



*“Our School community is built on the following fundamental values for all;
Safety, Communication, Happiness, Kindness, Compassion, Respect,
Aspiration, Adaptable, Achieve, Engage, Support”*

The Shires School Oakham and Stretton

Education:

Teaching & Learning Policy (EHCP)

**“Supporting the 24hr curriculum for pupils with an
Education, Health and Care Plan (EHCP) at The Shires”**

Policy Review Process	
Created by	Jamie Hill – Interim Head of Education
Date of implementation	June 2020
Date for policy review	June 2021
This policy should be read in conjunction with The Shires School Curriculum Policy	

Introduction and aims

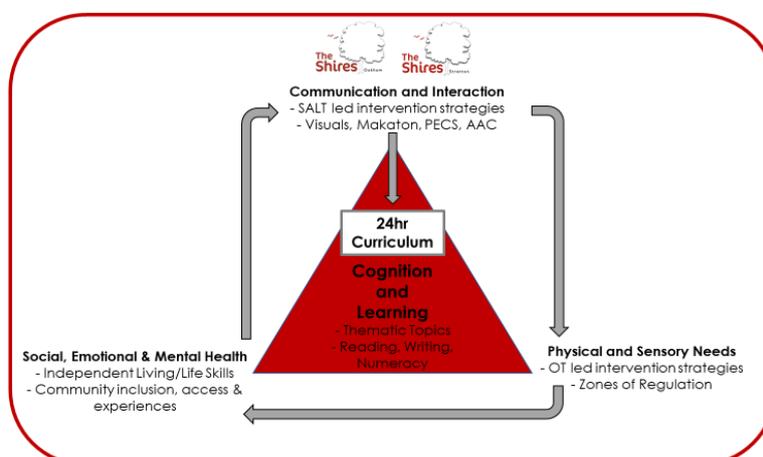
Welcome to the teaching and learning policy for The Shires. The policy aim is to promote, drive and maintain consistently high standards of teaching and learning across the school in order to support our pupil's need across a 24hr curriculum that supports their four areas of SEND Communication and Interaction, Sensory and Physical, Social Emotional & Mental Health and finally Cognition and Learning. The policy is designed to ensure that all pupils receive a learning experience that is appropriate to their needs and developmental stage with the intention that all pupils make expected progress or better.

We aim to provide every pupil with teaching and learning experiences that:

- promote the development of functional communication systems
- promote the development of social and emotional regulation
- promote the development of independence and life skills
- promote the development of cognition and learning
- are adapted to their needs and developmental stage
- ensure all EHCP/P.E.P outcomes are met
- ensure expected progress in all academic areas

What is the 24hr Curriculum?

At The Shires we recognise that pupils need to be given the opportunity to develop functional communication skills that support them to communicate their most basic needs to adults in order for those needs to be met. We also recognise that adults understanding pupils physical and sensory regulation needs and pupils understanding their own needs are a fundamental aspect towards supporting their overall emotional well-being. Supporting pupils to meet those needs and finding strategies and tools to help them is key for supporting their mental health and enabling them to access safely the school and wider community. Ensuring the communication, sensory regulation, and social emotional mental well-being needs of the pupils are met is vital in the quest for them to access and develop their cognition and learning potential for future development and progress. Please see below our 24hr Curriculum Visual.



Supporting High-Quality Teaching and Learning at The Shires

Teachers will meet all areas of the Teachers' Standards (2013) and ensure that:

- all teaching and learning opportunities are clearly differentiated with SMART learning objectives, including success criteria that guide and supports pupils to make clear and defined progress across all ability ranges (SEND – Gifted and Talented)
- they embed individual provision stated within the pupil's EHCP
- incorporates individual termly targets stated on the 'Pupil Progress Tracker' into daily teaching and learning opportunities
- teaching incorporates **Wave 1 - Quality First Teaching (QFT) and Wave 2 – Targeted Support**, provision that supports pupils the 4 SEND areas of need for:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and Physical
- teaching combines a holistic approach through incorporating **Wave 3 – Specialist Support** through the recommendations of therapists and other professionals
- teaching and learning opportunities are practical and multisensory
- teaching and learning opportunities are linked to the curriculum, they are systematic and progressive and build upon pupils' interests and fascinations via varying lines of enquiry
- Teaching Assistants and Learning Support Assistants have a clear role and promote independence
- teaching and learning opportunities are ASD friendly 100% of the time, and promotes best Autism Practice
- teaching and learning opportunities are transferred into outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding in a setting outside of the classroom
- they own and continuously develop pupil positive behaviour support plans which are consistently adhered to by all
- teaching and learning is delivered in a well-ordered environment in which all are fully aware of behaviour expectations.

