



Ysgol Plas Brondyffryn Teaching and Learning Policy

This Policy has been written to cover all sites belonging to Ysgol Plas Brondyffryn. This includes:

Ty'n Fron – Primary Site

Park Street – Secondary Site

Ty'r Ysgol – Secondary Site- SLD

Gerddi Glasfryn – Residential Site

Please note that whenever the terms Brondyffryn or School appear they are therefore referring to all of the above sites.

1. Description of School and its Community

Ysgol Plas Brondyffryn is a Local Authority Residential Special School maintained by Denbighshire Education Authority. The school specialises in meeting the needs of children/young people with Autistic Spectrum Condition (ASC) and associated specific learning difficulties aged 3-19 years. The school is able to accommodate up to 125 children/young people. Gerddi Glasfryn Residential accommodates between 26 – 30 children/young people on a part time basis. As a Regional school, Ysgol Plas Brondyffryn welcomes children/young people from across North Wales and the closer counties of England. Our policies are relevant to all our children/young people regardless of county of residence.

The majority of the children/young people are from English speaking families. For most children/young people, Welsh is taught as a second language; however, education can be provided through the medium of Welsh if requested by the family and detailed in the Statement of Special Educational Needs. The majority of the children/young people are boys due to the higher prevalence of autism in males.

At YPB we are conscious of the need to maintain a low arousal environment which has been shown to be beneficial for individuals with ASC, reducing their anxiety and aiding concentration. To this end, we strive to keep all areas tidy and free from clutter; to make sure classroom displays are orderly and muted in colour; to communicate information in a clear and concise manner and to aim for a quiet and calm atmosphere. The approach varies on each site as dictated by the needs and abilities of the pupils and our aim is always to organise the environment as far as possible to promote independence in our young people.

2. Description of Policy Formation and Consultation Process

This Policy has been formulated by a working party consisting of the Senior Leadership Team. Staff, governors and parents were consulted before the Policy was finalised and formally adopted by the Governing Body.

3. Introduction

All pupils at Ysgol Plas Brondyffryn have an Autistic Spectrum Condition (ASC) and have specific learning needs and styles that must be addressed if they are to access the Foundation Phase and National Curriculum in a meaningful way. Pupils with ASC face challenges in the areas of communication, social interaction and imagination and therefore often do not understand meaning, either explicit or implicit within the social classroom context. Consequently the content and delivery of the Ysgol Plas Brondyffryn curriculum is based on current research and best practice in the field of ASC.

Teaching and Learning is the central policy that underpins our practice and influences all other policies. Our approach takes into account the role of assessment in Early Years and specialist provision for pupils with ASC.

4. Teaching

We aim to:

1. Provide an education that meets the individual learning styles and needs of pupils with ASC.
2. Provide a broad, relevant and balanced curriculum for pupils with ASC differentiated to meet individual needs, reflecting the diversity of the world in which they live.
3. Provide access to the Foundation Phase, National Curriculum and Learning Pathways modified to meet the needs of pupils with ASC.
4. Deliver activities at an age appropriate level.
5. Provide physical and visual structure to help organise the classroom to make it a predictable environment for children with ASC, thereby reducing confusion and anxiety.
6. Provide a range of teaching strategies including TEACCH, PECS, Applied Behaviour Analysis, Intensive Interaction and Sensory Processing and practical experiences in the local community to suit the learning styles of pupils with ASC.
7. Provide appropriate balance between class, group and individual work.
8. Ensure where possible that class sizes and pupil-teacher ratios are kept to the following framework:

Foundation Phase-	10 pupils/ 5 staff
SLD classes-	6 to 8 pupils/3 staff
Primary Able classes-	10-12 pupils/3- 4 staff
Secondary Able classes-	10-12 pupils/3 staff

This is a guideline and does not take into consideration specific individual needs and allocation of 1 to 1 where identified in the pupil's SEN statements.
9. Enhanced Speech and Language Therapy provision through the use of qualified in-house SALT assistants.
10. Assessment of sensory needs and analysis of behaviour logs to provide sensory profiles for identified pupils.
11. Work in partnership with parents/carers and other professionals.
12. Ensure that all staff receive appropriate training.
13. Provide opportunities for everyone to develop their strengths and review their performance and practice.

5. Learning

We aim that all children will:

1. Develop skills in Thinking, Communication, ICT and Number in line with the Skills Framework.

2. Develop their literacy and Numeracy skills as set by the Literacy and Numeracy Framework.
3. Develop knowledge and understanding across all areas of the Foundation Phase and National Curriculum, including Basic Skills.
4. Develop confidence and grow in independence.
5. Develop understanding of the world and feel socially accepted.
6. Develop awareness, understanding and respect for themselves and other people.
7. Develop a desire to communicate and the ability to do so.
8. Be motivated to learn and gain pleasure and satisfaction from doing so.
9. Be able to make choices and develop an ability to make decisions.
10. Develop curiosity, not being afraid to take risks in their learning.
11. Develop an awareness of safety and understand that others can help them.
12. Develop a learning relationship with parents/carers, staff and classmates.
13. Develop the ability to manage change effectively.

6. Procedures

1. All children should be given opportunities to experience learning in a variety of ways with appropriate levels of questioning and feedback.
2. Activities should promote positive interaction between all concerned, respecting each child's initiatives and dignity.
3. Management should be consistent, respecting the child's needs and feelings.
4. Equipment should be readily accessible.
5. Pupils will be given opportunities to make choices and decisions.
6. Pupils will be given opportunities to develop personal autonomy by having a degree of responsibility and control over their lives.
7. The learning environment should be safe with recognisable routines.
8. Boundaries should be clearly communicated taking into account guidelines in the Positive Behaviour Policy and Individual Reactive Strategies/ Behaviour Support Plans.
9. All efforts made by pupils to participate and produce work will be valued taking into account the guidelines in the Marking- Pupils' Feedback Policy.
10. Teachers should plan curriculum activities with their colleagues and with guidance from the SLT. Planning should take into account the pupil's previous experiences, their Statement of Special Educational Needs and guidance from the Foundation Phase, National Curriculum or Learning Pathways and the Literacy and Numeracy Framework.
11. Teachers should keep clear, accurate and detailed records of all aspects of each child's progress and development.
12. Continuous monitoring and assessment of each child's progress is an intrinsic part of teaching that will inform planning.
13. Parents/carers will be kept informed about their child's progress on a regular basis.
14. Staff will review and reflect on their practice in order to determine the effectiveness of teaching methods being used.

7. Glossary

Foundation Phase	The education of children from 3 to 7 years based on a developmentally sound curriculum that emphasises learning by doing
SALT	Speech and Language Therapy

TEACCH	Treatment and Education of Autistic and related Communication-handicapped Children
PECS	Picture Exchange Communication System
LNF	Literacy and Numeracy Framework

Policy adopted: April 2010
Policy reviewed: May 2012
Reviewed: May 2014
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To be reviewed: May 2016
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Equality Impact Assessment completed

An Equality Impact Assessment offers an opportunity for staff to think carefully about the impact of their work on local people and other members of staff.

Date completed:

May 2016