



Community Special School

Alfreton Park Community Special School

Teaching Strategies Resource



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Introduction

Sub-Heading

At Alfreton Park, our knowledge of the needs of our pupils is used to present learning opportunities in a way that is accessible and engaging. We use a wide range of specialist strategies to deliver personalised provision, tailoring our approach to suit the strengths and interests of our pupils. We place particular importance on the development and exercise of independence as not just a *goal*, but a *method*, and feel that our pupils learn best when they are empowered to think, say and do things for themselves where possible.

We have developed this resource for teachers and families. It outlines some of the main teaching methodologies that might be effective for working with our pupils, organised according to the four areas of learning within our curriculum:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Physical and/or Sensory Development

We encourage teachers to consult this document as a first reference point when they consider how best to meet the needs of their pupils. Many of the approaches it describes are widely established as good practice within special education, and we therefore employ them as general strategies for working with whole class groups, or as specific techniques for supporting individual pupils at our school. The development of this resource is an ongoing project, and we hope that the ideas within it will inspire effective teaching and outstanding progress for our pupils.



Communication and Interaction

Overview

In relation to the EHC Plan, Communication and Interaction is an area of need that focuses on Speech, Language and Communication Needs (SLCN), and, Autism Spectrum Disorder (ASD).

Our ability to communicate clearly is often taken for granted, but for children and young people with speech, language and communication needs, finding ways that can help them express themselves and participate in life is key. Communication impacts on all areas of life and is fundamental to an individual's development; one needs to be able to understand and be understood. Communication is the foundation of relationships and is essential for learning, play and social interaction.

< Taken from <https://www.pearsonclinical.co.uk/education-health-and-care-plan-ehc.aspx?tab=3> & https://www.thecommunicationtrust.org.uk/media/2147/all_together_now_-_section_2.pdf >

Key People

Area of Learning Leader:	Josie O'Donnell
Speech and Language Therapist:	Sarah Throup
Communication Manager:	Tracy Cross
Team Members:	TBC

Strategy	Description	Resources/People
Signing		
Makaton	Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order. Symbols provide permanence to the message being conveyed for those pupils needing that support.	https://www.makaton.org/ Josie
TaSSeLs (On body signing/Touch Cues)	TaSSeLs is a system of touch-speech cues to promote effective communication with people with profound and complex learning disabilities, some of whom may have a visual impairment. It is a tactile cue system which is embedded as part of the communication in clear daily routines. It aids to the understanding of functional words and routines and provides support for individuals to express their needs.	https://sensorysupportservice.org.uk/wp-content/uploads/2014/10/Body-Signing-Special-School-Inset-Compatibility-Mode.pdf Marie
Low-Tech AAC (Augmentative and Alternative Communication)		
PECS	The Picture Exchange Communication System or PECS approach is a modified applied behaviour analysis program designed for early nonverbal symbolic communication training. It uses prompting and reinforcement strategies, intending to lead to independent communication.	https://pecs-unitedkingdom.com/pecs/ Tracy/Sarah T
PODD	PODD is a way of organising word and symbol vocabulary in a communication book or speech generating device. The aim of a PODD is to provide vocabulary for continuous communication all the time, for a range of messages, across a range of topics in multiple environments. PODDs can have different formats, depending on the individual physical, sensory and communication needs of the person who will use it.	https://www.novita.org.au/equipment/podd-communication-books/ Sarah T/Tracy
Switches	A Switch is designed to help people to communicate. It is designed to convert a user's action (such as pressing) into making something happen.	http://www.inclusive.co.uk/articles/developing-switch-skills-a246 Marie, Sarah Throup
Mid-Tech AAC (Augmentative and Alternative Communication)		
Prox Talker	The Prox Talker is a mid-tech device which uses RFID (Radio-frequency identification technology) This allows words/noises to be stored on tags and then to be retrieved by pressing the tag on to one of the buttons on the machine. It is possible to place up to five tags onto the machine to make a sentence. The Logan Prox Talker can bridge the language gap for children with autism and communication difficulties. This is the next step for any picture exchange system user.	https://www.logan-technologies.co.uk/ Tracy/Sarah T

