

Promoting a whole school ethos – further areas for discussion

Principles of personal care

e.g. presentation, cleanliness, comfort

Teaching and learning

e.g. maximising learning opportunities, building skills, monitoring progression

Consistency

e.g. promoting feelings of safety, promoting anticipation, promoting maximum independence

CYP voice / choice

e.g. planning routines with maximum CYP involvement, promoting choice (e.g. of carer, of order in a sequence of care)

Communication

'...all disabled children can communicate, and the people working with them should find ways of enabling them to do so.' (Lenehan *et al*, 2004)

e.g. communicating before and during all tasks what is going to happen, responding to the CYP's communication as if intentional, extending a CYP's communication

Independence

e.g. supporting the development of independence skills as a high priority in self-care

Personalisation

e.g. taking account of developmental, personal, cultural and religious needs and preferences