

SPSL & ST SAVIOUR'S CE FEDERATION KINGFISHER HANDBOOK

Tower Hamlets | Specialist Autism Provision



Kingfisher Lead	Magda Buk
SENCO	Louise Wilcox
Executive Headteacher	Fanoula Smith
Date Adopted	
Next Full Review	



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SECTION 1 Introduction & Vision

Federation	SPSL & St Saviour's CE Federation, Tower Hamlets
LA	London Borough of Tower Hamlets
Provision Name	Kingfisher — Specialist Autism Provision
Age Range	4–11 (primary)
Statutory Framework	SEND CoP 2015; Children and Families Act 2014; Equality Act 2010; KCSiE 2024

1. What Is Kingfisher?

Kingfisher at SPSL & St Saviour's CE Federation is a specialist, school-based provision for pupils with a diagnosis of Autism Spectrum Disorder (ASD). It sits within a mainstream primary school, enabling pupils to be educated as part of their local community while receiving the specialist support their needs require.

Kingfisher is not a special school. It is a bridge — a place where specialist teaching, therapy-informed practice and an ambitious curriculum come together within a vibrant, inclusive primary school. The name Kingfisher reflects our belief that every child, given the right environment, can dive deep, move fast and show their true brilliance.

2. Our Vision

“Every autistic pupil in Kingfisher is known deeply, valued completely, and supported ambitiously.

Like the kingfisher — we do not wait for ideal conditions. We create them.”

3. Our Values: ✨ BELOVED ✨

Rooted in SPSL's founding vision — **“Love one another as I have loved you”** (John 15:12) — our seven values form a single word that carries love at its heart: be**LOVED**.

B	Belonging <i>We belong to each other.</i>	Kingfisher pupils are full members of the school community. Inclusion with mainstream peers is planned, supported and genuinely valued. No pupil is ever on the margins.
E	Expertise <i>We know our craft deeply.</i>	Kingfisher staff are trained in SCERTS, the Equals curriculum, Words First programmes, NLA/GLP and autism-specific approaches. Expertise is the most important resource in this room.

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L	Love <i>This is where we begin.</i>	Rooted in SPSL's vision of " <i>Love one another as I have loved you</i> " (John 15:12), every child in Kingfisher is known, valued and cherished for exactly who they are — unconditionally and without reservation. Love is not a sentiment. It is the ground on which all else is built.
O	Openness <i>We share. We listen. We decide together.</i>	Families are equal partners. We share information openly, listen carefully and make decisions together. Nothing about our children happens without their families. Every door in Kingfisher is open.
V	Vision <i>We refuse to set small horizons.</i>	We hold high aspirations for every pupil. EHCP outcomes are ambitious, provision is evidence-based, and progress is expected and celebrated. An autistic child's potential is not a ceiling — it is a horizon.
E	Everyone Safe <i>Safety is not a policy. It is a promise.</i>	Physical, emotional and psychological safety underpins everything we do. Behaviour is always understood as communication. Every pupil has the right to feel safe, regulated and secure before anything else is asked of them.
D	Dignity <i>Every person, fully respected.</i>	Every pupil is treated with the highest respect at all times. Communication, regulation and sensory needs are met without judgement. Stimming, echolalia and sensory seeking are respected as legitimate and meaningful. There is no hierarchy of children here.



Framework Alignment: THEP SEND | INCLUDED | AET Standards

- THEP SEND Framework: Kingfisher's vision and admission criteria are reviewed as part of the Tower Hamlets quality assurance cycle for specialist provision.
- INCLUDED Quality Mark: The Belonging domain requires that provision explicitly addresses inclusion, belonging and the rights of disabled pupils.
- AET Standards: A clear, shared vision for autism provision is a prerequisite for all other quality indicators in the AET Competency Framework.



Framework	Natural Language Acquisition on the Autism Spectrum (Marge Blanc, 2022)
Integration	SCERTS Assessment Process; Words First SALT; Equals Curriculum delivery
Application	Informs all communication targets, staff interaction style, EHCP outcomes and timetabled sessions
Staff CPD	Delivered by Words First SALT in partnership with Kingfisher Lead; reviewed half-termly

1. What Is Gestalt Language Processing?

Many autistic pupils are gestalt language processors (GLPs). This means they acquire language differently from the way most teaching is designed. Rather than building language word by word (analytic processing), gestalt processors begin with large chunks of language — whole phrases, scenes, or scripts absorbed from their environment — and gradually break these down into flexible, self-generated language over time.

This framework, developed by Marge Blanc, SLP, gives Kingfisher a developmental map for every pupil who uses echolalia, scripting or delayed echolalia. It does not replace SCERTS — it enriches it with a specific linguistic lens.

Echolalia: Reframed as Communication

- Echolalia is not a problem behaviour to reduce — it is Stage 1 of natural language development for gestalt processors.
- Every echoed phrase, script or delayed echolalia carries communicative intent. Kingfisher staff are trained to identify and respond to that intent.
- Suppressing echolalia risks disrupting the pupil's only current language system. Instead, we honour it and support mitigation at the pupil's own pace.

2. The Six Stages of Gestalt Language Development

Stage	Name	What It Looks Like	Staff Response in Kingfisher	Equals / SCERTS Alignment
1	Delayed Echolalia	Pupil uses whole, unanalysed scripts from media, adults or routines. 'It's time to go!' used across all transitions. May repeat a phrase many times.	Acknowledge the gestalt. Respond to the communicative intent, not the literal words. Note which gestalts carry which meaning. Never correct or ignore.	SCERTS: Social Partner stage. Equals Informal / pre-formal. Words First: Communication Profile records GLP stage and key gestalts.
2	Mitigated Gestalts	Pupil begins to mix or modify scripts: 'It's time to [pause]' or blending two different gestalts together.	Celebrate this. Model the next mitigation gently. Note new combinations in the Communication Profile.	SCERTS: Social/Language Partner transition. Equals Semi-formal emerging.

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		This shows processing is beginning.		Words First targets begin to include modelling at Stage 2.
3	Isolation of Single Words	Single words emerge from the gestalt: 'go', 'time', 'biscuit'. May appear as isolated labelling. Often surprising to families.	Model two-word phrases back: 'go now', 'biscuit please'. Stay at the pupil's level. Avoid expanding too fast. Update EHCP communication outcomes.	SCERTS: Language Partner stage emerging. Equals: Single-word outcomes in Literacy/PSHE. Words First targets: word-level mitigation modelling.
4	Two-Word Combinations	Self-generated two-word phrases appear: 'more juice', 'my turn'. These are the pupil's own constructions, not scripts.	Expand to short three-word phrases: 'I want more'. Respond warmly and naturally. No drilling — model in natural contexts.	SCERTS: Language Partner. Equals: two-word phrase targets. Words First: model three-word phrases in all settings.
5	Early Self-Generated Phrases	Short original phrases with subject-verb or verb-object structure. The pupil is now generating language independently.	Expand by one step. Use Recasting: repeat the phrase with a small addition. Provide rich language input through books, cooking, play.	SCERTS: Language/Conversational Partner. Equals Formal pathway entry. Words First: narrative targets and sentence structure work.
6	Complex Language	Full sentences, narrative, flexible conversation. Language is self-generated and context-appropriate. GLP journey complete.	Continue rich language modelling. Support narrative, inference, perspective-taking. Generalisation across settings is the focus.	SCERTS: Conversational Partner. Equals: Formal curriculum. Kingfisher 1 & 2 timetable. Words First: Higher-order language targets.

3. Alignment with SCERTS and Equals

Framework	How NLA/GLP Enriches It	In Practice in Kingfisher
SCERTS Assessment Process	GLP stage complements the SCERTS stage — a pupil may be at Language Partner SCERTS stage but GLP Stage 2. This explains why self-generated language lags behind comprehension.	Communication Profile records both SCERTS stage and GLP stage. Words First SALT reviews both at each assessment point.
Equals Curriculum	NLA stages map directly onto Equals Informal → Semi-formal → Formal progression. Language input in Equals sessions is calibrated to the pupil's GLP stage.	During Equals Literacy: reading aloud, shared reading and text study are chosen to model the pupil's next GLP stage. Scripts are honoured as reading motivation.
Words First SALT	SALT uses NLA to set communication targets and model at the right developmental level. Coaching visits include modelling GLP-stage-appropriate responses.	Staff observe Words First SALT demonstrating GLP-informed interaction in Communication & Language sessions; this is then embedded in all Kingfisher sessions.
Timetable	Every timetabled session offers authentic language modelling opportunities at each pupil's GLP stage.	Cooking (Wednesdays), sensory circuits, PE and all play/activity contexts are used for naturalistic language modelling by GLP stage.
PPT Curriculum Planning	Six-week thematic units (Bear Hunt, Goldilocks, Owl Babies etc.) are ideal	Books used in curriculum units are chosen partly for their gestalt-rich



GLP vehicles — rich, repeated, emotionally engaging language that becomes gestalt material.

language. Repeated reading supports Stage 1–2 acquisition. Book language appears in SCERTS targets.

4. Alignment with the Kingfisher PPT Curriculum & Timetables

The six-week thematic planning units used in the Kingfisher 1&2 and LaunchPad PowerPoint curriculum maps are directly aligned with the NLA/GLP framework. Key points of alignment:

- Repeated, emotionally-rich texts (We're Going on a Bear Hunt, Goldilocks, Owl Babies) are ideal GLP vehicles — their language becomes the gestalts that pupils absorb and then begin to mitigate
- Daily Communication & Language sessions (9:30–10:30) provide the naturalistic language modelling context NLA requires — no drills, no flashcards, real communicative exchange
- The Wednesday cooking session with the school chef offers the authentic, repetitive, motivating language context that supports Stage 2–3 mitigation
- Sensory circuits (Words First OT programme) run before learning begins, creating the regulatory conditions that GLP research identifies as essential for language processing
- The Kingfisher 1 vs 2 and LaunchPad split maps onto GLP Stages 1–2 (Kingfisher/Base) and GLP Stages 3–5 (LaunchPad), providing appropriate language modelling environments
- SCERTS targets set at each half-term incorporate GLP stage indicators, so that Annual Review EHCP outcomes reflect both social communication progress and language development trajectory

5. What Kingfisher Staff Do Differently

Situation	Without NLA / GLP Awareness	With NLA / GLP in Kingfisher
Pupil scripts a TV phrase repeatedly	'Not now, let's focus'	Acknowledge it. Identify the communicative intent. Model back at Stage 1–2 level.
Pupil says a single isolated word	Expand immediately into a full sentence	Stay close to Stage 3 — model a two-word phrase. Don't jump ahead.
Pupil mixes two scripts together	Unclear what they mean; recorded as confusion	Recognise this as Stage 2 mitigation. Celebrate it. Note in Communication Profile.
Pupil uses no words but high echolalia	Concern about regression	Reassurance that Stage 1 is meaningful and developmentally appropriate — assess communicative function.
Scripting increases under stress	Treated as behaviour	Understood as communicative regulation. Ask: what is the pupil trying to communicate?
Pupil's AAC symbols used inflexibly	Prompt for single-word response	Recognise whole-phrase AAC use as a gestalt. Model how parts can be used flexibly on the device.

