



At Baginton Fields School we take a personalised approach to learning, the holistic development of all students is fundamental to the delivery of the curriculum as is preparing all for adulthood. We, therefore, offer a number of interventions to support all students experience success and be prepared for the next stage in their journey.

### Occupational therapy/Physiotherapy/Speech & language therapy

School work collaboratively with NHS therapists in the above specialist areas to agree and deliver individualised programmes of support.

### Thrive

Thrive is a specific and targeted way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable.

Each class has a Thrive action plan based on profiling for their whole group using the Thrive on-line tool. Individual students who are struggling with their relationships and emotions receive 1-1 Thrive time with a Licensed Thrive Practitioner.

Positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development. Repetition of these activities helps them to:

- Feel good about themselves and know they matter
- Increase their sense of security and trust
- Increase their emotional well-being
- Improve their capacity to be creative and curious
- Increase their self-esteem and confidence to learn
- Learn to recognise and regulate their feelings
- Learn to think before behaving in a certain way

### Bamboozle

Bamboozle sessions were created during a project undertaken with the theatre company of the same name. The below are the beliefs and principles of working using this method.

#### 1. *Two Beliefs*

- *Children, whatever their abilities or disabilities, know more than we might think, and can do more than anyone yet realises.*
- *Removing judgemental praise enables learning; it is therefore our job to create an enabled space in which children can explore the world.*

#### 2. *Five Principles*

- *We create an enabled space which is free from interruption, respectful of everyone in it and where people are valued and neither praised nor criticised.*
- *We let go of the need to get a result. This does not mean that we don't have a desired outcome. We do. It does mean though that we*

*are not driving children's responses in any particular direction. We are all therefore free to explore together.*

- *We let go of any expectations of what a child can or can't, will or won't do. Then we are free to focus on what's possible.*
- *We give the very highest quality of attention and look for every possible indicator of communication.*
- *We go to where the children are physically and emotionally in order to build rapport, before making invitations to engage.*

Bamboozle website

Bamboozle sessions in school aim to

- Provide a relaxed working environment where students are free to explore the space and resources, at their own pace and on their terms.
- Value each child as an individual.
- Ensure students have sufficient processing time, this may mean they watch, observe and appear inactive in the early stages before they feel comfortable and ready to initiate activity that arouses their curiosity.
- Encourage staff to attune to student responses and allow communication to be subtly developed but led by the student using non-directive offers.
- Make learning fun and enjoyable by offering an 'irresistible invitation to learn'.

## **Attention Autism**

Attention Autism is an approach devised by Gina Davis, a Speech & Language Therapist. The strategies she suggests are widely used in the special school sector.

Below is a summary of the methodology.

### **What are the Aims of Attention Autism?**

As well as the ultimate goal of developing natural and spontaneous communication skills in children with autism, there are several other aims that Attention Autism strives to achieve. These include:

1. To engage attention.
2. To improve joint attention.
3. To develop shared enjoyment in group activities.
4. To increase attention in adult-led activities.
5. To encourage spontaneous interaction in a natural group setting.
6. To increase non-verbal and verbal communication through commentary.
7. To build a wealth and depth of vocabulary.
8. Most importantly, to have fun!

There are 4 stages to Attention Autism

### **Stage 1: The Bucket to Focus Attention**

The first stage of Attention Autism involves having a bucket with visually engaging toys that aim to help students learn how to focus their attention. The adult presents the toys to the group while commenting on the item using simple repetitive language. The other adults model how to focus attention and repeat words used by the leader.

### **Stage 2: The Attention Builder**

This stage involves introducing the group to highly appealing and visually stimulating activities.

This stage aims to build and sustain attention for a longer period of time.

Example activities:

- Flour castles - these can be built like sandcastles. You will need flour, a bowl and any other moulds you wish to make a castle out of.
- Glowing Balloons - blow balloons up and place a glowstick inside each balloon. Turn the lights off for a fun, glowing, visual activity

Pinterest is a good resource for ideas for stage 2 activities.

### **Stage 3: The Interactive Game - Turn-Taking and Shifting Attention**

The adult leader will demonstrate a simple engaging activity (this may be the same activity from stage 2). Sometimes another adult will be invited to help or to take a turn. The adult then invites students to have a turn. Students do not always get to take a turn, this supports students self-regulate, the adults who do not take a turn will model how to manage disappointment.

Stage 3 supports students learn how to shift their attention to their own participation and then back to the rest of the group. This will also teach them about the importance of sharing, turn-taking and waiting.

### **Stage 4: Individual Activity - Focus Shift and Re-engage Attention:**

The adult will demonstrate a simple creative task and then ask each student to copy it. This may include building a pattern with different coloured blocks.

Students will focus their attention as part of a group to watch the demonstration, then shift their attention to work on their individual task, and then finally shift their attention back to the group to show their completed task. This stage also aims to build independent working skills and following instruction skills.

