

Finding out about Learning to Learn

Early Years webinars: Session 2

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This webinar will be recorded so that it can be accessed for a limited time period only. Break out rooms and use of the chat box will not be recorded.

After the session delegates will be sent a link to the recording.

Please use the chat box if you have any questions or comments.

Year R transition webinars

A series of webinars are going to be delivered over the next few weeks. These webinars have been designed to support mainstream schools prepare for the potential rise in pupils with SEND at mainstream this September. We hope that these webinars will prepare early years settings to plan for effective provision.

Aims of the session

- Find out about what Learning to Learn is
- Information share about some Learning to Learn programmes
- Sign post for strategies to support your SEND practice.

What is Learning to Learn?

Learning to Learn

Learning to Learn supports pupils who need help to develop the skills required to access higher learning. Learning for typically developing children is a social process. For children who are not typically developing research suggests that the following elements are essential to access learning:

Learning to use their near and far senses

Develop social interaction skills

Learn to develop physical skills for manipulation and mobility

Develop attention and perceptual skills

Develop early communication skills.

(QCA 2009)

We have a number of therapies and interventions that we use within the school to support their “Learning to Learn” and to strengthen synaptic connections/neural pathways in the brain

SEND Guidance Report – March 2020

EEF – Education Endowment Foundation

“It offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement.”

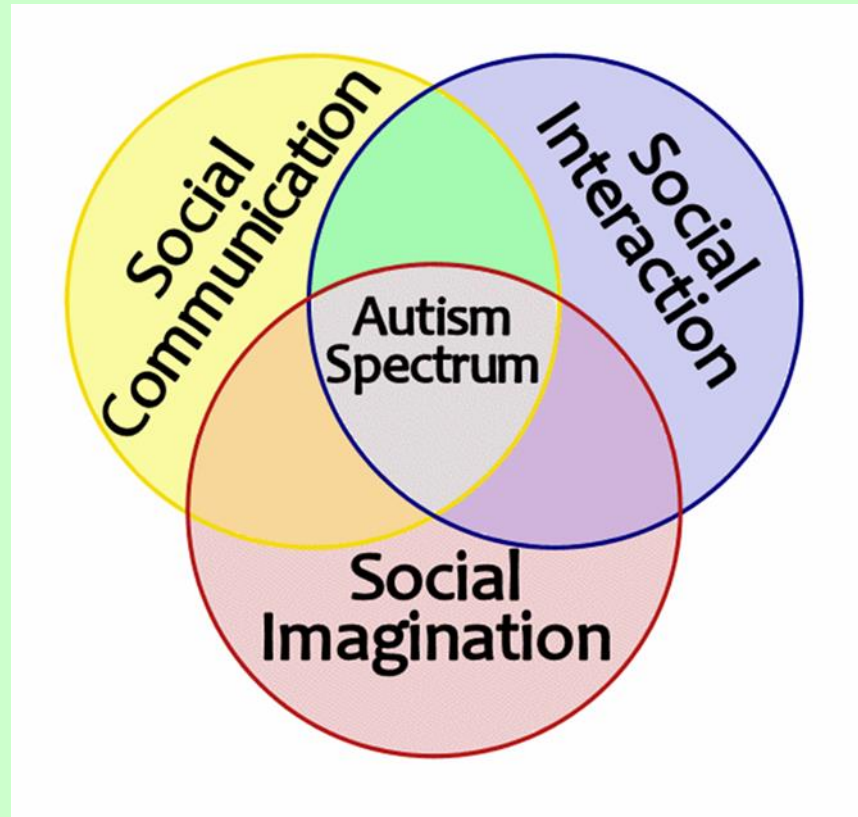
Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs

Recommendation 3: Ensure all pupils have access to high quality teaching

Recommendation 4: Complement high quality teaching with carefully selected small-group and one-to-one interventions

Getting Ready. Where to Start!

Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs



What are the challenges for a child?