⚠ What Kingfisher Does Not Do

Suppress, correct or ignore scripted language — echolalia is always responded to as communication.

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Prompt for single-word responses from a pupil who is still at GLP Stage 1 or 2 — this mismatches their developmental level.

Treat GLP Stage as a fixed label — movement through stages is the goal and is tracked termly.

Implement GLP strategies without Words First SALT coaching — all approaches are modelled in situ.

Key Reference: Blanc, M. (2012, updated 2022). *Natural Language Acquisition on the Autism Spectrum: The Journey from Echolalia to Self-Generated Language*. Communication Development Center.

NLA/GLP assessment completed by Words First SALT. GLP stage documented in Communication Profile and EHCP Section B. Reviewed at each termly SCERTS review point.

SECTION 2

Admissions, Placement & Exit Criteria

Policy Owner	SENCO / Kingfisher Lead
Review Cycle	Annual
Statutory Framework	SEND CoP 2015; Children and Families Act 2014; Equality Act 2010

1. Core Admission Criteria

- **Diagnosis of ASD or accepted onto ASDAS assessment pathway**
- **EHCP Plan with Communication and Interaction as the primary area of need**
- **At SCERTS Social Partner or Language Partner stage**
- **Evidence that needs are not being met in the current mainstream setting**
- **Relevant external agencies have contributed to the assess, plan, do, review cycle**
- **Parents/carers support the Kingfisher placement**
- **Annual Review held at which specialist placement was discussed**

2. SCERTS Support Level Framework

Domain	Lower Support Need	Kingfisher-Level Intensive Support
Social Communication	Initiates and repairs interactions with minimal scaffolding; uses AAC/verbal for a range of functions	Needs Communication Partner to lead mutual regulation; pre-intentional or early intentional communication; GLP Stage 1–2
Emotional Regulation	Uses independent self-regulation strategies consistently in most situations	Requires continuous mutual regulation; highly predictable environment; adult as constant co-regulator
Transactional Supports	Minor environmental adjustments sufficient	Highly modified environment; 1:1 support; individualised sensory



supports; consistent AAC and
GLP-informed interaction throughout

3. Consultation Process

1. School receives consultation from Tower Hamlets SENAR following EHCP assessment or Annual Review
2. Kingfisher Lead and SENCO visit the pupil in their current setting
3. School offers pupil and family a visit to Kingfisher
4. School responds to consultation with an offer of a place or concerns
5. EHCP Panel considers the response; EHCP Coordinator informs school and family

4. Exit Criteria

4.1 To Increased Mainstream Integration

- SCERTS assessment shows movement to Language Partner / Conversational Partner stage with evidence across settings
- GLP Stage 3 or above with self-generated language emerging consistently
- Pupil can sustain participation in a larger group with reasonable adjustments

4.2 To Specialist Provision

- Annual Review evidence shows Kingfisher cannot meet needs even with all reasonable adjustments in place
- Physical intervention is frequent and increasing despite high-quality IBSP implementation
- Multi-agency team, family and LA agree a different placement is needed



SECTION 3

Curriculum, Teaching & Learning Framework

Policy Owner	SENCO / Kingfisher Lead
Curriculum Framework	Equals Semi-Formal Curriculum (primary pathway)
Assessment	SCERTS Assessment Process (SAP); Engagement Model (DfE 2021); Equals assessment steps
Language Framework	NLA / Gestalt Language Processing (Blanc, 2022) — integrated into all sessions
SALT & OT	Words First — embedded into daily teaching; GLP stage informs all language modelling
Nutritional Support	School's own chef — in-house provision and Equals Life Skills cooking co-delivery
Statutory Framework	SEND CoP 2015; Children and Families Act 2014; Equality Act 2010

1. Curriculum Model: Equals

Kingfisher uses the Equals Semi-Formal Curriculum as its primary curriculum framework, prioritising communication, independence, sensory and physical development, and functional life skills alongside literacy and numeracy. The NLA/GLP framework provides the language-modelling layer applied within every Equals subject area.

Framework Coherence in Kingfisher

SCERTS — drives social communication and emotional regulation planning, interaction style and assessment

Equals — provides curriculum content, subject areas and small-step assessment criteria

NLA / GLP — informs how staff speak, model language and respond to communication at every stage

Words First — provides SALT and OT targets embedded into every timetabled session

This four-layer framework is directly aligned with the six-week thematic PowerPoint planning units used in Kingfisher 1&2 and LaunchPad

2. Curriculum Areas

Area	Equals Pathway & NLA Integration	SCERTS / EHCP Link
Literacy & English	Equals English: pre-formal through semi-formal literacy. Books chosen for GLP gestalt-rich language. Repeated reading supports Stage 1–2 acquisition. Written work calibrated to GLP stage.	SCERTS Symbol Use; EHCP language outcomes; Words First SALT GLP targets



Mathematics	Equals Maths: number, measure, shape, data; concrete–pictorial–abstract. Maths vocabulary modelled at GLP stage.	EHCP maths outcomes; SCERTS SC/ER through joint activity
Life Skills & Independence	Equals Independence: self-care, safety, cooking. Chef co-delivers weekly; rich, repetitive language context supports GLP Stage 2–3 mitigation.	EHCP preparation for adulthood; SCERTS transactional supports
Communication & Interaction	SCERTS-led. Words First SALT embedded daily. NLA stage determines modelling level. AAC, Makaton, PECS, Intensive Interaction.	SCERTS SC domain; EHCP Section B/E communication outcomes; GLP stage tracked
Science	Equals Science: sensory, hands-on. Investigation language modelled at GLP stage.	SCERTS joint attention; cognition outcomes
Creative Arts	Equals Arts: music, drama, art. Scripts and songs honoured as Stage 1 gestalts. Drama offers natural mitigation context.	SCERTS ER; emotional expression
Physical Development & PE	Adapted PE. Words First OT gross motor programme. Sensory circuits create regulatory conditions for GLP.	SCERTS transactional supports; EHCP physical outcomes
PSHE & Social Understanding	Equals PSHE: relationships, community, safety. Social stories and role play as GLP modelling vehicles.	SCERTS ER Mutual Regulation; EHCP SEMH outcomes
Foundation / Topic	Six-week thematic units (Kingfisher PPT planning). Texts chosen for gestalt-rich language. Repeated across the week.	SCERTS generalisation; EHCP curriculum access; NLA Stage 1–2 gestalt acquisition

3. Timetabling Principles

- Every pupil's timetable built individually by Kingfisher Lead and SENCO with the family, Words First SALT/OT; GLP stage informs language environment of each session
- Every day begins with a Words First OT sensory circuit — regulatory conditions are established before language learning begins
- Communication & Language sessions (9:30–10:30) are the primary NLA modelling window; Words First SALT targets and GLP-stage responses embedded throughout
- Cooking sessions with the school chef provide the authentic, repetitive, motivating language context that supports GLP Stage 2–3 mitigation
- PPT six-week thematic units provide the shared gestalt-rich texts that anchor language acquisition across the week
- Timetables reviewed at each half-termly SCERTS review; GLP stage updated and session language environment adjusted accordingly

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SECTION 4

Parent & Carer Information Pack

Welcome to Kingfisher at SPSL & St Saviour's CE Federation. We want you to understand everything about how we work and feel confident that your child is in the right place.

1. A Typical Day in Kingfisher

Time	What's Happening
8:55–9:10	Your child is greeted by their key worker. A calm, structured start — visual timetable reviewed, regulation check-in. No rush.
9:10–9:40	Sensory Circuit: designed by our Words First OT and delivered by trained Kingfisher staff. Gets bodies and brains ready for learning. TEACHH
9:40–10:10	Communication & Language: daily session targeting your child's communication goals using their AAC system, Makaton or PECS or Core boards. Words First SALT targets and NLA language modelling woven throughout.
10:10–10:30	Break: playground time with key worker support. Social stories prepare for interactions.
10:30–11:00	Equals Literacy or Maths: core curriculum learning adapted to your child's level. Books and texts chosen to support their stage of language development.
11:00 -11:30	Attention support like intensive interaction or Attention Autism
11:30-11:45	Self-care routine (including toileting)
11:45–12:30	Lunch: our own school chef prepares fresh, nutritious meals adapted to your child's sensory and dietary needs.
12:30–13:15	Afternoon: Foundation subjects using Equals curriculum. Some pupils join their mainstream class when ready. The subjects include Creative Arts.
13:15- 14:00	Equals life skills and on some days cooking with our school chef — real cooking, real independence, rich language. Other days: SCERTS goals and Equals Life Skills
14:00- 14:30	Snack & self-care
14:30–15:00	PE, outdoor learning, or sessions with our bought-in specialists (EP, Social Worker, AWA).
15:00–15:15	Calm close. Your key worker shares an update with you or in the home-school book.

2. Key Contacts

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Who	Contact Details
Kingfisher Lead	Magda Buk 020 7987 4624
SENCO	Louise Wilcox 020 7987 4624
Executive Headteacher	Fanoula Smith 020 7987 4624
Words First SALT	Words First therapist via school office: 020 7987 4624
Words First OT	Words First therapist via school office: 020 7987 4624
ARP Governor	Aune Turkson-Jones via school office: 020 7987 4624

SECTION 5

Equality & Inclusion Statement

Policy Owner	Executive Headteacher / SENCO
Statutory Framework	Equality Act 2010; Human Rights Act 1998; UN CRPD; SEND CoP 2015
Review Cycle	Annual

1. Commitment

Kingfisher is the embodiment of the federation's commitment to ambitious, inclusive and equitable education. Autism is a difference, not a deficit. We design provision around the strengths, interests and communication styles of autistic pupils — not around compliance with neurotypical norms. The NLA/GLP framework is central to our neurodiversity-affirming approach.

