

Our School

Accommodation and facilities

The school is based in two single storey blocks in the middle of a green site and is fully accessible for non-ambulant pupils. There are six Primary and seven Secondary classrooms including subject specific rooms for Science, Food Technology, ICT, Music and Art/Design Technology.

The library is utilised for the teaching of English and the school hall is used as a teaching room for PE and Maths as well as assemblies, musical productions, enterprise events and of course lunch.

All school dinners are cooked on site and the experienced kitchen staff have shown that they can accommodate a wide range of dietary requirements.

All areas of the school are equipped and maintained to a high standard with interactive whiteboards and computers in all teaching areas. There is a comprehensive sensory room in the Early Years classroom.

Outside there are separate Early Years and Primary/Secondary hard play areas with an adventure playground and health/fitness area. The school field acts as a facility for PE, Science, PSHE and Woodland Adventure activities.

Our school has two minibuses (equipped for wheelchairs) and a people carrier. So much good learning happens when out on visits in the local community – it is great to learn about money in the classroom, but there is no better place to consolidate that learning than at the local supermarket.

The Organisation of the school

As we have pupils of ages 3-16, the school is organised in two 'departments': Primary and Secondary.

Pupils are placed in a class appropriate to their age and ability. In the Primary department children are taught by the same class teacher for the vast majority of the week. In the Secondary department pupils have a form Tutor and the majority of them move around the school following a typical secondary style timetable. They are taught by subject specialist teachers in specialist rooms. Some pupils who need an intensive sensory curriculum are taught in a thematic manner with specialist input during their week.

Curriculum

We provide a curriculum that is broad, balanced and relevant. It is delivered in a manner that is differentiated and tailored to meet the individual needs of our pupils. Pupils are taught by our team of highly experienced, skilled and dedicated teachers and support staff. Because the vast majority of our pupils have a need in terms of Communication and Interaction, we have a number of specialist

Speech and Language Therapy staff on site all week. Our own trained Physiotherapy assistant creates and delivers specific programmes matched to individuals needs.

Our small teaching groups (no more than 9/10 in a group) enable the staff to concentrate on the individual needs of the pupils. We place great emphasis upon pupils personal, social and communication skills alongside academic development.

Our provision is complemented by the input of a wide range of other professionals including nurses, physiotherapists, occupational therapists, orthotists, careers advisers and a teen relate counsellor.

We strive to give the pupils the same curriculum and enrichment activities that young people in a mainstream setting receive. However, the style and pace at which we teach allied to the level of support we can offer, enables our children to learn what they need to know in a way that most suits them.

All of these elements add up to a total package that gives our pupils every opportunity to develop into the most confident, independent and socially aware young people that they can be.

Careers Guidance

Schools are responsible for securing independent careers guidance for their pupils in Years 9-11 (extended to Years 8-13 from September 2013). In our school this includes ensuring pupils and parents have detailed information about the full range of post-16 options. This is provided by a highly experienced careers adviser who has worked closely with our pupils and families for many years. The adviser attends Parents Evenings and Annual Reviews from Year 9 onwards, runs group sessions for our pupils and has 1:1 interviews with young people and their families.

We are confident that as a result informed decisions are collectively made to ensure the most appropriate placements are gained post 16. Such destinations after Year 11 at our school in recent years include: local FE Colleges, Sixth Forms in other schools and dedicated Vocational courses.

Behaviour

Respect for ourselves and for others is really important in our school. We have basic rules so that we can learn appropriate behaviours. We also learn how our behaviour can affect others. Pupils are supported so that they learn how to take responsibility for themselves and their behaviour. Members of staff help the pupils to understand that in school we have a clear expectation that we should all strive to be the best we can in everything we do. From the youngest age pupils are encouraged and shown how to control their own behaviour.

Pupils are rewarded for doing well with praise, stickers, certificates and time with a member of the Senior Leadership Team including the Headteacher.

