



DRAFT

September 2015

LEGO®-Based Therapy Policy

This policy explains the nature of LEGO®-Based Therapy within the school and its contribution to the education of pupils at Ysgol Pen Coch.

This policy has been shared and approved by the teaching staff and school governors.

Aims

LEGO®-Based Therapy offers pupils the opportunity to:

- improve their motivation to initiate social contact with peers
- improve their ability to sustain inter-action with peers for a period of time
- overcome their autistic symptoms of aloofness and rigidity
- enable pupils to be in the right frame of mind to learn

LEGO®-Based Therapy should be a personal and pleasurable experience, which enriches the lives of the pupils and those around them.

What is LEGO®-Based Therapy?

The definition of the Danish word Lego is to play well (Whitworth, 2009).

LEGO®-Based Therapy is a social development programme for children with Autism Spectrum Conditions. It is based on collaborative LEGO® play and involves children working together to build LEGO® models in pairs and in teams of three or more. It is argued that as a result, participants experience a greater motivation to initiate social contact and engage in sustained interactions with others. (LeGoff, 2004)

The History

LEGO®-Based Therapy was created by Daniel LeGoff, a psychologist in the USA, after he noticed two children in his waiting room, playing together using their LEGO® sets. The children had not shown any previous motivation to interact and it seemed likely that their common interest in LEGO® had given them the enthusiasm to engage socially.

During his weekly LEGO®-Based Therapy with the two children, LeGoff allocated specific joint and interactive jobs within the LEGO® building and made the children take turns to carry out each role. He also provided a structured set of rules, giving the children responsibility for problem-solving, using the rules as guidance. The resulting interaction promoted the development of key skills which were previously challenging for children with Autism Spectrum Conditions to gain. These key skills include, joint attention, sharing, collaboration, verbal and non- verbal communication and conflict resolution. The adult was able to take the role of facilitator, highlighting the presence of any problems and encouraging pupils to come up with solutions. These experiences resulted in the children with Autism Spectrum Conditions gaining a greater understanding of each others points of view.

Entitlement

We endorse the aims of the National Curriculum to provide a broad and balanced curriculum and deliver reflexology to enable pupils to access the curriculum.

Planning

Teachers match educational targets, where possible from the P levels using B Squared. They share and discuss those targets with the ASC Co-ordinator and/or LEGO® Club leader. The ASC Co-ordinator and/or LEGO® Club leader and the teacher may also choose targets which support the well-being of the pupil. Teachers set different targets to meet the specific needs of individual pupils.

Equal Opportunities

LEGO®-Based Therapy is delivered to pupils regardless of gender, culture or ability. Boys and girls have equal access to this therapy.

Resources

LEGO®-Based Therapy is delivered in a LEGO® Club room at Ysgol Pen Coch by a LEGO® Club leader. It may also be delivered by a class teacher if they so wish to, as a whole class therapeutic session. Pupils are assigned into three different levels of LEGO® Club. These are Individual LEGO® Club, Collaboration LEGO® Club (Pairs/Two Peers) and Group LEGO® Club. Each level of LEGO® Club follows a similar format. During the beginning of each session, pupils are reminded of the LEGO® Club rules and collect points over the course of the LEGO®-Based Therapy for remembering them. At the end of each session, pupils have the opportunity to be awarded certificates for achieving LEGO® Club skills over the course of the LEGO®-Based Therapy, these skills include, LEGO® Helpers, LEGO® Builders, LEGO® Creators, LEGO® Masters and LEGO® Genius.

A table with chairs around is used for the delivery of LEGO® set building and a play mat on the floor is used for the delivery of LEGO® freestyle building. A calm, relax and minimal distraction free environment is maintained with the LEGO® stored in a central storage unit with clear plastic labelled boxes. A signifier is also used, (single red LEGO® brick) to aid the understanding of pupils. Pupils are prepared for LEGO®-Based Therapy by a social story and the LEGO®-Based Therapy is referred to LEGO® Club by all staff for the pupils.

A LEGO® Club Guidance Handbook has been developed by the ASC Co-ordinator and LEGO® Club leader for all staff at Ysgol Pen Coch to enable consistent approaches to the delivery of LEGO®-Based Therapy.

Assessment, Recording and Reporting of Pupil Progress

Evaluation of learning outcomes comes from individual B Squared planning and this evaluation is used to inform future planning. The LEGO® Club leader records the progress made by pupils towards their targets after each session and also records any evidence that the therapy has supported the well-being of the pupil. This recording sheet is copied and placed in an individual LEGO® Club class file. The ASC Co-ordinator uses this evidence to write end of session reports home to inform parents of the progress made by their child and also writes reports for each pupil's annual review.

An evaluation sheet is completed by the class teacher to show the impact of the therapy on the pupils learning and / or health.

Monitoring and Evaluation of Lego based therapy

The Therapies Consultant carries out detailed monitoring and evaluation of LEGO®-Based Therapy. As part of the process the consultant looks at all aspects of how LEGO®-Based Therapy is delivered in school and its relationship to pupil progress. An action plan for further development is then drawn up. Monitoring and evaluation is carried out on a rolling programme every two years.

Supervision

The ASC Co-ordinator and LEGO® Club leader have overall responsibility for the supervision and general safety of all those receiving a therapeutic session of LEGO®-Based Therapy.

The ASC Co-ordinator and LEGO® Club leader will evaluate every application to assess the pupil's suitability to receive LEGO®-Based Therapy.

Data Handling

It is essential that the LEGO® Club leader maintains appropriate and detailed records. They must ensure they are kept confidentially and adhere to data protection legislation ensuring all records held are appropriate and stored securely.

Health and Hygiene

The LEGO® Club leader must ensure they maintain a safe environment for their clients. The LEGO® Club room should be warm, clean, and comfortable and be free from all potential hazards.

Risk Assessments

A risk assessment should be carried out in respect of each pupil referred for LEGO® Club. This will include any mobility issues that may require the use of the hoist and an individual manual handling plan will be put in place if necessary. The screening forms will provide information relating to any behaviour and / or medical conditions the pupil may have to ensure these are taken into consideration. As the LEGO® Club leader works alone with pupils, at Ysgol Pen Coch a camera constantly records the activities within the LEGO® Club room to safeguard both the pupil and LEGO® Club leader. If a pupil has a medical condition that requires constant monitoring it may be deemed necessary for an additional member of staff to accompany the pupil to ensure their individual health needs are being met.

Accident Procedures

All accidents or incidents that occur whilst in the LEGO® Club room or on the way to or from the LEGO® Club room must be immediately reported to the Head Teacher and guidance sought from a qualified first aider if appropriate. An accident form should be obtained from the school office and completed timeously (within 24 hours of the incident / accident).

Other Guidance

It is appreciated that whilst every care may be taken to promote safety they may be occasions and situations that occur despite safety precautions being in place. In such an eventuality further clarification and advice will be sought from the Head Teacher who may seek further guidance from the local authority.

As a Rights Respecting School we are committed to embedding the principles and values of the United Nations Convention for the Rights of the Child (UNCRC). This reflexology policy ensures that our pupils have access to and are supported in the following articles of the convention;

Article 1	Every child under the age of 18 has all the rights in the Convention
Article 29	Education must develop every child's personality, talents and abilities to the full
Article 31	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities
Article 42	Every child has the right to know their rights