

# Medway Schools Core Standards

**Hopscotch**

**Bronze Level**

**Developing a positive school  
environment**

**Self-audit**



**Sensory  
processing**

**Movement**

**Behaviour**

**Language,  
speech and  
communication**





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# Medway School Core Standards

## General environment around the school

| Actions   | Evidence   |
|---|--|
| Use appropriate visual support around the school e.g. visual timetables, advice tools such as good sitting/looking/listening pictures, pictures on food/snack menus, use of signing etc.                            | <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Visual prompts in lessons</li> <li>• Menus on display</li> <li>• Toilets: hygiene prompts</li> <li>• BSL</li> <li>• School is hearing aware</li> </ul>   |
| Give clear visual/tactile prompts   | <ul style="list-style-type: none"> <li>• Task boards in lessons</li> <li>• Practical resources</li> </ul>  |
| Give small amounts of information at a time.  | <ul style="list-style-type: none"> <li>• Planning, differentiation, 10 second take up</li> <li>• Awareness of pupils with SLCN &amp; processing difficulties</li> </ul>  |
| Communication aids, if used, should always be with children throughout the day.   | <ul style="list-style-type: none"> <li>• Previously an HI provision</li> <li>• Some support staff use BSL/Makaton with Reception.</li> <li>• Inclusion Manager has level 2 BSL</li> </ul>  |
| Ergonomically friendly environment set up for individual children.  | <ul style="list-style-type: none"> <li>• Work closely with physios &amp; OTs to meet the needs of pupils in the PD provision and therefore skills/ support for children. Adaptations where necessary.</li> </ul>   |
| Transition cards to be used as reminders.   | <ul style="list-style-type: none"> <li>• Transition packs</li> <li>• Identified areas in classrooms for calm down</li> <li>• Time out</li> </ul>   |
| Wait cards  | <ul style="list-style-type: none"> <li>• Used with some individuals</li> </ul>   |
| Use visual timers throughout the day including assembly and playtime  | <ul style="list-style-type: none"> <li>• Some children have individual timers to support working time.</li> </ul>  |
| <p>Provide a separate area at playtime assembly or lunchtime for those that cannot cope.</p> <p>Ensure the training is given to all staff involved with the child including lunch-time staff and play monitors.</p> | <ul style="list-style-type: none"> <li>• Lunchtime nurture club.</li> <li>• For those who cannot manage assembly there are areas for them to be. Some children gradually access assembly. Lower school – 5 minutes – increase as necessary or use of ear defenders.</li> <li>• Quiet area outside</li> <li>• TAs run lunchtimes so familiar adults always</li> </ul> |



# Playground

| Actions   | Evidence   |
|---|--|
| Calm area   | <ul style="list-style-type: none"> <li>• Well-being centre</li> <li>• Quiet area outside</li> <li>• Lower school &amp; upper school playgrounds</li> <li>• Covered areas</li> <li>• Lunchtime nurture group</li> </ul>                       |
| Sensory garden  | <ul style="list-style-type: none"> <li>• Have a sensory walkway with a bumpy path and activities along the side such as a glockenspiel and items to interact with all at wheelchair height</li> </ul>  |
| Playground equipment (swings etc.)  | <ul style="list-style-type: none"> <li>• Trim trail in upper and lower school</li> <li>• Sensory walkway</li> <li>• Blankets for PD children to be out of their wheelchairs in the Summer, they can share toys/games with friends</li> </ul> |
| Visual marks on the ground for lining up to enter school after break/lunch etc. | <ul style="list-style-type: none"> <li>• Markings on the playground floor in KS1 playground to support lining up</li> <li>• marks on the ground in upper school</li> </ul>   |
| Buddy area/bus stop/friendship stop   | <ul style="list-style-type: none"> <li>• Quiet area, friends bench, well-being centre</li> </ul>   |
| Child mentors   | <ul style="list-style-type: none"> <li>• Young ambassadors: peer support</li> <li>• Play buddies from KS2 who go down to KS1</li> </ul>  |