Unacceptable behaviour can result in teacher disapproval and loss of playtimes and privileges. Any further or on-going concerns will be shared with parents/carers to ensure that a united front and agreed actions can be planned to bring about a resolution to any difficulties. The outcome of these

discussions may be a Behaviour Change Plan that outlines the behaviours causing concern and how they will be addressed.

All members of staff are trained in 'Team Teach' which is a system of behaviour support that may be used to de-escalate conflict situations. The ultimate aspect of this, which is restraint, is used only when all other strategies have been attempted and only then when someone is no longer safe. The use of this, along with the final and extreme sanction of exclusion, is very rarely needed.

Uniform

Pupils are expected to wear school polo shirts and sweatshirts bearing our name and logo. Primary pupils wear red sweatshirts and Secondary pupils wear blue. Pupils are expected to wear a white polo and navy shorts with white socks and trainers for PE and of course an appropriate costume and a towel will be needed for swimming sessions. It is really helpful to have a named bag for such kit. All uniform can be purchased from the school office where staff will be happy to give advice. A specific 'kit list' will be issued prior to any special trip or residential visit.

Please make sure all items of clothing are clearly named.

Food

A breakfast club is available on 4 days a week and pupils can have a healthy early meal prior to the start of the school day for a small charge.

Lunch is cooked on the premises by NYCC School Meals Service. The cooks can usually cater for any special dietary requirements. Information on the current cost of school meals can be obtained from the school office. Some pupils choose to bring a healthy packed lunch instead of having a school meal.

Primary pupils are provided with fruit and/or vegetables to have at 'snack time'. Secondary pupils are encouraged to bring only healthy snacks to have during their morning break.

Absence from school

If your child is absent from school through illness or any other reason, you are asked to inform the school as soon as possible. If the absence is as a result of a known appointment please let the class teacher know in advance. Should you plan a holiday in term time you can request the Headteacher to give permission using a holiday form which you can get from the school office.

Medical Matters

We ask that parents/carers are asked to complete a form providing details of their child's health matters. This includes any allergies and prescribed medicines which the school should be aware of. Emergency contact details are also needed so contact can be made with parents/carers should their child become unwell during the school day.

If medication is to be administered in school parents should request a form from the office for this purpose. We will need to know what the dosage is, how often and when it is to be taken. Similarly there is a specific form to be completed if a child is to carry and self-administer an inhaler.

All medication must be provided in the original package in which it was dispensed by the pharmacy. The child's name should be on the package and the full instructions for administration should be included.

If a child is on short-term antibiotics only those needing to be given four times a day should be brought into school. These too should be in the original container and they will be returned at the end of each day.

If a child is on long-term medication e.g. for Epilepsy or Asthma, your Doctor can give you an extra prescription for school use.

All medicines should be handed by an adult directly to a member of staff and they will then be locked away safely.

Religious Education and Worship

Religious Education is provided at our school and pupils follow a curriculum that follows the North Yorkshire Agreed Syllabus 2013-2018 and the EQUALS schemes of work for the National Curriculum for pupils with learning difficulties.

Assessment for Learning in RE is judged against two Attainment Targets:

1. Learning about religion and beliefs
2. Learning from religion and beliefs

Acts of worship are provided by whole school, Primary or Secondary and class assemblies. Parents may withdraw their child from RE and collective worship but are asked to discuss the arrangements for this with the Headteacher. At our school we place a strong emphasis on the school ethos of friendship, respect and care for others. All members of our school are encouraged to understand, accept and celebrate that we are part of a diverse community where people have a wide variety of views and beliefs. Pupils are encouraged to develop positive attitudes of respect and tolerance towards other people who hold views and beliefs different from their own.

In the Secondary part of the school RE is mainly delivered through short blocks of RE workshop days. Each term pupils explore a different RE theme through practical workshops, role-play, trips out of school and celebration assemblies. The pupils then re-visit those themes through Topic Work lessons each term.