Every teaching and learning opportunity will include;

- a visual timetable (appropriate to stage: object of reference, photograph, symbols, word)
- learning objectives clearly displayed
- success criteria for the lesson
- adult modelling; including handwriting using correct letter pathways
- direct teaching of new skills
- well prepared visual resources which are accessible without disruption

- a limited distraction environment, eg: through transitions, adult voice levels and dialogue, entry and exist of the classroom
- social, moral, spiritual and cultural education (SMSC)
- the development of Systematic Synthetic Phonics and Reading
- sensory diets (including movement breaks)
- 'Get Set for Learning' classroom fundamentals
- teacher, self or peer evaluation
- Feedback to pupils about their own progress and next steps achieved through discussion and the marking of work which adheres to whole school marking policy;
- assessment for learning, including planning next steps/possible lines of development and includes professional dialogue with Teaching Assistants and Learning Support Assistants

Every classroom will include;

- displays of high quality which are well maintained, reflect learning and act as a resource, e.g. Zones of Regulation, Communication and Interaction, Phonics and Reading
- displays that reflect the topic or theme; show pupils work, which is carefully mounted with captions and key vocabulary to support learning; a title and are regularly changed
- a well prepared and structured outdoor area, as an extension of the indoor classroom, with high quality resources which challenges learners and have an outcome
- stimulating, interactive areas of continuous provision for phonics, reading, maths and fine motor skills
- rules (linked to 'Get Set for Learning')
- visuals to support emotions (Zones of Regulation)
- a visual schedule/timetable, which highlights any changes to the day
- 'Get set' and 'mind' set for learning wallets/folders
- a clear physical structure and zones which define the learning to take place in that area, e.g: reading corner, individual workstations, guided group teaching space (new skills), sensory regulation corner
- individual workstations using work systems that follow the TEACCH methodology (e.g. work trays, visually structured work tasks)
- a defined group teaching area, with appropriate seating, for lesson starters and plenaries and Attention Autism activities
- resources which are stored neatly and labelled clearly and are accessible without disruption to the learning
- well structured, calm and orderly transitions in and around the teaching spaces. Pupils transition by walking quietly with their supporting adult, the adult must model appropriate transition behaviour

- tables and chairs that are their correct height and position for the size of each pupil, and supporting sensory strategies and tools are available at all times

Teaching and learning opportunity structured approach

At The Shires we are teaching our pupils to learn how to learn, therefore there is a highly structured approach to the organisation of the physical environment, routines of the day, learning tasks, communication and the structure and order of a lesson.

Example of a lesson schedule	
1. Arrival	<ul style="list-style-type: none"> • Walk into class supported by staff. • Arrival routine timetable (hang up coat, home-school diary in box, reading book in box, sit workstation for morning tasks).
2. Tray tasks (10 – 15 mins)	<ul style="list-style-type: none"> • Workstation: 3 quiet tray tasks which develop concentration and fine motor skills. This may be a handwriting programme task for more able learners.
3. Alert for learning (5- 10 mins)	<ul style="list-style-type: none"> • Action songs/rhymes, 5adayTV, wake n' shake, sensory circuit/outdoor gym.
3. Circle Time & Attention Autism then Guided Group Teaching (15 – 20 mins)	<p>This will incorporate:</p> <ul style="list-style-type: none"> • The register and greetings 'How do you feel today?' • Daily schedule/ timetable • Lesson starter: visually supported group teaching session with a focus on language and communication, eg: Attention Autism - attention bucket, and teacher modelling of writing/maths/curriculum activity for more able.
4. TEACCH Workstation or Teaching Table (10 – 20 mins)	<p>Orderly transition.</p> <p>Workstation: supported by the TA/LSA</p> <ul style="list-style-type: none"> • pupils perform structured work for the learning objective of the lesson • 3 independent tray tasks within a work system following TEACCH methodology <p>Teaching Table: teacher</p> <ul style="list-style-type: none"> • direct teaching/guided work with individuals, pairs or small group. The skill taught will then be incorporated into independent workstation tasks completed throughout the week.

