

## **Mary Rose School Prospectus (main sections) and information from the school handbook**

### **Highlights from the OFSTED Inspection, September 2010**

“Mary Rose is an outstanding school, dedicated to meeting the needs of each individual student. It is successful in this because of the excellent care and support that is provided to every student. The whole staff team are focused on enabling every individual to make the best possible progress both in their learning and in their personal and social skills. As a result, students make outstanding progress in these areas and their achievements are excellent.”

“The curriculum is excellent because it is based on the needs of each child. It is greatly enhanced by the school’s specialist status and the excellent links that have been established with other schools and colleges. Timetables are adapted and developed so that all students have their own personal learning programme which incorporates a wide range of experiences that will enable them to make the best possible progress.”

“The care, guidance and support of students are exemplary. The tracking of students’ progress against their academic and personal and social targets is monitored very closely. As a result, students make excellent progress. The very close work between staff and the wide range of agencies involved with students ensures that they are very well cared for. Parents and carers comment on how well they and their children are supported by staff.”

“Parents and carers are overwhelmingly positive about the school and the impact it has had on their children, particularly on how much progress they have made and their enjoyment of school.”



Welcome to Mary Rose School

Mary Rose School focuses on meeting the needs of all pupils, both collectively and individually. We are committed to providing a friendly atmosphere where pupils can fulfil their potential, grow in confidence and above all, be happy. We believe strongly in working closely with parents and partners and welcome all contributions.

We provide a high quality education, recognising and valuing the achievement of each individual. We have high expectations and a positive belief that all things are possible.

Our pupils participate in a wide variety of experiences in a stimulating and exciting learning environment. We encourage creative thinking, research and innovation to find the best ways of helping our pupils to learn and communicate. We are a caring school and work hard to provide a safe and happy place where everyone feels valued.

A handwritten signature in black ink that reads "Alison Beane". The signature is written in a cursive style.

Alison Beane  
Headteacher

## **Mary Rose School – our ethos and values**

Very few of us ever have the opportunity to create and develop a new school. The Mary Rose team have been lucky to have just that opportunity. Each member of the team has a critical part to play, a chance to 'reinvent' themselves, to move forward and focus on the belief that all things are possible. We are continuing to create a place of learning that is magical for our pupils. If our pupils are enjoying their schooling their minds will open up and they will benefit from all the opportunities on offer.

Our school will enable pupils to

- Solve problems and become as independent as possible
- Communicate with a wide range of people
- Build dreams
- Be filled with awe and wonder
- Develop self-confidence and self-belief
- Form positive relationships with other young people and adults
- Develop positive links with their local communities

## **Mary Rose School aims to:**

- Create a school learning environment that encourages our pupils, staff and partners to develop a healthy lifestyle
- Work with a wide range of partners to ensure the safety and well-being of our pupils
- Create a place where children enjoy learning and achieve excellence
- Be a listening school where the contributions of young people are taken seriously and acted upon
- Prepare our young people for transition into adult life with a focus on further education and training

## **Admissions**

Admission to the school is arranged by the Local Authority after consultation has taken place between the parents, the school, and other appropriate professionals. The wishes of parents are one of the most important factors in the whole process of the admission of pupils to Mary Rose School. Parents are welcome to visit informally prior to this, and are encouraged to do so before accepting the statement of educational needs. All applications for admission are considered by the Portsmouth Inclusion Support Panel (ISP), which consists of representation from a wide range of agencies including parents.

## **General**

Mary Rose School receives requests for pupil places from the Special Education Needs department of Portsmouth LA. The pupils concerned either have a statement of special educational need or a statement that is in preparation. The requests will include pupils residing in Portsmouth LA and pupils who live in other authorities who have requested SEN provision in Portsmouth.

The school has an admissions panel which meets as required. The criteria for admission are as follows:

- Can the educational needs of the pupil as outlined in the statement be met?
- Is the school currently resourced to meet the educational and non-educational needs of the pupil as outlined on the statement? If not the school will enter into dialogue with the LA to establish a time scale for the resources to be provided
- Is there a vacancy in the National Curriculum grouping appropriate for the pupil's chronological age and developmental stage?
- Consideration is given first to pupils in Portsmouth LA.