2. Equality Act 2010 Duties

- Kingfisher has a proactive, anticipatory duty to make reasonable adjustments for all disabled pupils. This is ongoing and built into every aspect of provision.
- Blanket exclusion of Kingfisher pupils from any school activity on the grounds of SEND is a breach of the Equality Act 2010 and will not occur.
- Prejudice-based bullying linked to autism or disability is treated as a hate incident and referred to the DSL (see Section 11).

3. Neurodiversity-Affirming Practice

- Kingfisher staff use identity-first language (autistic pupil) unless a pupil or family prefers person-first language.
- Autistic behaviours including stimming, echolalia, scripting and sensory seeking are respected as legitimate and functional. Echolalia is honoured as GLP Stage 1 communication.
- The curriculum teaches pupils about their own neurodivergence in age- and communication-appropriate ways.

Our Inclusion Commitments

- Kingfisher pupils participate in whole-school events, assemblies, trips and celebrations as full members of the school community.

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- Mainstream staff receive annual autism awareness training from the Kingfisher Lead, including NLA/GLP awareness.
- Every Kingfisher pupil's EHCP includes specific inclusion outcomes, tracked and reported termly.
- We celebrate the achievements of Kingfisher pupils in the same way as all our pupils.



SECTION 6

Governance & Accountability

Policy Owner	Executive Headteacher
ARP Governor	Aune Turkson-Jones (SEND / Safeguarding Governor)
Review Cycle	Annual; progress reported to Governing Body termly
Statutory Framework	DfE Governance Handbook; SEND CoP 2015; KCSiE 2024; Equality Act 2010

1. Leadership Structure

Role	Responsibilities
Executive Headteacher — Fanoula Smith	Overall accountability for Kingfisher quality, staffing, resources and compliance. Commissions bought-in specialist services (EP, Social Worker, AWA).
SENCO: Louise Wilcox Kingfisher Lead: Magda Buk	Day-to-day leadership of Kingfisher. Quality assurance of all policies, assessments and pupil outcomes. Coordination of Words First partnership. Annual Review management. Staff supervision. GLP CPD oversight.
Senior Kingfisher Teaching Assistant	Deputises for Kingfisher Lead. Key adult for identified pupils. Leads sensory circuits.
Kingfisher Teaching Assistants	Direct pupil support. Daily observation logs. Home-school communication. IBSP and IICP implementation.
ARP Governor — Aune Turkson-Jones	Receives termly Kingfisher progress reports. Challenges and supports the Executive Headteacher on Kingfisher provision. Conducts at least one annual monitoring visit to Kingfisher.

2. Annual Reporting Cycle

When	Report / Activity
Autumn Term	Kingfisher progress report to Governors. Physical intervention data. Staffing review. Safeguarding update.
Spring Term	Kingfisher spring progress report. EHCP Annual Review schedule. Words First contract review. Sensory audit update.
Summer Term	Full Kingfisher Annual Report: pupil outcomes (SCERTS, Equals, GLP stages, EHCP), staffing, training, incidents, next year planning.
Each half-term	Kingfisher Lead submits brief update to SENCO: incident log, pupil progress headlines, GLP stage movements, staffing issues.





SECTION 7

Intimate Care Policy

Policy Owner	SENCO / Kingfisher Lead
Review Cycle	Annual or following any significant incident
Statutory Framework	KCSiE 2024; Equality Act 2010; SEND CoP 2015; Working Together 2023

1. Purpose and Scope

This policy sets out principles, procedures and safeguarding requirements for intimate care in Kingfisher. Intimate care includes: toileting and continence pad changes; changing soiled or wet clothing; washing intimate areas; supporting with menstrual care; changing for PE or swimming where physical assistance is required.



TWO-STAFF PROTOCOL — NON-NEGOTIABLE

Whenever any changing or undressing of a pupil is required, a MINIMUM OF TWO trained staff must be present. No exceptions.

2. Individual Intimate Care Plans (IICPs)

- Every Kingfisher pupil requiring intimate care must have a written IICP before care is provided
- IICP includes: type and level of care; preferred communication method (AAC/Makaton); sensory sensitivities; equipment; named authorised staff; parental written consent; review date
- NLA/GLP stage is noted: communication during care uses the pupil's GLP-stage-appropriate vocabulary and is never rushed

3. Procedure

#	Stage	Action
1	Prepare	Confirm both staff present. Gather PPE and equipment. Ensure changing area is private and clean.
2	Communicate	Use pupil's AAC/Makaton/GLP-appropriate language to explain. Allow processing time. Seek assent.
3	Provide Care	Carry out care with dignity. Speak calmly. Respond to non-verbal distress cues.
4	Restore	Ensure pupil is comfortable before leaving.
5	Clean	Dispose of soiled materials hygienically. Remove PPE. Wash hands.
6	Record	Both staff complete and countersign Intimate Care Record within 30 minutes.
7	Report	Any mark, disclosure or concern: contact DSL immediately. Do not investigate independently.



SECTION 8

Behaviour Support & Positive Handling Policy

Policy Owner	SENCO / Kingfisher Lead
Physical Intervention Training	Team Teach — all Kingfisher staff must hold a current certificate
Statutory Framework	KCSiE 2024; DfE Use of Reasonable Force 2013; SEND CoP 2015; Human Rights Act 1998

1. Core Principle

Non-Negotiable Principle	
- In Kingfisher, behaviour is always understood as communication. Scripting, echolalia, self-stimulatory behaviour and physical expressions of distress are all understood through a SCERTS and NLA/GLP lens. - Punitive, exclusionary or shame-based approaches are incompatible with Kingfisher values and will not be used.	

2. SPELL Framework

SPELL Principle	Application in Kingfisher
Structure	Predictable, visually supported routines reduce anxiety. Timetable changes communicated in advance.
Positive	Kingfisher staff focus on strengths. GLP stage progression celebrated explicitly.
Empathy	Staff demonstrate understanding of autistic experience including sensory differences and GLP.
Low Arousal	Environment and interactions calibrated to avoid sensory overload. Tone, body language, proximity managed.
Links	Consistency between home, Kingfisher and mainstream maintained through IICP, EHCP and family communication.

3. De-escalation and Physical Intervention

Stage	Kingfisher Staff Response
Early Warning Signs	Reduce demands immediately. Move alongside (avoid face-to-face). Minimal calm language. Offer regulation tool or sensory break.
Escalation	Ensure environment safe. Maintain low arousal. One adult leads; others withdraw.



Crisis	Follow individual Crisis Response Plan. Physical intervention only if all strategies exhausted and immediate injury risk.
Recovery	Allow time and space to regulate. No demands until fully calm. Debrief before end of day.
Post-Incident	Complete Behaviour Incident Record. Review IBSP if needed. Contact parents. DSL notified same day.

Physical Intervention	
•	Face-down restraint is absolutely prohibited.
•	At least two trained adults involved wherever possible.
•	Every use recorded within one hour; parents informed same day; DSL notified.



SECTION 9

Transition Policy

Policy Owner	SENCO / Kingfisher Lead
Statutory Framework	SEND CoP 2015 (Chapters 5, 8 & 9); Children and Families Act 2014; Equality Act 2010
Review Cycle	Annual

1. Guiding Principles

Unpredictable change is a primary source of anxiety for autistic pupils. GLP research further indicates that environmental change disrupts the acquisition of new gestalts, making transition management a direct language and communication concern as well as a wellbeing one.

- Predictability First — every transition prepared for with visual supports, social stories and information
- GLP Awareness — new environments introduce new language; GLP stage-appropriate preparation is provided
- Parental Partnership — parents are full partners in every transition plan
- Graduated Introduction — all transitions happen at the pupil's pace

2. Type 1: Transition Into Kingfisher

Phase	Activity	Purpose
1	Kingfisher visit with parent (no pupil)	Parent/carer familiarises with environment; prepares child at home
2	Pupil visits with parent, 30 min	Pupil experiences environment; no demands; sensory and GLP observations made
3	Pupil visits with parent, 1 hour with preferred activity	Positive associations built; beginning to meet key staff
4	Pupil attends 1 independent session	First session with named key adult; GLP-stage-appropriate language used throughout
5	Pupil attends increasing sessions over 2–4 weeks	Graduated full integration; SCERTS/GLP programme embedded
6-8	Placement review	First formal review at 6-8 weeks with internal professionals

3. Daily Micro-Transitions

- Visual timetable reviewed at start of every session
- 5-minute and 1-minute transition warnings using pupil's preferred cue
- Changes communicated in advance with a visual change card

4. Secondary Transitions

- April: Kingfisher Lead identifies all pupils transitioning; incoming staff begin visiting
- May/June: Transition booklet produced; pupils visit new classroom at least twice



- Year 6 Annual Review includes secondary transition EHCP outcomes; GLP stage and Communication Profile shared with receiving school



SECTION 10

Assessment, Tracking & Reporting Policy

Policy Owner	SENCO / Kingfisher Lead
Assessment Tools	SCERTS Assessment Process (SAP); Engagement Model (DfE 2021); Equals assessment steps; EHCP Outcomes Tracker; NLA/GLP stage (Words First SALT)
Curriculum Tracking	Equals Semi-Formal Curriculum small steps — tracked termly against EHCP outcomes
Statutory Framework	SEND CoP 2015; Children and Families Act 2014; DfE Engagement Model 2021

1. Assessment Frameworks

1.1 SCERTS Assessment Process (SAP)

Primary assessment tool for all Kingfisher pupils, completed formally in October and March. Maps progress across: Social Communication (Joint Attention, Symbol Use); Emotional Regulation (Mutual Regulation, Self-Regulation); Transactional Supports.

1.2 NLA / GLP Stage Assessment

GLP stage is assessed by Words First SALT at each formal SCERTS assessment point. Recorded in the Communication Profile and EHCP Section B. GLP stage informs all language modelling decisions and is tracked alongside SCERTS stage to capture the full communication development picture.

1.3 Engagement Model (DfE 2021)

Statutory assessment for pupils below the threshold of subject-specific content. Measures: Responsiveness; Curiosity; Discovery; Anticipation; Persistence and Initiation.

1.4 Equals Curriculum Assessment Steps

For pupils accessing Equals content, progress tracked using Equals' own small-step assessment criteria, cross-referenced to EHCP Section E outcomes.

1.5 EHCP Outcomes Tracker

Maintained by Kingfisher Lead, updated each half-term. Records every EHCP outcome, short-term targets, evidence and RAG rating. GLP stage movement noted at each review.

