

Red Rose School Education

Red Rose School's objective is to provide an inspirational learning environment where pupils are encouraged to actively participate in all learning opportunities.

Our pupils should enjoy learning, celebrate their achievements and recognise the importance of education.

Red Rose School aims to nurture the qualities that will enable each pupil to become confident and competent members of society.

THE Red Rose Model

Better Together Developing a culture of collaborative and independent learning	Nurturing Environments To provide an inspirational, supportive and safe learning environment where pupils actively participate in all learning opportunities.	Tailored Education Promote personal and academic achievement where pupils will enjoy learning, celebrate successes and recognise the importance of education.	Child Focused To remove barriers to learning, promoting independence, confidence and resilience, developing individual's talents and interests.	Therapeutically Informed Provide an environment where all pupils are challenged, encouraged and receive the right level of support.	Committed to Training Facilitate active and reflective learning opportunities for staff and pupils.	High Expectations: To nurture the academic and personal qualities that will enable each pupil to maximize potential and become confident and competent members of society
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CORE STRENGTHS	ACADEMIC EDUCATION	ADDITIONAL NEEDS/THERAPEUTICALLY INFORMED
Empathetic Confident Communicators Resilience Independence Confidence Respect for others Respect for self Problem Solving Self-management Friendships Self-Awareness Creative Thinkers Critical Thinkers Personal & Cultural Identity	ENGLISH MATHS SCIENCE ICT ASDAN HISTORY GEOGRAPHY PSHE FOOD TECHNOLOGY PE OUTDOOR EDUCATION	LITERACY NUMERACY SOCIAL SKILLS COMMUNICATION SPEECH & LANGUAGE THERAPY PLAY THERAPY CLINICAL INPUT OCCUPATIONAL THERAPY ASC PROCESSING SKILLS
Independent Living Skills ASDAN Experiential Learning Duke of Edinburgh Volunteering	GCSE FUNCTIONAL SKILLS BTEC ENTRY LEVEL CERTIFICATE AQA UNITS College Links Educational Visits Off-Site Learning Work Experience Vocational Pathways	TAC LAC PEP EHCP Reviews Multi-Agency Working Clinical Assessments Transition Reviews

EHCP OUTCOMES

Experiences designed to prepare for adult life, becoming positive and independent members of society, ready for the transition from school	Work towards relevant and appropriate qualifications to facilitate progress in preparation for each transitional phase	Equip pupils with the skills and coping strategies to approach obstacles and life challenges confidently in a positive manner
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Promote happiness and social, emotional and mental wellbeing
Building safer lives and better futures

Curriculum Aspirations

WELLBEING	LEARNING	FUTURE
Happy Healthy Resilient	Engaged Collaborative Independent	Aspirational Contributing Understanding

Curriculum Implementation

The curriculum is delivered through 6, 40-minute sessions across the school day.

Teachers plan active and engaging learning experiences which move young people forward from where they are currently working towards agreed targets clearly signposting their next steps.

Wellbeing – We aim for all elements of our curriculum to be therapeutic.

Staff support pupils throughout the school day and not just during lessons. Pupils and staff eat together at lunch times and social times are carefully structured.

Pupils have the opportunity to access education key worker sessions and enjoy experiential learning opportunities, enrichment activities and Outdoor Education.

Learning - Our school is designed to be based on the principles of nurture so there is a focus on understanding behaviour, improving communication and developing self-esteem across each key stage and with the explicit needs of each young person at the centre of our approaches.

School is a safe and supportive space where all pupils have access to key adults.

As pupils move through the school we want to develop pupil independence but also promote the ability to work collaboratively with staff and peers to achieve specific targets.

In lessons we want to enable pupils to collaborate and support each other.

Pupils at Red Rose School can access a variety of recognised qualifications including Entry Level Certificates, BTEC qualifications, Functional Skills or GCSEs dependent on their ability levels and aspirations.

Subjects taught include; English Literature, English Language, Science, Maths, Art, Food Technology, ICT, PE, Humanities (History & Geography) PSHE and ASDAN.

The individual and personal development of each pupil is tracked throughout their time at school, attendance, behaviour, academic progress, engagement in learning and offsite/experiential opportunities are some of the ways in which development can be assessed.

Future - We focus on careers and life after school throughout our time at school. Work experience is embedded in what we do. Our pupils also have the opportunity to access more vocational pathways from yr9 with a great deal of support which we aim to reduce as their confidence grows and to prepare them for life after school.

Our Curriculum includes a great deal of additional opportunities both inside and away from the classroom, including those that focus on social, moral, spiritual and cultural development alongside Fundamental British Values.

Curriculum Impact

The impact of our curriculum can be tracked in lots of ways.

We are proud of the pupils who leave our school because of the personal characteristics they display.

We want all pupils to be able to demonstrate many of the 'core strengths' that will enable them to function in their communities.

We recognise that success for each individual pupil can look very different but, in all cases, staff will remain aspirational in relation to progress towards desired outcomes.

The qualifications pupils achieve allows us to assess the impact of our provision. Even sitting exams shows pupil's commitment to learning and their ability to work independently when completing these exams.

We are a very strong community and we encourage pupils to consider the importance of contributing.

We are proud of the number of our pupils who go on to access further learning at mainstream provisions and into apprenticeships or employment.

We will continue to track how well our pupils succeed after they leave Red Rose School by monitoring their ability to maintain courses and/or employment.