

Mowbray School



Mowbray School has two education sites, split across two schools in Bedale and Ripon.



S.U.R.E



Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop.

SURE stands for 'Achieving Success through Understanding, Respect and Endeavour'

SUCCESS: Mowbray School teaches children the skills and knowledge they need to help prepare them for adulthood, meet their emotional needs and well-being. Success is relative to each individual and measured by each pupil achieving his or her true potential.

UNDERSTANDING: We understand that all children have different educational needs and those we educate have significant difficulties.

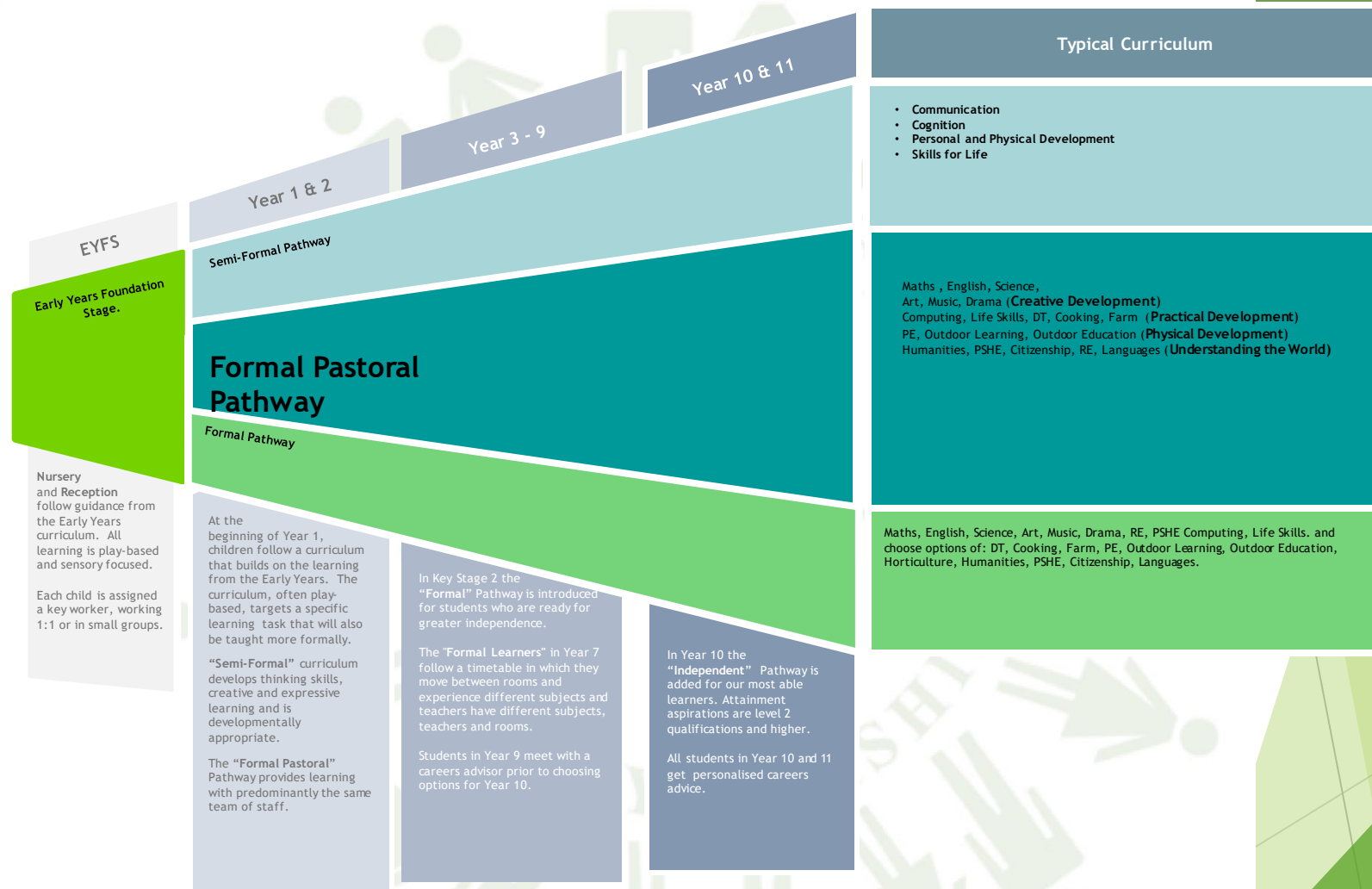
S.U.R.E

SURE stands for 'Achieving Success through Understanding, Respect and Endeavour'

RESPECT: Pupils need to respect their own abilities and raise their own self-esteem to enable them to achieve their potential.

