

Play Curriculum Statement

Enhanced Play

An offer of individual sessions to address developmental, emotional, or social needs. Play is the medium through which children problem solve, process their experiences and make sense of their world.

Theraplay Activities and Group Sessions

Activities: the use of Theraplay informed activities to build relationships and emotional bonds based on early caregiver-infant interaction. To aid co-regulation when a child is dysregulated.

Groups: to deliver group sessions to all classes to promote mental health: self-esteem, trust, positive sense of self, self-regulation, social skills, co-operation, turn taking, improve group functioning and individual learning.

Theraplay Individual Sessions

Offered to identified families for a series of 18-26 weekly sessions involving respectful, emotionally attuned interactive physical play where parents/carers are actively involved. It aims to enhance attachment, self-esteem, trust in others and joyful engagement.

When learners leave Willow Grove they will have had the opportunity to:

Develop skills in resilience and self-regulation.

Persevere and overcome challenges.

Learn from setbacks.

Endeavour to have a positive mental attitude to all things encountered.

Be socially confident and resilient in a variety of new situations.

Have the desire and motivation to hold and appreciate long term commitments.

At Willow Grove School we believe that all learners are individuals bringing unique challenges to their educational pathways. Their life journey and educational history plays a hugely significant part in their ability to engage with life and experience success. Our core curriculum seeks to understand, develop, enhance, and strengthen our children's place in the World.

Structured Play

We recognise that play is a necessary part of a child's engagement with the world. It supports learning and relationships. We will provide boundaries within structured play opportunities to support arrival at school, to aid transitioning, familiarity, build classroom relationships, trust and self-regulation. This play is not reward based.

Continuous Play Provision

We recognise that play has an important role in developing self-regulation skills.

We will be responsive and flexible throughout the day, to meet the emotional needs of the children.

Staff will support access to play equipment and activities in a safe and controlled environment.

Play activities will be tailored to individual needs, using different modes of play i.e. Theraplay, messy, construction, social games, sand tray etc.

We will promote play opportunities for expressing emotions.

We will be attuned, supportive and playful.

We will use play to model and co-regulate.

Sensoplay

Offered as a whole school focus in September to provide children with opportunities for exploration and mastery based on early infant sensory experiences of the world. A program of six sessions that can be revisited, again throughout the year with revised resources.

Positive Play

A six week unique intervention programme designed to raise self-esteem and emotional wellbeing, overcome challenges, manage frustration and develop negotiation skills. The structure is tailored to develop emotional and relational skills through a progression of activities: messy, positive, social and transitional.