



Programme of Learning Intentions

PRE-FORMAL

2021-2023

Cognition and Learning

Learning Intentions & Implementation

Pupils need people around them who can help them to explore and interpret the world; they need to experience activities repetitively if they are going to be able to learn. Hand under hand can support the learning opportunities. The adult does the activity with the pupil's hand lying on top so they engage and have experience of the task.

<p>At Fairfield, pupils in the Pre-Formal Pathway will be supported in developing their knowledge, skills and understanding that help them to make sense of their world. This involves guiding pupils through exploring, discovering, investigating and understanding the world around them.</p>	<p>Sensory integration and self-regulation strategies provide opportunities to interact with and explore the world around them Pupils sensory input involving all available senses is encouraged to support the learning process and help our learners make sense of their world - visual (visual), auditory (hearing), vestibular (movement), kinaesthetic (tactile - the body image component), proprioceptive (muscles, tendons and joints), olfactory and gustatory (smell and taste). Through cognition learning, pupils will learn that they can have an effect on their world.</p>		
Awareness	Exploration	Control and Early Problem Solving	Sequence and Pattern
<p>Awareness (of stimuli – people, objects and activities) All functional senses are to be encouraged.</p>	<p>Exploration of objects, materials and substances, all parts of the body should be used, especially those parts that pupils can move independently.</p>	<p>The skills taught in control and early problem solving are the prerequisite skills which enable pupils to interpret what is happening around them and to use logic to solve problems.</p>	<p>To recognise and understand that certain events have a natural sequence and pattern</p>
<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Recognise an obvious change happening (eg: stills when hand is massaged or when sees a bright flashing light) • Recognise when a stimulus starts or stops (eg: stills, moves limbs, turns after the stimuli starts of stops) • Accept stimuli for an increasing amount of time (eg: will hold objects or allow feet to be in a foot spa) • Respond to a widening range of stimuli (eg: turns to a range of flashing objects) • Anticipate stimuli that repeatedly occur (eg: smile before being pushed on the swing after several pushes) • Respond to a range of stimuli that are quieter / less obvious (eg: smile at quiet singing) • Attend to stimuli further away (eg: hears music in the distance or smells lunch) • Transfer attention from one stimulus to another • Attend to stimuli in a busy classroom (eg: watch a person moving around) • Locate a specific stimulus against a busy background (eg: find a favourite toy in a box of several toys) • Persist in making simple toys do something (eg: keep swiping wobble toys or pressing a switch to keep the toy active) 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Explore their immediate environment of others, objects and feelings through their senses • Use their senses to register interesting events around them (eg: listen to drum, watch moving toy, touch gloop) • Locate moving stimuli (eg. track a florescent ball or moves head to sniff perfume as it passes one side to the other) • Make sense of and respond to what they see, hear, feel, touch and smell • Turns to objects and sounds that are activated but in one place (eg: turns head to locate flashing light) • Makes things happen when they move randomly (eg: the space blanket crackles when the pupil wriggles) • Activate toys that provide an interesting effect without connecting the cause to the effect (eg: pats a Big Mac switch and something motivating happens or kicks the keyboard and sounds happen) • Re-enact familiar scenes with the support of adults, props and resources 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Make things move deliberately with gross movement (eg: knock mobile, kick bells, swish water) • Make things move deliberately with finer movements (eg: whole hand or head to activate switch or swipe objects that give a strong reward) • Persist in making simple items do something (eg: keep swiping wobble toys or pressing a switch to keep the toys active) • Activate items deliberately, using different movement for different toys (eg: shaking bells and banging drum) • Shift attention between different objects or actions (eg: different actions on an activity centre) • Manipulate objects purposefully (eg: empty and fill containers, stacking and building blocks) • Press button to make item work (eg: keyboard, musical toys) • Look for favourite objects in a box of similar items (not deliberately hidden) 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Take turns in repetitive games where adults stop to wait for a response (eg: Intensive Interaction, action songs) • Anticipate routine events (eg: action songs, eating, being hoisted) • Recognise familiar places (eg: look up at the lights in the sensory room, go to a favourite object/activity) • Explore objects that are used in familiar routines (eg: spoon, cup, hairbrush) • Take turn actively (eg rolling ball) • Choose between two or more motivating toys • Respond to object cue (eg: sits down for a drink when they see the cup) • Select appropriate resources for a familiar routine (eg. spoon for eating) • Assist in putting away resources used in a familiar routine • Operate toys that require more than one action to complete (eg: bubble tube controlled by switch) • Follow objects that move (eg: cars down a slope, balls in a tube) • Put objects into a container one at a time • Learn through repeating patterns of play (Schema) • Select preferred objects (eg: in a box / bag) • Use early problem solving for a familiar event (eg: selecting a car or ball to roll down the slope)

