



The Loyne
Specialist School

Key Skills Handbook

Communication & Language

Behaviour & Awareness

Movement & Co-ordination

Thinking Skills & Problem Solving



CONTENTS

Communication & Language.....	4
Receptive & Expressive Language	4
Expressive Language	6
Sensory Impairment.....	8
Behaviour & Awareness	9
Self-Awareness.....	9
Executive Functioning (EF)	10
Prompting Positive Behaviour	13
Proactive Strategies	14
Active Strategies	14
Reactive Strategies	14
Movement & Co-ordination.....	17
Gross Motor Skills.....	17
Aquatics.....	19
Fine Motor Skills.....	19
Thinking Skills and Problem Solving.....	21
Managing Information.....	21
Schemas.....	21
Sensory Integration	22
Being Creative	22
Being Collaborative	23
Self-Management.....	23

At the Loyne Specialist School, we strive for pupils to achieve the best possible outcomes. We prioritise the development of their learning to learn skills whilst being ambitious in promoting their knowledge and understanding appropriate to their cognitive ability.

The skills, knowledge and understanding linked to cognition are documented in faculty guides which specify learning intentions for each of the curriculum areas. This purpose of this document, read in conjunction with the key skills matrix, is to provide detail of how we support the development of pupil's learning to learn skills which, in the context of our school, are 4 specific areas of learning.



This document endeavours to detail how we can best enable pupils to succeed and make progress in each of these areas. It is imperative to understand that these areas are highly **interconnected** and cannot be taught in isolation.

As highlighted throughout this document, key skills, by their very essence, are deeply related, crucial to pupil's early learning and later success in education and life (Best Start in Life Part 2: the 3 Prime Areas of learning 2023). They are actively planned and interwoven into teaching content and documented in Curriculum Guides and pupils' learning maps which influence teacher's short-term planning. In particular the elements found thinking skills and problem solving such as self-management could also fall under behaviour and awareness but in this instance have been allocated due to their reference of cognitive learning.

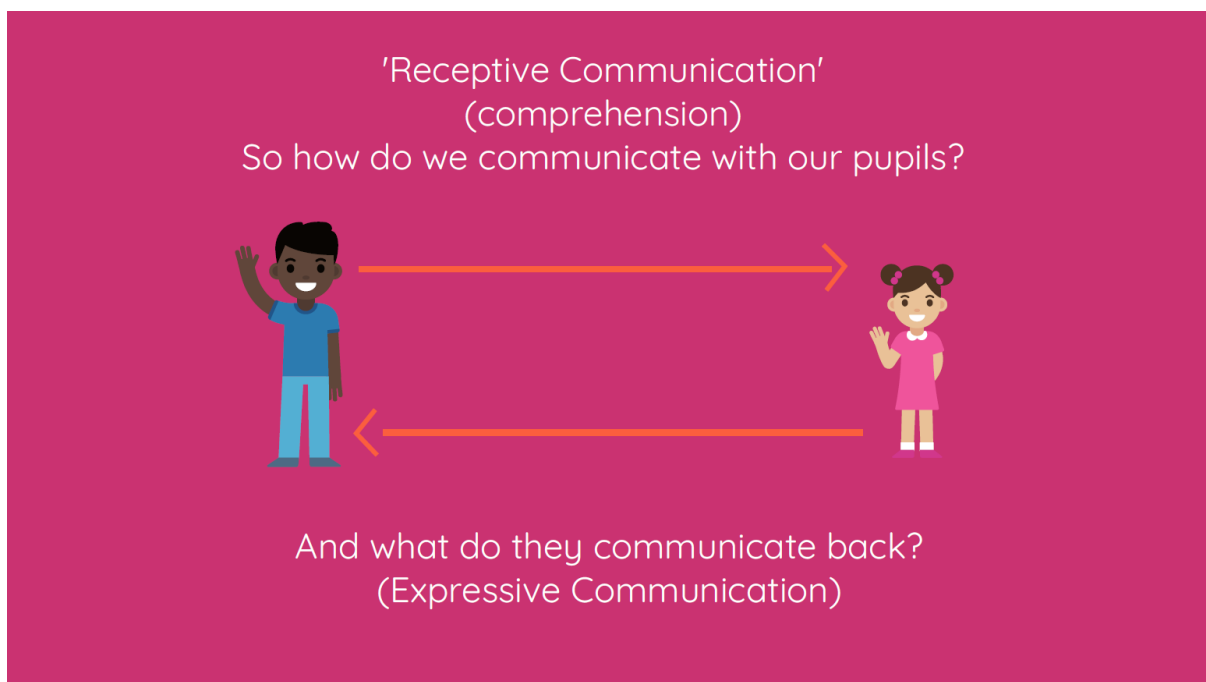
Due to the wide evidence base of the strategies that we use within school, the information in this handbook aims to provide an overview, initiating a deep level of thought and discussion to how a pupil's learning needs can be best addressed. To support teacher's with planning, at the end of this document is a progression matrix for each of the key skills that documents suggested learning intentions across each of the 3 pathways of learning, lake, river and ocean.

COMMUNICATION & LANGUAGE

Receptive & Expressive Language

The ability to communicate is a key skill and the more effectively a pupil is able to communicate then the better their quality of life will be.

We strive for our pupils to understand and to be understood. We are a total communication school and use a wide range of communication forms and tools to build a learner's skills to communicate.



Receptive Communication

Being able to understand what is being communicated.

Opportunities for practising and developing communication skills must occur in all activities across the day. It is natural to tend towards spoken language; therefore the use of language should be well considered. The choice and range of language should be tailored to the receptive language skills of the students taking into account the complexity of words, speed, tone, timbre and dynamics of spoken language and how this can be supported with gestures, environmental cues, sign, objects and visuals.

