



Euler Academy

Maintaining and Building a Positive Physical Learning Environments



1	Summary	Positive Learning Environment Policy			
2	Responsible person	Laura Harkin			
3	Accountable SLT member	Laura Harkin			
4	Applies to	<input type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	SLT			
6	Who has been consulted and recommended policy for approval	Classroom staff			
7	Approved by and date	Nicola Witham 08/09/2022			
8	Version number	1			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	08/09/2022			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1. Introduction

Euler Academy is a specialist provision for pupils with additional needs including communication and language, and social, emotional and mental health.

The following are key points Euler Academy take in to consideration when building the learning environment:

1.1 Environment Design

At Euler Academy our learning environment is seen as a learning tool to engage pupils and support learning. As SEN specialists we use research and external profession advice to expertly design and plan our learning environments to meet the need of individual pupils based around the requirements of their EHCP. Research we use includes:

Clever Classrooms, University Salford.

https://www.cleverclassroomsdesign.co.uk/_files/ugd/902e4a_d33424a22115440881a98ccbcf7719dc.pdf

1.2 Promoting communication skills

We work closely with Speech and Language service to ensure our learning environment supports pupils language and communication skills by making communication easy, effective and enjoyable. Teachers use Widgit InPrint, as recommended by the Speech and Language service to uniform our visual supports for pupils.



<https://www.widgit.com/sectors/education/special.htm>
<https://youtu.be/fV2CZ0OG0VQ>

1.3 Celebrating success

At Euler Academy we want our pupils to recognise when they have done well and be proud of their achievements. Therefore, displaying the work of pupils and their contributions to school life is of the utmost importance. We want our pupils to feel valued.

1.4 Promoting independence

Our pupils have varied levels of independence skills linked to the stage of life skill and curriculum development. Our learning environment is designed and labelled for better absorbing, memorising and recalling of taught information. Staff are thoughtful of the independence skills they are teaching at a particularly time of the academic year and the environment reflects.

1.5 Reflecting the curriculum

Our environment moves along and is responsive to the pace of the curriculum. As a specialist provision there is a balance in our environment displays between the National Curriculum and the Euler Personal Development Curriculum.

2. Scope of the policy

At Euler Academy we are proud of our school and it's environment. It is the responsibility of all staff to maintain our positive learning environment. Staff teach the pupils to respect, take care of and contribute to the learning environment.

3. Implementation of the policy

Pupils at Euler Academy learn best and feel safe when there are clear routines and consistency in practice, this includes the preparation of the learning environment. The following explains the high expectations and demonstrates good practice at Euler Academy:

4. Displays

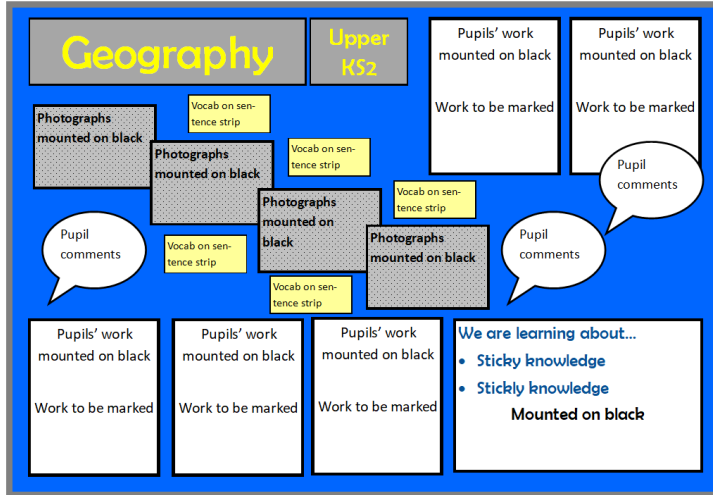
Modelled print. We use the Nelson font in teacher handwriting. Developing handwriting skills books are available for any staff who need support in ensuring their handwriting is legible.

To ensure key words and resources are uniform staff can use the template available on the staff shared drive (available here [Display writing.pub](#)) using IT generated font using Sassoon primary size 140 to ensure it sits on the lines.

Bug Club resources now demonstrate the starting point for letter formation with supporting worksheets which should be used to consolidate at home.



Corridor displays. The corridor displays should reflect the curriculum within the classrooms. They should follow the corridor display format with the subject title, the key stage, the sticky knowledge, key words, children's work and pupil voice.



Classroom displays. The classroom displays should follow the model that all teaching is on the wall facing the front of the classroom.



We teach behaviour, therefore the PEARL, traffic lights and personal targets are on the teaching wall.

Whole class and small group teaching that is on the interactive board, the whiteboard and any flip chart teaching should happen on the wall at the front of the classroom.



The wall to the rear of the classroom should be the recap and working walls. These should have the sticky knowledge, key words and any past teaching displayed.

Any front wall teaching can be photographed or directly displayed on the working walls after the lesson so that children can revisit and be reminded of prior teaching as needed.

The All About Me and Safety Plans should be displayed on the walls with the storage cupboards on. These displays can have some 'continuous provision' related to them, with ongoing activities, challenges and related books. Teachers should ensure that the books are accessible to the children and are matched to the reading levels of the pupils in the class. Key words could have sound buttons on if needed.

Reading areas. The class reading area should be ordered and tidy. Books could be grouped into genres and labelled appropriately. Ensure the area has seating, a class reading tracker and books that are accessible for the children to read independently as well as class favourites and books linked to the topic.

4.1 Labelling of resources for independence

To develop and embed the children's skills for learning, drawers, cupboards, pencil cases, shoe boxes and cups will be labelled. The pupils will learn how to organise the resources needed for a task and clear them away appropriately.

4.2 Displaying line order

All classes will have a visibly displayed line order based on individual and class needs linked to their EHCP and personal development targets. The line order will be adhered to during any transitions from the classroom. Staff may need to carry a visual of the line order with them as they move through school, children may need the visual to allow for changes say if a pupil is absent.

4.3 Visuals

We use Widgit to create the communication visuals around school. This software is also used for the majority of the personalized pupil visuals including now/next, step by step cards, and social stories.

Every class has a whole class visual timetable which is displayed horizontally across the teaching whiteboard. After each lesson the visual is taken down. The visual should allow to identify planned changes, and if possible short notice changes.

Some pupils use a smaller visual timetable which should be followed as noted in their EHCP.