

IFIELD SCHOOL INREACH OPPORTUNITIES FOR PROFESSIONALS IN MAINSTREAM SCHOOLS AND SETTINGS

Ifield School is a Foundation co-educational school for pupils aged 4 to 19 years of age with Profound, Severe and Complex learning needs, including Communication and Interaction difficulties.

The majority of pupils have learning difficulties associated with Autism and Speech, Language and Communication and, in addition, some pupils have complex medical conditions.

Staff at Ifield School are highly experienced practitioners in the field of Special Educational Needs and Disabilities (SEND) and some members of staff have achieved Master's Degrees in specialisms including, ASD and SLD. All staff understand that the successful inclusion of pupils in learning activities is of the utmost importance. Ifield School staff create a calm, well-structured, and motivating environment that supports learning and personal development. Every learning space is carefully designed to promote curiosity, collaboration, and a sense of belonging.

We have a growing and dynamic Therapy Team, including Speech and Language Therapists, Occupational Therapists, Therapy Assistants and visiting NHS Physiotherapists.

The Inreach support we offer, includes observations and discussions linked to the following interventions and strategies and also an immersive experience working alongside teams, inviting visitors to spend a morning or afternoon at Ifield School.

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Attention Autism is a Speech and Language Therapy intervention aimed at developing natural and spontaneous communication through the use of visually based and highly motivating activities. There are four stages to develop developmental attention skills from gaining attention, to shifting, and transitioning between activities.

Augmentative and Alternative Communication are available to support pupils' spoken language, they can be low tech, light tech or high tech. Low tech AAC includes photos and symbols. Light tech devices include battery operated equipment such as a Big Mack or Go-talk. High-tech devices include computer-based software packages such as Grid for iPad.

Chatterbugs is a small group intervention to support the development of attention and listening, turn taking and early vocabulary. As the programme progresses, language games and storytelling activities are introduced.

Colourful Semantics is a system for colour coding sentences to support understanding and expressive language. Each word type has an associated colour, for example all 'who?' words are orange and all 'doing?' words are yellow. It supports grammar and the semantics of words and sentences.

Clever Fingers is a fun and highly motivating Occupational Therapy intervention designed to develop pupils' fine motor skills.

Communication Boards and Books are visual supports which support spoken communication. A communication book is categorised into topics for easy navigation and includes photos and symbols. They act as a shared method of communication between the pupil and communication partner and provide structure to spoken language.

Curiosity Programme is an approach designed to create curiosity about the world, nurturing communication and fostering interaction through shared, joyful, meaningful time spent with a communication partner.

Dough Disco is a fun activity which combines the use of playdough with a series of finger exercises designed to develop fine motor control.

Eye-Gaze is a highly specialised technology that allows pupils to access computer software using their eye-gaze. Pupils are able to practice a range of skills to support their communication including image tracking, cause and effect and choice making.

Fun with Food desensitises pupils to food smells and textures, to help prepare the pupil for eating and to assist in developing a positive attitude to food.

Gong Therapy is a form of sound therapy in which a gong is played softly to promote relaxation, regulation, engagement and interaction.

Intensive Interaction is an approach for pupils who are at the early stages of communication development. It is child-led and helps pupils to develop the Fundamentals of Communication, this includes learning how to connect and engage with another person.

Lego Therapy is an intervention aiming to develop social skills including, turn taking, sharing, problem solving, team work and conflict resolution. It also supports language development including, attention and listening, asking questions, seeking clarification, developing language concepts, such as prepositions and vocabulary, including colour, size and shape.

Makaton is a language programme which is used alongside spoken language. Key words are signed to support communication needs in a range of learners. Makaton signs can be used to support understanding and expressive communication difficulties. Key signs are used alongside speech throughout the school day, during lessons and other activities. Many pupils will participate with signs during daily songs and greeting activities.

The MOVE Programme is an integrated, multi-agency approach for children and adults with physical disabilities and/or complex needs. Education, Health and Social Care practitioners work together, using this highly effective programme, to provide a framework which enables people to develop physical, cognitive and communication skills that are designed to improve their independence, social inclusion and quality of life.

Objects of Reference are objects which are used to help pupils anticipate and prepare for different activities throughout the day. For example, allowing the pupil to explore a pre-recorded sound of pupils playing outside to represent playtime.

On Body Signing is a set of touch cues designed to support understanding by helping the pupil anticipate a transition between locations, activities or movement.

PECS is a **P**icture **E**xchange **C**ommunication **S**ystem designed to help learners understand the need to initiate communication with others. Initially, pupils learn to give a symbol card to a communication partner in order to receive a motivating object. At later stages, they learn to form simple sentences and develop other types of sentences in addition to requests including 'I see' or 'I hear'.

PROACT-SCIPr promotes the ability for pupils to communicate their emotions and manage their own feelings and responses. The approach starts by understanding the pupil's behaviour, identifying indicators of distress early. Staff supporting pupils are prompted to respond positively, in a non-restrictive way. The use of supportive physical interventions is only followed when there really is no alternative.

Rebound Therapy is the use of the trampoline to develop confidence in movement, motor skills, body awareness, balance and co-ordination. It promotes positive relationships and builds self-esteem, confidence and independence and opportunities for communication.

Sensory Circuits are a form of sensory integration intervention. It involves a sequence of physical activities that are designed to **alert**, **organise** and **calm** the pupil.

Sensory Diet is a personalised plan of physical activities and strategies to help a pupil meet their sensory needs. This plan provides the sensory input required to remain focused and organised throughout the day.

Sensory Stories are a combination of spoken words and sensory stimuli. They are a fun and engaging way of telling a narrative that meets the needs of all learners. Sensory Stories bring the words to life through a multi-sensory approach ensuring the learners are active participants. It also promotes turn taking and anticipation.

Social Stories are individualised short stories that provide information on a specific social situation. They are used to teach communication skills through the use of precise and sequential information about everyday events that the pupil may find difficult or confusing. They can be used to provide information and reduce anxiety.

TACPAC draws together touch and music to create a structured sensory communication between two people to support sensory alignment.

Toileting individual Personal Care and Toileting Plans supports pupils to maintain healthy bladder and bowels and develop their independence and toileting skills.

Visual Supports are created to promote engagement and provide structure and predictability. Visual timetables are used in class to support transitions. Micro-schedules can promote independence with daily living skills, such as dressing and personal care.