

# GLYNE GAP SCHOOL

## CURRICULUM GUIDELINES 18

### DEVELOPING THE WHOLE CHILD

Policy and Teaching Guidelines on pupils' spiritual, moral, social, personal and cultural development, support guidance and welfare, and including policy on Collective Worship.

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i. INTRODUCTION

Much of the school's work revolves around meeting an individual's learning difficulties and delivering a broad and balanced curriculum. Skills and knowledge are vital to our children's education; however as a school we aim to teach the whole child. Our concerns will therefore include teaching children to reflect on themselves, others and human concerns; values and attitudes including an understanding of right and wrong; how children can develop social abilities, particularly in relating to others and personal qualities that will lead to self determination, personal fulfillment and independence.

ii. VALUES

The moral principles and standards that we give our pupils come in large part from how we behave to each other - staff to staff, staff to pupil, pupil to pupil. The ethos and culture of the school must be clear and upheld by all - its central tenets are respect for every individual, and the school as a community for fun and learning.

Specific values that the school endeavours to teach include:

- Right and Wrong
- Honesty and Fairness
- Kindness and consideration
- Self esteem/valuing self
- Respect for individual and individual differences
- Respect for environment

Practical Arrangements

Topics that reflect on pupils own lives and others lives and beliefs.

Collective worship focusing on - how pupils relate to themselves and others  
Meaning and purpose  
Awe and wonder

Stories that have a moral meaning.

Discussions that encourage the forming of ideas.

Using opportunities/circumstance as they arise in daily routines.

Other Supporting Policies

- Equal opportunities Policy
- Teaching and Learning Policy
- Behaviour Policy
- PSHE Policy
- PE Policy
- Policy on collective Worship

### iii RELATIONSHIPS

Where groups of people live and work together the quality of their relationships will probably define happiness and unhappiness, success and failure. In teaching our children about relationships we must teach about people's differences and how those differences are to be celebrated.

The quality of relationships is often crucial in helping children learn. The learning may involve a practical task - how to swim or open a can of beans or be more fundamental - how to co-operate, behave socially or have self discipline.

Ultimate happiness may well be determined by the quality of a special relationship. Such relationships will carry certain rights and responsibilities, and will have implications for collaboration and co-operation.

Professor Sue Buckley maintains that a boyfriend/girlfriend for a young person with a learning disability provides more self esteem and greater motivation for independence and autonomy than any other factor.

#### Practical Arrangements

Opportunities for pupils to work collaboratively  
Opportunities for games with rules, competition and fair play  
IEPs reflecting leisure opportunities  
Facilitation of membership of clubs, groups etc  
Adherence to the 'code of conduct'  
Integration activities

#### Other Supporting Policies

Personal and Social Education Policy  
Behaviour Policy  
Teaching and Learning Policy  
Equal Opportunities Policy

### iv PERSONAL DEVELOPMENT

#### (i) Personal and Social Education

The school's central aim is to help its pupils achieve as much independence as possible. It is the school's belief that in so doing pupils will become self determining, autonomous and self fulfilled. Many factors can handicap the pupil striving towards this goal and it is the school's job to reduce those obstacles and to provide in their place, arrangements to enable the pupil. The five elements of the school's Personal, Social and Health Education policy explicitly identifies how the school organises itself to facilitate pupils' personal and social development.

## Other Supporting Policies

### Personal, Social and Health Education Policy

#### (ii) Taking Responsibility

To achieve the school's aims of independence and personal autonomy for its pupils, it must plan to give pupils real responsibility. It must give them opportunities where they have control and authority, and put them in situations in which they are accountable for their actions.

#### Practical Arrangements

This is encouraged in a number of ways throughout the school:

- a) In informal lessons/situations where the concept of personal responsibility can be built into the structure and the targets.
- b) In informal situations, as an opportunity for initiative or a problem to be solved offers itself: teachers will be alert to maximising these opportunities as they arise.
- c) Sometimes it may be necessary to 'create' a situation in order to assess reactions/discuss responses e.g. adult is out of room and phone rings; adult is out of room and 'stranger' arrives etc.

