

Learning and Teaching Summary

Context

This learning and teaching policy is written in the context of St Crispin's and the principles that are addressed in our mission statement. The pupils at St Crispin's all have a severe learning disability and most have an Autism Spectrum Disorder, both of which have a significant impact on the supports required for effective learning and teaching. We aim to provide strategies and approaches that will enable our pupils to succeed and develop functional skills for learning and life. Additional documentation can be found in the appendices and all information is available on the school server.

Promoting Effective Learning and Teaching

- Staff appropriately trained in strategies to support the education of children and young people with severe learning disabilities and ASD
- Environment adapted as far as possible to meet the learners' needs and to ensure pupils are respected, valued and supported
- Use of a broad and balanced curriculum with a coherent and progressive structure
- Curriculum for Excellence unpacked in order to be accessible and provide appropriate learning experiences
- Pupil IEP targets set across literacy and communication, numeracy and health and wellbeing to meet individual priority areas
- Inter-disciplinary working to meet pupils' holistic needs
- Opportunities given for young people to study for appropriate qualifications
- Resources effectively organised and managed
- SMT provide high quality leadership, management and support

Strategies (What we do)

- Consistency and continuity throughout the school supported by ongoing CPD
- Structured physical and temporal (time) environment with visual supports including individual timetables
- Structured Inclusive Communication environment
- All teaching based on planning and formative and summative assessment
- Share learning intentions and success criteria where appropriate
- Support systems in place to promote overall health and wellbeing in line with Rights Respecting Schools priorities
- Build and maintain effective partnerships between the school, teams, families, other carers and involved agencies
- Provide a supportive environment to enable learning
- Ensure learners physical and emotional wellbeing to help them learn effectively

- Use of formative assessment methods to inform next steps of learning
- Opportunities given for individual and group learning including joint attention and intensive interaction opportunities
- Keep learners interested and motivated and ensure they are receptive to learning experiences particularly using active learning
- Keep learning at the individual pupils' levels and provide appropriate tasks
- Determine the levels at which our pupils are learning and teach to the next steps
- Develop learning from experiential, through contextual and onto generalised using the extended Bloom's taxonomy
- Team teaching approach where pupils learn skills with different adults in different contexts to help them generalise their learning

Rationale (Why we do it)

- Providing appropriate, individualised supports to ensure that pupils are aware of the learning that is taking place
- A consistent approach gives the best opportunity for our pupils to develop appropriate learning strategies
- We recognise that successful learning built upon interest and motivation will reduce anxiety and frustration and therefore will help to minimise challenging behaviour
- Due to the severe learning disability, all pupils have difficulty processing information and retaining it so visual supports provide a concrete referent
- Our Learning Tracks provide a baseline as well as a clear learning plan for Literacy, Numeracy, and Health and Wellbeing
- To ensure the curriculum is appropriately delivered
- Helping pupils to develop a functional, appropriate and relevant communication system provides them with a way of appropriately expressing their needs and wants
- The curriculum is designed using Curriculum for Excellence principles

Appendix 1

TEACHING TECHNIQUES

Who is it for?

All pupils/all staff

Theory:

Every member of staff at St Crispin's has a role in the children and young people's learning and interact with them in a variety of ways. They share experience, knowledge, ideas and thinking and includes teachers, nursery nurses, pupil support assistants, therapists, specialists and partners. All of the time our young people are at school they are engaged in learning and the school day is staffed to enable maximum learning and teaching. Teaching is based upon planning and assessment and strategies are put in place to ensure that staff know the learning levels and needs of each individual learner. Learning can take place in many different settings and may be done individually, in small groups or as a whole school. Individual work sessions often take place in a work station with a start and a finish box and involves activities specifically designed for an individual pupil. TEACCH techniques have been adapted to suit the needs of our pupils. Communication and socialization are essential elements of the school curriculum and this as well as all other learning is the responsibility of all at all times. Classes work as teams and share their experience, knowledge, ideas and thinking and the teacher's role is to plan for all learning and facilitate the delivery through the class team.

Aims:

To identify and meet young people's individual learning needs

To work within the 4 capacities and actively participate in a broad and balanced curriculum

To increase understanding

To provide consistency and structure in all areas of learning

Resources:

Classes are set up in a similar way with set areas for particular activities. Timetables and visual prompts are consistent throughout the school and the same photos, Boardmaker symbols and Objects of Reference (OOR) are used in every class. Specialists use a similar structure to their lessons and use numbers to identify specific activities. Song signifiers and Objects of Reference can be used and consistent and simplified language is used if it is appropriate.

Method:

Pupils are introduced to the routines and structure of a day at St Crispin's when they begin at the school and these are reinforced through every class. Timetables and schedules are used to help structure each day and pupils are introduced to symbols, photos or objects depending on their level of understanding. A new child's level of learning is identified with the use of a ComFor or PEPr assessment. Individual learning is broadly based around the TEACCH philosophy and learning is structured in the same way in all classes.