High-Tech AAC (Augmentative and Alternative Communication)		
Eye Gaze	Eye gaze is an eye-operated communication and control system that empowers people with disabilities to communicate and interact with the world. By looking at control keys or cells displayed on a screen, a user can generate speech either by typing a message or selecting pre-programmed phrases.	http://www.inclusive.co.uk/hardware/eye-gaze-technology
Grid 3	Grid 3 is an AAC software that is used on high-tech communication aids; It has a variety of packages that can grow with the user. These include symbol and text communication, interactive learning, accessible apps, computer control, environment control and education. Each area is designed to provide a range of resources that can be edited to suit the needs of each individual. Grid 3 can be used with every type of alternative access, from eye gaze and switch technology to touch and pointing devices. Grid 3' environment control enables users to control their home. It has the ability to turn on lights, open front doors or operate a TV - all by simply selecting cells on the grid.	http://www.inclusive.co.uk/grid-3-from-smartbox Tracy/Sarah T
Pro Loquo2go	Proloquo 2 go is a Symbol-supported communication app that is used to promote language development and grow communication skills.	Tracy/Sarah T/Josie
Accessible Environments, Routines, Anticipation		
Communicate in Print	Communicate in Print is a software tool using symbols for making printable, accessible materials for a variety of environments including schools, homes, workplaces or the community.	Josie/Sarah T/Tracy
Objects of Reference	An object of reference is any object which is used systematically to represent an item, activity, place, or person. Understanding real objects is the first stage of symbolic development. Objects of reference are used with individuals who find it difficult to understand spoken words, signs, symbols or photographs.	https://www.communicationmatters.org.uk/page/using-objects-of-reference Marie
Social Stories	Social stories are used to prepare individuals for social interaction and to prepare individuals with autism for public events. In order to be written effectively, sentences meet a given criteria and are placed one sentence per page with pictures to match, in order to allow individuals to process the information given.	http://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx
Visual Contract	A visual reward system. Pupils are aware of what they are working towards and how to work towards this, for example: Working towards the	Benjy

	prize box – 5 spaces on the chart, five stickers to collect and a photo of the prize box displayed.	
Visual Timetable	<p>Visual timetables can be used in a variety of ways depending on the needs and level of understanding of the individual. Visual timetables can help support people with a wide range of abilities and levels of understanding.</p> <p>A 'now, next' or 'first, then' board is one of the simplest forms of visual timetables and may be appropriate for a young child, or for someone who would have difficulty in understanding a longer or more complex timetable. They are a good introduction to visual timetables.</p> <p>As a child gets older or understanding increases then a longer or more complex timetable may be more appropriate for their needs. This could be a daily or weekly timetable.</p>	<p>https://rainbowautismsupport.co.uk/pages/visual-timetables</p> <p>Josie/Sarah T/Tracy</p>
Independence and Attention		
Attention Autism	<p>Attention Autism is an intervention programme that progresses through a series of stages, building on each skill level. A new stage is introduced when the group is ready to expand on their attention skills. Attention Autism principles can then be generalised to curriculum activities (e.g. literacy and numeracy) to facilitate learning and skill development.</p>	<p>http://best-practice.middletownautism.com/approaches-of-intervention/attention-autism/</p> <p>Annabelle, Sarah Throup</p>
TEACCH	<p>The TEACCH approach encompasses an array of teaching or treatment principles and strategies based on the learning characteristics of individuals with ASD, including strengths in visual information processing, and difficulties with social communication, attention, and executive function. Structured TEACCHing includes external organisational supports to address challenges with attention and executive function, visual and/or written information to supplement verbal communication and structured support for social communication. It is not a curriculum, but instead a framework to support the achievement of educational and therapeutic goals. The framework includes physical organization, individualized schedule, work/activity systems and visual structure of materials in the tasks and activities. The goal of Structured TEACCHing is to promote meaningful engagement in activities, flexibility, independence, and self-efficacy.</p>	<p>https://www.autismspeaks.org/what-autism/treatment/teacch</p> <p>Sarah Throup</p>
Social Skills Development		
Intensive Interaction	<p>Intensive interaction is a communication approach aimed at developing interaction and communication abilities between children and adults with communication needs and the people</p>	<p>https://www.intensiveinteraction.org/</p> <p>Sarah T</p>

