



Prospectus



Napier School is a brand-new independent specialist school catering for children aged between 5-11 who may have a range of Learning Difficulties and may also have an Autistic Spectrum Condition.

Napier School strives to provide effective, specialist education and support to children and their families, which will allow pupils to achieve their full potential in education and life. Located in Farnborough, the school provides primary education and offers a unique mix of education and support to pupils within a wide spectrum of needs and abilities. Personalised teaching and learning in an autism specific environment allows pupils' individual needs to be addressed completely and their capabilities fully realised.

Napier School is part of Outcomes First Group. The group is a leading national provider of outcomes-led learning, life skills and therapeutic care for children and adults with autism, complex needs and social, emotional and mental health difficulties.

Welcome to Napier School

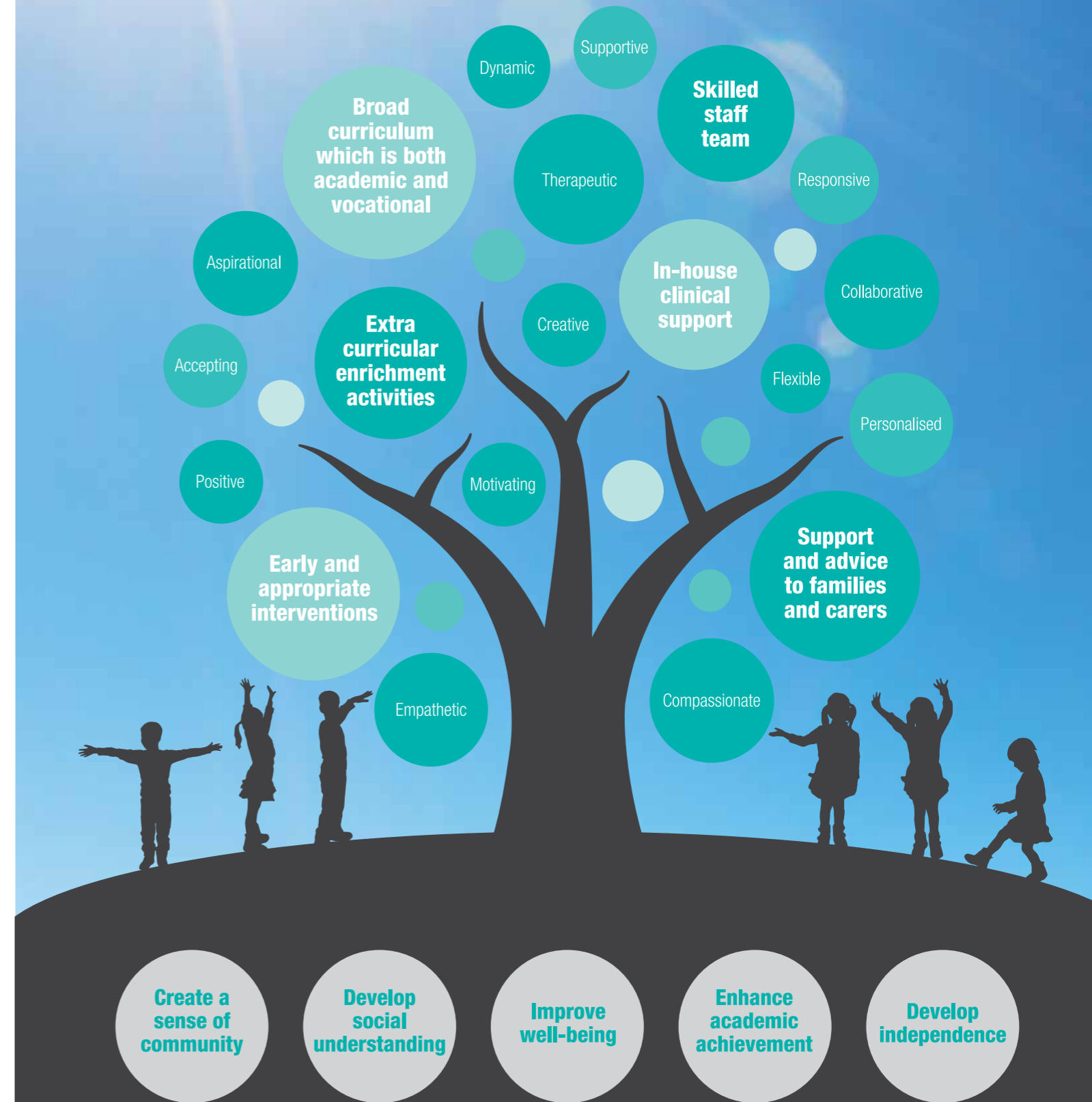
I am delighted to welcome you to Napier School, a nurturing and stimulating school with a holistic approach to learning that wraps therapeutic care and educational support around the individual needs of each child. Within small classes in specially designed rooms, children will have the space and support they need to progress at their own pace.

