



Annex 1

The Flagship School – Vision and Values.

The Flagship School will be a special school for 72 children and young people from years 3 to year 11 who have neuro-diverse profiles and social emotional and mental health needs and who have the capacity to meet age related expectations.

Many of our pupil's neuro-diverse profiles or experience of adverse early childhood experiences have resulted in them experiencing a range of unmet needs and missing skills that have impacted on their ability to engage positively with learning. At the Flagship School, we are committed to be a trauma, attachment and neuro-diverse aware organisation, where every aspect of our school is informed by current psychological and scientific thinking around children's cognitive, psychological and emotional development, so that our children can meet their full potential.

We aspire to be a pioneering school, drawing on best practice and emerging evidence from psychology, science and educational research to provide an inspiring, integrated and aspirational education for our children.

As such, there are a number of core principles that underpin our vision. These are that:

- 1. An in-depth understanding of each child's cognitive, emotional, developmental and attachment profile is fundamental to supporting them to learn and reach their potential**

All children, with neuro-diverse profiles or who have experienced significant adverse childhood experiences resulting in developmental trauma, are likely to have a range of unmet needs and missing skills. These require us, as educators, to understand each child's unique profile; their cognitive strengths and areas for development, their attachment styles, communication and sensory needs and their triggers, so that children can reach their potential. At the Flagship school, we will develop a personalised approach for each child, to enable them to create new neural pathways and to develop pro-social and pro-learning approaches, so that they can attain greater levels of independence and to reach their potential.

- 2. All behaviour is communication.**

At the Flagship School we believe that all behaviour is communication. This requires all of us; children, young people, parents, carers and all staff working at the Flagship School to be curious about what lies underneath a child's behaviour, to review what this behaviour is telling us about unmet need and missing skills and to help the child or young person understand this, so that, with support, they can adapt, build new pathways, new self-management strategies, and over time, reach their potential;

Our school will have high expectations for all children that are regularly communicated to children and to their parents and carers so that everyone is aware of what our school expects of them. Many of our children will at times struggle to meet these high expectations, and we will therefore ensure that effective scaffolding and support is in place, tailored to each child's needs, that is focused on enabling each child to develop their own solutions, strategies and approaches to engaging positively with their own learning.

Our approach to working with children and young people will be robust and persistent. At the Flagship school, we are committed to collaborative problem solving with children, young people and their parents. This will be delivered as part of a robust, whole school, whole system approach that utilises every aspect of the school day, that sees every opportunity as a learning opportunity, and that ensures that where children and young people are struggling to meet our high expectations, that clear processes and systems are in place that enable the child to 'get back on track'.

Our robust and persistent approach will be focused around supporting children where possible, to understand and take ownership of their own strengths and skills gaps, and where difficulties have occurred to be actively supported to review, repair and reset. Our aim is to support children and young people to create new neural pathways, develop and implement more effective self-management strategies and techniques that will support them, over time, to develop the core social, emotional and communication skills that will enable them to achieve.

3. Relationships are key to children's success.

Our school is committed to providing a safe, nurturing and kind community. Central to this is the quality of relationships between children, parents and staff at our school. At the Flagship School, we will therefore work hard to make sure that relationships are strong, positive and are unconditionally supportive. This includes working hard to develop collaborative relationships between school staff and parents/carers so that we can implement shared approaches to working with our children. Our expectation is that all of our staff, will work hard to foster positive unconditionally supportive relationships with our children and young people, modelling calm and respectful relationships, where children's triggers and vulnerabilities are understood by all staff alongside effective approaches to de-escalating emerging difficulties. All children and young people will have access to a small number of key adults, who know them best, and with whom they have opportunities to touch base on a regular basis throughout the school day – in order to create a sense of safety, provide opportunities for self-regulation and de-escalation where this is required.

4. Delivering an embedded and integrated approach to supporting children's communication, social, emotional and learning needs, so that they can develop greater self-knowledge and self-efficacy alongside the pro-social and pro-learning skills that they need to reach their full potential.

At the Flagship School, we will deliver a collaborative approach to addressing our children's communication, social, emotional and learning needs. Teachers, therapists and school staff will work together collaboratively to ensure that every aspect of the school day provides opportunities for students to make progress, academically, socially and emotionally. Our approach is based on high expectations of all students, that are communicated at regular intervals throughout the school day, alongside high levels of scaffolding and support. This will include regular coaching for individuals to pause, reflect and reset where difficulties emerge.

