

Education at Farney Close

What drives education at the school ?

Farney Close uses a variety of elements to promote an environment where academic growth can take place. In the main, this relies on an access to a broad balanced and progressive curriculum, consistent structure, and a focus on building positive and appropriate values, attitudes and relationships.

It is our view that this can be achieved through a range of educational experiences, clear and reasonable expectations, developing independent learning skills and using positive feedback and praise. We also believe that it is essential that pupils have a clear understanding of where they are at and how they will make further progress. At the same time, pupils need to develop a tolerance of others' needs and views and to move away from a self-centred approach towards one that takes into account and acknowledges others, the wider community, and their place within it.

This means that education at Farney Close will provide:

- Schemes of work to support the National Curriculum Programmes of Study and national examinations to Entry Level and GCSE
- Positive reinforcement, with progress and development being monitored and evaluated to improve and identify what we need to provide
- Opportunities for pupils to demonstrate test and build on what they know, understand and can do.
- A range of classroom teaching experiences that use a range of multi-sensory approaches
- Classroom routines that create security for the pupil to explore their emotional and behavioural difficulties and to achieve a resolution of them.
- Opportunities for pupils to go into their own or our local community to access leisure facilities, work experience, further educational facilities,

and opportunities to utilise their skills and knowledge in 'real' surroundings.

Farney Close sets out by this provision to enable its pupils to:

- a) Value newly acquired skills
- b) Feel secure in using these skills.
- c) Gain confidence as learners.
- d) Be able to use their skills, knowledge and understanding.
- e) Achieve recognised educational standards.

What happens when a new pupil comes into the school ?

The emphasis in the first stage of a pupil's stay at Farney is to begin to establish these relationships. At the same time, the pupil's academic skills, knowledge and understanding are assessed by teachers and therapists or specialist where necessary.

Consideration is also given to the information in the pupils Statement and collectively, this information is used to ensure that they experience success in the classroom at this important early stage. Having gathered all of this information we use it to set a baseline by which the pupil's progress can be measured overtime and to plan a way forward.

What does the school do to provide for pupils who need additional support ?

Over and above the National Curriculum, which is differentiated where necessary, the school provides specialist support for pupils experiencing problems with dyslexia, dyscalculia or speech and language.

We also employed for Art and Drama therapists to support pupils' emotional needs, and alongside these there are two Counsellors and a Consultant Psychiatrist, who gives advice to staff where necessary. The school also maintains a good liaison with referring Local Authority Educational Psychologists.

How is the school structured ?

The school is divided into two specific areas in relation to National Curriculum Key Stages. Key Stage 3 is made up of pupils in Years 7,8 & 9, and is known as Lower school. Pupils in Upper school are those in Key Stage 4, years 10 & 11.

There are 10 class bases with a maximum of 8 pupils to a class. Classes are taught by qualified teachers, who are subject specialists and supported by classroom assistants where appropriate.

In Lower school, pupils are taught the full National Curriculum in an appropriately weighted timetable to reflect the special needs of the pupils.

In Upper School, as well as their chosen option subjects, all pupils will follow a curriculum made up of the Core subjects and other compulsory subjects such as PE, RE and a comprehensive PSHE programme. All of these will be taken through to either GCSE or Entry Level.

For those pupils where examinations are out of reach, work experience opportunities can be combined with Core subjects to ensure an easier and successful passage into the world of work.

Does the school offer a range of nationally accredited examinations in Year 11 ?

Farney Close only uses nationally recognised examinations, such as GCSEs' or Entry Level. This is because we firmly believe that our pupils have an entitlement of access to a recognised range of examinations. It also clearly sets a level of expectation to our pupil, which allows them to see that they are not disadvantaged by attending a special school. In essence, this means that they are able to experience exactly the same as their friends and family in the home area and so they are less likely to feel marginalized or disadvantaged. Wherever pupils are moving towards taking national examinations they will be given mock examinations so that they can realistically experience what is to come and to discuss using a range of strategies that will help them cope and be more successful.

Will pupils in Upper School have work experience ?

Work experience will form a consistent part of the curriculum throughout Key Stage 4 so that all pupils have an understanding of the expectations of work after leaving school.

This means that pupils will experience the same as their friends and peers in mainstream education and it supports their access to the government's initiatives in relation to Vocational Qualifications, the 14-19 Curriculum and the Work Related Learning programme. As a result, this means that all pupils in Year 10 will have a minimum of one weeks work experience in the Summer term, whilst all pupils in Year 11 will have work experience every Friday throughout the school year.

How are pupils prepared for leaving school ?

Throughout the their time in Upper school, a great deal of work is undertaken by both the education and care staff to help prepare the pupils for adult life and to develop the type of independence skills needed to support them in leaving school.

It is our aim at Farney Close that no pupil will leave the school without a college placement or access to regular employment. In order to achieve this, we liaise extensively with each pupil's Local Authority Connexions Officer as well as the West Sussex Connexions officer.

At the same time, we also have designated staff who work closely with the pupils and their parents to guide them through the whole college application and admission process and to help find work experience. The pupils are involved in this process at all times to help instil a greater sense of independence and personal responsibility.

Are there any changes to the normal curriculum?

As many of the school's pupils have difficulties in basis skills relating to literacy and numeracy, which can often affect a pupil's access to the content of the curriculum or the recording of their work, the school runs a series of Progress Units two mornings a week. These units are led by teachers who are supported in numbers by Classroom Assistants and Care staff to focus on developing basic literacy and numeracy skills and certain other aspects of learning that we feel are important to improve learning opportunities.

The school also provides more therapeutic support through its Speech and Language therapist and its Dyslexia specialist for those pupils who have cognitive learning difficulties.

How does the school maintain high curriculum standards?

All teachers at Farney Close are qualified within the specialist fields they teach and their knowledge skill are supported through in-service training both within their subject field and in relation to some of the extra difficulties that pupils face, such as Dyslexia, Speech and Language, and behavioural and social development issues. This approach allows teachers to make meaningful changes to their planning and delivery methods, as well as to better resource their subject and to offer appropriate support, through classroom assistant support, IT support, therapists, or other physical resources.