

## Clifton Hill School

<b>Document</b>	Learning and Teaching Policy
<b>Content</b>	The Clifton Hill Way
<b>Status</b>	Advisory
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<b>Governors' Committee Responsible</b>	Learning & Achievement Committee
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<b>Next review Date</b>	Spring 2017

<b>Version Number</b>	<b>Date</b>	<b>Comment</b>
1	January 2015	Revised

### Setting

Clifton Hill is a Surrey County Council funded community school for students aged 11-19 years who have severe or profound multiple learning difficulties, autistic spectrum disorder, challenging behavior and complex health needs.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

### Rational

This is the most important of all policies. At Clifton Hill we believe that at the heart of an effective school lies the quality of the teaching and learning taking place. Improving the quality of teaching will enable standards to rise. Having an agreed policy on what we define as effective teaching and learning will help to set expectations throughout the school.

At Clifton Hill there are three main approaches to teaching that seek to address the most effective methods of learning for the different groups of student in the school. These include the most appropriate methods for

- a) Students with severe learning difficulties**
- b) Students with autistic spectrum disorders**
- c) Students with profound and multiple learning difficulties / complex needs**

Whilst there are very clear differences between the approaches it is possible for individual students to benefit from aspects of different approaches, and so these should not be seen as completely exclusive.

Within each of these approaches there are three elements that make effective teaching and learning.

- 1) The teaching**
- 2) The learning experience**
- 3) The learning environment**

**APPROACH A – FOR STUDENTS WITH SEVERE LEARNING DIFFICULTIES**

THE TEACHING	THE LEARNING EXPERIENCE	THE LEARNING ENVIRONMENT
<ul style="list-style-type: none"> <li>• Have clear <b>focused learning objectives</b> that are <b>shared</b> with the students. This can be done in a variety of ways e.g. pictures on the white board, orally, written or symbolised text.</li> <li>• Place the student learning into context. What is the “<b>big picture</b>” – what is the purpose of this lesson; where does the learning fit in? The <b>Clifton Hill Learning priorities</b> help teachers prioritise key “big picture” skills.</li> <li>• Always <b>connect the learning</b> to previous sessions. This could be done by using photographs or work from a previous lesson.</li> <li>• Learning objectives should be <b>revisited</b> during the lesson. This can be done in a variety of ways. For example, through effective questioning techniques to ensure students <b>reflect on their own thinking</b>. By recapping / summarising what has been learnt. By getting students to work in pairs.</li> <li>• Establish with the students a <b>common understanding of terminology</b> e.g. target, connect learning, and show your learning.</li> <li>• Establish activities / tasks that use a variety of styles including <b>VAK</b> (visual, auditory and kinaesthetic methods).</li> <li>• Use <b>animated</b> and varied voice and body language to help focus and maintain student interest.</li> <li>• There should be room for flexibility in lessons and opportunities for students to <b>question and lead</b> should be encouraged.</li> <li>• Teaching should provide opportunities for students to <b>think and problem solve</b>. Activities that provide challenge or competition can also be effective.</li> <li>• Teachers could <b>model</b> correct and incorrect responses as a way of emphasising a desired outcome.</li> <li>• Show good class organisation through deploying <b>resources effectively</b> (including equipment and teaching assistants).</li> </ul>	<ul style="list-style-type: none"> <li>• Students should have first hand experience wherever possible.</li> <li>• They should have opportunity to practise newly acquired skills so they become familiar and are able to be transferred into other areas of learning.</li> <li>• They should be encouraged wherever possible to do things for themselves – the DIY (Do it yourself philosophy).</li> <li>• Students should have regular opportunity to use their preferred method of learning (VAK).</li> <li>• Students should have opportunity to work individually and as part of a small and large group.</li> <li>• Where possible they should select tools and equipment independently.</li> <li>• Students should have opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>• The learning environment will be organised to create a warm, light, clean and tidy workspace for each class.</li> <li>• Each student will have their own space in which to keep their belongings e.g. locker, draw, box.</li> <li>• Furniture should be conducive to learning and tables at the correct height. Fold away tables could be used to bring versatility and help staff make the most of the available space.</li> <li>• A good range of resources will be accessible to the learner.</li> <li>• The learning environment will be labelled appropriately e.g. pictures / symbols / words to enable learners to be independent and take responsibility for their own learning.</li> <li>• Class displays will celebrate achievement and support and enhance the learning and teaching.</li> <li>• Some displays should include the students own work. All displays should be changed regularly.</li> <li>• Interactive displays should be encouraged.</li> <li>• Students could have a space or display</li> </ul>

