**Address: Dryden Road**

 **Ipswich**

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**Phone: 01473 741758**

**Headteacher: Jennifer Smith**

**SENDCo: Zoe James**

**Description of Unit**

Our Specialist Unit is part of our main school building. Children are grouped based upon their academic stage and needs outlined in their EHCP. The curriculum pathway for Eye Class is Regulate –  Engage – Communicate.

Our Unit staff comprises of our SU Teacher, HLTA and Teaching Assistants. Our staff undertake CPD to meet the needs of our Learners including Norfolk Steps training, TACPAC, PECs, Talkpad, Motional, Sensory needs. We also undertake training for any additional medical needs e.g. Epilepsy.

We work closely with outside agencies including: Speech and Language, Occupational Therapy, Physiotherapists, Social Care and Nursing teams where appropriate to a child’s needs.

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**School: Castle Hill Infant and Junior Schools**

**Specialist Unit: Reception/ Key Stage 1 Specialist Unit**

**Number of places: 12**

**Overview**

 Our children are encouraged to develop their curiosity and understanding of the world around them.  Social Communication development is supported by Language Link, Attention Bucket, Tacpac, SALT and by a multi-modal communication environment. We support the Emotional Regulation of our pupils by providing bespoke approaches; Sensology, Sensory Diet, Fit to Learn, Sound therapy and Zones of Regulation. Our core areas of the curriculum are supported by accessing many of our mainstream curriculum schemes including ‘Fishing for Phonics’.

A typical day in our Specialist Unit; We begin our day with regulating activities including access to the Forest School area, Jabadao Movement room or completing sensory circuits outside in small groups. Hello Time, Attention Autism, bespoke workstation tasks, SALT activities, phonics, fine motor activities and TACPAC sessions are carried out by all children each morning. Children engage in heavily modelled and supported play with their peers to encourage turn taking and independence. All learning is accessed through small group activities or 1-1 work, in a total communication environment to meet children’s needs and support them to make small step progress. In the afternoon children join in with targeted sessions linked to their SALT targets followed by sensory relaxation activities or the opportunity to transition to and access wider parts of the school. The children have two snack sessions and lunch at school and these are used as a further opportunity to develop communication.