

COMMUNITY LINKS



Mountjoy School

MAKING A DIFFERENCE TODAY, FOR TOMORROW

It is important that students have opportunities to explore their immediate environment (the school) and also the local and wider community. We aim for them to gain an understanding and awareness of the United Kingdom Britishness and that there are other countries and continents in the world, which have alternative cultures and traditions, and that this difference should be explored and celebrated.

On our website <http://www.mountjoy.dorset.sch.uk> you can see more details of how we aim to ensure we integrate and offer experiences to all.



SIXTH FORM Prospectus

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Glossary of Terms

please contact us if you would like further information / explanation on any part of this brochure, or would like a copy in audio, large print, a different language or Braille

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ASD = Autism Spectrum Disorder
SBMH = Social Behavioural Mental Health
SALT = Speech and Language Therapy
OT = Occupational Therapy
OCR = Oxford, Cambridge RSA
KS 4 = Key Stage 4

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P1i and P6
These relate to p scales which are performance scales attainment target for students with special educational needs.

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ELSA = Emotional Literacy Support Assistance
MSI = Multi Sensory Integration
IEP's = Individual Educational Plan

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PECS = Picture Exchange Communication System
EHCP = Educational Health Care Plan



THERAPY AT MOUNTJOY SCHOOL

Mountjoy has a range of sensory, physical and medical interventions that are embedded in the school through programmes devised and specifically tailored to each student's individual needs. These interventions and programmes are devised by specialist qualified visiting professionals attached to Mountjoy so we are able to offer the best in therapeutic support enabling learning.

We aim for them to be a positive and rewarding experience; enhancing both the educational and physicality of student's.

We have a state-of-the-art hydrotherapy pool, sensory room and range of sensory spaces around the site.

Visiting professionals currently working in school on a regular basis are:-

Speech & language Therapy (SALT)

Occupational Therapy

Physiotherapy

Paediatrician

Wheelchair Services

Hoist Services

This is not limited and we always strive to look at new and innovative ways of working and enabling interventions.



PARENT PARTNERSHIP

Great importance is placed upon liaison between home and school, as working partnerships with parents and carers are a crucial factor in the student's education. Parents and family have a valuable role in helping students generalise their learning and to extend appropriate behaviours in a variety of social contexts and situations. Home-school links are maintained not only through meetings, e-mail and telephone contact, but also through the exchange of daily written reports through home/school books

Teaching and learning experiences are enhanced and enriched through:

- Small class sizes and high staff to student ratios
- Personalised and individualised programmes
- Use of PECS (Picture Exchange Communication System)
- Off-site curriculum enhancement activities, such as education trips and visits and an Annual residential trip
- Community based education, including access to sports and leisure facilities and supported work placements
- Recognising and addressing students' sensory needs
- Approaches are based on sharing goals, problem solving approaches and common aims.

MULTI-AGENCY APPROACH

Working in collaboration is essential if individuals are to be offered the range of support they require in a timely manner. Multi-agency working is about providing a seamless response to individuals with multiple and complex needs. This could be as part of a multi-disciplinary team or on an ad hoc basis. We will endeavor to be clear about our role and responsibilities, and understand the differences and working patterns of colleagues from other sectors, including the private and voluntary sectors, micro and direct employers, service user led organisations and brokers assisting with support planning. Working across these boundaries will be crucial to planning and providing appropriate support for post 16 students.

Through person centered reviews we have a multi-agency approach and they are central to our pupils' development, education and progression. Statements and EHCP at Post 16 level will be used to ensure the continuation of a multi-agency team who will be driven to focus on outcomes for our students.



WELCOME

MAKING A DIFFERENCE TODAY, FOR TOMORROW



As a sixth former we want you to have a positive, enriching experience and with our commitment to openness, fairness, honesty and respect we create a stimulating, happy environment, where the process of learning is not just rewarding but enjoyable too.

Through our passion and enthusiasm for your chosen pathway we aim to build your confidence, self esteem, emotional resilience, compassion and spirit so that you can lead a fulfilling life and will have the skills to overcome and face all the challenges life brings.

We want you to have meaningful relationships, choices about your life, where you live and what you do in your spare time.

We have highly qualified, dedicated teaching staff, excellent pastoral care, embedded multi-agency links, outstanding facilities and a wide range of enrichment opportunities.

Above all we're interested in you, what you have to say, what you need, what you want, where you've been and where you want to go.

At Mountjoy we regard every student as unique, talented and special, treating you as an individual with care empathy and compassion. We are dedicated and committed to your aspirations, learning, creativity and as we work together we will foster a real sense of community and mutual respect to ensure you become a confident, mature, responsible and valued member of society.

We embrace diversity and are strongly committed to equality of opportunity, regardless of gender, race, culture, sexual orientation or religious belief, for all students, staff, families and the wider community to create a real sense of belonging and integration.



OUR AIMS

Create a happy, safe and secure learning environment rich in stimulation and challenge for all pupils.

Provide our pupils with a variety of quality educational experiences in all aspects of life.

