



## ImpACTS Ethos



### Individual

In our classes some student require behaviour plans for learning, emergency SOS plans for medical needs, manual handling plans, feeding and fluid plans and transition plans. **These can be found on our Absolute Curriculum Board.**

### Meaningful

We use a child centred approach to ensure that our plans and learning is meaningful for each student. We use their learning style and motivators to support the development of their learning.

### Profile

Each student ends up with their own personal learning profile which is used to develop their own personal targets and learning plan (ILP). **These can be found in student's green file.**

### Assessment

Each student is assessed through a detailed series of questions which provides a base line level. This information is then used to create their ImpACTS profile which becomes a working document to inform next steps. **These can be found in student's green file.**

### Curriculum

The curriculum is taught through 5 key areas:

Communication, Cognition, PSEWB (towards independence & towards self-advocacy),

Physical (fine and gross motor), ECT

All students work through an **Absolute**, **Essential** and **Desirable** Curriculum. **This is clearly displayed in the classroom.**

### Target

Each child has 10 targets that they work on across the whole ImpACTS Curriculum. These are evidenced and updated as required. The targets are worked on for the length of time necessary for the students to acquire, consolidate, generalise and imbed. **These can be found in student's green file.**

### Setting

Our environment is quiet and calm, uncluttered, with simple and meaningful displays to provide the best opportunities for our student to learn.