Communication and Interaction

Learning Intentions & Implementation

<p>Communication is central to the whole curriculum. Pupils need to communicate in order to express socially, emotionally and physically; to develop as individuals, engage with others and contribute as members of society. Intensive interaction is designed to foster early communication skills and is fundamental as a primary means of fostering meaningful communicative opportunities, particularly with our pre verbal, pre linguistic, pre intentional learners. Underpinning the delivery of all communicative activities is a Total Communication approach. We use tactile, verbal and auditory cues, objects of reference, Makaton and Alternative and Augmentative Communication (AAC)</p> <p>Pupils are given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about concepts and skills to meaningful contexts in their everyday lives. Pupils are encouraged to become effective communicators through using a range of techniques, forms and media to convey information and ideas creatively and appropriately.</p>	<p>At Fairfield the aims for enhancing our learning and competence in communicating, speaking and listening, early reading and writing is supported and extended by personally equipping individuals with the opportunities and resources to enhance their interactions, communication skills and literacy experiences through adult support and appropriate resources. Pupils are supported through personalised opportunities, resources and encouragement to:</p> <ul style="list-style-type: none"> • interact with others, negotiating plans and activities and taking turns in conversations • enjoy listening to and using various communication strategies to interact with others • sustain attentive listening, responding to what they have heard through actions, symbols, comments etc. • enjoy listening to and joining in with stories, songs, rhymes and music • extend their vocabulary and understanding through exploring the meaning and sounds of new words • communicate through personalised systems • explore and experiment with sounds
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Programme of Learning

Responding	Interacting	Communicating
<p>This is a form of communication where the pupil asks to be given attention in the sense that their presence is acknowledged. We aim to teach appropriate ways in which someone's attention should be gained eg: approaching another person; crying; making a sound to get attention</p>	<p>To encourage pupils' confidence and desire to initiate and participate appropriately in social interaction.</p>	<p>To provide appropriately structured models of communication so that pupils experience the richness and variety of language.</p>
<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Respond when basic needs and desires are met (eg: stop crying when discomfort is removed or relax when gently rocked) • Respond to stimuli presented in on/off pattern (burst –pause) (eg: still, widen eyes, increase movement) • Respond to nearby person (eg: still no sound of voice or search with eyes or increased movement) • Are intrigued by novelty and events and actions around them • Take pleasure in making and listening to a wide variety of sounds • Listen to, distinguish and respond to intonations in adults' voices • Respond to consistent and predictable social routines (offered in the same order in the same environment on a daily basis) (eg: by relaxing stilling, widening eyes or mouth, increased movement) • Responding to their own names (stilling, turning, increased movement) • Respond with constant positive and negative reactions to a range of social activities (eg: smiling or turning head away) 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Interact with familiar people (eg: smiling, turning, giving eye contact). May use a variety of ways to gain attention • Show that they can work co-actively with familiar people (eg: join in 'Row, row, row the boat' or allow their hands to be used for eating) • Show anticipation of familiar social activities and events (eg: start to rock for 'Row, row, row the boat' or even lean forward to be lifted up) • Show that they have had enough of a social interaction (eg: by turning away or looking down) • Enjoy the company of others • Show preference for particular people, objects and activities • Respond with interest in the actions of others close by (eg: make eye contact, turn towards, reaching out, vocalising) • Engage actively in familiar social activities and events (eg: joining in action songs or holds up arms for coat) make simple meaningful gestures (eg: pointing or using simple signs, photographs) 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • To develop oral motor skills of sucking, chewing, licking, swallowing, lip closure and breath control • To develop an understanding of the immediate surroundings within a responsive environment with limited directions • To discover how their body moves and the effects their actions can have on the environment • To develop an awareness of self in relation to others • Listen to, distinguish and respond to intonations and the sounds of voices • To locate and track sounds • To explore named objects and their functions • To experience vocalising • To look at and listen attentively to another person speaking • To respond to the sound of their name • To anticipate actions and events • Show preferences for objects, activities and events (eg: responding with interest to those they like and turning away from those they don't) • Communicate what they want and need, as well as how they feel • Experiment, explore and use sounds and vocalisations. • Indicate 'more' and 'no more' consistently through their responses to objects, activities and events (eg: looking expectant or smiling to indicate 'more' and pushing away or moving away to indicate 'no more')

