



PROSPECTUS

Sometimes you have to be your own Super Hero



THE VIEW
SCHOOL

Welcome to the View School. Thank you for taking the time to read a little bit about us. Our small school, in Edenbridge, Kent, has been developed specifically to support Autistic young people and those with Social Emotional and Mental Health difficulties.

We are passionate about providing our students with the positive childhood experiences that allow them to grow into confident young adults, with the skills and qualifications that allow them to have the opportunity for successful outcomes in the future.

'We challenge our students, supporting them in having positive educational and life experiences. Our aim is for our young people to have the aptitude and skills to enable successful future outcomes, being effective contributors in all aspects of their lives'
- Curriculum Policy



The View School is a bespoke education environment for young people whose educational needs are unable to be met by a mainstream school or college. All our students have an Education Health and Care plan (EHCP). The challenges our students will have faced will have led to a breakdown in their education and time out of school. During this period students may have received home schooling, or spent time in hospital, accessing hospital school education.

Our small cohort allows a focus on meeting the needs of the individual, building a depth of understanding of each student, the challenges they face, and finding a route for successful outcomes. We work with our students, providing opportunities and experiences that inspire them to achieve their goals and future aspirations.

We work with our students to better understand their challenges and associated behaviours. Our aim is to provide the support our students need, to find an effective route to overcome, or be effective in managing the barriers to their education and future life outcomes.

‘Our approach is designed to provide an environment and culture of enquiry, where the whole cohort feel safe to challenge themselves academically, to enjoy their successes and to feel confident in meeting areas for development’ – Curriculum Policy

Understanding the individual needs of our students and building meaningful relationships is pivotal in providing effective interventions, strategies and support.

No matter what the young person's diagnosis, we strive to understand the challenges they face, and may continue to face throughout their lives. With an understanding of these we scaffold personal development, helping our young people build upon strategies and skills that will help them meet and overcome the barriers to successful future outcomes.

Building upon positive experiences, reinforcing appropriate behaviours and inspiring our students to strive to achieve; we create a culture of enquiry and personal growth.

'Use the support of those around you and the school environment to better meet your own needs' – Behaviour Policy





Scaffolding learning and enabling change

All aspects of The View School's approach are in place to support our students in gaining a better understanding of themselves and how, for example, being an Autistic person impacts upon them in their day to day lives. By supporting this development, students become more empowered in taking control of how the world around them has an effect upon them, their anxieties, and actions. This ability allows people to make a choice when facing challenges, providing greater opportunities for positive outcomes.

Our understanding of a diagnosis and how this relates to an individual provides initial guidance on areas of need. Finding ways to motivate and inspire our students to learn and grow in all aspects of their lives is established. We not only identify the strategies to engage with our learners, yet provide them with the personal skills to successfully engage with the world around them. Our aim is not only to remove the barriers to education, also to empower our students to overcome them independently.

'Our supportive and proactive approach to meeting the challenges associated with both academic and personal development; provides an environment where students feel confident and assured in their abilities' – SEND Policy

Our students may have a diagnosis of;
Autistic Spectrum Condition (high functioning),
a Comorbid diagnosis, Attachment Disorder,
Attention Deficit Hyperactivity Disorder (ADHD),
Attention Deficit Disorder (ADD), Oppositional Defiant
Disorder (ODD), Complex Trauma

A diagnosis is only an indication of a range of difficulties faced by an individual. Although a young person may have a diagnosis of, for example ADHD; the challenges and life experiences of this young person can be very different from another person with the same diagnosis. By the same token, young people with different diagnosis may face the same challenges.

By focusing on the needs of the individual and the barriers they face in accessing their education, we are able to empower our students, placing them in a position where they are more able to understand themselves and build upon positive outcomes to raise self-esteem and resilience. We provide our students with 'choice' and not to be restricted in the opportunity of successful life outcomes, due to the challenges they have faced during their childhood.

'Use the support of those around you and the school environment to better meet your own needs' – Behaviour Policy





Classrooms are ideally sized for our student numbers, with an average of 6 students, a teacher and support worker or other professional in each lesson. Facilities are as you would expect in any classroom, with the appropriate learning resources and materials to deliver an all-encompassing curriculum, tailored to our students' individual academic levels and personal development needs. Every student will have access to a computer. They will be supported in using this to enhance their learning and helped to understand the most appropriate use of the internet to enable positive outcomes both in their academic and personal lives.