We teach:-

- By demonstration, imitation, modelling, patterning and hand over hand

- Visually, orally, practically and all of these in combination
- In small steps
- Using appropriate repetition
- Whole/part/whole - demonstrating the whole activity and then breaking it down into constituent steps, then building it up again.
- Holistically, where every part of the activity scaffolds the learning.
- Through play - structured, unstructured, exploratory and experimental and using materials that increase a child's understanding of the world.

One adult generally leads each group working session but pupils are always supported by a high staff:pupil ratio to ensure that every pupil engages in each learning situation to the best of their ability. Learning intentions and success criteria are shared with all those involved in the pupils' learning.

A structured physical environment is important and should clearly indicate what is happening. The environment should also be relatively clear, calm and free of distractions. There should be clear visual supports with standardised photos, Boardmaker symbols, Objects of Reference and timetables used consistently and effectively.

Appendix 2

INTERACTION

Who is it for?

All pupils

Theory:

Research indicates that interaction between the learner and the educator is the most crucial aspect of learning and teaching. Communication skills and socialisation skills are essential elements of interaction. These are the skills that our pupils have most difficulties learning and are skills that are most essential for life. We build up good relationships with our learners by using consistent positive interaction.

Aims:

To have the child at the centre and encourage active learning
To share with others in a positive and fun way
To develop communication and social interaction

Resources:

Adults! Our staff need to be the most motivating thing for our students. The playroom and Playbox are set up with a variety of toys which may be of interest to our pupils. Class teams identify favourite toys for each of their pupils and cause and effect toys are generally well used throughout the school. Early learning toys and games are used where appropriate and sensory toys and objects are often used for intensive interaction. Intensive interaction often doesn't need anything other than a person who can interact with a child in a variety of ways. We also have sensory spaces eg The Studio where pupils are able to interact with others in a sensory environment.

Method:

We use a range of teaching strategies to involve our learners in interaction:

- Intensive Interaction is an approach for teaching communication skills to children and adults who have autism, severe learning difficulties and profound and multiple learning difficulties who are still at early stages of development.
- Playful interaction involves engaging the pupil in a playful activity which is child led and often involves lots of repetition.
- 1:1 work based interaction starts with activities the pupil finds easily motivating to build up good learning habits. Once established, tasks can become more complex and particular learning can be identified and worked on using the same strategies.
- Group work based interaction starts with established skills so that the focus can be shifted onto establishing or extending social skills such as turn taking.

Early interaction involves joining in with someone else and having fun. Through playing and having fun with somebody else a child learns to look at a person, to listen, to take turns, to copy and to join in with activities. Children learn to communicate through play. Some children may find 'typical play' difficult, however there is always something they enjoy

doing. Many of our pupils tend to enjoy rough and tumble play and this can be a really good starting point. Rough and tumble play can be used to encourage communication by:-

- Stopping the play and waiting for any sign that the child would like it to continue
- Imitating the child – joining in with the things they like doing
- Observation – noticing what the child is doing and how they are interacting
- Using simple repetitive language like ‘ready...steady...go! See what happens if you don’t say ‘go’ and just wait.
- It is important that you enjoy the playing and show that you are enjoying it by laughing and smiling. It is important that we communicate to our children that they are fun to play with.
- Use of Playboxes which encourages shared play and joint attention.

Appendix 3

PLANNING

Who is it for?

All pupils/staff/professionals/families

Theory:

Building the Curriculum 3 recognizes that planning for Curriculum for Excellence must incorporate all of the experiences planned for learners throughout their education. All learning environments should have a positive influence on children and young people. This can be achieved by promoting inclusion and equality and through approaches to developing positive relationships and behaviour. The curriculum is reviewed to ensure progression, depth and breadth.

The Curriculum is planned using the experiences and outcomes from Curriculum for Excellence and takes account of the principles of curriculum design. We identify contexts for learning, learning intentions and teaching and learning activities by using a variety of assessment methodologies including our own Learning Tracks.

Aims:

To identify and meet young people's individual learning needs

To provide consistency and structure in all areas of learning

To provide learning that is appropriate to developmental levels

Resources:

IEP – Overview page/long term learning outcomes/short term learning outcomes/annual school reports/Child planning meeting minutes

Behavior plan

Risk assessment

Timetable

Learning Experiences and Outcomes forms (LEO forms)

Termly planners

Rationales

Assessments

Profiles currently for P7 and S3

Pen profiles

Recognised qualifications including SQA and ASDAN

Learning Tracks

Curriculum for Excellence documentation

Year planner

SQIP and School Development Plan

Summative and formative assessment

Method:

Every pupil in the school has an Individualised Educational Programme contained within their Pupil Folder which contains aims and targets for The Curriculum for Excellence as well as recognised qualifications where appropriate. LEO planning forms and identify the learning throughout the school. Learning in the Secondary department is largely accredited through ASDAN and Learning in the Senior department is largely accredited through SQA.

