



Introduction (Why it is required?):

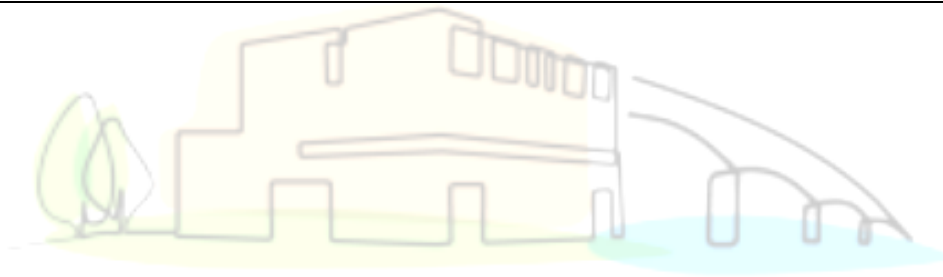
Seedlings is a bespoke learning environment designed to support small groups of children in the Early Years Foundation Stage (EYFS) who have complex needs, including being predominantly non-verbal or experiencing significant sensory processing challenges. This provision integrates the EYFS curriculum with the Engagement Model, ensuring a child-centred approach that fosters meaningful progress for all learners.

Seedlings offers a highly individualised learning experience supported by a high adult-to-pupil ratio. This enables staff to deliver focused, evidence-based interventions that promote developmental progress. The classroom and wider provision are thoughtfully designed to meet the sensory, social, and cognitive needs of children, ensuring accessibility and engagement for all. Dedicated sensory areas provide calming spaces for self-regulation, while interactive zones foster exploration, creativity, and social interaction. Seedlings represents an inclusive and supportive environment where every child's individuality is respected, and their potential is nurtured. Through our innovative hybrid model, we provide a robust foundation for each child's future learning and development in a manner that aligns with the highest standards of care and education.



Aims (*What is the intention for the provision?*):

- Foster children's cognitive, social, emotional, and physical development through tailored activities and interventions.
- Provide targeted speech and language interventions to support the development of communication skills, with a focus on non-verbal and alternative methods of interaction.
- Utilise the Engagement Model to enable children to connect with their environment, develop attention skills, and participate in structured and unstructured activities.
- Build a strong foundation for each child's transition to the next stage of their educational journey, promoting resilience, adaptability, and readiness for further development.
- To ensure child have access to a peer group both in the mainstream EYFS cohort and with in the seedlings provision, ensuring children have the opportunity to express newly learn social and communication skills.



VALENTINE
PRIMARY SCHOOL

Implementation (How do we provide this offer?):

The Seedlings provision is implemented through a carefully planned and holistic approach that integrates the EYFS curriculum, the Engagement Model, and bespoke SEND assessments to meet the diverse needs of each child. Weekly planning is carried out by the EYFS Year Lead, ensuring that all activities are aligned with the principles of early years learning and adapted to suit individual developmental goals. The planning is informed by ongoing observations, assessments, and collaboration with the SENCO, Assistant SENCO, and the HLTA working within the provision. This ensures that every session is purposeful, personalised, and contributes meaningfully to the children's progress.

Children engage in a wide range of structured and unstructured activities, such as Attention Autism sessions, which are delivered to promote engagement, attention, and communication. Outdoor learning is also a key element, providing opportunities for exploration, sensory experiences, and physical development. Throughout the day, children access the mainstream setting as appropriate, enabling them to build relationships with their peers and mainstream teachers. For children who are ready, break times and lunch times are spent with their mainstream peers, supported by additional adult supervision to ensure a smooth and positive experience.

Within the Seedlings classroom, two dedicated staff members oversee daily operations, supported by the oversight of the EYFS Year Lead, SENCO, and Assistant SENCO, who provide additional expertise and interventions tailored to each child's specific needs. This collaborative approach ensures that the provision is responsive and dynamic, meeting the evolving needs of the children while maintaining consistency with EYFS principles. Through careful planning and delivery, Seedlings provides a supportive, inclusive, and engaging environment that nurtures every child's social, sensory, and cognitive development.