Our common room areas are located centrally in the school, allowing for each class to have access to additional space for break out work, or for students, as an area where they feel more comfortable to study.

As a central part of the school provision, common room areas are shared by both students and staff. Our staff are responsible for supporting the development of students throughout the school day including social times. Modelling behaviour can only happen when students and staff are working and sharing experiences together. Learning does not just take place in the classroom; we take every opportunity to scaffold learning and development.

'The structure of the school, our environment, our approach and our curriculum are all focused on supporting our learners on achieving their academic and personal goals'
– Assessment Policy



The personal and social developmental needs of our students act as a barrier to accessing their education and often impact upon effective engagement in their social world. Having an understanding of the young person and how they interact with the world in which they operate is key.

We focus on helping our young people overcome the challenges they face throughout the school day. Staff are on hand to support young people understand the difficulties they face, and to find routes to overcome these. This is a gradual process, with young people slowly moving to a position where habitual behaviours and thought patterns are modified; becoming more effective in building upon positive experiences.

Staff model best practices and work proactively with students to find opportunities for success. Positive reinforcement is used, resulting in the raising of self-esteem, general wellbeing and resilience, being underpinned to provide the natural traits required to self-motivate. The relationships between staff and students are central to this, indicating a requirement for all staff to have the skills to engage effectively, with the knowledge and understanding to be successful in their role.

‘We challenge our students, supporting them in having positive educational and life experiences. Our aim is for our young people to have the aptitude and skills to enable successful future outcomes, being effective contributors in all aspects of their lives’ – Assessment Policy





Our curriculum approach promotes a flexibility of learning no matter what the stage or age of the learner. Academic, Social & Moral and physical development are at the foundation of our schemes of work, providing the balance of education associated with best practices.

We provide our students with the opportunity to guide elements of their own learning. Empowering students in this way often provides the area of interest, and the desire to learn, which allows our young people to engage fully with their education.

The curriculum is designed to allow our students to have access to the level of qualification that will support them with onward education or career. Our approach provides life experiences, to further embed their understanding of the knowledge and skills they are learning. These experiences also provide the opportunity for further understanding of how they fit in society as a whole, their role within their community and how they as individuals can effectively contribute toward their own future and outcomes.

**Our approach is designed to provide an environment and culture of enquiry, where the whole cohort feel safe to challenge themselves academically, to enjoy their successes and to feel confident in meeting areas for development
– Curriculum Policy**