<ul style="list-style-type: none"> <li>• Use time effectively to create pace and challenge.</li> <li>• Use <b>differentiated learning tasks</b> in whole class teaching, groups, pairs and individual teaching.</li> <li>• Give opportunities for students to <b>work in groups</b> without teaching assistant support.</li> <li>• Engage in <b>timed interventions</b> to promote the quality of the learning experience e.g. brain breaks and energisers, timed challenges, timed music to get out / put away equipment or get into groups.</li> <li>• Deploy a <b>consistent and effective reward policy</b> e.g. house points that feed into golden board time / good work assembly.</li> <li>• Build in <b>bridging activities</b> when teaching something new so that students are able to see how they can use the learning in real life.</li> <li>• Use knowledge of individual students and their <b>life experiences</b> to inform planning and teaching.</li> <li>• Use <b>assessment for learning</b> strategies <ul style="list-style-type: none"> <li>- When introducing a new topic devise an assessment lesson to see what the students already know. Base future learning activities and targets on this assessment.</li> <li>- Set <b>SMART</b> targets (Specific, measurable, achievable, relevant and time bonded) and help students to understand how to achieve them (e.g. by talking about them, by practising them).</li> <li>- Maintain <b>effective records</b>. Classroom assistants could make notes on focussed learning objectives. Use <b>progress tracks / lesson plan evaluations /annotated work</b> to record main progress. Use these records to inform next step planning and to feed into summative assessment e.g. IEP assessments, B squared assessments and annual review reports.</li> </ul> </li> </ul>	<p>engage with and learn from the thinking of other children.</p> <ul style="list-style-type: none"> <li>• Students should have opportunity to evaluate their own learning (through self assessment boxes on worksheets, pictorial targets, attending IEP and annual review meetings and through effective plenaries).</li> <li>• Students should have access to and be encouraged to use effective augmentative communication tools where appropriate, including makaton signing, symbols or grid player technology apps on the plasma screen or iPads.</li> </ul>	<p>board that they take ownership of and which reflects their own interests.</p> <ul style="list-style-type: none"> <li>• The daily learning environment will be set up to show the students what they are going to learn e.g. equipment to connect learning / learning objectives.</li> <li>• Classes should have defined areas for teaching and leisure. There should be a variety of appropriate and individually motivating resources to help students develop leisure skills.</li> <li>• Students should have access to individual or class choosing boards, so that they can access activities that may not be immediately visible.</li> <li>• The environment will clearly show the class or school rules and school values. (The Alp's clock may be used for students that have difficulties understanding different noise levels for different situation).</li> </ul>
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## APPROACH B – FOR STUDENTS ON THE AUTISTIC SPECTRUM

THE TEACHING	THE LEARNING EXPERIENCE	THE ENVIRONMENT
<ul style="list-style-type: none"> <li>• Teachers should develop an <b>individual knowledge</b> of each student to include               <ul style="list-style-type: none"> <li>- A <b>knowledge of autism</b> and how the student is affected by this.</li> <li>- An understanding of the <b>student’s strengths, weaknesses and preferred learning style.</b></li> <li>- A knowledge of the student’s main <b>motivators</b> in order to devise learning activities which are meaningful and exciting and / or to provide reinforcement for cooperation and task completion.</li> </ul> </li> <li>• A good knowledge of the “<b>Clifton Hill Priorities</b>” for students with ASD is essential to ensure that skills that will be useful to the student’s long term future are considered in planning every day.</li> <li>• Teachers should develop a knowledge of a range of approaches and interventions from which to select the most appropriate for individual students. These should include               <ul style="list-style-type: none"> <li>- <b>TEACCH</b></li> <li>- <b>PECS (picture exchange communication)</b></li> <li>- <b>Makaton signing</b></li> <li>- <b>Symbols for information and communication</b></li> <li>- <b>Grid Player</b></li> <li>- <b>Social stories / Comic strip conversations</b></li> <li>- <b>Derbyshire language / Social use of language programme.</b></li> <li>- <b>Computer and iPad technology</b></li> <li>- <b>Attention Autism</b></li> </ul> </li> <li>• Staff should differentiate their own language to take account of individual levels of language development. <b>Minimum use of language, facial expression, body language is best.</b> Staff should also limit abstract language as many students on the autistic spectrum take what is said literally.</li> <li>• When planning new learning staff</li> </ul>	<ul style="list-style-type: none"> <li>• We aim for students to be calm and relaxed so that they can begin to engage in the process of learning. They will work within the clear structures and routines of TEACCH.</li> <li>• Students will work on skills that are pre requisite for all other learning (learning to learn skills). Key areas will include attention control, listening, responding, communicating and thinking).</li> <li>• Students will learn skills and acquire knowledge that will help them in their everyday lives.</li> <li>• They will all have opportunities for internal work experience, where visual prompt sheets or schedules will encourage them to complete useful task</li> </ul>	<ul style="list-style-type: none"> <li>• The physical organisation of the class should be based on TEACCH principles i.e. group area, leisure area, work stations and individual teaching table.</li> <li>• The group area, work stations and 1-1 table should be clearly defined areas in the room, so that they are easily understood by each student.</li> <li>• Independent work stations should be distraction free environments. Students should be encouraged to use personalised work menus to help them find or collect their work tasks e.g. tick sheets/ matching pictures or symbols to work baskets. They should learn to work from left to right on their table, with a clearly defined finish area for completed tasks.</li> <li>• Whilst the leisure area should be used for students to have some “time out” from the demands of the day with opportunities to participate in special interests, it should also be used as a training area to improve leisure skills. Students should have carefully monitored choice</li> </ul>