	in their environment. This approach involves interacting with people with communication needs by imitating their behaviour, responding to them in a highly responsive way, and mirroring what they do as a basis to communication and interaction.	
Sherborne	Sherborne Developmental Movement is a method of working in which the movement is securely based in normal developmental movement experiences. It also provides opportunities to develop turn-taking skills, anticipation and vocalisation, hence lending itself well to communication development.	Marie, Heather
Language Comprehension		
Blank Levels	Blank Levels of Language test Abstract Language Comprehension (Elklan). They test an individual's understanding of (classroom) instructions and this is analysed at 4 levels of cognitive load (Blank Levels). These levels aim to enable teachers to set individual, specific, measurable, achievable, realistic and timely (SMART) targets, increase the awareness of the types of questions and directions the child might be expected to understand, indicate how the language used to interact with the child can be modified to ensure that the child understands the linguistic demands, encourage the development of the child's abstract reasoning skills within his level of ability, develop the child's confidence because the demands will be realistic, and measure change and progress.	https://www.elklan.co.uk/ Sarah T/Tracy

Cognition and Learning

Overview

Pupils at Alfreton Park School have a wide range of disabilities and learning difficulties. All of our pupils have conditions that in some way have affected their cognitive development, and by definition, learning new things is something they can find difficult. As such, the development of 'learning to learn skills' is essential for all of our pupils if they are to make progress. The Rochford Review (DfE 2016) states that:

'In line with The Complex Learning Difficulties and Disabilities (CLDD) research project, the review believes that early development in cognition and learning should centre on a range of skills that enable pupils to engage in learning situations and on their growing ability to seek out or direct learning opportunities autonomously.'

In line with the review, we recognise the importance of 'engagement' as a pre-requisite for all other learning. The strategies and resources listed in this section are approaches that might be effective as a way to establish the sort of focus and attention that is necessary for learning.

Key People

Acting Area of Learning Leader:	Benjy Aarons-Richardson
Team Members:	TBC

Strategy	Description	Resources/People
Alternative Seating	Alternative seating can benefit pupils who have an excessive need for movement or other body sensation. The goal of alternative seating is to give pupils the opportunity to generate more sensation. Examples of this include shifting weight; bouncing gently (E.G. physio ball or peanut roll; engaging postural muscles for balance (E.G. wobble cushion); snuggling into a support or cushion etc. Ensure that pupils can reach tables comfortably and that they can comfortably place both feet on the floor or other support (E.G foot stool)	Penny Chambers – Physiotherapist Amy Hollinsworth – Occupational Therapist
Attention Autism	Attention Autism is a program that increases pupils Attention skills which leads the pupils to focus on a wider range of activities and increases their understanding of social situations such as turn taking waiting and listening skills. It is a four stage program starting with the development of pupil’s engagement techniques leading onto shifting attention between activities and completing activities independently. It is a fun program that engages a wide variety of learner’s not just Autistic learners. Data can be collected from the sessions, which will show pupil development.	http://ginadavies.co.uk/
Calm, well ordered classrooms	Learning is enhanced by the space where it happens. Pupils will generally find it easier to concentrate in classrooms that are calm and well ordered. Displays should be bright and motivating whilst not providing too great a distraction	
Cause and Effect	Switches – Marie writing something	
Classroom ownership	Classrooms that include pupil-created work that is well displayed provide pupils with a sense of ownership, which aids formation of identity and sense of self-worth. Classrooms that feature evidence of pupil engagement are found to promote greater participation and involvement in learning.	
Computing Skills	<i>To be completed...</i>	
Differentiation	<i>To be completed...</i>	
Forest Schools	Forest Schools provides direct experiences in a woodland environment where students can ‘learn by doing’. It is rich with opportunities; has the ability to awaken enthusiasm for the environment; motivate exploration; and develop natural curiosity.	In school please see Marie Redfern and Wendy Toft. Also literature by Sarah Blackwell The Woodland Trust

