

Partnership Pathway

Planning and Teaching	Learning Experience	Environment
• Sessions planned from the Scheme of Work and delivered at a brisk purposeful pace. • Sessions planned to implement provisions identified in the student's EHCP. • Clear focused learning outcomes, shared with staff and pupils so that they understand the learning outcomes and what is expected of them. These are revisited throughout the lesson. • Activities placing the students learning in context, understanding what the benefits are in learning the skills they are working on. • Using a knowledge of the student's main motivators in order to devise learning activities which are meaningful and exciting and/or to provide reinforcement for cooperation and task completion. • Assessment through the use of Learning Journeys, focusing on the assessment of progress which will facilitate new learning, with teachers and teaching assistants making notes on focused learning activities. • Opportunities to work in groups or with a partner. • Bridging and modelling used to allow students to see how they can use the learning. • A consistent and effective reward system • Phonics teaching using Jolly phonics	• Learning from first-hand experiences • Ensuring that students understand what they are learning about. • Opportunities to engage and learn from the thinking of other students. • Opportunities to evaluate their own learning. • Opportunities to make choices and decisions within their learning. • Access to a means to communicate about their learning such as symbols, vocabulary boards, words. • Developing skills and knowledge that will help them in their everyday lives. • Practising skills so that they become familiar and are able to be transferred into other area of learning. • Engagement through a variety of means to communicate their needs and wants. • Learning activities that promote social interaction on a daily basis • Opportunities to work individually and as part of a small and large group. • Frequent independence tasks that consolidate learning through repetition and generalisation. • Access to drama and communication groups to develop social language and explore emotions and behaviour responses to certain situations, including restoring and repairing. • Social stories to develop appropriate responses and behaviours and allow the student to predict the responses of adults.	• Each student will have their own space in which to keep their belongings such as a drawer or a locker • The learning environment labelled appropriately with pictures/symbols/ words to enable learners to be independent in accessing learning equipment. • Area of child initiated play • Displays that celebrate achievement and support teaching and learning. • Differentiated and personalised resources to include schedules, objects of reference, symbols, photos, words and portable schedules as necessary to communicate learning expectations and outcomes. • Symbolised vocabulary boards to enhance the engagement in learning activities. • Planned continuous provision should be motivating to students reflecting their interests and ability level. • The equipment should be placed according to the height and access needs of the students. • The outdoor environment planned to develop independent learning and promote social development. • Calm areas in the indoor and outdoor environment allow students the opportunity to self regulate.

	● Planned sessions that support the student's ability to remain emotionally regulated and focussed, working with a partner may also be part of these sessions. ● Bids for interaction are acknowledged and built upon to develop conversations. ● Opportunities to select tools and equipment independently. ● Access to music sessions which focus on listening and following instructions e.g. drumming. ● Opportunities to have roles and responsibilities within the class and school.	
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