



# Mill Water School

Preparation for *their* best future

## What is Personal Development?

For pupils at Mill Water School, the opportunity to learn all the skills they are going to need if they are to become confident, independent people in the world beyond the school, is as important as the opportunity to learn the subjects of the National Curriculum. After all, what is the point of gaining qualifications in school if you can't use a bus to get yourself to work? How are you going to live an independent life if you can't cook yourself a meal? We strive to understand what independence means for all pupils of all abilities – e.g. prompting autonomy for pupils on our Nurture and Engagement Pathway.

We aim to ensure that our pupils understand that making progress in these essential life skills is one of the most important things they will do while they are with us. Regular opportunities exist for pupils to develop these skills through our broad curriculum, which includes opportunities for outdoor education, a wide range of educational visits, travel training, work experience and other enrichment activities.

## How do we group these skills?

- School Community commitment to Personal Development
- Fundamental British Values
- Diversity
- SMSC- Spiritual Moral Social Cultural
- Rights Respecting
- Mental Health and Wellbeing
- Cultural Capital

- Therapies
- Preparation for Adulthood
- Community links
- Forest School
- Ethical Leadership

## How do we know?

Mill Water leaders ensure the core principles of Personal Development are integral to life in school and beyond

Mill Water schools is committed to developing the whole child. This statement defines how the school community supports the broader development of all its pupils.

The school works effectively with a range of outside agencies to ensure that pupils receive the best possible support to meet their academic and emotional needs. e.g. Health, communication, mobility.

*Ofsted said “Students make good progress on the 16 to 19 study programmes. Consequently, they are prepared well for their next steps in education, training or employment.”*

*They are able to successfully develop their social skills and the characteristics required to be tolerant and understanding of each other’s differences.*

*Pupils enjoy school and attend regularly. Attendance is monitored carefully and if pupils’ attendance levels dip below an acceptable level, and absence is unplanned, rapid action is taken by leaders to ensure the absence does not continue.*

*Pupils, staff and parents are very positive about behaviour and safety. One parent stated, ‘The school is brilliant, all the children are happy and well looked after.’*

*You have added more outdoor learning opportunities to your wider curriculum. You did this to prioritise pupils’ well-being. You have found that many of your pupils respond better when learning outside.*

*You have adapted the curriculum for pupils in Years 7 to 9. For example, you have changed when and where you take pupils outside of school. This is so pupils can continue to learn key skills within their communities, while accessing all subjects in your school’s curriculum.*

## What our Parents Said

- **1 parent=2.2%**
- 98% parents/carers thought their child was happy
- 98% thought their child was safe.
- 90% thought that school had high expectations of pupils' behaviour.
- 98% parents strongly agreed that school supported their child's wider personal development
- 98% parents strongly agreed there is a wide range of subjects available to their child

## What our Parents Wrote

"A strong desire for all pupils to participate to the best of their abilities, to be completely inclusive."

"Child entered care"

"They offer amazing support to the entire family. We have had a really tough year and they have been outstanding with the support. They really went over and above to help us."

"Mill Water has an amazing sense of community; all the children seem happy there. The staff are all patient and kind and reach the children brilliantly."

"They work to the individual child's level of ability wherever possible which nurtures a real sense of achievement"

"The support my child receives to thrive, he has progressed beyond expectations because of Mill Water"

"all the learning and life skill learning opportunities, communication with parents as well"

"The school is almost like another family, home from home and **so we have a bigger and brighter future**"

## FUNDAMENTAL BRITISH VALUES

	Intent	Implementation	Impact
<p>Development for “<i>their best future</i>”</p>	<p>To prepare pupils for their future lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.</p>	<p>We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. Discrete teaching and learning opportunities are mapped out in the curriculum where appropriate, in particular, RSHE, PSHE and assemblies provide opportunities to raise awareness and develop understanding. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.</p>	<p>As appropriate, pupils will have experience, an awareness or an understanding of fundamental British values. Pupils will demonstrate this within the day to day life of school and beyond.</p>

## How do we know?

- The school consistently promotes the extensive personal development of pupils.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively.
- The school prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; Mill Water School meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

 <p>Democracy</p>	 <p>Rule of Law</p>	 <p>Individual Liberty</p>	 <p>Tolerance of Others</p>	 <p>Mutual Respect</p>
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**Each of the 5 British Values are addressed via our different learning pathways:  
EYFS, Nurture & Engagement, Practical Learning & Life Skills, Independent Living & Learning and Post 16**

**Democracy** is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.

EYFS	Nurture and Engagement	Practical Learning and Life Skills	Independent Learning and Living	Post 16
<ul style="list-style-type: none"> <li>• Child led learning approach</li> <li>• Total Communication approach</li> <li>• PSED curriculum</li> <li>• Motivators</li> <li>• Respond to parental feedback and make changes where appropriate</li> <li>• Decisions made together with the pupils</li> <li>• Follow pupils' interests</li> <li>• Environment where it is safe to make a mistake</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to communicate</li> <li>• Pupils given a 'voice' to communicate – staff who know the pupils well as advocates</li> <li>• Empower pupils through showing a preference/choice making</li> <li>• Encouragement to make a simple decision</li> <li>• Staff are carefully attuned to pupils and respond to pupils' communicative gestures and behaviours</li> <li>• Staff aware of how pupils communicate yes/unsure/no</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil contributions to EHCP annual reviews</li> <li>• Using a Total Communication Approach to communicate meaningful choices</li> <li>• Class jobs rota</li> <li>• Choosing – special time, end of term treats, motivators, lunch, snack</li> <li>• Pupils are actively listened to</li> <li>• Sharing is actively encouraged</li> <li>• Personal Learning Goals and EHCP targets are based around sharing and respecting peer's choices where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil contributions to EHCP annual reviews</li> <li>• Make a meaningful choice with increasing independence and understanding</li> <li>• Choosing – special time, end of term treats, motivators, lunch, snack</li> <li>• Pupils are actively listened to</li> <li>• Personal Learning Goals and EHCP targets are often based around sharing and respecting our peers where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil choices in their activities and timetables where appropriate</li> <li>• Turn taking</li> <li>• Sharing achievements</li> </ul>