	Forest School experiences engage, encourage and nurture creativity. They inspire ideas and imagination and allow freedom of expressions. One of the main aims at Forest Schools is to enable students to develop their personal and social skills in an environment which encourages positive social interactions and self-expression by providing a real context for language.	http://www.woodlandtrust.org.uk/?gclid=EAlaIqobChMIwZyHnvKH2wIVIIbVCh0uJAb7EAAYASAAEgLzQvD_BwE&gclid=aw.ds
Hands-on Practical Learning	Learning is best accessed through practical activities that include hands-on practice of skills with lots of opportunities for repetition. Lots of opportunities to learn through play. Where teacher talk is necessary reduce the amount used to short phrases and key words	
ICT to Support Learning	Using a laptop to support writing. Using Interactive Whiteboard with	
Individual Attention	Opportunities for all pupils to have individual attention, reassurance and help with learning tasks as appropriate to their needs	
Making Choices	Provide opportunities throughout lessons for pupils to make choices	
Mind Maps	A Mind Map is a visual thinking tool that can be applied to all cognitive functions, especially memory, learning, creativity and analysis. Mind Mapping is a process that involves a distinct combination of imagery, colour and visual-spatial arrangement. The technique maps out your thoughts using keywords that trigger associations in the brain to spark further ideas	https://www.mindmeister.com/blog/mind-mapping-for-children-with-asd/ See examples in Twinkl
Natural Light	Natural light is important for concentration and learning. Where possible avoid having windows covered with blinds or displays	
Numicon	<i>To be completed...</i>	
Nurture	There is much research evidence that children's learning is most effective when they have a sense of emotional well-being, good self-esteem and a feeling of belonging to their school community. Nurture activities provide pupils with opportunities to develop their maturity and resilience. The philosophy of Nurture is drawn from the principles established by the work of Marjorie Boxall and others.	www.nurturegroups.org
Partner Talk	<i>To be completed...</i>	
Phonics	<i>To be completed...</i>	
Physical Activity / Movement Breaks	Provide opportunities throughout lessons for pupils to move around to aid concentration and attention	

Positive Praise	Positive encouragement, feedback and praise in a way which is meaningful to the individual pupil, sustains interest and effort in the learning process	
Plenary Activities	Importance of reviewing learning at the end of an activity. This could involve looking at pictures and videos, articulating something you have learnt etc.	
Readiness to Learn	The cognitive prerequisite for reading and number depend on language development, perceptual development and spatial development	
Sensory Diet	Many of our pupils have difficulty in ordering and processing information through their senses. A sensory diet (devised by an Occupational Therapist) provides activities that support pupils to achieve optimum arousal levels for learning.	A sensory diet is a carefully designed personalised activity plan that provides the sensory input a pupil needs to stay focussed and organised throughout the day. Sensory Diets can be designed by an Occupational Therapist https://www.understood.org/~media/f83d5ebe5b6447b7b226af0a560d83a4.pdf
Sensory Stories	Sensory stimulation is a vital part of our cognitive development. The more of our senses we use when we learn, the more of our brain gets involved in our learning, giving us better odds of understanding and remembering. In sensory stories, meaning is conveyed through language and sensory stimuli so if you are someone who struggles with spoken communication the stimuli will offer extra support to your understanding. Sensory stories give individuals with PMLD, who do not necessarily communicate with language, the opportunity to share in the journey of a story by appealing to senses beyond language alone. Sensory stories offer the opportunity to practise interacting with stimuli in the safety of a story. Research has shown that stories hold a special power over us; within a story we are braver and can face topics that in real life we find overwhelming. A child who needs practice at interacting with sensory stimuli may feel more able to do so within the context of a story, and by repeating the story you build security. You can grade stimuli and increase the challenge when you revisit the tale. For example, if a child finds a sticky-touch experience challenging, you can begin with touching water, then gradually make the substance stickier each time you tell the story.	www.specialneedsjungle.com See ideas and resources on Twinkl See ideas on Pinterest
Signposted Transitions	<i>To be completed...</i>	

