



## **The Philosophy of Rosewood School**

This represents the beliefs held by the whole school team and multi-disciplinary team that underpin all our policies and procedures in school.

### **Our Ethos:**

- Everything we do should start with the needs of the learner, a thorough knowledge of them, and a determination to meet their learning needs in the most meaningful way.
- We believe that a learner's needs should be viewed holistically, so all areas of need are considered and valued, learner's social and emotional well being is paramount and requires them to be considered within the context of their family/home setting as well as how they present within the school context.
- We will respect and work positively and respectfully with learners being mindful of both their chronological age and developmental stage.
- We will respect our pupils as learners and give time for them to respond, react and initiate.
- We believe learners need to feel safe and secure in all environments and seek to establish a sense of security for all learners.
- We believe that all adults who work in; study or visit our school need to respect the learners as individuals, understand and seek to get to

know them as a person, care for and develop them as an individual and be responsive to their needs.

#### The Environment:

- We believe that the environment is crucial to enabling access to learning in a challenging and safe way.
- The environment should be stimulating, exciting and promote high personal achievement for each learner on their personalised journey; recognising that for some learners the need may be for a limited sensory input to learn effectively.
- Exposure to a range of environments and experiences is important and all should support learning.
- Enabling learners to access environments is a central role for all adults in supporting our learners and opportunities for increased control within these environments is actively promoted.
- The learning environment should be purposeful, calm, well chosen, safe and respected by all who enter it.
- The environment should be adaptable to the individual positioning needs of the learners with access to learning and potential for control maintained.

#### The Learners:

- All will have different skills, interests, preferences, patterns of learning and can progress, maintain skills, regress and re-gain skills.
- The level of learner involvement will be used as a key indicator of the quality of teaching and learning taking place.
- All learners will need to be prepared to learn and time allowed for them to be prepared, be this physically, emotionally or by enabling access.
- All children have a right to learn.

#### The Staff:

- All practitioners need to be reflective, to use their practised eye to modify plans, re-assess, adjust and contribute to professional discussion.
- All staff need to accept the right of learners to have the very best teachers and accept the responsibility to continually attempt to engage learners in the learning process at an appropriate pace for the learner.

- All staff are required to be consistently responsive to the learners to give them the best chance to make sense of the world, begin to interact and communicate with familiar adults.
- Staff should work with the learner's natural curiosity and playfulness, finding ways to engage, stimulate, challenge and reinforce skills.
- All staff should provide learning opportunities that reflect levels of development and are respectful of a learner's age.
- All staff must subsume their own needs to those of the learners, where this does not impinge on their rights to be healthy and safe at work.
- All staff should share control with the learner and provide opportunities for this to happen.
- Adult engagement will be a key indicator of the quality of teaching and learning taking place.
- All staff must be committed to working as part of a team, understanding their role within the team and respecting others.
- All staff will be expected to share observations, listen to others, agree aims and tactics and actively develop positive relationships across teams.

#### Family:

- All of our learners have significant relationships outside of school
- All parents and carers have the right to be listened to.
- All parents should be given access to a professional involved with their child on request, as soon as is possible.
- The knowledge and relationship that parents/carers have with their child is to be respected by all staff
- All parents should be invited, wherever reasonable, to contribute in discussions and decisions made about their child.
- Parents/carers should always be made to feel welcome into the school and assured of the child's safety at all times.