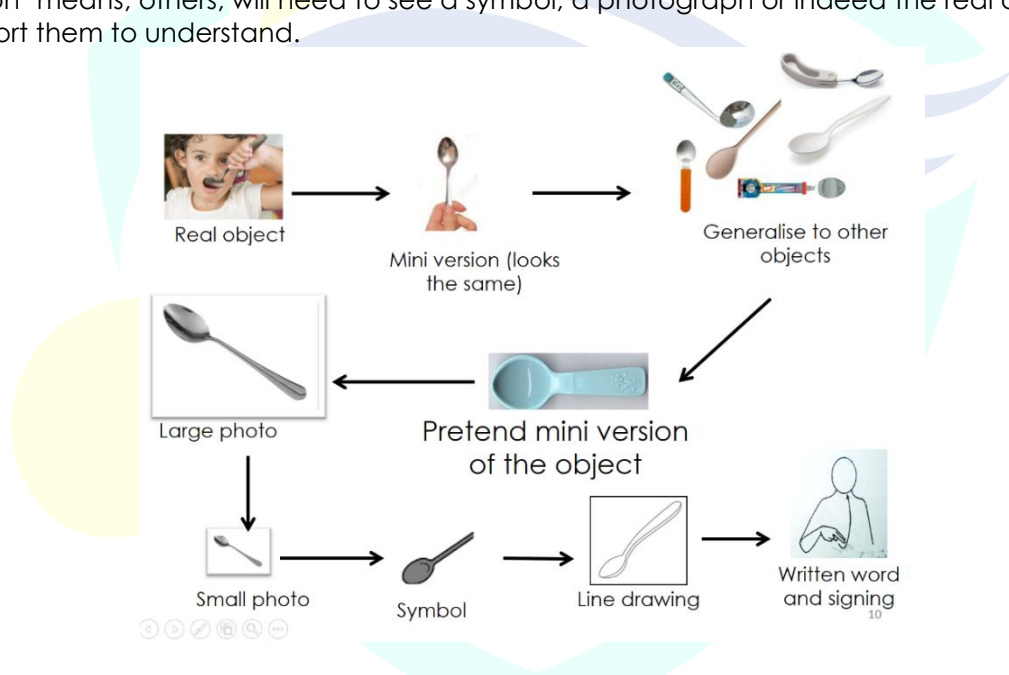
We aim to support pupils develop their understanding of language as words carry meaning and allow a person to express their wants, needs, thoughts, feelings and ideas. In order to develop effective communication, a pupil must recognise and understand the meaning of the word that is being spoken to them. However, most conversations do not take place in just single words and are usually spoken using phrases or sentences which can vary in lengths and complexity. A pupil must be able to understand words spoken and then be able to respond appropriately.

Key word level refers to the number of information carrying words in a sentence that a child can understand NOT the number of total words. When we speak lots of words can be used but not all of these words carry meaning. In fact, not all of these words have to be understood. However, to promote successful communication, additional clues can be used to support understanding, such as the tone of someone's voice, facial expression, body language, gestures and the immediate environment that we are in.

The document, [Key Word Understanding](#) provides guidance of how pupils understanding can be supported. Pupils' key word levels are displayed in the classroom, on their Pupil Assessment Profile or on the Communication Access List.

For further support please watch the associated webinar on the parent portal on the school's website.

We also always need to consider the pupil's level of **symbolic understanding** as this identifies which **mode** of communication may be most successful in understanding and use to communicate with others. As an example, the diagram below shows the sequence of symbolic development using a spoon. It begins by using the real object and progressing on using a mini version, generalising the object to photographs, line drawings and eventually the written word or sign. Some pupils will be able to understand what the verbal word 'spoon' means, others, will need to see a symbol, a photograph or indeed the real object to support them to understand.



Whilst each mode of communication endeavours to promote effective receptive and expressive language, there can be different strategies to employ which may incorporate a specific teaching focus. Examples of these are given in the table below. Throughout school however we place a high significance on the use of visuals (see corresponding webinar on the parents portal).

Expressive Language

Strategy	Definition	Teaching Focus
Spoken Language	Using spoken words to express wants, needs, knowledge, ideas and feelings.	<ul style="list-style-type: none"> To use nouns and verbs to label items, objects, events, activities. To sustain attentive listening, responding to what they have heard with relevant comments, questions or actions. Maintains attention, concentrates and sits quietly when appropriate. To develop two-channelled attention – can listen and do for short span. To understand instructions containing sequencing words; first...after...last, and more abstract concepts – long, short, tall, hard soft, rough. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To have confidence to speak to others about their own wants, interests and opinions. To initiate conversation, attends to and takes account of what others say. To explain own knowledge and understanding, and asks appropriate questions of others. To show awareness of the listener when speaking. Expresses needs / feelings in appropriate ways.
High tech communication aids	Involves a dynamic screen device which displays symbols or graphics on a screen and can store multiple “pages”. The pupil can navigate between pages by selecting the appropriate key.	<ul style="list-style-type: none"> To know that visuals have meaning. To scan between a number of symbols/pictures/words. To discriminate between a given number of symbols. To approach a communication partner . To gain an adults attention (appropriately). To expect a response. To persist when attempting to communicate. To construct phrases and sentences e.g. 'I want...' and 'I see'.
PECS	Giving a photograph /picture or symbol to another person which allows them to receive desired object in return.	
PECS Board	A board which contains a number of symbols which can be taken and given to in order to make a request	
Communication Board	A board which contains a number of photographs /pictures or symbols which when pointed to requests an item	<ul style="list-style-type: none"> To know visuals have meaning. To point to desired object. To understand that pointing indicates intention to communicate.
Communication Books	Provide pages of photographs /pictures or symbols usually organised by topic that will contain relevant vocabulary.	<ul style="list-style-type: none"> To access and transport an aid to communication. To support communication through point from finger/eye.
Makaton	Use of signs to relay information	<ul style="list-style-type: none"> To link an action to a person, object, event. To form signs correctly.

