

The Link Primary Site SDP

2022-23



Quality of Education



1.1 Develop Reading Strategies

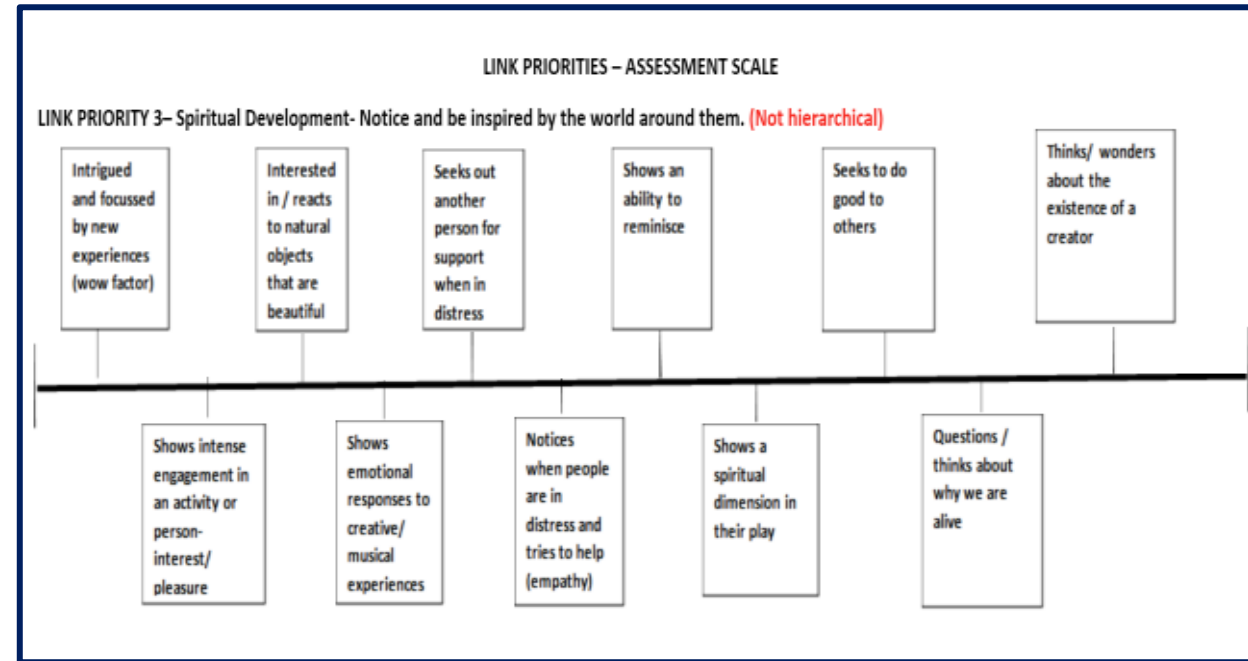


1.2 Improve "wow file" assessments

Behaviour and Attitudes & Personal Development



2.1 Trial DIR floor time



3.1 Develop milestone steps for Link Priority Curriculum

Leadership and Management



4.1 Develop new leadership structure

4.2 Emotional wellbeing for parents

4.3 New canopy for pathway 1 learners

The Link Secondary Site SDP

2022-23



Quality of Education

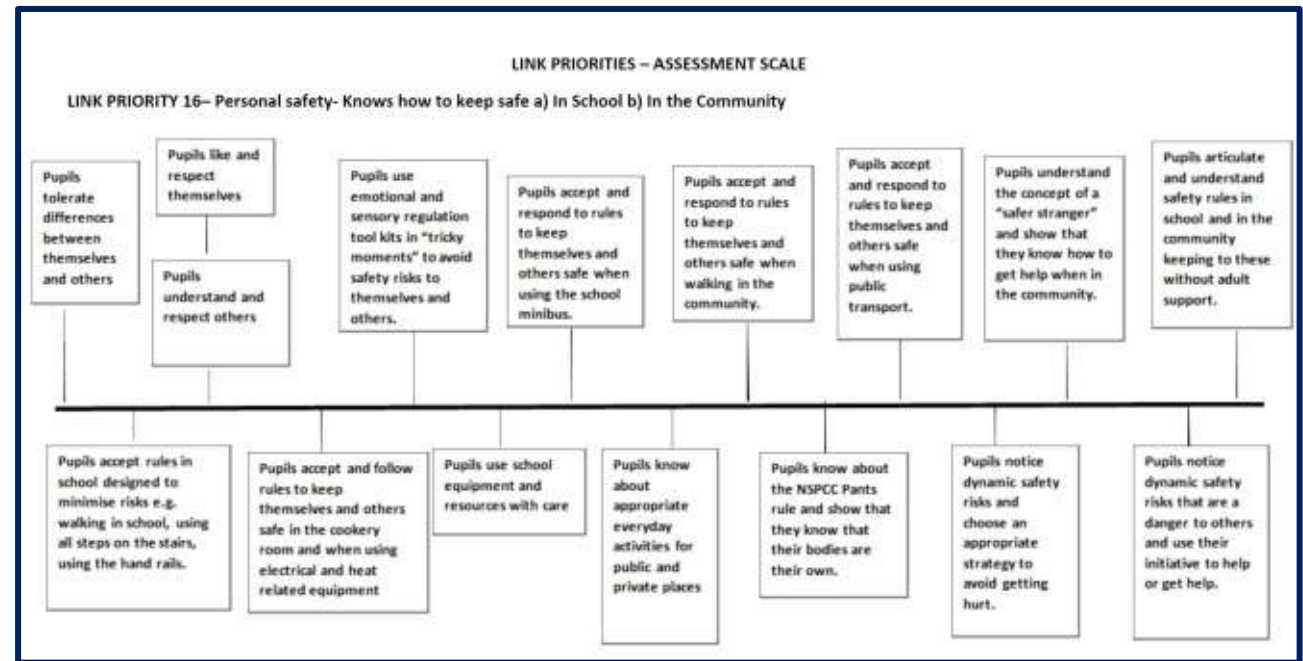


1.1 Create a positive reading culture



1.2 Timely accreditation across all pathways

Behaviour and Attitudes & Personal Development



2.1 Staff to use SOLAR to record behaviour incidents

3.1 Develop milestone steps for Link Priority Curriculum

Leadership and Management



4.1 Integrate new leaders



4.2 Develop a listening culture



Existing steps area.

Existing steps to be completely removed. Installation of a new ramped area as detailed in slide 2. This would be the terminating point of the slope, calculated from point A – B – C. A set of steps will need to be incorporated into the side adjacent to the existing swing set, with appropriate handrails providing safety between the ramp and steps. The slope will need to blend into the surfaces on both sides to provide safe access onto the flat play area and grassed area.

4.3 Complete stage 2 of playground project

The Link Satellite Site SDP

2022-23



Quality of Education



STRATEGIES FOR PDA

- Be flexible
- Build relationships
- Plan ahead
- Offer choices
- Choose words carefully
- Use humour
- Remain calm
- Reduce demands

PATHOLOGICAL DEMAND AVOIDANCE

www.stephstwogirls.co.uk



1.1 Develop a Curriculum and Assessment system for a PDA profile

1.2 All satellite staff confident to use PDA strategies

Behaviour and Attitudes & Personal Development



| Link Priority |
|--|
| 1. Self-identity – be able to identify and describe their own and other people's characteristics |
| 2. Self-identity – be able to describe their own and other people's characteristics and describe their own characteristics |
| 3. Ready to learn – be able to focus and attend to school activities |
| 4. Learning to learn – be able to use and apply different strategies in their learning |
| 5. Learning to learn – be able to use strategies that enable them to learn independently |
| 6. Communication – Receptive – be able to communicate important information independently to get their needs met (e.g., go to the toilet) |
| 7. Communication – Speech – be able to engage and interact in meaningful communication with others in and out of school |
| 8. Communication – Formal – be able to communicate effectively and appropriately with others in a range of contexts (e.g., in school) |
| 9. Communication – Library – be able to use their favoured form of written communication (e.g., text) |
| 10. Reading and general skills – be able to apply their learning and working skills and find their own solutions and resources |
