



Welcome

Ifield School is a Foundation co-educational special school for pupils aged 4 to 19 years of age with profound, severe and complex learning needs including communication and interaction difficulties.

The majority of pupils have learning difficulties associated with autism, speech, language and communication and, in addition, some pupils have complex medical conditions.

Ifield School and King's Farm Primary School are federated by a single Governing Body named The Cedar Federation.

At Ifield School every pupil's ability is recognised, developed and celebrated. We provide all of our pupils with opportunities to learn and to make the most of their skills and talents.

This prospectus aims to answer most of the questions you may have about how our school is organised and help you to understand more about Ifield School. It expresses how we value and respect our pupils and how we work together to ensure pupils achieve their very best as they prepare for adulthood.

We believe education should be a special time for your child that provides memories, successes and friendships that they will cherish for the rest of their lives.

The best way to learn about our school is to visit and talk to staff and pupils. We hope you will visit Ifield School and find that our school is a positive and friendly learning environment that provides 'only the best' education and opportunities for your child.

Arrangements for such a visit should be made by telephoning the school on 01474 365485 or via email at office@ifield.kent.sch.uk

We look forward to meeting you in the future.

"Leaders, governors and staff share a constant commitment to make sure that every pupil does as well as they can. There is no hint of complacency."

Ofsted May 2018



Safeguarding at Ifield

All staff, governors, parents, families and pupils at Ifield School have an essential role to play in making our school safe and secure. Ifield School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children. Ifield School recognises the importance of providing an ethos and environment within school that will help all pupils to feel safe and respected; encouraging pupils to talk or express their feelings openly. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

During our Ofsted inspection in May 2018 the inspector commented that 'the quality of safeguarding practice is exemplary. Leaders and governors carry out regular checks to ensure that all safeguarding arrangements are fit for purpose. Leaders ensure that any concerns about pupils' welfare are dealt with robustly'

In order to have an overview of all the pupils the school conducts regular information sharing meetings with colleagues from other agencies such as the NHS and Social Services.

Our school core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern.
- All pupils (defined as being on roll at the school) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All pupils have a right to be heard and to have their wishes and feelings taken into account.
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies.
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with statutory guidance and school policy and procedure. Ifield School's Safeguarding Policy and associated documents including safeguarding leaflets can be found on our school website; www.ifieldschool.com

Online Safety is also an important part of child protection and safeguarding at Ifield School.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead at Ifield School has the overall responsibility for the day to day oversight of the safeguarding and child protection systems in school. The school also has appointed Deputy DSL's. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. The DSL and deputies have completed appropriate and specific training to provide them with the knowledge and skills required to carry out their role.

The Governing Body have also appointed a named Safeguarding Governor. It is the role of the Governors to ensure the school has effective safeguarding policies and procedures in place that take into account local risks, any statutory guidance issued by the Secretary of State, any local authority guidance and locally agreed inter-agency procedures.

"The quality of safeguarding practice is exemplary." Ofsted May 2018



"The staff work extremely hard to ensure that pupils make excellent progress towards the goals set out in their education, health and care plans."

Ofsted May 2018



"Supported internships are used extremely well and opportunities for accreditation are sought wherever possible."

Ofsted May 2018

Curriculum

We offer a broad and balanced curriculum that combines excellence in teaching with enjoyment in learning. Our curriculum is highly differentiated and personalised to meet the diverse and changing needs of our pupils. It is tailored to meet individual needs and aspirations to ensure all our pupils are engaged and motivated to learn.

We enrich the curriculum with visits, visitors and a wide selection of after school clubs and activities, encouraging pupils to develop their creative, musical and sporting talents.

We use a variety of approaches and techniques to support our pupils' different needs. We believe they learn best when they are engaged in active, multi-sensory experiences, supported by carefully planned programmes of study.

We aim to provide personalised learning so that each pupil can pursue a programme that is tailored to their individual needs.

Pupils have the opportunity to access a range of approaches including Intensive Interaction, TacPac, sensory stories and the MOVE programme. These approaches are beneficial to support pupils with profound and multiple learning difficulties (PMLD), autism, multi-sensory impairment and global developmental delay.

Ifield Nursery

In the early years, we provide a secure, friendly and supportive environment in which our younger pupils flourish. Our nursery is based at King's Farm Primary School in an inclusive and supportive setting. We ensure every child is provided with a very special start to their school life, one that lays firm foundations for their future development and success.

Pupils are offered an assessment and observation placement at Ifield's specialist nursery. Pupils benefit from all the facilities at King's Farm Primary School, as well as the additional resources that Ifield's specialist provision can offer. For example, pupils can learn and develop their swimming in Ifield's hydrotherapy pool, communication and interaction in the sensory room and have the opportunity to extend their learning within the Simon Harrison woodlands.

