

Sperrinview Special School

Play and Activity-Based Learning Policy

Introduction

In Sperrinview School we believe that well-planned and well-resourced play and activity-based learning, which allow for progression in a pupil's thinking and understanding, can prepare pupils for their future lives.

Our aims are to encourage pupils to:

- develop a range of play and activity-based learning skills
- learn to work with others
- express themselves verbally or non-verbally
- explore language freely
- explore feelings and find out about themselves
- develop co-operation, care, consideration and control
- exercise choice and make decisions
- develop a range of motor skills
- explore fantasy worlds of their own creation

Organisation

Play and activity-based learning is planned under nine headings:

Imaginative
Creative

Group Activities
Construction
Table Top Activities
Floor
Outdoor/Physical
Sand/Water
Big

Planning, Assessment and Record Keeping

Ongoing and informal observations allow staff to monitor pupils' responses to a variety of play settings and materials. Each pupil has an IEP which is reviewed and updated each term. Assessment is carried out through the medium of 1-1 working with an individual pupil. Records are maintained through individual weekly notes and photographic and video evidence.

Roles

All staff who work with pupils have a responsibility to encourage and observe play and activity-based learning. Mrs Julie Coert is the co-ordinator for this area. The Principal has overall responsibility for the implementation of this policy.

Monitoring and Evaluation

The play and activity-based learning policy will be monitored and evaluated on an ongoing basis through consultation with pupils, staff and parents.

Review

A sub-committee of the Board of Governors will monitor and evaluate the effectiveness of this policy as part of a timetabled, on-going process.

Signed: _____ Date: _____