<ul style="list-style-type: none"> • Respond to people talking around them (eg: by looking at the speaker or making sounds) • Respond to intensive interaction techniques with eye contact, vocalisations and gestures. • Respond in different ways to familiar and unfamiliar adults • Begin to respond in a familiar context to different things that are said to them • Respond to simple requests and grasp meaning from context or situation • Respond to sensory / object cues • Respond to objects of reference or pictures • Respond to familiar sounds and words such as brrrm/woof/mum (eg: smile or locate sound) • Respond to simple requests and grasp meaning from context or situation (eg: look at 'mum' or the dog) • Respond to simple instructions 	<ul style="list-style-type: none"> • Share joint attention in an object or activity (eg: looks at object and at person or looks where person is pointing if object is close by) • Initiate interactions through vocalisation or gesture with peers and familiar adults. • Actively seek out attention from others (eg: vocalise or reach out) • Actively play with another person (eg. hand person a toy or pull at the person's hands) • Lead an interaction game (eg: start 'Row, row, row the boat' or rolling a ball backwards and forwards) 	<ul style="list-style-type: none"> • Communicate in a variety of ways including crying, gurgling, babbling and squealing • Communicate a choice of object or activity (eg: by making sounds, gestures or pointing, giving picture as in PECS) • Attract someone's attention (eg: by making sounds or gestures) Create personal words/sounds as they begin to develop language • Make simple meaningful gestures (eg: pointing or using simple signs, photos) • Know that their voice and actions have effects on others, and they strive to share meanings • Using their voices to join in a 'conversation' and intensive interaction (eg: babbling) • (eg: more, names, yes, no mamma, whatever is appropriate for that child) • Anticipate key events and phrases in rhymes and stories • Listen to stories with increasing attention to recall • Listen to others 1:1 or small groups when conversation interest them
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**Personal Care and Independence
Learning Intentions & Implementation**