		<ul style="list-style-type: none"> To initiate a request with a peer/adult. To grasp and hold an item. To link an object with a person, object, location or event (over time). When shown an object, to predict that something is going to happen. To make a choice from objects.
Objects of reference	Objects are used to represent a person, object, location or event and are generally used to support a pupil at times of transition to understand what is happening next.	
Eye Pointing (visuals/objects)	Use of eye gaze to choose between objects, photographs of symbols	<ul style="list-style-type: none"> To help develop 'communicative' intent. To focus on a number of items to make a choice from.
Eye Pointing (E-Tran Frame)	A transparent screen which holds letters, symbols, or words which a pupil gazes at to indicate a choice.	<ul style="list-style-type: none"> To scan a number of visuals (photos, symbols, icons). To indicate choice by gazing.
Switches	Enables a pupil to activate a battery or mains operated item by pressing a switch	<ul style="list-style-type: none"> To take notice of stimulus. To tolerate equipment near body. To understand cause and effect. To press a switch with intent and expect a result. To press a switch at the correct time or request. To use two switches to activate different results. To use two switches to scan options and select desired target.
Voice Output Communication Aid	Big macs, step by steps etc where a message can be recorded and a pupil can hear upon pressing	<ul style="list-style-type: none"> To press a switch to elicit a sound. To respond to a sound.
On body signing	A visual means of communication through the use of touch and other available senses. The method includes signing 'in front', 'on body' and 'hands over'	<ul style="list-style-type: none"> To tolerate firm touch. To begin linking a touch with an event. To link a touch with an exact event. <p>https://www.lscft.nhs.uk/media/Site%20Images/CITNS/Documents%20-%20SLT/Complex%20needs/On%20body%20signing.pdf</p>
Intensive interaction	Repeating a pupils vocalisations and movements in order to establish and sustain a two way interaction	<ul style="list-style-type: none"> Enjoying being with people. Listening & attention skills. Turn taking. Using and understanding eye contact. Vocalisations. Facial expressions. Understanding non-verbal communication. Intentional interaction with another.
Eye – Gaze Technology	Technology which enables a pupil to activate on-screen software using their eye gaze to make choices.	<ul style="list-style-type: none"> To engage with a Blank screen. To understand cause and effect. To dwell to activate effect. To pick up, drag and drop though dwell. Activation of Communication package. Environmental control of lights, curtains, door, radio etc.

A small number of pupils have support from the NHS Speech and Language Therapy Service. This is denoted on the communication triangle on the staffroom notice board. For pupils not known to this service they will access 'school-led provision'. Termly meetings are held between the NHS Speech and Language Therapists and the school led communication team to ensure pupils are accessing the correct provision.

Where a specific need is identified Language intervention groups may be delivered for targeted pupils which may include:

- Top Tips for Talking - a programme for early language skill development
- Talk About - based on the Better Talking Partners
- Talk Boost – a language development programme from ICAN
- Talkabout – social communication programme
- Socialeyes – social communication for pupils with ASC
- Students have yearly assessments using the Early Word Comprehension checklist, Derbyshire Language Scheme, Welcomm and British Picture Vocabulary Scale.

Sensory Impairment

Many of our pupils may have a Hearing or a Visual Impairment and where identified pupils may have support from the advisory teacher service, or more specifically a specialist teacher in:

- Hearing impairments
- Visual Impairments
- Multi-Sensory Impairments

Hearing Impairments (HI)

Rarely will pupils be totally Deaf, and many will use aids to help towards useable hearing. Support is commissioned from the Teacher of the Deaf (ToD) who will advise on strategies for teaching and learning. Additionally, the ToD will support hearing aids and radio mics. Pupils should be supported by ensuring acoustics, lighting and **positioning** is considered so pupils can maximise the learning opportunities. Most importantly we use **sign (Makaton), objects, visuals and gestures** to cue in the pupil to the topic.

Visual Impairments (VI)

Most pupils with VI will have some useable vision and navigate known spaces well but may struggle in new situations. Pupils may appear to have better vision than they actually have. In most cases, glasses **cannot** correct their vision or behaviours may prevent the pupil from wearing glasses in a functional manner.

Reports commissioned from the Qualified teacher of Visual Impairments (QTVI) are invaluable in meeting the needs of these pupils and will **specify** particular **resources** and **teaching strategies** required. If the content of the report is not clear then further advice should be sought from fellow colleagues. Ensuring uncluttered environments, ensuring positioning to **maximise** vision is important as well as providing **audio descriptions** in situations where there is only visual information available e.g. during a performance 'the children are jumping/dancing/hiding' or giving an object to explore with their hands. QTVI will also provide access to large print books.

Multi-Sensory Impairment

Occasionally a pupil may present with MSI; both HI and VI (and can also be known as deaf blind). As above most will have some usable vision and hearing. For these pupils a multi-sensory curriculum is employed. Communication may be through **Objects of Reference (OoR)** and **On Body Sign**. Advice and support will be provided by a Qualified Teacher of Multi-Sensory Impairment (QTMSI). Pupils with MSI are also likely to have medical conditions or learning and physical disabilities. Multi-sensory Impairment is a very rare disability.

BEHAVIOUR & AWARENESS

Supporting positive and appropriate behaviour amongst our learners lies at the heart of our mission as a school. We firmly believe that learners who are able to develop awareness of themselves and others and maintain positive behaviour patterns are more likely to lead happy and fulfilling lives during their time with us and then beyond into adult life.

Self-Awareness

Self-awareness is the ability to tune in to your feelings, thoughts and actions and being able to recognise how other people see you.