Planning (What does this look like?):

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:40-09:00	Soft Start (Snack request PECS, The nest).	Soft Start (Snack request PECS, The nest).	Soft Start (Snack request PECS, The nest).	Soft Start (Snack request PECS, The nest).	Soft Start (Snack request PECS, The nest).
09:00-09:15	Attention Time	Attention Time	Attention Time	Attention Time	Attention Time
09:15-09:40	Phonics (Rainbow phase/SATPIN) + Rhyme time.	Phonics (Rainbow phase/SATPIN) + Rhyme time.	Phonics (Rainbow phase/SATPIN) + Rhyme time.	Phonics (Rainbow phase/SATPIN) + Rhyme time.	Phonics (Rainbow phase/SATPIN) + Rhyme time.
09:40-10:00	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change
10:00-10:15	Snack and chat time	Snack and chat time	Snack and chat time	Snack and chat time	Snack and chat time
10:15-10:30	Literacy LAT/EM	Literacy LAT/EM	Literacy LAT/EM	Literacy LAT/EM	Literacy LAT/EM
10:30-11:15	Explore and learn – LAT/EM/Individual targets and observations.	Explore and learn – LAT/EM/Individual targets and observations.	Explore and learn – LAT/EM/Individual targets and observations.	Explore and learn – LAT/EM/Individual targets and observations.	Explore and learn – LAT/EM/Individual targets and observations.
11:15-11:30	Numeracy LAT/EM	Numeracy LAT/EM	Numeracy LAT/EM	Numeracy LAT/EM	Numeracy LAT/EM
11:30-11:40	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change
11:40-11:45	Story time (Being read to)	Story time (Being read to)	Story time (Being read to)	Story time (Being read to)	Story time (Being read to)
11:45-12:30	Lunch time (Some children depart for EYFS)	Lunch time (Some children depart for EYFS)	Lunch time (Some children depart for EYFS)	Lunch time (Some children depart for EYFS)	Lunch time (Some children depart for EYFS)
12:30-12:40	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change
12:40-12:55	Sensory Play (LAT/EM/Personal targets)	Sensory Play (LAT/EM/Personal targets)	Sensory Play (LAT/EM/Personal targets)	Sensory Play (LAT/EM/Personal targets)	Sensory Play (LAT/EM/Personal targets)
12:55-13:10	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change
13:10-14:10	Explore and learn – LAT/EM/Individual targets and observations.	Explore and learn – LAT/EM/Individual targets and observations.	Explore and learn – LAT/EM/Individual targets and observations.	Explore and learn – LAT/EM/Individual targets and observations.	Explore and learn – LAT/EM/Individual targets and observations.
14:10-14:20	Tidy up time	Tidy up time	Tidy up time	Tidy up time	Tidy up time
14:20-14:40	Attention Time	Attention Time	Attention Time	Attention Time	Attention Time
14:40-15:00	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change	Reward / Movement / Sensory Break + Nappy change
15:00-15:15	Good bye song/Collection	Good bye song/Collection	Good bye song/Collection	Good bye song/Collection	Good bye song/Collection

This timetable ensures that all children are accessing the curriculum both in relation to the Lion Academy Trust (LAT) and the Engagement Model that is fine tuned to adapt to the individual needs and strengths of the child. Frequent reward/movement/ sensory breaks are given in order to allow children the chance to reset back to a baseline before entering into the next part of learning. Often this included food and drink to ensure we are, meeting those basic needs as per Maslow's Hierarchy of need.

All subjects offer both activities linked to the LAT and the EYFS curriculum but also activities that are adult led in relation to the engagement model. In order to effectively track children's progress, we not only use observations of both the LAT and the engagement model but also use a SEND assessment tool provided by tapestry that break down development and learning into six stages before early learning goals. This provides a far better picture of the small steps of progress the children accessing Seedlings will be making in comparison to 'On track/Off track'.

The structure is predictable and offer familiarity but also repeated opportunities to facilitate spoken language that builds over time. For example, the same goodbye song is used along with adult modelling of stating the coming activities. This structure rarely changes and allows children the predictability to feel safe and confident in their learning.