



FOSSE WAY SCHOOL

Statement of Purpose

Review Due:	September 2022
Last Review	September 2021
Applicable to:	Fosse Way School, Fosse Way House
Reviewed by:	JT

Fosse Way School is committed to and passionate about the learning and progress of our pupils. Staff and governors have high aspirations for our children and we aim to provide a high quality, relevant and balanced education for all our pupils that focuses on individual, personal and academic achievement. Students are taught in small groups, usually with more than one member of staff in attendance. There is a happy and positive atmosphere in which children can fulfil their potential and grow in self-confidence with respect for the people and environment around them.

Through strong partnerships with parents and collaboration with a range of other agencies the school offers a caring and friendly learning environment in which pupils make outstanding progress. Whilst the main school site caters for the needs of the majority of our pupils, satellite provision for pupils with additional needs is available at nearby Norton Hill School and our Project SEARCH provision at Royal United Hospital, Bath contribute to the range of learning pathways on offer. The school also has a residential provision – Fosse Way House, which caters for up to eleven students with a diagnosis of autism who reside here and engage in a 24-hour curriculum from Monday to Friday before returning to their parents or carers at weekends and school holidays. Person centred planning and the welfare of the students is at the heart of everything we aim to achieve.

At Fosse Way School we believe that our school's curriculum is much broader than subjects on a timetable. The school curriculum comprises all learning and other experiences that the school plans for its pupils. Pupils at the school have a range of needs that can change over time and in order to best support over 200 learners the curriculum is highly personalised, flexible and continuously reviewed and developed.

The intent of our curriculum is to provide a balanced and broad experience for pupils which promotes their spiritual, moral, cultural, mental and physical development. It consists of the National Curriculum, Personal, Social, Health and Education and Religious Education as well as cross-curricular themes and key skills. Extra-curricular activities also form part of the curriculum.

We are committed to preparing our pupils for the opportunities, responsibilities and experiences of later life so that they may become actively involved in their community, contributing to society financially and living as independently as possible.



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The pedagogy and principles behind the range learning programmes have a strong evidence base for raising attainment.

The school's curriculum meets all statutory requirements.

- Is broad, balanced and relevant
- Will develop all students' full potential
- Is matched to individual students' needs
- Has intrinsic value
- Builds on students' existing knowledge, skills and understanding
- Encourages life-long learning
- Reflects the multicultural nature of society
- Encourages confidence, high self-esteem, independence and mutual respect
- Develops a respect for the environment
- Prepares students for the opportunities, responsibilities and experiences of adult life.

Fosse Way School is committed to developing the academic and life skills of all its pupils and students to enable them to lead safe, happy and purposeful lives, contributing economically and socially to society.

Fosse Way School actively seeks opportunities to develop sustainable partnerships with a broad range of groups within the local, regional, national and international community in order to better meet the needs of its own pupils, students and families as well as pupils and students with special needs in mainstream schools.

Towards these ends our school:

- Strives to ensure pupils and students achieve high academic and social standards
- Creates a personalised and enjoyable learning experience for each pupil and student
- Encourages creativity and enterprise
- Values the diversity of pupil and student learning & outcomes
- Embraces new technology and innovation
- Works in partnership with other agencies and organisations

At Fosse Way school everything that we do is under pinned by our school values. By explicitly teaching and celebrating our school values we are able to nurture and guide our pupils so that they can discover the very best of themselves; helping them to make decisions and reflect on how those decisions affect others which in turn enables them to become good citizens and prepares them for life beyond Fosse Way School.



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The Fosse Way School values we chosen collaboratively by the whole school community, they are:

Be Proud

At Fosse Way our pupils have so much to be proud of, we want to celebrate their successes and enable them to be strong advocates of themselves in their future lives.

Be Kind

At Fosse Way we demonstrate how giving and receiving kindness is important for everyone's well-being.

Be Resilient

At Fosse Way we are aware that our pupils will face many challenges in their life. We aim to equip them with the skills, strategies and attitude required to flourish.

Teaching approaches

Embedded into all curriculum areas are a range of specific teaching approaches. These are timetabled and delivered according to pupils' personalised programmes. The list below shows the range of approaches used to ensure curriculum access and engagement for all.