- Communication/language difficulties
- Difficulties with sequencing
- May focus on detail, or an area of interest
- Theory of mind – understanding how others see things
- Processing time
- Need for predictability
- Attention
- Sensory – hyper/ hypo sensitive
- High levels of anxiety

What are the child's strengths?

Memory for - things that interest them and experiences with emotional impact

Physical and practical

Energy

Logical

Visual skills

Use the strengths

Keep it Visual

Model what you want

Give Warnings

Have fun!

Make it relevant

Keep language simple

Look at the environment

Be consistent

Allow time

Seven basic Learning to Learn programmes

Recommendation 3: Ensure all pupils have access to high quality teaching

Recommendation 4: Complement high quality teaching with carefully selected small-group and one-to-one interventions (SEND Guidance report March 2020)

Intensive Interaction – learning to share interactions

- Intensive Interaction is a 1:1 therapy that aims to meet the learning needs of pupils still at the early stages of communication development.
- It is guided and led by the pupil, with an adult engaging with them and finding common ways to communicate.

Phoebe Caldwell: phoebecaldwell.co.uk

"If you have autism,
the brain is like a
kaleidoscope where
the pattern never
settles."



Intensive Interaction Principles

- Quality one-one time
- Tune in
- Tempo and speed
- Responsiveness
- Imitation/copying/joining in
- Using simple behaviour
- Pauses
- Mutual enjoyment

Getting Started;

Learning to be curious, imitate and share interactions

- Uses Intensive Interaction strategies to build shared attention with a familiar adult and develop children's curiosity and reciprocal interaction skills.
- Initially created by Gina Davies, it develops knowledge and skills to access the Attention Autism Programme.
- Training provided by Springwell - Webinar for Getting Started on the 23rd June as part of this series

Getting Started Resources



Attention Autism (shared attention) AKA; Bucket!



- A strategy based on the Attention Autism project (Gina Davies) to increase joint attention, interaction and communication.
- Shared Attention sessions offer all pupils an “irresistible invitation to learn”. It teaches giving and shifting attention, memory, imitation and turn taking skills.
- It highly values creating shared experiences, which give the children something that is worth joining in with, and leaves them wanting to communicate about afterwards.
- The approach utilises supporting adults as models, throughout all sessions they should model how we expect the pupils to behave, interact and react.
- Training required by licensed trainer either from Springwell School – Kate Buckingham (see our website) or through Gina Davis ginadavies.co.uk

Waldon

The Waldon Approach is a unique method that was developed by the paediatric neurologist Geoffrey Walden to help children with various learning difficulties. It offers an effective tool to engage and motivate the children. It is especially powerful, if introduced early on whilst the child is still young, so this way of learning becomes part of their regular play routine.

- The focus of the Waldon approach is on developing the 'learning to learn' skills:
- being effortful
- staying focused
- sustaining interest in activities
- Supports gross and fine motor skills including crossing the mid line
- Develops pre-maths concepts of sorting, classifying and ordering

Waldon resources/Waldon area



Waldon

- WALDON therapy teaches Learn to Learn skills. These include;
- placing, mark making, tool use, sorting and building.
- These skills are taught in a physical way with the pupils supported to achieve.
- The reward of achieving each step is intrinsic and the adult does not provide social praise until the end. This allows pupils to focus on the task and to gain pride from succeeding independently.
- Information and training from the link below
- <https://autismseendevlopmentally.org/learning-to-learn-the-waldon-approach>

Music engagement; SEYM

- SEYM aims to explore and expand music engagement of children with complex needs by supporting collaborations between music specialists and EY practitioners or caregivers. The project consists of three main activities.
- Practitioners facilitate music engagement for children



TEACCH: (Treatment and Education of Autistic and Communication related handicapped Children)

TEACCH provides a structured teaching model that makes use of visual supports in order to promote meaning and independence.

