

St. Andrew's School Inverurie



Teaching and Learning Policy

Date: Dec 2021

Updated: Dec 2022, Dec 2023

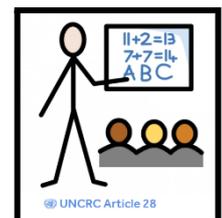
Review date:

Jan 2026

Article 23 – If I have a disability, I have the right to special care and education



Article 28 – I have a right to a good quality education. I should be encouraged to go to school to the highest level I can.



Article 29 – My education should help me use and develop my talents and abilities. It should also help me to learn to live peacefully, protect the environment and respect other people.



Teaching and learning is the central policy that underpins the schools practice and influences all other policies. Our approach takes into account the role of assessments and specialist provision for a range of additional needs including pupils with ASC.

Each pupil at St Andrew's has access to a broad and balanced curriculum:

- Aberdeenshire's Extended Early Curriculum
- Complex needs milestones
- Scottish Broad General Education 3-18 Curriculum for Excellence
- Scottish Qualification Authority Courses

There are a large number of pupils at St Andrew's School with a diagnosis of Autistic Spectrum Condition (ASC). Pupils with ASC face daily challenges in the areas of communication, social interaction, flexible thinking and behaviour, imagination, and sensory processing. Therefore, may not understand meaning, either explicit or implicit within the social classroom context. Consequently, the content and delivery of St Andrew's curriculum is based on current research and best practice in the field of education and knowledge of ASC.

It is important to remember that every child or young person is an individual and we feel that it is vital therefore to make sure that we know everything about that individual and use this information when planning rather than relying solely on a general one size fits all approach. We ensure that we ensure that our pupils at St Andrew's School have the right to an education that "develops their personality, talents, abilities, and respect for human rights, their own and other cultures, and the environment" – *United Nations Convention on the Rights of the Child Article 28 and 29*.

Teaching

We aim to:

1. Provide an education that meets the individual learning styles and needs of all pupils including children with ASCs.
2. Use cognitive and sensory profiling to assess pupils' learning needs and adapt teaching styles accordingly.
3. Provide a broad, relevant and balanced curriculum for all pupils differentiated to meet individual needs, reflecting the diversity of the world in which they live.
4. Deliver activities at an age-appropriate level.
5. Provide physical and visual structure to help organise the classroom to make it a predictable environment for all pupils including those with ASCs, thereby reducing confusion and anxiety.
6. Provide a range of teaching strategies including TEACCH, PECS and practical experiences in the local community to suit the learning styles of all pupils including those with ASC.
7. Provide appropriate balance between class, group and individual work.
8. Work in partnership with parents/carers and other professionals.
9. Ensure that all staff receive appropriate training.
10. Provide opportunities for everyone to develop their strengths and review their performance and practice.

Learning

We aim that all pupils will:

1. Develop literacy and numeracy skills and competency in ICT where possible and appropriate.
2. Develop knowledge and understanding across all areas of the appropriate curriculum.
3. Develop confidence and grow in independence.
4. Develop understanding of the world and feel socially accepted.
5. Develop awareness, understanding and respect for themselves and other people.
6. Develop a desire to communicate and the ability to do so.
7. Be motivated to learn and gain pleasure and satisfaction from doing so.
8. Be able to make choices and develop an ability to make decisions.
9. Develop curiosity, not being afraid to take risks in their learning.
10. Develop an awareness of safety and understand that others can help them.
11. Develop a learning relationship with parents/carers, staff and peers.
12. Develop the ability to manage change effectively.

Procedures

1. All pupils are given opportunities to experience learning in a variety of ways with appropriate levels of questioning and feedback using AFL strategies.
2. Activities promote positive interaction between all concerned, respecting each child's initiatives and dignity.
3. Management are consistent, respecting the child's needs and feelings.
4. Equipment is readily accessible.
5. Pupils are given every opportunity to make choices and decisions.
6. Pupils are given opportunities to develop personal autonomy by having a degree of responsibility and control over their lives.
7. The learning environment is safe with recognisable routines.
8. Boundaries are clearly communicated taking into account guidelines in the behaviour management policy.
9. All efforts made by pupils to participate and produce work will be valued.
10. Planning must take into account the pupil's previous experiences and professional assessments.
11. Teachers keep clear, accurate and detailed records of all aspects of each child's progress and development, whether academic, social, and emotional. These records will include notes, detailed observations, photographs on 'Marvellous Me', work samples and sound or video recordings.
12. Continuous monitoring and assessment of each child's progress is an intrinsic part of teaching that will inform future planning.
13. Parents/carers are partners in their child's progress and are kept regularly informed through annual reviews, Individual Educational Plan reviews, and parent evenings, as well as the home/school planners, Marvellous Me and yearly reports.
14. Staff review and reflect on their practice in order to determine the effectiveness of teaching methods and management being used.

Policy Review

This policy will be regularly reviewed and updated every two years by St Andrew's School Senior Leadership Team.

Written: December 2021 Updated: December 2022 (added UNCRC Rights), Dec 2023

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