2. Assessment and Reporting Cycle

When	Activity	Output
On entry	Baseline SCERTS SAP; GLP stage assessment; Engagement Model or Equals baseline; Words First initial assessment	Provision map; IBSP; IICP; EHCP Tracker; Words First/GLP programme
Half-termly	Tracker update; Equals step progress; Words First targets reviewed	Updated provision map; parent update; IBSP adjustments
Termly (Oct & Mar)	Full SCERTS SAP; GLP stage review; Equals assessment	Termly progress report; updated SCERTS/Equals/GLP learning plan



Annual (EHCP Review)	Full evidence pack: SCERTS, GLP stage, Equals, Engagement Model, Words First reports	Annual Review; LA recommendations; transition planning
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3. Reporting to Families

Frequency	Format	Content
Weekly	Home-school book / Tapestry	Equals/SCERTS progress moments; GLP stage observation; regulation notes; positive moments
Half-termly	Written update + meeting or call	RAG; Equals steps; GLP stage update; Words First update; next priorities
Termly	Formal Kingfisher Progress Report	SCERTS summary; Equals progress; GLP stage; EHCP outcomes; Words First summary
Annual	Annual Review meeting and written report	Full EHCP evidence pack; GLP stage; transition planning



SECTION 11

Anti-Bullying Policy (Kingfisher Addendum)

Policy Owner	SENCO / Kingfisher Lead
Review Cycle	Annual
Statutory Framework	KCSiE 2024; Equality Act 2010; DfE Preventing and Tackling Bullying 2017

1. Specific Vulnerabilities

Kingfisher Pupils and Bullying Risk
Kingfisher pupils may not recognise or name what is happening as bullying. They may present distress through behaviour change, regression in GLP stage, or somatic symptoms rather than verbal report.
Differences in social communication mean Kingfisher pupils may be targeted precisely because of their communication style, echolalia, sensory behaviours or apparent social naivety.
KCSiE 2024 explicitly identifies children with SEND as a group at heightened risk of peer-on-peer abuse.

2. Identification

Indicator Type	Signs to Watch For
Behavioural / GLP changes	Increased meltdowns; regression in GLP stage (more scripting under stress); refusal to attend shared spaces
Physical	Unexplained injuries; damaged property; reluctance in previously enjoyed activities
Communication	Referring to specific peers negatively; reduced AAC use; increased echolalia in transition contexts
Physical health	Parent reports of disturbed sleep, appetite changes, stomach aches on school days

3. Response Procedure

Stage	Action	Timescale
Immediate	Ensure pupil is safe and calm. Record observations. Inform Kingfisher Lead and DSL.	Same day
Investigation	Kingfisher Lead investigates using communication-appropriate methods. Parents of all involved informed.	Within 2 days
Support Plan	Targeted support plan including social safety work and trusted adult.	Within 5 days

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Review	Progress reviewed with pupil (accessible format) and parent.	4 weeks after incident
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SECTION 12

Risk Assessment Policy

Policy Owner	SENCO / Kingfisher Lead
Review Cycle	Annual and following any significant incident
Statutory Framework	Health and Safety at Work Act 1974; Management of Health and Safety Regulations 1999; KCSiE 2024; Equality Act 2010

1. Enabling Principle

The Enabling Principle
- A risk assessment must never conclude that a pupil cannot participate in an activity. It must identify what support will enable them to do so safely. - Blanket exclusion of Kingfisher pupils on the grounds of SEND is a breach of the Equality Act 2010. - The question is always 'how will this pupil access this safely?' not 'should this pupil be excluded?'

2. Individual Pupil Risk Assessments (IPRAs)

IPRA Section	Required Content
Profile of risk	Specific risk factors: behaviours presenting danger; sensory needs; medical conditions; communication limitations affecting safety awareness
Likelihood and impact	For each identified risk: likelihood (rare/occasional/frequent) and potential impact (low/medium/high)
Current controls	Staffing, environment adjustments, IBSP, IICP, medical care plan, communication supports (including AAC and GLP stage)
Residual risk	Remaining risk after controls: acceptable / monitor / escalate
Additional actions	Further steps needed, with owner and timescale

Off-Site Visit Ratios
- For pupils at Social Partner SCERTS stage or with high-level IPRA risk, a 1:1 ratio is required off-site. - Volunteer parents must be DBS-checked, briefed and supervised by trained Kingfisher staff. - New environments introduce new language contexts; GLP stage is considered when risk-assessing communication needs off-site.



SECTION 13

Communication & AAC Policy

Policy Owner	SENCO / Kingfisher Lead
Frameworks	RCSLT AAC Guidance; AET Communication Module; SCERTS; NLA/GLP (Blanc, 2022)
Statutory Framework	SEND CoP 2015; Equality Act 2010; UN CRPD Article 9

1. Total Communication Commitment

Kingfisher adopts a Total Communication approach. All forms of communication — spoken language, signs, symbols, AAC devices, body language, echolalia and scripting — are equally valued. The NLA/GLP framework ensures that echolalia and scripting are recognised as developmentally appropriate communication, not behaviour to be suppressed.

Communication is a Right, Not a Reward

- Access to a communication system must never be withdrawn as a consequence or used as a reward.
- Echolalia and scripting are honoured as GLP Stage 1–2 communication. They are never corrected, ignored or treated as a behaviour issue.
- Every pupil must have their communication system available at all times throughout the school day.

2. NLA-Informed Communication Practice

Situation	Kingfisher Communication Practice
Pupil uses echolalia to communicate	Respond to the communicative intent. Note which gestalts carry which meaning. Model back at GLP Stage 1–2.
Pupil begins to mix scripts (Stage 2)	Celebrate this. Model the next mitigation gently. Note in Communication Profile.
Pupil isolates a single word (Stage 3)	Respond and model a two-word phrase. Don't jump ahead. Update communication targets.
Pupil shows no speech but high echolalia	This is meaningful Stage 1 communication. Assess communicative function. Do not pathologise.
AAC symbols used inflexibly	Recognise whole-phrase AAC use as a gestalt. Model how parts can be used flexibly on the device.



3. AAC Systems

AAC Type	When Used	Review
PECS	Social Partner / GLP Stage 1–2; early requesting and commenting	Phase reviewed at each SCERTS/GLP assessment
High-Tech AAC (Proloquo2Go, Grid 3, Snap Core)	Symbol recognition + motor access; Language Partner / GLP Stage 3+	Vocabulary updated termly with Words First SALT
Makaton /PECS	Whole-Kingfisher environment approach alongside all other systems	All Kingfisher staff hold minimum Makaton Workshop Level 1
Objects of Reference	Pre-intentional / GLP Stage 1; key routines	Used consistently by all adults in all settings
Visual Supports	All pupils across all stages	Reviewed and updated at each SCERTS review



SECTION 14 | Therapy & Specialist Services Integration

SALT & OT Provider	Words First — school's commissioned specialist provider; implements NLA/GLP framework
Educational Psychology	Bought in by the school as required
Social Worker	Bought in by the school as required
Attendance & Welfare Advisor (AWA)	Bought in by the school
Nutritional Support	School's own chef — in-house provision and Equals Life Skills co-delivery
Autism Specialist Consultancy	Phoenix Outreach Service — half-termly consultation and staff training (not SALT/OT provider)

1. Words First: SALT & OT

The Words First Embedded Model	
•	Words First does not operate as a pull-out service. Therapists work alongside Kingfisher staff in the Kingfisher environment.
•	SALT targets embed NLA/GLP-stage-informed language modelling into every Communication & Language session.
•	OT targets embed sensory circuit and gross motor programmes into the daily timetable.
•	Therapy is active for the full school day, not only during a therapy visit — generalisation is built in.

Words First SALT Role	Detail
GLP Assessment & Stage	Assesses GLP stage for each pupil at each SCERTS review; documents in Communication Profile and EHCP Section B
Communication Profile	Produces and updates each pupil's Communication Profile, integrated with SCERTS SAP and GLP stage
Programme design	Evidence-based SLC programmes calibrated to GLP stage; targets cross-referenced to EHCP Section E
AAC programming	Recommends, programmes and maintains AAC systems; trains Kingfisher staff and parents
Coaching visits	Thursdays & Fridays on site: leads Communication & Language session, delivers direct 1:1 sessions in the afternoon; coaches Kingfisher staff during every visit
Parent sessions	Annual parent training including NLA/GLP awareness and home language environment support



Annual Review	Written Words First SALT report including GLP stage at every EHCP Annual Review
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Words First OT Role	Detail
Sensory profile	Full sensory processing assessment; informs IRAP, IBSP, environment risk assessment
Sensory circuit design	Designs and reviews each pupil's daily sensory circuit; trains Kingfisher staff for fidelity
Gross motor programme	Designs adapted PE and gross motor programmes
Coaching visits	On site every Thursday: leads sensory circuit session, coaches Kingfisher staff in delivery and adjustments, observes regulation needs
Annual Review	Written Words First OT report at every EHCP Annual Review

2. Nutritional Support: School Chef

Chef Support Area	Detail
Adapted menus	Chef produces menus meeting sensory, texture and dietary needs of Kingfisher pupils
NLA context	Wednesday cooking sessions provide authentic, repetitive, motivating language context for GLP Stage 2–3 mitigation
Feeding difficulties	Chef works with Kingfisher Lead and Words First OT to support pupils with oral motor or sensory feeding difficulties
Allergy & dietary needs	All allergies and intolerances from Medical Care Plans communicated to the chef

3. Phoenix Outreach: Autism Specialist Consultancy

Phoenix Outreach is Kingfisher's specialist autism consultancy partner. Phoenix Outreach is not the SALT or OT provider — that role belongs to Words First. Phoenix provides: half-termly consultancy for complex casework and SCERTS/GLP-specific advice; staff training co-delivered with the Kingfisher team; joint working during transitions.



SECTION 15

Staffing, Supervision & Deployment Policy

Policy Owner	Executive Headteacher / SENCO
Review Cycle	Annual
Statutory Framework	KCSiE 2024; SEND CoP 2015; Working Together 2023; Equality Act 2010

1. Staffing and Ratios

Role	Responsibilities
Kingfisher Lead — Magda Buk	Qualified Teacher with specialist SEND/autism knowledge. SCERTS, Equals, EHCP reviews, Words First coordination, staff supervision.
Senior Kingfisher TA	Deputises for Kingfisher Lead. Key adult for identified pupils. Leads sensory circuits.
Kingfisher Teaching Assistants	Direct pupil support. Observation logs. Home-school communication.