Following the recommendations from the panel a response is made to the LA. If the place is agreed in principle by the LA panel (ISP), a letter is sent out from the LA to parents/carers inviting them to visit the school unless they have already visited. All parents/carers are welcomed and given an overview of the whole school and then taken to see the appropriate parts of the school, for their child's requirements.

Parents/carers may be accompanied by a friend, relative or advocate, a professional who has been supporting them or a member of staff from the current school.

## **Transition**

Before starting at school arrangements are made for the pupil to visit and if they are attending another school, communication links are established. A member of staff will visit the pupil at their current school and integration arrangements will be made to suit both the schools, the family and the pupil. Finally, the school will initiate transport arrangements, when a start date has been agreed.

## **Transport**

Transport is arranged by the local authority for pupils to and from their homes. Where necessary, passenger assistants are provided to support pupils, as well as any special seating. The LA's transport section keeps parents informed of travel arrangements. Health and safety issues are given high priority and are closely monitored by the

Transport section. It is the responsibility of parents to see their child safely to the vehicle in the morning and to be at home to receive them in the afternoon.

## **Home-School Communication**

All pupils have home-school books in which parents and school staff can pass messages to each other. As pupils progress through the school and become more independent the need for these may reduce for some. Many also use it as a homework diary.

Information is often sent home by letter in school bags and a monthly newsletter is sent to all parents. The website is a good source of information and parents are always welcome to telephone for information. The headteacher or an assistant headteacher is available every day from 8.50am-9.30am should parents wish to 'drop in' and parents are always welcome to make appointments to meet staff at a mutually convenient time.

## **School Meals**

School dinners are available and there is a good choice for pupils. There are feeding programmes in place for those pupils who require them, focusing as far as possible on the development of maximum independence.

## **Medical Care**

The medical needs of the pupils are met on a day to day basis by Alice MacDonald Parry, the school's full time nurse who works closely with staff. Any routine matters, in the first instance, should be discussed with Alice. Health plans are produced for pupils as required in consultation with the school doctor and parents.

## **Physiotherapy and Occupational Therapy**

A team of experienced therapists works with the school. They produce individual pupil programmes which are shared with staff and parents. The programmes are followed through at school as well as at home. Close liaison with families is very important and parents are welcome to come into school to watch and discuss the programmes. They are onsite 4 days per week.

## **Speech and Language Therapy**

Communication is very important and the school is committed to providing high quality support to those pupils who have communication difficulties, speech and language delay or no expressive language at all. A team of speech and language therapists work closely with the school and parents and staff are trained to deliver the individual programmes which are integrated into every day practice. They are on site 2 days per week and in addition are available to meet parents by appointment at other times as well as providing training at staff meetings as required.

## **Additional Therapy**

The school also provides Music Therapy for pupils that may benefit. The school works closely with parents to deliver and evaluate the programmes. Sensory Integration is available for those pupils who have been identified as having a need through either school assessment processes or the statement process.

## **School Organisation**

### **Introduction**

Mary Rose is an all aged mixed day school for pupils with severe and complex learning disabilities. Currently pupils are operating cognitively between 'P' level 1 and NC level 4. In addition to their learning difficulties some pupils have other needs associated with physical disabilities, autistic spectrum disorder and medical conditions. Due to the large numbers of pupils with a formal diagnosis of autism, Mary Rose School has developed a specialist provision in order to meet their specific needs. All pupils have a Statement of Special Educational Need.

### **Learning and teaching**

Mary Rose School has designed a curriculum which meets the wide-ranging educational and social needs of its pupils. The principles and philosophy at the heart of the school focus on 'total' communication and independence. The whole school curriculum model provides a natural progression from the Early Years foundation stage curriculum to the 6th Form adult core curriculum, linking to the national curriculum as appropriate. It is relevant to pupils' present and expected future needs. There is a strong emphasis on personalised learning focusing on the pupils' individual priority areas of learning.

### **Primary**

Led by the Heads of Learning for KS1 and KS2 and supported by two learning support co-ordinators, it caters for pupils from the age of 2 years to 11 years. Where possible the pupils are taught in year groups, with a maximum of 6 pupils in Nursery, and 8 pupils in Reception and key stage 1. In key stage 2 class sizes vary according to need, but again with no more than 8 pupils in a class. Pupils are grouped according to need, age and stage and there is at least one class in key stage dedicated specifically for pupils with autistic spectrum condition (ASC), taught by specialist staff. Each class is generally supported by at least three teaching assistants giving a minimum staff: pupil ratio of 1:2 and where a specific need is identified, pupils receive 1:1 staffing.