Simplified Language	<i>To be completed...</i>	
Structured Learning Environments	A structured learning environment facilitates the development of organisational and memory skills. It enables pupils to focus on the task. Routine key anchor points throughout the day, song at every time of the day	
TEACCH approaches to learning	TEACCH systems support physical structure, visual schedules, work systems and task organisation to support learners with autism, though the systems can also support pupils with SEN develop independence skills	
Teaching Thinking and Problem Solving Skills	In preparing SLD learners for life beyond school and greater opportunities for independence it is vital that they are able to function in a range of situations and contexts. In order to be able to do this they will need to be able to apply knowledge, skills and understanding to circumstances that may be unusual, unexpected and unpredictable. Problem solving basically involves four key mental processes: perception; thinking; action; evaluation. Perception involves: recognising and identifying problems; recognising opportunities. Thinking involves: breaking down a problem into elements; thinking through the relevant features of the problem; planning ways to solve the problem. Action involves: remembering how to solve a problem and bringing this memory to the fore. Evaluation involves: evaluating how a plan worked; recognising when existing plans and strategies need changing.	Equals Semi Formal (SLD) Curriculum: My Thinking and Problem solving Penny Lacey Peter Imray
Topic-based Approach	<i>To be completed...</i>	
Visual Schedules	Visual schedules are a type of visual prompt used to help pupils predict or understand upcoming events. They use pictures to show which activities will occur and in what sequence. They can be simplified into Now and Next, or Now, Next and Then . A visual schedule can be created using photographs, pictures, written words, physical objects, or any combination of the above. They increase independence, improve focus on tasks, improve communication and social skills and reduce behaviours that challenge.	
Visual supports for learning	Use symbols (Communicate in Print) Images not only improve memory and recall but also help the child to comprehend information and express their thoughts .	
Well-defined learning zones	Simple space configurations can support individual and group work without cluttering the classroom	

Social, Emotional and Mental Health

Overview

Social, Emotional and Mental Health is an important section of the ECHP and our curriculum as it gives each individual the opportunity to develop a range of skills including; managing their feelings and emotions, developing behaviour strategies, working on social interaction skills along with providing opportunities for independence and ensuring health and well-being of our pupils is paramount.

Within this area we have a team of specialists who assist with behavioural support, nurturing activities, visiting professionals as well as providing differentiated learning opportunities for all of our pupils.

Through our curriculum we support SEMH through providing interventions, delivery of PSHCE lessons, providing choices to our pupils be it during mealtimes or through activities in addition to including reflection time and much more.

Key People

Area of Learning Leader:

Katie Turner / Emma Durham

Team Members:

TBC

Strategy	Description	Resources/People
Break (effective time out)	Effective breaks (movement breaks) can be used to either energise or calm down pupils in order to learn and refocus their attention on the task at hand.	
Buddy system	Buddy systems can be supported through school to promote inclusion, developing social and emotional skills as well as promoting independence. Buddy systems may include pupils reading to others, pupils supporting each other within the playground with benefits for all pupils involved.	
Emotion displays	Emotion displays can be used to promote and support the mental health and wellbeing of our pupils, as they grow and are exposed to different situations their emotional lives also become more complex. Developing skills for managing a range of emotions is therefore very important for their emotional wellbeing.	
Lego Therapy	Lego therapy is a social development programme which helps young people work together to build Lego models and through this have the opportunity to develop social skills such as turn taking, collaboration and social communication.	https://www.welovebricks.com/ https://www.bricks-for-autism.co.uk Katie Turner
Making choices, decision making, self-advocacy	Making choices or decisions can give our pupils the ability to speak-up for themselves and the things that are important to them. Knowing their rights can lead to effective decision making about the future.	
Mindfulness	Mindfulness can be used to release tension, regain focus on an activity, as a calming strategy or beginning to learn to self-manage and self-regulate. Mindfulness has many benefits which help to support our pupil's mental health and wellbeing.	
Nurture	Nurture groups offer an intervention to develop social, emotional, behavioural and communication skills through structured, unstructured and planned activities. Pupils are assessed via the Boxall profile and will spend a minimum of 6 weeks attending the sessions on a weekly basis.	https://www.nurtureuk.org Katie Turner Kaylie Fallon
Partner work	Partner work can support pupil learning, team building, development of independence or collaboration of work. This may include turn taking, tolerance of others, shared activities and supporting intensive interaction techniques.	
Play Therapy	Play therapy is used to develop expression of feelings, communication, social development and supports self-expression.	http://www.bapt.info/play-therapy/
Positive reinforcement	Positive reinforcement is the process of encouraging or establishing a pattern of behaviours	

