



High Park School
Learning for Life

Teaching and Learning Policy

Approved by Governing Body	Chair of Governor signature: Date:	Principal signature: Date:
Policy Review Date (annually)	January 2021	

Statement of Intent

At High Park School, we believe that every pupil has the right to a high quality education that enables them to achieve their potential. It is the duty of every one of us to provide that opportunity to the children and young people in our care. We inspire our pupils to challenge themselves at all times. We provide a positive atmosphere where everyone is encouraged to achieve their personal best. We provide opportunities for our pupils to be capable of making personal choices and to be lifelong learners. We provide inspiring lessons that build upon the prior assessment of the pupils, and aim to provide a safe environment where all learners achieve.

We work to build the self-esteem and confidence of our pupils through a broad and appropriately balanced curriculum, which is differentiated to meet individual needs so that they feel equipped to address new learning opportunities and challenges.

As a school, High Park works with parents/carers, health and social care and other external agencies to ensure pupils are educated, stay healthy and enjoy learning in a safe and supportive environment.

The aims, principles and strategies for teaching and learning lays the foundation for the whole curriculum and forms the context in which all other policy statements should be read. We use a range of teaching approaches which address the complex needs of our pupils and students including the triad of impairment for those who have autism. Staff ensure that pupils are able to access learning through a range of interventions to facilitate emotional regulation and that all learning opportunities are developmentally and age appropriate. Learning at High Park enables pupils to learn the skills they will need for life. This is achieved through development of the SCERTS® Social-Emotional targets that value progression and achievement in areas such as *'happiness'*, *'sense of self'*, *'sense of others'* and *'flexibility and resilience'* lifelong learning.

This policy reflects the beliefs of the governors and staff and the implementation of this policy is the responsibility of all members of the High Park School Community.

Mission Statement

At High Park School we:

Respect, trust and **value** ourselves and each other.

Aim for our **personal best** and share in our successes.

Hear every **voice**.

See **change** as a chance to **grow**.

Make learning fun.

The purpose of this policy is:

- To ensure the best quality learning and teaching for all our pupils.
- To ensure equality of opportunity for all our pupils who have an education, health and care plan or a statement.
- To promote the ethos of our school where we have the pupils' interests at the forefront of all our activities.

Signed by:

_____ Principal Date: _____

_____ Chair of governors Date: _____

1. Legal Framework

This policy has due regard to statutory legislation including, but not limited to, the following:

Equality Act 2010

Equality Act 2010 (Disability) Regulations 2010

This policy also has due regard to statutory and non-statutory guidance including, but not limited to, the following:

DfE (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'

2. Equal Opportunities

We aim to ensure that all pupils have access to all learning opportunities, as appropriate. Some activities are age-differentiated to support the development of pupils through the school into adult services at Post 19 and others are such that pupils may require the aid of additional levels of support. If these barriers can be overcome, we offer equal opportunities for all.

We respect each other's religions, cultures, values and beliefs and teach these throughout the curriculum.

The school strives to be fully inclusive. All lessons are made accessible for all our pupils – this may be through the use of differentiated resources, through support from Teaching Assistants or through the use of sensory resources.

All pupils, where appropriate are fully included in all lessons taking into account their emotional and physical well-being. Staff are highly trained to ensure that pupils are catered for whatever their special educational needs and disabilities.

We use a 'total communication' approach to ensure that all pupils can access the lessons – this includes but is not limited to the use of Intensive Interaction, Objects of Reference, photographs, Core Vocabulary, Language Boards and where appropriate Makaton signing / or pupils personalised, meaningful signing. All staff are trained in the consideration and consistent use of The 4 S's (see *appendix a*)

All staff have high expectations of all pupils and aim to provide an environment where all pupils are fully included and can achieve their best.

3. Assessment

We recognise that the national curriculum age-related expectations are not appropriate for many pupils with special educational needs and disabilities (SEND). In which case, the school ensures the curriculum is broad, balanced and differentiated to suit all pupils' needs.

A copy of the school's curriculum is available upon request.

The school plans its curriculum with communication, early literacy and numeracy and PHSE at the core of all learning

In the EYFS and in Key Stages 1-4, the school uses Equals Schemes of Work to adapt the national curriculum and to deliver it in a thematic manner with objectives based on the pupils' personal pathways.

In PHSE we use the PSHE education planning framework to plan for continuity and progression within the curriculum offer.

In Music we use the Sound of Intent framework to plan for continuity and progression within the curriculum offer.