<p>should consider the use of <b>visual clues</b> and the range of <b>motivators / reinforcers</b> that will make the learning successful.</p> <ul style="list-style-type: none"> <li>• When planning any lesson / activity staff should build in <b>key skills</b> (learning to learn skills as well as IEP or curriculum objectives).</li> <li>• When planning work staff should make sure the length of the task is appropriate to individual levels of <b>concentration</b>. Staff should also be clear about the things that <b>distract</b> individual students so that these can be avoided or kept to the minimum. Ensuring that longer tasks are chunked into smaller sections will aid concentration.</li> <li>• The <b>1-1 teaching table</b> is an important aspect of the TEACCH classroom. The focus here should be on teaching new skills. Staff should make sure students have ample opportunity to practise new skills before setting up opportunities for them to show these in an independent setting.</li> <li>• Teachers should ensure that planned activities include a <b>combination of large group, small group and 1-1 teaching</b> each day.</li> <li>• Teachers should ensure that the <b>routine</b> of explaining the activities of the day is firmly established. This should be presented both verbally and visually, with any changes to the day also made clear.</li> <li>• Ensure that plenaries make students aware that learning has taken place. Reward boards showing house points could feed into the whole school reward policy. It will be more important however to ensure students are <b>rewarded with individual motivators that are meaningful</b> to them.</li> <li>• Progress in student skills should be recorded daily / weekly using school systems e.g. progress tracks, annotated work, lesson evaluations. These will feed into next step learning and longer term IEP assessments, B squared assessments and annual review reports. Assessment will focus on <b>assessment for learning</b> using observation, questioning</li> </ul>	<p>independently e.g. collecting laundry, using washing machine, tumble dryer and photocopier.</p> <ul style="list-style-type: none"> <li>• Students will become aware of themselves as active learners so that they may generate their own strategies and structures to cope with everyday problems rather than being dependent upon the adults around them.</li> <li>• Visual prompts and schedules should be personalised and make sense to the student so that they can access their environment independently. Prompts could include objects of reference, pictures, symbols, photographs or words dependent upon interest and ability.</li> <li>• Students should have access to and be encouraged to use effective augmentative communication tools where appropriate, including</li> </ul>	<p>making systems that are updated regularly to include their latest special interests.</p> <ul style="list-style-type: none"> <li>• As many ASD students are motivated by computer technology it may be necessary to set up a fair system of sharing resources, where students are aware of the start and end of their turn.</li> <li>• Resources should be differentiated to meet the needs of individual students. This should include schedules which could include objects of reference, symbols, photos or words placed on Velcro strips. A personal organiser may also be appropriate.</li> <li>• Independent work tasks should be motivating to students, reflecting where possible their interests and ability levels.</li> <li>• A variety of different work tasks should be made including 3 d tasks which involve a greater degree of manipulation. Tasks should reflect the broad areas of the different curriculum areas, as well as opportunities to learn and work independently in the classroom, school and community.</li> <li>• The environment should reflect the ergonomic nature of TEACCH with any</li> </ul>
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<p>and show and tell activities to prove student knowledge or understanding. These should all be used to facilitate new learning.</p>	<p>makaton signing, symbols or grid player technology apps on the plasma screen or iPads.</p>	<p>visual displays, formulated to help the communication and independence process. Displays that are distracting to the autistic mind should be discouraged.</p>
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<b>APPROACH C – FOR STUDENTS WITH PMLD AND COMPLEX NEEDS</b>		
<b>THE TEACHING</b>	<b>THE LEARNING EXPERIENCE</b>	<b>THE ENVIRONMENT</b>
<ul style="list-style-type: none"> <li>• Teaching programmes should be devised by an <b>integrated team</b> of teaching staff and therapists in order to stimulate and motivate the students to use all their abilities in all areas of development and encourage them to function at the optimum level.</li> <li>• This should include: <ul style="list-style-type: none"> <li>- <b>Teachers and teaching assistants</b></li> <li>- <b>Occupational therapy</b> support (to provide specialist seating and postural management programmes)</li> <li>- <b>Physiotherapy support</b> (to provide individual programmes that are followed on a daily basis)</li> <li>- <b>Speech therapy support</b> (to work alongside teachers in a setting that is familiar to the students)</li> </ul> </li> <li>• Teaching sessions should be <b>multi- sensory</b> in approach with activities to stimulate different senses and these should focus on developing cognitive and communication skills.</li> <li>• Activities should also give students opportunity to develop key skills, such as the use of ICT, personal skills and play.</li> <li>• <b>Repetition</b> is the key to learning and allows the students to</li> </ul>	<ul style="list-style-type: none"> <li>• Wherever possible students should have the opportunity to fully participate in and complete learning experiences. Personal care routines and physiotherapy programmes will be planned for outside of the main teaching sessions. Students will have a high quality personal care and physiotherapy experience where their dignity is maintained and where they are encouraged to actively participate in routines.</li> <li>• Students will be given the time to interact, respond and make choices throughout the activities and routines of the day.</li> <li>• Students will have the opportunity to develop communication and cognitive skills at their level of development through planned activities. This will include skills such as <ul style="list-style-type: none"> <li>- responding to sensory stimuli</li> <li>- exploring objects and the environment</li> <li>- anticipating</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Each classroom should have a special area allocated for students to be able to participate in attention autism “bucket time” activities or sensory / interactive stories. The environment should be changed according to the cross curricular theme and could include the following features: <ul style="list-style-type: none"> <li>- background and large equipment to create the setting for the story</li> <li>- a variety of interesting objects for combined and individual exploration including items to appeal to all senses</li> <li>- computer / ICT equipment to create an atmosphere for the story and to provide activities which the students can interact</li> </ul> </li> </ul>