Plans are handed in to SMT termly and more detailed learning is identified through individualised targets split into literacy, numeracy and health and wellbeing. Each class has a daily plan and individual and class timetables are derived from these. Class teams regularly discuss their plans both formally and informally and this includes morning meetings on a Tuesday and a Thursday. Each class team has a meeting folder where information from all meetings are kept. There is a weekly all staff meeting on a Friday morning and Wednesday afternoon meetings address communication, behaviour and all working groups within the school. Specialists also plan for learning using LEO forms and regular discussions take place between specialists, therapists and all those involved in each child's learning. Pupils are appropriately involved in their personal learning journey. Each child has an annual review where all aspects of a child's life are discussed with professionals and families. Transition arrangements are also considered in these meetings in the Senior phase. Our positive behaviour strategies help to support learning and are incorporated into a child's day.

Appendix 4

ASSESSMENT

Who is it for?

All pupils

Theory:

Assessment can be split into 3 areas namely: self-assessment and reflection skills, formative assessment and summative assessment. As evidence of their learning, we can look at the ways in which pupils communicate, make and do in a variety of ways. There are formal and informal ways of assessing pupils. Informal methods may include professional judgment, ongoing discussions and observations. More formalized approaches include the use of assessment tools such as ComFor, Pep-R, ABAS and our own Learning Tracks.

Aims:

Assessment as learning is reflective and allows pupils to improve the quality of their responses to a learning experience.

Assessment for learning is formative and provides meaningful feedback to pupils which can be acted upon.

Assessment of learning is summative and is any assessment which provides a clear summary of a learner's ability at the end of a discrete period of learning and teaching.

Resources:

Chat folders

Learning Tracks

Theme tracking

ComFor

Pep-R

ABAS

Visual evidence

Certificates

Qualification resources

Method:

Pupil self-assessment and reflection skills includes:

- Motivation
- Independence
- Requesting help
- Demonstration
- Expressing delight/likes and dislikes/what they are good at
- Chat folders

Summative assessment includes:

- Photos/videos/animations
- Written and recorded observations

- Discussions with all involved in the child
- Records of accredited work
- Completed worksheets/displays/artwork/performances
- Sharing assemblies
- Photo books
- Meals and snacks made by pupils
- Use of PECS
- Records of play, social, self-care skills
- Certificates/Wall of Achievement
- Chat books as evidence

Formative assessment includes:

- Verbal and physical cues and support
- Alternative and augmentative communication
- Inclusive communication approach
- Rewards and social praise
- Questioning
- Embedding thinking and processing time
- Consistently high quality interaction
- Recapping, reflecting and reviewing
- Establishing next steps
- Prompts, prompt fading and backward chaining
- Responding immediately to pupils' initiation
- Chat books used for feedback

We can look at ways in which pupils communicate by considering their:-

- Pleasure and displeasure
- Choices
- Likes and dislikes
- Mood
- Recollection
- Purposeful sounds
- Supporting evidence

We can look at ways in which pupils make things by considering their:-

- Art work, sharing assemblies and contributions to events
- Items for events
- Movies and animations
- Photo evidence

We can look at ways in which pupils do things by considering their:-

- Ability to go to a variety of places and make transitions
- Ability to play musical instruments
- Ability to complete work box activities
- Ability to participate in whole school events, group work etc
- Own personal hygiene
- Choice making
- Learning in new contexts
- Building of positive relationships

Appendix 5

CPD AND PRD

Who is it for?

All staff

Theory:

Development of staff is known to have a direct and positive impact on outcomes for children and young people. The primary and most important resource in the school is the staff who educate the children and young people. Staff therefore need to be appropriately trained in strategies to support the education of children and young people with severe learning disabilities and ASD

Aims:

Staff will actively engage in professional learning activities to improve their effectiveness. Staff will be given the opportunity to develop their own skills and to become involved in career-long professional learning.

Resources:

GTCS standards and professional update for teaching staff

CEC PRD guidelines

Induction materials

CPD Directory

Customised in-service training

Visits to other establishments

Method:

All staff are given professional review and development opportunities throughout the academic year and have an annual review with either the HT or DHT. These take the form of 1:1 meetings with SMT and they help to identify strengths and areas for development and will also help staff to consider future Continuous Professional Development opportunities. The development and training needs of staff are identified and agreed in relation to current practice, the requirements of the individual, the school quality and improvement plan and the wider and long term needs of the education service and national priorities. These meetings also help inform future training opportunities including in-service days and CAT sessions. Ongoing training for all staff include medical training, child protection, health and safety training, CALM training and therapy led training. Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement. Teachers have 35 hours of personal CPD time and Nursery Nurses have 36 hours.

