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Headteacher: Mrs C Smart

# ALFRETON PARK COMMUNITY SPECIAL SCHOOL



## SCHOOL ETHOS AND VALUES - VISION DOCUMENT

LEARNING TOGETHER FOR PERSONAL SUCCESS.

# Our Vision:

## LEARNING TOGETHER FOR PERSONAL SUCCESS.

Our vision supports our philosophy that pupils and staff should focus on learning continuously to ensure that we all reach our maximum potential

### OUR MISSION (WHAT WE ARE AND WHAT WE DO)

Alfreton Park School is a specialist community in which all pupils and staff strive to create a secure, welcoming and inclusive learning environment. Aspirational goals and inspirational teaching lead to all members of the community being active partners in learning; maximising independence and creating a love of learning.

Our aim is that all children and young people lead fulfilled lives, are included in their local community socially, access meaningful employment, are physically and emotionally healthy and live as independently as possible.

### ETHOS:

The ethos of the school is based on creating a positive learning community in which all individuals can develop the skills to maximise their independence and which prepares them for their adult life.

The 4 pillars of learning:

- Communication
- Personal, social and emotional development
- Physical development
- Behaviour and self-management

To support this the curriculum is based on the 4 areas of learning taken from the SEND Code of Practice

- Cognition and learning
- Communication and interaction
- Social, emotional, mental health and wellbeing
- Sensory and /or physical development

This is underpinned by our ethos that all pupils are individuals with individual abilities, needs and learning styles. It is our responsibility to ensure that all pupils can flourish and develop maximum independence in adult life.

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The family atmosphere of the school community is important to the ethos of the school.



(EHC = Education Health and Care plan, ILP = Individual Learning Plan)

## The characteristics and skills we aim to develop in our pupils:

Following consultation with parents/carers and staff the aims for pupils include:

- ✿ Independence
- ✿ Confidence
- ✿ Social skills
- ✿ Communication
- ✿ Compassion
- ✿ Problem solving
- ✿ High self-esteem
- ✿ Danger awareness
- ✿ Polite
- ✿ Kind
- ✿ Happy
- ✿ Sense of humour
- ✿ Freedom
- ✿ Know right from wrong
- ✿ Basic money skills
- ✿ Able to use services in the community
- ✿ Ability to do own self-care & toilet skills
- ✿ Walking skills
- ✿ Life skills
- ✿ To be able to make friends outside of school
- ✿ Health skills
- ✿ To be the best they can be
- ✿ Public transport skills

## The strengths of the school:

- ✿ The school provides a nurturing and empathetic environment with activities such as Forest Schools, Attention Autism and outdoor learning, including horticulture, and nurture that are effective in promoting learning and well-being.

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- ✿ A comprehensive and varied curriculum supports individual pupils to develop the skills and understanding needed to fulfil their potential.
- ✿ Pupils are given the opportunity to develop as much independence as possible and learning focusses on developing the skills needed for adult life.
- ✿ Visitors often comment on the friendly atmosphere and excellent relationships between pupils and staff, who go above and beyond to support the young people in the school.
- ✿ The school works exceptionally well with visiting professionals and the new 'Parent Group' is effective in supporting understanding between school and home and gives parents a forum to express their voice.
- ✿ The strong and experienced staff team work hard to support the pupils and each other using inventive strategies and resources.
- ✿ The school is a safe place for pupils where they are confident that they can trust on the adults around them to keep them from harm. The school has strong procedures in place for safeguarding pupils

## **Vision for the new school due to be complete approx. Oct 2021**

- ✿ Our vision for the future is that the school will continue to expand and will have spaces for up to 100 pupils.
- ✿ We aim for the new school to maintain the strong family ethos whilst supporting pupil in a range of suitable spaces indoor and outside.
- ✿ The school needs to provide a homely yet uncluttered learning environment that is responsive to pupils' sensory issues (e.g. noise level, lighting, heating etc)
- ✿ The nature of pupil needs is constantly changing and we need to develop spaces that offer maximum flexibility as requirement change.
- ✿ We provide quality spaces for:
  - ✿ classroom teaching,
  - ✿ therapy support,
  - ✿ breakout/ calming,
  - ✿ nurture activities,
  - ✿ employability skills and
  - ✿ independence skills
  - ✿ functional skills
  - ✿ outdoor learning

## Teaching Strategies:

### Curriculum

- ✿ Early Years Foundation Stage (EYFS) play-based curriculum in nursery and infant classes
- ✿ Profound and Multiple Learning Difficulties (PMLD) Pre-formal curriculum - classes will follow a sensory curriculum and require access to sensory room(s) and distraction free areas for the use of specialist equipment such as eye-gaze. Sensory activities include water, messy type activities which need suitable spaces.
- ✿ Semi- formal curriculum requires space for play-based and independence skills teaching as well as some more formal teaching of English and Maths.
- ✿ Formal – more mainstream-type curriculum but with break out spaces and the facility to support the development of functional life skills.
- ✿ Adult life curriculum - consolidation of skills in real life situations, employability skills, leisure activities.

### Other strategies:

- ✿ Communication - Alternative Augmentative Communication (AAC) E.g. Electronic communication aids, TaSSeLs, Makaton and PECs.
- ✿ Nurture activities – Thrive, Forest Schools, Horticulture, Art and other activities.
- ✿ Therapy activities – Physiotherapy, Speech and Language Therapy, Occupational Therapy, Hydrotherapy.
- ✿ Attention Autism and Lego therapy and other strategies to develop social skills.
- ✿ MOVE (Movement for Learning and Life) programmes using a range of equipment to development mobility and functional movement.



### What we need to do next:

1. Curriculum development to ensure that the intent, implementation and expected impact is clear and share with all stakeholders.  
This curriculum must ensure that all pupils access an education that is progressive and builds on the knowledge and skills they have to help towards the next stage in their education and adult life.
2. Implementation of the new RSHE curriculum fully across the whole school.
3. Focus on ensuring that the teaching of reading is effective and appropriate to the individual learning levels of all pupils.
4. Further development of careers and enterprise across the school to better prepare our pupils for a fulfilled adult life.
5. Ensure that the school is effective in promoting the emotional wellbeing and mental health of pupils and staff.
6. Ensure that there is an efficient and effective plan in place for the transition to the new building in 2021.

Community Special School