

All together



Strengthening Teacher-Student relationships

Communication Friendly Classrooms

Visual Timetables

Visual timetables are used to allow children to see what is happening within their day. We use a big classroom timetable which is always visible. At the beginning of a lesson or part of the day we hold the timetable card up to tell the children what is about to happen. Then when a lesson or part of the day has finished, we take it off the timetable, so children know it has finished.

Small visual timetables are used for certain children, they have the children's photograph on, and the children know when a particular part of the day is happening. When the particular part of the day has finished they take it off their timetable and put it in the finished box.



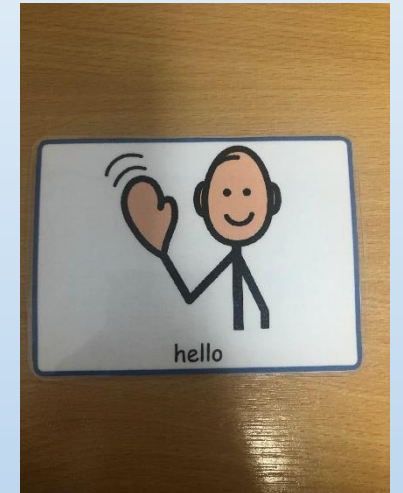
Picture Exchange Communication System Books

PECS Books are used to allow children to show the classroom staff their needs. PECS books are used so children can ask for food/drink, toys or items within the classroom. PECS books are used with both verbal and non-verbal children. The child chooses the item from the PECS book and puts it onto a strip on the bottom and then hands the strip to an adult and says “I want...” then whatever the item is they want.



Visuals

- Different visuals are used around school to allow children and adults to communicate.



Communication Friendly Classroom

Now & Next Cards

Now and Next cards are used to allow children to understand the job or what is happening now and what will happen next.

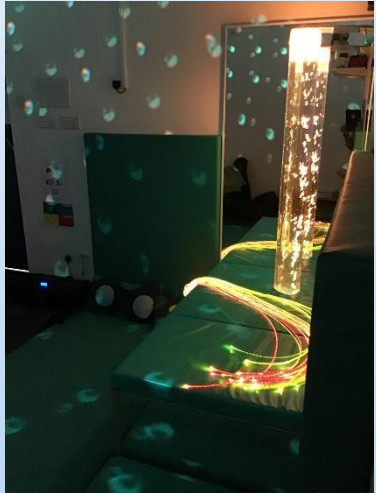
Working Towards Card

Children use working towards cards to identify what they would like to work towards. It allows children to understand that they have a number of jobs to do before they get to do the choice they've requested. Children are visually able to see what they are working towards and how many jobs they need to do before they achieve it.



Facilities within school

- The different facilities are offered around school to allow children to be able to communicate effectively and to meet their individual needs.



Other facilities which school have are :

Garden

Park

Active Zone

Vestibular Room

Art Room

Occupational Therapy

- All children have an individual O.T program.
- Fine and Gross motor skills activities are in place to allow children to promote their strength and mobility.
- All classrooms have the correct height chairs and tables. This ensures all children have their feet on the floor and correct balance. This supports the child to have the stability to do their individual work.



Zones of regulation

- Zones of regulation is used around school to support children to express their feelings.
- The zones of regulation support students to gain the skills to regulate themselves and their actions, which in time can lead to increased control and problem solving abilities.
- Students are taught different strategies to stay in a zone or move themselves from one to another.
- Staff also use the zones of regulation to express their feelings in the staff room and use different strategies and support one another to move zones or stay in a zone.



Thrive

- A thrive approach is used in school to support children with their emotional and social development. The thrive approach offers practical techniques and strategies and is built on an online assessment which identifies children's emotional development. The assessment provides action plans for children's individual needs.



During this session children made eye contact and looked at each others faces in detail so they could draw one another. Children also made memory bottles.

Steps

Steps to excellence and personal success.

Programme run over three days for parents and staff to develop knowledge on mind set and how the brain works.

Personal success and motivating self esteem.

Unit 1 – Beliefs, conditioning and scotoma

Unit 2 – What is the truth (self talk)

Unit 3 – Believing and seeing

Unit 4 – How your mind works (Self image)

Unit 5 – Who do you listen to? (Person you listen to every day the most is yourself)

Unit 6 – Importance in self esteem

Unit 7 – What do you think about? Thinking of a vision & making it a goal

Unit 8 – Stretching your comfort zone

Unit 9/10/11/12/13 – Goal setting, making meaningful change

The Dales



- Staff are continuously working to build and support positive relationships with children at The Dales.
- The Dales is always looking for ways to allow children to communicate effectively to allow staff to meet children's individual needs.