Appendix 6

SELF-EVALUATION

Who is it for?

All staff

Theory:

All staff, pupils, parents and partners are fully involved in improving the life and work of the school. The whole school community need to have a shared understanding of the strengths and improvement needs of the school. Every school needs to consider how good they are now and this helps them to identify strengths and development needs and the impact on learners. In asking how good we can be we can begin to set priorities for improvement.

Aims:

To monitor and evaluate learning and teaching and the young people's achievement and attainment and to take improvements forward.

Resources:

Self-evaluation calendar

HGIOS4

LEO forms

IEP/Pupil Folder

Qualifications – SQA, ASDAN, John Muir and Royal Scottish Horticultural Society

PRD meetings

CPD

Diaries and chat folders

Classroom observations

Behaviour Support Group

SQIP

P7 and S3 profiles

Tracking documents

Meetings

Rationales

Reports

Learning Rounds

Policies

Partner feedback

CAT sessions

Method:

There is a calendar of self-evaluation activities that are carried out throughout the year. Self-evaluation is an integral part of the school SQIP and is regularly reviewed and future improvements/developments are identified.

Appendix 7

PARTNERS

Who is it for?

All pupils/all staff

Theory:

To improve outcomes for learners by developing and maintaining strong partnerships. All partners contribute to the life of the school and share the school's vision, values and aims.

Aims:

To work together and increase partnership involvement in all areas of the curriculum. We acknowledge the positive impact that the expressive arts and outdoor experiences have on our pupils and endeavour to make links with these areas in particular. Learning intentions and success criteria are shared with all those involved in the pupil's learning.

Resources:

Nursing students from Napier – Irene McKenzie
Volunteers eg from Edinburgh University – Lee Hamill
Gorgie farm with support from Carey Douglas from Enable
Edinburgh College – Eleanor Symm (Tutor) and Anita Baggs (Co-ordinator)
Heather Lucchesi (Lightbulb Arts)
Art in Healthcare projects – Ali Glanville Jones
Carberry Rangers (Forest School) – Cameron Manson
Pishwanton woods – a Camphill organization
Holyrood rangers – Lily Laing
Clarks shoes – Kerrie Thomson
Sainsbury's – Andy Sager (Community Champion) – Causewayside branch
Zoo lab – www.zoolabuk.com
Storytelling – Ailie Finlay with funding from Live Literature and Traditional Arts Small Grants
Marie-Louise Cochrane (Mrs Mash) – stories through music
Soul Cycles – Ali Grieve (Mentor)
SLT – Anna Cummergen and Lesley Beckett (Assistant)
OT – Rachel Moyes and Liz Hall
Physio – Norma Gibb
CAMHS
Doctor – Kemal Ibrahim
Nurse – Violet Greenan
Educational Psychologist – Martin Gemmell
Dental team – Heather Lomond and Sharon Lafferty
Parents – Confident Parenting sessions
School Council – Susan Weir and Karen Church (Joint chair)
Lord's Taverner's – Ruth Hampton
Reid Memorial Church – Alex Douglas (Minister), Lindsay Wood and Stevie Douglas
Inspire Drama – Suzanne Lofthus
Horticultural awards – Nan Henderson
The Yard - Danielle Campbell/Greg McDermot (Play team leaders)
LAS play scheme – Amanda Sinclair

After School Club – Steph Watt
Transition Team led by Joan Melville
Jill Coleman – Active Schools Co-ordinator
Erasmus project – Anthony O’Gorman, Laura Hunter and Karen Hancock
QMUC food projects – Vivian Maeda
John Muir Trust – Chris McGeown
Drake Music – Lewis Forbes
Sounds Like Music – Julia Main
Music Therapy – Mio Yamagata from Canal Music Therapy
JGHS – Deirdre O’Brien co-ordinates pipers for our Burns’ celebrations
Creative Conversations
Respite services
MacMillan – We have an annual fundraising coffee morning for this charity

Method:

Home/school diaries and chat folders are used to share information and ensure open dialogue between home and school. Chat folders contain symbols and photographs to illustrate activities, events, work and play activities that pupils participate in at school. Parents are also encouraged to add information from home e.g. photos of favourite activities. Chat folders contain information about the folder, certificates of achievement, photographic evidence, a timetable, class information, targets and a home/school diary. There are 2 parents' evenings in the year, the first in October and the second in May. Annual review meetings cover all areas of the IEP and anything else related to the child. The meetings take place in the school on Thursday mornings between October and Easter and all those involved in a child’s school life are involved in the meeting. We have many different partners who work with the school in a variety of ways either in the classroom or in the wider community. We particularly encourage links in the expressive arts and outdoor learning as we know that these are areas in which are pupils can excel. All of our partners share positive experiences with us and we work together to provide a broad and balanced curriculum.