The Nursery provides assessment placements for children from 2-5 years of age. The Nursery works holistically on the pupils' individual educational and therapy programmes whilst delivering a play based curriculum. Statutory assessments are completed for all pupils during their time in the nursery.

### **Secondary**

Led by the Heads of Learning for KS3 and KS4, and supported by two learning support co-ordinators, it caters for pupils from the age of 11 years to 16 years. Where possible pupils are taught in year groups with a maximum of 8 pupils in each class. Pupils are grouped according to need, age and stage and there is at least one class in each key stage specifically for pupils with autistic spectrum condition (ASC), taught by specialist staff. Each class is generally supported by at least three teaching assistants giving a minimum staff: pupil ratio of 1:2 and where a specific need is identified, pupils receive 1:1 staffing. Year 7 focuses on the transition between primary and secondary and at the beginning of the year pupils are mostly class based, gradually adopting a more secondary approach and moving between specialist rooms.

In addition to dedicated time with their class teacher, Years 8-11 are taught by a number of specialist teachers making full use of the specialist provision available. At key stage 4 pupils choose curriculum options which take up about 40% of their time. Pupils in the specialist

classes for ASC are able to access the specialist subject sessions where appropriate, supported by staff from the ASC provision.

### **Sixth Form**

The sixth form department is a provision for students aged from 16 to 19 years who need to maximise their skills and develop their independence in order to take their place in adult society. There are close links with key stage 4 and progression is planned through the 14-19 curriculum. All areas of the curriculum are linked to those laid down in the Adult Pre-Entry Curriculum and the Adult Basic Skills Core Curriculum. Students are able to continue study from their 14 –16 phase. Students contribute to the curriculum planning and the organisation of the department both indirectly and directly as a result of consultations with staff and the assessment procedures in place. They also contribute to setting their own curriculum targets.

The sixth form department is based within the main school and offers a range of facilities. Students play an important part as the sixth form of the school, taking a lead role in many of the whole school activities and events. They integrate into the main school for some general and curriculum activities and spend a considerable amount of time out in the community and at college.

## **THE CURRICULUM AIMS OF OUR SCHOOL**

### **The Learning and Teaching process:**

Encourages and enables pupils to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect.

Develops enjoyment of learning, using a creative approach, encouraging high levels of achievement and attainment.

Enables pupils to interact and communicate with a wide range of people.

Recognises and encourage individual talents; seeking the maximum development of each pupil through personalised programmes.

Increases pupils' awareness and understanding of their environment and the world  
Prepares pupils for an adult life in which they have the greatest possible degree of autonomy  
Develops personal self-confidence and self-esteem based on a variety of successful experiences.

Prepares pupils to play an active role as citizens; developing a healthy, safe lifestyle; developing good relationships and respecting differences between people.

### **Curriculum Organisation – the overall approach**

#### **Primary**

The Provision for Primary Pupils - Nursery, Reception, KS1 and 2

#### **Rationale**

All classes provide a teaching and learning environment which is orderly, structured and attractive and provides developmentally appropriate learning opportunities. They promote independent thinking, active learning, a “can-do” attitude and an active, inquisitive imagination that fosters self-confidence and social competence. Because young children respond well to direct sensory experience; manipulation of materials and physical motor activity, play crucial roles in helping them form concepts, generate ideas, and produce symbolic representations.

The key principles on which we work are:-

To develop communication skills supported as appropriate by signing, symbols and the use of augmentative communication aids

To develop skills for independence

To encourage decision/choice-making

Our pupils are encouraged to:-

- Pursue their interests and ideas, making decisions about what to do and how they might do it
- Learn to work and play cooperatively with others

- Exercise a wide range of intellectual and physical abilities

## **Nursery**

All pupils at Mary Rose School of Nursery and Reception age follow the Birth to Three Matters or The Foundation Stage Curriculum as appropriate to their age. The Early Learning Goals are broken down into small achievable steps that challenge pupils appropriately, according to their individual needs. Teaching is delivered through a 3 year curriculum cycle of different topics, with individual targets clearly identified, together with the use of Individual Education Plans. There is a high emphasis placed upon the importance of structured play throughout the curriculum.