The main areas of responsibility may be summarised as follows:

#### Responsibility for:

- a) **Making choices**  
e.g. which drink/biscuit; which play/art activity; which job to do; what food to include in picnic; whom to partner etc; snack at school coffee shop
- b) **Own comfort**  
e.g. take self to toilet; ask for drink/biscuit; tell if hurt, cut finger; are my shoes suitable for the walk; need trousers, not skirt, for riding; am I too hot/cold
- c) **Own possessions**  
e.g. bag; coat; toys/tapes/books; purse/money; home/school book; swimming/PE kit; taking our art work home; medication; ID card
- d) **Own learning**  
e.g. negotiate goals; report for/attendance at Review; choice of community service; choice of vocational experience; class decide where to go on

outing/trip; class decide what sort of Christmas party; select evidence for ZigZag book/ROA

- e) **Own safety**  
e.g. cookery lessons; mobility/road safety/independent journeys; take self safely round school - crawl/walk/power chair; where reasonable, problems left to be solved e.g. toast burning; sink overflowing; simulation/role play (with police) on stranger danger
- f) **Within class**  
e.g. monitor/jobs; collect milk; deliver dinner book; washing up; photocopying
- g) **Within school**  
e.g. vote for senior student; be senior student; show visitors round; entertain guests; take part in assembly/performance; answer phone; write contribution to newsletter; taking messages reliably
- h) **Own activities**  
e.g. remember what I need rather than have it written in home/school book; can't do activity if have forgotten money/kit when could reasonably be expected to remember; make a choice/decision re activity and then stick to it for agreed time; remember time need to be ready for bus
- i) **Own future**  
e.g. transition plans/reviews; visits to future placements and then make guided decision regarding them; discussions as appropriate regarding, for example, leaving home to Mencap Homes
- j) **For others**  
e.g. care for pets (home/school); help younger children; community service; charity efforts

#### Other Supporting Policies

Careers Education Policy

Personal and Social Education Policy

Supporting Positive Behaviour

Guidelines Mobility/Vocational Experience

#### (iii) Supporting Positive Behaviour

An extensive whole school policy on supporting positive behaviour has been carefully formulated and negotiated. It is not a fixed never changing position but reflects some starting points which will grow and change with experience. The policy is based

on pupils taking responsibility for their own behaviour and staff providing systems and structures to support that.

### Practical Arrangements

See below

### Other Supporting Policies

Supporting Positive Behaviour

Behaviour Management Policy and Teaching Guidelines

Personal and Social Education Policy

Curriculum Policy of extra curricular activities

## v. COMMUNITY PARTICIPATION AND CITIZENSHIP

### Community

It is felt to be important that pupils see themselves as members of the community, with both the entitlements and the responsibilities that involves. At the heart of this is the school as a community, but participation is actively encouraged in the community local to a pupil's home or school, and in the wider community. It is our belief that both our pupils and the community itself benefit if our pupils are known and valued within the local community.

### Practical Arrangements

- a) School as a community - whole school assemblies/Festivals/Celebrations; Art/Music/Drama residencies for whole school; community - integrated activities with mainstream schools; encouragement to children joining local Youth Clubs/Scouts etc. residential trips; helping around the school, as monitors, in younger classes etc; School Fundraising for National Charities.
- b) Local community - integrated activities with mainstream schools; encouragement to children joining local Youth Clubs/Scouts etc.
- c) Wider community - curriculum work on shops and shopping; use of local facilities; visits to local places of interest; locally-based community service and vocational experience; participation in local events e.g. Bexhill Fun Run, Edwardian Week etc.

### Inclusion

It is seen as the right of every Glyne Gap pupil to participate in the wider community. It is the school's belief that it must play an active role in the facilitation of this. There is a very full policy on integration/inclusion which includes practical ways of achieving it.

## Citizenship

As far as is practicable, pupils are supported in gaining understanding at their own level of:

- a) concept of taking responsibility
- b) group decision-making processes
- c) ways of making our opinions known
- d) awareness of current issues of concern
- e) awareness of rights/responsibilities/roles as they reach adulthood

## Practical Arrangements

- a) taking responsibilities within school, as a beginning to understanding wider responsibilities - see other section
- b) decision making processes
  - Election for senior student, with posters/ballot boxes etc.
  - Pupil and Student Councils
- c) ways of making own opinions known
  - FE students consulted on relevant issues, make representation to Governors
  - Student involvement in devising 'Code of Conduct'
- d) awareness of current issues
  - environmental awareness work
  - discussion of newspaper items, current events as they occur, and in communication/English lessons.
- e) rights/roles/responsibilities of adulthood
  - support for FE students as they approach 18
  - Health/Sex Education
  - Careers Educational/Vocational Experience

