  
a lorry or a motorbike.  
Cross when the road is clear



## CLASSROOM

*TUNE: The Farmer's in his den*

I'm walking back to class.  
I'm walking back to class.  
I can do it on my own.  
I'm walking back to class.





## BUCKET GROUP - ANYWHERE

*TUNE: Here we go round the Mulberry bush*

We're going to do the bucket group,  
the bucket group, the bucket group.  
We're going to do the bucket group.  
We're going to have some fun.



## PLAYGROUND

*Tune: Girls and boys come out to play.*

Playground time; it's time to play.  
Play a game with me today.



## HALL

*Tune: Hot Cross Buns*

In the hall; in the hall  
Who will be there when we get there  
in the hall.



## SOCIAL ROOM

*Tune: Hey-ho! Hey-ho! It's off to work we go*

Hey-ho, hey-ho, to the Social Room we go.  
There's things to share  
when we get there.  
Hey-ho, hey-ho-hey-ho-hey-ho.



## CRAFT ROOM

*Tune: London Bridge is falling down*

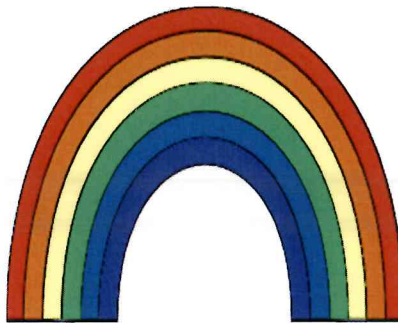
In the craft room come and see  
something new we can do.  
In the craft room come and see  
in the craft room.



## PLAYROOM

*Tune: I can sing a rainbow*

Red and yellow and pink and green  
purple and orange and blue  
Going to the playroom,  
to the playroom  
to play with you.



## POD

*Tune: Here we go Looby-Loo*

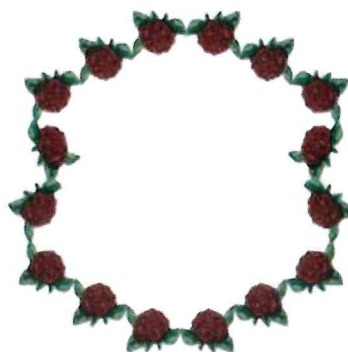
We're going to the Pod.  
We're going to the Pod.  
We're going to the Pod,  
the wonderful, wonderful Pod.



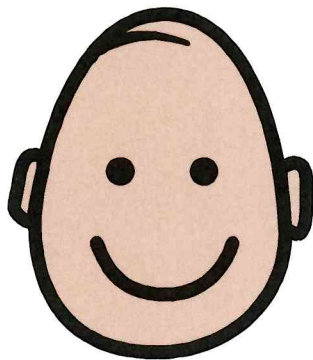
## CIRCLE TIME

*Tune: Frere Jaques*

Make a circle; make a circle  
Big and round; big and round  
Everyone together; everyone together  
Sitting down (or holding hands)