**Rule of Law** means that all people and groups are ruled by the same laws which help to keep us all safe and happy.

EYFS	Nurture and Engagement	Practical Learning and Life Skills	Independent Learning and Living	Post 16
<ul style="list-style-type: none"> <li>• School values, modelling, simple language reinforced with PECS/communication boards/PSHE curriculum/EYFS - for example 'People who help us'.</li> <li>• Modelling and teaching behavioural expectations</li> <li>• Individualised reward and motivator systems</li> </ul>	<ul style="list-style-type: none"> <li>• Experience rules and routines</li> <li>• Consistent cues – music, scents, objects, signs used to understand routines</li> <li>• Engage in a predictable and consistent environment</li> <li>• With support, understand cause and effect</li> <li>• Environment facilitates feeling safe and secure</li> <li>• Be empowered to cope with changes in routine</li> <li>• Take turns in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of school rules</li> <li>• Be aware of rules in the community; seatbelts, paying for shopping, queuing etc.</li> <li>• Understand acceptable behaviour in the community</li> <li>• Respond to clear expectations, frequently reinforced using Total Communication</li> <li>• Approach appropriate to the child</li> <li>• Social stories to explain rules, including social rules in society where necessary</li> <li>• Rules in the wider world are discussed, including the role of key services, such as the police</li> </ul>	<ul style="list-style-type: none"> <li>• Understand school rules</li> <li>• Begin to develop independence around following rules in the community; seatbelts, paying for shopping, queuing etc.</li> <li>• Demonstrate acceptable behaviour in the community</li> <li>• Be able to discuss and explain rules in the wider world including the role of key services, such as the police</li> <li>• Appropriate teaching of concept of right and wrong</li> <li>• Take turns in groups</li> <li>• Act as role models for peers</li> </ul>	<ul style="list-style-type: none"> <li>• Experience school rules and routines</li> <li>• With support, follow rules in the community; seatbelts, paying for shopping, queuing etc.</li> <li>• Display acceptable behaviour in the community with adult support</li> <li>• Demonstrate acceptable behaviour at work experience placements with adult support</li> </ul>

**Individual Liberty** is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control. Protection of your rights and the rights of others around you.

EYFS	Nurture and Engagement	Practical Learning and Life Skills	Independent Learning and Living	Post 16
<ul style="list-style-type: none"> <li>• Trusting relationships with adults in school</li> <li>• Total Communication</li> <li>• School values</li> <li>• High priority around developing self-care and as much independence as possible</li> <li>• PSHE – work around emotions and feelings, labelling and modelling them to the children</li> <li>• RE – through celebrations, stories</li> <li>• Cause and effect of behaviours / consequences</li> <li>• Pupils develop a positive sense of themselves</li> <li>• Explore similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Building genuine and trusting relationships with adults in school</li> <li>• Support pupils' independence</li> <li>• Showing a preference / making choices</li> <li>• Respond with 'yes' and 'no' to ideas and activities through a Total Communication Approach</li> <li>• Begin to communicate wants and needs</li> <li>• Begin to engage and sustain or reject interactions</li> <li>• Develop confidence to try new activities</li> <li>• Support to enable pupils to be aware of their rights</li> <li>• Relational approach - Adults are attuned to the pupils' feelings and emotions, and these are labelled as the pupils experience them</li> </ul>	<ul style="list-style-type: none"> <li>• Trusting relationships with adults in school and understanding who safeguards them</li> <li>• Pupils show an awareness of their rights</li> <li>• Diversity is valued and promoted</li> <li>• Total Communication used throughout</li> <li>• Independence is continually encouraged</li> <li>• Self-esteem is boosted through whole class fun activities and sharing activities</li> <li>• Pupils make meaningful EHCP contributions</li> <li>• Pupils receive and are able to accept positive feedback re: their achievements</li> <li>• Promotion of independence skills –responsibility for their belongings, work</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding posters tell pupils who they can talk to</li> <li>• Pupils can exercise their rights</li> <li>• Zones of Regulation are used to understand and manage emotions</li> <li>• Diversity is valued and promoted</li> <li>• Independence is continually encouraged</li> <li>• Self-esteem is boosted through whole class activities</li> <li>• Pupils make meaningful EHCP contributions</li> <li>• Positive feedback re: their achievements</li> <li>• Promotion of independence skills – responsibility for their belongings, work, self-review of Personal Learning Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Independence targets</li> <li>• Individual PSHE focus</li> <li>• Pupil celebrations</li> <li>• Promotion of self esteem</li> <li>• Every pupil is treated as an individual and differences are celebrated</li> </ul>

**Tolerance of those with different faiths and beliefs is showing respect towards people who share different beliefs and traditions to our own.**

EYFS	Nurture and Engagement	Practical Learning and Life Skills	Independent Learning and Living	Post 16
<ul style="list-style-type: none"> <li>• Friendship week / anti-bullying</li> <li>• RE curriculum / EYFS - Celebrating festivals.</li> <li>• Talking about similarities and differences.</li> <li>• Mirroring children's cultures in the classroom.</li> <li>• Experiencing different religious faith celebrations</li> <li>• Mirroring children's heritage through resources in the classroom</li> <li>• Respecting religious and family beliefs around food etc. including family choice to opt out</li> <li>• All children have access to a full curriculum / resource suitable to meet their need</li> </ul>	<ul style="list-style-type: none"> <li>• The school culture is one of inclusion and our children treat their peers as equals.</li> <li>• Friendship week / anti-bullying</li> <li>• Different faiths and cultures are explored through a range of multisensory experiences</li> <li>• Classroom resources reflect a diverse society</li> <li>• Gender stereotypes are challenged diversity promoted through exposure and experience</li> <li>• Pupils learn about each other through being part of mixed ability classes</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship week / anti-bullying</li> <li>• Through RE sessions, assemblies and other curriculum areas pupils learn about different faiths and beliefs</li> <li>• Different faiths and cultures are explored through a range of multi-sensory experiences</li> <li>• Classroom resources reflect a diverse society</li> <li>• Gender stereotypes are challenged diversity promoted</li> <li>• History / Geography – incorporate different cultures</li> <li>• World celebrations</li> <li>• Festivals</li> <li>• Pupils are aware of same and difference when looking at themselves, and the community</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship week / anti-bullying</li> <li>• Through RE sessions, assemblies and other curriculum areas pupils learn about different faiths and beliefs</li> <li>• Classroom resources reflect a diverse society</li> <li>• Gender stereotypes are challenged</li> <li>• RE lessons and themed weeks explore the key elements of different religions and faiths</li> <li>• History / Geography – incorporate different cultures</li> <li>• World celebrations</li> <li>• Festivals</li> <li>• External visits</li> <li>• Develop an understanding of world current affairs at an appropriate level – e.g. through watching Newsround</li> <li>• Issues addressed as and when they arise – always opportunities for discussion</li> <li>• Local and national charity events are respected and pupils learn about other children around the world</li> <li>• Pupils understand and appreciate similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring different cultures through; music, food, clothing</li> <li>• Tolerant of each other's differences</li> <li>• Pupils differences are celebrated</li> </ul>