## Other Supporting Policies

Careers Education

Vocational Experience

Integration

PSE/Health Education

Promoting Good Behaviour (Code of Conduct)

## vi MULTI-CULTURAL EDUCATION

Pupils are encouraged and helped to understand that they are growing up in a multi-cultural society. Differences are recognised, respected and celebrated, whether they relate to race, belief, tradition, custom or practice. Support is offered as

appropriate where individual pupils or their families experience problems or anxieties through belonging to a minority group.

### Practical Arrangements

1. Curriculum - pupils' awareness that Britain is a multi-cultural society is promoted through work in Geography, RE, PSE, and the content of Topics/Modules. This topic/module content may be adopted to reflect particular circumstances or events locally, nationally, or in an individual pupil's family.
2. Resources - books, pictures, videos, photos, wall displays, dolls, puppets, play equipment etc will reflect a wide variety of people, customs and ways of life.
3. Individual Pupils -
  - a) Differences in background are recognised and celebrated, not ignored
  - b) Individual pupils (also students, staff, visitors) are encouraged to share their own customs, clothes, food etc with the rest of the class.
  - c) Topics/Modules like 'Far Away' or 'A Faith Other than Christianity' may have their content adjusted to relate to the life of an individual in the group.
  - d) Whole school celebrations/festivals may similarly reflect the ethnic backgrounds of specific pupils.
  - e) Pupils will be encouraged to identify with and take pride in ethnic groups to which they belong.
  - f) Provision will be made for a pupil where English is a second language and/or not spoken at home.
  - g) Individual support may be needed if a pupil is experiencing racial discrimination outside school.
  - h) Any incidents of discrimination within school could be dealt with proactively.
4. Pupils' families -
  - respect is always shown to the wishes of a family regarding customs, belief, food, dress etc.
  - requests regarding religious observance are respected.
  - Families may share their customs with their child's class/school e.g. Indian meal.
  - Sensitive support will be given where a family may experience concerns e.g. where English is not spoken by all members; where a family may prefer a home visit rather than having to come into school.

### Other Supporting Policies

#### Equal Opportunities Policy

RE Policy  
PSHE Policy

vii SUPPORT, GUIDANCE AND WELFARE  
(i) The class teacher - Key Responsibilities

All aspects of primary care, curriculum co-ordination, pastoral welfare and guidance are determined by the class teacher. The class teacher will co-ordinate the class team, multi-disciplinary planning with other professionals and liaison with parents. S/he will arrange tutorials to support students' contributions to reviews, planning meetings and meetings with parents. Both Head and Deputy will be available to support the class teacher in this role.

(ii) Monitoring Progress

There are seven different instruments to identify pupil progress.....

...so every pupil will have a full multi-disciplinary review annually chaired by the Head or Deputy Head. Every class teacher will meet with the Headteacher, a representative from the Health Authority and a representative from Social Care every term. The pupils in that teacher's class will then be individually discussed in terms of:

Major news, pupils' development; current goals being worked on and achieved; the last review's 'action required'; news about the child from the other statutory agencies. Any significant cause for concern immediately triggers a planning meeting with parents.

As part of the Headteacher's monitoring and evaluation procedure of termly lesson observation, every pupil will also be observed in class by the Headteacher at least once each term.

(iii) Child Protection

The school has a separate Child Protection Policy. There is a designated member of staff who carries a liaison and co-ordination responsibility. (See separate Policy).

(iv) Health and Safety

The local NHS Trust Hospital uses the school as a venue for annual medical checks on nearly all pupils. The specialist community paediatric nurse that organises these medicals attends the weekly liaison meeting as the Health Authority's representative.

The school's dental officer regularly checks pupils' teeth and offers training and support to staff and parents.

Other Health Authority personnel (Physiotherapists, Speech Therapists and Occupational Therapists) meet with a special group of teachers on a weekly basis to co-ordinate work, liaise and make budget decisions.

The school has a separate and extensive Health and Safety Policy with staff designated to have special responsibility for First Aid and Lifting Procedures and staff training, Fire Practice and Health and Safety inspections.

