

SCHEMAPLAY – INCLUSION IN PRACTICE

FOCUS: SUPPORTING CHILDREN VULNERABLE TO DISADVANTAGE AND THOSE WITH SPECIAL EDUCATIONAL NEEDS – NURTURING CONFIDENT IN INDIVIDUALS WITH A LIVELY INTEREST IN LIFE

Delivered by **Lynnette Brock**, Co-Founder of SchemaPlay Community Interest Company

Thursday 28th September

1PM – 5PM.

Venue: Solihull Council House

Training Suite: Orchard House

Ground Floor Room: 01

Audience: Early Years teachers, practitioners, and leaders working in schools and early years settings in Solihull

Focus: This half-day SchemaPlay training considers the implication for practice when working with children vulnerable to disadvantage or with a special educational need and provides a toolkit to:

- Respect and nurture what is unique in every child.
- Promoting independence in free-flow play.
- Facilitating interaction with peers and independence both of thought and action in free-play and group activities.
- Enabling respectful dialogues with parents.
- Planning to expand on children's interests by build on their fascinations to promote learning in the Prime Areas: Physical Development, Social & Emotional Development & Language Development.

Booking: complete a training booking form and see terms and conditions return completed forms to enquiries@solihull.gov.uk
<http://www.solgrid.org.uk/eyc/training/booking-procedures/>

Cost: £40 per person

Please feel free to bring a drink – water will be available on arrival.

We will be having a refreshment break during the session.

www.solgrid.org.uk/eyc



*Ofsted Curriculum Research review - birth to 4 years.
The factors that contribute to a high-quality early education.*

Based on this research review, high-quality curriculum and pedagogy may have the following features:

- The curriculum considers what **all** children should learn. It offers plenty of opportunity for children who are disadvantaged or who speak English as an additional language to learn and practise speaking and listening.
- Practitioners choose activities and experiences **after** they have determined the curriculum. The most appropriate activities and experiences then help to secure the children's intended learning.
- Adults think carefully about what children already know and can do when deciding what to teach first.
- Children with gaps in their knowledge get the additional teaching they need so that they can access the same curriculum as their peers.
- Practitioners consider a child's interests when choosing activities and they expand children's interests, to make progress in all areas of learning.
- Children's play is valued and is used to teach many aspects of the curriculum. Their learning through play is enhanced by skilful adult intervention.
- Explicit teaching is used to introduce children to new knowledge and followed up by practice through play.

This event will give you the opportunity to reflect on how Schema Play can support some of these areas in your practice.

<https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years>