<p>become familiar with the routines and sequences. This enables them to anticipate what will happen and may enable them to pre – empt or initiate the sequence allowing them to participate in their own learning.</p> <ul style="list-style-type: none"> <li>• Specialist communication approaches to encourage responses, initiation and turn taking interactions are vital. Teachers should have a thorough knowledge of how to use the following in their teaching <ul style="list-style-type: none"> <li>- <b>Intensive interaction</b></li> <li>- <b>Interactive music</b></li> <li>- <b>Use of switches</b></li> <li>- <b>Visual, tactile, auditory objects of reference and touch cues.</b></li> <li>- <b>Attention autism</b></li> </ul> </li> <li>• Teachers and teaching assistants should develop a thorough knowledge of student’s likes and dislikes in varying environments, in order to use these as reinforcers to encourage participation, but also to help them act as advocates for the students within the class, school and wider community. The use of the <b>learning mentor</b> role will be vital for successful advocacy.</li> <li>• Each student should be assessed in the area of communication skills and cognitive development using the “<b>routes for learning</b>” assessment or “<b>routes for literacy and numeracy</b>” dependant on ability. The teaching strategies used in the guidance booklet should be incorporated into the structured teaching sessions.</li> <li>• Assessment of learning should take place daily through <b>progress tracks, lesson evaluation or IEP/ key skill evaluation</b> sheets. This can be used to inform next step learning as well as feed back into summative assessments such as routes for learning grids, B squared assessments and annual</li> </ul>	<p>stimuli</p> <ul style="list-style-type: none"> <li>- acting on the environment to get a response (cause and effect)</li> <li>- communicating positive and negative responses and choices</li> <li>- initiating, responding and sharing attention in social interaction</li> <li>- developing persistence to problem solve in everyday activities</li> </ul> <ul style="list-style-type: none"> <li>• All pmlD students should have access to a weekly hydrotherapy session with the aim of stimulating and encouraging communication as well as maximising physical movement.</li> <li>• All students should have access to either rebound therapy (in school) or trampolining sessions (at Saturn V) in order to aid alertness and help them engage in learning activities more effectively.</li> <li>• All students should have access to the sensory room or a light stimulation/ sensory area in the classroom to <ul style="list-style-type: none"> <li>- a) encourage visual abilities, such as tracking</li> <li>- b) encourage use of cause and effect switch use</li> <li>- c) encourage use of tactile, kinaesthetic,</li> </ul> </li> </ul>	<p>with</p> <ul style="list-style-type: none"> <li>- cause and effect activities</li> <li>- smaller environments within larger environments e.g. more enclosed space with fluorescent lighting or lighting effects for tracking</li> <li>- items placed at different levels to increase visual tracking and interactive/ exploratory skills</li> </ul> <ul style="list-style-type: none"> <li>• Other teaching activities and daily rituals should occur in the other areas of the room. The room should be resourced with equipment appropriate to the student’s ability with tidy storage facilities.</li> <li>• There should be opportunity, particularly for mobile complex needs students to explore and make independent choices of leisure activity. The room should specifically be set up with a variety of different equipment on a daily basis to enable this to happen e.g. sensory toys, construction, creative materials, musical/ auditory cause and effect etc.</li> <li>• Equipment should be</li> </ul>
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<p>review reports. The emphasis for the teacher should always be to use any assessment as a tool for developing motivating teaching activities that will help students maintain and improve their skills.</p> <ul style="list-style-type: none"> <li>• Plenaries should focus on individual and lesson targets but should also include opportunities for <b>retrospective target setting</b>. Staff should always look for emerging skills with this group of students in order to capitalise on their motivations and changing abilities.</li> </ul>	<p>auditory, visual and olfactory senses</p> <ul style="list-style-type: none"> <li>- d) use communication to make choices and develop social interaction skills</li> <li>- e) enjoy a therapeutic experience</li> </ul> <ul style="list-style-type: none"> <li>• Mobile complex students should have opportunity to explore equipment and materials and to make their own discoveries by leading the activities.</li> </ul>	<p>well maintained and cleaned regularly with sanitizer.</p> <p>Some wall displays should display equipment useful to aid both comprehensive and verbal / vocal expression. This could include an object of reference board, so objects are always ready to hand when needed to inform students of any transition. The objects could also be used to encourage students to ask for needs/ wants independently</p>
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### **Roles and responsibilities**