		The teacher will directly teach all pupils for every core subject throughout the week.
6.	Reward/ choice (including movement break) (10 – 15 mins)	Structured continuous provision (indoors and out): supported by the TA/LSA <ul style="list-style-type: none"> pupils choose 2 activities from the visual choice board which are structured, practical and have an outcome.
7.	Plenary - Circle time (5-10 mins)	<ul style="list-style-type: none"> Short teaching and learning intervention to consolidate and assess learning within the session. Teacher, peer and self-review of how learners performed is undertaken at the end of each session linked to learning objective and 'Get Set for Learning'.

Quality First Teaching and Supporting Strategies and Provision Mapping

To ensure pupils access the entirety of their EHCP provision staff will use a personalised provision map to track and record a pupil's provision entitlement.



Every pupil's provision map will be reviewed at termly intervals and offers teachers, parents and professionals an overview of provision to ensure pupil needs are appropriately met and options are explored during the annual review process.

Quality First Teaching – Daily ASD friendly practice

Social Imagination	<ul style="list-style-type: none"> Use timetables/schedules to help pupil predict what will happen next, and to inform of any changes ahead of time Diaries, lists and symbol cues to help organize themselves and carry out tasks independently Use visual cues to support understanding Allow structured time for rituals, routines, special interests, inform the pupil of when this will be Limit choices and make them clear to avoid confusion Help pupil to make links between experiences
Social Communication	<ul style="list-style-type: none"> Provide a means to communicate in all situations Use language that is clear, precise and concrete Use less language – keep it simple and specific Say what you mean and mean what you say Give time for processing instruction or comments Attract attention – begin with the pupils' name then follow through with request or information Do not use metaphors or sarcasm

	<ul style="list-style-type: none"> • Present information visually • Use positive directive language 'hands still' rather than 'no hitting' or 'write on paper' rather than 'don't write on the wall' • Develop language and communication groups through circle time
Social Understanding	<ul style="list-style-type: none"> • Use social stories • Foster understanding among the pupil's peer group • Promote interaction with pupils' peer group • Encourage recognition of pupils' own emotions • Encourage recognition of another's needs, eg: collecting lunch for self and one other person • Use sideways hugs when possible • Use turn taking games and mutual help activities to encourage interdependency. Use a task which is an area of strength and interest for the pupil • Develop social skills groups
Sensory Sensitivities	<ul style="list-style-type: none"> • Warn pupil prior to any tactile input • Consider sensory needs during all activities • Create a workstation • Close windows and doors to reduce external noise • Use voice scale (adults as well as pupils) • Calm and quiet transitions supported by an adult • Restrict movement behind a child, place yourself alongside • Break down activities into small steps • Implement movement breaks and sensory diets

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the senior leaders. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map, the school improvement plan (PDR targets) and the impact of the interventions that are used. Senior leaders will regularly monitor children's books.

At The Shires we follow a thematic topic based cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. There is a daily 20-minute discrete phonics session (See Curriculum Policy for detailed information about the curriculum delivered at The Shires).

Planning takes place half-termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Long-Term Curriculum Plan.

Termly/half-termly plans are submitted to the Head of School and weekly plans for English, Mathematics and foundation subjects are displayed in classrooms at the

beginning of each week. Plans are based upon previous assessment data, pupil need and subject expectation.

Expectations, Teachers and support staff will:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- recognise and be aware of the needs of each individual child according to their EHCP, ability and aptitude
- ensure that learning is progressive and continuous
- be good role models, punctual, well prepared and organised
- keep up-to-date with educational issues
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice
- demonstrate professional practice and conduct of Teachers, and Teaching Assistants/Learning Support Assistants as stated in the Teaching Standards and National Occupational Standards for Learning Support.

