



Portesbery School

Surrey County Council School for Children with Severe Learning Difficulties and Autistic Spectrum Disorders

April 2006

Portesbery School Teaching and Learning Policy

Philosophy (We believe that.....)

- All pupils at Portesbery school have their own individual learning needs.
- Setting Key priority targets to work on for the year will enable the pupils to make progress more effectively. Where appropriate pupils should be aware of and work towards these targets themselves.
- All pupils have a broad range of needs that includes a broad and balanced curriculum but with a high priority on Communication, PSHE and appropriate inclusion opportunities.
- Education for all pupils with learning difficulties needs to be more than the school day and therefore makes an effective partnership with parents, and others providing care for our pupils essential. (Respite,etc)
- The school staff are a vital part of our learning community.
- Targets set at annual review.

Principles (We therefore intend to.....)

- Focus upon each individual and identify their particular learning styles, needs and targets throughout their school life to ensure that each individual makes maximum progress.
- Build strong and positive relationships with parents that look to extend the learning, through applying strategies consistently at home and school.
- Ensure all staff understand the school priorities, are trained in and have knowledge of specialist teaching techniques and assist in achieving our goals.
- Recognise Learning is through planned and unplanned activities in which the pupils participate, learn and develop.

Procedures (This will be managed by..)

- Carefully prepared and assessed termly individual education plans (IEP)
- Additional targets for National curriculum areas.
- Individual Behaviour Management Plans (IBMP) which address the management and development of behaviour for pupils who require this.
- Appropriate teaching strategies, implemented consistently and appropriately, throughout their school life.
- Differentiated planning.
- Alternative Curriculum options where needs demand, and facilities permit it.

- Appropriate inclusion opportunities for the individual either within or between schools
- Regular meetings where we can learn from, support and advise parents.
- Offering specialist workshops , discuss issues.
- Have an open door policy with parents.
- When appropriate arrange practical help in setting up practices at home.
- Train staff about our vision and teaching and learning policy and make these high profile.
- Train staff in specialist techniques.
- Train staff in the management of behaviour.
- Through the use of Appraisal and performance management, a carefully planned Continued Professional Development programme and Induction training.

Performance

(We can monitor performance by..)

- Head Teacher monitoring focus on identified individual needs.
- IEP's and additional targets are monitored by the HT and go home to parents.
- Annual Reviews monitor progress, set new targets and review IBMP's.
- Reports to governors.
- School self evaluation strategies
- The school strategic plan.
- The Supporting Extended Learning At Home (SELAH) coordinator.
- Reports to Governors
- INSET database and Coordinator.
- Reports to Governors.
- Governors monitoring arrangements.

This policy is supported by the Curriculum policy