**Downfield Good practice checklist**

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| **Universal supports**  |
| **Communication and social interaction** | **Class Timetables –** these should be both written and pictorial (using Board maker symbols) |  |
| **Labelling Areas of School** e.g. Room labels (Board maker) |  |
| **Classroom Labelling** e.g. where to find resources (Board maker) |  |
| Pupils’ individual items are **clearly defined and labelled** e.g. coat peg, work area  |  |
| **Key fob** visuals to support verbal instruction (Board maker) |  |
| Appropriate verbal instructions (**minimal language, use of key words**) e.g. good sitting, hands to self.  |  |
| **Provide one instruction at a time;** use familiar vocabulary; support with sign/gesture |  |
| Staff start communications with pupils by using their **name** |  |
| Use of **physical gesturing and hand signals** hands for silence, 1-2-3 movement, my turn your turn |  |
| Praise/ celebration/reward are used **consistently** with reference to **learning intentions.** Consistent use of positive reinforcement for good behaviours, acknowledging the student and the good behaviour shown |  |
| Stick to **Downfield scripts** when challenging pupil behaviour. Keep these consistent delivered with a deadpan, monotonous voice and unemotional face |  |
| **Routines and Structure** | **Structured** teaching activities follow a very **familiar format** and design |  |
| **Emotional check** in to be used each day with the class (Board maker) |  |
| Use of well-considered support materials for tasks to **enable the highest potential level of independence.** e.g. concrete equipment, visual instructions etc |  |
| Use of specific pupil **roles and responsibilities** todevelop independence |  |
| **Consistency of approach** e.g. use of scripts throughout the school, use of visuals, use of hand signals  |  |
| Give advance **notice of ending/transitions**. Prepare the child for change; give concrete reminders of time remaining e.g. use of timers/countdowns |  |
| **Environment including sensory needs**  | **Lighting, noise and temperature** levels are appropriate  |  |
| The classroom is well **organised and tidy** with clearly defined areas to support pupils understanding e.g. labelling  |  |
| Lesson **resources are well organised** and relevant materials are accessible.  |  |
| **Low Arousal** environment, free from too many visual distractions |  |
| **Calm Down/Breathing Space** area is made available |  |
| Where possible **create physical structure** – furniture or tape  |  |
| **Fix it folders** used in every classroom for de-escalation. |  |
| **Engagement** | Staff understand, follow and are consistent in their use of **positive behaviour support strategies.**  |  |
| Clear, and explained **learning intentions and success criteria.**  |  |
| Allow for **processing times.** |
| Checking for pupil **understanding** |  |
| Good range of **motivating, active learning** activities |  |
| **Personalised and differentiated** activities **meaningful** to each pupil |  |
| Use of **individualised rewards** and **feedback,** related to specific tasks or linked to effective motivators. |  |
| Opportunities to **make choices** |  |
| **Understanding and Expressing Emotions** | Use of **self- regulation tools** e.g. five-point scale  |  |
| Adults role **modelling scripts**  |  |
| Adults role **emotional understanding** |  |

**‘Consistent 6’**

**(universal across all classrooms)**

**Emotional Check-in and meet and greet**

**Safe spaces in rooms**

**Visuals on lanyards and visual day schedule**

**Restorative questions**

**5 pt regulation scale**

**Give me 5 for attention and listening rules**

 **‘Consistent 6’**

**(targeted supports)**

**Visual schedules - individuals**

**‘I need’ boards**

**Fix it folders**

**Calm sequences/kits**

**Target boards - tracking targets in Able plans in a visual way**

**First and Then strips and scripts**