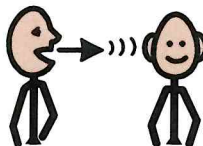
*happy*



*smile*



*talk*



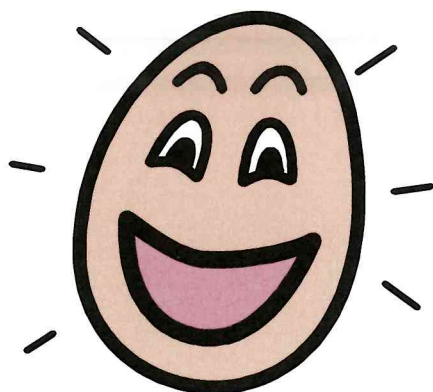
*jump*



*high five*



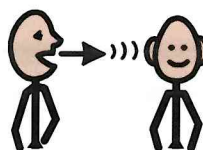
*excited*



*smile*



*talk*



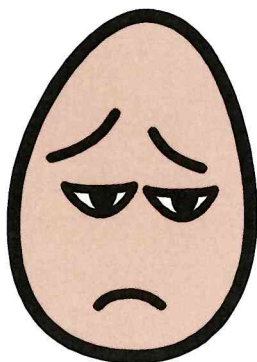
*jump*



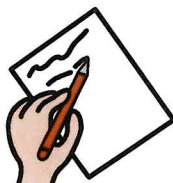
*high five*



*sad*



*write*



*cry*



*ask for hug*

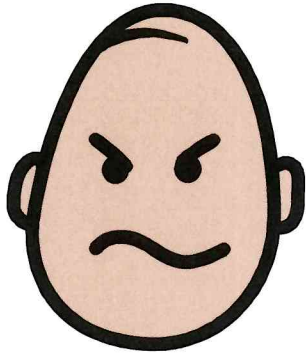


*take a break*





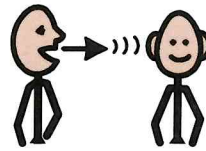
**mad**



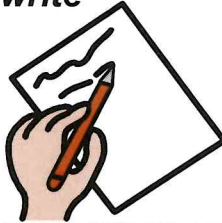
**squeeze hands**



**talk**



**write**



**take a break**



**tired**



**drink water**



**squeeze hands**



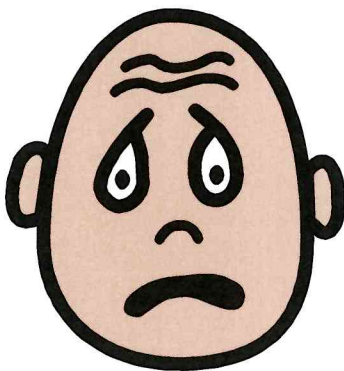
**walk**



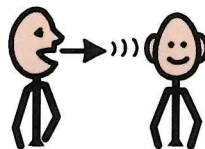
**take a break**



**scared**



**talk**



**cry**

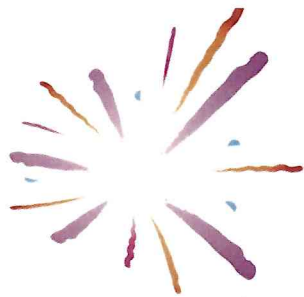


**ask for hug**



**take a break**





Name:

Class

Date:

**“I can do it on my own!”**

## Independence goals

**Ravenscroft Autism Provision**  
Explore. Connect. Contribute.

0 = not evident

1 = emerging





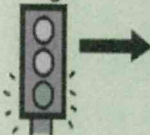




2 = secure

0	1	2	Without any prompting from an adult I can...
			...come into my classroom on arrival and go straight to my coat peg
			...attempt to take off and hang up my coat
			...go to my visual timetable and look at my schedule
			...sit on the carpet with my class for registration
			...recognise and respond to the teacher saying or showing my name during registration
			...join in with my class when they sing a song I like
			...notice when my class lines up and join them in the line
			...walk with my class when they leave the classroom
			...sit in assembly with my class for one minute
			...sit with my class in assembly with shared attention for five minutes
			...perform with my peers in front of an audience
			...enjoy myself at playtime in the playground
			...initiate an appropriate self-regulatory strategy when I need it
			...complete a familiar table-top activity and put it in a Finished basket
			...follow an in-task schedule to complete an activity in the classroom
			...sit in a group between my class peers with shared attention on an adult-led activity for one minute
			...sit in a group between my class peers with shared attention on an adult-led activity for five minutes
			...interact with learning resources on a group table with my class peers for one minute
			...interact with learning resources on a group table with my class peers for five minutes
			...respond to a visual showing me where to go next by taking myself there
			...explore and further investigate a range of cause and effect activities [Pod]
			...join in and further extend enjoyable interaction with peers [Playroom]
			...watch a demonstration of an activity by a teacher and attempt to imitate it afterwards [Craft Room]
			...initiate and extend reciprocal musical 'conversation' [Music Interaction]
			...participate in a team game [Tag Gym]
			...take turn with peers in Circle time games [Social Room]
			...collect my lunch tray and cutlery and queue with my peers
			... indicate my choice of my food at lunchtime
			...choose a place to sit and eat my lunch
			...empty my lunch tray into the buckets when I have finished
			...look for and attempt to put on my school high-viz jacket when we are about to go out
			...walk beside a peer partner along a safe stretch of pavement
			...look for, attempt to put on, and carry my own bag
			...find my coat at home-time and attempt to put it on
			...sit with my peers at hometime until my parent arrives and my name is called

NOW	NEXT



--	--	--	--	--	--

				ready 	
	not-don't 				
	eat 			all done - finished 	
go 		help 			
		want 	good 		more 

# SABOTAGE ACTIVITIES

## What are they?

'Sabotage' activities are a way of creating communication opportunities.