Appendix 8

ICT

Who is it for?

All pupils/all staff

Theory:

The use of ICT enables our pupils to expand their knowledge and understanding of the world by being actively involved in experiencing, investigating, manipulating and using information in a variety of forms including symbols, sound, graphics, photographs, music, light, video and text. Through ICT our pupils gain self-confidence, communication skills, social skills, gross and fine motor skills, problem solving skills and a wide range of abilities and knowledge needed to enable them to participate within society. Our pupils will generally access ICT with support but we still need to ensure that our staff have a good awareness of digital safety.

Aims:

We aim to provide a broad ICT curriculum encompassing a wide variety of individual needs. All pupils will have access to suitable forms of technology which will aid and motivate their learning, furthering their educational experience.

Materials:

Appropriate hardware and software
iPad/iPad mini
iPod
VOCA and AAC
Studio and other sensory equipment
Digital Learning Team
Digital learning resources
Website and Twitter
CEC policies
Parentmail/Parentpay

Method:

ICT at St Crispin's is used in the following ways:

- To provide an interactive learning platform
- To enable increased communication
- To promote independent access to learning material
- To increase understanding of cause and effect
- To provide a sense of achievement and increase self confidence
- To promote focus and concentration
- To suit the 'seeing and doing' learning style of pupils with ASD
- As a tool to support and enable access Interdisciplinary learning
- As a method of allowing review and evaluation of activities and events
- To record and analyse pupil/class activities and interactions
- Access to school information via the website

Appendix 9

HEALTH AND WELLBEING

Who is it for?

All pupils/All staff

Theory:

Pupils are able to reach their potential if they are provided with effective teaching and Learning in a welcoming, safe and secure environment. In Maslow's Hierarchy of Needs Health and Wellbeing is fundamental to learning and teaching.

Aims:

Involving the whole school community in promoting healthy lifestyles and living. The physical, emotional and social health needs of the school community are identified and addressed. To promote challenge and enjoyment through their school experience. Use GIRFEC documentation and the wellbeing indicators to ensure pupils and staff feel safe, healthy, active, nurtured, achieving, respected, responsible and included. We aim to build resilience and confidence in all members of the school community.

Resources:

Healthy Schools materials - Stage 2 accreditation achieved

RRS materials

Eco school materials – we now have 5 flags

Emotional Literacy documentation

Emotion Talks resources

GIRFEC resources

TACPAC

Allied Health Professionals

Expressive Arts opportunities

Creative Conversations

Method:

We emphasise healthy routines, protection skills and responsible decision making for healthy living. We encourage all of our students to eat a healthy and varied diet which is also supported by the lunches provided by our kitchen and work in conjunction with health professionals to assist with toileting needs and sleep patterns wherever possible. Healthy eating and physical activity are recognized as being essential for growth and development in childhood. We also encourage safe hygiene practices in all areas and aid pupils will all self-help skills including toileting, washing, cleaning teeth and The wellbeing of our children is at the heart of GIRFEC and we aim for every child to be safe, healthy, active, nurtured, achieving, respected, responsible and included. These are known as the wellbeing indicators and provide us with a framework for all of our pupils. All pupils will be given the opportunity to develop the knowledge and understanding, skills, capabilities and attributes which they will need for their mental, emotional, social and physical wellbeing. Staff will use a variety of teaching strategies within a supportive and encouraging environment. Physical activity is promoted throughout the school and is particularly obvious in the following areas:-

- PE – including gymnastics, dance and group games

- Drama
- Cycling including the Big Pedal annually
- Swimming
- Walks in the community
- Forest School
- Outside play
- Fine and gross motor skills as promoted by our OT colleagues
- Sporting events eg dance festival, sports' day, swimming gala
- Class gym – Move It programme
- Intensive interaction
- Soft play
- The Yard
- Climbing wall
- Fitness room

The Health and Wellbeing of our staff and parents/carers is also very important to the school and we try to ensure that there are healthy working practices in the school for staff and that parents/carers feel supported by the school team.

Appendix 10

EXPRESSIVE ARTS

Who is it for?

All pupils

Theory:

The expressive arts encompass the four subjects of art, drama, music and physical education including dance. They develop creativity and imagination, develop practical and perceptual skills, promote intellectual and aesthetic development and also provide experiences which are unique to each particular subject. They can often be a nonverbal form of communication and engage learners physically and emotionally, impacting on mind, body and spirit.