**Mutual respect** is showing respect and tolerance towards people whose beliefs, traditions, ethnicity, culture and opinions may be different to our own, which is then shown back to us. Finding out about each other will help us to understand and to treat others in the way we would wish to be treated.

EYFS	Nurture and Engagement	Practical Learning and Life Skills	Independent Learning and Living	Post 16
<ul style="list-style-type: none"> <li>• Children are taught to look after living things and support each other</li> <li>• Children participate in cooperative games, stories.</li> <li>• EYFS curriculum includes topics such as 'People and Communities' with a significant PSED focus</li> <li>• Adults role model respect</li> </ul>	<ul style="list-style-type: none"> <li>• Promote inclusion at all levels</li> <li>• Personalised learning</li> <li>• Facilitate opportunities in the community</li> <li>• Enjoy the company of others</li> <li>• Celebration assemblies</li> <li>• Adults model respect through listening to and responding to all methods of communication however subtle</li> <li>• Intensive Interaction</li> <li>• Well trained adults advocating wants and needs of the pupils they work with</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils tolerate each other in group situations</li> <li>• Staff model respect as part of the school culture</li> <li>• Cause and effect is taught and promoted, especially in appropriate peer interactions.</li> <li>• Pupil wellbeing is endorsed and promoted</li> <li>• Children take turns with support</li> <li>• Celebration assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils respect difference</li> <li>• Pupils appraise each other's work respectfully</li> <li>• Through activities such as Lego Therapy, pupils work collaboratively</li> <li>• Staff model respect as part of the school culture</li> <li>• Pupil wellbeing is endorsed and promoted</li> <li>• Children listen to each other and take turns with support so they can listen to each other's opinions</li> <li>• Pupils are polite to peers and staff</li> <li>• They use kind words</li> <li>• Respect self, others and property</li> <li>• Individuality</li> <li>• Restorative work with children, after conflicts</li> <li>• Circle times – speaking and listening opportunities – focus on the importance of speaking and listening to others</li> <li>• Celebration assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to each other</li> <li>• Encourage empathy</li> <li>• Respect for self, others and property</li> <li>• Respect for environment</li> </ul>

## Diversity

The UNCRC identifies the rights of the child. “Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.” (UNICEF)

The Equality Act 2010 ensures that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Public Sector Equality Duty (PSED) was introduced by the Equality Act 2010 and applies to all schools. The PSED has three main elements.

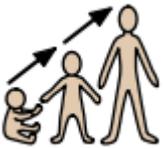
These are:

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not “It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.” Ofsted – Guidance on Inspecting teaching of the protected characteristics in schools – April 2021

There are 9 protected characteristics under the Equality Act 2010:

- Age
- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

Mill Water principles for ensuring the protected characteristics are universal, and run through all the Learning Pathways.

	Intent	Implementation	Impact
 <p><b>Age</b></p>	<ul style="list-style-type: none"> <li>To ensure that nobody at Mill Water unlawfully discriminates, harasses or victimises pupils due to their age</li> <li>To ensure there is equality of opportunity between people of different ages</li> <li>To ensure that there are good relationships fostered between all members of the school community, regardless of their age.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils are respected regardless of age, and are not treated differently or less favourably</li> <li>Learning is age/stage appropriate</li> <li>Key transitions are prepared for e.g. moving on</li> <li>Different age groups are respected, and not seen less favourably in teaching activities</li> <li>Stereotypes are avoided when talking about ageing</li> <li>All family members are invited and encouraged to be part of the school community</li> </ul>	<p>The pupils will experience:</p> <ul style="list-style-type: none"> <li>A sense of self</li> <li>A sense of belonging</li> <li>Respect for others</li> <li>Non-discrimination</li> <li>Being challenged on any distraction shown by them to others</li> </ul> <p>This will be evident in:</p> <ul style="list-style-type: none"> <li>ECHP reviews</li> <li>Pupil voice</li> <li>Observations and assessments on Evidence for Learning</li> </ul>
 <p><b>Gender and Gender Reassignment</b></p>	<ul style="list-style-type: none"> <li>To ensure that nobody at Mill Water unlawfully discriminates, harasses or victimises pupils due to their gender identity</li> <li>To ensure there is equality of opportunity between people of different gender identities</li> <li>To ensure good relations are fostered between all members of the school community regardless of gender identity</li> </ul>	<ul style="list-style-type: none"> <li>Young people experience privacy, dignity and respect for who they are</li> <li>Young people taking steps to live in the opposite gender will be respected, and pupils will not be treated less favourably</li> <li>All pupils will be supported to understand different views and perspectives</li> <li>The use of language around gender identity is considered and sensitively used</li> <li>Staff encourage positive discussions and challenge negativity around the subject</li> <li>Mental health and wellbeing of the young people is of high importance</li> <li>PSHE – curriculum</li> <li>RSHE</li> </ul>	<p>The pupils will experience:</p> <ul style="list-style-type: none"> <li>A sense of self</li> <li>A sense of belonging</li> <li>Respect for others</li> <li>Non-discrimination</li> <li>Being challenged on any distraction shown by them to others</li> </ul> <p>This will be evident in:</p> <ul style="list-style-type: none"> <li>ECHP reviews</li> <li>Pupil voice</li> <li>Observations and assessments on Evidence for Learning</li> </ul>

