

The Red Door School



Class Structure School Plan

Developed: 2020-2021

Next Review date: 2021-2022



Standard Operating Procedure -Classroom Structure

OBJECTIVES OF THIS POLICY

That clear and consistent approaches are used to foster learning across the school through the implementation of the following:

1. The physical structure and routines of the classroom.
2. Housekeeping and cleaning.
3. Optimisation of time through - effective communication, organization and time tabling.

1. PHYSICAL STRUCTURE

WHY?

We want the children to have a secure place where they have a sense of certainty of what is expected of them to encourage them to learn, test and try new things in an environment which is calm, organised and predictable. A well structured physical environment helps people to know what to expect, it provides meaning to the environment. It also helps to manage sensory stimulation and aids the person with organising their behaviours around specific contexts.

The use of physical structure for students with autism aim will help

- 1) To increase organisation
- 2) To make the environment more predictable
- 3) To visually communicate what is expected in the environment
- 4) To visually direct the student to an activity
- 5) To reduce distractions and
- 6) To reduce anxiety

How?

1. Activity zones in the classroom

Each classroom will have clearly marked zones for different activities. This is particularly helpful for students with autism as it communicates what the expectations are in that area. Some students may benefit from these areas being more clearly marked using physical structure such as screens or coloured tape to identify different zones such as independent work, one-to-one teaching, calm corner, group work, snack/lunch.



The zones that all classrooms in The Red Door school will have are:

- **Transition Area** – An area where all the pupils’ visual schedules are displayed where they can check before proceeding to next activity. In an older classroom a whole class schedule may be sufficient.
- **Teacher Tables** – these will be colour coded desks where the pupils will work with class teacher or tutor on their IEP goals. For consistency purposes all staff will refer to this time as ‘Teacher Table’ time and consistent visuals will be used across the school to represent this on the pupils’ schedules.
- **Centre Table** – this will be a group table which will be ran by 1 staff member while the remainder of the class are at their Teacher Tables of Independent Work stations. Students will practice mastered familiar tasks or independent work.
- **Group Area** – This will be the area generally close to the Interactive Whiteboard where the class teacher will teach small groups or whole class groups the areas of the curriculum not covered within the child’s IEP (SESE, Arts, etc.)
- **Snack Area** – This may be the same table as Centre Table or Group but will be clearly labelled or distinguished with a table cloth during snack times.
- **Rest Area** – an area of the classroom where a child can go if they need a break from activities or to calm down.

The zones that some classrooms in The Red Door will have are:

- **Independent Work table** – this may be separate from Centre Table in an older classroom or where it is appropriate for the pupils of that classroom.
- **Computer Area**
- **Games & Activities Area**
- **Area for storing pupil diaries and lunchboxes.**

2. Clearly Labelled and Organised materials and resources

- Classroom should be maintained generally clear, only resources or equipment used daily should be stored within the classroom. Surfaces should be maintained clear and free from clutter, where possible small resources should be stored in clearly labelled boxes to make them easy to find and maximise teaching time. Pathways through classrooms should be kept clear at all times and pathways to exits should always be unobstructed.
- Classroom visual schedules should be kept up to date and accurate, pupils should be prompted to manage these themselves where possible.
- IEP Tracking Folders – all IEP tasks and data collection sheets should be stored in the IEP Tracking folder along with the materials needed to complete the tasks. materials too large to fit into the IEP Tracking Folder should be stored in a clearly labelled box next to their Teacher Table. The staff member responsible for the teacher table on that day is responsible for keeping the data and ensuring all materials are up to date and replaced at the end of each task.
- Resources for Centre Table should be kept in clearly labelled boxes and sorted by subject area. It is the staff member who is running centre tables responsibility to ensure that materials and resources used are replaced at the end of the activities.



- Group area – materials for groups that must be stored in the classroom

3. Low Arousal Classrooms

An ASD friendly classroom must aim to be distraction free. Distraction can be anything that a child may want to look at, listen too or explore.

Any inviting equipment is best placed in a cupboard until it's time to be used, otherwise, you should not be surprised if a child wants to play with the art materials that are already on the table or the bright green umbrella someone has put on top of the cupboard!

It is essential that as much as possible equipment and resources are out of sight, either in a cupboard or in covered boxes that are out of reach, and only when needed are taken out and in sight.

Teachers must utilise the storage areas in the school for storage of equipment and items not used daily and consider best use of storage available to them within the classroom.

We must also consider the health and safety risks of how items are stored in the classroom; seemingly non- dangerous everyday items can very quickly become hazardous amid an episode of challenging behavior. It is the duty of all staff to ensure all items are kept securely within the classrooms.

4. Creating Independence.

A well organised and clearly labelled environment will be conducive for learning independence skills. This includes equipment trays and work boxes that are well labelled in an appropriate way the pupils can understand (i.e. with objects, photos, symbols or words).

