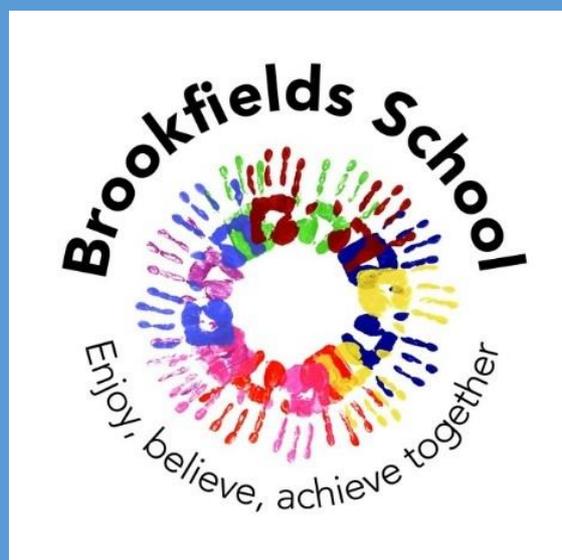


# BROOKFIELDS SCHOOL

## VISION

### THE RATIONALE



Created by Staff and Governors during the Annual School Conference

5<sup>TH</sup> SEPTEMBER 2016

## **Element 1:**

**We are committed to an inclusive approach to teaching and learning to ensure equal opportunities for all pupils.**

### **What does this look like in practice?**

- Differentiated resources, tasks, approaches, planning and outcomes
- Individual, personalised IEP's
- Understanding and knowledge of every individual child's needs and context
- Adapted and accessible environment
- Total communication approach
- Strong, effective links with parents and carers, families and professionals
- Creative and adapted curriculum
- Effective and relevant school policies that are underpinned with same goal
- Flexible staffing within effective teams
- Staff with specialist knowledge
- A curriculum and whole school approach to developing independence in all children
- A considered approach to developing the positive emotional health and well-being of all pupils
- Utilising wide range of different learning environments (in and out of school) to develop social communication skills alongside more 'academic' skills
- An open, happy and friendly school environment
- Excellent communication between everyone involved in a child's learning journey
- Wide range of opportunities provided for every child through the curriculum and extended school activities

### **What do we need to do as a school to achieve this?**

- Personalised learning programmes and approaches detailed in planning and IEP's
- Short and long term aspirational goals for all children
- High standard and regular training for staff
- Staff knowledge and expertise put to best use
- Time available and opportunity to liaise with parents, carers and other agencies
- Consistent communication that is accessible by all
- Effective school systems such as Annual Reviews of statements / EHCP
- Appropriate adaptation of environment and resources
- Effective behaviour management
- To use the most appropriate and effective equipment and resources to meet individual needs
- To use the outcomes of assessment effectively
- To remain abreast of new research, resources, initiatives etc. and incorporate into practise
- To provide training and opportunities for parents, carers and families to develop their skills in order to best support their child
- To provide training and support to help families address all areas of need
- Respecting the needs of every child
- To equip every child with the tools (skills and knowledge) to live as an independent and successful life as possible.
- To listen to each and every child and value their contribution

## **Element 2:**

**We are committed to providing a positive, stimulating child centred learning environment where everyone is valued and respected.**

### **What does this look like in practice?**

- A welcoming, positive and happy school environment that invites all children to engage
- All children given the opportunity and means to express their thoughts, wishes and feelings
- Positive and happy interactions between all members of the school; children, staff, parents and other school community members
- Effective and positive behaviour management strategies in place which develop the children's own ability to manage their emotions and behaviour
- A nurturing environment where all pupil needs are recognised and met
- Classroom and school displays celebrate the children's success and value their contributions
- All children encouraged and supported to reach and exceed their potential
- A child centred approach with teaching styles adapted to suit each child
- Pupils access all the resources that they require to achieve their potential
- Pupils voice is encouraged, listened to and acted upon through daily activities and through mechanisms like the School Council
- A school where everyone's 'uniqueness' is celebrated and respected
- Pupils are happy and engaged and want to be at school
- Teaching is structured and routine are present to help children feel secure in their school
- Parents, carers and professional's knowledge is used to provide a personalised learning experience building on children's strengths and areas of interest
- A physical environment that offers something for everyone and a wide range of opportunity for learning 'outside of the classroom'
- IEP's, planning and lessons involve elements that develop pupil's engagement and independence
- Lessons and activities are creative and engaging and encourage participation by all

### **What do we need to do as a school to achieve this?**

- Staff who are positive, knowledgeable, creative, flexible and empathetic
- Well-resourced classrooms and school
- Highly effective liaison with parents, carers, professionals.
- Wide range of strategies, resources and access to appropriate therapies / interventions
- Strong leadership who lead by example
- Positive relationships modelled between all school community members
- Regular monitoring of the school environment and of the teaching and learning taking place
- All pupils to participate in outstanding lessons supported by highly effective practitioners
- All pupils to have an effective communication method and the opportunity to have a voice
- A consistent approach that is school wide to ensure the highest standards of teaching and learning for all
- Focus upon every child's own individual needs and value every child for themselves
- Staff to have a high standard of training and remain abreast of all new research, resources and strategies.

