

KS1&2
Speech and Language
Functionality Driver

Real life, concrete learning experiences which allow pupils to transfer learning into their everyday lives more easily. For example, using real money in mathematics lessons enables children to become familiar with the weight, feel and size of coins and therefore makes the steps to spending money in shops etc smoother.

Opportunities for pupils to apply their learning and skills in functional ways which will prepare them for independence, adulthood and life beyond Percy Hedley School. Children are given opportunities, with the support of therapist, teachers and support staff, to go out into the community and use the skills they have developed in school. Example of this include social communication skills such as conversing with shop staff, personal organisation when preparing themselves for visits out and personal safety when out in the community.

Access to sensory diets and input which supports pupils to better regulate and, at times assess, their own emotional regulation and therefore access learning more independently.

Challenge: children will be asked to prepare themselves for lessons by identifying the equipment they need and where they will find it within the classroom. This will be supported with the use of visual prompts.

Children are encouraged to think more independently by making their own choices during the school day, such as lunch times and Choice Times. They also share their views when electing their class representative to the school council.

Equipment which is adapted to the needs of each pupil to enable them to access the school day and succeed with as greater level of independence as possible. This includes equipment such as angle boards, pencil grips, symbols, increased text size, Caring Cutlery, mobility aids plus many more. Due to the ability to be more independent, this increases each pupils self-esteem and therefore their belief that they can achieve more independently and in other contexts.

Therapy targets linked to there areas integrated throughout the school day to ensure consolidation and to use skills in context.

Close communication and collaboration with parents/carers to extend functionality and independence into the home environment or focus and support specific home based targets, for example linked to evening routines etc.

Children supported and encouraged to be more independent learners where applicable, support by the use of task plans and jobs lists to organise self for lessons by identifying and collecting equipment and work through more familiar tasks with increasing independence.

Specific tailored therapy session to address personal needs linked to independence and functionality for each pupil. The focus of these sessions are decided by the team and, where appropriate, in discussion with home. The learning that takes place in therapy sessions is generalised and contextualised throughout the school day.

Role within the classroom with pupils given specific areas of responsibility, such as setting the snack table, on a yearly or termly basis. Fostering a sense of responsibility as well as practising functional skills.

Tasks and jobs differentiated and scaffolded in a manner which supports independence by building self esteem. Through the small steps approach, children build confidences to work more independently.

Dressing skills and practical use of fastenings supported and developed in real contexts such as swimming and PE sessions.