

Tiered Support for Play Pedagogy: Universal, Additional and Intensive Approaches

Universal	Additional	Intensive
Language & Communication Visual Supports- timetables, task cards, rules e.g. boundaries and expectations, and signs. Consistent throughout the school.	Individualised Play Plans: Tailored to specific child's needs, incorporating their interests into play activities e.g. provocations. Show areas of progress from milestones to CfE early, first, second level, where appropriate.	Therapeutic Interventions: collaborate with Occupational Therapists, speech therapists, or behavioural therapists to integrate therapeutic goals into play.
Structured Choices: Limited selection of play options (supports pupil choice and reduces over stimulation)	Adult Facilitation: one-to-one or small group facilitation to guide social interactions and scaffold play skills.	More Adult Support: extend learning and assess progress, support more complex needs.
Buddy Systems: P6/7 peers to model play skills.	Social Stories & Role Play: prepare children for play scenarios and teach appropriate responses.	Tailored Interventions and support: Gain knowledge from a sensory assessment and incorporate specific sensory activities into daily routines.
Calm Spaces: quiet zones where children can retreat if they feel overstimulated. Train children to use this area when they feel anxious/distressed/upset.	Sensory Audit: Daily sensory classroom audit- identify possible triggers.	
Calm Resources: weighted blanket or vest, cushions, fidgets, black out tent, Den, small sofa.	Play Continuum: Balance between child-led, teacher-led, teacher-initiated may not happen across the day/week for ASN children but rather across the term/year as	

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	their skills, knowledge and understanding grow.	
Direct teaching of emotions: e.g. Colour Monster, Emotion Works	Sensory Checklist: get to know the child inside and out- likes/dislikes if they find play overwhelming.	
Outdoor Learning: many children find it easier to regulate their emotions, concentrate and relax outdoors.	Visuals: limits choices for some children who find this overwhelming.	
Routine: play at the same time every day to help children understand what is next e.g. EPIC Time (Everyone Playing in Class). At least 45 minutes of uninterrupted play (including adults). Discuss learning intentions and talk round the room.		
Play Progression: identify where children are within the 6 stages of play to inform planning for learning experiences, identify specific schemas of play which the child responds well to and learns from and ensure opportunities for this in play.		
Observations/Assessments: Progress and pupil level of wellbeing and involvement (see appendix), attainment and skills development.		