

How will you promote progress within values?

Curiosity

In the sensory department we will promote our students' curiosity by:

Ensuring that in the learning environment there will be....	Teachers and teaching staff will ensure that....	Around the wider school there will be.....	In the community we will ensure that.....
<ul style="list-style-type: none"> • Wide variety of items available to explore • Items that are frequently changeable • Items presented in different ways –under material, in a box • Well maintained items • Areas of interest for students to explore (topic related) in classrooms where appropriate. 	<ul style="list-style-type: none"> • They know the student's likes & dislikes • Appropriate challenge attached to items, e.g. not presenting the whole item, time for students to explore and discover for themselves, hiding items, keeping items in boxes etc. –not too focused on the end result • Students have the opportunity to develop specific interests, e.g. running 	<ul style="list-style-type: none"> • Opportunities to integrate and explore other classrooms • A wider staff awareness of our targets • Opportunities to spend time looking at displays around the school • Displays that are striking • Interactive displays 	<ul style="list-style-type: none"> • Opportunities to visit a wide variety of places/environments both inside and out • There is time for students to explore within a safe environment, e.g. soft play • Opportunities for whole day activities • Appropriate risks are taken, e.g. not linking arms in safe enclosed environments or enclosed outside spaces • We continue to teach appropriate social behaviour in the community • Develop new links with local care homes and other schools

Happiness

In the sensory department we will support our students to be happy by:

Ensuring that in the learning environment there will be....	Teachers and teaching staff will ensure that....	Around the wider school there will be.....	In the community we will ensure that.....
<ul style="list-style-type: none"> • Appropriate space for movements breaks • Access to their personal communication aids where appropriate (PECS, iPad etc.) • Access to objects of reference where appropriate • A safe environment created specifically for the needs of the students, e.g. removing distractions, locking cupboards, food out of sight • The amount of displays will depend on the students within the class • Adaptable furniture that can be used for both group & individual work • Appropriate seating or sensory items that help students to focus/meet sensory needs/meet physical needs • Access to motivating items 	<ul style="list-style-type: none"> • Staff need to know the students well enough to understand any changes in mood, triggers etc. • Responses by staff are consistent and in line with Pips, behaviour plans etc • Pips are updated • Aware of all their needs (e.g. physical emotional & medical) • Sensory needs are understood and given priority throughout the day to meet need and maximise any learning • Students are not rushed and given time to process information • Students are able to enjoy leisure activities that are their choice even this is sitting without an 'activity' • Teachers and teaching staff will ensure that they present a happy and positive approach starting each day 	<ul style="list-style-type: none"> • Sharing of information that is important for others around the school to know, • Opportunities to integrate with other classes, lunch, special events etc. • Positive Interactions with the whole school and not just the class team, e.g. greetings. • Acknowledgements of important events e.g. singing happy birthday at lunch with others • Opportunities for appropriate responsibilities around the school, e.g. helping with the recycling, putting out chairs, taking the register etc. • 	<ul style="list-style-type: none"> • Staff are familiar where possible • Anxieties are reduced e.g. using visuals before going out • Staff work hard to ensure that students don't feel vulnerable e.g. when in less familiar places, noisy or busy environments etc. • Visits are flexible and depend on how students present at the time • Risk assessments are read by all staff and are up to date

	<p>afresh, especially in classes where there is challenging behaviour</p> <ul style="list-style-type: none"> • We are flexible, changing activities when needed at short notice • Our students know that we enjoy being with them in class and that their happiness matters to us • Celebrate achievements in an instant and meaningful way • Good communication between home and school 		
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Companionship

In The sensory department we will support our students to be companionable by:

Ensuring that in the learning environment there will be....	Teachers and teaching staff will ensure that....	Around the wider school there will be.....	In the community we will ensure that.....
<p>Opportunities for whole group, small group & paired tasks</p> <p>Inclusion with other students from different classes/different abilities for different indoor and outdoor activities</p> <p>Places with less distractions when needed</p>	<p>Activities such as cool club are encouraged</p> <p>Companionship is modelled well</p> <p>There is regular time set aside for peer interactions</p> <p>We teach appropriate interactions</p> <p>We share positive information about</p>	<p>A positive culture around inclusion – willing to give something a go</p>	<p>We work hard to remove any stigma or negative thinking around challenges</p> <p>We make links with other community groups</p> <p>We are very aware of our student's behaviour when out and promote appropriate interactions</p>

	our students so they continue to be seen in a positive light		
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Ambition

In the sensory department we will encourage our students to be ambitious by:

Ensuring that in the learning environment there will be....	Teachers and teaching staff will ensure that....	Around the wider school there will be.....	In the community we will ensure that.....
<p>Opportunities to try new things – taking risks</p> <p>Independence we be encouraged at all times</p> <p>The learning will include time for independent skills to be developed</p> <p>The learning will include time for students to process information</p> <p>Opportunities to look at pictures, watch videos of their peers and</p>	<p>Our expectations are high but achievable</p> <p>We model things enthusiastically and clearly so our students want to have a go</p> <p>We model how to keep going when things go wrong and behave appropriately</p> <p>We always pass on information about student’s likes/dislikes/abilities so that staff new to them work at an appropriate level</p>	<p>Appropriate ‘jobs’ that students can achieve with as much independence as possible</p> <p>Opportunities for activities or events that showcase individual talents and personalities</p>	<p>We share achievements so that others have the same expectations. E.g. videos of students eating independently etc.</p> <p>We promote independence when out in the community</p> <p>We will always have learning outcomes for our community outings</p>

<p>themselves achieving</p>	<p>We are advocates for our students, speaking up for them, highlighting their strengths and abilities</p> <p>Our first reaction will be to stand back providing an opportunity for independence before we jump in to help</p> <p>We play to student's strengths and promote this</p>		
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Confidence

In the sensory department we will promote our students' confidence by:

Ensuring that in the learning environment there will be....	Teachers and teaching staff will ensure that....	Around the wider school there will be.....	In the community we will ensure that.....
<p>Opportunities to try new things – <i>taking risks</i></p> <p>Changes in the classroom environment are thought through carefully by the individual teacher</p> <p>Familiar routines</p> <p>A general culture of fun and enjoyment</p>	<p>Celebrating effort and success in a meaningful way (often in the moment)</p> <p>Students know they are liked and that each day is a new day</p> <p>Students need to be clear on what is expected of them</p> <p>Students feel safe in order to feel secure about having a go</p>	<p>Staff need to be informed of certain individual goals so that confidence can be built, e.g. when a student is taking the register</p> <p>Staff will stand back providing an opportunity for independence before they jump in to help</p> <p>Staff will ask the student before they help</p>	<p>Opportunities to experience a wide range of environments and activities where students are able to take calculated risks, e.g. shopping with more independence</p> <p>Familiar activities are built into community outings</p>

	<p>Staffing is though through carefully</p> <p>Students are talked to and never talked over –staff to be mindful when having conversations with other staff as this can knock confidence</p>	<p>A culture of giving high importance to staff morale so that well-being is reflected from staff to student</p>	
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