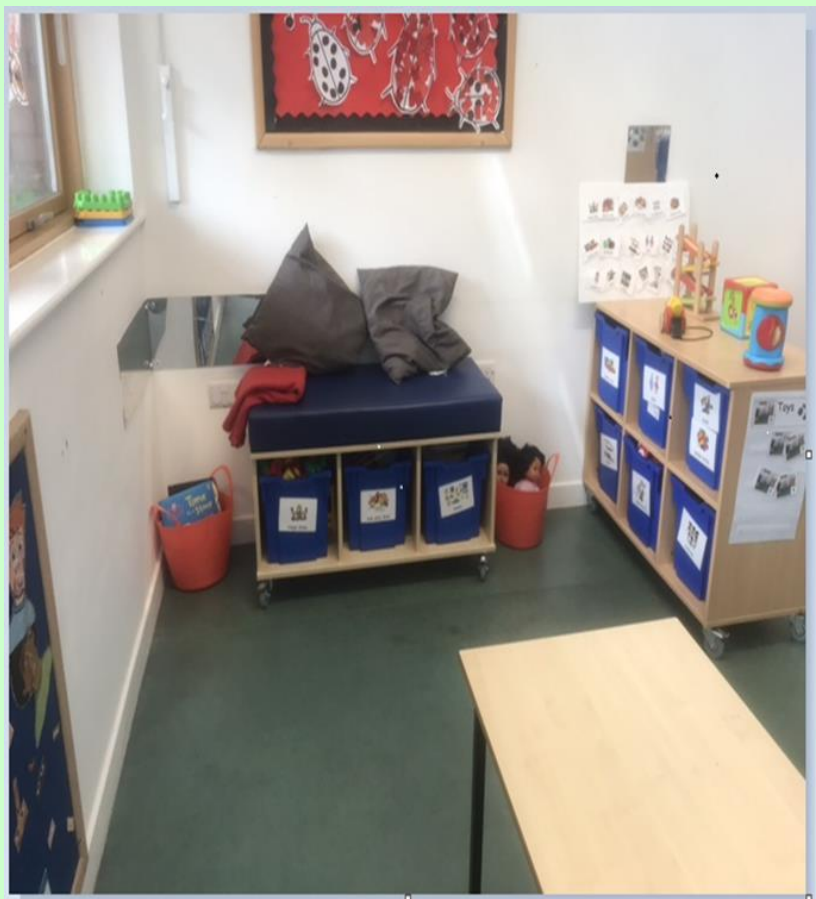
TEACCH covers a wide range of strategies including;

- work bays
- structured work systems
- visual schedules.

<https://www.autism.org.uk>

https://autismclassroomresources.com/wp-content/uploads/2017/01/TEACCH_Fidelity_Form.pdf