<p>Pupils need to be given sufficient time to learn to become as independent as possible. Each area needs to be task analysed and then taught step by step. It is helpful to use 'forward chaining' or 'backward chaining' as a teaching approach. Forward chaining implies starting from step 1 and continuing to step 2 etc. 'Backward chaining' implies starting with the last step, then the last but one step so that the child completes the task every time. Task analysis for eating with a spoon: 1. Picks up the spoon 2. Loads the spoon 3. Puts spoon to mouth 4. Opens the mouth and puts the spoon inside 5. Removes food from spoon with lips 6. Withdraws the spoon from mouth whilst chewing and swallowing</p>					
Eating and Drinking	Toileting	Undressing and Dressing	Washing and Showering	Hair Brushing	Cleaning Teeth
<p>Some pupils may be tube fed, and this section will apply differently to them. Refer to Speech and Language Therapy for specific advice on safe eating, drinking and swallowing, and the OT for advice on eating and drinking implements</p>	<p>Toileting is mainly about urination and defecation, however menstruation is also involved. Girls may be unlikely to show awareness of managing menstruation, but adults need to be aware of possible mood changes and discomfort</p>				
<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Anticipate food routines with interest • Show awareness of food and drink (eg: by moving the food around the mouth and swallowing) • Being helpful when being supported to eat and drink (eg: by opening the mouth for the spoon/cup or turning to spoon/cup) • Eat and drink pureed food / thickening drink • Drink a variety of drinks (eg: milk, water, squash) • Eat mashed food • Eat chopped food • Eat finger food • Use a spoon to eat (maybe move on to use a fork) • Drink from a bottle • Use a two handled cup to drink (probably first with a lid, then perhaps a slanted cup before progressing to an open top cup) • Use a single handled cup to drink • Use a beaker with no handles to drink • Begin to indicate own needs eg: by pointing 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Showing awareness of having their pads changed (eg: limb or eye movement) • Be helpful when having their pads changed (eg: relax limbs / lift bottom) • Sit on potty or toilet seat regularly (usually after completing a toilet chart to find any patterns in times for urination or defecation) • Demonstrate a sense of pride in own achievement • Transfer from chair to toilet or from standing to toilet • Use toilet or potty appropriately if taken regularly by an adult • Indicate the need to change their wet / soiled pad • Move to the changing bench when shown their pad • Stand to have their pad / sanitary towel changed • Recognise the word/symbol/sign 'toilet' in context • Indicate a need to use the toilet (eg: go to the door or use the sign/symbol) • Flush the toilet • Shut the toilet door 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Show awareness of being dressed and undressed (eg: by eye or limb movement) • Be helpful when being undressed and dressed (eg: relax limbs) • Offer limbs (eg: when putting on a coat / trousers / shoes) • Finish taking off clothes once the process has been started by an adult (eg: wriggle out of shoes once they have been unfastened/ pull sock off toes after they have been pulled down) • Take off their clothes (probably starting with their shoes and coats and progressing to other items of clothing) 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Show awareness of being washed and dried – usually hands and face, or being showered eg: by eye or limb movement • Be helpful when being washed and dried / showered (eg: hold out hands or turn face) • Wash and dry their hands in the sink / shower • Wash and dry their face in the sink / shower 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Show awareness of having their hair brushed (eg: eye blinking or head turning) • Be helpful when their hair is being brushed (eg: when holding head up) • Hold hairbrushes (but not necessarily brush their hair) • Brush someone else's hair or the hair / fur of a toy • Brush their own hair (probably one side first and then learning to brush all over) 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Show awareness of teeth being cleaned (eg: by eye blinking, pulling a face) • Be helpful when their teeth are being cleaned (eg. opening mouth) • Use a conventional or powered toothbrush – probably on front teeth first, gradually learning to include all teeth) • Put tooth paste on the brush (beginning with just squeezing the toothpaste, but then learning to twist the top on and off) • Brush and spit