	by offering rewards and positive praise. For example; after sitting during circle time for 1 minute, positively reinforce with a reward and the desired behaviour is more likely to occur again in the future.	
Reward charts (positive behaviour)	Rewards can be used to encourage positive behaviour and to promote praise throughout the school day. Rewards can be individualised to support the need of the pupil or as a generic class routine. It is important that on completion of a reward chart there is a reward readily available.	
Role play	Role play is an important part of child development, it builds confidence, creativity communication, physical development and problem solving. It allows true expression, exploration and development of imaginations.	
Rules	Rules lead to following the law, therefore adults are vital in role modelling the correct behaviour within the school and community environment. Rules are important to accepting boundaries, creating a clear structure and promoting positive behaviour.	
School or class council	Pupils are encouraged to voice their opinions and have their views listened to. Pupils are given the opportunity to make choices through a voting system to make improvements to our/their school.	
Social stories	Social stories can be used to develop greater understanding around a subject, e.g. for going to the dentist or to support a bereavement. They must be easily understood, reassuring, share accurate information and can be adaptable for each individual.	http://www.autismtoolbox.co.uk/resources/interventions-and-approaches/social-stories/ http://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx
Talk time/circle time	Talk or circle time can help develop group and individuals. Activities may include; singing, games, story time and much more. Benefits include improved speaking and listening, self-esteem and social skills.	https://www.circle-time.co.uk/resources/circle-time-activities/

Physical and/or Sensory Development

Overview

In relation to the EHC Plan, Physical and sensory is an area that focuses upon two areas Physical including gross /fine motor skills and Physical Education and self -help skills. Sensory focuses upon hearing or visual impairment, sensory processing difficulties, sensory integration and Move.

Our physical difficulties may not always be visible or easy to identify a team of professionals work alongside teachers and teaching assistants in school to ensure each and every child receives the correct physical and sensory intervention they require.

When observing pupil's that fidget or like to fiddle it is important to discuss as a team what that pupil is seeking and this is carried out through sensory diets and sensory integration. Focusing on all seven senses. As part of the pupil's day sensory integration can be incorporated and added to their EHCP.

Physical and sensory is an important element of the EHCP as it gives pupil's the opportunities to become independent, carry out functional activities and ensure their health and wellbeing is being maintained and developed.

Key People

Area of Learning Leader:	Marie Redfern
Physiotherapists:	Penny Chambers and Cathy Smith
Physical lead assistant:	Heather Burton
Manual Handling:	Heather Burton, Joe Harrison, Claire Griffins
Team Members:	TBC

Strategy	Description	Resources/People
Dance massage	Dance massage incorporates touch, music and massage. It builds relationships between adults and pupils and increases pupils tolerance to touch when they show signs of touch sensitivity. It can be carried out using a range of music and music that is enjoyed by the pupils.	http://www.naomirosenberg.co.uk/dancemassage.html Katy Morley
Haliwick	Haliwick is an aqua based Therapy program that develops core and stability when in the water. It is a ten- point- program and can be used for pupils who are not ready for swimming. The program builds water confidence, disengagement from adults, buoyancy, flow and gravity. Games and activities can be used throughout the session and a copy of the ten –point-program is located on pool side.	https://halliwick.org.uk/ Katie Turner
Hearing Impairment	Hearing impairment is loss of hearing in one or both ears. Most children with hearing loss will wear a form of hearing aid to support their hearing. The HI team is in school each term to work with and assess the pupils on their case load. Again as with VI pupils need to be referred to hospital or through their paediatrician beforehand. The HI team will report back to class staff and home on exercises and tasks to do with pupils to increase their hearing. The HI also work closely with SALT to develop communication aids where needed.	https://www.nhs.uk/conditions/hearing-loss/ Jayne Charters
Manual Handling	When working with pupils with physical disabilities and difficulties it is extremely important to understand and acknowledge safe working practices. Moving and Handling covers how to move children safely around the school and from different pieces of equipment. To lifting, pushing wheelchairs and looking after your own body. At APCSS we follow the Derbyshire DIAG which is a legal document which must be adhered to. Each pupil who requires specialist equipment will obtain an individualised moving and handling plan, which is located in their classroom and in a central folder with Claire G.	https://www.derbyshire.gov.uk/education/schools/special-educational-needs/support/physical-impairment/moving-handling/moving-and-handling-service.aspx Claire/ Heather/ Joe
Move	Move is a programme is for pupils with physical difficulties. It is a collaborative programme that enlists the support from all who work with and support the pupil. Functional goals are established with the team around the child. We encourage pupils on the	https://www.enhamtrust.org.uk/our-services/children-and-young-adult-services/move

