DISPLAY

POLICY

Chair of Governors:

Date: 26/2/20

Review date: February 2023

Display guidelines

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Why display?

- Pride in pupils' work, celebrate their achievements and share them.
- Reinforce Curriculum, e.g. Programmes of Study, festivals.
- Works of art to stimulate pupils learning and own work.
- Give pupils opportunity to interact with their environment.
- Communicate information to pupils and visitors.
- To reinforce our Total Communication approach e.g. symbols text, photos, switches.

What do we display?

- 90% of what we display should be pupils' own work.
- All levels of work should be treated equally, the skill is to display it effectively.

Guidelines for display

LINKS TO TOTAL COMMUNICATION:

Pre Intentional Intentional	Key photos / objects Switches / cause & effect
Early language & later language	Key symbols Key text

LINKS WITH SENSORY:

- Clear contrasts of colours, avoid shiny materials which reflect light, use border / backing to frame work clearly.
- Detailed work at eye level, bolder larger work higher up.
- Consider offering tactile and auditory stimulus e.g. materials used, objects, switches.

LINKS WITH LITERACY:

- Font: Comic Sans, lowercase and capitals.
- Provide text symbols and sentences but only minimal conveying the main message of the display.
- Refer to Total Communication guidelines.

GENERAL

- Teachers are responsible for making decisions about content of display, in consultation with their class team.
- TA staff are responsible for implementing the plans and maintaining displays to a high standard.
- The size of board should be considered to plan proportions e.g. avoid lots of small detailed work on a large board.
- Photos should be minimum A5 size and ideally A4 for corridor displays.
- Generally speaking, work should be double mounted providing a clear frame for the work.
- Colours should provide a clear contrast and outlines for pupils with visual impairment.
- Any fastenings used should be removed when the display is changed, so be mindful how many staples you use and remove all blu-tack.
- Use display boards and avoid putting up displays on walls unless necessary, as it damages surfaces.
- 2D and 3D presentation adds interest.
- Use materials and colours that compliment the overall theme e.g. seaside use backing in associated colours.
- Pupil work (including photos of them at work) should be clearly labelled with the pupil's name.
- Pupils' ASD needs must always be considered when producing displays – the balance of sensory stimulation and sensory overload must be discussed and considered. The overall intention to have a low visual stimulation environment should influence the extent of displays in corridors and classrooms

EQUAL OPPORTUNITIES

- Look for occasions when you can reinforce positive role models of different sexes, cultures, race, disabilities.

POLICY REVIEW

This policy will be reviewed within a 3 year period of approval