DISPLAY POLICY

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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 or photos of pupils engaging in exciting learning opportunities
- 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
- To maintain a low arousal environment, opting for muted colours where possible

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-tac
- 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 appropriate colours
- Pupil work (including photos of them at work) should be clearly labelled with the pupil's name
- Where possible student voice should be included involving pupils in what to display where appropriate e.g. pupil choice of work or photo of favourite activity
- 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