Early Years and Primary Department

Our Early Years Foundation Stage curriculum covers the seven areas of learning which are now recognised as being required to make up the skills, knowledge and experiences that babies and children acquire as they grow, learn and develop.

A multi-sensory approach to teaching and learning is used to enable the pupils to achieve their very best. Pupils in reception class participate in a wide variety of learning programmes such as 'Write Dance' and messy play that are designed to develop core skills.

Sensory stories help pupils understand more about the world around them and to interact appropriately with their peers. Pupils have the opportunity to explore and investigate a wide range of different materials during lesson times and also access hydro-pool sessions and sensory room time.

Secondary Department

Within the secondary department pupils are grouped largely according to pupils' ages and stages of development across the two key stages. Pupils in key stage 3 and 4 follow a differentiated and personalised curriculum to reflect the outcomes specified in their education, health and care plans. Personalised timetables reflect pupils' specific needs and include occupational therapy, speech and language therapy and access the Forest Schools programme.

Within key stage 3, the curriculum is designed to encourage active learning and includes PE enrichment, horticulture, performing arts, music, textiles, media, food technology and life skills. There are also many educational visits throughout the year to enrich and extend pupils' learning experiences.

Within key stage 4, the curriculum is expanded to include accredited courses where appropriate. Some pupils continue to follow personalised timetables which reflect their specific needs and provide the most suitable progression from key stage 3. Education health and care plan outcomes are embedded within the learning pathway of each pupil, and the key stage 4 curriculum provides a wealth of opportunities for pupils to increase their independence in preparation for the next stage of their journey towards adulthood.



Sixth Form Provision

Our sixth form provision is based at North Kent College in Gravesend and provides an excellent learning environment that prepares our young people for the next stage of their lives. High self-esteem is a key to success in life and we ensure that our students leave as caring, happy and confident young people.

We aim to encourage each student to take responsibility for themselves and their learning, whilst developing the knowledge and skills relevant to their purposeful involvement within society.

Learning pathways at sixth form have a clear focus on each student's intended destination which may include employment (supported or independent), further education, and supported or independent living. Some students attend Ifield sixth form for a single year before moving on to another further education facility, whilst other students stay on for two or three years. Such flexibility allows the individual study programme to accommodate the specific requirements of each student.

Every individual study programme includes the development of English, maths and ICT functional skills at a level appropriate to the student. Students also engage in work related learning and personal and social development skills. The study programme is designed to increase independence at a pace that provides sufficient challenge for each student.

Careers Education and Guidance (CEG) and Work Experience

CEG is an integral part of the curriculum, offered to all pupils from year 8 upwards, as it prepares our young people for the opportunities, responsibilities and experiences of adult life. Effective careers guidance helps young people to succeed. A planned programme of CEG supports pupils to achieve the following broad aims:

- Understand themselves and develop their capabilities.
- Develop knowledge about their changing world.

Pupils begin to access work experience in Year 10 which prepares pupils for the world of work, develops their confidence and enhances skills required for decision making and dealing with people.

Work experience and work related learning is a key feature as pupils' transition to sixth form. Employability and vocational accreditations also develop pupils' knowledge and understanding of employment and volunteering opportunities within their local community and build confidence, independence and transferable skills that can be used to further individual pathways.

Independent careers advice is provided by specialist staff providing pupils with individual careers support and group workshops.



"High expectations are visible in all areas of pupils' learning and development."

Ofsted May 2018

School Day

The school day begins at 9am and ends at 3.30pm. There is a formal morning break between 10.35am and 10.50am for all pupils. There is a primary playground and two secondary playgrounds for pupils to continue their learning outside interacting with their peers.

Primary pupils have a lunch time play at 12 noon until 12:30pm and secondary pupils have their lunch time break at 12:30pm until 1pm.

During lunchtime a hot meal is available to purchase or pupils can bring in a cold packed lunch from home.

Primary pupils:

Lunch is eaten between 12:30pm and 1:15pm

Secondary pupils and sixth form students:

Lunch is eaten between 12 noon and 12:30pm

Transport

The majority of our pupils travel to school and home on transport organised by the Local Authority.

You can apply for home/school transport via www.kent.gov.uk. We are able to support you with transport applications.

Attendance

We are required to keep records and report annually on pupil attendance. If your child is absent we ask parents and carers to telephone to explain the absence the same day. If we do not receive an explanation the absence will be recorded as unauthorised.

We request that parents and carers telephone school as early as possible on the first day of absence and keep us up to date during your child's absence. It would also be helpful if parents and carers could inform school in advance as to any hospital/medical appointments that your child will be attending.