 <p><b>Race</b></p>	<ul style="list-style-type: none"> <li>• To ensure that nobody at Mill Water unlawfully discriminates, harasses or victimises pupils due to their race, heritage, colour or ethnicity</li> <li>• To ensure there is equality of opportunity between people of different race, heritage, colour or ethnicity</li> <li>• To ensure good relations are fostered between all members of the school community regardless of race, heritage, colour or ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• Different family heritages are reflected in resources, images and learning tasks</li> <li>• Ensure the whole school curriculum reflects key events and key people of different heritages, including history, music and art</li> <li>• PSHE – curriculum</li> <li>• Intolerance of differences are always challenged</li> <li>• Take positive action to deal with particular disadvantages affecting children of one racial or ethnic group – if appropriate</li> <li>• Pupils are not segregated or grouped according to their colour, nationality and ethnic or national origins, and heritage</li> </ul>	<p>The pupils will experience:</p> <ul style="list-style-type: none"> <li>• A sense of self</li> <li>• A sense of belonging</li> <li>• Respect for others</li> <li>• Non-discrimination</li> <li>• Being challenged on any distraction shown by them to others</li> </ul> <p>This will be evident in:</p> <ul style="list-style-type: none"> <li>• ECHP reviews</li> <li>• Pupil voice</li> <li>• Observations and assessments on Evidence for Learning</li> </ul>
 <p><b>Disability</b></p>	<ul style="list-style-type: none"> <li>• To ensure that nobody at Mill Water unlawfully discriminates, harasses or victimises pupils due to their SEND</li> <li>• To ensure there is equality of appropriate opportunity available between all pupils</li> <li>• To ensure good relations are fostered between all members of the school community regardless of their SEND</li> </ul>	<ul style="list-style-type: none"> <li>• All learning is individualised</li> <li>• Physical environment is conducive to accessibility and not restrictive</li> <li>• Resources to enable full access to learning entitlement</li> <li>• Pupils are not excluded due to their disability</li> <li>• The requirements identified in the pupils' EHCP are put into place</li> <li>• A positive attitude is fostered in terms of respecting diversity</li> <li>• Intolerance of differences is always challenged and support is given to foster respect</li> <li>• High expectations and growth mindset is embedded in the school ethos</li> <li>• Resources and learning represent a wide range of abilities and disabilities, and focuses on talents and achievements</li> </ul>	<p>The pupils will experience:</p> <ul style="list-style-type: none"> <li>• A sense of self</li> <li>• A sense of belonging</li> <li>• Respect for others</li> <li>• Non-discrimination</li> <li>• Being challenged on any distraction shown by them to others</li> </ul> <p>This will be evident in:</p> <ul style="list-style-type: none"> <li>• ECHP reviews</li> <li>• Pupil voice</li> <li>• Observations and assessments on Evidence for Learning</li> </ul>

 <p><b>Religion or Belief</b></p>	<ul style="list-style-type: none"> <li>• To ensure that nobody at Mill Water unlawfully discriminates, harasses or victimises pupils due to their culture, faith, beliefs and non-beliefs</li> <li>• To ensure there is equality of appropriate opportunity available between all pupils</li> <li>• To ensure good relations are fostered between all members of the school community regardless of their culture, faith, beliefs and non-beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE – curriculum</li> <li>• RE curriculum</li> <li>• Celebrate beliefs of the children in the school</li> <li>• Multi-sensory, experiential learning about different cultures, religions and beliefs, through themed weeks, units of learning and visits to places of worship</li> <li>• Specific requirements of different cultures, religions and beliefs are respected, such as garments for specific faiths, and time needed away from school for worship</li> <li>• Intolerance of different faiths, beliefs and religions is always challenged and addressed in school</li> </ul>	<p>The pupils will experience:</p> <ul style="list-style-type: none"> <li>• A sense of self</li> <li>• A sense of belonging</li> <li>• Respect for others</li> <li>• Non-discrimination</li> <li>• Being challenged on any distraction shown by them to others</li> </ul> <p>This will be evident in:</p> <ul style="list-style-type: none"> <li>• ECHP reviews</li> <li>• Pupil voice</li> <li>• Observations and assessments on Evidence for Learning</li> </ul>
 <p><b>Sexual Orientation</b></p>	<ul style="list-style-type: none"> <li>• To ensure that nobody at Mill Water unlawfully discriminates, harasses or victimises pupils due to their sexual orientation</li> <li>• To ensure there is equality of appropriate opportunity available between all pupils</li> <li>• To ensure good relations are fostered between all members of the school community regardless of their sexual orientation</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE – curriculum</li> <li>• RHSE</li> <li>• Mill Water makes sure that all gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out as different or treated less favourably</li> <li>• Perhaps using term LGBTQIA+</li> </ul>	<p>The pupils will experience:</p> <ul style="list-style-type: none"> <li>• A sense of self</li> <li>• A sense of belonging</li> <li>• Respect for others</li> <li>• Non-discrimination</li> <li>• Being challenged on any distraction shown by them to others</li> </ul> <p>This will be evident in:</p> <ul style="list-style-type: none"> <li>• ECHP reviews</li> <li>• Pupil voice</li> <li>• Observations and assessments on Evidence for Learning</li> </ul>
 <p><b>Pregnancy or Maternity</b></p>	<p>Not applicable to the cohort at Mill Water</p>		

PERSONAL DEVELOPMENT FOR "THEIR BEST FUTURE"