### **Element 3:**

**We are committed to promoting the personal qualities of individuals so that they achieve and contribute to their highest level.**

#### **What does this look like in practice?**

- Every child treated as an individual but valued as part of the 'family' of the school
- A personalised curriculum and personalised approach to teaching and learning
- Specialist strategies and interventions adopted to meet need and overcome barriers to learning
- Individual progress tracked and aspirational targets set for each child based on their own learning journey and rate of progression
- High standard of teaching and learning taking place
- Pupil voice encouraged across the context both in lessons and through medium such as the School Council
- Pupils given feedback to help them develop their skills further
- Strong relationships in place between school and parents, carers and professionals
- Every child has an identified communication method and develops the appropriate skills to use with the greatest level of independence possible. This includes each child having a communication passport and plan
- Children's emotional health and well-being is nurtured and developed and where required additional support is provided
- A wide range of activities available to allow children to find areas of interest and strength and learn in their favoured style
- A positive and happy learning environment where children feel safe
- A professional staff team who are compassionate and provide good role models to the children
- Staff and pupils share positive and happy relationships
- Through the taught and 'accidental' curriculum pupils are helped to develop life skills such as engagement, attention and resilience.
- Pupils work and contributions are valued and successes celebrated

#### **What do we need to do as a school to achieve this?**

- Effective and accurate assessment and tracking systems to ensure staff know exactly where each pupil is at and what their exact need and next steps are
- Close working with families and other professionals such as Speech and Language and OT
- Highly effective behaviour policy that is consistently implemented and meets individual need
- High quality and appropriate resources to meet the needs of all pupils
- A teaching team that has specialist knowledge and the ability to personalise learning to ensure each pupil achieves their optimum
- High expectations and aspirations that are shared with the pupils, staff and families
- Staff are patient and take the time to listen to each pupils and their contributions valued
- To provide high quality training for all staff and to provide time for professional discussions and evaluation of practice
- Wide range of fully inclusive opportunities available to all children

## **Element 4:**

### **We are committed to sustaining high quality teaching and learning standards.**

#### **What does this look like in practice?**

- A broad and balanced curriculum is implemented with planning that is closely monitored and evaluated
- Teaching and learning is moderated to ensure consistent high standards
- Assessment is highly effective and informs practice
- Pupils are all engaged in differentiated tasks
- Pupils understand what they are going to be learning about and how they can improve
- Pupils are enjoying their learning and having fun
- Pupils are making at least good progress in all areas
- A personalised approach to meet every child's needs is adopted through the use of strategies, approaches, resources etc.
- Specialist strategies and resources are integrated into all elements of the child's day to support learning and engagement
- Best use of all adults to support teaching and learning
- School is committed to providing high quality CPD to all staff
- The school continually evaluates its own practice e.g. through the use of external accreditation and Quality Marks
- Staff are reflective practitioners in regards to their own and the pupils work
- Best practice is shared between classes and across the school
- Children and staff take pride in their school and achievements and these are celebrated through displays, Records of Achievement, assemblies etc.
- Any barriers to learning are identified early and addressed to reduce / remove their impact
- Effective and close links between home and school and other involved agencies

#### **What do we need to do as a school to achieve this?**

- All staff to share the highest expectations and aspirations for all pupils
- Staff to know each child as an individual to best know how they learn and what motivates them
- Highly trained and committed staff
- Positive ethos and strong team work with everyone working for a shared goal
- A well planned and resourced curriculum that engages all pupils and meets learner's needs
- A school environment that is well planned and adaptable to meet the needs of pupils
- A strong Performance Management Cycle and high quality CPD for all with up to date training
- Robust marking and assessment procedures in place with moderation practice embedded to ensure consistency and accuracy
- To work closely with families and multi-agency professionals to ensure the best outcomes for all children

## **Element 5:**

**We are committed to promoting learning as a lifelong process involving a wide community of people, including parents / carers**

### **What does this look like in practice?**

- A curriculum for life for all pupils
- Communication between school and parents/carers and relevant professionals such as
  - Home-school books
  - Telephone, text, social media, website, email etc
  - Open-door policy
  - Effective sharing of information at all transition points
  - Thorough admissions process
  - Pupil communication passports
  - Home visits
  - Using information from previous settings
  - Professional discussions
  - Outreach
- Family support / Early Support through use of Family Support Worker, mechanisms such as CAF etc
- Outreach
- IEPs, Target Setting and Assessment Data
- Behaviour and communication Plans
- Well planned transitions
- Robust review processes
- Extended curriculum available

### **What do we need to do as a school to achieve this?**

- A curriculum and individual targets that address a broad spectrum of skills; not just academic
- Wide range of extended learning opportunities to broaden experiences and rehearse skills in relevant contexts
- Effective communication methods and skills
- Open and transparent procedures
- Excellent multiagency working
- Clear roles defined and an understanding of all agencies involved with pupils
- Positive relationships between home and school ~ parents/carers valued as partners in learning journey
- Provide support to pupils and families as appropriate
- Good organisation and timely meetings