Differentiation

So that we always have the highest possible expectations of individual pupils and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Key Skills

We recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;

- reading and writing;
- communication;
- physical development and motor planning;
- personal, social and emotional development;
- computing skills;
- problem solving;
- working with others;
- working independently;
- improving own learning and performance.

Learning Processes and Learning Styles

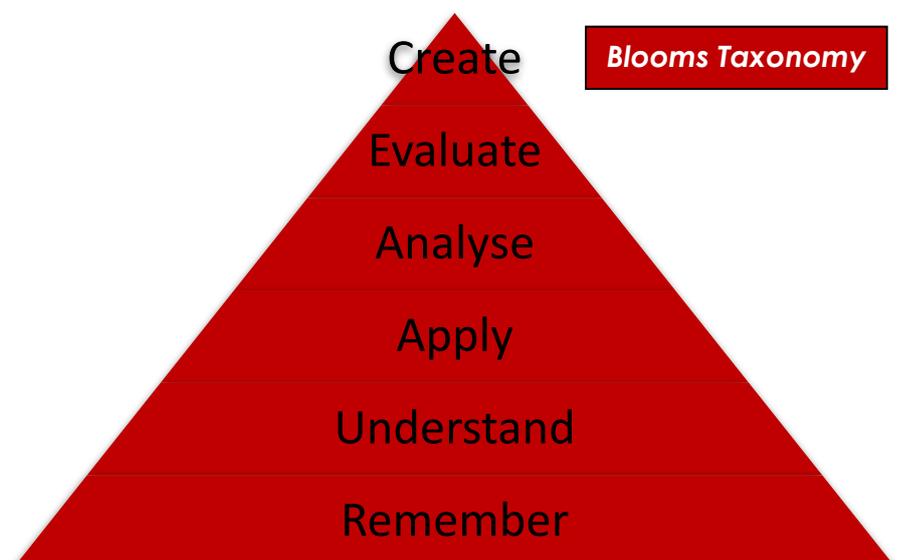
Pupils enter The Shires at different stages of development. Pupils learn in different ways and at different rates of progress. In the course of learning, pupils develop their skills through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

We shall ensure that learning is accessed by as many means as possible, e.g. is multisensory. Thinking skills will also be developed across the curriculum.

This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.



At The Shires we understand that pupils learn best when

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed

Supporting High-Quality 'Autism Friendly' Communication & Interaction at The Shires

Introduction

This section of the Teaching and Learning policy focuses on the development of communication at The Shires Schools. It outlines the aims, principles, and strategies for communication at The Shires.

The Shires School provides education for pupils aged 11 to 19 who have a diagnosis of Autism and may have accompanying learning disabilities. In line with a diagnosis of Autism all pupils at The Shires will have difficulties with communication and interaction. Communication underpins all learning and therefore we are committed to providing a total communication environment.

Aims

The Shires School communication aims are to:

1. Adopt a communication enabling environment throughout the school and residential setting, where pupils have access to their own means of communication throughout the day.
2. Develop means of communication appropriate to each pupil's individual needs.
3. Create opportunities for communication throughout the 24hr curriculum and to enable each pupil to communicate to the best of their ability.

Pupils starting the school

On admission to The Shires, each pupil will undergo a full communication assessment. This will look at all aspects of speech, language, and communication. The outcomes of the assessment enable SMART targets to be set and advice and strategies to be shared with the class teacher, key care worker, family and any named professionals working with the pupil.

A pupil's communication needs are assessed within the school and care setting using a combination of individual assessments, classroom observations and liaison between staff and family.

The pupil's needs are best met when education, care and the Speech and Language Therapist (SALT) work closely together in the following ways:

- SALT observation in classes to share good practice and negotiate further communication targets within classroom setting.
- Joint planning and delivery of lessons between the Therapy TA and classroom staff.
- Training opportunities are provided by the Speech and Language Therapist to all staff to raise awareness of best practice.
- Education staff to be supported in generalisation of new skills being taught.
- Speech and Language Therapist to deliver specific training according to individual young person's needs.
- Communication targets are embedded across all areas of the curriculum.