Sensory / Physical and Mobility 1

Learning Intentions & Implementation

Sensory Awareness	Body Awareness	Fine Motor Development			
		Reaching	Grasping	Releasing	Manipulating
Progress within sensory awareness should begin with pupils having access to various sensory opportunities. It is hoped that passive 'allowing' will become more active enjoying	Progress within body awareness should begin with pupils allowing a range of different things to happen to their bodies. It is hoped that passive 'allowing' will become more active enjoying	Give opportunities for pupils to grasp with the left hand/the right hand, and both hands. Start with objects very close to the dominant hand and give practice on the individual's left and right side. Pupils with cerebral palsy may find it difficult to grasp, release and manipulate objects. Give plenty of time and consult with the Physiotherapist/or Occupational Therapist on ways of supporting. Support pupils to use either hand, or both hands together.			
<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Attend briefly to stimuli deliberately presented • Discriminate sensory properties eg. shows consistent preferences for specific colours, textures or high/low frequency of sounds • Identify meaning of familiar motivating stimuli eg. recognises own name/ identifier; someone through sight, perfume; wants to finish activity when smells dinner • Extend the range of interest consistently to 1m or more and monitor environment through sight/ hearing/ smell/ passive touch • Briefly tolerate less preferred sensory input with support eg. Sticky substances on hands • Integrate information from different senses during familiar activities • Notice new stimuli and seeks further information • Show awareness of variable environmental factors eg. Looking to see whether lights are switched on • Within limits of sensory abilities, discriminates relevant from irrelevant stimuli eg. Looks up when doors open, identifies child and staff member entering, then immediately returns to activity • Alternate attention appropriately between different people in a small group (may be slow) 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Make purposeful movements. They tend not to stay in the same position in which they were placed • Show awareness of massage of hands/ feet/ arms/ legs (maybe with aromatherapy oils), and various sensory stimulation on different part of the body (eg: foot spa, fluffy material, fan) • Show awareness of a range of total body movements (eg: swinging, floating, rolling) • Show awareness of a range of different body orientations (eg: flat, hunched up, upside down) • Show awareness of where their body is in space (eg. On top, under, crawl through Imitate others • Show awareness of a range of pace of movement (eg: slow, quick, jerky, smooth) • Show awareness of different textures touching body (eg. cold, soft, rough) • Show awareness of their limbs to be moved passively (eg. stretching in exercises or as part of action songs) • Show awareness objects in designated spaces to touch different parts of the body when moving even if only slightly (eg: on a Resonance Board) • Use their body to recreate experiences • Use movement and sensory exploration to connect with their immediate environment • Use developing physical skills to make contact with others • Move their hands and arms with hand-under-hand support/ hand-overhand support and/ or co-actively 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Bring their hands into midline (this might be easier initially when children are lying on their sides where gravity can help to bring the top hand down to meet the lower hand) • Have objects of various kinds placed in their hands • Touch objects of various kinds with their hands • Touch objects in midline/ on left/ on right / cross midline • Touch objects with one hand/ with two hand • Bend and straighten their arms • Reach for objects just out of reach – midline/ right/left – one hand/both hands • Reach for objects and bring them close (not necessarily grasping them) one hand/ both hands/ midline/ left/ right / cross midline • Reach for objects and grasp them (whole hand • Reach for objects and grasp them (pincer grasp) • Reach /aim with feet to hit target/obtain object 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Swipe objects (eg: hanging on activity arch) • Open and close their hands • Close their hands round an object • Locate a hand-sized object and try to grasp it • Hold hand-sized objects with palmer grip (increasing amount of time) • Squeeze objects in the whole hand • Use whole hand to press switch • Pick up objects using a whole hand grasp • Pick up and put down objects with several fingers and thumb • Locate small objects and try to grasp them • Hold objects using a pincer grip (increasing amount of time) • Move at the wrist whilst holding objects • Rotate arms (hands up and hands down) while holding objects • Hold onto a bar (eg: to hold themselves up) (increasing amount of time) • Hold objects and put them in contact with another (eg: bang two objects together, put objects in a box, bang drum with stick) • Crawl with object in their hand • Grasp objects that are unseen (eg: from in a feely bag) 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Allow people to take objects from their hands • Let go of hand-sized objects • Put down objects using a whole hand grasp • Pass objects from hand to hand • Hold objects with two hands, stabilise them in one and take other hand away • Rotate arms and drop objects • Swap objects from hand to hand (combine grasp and release) • Pick up and put down repeatedly, grasp and release sequences 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Take objects to their mouths • Use their hands to manipulate objects (eg: shaking, banging, pushing, throwing) • Use whole hand/ several fingers at once to press switches/ buttons/ keys on keyboard • Use index finger to press buttons or poke objects • Grasp felt tips/ brushes etc. (eg: to make marks) • Raise arms and drop objects into containers • Post objects into containers (eg: posting box) • Rotate objects in their hands • Re orientate objects in hands

