



Phoenix School Sylhet

Policy for Teaching and Learning

Agreed:

Written May 2019

APPROVED

Signature: _____

Name: _____

Capacity: _____

Date: _____

Phoenix School Teaching & Learning Policy

Aims and objectives

At Phoenix we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Phoenix aims

- To equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices and lead a fulfilling adult life
- To provide a caring, supportive and stimulating environment with high quality teaching and realistically high expectations of pupils throughout the day and across the curriculum
- To effectively manage pupil behaviour by paying maximum attention to improving and extending pupils' communication skills

The Curriculum

Communication is the core of the curriculum Staff provide daily opportunities for pupils to learn to cope with change, make choices and problem solve. Creativity through the Expressive Arts is encouraged and developed through weekly drama, music and art lessons Outdoor learning is encouraged for all pupils.

Classes put an emphasis on play to help engage pupils in their learning.

In order to maintain optimum arousal levels for effective teaching and learning to take place, pupils are provided with opportunities for physical activity throughout the day.

Teaching at Phoenix

Teachers provide pupils with daily opportunities to experience:

- 1:1 activities
- paired activities
- small groups
- whole group

In this way pupils become:

- tolerant of others working with or alongside them,
- able to generalise who they can work with,
- more aware of others in the class.
- able to make choices

All pupils have a personal educational programme (PEP) that targets key priorities for them as individuals.

In order to help our pupils to learn and make progress, we underpin the delivery of the curriculum with the following supportive strategies that help learners with autism to understand and achieve:

1. SPELL (National Autistic Society)

Structure:

- Visual timetables
- Known routines

- Preparation for known changes
- Visual cues to support spoken language (PECS, signs and symbols, objects of reference)
- Simplified language

Positive ethos

- all staff respect pupils for who they are
- Staff are aware of pupils individual special interests and incorporate them into the curriculum as much as possible.
- small steps of achievement are celebrated
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Empathy and understanding of the disability

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- Staff are aware of the way that autism impacts on an individual's everyday life.
- Staff teams write pupil profiles, which show briefly but clearly what are the behaviour triggers, what makes them anxious, what calms them, etc.
- PEPs are autism specific

Low arousal environment

- Noise levels are kept to a minimum, the school has a quiet area for the pupils to go when over-stimulated or they need some time to calm down
- Adults are trained to keep a calm voice and use minimal language when giving instructions or at times of crisis

Links with families

- The school has good links with home through home-school books, telephone and meetings
- Initial Planning Meeting provides space for parents/carers to discuss their child
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- Meetings: with parents are regular
- Staff will support families
- Monthly parent support groups

2. Classes are organised in a structured way

- Clearly defined areas for work and play Visual timetables so that pupils have visual support to understand what is next, when it starts and when it finishes

3. All subjects are enhanced by effective use of **visual supports** such as objects, photographs, symbols or the written word.

4. All staff are trained in **PECS** (Picture Exchange Communication System) PECS is used simultaneously with language for pupils who are pre-verbal to encourage initiation of communication and increase spontaneity and vocabulary.

5. Attention Autism

Attention Autism is a highly motivating and creative approach to building attention and early communication It is core to our classroom practice

7. Intensive Interaction

Throughout the week, staff work to build relationships with the most difficult to reach children. Intensive interaction helps pupils who are often at a pre-language stage to feel accepted at their own level and to get a sense of what it is like to communicate with others.