Thrive	We have a number of Thrive trained practitioners who work with individual students. Our THRIVE practitioner carries out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life
TEACCH	Aspects of TEACCH are used within all of our classrooms. TEACCH is based on 5 basic principles: <ol style="list-style-type: none">1. Physical structure – students work best with clearly defined physical boundaries2. Students have a consistent schedule3. Work systems that establish expectations and promote independence4. Establishing clear routines

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	5. Visual structure includes visually based cues for reminders and instruction
Visual timetables	Students will have access to either a class or individual visual timetable. This will be created in whatever method is suitable for the young person for example using communicate and print symbols. Older students in post-16 are encouraged to use technology such as calendars on their phone to schedule their time.
Now and Next approach	Now and next boards provide structure and promote independence in completing tasks. They support students to transition between tasks, lessening frustration and anxiety.
Makaton	Makaton uses speech with signs (gestures) and symbols (pictures) to help people communicate. We also use facial expression, eye contact and body language to give as much information as possible.
Attention Autism	Attention Autism aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. Attention Autism has four stages: <ol style="list-style-type: none"> 1. A bucket activity to engage students 2. An attention building activity 3. An interactive activity that promotes turn taking and attention shifting 4. An individual activity that focuses attention, shifts and then reengages attention.
Tacpac	Tacpac draws together touch and music to create a structured half hour of sensory communication between two people. Tacpac creates sensory alignment and helps people of any age who have sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and limited or pre-verbal levels of communication.
Zones of regulation	Self-regulation is something everyone continually works on whether or not we are aware of it. We all encounter trying circumstances that test our limits from time to time. If we are able to recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes naturally for



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	some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation
So Safe	The So SAFE! program uses a standardised framework of concepts, symbols and visual lesson materials to teach the type and degree of communicative and physical intimacy appropriate with different groups of people in an individual's life. The program also teaches strategies for moving into intimate relationships in a safe and measured manner.

Fosse Way House

Fosse Way House is a residential provision that caters for up to eleven students, all of whom must have a diagnosis of Autism to access the provision. Students live here through the school year and leave the residential provision when they leave school. Students stay each week from Monday to Friday, returning home every weekend and holidays to their parents/carers. The provision offers a 24-hour curriculum for students with a dedicated team of staff supporting each student through the week. The residential provision is an integral part of the school and both teaching and residential staff work together to provide a holistic approach to education, welfare and behaviour of all students. Both settings work closely together to ensure students are provided with the best opportunities to achieve their full potential.

It is the aim of FWH to provide a variety of opportunities for all students in order for them to develop their daily life skills, independence, health and employment skills in line with their plans for the future, in particular their next opportunities after leaving Fosse Way School/House. This is delivered through Preparing for Adulthood and considers all individual student needs. Our curriculum has been devised to support our students to prepare for life as an adult. Each area of learning includes a range of activities, lessons, interventions and clubs within the school day and the extended day for FWH students. The four areas of focus are delivered in the following manner:

Education and Employment

All FWH students and their parents are encouraged to be aspirational when thinking about their future education and career pathways. Therefore, rather than teaching distinct careers lessons students have potential pathways embedded into their residential experience.

Working closely with the student's teachers/teaching assistants, all FWH students are supported to learn about the world around them and the employment opportunities available to them. Through personalised careers targets students are encouraged to learn about different career opportunities and where possible skills



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are taught and nurtured within the residential provision, this is designed to dovetail with work taking place in school. Alongside careers education our curriculum has a strong emphasis on supporting students on to their next steps after Fosse Way. We take our role in supporting students to have a good understanding of what options are available to them very seriously and will dedicate time and work closely with the student and their parents to ensure these decisions are well informed. An external careers advisor is available for all those who are able to access them.

As students' progress through the school into Post 16 there is a stronger emphasis on exploring careers and further education options. Students learn about the world of work, including areas such as: job hunting, CV creation, interview skills and building relationships with colleagues. There is also lots of exploration of the different college courses that are available, along with supported internship schemes and other programmes; visits to further education providers are also facilitated. Work experience placements, both in school and out in the community, further help inform the decisions our young people make in terms of what future career they'd like to pursue. We ensure that all students have the opportunity to explore all of the options available to them in terms of 'next steps' after Fosse Way, and support them to develop the skills needed to make their future career a success.

Independent Living Skills

It is important to us that our students learn to become as independent as possible. This can vary widely for students across the different pathways, but the end goal of developing independence is always the same. For students on our exploring independence and learning pathway the focus is on developing basic self-care skills for example, being able to use the toilet, dress themselves and make choices. For students on our living and learning pathway the emphasis is on being able to look after yourself whilst in the home, for example cooking basic meals, using the washing machine and personal hygiene. As students on the Learning for life pathway move through the school they will start to cover topics such as decision making (within the mental capacity act), managing income, paying bills and actively planning for their own future. Skills are not limited to the pathways, these are just some examples. All students follow their own personalised programme and targets in order to develop their independence.

