

Hedgehog Class Provision Overview

Children in **Hedgehog Class** follow a structured weekly timetable that includes specialist lessons carefully tailored to meet their individual needs. This includes personalised learning in maths, phonics and literacy, alongside activities that directly support each child's **EHCP targets**, such as mark making, bucket time, motor skills development, PSHE and cooking. This approach ensures that children develop key skills at their own pace while working towards their individual goals.

Children's learning is captured through **weekly observations on Tapestry** and assessed using the **Cherry Garden Engagement Model**. This allows staff to closely track progress, celebrate achievements, and maintain effective communication with parents and carers.

All staff in Hedgehog Class use **Intensive Interaction strategies**, ensuring that learning is play-based, responsive and centred around each child's needs. Staff consistently model communication, social interaction and curiosity, creating a highly supportive, engaging and inclusive learning environment.

In addition, children participate in **Circle Time, Forest School, Art, Music and Computing**, providing a broad and enriching curriculum.

Our aim is to support children in developing essential **life skills**, enabling them to achieve and succeed to the best of their ability.

Structured Routine

- Class uses a structured routine with workstations for individual and group tasks.
- Regulation Station includes a mat for deep pressure massage and displays of the Zones of Regulation.

Why: A structured routine and regulation support help children feel safe, manage emotions, and engage in learning effectively.

Sensory and Deep Pressure Support

- Firm hugs, weighted blankets and vests, burrito wraps, body socks, and resistance bands
- Crawling through cushion tunnels, trampolining, and gentle hand pressure on shoulders, arms, or legs
- TAC PAC: consistent music and tactile sequences adjusted to the child's comfort

Why: Sensory activities and deep pressure help children self-regulate, develop trust, reduce anxiety, and focus on learning.

Workstations

- Green Tray: child completes tasks independently
- Red Tray: completed tasks placed here
- Adults observe and provide support only as needed
- Tasks repeated or rotated based on individual learning needs

Why: Workstations promote independence, concentration, and repetition of key skills in a predictable environment.

Specialist Interventions

- Attention Autism Bucket Time intervention Stages 1-4
- Speech and language interventions (identiplay, prepositions, etc.)
- Bertha the Bus/what's in the box songs and tactile/visual letter cues
- Continuous provision in maths, mark making, construction, reading, and sensory exploration

Why: Targeted interventions support communication, focus, shared attention, social development, turn taking, literacy, and cognitive development according to each child's needs.

Continuous Provision Areas

- **Maths:** exploring numbers, quantity, and 2D shapes; counting, sorting, identifying properties
Why: Builds early numeracy skills and understanding of patterns.
- **Mark Making:** creative self-expression using a range of materials
Why: Supports fine motor development, creativity, and early writing skills.
- **Home Corner:** role play to develop social, emotional, and communication skills
Why: Encourages interaction, sharing, and understanding of everyday situations.
- **Reading Area:** early literacy, modelling correct book use, story retelling
Why: Promotes language development, comprehension, and a love of reading.
- **Construction:** wooden blocks and other resources to support learning
Why: Develops problem-solving, spatial awareness, and motor skills.
- **Tinker Tray:** threading, nuts and bolts, bead stringing for fine motor development
Why: Strengthens hand-eye coordination and precision skills.
- **Investigation Stations:** indoor and outdoor areas to explore natural curiosity and sensory experiences
Why: Encourages curiosity, observation skills, and independent exploration.

