

INTENT	<b>Sladewood School</b>	<b>"Together we Thrive"</b> <i>Where we create a community of play, laughter, acceptance, curiosity, empathy and a love for learning where strong relationships are at the centre of what we do.</i>								
	<b>Core Values</b>	Relationships		Kindness		High Aspirations				
		Community Belonging Love Connection Diversity		Empathy Compassion Care Understanding		Challenge Love for learning Growth Making a difference				
	<b>Vision</b>	An inclusive learning and therapeutic community that is committed to ensuring pupils are safe, happy, enthusiastic and purposeful learners. We believe that every pupil must be provided with opportunities to develop socially, emotionally, academically to achieve the best they can achieve. On leaving school we want our pupils to have the social skills, education and confidence to thrive in the adult world.								
	<b>Relational School</b>	ACE Aware	Trauma Informed	Restorative Practice	Thrive Approach	Interventions	Exceptional Pastoral Care	Curriculum to support needs of the pupils		
<b>Rules</b>	Be Ready		Be Safe		Be Respectful		Be Kind			
IMPLEMENTATION	<b>Great Teaching is</b>	Creative Inspirational Fun Innovative Well resourced	Aspirational Consistent Engaging Child led Curious	Active learning Calm Motivating Safe environment Differentiated	Relevant Whole child Holistic Sequential Colourful	Skills based Playful Practical Interactive Exciting	Inclusive Positive Healthy challenge Engaging Brave			
	<b>Great Learning</b>	Playing and Exploring (Curiosity)		Active Learning		Creating and thinking critically				
		Independence	Perseverance	Questioning	Reflection	Resilience	Risk taking			
	<b>Breadth &amp; Balance (Subjects)</b>	<b>English</b> Phonics, Reading Writing Communication & Interaction	<b>Mathematics</b>	<b>Personal social &amp; Emotional</b> PSHE & Citizenship & RE, Thrive	<b>Understanding the world (</b> Our world- (History, Geography, science) computing, Vocational skills including life skills	<b>Physical Development</b> Active skills Outdoor education Sensory circuits Sensory room	<b>Expressive Arts</b> Art, Music and Drama	<b>Interventions</b> Speech & Language, OT, mental health and well being	<b>Enrichment</b>	
	<b>Inspiring Context</b>	Memorable, meaningful, cross curricular themes	Enrichment Days and weeks and Friday afternoons	Passionate and inspiring teachers	Inspiring Learning Environment	Exciting extra curriculum opportunities through trip and visits	Learning outdoors	Cultural Capital		
	<b>The Whole Child</b>	Inclusion, equity and aspiration at the heart	Celebration of individual achievement and success	Timely interventions and reasonable adjustment	Emotionally aware/intelligent. Able to understand and regulate their own emotions	Equipped for the future and next steps in transition	Physical development	EHCP and bespoke analysis for tracking.		
	<b>Safe-guarding</b>	Keeping safe at home, at school and out	FGM and Peer on peer abuse	Online Safety	Anti-bullying & Anti-racism	PREVENT training	Health, Mental health & first aid	Sex, Relationship Education (SRE)	Drug/Alcohol Education	
	<b>Great Reading</b>	<b>Skills for Reading</b> Systematic, Synthetic Phonics – Read, Write Inc Whole Word Reading – POPS reading scheme Comprehension resources – Language for Thinking, Colourful Semantics.			<b>Reading for Pleasure</b> Library Lessons & authors visiting ( Link with local Library) Book corners & Reading buddies & Bedtime stories World Book Days					
IMPACT	<b>Great Outcomes</b>	<b>Emotional</b> Personal development is outstanding Targeted interventions ensure development and progress Children are happy and enjoy coming to school Parents and carers are happy with the school and an extremely high proportion would recommend Sladewood		<b>Social</b> Behaviour and attitudes are outstanding Children demonstrate our vision and values in their learning and in their behaviour in an around school. Children learn to make the right choices for their safety.		<b>Academic</b> The quality of Teaching and Learning is outstanding Children achieve the best possible outcomes from their starting points Differentiation and targeted interventions ensure progress of all				
	<b>Evaluation</b>	Internal school self-evaluation and assessment of pupil progress		Tracking pupils progress in reading and listening to the reading		Regular Teaching and Learning progress meetings with teachers and SLT		External validation of judgements through SIP visits, Ofsted, parent evaluations, external moderation		