FWH have students who follow differing pathways in school and their learning within the residential provision is tailored to follow the same emphasis as school to continue the 24-hour curriculum. All students are supported at a level appropriate to themselves to develop their independent life skills in a real-life setting. Skills taught include meal preparation, accessing the local community, personal care, living with peers and managing a home environment.

Community, Friendships and Relationships



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It is extremely important that FWH students are able to be active members of their local community. We support all students in FWH to have high levels of access to the community. Access to the local community is delivered in a meaningful way and focusses on student's interests and wishes.

FWH attempts to deliver meaningful and interesting access to the local community for the students, there is a strong emphasis on all students contributing to the evening activity plans. This will involve using local public transport, using local shops and exploring the local area, developing road safety etc. Students are also supported to access the community to participate in activities that include local clubs, accessing shops, restaurants, cafes etc. local walks to places of interest, bowling, cinema and youth groups. Through regular feedback students are consulted on what they want to do each evening and where possible this is facilitated by the FWH team.

It is important that all FWH students are supported to develop and maintain friendships and relationships. Students learn to live with peers and support each other through the provision, making daily decisions as a group and having an input into the day today running of FWH. Students are also encouraged to maintain friendships outside of the school environment and are encouraged to invite peers from outside of FWH to visit or be supported to meet in the local community.

All students access the So Safe curriculum to different degrees, the programme is a set of visual and conceptual tools designed to promote social safety for people with moderate to severe learning difficulties or Autism Spectrum Disorder. The program covers all degrees of interaction; from a student's expectations of strangers, to the intricacies of an intimate relationship. This is delivered on a weekly basis within FWH.

Health

There is a strong focus on supporting all students with both their physical and mental health. We support our students to have good health in a number of ways:

- Access to exercise on a daily basis.
- Use of local sports facilities/clubs in order to combine good health with community inclusion
- Mental health and wellbeing support in the form of school counsellors, targeted interventions, PSHE and RSE curriculum and multi-agency working with organisations such as CAMHS
- Healthy diet qualifications (AQA)
- Developing personal/intimate care skills.
- A menu with a focus on independence and healthy eating, or introducing students who may have a narrow diet to new foods and encouraging them to develop their own personal diet to make it healthier.



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- Supporting students to be as independent as possible with their medication needs.
- Supporting students to know where they can go for help and advice.
- So Safe curriculum to support students to recognise signs of abuse.
- Zones of Regulation work for students to learn and understand how they are feeling.
- Supporting students and their parents transition to adulthood services
- Supporting students to articulate pain

We believe in preparing for adulthood from the earliest years. Each year when we review a child's EHCP we will encourage parents to consider each area of the Preparing for Adulthood Framework. From year nine, we will support our children and their parents to create outcomes for each area of the framework, working towards these outcomes will then become part of the student's personalised curriculum.

Targets play an important role in the individual learning focus of the FWH students, through the EHCP and identifying other areas of development each student requires the staff team work together to create a range of targets designed to assist the student's development as well as preparing them for adult life. To achieve this FWH uses the AET progression framework.

Autism Education Trust

It is the aim of the AET to empower the education workforce and support them in securing a positive education that supports wellbeing for all autistic children and young people. All FWH students follow the AET Progression Framework and work towards individual targets based on their own personal needs and development, these can be targets recognised in the EHCP or areas of development identified by the student themselves or the staff supporting them. All progress is tracked on Show Progress along with evidence of progression. Students and parents are regularly updated with overall progress and all targets are reviewed up to three times per year.

All staff working in FWH also receive annual training from the AET in the following areas:

- Making sense of Autism.
- Good Autism practice.
- Extending good Autism practice.
- Complex needs and participation.
- Progression framework.
- Leading Good Autism practice.



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FWH also has access to the Specialist Autism Support Service (SASS) who provide regular advice and support to continually improve the service for the students.

Supporting student behaviour and ensuring there is a person-centred approach for each individual is paramount throughout all areas of the school/FWH. Supporting students to access all there is to offer is vital and to assist with this all staff receive annual training in PROACT SCIP. All behaviour exhibited by students is regularly analysed and reviewed and individual support plans are in place for all students. Fosse Way House do not use sanctions, instead we focus on using instances of behaviour as teachable moments and instead adopt a Positive Behaviour Support model. Each student has an individual positive behaviour support plan that provides proactive, active and reactive strategies that are appropriate to them. All students are aware of their own plans and staff use these on a daily basis to provide support.