### **Intensive Interaction**

Intensive interaction is an approach that aims to support learners who are at the very early stages of communication or who appear reluctant and disinterested in those around them. It aims to support learners enjoy being with others and to give their attention to another person in a concentrated way no matter how fleeting to begin with.

Staff will work with the student to encourage communication and interaction between themselves and the learner in a 'conversational' way, this could be through gesture, vocalisation, movement, facial expression, language.

The approach is led by the learner, the member of staff is their communication partner. As the partner the adult observes the student carefully and responds to the student by joining in with the behaviour. At the beginning of the relationship the adult might repeat or mirror the student's actions/vocalisations. As in any conversation they will pause after their response to allow the student to 'reply' then offer another response. In this way a dialogue is established.

As students develop confidence and recognise that their behaviour can influence another, the adult can gradually start to share the lead in a natural, reciprocal way so that there is genuine opportunity for turn taking. They may extend the length of their responses, they may become more animated in gesture/tone/pace so that the exchange starts to develop and imitate the natural rhythms of conversation.

The adult can use a range of motivators they know the student likes to engage their interest i.e., music, sensory toys.

<https://www.intensiveinteraction.org/>

<https://www.sense.org.uk/information-and-advice/communication/intensive-interaction/>

## Sensology

Sensology was devised by Flo Longhorn

“What is a Sensology Workout?

- A Sensology Workout is an enjoyable, positive kickstart way to:
- Awaken the seven sensory systems contained in the body, nervous system and
- brain.
- Realise you have sensory systems to sense, think, learn, understand and
- remember.
- Use a favourite sense with pleasure and learn through this sensory pleasure.
- Work on the sensory systems in order to begin to sense, perceive - then
- understand and remember - the world around.
- Build up a suitcase of ‘prerequisites to learning’ skills - beginning to:
  - I. look and attend,
  - II. control movements,
  - III. relate, to oneself, others and the world around,
  - IV. communicate,
  - V. anticipate,
  - VI. use a working memory, and
  - VII. learn through pleasurable and exciting multisensory experiences.”

In sensology sessions all the senses are stimulated and awakened, it is rare that one sense works in isolation. Sensology supports students develop their awareness of the different senses, it aids communication skills allowing students to indicate preferences and make choices.

Sensology is active learning, repetition may encourage and motivate students to engage in further learning and seek to repeat or extend an activity i.e. if they can see and smell something edible they might want to reach out and taste it.

## Sensory diets

Many students experience sensory processing issues, they may find certain experiences unstimulating or overstimulating, a sensory diet can support regulation through providing an alternative activity when they need it. For many of our students’ sensory diets are essential in supporting them to be able to focus and therefore access learning.

Sensory diets are personalised as no two students will have the same needs. They are built into the student’s daily routine and can be used to pre-empt stress and anxiety so students can engage in a calm manner.

Sensory diets are often compiled with the support of an occupational therapist. Students may have processing issues with one or more of the below sensory systems, the activities in a sensory diet will be designed to specifically support students process the stimulation of the system the activity engages.

Sensory input may be:

- Tactile
- Vestibular
- Proprioceptive
- Interoceptive
- Taste
- Auditory
- Visual
- Olfactory

## TacPac

“Tacpac is a sensory communication resource using touch and music. Tacpac helps people with sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and limited or pre-verbal levels of communication.” <https://tacpac.co.uk/>

Ideally students work 1:1 with an adult to explore/experience a range of textures and materials that are linked to different pieces of music with accompanying actions. Students build trusting relationships with the adults; adults may comment on student responses as students demonstrate preferences for the different tactile experiences. The sessions are usually 30 minutes and with repetition over several weeks students anticipate what’s next. Each resource is carefully selected and presented one at a time in a sensitive manner to meet the need of the learner.

Tacpac can support student communication, their physical and emotional wellbeing.

## Rebound Therapy <https://www.reboundtherapy.org/about/>

REBOUND THERAPY IS used to facilitate movement, promote balance, promote an increase or decrease in muscle tone, promote relaxation, promote sensory integration, improve fitness and exercise tolerance, and to improve communication skills.

### THE BENEFITS OF REBOUND THERAPY

#### Include the Developing and Improvement of:

- Strength of limbs
- Numeracy
- Patience
- Communication
- Co-ordination
- Independence
- Self-confidence
- Balance
- Muscle tone
- Reaction speed
- Self-image
- Eye contact
- Relaxation
- Freedom of movement
- Sense of achievement
- Stamina
- Spacial awareness
- Body awareness
- Social awareness
- Consideration of others
- Trust and confidence in coach & assistant
- Colour recognition
- Height & depth perception
- Fun & enjoyment

#### Other benefits include:

- Stimulation of digestive system,
- Improved bowel function,
- Internal organ massage,
- Clearing of toxins from the body.