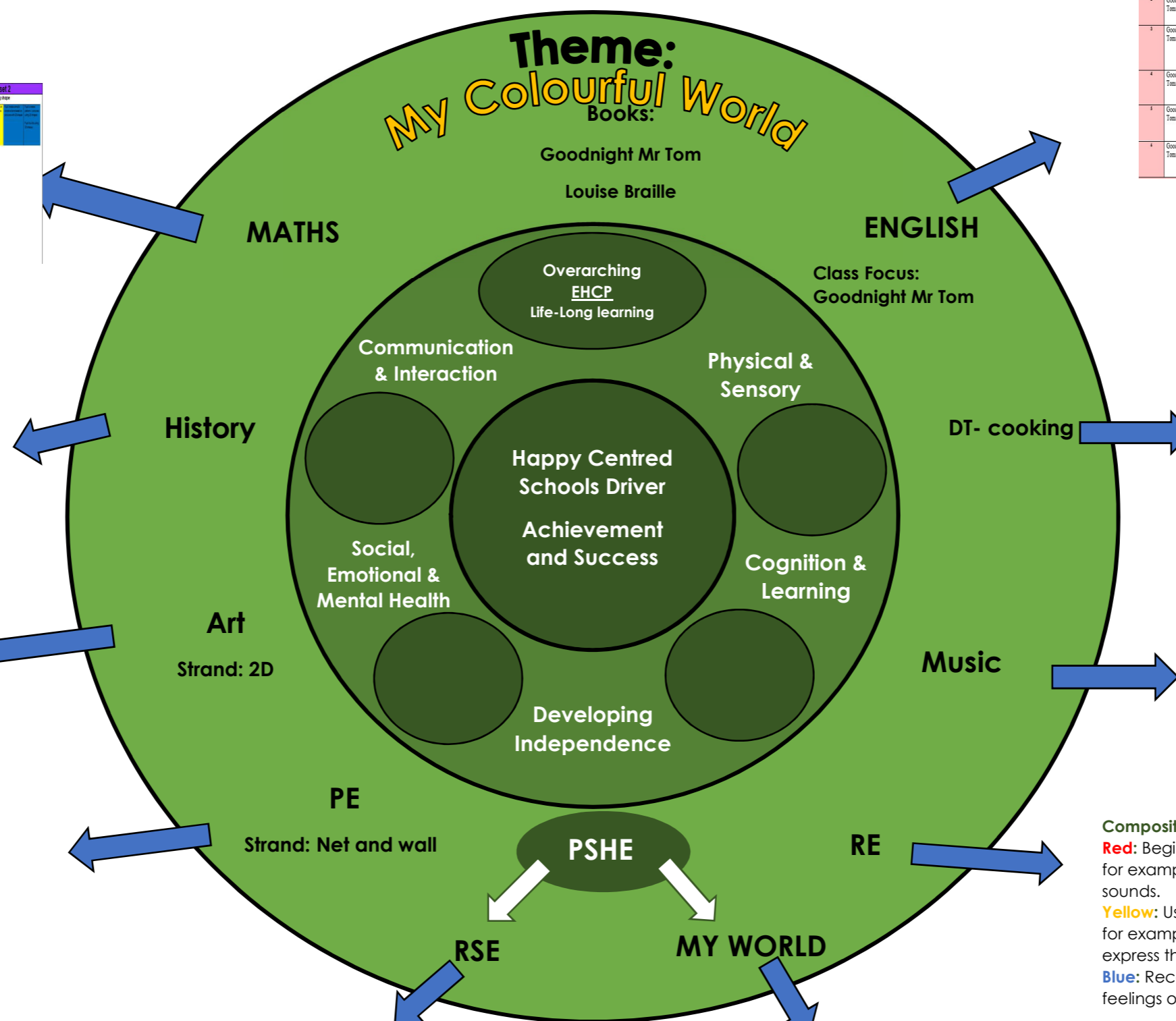


**To support behaviours in our class you will see the following strategies: consistent routines, positive relationships, sensory regulation and communication support.**



***In our learning environment, displays and provision we are trying to support and facilitate the following knowledge and skills;***

[illegible]

**Red:** Recognise pictures of myself, family or places.

**Yellow:** React to an audience and repeat an action that has been received positively

**Blue:** Begins to recognise 'Old' and 'New'

**Red:** Notice and show interest in the effects of making movements which leave marks.

**Yellow:** Show some control when using a mark making tool.

**Blue:** Build up a repertoire of different objects I can draw (e.g. house animal).

**Red:** Play games involving sending and receiving activities with adult.

**Yellow:** Throw ball lacking direction.

**Blue:** Throw in approximate direction.



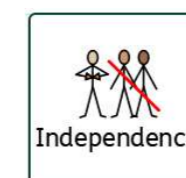
**To support pupils to have a voice we will use object of reference, signing, sensory cues, choice making and peer interaction support.**

**Red:** Start to notice that some parts of my body are for me only

**Yellow:** Show a curiosity about people

**Blue:** Identify the gender of peers and adults.

**Red:** Accept new experiences with adult support.  
**Yellow:** Make the choice to have or do something that makes me happy.  
**Blue:** Express my own emotions (e.g. sad, happy, cross, scared, worried.)



***To support pupils to develop independence we encourage visual prompts, praise and reinforcement, time to process and encouraging self help.***