Foundation Stage Profiles are completed for all pupils clearly identifying exactly what level a child is working at within the Foundation Stage and what skills need to be taught next. Clear, identifiable progress can be made through the stepping stones and early learning goals.

## **Key Stage 1**

From Year 1 our pupils move onto the national curriculum at the level appropriate to their development. Each class has a specific timetable constructed to ensure coverage of the curriculum as well as including time for meeting the specific needs of pupils as outlined in their Individual Education Plans. The timetables include personal daily/weekly specialist programmes such as physiotherapy or occupational therapy.

Individual Education Plans are put into place within 6 weeks of the pupil starting school and are agreed with parents. These are monitored and reviewed formally with parents/carers every term. IEPs include clear and relevant targets focusing on achievable goals, ensuring opportunities for success and progression.

Personal, Social and Health Education forms 20% of the timetable and as such is high priority. The focus for PSHE at KS1 is the development of self-help skills and social skills.

## **Key Stage 2**

As pupils progress through the primary department they are encouraged to become increasingly independent. They access an increasing range of specialist curriculum areas and benefit from the expertise of a number of specialist teachers. There are strong links between Years 6 and 7 to facilitate smooth transition to Year 7 when pupils reach secondary age.

## **Key Stage 3**

Years 7, 8 and 9 receive a broad and balanced curriculum and the principles of the Secondary National Curriculum have been embraced, adopting a creative approach. Pupils take on more responsibility and are encouraged to make an increasing contribution to their own learning. All aspects of the national curriculum are addressed as well as their individual specialist needs.

## **Key Stage 4**

The pupils are divided into class groups according to age and stage with some subjects being taught to whole class groups and many to smaller groups.

The curriculum is designed to prepare pupils for the greater responsibilities and challenges of life after school. There is a focus on helping pupils to reach their full potential and to gain appropriate external accreditation to help equip them for the next step.

## **14 –19 Curriculum**

The 14 –19 phase of education at Mary Rose School provides a curriculum that gives students the opportunity to study both the national core curriculum and the adult basic skills core curriculum in literacy and numeracy. Each of the core subjects has external accreditation and can be studied at the pace of the individual students; students are divided into ability groups for these subjects.

The other area of the curriculum in the 14-16 phase is that of individual choice, currently the students have the choice of two of the following optional subjects

'Life Management', 'Creative Works', Sport and Leisure, 'The Modern World'.

Each of the optional subjects includes a wide range of activities with a common theme. These courses encourage pupils to develop their independence and confidence and prepare individuals for their next step into the adult community and life beyond school.

Year 11 students also have the opportunity to take part in a link course with Highbury College.

External accreditation currently on offer:

Entry Level Certificates of education – English, Maths, ICT, Science, PE and Sport  
ASDAN Transition Challenge and ASDAN Personal Progress Award  
ASDAN Bronze AWARD  
AQA UNIT AWARDS

## **Sixth Form**

Within the 16-19 phase all students have individual timetables and all the courses they follow are externally accredited and nationally recognised. Students are able to build on the activities and skills they have learnt from the 14-16 phase and if they need to return to the 14-16 phase to complete any work then this is possible with the system of individual timetables. The individual timetables are designed to develop the skills and confidence the students need in their chosen future placement.

Many of the students in the 16-19 phase attend college or a day centre one day a week and have the opportunity to carry out work experience either on site or off site.

The external accreditation currently on offer:

Asdan Towards Independence  
OCR National Skills Profile  
OCR Basic Skills Awards in Literacy, Numeracy and ICT  
ASDAN Personal Progress Award

Within the whole 14-19 phase there is the opportunity for students to move between phases and have an individual timetable to suit their own needs.

College Link Courses

A range of courses take place at Highbury College.

### Work Experience

Many pupils take part in a work experience programme. These placements can be either off-site or on-site depending on pupil need.

### Progress File

These are developed by pupils to help with personal development and future planning.

## **ASSESSMENT, RECORDING AND REPORTING**

### **Rationale**

Assessment refers to all the activities undertaken by teachers and pupils that provide information that can be used to modify the teaching and learning activities in which they are involved.