Monitoring and Evaluation

The importance of monitoring and evaluating a pupil's progress is central to their development. As with all communication methods, regular opportunities to use these are vital for the young person to achieve success. Signs, symbols, photographs, objects of reference and communication aids must always, with appropriate support from staff, be available to the pupil:

- Within the class
- Around school/home environment
- In the community

The Speech and Language Therapist will monitor the pupil's progress termly, reporting overall progress against the targets set in the pupil's annual review. The class teacher is to continually monitor and evaluate pupil progress in the area of communication.

Communication Methods used at The Shires

At The Shires, our aim is to provide a total communication environment. We use a number of interventions to support the young person's Speech, language, and communication needs. We do not follow one approach as the needs of the pupils vary.

AAC can be defined as follows: 'Augmentative and Alternative Communication (AAC) refers to any means by which an individual can supplement or replace spoken communication. Communication may range from any movement or behaviour that is observed and interpreted by another person as meaningful, to the use of a code agreed upon between people where items have specific meanings, i.e. a language. We all use some form of augmentative communication in our daily life, for example, gesture (waving goodbye) and graphic symbols (washing label symbols, road signs). AAC is both a means of accessing an educational curriculum and language in its own right. It is appropriate for individuals who have difficulty with receptive and expressive language due to physical, sensory or learning disability. It provides an opportunity to attain emotional, social, educational and vocational goals.' (ACE Centre Advisory Trust).

Intensive Interaction

Intensive interaction is an approach designed to help people at early stages of development, people who have Autism, people who have severe, profound or complex learning difficulties. Intensive interaction works on early interaction abilities- how to enjoy being with other people – to relate, interact, know, understand and practice communication routines. Intensive interaction teaches and develops the 'Fundamentals of communication', attainments such as use and understanding of eye contacts, facial expressions, vocalisations leading to speech, taking turns in exchanges of conversation and the structure of conversation. (Dave Hewitt)

Makaton signing

Each one of us use gestures, actions and body language to communicate with others. Using our hands to add meaning when we talk helps us to get our message across. For young people who find it difficult to communicate verbally, gestures and actions might become a tool for communicating their needs and opinions to others. We can support young people to extend their natural vocabulary of gestures, actions and body language by teaching them new signs to represent the items and activities that are important to them. There are a range of signing systems such as British Sign Language and Makaton.

At The Shires we use Makaton. All staff should use Makaton alongside the spoken key words to all pupils at all times.

Picture Exchange Communication System (PECS)

PECS, aims to teach prerequisite skills for communication – that communication is a two-way process and that you need to gain someone's attention to make requests. The stages begin by teaching an individual to give a picture of a desired item to a "communicative partner", who immediately responds by passing them the item. The system goes on to teach discrimination of pictures and how to put them together into a sentence. Following this, pupils are taught to answer questions and to comment. The PECS system consists of 6 phases, which are to be worked.

As part of the initial communication assessment each pupil will be assessed to ascertain whether PECS is a suitable AAC. Each pupil that is using PECS at The Shires will have access to one PECS book at all times in both the education and care setting. The pupil should be encouraged to take their book with them where ever they go. If students are unable to do this, then staff must take the PECS book with them. PECS activities should be incorporated into the 24hr curriculum offered at The Shires.

Symbol use

At The Shires we use Picture Communication Symbols (PCS) Boardmaker Online in colour with the pupils. Symbols are used throughout the school and care environment. Once the symbols are learnt by the pupils it is imperative that the same size and the same symbol picture are used consistently, as this prevents the pupil from having to relearn the symbol. All symbols are to have the written word underneath as this support's the pupil with their early literacy skills. Delius text should be used on symbols. Pupils who use symbols as a means of expressive communication must have access to their symbols at all times so they can initiate interactions.

Visual aids

Many of the pupils at The Shires are supported by visual aids. Visual aids such as timetables, now and next boards, choice boards, transition cards, symbol cards aid the pupil's understanding of the structure of the day and what they are being asked to do. Areas within the setting should be clearly defined with symbols. All visual aids are to be made using Boardmaker online.

