

YOUR CHILDREN ARE
CREATIVE **HAPPY**
UNIQUE AMBITIOUS
IMAGINATIVE NURTURING
POTENTIAL POSITIVE **SUCCESSFUL**
INDEPENDENT
CONFIDENT
SUCCESSFUL **MOTIVATED**
NURTURING
HAPPY APPROACHABLE
HOLISTIC POSITIVE
NURTURING
UNIQUE

WELCOME TO

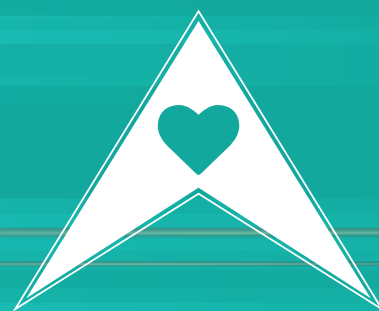
JOHN GILLON

SCHOOL

WELCOME FROM THE HEADTEACHER



I am honoured to be the Headteacher at John Chilton School with its experienced, skilled and dedicated staff and our fantastic pupils who are an inspiration to us all. Every day I take pride in the community that we have built as a team, learning from each other.



The school is an exciting, stimulating and innovative place to learn and we take huge satisfaction in knowing our young people well, in striving for improvement and in providing them with an environment in which they feel safe, well-supported and encouraged to succeed. We ensure that we meet the differing needs of our pupils by adapting the environment, developing learning pathways and having specialist teams and resources throughout the school.

Our pupils deserve the very best educational opportunities, and we endeavour to help them achieve their best in terms of their learning, independence, confidence and motivation which are central to our ethos. We do this in partnership with the many professionals and other organisations with whom we work and chiefly, we aim to work in partnership with parents who know their children best. We are approachable and supportive; parents are always welcome to contact us to arrange a meeting.

If you would like to visit John Chilton School, please contact the school office to arrange an appointment or arrange to speak with me if you have any queries.

Your children are unique. We feel honoured to assist their holistic development during their school years and can assure you that we will do whatever we can to make their time here happy and successful.







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PUPILS JOIN OUR SCHOOL AT DIFFERENT AGES AND POINTS IN THE SCHOOL YEAR. IRRESPECTIVE OF WHEN THEY START, PUPILS MAKE GOOD PROGRESS FROM THAT POINT. THIS IS BECAUSE LEADERS HAVE DEVELOPED AN EFFECTIVE MULTI-DISCIPLINARY TEAM APPROACH TO TEACHING AND LEARNING. THIS PROVIDES HOLISTICALLY FOR PUPILS' PHYSICAL, SOCIAL, EMOTIONAL AND EDUCATIONAL NEEDS.