Assessment is the key to the promotion of our pupil's learning. The different aspects of planning, teaching assessment and record keeping strategies when looked at as a whole, form a complete 'jigsaw' which fits together to create an environment where quality teaching and learning takes place. This results in an environment where pupils and teachers work together to aim for high achievement.

### **The Principles of Assessment**

- The assessment policy is built on the whole school approach to learning and teaching
- Assessment is both formative and summative
- Systems and strategies are tried out and reviewed to ensure the aims are met
- Systems and processes are manageable and useful
- Planning is led by learning intentions not activities
- Assessment is not one thing, it involves a whole range of activities and strategies
- Assessment involves both pupils and their parents
- Assessment takes account of the unexpected as well as the intended learning
- Assessment includes achievement beyond the National Curriculum
- The individual needs of our pupils is paramount, we are not constrained by monitoring systems.

### **Aims**

- To provide up to date information about the attainment of individuals and groups of students'
- To provide a record of pupil progress
- To assess the readiness of pupils for future learning – to inform planning
- To identify patterns over time – useful when pupils learn in very small steps
- As a basis from which to set targets for development and improvement.
- To promote rigour and pace
- To assess the progress of specific groups of pupils – such as pupils from a range of different ethnic groups, gender groups, with specific needs eg autism etc..
- To assess the need for additional, specialist support
- To help motivate pupils and staff
- To provide information to discuss with parents
- To provide information for other teachers and professionals

## **Mary Rose School Provision for Pupils with Autistic Spectrum Conditions**

### **What is Special about Autism?**

Autistic Spectrum Conditions (ASC) are defined as a complex developmental delay that affects the way in which a person communicates and relates others in their environment. The term Autistic Spectrum Conditions is used as this varies in severity from person to person but all have difficulty with communication and building and maintaining relationships. Due to rigid, inflexible thought processes pupils with autism can become anxious and can display some challenging behaviours.

Pupils with ASC need to learn many additional things that are just part of typical development and as such it is important that the learning environment is responsive to these additional difficulties they face, such as sensory processing difficulties. They require extra time to process information, especially speech, and a structure that helps them to attend to the relevant features of their environment.

### **Provision for Pupils with an Autistic Spectrum Condition.**

At Mary Rose School we have specific resources for pupils with ASC and accompanying severe learning difficulties throughout the school. We adopt an eclectic approach, combining the best of all methodologies to form a strong cohesive learning system which focuses on positive achievement and progression to ensure that each pupil reaches their maximum potential and is prepared for adult life.

As a Specialist Sports College, a high emphasis is placed upon daily physical exercise programmes; this together with interactive teaching and learning is used to encourage pupils to develop their independence skills and to be involved with personal choice and decision making. The development of social and emotional skills is also regarded as a high priority.

The approach is highly structured, based predominantly but not exclusively upon the principles of TEACCH methodology. The school is renowned for its total communication environment and as such a range of communication systems are used including PECS and Makaton sign language. Priority is given to developing pupils communication skills based upon recommendations from the Speech and Language Team, together with developing personal care and independence skills.

In addition individualised learning programmes are designed for each pupil and may include the following:

- Positive Behaviour Management
- Intensive Interaction
- Repetition and reinforcement
- Sensory Integration
- Involvement of the trans disciplinary team to include all school based therapists
- The development of independent daily living skills.

### **The Learning Environment:**

The classrooms for pupils with ASC are all arranged and resourced to meet the specific educational and personal needs of the pupils. Visually they are well organised with individual work stations for each pupil with visual timetables, the aim being to be as distraction free as

possible. This enables pupils with ASC to be able to understand the daily routines, which helps reduce anxieties, promote independence and therefore to enable high quality learning and teaching to occur.

The outdoor classroom environments are easily accessible; include a sensory garden, active play equipment and a variety of large and small play equipment.

Other facilities which pupils with ASC access are:

- Hydrotherapy Pool
- A local community swimming pool
- Multi-sensory areas including a sensory theatre and soft play room
- Dance Studio
- Music and Drama Studio
- Art and Design Room
- Food Studies Room
- Library

### **Teaching and Learning:**

All pupils have personalised learning programmes which support the objectives in their statements and the targets on their IEP's. Their learning takes place in a small group setting and also includes 1:1 teaching for part of every day. The targets are agreed with parents and are reviewed and updated with parents on a termly basis.

The pupils engage in a curriculum which is appropriate to their needs and all personalised programmes including the development of independent living skills will be an integral part of this.