The governors and leadership team will

- Ensure that the school budget is planned to provide adequate resources for excellent teaching and learning to take place.
- Monitor and support the teaching, learning, environment and curriculum for the three main approaches and elements of the teaching and learning design.
- Support and monitor staff induction and continuing professional development to ensure all staff have the skills necessary to promote excellent teaching and learning practises.
- Ensure the school improvement plan seeks to maintain excellent practise and to improve any weaker areas.

The teachers will

- Have a thorough knowledge of the school vision and teaching and learning policies outlined in the “Clifton Hill Way”.
- Seek to use their skills and knowledge to promote an excellent teaching and learning experience for all students.
- Engage with training opportunities to improve their teaching skills and thus improve the learning opportunities for the students.
- Ensure that the students they teach and the learning area they have responsibility for is creatively managed to maintain optimum learning conditions as outlined in the “Clifton Hill Way”.

### **Monitoring and evaluation**

We will know this policy is effective when students

- Enjoy their learning.
- Are interested and motivated.
- Work productively and on task.
- Show greater independence.
- Make progress against IEP / Learning Journey targets and statement objectives.
- Make progress against language and communication targets.
- Make progress against NC targets / Entry level and P level / M level descriptors.

This will be monitored and evaluated through

- Staff performance management and lesson observations.
- Implementation of assessment, recording and reporting policies, including curriculum audits.
- IEP / Learning journey and annual review meetings as well as written reports.
- Senior management meetings and reviews of all relevant data.

### **Review**

March 2017

### **Links to other policies**

Curriculum policy

Assessment, recording and reporting policy

Performance management policy

Continuing professional development policy

Special educational needs policy

Equality Policy