

WELLBEING

Curriculum Vision: By placing wellbeing at the centre of all that we do, pupils are taught to manage their differences and flourish as individuals.

Communication & Interaction

- Communication systems, support pupils to make meaningful communications to express their needs and wants, make choices and access learning.
- Pupils learn through communication, play and purposeful interaction with adults and peers and implement strategies to adapt to different situations
- Pupils develop imagination, creativity, planning, organisation and fine motor skills through interacting with their peers and sharing spaces, toys and games
- Routines, systems and structures optimise learning, communication, life skills and emotional wellbeing.
- Play supports the development of Pupil Voice and purposeful language skills by promoting opportunities for pupils to communicate with each other, use existing and new vocabulary, and cooperate with others as part of a group.

Cognition & Learning

- Autism best-practice ensures approaches are used meaningfully and consistently to avoid cognitive overload and reduce demand on working memory. Approaches, support pupils to know their strengths and weaknesses and to:
 - apply self-regulation strategies
 - develop resilience for learning
 - develop their independent learning skills
 - manage their time
 - pay and shift their attention
 - plan and organise their learning
- Cognitive development is supported through Discovery and Play. Pupils are encouraged to pay attention and use their processing skills. They use their working and long-term memory to accomplish activities involving reason and logic, and develop skills in cooperating, turn-taking, resolving conflict and managing feelings.

Sensory & Physical

- Pupils have daily access to sensory equipment, activities or Sensory Integration programmes to ensure they are ready to learn and feel safe with their peers and within their environment.
- Outside groups form part of lesson rotations for all Maths and English and Communication lessons providing opportunities for pupils to be physically active and experience learning outdoors
- Sensory exploration provides tactile experiences that support pupils to learn about the world around them through their senses.

Social, Emotional & Mental Health

- All pupils generalise and extend their learning outdoors through activities linked to lesson objectives
- Daily play sessions support pupils to persevere when things do not go as expected by collaborating with their peers and adults to solve problems.
- Outdoor learning motivates pupils and increases confidence. It supports social communication and physical skills, self-esteem and pupil opportunities to work cooperatively with others.
- Pupils are supported 1:1, and in small groups to support their emotional health and build trusting relationships with a range of adults

EYFS

- All pupils have ELTs, including a PSD target and progress towards their target is recorded weekly.
- Pupils take the lead in adventurous outside play that encourages them to explore risks and challenge their own boundaries within a safe environment.
- Adults scaffold play opportunities that extend pupils' learning by supporting them to make choices, move, explore and express themselves non-verbally.

Discovery

- All pupils have a wellbeing IEP target taken from Play and Interaction at Riverside and progress towards their target is recorded weekly
- Through Discovery Play, pupils create simulations of everyday life and are supported to link pretend play into action sequences alongside and with their peers.
- Pupils make sense of the world around them through sensory experiences that support them to adapt their play sequences, think independently, stimulate their imagination, be creative and feel comforted.
- Adults support sensory play by engaging with pupils, talking to them about their play and respecting and extending their choices.

Builders

- Pupils access weekly activities based upon the NHS 5 Steps to Wellbeing: connecting with others, being physically active, learning new skills, giving to others and paying attention to the present moment.
- Pupils have a wellbeing IEP target taken from the Play and Interaction at Riverside play skills profile and progress towards their target is recorded weekly in individual Wellbeing scrapbooks
- Play sessions create opportunities for pupils to learn to share toys with their peers and to develop social skills that involve turn-taking and following the rules.
- Pupils link pretend play into action sequences and ultimately to playing pretend games with their peers and celebrate in the joy this brings.

Impact

- Pupils invest in the systems and structures designed to support them to access help and support and navigate their way with increasing independence
- Pupils make decisions and enjoy using use their physical skills to explore their boundaries to negotiate their environment
- Pupils build a sense of identity and belonging and enjoy the feeling of wellbeing this brings.
- Pupils are motivated to learn through differentiated learning activities that build on their prior attainment and experiences.
- Pupils begin to demonstrate the knowledge and skills they have learned in a range of contexts

Impact

- Pupils achieve a sense of belonging and feel safe within a highly structured environment.
- Pupils are curious and try new things. They take risks in their learning, and learn from their mistakes.
- Pupils become increasingly responsive to their daily learning experiences, improving their confidence and wellbeing.
- Pupils progress from solitary or parallel play to interactive play
- Pupils gain and show confidence in social situations and cope more effectively with difficult feelings.

Impact

- Pupils identify, talk about and understand how feelings impact behaviour
- Pupils use self-regulation techniques to express their feelings appropriately and improve their own wellbeing
- Pupils voice their opinions using appropriate strategies and visual supports
- Pupils build on prior experiences and communicate how they feel about activities and pursuits.
- Play sessions provide a vehicle for pupils to voice concerns, worries or anxieties
- Pupils make choices that are enjoyable, safe and healthy based on their preferences and personal experiences.
- Pupils develop their play skills, cementing the move from parallel to social play where they enjoy sharing and interacting directly with their peers.
- Pupils understand and recognise when they are successful
- Pupils manage their emotions and respond appropriately to the feelings and reactions of others.