With a variety of therapists on hand, children will be well supported in all aspects of their social, emotional and academic development. That support is extended to our children's families too. We work closely in partnership to support families, so together we can help our children achieve their potential and progress them onto their next phase of education or vocation through a carefully tailored program of personal development.



Sara Evans, Head Teacher

Napier School Vision





Introduction

Napier School offers a personalised curriculum so that all pupils will benefit from individualised learning underpinned by the National Curriculum. Teachers' planning will ensure that pupils take part in activities which are meaningful and interesting for them and through which they will address relevant and challenging learning outcomes. This will enable all pupils to maximise their progress. The purpose of this prospectus is to provide a comprehensive overview to share with staff, governors, other professionals, families and other interested stakeholders.

At Napier School the curriculum underpins the ethos of the school and strives to provide the context within which autistic pupils are given the opportunity to achieve high standards.

In line with the National Curriculum aims, we would like all pupils who attend Napier School to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Aims

Pupils will receive and develop:

- A firm grasp of basic skills through the teaching of individualised curricula including the National Curriculum
- The stimulus of a broad and balanced curriculum that introduces new ideas and experience to all
- Respect and consideration for theirs and others individuality, particular backgrounds, cultures and religions as reflected in the inclusive ethos and multicultural nature of the school and in preparation for life in a diverse society
- A curriculum that promotes and supports development and understanding of fundamental British Values
- The confidence that comes when achievement is recognised
- The benefits of learning and growing in a calm, friendly, stable and structured environment
- An education which prepares them for successful, inclusive, enjoyable, rich and active lives
- An education which gives them high expectations for their future
- A curriculum that builds on a variety of approaches to learning and teaching
- An education that allows development and expression through creative opportunities
- An education that uses real experiences as a foundation for learning
- A curriculum that supports the physical, emotional, moral and spiritual development of the child

Objectives

Each pupil will be encouraged to:

- Listen attentively
- Develop an enquiring mind with the confidence to explore through trial and error
- Learn to communicate effectively in verbal and written form
- Learn to acquire information from various sources and to record findings in various ways including the use of digital technology
- Understand mathematical ideas and apply numerical skills
- Understand basic scientific ideas and concepts
- Gain a basic understanding of historical and geographical skills and knowledge
- Acquire control of tools, computers and digital technology
- Appreciate the joys and benefits of physical education and experience a range of sporting activities
- Use music, drama and art/craft forms as a means of creative expression
- Learn how to spend their leisure time imaginatively, independently and cooperatively in formal and non-structured environments
- Learn self-help skills and be aware of the rewards and dangers of society in preparation for adult life

Teaching & Learning

All teachers at Napier School will ensure our pupils acquire knowledge, skills and understanding as they progress through a curriculum which is designed to meet their special educational needs. This practice is multisensory, language-centred and connective. Learning is the process through which pupils can develop their knowledge, skills and understanding to the point where they have retained and generalised what has been taught. Teaching and learning will be carried out in a context which is relevant and meaningful to all pupils on the autism spectrum to ensure effective learning and appropriate accreditation. All staff will work in such a way that the learning environment is one which is calm and consistent, with clear expectation, both as a group and as individuals. This will maximise information processing throughout each day allowing the pupils to realise their full potential. The curriculum design across all age ranges connects pupils with the acquisition of knowledge, skill and understanding related to minimising the effects of a diagnosis of autism and its associated learning difficulties. This design makes meaningful connections for pupils which maximises their potential for success and independence.





