

Oscar settling in

[Video footage]

Maria (Oscar's Teacher and Early Years Leader)

'He started first of all just mornings, when he first came in it was so unfamiliar to him. He struggled to come in at the beginning so (name of the headteacher) the headteacher scooped him up and took him to mini jams, which is the sort of base that we've got for Oscar and a few other children as a bit of a secure base for them and he eventually made his way down to the classroom and explored the classroom a bit, found a shark which I know he really enjoyed from nursery and that's carried on. Now, he's also found a tiger and those became he's sort of security blanket in the classroom...'

Laura (SENCO)

'We worked quite closely with his family as well before he started at school and the nursery to establish what his likes and dislikes were and what we can put in place prior to him starting. And then, as Maria said, he just started mornings and we ...to meet him in a different place the other children, so it was quieter. And then he would have, like Maria had said, the mini jams and we didn't rush that time so he had as long as he needed in there to settle before he went back... when into class. He had the detachment from mom, which could be quite upsetting for him and then he had some time to calm down and build relationships at the same time with adults and then make his way to class once he's felt confident.'

Maria (Oscar's Teacher and Early Years Leader)

'And actually by sort of day two, he was raring to go into class. I think he knew the tiger was there, he knew that the iPad was there as well, so we walked straight in for the tiger and grabbed hold of that and that was it. He's been, on the whole he's been pleased and excited to come in to school.'

Anita – Oscar's mother (about Oscar's first days at school)

'The first day he was very upset about going into the building because he didn't recognise it, and then the headteacher carried him in, it was lovely and he had a brilliant day, absolutely brilliant. And the next day he ran in, literally ran in.'

Researcher

'Now, how is he like...'

Maria (Oscar's Teacher and Early Years Leader)

'He's been really well, isn't he?'

Laura (SENCO)

'We were saying that the progress is very shuttle with Oscar. So, sometimes it feels like it's quite a plateau but actually when you reflect on the small shuttle progress he is making really good progress. He's communicating more...'

Maria (Oscar's Teacher and Early Years Leader)

'Yeah, he's using signing, so when he's had enough of something he'll sign 'finish'...'

Laura (SENCO)

'And applying that at home which is really nice, cos that shows that he's really understanding what the signing can achieve, so he knows he can finish something or request to finish something in any environment which is a really good skill.'

Maria (Oscar's Teacher and Early Years Leader)

'And his...recognising when we say 'finished', 'next' and it's just making those transitions a lot smoother for him as well. He's using some PECS, which is carried on from nursery...'

Researcher

'He has his own folder...'

Maria (Oscar's Teacher and Early Years Leader)

'Yeah we tried to keep that quite similar to the nursery, once he's familiar with it, and he's using a lot more vocabulary as well. So, he'll ask for more of something and he wants you to, he say something he wants you to say back to him. So, when he shares a book with an adult he'll say 'shark, shark' until grown up says it and...it's just really nice, he's using that routine to use echolalia as well.'

Maria (Oscar's Teacher and Early Years Leader)

'Yeah, and he's trying...he's using speech to interact a lot more, which he was using it a lot more functional before to meet his basic needs, whereas now he's using it more in a playful way.'

[Video footage]