

# Our Mission Statement



**‘Making every second count!’**

Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach, Rugeley School respects young people with autism and prepares them to be as happy and independent as possible.



## **Curriculum**

Learning within Rugeley School follows a structured approach and the curriculum has 4 distinct aspects:

**Academic**

**Life-Skills & Independence**

**Community Engagement**

**Transition Support**



## **Academic**

We deliver broad and balanced academic curriculum drawn from a variety of sources covering these 7 key areas:

**Linguistic**

**Mathematical**

**Scientific**

**Technological**

**Human and Social**

**Physical**

**Aesthetic and Creative**

*Literacy and Numeracy skills are given a high priority*



## **Life Skills & Independence**

We deliver a curriculum that places significant emphasis on the promotion of independence and the development of life-skills. Working with individuals potential, we aspire to give every child the knowledge, understanding and skills necessary for them to be as well prepared as they can be for the next stage of their school life.

## **Work Related Skills**

We deliver a curriculum that places significant emphasis on our young people going out into the community. We believe that it is essential that they are enabled to develop the skills necessary to access the world around them, both when they are with us and when they have moved on from the school. Where possible, we provide opportunities for our pupils to develop work-related skills and undertake work experience.

## **Preparation for Life**

We prioritise the development of skills that not only enhance learning in school but also prepares our pupils for when they leave us.



## **Therapeutic Support**

We offer specialised therapeutic support to enhance both our pupils' communication skills and their ability to process

## **Positive Behaviour Support**

We provide a positive approach to behaviour management at all times. Ultimately, we aspire to develop self-regulatory behaviours in all our young people.