Class Rationale – Silk 2025-26

In the ethos of the EYFS curriculum, we will aim to provide a mixture of child led activities, alongside adult led sessions in individual, small and whole class groupings.

Due to the nature of the pupil’s individual needs and learning styles we will deliver more adult led activities than the typical EYFS setting, with the overall aim of helping prepare the pupils for the next stage of their life.

Play is extremely important across all areas of the pupil’s learning and development and pupils will be given opportunities for daily child led learning/free play both indoors and outdoors.

The areas of learning are split into Prime and Specific areas and greater emphasis is given to the Prime areas in Class 1 (Silk). The Prime areas develop in response to relationships and experiences and support learning in all other areas. The Prime areas are Personal, Social and Emotional Development (PSED), Communication and Language (CL) and Physical Development (PD).

The Specific areas include essential skills and knowledge for children to participate successfully in society – Literacy (L), Mathematics (M), Understanding the World (UW), Expressive Arts and Design (EAD).

The school day will be very structured to help the pupil’s understanding and transitioning, therefore helping to decrease any anxiety.

Signalong, symbol fobs and traffic lights will be used throughout the day, accompanied by objects of reference, photographs, symbols and communication boards/books (depending on individual pupil’s level of understanding).

There will be a large emphasis on helping develop the pupil’s social and communication skills. Helping the pupils to self-regulate when required is also an important skill that is supported throughout the daily routine.

The pupils will benefit from a range of opportunities to develop their early reading, working within reading pathways 1 and 2.

Pupils benefit from input from professionals including Speech Therapists, Communication Team, Occupational Therapist, Music Therapist and Physiotherapists.

We benefit from a range of learning outside the classroom, including weekly ball pool and lightroom sessions, trip to the local park and swimming.

Personal care and mealtimes are also areas where the pupils will require additional support in developing these key skills.

Pupils will be offered fiddle toys to hold during sessions. There will be regular planned sensory breaks throughout the school day. When required, the pupils are offered or directed to a timed supervised break in the break area. Here they can benefit from quiet time and sensory regulation equipment. Positive Behaviour Support Plans and Sensory Diets, will be followed where necessary and 1:1 staffing in place when required (see individual rotas).

Staff strive to provide a safe and happy environment for the pupils to develop in confidence, have fun and learn together.