Self-awareness develops over time and begins when pupils are able to recognise and name their emotions, strengths and challenges, likes and dislikes. There are two kinds of self-awareness:

- Private self-awareness is when pupils are aware of something about themselves that other people might not be. As an example, some pupils may get butterflies in their stomach before reading in front of others. This is private self-awareness as this may not be something that other people will notice.
- Public self-awareness is when pupils are aware of how other people see them. This type of self-awareness develops later because children need to understand that other people have thoughts, feelings, and perspectives different from theirs. Until about age 5 (developmentally) most children don't realise that other people aren't always thinking and feeling the same way as them (this is known as **theory of mind**.)

Some pupils struggle to learn theory of mind, especially those who have trouble reading social cues. Pupils can be supported to develop their understanding of emotions.

Word level	Language of emotions
Pre	Observe pupil responses to show likes & dislikes Identify and respond to pupil's non-verbal communication
1	Label how a pupil is feeling in that moment e.g. "you are happy", "you are cross"
2	Look at pictures of facial expressions and discuss what they are doing with their faces. Practice labelling the facial expression.
3	Pupils can retell an event after it's happened e.g. what did Billy say? How did Becky feel?
4	Can answer 'why?' and 'how?' questions relating to emotions. E.g. "why are you sad?", "how can you make yourself feel better?"

When pupils have a greater sense of themselves it's easier for them to build positive self-esteem and pupils who are more self-aware are able to self-monitor meaning that they're able to keep track of what they're doing and figure out what's working and what's not working, leading to the ability to self-reflect and then reflect and make adaptations in the future.

When pupils have strong self-awareness skills, they also:

- Recognise their strengths and challenges
- Understand what they need to do to complete a task
- Notice mistakes and can make edits or changes

- Can understand and talk about feelings
- Recognise other people's needs and feelings
- See how their behaviour affects others
- Have a growth mindset
- Are resilient and willing to learn from their mistakes

Executive Functioning (EF)

Executive functioning and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. EF depends on three types of brain function: working memory, mental flexibility, and self-control. These functions are highly interrelated and to be successful they need to operate in coordination with each other.

Each type of executive function skill draws on elements of the others.

- Working memory governs our ability to retain and manipulate distinct pieces of information over short periods of time.
- Mental flexibility helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.
- Self-control enables us to set priorities and resist impulsive actions or responses.
- Adults can facilitate the development of a pupil's executive function skills by establishing routines, modelling social behaviour, and creating and maintaining supportive, reliable relationships. It is also important for pupils to exercise their developing skills through activities that foster creative play and social connection, providing teachable moments on how to cope with stress and over time, providing opportunities for directing their own actions with decreasing adult supervision.

There are a number of skills involved in developing executive functioning (LCC EP Executive Functioning Training – 3/12/2020)

Response Inhibition is the ability to think before you act and to have ability to resist the urge to say and/or do something and be able to evaluate a situation and the impact of your actions on it. Notably, this is an overarching skill and one that underpins others. Where pupils struggle with this skill they can be impulsive, lack focus and attention. Opportunities to practise skills through over learning supports pupils to develop greater inhibition control. The ability to resist and have higher levels of control appear to have better life outcomes and strategies to support pupils with developing inhibitory control may include the use of:

- Time lags e.g. now, then or first next boards
- Visual Schedules
- Rewards charts
- Use of Natural Consequences
- Preparation for situations in advance
- Role play
- Sharing of expectations
- Collaborative work with peers and adults
- Identify triggers in advance
- Use of self-talk strategies
- Mindfulness or mindful activities

*LCC EP Executive Functioning Training – 3/12/2020

Working memory is the ability to hold information 'in mind' while performing other tasks and be able to draw on past learning to use at the current moment/in the future so that behaviour can be guided and be in line with internal goals rather than being driven by external factors. Pupils who are able to hear and repeat verbal items (i.e. words in a memory list) also learn new vocabulary more quickly (either in their own or in a second language).

Pupils can improve their working memory performance is by employing strategies to help them store information when presented with distraction. One such strategy that has been the focus of considerable previous research is 'rehearsal' – the ability to say 'items to-be-remembered' to oneself silently within one's head during any delay period. Pupils might engage in different forms of rehearsal, such as single word rehearsal of the just-presented item, multiple rehearsals of the just-presented word, or cumulative rehearsal of all of the items that have heard. Additionally, pupil's working memory may also benefit from non-verbal support. Pupils may find it easier to remember a set of instructions (e.g. 'fold the paper and put it in the envelope when the bell rings') if they are able to enact these instructions when they first hear them, or if they are asked to recall them by carrying them out rather than simply repeating them ('what were you supposed to do'?) - The role of working memory (C. Jarrod, University of Bristol School of Experimental Psychology: March 2018)

Emotional control is the ability to manage emotions in order to complete tasks, achieve goals or control and direct behaviour.

Sustained attention is the ability to keep paying attention to a task despite fatigue, boredom, environmental distractions. Pupils may have varying levels of attention. **Where pupils are not yet purposely attending to others or their environment then intensive interaction will be the primary strategy used (see communication).**

Flighting attention	Easily distracted and attention flits from one thing to another
Rigid attention	Can concentrate on a task of own choice but cannot accept interruption by an adult
Single channelled attention	Cannot cope with doing one thing and listening to an instruction about something else at the same time. If an adult wants to give an instruction then the pupil must stop the activity and listen and then return to chosen task.
Focusing attention	Pupil is gradually beginning to focus his own focus of attention but can still only concentrate on one thing at a time, the task or the instruction. However, they can now shift their focus of attention from one to the other by himself.
Two challenged attention	The pupil can do a task and understand an instruction at the same time. Their concentration span may be short but can be taught in a group.
Integrated attention	Two channelled attention is now well established across different situations with different people.

