

How will you promote progress within values?

Curiosity

In Lower School 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"> activities / objects that reach all senses, i.e. more biased towards kinaesthetic learning 	<ul style="list-style-type: none"> they are flexible in their thinking and delivery of lesson and that they can deviate from the plan in response to what they see in the learners learners have time and space to explore and develop skills learners can get it wrong and feel OK about it learners are in a fit state to be curious, i.e. have opportunities for brain breaks, sensory circuits or time out, etc. they ask open and guiding or thought provoking questions to support learning and understanding 	<ul style="list-style-type: none"> availability of sensory circuits, exercise apparatus and space for time out stimulating and interesting interactive displays that change over time 	<ul style="list-style-type: none"> Trips to venues that are aimed at curiosity, e.g. Herstmonceux, Science museum, Planetarium Having a focussed task to develop curiosity, e.g. Nature trail with questions to answer or things to find; shopping trip with specific goals

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Happiness

In Lower School 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"> • security and safety achieved by having familiar staff, predictable time tables and achievable tasks – ‘No alarms and no surprises’ • personalised activities building on individuals interests • parts of the room where students can decide what is there and what it looks like, i.e. own lockers (decorated), etc. • opportunities to recognise achievement, praise success and share it with others 	<ul style="list-style-type: none"> • they provide fun and use humour • they are familiar with students likes and dislikes • they protect vulnerable students whilst encouraging confidence and independence • they are encouraging and promote positive relationships between peers • students are tolerant of one another and respect differences between people • they act as positive role models for students • they support students to understand and manage their emotions 	<ul style="list-style-type: none"> • opportunities to recognise achievement, praise success and share it with others, e.g. own work in displays around school. • sharing time, activities, resources etc. with other peer groups – e.g. lunch clubs, after school club • common resources shared with other groups at the same time, e.g. sensory gym equipment 	<ul style="list-style-type: none"> • there are opportunities to familiarise individuals with a wide range of venues, through repeated visits and then moving on. •

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Companionship

In Lower school 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.....
<ul style="list-style-type: none"> • space for students to be alone or with a peer to take part in a shared activity • games and construction sets that students can share or parallel play • leisure areas 	<ul style="list-style-type: none"> • they model positive ways to interact • they allow unstructured times • they know where friendships are blossoming and who needs help to engage with or tolerate others • they have teaching, social stories etc about emotions to help understand self and others • they use strategies like attention autism to encourage shared focus 	<ul style="list-style-type: none"> • apparatus which can be used individually or in pairs • time for key stages to mingle so friendships can be maintained 	

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Ambition

In lower school 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.....
<ul style="list-style-type: none"> • a meaningful reward system in place • places of calm for those who are easily distracted • places of excitement and wonder for those who need motivating 	<ul style="list-style-type: none"> • individuals understand their disability and strive to meet their full potential • students know their future options and grow in confidence • students and their families build realistic plans for the future • students are encouraged to be brave and try new things • they are rewarded for their persistence • Work hard • Students hear positive yet realistic stories about past students including sex and relationships, house sharing, jobs and hobbies 	<ul style="list-style-type: none"> • displays of achievements and experiences • visual reward systems shared across the school • end of year prize giving open to all students • opportunities to take part in shows, musical recitals, 	<ul style="list-style-type: none"> • there will be visits to work placements, colleges, etc • students are aware of different job roles and what people do in different environments – and have discussions on return to school • residential trips to practice a wide variety of skills including being away from home, self-help and adventurous activities.

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Confidence

In Lower School 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.....
<ul style="list-style-type: none"> • seating plans where students can feel safe (particularly ASD classes) • ways to be able to say no or yes • displays of students work/achievements so students know they are valued • 	<ul style="list-style-type: none"> • Students know they are liked and that their views are important • they use praise and encouragement and work on self esteem • they model how to take steps outside comfort zone • they give reassurance to know it is ok to make mistakes • students have opportunities to volunteer themselves or try new things • knowing their limits – not to be over confident • Be able to show and communicate what they like and do not like 	<ul style="list-style-type: none"> • A space for students who may not be as confident • displays of students work/achievements so students know they are valued • an ethos that demonstrates respect for all and discrimination against none • planned events where ALL classes mix and students get to know each other 	<ul style="list-style-type: none"> • students will have regular opportunities to be in different environments and know how to behave, stay safe and be comfortable around unfamiliar people. • students have suitable tools to be able to communicate to all people • students are prepared for visits to reduce anxieties • there is preparation for possible changes in plans or unexpected events