

Teaching and Learning Policy	Issue date: January 2022	Version No: V0.2
Status:	Review date: January 2023	Page of

Policy Control/Monitoring

Version:	V0.3
Approved	

Teaching and Learning Policy	Issue date: January 2022	Version No: V0.2
Status:	Review date: January 2023	Page of

<p>Associated Policies: (insert hyperlinks)</p>	<p>SEND Curriculum for different departments Therapy Subject Specific</p>
<p>Associated National Guidance</p>	<p>National curriculum in England: framework for keystages 1 to 4 (DfE 2014) National curriculum in England: primary curriculum (DfE2015) National curriculum in England: secondary curriculum(DfE 2014) SEND code of practice: 0 to 25 years (DfE 2020) Development Matters (DfE July 2021)</p>

<p>Document status</p>	<p>This document is controlled electronically and shall be deemed an uncontrolled document if printed. The document can only be classed as 'Live' on the date of print.</p>
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Equality Impact Assessment

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Teaching and Learning Policy	Issue date: January 2022	Version No: V0.2
Status:	Review date: January 2023	Page of

Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
V0.1	November 2018	Katie Murray Head of Percy Hedley School	Approved	Regulatory requirement
V0.2	February 2019	Katie Murray Head of Percy Hedley School	Approved	Regulatory requirement
V0.3	January 2022	Jo Allen Headteacher of Northern Counties School	Approved	Regulatory requirement

Teaching and Learning Policy	Issue date: January 2022	Version No: V0.2
Status:	Review date: January 2023	Page of

Teaching

- a. Working collaboratively within a shared philosophy and agreed practice.
- b. Having a positive attitude to change and to the development of their own expertise(engage with CPD opportunities).
- c. Encouraging good relationships with parents and carers, and establishing links with thewider community, to prepare pupils for adult life.
- d. Take an active part in the performance management to further their professionaldevelopment.

4.3.3 Parents and carers work towards the school/college aims by:

- a. Sharing their knowledge of the pupil’s strengths and difficulties.
- b. Take part in setting outcomes for their child/young person and assist in implementingprogrammes to address these at home.
- c. Ensuring that the pupil attends school/college regularly and punctually.

4.3.4 Pupils/students work towards the school/college aims by:

- a. Being punctual and ready to learn and / or engage with regulation activities to get ready

Teaching and Learning Policy	Issue date: January 2022	Version No: V0.2
Status:	Review date: January 2023	Page of

aremet.

- k. Provide activities that ensure equal opportunities for all.
- l. Give regular feedback to the pupils / students and use assessment to ensure that learning activities build on previous knowledge, skills and understanding.
- m. Ensure any homework given extends or complements the work done in class and conforms to the school homework policy.

4.5 Effective classroom structures and routines alongside positive behaviour support strategies are key elements in providing quality teaching and learning

A capable learning environment will have many of the following features:

- a. A positive ethos which provides a positive classroom atmosphere.
- b. Organisation that encourages pupils to become independent learners.
- c. Clearly established systems and routines that includes maintaining an orderly environment.
- d. Positive behaviour support strategies that are consistently applied and which pupils/students think are fair.
- e. Efficient and flexible use of space which facilitates working as individuals, in small groups or as a whole class.
- f. Appropriate furniture, fixtures and fittings that is well-matched to the pupils' needs
- g. A wide variety of appropriate and well managed resources which promote pupils' /students' engagement including resources for information technology and appropriate software.
- h. Stimulating, clearly labelled displays that involve the pupil/student, are relevant to the topic/work, updated regularly and both inform and celebrate success
- i. Well lit, ventilated rooms where pupils work in comfortably warm conditions.

4.6 Whole school/college strategies for teaching and learning

- a. Our curriculum is differentiated according to the age and the needs of the pupils/students
- b. Our integrated teacher and therapy planning ensures that our pupils have access to a modified curriculum and effective teaching and learning approaches.
- c. We support pupils / students to achieve their maximum functional independence including independent travel, toilet training, mealtime management and health care routines, as appropriate.
- d. Discussion and collaborative working between pupils/students is encouraged wherever appropriate and these skills are modelled and supported by therapists and teachers working together through the social communication and regulation programmes.
- e. Classroom support is provided by well-qualified / experienced learning support assistants and from care assistants.
- f. Volunteer helpers assist in some classrooms, on educational outings and visits and

Teaching and Learning Policy	Issue date: January 2022	Version No: V0.2
Status:	Review date: January 2023	Page of

Teaching and Learning Policy

Issue date: January 2022

Version No: V0.2

Status:

Review

- e. The statutory annual review of the pupil's Education Health Care Plan of Special Educational Needs is supported by a detailed report from teachers and therapists and a review of the IEP.
- f. Outcomes within the EHCP are captured within each pupil's/student's Individual Educational Plan and agreed with parents / carers and, wherever possible, the pupil /student themselves.
- g. The staff compile evidence: this might be in workbooks, learning journals, photographs

Teaching and Learning Policy	Issue date: January 2022	Version No: V0.2
Status:	Review date: January 2023	Page of