Non-Negotiable Minimum Ratios

- Kingfisher must never operate with fewer than 2 trained adults present when any Kingfisher pupil is in the provision.
- Minimum ratio: 1 trained adult per 3 pupils, adjusted to 1:1 for pupils requiring continuous support (identified in IPRA).
- During intimate care: minimum 2 trained adults at all times (see Section 7).
- Off-site: minimum 1 trained Kingfisher adult per 2 pupils.

2. Induction and Training

Timescale	Training Content	Status
Before first unsupervised session	Safeguarding induction (KCSiE Part 1); Kingfisher Handbook read and signed; SCERTS overview; pupil profiles reviewed	Mandatory
Within first 4 weeks	Team Teach; Makaton Workshop Level 1; AET autism awareness Modules 1–3; NLA/GLP introduction	Mandatory
Within first term	Full SCERTS training; Words First AAC induction; NLA/GLP coaching session	Mandatory for all new Kingfisher staff



Annually	KCSiE update; Team Teach refresher; SCERTS update; NLA/GLP CPD	All Kingfisher staff
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3. Supervision and Lone Working

- All Kingfisher support staff receive minimum one formal supervision session per half-term with the Kingfisher Lead
- Kingfisher Lead receives supervision from SENCO or Executive Headteacher each half-term
- Kingfisher staff are never deployed in a lone-working arrangement with a pupil
- Any staff member involved in a physical intervention is offered a debrief before the end of the same day



SECTION 16

Confidentiality & Information Sharing Policy

Policy Owner	SENCO / Data Protection Lead
Statutory Framework	UK GDPR; Data Protection Act 2018; KCSiE 2024; SEND CoP 2015

1. The Golden Rule

The Golden Rule of Information Sharing	
•	Information must be shared when it is necessary to keep a child safe, even without parental consent.
•	Information must be kept confidential when there is no lawful basis to share it.
•	When in doubt, the DSL is consulted. Kingfisher staff never make information sharing decisions alone.

2. Need-to-Know Principle

- Kingfisher pupil information is shared on a need-to-know basis — the minimum necessary for staff to do their job safely
- Mainstream teachers receive a Pupil Summary (communication system including GLP stage, key IBSP points, medical alerts) but not the full Kingfisher file
- Supply teachers receive a one-page briefing note covering essential safety, GLP stage and communication information

3. External Sharing

Recipient	Basis and Conditions
Tower Hamlets SENAR / LA	EHCP documentation shared as a statutory requirement
Words First	Therapy reports and SCERTS/GLP profiles shared under EHCP as lawful basis
Phoenix Outreach / EP	Case consultation; identifying information minimised
Receiving schools (transition)	Transition handover (including GLP stage, Communication Profile) shared with parent consent
Children's Social Care / Police	Shared by DSL under safeguarding duties without delay

- All Kingfisher records on school's password-protected secure server. Paper records in locked cabinet.
- Staff must not store images of pupils on personal devices
- Safeguarding records and EHCPs retained until pupil's 25th birthday



SECTION 17

Reasonable Adjustments & Sensory Environment Policy

Policy Owner	SENCO / Kingfisher Lead
Review Cycle	Annual; sensory audit completed annually
Statutory Framework	Equality Act 2010 (Section 20); SEND CoP 2015; UN CRPD Article 9

1. Legal Duty

The Equality Act 2010 places a proactive, anticipatory duty on schools to make reasonable adjustments for disabled pupils. For Kingfisher, this applies to the physical environment, sensory environment, all learning activities and all communications with pupils and families. GLP stage awareness is an anticipatory communication adjustment.

2. Individual Reasonable Adjustments Plans (IRAPs)

- Every Kingfisher pupil has an IRAP integrated with their SCERTS profile and EHCP outcomes
- IRAP identifies: sensory sensitivities; sensory preferences; environmental adjustments in Kingfisher and mainstream; communication adjustments (including GLP-stage-appropriate language use)
- Words First OT-recommended sensory diet or sensory circuit programme integrated into IRAP

3. Annual Sensory Audit

Sensory Domain	Audit Focus
Visual	Lighting levels; visual clutter; colour contrast; reflections; uncontrolled visual stimuli
Auditory	Ambient noise; reverberation; unexpected sounds; acoustic treatment; proximity to high-noise areas
Olfactory	Proximity to kitchens; cleaning product smells; food smells during learning
Tactile	Seating materials; floor coverings; clothing requirements; texture of resources
Proprioceptive / Vestibular	Movement break availability; heavy work activities; seating allowing movement
Social Density	Number of people; predictability of who will be present; unexpected visitors

Adjustments Must Be Proactive, Not Reactive

- The Equality Act duty is anticipatory: adjustments must be in place before a pupil experiences disadvantage.



- The IRAP must anticipate sensory challenges and the adjustment must be in place before the pupil attends any new setting.



SECTION 18

Medical Needs & Administration of Medicines

Policy Owner	SENCO / Kingfisher Lead / School Nurse
Review Cycle	Annual; individual MCPs reviewed at each EHCP Annual Review
Statutory Framework	Supporting Pupils with Medical Conditions (DfE 2015); SEND CoP 2015; Equality Act 2010

⚠ Critical Requirement

No pupil with a significant medical condition may begin in Kingfisher without a current, signed Medical Care Plan in place.

All Kingfisher staff must be aware of the medical needs of every pupil they work with before the pupil's first session.

Medical Care Plans are reviewed at every EHCP Annual Review and following any change in medical status.

1. Administration of Medicines

Medicine / Procedure	Training and Administration Requirement
Epilepsy emergency medication	Named, specifically trained staff only. Training by school nurse. Annual renewal.
Epipen / adrenaline auto-injector	All Kingfisher staff trained annually. Two Epipens available at all times for prescribed pupils.
ADHD / anxiety medication (oral)	Any trained Kingfisher staff following MCP. Dose, time and response recorded on MAR.
Gastrostomy / nasogastric feeding	Named, specifically trained staff only. Training by community nurse.
Insulin / blood glucose management	Named trained staff only. Daily glucose monitoring records kept.

2. Epilepsy and Feeding

- Every pupil with a known seizure condition has an individual Epilepsy Care Plan
- At least two Kingfisher staff hold current emergency epilepsy medication training at all times
- Parents informed of every seizure on the day it occurs; ambulance called if seizure lasts more than 5 minutes
- Feeding Support Plans produced by Words First OT; school chef receives this plan before the pupil's first mealtime



SECTION 19

Infection Control & Hygiene Policy

Policy Owner	Kingfisher Lead / Health & Safety Lead
Review Cycle	Annual; reviewed following any outbreak
Statutory Framework	Health and Safety at Work Act 1974; COSHH 2002; UKHSA Guidance

1. PPE and Clinical Waste

PPE Item	When Required
Disposable gloves	All intimate care involving contact with bodily fluids or soiled clothing. Changed between pupils.
Disposable apron	All intimate care involving changing or washing. Changed between pupils.
Face covering	If pupil has a known respiratory infection or adult has an open wound near the face.
Eye protection	Where there is a splash risk during care.

- Clinical waste bins emptied by contracted clinical waste disposal service; never emptied into general waste
- Soiled clothing double-bagged, labelled and returned to parents at end of school day

2. Cleaning and Food Hygiene

- Changing and intimate care area cleaned with disinfectant after every use
- Kingfisher environment cleaned daily to agreed schedule
- Pupil-specific chew tools and oral sensory resources are not shared between pupils
- The school chef holds a Level 2 Food Hygiene certificate; allergen information checked before every food activity
- Blood spills cleaned immediately using minimum 10,000 ppm hypochlorite solution

3. Illness and Exclusion

- Pupils presenting with vomiting, diarrhoea, high fever: isolated and parents contacted to collect without delay
- Standard NHS exclusion periods apply (48 hours from last episode of vomiting/diarrhoea)
- Any reportable disease or significant outbreak notified to UKHSA

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TIMETABLES

Kingfisher & LaunchPad Weekly Timetables

Key: Staff, SALT & OT Schedule and Curriculum Alignment

- ★ Words First OT on site: THURSDAYS only — leads sensory circuit, coaches staff, delivers direct OT sessions (afternoon)
- ★ Words First SALT on site: THURSDAYS & FRIDAYS — leads Communication & Language session, delivers individual 1:1 sessions (afternoon), coaches NLA/GLP-informed interaction
- All other days: Kingfisher 1&2 and LaunchPad staff deliver the OT-designed sensory circuit and embed SCERTS/NLA targets independently, as coached by Words First
- Both timetables align directly with the six-week thematic PPT planning units used in Kingfisher and LaunchPad
- Communication & Language is the primary NLA/GLP modelling window aligned with PPT SCERTS targets — SALT-led Thursday and Friday; staff-led all other days
- Wednesday cooking with the school chef provides the authentic language context for GLP Stage 2–3 mitigation, aligned with Equals Life Skills PPT units
- Kingfisher 1&2 = GLP Stages 1–2 (Social Partner / early Language Partner) | LaunchPad = GLP Stages 3–5 (Language / Conversational Partner)

Kingfisher Timetable — Weekly Framework-

SCERTS Social Partner and Language Partner stages (this is an example)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:55–9:10	Calm arrival visual timetable key worker check-in	Calm arrival visual timetable key worker check-in	Calm arrival visual timetable key worker check-in	Calm arrival visual timetable key worker check-in	Calm arrival visual timetable key worker check-in
9:10–9:30	Sensory Circuit OT programme (staff-led)	Sensory Circuit OT programme (staff-led)	Sensory Circuit OT programme (staff-led)	Sensory Circuit ★ OT on site OT leads & coaches	Sensory Circuit OT programme (staff-led)
9:30–10:30	Communication & Language SCERTS SC targets NLA/GLP modelling staff-led	Communication & Language SCERTS SC targets NLA/GLP modelling staff-led	Communication & Language SCERTS SC targets NLA/GLP modelling staff-led	Communication & Language ★ SALT on site SALT leads & coaches 1:1 or small group	Communication & Language ★ SALT on site SALT-led group NLA/GLP modelling
10:30–10:45	Break (key adult supported social story prepared)	Break (key adult supported)	Break (key adult supported)	Break (key adult supported)	Break (key adult supported)
10:45–11:45	Equals Literacy GLP-gestalt rich texts SCERTS Symbol Use	Equals Maths Concrete / visual / active	Equals Literacy Small group / 1:1	Equals Maths Concrete / visual / active	Equals Literacy Review & celebrate
11:45–12:15	SCERTS Targets Joint attention / ER	SCERTS Targets Joint attention / ER	Equals Life Skills Cooking with school chef GLP Stage 2–3 context	SCERTS Targets Joint attention / ER	SCERTS Review GLP stage update

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12:15–13:00	Lunch Own-chef menu Dining hall or Kingfisher	Lunch Own-chef menu	Lunch Own-chef menu	Lunch Own-chef menu	Lunch Own-chef menu
13:00–13:15	Regulation reset timetable preview	Regulation reset	Regulation reset	Regulation reset	Regulation reset
13:15–14:15	Equals Foundation Science / Topic PPT six-week unit	Mainstream Inclusion (planned & supported reviewed on return)	Equals Creative Arts Music / Drama / Art	Equals PSHE Zones of Regulation	Community / Outdoor learning
14:15–15:00	PE / Gross Motor OT programme (staff-led)	Bought-in Specialists EP / Social Worker / AWA	Independent Skills self-care / IICP	OT & SALT sessions ★ OT + SALT on site Direct 1:1 + coaching	SALT direct sessions ★ SALT on site Individual 1:1
15:00–15:15	Calm close home-school communication	Calm close	Calm close	Calm close	Calm close

Kingfisher Timetable Notes

Every Kingfisher pupil has an individual timetable built from this framework, adjusted for their SCERTS stage, GLP stage, EHCP targets and Words First programme.