Aims:

Each child is provided with a wide range of art experiences. These are planned to involve pupils in investigating and using visual materials and media, in expressing ideas and in responding to, and appreciating visual and tactile stimuli/materials. All pupils are provided with opportunities that enable them to:

- Explore and use different materials of a varied sensory nature
- Experience and use the visual elements of colour, form, shape, space, texture and pattern
- Experience, use and control drawing, painting, printing, collage, modelling and other visual media
- Respond to and communicate what they see, feel and think, on their own or working with others
- With help, to look and appreciate their own and others' achievements

Through PE, pupils are encouraged to participate in a range of purposeful and enjoyable physical activities including dance. It can also increase independence and help pupils to develop social skills through participation and performance.

Through music pupils are provided with enjoyable, stimulating and progressive opportunities specific to individual needs and confidence is promoted at all times. Music is essentially a non-verbal means of communication which is able to engage pupils physically and emotionally, impacting on mind, body and spirit. Sharing, listening to others, co-operating, taking turns and working together as a group are essential skills to develop in music but are also of fundamental importance to the emotional and social development of every child. Music is used to support many areas of learning and is very effective because it scaffolds understanding.

Through drama pupils are encouraged to interact, express their feelings, recognise and understand the feelings of others and communicate in a variety of ways. Music, songs and movement activities are used to engage, stimulate and motivate the pupils. Imaginary play is demonstrated and pupils are encouraged to copy adults and are supported with visuals and real objects.

Resources:

End of year Expressive Arts report

Drake music

Live Music Now – Concerts and projects

Music in Hospitals - Concerts

College links

Heather Lucchesi (Lightbulb Arts) - workshops
Art in Healthcare – Artists in residence
Pool operating procedures
'Move It' programme
Music technology eg Skoog
Whole school and inter school events
Panto
Festival and King's Theatre – Including 'The Awfey Huge Variety Show'
Music therapy – Canal Music Therapy
Burns' celebrations
St Andrew's day ceilidh

Method:

We have specialist teachers for art, music, drama and PE. These specialists deliver programmes to groups or classes to develop and extend physical, cognitive, creative, imaginative, social and appreciative skills. Specialists plan and collaborate on whole school initiatives like Christmas, Burns, shows, performances and things like 'The Awfey Huge Variety Show'. The processes involved in the expressive arts will be assessed by observations and responses from pupils.

Drama helps our pupils to interact, express their feelings, recognise and understand the feelings of others. PE consists of swimming, gymnastics, dance and games.

The 'Move It' programme is used as a basis for class gym sessions and is a clearly structured, 15-minute activity programme to develop motor skills for pupils with complex additional support needs (including autism spectrum disorder). It helps develop gross motor skills as well as improving a pupil's ability to understand and follow instructions and to participate independently in activity.

Appendix 11

OUTDOOR LEARNING

Who is it for?

All pupils

Theory:

We believe that many of our learners thrive in an outdoor setting where they have more space to express themselves and be active and are not as distracted by features of indoor spaces, such as noise and the proximity of others. Many of our autistic young people value the opportunity to get outside to reduce classroom anxieties and recover their equilibrium. Outdoor learning offers first-hand and real life experiences, which builds learning across many areas of the curriculum. It also offers opportunities for physical activity, freedom and movement and improves fine and gross motor skills. It enables partnering with multi agencies and community projects and encourages engagement, participation, self-confidence and independence.

Aims:

Outdoor learning allows for a broad spectrum approach to the curriculum in which activities and experiences connect learners to their environment, their community, their society and importantly, themselves. It sets the scene for excellent and productive hands-on experiences in which they can demonstrate their relevant knowledge and understanding or appropriate interaction with nature.

Resources:

Forest school materials including art resources from Heather Lucchesi (Lightbulb Arts)

Gardening resources

Waterproofs

Wheeled toys

John Muir Award

Royal Horticultural Society resources

St Crispin's Outdoor Learning document

Volunteers – voluntary upkeep of our gardens and outdoor areas

Method:

St Crispin's has developed a number of contexts for active learning outdoors including the following planned activities:

- Outdoor play in our own playgrounds and in Hilly Play – we offer supervised play sessions to ensure safety whether the pupils are on their own or engaging with others. Pupils sometimes benefit from movement breaks or time and space to themselves. There are designated spaces for each class and Hilly Play offers a variety of interactive activities and equipment to explore within a safe and supervised area and can be timetabled for any group.
- Supported cycling and play with a range of wheeled toys, including the annual 'Big Pedal' initiative.
- Outdoor play in other community playgrounds and adventure playgrounds eg The Yard which is an adventure centre catering specifically for young people with additional support needs and offers purpose built indoor and outdoor play facilities.