From September 2013, the Department for Education amended the Pupil Registration Regulations, removing the school's ability to authorise leave of absence for the purpose of a family holiday. Requests for holiday in term time will not be authorised. The Head of School or Executive Headteacher may authorise absence in 'exceptional circumstances' but this must be requested in advance and agreement of each request is at the discretion of the Head of School or Executive Headteacher, acting on behalf of the governing body. Each case will be judged on its merits and the Head of School or Executive Headteacher's decision is final.

Transition at Ifield School

We recognise, value and encourage the contribution of parents and carers and from the beginning we aim to work in partnership with you to give your child the best possible start at Ifield School.

For nursery and reception admissions the teacher conducts a home visit for each individual child prior to joining Ifield.

During term 6, several transition sessions are held in school, where all the new and current pupils and staff move to their new classes. This helps to prepare pupils for the planned change at the beginning of the next academic year. A parents evening in term 1 is also organised, for parents and carers to meet their child's new teacher.

Achievement

We believe that all pupils deserve the very best educational opportunities and our aim is achieve the best experiences for all our pupils. When visiting Ifield School you will discover that this progress is facilitated through the happy, secure and positive environment, created by the hardworking and dedicated staff team.

During our Ofsted inspection in May 2018 inspectors reported that 'staff work extremely hard to ensure that pupils make excellent progress toward the goals set out in their education, health and care plans. High expectations are visible in all areas of pupils' learning and development.'

We are very proud of our established and successful school that provides excellent outcomes for our pupils.



"Pupils continue to achieve excellent outcomes..."
Ofsted May 2018

Pupil Voice/School Council

The school is keen to involve pupils in decision-making processes wherever possible. Representatives from each year group meet regularly to discuss a variety of topics and make suggestions which can result in changes to the way the school operates or to further enhance provision.

We are proud of all our pupils and their range of achievements, not only in learning but in their social skills, the creative arts and sport. We recognise and celebrate all academic and personal achievements through certification, assemblies and school events. All our pupils learn to respect one another, share, take turns and support one another.

We endeavour for all our pupils to make healthy choices and we promote healthy eating through our tuck shop and daily snacks provided every day for our pupils in the primary department. Pupils choose their lunch from an appetising healthy range of foods that is on offer each day. Older pupils learn to plan, shop and prepare some of their own snacks and meals. We are proud to obtain a Healthy School Status.

All our pupils are provided with opportunities to exercise through PE, hydrotherapy and swimming, as well as dance and PE enrichment activities, such as archery, trampolining, rock climbing and skiing.

Ifield School encourages pupils to learn resilience and develop high self-esteem, whilst always respecting the rights of others in the community. In this way pupils prepare for adulthood, confident that they can contribute to, and fully belong to, their community and society in general.

We aim to value, support and challenge our pupils to achieve success.

Valued

We believe every individual is unique.

We respect the rights and needs of all.

We foster a sense of self-esteem and self-worth.

We encourage everyone to realise their full potential.

We encourage our pupils to be happy and confident young people who make positive contributions to their community.

Challenged

We believe that pupils succeed best when staff have high expectations

We deliver a curriculum that is broad, balanced and relevant.

We set challenging individual targets.

We expect consistent high standards of behaviour.

We provide inclusive opportunities for our pupils to join with their peers within the local community.

Supported

We believe that a good learning environment stems from a committed staff who work as a team to support all pupils

We provide a happy, secure and stable environment.

We give a high level of support to all individuals.

We work in partnership with parents.

We help our pupils to develop communication, social and self-help skills.

Successful

We believe that success is important to every individual and to have that success recognised encourages further achievement

We measure success in many ways across the range of social and academic achievements.

We ensure areas of success for everyone.

We recognise every achievement however small the step.

We praise and reward success.

“The ambition for each pupil drives the constant focus on improvement.” Ofsted May 2018

Facilities

At Ifield School we believe pupils have an entitlement to resources of the highest quality. We are very fortunate to have some exceptional facilities that enable learning to take place, not just in the classroom but in a variety of different environments.

Our facilities include: a sensory room for specialist multi-sensory work, a sensory circuit room and swing room to support pupils with sensory needs, a hydrotherapy pool, a rainbow room, which is divided into three different zones; soft space, work together and physiotherapy for our pupils who are at the early levels of communication development and mobility.

Ifield Life is a four bedroom lodge that provides real life experience for independent living. The provision provides an opportunity for pupils' to focus on their life skills targets and independent living outcomes that have been agreed as part of their education, health and care plan.

In addition there are specialist rooms for music, art, drama and food technology to ensure that the curriculum is enhanced and enriched for all pupils.