Regulation first: if a pupil arrives dysregulated, the sensory circuit is extended before any learning begins.

Words First OT on site every Thursday: leads and reviews the sensory circuit, coaches Kingfisher staff, and delivers direct OT work in the afternoon session.

Words First SALT on site Thursdays & Fridays: leads the Communication & Language session, delivers individual 1:1 SALT sessions in the afternoon, and coaches staff in NLA/GLP-informed interaction.

On all other days, staff deliver the OT-designed sensory circuit programme and embed SCERTS/NLA targets independently, as coached by Words First.

The school chef co-delivers Wednesday Equals Life Skills cooking sessions — a rich NLA Stage 2–3 language context.

Foundation sessions use the PPT six-week thematic units; gestalt-rich texts are repeated across the week to support Stage 1–2 acquisition.

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Kingfisher 2 and potentially Launchpad Timetable — Weekly Framework

SCERTS Language Partner and Conversational Partner stages (GLP Stages 3–5) | 1:4–1:6 staff ratio | Equals Semi-Formal to Formal Curriculum | PPT six-week units

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:55–9:10	Arrival: self-directed check-in routine	Arrival: self-directed	Arrival: self-directed	Arrival: self-directed	Arrival: self-directed
9:10–9:25	Sensory warm-up OT programme (staff-led)	Sensory warm-up OT programme (staff-led)	Sensory warm-up OT programme (staff-led)	Sensory warm-up ★ OT on site OT leads & coaches	Sensory warm-up OT programme (staff-led)
9:25–10:25	Equals Literacy Phonics / reading / writing GLP Stage 3–5 modelling	Equals Literacy Phonics / reading	Equals Literacy Information texts	Equals Literacy Phonics / reading	Equals Literacy Reader's workshop
10:25–11:25	Equals Maths Number / measure / shape	Equals Maths Problem solving	Equals Maths Applied / life skills	Equals Maths Number fluency	Equals Maths Maths games / review
11:25–11:40	Break (semi-independent)	Break	Break	Break	Break
11:40–12:15	SCERTS Communication SCERTS SC targets NLA/GLP modelling staff-led	SCERTS ER Zones of Regulation	Equals Life Skills Cooking with school chef	SCERTS Communication ★ SALT on site SALT leads & coaches	SCERTS Review ★ SALT on site Goal-setting with pupil
12:15–13:00	Lunch Own-chef menu Dining hall — graded independence	Lunch Own-chef menu	Lunch Own-chef menu	Lunch Own-chef menu	Lunch Own-chef menu
13:00–13:15	Reg check-in timetable preview	Reg check-in	Reg check-in	Reg check-in	Reg check-in
13:15–14:00	Equals Foundation Science / PPT topic unit enquiry-based	Mainstream Inclusion planned & supported	Equals Creative Arts Music / Drama / Design	Equals PSHE Self-advocacy	Community / Outdoor
14:00–14:45	PE OT programme (staff-led)	Bought-in Specialists EP / Social Worker / AWA	Equals Computing	OT & SALT sessions ★ OT + SALT on site Direct 1:1 + coaching	SALT direct sessions ★ SALT on site Individual 1:1
14:45–15:15	Reading for pleasure school library	Reading / library	Reading / library	Reading / library	Celebration Reading / library
15:15	Calm close home-school communication	Calm close	Calm close	Calm close	Calm close

Timetable Notes

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- Pupils access greater Equals formal curriculum content and increased mainstream inclusion.
- Words First OT on site every Thursday: leads and reviews the sensory circuit for LaunchPad, coaches staff, and delivers direct OT work in the afternoon session (shared with Kingfisher 1&2).
- Words First SALT on site Thursdays & Fridays: leads the Communication & Language session, delivers individual 1:1 SALT sessions in the afternoon, and coaches staff in NLA/GLP-informed interaction at Stages 3–5.
- On all other days, staff deliver the OT-designed sensory circuit programme and embed SCERTS/NLA targets independently, as coached by Words First.
- The school chef co-delivers Wednesday Life Skills cooking sessions, with greater pupil independence expected.
- Foundation sessions use the same PPT six-week thematic units as Kingfisher, with language modelling at GLP Stages 3–5.

Partner Services — Quick Reference

Service / Role	Provider	Commissioned By	Schedule
SALT (incl. NLA/GLP assessment)	Words First	School (direct)	Thursdays & Fridays — direct 1:1 + group coaching
Occupational Therapy (OT)	Words First	School (direct)	Thursdays — leads sensory circuit + direct coaching
Educational Psychology (EP)	Independent EP	School (bought in)	Case by case / SLA
Social Worker	Bought-in service	School (bought in)	As required per pupil / family
Attendance & Welfare (AWA)	Bought-in AWA	School (bought in)	Transitions and attendance
Nutritional Support / Cooking	School's own chef	In-house	Wednesdays + daily adapted menu
Autism Consultancy	Phoenix Outreach	School / THEP	Half-termly + staff training
Medical / CAMHS	NHS / specialist	LA / NHS / referral	On referral as needed

Academic Year	Reviewed by	Date	Significant Changes
20___/20___			



20___/20___			
20___/20___			
20___/20___			
20___/20___			
CURRICULUM MAP	Story-Driven Curriculum & Planning Framework		

Curriculum	Equals Informal & Semi-Formal Curriculum Story-driven Core text + Extension text Nursery rhymes daily
Assessment	SCERTS SAP (Oct & Mar) · Regulation log (daily) · Equals attainment (half-termly) · Engagement Model (statutory)
Language framework	NLA / Gestalt Language Processing (Blanc, 2022) · ALS Phonics Phase 1 → Pre-Phase 2
Groups	Kingfisher 2: (SP Early → LP) · Kingfisher 1: (LP Early–Mid)
Rotation	Two-year rotation · Year A: Roots & Relationships · Year B: Community & the Wider World
SALT & OT	Words First — SALT on site Thursdays & Fridays (direct 1:1 sessions + Communication & Language); OT on site Thursdays (leads sensory circuit + coaching)
DfE alignment	SEND CoP 2015 · DfE Engagement Model 2021 · EEF Literacy Guidance · SEND & AP Improvement Plan 2023

1. Design Principles

Human-Centred Design

Every child's name, communication profile and SCERTS stage is embedded in planning from day one. Children are never grouped by label — they are planned for as individuals.

Story-driven learning honours the way autistic children process the world — through narrative, repetition and sensory experience. Books are chosen for gestalt-rich language that children absorb and begin to mitigate (NLA Stages 1–2).

Choice and agency are embedded throughout: child-led sensory circuit on Fridays, PECS IV choice at play stations, child-initiated project books, named roles that reduce demand and build ownership.

Family partnership is embedded every half-term: home link bags, cooking products sent home, communication diaries, parent planting events and end-of-year showcases.

Risk-taking and outdoor learning are a curriculum entitlement. The enabling principle (SEND CoP 2015) applies throughout: every risk assessment asks 'how can this child access this safely?' not 'should this child be excluded?'

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DfE Best Practice Alignment

Equals (Informal & Semi-Formal): recognised by DfE as appropriate for pupils working significantly below age-related expectations; provides measurable EHCP-linked outcomes

ALS Phonics (Phase 1 → Pre-Phase 2): aligned with the DfE systematic phonics requirement, adapted for communication needs; delivered daily within story sessions

SCERTS Assessment Process: internationally validated; satisfies DfE's requirement for robust SEND assessment and evidence for Annual Review

Engagement Model (DfE 2021): statutory framework for pupils below subject-specific threshold; integrated into half-termly assessment cycle

NLA / GLP (Blanc, 2022): consistent with DfE communication and language guidance; echolalia honoured as Stage 1 language development, not suppressed

Story-driven approach: consistent with EEF Literacy Guidance recommendation for rich text exposure; books selected for diversity, representation and emotional resonance

Human-centred design: consistent with DfE SEND and Alternative Provision Improvement Plan (2023) emphasis on child voice, family partnership and co-production

2. Equals Curriculum Strands

My Communication	My Play & Leisure	My Physical WB	TWAM	My Thinking & PS	My Independence	My Art	My Outdoor School
ALS Phonics Phase 1 Tier 1 (Environmental sounds) → Tier 2 (Rhythm & rhyme) → Tier 3 (Voice sounds) → Pre-Phase 2 (Oral blending, initial letters). Delivered daily within story sessions and nursery rhymes.							