Sabotage involves taking something that a child doesn't usually have to communicate to get and making it so that they have to ask you for it or show it to you before they can get it.

## Why do it?

- To make sure that your child has opportunities to practice communication throughout the day
- Some children may not see the reason to communicate if they can get what they want without it: this limits their opportunities to practise communication skills
- To help a child to understand that 'asking' for something is more effective than negative behaviours e.g. grabbing or hitting

## Examples:

- Set up a painting activity, give the child the paper and the brush and keep the paint away from them. Encourage the child's peers to model the language e.g. 'can I have the green paint' or language that's appropriate to his/her level, if the child is reluctant to verbally request reward the child with the paint for using any signs of communicating: eye contact pointing etc. Adult always provide the script.
- Put their favourite toy or food out of reach and pretend you don't notice them trying to get it until they ask you for help
- Hide something which they always expect to be in the same place e.g. plate on dinner table and again only 'notice' when they communicate to get your attention
- Deliberately miss them out when it is their turn for something e.g. at dinner time forget to pour them a drink. When they make you realise what you have done act surprised and say silly me: make a game of it
- Try missing out a different family member and see if they will alert your attention to that as well.
- Give your child a drink carton with no straw or some food but no spoon, wait until they communicate with you that they need help

## Isn't that mean?

Sabotage activities can seem mean but remember....

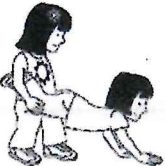



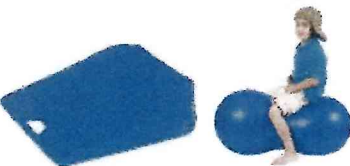
- They are helping your child to develop essential communication skills
- The child will get what they want: we are not stopping them from getting things at all
- They can be turned into a game if you act 'silly' like you didn't realise where the desired item was

## What if they get upset by the activities?

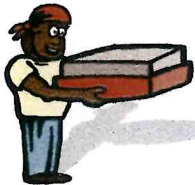
- Don't withhold the item if they get upset but gradually increase the amount of time they have to wait for an item. Eventually they will tire of 'waiting for you to give it to them' and will learn to communicate with you for it in order to get it quicker.

## OCCUPATIONAL THERAPY HAND-OUT





### Vestibular (Movement) activities




Activity	What to do
<b>Wheelbarrow walking</b> 	<ul style="list-style-type: none"> <li>★ Wheelbarrows – hold child under at their hips or knees while they walk on their hands (when they get stronger hold them at the ankles). Motivate your child by encouraging them to go further each time. Vary the activity by getting them to carry something on their back or set up an obstacle course such as going over a cushion or around a table.</li> </ul>
<b>Bouncing and jumping</b> 	<ul style="list-style-type: none"> <li>★ Jumping on the trampoline, space-hopper or on a pogo stick in a rhythmical movement provides proprioceptive (deep pressure through the feet and legs) as well as vestibular input (movement).</li> <li>★ Jump on the spot</li> </ul>
<b>Playground equipment</b> 	<ul style="list-style-type: none"> <li>★ Go to the outdoor area and let the child play on the slide and if available, the swings.</li> <li>★ Movement breaks before activities will help him to focus on the task longer</li> <li>★ Climb monkey bars, ladders or hang on the trapeze swing.</li> <li>★ Play in the outdoor sandpit using spades, rakes, digging tools and buckets.</li> </ul>
<b>Large therapy ball</b> 	<ul style="list-style-type: none"> <li>★ Bouncing on large therapy ball provides movement input as well as proprioceptive input up through the feet and bottom.</li> <li>★ Hold the child firmly around his waist and bounce them up and down pushing them into the ball.</li> </ul>
<b>Move-n-sit &amp; therapy ball</b> 	<ul style="list-style-type: none"> <li>★ Sit on a move-n-sit cushion for carpet time or therapy ball during seated activities so that the child can receive some movement input to assist with his attention.</li> </ul>



