



# Vale of Evesham School

'a specialist school for cognition and learning - enabling inclusion in the community'



A member of Advance Trust, a Charity and Company limited by guarantee, registered in England and Wales with company number 8414933 whose registered office is at Vale of Evesham School, Four Pools Lane, Evesham, Worcestershire, WR11 1BN

## STATEMENT OF PURPOSE

The Vale of Evesham School opened in 1969 to cater for the needs of young people with learning difficulties in the community of Evesham. The School is co-educational and has places for pupils aged 2 years to 19 years and offers expertise in the education and welfare of pupils with Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties and pupils on the Autistic Spectrum. The weekly residential provision offers up to 15 places and is intended to provide for pupils who would benefit from consistent approaches across twenty-four hours of the day. Pupils who access the residential provision must be day pupils at the school.

Pupils are admitted to the school in line with the County/School Admissions Policies. All pupils have a 'Statement of Special Educational Need' or 'Education Health and Care Plan' which names the school and the aims of the provision. Pupils are only admitted to the school when it is deemed by the LA, to meet his/her stated special educational needs.

Special individual arrangements are made to introduce new pupils and their families to the school. Parents and, where appropriate, prospective pupils, are invited to visit the school as frequently as is felt necessary, prior to admission. Some pupils are unable to cope with the insecurity of visiting but in every case, staff will visit each youngster in their current setting to meet them and their carers/teachers.

To ensure a smooth transition into school and boarding, a wide exchange of information takes place and every effort is made to help each young person feel at home and gain maximum benefit from the placement.

### **The Vision, Mission and Aims of the School**

At Vale of Evesham School we are developing to become a centre of excellence, serving pupils with special needs, not only in our school but the wider community.

To achieve this we will be sharing our excellent practice, in curricular and teaching and learning strategies, with our colleagues in mainstream schools.

We are also developing as an extended service school, providing a facility which supports Children's Services, in the delivery of integrated services for pupils within the community.

Our mission is to provide an inclusive, holistic provision that will enable all members of the school community to attain their full potential in an encouraging and supporting environment which is happy, safe and secure, caring and positive with the importance of every child central to our ethos.

Aims:



To provide a warm and safe environment in which everyone is valued and enabled to develop as happy and confident individuals who appreciate their own worth

✦ To develop skills, qualities, knowledge and understanding for

life ✦ To ensure the pupils have a voice in all aspects of school life



To prepare our pupils for adulthood responsible citizens in the community— becoming caring, confident and



To enable individuals to become informed, responsible and caring through use of appropriate learning and teaching styles and practice



To offer at an appropriate level a stimulating, challenging and enriching curriculum in a variety of environments during school and beyond which enables the achievement of full potential



To promote a climate of high expectation in which the achievements and successes of all are celebrated



To create an environment in which individuals are empowered to accept responsibility for their own development



To encourage mutual respect and understanding of others so that our pupils become caring and responsible individuals both within school and the wider community



To have an inclusive and consultative style of leadership and management that respects and takes account of the views of all



To continually evaluate well-being and continuing professional development with good current working practices to ensure Staff work/life balance.



To encourage individuals to participate in the growth and development of the school environment

The School is managed in three departments; First school – nursery, Key Stage 1 and 2, Middle School - Key Stage 2 and 3 and Upper School – Key stage 4 and 5. This structure allows pupils to work, wherever possible, within their ‘Year Groups’ and access a broad and balanced curriculum which includes, where appropriate, the National Curriculum as well as providing integration of mixed abilities.

All classes are small and provide individual and specialised support where needed. The teaching staff are well supported by a large team of Teaching Assistants. A broad, balanced and relevant curriculum is offered to all pupils and caters for the wide range of educational needs and abilities. The school works collaboratively with the NHS in the provision of a School Nurse for four days per week, Speech & Language Therapist on a weekly basis, with Physiotherapists and Occupational Therapists working on a caseload basis. The school also commissions a team of Physiotherapists, Occupational Therapists and Speech & Language Therapists to work with young people outside of the NHS caseload, as well as commissioning an Educational Psychologist to work with us for one day each week.

October 2019

The residential provision within the school provides high quality accommodation and facilities for 15 young people up to the age of 19 years, for four nights each week (Monday to Friday) during term time. The youngsters are cared for by a team of experienced child care workers. The team comprises; Head of Care, Deputy Head of Care, Care Officers, Waking Night Care Officers, Care Assistants as well as a Teacher who has additional responsibility for residential pupils. The school Nurse advises and supervises medical issues. The pupils have their own “listening ear” who visits on a regular basis, and if requested by the residential pupils. Electronic auditory monitoring is used at night to monitor signs of disturbance or indications of illness. Parental consent is obtained and kept within the child’s care plan.

Consistency of approach to working with each individual is paramount throughout the whole school. For some pupils, in particular those with a diagnosis of ASC, the structure of the classroom carries through into the residential provision, ensuring a trans-disciplinary approach. A large team of professionals and carers work together to provide consistency and continuity in meeting educational, social, health and emotional/behavioural needs. They include colleagues from education, care, medical, speech and language, psychology, social services and parents/carers as well as respite providers.

The relationship between the day school and the residential provision is one of equity where all colleagues work to the same structures, systems, philosophy and ethos, thus providing a singular and compatible approach throughout the extended day.

**Additional information:**

***Key Personnel:***

Mrs L Hayward Executive Principal

Mrs Rachel Perks Headteacher

Mr A Robinson

Head of Care

Mrs N Sentance

Deputy Headteacher

(The above are also designated staff responsible for Child Protection)

Mr D Short

Assistant Headteacher

Ms R A Barton

Assistant Headteacher

Mrs S Grubb

School Nurse

Mr Daniel Thombs

Chair of Governors

Catherine Driscoll

Director of Children, Families and Communities

**Further Documentation:**

School Brochure

Residential Induction Booklet

Care of Pupils Policy

Child Protection Policy

Home and School Agreement

October 2019