Sensory / Physical and Mobility 2
Learning Intentions & Implementation

Gross Motor Movement			Mobility		
<p>It is important to plan how pupils will transfer from one activity to another. Pupils should be supported and encouraged to be as independent as possible to get to their starting point. Even though pupils may not be able to engage fully in outdoor and adventurous experiences, there is usually a way in which they can be supported to be involved (eg: horse riding, outdoor learning, cycling). To participate in their physio program as set out by the Physiotherapist.</p>			<p>Many pupils benefit from the weightlessness experiences in water, and can move more freely that they can on land. Many of the movements for standing or sitting can be practised in the water. Hydrotherapy provides the opportunity to move in warm water, with trained staff support</p>		
Sitting	Standing	Walking	Indoor Mobility	Outdoor Mobility	Hydro/ Swimming
<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Maintain head control • Move their heads in all directions • Sit in a fully supported position • Sit in a chair with sides • Sit on a classroom chair (no sides) • Sit on a range of different kinds of chairs • Sit on a flat surface such as floor stool, edge of the bed, PE form (no back or sides) • Move their limbs in a sitting position • Move their trunks in a sitting position • Pivot round sideways in a sitting position • Push or pull themselves to sitting from lying 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Standing fully supported • Stand with hands held or holding on • Stand unsupported • Moves their limbs whilst standing • Pivot whilst standing (with less and less support) • Pull or push up to standing themselves • Stand up from a chair or stool • Stand up from the floor • Sit down with hands being held or holding on • Sit down on chair or stool • Lower themselves to the floor from standing 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Walk fully supported • Walk supported by class furniture • Walk with two / one hand/s held • Walk pushing a (weighted) walker • Walk unsupported • Take steps backwards (eg: to sit on a chair or toilet) • Change directions when walking (un / supported) • Walk on different surfaces • Walk up and down slopes holding a rail • Walk up and down steps holding a rail • Walk up and down slopes • Walk up and down steps 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Crawl or bottom shuffle • Slide on back/ tummy (maybe in a blanket) • Pivot on bottom or knees on floor • Roll body • Rock/ row backwards and forwards (eg: Row Your Boat) • Push and pull • Bounce (trampoline /rebound) • Throw and roll objects (balls, beanbags) • Catch objects • Move forwards and backwards • Move in and out of objects (eg: tunnel, tent) • Move slowly / quickly • Move over and under objects/ onto and off objects 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Use playground/ adventure equipment to swing, slide, rotate, climb, ride • Ride bikes or trikes (eventually pushing the pedals themselves) • Move over a range of different outdoor surfaces (eg: woodland trail, grass, shingle, cobbles) • Move independently and confidently in the community <p>Indoor Mobility</p> <p style="text-align: center;">○</p>	<p>Pupils are given opportunities to:</p> <ul style="list-style-type: none"> • To move freely and be fully supported by the water itself, and with flotation aid • Sessions allow pupils a degree of movement that pupils will not normally have in other environments • Enter the water with support • Enter the water as independently as possible • Achieve vertical balance in the water • Float on their back • Move from back to vertical • Rotate in the water – from back to front and front to back • Move arms in the water • Move legs in the water • Jump in the water • Walk in the water

Personal, Social, Health, Citizenship and Emotional Learning Intentions & Implementation

