



Mission Statement - Learning to Live and Love Life Together

Intent

Aims - To ensure all our children are at the centre of a broad, varied and interesting learning experience and to equip each child for their future education; in the hope that they will acquire the personal qualities, attitudes, skills, knowledge and understanding necessary for personal fulfilment and a developing social responsibility in a rapidly changing world. The holistic nature of our practice will promote positive mental health and well-being and will enhance our children's life skills, social skills and cultural awareness.

Values we promote:

Respect	Kindness	Responsibility	Equality
Independence	Happiness	Resilience	Gratitude

Knowledge	Life Skills	Spirituality	Leadership Skills	Mental Health	Health	Emotional Skills
Morality	Social Skills	Culture	British Values	Community	Personal Skills	Independent Skills

Implementation

Approaches to learning

- * Highest learning expectations
- * Consistent approach to teaching & behaviour
- * Teaching styles and resources meet pupil's need
- * Differentiation
- * Personalised learning
- * Multi sensory & over learning
- * Promote a love for learning
- * SCERTs
- * PECS
- * Attention Autism
- * TEACH
- * Build on learning beyond school
- * Inclusion for all

English	Maths	Science	History	Geography	Art	Design & Technology
PSHE	SMSC	Music	PE	Computing	Religious Studies	MFL

Specialist Roles

- * Speech & Language
- * Sensory
- * Home School Link
- * Thrive
- * Reflexologist
- * Mindfulness
- * Maths Recovery

Sports

- * Swimming
- * Rugby
- * Athletics
- * Sitting Volleyball
- * Gymnastics
- * Judo
- * Taekwondo
- * Fencing
- * Tennis
- * Boccia
- * Yoga
- * Football
- * Dodgeball
- * Dance

School Awards

- NAS Accredited *
- QM *Silver ArtsMark
- Basic Skills QM*
- Inclusion *
- International schools Award *
- Mindfulness in Schools *
- Rights Respecting Schools*
- British Council Award*

Needs of Pupils—ASD, Social Communication, SPLD, MLD, SLCN, ADHD, ADD, SEMH, DYSPRAXIA , Attachment Disorder

Interventions

- * SCERTs
- * Attention Autism
- * Lego Therapy
- * Next Steps
- * Thrive
- * Mindfulness
- * Seeds of Change
- * Speech & Language
- * Sensory circuit
- * Sensory room
- * Anxiety
- * Attachment
- * Body Image
- * Social/Life skills
- * Language
- * Rainbow Circles
- * Outdoor Learning
- * Emotional Literacy
- * Nurture
- * Problem Solving
- * Handwriting
- * Gross Motor
- * Fine Motor/Teodescru
- * Reflexology
- * Comprehension
- * Thinking Skills
- * Reading Comprehension
- * Socially Speaking
- * Read Write Inc
- * Toe By Toe
- * Maths Recovery
- * Numicon
- * Keyboard Skills
- * Transition

Enrichment Days—Music, Science, DT, Computing

Community Links/Enrichment Weeks (SMSC)—Design Technology Week* . High Impact Computing Week * Health and Well-Being Week *Residential Week

Enrichment Visits - Chester Zoo, Liverpool Cathedral, Tatton Park, Eastham Woods, World Museum, Tam O'Shanter Farm, Lady Lever Art Gallery, Barnstondale Residential

Impact

Standards—Children make **expected** or **greater** than expected progress with their Hayfield targets, which are set according to their baselines on entry.

Social Communication Children enjoy learning and coming to school. Their skills relating to Social Communication are measured from starting points through EYFS profile, SCERTS and Social Communication formative assessments

Personal Development—Children demonstrate 'Be nice, Work hard and Never Give Up' in the learning and behaviour in and around school. They learn to make the right choices for their safety.

Hayfield Data	R,W,M Data	Social Skills Data	SHUE Survey	Parent Survey	Pupil Survey	Self Assessment
Speech & Language	Social Skills	Book Scrutiny	Learning Walks	Lesson observations	Discussions—Staff/Pupil	Foundation subject data