In Key Stage 5, students begin to study for external accreditation – we use ASDAN, Towards Independence.

All our teachers have good knowledge of the school's assessment system. Assessment is carried out routinely through the year in accordance with our assessment calendar and targets are adjusted accordingly (*see appendix b 'The Assessment Cycle'*).

4. Effective Learning

Effective learning is underpinned by setting the conditions for learning for every pupil and student to minimise their anxieties and promote their well-being.

The range of strategies employed in order to set the conditions for learning include:

- use of personalised communication strategies following advice and training by the Speech and Language Therapist
- behaviour support plans devised with advice from the Calm Team
- an appropriate arousal level environment
- personalised areas created with respect for personal space
- personalised learning pathways designed by the pupils and students themselves
- aromatherapy
- individual programmes to address sensory processing difficulties devised by the Occupational Therapist

5. Effective Teaching

Teaching at High Park School is focused on motivating the pupils and students to engage in learning, building their skills, knowledge and understanding. The following elements are central to the teaching at High Park:

- building confidence and self-worth
- opportunities to communicate using a preferred method
- opportunities to make choices & decisions which are respected by all
- the development of independence, social skills, problem solving
- opportunities to build on strengths
- the use of positive reinforcement
- the use of age appropriate materials and themes
- differentiated activities
- a multi-sensory approach differentiated for individuals
- the creative use of space throughout school
- opportunities to repeat and revisit activities using a freshness of approach which ensure skills are consolidated and generalised
- appropriate pace to lessons

6. Progress in Provision Targets (PiP Targets)

Progress in Provision (PiP) Targets record the small incremental steps of progress required to achieve the Annual Targets which are set as part of the Educational Health and Care Plan review process. The Annual Targets are devised from the End of Key Stage Targets reviewed during the EHCP meeting.

Progress within PiP targets are recorded in pupils Evidence of Progress folders, evidencing progress in the 4 areas of need as identified in the SEND Code of Practice and in English, Maths, Science and PHSE.

7. Classrooms

All learning environments are clean, clutter free and have adjustable arousal levels to stimulate or calm pupils where appropriate which supports pupil's readiness for learning.

All classes make use of appropriate visual supports as advised by the Speech and Language Therapist; including but not limited to visual timetables, now and next boards and choose boards – these are designed to aid pupils to make sense of their day and make meaningful choices about their school day.

We maintain an enhanced ratio of Teaching Assistant to pupils which is reflected in their Provision in their EHCP to support the different needs of the pupils.

8. Homework

Teachers and our Therapeutic and Positive Behaviour Team work closely with parents, carers and respite/residential settings to provide clear learning links between home and school as and where appropriate.

9. Health and Safety

The health and safety of our pupils is paramount.

We regularly conduct health and safety audits to ensure that the school building and playground are as safe as possible.

All staff members will act in accordance with the school's Health and Safety Policy and associated procedures, including undertaking risk assessments where necessary.