3. Year A: Roots & Relationships

Colour Monster · *Handa's Surprise* · *Snail & Whale* · *Tiny Seed* · *Very Hungry Caterpillar* · *Bear Hunt*

AUTUMN 1 Me & My World Emotions, Identity, Belonging			
Kingfisher core text The Colour Monster (Anna Llenas)	Extension text <i>Elmer</i> (David McKee)	LaunchPad core text The Colour Monster (Anna Llenas)	Extension text <i>Elmer</i> (David McKee)
Nursery rhymes / ALS If You're Happy · Head Shoulders · Round & Round the Garden	Equals strands My Communication (3Ms) · My Play & Leisure · My Physical WB (PSED)	ALS phonics Phase 1 Tier 1: environmental sounds · body sounds · sound discrimination	SCERTS / NLA focus SP Early: name response, JA 2–3 sec · SP Adv: JA 10 min, turn-taking · LP: Zones, emotion narrative · NLA: Stage 1 gestalts from story refrains

AUTUMN 2

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Our Community & Festivals | Belonging, Cultural Identity

Kingfisher core text Handa's Surprise (Eileen Browne)	Extension text <i>Leaf Man (Lois Ehler)</i>	LaunchPad core text Peace at Last (Jill Murphy)	Extension text <i>Thank You, Omu! (Oge Mora)</i>
Nursery rhymes / ALS Five Little Ducks · Pat-a-Cake · Round & Round the Village	Equals strands TWAM (Festivals) · My Independence (Cooking) · My Communication (Declarative)	ALS phonics Phase 1 Tier 2: rhythm & rhyme · song phonics · repetitive refrains	SCERTS / NLA focus SP Early: group name response · SP Adv: declarative comms emerging · LP: narrate festival, multi-step routine · NLA: Stage 2 mitigation in cooking dialogue

SPRING 1

Weather & Change | Journeys, Flexibility, Problem-Solving

Kingfisher core text The Snail and the Whale (Julia Donaldson)	Extension text <i>Penguin Small (Mick Inkpen)</i>	LaunchPad core text Something Else (Kathryn Cave)	Extension text <i>Beegu (Alexis Deacon)</i>
Nursery rhymes / ALS Incy Wincy Spider · Rain Rain Go Away · I Hear Thunder	Equals strands TWAM (Seasons) · My Thinking & PS · My Physical WB · My Outdoor School	ALS phonics Phase 1 Tier 3: voice sounds & oral blending · alliteration · weather word phonics	SCERTS / NLA focus SP Early: co-reg in new environment, cause-effect weather · SP Adv: initiate JA outdoors · LP: flexible thinking, narrative · NLA: Stage 1–2 in outdoor contexts

SPRING 2

Growing & Living Things | Life Cycles, Growing, Cause & Effect

Kingfisher core text The Tiny Seed (Eric Carle)	Extension text <i>Jack and the Beanstalk (Traditional)</i>	LaunchPad core text Sharing a Shell (Julia Donaldson)	Extension text <i>Dear Zoo (Rod Campbell)</i>
Nursery rhymes / ALS Mary Mary Quite Contrary · Oats Peas Beans · Little Miss Muffet	Equals strands TWAM (Life Cycles) · My Independence (Growing/Cooking) · My Art · My Outdoor School	ALS phonics Phase 1 → Phase 2 bridge: oral segmenting & blending · rhyme completion · symbol + initial letter	SCERTS / NLA focus SP Early: request 'more', JA on plant · SP Adv: PECS 2-symbol, sequencing · LP: narrate growth, 3-step routine · NLA: Stage 3 word isolation in cooking/growing language

SUMMER 1

Food & Healthy Living | Community, Independence, Choice

Kingfisher core text	Extension text	LaunchPad core text	Extension text
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The Very Hungry Caterpillar (Eric Carle)	<i>The Tiger Who Came to Tea (Judith Kerr)</i>	Whatever Next! (Jill Murphy)	<i>Katie in London (James Mayhew)</i>
Nursery rhymes / ALS Polly Put the Kettle On · Five Currant Buns · Hot Cross Buns	Equals strands My Independence (Cooking & Shopping) · My Physical WB (Healthy Eating) · TWAM	ALS phonics Pre-Phase 2: environmental print · name recognition · shared caption writing · food labels	SCERTS / NLA focus SP Early: request food via PECS/gesture, 2-step cooking · SP Adv: shop with symbol list · LP: plan snack, community shopping, self-advocacy · NLA: Stage 2–3 in cooking contexts

SUMMER 2

Our World & Transitions | Adventure, Belonging, Moving On

Kingfisher core text We're Going on a Bear Hunt (Michael Rosen)	Extension text <i>Brown Bear, Brown Bear (Kingfisher group)</i>	LaunchPad core text Lost and Found (Oliver Jeffers)	Extension text <i>Goldilocks and the Three Bears (LaunchPad)</i>
Nursery rhymes / ALS Bear Went Over the Mountain · Row Row Row Your Boat · Mulberry Bush	Equals strands All Equals strands · My Communication (generalise) · My Thinking & PS · Transition focus	ALS phonics Pre-Phase 2 consolidation: caption writing · all Phase 1 tiers reviewed · phonics portfolio celebration	SCERTS / NLA focus SP Early: transition object, name response in new context · SP Adv: generalise PECS to new partner · LP: self-advocacy, social story for new class · NLA: Stages 2–3 generalised to new adults

4. Year B: Community & the Wider World

Owl Babies · Peace at Last · Something Else · Sharing a Shell · Whatever Next! · Lost and Found

AUTUMN 1

Who Am I? Our Senses | Safety, Identity, Sensory Exploration

Kingfisher core text Owl Babies (Martin Waddell)	Extension text <i>Something Else (Kathryn Cave)</i>	LaunchPad core text Owl Babies (Martin Waddell)	Extension text <i>Something Else (Kathryn Cave)</i>
Nursery rhymes / ALS Round & Round the Garden · Twinkle Twinkle · Heads Shoulders Knees & Toes	Equals strands My Communication (3Ms — deeper) · My Play & Leisure (schemas) · My Physical WB (sensory)	ALS phonics Phase 1 Tier 1 revisit: environmental sounds · sensory story sounds · name in rhyme context	SCERTS / NLA focus SP Early: safety responses, dark tent co-regulation, Year B baseline · SP Adv: JA 15+ min (Year A carryover) · LP: emotion narrative, identity affirmation · NLA: Stage 1 gestalts in sensory story

AUTUMN 2

Light, Celebration & Festivals | Diwali, Belonging, Cultural Pride

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Kingfisher core text Peace at Last (Jill Murphy)	Extension text <i>Thank You, Omu! (Oge Mora)</i>	LaunchPad core text Handa's Surprise (Eileen Browne)	Extension text <i>Leaf Man (Lois Ehlert)</i>
Nursery rhymes / ALS Five Little Ducks · Pat-a-Cake · Diwali songs	Equals strands TWAM (Festivals) · My Independence (Cooking) · My Art (Diwali design) · My Communication	ALS phonics Phase 1 Tier 2: rhythm & rhyme · song phonics · festival refrains	SCERTS / NLA focus SP Early: respond in group festival song · SP Adv: declarative in cooking · LP: narrate festival, multi-step recipe · NLA: Stage 2 mitigation in cooking dialogue

SPRING 1

Friends & Feelings | Relationships, Belonging, Neurodiversity

Kingfisher core text Something Else (Kathryn Cave)	Extension text <i>Beegu (Alexis Deacon)</i>	LaunchPad core text The Snail and the Whale (Julia Donaldson)	Extension text <i>Penguin Small (Mick Inkpen)</i>
Nursery rhymes / ALS Incy Wincy Spider · Rain Rain Go Away · I Hear Thunder	Equals strands My Thinking & PS (identity/flexibility) · TWAM · My Physical WB · My Outdoor School	ALS phonics Phase 1 Tier 3: voice sounds · alliteration · weather-linked phonics	SCERTS / NLA focus SP Early: co-regulation with new adult · SP Adv: peer JA outdoors · LP: flexible thinking, perspective-taking · NLA: Stage 2–3 in narrative retell; neurodiversity-affirming identity work

SPRING 2

Animals & Habitats | Life Cycles, Investigation, Care

Kingfisher core text Sharing a Shell (Julia Donaldson)	Extension text <i>Dear Zoo (Rod Campbell)</i>	LaunchPad core text The Tiny Seed (Eric Carle)	Extension text <i>Jack and the Beanstalk (Traditional)</i>
Nursery rhymes / ALS Mary Mary · Oats Peas Beans · Little Miss Muffet	Equals strands TWAM (Animals & Habitats) · My Independence (Growing/Cooking) · My Art · My Outdoor School	ALS phonics Phase 1 → Phase 2 bridge: oral segmenting · rhyme completion · symbol + initial letter	SCERTS / NLA focus SP Early: JA on animal objects, request 'more' · SP Adv: PECS 2-symbol, sequence · LP: 3-step caring routine, narrative for project book · NLA: Stage 3 word isolation in animal naming

SUMMER 1

People in Our Community | Roles, Services, Healthy Living

Kingfisher core text Whatever Next! (Jill Murphy)	Extension text <i>Katie in London (James Mayhew)</i>	LaunchPad core text The Very Hungry Caterpillar (Eric Carle)	Extension text <i>The Tiger Who Came to Tea (Judith Kerr)</i>
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Nursery rhymes / ALS Polly Put the Kettle On · Five Currant Buns · Hot Cross Buns	Equals strands TWAM (People & Community) · My Independence (Shopping) · My Physical WB · My Communication	ALS phonics Pre-Phase 2: environmental print · name recognition · food labels · community signs	SCERTS / NLA focus SP Early: request at checkout, community co-regulation · SP Adv: 4-item symbol list, community request · LP: plan route, independent request, self-evaluation · NLA: Stage 3–4 in community contexts
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SUMMER 2

Big Wide World & Adventures | Transition, Exploration, Moving On

Kingfisher core text Lost and Found (Oliver Jeffers)	Extension text <i>Man on the Moon (Simon Bartram)</i>	LaunchPad core text We're Going on a Bear Hunt (Michael Rosen)	Extension text <i>Brown Bear, Brown Bear / Goldilocks</i>
Nursery rhymes / ALS Bear Went Over the Mountain · Row Row Row Your Boat · Mulberry Bush	Equals strands All Equals strands · My Communication (narrative) · My Thinking & PS · Transition focus	ALS phonics Pre-Phase 2 consolidation · all Phase 1 tiers reviewed · portfolio phonics celebration	SCERTS / NLA focus SP Early: transition object, generalise to new adults · SP Adv: generalise PECS to next teacher · LP: self-advocacy, transition social story, 'just right' plan · NLA: Stages 3–5 generalised in transition narrative



5. Learner Profiles

Every half-term's planning starts with the individual. All planning, timetabling, resource design and language modelling is calibrated to the profiles below.