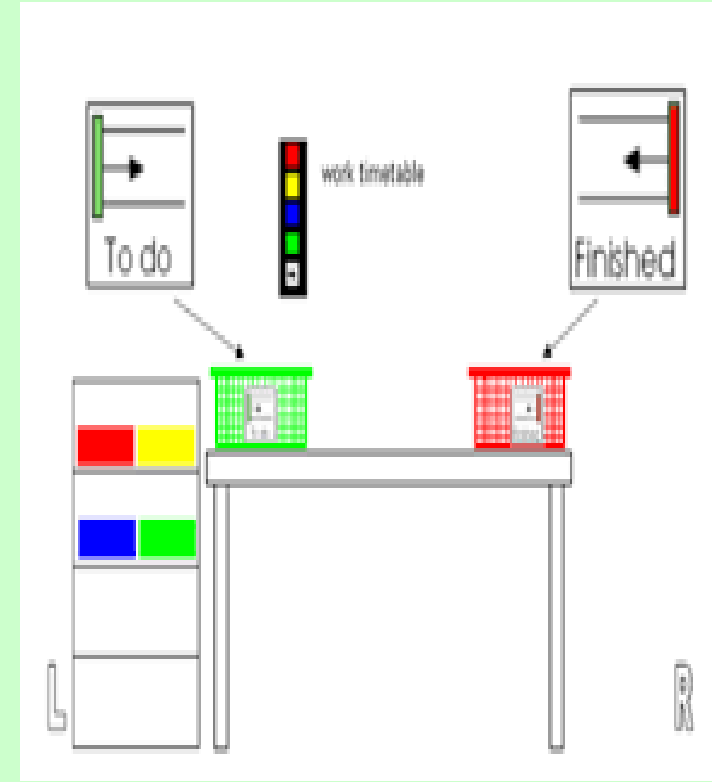
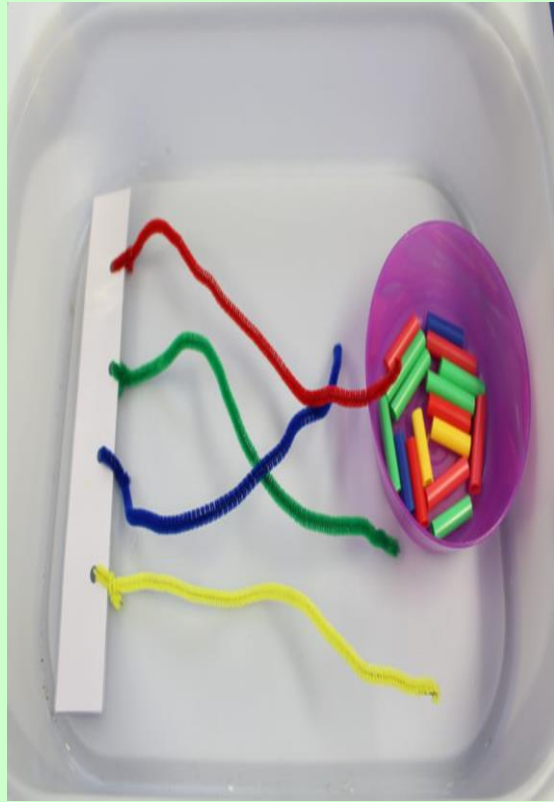
Reduced environment



Schedules, Routines. Now and Next



TEACCH systems



TAC PAC (Touch and Communication pack)

TACPAC combines music and touch to promote;

- communication
- social interaction,
- sensory, neurological and emotional development.
- It can be used for relaxation purposes, to encourage self-regulation, or to encourage interaction and communication.

TAC PAC Resources



[Tac Pac Training Courses and resources/ideas from tacpac.co.uk](http://tacpac.co.uk)

What to do now – Don't leave it all until September!!

Many of these strategies will be good practice for all children's learning

- Familiarise yourself with these strategies
- Begin to collect materials and make simple resources like schedules
- Start to share information about strategies with your team

Brief Overview

- Intensive Interaction, Getting Started and Music Engagement SEYM teaches;

communication, interaction, engagement, social interaction and music skills

- Attention Autism teaches;

sharing attention with others, turn taking, giving and shifting attention, exploring new resources and imitation

- Waldon and TEACCH programmes support;

gross and fine motor skills, staying focussed on tasks, routines
communication pre Maths and language concepts and skills

- TAC PAC teaches;

self regulation, relaxation, social interaction, sensory awareness and body awareness

Preparing yourself

- Read up on the conditions that pupils have who are coming into your class. 'If you know one autistic child, you know one autistic child.'
- Speak to your SENCo and ask for advice.
- Read up on external agency reports and ensure you know what was in place at pre-school. Have they had EYAT or Area SENCo support?
- Be aware of the child's likes and dislikes so that you can tailor activities from the first day.
- Prepare simple Pen Portraits for key children.
- Do you know how to spot the signs of certain special educational needs? Speak to your SENCo.

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EYFS webinars – Wednesdays 3:45pm-4:45pm

19th May – Learning to Learn

9th June – Communication strategies

16th June – Facilitating engagement through music

23rd June – Getting Started – developing sensory exploration and engagement

30th June – Chillwell and self-regulation

7th July – Schemas

For further support and training

For further support in developing your EYFS setting to meet the needs of pupils with SEND or to assess pupils using the Engagement Model, please contact:

info@southamptoninclusion.net