Opportunities throughout the school day will be maximised to enable pupils to develop core social and communication skills, to enable them to self-regulate, manage anxiety and prepare for the demands of the day. This will include for example, early morning sensory circuits or yoga sessions, Circle time approaches to supporting students take turns in speaking and listening, through to Occupational therapists leading cutlery sessions for targeted groups of students at lunchtimes. Each day will start and end with tutor sessions to review expectations for the day and what has worked well/areas for development. Each child will access weekly 'coaching' sessions alongside 'embedded' opportunities to develop core social, communication and relationship skills and where required more 'in-depth' group work or one to one therapeutic interventions to address specific emerging issues.

5. High quality, enriched and cross curriculum approach to learning.

We will deliver a high quality, exciting, and integrated curriculum designed to meet the specific learning styles and interests of neuro-diverse pupils and pupils with complex social, emotional and mental health needs. This will be taught by highly skilled staff who have access to the necessary professional development, expert support and supervision to deliver this. The considerable difficulties that our pupils often experience in traditional learning environments, has resulted in many failing to access the full curriculum and achieve their potential. Our approach will be focused on enabling our pupils to access the curriculum in ways that are more appropriate to their needs. We will have an unrelenting focus on Maths and English, to ensure that our pupils have the necessary core skills to enable them to access the curriculum. Alongside this the school will focus on a small number of core subjects, delivered by subject specialists who will be trained in meeting the specific learning needs of our pupils. At key stage 2 and 3, English, maths and science will be taught in discrete subject specific lessons. Other foundation subjects will be delivered through a cross curriculum, project-based approach, delivered through a number of cross curriculum half termly projects. Each project will enable students to access learning in a range of contexts and through a range of approaches, carefully designed to address the strengths and areas of development for each pupil.

At Key stage 4, students will be supported to build on their core English, Maths and Science and to take GCSE or equivalent courses in these subjects. In addition, there is an expectation that pupils will study two other accredited courses. This is to enable pupils to gain core qualifications, whilst also having the opportunity to take part in active programmes of learning to support their wider social, emotional, communication and life skills. Each pupil will take part in an active programme of life

skills/enrichment learning, to enable them to develop the necessary independence, and social, communication and relationship skills necessary for them to reach their full potential.

Therapeutic interventions, tailored to address each student's communication, social, emotional and additional needs will be embedded within all aspects of the curriculum and the wider life of the school.

6. Proactive and collaborative approach to working with parents and carers.

Our school was founded by parents, and we will continue to value and acknowledge the unique perspective and knowledge that parents, and carers bring to understanding their child's strengths and challenges, and the importance of working as a 'team' to co-produce strategies that operate across school and home.

We are aware that for many parents and carers, accessing training and support, that enables them to feel more confident in meeting their children's needs would be highly valued, yet for many parents current models of support are experienced as being inaccessible. At the Flagship School, we will implement a pro-active approach to working with parents/carers. Our starting point will be one of positive outreach work with parents and carers, to support them to take part in training, peer support and one to one coaching with school staff, so that they can develop new strategies to address challenging behaviours and foster more positive relationships within the home and support their learning.

7. Valuing and supporting all staff to deliver excellence.

We expect all staff at the Flagship School, to actively engage in programmes of learning and professional development, so that they all have an understanding of brain science, of the psychology underlying our children's difficulties and of recent educational research. We will in turn, provide a caring, responsive and supportive environment, that places a high value of staff well-being.

8. Active programmes of enrichment and life skills development to support the development of children and young people's social, emotional, relationship and communication skills and prepare them for their next steps

Central to our vision is that all children and young people will be encouraged and actively supported to take part in programmes of enrichment and life skills activities that will promote their social, emotional, relationship, communication and wider life skills. Our focused curriculum will enable our school to offer a full programme of wider enrichment and life skills lessons; canoeing, horse riding, Duke of Edinburgh, Forest School, Judo etc, that will enable and support children and young people to further develop self-regulation, resilience, team working and problem-solving skills, and wider relationship and communication skills.

Our approach will be a multi-pronged approach to delivering excellent enrichment and life skills provision, that promotes our school as being a central hub of our local community. Provision, delivered by school staff and external providers, will be

delivered within our school and our expectation is that these providers, will also develop the skills and expertise to enable our children to access their provision within the community – enabling our children and their families to take a full part in the life of the community.

~~We have set below proposed high level targets for the Flagship School:~~

- ~~• Target One: 100% of our pupils will make accelerated progress, at least better than expected progress.~~
- ~~• Target Two: All teaching will be 100% good or better and with rigorous monitoring and training will rise to at least 50% Outstanding within the first three years.~~
- ~~• Target Three: Attendance will be 95% with less than 5% authorised absence and 2% unauthorised absence~~
- ~~• Target Four: Student voice and Parent voice will indicate consistent satisfaction with our overall provision.~~