

Art 8: Every pupil in Sperrinview has the right to be a part of a local community and to have an understanding of a global community. (RRS team, 2015)

Art 23: All pupils in Sperrinview have the right to lead a full and decent life with dignity and independence and to play an active part in the community (RRS team 2015)

Art 28: Every pupil in Sperrinview has the right to an education which will be differentiated to meet their individual needs (RRS team 2015)

Sperrinview Special School The World Around Us Policy

Rationale

Through providing the pupils with the experience, skills and knowledge necessary for daily living we will develop an awareness and understanding of the society, culture and environment in which we live, in both a local and wider context.

Aims

Teachers should enable children to develop knowledge, understanding and skills in:

Interdependence

Pupils should be enabled to explore:

- Who am I?
- What am I?
- Am I the same as everyone else?
- What else is living?
- How do living things survive?

Place

Pupils should be enabled to explore:

- Where do I live?
- How have I changed over time?
- What is in my world?
- What is beyond my world?
- How has this place changed?

Movement and Energy

Pupils should be enabled to explore:

- How do things move now and in the past?
- Why do things move?
- How do things work?
- Why do people and animals move?
- Where do things move?
- Where do people and animals move to?
- What sources of energy are in my world?
- How and why are they used?

Change over Time

Pupils should be enabled to explore:

- How do things change?
- What kind of changes happen, have happened or might happen?
- How can we make change happen?

Progression

As pupils progress through the Foundation Stage they should be enabled to:

- show curiosity about the living things, places, objects and materials in the environment;
- identify similarities and differences between living things, places, objects and materials;
- understand that some things change over time;
- understand that different materials behave in different ways, have different properties and can be used for different purposes;
- understand that some materials change if kept in different conditions;
- understand that materials can be joined/assembled in different ways;
- be aware of the local natural and built environment and their place in it;
- know some of the jobs that are carried out by different people in the local community;
- be able to sequence familiar events;
- be aware of different lifestyles;
- understand the need to respect and care for themselves, other people, plants, animals and the environment;
- understand and use positional and directional language, as well as simple maps and drawings;
- be aware of everyday uses of technological tools and know how to use some of these safely.

Organisation and Methodology

The World Around Us is taught and reinforced within each of the classes, the school and also in a variety of settings in the wider community:

- on an individual basis
- in small group lessons (size, flexibility and composition will be determined by the class teacher)
- paired work (similar ability or less experienced pupils with more experienced pupils)
- whole class teaching
- using a thematic approach where appropriate

Classroom organisation is determined by several factors:

- The individual needs of the pupils
- The number of pupils
- The nature of the activity
- The diverse range of resources available (human and physical eg standing frames, wheelchairs, work stations etc)

The classroom team consists of a class teacher plus classroom assistant(s).

Developmental milestones are not reached at predictable times, therefore teaching approaches must be flexible. These include:

- modelling
- sharing
- guiding
- visual approaches (for pupils within the Autistic Spectrum)

The emphasis will be placed on promoting pupils' learning through the provision of quality, concrete, active experiences across the

curriculum eg multi-sensory experiences, play-based learning, environmental visits etc.

Teachers' expectations will ensure that all tasks will have clearly identified learning outcomes and are matched to pupils' abilities and interests.

Roles and Responsibilities

The co-ordinator for The World Around Us is Mrs Laura Grimley. The Principal has overall responsibility for the implementation of the policy.

Teachers, when planning, will take account of pupils' needs, Programmes of Study and the Northern Ireland Curriculum. These will be reflected in schemes of work, half-termly planners and Individual Education Plans.

Each teacher presents the co-ordinator and the Principal with termly topic webs and half-termly planners. These, along with discussion between the co-ordinator and teacher(s), are used to determine continuity and progression.

Parental Involvement

We recognise the importance of meaningful, regular and positive communication between parents and teachers. Parents are provided with opportunities, formally and informally, to discuss their child's progress and to become familiar with and involved in the work of the school. This happens through:

- Home/School books
- Homework (see Homework Policy)
- Telephone contact
- Parent meetings

- Parent Workshops

Staff Development

The co-ordinators will keep abreast of current developments and ensure that staff are updated through:

- School-based INSET
- EA Southern Region based INSET
- External courses
- Educational journals eg *Special Children*

Also see document "The Role of the Co-ordinator"

External Support

Parents

Local community

EA Southern Region

Teachers' Centre

NI Curriculum Website

Resources

Teachers may request resources which may be requisitioned by the World Around Us coordinator depending on the budget available.

Monitoring and Evaluation

The World Around Us will be monitored and evaluated on an ongoing basis through consultation with pupils, staff and parents. (Also see *Assessing, Recording and Reporting Policy*). Examples of evidence include records of educational and environmental visits, school magazines, photographs, dvd footage, class-produced books, news books, wall displays and any other relevant materials.

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: _____