Attention (Cooper, Moodley & Reynell 1978, Helping Language Development)

Pupil's attention can be developed by modifying:

- **Language used** (refer to Communication & Language)
- **Learning situation/lesson**
 - Have clear expectations that the pupil is supported to understand
 - Have realistic expectations
 - Vary the activity to maintain interest and alternate listening with doing

- Work for short periods or realistic periods
 - Have explicit good listening skills
 - Reward appropriately
 - Refocus the pupil's attention where appropriate
 - Review what has been learnt
- **Resources**
 - Use suitable resources, initially using motivating items
 - Plans for rewards
 - When appropriate define the task
 - **Learning environment**
 - The learning environment is an integral aspect to our provision and we are committed to our school being a vibrant and productive environment where pupils and students are engaged in their learning and enabled to make progress.

Aspect	Considerations
Safety	<ul style="list-style-type: none"> ● Is everywhere free from hazards? ● Is everywhere clean and is the necessary equipment available to keep it that way? ● Is the furniture at a suitable height for pupils? ● Are health and safety procedures followed?
Clutter free	<ul style="list-style-type: none"> ● Is large equipment, like wheelchairs and standing frames, stored in a suitable place when not in use? ● Are classrooms free of resources that are not currently being used? ● Is personal equipment, like coats and bags, hung up in the cloakroom or other suitable place? ● Are resources clearly labelled and stored appropriately? ● Are resources easily accessible for pupils? ● Is the room warm and welcoming? ● Does the environment support development of independence?
Sensory needs	<ul style="list-style-type: none"> ● Is the room over stimulating in terms of colour, noise, displays etc? ● Is furniture arranged accordingly for pupils with a hearing or visual impairment? ● Consider an Environmental audit

Metacognition is being to take a helicopter view of yourself in a situation, evaluating and knowing how to adapt the skills/strategies you are using and is usually described as thinking about thinking. It is also associated with the terms **learning how to learn** and becoming a **self-regulating learner**. It is a fundamental concept because it refers to pupil's ability to plan, monitor, redirect and evaluate how they think and learn. Strategies focus on explicitly teaching pupils how to plan, monitor and evaluate their own learning and provide opportunities for them to try these strategies out.

Metacognition also depends on attitudes, dispositions and emotional responses and considers wider influences on performance as they affect learning. Building pupils' metacognitive faculties involves these reflective routines, signalling when to step back and pause when they are considering an activity and encouraging them to ask themselves questions to unpick and negotiate their school experiences.

Over time the aim is for pupils, where it is possible, to internalise these reflective routines so that they often pause in their work to consider how it's going. Where appropriate, pupils should be encouraged to ask themselves mental questions to guide and structure their

activities, respond to problems and think about how to respond should they get stuck. Pupils can be reminded to check if things are going to plan until they are used to doing so themselves and secondly, by suggesting how to deal with problems as they arise, so that they adopt a cycle of checking their own progress and can build a repertoire of approaches that can be used once they understand the type of problem they are facing.

Many of the strategies that are employed as a matter of routine support with developing EF skills:

- Share explicit instructions with visuals
- Use of TEACCH to promote independent working
- Use a familiar rhyme as a prompt e.g. reading steady go, 3, 2, 1
- Incorporate planned breaks between activities
- Offer a choice of options for task completion
- Develop opportunities for paired work
- Use a timer to countdown time to start work
- Ask the pupil to explain what they need to do, what they need and how they are going to start
- Use of jigs to provide visuals
- Use of rewards Incorporate
- Practice collaborative problem-solving skills
- Ensure pupils have a tidy and organized space to work
- Reduce distractions where possible
- Using a prompt sheet to support pupils to know what they need and how they start a task
- Modelling the task prior to starting
- Using a visual reminder "What should I be doing right now?"
- Practice problem-solving skills (i.e. "What could you do if you don't know the answer to a problem?")
- Develop self-reflection/assessment strategies through use of next step stickers, discussion, plenary's and regular feedback during lessons
- Have a purposeful learning environment and learning space

Prompting Positive Behaviour

The school Behaviour Policy shares clear guidance and instruction on the methods by which our school community can promote positive behaviour in our learners through the principles and practical application of positive behaviour support, underpinned by the PROACT-SCIPr-UK® philosophy. Supporting positive behaviour using the Whole Approach is fundamental to each learner's well-being, safety and also considers the quality of life for the individual.

As a school we aim to:

- Improve quality of life
- Enable staff to become mindful practitioners
- Provide a framework for our organisation
- Give access to training programmes focussed on positive approaches.

At all-times within school and throughout the day we aim to keep a balance approach that:

- Addresses the needs of the individual before problems arise (proactive)
- Help the individual calm so that needs can be addressed (active)
- Deals with challenging behaviour as these occur (reactive)

Proactive Strategies

These are person centred and focussed on improving the quality of life for the individual. Proactive strategies are based on a detailed understanding of the individuals' likes, dislikes, dreams, aspirations and support needs. These may include changing aspects of the individual's environment (and skills teaching) to reduce the likelihood of behaviour that challenges occurring.

- Proactive Strategies can include but are not limited to:
- Communication
- The Environment
- Substitute skills
- Choice making
- Positive programming
- Opportunities for leisure
- Sensory Integration Activities (see webinar on 'An Introduction to Sensory Processing' available on school website)
- Access to the community
- Structured timetable for the day
- Reinforcement schedules
- Promoting independence including the use of TEACCH (see webinar on TEACCH available on school website)
- Relationships
- Relaxation

Active Strategies

These support pupils to calm so that their needs can be addressed. Responses such as de-escalation techniques, distraction, diversion and sometimes disengagement to be used by staff when a person starts to become anxious, aroused or distressed. These are referred to as secondary preventative strategies and aim to promote relaxation and avert any further escalation to a crisis.

