



Pitcheroak School SDIP 2018-2021

...learning and growing together

Our Values							Our Vision
CONFIDENCE	WELL-BEING	INCLUSION	INDEPENDENCE	RESPECT	TEAMWORK	EQUALITY	
Encourage all pupils to enjoy, learn and achieve personal success by igniting a passion for learning.	Provide an engaging environment where pupils are valued, feel safe and are encouraged to make healthy choices.	Prepare pupils and equip them with the necessary skills and knowledge required for life beyond school in order to lead a rich and independent lifestyle.	Provide all pupils with knowledge skills and understanding appropriate to their individual stage of development.	Enable all pupils to develop a moral set of values that promotes honesty, respect, trust, courage and empathy both in school and in the wider community.	Promote positive partnerships between pupils, parents/carers, community users, multi-professionals and the school.	Ensure that there is equality of opportunity for all pupils that celebrates cultural diversity.	We are committed to becoming a centre of excellence for students with SEND that provides a high quality needs led, balanced education for all. We will share our expertise to promote awareness, social integration and tolerance within the wider community. We will effectively support pupil development in the areas of communication, cognition and personal and social development. We will respect and recognise the contributions and achievements of all pupils as individuals in a safe and caring environment to secure better outcomes so that they can meet their full potential and prepare them for their futures.
Article 42 of the UN convention on the Rights of the Child	Article 19 & 31 of the UN convention on the Rights of the Child	Article 27 of the UN convention on the Rights of the Child	Article 5 & 30 of the UN convention on the Rights of the Child	Article 12 & 29 of the UN convention on the Rights of the Child	Article 13 of the UN convention on the Rights of the Child	Article 2 & 23 of the UN convention on the Rights of the Child	
Priority 1							Priority 2
Leadership and Management							Teaching, Learning and Assessment
(1.1) Governors and senior leaders demonstrate an ambitious vision for the school and set high expectations for what every pupil can achieve.							(2.1) Maintain a high quality of teaching and learning to raise pupil achievements and standards in all subjects by ensuring the curriculum and pupil learning is personalised.
(1.2) Launch SOLAR as the new assessment and recording system to track progress.							(2.2) Further develop inclusive learning and social opportunities both internally and externally with mainstream partner schools.
(1.3) Ensure that CPD opportunities are planned for at all levels and promote whole school priorities and are linked to performance management targets.							(2.3) Continue to review and revise the curriculum to ensure it is creative and reflects new initiatives meeting the needs of the changing population preparing them for life beyond school .
Priority 3							Priority 4
Personal development, behaviour and welfare							Positive outcomes for children
(3.1) Further develop strategies to promote positive behaviour for learning in lessons and during unstructured times.							(4.1) Further develop a whole school approach to meet the needs of students with autism and complex needs .
(3.2) Further develop curriculum opportunities to support personal safety and prepare pupils for the changing world in which they live.							(4.2) Develop communication through interaction and ensure individual needs of all pupils are consistently met by promoting and using identified communication strategies.
(3.3) Raise the profile of ' pupil voice ' in order to influence the strategic direction of the school and promote whole school values.							(4.3) Develop the independence of all learners by embedding a whole school approach to working walls to reinforce learning and key vocabulary.
(3.4) Continue to develop appropriate enrichment opportunities (including residential) so that all pupils can participate fully in extended learning and parents/carers feel involved in their child's learning.							(4.4) Further develop links both internally and externally to develop work related learning opportunities for students with complex needs.