 <p><b>Marriage and Civil Partnership</b></p>	<ul style="list-style-type: none"> <li>• To ensure that nobody at Mill Water unlawfully discriminates, harasses or victimises pupils due to their family arrangements</li> <li>• To ensure there is equality of appropriate opportunity available between all pupils</li> <li>• To ensure good relations are fostered between all members of the school community regardless of their family arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Different family types, reflecting different families in the school and beyond</li> <li>• Teach as appropriate about difference partnerships</li> <li>• PSHE – curriculum</li> <li>• RSHE</li> </ul>	<p>The pupils will experience:</p> <ul style="list-style-type: none"> <li>• A sense of self</li> <li>• A sense of belonging</li> <li>• Respect for others</li> <li>• Non-discrimination</li> <li>• Being challenged on any distraction shown by them to others</li> </ul> <p>This will be evident in:</p> <ul style="list-style-type: none"> <li>• ECHP reviews</li> <li>• Pupil voice</li> <li>• Observations and assessments on Evidence for Learning</li> </ul>
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**Spiritual, Moral, Social and Cultural**

	Intent	Implementation	Impact
 <p><b>Spiritual</b></p>	<ul style="list-style-type: none"> <li>• Experience celebrations and key events in own family and communities, as appropriate through a multi-sensory approach</li> <li>• Where appropriate begin to reflect on own beliefs, religious or otherwise and on perspective on life. This includes being able to indicate preferences, likes and dislikes</li> <li>• Experience a school community culture that respects difference people’s faiths, feelings and values</li> <li>• Where appropriate show respect for difference and be able to indicate an awareness of understanding of different faiths, feelings and values in a meaningful way</li> </ul>	<ul style="list-style-type: none"> <li>• RE themed weeks and/or units of learning around different religions and beliefs in Britain</li> <li>• Christian religious festivals</li> <li>• Rights Respecting work on article 14</li> <li>• Ensure different religions, beliefs and non-beliefs are addressed in the wider curriculum</li> <li>• Visits to places of worship</li> <li>• Multi-sensory, experiential learning around different cultures and faiths</li> <li>• Use of Art and Music to engage in different cultures</li> <li>• Focus on sense of self, my likes, dislikes and beliefs</li> </ul>	<p>The impact is evident in:</p> <ul style="list-style-type: none"> <li>• Levels of engagement in lessons/sessions</li> <li>• Observations and assessments on Evidence for Learning</li> <li>• EHCP</li> <li>• Personal Learning Goals</li> <li>• Physical and verbal responses to a stimulus</li> <li>• Pupil voice</li> </ul>

PERSONAL DEVELOPMENT FOR "THEIR BEST FUTURE"

	<ul style="list-style-type: none"> <li>• Show enjoyment in experiencing learning about themselves, others and the world around them, through non-stereotyped engagement with different faith and beliefs</li> <li>• Use imagination and creativity in learning, including making a selection and informed choices about own learning</li> <li>• Show an awareness of self, and others and where appropriate, a willingness to reflect on their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Reflection time</li> <li>• Mindfulness</li> <li>• Yoga/meditation</li> </ul>	
 <p><b>Moral</b></p>	<ul style="list-style-type: none"> <li>• With support, experience the difference between right and wrong and where appropriate recognise the difference between right and wrong. Begin to apply this awareness and understanding in their own lives. Recognise legal boundaries and in doing so, respect the civil and criminal law of England</li> <li>• Develop an understanding of cause and effect, develop an awareness and/or understanding of their behaviour and actions, as appropriate</li> <li>• Communicate opinions and choices using preferred communication methods</li> <li>• Where appropriate offer reasoned views about moral and ethical issues and understand and appreciate their viewpoints of others on these issues</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE focus on 'right and wrong'</li> <li>• School rules</li> <li>• Games and sports rules</li> <li>• The Law of Britain</li> <li>• Cause and effect activities</li> <li>• Positive Behaviour strategies</li> <li>• Using speech and language, and AAC to communicate likes, dislikes, opinions and ideas</li> <li>• Debating, assembly talking points</li> <li>• Explore local and global issues</li> <li>• Fair/not fair</li> </ul>	<p>The impact is evident in:</p> <ul style="list-style-type: none"> <li>• Levels of engagement in lessons/sessions</li> <li>• Observations and assessments on Evidence for Learning</li> <li>• EHCP</li> <li>• Personal Learning Goals</li> <li>• Physical and verbal responses to a stimulus</li> <li>• Pupil voice</li> </ul>
 <p><b>Social</b></p>	<ul style="list-style-type: none"> <li>• Use speech, language and communication skills to make wants and needs known to a communication partner</li> <li>• Develop skills in social communication in different meaningful contexts</li> <li>• Extend social communication to other people, to include those from different religious, ethnic and socio-economic backgrounds</li> <li>• Engage with the local community, to experience different; environments, ages, roles etc...</li> </ul>	<ul style="list-style-type: none"> <li>• Social communication groups</li> <li>• Turn taking</li> <li>• Playing games</li> <li>• Collaborative working, problem solving, working as a team</li> <li>• Meeting people with different roles within school</li> <li>• Visits in local community</li> <li>• Using communication in meaningful and purposeful way</li> </ul>	<p>The impact is evident in:</p> <ul style="list-style-type: none"> <li>• Levels of engagement in lessons/sessions</li> <li>• Observations and assessments on Evidence for Learning</li> <li>• EHCP</li> <li>• Personal Learning Goals</li> </ul>