ENDEAVOUR: Mowbray School helps young people with significant and complex learning difficulties to achieve their best. We provide education appropriate to each individual child and recognise the need to address the whole child to ensure that his or her social, physical, cognitive and emotional needs are interwoven in their education.





Mowbray Curriculum is organised and delivered through "Pathways". These are known as Formal, Formal Pastoral, and Semi-Formal Pathways. Pupils are allocated within a pathway according to their specific needs.



Jonathan Tearle
Executive Headteacher



Jade Gartside
Assistant Headteacher (Ripon)



Karen Pickles
Head of School



Naomi Gill
Semi Formal Pathway Lead



Katie Oliver
Deputy Headteacher
(Head of Primary)



Katharine Keohane
Parent Support Advisor

Staff

School staff have high expertise in SEND ongoing staff training keeps staff up to date with current research and practices

<https://mowbrayschool.co.uk/reports-about-us/>

Outreach Support - Mowbray School is an associate member of the Swaledale Teaching Alliance and our expertise is available to other establishments through that organisation at www.swaledalealliance.org

The school commissions its own Speech & Language Therapists.



Our facilities

- Well equipped and resourced classrooms and teaching areas providing low arousal learning environment.
- Multi use school halls, including a purpose built sports hall at our Bedale site
- Sensory circuit rooms at both sites
- Sensory rooms



Our facilities

- Calm rooms at both sites
- Extensive grounds and play facilities
- Wildlife areas