| 11. Emotional development – be able to recognise and communicate their emotions and experiences (e.g., self-identity, feelings, self-regulation) |
| 12. Emotional development – be able to recognise and communicate their own and other people's emotions and experiences (e.g., self-identity, feelings, self-regulation) |
| 13. Emotional development – Theory of Mind – be able to see a situation from another person's point of view (e.g., their feelings, self-regulation) |
| 14. Personal safety – be able to identify their own and other people's intentions of their own and other people |
| 15. World awareness – be able to know a good and a bad thing about a person or place |
| 16. Efficient, suitable, safe and stable of school |
| 17. Problem-solving – be able to find a solution to a problem or need |
| 18. Health & fitness – be able to know and understand their own and other people's health and fitness |
| 19. Health & fitness – mental health – be able to know good mental health and be able to tell their school friends |
| 20. Social interaction – be able to engage in social interaction with others |




2.1 Implement ALSUP strategy to support behaviour


3.1 Create Link Priority Statements for PDA learners

3.2 Feasibility study for a Forest school area

Leadership and Management


Helpful approaches for a PDA profile of autism

Conventional support strategies, including those often recommended for autism, are often ineffective and counter-productive with a PDA profile. In place of structure, routine, firm boundaries, praise, rewards/consequences, is a person-centred approach based on negotiation, collaboration and flexibility.

 The PDA PANDA symbolises the need to tailor the environment to meet needs and our P A N D A mnemonic is a simple reminder of helpful approaches.

For more information please visit www.pdasociety.org.uk

Pick battles

- Minimise rules
- Enable some choice & control
- Explain reasons
- Accept that some things can't be done

Adaptation

- Try humour, distraction, novelty & roleplay
- Be flexible
- Have a Plan B
- Allow plenty of time
- Try to balance the amount of "give and take"

Disguise & manage demands

- Phrase any requests indirectly
- Constantly monitor tolerance for demands & match demands accordingly
- Doing things together helps

Anxiety management

- Use low arousal approach
- Reduce uncertainty
- Recognise underlying anxiety & social/sensory challenges
- Think ahead
- Treat distressed behaviours as panic attacks: support throughout & move on

Negotiation & collaboration

- Keep calm
- Proactively collaborate & negotiate to solve challenges
- Fairness & trust are central

Pick battles
Anxiety management
Negotiation & collaboration
Disguise & manage demands
Adaptation

P A N D A

See the person
Engage positively
Explore interests

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4.1 Establish the satellite vision and values set