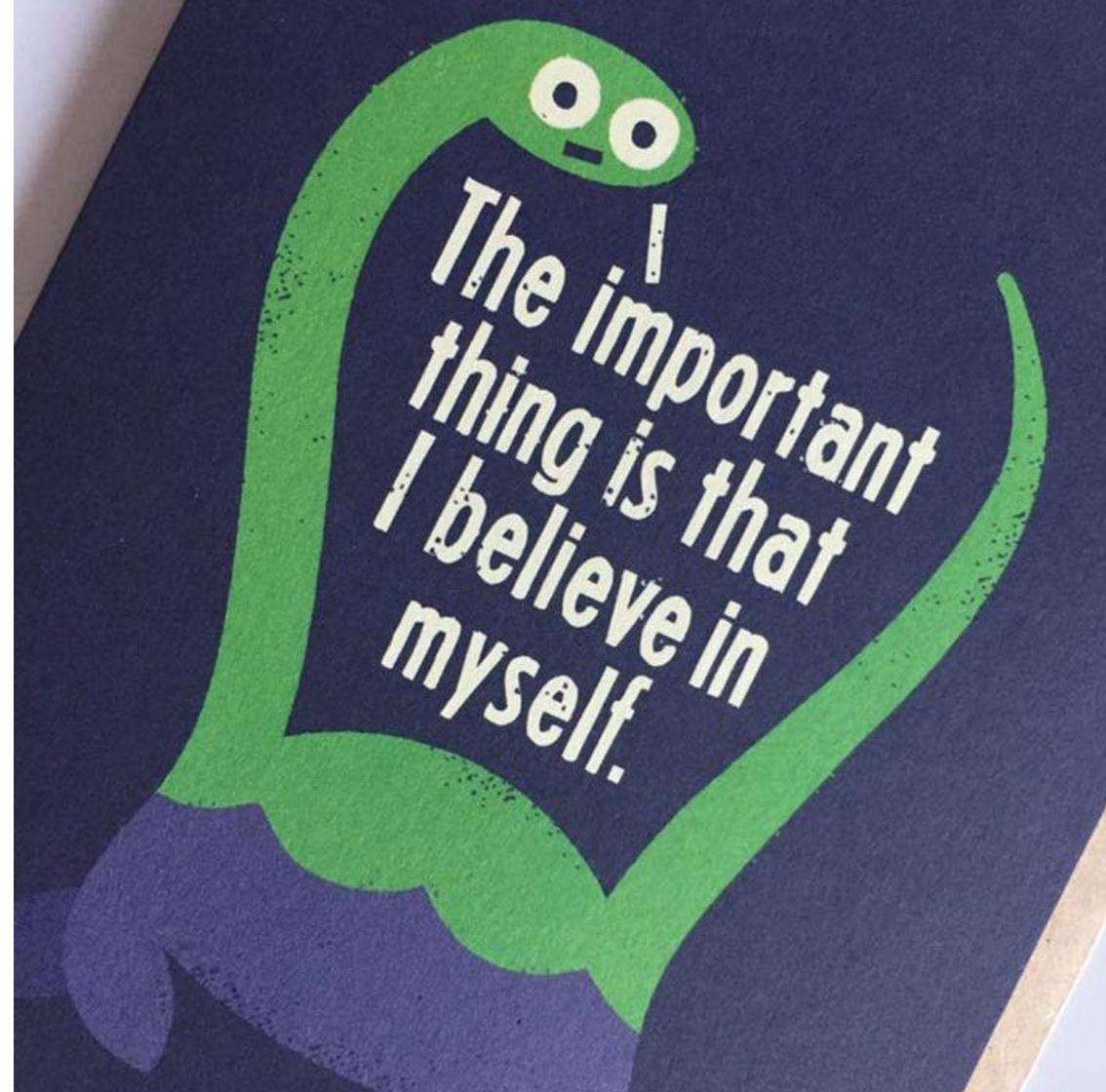
Each Key Stage is approached individually, making sure that the fundamentals of the National Curriculum are followed.

The Key Stage 3 (years 7-9) curriculum is implemented on a three year rolling programme of study. No matter what 'year group', all students will follow a common curriculum area, with teaching differentiated accordingly. We use a 'creative' curriculum which embeds a range of subjects with a single topic area. Students will study English, Science, History, Geography, PSHE, Music, Art and DT within the creative curriculum, with Mathematics remaining a predominantly stand-alone subject.

Using Topics as primary learning provides students the opportunity to choose an element within a topic, of personal interest. This approach provides the young person with the opportunity to guide elements of their own learning. Empowering students in this way often provides the area of interest, and desire to learn which allows our young people to engage fully with their learning.

The Key stage 4 (year 10 & 11) curriculum is designed to allow our students to have access to the level of qualification that will support them with onward education or career. Our approach provides life experiences to further embed their understanding of the knowledge and skills they are learning. These experiences also provide the opportunity for further understanding of how they fit in society as a whole, their role within their community and how they as individuals can effectively contribute toward their own future and outcomes.

Our Post 16 curriculum has been developed to support those young people, for whom accessing a college environment provides such challenges that it will have a detrimental impact upon their personal development and life outcomes. All students in Post 16 will continue to work toward GCSE English and Mathematics as part of their ongoing studies. Personal Social Development (PSD) will also be an intrinsic part of the Post 16 timetable. Those students whom do not hold a Science qualification will work toward their entry level certificate.



Students will be supported in identifying the life-long challenges they face and to develop the strategies to having the confidence and resilience to meet these challenges independently in their everyday lives.

Options within Key Stage 4 and Post 16 provide our students with the level of choice that allows them to find a subject that they are motivated to learn. Our aim is for our students to be self-motivated, with a clear rationale behind the choice of study area, providing them with the fulfillment and enjoyment in their chosen area of study.