- Eco-school activities eg composting, litter picking and recycling etc.
- Gardening activities in our primary and secondary gardens including the pallet garden entry at the Highland Show.
- Special outdoor contexts aligned with theme work eg beaches, farms, gardens etc.
- Planned forest school activities at Carberry and other designated areas – this offers a safe environment, crucially dog-free, to familiar woodlands and learning is through a range of practical tasks, games and playful activities. The sessions are structured so that the learning compliments classroom experience and develops an awareness of the natural world, observing changes in the environment over the year. Activities include fitness trails, making shelters, hide and seek and follow the leader.
- Walking trips eg in the local area such as the Hermitage/Flotterstone
- Work experiences - in the senior phase we encourage the development of skills appropriate to life, learning and work in the adult world. Outdoor learning can cover the core skills necessary for success in any type of work placement such as employability, communication, problem-solving, working with others and self-awareness skills.

The garden areas have an integrated orchard/wildflower meadow which is used as a precursor to Forest School. All areas are continually being evaluated and developed and provide areas where learners can interact, reflect and relax. There is also a well-constructed gazebo in the senior play area that provides a covered area with plenty of seating. Gardening is able to incorporate many interdisciplinary areas of the curriculum and also contributes well to Eco schools, an awareness of the environment, healthy experiences and links with the wider community. In outdoor learning our partners make a significant impact.

Appendix 12

RELIGIOUS AND MORAL EDUCATION

Who is it for?

All pupils

Theory:

RME for pupils with severe and complex learning disabilities is concerned with the development of experience, awareness and, where appropriate, understanding of beliefs, practices and values. It creates opportunities for pupils to develop personal and interpersonal skills and responsible attitudes towards themselves and others within religious education.

Aims:

The aims are to help pupils, through a process of experience, participation and awareness raising to begin to develop beliefs, attitudes and values as well as being exposed to a number of religious and moral issues.

Resources:

Weekly assemblies

Charity involvement - MacMillan/Bethany/Craigmillar church

Harvest, Christmas and Easter celebrations and materials

Religious and moral resources

Reid Memorial Church

Places of worship around Edinburgh

Rights Respecting Schools information

Eco Schools materials

Method:

We have close links with Reid Memorial Church and the Minister has input in our weekly assemblies by sharing a religious principle and a prayer. Each class has the opportunity to share their learning with the rest of the class and over the year focus their sharing on a world religion, an eco-principle and a Rights Respecting Schools theme. The assembly itself has a clear structure, familiar routine and a mix of activities to retain attention and involvement e.g. singing, signing, actions, looking and listening. The Church is also used in other ways and the whole school come together at Reid Memorial Church for our annual Nativity where our senior pupils take the lead. We have also used the church for work experience opportunities and members of the congregation come along to school events such as our MacMillan coffee morning. Classes may also make trips to places of worship and can identify their own pupils' cultures/religions. Classes also show an appreciation of cultural differences and an appreciation of religious festivals.

Appendix 13

PERSONAL CARE/SEX EDUCATION

Who is it for?

All pupils/parents

Theory:

Personal care is relevant in all areas of the school and sex education can be a focus for particular groups in the secondary/senior classes in the school. Personal care covers eating, drinking, washing, dressing, teeth brushing and toileting and we appreciate the input we have from allied health professionals and parents/carers in all of these areas. We have to consider appropriate touch at all times and we need to give guidance and reassurance to all of our staff in this sensitive area.

Aims:

The aims are to help pupils, through a process of experience, participation and awareness raising, to begin to develop personal care skills and an awareness of their own bodies. We aim to promote personal and social development and independence.

Resources:

Child Protection procedures
Adapted bathroom areas with changing beds etc
Allied Health Professionals
Crisis and Aggression Limitation and Management (CALM) theory and practice
Rights Respecting Schools resources
Medical resources and shared information
Food Preparation training for all Nursery Nurses
Cleaning products/protective gloves and aprons
Links with home eg Chat folders/diaries/charts

Method:

We work alongside our OT and SLT colleagues to consider each child's eating and drinking profiles and aim to encourage a healthy diet and ensure that food and drink are consumed appropriately. Parental engagement is also encouraged in all areas of personal care so that similar practices take place at home and at school. Personal care should take place in a safe, clean environment and staff are encouraged to regularly wash their hands, use anti-bacterial hand gel and use disposable gloves/protective aprons. Privacy and dignity should be respected and as much as possible pupils should be given choice when taking part in personal care activities. Consistent approaches and language should be used and staff should use the same words/symbols/signs for body parts and bodily functions. Class teams should take an active role in familiarising themselves with key issues relating to their pupils and classroom management. Staff should be alert to the possibilities of emotional, verbal, physical and sexual abuse. Sensitivity and confidentiality should be used at all times and parental involvement is particularly sought in this area. Medication should be kept in the locked medical cabinet in the DHT office and medication should be signed out and back in if taken out of the school. Pupils with asthma, epilepsy and allergies should have updated care plans/flowcharts in place and any medication administered should be recorded in the medication record folder above the medication cabinet.

