

## **Vision (Context, Purpose and Philosophy):**

### **Individual Learning Towards and Independent Life**

The vision for The Wherry School is to provide the highest quality education, support and care for children and young people with autism, and their families. The Wherry School staff are committed to providing the best learning environment for these children and young people (from 4-19) working within four main principles, creating a Centre of Expertise, which will extend opportunities for learners at The Wherry School and enable the inclusion and re-integration of them, where appropriate, into mainstream settings. The principles on which the school is built are:

- The 'individualisation' of any delivery of the curriculum to the learners and the expectation to build on strengths but always looking to progress
- A 'Holistic Pathway' that recognises that every learner will take a unique journey through their education and personal development.
- That 'identification and assessment' is crucial to plan and meet the needs of learners.
- That 'family support' will be in place to support the learner in all environments

(This policy acknowledges the obligation to provide an individualised but broad, balanced and challenging curriculum for all pupils. The Trustees of The Wherry School value the abilities and achievements of all its pupils and are committed to providing, for each pupil, the best possible environment for learning)

### **Aims**

- To deliver highest quality education tailored to the individual learning and social needs, where each child can achieve his/her potential and experience success, building on areas of personal strength and develop confidence
- To provide a specialist learning educational environment, adapted to meet the educational and social development needs of autistic learners, where each pupil can develop the skills to become independent learners they need to be achieve his/her potential
- To provide individualise access to the National curriculum and an individual learning plan which allows progression throughout all areas curriculum, including social and emotional development
- To encourage each pupil to become as independent as possible within the school and in the wider community
- To develop each pupil's social, moral, spiritual and aesthetic awareness, to allow the children and young people to be guided supported in this exploration
- To provide an inclusive approach that enables our pupils to learn and socialise in appropriate situations to meet their individual needs, aptitudes and interests
- To provide an environment in which each pupil's social and emotional skills as well as learning behaviours, can be nurtured and supported by a staff team including health, psychology and educational professionals
- To create and maintain a safe, caring and happy environment within the school