Active strategies can include but are not limited to:

- Addressing immediate needs
- Sensory Integration Activities
- Redirection
- Distraction
- Diversion
- Disengagement
- Offering a preferred item or activities
- Lowering demands
- Adapting the environment
- Adapting interaction
- Teachable moments

Some strategies can be considered both a proactive and active strategy, depending upon its rationale e.g. sensory integrations and diets.

Reactive Strategies

These are strategies with deal with challenging behaviour as they occur and are strategies used in response to situations of risk.

These strategies are person centred and are used to manage the immediate risk and keep everyone safe. They do not aim to deliver long term and lasting behavioural changes.

Our ethos supports us in developing our understanding and knowledge of the reasons and functions of behaviour. As a school we pride ourselves in supporting our pupils to fulfil their long-term goals and provide a good quality of life whilst in our care for their long-term outcomes. At all times staff work on least restrictive and would use RPI as last resort and for the least possible time.

Non-restrictive reactive strategies can include but are not limited to:

- Strategic capitulation
- Stimulus change
- Evasion
- Moving away
- Redirection
- Adapting the environment
- Calming techniques

Identified students have an extensive **Positive Behaviour Support Plan** (PBS plan), which are dynamic documents and reviewed regularly to reflect any changes in behaviour presentation, situational changes or strategies being used. All PBS plans are agreed and/or modified at Annual Review with parents/carers which are dynamic documents and updated as and when required. It contains:

Important information about the individual such as known likes, dislikes, medical conditions, family, history, learning style, engaging activities.

Behaviours of concern, including operational definition of behaviour, frequency, duration, potential to cause injury, known antecedents, setting events, possible function of behaviour (SEAT – Sensory, escape, attention, tangible) possible reason for behaviour, warning signs and potential or known triggers.

- Proactive strategies
- Active Strategies
- Reactive Strategies
- Teaching Substitute Skills
- Long term outcomes
- Natural consequences to behaviour
- Processing and Recovery Time
- Risk Assessments (for use of RPI's)
- Restraint Reduction Plan
- Learner Learning History (if applicable)
- Consent page – for parents/carers to sign

Staff should **model** appropriate behaviours and in particular how to express their emotions. It also imperative that we respond to good behaviour. Some learners do not pick up on body language, tone of voice or facial expressions. It is imperative that staff **praise** learners in a way that they **understand** taking into account their preferred mode of communication.

Teaching of good behaviour should be explicit within classroom practice and should follow the model; communicate, show and practise. Staff should seek to encourage expected behaviour using the four-part cycle for tier one behaviour – clarify, teach, encourage, discourage.

Our classrooms should be seen as a continuum with the following tiered approach to behaviour:

Tier 1 – Classroom expectations that are explicitly taught throughout the curriculum
Tier 2 – Unwanted or limiting behaviours – should have a PBS plan in place.
Tier 3 – PBS plans of high importance – should implement an MDT approach.

Rewards and consequences

Where appropriate, reward systems are extremely effective motivators in the development of positive behaviour. Some learners respond positively to praise and encouragement and look forward to rewarding experiences offered as a consequence of appropriate behaviour. An important indicator of the ethos which pervades the school is the use of praise and encouragement with learners as we seek to develop their confidence and self-esteem. For some learners, the intrinsic value of praise is insufficient and further rewards might be necessary such as access to favoured activities. Where this is the case, these motivators can be offered to the learner alongside praise.

- A “House Point” system is used throughout school in which learners receive points throughout the week, which then accumulate to the learner being awarded a certificate and an opportunity to choose a reward from “The Golden Chest” during whole school celebration assembly. In addition, FE learners are awarded “Learner of the Week” which is also awarded during whole school celebration.
- As a rule, learners do not respond in a positive way to being shouted at by an adult and will either become extremely distressed or over-stimulated and likely to behave inappropriately. Similarly, other learners in the vicinity may become distressed or over-stimulated by shouting causing difficulties to escalate. Where it is felt that a reprimand is necessary and will be effective, this should be delivered in a calm and quiet manner and in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other learners.
- In the first instance, where there is a behaviour of concern, staff should carefully consider the use of natural consequences to the behaviour and how this can be used as teaching point for the learner. These should be identified on the Positive Behaviour Support plan.
- Sanctions, such as the removal of a favourite activity or item, are only permissible as part of a rational and considered intervention. Any such sanction should be recorded as an incident on CPOMS and included within the PBS plan. Similarly, in accordance with human rights legislation, it is not permissible to withdraw food or drink as a sanction. Where staff feel that these rights have been breached this should be reported to the Headteacher.

MOVEMENT & CO-ORDINATION

Supporting a pupil to become physical aware of themselves and to be able to move independently widens their access to their world, whether that be at home, school or in the community. Physical activity is integral in pupil's holistic development and enables them to pursue happy, healthy and active lives. From an early age, gross and fine motor experiences incrementally develop beginning with sensory explorations and the development of pupil's strength, coordination and positional awareness. Through opportunities pupils can develop their core strength, stability, balance, spatial awareness, coordination and agility.

Gross Motor Skills

Gross motor skills are those which require whole body movement and which involve the large (core stabilising) muscles of the body to perform everyday functions, such as standing and walking, running, jumping and sitting upright at the table. They are also crucial for everyday self-care skills like dressing (where you need to be able to stand on one leg to put your leg into a pant leg without falling over) and climbing into and out of a car or even getting into and out of bed. They also includes eye-hand coordination skills such as ball skills (throwing, catching and kicking) as well as riding a bike or a scooter and swimming. They are the building blocks for developing healthy bodies together with social and emotional wellbeing.