	<ul style="list-style-type: none"> <li>• Work collaboratively</li> <li>• Where appropriate develop skills in tolerating, cooperating and working collaboratively with others</li> <li>• Develop skills in effective conflict resolution</li> <li>• Experience and engagement with Fundamental British Values. Aim to nurture the children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Play an active part in decision making within the school</li> </ul>	<ul style="list-style-type: none"> <li>• Physical and verbal responses to a stimulus</li> <li>• Pupil voice</li> </ul>
 <p>Cultural</p>	<ul style="list-style-type: none"> <li>• Experience, engage, understand and appreciate a wide range of influences that have shaped own heritage and that of others, primarily through multi-sensory, experiential learning opportunities</li> <li>• Experience, engage, understand and appreciate a wide range of different cultures in the school and beyond, primarily through multi-sensory, experiential learning opportunities</li> <li>• Experience, engage, recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities, as appropriate</li> <li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. Pupils learn through meaningful multi-sensory and experiential learning opportunities</li> <li>• To be aware of schedules, routines, systems and rules within school</li> <li>• Where appropriate pupils understand Britain's systems and rules, and how they shape our history</li> <li>• Experience and explore 'difference' in a range of contexts</li> <li>• Foster acceptance, respect and celebration of diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Range of texts from different cultures, stories, poems etc.</li> <li>• Different cultures around the world</li> <li>• Marking key events in the calendar, such as Remembrance Day</li> <li>• Music and Art from different cultural genre</li> </ul>	<p>The impact is evident in:</p> <ul style="list-style-type: none"> <li>• Levels of engagement in lessons/sessions</li> <li>• Observations and assessments on Evidence for Learning</li> <li>• EHCP</li> <li>• Personal Learning Goals</li> <li>• Physical and verbal responses to a stimulus</li> <li>• Pupil voice</li> </ul>

## Rights Respecting Education

	Intent	Implementation	Impact
 <p><b>Rights Respecting</b></p>	<ul style="list-style-type: none"> <li>• Mill Water aims to support the pupils in their awareness and understanding of their rights as a child, as detailed within the United Nations Convention for the Rights of the Child (UNCRC).</li> <li>• Pupils will have an awareness and understanding, as appropriate to their individual needs, that they have rights.</li> <li>• Pupils will know some of their rights and where appropriate can indicate this.</li> <li>• Pupils will have experience of their rights being realised in school.</li> <li>• Pupils have an awareness of children in the community and further afield globally, who don't have their rights realised</li> <li>• Pupils are involved as appropriate to their individual needs, in campaigning for change, to ensure their rights and those of other children are realised</li> </ul>	<ul style="list-style-type: none"> <li>• Statutory and non-statutory policies are underpinned by the UNCRC</li> <li>• Key documentation and strategy is underpinned by the UNCRC</li> <li>• All staff have an understanding of the UNCRC and can confidently demonstrate pupils' rights being realised day to day</li> <li>• Assemblies regularly address the UNCRC and put them into a meaningful context for pupils to understand</li> <li>• Displays around the school illustrate key rights of the child</li> <li>• All learners experience their rights being realised by skilled staff who support them. Some will have an increased awareness of the UNCRC. They can distinguish between a want and need, and can identify when a child does or does not have their rights realised when extremes are presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are aware of the UNCRC in accessible ways</li> <li>• Pupils experience their own rights being realised through the culture of the school and the quality of support they receive</li> <li>• The impact is evident in;</li> <li>• Discussions and debates</li> <li>• PSHE lesson assessments</li> <li>• Pupil voice</li> </ul>

## Mental Health and Wellbeing

	Intent	Implementation	Impact
 <p><b>Mental Health</b></p>	<p>Mill Water has adopted a whole-school approach in developing a positive ethos and culture – where everyone feels that they belong. It involves working with families and making sure that the whole school community is welcoming, inclusive and respectful. It means maximising children’s learning through promoting good mental health and wellbeing across the school – through the curriculum, early support for pupils, staff-pupil relationships, leadership and a commitment from everybody. Promoting positive mental health and wellbeing for the pupils and students is integral to the ethos and culture of the school.</p>	<ul style="list-style-type: none"> <li>• Mill Water culture and ethos promotes mental health and wellbeing</li> <li>• Intensive Interaction, Story Massage, TAC PAC used with pupils on the Nurture and Engagement Pathway to build positive, trusting relationships</li> <li>• Mental Health and Wellbeing Pledges detail what our young people can expect from the adults who support them</li> <li>• Key mental health and wellbeing events in the year are marked</li> <li>• Discrete mental health and wellbeing lessons are integrated into the curriculum planning</li> <li>• Specific interventions such as Thrive, Nurture etc. support individuals and small groups with their emotions</li> <li>• Attachment and Trauma trained staff support the awareness of emotional needs of all children</li> <li>• The school works closely with external agencies such as CAMHS and EP as necessary</li> <li>• ‘Social and Emotional’ section on EHCP monitors pupils’ mental health and wellbeing where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are happy in school</li> <li>• Pupils’ emotional needs are addressed</li> <li>• Pupils benefit from support</li> </ul> <p>Impact evidenced in:</p> <ul style="list-style-type: none"> <li>• Behaviour records – if appropriate</li> <li>• Multi-agency working – if appropriate</li> <li>• Exclusion data</li> <li>• CPOMS</li> <li>• EHCP outcomes</li> </ul>

## Cultural Capital

	Intent	Implementation	Impact
 <p><b>Cultural Capital</b></p>	<ul style="list-style-type: none"> <li>• Learners have experiences and ideas based on their own personal circumstances</li> <li>• Experiences link to learner’s culture and wider family, including: languages, beliefs, traditions, cultural and family heritage, interests, travel and work</li> <li>• Learners have opportunities to explore a range of cultural experiences</li> <li>• Learners given the opportunity to take part in activities which broaden their experiences, outside of their comfort zone</li> <li>• Learners experience planned opportunities throughout the whole curriculum and that which is inherent in the general culture of the school</li> <li>• Learners will be well-rounded citizens and have the means to communicate making their wants, needs and views known</li> </ul>	<ul style="list-style-type: none"> <li>• All learners access a broad, balanced, and coherent curriculum</li> <li>• Communication and interaction feeds into all learning activities</li> <li>• Social, moral, spiritual and cultural education is embedded through the curriculum at all stages of a learner’s school career</li> <li>• Physical development is paramount through the curriculum to support learners to access their learning opportunities</li> <li>• All learners have an EHCP target focusing on their personal development needs</li> <li>• Learners engage and explore the world around them through themed curriculum events e.g. Climate Crisis Project</li> <li>• Preparation for Adulthood programme</li> <li>• School visits within the local community and further afield</li> <li>• Residential experiences</li> <li>• Assemblies and Reflection – our learners having the opportunity to educate our local community and develop their Cultural Capital</li> <li>• Participation in charitable projects</li> <li>• Curriculum promotes mentally and physically healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence and observations recorded against Engagement Profile/EHCP targets</li> <li>• Learners are ready for the next stage of their transition; this may be moving from primary to secondary, secondary to 6th form or leaving at 18/19</li> <li>• Learners will be well-rounded citizens and have the means to communicate making their wants, needs and views known</li> <li>• Learners will be able to demonstrate an awareness of experiences beyond their immediate experiences of family and school</li> </ul>