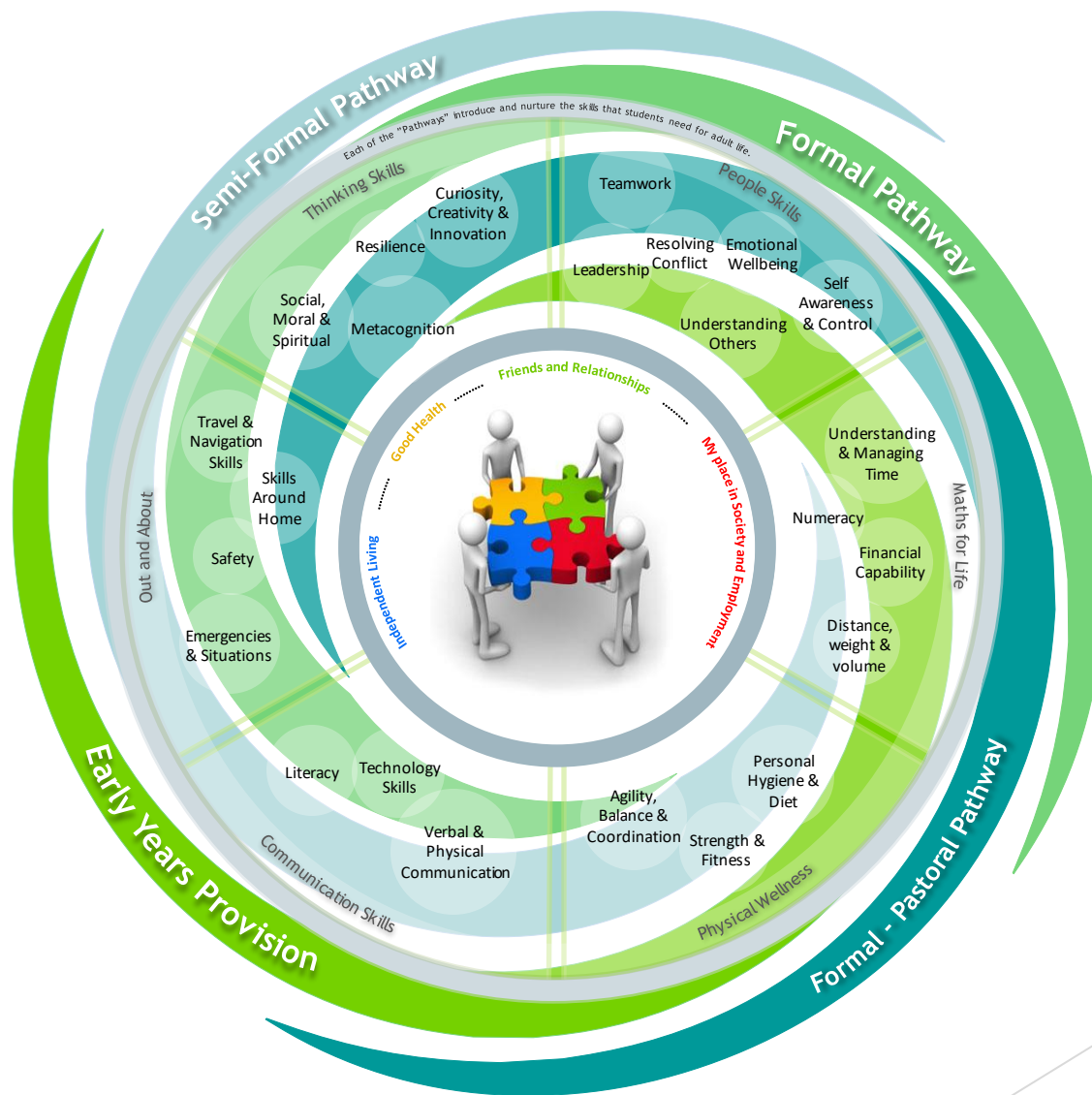
Our facilities

- School farm (5.5 acres) at our Bedale site
- Farm classroom at our Bedale site
- Cycle tracks



Pathways	Learner Story
Semi-Formal Pathway	<p>These learners enjoy taking part in a varied timetable. They often have speech and language difficulties, and are generally very reliant on adult support to keep safe as they will frequently be unaware of environmental or situational dangers. Balance, coordination and strength are frequently in need of individual exercise programmes. Communication may be verbal, but often supported through Makaton and software / IT facilities. The continuity of staying with one teacher for most of the day helps reduce interruptions to learning and reduce anxiety caused by swapping classrooms.</p>
Formal Pastoral Pathway	<p>The learners in the Formal Pastoral pathway are on their way to becoming less reliant on adults to organise themselves and manage their emotions and behaviour. Over time, learners may develop sufficiently to progress into the Formal Pathway. These students will often exhibit emotional challenges that need to be overcome in order to reach their potential.</p>
Formal Pathway	<p>These students are learning to be self-reliant, manage everyday situations, resolve issues independently of adults. They will face individual challenges, and perform at a lower level than age-peers in a mainstream school. They may go on to study at college or take up a supported internship when they leave Mowbray School. Meaningful employment and assisted or independent living are also very likely.</p>

The curriculum is fluid for each individual child depending on their needs, children can move between the pathways to ensure that opportunities are maximised to enhance outcomes.



Mowbray Curriculum is Preparation for Adulthood

Semi Formal Pathway

The Semi Formal Pathway aims to provide a curriculum that:

- ▶ provides explicit instructions and sufficient time for learners to repeat, practise, maintain and consolidate skills to develop independence;
- ▶ develops learners' levels of engagement by finding out what interests and motivates them;
- ▶ provides meaningful contexts for learning that use real-life materials and experiences, concrete resources and practical every day activities so that learners link experiences and make connections;
- ▶ supports learners to develop an awareness of, and interest in, themselves and their immediate surroundings and environment;
- ▶ recognises the importance of play and games as motivational curriculum activities that allow repetition and consolidation of skills;
- ▶ includes activities that move beyond memory building activities to take part in supported thinking and problem-solving activities;
- ▶ provides opportunities for generalising and applying skills and knowledge across curriculum areas;
- ▶ recognises the importance of developing learners emotional and physical well-being.