PROACT SCIPrUK

Fosse Way believes in a strong ethos that focusses on Positive Behaviour Support and ensuring a person-centred approach is at the heart of everything we do for the students, to this extent all staff receive annual training from accredited in-house trainers on PROACT SCIPrUK.

PROACT-SCIPr stands for Positive Range of Options to Avoid Crisis and use Therapy. Strategies for Crisis Intervention and Prevention – and is a person-centred approach to support. It is the intent of PROACT-SCIPr-UK® to minimise the use of physical interventions and to emphasise sound behavioural support strategies based upon an individual's needs, characteristics and preferences. All staff provide a therapeutic, supportive and functional environment for all students. It is important that all aspects of problem behaviours are explored and discussed to give staff a better understanding of the individual's specific needs and to ensure appropriate support is in place for each individual.

Our aim is to always improve the quality of life for the individual by providing staff with the necessary skills and information to provide a therapeutic environment. To increase the competence and confidence of all those who manage crisis situations and to develop a proactive approach to the management of a crisis that is person centred.

The aim is to familiarise staff with ways of supporting individuals to maintain self-control by teaching appropriate communication techniques and individual coping strategies, to familiarise staff with the positive behaviour support processes and to train staff to use the least restrictive techniques to support individuals through crisis episodes.

All students are provided with a person-centred framework in which to thrive. Staff are encouraged to plan how they are going to work with an individual. There is a



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strong emphasis that the development of a proactive approach to the management of a crisis is of paramount importance. Teamwork is encouraged and facilitated by all staff receiving the same level of training to ensure everyone is equipped with the same skills and the philosophy equips us with the skills to use a physical intervention as a last resort, physical interventions MUST be used minimally and a least restrictive policy is employed by all staff.

AQA Modules are completed based on the student's individual wishes and developmental need. These are delivered at a pace suited to each student.

Students also complete So Safe and Zones of Regulation work to aid their knowledge in these areas.

The aim of FWH is to allow children to develop their emotional, intellectual, social, creative and physical skills through an accessible and stimulating environment created by a dedicated team of staff within the school/residential setting. There is a range of on-site and off-site activities in the local community that all students are encouraged and supported to participate in, this also includes new activities/experiences. Students are encouraged to make daily choices for both themselves and the group and are supported to acquire and develop skills in preparation for their adult life.

Students are provided with the opportunity to take part in a wide range of activities e.g. youth club, sports games, arts and crafts as well as being given the opportunity to develop independence skills through activities such as shopping, preparing their own meals and learning personal care skills. The residential area has full use of a number of facilities both on site e.g. swimming pool and sensory room as well as offsite e.g. country walks and visits to local areas of interest through the use of the school minibuses, all providing a stimulating and active environment for the student.

The majority of the Fosse Way House staff work across both the school setting and the residential provision, the aim of this is to provide consistency and continuity for the students. Each staff member works the same shift pattern each week so that students are aware of who will be supporting them through both the mornings and evenings when they are in FWH. Any staff absence is covered by other members of school staff so that they will be familiar to the students, no agency staff are ever used in the residential provision in order to minimise anxiety for the students in the event of this happening.

Staff receive termly formal supervision and annual appraisals from the Residential Education Manager, this allows all staff to have an input on how the provision is working and how it can be improved. All staff have access to a range of wellbeing resources to support them in their working lives. The provision itself is also



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monitored each term by a designated Governor who provides written reports to the other members of the Governing body.

All staff receive a comprehensive training package as part of the school SDP, in addition to whole school training Fosse Way House staff also have regular training in the following areas to support their roles:

PROACT SCIPr UK	PROACT-SCIPr stands for Positive Range of Options to Avoid Crisis and use Therapy. Strategies for Crisis Intervention and Prevention – and is a person-centred approach to support. Staff receive full training (one day) and then annual refreshers as it is key to the behaviour management in the school. It forms a core part of the philosophy of the school and the approach to managing behaviour. It also supports staff in preventing, dealing with and recording serious incidents. It also provides a framework for manual handling and guidance on when it is appropriate to use these physical interventions as well as teaching all staff how to use them safely.
Safeguarding	The safety and wellbeing of all pupils is a whole school responsibility. All staff will have training in ‘An Introduction to Safeguarding’. All staff must read and sign off that they have read and understand the Child Protection and Safeguarding Policy. Some staff have had additional training and are part of the schools Safeguarding Team, this includes the Residential Education Manager.
AET	All FWH staff attend annual training through the Autism Education Trust, examples of this are: making sense of autism, good autism practice, extending good autism practice, complex needs and participation, progression framework and leading good autism practice. The AET Progression framework directly feeds into the student’s educational targets.
Medical Professionals	A range of medical professionals will provide support for the students and staff, training includes an understanding of epilepsy, how to administer emergency medication e.g. Buccal Midazolam.
Food Hygiene	To enable all staff to teach students how to prepare, cook and store food correctly.