Pupils will therefore be able to easily access the equipment they need and this will reduce dependency on others. When my pupils begin their literacy or numeracy session, they will go and get their workbox and take it to their workstation and will begin independently. This also applies with tidying up, if the pupils can identify where the objects belong, they will be able to put them back themselves

5. Class Systems and Routines

Routines should be in place for regular activities. Having a routine or system in place for regular activities creates clarity and consistency across the class team. This creates a calm environment for pupils and staff, and when something does go wrong less time is spent in reaction. Systems and Routines which should be considered include:

- **Morning and afternoon routines** for coming to school and going home. Will the children collect their own items, lunch boxes diaries, or will staff help with this? Will there be a specific activity which always happens when the pupils arrive or before hometime? What are other staff doing during this time?
- **Snack/Lunch procedures**, do staff need to set up and get ready for lunch? Do items need to be heated and who will look after this? Where are the lunch items stored? Cleanup after lunch who is responsible?



- **Yard time.** Do we have a procedure for the pupils to line up when leaving the classroom? Are we clear on handover when staff leave and return from breaks? Do we have a signifier for the pupils that yard time is finished. Is the classroom prepared for the pupils to return?
- **Transition between activities** – are procedures and systems in place for tidying up between one activity and the next? Are activities ready for the children or have we an activity prepared to hold the childrens attention while they wait?
- **Classroom Crisis** – Do we have a plan in place for what staff roles and responsibilities will be in the event of a crisis situation? Will particular people stay to handle the situation and others remove the pupils to an alternative location/activity. Have we a plan for when we will debrief after such events?
- **Toileting** – Can we create systems and routines for toileting, can we group students and staff at particular times or run activities which allow for this to occur smoothly?
- **Housekeeping, general tidying and cleaning** – how are we keeping the classroom tidy across the day, have we a designated staff member/staff members assigned to particular duties.
- **End of day activities** – have we a procedure in place for 'lock up' of the classroom, shut down of devices or equipment, locking away and tidying away items which were used and preparation for the following day?

The list above is non-exhaustive of the activities which we need to prepare for each day. While not each item requires a written or detailed plan it does serve as items to discuss as a class team should discuss. We can proactively plan to manage all of these activities successfully or we can have a classroom which operates under reaction. This increases anxiety and stress amongst staff and amongst our pupils. Not having a prepared plan of action for the above items also decreases productivity as more staff than necessary

2. We are reacting to predictable events rather than preparing for them.
3. We are demonstrating inconsistency, which can increase anxiety amongst the pupils.

The difference between reaction and management in a crisis is the plan.

1. Agree to the plan
2. Execute the plan
3. Expect the plan to go off the rails
4. Change the plan



4. CONSISTENT COMMUNICATION WITHIN THE STAFF TEAM

WHY

When staff are clear of the roles and expectations of them and procedures are clear and understood across the school, pupil contact times are prioritised and non-contact times are used to the maximum advantage of the school's goals.

Time spent in school should be focused on the pupils needs and therefore it is important that all pupil contact times are treated with the upmost importance, if procedures are clear and followed consistently and all staff are clear in their roles and expectations then time will not be wasted clarifying/explaining during the day. Non-contact times need to be used for tasks that are essential for the day to day running of the school and not wasted.

HOW

Staff roles in class

Role/Activity Zone	The staff member assigned to this area is responsible for....
Teacher Table	<ul style="list-style-type: none">- Delivering the goals as laid out in the pupils IEP Tracking Folder under the direction of the class teacher- Maintaining the IEP Tracking Folder, ensuring data is collected on all tasks and that resources and materials used are replaced at the end of each session.- the pupil/s assigned to this teacher table and ensuring any care needs are met during this time.- It is the responsibility of this staff member to keep the Teacher Table area well organised.
Centre Table	<ul style="list-style-type: none">- leading a group of children who will be practicing tasks which are familiar to them which have been taught in advance at Teacher Table.- ensuring that the needs of the group of pupils are met and can choose from a list of predetermined activities prepared by class teacher to suit the needs of the pupils at that time.- maintaining a record of the activities the pupils participated in during centre table time- keeping the Centre Table area well organised.
Support	<ul style="list-style-type: none">- Where a support staff member is identified on the schedule this staff member will be floating for additional support at centre table.- Will be engaged in preparation of materials for the pupils when not immediately required for support.- May be assigned to offer additional support to specified pupils during group times



	<ul style="list-style-type: none">- Will be responsible for assisting centre table staff member to lead the group by being available to withdraw pupils from group for toileting, assistance with challenging behaviour etc.
Groups	<ul style="list-style-type: none">- During teacher led group sessions staff in the classroom will be available to act as silent prompters to assist in the child gaining the maximum benefit from the activity.
Supervision (snack, yard)	<ul style="list-style-type: none">- It is the collective responsibility of all staff who are supervising lunch or yard times to supervise all the pupils at the activity, regardless of the classroom the pupil is assigned to.



Classroom Noticeboards

Consider this a transition area for all staff in the room. During pupil contact times it is essential that all staff have one place where information they may need regarding the schedule for the day, timetabled activities, areas of staff responsibilities and break schedules are laid out clearly. All noticeboards should contain the following information:

- Class Daily Schedule of Activities
- Weekly Colour coded system for staff duties
- Supervision timetable for garden
- Break schedule
- Fire Drill information
- Dates and times of visitors or upcoming activities
- Minutes/notes from last class meeting
- Names of DLP and DDLP of the school.

Classroom Meetings

- Opportunities for clarifying roles and responsibilities
- Opportunities for clarifying changes which affect the whole class team
- Opportunities for voicing concerns and problem solving
- Whole team planning
- Opportunities for whole staff or group training for implementation of IEP or BSP goals.