	1	2	3	4	5	6	7	8	9	10
Monday	Breakfast	work	playtime	work	lunch	special box	music	play time	ipad	home time
Tuesday	breakfast	work	play time	work	lunch	listening	bikes	playtime	trampoline	home time
Wednesday	breakfast	work	playtime	work	lunch	special box	trampoline	playtime	art	home time
Thursday	breakfast	work	playtime	work	lunch	special box	bikes	playtime	story time	home time
Friday	breakfast	work	playtime	work	lunch	listening	playtime	special box	home time	

	am	pm
	Morning	Afternoon
Monday	Breakfast, TACPAC, work,	Lunch, special box, music,
	3 walks, playground	snack, home
Tuesday	Breakfast, TACPAC, work,	Lunch, special box,
	3 walks, playground	rebound, snack, home
Wednesday	Breakfast, TACPAC, work,	swimming, snack, home
	bikes	
Thursday	Breakfast, TACPAC, work,	Lunch, special box, nature
	3 walks, playground	reserve, snack, home
Friday	Jabadoo breakfast, farm,	Lunch, special box, bikes,
	work, 3 walks, playground	snack, home

Examples of a weekly timetable in the Semi Formal Primary Pathway.

A broad and balanced range of activities and interventions are embedded into every fun packed week.

Semi Formal Pathway

Semi-formal learners are at the very early stages of their learning and development, they have complex learning needs and need a high level of support.

Our curriculum places an emphasis on developing:

- ▶ Independence
- ▶ Communication
- ▶ Cognition
- ▶ Regulation
- ▶ Physical Skills
- ▶ Generalisation
- ▶ Working memory
- ▶ Problem solving



Independence

Independence

Throughout everything we do, our curriculum aims to support our learners to become as independent as possible in all aspects of their life.

We will never do for a child something that he/she has the potential to do for his/herself.



Communication

Communication

Our main aim is to develop purposeful and intentional communication that enables our learners to communicate simple messages effectively with those around them.

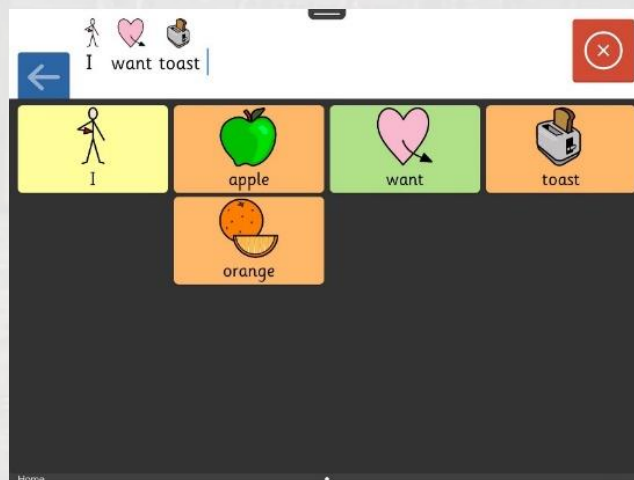
Our communication curriculum includes all aspects of English delivered at an appropriate developmental level. This includes phonics, reading, comprehension, writing, speaking and listening.



Approaches used to support Communication

Many of our Semi-Formal learners are non-verbal and need high levels of support in order to communicate with those around them.

A Total Communication Approach is about **finding and using the right combination of communication methods for each learner**. This approach helps our learners to form connections, ensures successful interactions and supports information exchanges and conversations.



Approaches used to support Communication

Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and the organisation of language and expression.



Further reading: <https://makaton.org/>



Approaches used to support Communication

Intensive Interaction is an approach for teaching communication skills to learners with autism, severe learning difficulties and profound and multiple learning difficulties who are still at the early stages of communication. The approach focuses on communication concepts and performances that precede speech development, though it may include learners who have some speech and language development.



Further reading:
<http://www.intensiveinteraction.co.uk>



Approaches used to support Communication

TACPAC is a sensory communication resource using touch and music. TACPAC helps learners with sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and limited or pre verbal levels of communication.



Further reading: <https://tacpac.co.uk/>

Cognition

Cognition and the ability to think and learn. Our learners also need help to develop attention and concentration so that effective learning can take place.

Within this aspect of our curriculum we include all aspects of Math, Science, Technology and IT (Information Technology) delivered at an appropriate developmental level.



