
Sketchley School, Forest House and Progression House Aims

The core purpose of the Schools is to develop students' communication, academic, personal and social skills and provide them with rich learning experiences that reflect their needs, abilities and interests in order to enable them to achieve.

The senior leaders and staff will ensure that all schools achieve its aims to:

- Provide the highest standard of teaching and learning.
- Promote an inclusive curriculum and learning environment for all students.
- Create a calm, planned, safe and purposeful working atmosphere.
- Value and support all students as individuals and treat them with courtesy, dignity and respect, celebrating their achievement.
- Value the voice and views of all students, parents and carers, staff and other professionals attached to the School.
- Oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found.

Our Aims for Our Students

- Support the educational needs of individual students through careful and informed assessment.
- Prioritise key areas of learning and provide through a broad, balanced and relevant curriculum, opportunities for personal growth and development of each student.
- Provide a curriculum whereby small measurable targets can be achieved and assessed.
- Provide a curriculum which is broad and balanced including access to the national curriculum.
- Support students in valuing people as individuals and treating their peers with courtesy, dignity, tolerance and respect allowing for cultural diversity and equal opportunity.

Our Aims in Relationships with Parents/Carers

- Provide opportunities for parents/carers, staff and other professionals to work together to maximise the learning potential of their child.
- Ensure that support for parents/carers is accessible and readily available from the schools, the wider professional team and the local authority providing the placement.
- Value all parents and carers and respect their culture, beliefs, knowledge and opinions.

Our Aims for Class Based Staff

- Create a happy, calm and purposeful working atmosphere.
- Liaise with the wider multi-professional groups to enhance the quality and provision of student learning.
- Have access to appropriate training so that they may be confident and competent in their roles.
- Support staff in carrying out their roles and responsibilities.

Inclusion

Staff at our schools strive to provide an inclusive environment in which students can learn.

Inclusion is promoted by supporting students to:

- Participate in learning, leisure and recreation.
- Achieve and make progress.
- Maintain close and productive relationships with their families.
- Develop self-awareness and self-knowledge.
- Make informed choices.
- Develop awareness of others.
- Develop and sustain friendships.
- Be a member of a group.
- Respect themselves and others.
- Access learning.
- Participate in activities.
- Be part of the school and wider community.
- Recognise their own and others needs.
- Gain the understanding and skills they need for the next stage of their education and lives.

Ensuring inclusion for students is a fundamental element of all policies and practise at Sketchley School, Forest House and Progression House. The Schools will take into account and judge itself against the 'Index for Inclusion' CSIE.

Senior leaders and staff will ensure that Sketchley School, Forest House and Progression House achieves its aims to:

- Provide the highest standard of teaching and learning.
- Promote an inclusive curriculum and learning environment for all students.
- Value and support all students as individuals and treat them with courtesy, dignity and respect, celebrating their achievement.
- Create a calm, planned, safe, purposeful working environment.
- Value the voice and views of all students, parents and carers, governors, staff and other professionals attached to the school.

- Oppose racism, bias, stereotyping and all other forms of discrimination by educating about other beliefs/views.

Staff at Sketchley School, Forest House and Progression House believes that:

- All students have the right to access a wide range of learning experiences that reflect their needs, abilities and interests.
- The learning opportunities and experiences provided for students should allow them to be successful in achieving understanding and skills.
- All students have a right to access the National Curriculum.
- The views of students about their education, and the views of parents (or carers) about the education their children receive, should be sought and taken into account.
- All students should be educated in an environment and atmosphere that supports their learning and provides them with safe and stimulating opportunities and experiences.
- Each student has the right to be valued for their culture, religion and their different style of learning.

The Roles and Responsibilities of School Staff

- The Principal will maintain an overview of the annual review process and will ensure, through consultation with parents, that the students' needs, as outlined in the statement are met.
- The Principal will ensure that any statement that needs amending will be notified to the relevant LA. Suggestions to amend a statement will be taken with the parents and all other professionals involved at the annual review, and forwarded to the LA for discussion. LA's will take decisions based on the advice given, but may need to seek further input from the professionals involved with a child prior to taking a decision. If significant amendments are made reassessment may be required before a proposed amended statement is produced.
- The Principal will ensure that at the 14+ Transition Planning Review, all the relevant professionals are invited to advise the student and parents (carers) about post 19 opportunities in the county and beyond.
- The Principal will ensure that students admitted to the school will be assessed within 12 weeks of admission and that educational advice will be submitted to the necessary authority.
- The Curriculum Manager will monitor and evaluate the curriculum to ensure appropriate delivery and access to learning by all students in school. Decisions about appropriate exam entry will be planned by the Head of Education in consultation with students, class teachers and parents/carers.
- The Curriculum Manager will monitor assessment of work and moderation across school.
- The class teacher will devise, in consultation with parents (carers) an Individual Education Plan (IEP) that sets out how the objectives in the Statement will be met through short term SMART

targets. These will be reviewed regularly (at least half termly and sooner if necessary) and will be updated at least half termly, discussed and agreed with parents. The School will hold at least two parent consultation meetings a year.

- The class teacher will ensure that a students' Statement of Educational need is addressed through learning programmes which focus specifically on the IEP targets. Targets will be considered in lesson planning and students' needs addressed accordingly.
- The class teacher will create student profiles for all students and write, evaluate and update behaviour plans as applicable.

Resources

- All students will have the resources available they need to support their learning.
- Resources will be matched to a student's needs and their suitability will be reviewed annually through the annual review process.
- Teachers will ensure that subject resources enable all students to access the curriculum.
- Within the constraints of the budget available, specialist seating and equipment for students with profound and multiple learning difficulties will be provided by the School. This will be done after consultation with the other professionals involved in the education and care of students.
- The Curriculum Co-ordinator will ensure that all students have equal access to the curriculum and will be responsible for ensuring that specialist facilities, equipment and links are used effectively to promote learning.

Training

Training will be used to develop new expertise and to reinforce existing knowledge and skills. Staff can access training in a number of different ways:

- By attending external courses which have been identified as a training need, through performance management or professional development systems.
- By attending school-based courses and training days, which address the priorities identified in the School Development Plan.
- By teachers from within the School and consultants from other schools, taking the role of mentors, coaches and 'leading teachers'.
- Through targets to improve performance set as a result of School monitoring systems.

Partnerships

The Schools are committed to working in partnership with parents (carers), other professionals involved in the education and care of students, other special and mainstream schools and the community.

Multi-Agency Links

The Schools have clear principles and guidelines for working with other professionals involved in the education and care of students. The School has links with:

- Speech and Language Therapy
- Music Therapy
- Local Authorities
- Educational Psychologists
- The Connexions Service
- Occupational Therapy

Sketchley School, Forest House and Progression House are specialist educational settings, and the children and young people attending are in possession of a Education Health Care Plan.

At our schools we recognise that, for some children, their special educational needs may become beyond our regular level and style of intervention, and the school setting may not continue to remain appropriate.

We believe that children should be educated within the least restrictive environment, and recognise the need for a system which can identify when the provision made by the school ceases to be appropriate for particular individuals. When this occurs a review will be arranged to agree strategies which extend beyond the general day-to-day practice offered by the School. Staff may be temporarily redeployed to support a student whose needs are recognised as requiring additional input. Close collaboration with parents and Local Authority will be sought to determine whether special measures are effective.