Our extensive grounds includes well equipped outdoor areas, a large playing field, sensory garden and offsite Simon Harrison woodland. The natural setting of the woodland encourages pupils' learning within a natural environment and promotes their independence by challenging them to adapt to the different situations they encounter. The connection between nature, trees in particular, and everyday life surrounds the pupils when they are in the wood e.g. wood bark paths, wooden seating in the story ring and amphitheatre area and the pond area.

We value the rapid changes within technology and ensure that this improves access to learning at every level. Our extensive ICT facilities include an interactive whiteboard in every classroom with full internet access.

Ifield School has been designed so that every classroom, corridor and play area enhances pupils' learning and to ensure learning takes place in every part of the school. The buildings and internal environment have been designed to be light, engaging and fully accessible; the learning environment inspires confidence and encourages pupils to develop independence and curiosity as they move throughout the school.



"Pupils are in safe hands at Ifield. They are well cared for, secure and happy."

Ofsted May 2018

Therapy Provision

Ifield School employs our own therapy team consisting of speech and language therapists, a school nurse and a medical assistant, an occupational therapist and an occupational therapy assistant. For pupils on the therapy caseload, therapy targets are included in a pupil's annual provision plan and reviewed in line with their EHCP review.

Alongside the school's therapy team we receive physiotherapy from Kent Community Healthcare Trust.

Speech and Language Therapists deliver a range of specialist provision that includes one-to-one or small group therapy sessions.

Ifield fosters a total communication approach, which supports pupils' communication through the use of Makaton signing, the Picture Exchange Communication System (PECS), Augmentative and Alternative Communication (AAC) and vocalisation.

We believe communication is the vehicle by which pupils engage with the varied elements of their daily activities. The speech and language team aims to improve pupils' speech, language and communication skills throughout the curriculum and in all aspects of the school day.

Occupational Therapy aims to promote our pupils' participation and independence in everyday activities at school. Occupational therapy considers all aspects of the person, the environment and the task that impact on a person's functioning. Strategies to support participation may include modelling skills, providing equipment, or adapting the task or environment to enable the pupil access to learning in the best possible way.

Our **School Nurse** supports our pupils with the most complex medical needs and ensures that all staff receive relevant and up to date medical training. The school nurse is integral to ensure that all individual health care plans are current and up to date, whilst liaising with parents, carers and external medical professionals.

Pupils at Ifield often require additional support and advice from external agencies. Professionals from these agencies frequently visit pupils and staff in classes; they advise and train staff whilst delivering therapy to individual pupils and complete assessments and reports to inform a child's progress. These agencies include specialist teachers for the visually and hearing impaired, paediatrician, physiotherapists, occupational therapists and social workers. Multi-agency partnerships provide a holistic approach that forms an integral part of our pupils' education, health and care needs.

Partnership with families

At Ifield we embrace the opportunities to work in partnership with families to ensure pupils make the best possible progress. It is our strong belief that pupils thrive and succeed when staff work with parents and carers and share a common responsibility to ensure the development of every pupil.

We communicate in a variety of ways to keep parents and carers informed of their child's learning. Our home/school journals are a key feature in keeping them up to date and for them to inform us of any changes.

Many of our pupils have considerable communication difficulties and the contact we maintain with parents and carers is even more vital. We also encourage parents and carers to telephone or email us as a way of keeping in touch.

All parents and carers are encouraged to contact class teachers if they have any particular concerns, so any necessary action can be agreed at an early stage. Written reports are sent to parents and carers at the end of every year and there are further opportunities to discuss pupil progress at parents' evening.

We invite parents and carers to class assemblies and hold open afternoons, so that they are able to see their child learn and develop within the school environment.

We provide a regular newsletter to inform parents and carers about special events and to share our successes and achievements with them.

There are parent governors at Ifield School who are elected to the governing body by ballot. We invite parents and carers to join our active parent, teacher and friend association (PTFA) to support school events, such as our Christmas bazaar and valentine disco.

"Ifield school continues to be outstanding." Ofsted May 2018



Ifield SMILE

Our Ifield SMILE is a consultation, information and training centre. Professionals from schools, other agencies, parents and carers are welcome to visit Ifield SMILE to attend courses and conferences, seek advice and information or to borrow resources.

The Specialist Teaching and Learning Service (STLS) for the Gravesham District are based within Ifield SMILE and their aim is to advise and support early years settings and schools to build the capacity and confidence to deliver high quality provision for children and young people with special educational needs and disabilities.

Staff and governors have a strong commitment to the future of our school and we are proud of the school's continued success. We are confident that Ifield School can provide an excellent learning journey for every pupil.



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