

## TRANSCRIPT: REACh: planning

Jen Angelini and Catherine Bernie

**Catherine Bernie:** We have an overall plan for the week, for the term and for the year and in our daily planning we know where we want the child to go, based on their assessments. So we plan in activities that will allow us to tease that progress out from the pupil, but if the pupil pursues something completely different then, because we know the pupil so well and because we understand where we're heading eventually, we can put in the steps along the way as we go. It is a bit free flowing and, although it looks less obviously structured, underneath it all it has to be quite tightly planned.

**Jen Angelini:** A lot of the approaches used in special schools are quite structured and pupils always know exactly in what sequence certain tasks are going to be done, you know, first you have a circle time, then you have this, or with a task, first you do this, then you do that and then there's a reward. With the REACh approach we're basing it on motivation first and that means going with what they're interested in, which means often it appears highly unstructured because we may have some activities out that we would like them to be involved in but they may be interested in something completely different, and so it's about going with what they are interested in and then trying to get them to interact with you and maybe achieve their target anyway within that.

So we're following the pupil targets. So a target for a pupil might be to engage in simple role play using a puppet. So if he's not engaged with the activity that we had planned we might try and get him to chase with a puppet instead.