

The Redway School Values

When we think about the place we want to be in and our children to be in, what does it look like? We want this place to be:

	Calm and balanced, a place where everyone feels safe
	A place where wellbeing is a priority for all
	A place where the individual is celebrated and respected
	A centre of learning and knowledge
	A place of communication in all its forms
	Somewhere where potential can be reached
	A place of nurturing, positive relationships
	Somewhere where the unexpected is expected
	A place of growth, change, preparation and resilience
	A happy place

CORE AIM- To enable children to access a full a life as possible

Aims

	To provide an environment where safeguarding is at the heart of our ethos
	To create a welcoming community that offers support to all who are involved in the school
	To develop cultural capital through self-awareness, self-esteem, confidence and their own voice
	To enable learning in life skills to prepare young people for life beyond school
	To provide opportunities for the development of communication at every level, including a total communication environment using methods appropriate to individual needs
	To develop everyone's intellectual, creative and physical skills to their full potential
	To develop pupils social and emotional growth by fostering positive relationships
	To allow for learning in every opportunity throughout the day, understanding that 'in the moment planning' is important
	To develop independence, self belief and resilience for all pupils
	To provide a stimulating, secure and happy learning environment with opportunity for all

How will we achieve our aims?



Safeguarding is at the heart of our ethos and is our training priority. Staff receive training annually on **basic** and **specific** safeguarding issues. Our secure **online recording system** allows access for all staff to be part of the safeguarding team. Our **work with families** provides opportunities for **partnership** working with nurturing mutually **supportive relationships**. Regular **parent support groups** and learning opportunities for parents and carers provide additional support to our vision. Within our curriculum emotional wellbeing features heavily, this contributes to better outcomes in this area.

Emotional Wellbeing Keeping Healthy and Safe



Our 'open' welcoming school offers a friendly, professional, knowledgeable welcome through our team of staff whose **commitment and training** place the child at the centre of learning. Across our school we implement **wellbeing strategies** for students, parents and staff through our **wellbeing team** and champions. Staff are advocates of **early intervention** and amongst our early years practitioners in particular we provide a **network of support** for parents. In addition our **home/school liaison team** provide valuable support for parents in crisis who may be experiencing long stay **hospitalisation** or **bereavement**.

Emotional Wellbeing and Keeping Healthy and Safe



Our genuinely **personalised approach** to learning seeks to identify a **core aim** for all children and identify a **pathway to success** drawing on the child's preferred methods of learning. The vast majority of students are working at levels where progress is made in **very small steps**, staff are highly trained in identifying such progress, predominantly through **observation**, which is celebrated on all levels and **shared with parents** via the **evidence for learning app**.

Cognition and Learning



Our core aim is to enable children to access a **full a life as possible**. We are driven to prepare all of our pupils for adult life. Good and **close liaison** with the **adult team** through inter agency working, promotes successful transitions planning where we play an active part in facilitating this. In addition, our **curriculum** is designed to allow students to reach out into the 'adult world' through activities, outings and shared outcomes. We seek to improve transition planning until it is the best it can possibly be.

Community Participation and Life Skills



Communicating is central to all we do. We know that to be able to communicate leads to **improved lives**, to be able to communicate is **life changing**. Within our school we recognise a **diverse range** of communication needs and seek to provide 'in depth' and appropriate training to meet all needs. It is necessary for staff to **specialise** in areas of communication and Interaction to achieve the best possible outcomes for all pupils. We adopt a '**Total Communication**' environment where pupils are able to draw on a **range** of communication styles that best suit their needs.

Communication and Interaction



We are committed to enabling our pupils to achieve their **full potential**, to achieve the best outcomes for a **fulfilling life**. We want them to be **citizens**, have **rights** and to **make a contribution**. We achieve this through a living, appropriate **curriculum** that seeks to provide the best opportunities for all. We seek to improve **life chances through learning**. Our curriculum is **ambitious** and promotes **inquiry-based** learning. We want children to be **engaged** in learning, to be curious, to discover and to have inquiring minds. Alongside this we address the needs of the individual through therapies, specialist communication techniques and through an ethos of **dignity, hope and respect**.
Cognition and Learning



Human connection through communication, friendship, care, dignity and respect leads to **improved lives** and outcomes. Our school ethos promotes a culture of **wellbeing**, it is through this deep respect for others we can build a community that fosters loving, caring relationships and the joy that comes from these. To be content, happy, joyful, safe and fulfilled leads to improved outcomes. Through our well-trained and caring staff we can be confident that we are achieving the best possible approach to ensuring a **culture of positive relationships**. Staff understand how to communicate with our pupils and, perhaps more importantly, how to **listen**.
Community Participation and Independence Skills



Within our school **special things** can happen, pupils achieve things that were never expected and impossible to plan for. We want to acknowledge this, to know that at any moment a child can surpass every planned outcome and reach out into a **new level of achievement**, whatever that may look like to them. We **celebrate the unexpected**, the new moment, the immense achievement beyond all expectations and may adapt planning '**in the moment**' to recognise and nurture this.
Sensory Engagement



We want our pupils to be **citizens**, to have **rights and responsibilities**, to have **purpose and passion**. Our curriculum is **ambitious** and seeks to provide our pupils with **real life experiences** from the earliest moments. We are committed to community learning, to being part of things. For us, the community is a resource that is embraced as any other. We recognise that experiences and rewards that come from **community participation**.
Community Participation and Independence skills
Emotional Wellbeing and Keeping Healthy and Safe



Many of our pupils have had a challenging start to life, they will continue to face challenges as they journey through school and into adulthood. It is our mission to **journey with them**, to facilitate **positive relationships**, **provide challenges**, to immerse them in learning, to be by their side offering support and care and to push when needed. We are **ambitious** for our pupils, we want them to access the **fullest life possible**.
Cognition and Learning
Emotional Wellbeing and Keeping Healthy and Safe