## Therapies

	Intent	Implementation	Impact
 <p><b>Speech and Language Therapy</b></p>	<ul style="list-style-type: none"> <li>• For pupils to understand and maximise their communication and interaction, to add to their capacity to achieve their best possible life</li> <li>• Pupils develop their skills in vocabulary, word finding, attention and engagement, intentional communication, listening, understanding language, emotions, waiting and turn-taking, social interactions, conversation and independence skills. Pupils are also supported with oro-motor skills for expression, feeding and swallowing</li> <li>• The aim is for every child to have the intent to communicate, the means to communicate and the purpose to communicate. This underpins the speech and language approach. The expectation is that each and every child will have a 'voice'.</li> </ul>	<ul style="list-style-type: none"> <li>• Referrals made by professionals and parents to Single Point of Access for Speech and Language Therapy assessment and advice</li> <li>• External Speech and Language Therapist to assess pupils, provide programmes, monitor progress and deliver training to staff as necessary</li> <li>• Specialist Speech and Language Therapy Assistants work across the school providing support, advice and implementing/delivering programmes for classes, small groups and individuals</li> <li>• SaLT train staff on individual programmes and key communication and language interventions</li> <li>• Pupils will have AAC matched as appropriate to their language and communication needs</li> <li>• SaLT contribute to the pupils' EHCPs where appropriate</li> <li>• SaLTs support with oro-motor skills, support pupils with eating and drinking</li> <li>• SaLTs liaise with class teams on Feeding Care Plans/Dysphagia, for young people with a risk of choking and aspiration</li> </ul>	<p>The impact on pupils is evident in:</p> <ul style="list-style-type: none"> <li>• Speech and language assessments and reviews (SaLT)</li> <li>• Progress within a SaLT programme delivered in class</li> <li>• School assessments of speaking, listening and spoken language, as part of the English curriculum</li> <li>• EHCP reviews and Personal Learning Goals</li> <li>• Effective day to day functional communication</li> </ul>

 <p><b>Occupational Therapy</b></p>	<ul style="list-style-type: none"> <li>• To support pupils with specific difficulties that affect their ability to plan and carry out the movements required for everyday tasks. Pupils are supported with sitting and positioning, fine and gross motor skills, toileting, cutlery skills and general access to everyday living.</li> </ul>	<p>Occupational therapists support pupils across the school:</p> <ul style="list-style-type: none"> <li>• Fine motor skills groups using tools, pens, pencils, scissors, and cutlery</li> <li>• Organisational groups to support with life skills such as making a hot drink, making a snack, catching a bus, ordering a drink, packing a school bag</li> <li>• Personal care practice and advice on how to support with toileting, teeth brushing, dressing etc</li> <li>• Supporting posture</li> <li>• Regulation groups and a school wide approach to sensory difference</li> <li>• Access to Sensory Integration Room</li> </ul>	<p>The impact on pupils is evident in:</p> <ul style="list-style-type: none"> <li>• OT assessments and reviews (OT)</li> <li>• Progress within an OT programme delivered within class</li> <li>• Progress identified within clinics</li> <li>• School assessments of fine motor, writing, PE and swimming</li> <li>• EHCP reviews and Personal Learning Goals</li> <li>• Effective day to day independent movement for everyday tasks where appropriate</li> </ul>
 <p><b>Physiotherapy</b></p>	<ul style="list-style-type: none"> <li>• For pupils with specific developmental difficulties or conditions that affect their physical development, to be supported. This support is focussed on the pupils'; movement, posture and balance, muscle strength and coordination, and developing the quality of movement or restricted movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Mobility and exercise focused</li> <li>• Redistribute weight and help with drainage, relieve pressure</li> <li>• Better quality of life to ensure various body positions throughout the day</li> <li>• Involvement with agencies such as orthotics</li> <li>• Recommend equipment; standers, walkers, Acheeva beds</li> <li>• Set personal exercise programmes for YP</li> <li>• Involved in writing educational and non-education targets for YP</li> <li>• Close liaison with parents/carers and other professionals</li> <li>• Physios support teachers to write manual handling, risk assessment and personal manual handling plans for specific individuals where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Identified pupils reach their physical potential, through developing physical skills in play, and specific exercises and activities.</li> <li>• Posture and motor difficulties don't prevent pupils from accessing learning.</li> <li>• All pupils get enough opportunities to learn the vital mobility skills that they need to access education and prepare for their adult lives.</li> </ul>