The curriculum is differentiated by:

- Task – especially for 1:1 sessions in workstations
- Outcome
- Support / resources required.

Highly differentiated tasks are detailed in the pupils personal files and or / daily plans. In presenting the curriculum a set of criteria is followed in order to maximise the potential of each pupil. Tasks are broken down into small, achievable steps and pupils are rewarded for their achievements through the use of positive reinforcement and praise.

The curriculum is

- Devolved into manageable steps. This involves the setting of worthwhile achievable targets for each curricular task.
- Organised to provide opportunities for pupils to become independent learners.
- Designed to ensure that pupils are aware of their own success and progress.

Break and lunchtimes are designed as curriculum time and staff involved in supporting pupils during these times help meet their personal, social and communication needs.

Community based learning:

Mary Rose School recognises the importance of being able to access the community on a regular basis so that pupils with ASC are able to generalise and use the skills they have learnt within school. There are opportunities to develop part or full time placements with local mainstream schools where appropriate. Pupils in Year 11-14 have access the college link courses.

### **Working with Parents:**

The school works in close liaison with parents and carers.

The provision for pupils with ASC also serves as a resource and support centre for parents. Effective liaison is established and maintained on a daily basis via the home school books or by telephone.

Staff meet with parents termly at school or at home to review and update IEP's and Positive Handling Plans. Parents may also visit and work alongside their child and / or accompany educational visits.

The Head of ASC meets all new pupils and their parents and arranges home visits as part of the initial assessment process. Home visits also occur when required to help parents establish routines and communication programmes for home that are similar to those followed at school. Additionally consistent behaviour management techniques are established if necessary. Parent training opportunities are also provided.

### **Staffing:**

All staff at Mary Rose School receive general training in ASC to develop their understanding and awareness of the specific needs of young people with autism.

Within the ASC provision at Mary Rose School there is a minimum staff to pupil ratio of 1:2 and numbers of pupils have 1:1 staffing. Class size averages at 7 pupils per class. The staff who working within these class groups are highly qualified and committed to providing high quality standards of teaching and learning within a secure and calm environment.

All members of staff have experience of educating pupils with special educational needs and all have undertaken additional training as part of the schools CPD and Staff Induction programme.

**The Head of ASC** is a member of the Senior Leadership Team. She has accredited qualifications in TEACCH, PECS, Makaton, Team Teach Positive Behaviour Management and a Diploma in ASC and BESD.

In addition she has experience of the NAS Early Bird Programme, has trained to deliver Rebound Therapy and in Managing Extreme Behaviours for Pupils with ASC.

### **Teachers:**

There is a rolling programme of training for the teaching staff within the ASC Provision.

As a minimum all gain qualifications in:

- TEACCH 5 day training
- Team Teach Positive Behaviour Management
- PECS

as soon as possible after joining the school. In addition all follow the school staff induction and training programme for staff working with pupils with ASC.

**Teaching Assistants:**

The support staff also take part in a rolling programme of training.

As a minimum all:

- Are experienced teaching assistants
- Participate in a specialised induction and training programme lead by the Head of ASC
- Are accredited in Team Teach Positive Behaviour Management
- at least one TA in each class receives accredited PEC's training.

**The Multi Agency Team:**

All staff work alongside our therapists in order to support the delivery of specific programmes for individual pupils.

Our Multi agency team includes:

- Speech and Language Therapists
- Physiotherapist
- Occupational Therapists, including one trained in Sensory Integration
- Music Therapist
- Eating and Drinking Specialist
- School Nurse
- Educational Psychologists

## **Equal Opportunities**

Mary Rose School is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip children with an awareness of our diverse society and to appreciate the value of difference. Every member of Mary Rose School is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.

At Mary Rose School we ensure that pupils have equal access to the curriculum and to all other aspects of school life. All pupils follow the National Curriculum at the appropriate key stage and the taught curriculum reflects the wide range of cultural and ethnic backgrounds of our pupils. All our pupils have statements of special educational needs and the objectives of the statements are used to guide the planning of individual programmes. Where pupils have particular disabilities either the school, the LA or the Health Authority provides appropriate therapy or specialised equipment. Integration programmes are developed for individual pupils to access mainstream schools where appropriate and group projects with local mainstream schools are organised on a regular basis.