Enable pupils to develop effective communication skills, in order to express thoughts, feelings and choices.

Provide a safe and happy environment in which pupils can work towards achieving their best. Develop the moral, cultural and spiritual awareness of all pupils.

Ensure that all pupils enjoy their learning and have fun.

Ensure all members of the school community grow in confidence, and develop to their full potential.

Offer a school curriculum that is well researched, broad, balanced and is based on the National Curriculum and is appropriately adapted to meet the needs of all pupils.

Provide personalised learning opportunities ensuring all our pupils are supported to make as much progress as possible.

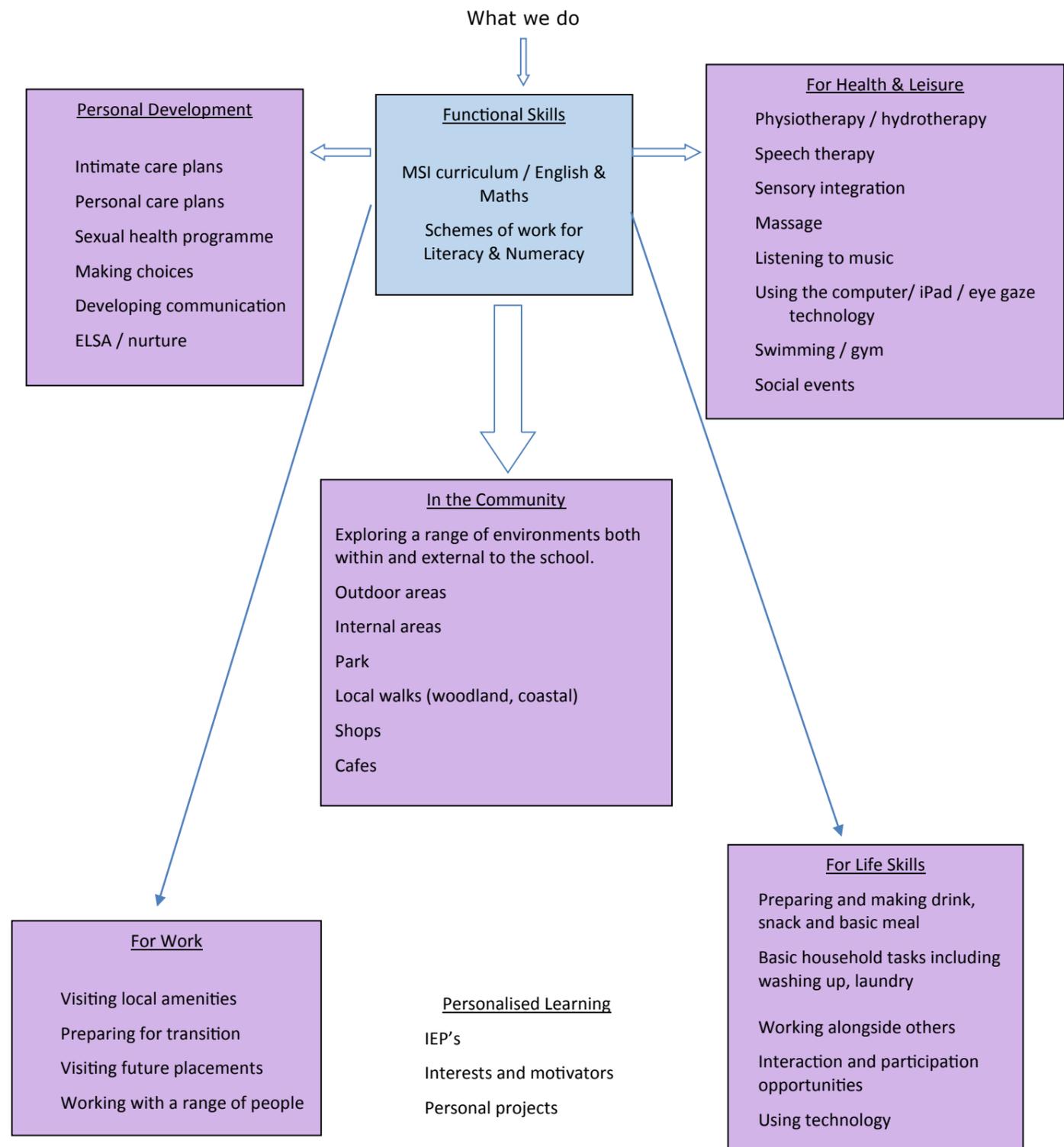
Provide pupils with an education appropriate to the world beyond the classroom and ensuring that pupils develop life skills, learn, when appropriate in real life settings and have opportunities to be a valued member of a variety of communities.

Welcome and develop partnerships with parents, carers and a range of professional and lay people with whom we can share advice and develop best practice.

Develop pupils' emotional literacy skills enabling them to have the opportunity to make positive relationships, reflect and appreciate themselves.



