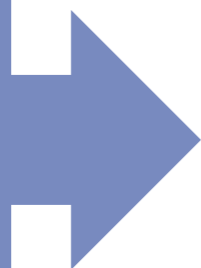


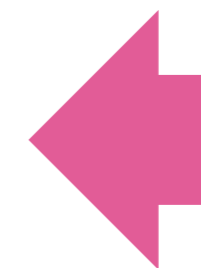
WARREN'S PERSONALISED APPROACH



Consortium Drivers
Warren Environment for Learning Expectations
Warren Pathways



EHCP Outcomes
Personal Learning Goal (PLG)
I am working on...



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

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

We have clear, detailed plans for learning

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.