

THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

Mountdale Gardens, Leigh-on-Sea, Essex SS9 4AW

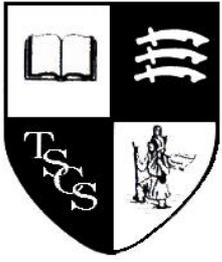
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Christopher's Cottage



A Residential Respite Care /
Sports Hall Facility

THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST PASTORAL SUPPORT AND PERSONALISED LEARNING WITHIN THE PRIMARY AND SECONDARY SCHOOL POLICY

First Written: OCTOBER 2008
Revisions: JUNE 2011
DECEMBER 2014

Pastoral, Sensory and Personalised Learning is the holistic learning, to and of the child, caring for their social, emotional and academic wellbeing.

1. AIMS AND OBJECTIVES

Pastoral, Kinaesthetic and Personalised Education aims to help young people embrace change, feel positive about who they are and enjoy a healthy, safe, responsible and fulfilled lives. By accessing multi-sensory approaches and personalised learning opportunities, pupils can identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a range of people.

We aim for young people to become:

- Successful learners, who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, happy and fulfilling lives.
- To manage their feelings in a range of situations they experience in their life.
- Responsible citizens who make a positive contribution to society.
- To develop pupils self-esteem and wellbeing, as well as their ability to form meaningful relationships with those around them.
- To allow pupils to function as independent learners, able to take their knowledge into other situations and continue to add to it when leaving school.
- To develop communication and interaction skills to their full potential in a way which is meaningful to them
- To develop skills and strategies in order for the child to self-regulate to achieve a calm, alert state, for learning

In order to fulfil the above aims it is necessary for us to ensure:

- We recognise the importance to identify and address sensory integration dysfunction to enable a child to function at their optimum level.
- We provide a physically and emotionally safe learning environment for pupils and staff.
- We identify and respond to individual pupils when their needs are additional to the school curriculum.



Healthy School



INVESTOR IN PEOPLE

- Where possible pupils will be supported within class before initiating work 1:1 outside of the class environment
- We formally refer, monitor and evaluate the effectiveness of the extra provision.
- We regularly meet, as a staff, to evaluate practice and to provide emotional support and the opportunity to share experiences
- We are aware and act upon when individuals need specialist input from outside agencies and refer accordingly.
- We are aware of outside agency involvement with individual pupils and will work in a complimentary manner.
- We are aware of child protection issues and follow school procedures at all times.
- Ensure regular staff training
- Adhere to our professional code of conduct and registered profession

2. CURRICULUM CONTENT AND TIME

Pastoral and sensory interventions are in addition to the requirements of the national curriculum. Timetabling will be sensitive to the whole needs of the child and organised in co-operation with relevant staff.

Pastoral, emotional and sensory support is complimentary to the PSHCE curriculum. Activities and interventions include support for Fine and Gross Motor Skills, OT, Counselling, Imaginative and Creative Play Skills, Time to Talk, Stay Safe Training, 1:1 support in class and out of class, Intensive interaction, Speech and Language Therapy Support, Social and Life Skills and small group activities for targeted groups of pupils that are in a minority at the school, e.g. girls group

Attitudes

We are creating a school ethos where the child's behaviour is recognised as a form of communication, expressing needs and feelings. Staff training is integral in ensuring a sustainable whole school practice. Pastoral, Kinaesthetic and Personalised approaches are offered to enable individual children to access the National Curriculum, aiming at supporting them to reach their full potential. We recognise that a child who is experiencing difficulties is often unable to function successfully in the classroom environment. By fostering and encouraging a whole school approach to personalised interventions we aspire to meet the requirements for children who have differing complex needs.

Roles and Responsibilities

Individual staff are identified to work with pupils as a result of their particular strengths, relationships and training. Where necessary for the child staff choice may be influenced by gender, age, race or culture. Unless specifically identified, staff are not working as therapists but in the capacity of providing additional pastoral support. All sections of staff are included in the choice of practitioners.

3. PUPIL CURRICULUM SUPPORT TEAM CO-ORDINATOR

There is a designated co-ordinator to oversee the planning and delivery of practice in the school.

The Coordinator will be responsible for:

- Managing and overseeing the referral system
- For monitoring and reviewing practice
- Organising regular staff meetings and identify training needs.
- Co-ordinating provision over the F.S. and KS1,2,3,4,5
- To ensure liaison with outside agencies is met appropriately.
- Inform SMT of all relevant information.
- Promote class based multi-sensory practice encouraging staff competence and confidence when working with pupil displaying additional needs.

Monitoring

Practice is evaluated by individual practitioners and monitored by the Coordinator (or in the case of SALT , Jo Hitchen).

Issues of confidentiality are respected at all times.

Equal opportunities

- Equality is a fundamental right that must be allowed to all children regardless of race, culture, gender, sexual orientation or special educational needs.
- Every effort will be made to ensure that no child will be excluded from this provision on the grounds of race, culture, gender, sexual orientation or special needs.

The nature of our pupils and the difficulties that they experience will from time to time require approaches that can be seen as being different from other pupils on the basis of level of functioning, understanding or for reasons of safety.

Individual staff are identified to work with pupils as a result of their particular strengths, relationships and training. If it is beneficial for the child staff choice may be influenced by gender, age, race or culture.

4. USE OF ICT

Referrals and Actions are recorded, monitored and evaluated working towards successful progress of each child's needs. By tracking progress staff can evaluate and refine interventions when needed, ensuring best outcomes are achieved. This information is kept on a database that is updated by the pastoral team. All staff working with pupils enter details relevant to the child, type of support in place and completion date when appropriate.

At the end of the academic year support will be evaluated and measured regarding the effectiveness, checking if support has maintained or improved progress for pupils, or to evaluate the type of support if the child has regressed in any way.

5. RESOURCES AND BUDGET

The C&I Centre has provision for counselling, small group work, social and emotional support, SALT support and other activities which are accessed through the personalised provision identified through the referral system within the school and at times by parent request. Rooms are allocated to individual professionals and can be booked in addition to this for specific work should it be needed.

There are 4 small rooms used for 1:1 work: each with a window to ensure confidentiality but also safety of pupils and adults. There is a room allocated for counselling and 2 offices. There is also a Sensory Room that is set up with equipment that is used by individual professionals as well as classes from the main school.

Any monies required for activities will be requested via the Pastoral Manager and through the Personalised Learning Budget and /or the appropriate curriculum budgets held in school.

6. REVIEW

Revision and updating of this policy will be completed by the Pastoral Manager following discussion with the Headteacher and Governor responsible for PSHCE. Revisions will be presented to the governing body for discussion and approval.

Name: Melanie Sewell (Pastoral Manager)

Date: December 2014