Gross motor abilities also have an influence on other everyday functions. For example, a pupil's ability to maintain appropriate table top posture (upper body support) will affect their ability to participate in fine motor skills (e.g. writing, drawing and cutting) and sitting upright to attend to class teaching, which will then impact on their ability to learn. Gross motor skills impact upon a pupil's endurance to cope with a full day of school (sitting upright at a desk, transitioning between classrooms, carrying a school bag). They also impact the ability to navigate around an environment (e.g. walking around classroom items such as a desk, up a sloped playground hill or to get on and off a moving escalator).

Cycling

If appropriate and a teaching priority, pupils are able to access cycling sessions and where possible students are encouraged to learn to ride a bike (a range of bikes are available and allow every student the experience of riding a bike). Pupils can work towards achieving the Loyne Pedal Awards. Targets should be identified and taught in a sequential manner and identified on pupil's learning maps.

Loyne Pedal Awards - Adapted Bikes
Level 1
Anticipates getting on bike
Contentedly sits on bike
Allows hands to be placed on handlebars
Shows interest /excitement in cycle moving around school
With support will push one pedal down
With support will push with both feet alternately
With support will push both pedals continuously
Level 2
Puts hands on handlebars
Independently will push one pedal down
Independently will push with both feet alternately
Independently will push both pedals continuously
With support can steer bike around a left turn

With support can steer bike around a right turn
Can independently steer bike to the left
Can independently steer bike to the right
Will look for obstacles and respond
Respond to simple instructions
Level 3
Can independently push the trike on a flat surface
Can put own helmet on head correctly and with support fasten it
Can park the trike in identified area.
Can sit on the trike and position feet on the pedals, turning them independently for several cycles
Can push the trike up a slight hill
Can independently mount the trike
Can independently dismount
Is aware of use of brakes to stop and beginning to use.

Loyne Pedal Awards - 2 wheelers
Level 1
Can put own helmet on head correctly and with support fasten it
Can pick the bike up from the ground
Can push the bike on the flat
Can push the bike up a hill/slope
Can push the bike in a straight line
Can turn the bike round
Can independently mount bike
Can independently dismount
Can sit on the bike and hold onto the brakes to keep steady
Respond to simple instructions
Level 2
Can sit on a bike and push down a slope with feet
Can glide down a slope with feet off the ground
Is aware of use of brakes to stop and beginning to use
Can glide down a slope with one foot on a pedal
Can sit on the bike and propel with feet on ground along the flat
Level 3
With support will put both feet on the pedals
With support will push with both feet alternately
With support will push both pedals continuously
Can lean the bike against the wall
Level 4
Independently will push one pedal down
Independently will push both pedals continuously
Uses brakes when necessary
Can independently steer bike to the left
Can independently steer bike to the right
Can independently cycle up a gentle slope (e.g. playground)
Can independently cycle up a steep slope (e.g. up to cycle track)
Will look for obstacles and respond

Aquatics

Pupils are able to access the hydrotherapy pool (which is warmed to 34°C) and enables them to access a diverse and exciting range of opportunities. Pupils who participate in swimming sessions, will have targets which are based upon the curriculum they follow.

During the movement in water sessions pupils work on a 1:1 basis with a familiar member of staff and work together to complete a programme that is individual to them. Where appropriate, support may be provided by NHS physiotherapy.

Group sessions are led by a qualified swimming instructor and focus on water confidence and learning the different strokes and techniques, with an emphasis of independent movement in water. Team games are a key element of the session promoting group participation, communication and listening skills.

Communication is a priority skill that is taught in the pool alongside physical development. The warm water, lights and music create a relaxing sensory environment which is used to encourage children to communicate whether it be vocalising, laughing or asking for 'more'.

Some pupils' access emotional health and wellbeing sessions which are intended to promote a quiet and relaxing atmosphere with lights and relaxation music.

Each new member of staff to school must undertake a pool induction before their first swim session. The induction provides an opportunity to familiarise yourself with the pool, to obtain a brief overview of its policies and procedures and to ask any questions that you may have.

Fine Motor Skills

These are typically thought of as the movement and use of hands and upper extremities, and include reaching, grasping and manipulating objects with your hand. Control and precision in fine motor movements also supports the development of hand-eye co-ordination. Fine motor skills are vital for doing everyday activities like buttoning up a shirt, using utensils to eat, tying shoelaces, cutting with scissors and writing.

Skills can be taught discretely as in PE lessons or throughout the curriculum, as an example developing pincer grip to hold a paint brush in an art lesson.

Pupils throughout school participate in physical development, PE or sport and leisure lessons.

Where pupils have support from NHS physical therapists, a 'move and do' programme will be in place. These will be shared by the named therapist and saved in the pupil's folder on the t drive. This may include pupils having a range of systematic position changes throughout the day and access to specialist equipment that they have been assessed for e.g. Work chairs, Standing Frames, Liko harness, Walkers etc. These pieces of equipment are integral to ensuring that the physical needs of a pupil are met and for maintaining of posture and muscle elasticity.

Staff should not use any equipment or position any pupil unless they have received moving and handling training provided by school.

Where possible pupils are offered regular rebound sessions where they can build core muscle strength and balance. The students can then work towards achieving one of our own Loyne Rebound standards awards.

Some pupils are identified to use 'The Move Programme' (developed by The Enham Trust). Pupils are assessed and their personal needs discussed with parents, class teams and when appropriate, the pupil. Targets are set for the individuals to attain their goal and this is achieved using small step targets building towards the end result and accumulating in a celebration. 'Move' is undertaken within the classroom setting and can be incorporated into lessons.



THINKING SKILLS AND PROBLEM SOLVING

Please also refer to Development Matters for EYFS, Faculty of Learning Guides for KS1-4 and FE for curricular content and knowledge.

It is intended that pupils will also acquire, generalise and apply a range of cognitive capabilities that enable them to engage with the broad and balanced topic-based curriculum on offer by

- Managing Information
- Being Creative
- Being Collaborative
- Self-Managing

These by their very nature are multifaceted and are embedded through all other key skill areas.

