

STAS Audits and Training to Develop Whole School Inclusion

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Inclusive Audits

Sensory Environment



Communication Friendly Classroom



Hampshire Services Specialist Teacher Advisory Service		
Whole School Sensory Environment Checklist:		
VISUAL 		
Pointer	Evidence to look for	Guidance:
Lights	Class lighting	Check how bright or dull lights are.
	Blinds on windows	Check if there are blinds and if they are used
	Shaded outside areas	Can be from trees or built structure

Language Learning Environment	
This dimension involves the physical environment and learning context	
1 KS1	The classroom is <u>organised</u> to <u>emphasise</u> open space.
2 KS1	Learning areas are clearly defined throughout the classroom.
3 KS1	Learning areas are clearly labelled with pictures/words throughout the classroom.

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Feedback

It was a great opportunity to seek advice that we can then share with staff to make them reflect on their classrooms and the impact they have on children and adults. From a management point of view the report assists action planning regarding the school environment and further development of it.

It was great to look at school through a different lens. It was surprising what we no longer see as we are in school all the time.

We have spaces which are less overwhelming for the pupils to use and this has been beneficial to them in supporting them with their regulation.

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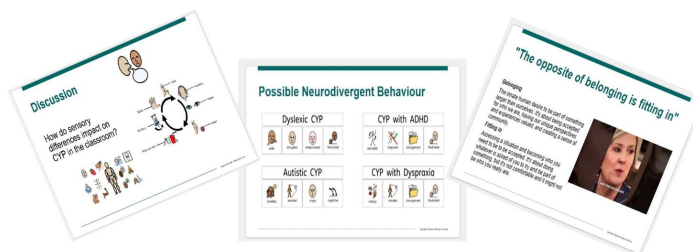
Follow Up Training Sessions

The Sensory and Physical Environment and Toolbox of Strategies

The Communication Friendly Classroom and Communication Strategies Across the Curriculum

Additional topics include:

- Neurodiversity
- The Social Code
- Behaviour is Communication
- Supporting Emotional Development
- Transition Within Primary
- Being Secondary Ready
- Understanding Myself Intervention



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Sensory Environment Training Feedback

Decluttering: Remove unnecessary items and visual clutter to make the classroom less busy.

Simplifying Displays: Pair back what is displayed and the colours used around the school.

Clear Labelling: Use clear and appropriate language and images for classroom labelling.

Reducing Stimuli: Take down some materials to minimize distractions.

Movement and Breathing Breaks: Incorporate movement breaks and breathing techniques more often.

Personalized Sensory Breaks: Base sensory breaks on individual children's needs rather than a fixed plan.

Awareness: Be more aware of the environment and its impact on students.

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Communication Friendly Classroom Training Feedback

Levels of Questioning: Use different levels of questioning and plan them before the topic.

Questioning Skills: Develop skills to ask a range of questions and introduce topic words as a class.

Visual Aids: Incorporate more visuals and symbols in the classroom.

Response Time: Give children ample time to respond to questions and allow more thinking time.

Check-ins: Regularly check in with children to talk and engage in social conversations.

Word Maps: Use word maps to support learning.

Help Cards: Implement red/green help cards on tables for assistance.

Emotional Traffic Lights: Use traffic lights to help children express their emotions.

Communication Zones: Create designated communication areas in the classroom.

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What's Next?

The planning for next round of PINS is underway

Please contact Di Lowth, General Inspector/Adviser, who is looking to sign up the next set of schools Diana.Lowth@hants.gov.uk

Once signed up to PINS, schools have access to a HIAS Moodle page with all the relevant information

Flyers and details for STAS events are also sent to schools directly

If you would like to discuss a training request please contact louisa.gray@hants.gov.uk

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