CURRICULUM MAP FOR TIER 2



OUT- OF- SCHOOL LEARNING

- We aim, wherever possible for learning to be in real time, life settings; ensuring that it is purposeful and has meaning
- Regular visits to farms, nature reserves, eateries, local tourist attractions, local business and next step providers are frequent additions to the students' timetables
- Inclusion opportunities are sourced for students that are able to access mainstream settings
- An annual residential trip is planned for all students that are able to access this
- Personalised programmes are in place
- Community work is available for students, as appropriate



GENERAL INFORMATION



Mountjoy school caters for up to 48 pupils between 2.5 and 19 years of age who, present with Severe, profound and/or complex needs, ASD, SBMH. All pupils have a Statement of Special Educational Needs. The catchment area includes West and Mid-Dorset, Somerset and Devon.

We are fortunate to be co-located with Beaminster School and B-Fit Community Sports Facility, offering our pupils greater opportunities.

We offer a purpose built facility, which includes sensory room, soft play, life skills and a sensory hydro therapy pool. We also have a range of outside learning areas and use of campus facilities.

Therapists work with our pupils in school and include Physio, SALT, and OT.

We accredit, via OCR for KS4 plus, and are currently piloting the Duke Of Edinburgh Award and The John Muir Award.

Our classrooms are based around Key Stage groups; however, we also offer a personalised, tailored, multi-sensory curriculum for those that require this.

Outreach opportunities are available for schools within rural West Dorset, and include inreach, managing behaviours, ASD Strategies, and general advice and support around Learning Difficulties and classroom management.

We also work closely with The Children's Centres and, from this, we run a joint Birth to Five group for children with additional needs.

Our service for families includes Early Bird Plus, Cygnets, and a dedicated Family Liaison Officer, ensuring that, whenever possible, we provide a wrap around service.

We liaise and work in close partnership with other agencies. Key principles are that everyone is treated with dignity, respect and life chances are maximized.

BEHAVIOUR EXPECTATIONS



Students are encouraged to develop a sense of responsibility, self-esteem, self-confidence and self-discipline through an understanding and awareness of each other and the fostering of appropriate and socially acceptable forms of behaviour. Each young person is supported in developing individual strategies and responses to calmly diffuse or manage potentially difficult situations. Staff regularly receive training in behaviour support. Direct physical intervention is only used when it is necessary to prevent harm to the student, those around him or her or damage to property. The school employs two Team-Teach trainers.

CURRICULUM RATIONALE, PATHWAYS, POSSIBLE ACCREDITATIONS

Learning at Mountjoy School in the Post 16 provision focuses on the holistic development of individuals and aspires to be greatly personalised. Learning is, based therefore on high standards and expectations and consistency of experiences.

It is under-pinned by the Every Child Matters philosophy. Learning is personalised through:

- Learning tiers
- The Annual Review process/ EHC plans
- Individual Educational Plans
- Monitoring, tracking and evaluating progress using progression quartiles/Boxall/MSI and Functional Skills to Entry Level.
- Individual Plans in: Behaviour, manual handling, feeding, medical and personal care

Our aim is to develop confident and skilled learners who do not see their disability as a barrier to their aspirations, and who can become genuine, realistic and active members of their local community. We aspire to develop a learning climate that celebrates success and supports risk-taking and mistake making.

Learning is a purposeful part of an active education and wherever possible learning is linked to real life settings.

Learning is delivered through a skills-based curriculum; central to which are Transferable Life Skills:

- 1 Demonstrate effective communication
- 2 Use prior knowledge to solve a problem
- 3 Show appropriate behaviour in different environments
- 4 Have practical self-help skills in order to live as independently as possible
- 5 Work collaboratively with others
- 6 Work independently where possible
- 7 Develop strategies for personal safety
- 8 Develop strategies to ensure physical and emotional wellbeing
- 9 Access relevant information
- 10 Develop skills to become a responsible and respected citizen



POST 16 PERSONALISED PATHWAYS

All students will have Individual Learner Records which show units, awards and qualifications students are working towards alongside Work Related Learning and sport and leisure activities.

All students will study a Core Curriculum in the form of Functional Skills English and Maths.

All students will have a personalised pathway which is targeted to meet their individual needs, ability, interests and motivators.

All students will leave Mountjoy sixth form with accreditation, awards and/ or certificates of achievements. Key to the fact that students learn what they need and want to learn about, this is then applied, where appropriate to accreditation.

TIER 1

Learners are characterised by:

- Learning within P1i and P6
- Requiring a multi-sensory approach to their learning
- Presenting as non-verbal and/or require a total communication approach

TIER 2

Learners are characterised by:

- Learning within P6 and Entry Level 1
- Requiring practical experiences in real – life contexts
- May require some multi – sensory opportunities
- May be reliant on visual and/or augmented communication systems
- May require a structured approach to learning and a low stimulation environment in which to learn

TIER 3

Learners are characterised by:

- Learners working within Entry Level 1 to 3
- Requiring practical experiences in real-life contexts
- Can apply skills with a level of independence
- Can generalise skills across different contexts and settings
- Can take ownership of their own learning