Managing Information

Developing pupils' abilities to function well in an information intensive environment.

Pupils should discover how to

- focus, attend, listen,
- ask questions
- plan and set goals,
- select, classify, compare and evaluate information selecting the most appropriate resources and method for a task;
- use a range of methods for collating, recording and representing information
- and communicate with a sense of audience and purpose.

We aim to engage pupils in active learning. Pupils should be encouraged to

- recognise, name everyday day items
- understand the function of objects
- make links between cause and effect
- sequence, order, classify, and make comparisons
- make predictions, examine evidence, and distinguish fact from opinion, justify methods, opinions and conclusions
- generate possible solutions,
- try out alternative approaches and evaluate outcomes
- examine options and weigh up pros and cons
- use different types of questions
- make connections between learning in different contexts.

Schemas

Schemas are cognitive frameworks or concepts that help organise and interpret information (Piaget) and pupils can be working on more than one scheme and will change and revisit many times until they understand how the world around them works. **Schemas influence what we pay attention to.** People are more likely to pay attention to things that fit in with their current schemas. They **impact how quickly people learn.** People also learn information more readily when it fits in with the existing schemas. Schemas help simplify the

world. Schemas can often make it easier for people to learn about the world around them. New information could be classified and categorized by comparing new experiences to existing schemas. Schemas allow us to think quickly. Even under conditions when things are rapidly changing our new information is coming in quickly, people do not usually have to spend a great deal of time interpreting it. Because of the existing schemas, people are able to assimilate this new information quickly and automatically. Schemas can also change how we interpret incoming information. When learning new information that does not fit with existing schemas, people sometimes distort or alter the new information to make it fit with what they already know. Schemas can also be remarkably difficult to change. People often cling to their existing schemas even in the face of contradictory information.

<https://www.simplypsychology.org/piaget.html#:~:text=Piaget%20emphasized%20the%20importance%20of,and%20to%20respond%20to%20situations.&text=This%20is%20an%20example%20of,of%20schema%20called%20a%20'script.>

Schemas can be:

- **Trajectory** where the pupil drops, throws, jumps, runs, pushes, being swung, watches liquid slop side to side, draws lines and loves stripes.
- **Rotation** the pupil will seek out toy or wheels to spin will twirl and spin themselves. They will love swings and like mixing paint or food. Mark making will be circular.
- **Transporting** here the pupil will move themselves or objects around with them and bring you items
- **Connecting** the pupils love putting bricks together, gluing or tying things together. Drawing will join shapes or dot to dot
- **Envelopment** the pupil will wrap themselves or toys in fabric the pupil may colour in the entire page to hide the picture.
- **Containment** this is where the pupil gets inside areas/borders, puts toys in boxes loves posting boxes etc. Colouring inside the lines will be engaging.
- **Positioning** the pupil loves lining up, grouping, will put themselves or an object in a specific space.

Sensory Integration

Sensory processing is our brain's ability to recognise and respond appropriately to information which comes through our senses. When a child has sensory processing difficulties, they may have trouble understanding this external sensory input and this may manifest itself in becoming over responsive (hypersensitive) to sensory input, such as, being unable to withstand loud sounds or tolerate touch. Some children are under responsive (hyposensitive) to sensory stimuli and can appear withdrawn or lethargic. Others may display 'sensory seeking' behaviours such as spinning or chewing in an attempt to maintain a 'just right' state.

Some of our pupils have sensory assessments undertaken by a qualified Occupational Therapist, with a programme of activities which are delivered in school at certain times throughout the day. Other pupils we know benefit from some sensory activities, these are delivered individually or in small group sessions and expose pupils to sensory stimulation in a structured repetitive way which helps them understand and recognise the sensory stimuli and respond appropriately.

Being Creative

Encourage pupils' personal responses in creativity by developing curiosity, exploration, experimentation and invention. Pupils should be encouraged to

- be curious

- ask questions
- explore problems to solve
- experiment with ideas and questions
- make new connections between ideas/information
- learn from and value other people's ideas
- make ideas real by experimenting with different designs, actions and outcomes,
- make mistakes, experience failures, take risks for learning and learn from these

Being Collaborative

Pupils should be encouraged to develop the confidence and willingness to participate, develop appropriate socialisation skills, show empathy and develop a more general social perspective. Pupils should be supported to

- tolerate working alongside others in small and large groups
- share resources and activities
- show interest in what an adult or peer is doing
- develop routines of turn-taking, sharing and cooperating
- actively listen and share opinions
- give and respond to feedback
- understand how actions and words affect others
- adapt their behaviour and language to suit different people and situations
- take personal responsibility for work with others and evaluate their own contribution to the group
- be fair; respect the views and opinions of others and reach agreements using negotiation and compromise
- and suggest ways of improving their approach to working collaboratively.

Collaborative work offers opportunities to learn negotiation skill, to develop a sense of fairness and respect that will contribute to pupils' general social and emotional development.

Self-Management **(also refer to Behaviour and Awareness)**

The curriculum and delivery of the curriculum is designed to support pupils to

- engage with learning activities
- develop their attention and concentration
- organise their own belongings and tasks
- self-assess their own learning and peer assess the learning of others where this is appropriate
- become more self-directed, so that they can manage their learning in new situations and in the longer term, possibly by identifying their own targets for learning
- become knowledgeable about themselves as pupils
- be more aware of their personal strengths and weaknesses, consider how they feel about learning, and identify their interests and their limitations.
- Reflect on their learning and ask for help when it is needed

“When thinking skills are delivered in a rich context
and are infused with Areas of Learning,
pupils acquire a deeper understanding of skills concepts
and are better able to apply them in a range of contexts*”

<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Thinking%20Skills%20and%20Personal%20Capabilities%20for%20Key%20Stages%201%20%26amp%3B%202.pdf>

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