Appendix 14

PAPERWORK

Who is it for?

All pupils/teaching staff

Theory:

Every pupil has a 'Pupil Progress Record' (PPR) which is kept in the HT's office and contains general and confidential information about each child in the school. Teachers can have access to the information provided it isn't marked 'strictly confidential' but the documentation should not be removed from the room. Child protection, LAC/LAAC information and wellbeing concern paperwork is in a separate, locked cupboard and should be regularly reviewed by SMT

Aims:

The PPR should contain all records and information relating to every child in the school. Each child has an IEP (Individualised Educational Programme) which is regularly updated by the class teacher with information regarding a pupil. Any information should add to the understanding of the child, his/her needs and/or abilities which in turn will inform the planning process for meeting the needs of that child. Information can be shared with education and health board staff within St Crispin's, parents/carers and professionals from outside agencies where there is a clear link with the child's family. Any information shared is confidential and should be treated as such.

Resources:

IEP – Long and Short Term Targets

Pupil Planning Folder - Contents page/long term learning outcomes/short term learning outcomes/annual school reports/Child planning meeting minutes

Behaviour plan

Risk assessment

Timetable

Learning Experiences and Outcomes forms (LEO forms)

Termly planners

Rationales

Assessments

Profiles currently for P7 and S3

Pen profiles

Recognised qualifications including SQA and ASDAN

Learning Tracks

Theme LEO plans

Expressive arts reports

Curriculum for Excellence documentation

Year planner

SQIP and School Development Plan

Summative and formative assessment

Permission forms and information about pupils

Therapy, health or care plans

GIRFEC information

Child protection information
CSP
Medical information

Method:

Each child in the school should have a full record of their school journey which includes information about all aspects of their lives. We aim to have a full picture of each child and to take into consideration prior learning in order to plan their future education. We focus mainly on the areas of inclusive communication, numeracy and health and wellbeing although Interdisciplinary work is very much a feature of our school and we particularly recognise the benefits of the expressive arts for our pupils. We are aware of the skills that young people need throughout school and once they leave education and with this in mind we have begun to focus learning around adaptive behaviour. Class teachers should keep the most up to date information in their classes in each pupil's planning folder. Additional information can be found in the HT's office and once children have left the school their information is archived. Paperwork is monitored by SMT throughout the year and staff regularly try to tackle bureaucracy by ensuring that we have sufficient paperwork without overloading staff or duplicating information. Each child has an annual review and teachers prepare a written report, long term learning outcomes and a slideshow for this. The reports should be discussed with the class team and therapy staff and emailed to SMT 3 weeks before the review date. Reports and targets are then sent out to parents/carers/relevant professionals and parents are encouraged to return a written response prior to the meeting. The expressive arts team (art, music, gym, swimming and drama) produce a report for the end of the academic year. Reports should focus on progress and attainment over the past session and should refer to progress made in relation to set targets. The report should focus on the positive aspect of the pupil's development but may allude to difficulties, which can be further discussed at the meeting. Minutes will be circulated as soon as possible after the meeting and are written in a standardized GIRFEC format.

Appendix 15

WORKBOXES

Who is it for?

All pupils

Theory:

We use adapted TEACCH techniques which aim to focus on the child, their skills and their needs. We use visual structures to organize the environment and tasks when teaching skills. TEACCH stands for 'Treatment and Education of Autistic and related Communication handicapped Children'. The primary aim of TEACCH is to help prepare people with

Aims:

The

Resources:

Child

Method:

We

References:

CEC Bullying and Prejudice guidelines
CEC Child Protection guidelines
CEC Excursions Policy Procedures and Guidance
CEC Fire Safety guidelines
St Crispin's Emergency Evacuation Procedures
CEC The Handbook of Procedures for the Management of Pupils with Health Care Needs in Educational Establishments
CEC Better Relationships, Better Behaviour, Better Learning Policy
CEC health, safety and wellbeing policy
CEC Intimate Care Policy
CEC guidelines on photographing and videoing (including digital photography) of children and young people in educational establishments
Photographing and Videoing of Children
St Crispin's Communication and Literacy Policy
St Crispin's Positive Behaviour Policy
St Crispin's Numeracy Policy
St Crispin's Outdoor Learning document
GIRFEC guidelines
St Crispin's equality, diversity and anti-bullying policy and procedures
Scottish Government National Improvement Framework
Curriculum for Excellence

Healthyschools+ Edinburgh and Lothians
Being Well – Doing Well a framework for health promoting schools in Scotland
How Good is Our School – 4th Edition
Staff year planners
Emotional Literacy Policy
'Move it' resources
Pool Operating Procedures
St Crispin's Outdoor Education Document
St Crispin's Outdoor Learning Document