<p><b>Naturally occurring movement activities</b></p> 	<ul style="list-style-type: none"> <li>★ Naturally occurring movement activities also provide input.</li> <li>★ Wash desks or tables</li> <li>★ Wipe chalk boards</li> <li>★ Open doors for others</li> <li>★ Collect books and carry these</li> <li>★ Hand out fruit to others</li> </ul>
<p><b>Rolling and crash bang activity</b></p>	<ul style="list-style-type: none"> <li>★ Regular use of soft play room, roll on the ground, and crash/bang/jump around.</li> </ul>













### Additional movement and heavy work activities

<p><b>Cooking/M meal Times</b></p> 	<ul style="list-style-type: none"> <li>★ Eat crunchy foods e.g. carrot sticks, apple, nuts, nutra-grain, muesli bars, rice crackers</li> <li>★ Eat chewy foods e.g. fruit leather, liquorice, sultanas, chewy muesli bars, meat</li> <li>★ Suck thick liquid through a straw e.g. thick shakes or smoothies, try using a thinner straw or a novelty straw</li> <li>★ Chew on ice or frozen peas</li> <li>★ Help to wipe the table clean</li> <li>★ Assist with taking the rubbish out</li> <li>★ Stirring, needing, squeezing, rolling food when cooking or using tongs/scissors to help etc.</li> </ul>
<p><b>House Chores</b></p> 	<ul style="list-style-type: none"> <li>★ Mop/wipe the floors, tables</li> <li>★ Wash windows</li> <li>★ Wash the car</li> <li>★ Push furniture whilst you vacuum</li> <li>★ Help to carry the shopping in from the car</li> <li>★ Help to carry the laundry basket to the clothes line, and help lift items as far as they can to the washing line, pushing and pulling the washing trolley</li> <li>★ Opening and closing pegs, both big and small ones</li> </ul>
<p><b>Travel</b></p> 	<ul style="list-style-type: none"> <li>★ Wear a backpack with a heavy drink bottle inside</li> <li>★ Drinking through a straw, chew on a nuk brush</li> <li>★ Help carry items and bags to and from the car</li> <li>★ Squish squeaky (not if they are sensitive to sound) squeazy toys</li> <li>★ Clap to songs</li> <li>★ Eat chewy, crunchy foods (only if safe to do so)</li> </ul>
<p><b>Gardening</b></p> 	<ul style="list-style-type: none"> <li>★ Push a child size wheelbarrow</li> <li>★ Carry buckets/watering cans of water to water the plants</li> <li>★ Water plants with a water spray bottle</li> <li>★ Digging in wet sand</li> <li>★ Raking the leaves with child size rake</li> <li>★ Sweeping</li> <li>★ Pulling out weeds</li> </ul>









<p><b>Bath/Shower Time</b></p> 	<ul style="list-style-type: none"> <li>★ Squeeze water out of sponges/flannels in the bath – try to sink a boat</li> <li>★ Water pistols or water spray bottles</li> <li>★ Squirt water toys</li> <li>★ Pouring water from container to container</li> <li>★ Chew and bit on flannel or wash cloth</li> <li>★ Pat, rub squish, squeeze or bear hugs when drying your child</li> </ul>
<p><b>Indoor Play Time</b></p> 	<ul style="list-style-type: none"> <li>★ Animal walks e.g. crab, bear, bunny hops, kangaroo...</li> <li>★ Carry bean bags/wheat bags on their shoulders, heads, hands</li> <li>★ Bounce on a therapy/fit ball (read their cues carefully here, as they can get really revved up)</li> <li>★ Pinch, roll, squish, squeeze, push, poke and pull play-dough, plasticine or thera-putty</li> <li>★ Pop bubble wrap with hands and fingers or jump on it</li> <li>★ Fall, bang, crash, smash, into a bean bag</li> <li>★ Sing 'row row row your boat' providing resistance as she/he pulls and pushes</li> <li>★ Sip/suck water from a water bottle with a thin straw (cold water is alerting, warm water is calming)</li> <li>★ Play crash games with cushions, on the sofas/bed, pillow fights</li> <li>★ Dance and jump to music videos/cds e.g. wiggles, Hi 5</li> <li>★ Play sausage rolls, pizza's and sandwich games with their whole body or parts of your body</li> <li>★ Wrestling and rough housing games</li> <li>★ Suck/chew on teething rods, champing sticks, chewy-tube and nuk brushes</li> <li>★ Clapping/stomping to action songs</li> </ul>
<p><b>Outdoor Play Time</b></p> 	<ul style="list-style-type: none"> <li>★ Jump on the trampoline</li> <li>★ Animal walks e.g. crab, bear, bunny hops, kangaroo...</li> <li>★ Tug of war games</li> <li>★ Hanging and swinging games e.g. monkey bars, climbing frames</li> <li>★ Digging in the sand box (wet sand), carrying buckets of sand</li> <li>★ Climbing activities on playground equipment</li> <li>★ Kicking a football or catching and throwing different balls (heavy ones are great e.g. basketballs)</li> <li>★ Jumping and rolling games e.g. star jumps, jumping over things</li> <li>★ Squeeze a horn on their bike</li> <li>★ Blowing games e.g. whistles, bubbles, harmonica</li> <li>★ Ride a trike, tricycle or play-car</li> <li>★ Wheelbarrow walks</li> </ul>



