



Paternoster School Vision

At Paternoster School we

ensure that every pupil is part of our safe, caring, respectful and vibrant community where they are provided with diverse opportunities and high-quality teaching and learning. **We believe that all pupils should have meaningful, personalised pathways and choices throughout their school years, so their needs and aspirations are met.** Our curriculum has an emphasis on developing communication skills and independence, skills for living and for life, and enrichment opportunities. This provides excellent opportunities for our pupils to be included in, and contribute to the wider community, instilling a positive attitude towards lifelong learning.

Our Core Values

- Respect
- Enthusiasm
- Care
- Teamwork
- Communication





Our Ethos

- To value every pupil, and enable them to make the best progress possible
- To ensure every pupil has the right to contribute, belong and be heard
- To provide a meaningful, happy, and secure learning environment in which pupils develop their abilities and make progress according to their individual needs
- To forge positive working relationships with parents and carers and encourage a partnership between home and school at each stage of school life
- To develop an inclusive and creative curriculum with differentiated, personalised, and sequenced learning pathways, so that pupils can increase their knowledge, understanding and skills in small progressive steps
- To maximise all learning opportunities through a broad and balanced curriculum relevant to each pupil, that engages their interest and is used to promote the highest levels of safeguarding
- To enable all pupils to access the curriculum effectively and to establish clear methods to check what knowledge and skills they have gained as a result of their learning and against expectations, so that teaching is progressive and informs future planning and assessment
- To track pupil progress against academic, personal, social and wellbeing, behaviour, and therapeutic criteria
- To equip pupils with effective communication and social communication skills, valuable life skills, positive behavioural and self-regulation skills
- To promote Relationships and Sex Education, PSHE and Citizenship, Fundamental British Values as part of SMSC, Cultural Capital, Anti-Bullying, and mutual respect
- To promote independence and development of 'readiness' for transition
- To enable pupils to develop strategies to have appropriate and effective relationships
- To ensure pupils have a breadth of rich and varied experiences to reach their potential, become resilient and confident individuals, in preparation for adulthood, generalisation of learning and the acquisition of life skills
- To encourage pupils to have aspirational goals and to pursue personal interests, to make choices and decisions so they can contribute positively to society and to use their skills beyond school life
- To promote confidence, responsibility, success, and a positive attitude to adult life whilst developing life skills and opportunities for living a full life in the wider community
- To ensure equality of opportunity for all, regardless of disability, gender, race, age, or sexuality
- To support health and emotional well-being for all in the school community
- To ensure leaders have a strategic, long-term commitment to sustaining high standards and consistently check implementation of the curriculum to ensure teaching and learning result in the highest level of outcomes for all learners. This includes high levels of accountability (leaders will be knowledgeable, proactive, and ambitious) and subject knowledge remaining consistently strong across the school (teachers will be knowledgeable and skilled).

We do this by

- Employing well trained staff who offer unique teaching and learning experiences
- Providing close liaison and partnership with parents and carers
- Closely monitoring our curriculum plans and ensuring creative and innovative approaches to teaching
- Providing individual teaching, small groups, and whole class sessions where the pupils can benefit from interaction with peers and develop skills required to engage effectively within a group
- Delivering successful teaching/therapeutic interventions that are judged on their impact and swift response to pupil needs as required
- Partnering with other specialist professionals such as Speech and Language Therapists, Parent Support Workers, Social Care, Educational Psychologists, Health Practitioners, Occupational Therapists, Continence Services, Transition Coordinators and Respite Providers
- Providing a programme of offsite activities, visits and cultural experiences providing many opportunities for broader experience and generalisation of communication and behavioural skills vital for successful integration into and enjoyment of the wider community
- Carefully planning and supporting transition into new classes and when moving on from the school.
- Promoting continuous professional development for all staff in the school, to ensure that Paternoster School provides the best education and care for pupils
- Ensuring an inclusive whole school approach to self-evaluation and school development planning, creating a culture of continuous improvement and forward thinking