(v) Attendance

Class teachers usually know of any reason for absence on the day of the absence. Non authorised absence is virtually unknown in the school. The LEA provides Education Welfare Officer support - their role is usually to check registers and discuss with the Headteacher any general concerns. The Headteacher provides governors with an attendance breakdown for each full governors meeting (termly).

(vi) Transport

The LEA organises and arranges and is responsible for all transport. There is close liaison between the school, parents and the LEA. The school advises the LEA on suitability of transport (particularly where wheelchair accessibility and escorting is an issue).

The school runs its own fleet of vehicles for educational visits. It is school policy for all pupils to wear safety belts when traveling in school vehicles and for all drivers of school vehicles to have passed the advanced minibus training and assessment course. (See separate Minibus Procedures).

(vii) Social Services Liaison

The social care department nominates a representative to join the school weekly liaison meeting. This person is usually the senior officer at the local respite care establishment used by many Glyne Gap pupils. Staff submit reports for all social service reviews always attend child protection reviews and attend other reviews where they believe they have a significant contribution to make.

(viii) Respite Care

There are two major providers of respite that the school liaises with closely. The first is Dorset Road, a social services establishment that takes children between the ages of 10 and 18. The second is the Family Friends Scheme. The scheme exists as a charitable trust and was founded primarily through the efforts of the school. The co-ordinator has her base within the school.

(ix) Specialist Teachers

The school has staff with additional specialist training knowledge - in sleep disturbance; difficult behaviour in a family context; and continence. There are also specialists in music, drama, PE, PECS, TEACCH, home learning, All are available to work with families in the home setting.

Other Supporting Policies

Health and Safety policy

Working with parents policy

Careers Education policy

Monitoring and Evaluation policy

Writing Termly Goals - Guidelines

Teaching and Learning policy

Child Protection policy

Minibus Procedure

Continence policy

(x) SCHOOL ASSEMBLY

The school aims by its assemblies to reinforce its overall aims. Assemblies are designed to contribute to

- pupils' spiritual development (how they reflect on themselves and on human concerns)
- pupils' moral development (how they decide on right and wrong)
- pupils' social development (how they relate to others)
- pupils' cultural development (how they understand and value a set of beliefs, ideas and customs)
- pupils' religious knowledge (particularly the most well know bible stories and religious festivals)
- the ethos and corporate life of the school (particularly recognising and publicly celebrating children's achievements and respecting all)

.. and so help pupils lead as full, normal and independent a life as possible.

The weekly whole school and half termly department assembly on Friday afternoons has three main parts.

Part 1 Religious and Cultural Education

The first half of every assembly will follow a half-termly theme chosen because the theme lends itself to a spiritual, moral, cultural or religious dimension. As well as the main theme, the four year cycle (see Appendix 1) systematically covers the best know bible stories, and the major festivals and celebrations of Christian and world religions. Some assemblies will be given over completely to such festivals or celebrations.

Please Note; Parents can request their child to be withdrawn from this part of the school assembly and from the collective act of worship. It is reasonable for school to ask why, as some concerns may be resolved. The school will always make alternative arrangements if pupils are asked to be withdrawn.

### Part 2 Collective Act of Worship

Staff will try to make the whole assembly a 'special time'. Children will come into the hall to music and incense sticks will be burnt (pupils may associate the sound and smell with this special time). Within the assembly children will sometimes sing - often a hymn. Halfway through the assembly and separating the religious and cultural education element and celebration of achievement element will be a period of prayer/reflection/meditation. Pupils will hopefully anticipate this by a candle being lit and a bell being rung. A prayer will be read/signed etc by staff or children and will usually be Christian in nature.

### Part 3 Celebrating Achievement

A major way of establishing a central element of the school's ethos will be this part of the weekly assembly. Certificates, awards, significant work, achievements etc will be celebrated. Children will be asked to demonstrate and show achievement themselves; work in whatever guise (including videos) will be shown. Staff will collectively have agreed a worker of the week in the morning briefing and this person will be announced in the assembly.

All staff and pupils will be expected to attend this part of the assembly.

### Other Supporting Policies

Governors' policy on Collective Worship (Appendix 2)

Teaching and Learning Policy

Meetings (School Procedures)

RE Policy and agreed syllabus