

Vision

Our vision in Beatlie is to create a nurturing, inclusive, innovative and stimulating learning environment and a respectful and positive ethos by working closely with everyone in our school community. Promoting independence and pupil voice are at the heart of all that is planned for our children and young people throughout their education. (United Nations Convention on the Rights of the Child - Article 23).

Aims

- In Beatlie we aim to create a happy, nurturing learning environment which addresses the very specific physical, medical, sensory, social and educational needs of our pupils by:
 - Providing a stimulating, challenging and meaningful curriculum with high quality learning experiences within a caring and supportive environment (UNCRC – Article 31).
 - Preparing our pupils for life by fostering independence, developing communication skills and providing support to move into positive, sustained destinations beyond school (UNCRC – Article 29).
 - Working closely with parents in a supportive and collaborative way to ensure a positive relationship between home and school (UNCRC – Article 18).
 - Working closely with a wide range of partners to ensure appropriate strategies and experiences are in place for every child (UNCRC – Article 3).
 - Ensuring that staff are committed to on-going professional development in order to ensure the highest quality learning and teaching (UNCRC - Article 3).
 - Ensuring a culture of on-going self-evaluation, shared ownership, collegiate working and developing leadership at all levels (UNCRC - Article 3).
 - Recognising, valuing and celebrating achievements at all levels (UNCRC - Article 29).
 - Learning for Sustainability is at the heart of the school ethos and culture and is embedded throughout the school

We asked Staff and partners “What makes us unique?”

All pupils have equal opportunities to take part in class/whole school activities respecting their individual needs (health, sensory, communication, mobility) and personality (interests, likes/dislikes).

I believe that all activities and experiences embrace the global educational and social values of sustainability, equality, equity and justice and recognising children’s rights (UNCRC)

Key focus on independence, communication and cognition.

Connections to the local community and an open door policy with parents which provides a positive relationship with them.

The creativity that is utilised to overcome potential, perceived barriers in order to support the children and young people's learning.

It’s easy to forget the importance of laughter and our staff make sure to incorporate this into the children’s day to day activities

Beatlie doesn't feel like a school, it feels like a family, where we get on and look out for each other. The level of care is above and beyond what you would expect from an employee and the children are cared for as if they were our own.

Focus on key skills for life for all pupils. Promotion of holistic wellbeing of pupil. Multi-agency approach to meeting needs.

1-1 care with staff that are passionate about enhancing the lives of each individual child’s needs.

Design Principles:

Challenge and Enjoyment:

Motivating activities, opportunities for community based learning

Breadth:

Topic Based Learning, SQA, ASDAN, Duke of Edinburgh

Progression:

Ongoing review of learning and a diverse range of assessment tools

Depth:

Individualised learning

Personalisation and Choice:

Focus on pupil voice, different learning pathways

Coherence:

Supported transitions at all stages

Relevance:

Multi-sensory, Play-based, Real life-contexts, focus on life skills

There are eight curriculum areas that are taken account of in our curriculum pathways and planning:

- Expressive arts
- Health and wellbeing
- Literacy
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Education Scotland Foundation Milestones outline a basic skills progression that underpins all curricular areas:-

Communication

- Attention skills
- Preference & choice
- Interaction

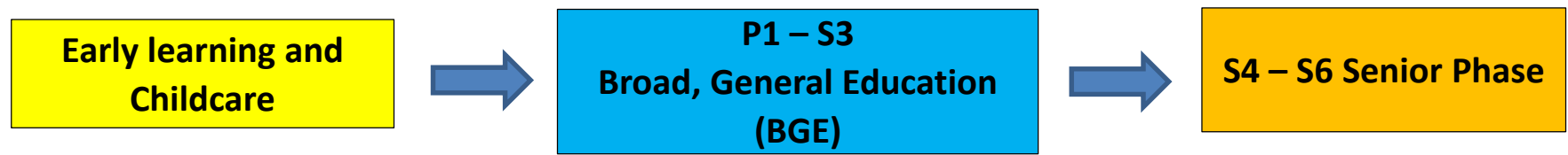
Making connections (cognitive)

Self and emotions

- Awareness
- Regulation

Functional movement

- Gross & fine motor skills and coordination



We asked Staff and partners “what are the most important activities, experiences and opportunities provided by our curriculum?”

Developing Communication

Shared interactions

Embedding communication at the heart of everything we do

An all-inclusive communication approach to provide activities for a wide variety of needs and abilities.

Promoting independence, encouraging active participation as much as possible in all areas

Community experiences preparing the pupils for life beyond school

Skills for Life

Skills development practiced within a real life context e.g. setting table, preparing food, being part of routines, jobs, gardening, tidying up, dressing, personal care.

Health and Wellbeing

Resilience building

Outdoor learning

Self-regulation activities.

Larger group events e.g. whole school cafes and events, assemblies.

Horse riding, swimming, rebound therapy, soft play facilities, Tac Pac

Developmentally appropriate activities

Play and self-expression

Sensory experiences e.g. messy play, sensory stories, massage.

Opportunities for sensory exploration