<p>PSHCE is fundamental to everything we do at Fairfield. Our safeguarding focus is delivered through the appropriated differentiated manner through the application of PSHCE programmes of learning and intent. It is essential that our learners feel safe, secure, valued and happy at school. We aim to achieve this through addressing the social and emotional needs of each individual pupil through all activities, discussions, stories and assemblies.</p> <p>Pupil well-being is critical to PSHCE enabling pupils to develop confidence, express emotions and build relationships and deal with stresses and change. Personal, social and emotional development involves helping pupils to develop a positive sense of themselves, and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feeling and to understand appropriate behaviour in their own abilities.</p> <p>We help the pupils to form positive relationships and to learn that conforming to a set of basic school rules where their feelings, opinions and beliefs of others are considered and respected can lead to a sense of belonging and well-being. We aim to help pupils learn to form relationships and work well with others. Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues. They develop an understanding to respect diversity and differences so that they can develop positive relationships that are an essential part of life and learning. Our pupils learn to co-operate with others, to share and take turns. They also develop their self-confidence and become independent, at the same time developing personal values through an understanding of right and wrong, and an awareness of the needs of others. PSHCE age-related and appropriate activities which include sex and relationships are flexible to teach according to individual needs at any particular time, and can be revisited at regular intervals to strengthen previous learning.</p>	<p>Pupils at Fairfield will be provided with experiences and support which will help them to develop a positive sense of themselves and of others. Pupils will be supported through personalised opportunities and encouragement to:</p> <ul style="list-style-type: none"> • develop interests and motivations to learn • develop independence, confidence, initiate ideas and interact with others • maintain attention and concentration • develop an awareness of keeping healthy, and supporting others • be aware of changes and transitions on their life • form relationships with familiar adults and peers • work as part of a group or class, develop turn taking and sharing skills • begin to understand that there needs to be agreed values and codes of behaviour • begin to understand that other people have different needs, views, cultures and beliefs, that need to be treated with respect
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Programmes of Learning

Social Skills and Interaction	Emotional Well-Being
<p>Social skills and Interactions focus on:</p> <ul style="list-style-type: none"> • Proximity: Plays in general area with others but without noticing them or interaction • Tolerates the presence of others. • Parallel Play: Plays side by side with others, may engage in same activity as others but without interaction. • Sharing with others • Co-operating with others • Turn taking: recognises that others have a turn. Demonstrating patience and ability to wait and sustain attention with social awareness of others 	<p>Emotional Well-being focuses on stability and resilience including:</p> <ul style="list-style-type: none"> • Being special to someone and gaining self-assurance through a close relationship • Being able to express feelings • Becoming confident in what they can achieve • Valuing and appreciating their own abilities • Feeling self-assured and supported
<p>Pupil should have opportunities to:</p> <ul style="list-style-type: none"> • Interact briefly eg. smiling, turning, giving eye contact • Show they can work co-actively with familiar people (eg. join in 'Row, Row, Row the Boat' or allow their hands to be used for eating) • Show anticipation of familiar social activities and events (eg. start to rock for 'Row, Row, Row the boat' or lean forward to be lifted up) • Show they have had enough of a social interaction (eg. by turning away or looking down) • Show preference for particular people, objects and activities • Respond with interest in the actions of others close by • Reaches for an adult or carer • Greets familiar adults and peers • Responds to others in group situations occasionally • Engage actively in familiar social activities and events • Join in action songs or hold up arms for coat • Make simple meaningful gestures eg. pointing or using simple signs, photographs 	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Have a supportive relationship with caring and responsive adults • Do things independently and gain confidence, knowing that an adult is close by, ready to support and help if needed • Enjoy the company of others and feel safe and secure within health relationships with key people • Learn by interacting with others • Seek to gain attention in a variety of ways, drawing others into social interaction • Use their developing physical skills to make social contact • Build relationships with others • Be caring towards others • Learn social skills, and enjoy being with and talking to adults and peers • Seek out others to share experiences • Form friendships with peers • Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine

- Use their voices to join in a 'conversation' eg. babbling
- Attempt simple words and phrases in imitation eg. Mummy, woof, all gone, bye-bye, more
- Use a few words appropriately (eg. more, names, yes, no, mummy - whatever is appropriate for that child).

Emotional Development

- Startled by a sudden loud noise and loud noises can cause distress
- Has favourite activities and shows distress if an enjoyable activity suddenly stops
- Accepts help and looks to adult for help and support
- Is aware of parting from carer but accepts their absence by continuing activity
- Begins to express feelings and show an understanding of 'yes' and 'no'
- Begin to respond to the feelings of others

- Discover what they like and dislike
- Sustain health emotional attachments
- To develop a sense of identity both individually and within a group
- Feel others are positive towards them,
- Learn that they have similarities and differences that connect them to, and distinguish them from others
- Have relationships through which they develop self-confidence, a belief in themselves and self esteem
- Show increasing confidence in new situations
- Become more aware that choices have consequences