		<ul style="list-style-type: none"> <li>• Physios determine which pupils need hydrotherapy and support if needed</li> <li>• Orthotics clinics</li> <li>• Physio sessions with individuals</li> </ul>	
 <p><b>Hydrotherapy and Swimming</b></p>	<ul style="list-style-type: none"> <li>• For pupils with physical development difficulties or disabilities to benefit from hydrotherapy; relaxing and stretching muscles, easing joint pain and increase range of movement. It can provide freedom of movement for pupils who use a wheelchair and support sensory regulation. Pupils accessing hydrotherapy are able to benefit in other ways also, in terms of their communication and sense of wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Mill Water has a hydrotherapy pool suitable for pupils with limited mobility and specific physiotherapy/sensory needs</li> <li>• Pupils who are learning to swim can access Sidmouth Swimming Pool where they are able to be a part of the community whilst receiving lessons from a swimming instructor</li> <li>• Physiotherapists assess young people and produce hydrotherapy programmes if necessary</li> </ul>	<p>The impact on pupils is evident in:</p> <ul style="list-style-type: none"> <li>• Hydrotherapy assessments and reviews</li> <li>• Progress within a Physio programme delivered within hydrotherapy sessions</li> <li>• Progress within the swimming assessment system as part of the PE curriculum</li> <li>• EHCP reviews and Personal Learning Goals</li> </ul>
 <p><b>Therapy Dog</b></p>	<ul style="list-style-type: none"> <li>• To support pupils in developing nurture for another living being and facilitate gentleness and kindness for others</li> <li>• To promote friendship and companionship which can then extend to peer friendships</li> <li>• To develop a range of personal skills such as: boosting self-esteem; reducing anxiety; and interaction and communication</li> <li>• To make sensory connections</li> <li>• To support emotional regulation</li> <li>• To promote positive mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Molly the Therapy Dog attends school with Kayleigh and is based in her office</li> <li>• Molly is still in training with Bales Buddies who support Molly and the pupils in school to interact</li> <li>• Individual bespoke interventions for specific children based on identified needs on a referral, such as confidence with animals, emotional regulation, reading to therapy dog etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• CPOMS</li> <li>• Behaviour records if appropriate</li> </ul>

## Preparation for Adulthood / Work Experience

	Intent	Implementation	Impact
 <p><b>Preparation for Adulthood / Work Experience</b></p>	<ul style="list-style-type: none"> <li>To experience different job roles</li> <li>To experience being in a work place where appropriate</li> <li>To actively take part in activities which take students out of their 'comfort zone'</li> <li>To be aware of skills that can be transferred to the work place</li> <li>To understand the concept of earning money and managing money</li> <li>To appreciate concept of providing a service to others within a work place</li> <li>To prepare pupils for 'a life of leisure' if appropriate by learning what they enjoy and how they would like to spend their time when they finish at Mill Water</li> </ul>	<ul style="list-style-type: none"> <li>Pupils across the school experience topics and schemes of work that introduce a range of roles in the work place</li> <li>Visits to various places of work and welcome visitors from the work place</li> <li>Practical experiences such as visits to a bakery, garden centre, supermarket, mechanic's garage, hotel, equestrian centre and animal welfare shelter</li> <li>Take part in activities associated with different job roles</li> <li>Identify equipment or uniform that may be needed for different job roles</li> <li>Work experience placements in Key Stage 4 for appropriate pupils</li> <li>Community experience and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be prepared for the transition from Mill Water to day services, college or work</li> <li>Experiences support community links throughout the year</li> <li>Pupils transfer skills from one environment to another</li> <li>Pupils develop communication and social skills with unfamiliar people</li> <li>Pupils develop in confidence and bravery to try new experiences</li> <li>Pupils step outside of their comfort zone</li> </ul>

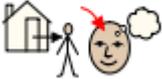
## Community Links

	Intent	Implementation	Impact
 <p><b>Community Links</b></p>	<ul style="list-style-type: none"> <li>To develop pupils' confidence to go out into the community and enjoy a range of experiences</li> <li>To develop skills in social situations</li> </ul>	<ul style="list-style-type: none"> <li>Individual target setting for pupils in the community</li> <li>Visit places such as; supermarkets, swimming pool, cafés, the local area etc.</li> <li>Practise use of money</li> <li>Making and using a shopping list</li> <li>Ordering food and drink</li> <li>Functional communication</li> <li>Social communication</li> </ul>	<ul style="list-style-type: none"> <li>Increased independence</li> <li>Pupils will be more prepared for transition to day services, college or work</li> <li>Essential skills for adulthood and life beyond Mill Water</li> </ul>

PERSONAL DEVELOPMENT FOR "THEIR BEST FUTURE"

	<ul style="list-style-type: none"> <li>• To transfer classroom skills into 'real life', meaningful situations</li> </ul>	<ul style="list-style-type: none"> <li>• Independence skills</li> <li>• Dressing/undressing for swimming</li> <li>• Exchanging coins in a shop</li> <li>• Meet adults with different job roles in the community</li> <li>• Support pupils with anxiety about visiting the dentist or hairdresser</li> <li>• Transitioning from one place to another</li> <li>• Road safety</li> <li>• Accessing services in the community</li> <li>• Travel Training – using public transport safely and effectively</li> </ul>	
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Outdoor Learning

	Intent	Implementation	Impact
 <p><b>Outdoor Learning</b></p>	<ul style="list-style-type: none"> <li>• For pupils to have regular access to learning opportunities outside of the school environment</li> <li>• Outdoor Learning provides a way of developing independence, self-esteem and positive attitudes towards learning through exploring and experiencing the natural world</li> <li>• For pupils to develop their understanding of how to be safe outside</li> <li>• For pupils to build their strength and stamina in physical activity</li> <li>• For pupils to know what is available for them to access in their local area and be able to make meaningful decisions on how they would like to spend their time outside of school</li> </ul>	<ul style="list-style-type: none"> <li>• The outdoor provision has been developed to include more usable outdoor learning areas and more opportunities for interactive/physical outdoor learning</li> <li>• Pupils have access to the grounds of Bicton College and are able to use the site as a relatively safe environment to practice being safe in the community</li> <li>• Outdoor Learning activities include:                             <ul style="list-style-type: none"> <li>• Horse Riding (RDA)</li> <li>• Moorland Walking/Walking in the local area</li> <li>• Cycling</li> <li>• Forest School</li> <li>• Horticulture (allotment)</li> <li>• Opportunities to learn in the outdoor areas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The impact for pupils can be very individual. The impact is evident in anecdotal observations, which inform all four areas of the EHCP and IEPS, and reporting to parents. The outcomes for pupils are individual and enhance their wider learning. Examples may be:                             <ul style="list-style-type: none"> <li>• Overcome fear of animals</li> <li>• Work collaboratively with a partner or within a small group</li> <li>• Accept when a session has finished and transition back to class successfully</li> <li>• Develop ability to plan a preferred activity and gather resources needed</li> <li>• Develop confidence to try something new</li> <li>• Make a choice or series of decisions</li> </ul> </li> </ul>