









Kent Community Health NHS
NHS Foundation Trust

partners in learning

Our Beliefs

We believe that all our pupils have the potential to learn and develop

We believe that it is fundamentally important that a collaborative approach is undertaken to ensure development and wellbeing of every pupil

We believe that staff and other professionals must be equipped with the right skills, through high quality professional development, in order to meet pupils' needs

Our Aims

We aim to provide an environment where total communication is embedded throughout

We aim to ensure that the curriculum is relevant, engaging and related to pupils' independent needs

We aim to enable independence, self-care and self-advocacy

We aim to provide a safe and caring environment with meaningful learning experiences

We aim to work in par5tnership with parents and carers respecting their knowledge, experience and expertise to support the pupils' journey through school life and beyond

Kent County Council

food for life PARTNERSHIP GOLD

Healthy Schools KENT

Kent special educational needs trust

INVESTORS IN PEOPLE



Individualised

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Profile

Assessment

Curriculum

Target

Setting

Valence School
enabling independence

Valence School

Our overall aim is to enable every child and young person to achieve meaningful independence. Students flourish in a supportive but challenging environment, making good educational progress. There is excellent support to enable students to achieve functional communication, mobility and skills for daily living.

The School always places children and young people at the centre of all decisions it takes and it has a relentless focus on achieving the best possible outcomes for every student.

Valence School actively works with other Special Schools in Kent allowing us to share good practice, respond collectively to changes in policy and engage in shared professional development.

Teachers in all areas of the school work with other special school colleagues on areas including assessment, curriculum development and subject pedagogy. This provides us with access to high quality professional discussions and ensures that we are at the forefront of practice in Special Educational Needs

Why did we choose ImPACTS?

ImPACTS has been developed by teachers at Rosewood Free School in Southampton—an outstanding special school. It is grounded in the research of highly acclaimed professionals including Professor Barry Carpenter and Penny Lacey

At Valence School we want to maintain a personalised approach to learning. Many of our pupils need to acquire the thinking skills so often taken for granted , such as the ability to recall information, link cause and effect or anticipate another person's wants. Such skills could not be acquired by rote like maths or French, but have to be learnt as part of an ongoing process throughout the school day. The ImPACTS way of thinking aims to provide environments that provoke curiosity.

Students with complex learning needs usually have a range of therapy targets alongside their educational targets. The whole ethos of ImPACTS is that all learning is centred around the student so that all targets are integrated.

Targets are addressed through whatever task the student is participating in whether that is in class, transitioning around school, in the school hall, eating, drinking, being fed ...anywhere.

What does ImPACTS mean for the individual student?

The profile assessment is completed at the beginning of the school year. The teacher will use the assessment to identify key target areas and these can be discussed, adapted and agreed with parents and other professionals at review meetings. Pupils will have targets in the following areas;

- Communication
- Cognition
- Personal, social and emotional
- Physical (fine and gross motor)
- Technology

Students may have a greater or lesser number of targets in each area depending on their learning priorities.

Learning in class will look the same as in any other class, making using of over arching themes which will run over periods of time to enable consolidation. The difference is that whatever the activity, students will always be working towards their individual set of targets.