Approaches used to support cognition

The TEACCH approach is a structured teaching method which has been found to work very effectively in supporting the learning and development of children with social communication and interaction difficulties.



Further reading: <https://teacch.com/>



Approaches used to support cognition

Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.



Further reading: <https://www.ginadavies.co.uk/#>



Personal and physical development

Our learners will follow a personal physical activity programme, in which they will work towards their gross and fine motor skill targets, specific to their needs.

In addition to this, learners participate in a range of activities, with learning goals linked to individual sensory and physical needs, such as sensory circuits, rebound therapy, swimming, Jabadao, biking and the daily mile.



Approaches used to support personal and physical development

Rebound Therapy provides our learners with the opportunities for enhanced movement patterns, therapeutic positioning, exercise and recreation with the use of trampolines.

Rebound Therapy facilitates movement, promotes balance, promotes an increase or decrease in muscle tone, promotes relaxation, sensory integration, improves fitness and exercise tolerance and improves communication skills.

Mowbray School is very fortunate, having many staff trained to deliver Rebound Therapy.



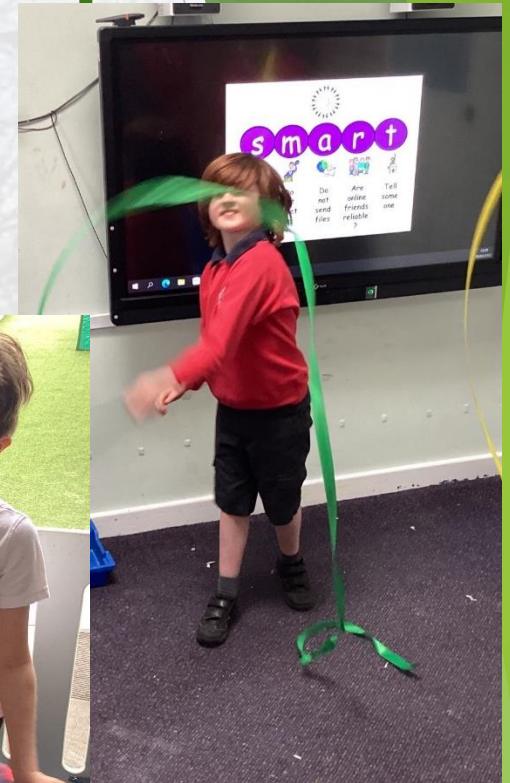
Approaches used to support personal and physical development

Jabadao or Developmental Movement Play is an approach which gives opportunities for children to indulge in free-flow, child-led, spontaneous movement play.

Attention is given to specific early movement patterns and activities that appear to prompt neurological development; these are innate and occur naturally in all children, given appropriate opportunities.

Movement speaks louder than words for lots of children and through exploring this approach, we see our learner's communication, physical movements and sense of physical space develop.

Further reading: <https://www.jabadao.org/>



Approaches used to support personal and physical development

Forest School is a learner-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It supports play, exploration and supported risk taking.

We have found that it develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

Further reading

<https://forestschoollassociation.org/what-is-forest-school/>



Regulation

Many of our semi-formal learners will experience sensory processing difficulties and will require a sensory diet to enable them to develop their self-regulation skills so that they can fully engage with learning.

In order to support our learners in the development of their sensory processing skills, or to help them to maintain a state of calm attentiveness for other areas of learning, a variety of physical “Sensory Regulation” activities are provided.



RE/MfL days

We celebrate cultural diversity throughout the curriculum delivery and specific Culture Days throughout the academic year.

Through our Culture Days, our learners are encouraged to understand the world we live in and to have an appreciation of different cultures, heritages and religions.

The children are given the opportunity to focus on an awareness of other languages and explore the countries from which they originate.



Home and School Partnerships

One of our priorities as a school is to have positive, engaging relationships between the parents and carers of the children that attend Mowbray School.

To achieve this, school, parents and carers communicate regularly on a day-to-day basis using an app called Class Dojo.