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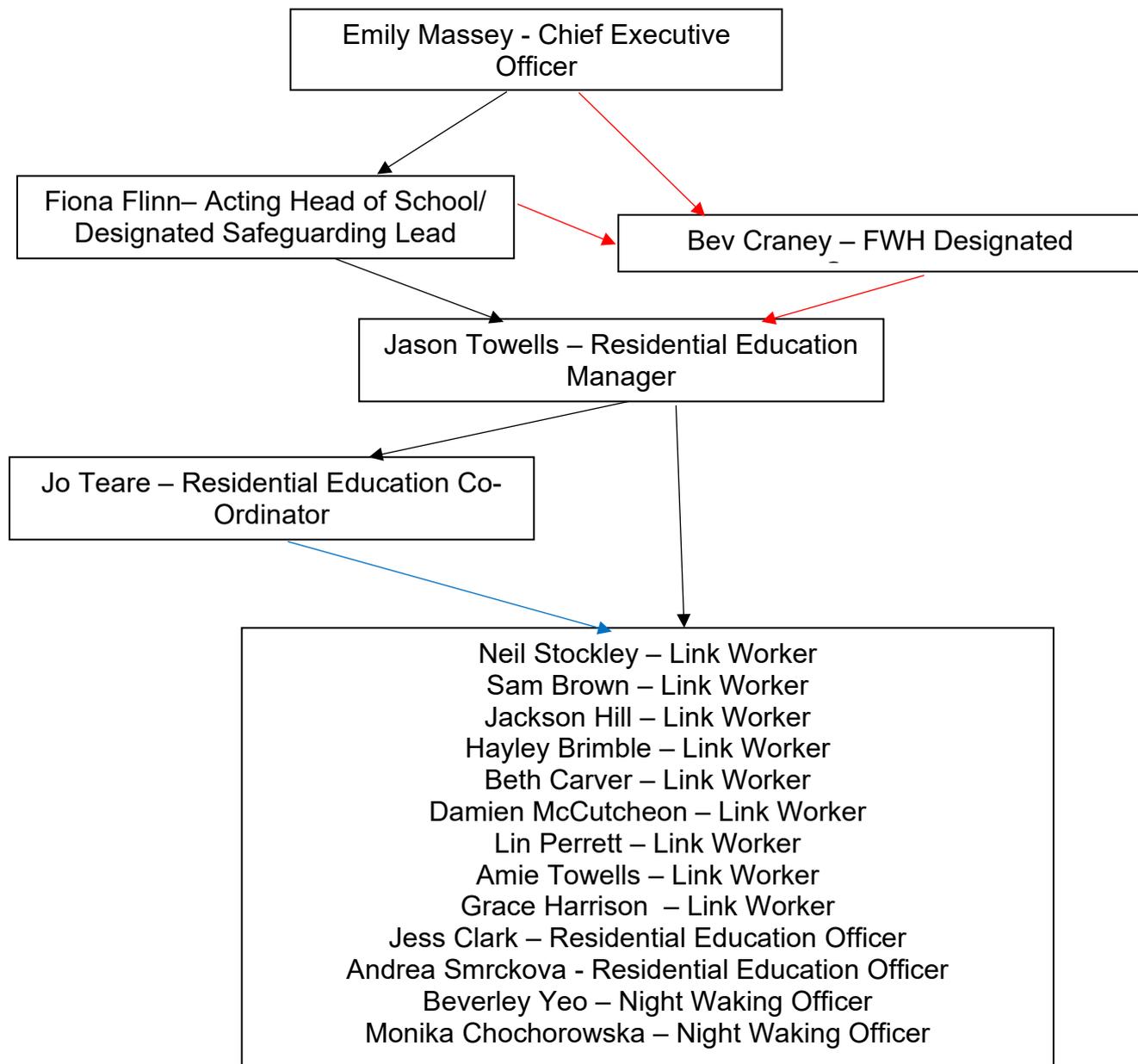
Bullying Training	To ensure staff are aware of and can identify the signs of bullying and to deal with situations accordingly.
Fire Safety/Prevention	This is delivered annually to ensure staff are aware of potential dangers of fire. This also includes termly practice fire drills with the students.

Other training is organised depending on student needs and support required.



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Line Management Organography



→ Line Manages.

→ Leads staff through evenings but does not line manage.

→ School Governor – not line manager