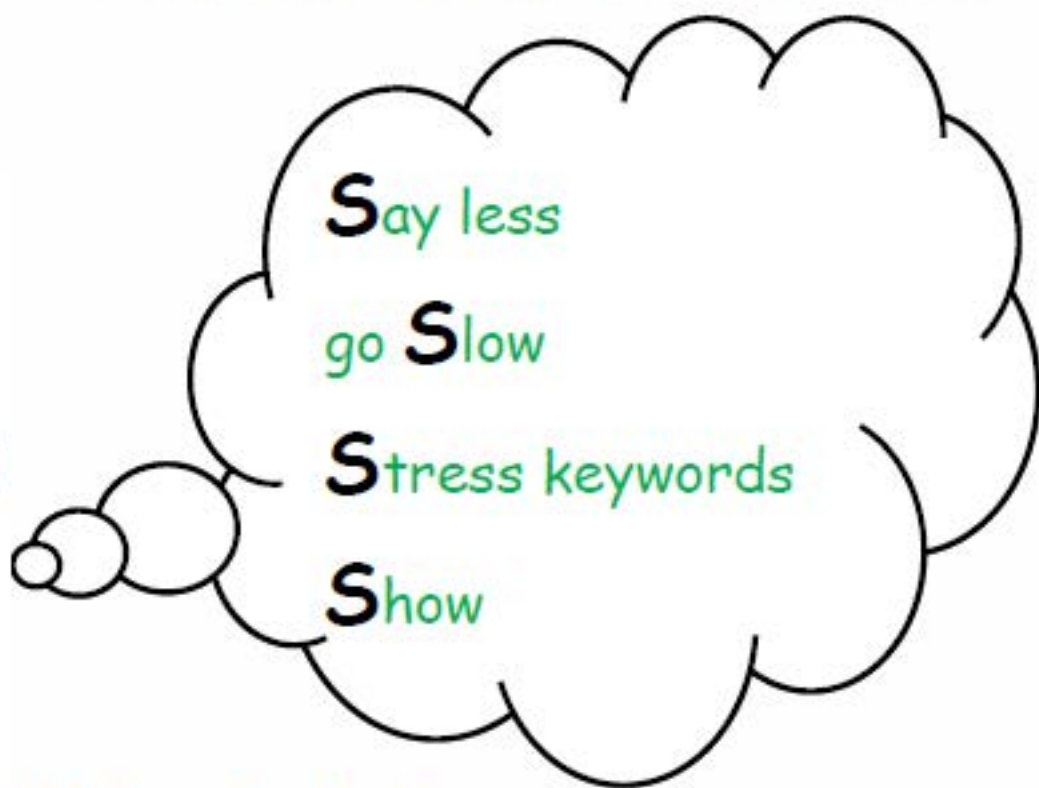
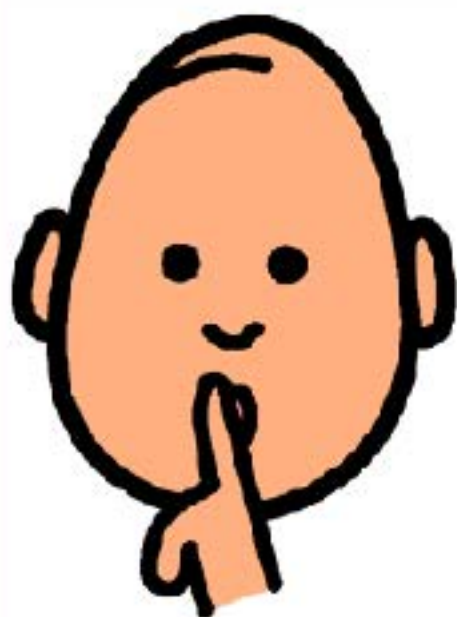
10. Monitoring and Review

This policy will be reviewed annually by the Principal and Deputy Principal.

11. Appendices

Appendix a ; The 4 S's

Appendix b; 'The Assessment Cycle



Using Simple Language

Children with communication and interaction difficulties and/ or autism struggle to understand spoken language. This can lead to frustration and anxiety which can inhibit learning. These simple actions will help to reduce frustration and promote listening, understanding and learning.

Say less

Use less language - keep it simple, specific and consistent.

Go slow

Give time for processing instructions or comments.

Stress key words

Use clear and consistent language. If you need to repeat the instruction use the same language e.g. "Luke find coat"

Show

Use objects, objects of reference, photographs, symbols, core vocabulary, signs or gestures to support understanding.

Assessment, Progress and Planning cycle



EHCP – needs and End of Key Stage Targets set. These are reviewed annually and SMART Annual Learning Outcomes set for each area of need

SMART Annual Targets
are scored against the criteria from BOP at the start / mid / review point of each term (ongoing formative assessment)

SCERTS Assessment JA, SU, SR – small steps of progress are scored against the Objective criteria from BOP at the start / mid / review point of half termly (half termly – summative assessment)

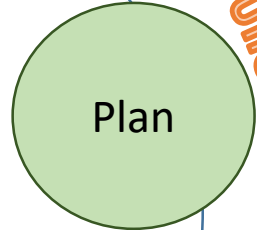
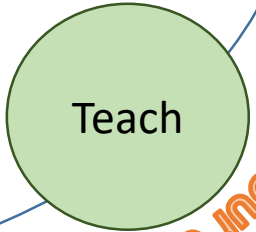
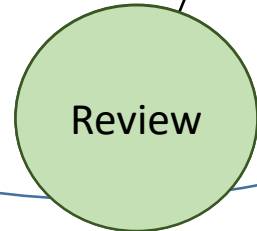
Progress in Provision Targets (PiP Targets) – small steps of personalised learning to meet SMART Annual Targets (ongoing formative assessment)

P Level Assessment
(termly – summative assessment)

Evidence of Progress for all other learning
(ongoing formative assessment)

Evidence of Progress linked to SMART Annual Targets
(ongoing formative assessment)

Well Being Tracking
(half termly – formative assessment)



Therapeutic and Positive Behaviour Support

Our assessment cycle illustrates our 'Formative' and 'Summative' assessment process