Pebbles

Compass Eko Trust

INCLUSION
The Federation of Fairfield and Coneis

Supporting communication, interaction and independence

This year, we have introduced **Pebbles**, a supportive intervention designed for children who benefit from additional help with communication, interaction, play and independence.

What PEBBLES means

The name PEBBLES reflects the key experiences we want every child accessing the provision to have:

P – Play



Developing play skills through enjoyable, purposeful and child-centred experiences.

E – Engage



Supporting children to engage with adults, other children, activities and the world around them.

B – Build



Building communication, interaction, independence and confidence step by step.

B – Belong



Ensuring children feel secure, included and connected to their class and wider school community.

L – Learn



Providing accessible, meaningful learning experiences matched to each child's individual needs and stage of development.

E – Express



Giving children the tools, opportunities and confidence to express their needs, choices, ideas and feelings in ways that work for them.

These principles sit at the heart of Pebbles and our **Total Communication approach.** We recognise that communication can take many forms and want every child to have a way to participate, make choices, interact with others and be understood.

How Pebbles helps



Pebbles helps us to make sure that children's individual needs are being met, including the outcomes and provision identified within their Education, Health and Care Plan (EHCP), where this is in place.

It provides a nurturing, structured environment in which children can develop important skills and then use these skills within their Reception classroom.

What is Pebbles?



- Pebbles is a school-**based intervention** and support provision. It is not a separate specialist provision.
- Pebbles supports **no more than eight children** at any one time, with **three adults,** allowing children to benefit from higher levels of adult support and carefully planned opportunities for communication, interaction and learning.
- For children accessing **Pebbles for a full morning**, the routines closely reflect those in the **Reception classrooms.**
- Established routines are used to help children develop confidence and independence. Children also follow the same themes as the Reception classes, helping to maintain strong links with their classroom learning.
- Pebbles is flexible. Some children may initially benefit from spending a full morning there, while others may access particular interventions or activities for shorter periods.



Who supports the children?

Pebbles is run by an experienced team of three adults:



Mrs Cleveland
Teaching Assistant with previous experience of working in specialist units/ settings.
Trained Thrive Practitioner.



Mrs Backhouse
Teaching Assistant with previous experience of working in specialist units/ settings.



Mrs Wheeler
HLTA, who is also our Speech and Language Specialist Teaching Assistant.





The provision is overseen by **Miss Gooding, our SENCO,** and **Miss Donnelly,** our Early Years Lead, who work with the team to ensure that the support provided continues to reflect the individual needs of the children.

Our NHS Speech and Language Therapist visits regularly, supporting the team with target setting and helping us to ensure that communication provision continues to meet children's needs.

What does a morning in Pebbles look like?

Children experience a balance of familiar routines, adult-supported activities, targeted interventions and opportunities to explore and learn through play.

Daily continuous provision, indoors and outdoors



Just as in the Reception classroom, children are able to learn through play, exploration and interaction. The smaller group and higher level of adult support allow adults to model play and communication, extend children's interests and create purposeful opportunities for interaction.

Sensory circuit



Every day includes a sensory circuit, providing children with planned opportunities for movement and sensory activity as part of their routine.

PE session



Children also take part in a weekly PE session. This follows the same PE programme as their Reception class but is delivered within the smaller Pebbles group, allowing children to experience the same curriculum with same adult support and increased adaptations where these are needed.

Work task structures



As the year progresses and children become secure within the routines of Pebbles, we will introduce more individualised work task structures where appropriate. These will be carefully planned for each child and linked directly to their individual targets. The aim is to help children develop their engagement, attention, independence and ability to complete increasingly structured activities.

Self-care and independence in everyday routines



Self-care and independence in everyday routines are an important part of Pebbles. Snack time, lunch time and toileting are supported according to each child's individual needs, with adults helping children to develop confidence and independence with their self-care skills as part of the daily routine.

Building brighter futures, one step at a time.