

WARREN'S PERSONALISED APPROACH



Unity



Equity



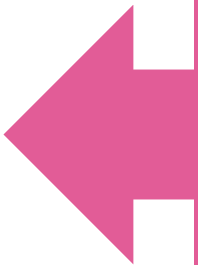
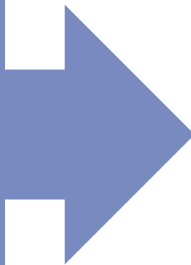
Trust



Success



Consortium Drivers
Warren's Environment for Learning Expectations
Warren's Pathways



National Curriculum
EYFS Development Matters
Engagement Model
OCR Life and Living Skills

EHCP Outcomes
Personal Learning Plan (PLP)
I am working on...

Planned learning is interesting, fun, engaging, participative and pupils have some ownership

We are enthusiastic and model expectations

Adults try different approaches to achieve the learning intention

We have clear, detailed plans for learning

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LEARNING IS AWESOME WHEN...

Adults assess the learning achieved from the planned learning

All adults know what the learning intentions are and they are communicated effectively

All adults know how to personalise for each pupil and have prepared the resources

Learning builds on prior learning & experiences

We are prepared & well resourced



Triad of Impairments



Wing & Gould, 1979

WARREN'S ENVIRONMENT FOR LEARNING EXPECTATIONS

The Warren Environment for Learning reflects what we know about the 'Triad of Impairments' and its impact on the ability of pupils to engage in learning. At Warren, we endeavour to minimise these impairments by setting up our environments according to the following protocols. In addition to this, we look to celebrate learning of the highest standard and inspire our pupils.



VISUAL BOARD

Every class displays and utilises:
a whole-class visual timetable using
standardised symbols
self-register
zones of regulation
day and date

WORK STATIONS

Stations contain organised and
clearly labelled equipment trays and
work boxes.

Distraction free workspaces with
visual cues and prompts.

Ordered, broken down, achievable
steps are visually represented.

SENSORY DIET

Every pupil has access to
movement breaks.

Sensory boxes are accessible
containing pupil specific
equipment.

Each class has an accessible
calming break out space.

ROOMS

Pupils and staff use all areas with a
clear intent and purpose ensuring
they are left tidy for the next
class.

Clutter-free environment with
unused resources stored away.

All adults and pupils maintain areas
to a high standard.

AROUND THE SCHOOL

The school entrance is of a high standard
and gives clear messages about the
Trust's drivers, ethos, values and
achievements.

All adults and pupils maintain areas to a
high standard.

Doors are clearly signed using symbols,
words, braille and sound buttons.

DISPLAYS FOR LEARNING

Displays are creatively presented with current
learning.

Learning is placed effectively on the display to
encourage the eye to explore and engage with
it.

Displays are labelled effectively to
contextualise learning, promote thinking and
exploration as well as signpost learning.

Windows, doors and radiators are not used
for displays.

PUPIL OWNERSHIP

Pupils voices, personality and
responses are evident both on
displays and in the wider
environment.

Pupils use displays to support
thinking and take pride in the quality
of their work.

Pupils ensure that their areas are
tidied after each activity.

LEADERSHIP

Senior teachers ensure
resources are effectively
allocated and organised.

The quality of teaching and
learning is monitored through
regular learning explorations
and drop ins.

COMMUNICATION

Every pupils' communication system is
accessible at all times.

Materials and resources are stored in
labelled units.

Core communication and choice boards
are located around the school for the
use of pupils.

All staff wear a standardised symbol
lanyard, however note for particular
pupils specific visual support will be
used.

CLASSROOM AREAS

All classrooms have an engaging book area
that displays books creatively to entice pupils
to read. The choices of books refer to their
current topic, interests and celebrate
diversity.

All classes have a defined break out space
that allows pupils to reflect and regulate.

All classes have a clearly defined transition
area.

All areas are clutter-free.

PATHWAYS FOR LEARNING



PATHWAYS FOR LEARNING



EXPLORERS

Recognising that the child is the curriculum, the Explorers pathway is a holistic pedagogical approach. Health and wellbeing, communication and relationships, sensory and physical development, cognition and challenge, self-determination and independence, and creativity are an ongoing cycle of teaching and learning.



DISCOVERERS

Recognising that the child is the curriculum, the Discoverers pathway develops a sense of self confidence and self esteem, to promote wellbeing, optimism and aspiration. Students have a voice and agency, to build and nurture relationships to engage and interact with and within the wider community. Cognition, communication, physical and social development are enhanced by sensory and play approaches to learning.



ADVENTURERS

Recognising that the child is the curriculum, the Adventurers pathway is developmental in nature, aiming for the highest possibility of independence. Without being directly related to age or key stage, semi-formal and formal approaches creates teaching and learning to fit with individual abilities and interests. Developing life skills with the flexibility of subject specific learning alongside a broad and balanced curriculum from self to the world around them.