	<p>programme to develop skills which will aid their independence in all areas of development. APCSS is a Move Quality mark school. For more information see Heather or Marie</p>	Marie / Heather
Occupational Therapists	<p>Occupational Therapists OT support pupils who find daily tasks difficult. They can support pupils with both fine and gross motor plans. Identify and source specialist equipment which may be needed such as a class chair or standing frame.</p> <p>OT's also support pupils with sensory integration and sensory diets but these are specialist OT's and can be located through the school OT.</p>	<p>https://www.nhs.uk/conditions/occupational-therapy/</p> <p>OT pupil specific</p>
Physiotherapists	<p>Physiotherapists help restore movement and maintain movement in pupils with a physical disability or difficulty. They can also reduce the risk of injury and illness in the future from carrying out a range of exercises.</p> <p>They set programmes for pupils who are on their case load. They come into school to show class staff how to work specifically with each child on a plan so it can be carried out on a daily basis. Physiotherapists also work closely with family and are a vital part of the Move team.</p>	<p>https://www.nhs.uk/conditions/physiotherapy/</p> <p>North pupils Cathy</p> <p>South Pupils Penny</p>
Sensory Diets	<p>A sensory diet is linked to sensory integration. Not only does a pupil need sufficient nutrients throughout the day to maintain a healthy body but also an individual plan that provides sensory input.</p> <p>A sensory diet is put together via an OT after several observations and working alongside the pupil.</p> <p>Pupils may show that they are under or over stimulated and each needs a tailored the sensory diet. The diet is carried out throughout the day both at home and school.</p>	<p>https://www.understood.org/en/learning-attention-issues/treatments-approaches/therapies/sensory-diet-treatment-what-you-need-to-know</p> <p>Marie/ Heather/ Pupils OT</p>
Sensory Integration	<p>Sensory integration is a set of exercises which are set by the pupils OT to increase and develop the pupil's proprioception, vestibular and tactile system alongside the other senses.</p> <p>Sensory integration provides activities which enables the pupil to process information from the brain about the environment and inform the body of what to do next.</p>	<p>http://www.ldonline.org/article/5612/</p> <p>Marie/ Heather/ Pupils OT</p>

	<p>Pupils with need for sensory integration often find comfort in rocking, spinning, being upside down. They may show signs of being 'clumsy', dropping things and bumping into objects.</p>	
Sherborne	<p>Sherborne Development Movement is devised to support movement especially with people with special educational needs.</p> <p>It is about providing movement opportunities which support the pupil and increase the movement pattern and range.</p> <p>Awareness of self supports the pupils in knowing how their bodies move and can be moved, feeling inner sensations.</p> <p>Awareness of others, builds relationships, trust and knowing how to move around others.</p> <p>Most classes at APCSS participate in a Sherborne session on a weekly basis.</p>	<p>https://www.sherborne-movementuk.org/</p> <p>Katie. T/ Marie/ Heather</p>
Soundbath	<p>Soundbath is a musical strategy which allows pupils to become at one with sound and space. The session needs to be uninterrupted for at least 30 minutes. TA's and teachers play the instruments which consist of singing bowls, chimes, wah wah tubes, wind chimes, gongs and thunder shakers to name a few. The aim is to engage the pupil with the sound by playing all around them. Pausing to ask the pupil if they would like more. If they respond in their own way carry on with the instrument, if they give no response change instrument. As the pupils progress they can play and then the adult, in a turn taking game.</p> <p>The room is in silence with no talking except for asking the more question. All you want to hear is the sounds of the instruments.</p>	<p>http://www.pmlmlink.org.uk/wp-content/uploads/2015/09/PMLD-Link-Issue-81.pdf Pg26</p> <p>Marie</p>
Visual Impairment	<p>Visual impairment is the loss of sight in one or both eyes varying from minor loss to blindness. Pupils can also have other eye related problems which can be address through the VI such as a lazy eye.</p> <p>The VI team will visit school to see pupils upon their case load. These are pupils who have been referred to the eye clinic at a hospital, not pupils who are under an optician and their sight can be corrected through glasses.</p> <p>The VI team will provide a program for home and school to follow and see the pupil regularly to check their vision.</p>	<p>https://www.nhs.uk/conditions/vision-loss/</p> <p>VI team pupil specific</p>

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