Education

The National Curriculum is tailored to the individual needs of the pupil through the use of the Rising Stars Progression Framework & The Access to Education Framework. The Pupil and School Support SEN Toolkits are designed to be used in primary settings with pupils in Year One or above who are working significantly below the expected level for their age, and are not making progress towards closing the gap.

Curriculum delivery is supported through the Total Communication approach for pupils who require Augmentative and Alternative Communication (AAC).

Our topic curriculum is implemented through 'The creative Learning Journey' which is a skills based curriculum focusing on personalised learning through topic. Our focused teaching procedures will ensure that each child progresses at their own individual pace and works towards achieving their potential.

The Learning environment

Our strong emphasis on visual support and displays creates a purposeful learning environment and computer programmes such as Widget and Boardmaker support this. Every class has a visual timetable and the interactive learning board outlines the structure of each lesson, the key language and the behaviour that is expected. Pupils will have access to ipads to support learning. Structured approaches are also used which will include: Picture Exchange Communication System, Proloquo2go and Makaton.

The Early Years Foundation Stage

There are seven areas of learning and development that shape the EYFS programme. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are communication and language, physical development, personal, social and emotional development. Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are literacy, mathematics, understanding the world and expressive arts and design.



The Semi Formal Curriculum at Key Stage 1 & 2

The semi-formal curriculum at Napier School is for children and young people with severe learning difficulties. Our rationale is based on the extensive research of respected educationalists in the world of SEN including Peter Imray, Penny Lacey and Barry Carpenter, the SEND code of practice, the national curriculum and the recommendations of the Rochford review (October 2016). The term 'Semi-Formal Curriculum' was first coined by Whitefield Academy Trust (2011), our lead teaching school for Initial Teacher Training. The semi-formal curriculum recognises that many of the young people have a range of complex learning difficulties; the curriculum is designed to meet learning needs by a personalised learning approach based on:

- becoming literate communicators
- becoming mathematical thinkers
- the acquisition of early learning skills which encompasses
- the development of thinking skills
- play (emotional, cognition and social dimensions)
- creative learning
- movement

Our Semi-Formal curriculum has its own curriculum areas, which are different to, but encompass the subjects on the UK National Curriculum: My Communication, My Thinking, Myself and My Body, The World About Me, Me and My Community, My Creativity, My Play & Leisure Skills, My Personal Development, My Forest Schools and My ICT. There are overlaps between our semi-formal curriculum areas and subjects on the UK National Curriculum. However, our semi-formal curriculum areas are designed to offer something totally distinct, to directly address SLD learning need, rather than an adaptation of the national curriculum in any form.

Therapies

Speech and Language Therapy

The aims of Napier School Speech and Language Therapy team is to work jointly within the clinical team and with the wider school community to ensure that equality of communication and opportunity is provided for all. Where appropriate pupils will have access to AAC (Alternative and Augmentative Communication) resources and AAC teaching approaches. The school aims to provide a 'total communication' environment where all modes of communication are equally valued and pupils are given opportunities to make choices, initiate and maintain conversation, make and maintain friendships and express their own ideas and opinions. The Speech and Language Therapy Department provides a specialised pupil centred speech and language therapy service to meet the individual needs of all pupils at Napier School which is delivered as an integral part of their education.

The Speech and Language service at Napier School is a highly collaborative integrated model which is focused on enabling pupils to access the class based curriculum and to understand and communicate effectively in all school settings. All classes have a Speech and Language Therapist (SLT) attached to a class group of between 4-10 pupils and work intensively and collaboratively with the other members of the staff team, including other members of the clinical team. The SLT team will advise on curriculum delivery and support teaching staff with differentiation of work to support receptive and expressive language ability.