# Classroom

| Actions   | Evidence  |
|---|---|
| Visual timetables (use with all the class)  | <ul style="list-style-type: none"> <li>• Visual timetable in each class as standard and individuals have their own timetables in some cases, opportunity to go through their day with staff in the morning.</li> </ul>  |
| Fidget toys   | <ul style="list-style-type: none"> <li>• As required by individual pupils, with an expectation of how they will be used</li> </ul>  |
| Symbols around the class (labels/pictures on areas/items, 'rules' e.g good sitting/looking/listening, toilet symbols etc)   | <ul style="list-style-type: none"> <li>• Trays and cupboards all labelled.</li> <li>• Behaviour and reward chart in every room (smiley face and silver/gold stars)</li> <li>• Good sitting, good looking, good listening in every room</li> <li>• Good hygiene posters in the toilets</li> <li>• Some pupils have individual visual cue cards so they can communicate with adults and vice versa</li> </ul> |
| White noise/calm music  | <ul style="list-style-type: none"> <li>• Use of calming music is promoted across the school</li> </ul>  |
| Movement/regular breaks   | <ul style="list-style-type: none"> <li>• These happen in every classroom and have been mentioned in training sessions</li> <li>• Awareness of pupils who require movement breaks as a strategy for ADHD/poor concentration</li> </ul>   |
| Textured food/snacks  | <ul style="list-style-type: none"> <li>• Magic breakfast provided (bagels)</li> <li>• Children can bring in breaktime snacks</li> <li>• Lunches are varied (Chartwells)</li> <li>• In discussion with the SENCO some children require a mid morning/mid afternoon snack</li> </ul>  |
| Consider table layout to reduce distractions  | <ul style="list-style-type: none"> <li>• All teachers do this and move the table spaces around throughout the year as necessary</li> </ul>  |
| Use objects of reference e.g. a cup to indicate snack time, a plate to indicate lunchtime, a ball to indicate playtime etc. | <ul style="list-style-type: none"> <li>• Visual timetables have symbols taken from Widget</li> </ul>  |
| Have one focal point so that the child does not have to twist and turn.   | <ul style="list-style-type: none"> <li>• All seats in every classroom are facing the board</li> <li>• Staff aware of specific seating needs for hearing/visual purposes</li> </ul>  |
| Reduce visual distraction (e.g. posters on walls)   | <ul style="list-style-type: none"> <li>• Some children are also provided with work-stations which are completely free of posters or any distraction</li> </ul>  |
| Calm/quiet areas in classroom ("chill out" space)   | <ul style="list-style-type: none"> <li>• Every classroom has a quiet reading area</li> <li>• Specific 'calm' areas outside of year group areas</li> </ul>   |
| Do not use blinds – consider frosted window cover that allows the light in  | <ul style="list-style-type: none"> <li>• Limited blinds</li> </ul>  |
| Ensure that the table and chair are at the correct height   | <ul style="list-style-type: none"> <li>• Uplifts/raisers are used where appropriate.</li> <li>• Some children have writing slopes</li> <li>• Some children use standing tables</li> </ul>   |



|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Some tables are adapted for wheelchair users, with risers. Some tables are specially made with adjustable heights.</li><li>• The science lab was planned so wheelchair users are included and comfortable at the tables</li></ul> |
|--|---|



# Assembly

| Actions  | Evidence  |
|--|---|
| Floor markers for where to sit (e.g. rubber spot/carpet square)  | <ul style="list-style-type: none"> <li>• Specific areas established in the halls in both upper and lower school, set area for classes to sit. If children feel uncomfortable in the space within the class line then in the upper school there is an area at the back of the hall where they can sit</li> <li>• Wheelchairs positioned along the side of the hall</li> <li>• Some individuals may have a piece of carpet to sit on which they carry in with them</li> </ul> |
| Positioning – put a seat either at the end of a row, next to the teacher, at the back or front depending on the individual child | <ul style="list-style-type: none"> <li>• There are some pupils who always sit at the end of a line next to an adult</li> <li>• Teachers are spaced so they can help support pupils throughout assembly times</li> </ul>   |
| Consider use of ear plugs/ear defenders  | <ul style="list-style-type: none"> <li>• Individual pupils have ear defenders and take them into assembly</li> </ul>  |





# Corridors

| Actions  | Evidence   |
|--|--|
| Try to keep corridors clear of clutter   | <ul style="list-style-type: none"> <li>Corridors are kept clear, especially as we are aware as a school that children with walkers, standing frames and wheelchairs need access.</li> <li>Corridors are wide enough for two lines to pass in opposite directions</li> </ul>  |
| Transition (try using “ <b>heavy work</b> ” e.g. chair press-ups, wall press-ups prior to walking along the corridor)  | <ul style="list-style-type: none"> <li>Weighted jackets available for individuals</li> <li>Have ‘job boxes’ heavy boxes for children to carry if needed</li> <li>Sensory circuits each morning</li> <li>Class teachers have been trained on sensory activities that can be carried out in the classroom</li> <li>SENCO has given some parents examples of activities to use at home</li> </ul> |
| Visual tracking along the corridor – e.g. coloured line along the floor or rails along walls   | <ul style="list-style-type: none"> <li>Carpet colours indicate sloped flooring and flat flooring</li> <li>Rails are available by sloped flooring</li> <li>Edges are demarcated in a contrasting colour</li> </ul>  |
| Have the child wear a heavy item e.g. a rucksack with books in, or carry heavy items, push a trolley or push open a heavy door as they walk along the corridor | <ul style="list-style-type: none"> <li>Use of weighted ‘job boxes’ when necessary for children to carry around the school</li> <li>Weighted jackets are used</li> <li>hug vests</li> </ul>   |
| Ensure consistent lighting (not fluorescent, changing or flickering light).  | <ul style="list-style-type: none"> <li>Caretakers will fix any flickering lights asap</li> </ul>   |
| Consider use of ear plugs/ear defenders.   | <ul style="list-style-type: none"> <li>Ear defenders are used by those who need them</li> </ul>  |



