

# Our Vision and Ethos

## Aims

Rooted in the documents such as the SEND Code of Practice, The Rochford Review and the National Curriculum, we can express Valence School's curricular vision and learning ethos as follows:

## The Valence Vision:

To provide all students that attend Valence School with a curriculum pathway that meets their intellectual, physical, social and emotional needs. Working together with families and a wide range of support agencies, we ensure that students within each curriculum pathway are valued, supported and challenged to do their very best in preparation for the next stage of their learning and life.

To do this, we work as a whole school team striving to create a distinct identity for each curriculum pathway. Central to everything we do and key to the success of each curriculum pathway is our:

## Learning Ethos:

- **Respectful learners** - Valence students respect the rights, needs and views of others. They seek to create an environment where support for each other is commonplace so that everyone feels that they belong.
- **Resilient learners** – Valence students take risks and view failure as a good thing. They are encouraged not to give up easily and always try their best.
- **Independent learners** – Valence students oversee their own learning. They are provided with a wide range of support to enable independence in everything that is required of them.
- **Positive learners** - Valence students focus on what they 'can do' in order to develop as an individual and not what they 'cannot do' as a result of their disability
- **Passionate learners** - Valence students are encouraged to find and develop their own range of interests and to express themselves as they wish in support of their learning.

## Rationale

We believe that achievements and outcomes, for our students, are not related to their age but should be set against their needs and their individual aspirations and goals. This means that our students require a curriculum that is broad and is delivered using approaches that address students as individuals. We are aspirational so our curriculum offer is flexible and close monitoring ensures that students are well matched to their pathway. Resilience and independence are key features of learning and we ensure that all pathways offer suitable challenges and opportunities for students to take charge of their own learning. We believe that learning should be stimulating and interesting and strive to ensure that all pathways offer rich learning and strong, relevant, experiences.

## Curriculum Structure

In order to provide students across Valence School with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum approach and structure with 3 broad levels: pre-formal, semi-formal and formal. These levels are not defined by age but by need and achievement; students may therefore move from one level to the next at any point in their school career.