Speech and language therapy time is allocated to each class. Therapy approaches and delivery are determined by the pupil's Speech and Language Therapist. This collaborative approach to working ensures that pupils benefit from a high level of input through SLT advised groups, integrated classroom strategies, a whole school approach to maximising communication opportunities and therapist led class sessions.

Napier School is an environment where communication strategies are embedded throughout the school day and each pupil's communication needs are recognised and strategies then practised in each lesson and across different environments. This approach means that each pupil has the opportunity to develop and practise skills in a naturalistic environment leading to generalisation of skills.



Occupational Therapy

Our in-house Occupational Therapy service aims to enable all pupils to "participate in the activities of everyday life".

We will ensure that the requirements of all our pupils' Education and Health & Care Plans (EHCP) are met and the Occupational Therapy offered at Napier School will exceed this for the vast majority.

Every member of the school community will play a key part in the delivery of this service. This reflects our belief that engagement in meaningful activities throughout the day is what allows our pupils to develop their independence, sense of identity and well-being. We will work as part of the whole team around each child, to optimise the Person-Environment-Occupation fit.

We are part of the wider therapy team, working closely with Speech and Language Therapy, Drama Therapy, Psychology and Counselling.

Music Therapy

Music has always been a powerful tool for expression and has the capacity to touch our emotions deeply. Music Therapy is based on the understanding that the ability to respond and experience music is an innate natural quality in human beings. Music Therapy's main goal is to improve the quality of life for people of all ages who have physical, psychological, learning or behavioural difficulties. The aims and objectives are determined by the specific needs of the individual in the areas of communication, social interactions and emotional development.

Pupils will be referred for Music Therapy when a need for this type of therapeutic support has been identified by teaching staff and discussed and agreed with parents.

Parental Support

Parents play an important role in supporting their child's learning and at Napier School we aim to build positive relationships with parents at all stages of their child's time here.

Our professional team will work in partnership with parents and carers to provide a holistic approach, and will provide opportunities to meet for support and advice.





Prospective Parents

Criteria for Admission to Napier School

For Consideration for Admission to School:

- The child's needs should arise out of an autistic spectrum condition
- The child will have an Education and Health Care Plan issued by their Local Authority
- The Local Authority will accept financial responsibility for the pupil's education at Napier School
- The child will have the commitment and support of their parents/carers to the educational approach used at Napier School
- The school is suitable for the child's age, ability and aptitude
- The child's attendance at school would be compatible with the provision of efficient education for the pupils with whom the child would be educated
- The attendance of the child at the school would be compatible with the efficient use of school resources
- Admissions are made on the basis of availability of placements, taking into account the above factors, plus a child's level of functioning, learning difficulties and age

Procedures for Admission of Pupils

Parents may visit the school on designated open mornings.

The most effective route for admission to the school is when parents and the Local Authority agree that Napier School may be an appropriate placement for a child and a joint application is made for assessment.

This involves the Local Authority contacting the school to request an assessment to determine whether the school would be an appropriate placement for the child.

The child and parents would then attend an Initial Contact appointment at the school.