The broader curriculum includes how we approach British Values, This is an area of particular focus, as it is the understanding and processing of the world around us which forms opinions and actions. The possible lack of empathy or social understanding could be the factor which impacts upon a student having an understanding or acceptance of elements of our core British values. This can lead to social isolation, socially unacceptable behaviours or lawbreaking.

Btec Personal and Social Development; providing the skills for independent living





We promote British values throughout the curriculum and challenge our students into thinking more deeply about their place in society and the expectations placed upon them. Assemblies, Tutor Time and Reflection times all consider the respect and tolerance of other people, their faiths and beliefs and how to work respectfully with differences of opinion or view.

Our students are further taught how to remain safe through an ever-changing world, where information is available at the touch of a button and opinions are thrust upon us through social media and sensationalized reporting. We monitor online activity and support learning outcomes to ensure our students are aware of the dangers of grooming and extremism.

Social, Moral, Spiritual and Cultural learning (SMSC) is embedded into the PSHE and PSD curriculum and scaffolded development takes place during social times. We explore different aspects of society and how these form a rich and diverse global and local community. Students will have further opportunities to embed their knowledge and understanding through experiential learning, school trips and activities.



Physical Education and the opportunity to take part in activities that promote health, wellbeing, and teamwork is an intrinsic part of the curriculum.

Outdoor Adventurous Activities are also embedded into schemes of work, with students and staff taking part in shared experiences, providing opportunities to enhance relationships between small groups and the whole school cohort.

Offsite courses can also be accessed as part of the Post 16 curriculum, this is especially relevant where a student has chosen a specialist area of study, work skill or a short course. Short courses can provide the skills for accessing a chosen career or personal area of interest. These coupled with the educational provision onsite, provide the breath of curriculum to enable a student's full potential to be reached.

In Post 16, our students may choose to transition to a mainstream college. We support this transition for one year; working with the college to identify areas of support and implementing the provision required for the young person to make the transition to independent learning (with college support) the following academic year.

'Students will also be supported in identifying the life-long challenges they face and develop the strategies to have the confidence and resilience to meet these challenges independently in their everyday lives'



A holistic and informed approach is essential in meeting our students needs. We work with therapists and other professionals to better understand the challenges our students face. Working collaboratively, we identify strategies to best support individuals. Therapy does not stand alone; we embed strategies identified by therapists into the fabric of our provision. Providing continuous improvement in our practice. We work with professionals to further inform upon our school and provision as a whole; using a process of reflection and action research to improve and develop our whole school approach.

As a school we are centrally placed in supporting the joint commissioning of services; our positive and proactive stance better enables positive experiences for the child and their families.



Maximum No. of students:	24
Phase of education:	Secondary and Post 16
Gender:	Mixed
Staff ratio:	2 members of staff per class
maximum class size:	8
Placement type:	Full time education, term time only, Day placement
Designation:	Social Emotional & Mental Health Autism Spectrum Conditions
Company name:	The View School Ltd
Company number:	11313257
Registered office:	England and Wales

To provide our students with the confidence and resilience to meet the challenges that act as barriers to their education and impact upon successful outcomes in their everyday lives

Our Values:

To provide a reflective and ever-evolving provision that continuously develops

To support our whole school community in their learning

To promote respect and understanding of other people and their views

To enable our students in meeting the social challenges they face; becoming active and positive contributors to the broader community

To deliver a curriculum and approach which inspires our learners

To work with students, parents and other professionals to provide the best opportunities for our students both now and in the future

Keeping Children Safe in Education

The View School is committed to its responsibility for the safeguarding of all students including the protection of children and vulnerable adults.

We are also committed to providing high quality education and training and to ensuring that our students achieve to the very best of their ability. In undertaking this, the school recognises that students are more likely to succeed on their course and achieve best life chances if they are in a safe environment where their well-being is paramount.

The School aims, at all times, to create and maintain a safe environment for all students, staff, volunteers and visitors in partnership with Local Authority Safeguarding teams, Police and other relevant agencies in the safeguarding system.

**I'M NOT
INSULTING
YOU**

I'm Describing you

There is a difference between having an honest opinion and being rude or bullying someone; be mindful of what you say and how it may be perceived.



T H E V I E W
S C H O O L

empowering our students with
the freedom of choice

theviewschool.org