



SPELL AT GREEN LANE

Structure, Positive strategies & outcomes, Empathy, Low arousal and Links to other professionals.

All pupils at Green Lane will access a learning environment and learning approaches that follow the SPELL principles. The SPELL framework is used with all pupils regardless of age and needs. Positive approaches and expectations are used to reinforce self confidence and self-esteem by building on individual's interests and needs.



In our Cedar pathway the SPELL principles are apparent and a holistic part of learning for the pupils. Pupils have access to other professionals (OT, Physio, SALT, other therapies) where appropriate to individual's needs. Classrooms are set up highly structured with a large range of visuals used. Pupils follow a learning through play topic led curriculum, but the classroom is clearly zoned through

visuals. Pupils follow a total communication approach and have access to a variety of AAC supports that promote communication, this can be done through objects, photographs and symbols. Pupils are introduced to the structure of the daily routine including a lesson input, 1:1 work activity with an adult and access to indoor and outdoor continuous provision.

Maple	Elm	Willow	Oak
<p>Pupils in this pathway have access to a low arousal classroom however the learning activities are based on encouraging and promoting engagement from pupils.</p> <p>Classes in this pathway are highly structured with lots of visual support.</p> <p>Pupils in this pathway have a specific OT plan to support their sensory integration.</p> <p>Classes in this pathway are low arousal classrooms with no displays that will cause a distraction to learn.</p> <p>Pupils have access to other professionals including SALT. Pupils will access strategies to support their engagement such as; intensive interaction and attention autism.</p> <p>Pupils use a range of total communication approaches within the learning environment, this can include objects for reference and photos.</p> <p>Staff will use visuals to communicate with learners in this pathway this can be done via symbols on their lanyard, symbols in their work and communication mats.</p>	<p>Pupils in this pathway will have a specific OT plan to support their sensory integration. Pupil's sensory seeking needs are met through learning, activities, OT, sensory room and other sensory supports.</p> <p>Pupils will have access to SALT and will use a wide range of total communication approaches within the learning environment with links to SALT team.</p> <p>Pupils will have access to a low arousal classroom with consistent principles and visuals to best support our learners.</p> <p>Pupils in this pathway will access an individual visual timetable. Pupils will have more structure in their environment to make each day more predictable and accessible for our learners.</p> <p>Staff will use visuals to communicate with learners in this pathway this can be done via symbols on their lanyard, symbols in their work and communication mats.</p> <p>Pupils use a range of total communication approaches within the learning environment, this is mainly taught through symbols but can</p>	<p>Pupils have access to other professionals (OT, Physio, SALT, other therapies) where appropriate to individual's needs.</p> <p>Pupils have access to low arousal classrooms (autism friendly environments). This is less so in this pathway as children can cope with brighter colours, busier displays and working walls.</p> <p>Pupils in this pathway will access a whole class timetable through visuals. In KS4 some individuals may access this through a written format however most pupils in this pathway still require visual supports. Some individuals may have an individual visual timetable.</p> <p>Some pupils will have SALT targets and are encouraged to work on their targets. Individuals may access AAC devices and communication books and SALT interventions to support and promote their communication.</p> <p>Classes in this pathway are topic led so pupils will access sensory approaches to learning e.g. attention autism, practical lessons and visits to the sensory room.</p>	<p>Pupils have access to other professionals (OT, Physio, SALT, other therapies) where appropriate to individual's needs.</p> <p>Pupils access subject specific lessons and curriculum. Pupils can work independently and will transition around school independently. Pupils are encouraged to work alongside their peers.</p> <p>Pupils have access to low arousal classrooms (autism friendly environments). This is less so in this pathway as children can cope with brighter colours, busier displays and working walls.</p> <p>Pupils in this pathway will access a whole class timetable through visuals. In KS4 most individuals access this through a written format. Some individuals may have an individual visual timetable.</p> <p>Some pupils will have SALT targets will have access to AAC devices to support communication. Pupils in this pathway are confident communicators and social communicators.</p> <p>Pupils may have OT input, sensory integration and sensory supports to enhance their regulation.</p>

<p>Pupils in this pathway will access an individual visual timetable. Pupils will have more structure in their environment to make each day more predictable and accessible for our learners.</p>	<p>include objects for reference and photos.</p>	<p>Pupils may have OT input, sensory integration and sensory supports to enhance their regulation.</p> <p>Pupils are encouraged to transition around school and to continue to build on their independence and self help skills.</p>	
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