High Tech AAC

Each pupil will be assessed to suitability of accessing a high tech AAC throughout their placement at The Shires. High Tech AAC is not necessarily the right approach for all pupils. Detailed assessment with the Speech and Language Therapist will determine suitability for a device. During the assessment advice will be gained from the local NHS AAC hub and AAC specific companies such as Tobii Dynavox and Liberator. Throughout the assessment liaison will take place with the pupil's family, primary key worker, education staff and any other named professional known to the individual.

Any pupil that has a high tech AAC device will need the functions on the device 'modelling' to them throughout the 24hr curriculum. It is imperative that this happens as it is how the pupil learns the functions of the communication device. When a pupil receives a high tech AAC training will be provided by the local NHS AAC hub/ AAC specific companies/speech and language therapist, to ensure all staff are familiar with the device.

Any pupil using a High Tech AAC must also have a Low Tech AAC back up.

Attention Autism

Attention Autism is an intervention model designed by Gina Davies, Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. The primary objective is that the sessions are fun and "offer and irresistible invitation to learn"!

Colourful Semantics

Colourful Semantics is an intervention tool created by Alison Bryan (Speech and Language Therapist). It uses colour coding to help the pupils learn the important elements of a sentence, and how to join them in the correct order. This

intervention aims to develop/consolidate the understanding of "wh" questions i.e. Who?, What?, Where?

Colourful Semantics uses specific colours and shapes. At The Shires we use the Colours and shapes as recommended by Alison Bryan. The colours and shapes should not be changed. Opportunities should be built into the curriculum to facilitate pupils using Colourful Semantics.

Transition

Transition is an important part of a pupil's life. At The Shires we recognise that it can be a challenging time for pupils and their families and we support them to prepare for the change in classroom or setting. Information on the pupil's communication skills will be transferred between classes and settings. The pupil will have a communication passport and current targets will be shared with the new teacher/setting. At The Shires we prepare pupils for transition through a variety of means, e.g. visits, social stories, discussions and photos.

High-Quality Physical and Sensory Regulation supporting Social, Emotional and Mental Well-being at The Shires

Sensory profiling

All pupils at The Shires will be assessed by the school's Occupational Therapist in order to create a sensory profile that details their areas of need.

Sensory diet

The Occupational Therapist will create a sensory diet for every pupil. This sensory diet will form part of a 24hr continuous input of supporting strategies that will help maintain the overall regulation of a pupil. The strategies will be aimed at supporting a pupil to maintain regulation but also recapture during those moments when they may experience a level of dysregulation.

The Zones of Regulation™

At The Shires we use Zones of Regulation to identify and teach self-regulation to pupils. We combine what we know about the pupil's sensory need following sensory profiling and then use the Zones of Regulation "Four Zones" to create a visual that supports staff and pupil understanding of the personalised behaviours that appear in each zone. Pupils at The Shires, as all children and adults will, navigate through all the four zones each day. The challenge for pupils at The Shires is for them to manage their behaviours when experiencing emotions/feelings throughout the different zones.

- The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.
- The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- The **Green Zone** is used to describe a calm state of alertness. A pupil may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Positive Behaviour Support

Sensory profiling and the implementation of Zones of Regulation to recognise sensory and emotional needs are then built into personalised Positive Behaviour Support Plans that focuses on positive sensory regulation strategies that aim to return a pupil to their green zone. The ultimate aim being the reduction of time spent in the blue, yellow and red zones helping to support positive emotional well-being.

Policy into practice

To ensure that the policy is put into practice we carry out the following:

- Regular staff training on specific interventions used within the setting
- Regular meetings between SLT and school and key workers.
- Regular monitoring of the use of the policy
- Yearly annual review reports to contribute to the EHCP process, reporting on the pupil progress and next steps. Contribution to the pupils' summer term education report. Updates provided for PEPS and LAC meetings.
- Attendance at MDT / SLT meetings

The Role of Head of School/Principal and senior leadership team

The Head of School, Principal and the Senior Leadership Team will:

- ensure all staff are aware of and comply with this policy
- ensure policy is read within the staff's induction training
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by;
 - observations
 - learning walks