

# QUEENSWOOD SCHOOL

## MISSION STATEMENT

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### OUR PURPOSE

Staff – Unlocking potential to brighter futures!

Pupils – Are you willing to unlock your potential to a brighter future?

### OUR CORE VALUES



**Be safe**

**Be kind**

**Be aspirational**

## OUR ETHOS is our INTEGRITY

Our priority is to provide an inclusive, kind, caring and supportive environment with robust and effective safeguarding practices/culture to ensure pupils welfare, health and safety. Our positive behaviour support and restorative approach encourages pupils to act responsibly and increase their social independence. Our rewards and sanctions procedure looks to reduce misbehaviour risks where reasonably practicable. This then enables the 'Education Team' to deliver an appropriate education (**Intent**) to each pupil, using a relational model and therapeutic (ARC) framework, which allows us to meet his or her social, emotional and mental health (SEMH) difficulties and/or Autistic Spectrum Conditions (ASC). We offer (**Implementation**) an ambitious, broad and rich curriculum through a range of positive educational (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative) vocational and enrichment opportunities. These can take place within lessons, whilst off site (within the local and wider communities) and/or with our external provisions. Pupils will therefore be able to acquire new knowledge, skills, understanding and behaviours (cultural capital) relevant to their cognitive abilities and willingness to learn. The (**Impact**) of this along with a 'next steps' approach leads to pupils making improved/positive progress over time allowing them to unlock their full potential at Queenswood School, transition on to positive leaver destinations and have brighter opportunities to become successful citizens in British society.

## OUR AIMS

These are the ways in which we deliver the values and ethos of Aspris Queenswood School. They are threefold and focus on our pupils, our staff and our environment.

## OUR PUPILS

Are able to access full-time supervised education that allows them to work towards aspirational targets

Are able to access a broad, rich curriculum to meet their individual needs regardless of their age, aptitude and abilities but whilst bearing in mind peer relationships

Are able to access accurate and up to date careers education that enables them to make informed choices

Are able to access educational and enrichment activities that give them the opportunity to learn and make positive progress in their behaviours, social independence and academic attainment

Are able to acquire new knowledge, skills and understanding by accessing the following:

- Therapeutic Interventions
- Core Subjects
- Foundation Subjects
- Enrichment opportunities
- External Provisions
- Vocational Qualifications
- Extra-curricular activities
- Training Providers
- Local Colleges
- Residential trips

Are able to have an impact on the day-to-day running of the school by expressing their opinions through 'pupil voice'

Are encouraged to accept their challenges, identify ways of coping and take responsibility for their actions

Are able to access appropriate support to transition them through to their next steps in their life whether it is further education, employment or training

## **OUR STAFF**

Are appropriately and safely recruited to protect vulnerable pupils via safer recruitment protocols

Are diligent and committed and have proper regard for the values and ethos of the school

Are professional and caring and put the needs of pupils first

Are accountable for achieving the highest possible standards in work and conduct

Are appropriately qualified and receive high quality professional development that affects positively on pupil outcomes

Are aware of, understand and always act within statutory frameworks

Are able to deliver an education that promotes fundamental British Values and supports pupil's spiritual, moral, social and cultural (SMSC) development

## **OUR ENVIRONMENT**

Is compliant to the strictest Health and Safety requirements

Is well-maintained, safe, warm, nurturing and appropriate for SEMH/ASC pupils

Is appropriate and enhances learning that takes place both on, off site and in the local and wider communities

Is readily accessible to all and appropriate to individual needs