## Where can I buy cause & effect toys and sensory equipment?

Store Name	What you will find there	Product examples
<b>TIGER</b> <a href="http://www.tigerstores.co.uk/">http://www.tigerstores.co.uk/</a>	<ul style="list-style-type: none"> <li>Cheap and interesting toys and gadgets</li> </ul>	  
 <a href="http://www.wilko.com">www.wilko.com</a>	A range of cheap toys <ul style="list-style-type: none"> <li>Bubbles</li> <li>Wind-up toys</li> <li>Spinning tops</li> <li>Balls</li> <li>Play dough</li> <li>Etc</li> </ul> <i>*Great set of 4 clear containers (hard for children to open)</i>	  
 <a href="http://www.hawkin.com">www.hawkin.com</a> Westfield Stratford (Ground floor in the Arcade near the John Lewis end)	A good range of small bucket filling toys <ul style="list-style-type: none"> <li>Bubbles</li> <li>Wind-up toys</li> <li>Spinning tops</li> <li>Balls</li> <li>Play dough</li> <li>Putty</li> <li>Jokes toys</li> <li>Lots of Cause &amp; effect toys</li> </ul>	   

 <a href="http://www.poundworldplus.co.uk/">http://www.poundworldplus.co.uk/</a>  <a href="https://www.poundland.co.uk/">https://www.poundland.co.uk/</a> <b>&amp; other pound stores</b>	<ul style="list-style-type: none"> <li>A range of cheap toys</li> <li>General toys &amp; games</li> <li>Craft materials</li> <li>Bubbles</li> <li>Wind-up toys</li> <li>Spinning tops</li> <li>Balls</li> <li>Play dough</li> <li>Etc</li> </ul> Check out any Pound stores near you!	   
 <a href="https://www.sensorydirect.com/">https://www.sensorydirect.com/</a>	More specific and specialized sensory toys <ul style="list-style-type: none"> <li>Sensory equipment</li> <li>Fidget toys</li> <li>Chew toys</li> <li>Body socks</li> <li>Weighted vests/blankets</li> <li>Wedge and swivel cushions</li> </ul>	  

 <a href="http://www.sensorytoywarehouse.com/">http://www.sensorytoywarehouse.com/</a>	More specific and specialized sensory toys <ul style="list-style-type: none"> <li>A range of sensory toys</li> <li>Sensory equipment</li> <li>Fidget toys</li> <li>Chew toys</li> <li>Cause &amp; effect toys</li> <li>Light up/movement toys</li> <li>Glow in the dark</li> </ul>	  
 <a href="http://www.amazon.co.uk/">http://www.amazon.co.uk/</a>	<ul style="list-style-type: none"> <li>An easy way to order a range of toys for sensory needs online in one place</li> </ul>	  



## IDEAS FOR CAUSE & EFFECT TOYS



spinning top



parachutes



balloons



musical instruments



car runs



ball drops



rain maker



fibre optics toy



pouring



expanding ball



people games  
(e.g., peek a boo,  
tickles)



ball



plasma ball



pull back car



pop ups



noisy putty



hula hoops



moving  
frog



light up fan



bubbles



wind ups



battery operated  
moving/dancing toys



light up disco



pull cord toys



light up ball