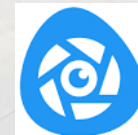
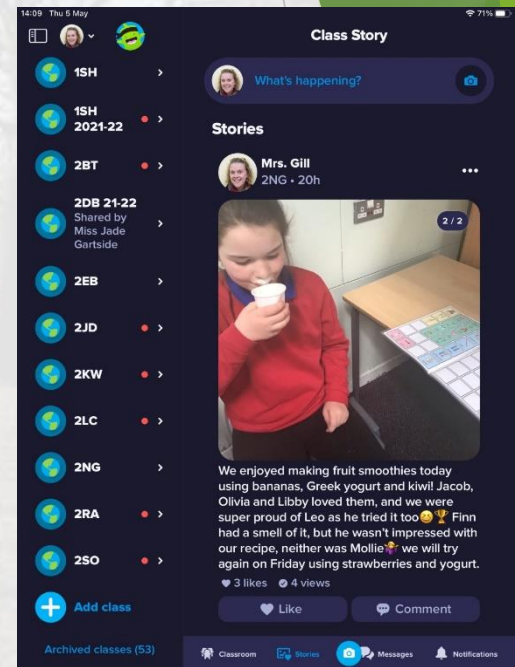
As a school, we share curriculum achievements and specific pupil progress, half termly using a platform called Evidence Me. Parents and carers can share achievements from home by uploading photos to this platform too.

Home learning is set through weekly 'Progress Pathways' tasks linked to our 'Word of the Week'. The tasks and activities set are focussed upon encompassing our learner's EHCP and SALT targets.

We recognise that feedback to the education, opportunities, achievements and general comments is of paramount importance. We offer parents and carers the opportunity to complete Parental Questionnaires throughout the school year. We value and welcome this feedback.



ClassDojo



evidence me

Keeping Safe

Children's safety both at school and at home is of utmost importance to school.

Through the delivery of the PSHE and PfA Curriculum's we try to enhance children's understanding of some of the very important areas of keeping safe.

We take pride on equipping children with the correct skills to identify theirs and others safety in different situations and scenarios.

- ☐ Children and Parents are aware of their individual EHCP targets and with the school, all work together to enable each child to be successful in securing independence and competence in each target area.
- ☐ Preparing for Adulthood (PfA) Curriculum allows children to learn valuable skills for life after school.
- ☐ E - Safety is delivered through the PSHE and Computing Curriculum.
- ☐ PSHE Curriculum explores a vast range of topics that raise children's understanding and awareness.
- ☐ Guest Speakers, Specialists and Visitors come into school to speak with our children.
- ☐ Visits in the Local Community
- ☐ Swimming Lessons
- ☐ Crossing the Road and understanding Road Safety
- ☐ Understanding Community Boundaries

Please follow the link to guidance on how to keep safe, if you need any further information, please contact school.

<https://mowbrayschool.co.uk/virtual-office/keeping-safe/>

Safeguarding



Jonathan Tearle
Executive Headteacher
Designated Safeguarding Lead
(DSL)



Karen Pickles
Head of School
Deputy Safeguarding Lead
(DSL)



Sharon O'Rourke
Child Protection Officer
Deputy Safeguarding Lead
(DSL)



Katie Oliver
Deputy Headteacher
(Head of Primary)
Deputy Safeguarding Lead
(DSL)



Jade Gartside
Assistant Headteacher
(Lead for Ripon)
Deputy Safeguarding Lead
(DSL)

Mowbray School is committed to safeguarding and promoting the welfare of our pupils.

Our job is to work in partnership with children, young people, parents and carers, who may be experiencing difficulties to achieve the best outcomes for all children and families.

We work alongside other services to help keep children safe and signpost parents and carers to support services when required.

If you ever you have any questions or would like to discuss any worries, please feel free to contact us.

Support for Families



Katharine - Parent Liaison Officer.

Katharine's role is to support and maintain positive and productive relationships between home and school, providing an extra layer of contact and support for our parents and carers. She works closely with our classroom teams and can support and signpost parents/carers to other services, relevant agencies and professionals if required.

Sharon - Child Protection Officer.

Sharon's role is to work in partnership with children, young people, parents and carers, who may be experiencing difficulties to achieve the best outcomes for all children and families. She works alongside other services to help keep children safe and signpost parents and carers to support services when required.



Further information on support for parents and carers can be found on our website <https://mowbrayschool.co.uk/useful-links-for-families/>