Name	Group	SCERTS Stage	Communication Profile	Key SCERTS Targets	Regulation Support
Child A	Kingfisher 2	SP Early/Mid	Non-verbal. Intensive Interaction primary. Attention Bucket. Visual supports.	Requesting gesture/symbol; turn-taking; emotion labelling; JA 2–3 sec; co-regulation with adult.	Intensive Interaction for regulation. Chewy tube. Sensory preferences programme. OT fortnightly.
Child B	Kingfisher 2	SP Advanced	PECS phases advancing. Core board. Makaton. Requesting established. Declarative comms emerging.	JA 15 min target; turn-taking in structured play; declarative communication developing.	SALT embedded Mon/Wed/Thu. Visual timetable. Sensory diet by OT daily.
Child C	Kingfisher 2	Language Partner	PECS, Intensive Interaction, AAC modelling, social stories. Symbol use established.	Communication for wants/needs/comments; multi-step routines; self-regulation with adult support.	Zones of Regulation (structured). Proprioceptive input. OT Mon/Tue/Thu.
Child A	Kingfisher 1	LP Early	Total Communication: Makaton + symbol + speech. PECS emerging. Now-Next board.	Cause-effect; name response; JA with adult; PECS/gesture requesting; 2–3 exchange turn-taking.	Fully co-regulated. Sensory circuits daily. Chewy tool. Sensory diet by OT.
Child B	Kingfisher 1	Language Partner	Pre-intentional/emerging intentional. AAC, Intensive Interaction, Signalong. Name response emerging.	Establish name response; shared attention 2–3 sec; gesture-based requesting.	High proprioceptive needs. Sensory strategies from OT. Escalation pathway in place.
Child C	Kingfisher 1	Language Partner	Some spoken words + AAC. PBS approach. First/Then board. Regulation anchor objects.	Communication for wants/needs; multi-step routines; self-regulation with PBS; narrative beginning.	PBS first/then structure. Named role ownership reduces dysregulation. Pre-warning for transitions.



If we can we will re instate Launchpad to encourage greater integration with mainstream.

6. How the Curriculum Map Flows into Daily Practice

The table below shows exactly how the Summer 2 curriculum translates into the daily timetable for Kingfisher and LaunchPad. Every session maps to an Equals strand and a SCERTS/NLA modelling context. This alignment is consistent across all half-terms; only the texts, topics and targets change.

Time	Equals Strand	Kingfisher (Summer 2 example)	LaunchPad (Summer 2 example)
8:55–9:10 Arrival	My Communication	Chewy tool; visual timetable; II greeting; regulation baseline noted by key worker	First/Then board (Adian); Zones check-in; peer greeting circle; week preview
9:10–9:40 Sensory Circuit	My Physical WB	OT leads: alerting (bear drum) → organising (heavy bag) → calming (rocking + chewy)	3-phase OT programme; Friday: child-choice alerting station
9:40–10:10 Communication & Language	My Communication	Staff-led Mon/Tue/Wed (SCERTS SC targets, NLA/GLP modelling). Thu & Fri: ★ SALT on site leads & coaches	Staff-led Mon/Tue/Wed. Thu & Fri: ★ SALT on site leads group, coaches staff in NLA modelling
10:10–10:30 Break	My Play & Leisure	Self-serve; multi-symbol PECS requesting; social comment; snack routine	Social snack; peer interaction; requesting + commenting with LP symbols
10:30–11:00 Equals Literacy or Maths	My Communication / TWAM	Phase 1/Pre-Ph2: Bear Hunt sounds; carrier text 'We're going on a bear hunt' with symbol strip	Phase 1/2 bridge: /b/ initial sound — bear/big/brown/bush; word-tracking
11:00–11:30 Attention Support	My Communication	Brown Bear ISE sensory tray; bear puppet; PECS IV choice at each station	Bear Hunt/Goldilocks map-making, sequencing, story role-play; PBS role for Adian
11:30–11:45 Self-care Routine	My Independence	Dressing/undressing; prepare for lunch; 3-step visual sequence; OT prompt level noted	Self-managed independence routine; Adian First/Then; portfolio page update
11:45–12:30 Lunch	My Physical WB	Healthy eating; requesting/commenting at table; comm diary; note any spontaneous communication	Healthy eating; peer conversation; narrative about morning activities
12:30–13:15 Foundation Subjects	Equals Foundation	SCERTS ER: weighted blanket / rocking / preferred sensory item; Bear Hunt lullaby	Zones of Regulation; mindfulness; peer relaxation; PSED reflection

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13:15–14:00 Equals Life Skills	My Independence	Thu: ★ OT + SALT on site — direct 1:1 sessions (all 3 pupils). Fri: ★ SALT on site — direct 1:1 sessions	Thu: ★ OT + SALT on site — direct 1:1 sessions (all 3 pupils). Fri: ★ SALT on site — direct 1:1 sessions
14:00–14:30 Snack & Self-care	My Independence	Outdoor sensory walk: find Bear Hunt environments; ALS sound hunt; gesture + AAC	Outdoor trail with map; directional language; peer problem-solving; photography
14:30–15:00 PE / Specialists	My Physical WB	Project book photo sort; Brown Bear colour ISE; learner narrates	Story map deepening; Goldilocks perspective-taking; transition portfolio
15:00–15:15 Calm Close	My Communication	Home link bag: Bear Hunt + Brown Bear activity; comm diary updated; goodbye routine	Comm diary; parent handover; portfolio page; goodbye routine

7. Assessment and Recording Cycle

Assessment Tool	Detail and DfE Alignment
SCERTS SAP (Oct & Mar)	Formal assessment across SC, ER and TS. Evidence-based and internationally validated. Satisfies DfE requirement for robust SEND assessment. Results directly update EHCP outcomes and next half-term planning.
NLA / GLP Stage (termly, SALT)	GLP stage assessed by Words First SALT and recorded in Communication Profile and EHCP Section B. Tracks Stage 1 (echolalia) → Stage 6 (self-generated language). Informs all language modelling decisions.
Engagement Model (DfE 2021)	Statutory assessment for pupils below subject-specific threshold. Collected through observation, video and photographs. Included in Annual Review evidence pack submitted to LA.
Equals Attainment Steps (HT)	Small-step assessment against Equals Informal/Semi-formal curriculum. Cross-referenced to EHCP Section E outcomes. Replaces age-related NC levels, which are not appropriate for this cohort.
Regulation Log (daily)	Daily regulation baseline and recovery record. Key trigger and strategy data for IBSP review. Analysed half-termly by Kingfisher Lead.
Communication Tally (weekly)	Weekly record of initiations, functions (request/protest/comment/share) and modality. Tracks SCERTS JA and Symbol Use targets. Shared with Words First SALT at each coaching visit.
ALS Phonics Record (HT)	Systematic record of Phase 1 sound discrimination, rhythm and rhyme participation, voice sound responses and blending attempts. Aligned with DfE systematic phonics requirement (adapted for communication needs).
Home Link Portfolio (ongoing)	Home link activities, communication diary entries, cooking products and photographs. Shared with families termly. Supports DfE family partnership requirements and EHCP Annual Review evidence.

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⚠ DfE Compliance

- Kingfisher pupils are disapplied from National Curriculum statutory testing by their EHCP. Assessment is conducted through Equals steps, the Engagement Model and SCERTS SAP as appropriate to each pupil's profile.
- All assessment data is routinely reported to parents/carers termly and at Annual Review. The school's SEND Information Report (published on the website) references this curriculum and assessment framework.

POLICY
SIGN-OFF

Handbook Adoption & Annual Review Record

This handbook comprises the following policies which are adopted for school and Tower Hamlets.

Ref	Policy / Section Title	Scope & Statutory Basis
★ NLA	NLA / Gestalt Language Processing Framework	Communication framework — Blanc (2022); SCERTS; Words First SALT
S1	Introduction & Vision	Federation vision; SPSL BELOVED values; John 15:12
S2	Admissions, Placement & Exit Criteria	SEND CoP 2015; Children and Families Act 2014; Equality Act 2010
S3	Curriculum, Teaching & Learning Framework	Equals Semi-Formal; SCERTS; NLA/GLP; Words First embedded; DfE Engagement Model
S4	Parent & Carer Information Pack	SEND CoP 2015 ch.2; family partnership duty; EHCP review rights
S5	Equality & Inclusion Statement	Equality Act 2010; Human Rights Act 1998; UN CRPD; SEND CoP 2015
S6	Governance & Accountability	DfE Governance Handbook; SEND CoP 2015; KCSiE 2024
S7	Intimate Care Policy	KCSiE 2024; Equality Act 2010; Working Together 2023
S8	Behaviour Support & Positive Handling	KCSiE 2024; DfE Use of Reasonable Force 2013; Human Rights Act 1998
S9	Transition Policy	SEND CoP 2015 Ch.5, 8 & 9; Children and Families Act 2014
S10	Assessment, Tracking & Reporting	SEND CoP 2015; DfE Engagement Model 2021; Children and Families Act 2014
S11	Anti-Bullying Policy (Kingfisher Addendum)	KCSiE 2024; Equality Act 2010; DfE Preventing and Tackling Bullying 2017
S12	Risk Assessment Policy	Health and Safety at Work Act 1974; Management of H&S Regulations 1999; Equality Act 2010
S13	Communication & AAC Policy	SEND CoP 2015; Equality Act 2010; UN CRPD Article 9; RCSLT AAC Guidance
S14	Therapy & Specialist Services Integration	SEND CoP 2015 Ch.6 & 9; Children and Families Act 2014; EHCP Section F
S15	Staffing, Supervision & Deployment	KCSiE 2024 Part 3; SEND CoP 2015; Working Together 2023

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S16	Confidentiality & Information Sharing	UK GDPR; Data Protection Act 2018; KCSiE 2024; Working Together 2023
S17	Reasonable Adjustments & Sensory Environment	Equality Act 2010 s.20; SEND CoP 2015; UN CRPD Article 9
S18	Medical Needs & Administration of Medicines	Supporting Pupils with Medical Conditions (DfE 2015); SEND CoP 2015
S19	Infection Control & Hygiene	Health and Safety at Work Act 1974; COSHH 2002; UKHSA Guidance
TT	Kingfisher 1& 2 Timetables	Equals; SCERTS; Words First; NLA/GLP; DfE SEND CoP 2015
CM	Curriculum Map & Planning Framework	Equals; SCERTS; NLA/GLP; ALS Phonics; DfE Engagement Model 2021; EEF Literacy Guidance

Adoption of the Complete Kingfisher Handbook

The policies listed above are adopted as a complete suite by the signatures below.

Role	Name (Print)	Signature & Date
Executive Headteacher	Fanoula Smith	
SENCO / Kingfisher Lead	Louise Wilcox / Magda Buk	
Tower Hamlets SENAR		
ARP Governors	Aune Turkson-Jones Jeanette Chilcotte	

Annual Review Log

Academic Year	Reviewed by	Date	Key Changes / Notes
20___/20___			
20___/20___			
20___/20___			



20__ / 20__			
20__ / 20__			