

	Engage <i>Share and Take Part In</i>	Relate <i>Establish and Maintain Connections</i>	Participate <i>Make a Contribution</i>
Students	<ul style="list-style-type: none"> • Showing interest – eye contact, touch, gesture, sitting • Listening & responding • Turn-taking • Working independently (as opposed to always working with support) • Doing / interacting • Start a task • Remain on task • Complete a task 	<ul style="list-style-type: none"> • Imitating / reproducing • Initiating • Generalising across environments • Communicate with partner • Play with another • Recognising own and other's emotions • Developing and maintaining social relationships 	<ul style="list-style-type: none"> • Achieving steps towards independence • Taking risks • Playing a part in our peer groups • Playing a part in our class • Playing a part in our school • Playing a part in our community • Playing a leadership role • Encouraging senior students to mentor and help with junior students
Staff	<ul style="list-style-type: none"> • Offering an array of quality targeted experiences • Focusing on Language / Communication • Holistic approach (rather than disability-focussed) • Differentiating learning • Providing concrete experiences • Providing age-appropriate activities and varying the complexity of instructions • Student-centred focus • Scaffolded learning • Modelling • Working as a team to support parents/carers at home • Providing new staff with ongoing proactive support 	<ul style="list-style-type: none"> • Providing routines • Consulting across disciplines • Focusing on transitions • Providing an array of new experiences • Providing real-life experiences and skill development • Provide stage related learning contexts • Building friendships and collegiality across staff through social events • Modelling strategies for families to utilise in the home environment • Work with cluster schools 	<ul style="list-style-type: none"> • Structuring environments that encourage active participation and interesting activities • Differentiating support levels • Modifying materials / presentation / instruction • Varying assessment styles • Providing opportunities for choice making • Focusing on students' interests and preferences • Providing and accessing an array of professional development • Transitioning students at the end of each year so that their new teacher gets quality information on learning outcomes and strategies tried • Planning curriculum within and across stages in teams

Curriculum/ Positive Behaviour and Learning Overview of Intent: School Operating Principles

<p>Parents/ Carers</p>	<ul style="list-style-type: none"> • Encouraging parents / carers to play an active role • Providing opportunities in which families can take part • Encouraging parents / carers to emphasise sharing at home • Providing parents with information about services in the Community • Providing home visits and training for parents/carers • Encouraging children to work towards independence at home 	<ul style="list-style-type: none"> • Providing opportunities for parents / carers to meet other families • Supporting families to make connections beyond the school community • Linking parents of younger children with parents of older children for mentoring and support in the education journey • Providing information to families through an array of media – newsletters, website, information evenings, P&C, coffee mornings etc. • Encouraging the development of parent/carer support networks by offering social events e.g. Dad’s day, Mum’s day etc 	<ul style="list-style-type: none"> • Viewing education as a partnership between the school and the family • Encouraging parents / carers to make an active contribution in the design of their child’s education (IEPs, SET Plans, social stories, etc) so that goals can also be implemented at home • Encouraging parent / carer involvement in the classroom • Parent input to home school parent partnerships • Parent contribution to feedback on school performance
<p>Community</p>	<ul style="list-style-type: none"> • Providing information to the broader community to explain the work of Nursery Rd Special School • Inviting the community to take part in experiences here at NRSSS (volunteers, community support) • schools to take part in opportunity facilitate learning of students at NRSSS and gain personal learning from taking part at NRSSS 	<ul style="list-style-type: none"> • Developing active partnerships with the broader community e.g. Circle of Friends, and with an array of volunteers • Encouraging community assistance through fundraising initiatives • Encouraging joint events with other schools e.g. sports days, school formal, etc. • Providing outreach services to the early childhood sector • Encouraging industry and post school links 	<ul style="list-style-type: none"> • Knowing what communities are appropriate for students to participate in • Encouraging Community groups to use our facilities (after-hours / vacation care, swimming club, religious groups)