## Dining hall (as for assembly hall)

| Actions  | Evidence   |
|--|--|
| Allow extra time /quiet area / alternative area.                                       | <ul style="list-style-type: none"> <li>Some pupils eat their lunch in the lunchtime nurture club before going outside to play, if they do not like the noise and bustle of the canteen. This is specifically arranged as a regular time for some, and used ad hoc for others</li> </ul>  |
| Ensure the table and chair are at the correct height                                   | <ul style="list-style-type: none"> <li>Different sized tables for those in upper and lower school.</li> <li>Some of the tables have no chairs so that wheelchair users can sit in their own chairs at the lunch tables. Their chairs adapt to the correct height.</li> <li>Height of chairs monitored for some of the taller children and desks adapted accordingly</li> </ul> |
| Ensure equipment and communication system is with the child                            | <ul style="list-style-type: none"> <li>Some children have their own specialist cutlery</li> <li>For Children who are reluctant speakers way of communicating what they would like to eat are developed with kitchen staff</li> </ul>   |
| Use visual tacking for queuing and a wait card if appropriate.                         | <ul style="list-style-type: none"> <li>Teachers on duty monitor the length of the queue and call pupils in when it is not too long to reduce waiting times</li> </ul>  |
| Carry out mouth/hand massage prior to lunch in readiness for eating, if recommended.   | <ul style="list-style-type: none"> <li>Many of the children have individual needs when it comes to eating. SSAs give support to individuals as needed.</li> <li>Some have physio at other times and are working on improving fine motor skills to support handling cutlery.</li> </ul>   |
| If de-sensitising is recommended, bring a chewy tube to lunch in readiness for eating. | <ul style="list-style-type: none"> <li>There are no pupils currently who require this, but it could be provided if necessary.</li> </ul>   |
| Consider use of ear plugs/ear defenders.   | <ul style="list-style-type: none"> <li>Ear defenders are used by individuals as needed</li> </ul>  |



# Toilet area

| Actions   | Evidence   |
|---|--|
| Toilet card passes.   | <ul style="list-style-type: none"> <li>• Some pupils have toilet passes as required.</li> <li>• Some pupils require SSA support when using the toilet.</li> </ul>  |
| Symbol sequences for toileting and hand washing.  | <ul style="list-style-type: none"> <li>• Posters for hygiene are in each toilet for pupils</li> </ul>  |
| Correct height toilets/accessible/feet planted.   | <ul style="list-style-type: none"> <li>• Steps available in the toilets where needed</li> <li>• PD pupils have their own toilets which have specialist equipment including hoists</li> <li>• There are beds available if children need changing by an SSA</li> </ul>   |
| Consider the types of tap handle.   | <ul style="list-style-type: none"> <li>• Taps are all those with handles that stick out and can be manipulated by hands or elbows</li> </ul>   |
| Changing facilities for children who are not toilet trained e.g. hoisting, toileting equipment, nappy disposal etc. | <ul style="list-style-type: none"> <li>• Hoists</li> <li>• Changing beds</li> <li>• Cleaning equipment</li> <li>• Nappy disposal bins</li> <li>• Gloves</li> <li>• Wipes</li> <li>• Extra nappies and pull-ups</li> <li>• Changes of clothes including underwear</li> <li>• Washing machines and powder</li> <li>• Changing areas with curtains for privacy</li> <li>• Specially trained SSAs all available/ intimate care policy</li> </ul> |
| Hand rail for standing (not laying down changing), foot prints by WC for visual guidance on where to position feet. | <ul style="list-style-type: none"> <li>• All available in PD toilets</li> <li>• Handrails in some toilets</li> </ul>   |



# Home time

|   |  |
|---|--|
| <p>Social story/routine in lead up to home time</p> | <ul style="list-style-type: none"><li>• All classes have 10 minutes of story time at the end of the day read by the teacher to the children</li><li>• Children led out on to the playground by a member of staff to be met by a recognised adult</li></ul> |
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This self-audit is for schools to evidence the strategies needed to be in place to ensure that all pupils have the best opportunity to learn as part of the core criteria for health referrals.





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