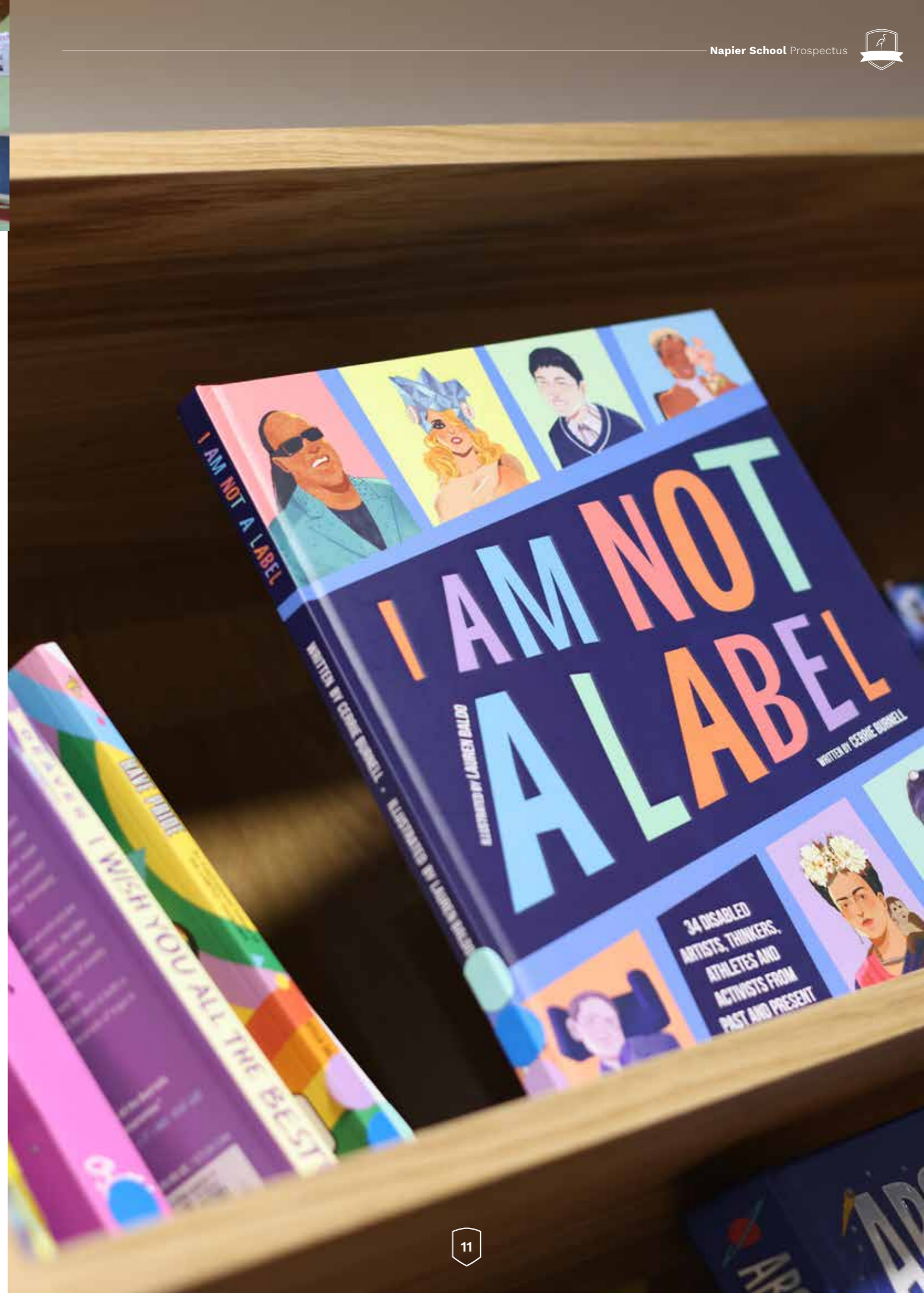
The school will then decide whether to proceed with a more detailed assessment of the child's needs and whether the school can meet them effectively.

The Local Authority and parents are notified of the outcome of assessment.

When the school decides that it could meet the child's Special Educational Needs and there is a place available, the Local Authority will be asked to confirm that it accepts financial responsibility for the placement for the admission process to continue.

Following confirmation that the Local Authority will accept financial responsibility for the placement, a Transition Plan is developed by Napier School in consultation with the child's parents, current school staff and other relevant professionals. Transition Plans are tailored to the individual needs of the pupil and include social stories to prepare the child for new routines and staff.

There will be a review meeting with the child's parents within six weeks of the child's admission to discuss the placement and to develop Individualised Education Plan (IEP) targets in collaboration with parents.





Contact Us

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To make a referral or for more
information please contact:

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*images used from Hillingdon Manor School