Ofsted, November 2018





CONFIDENT, INDEPENDENT AND MOTIVATED LEARNERS



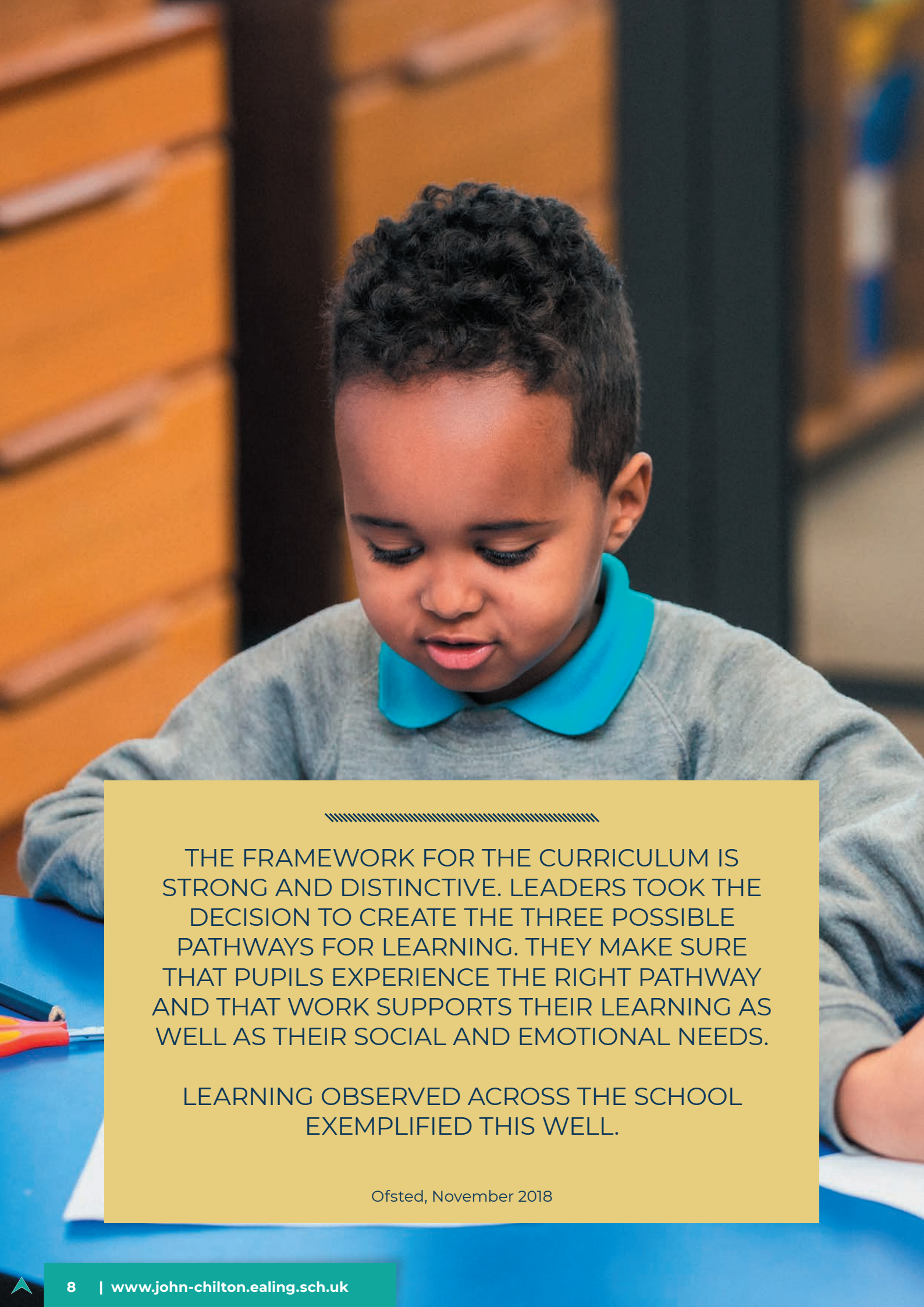
VISION AND AIMS

At John Chilton School, we strive for the development of confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships. We aim for our pupils to:

- leave the school with the skills, abilities, potential and confidence to meet the challenge of adult life in a fast changing world;
- increase their awareness of mental health and emotional well-being, to be in control of their lives and be able to self-regulate;
- gain independence skills including, travel, community and living skills wherever possible;
- understand their disability, cope with the emotional stresses often associated with disability and be empowered with the skills, knowledge and attitude to take responsibility for managing their disability into adult life;
- develop lively, enquiring minds;
- communicate effectively and confidently;
- use the Internet safely and with purpose;
- develop positive attitudes towards healthy lifestyles, promoting activity, creativity and competition through sport and leisure; develop an awareness and appreciation of art, music and the environment.

At John Chilton School we aim to effect a positive change in the lives of children and young people with special educational needs in the area; increasing the confidence and skills of all those who are involved in their lives through outreach, professional development and support.



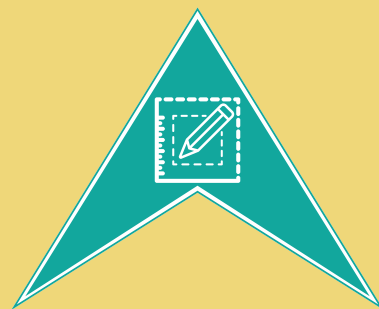


THE FRAMEWORK FOR THE CURRICULUM IS STRONG AND DISTINCTIVE. LEADERS TOOK THE DECISION TO CREATE THE THREE POSSIBLE PATHWAYS FOR LEARNING. THEY MAKE SURE THAT PUPILS EXPERIENCE THE RIGHT PATHWAY AND THAT WORK SUPPORTS THEIR LEARNING AS WELL AS THEIR SOCIAL AND EMOTIONAL NEEDS.

LEARNING OBSERVED ACROSS THE SCHOOL EXEMPLIFIED THIS WELL.

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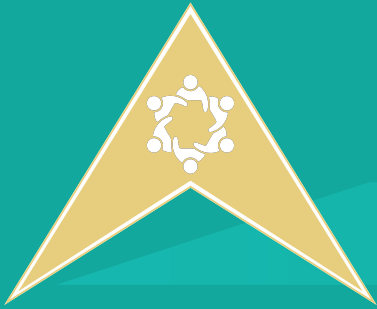
BESPOKE CURRICULUM TO MEET THE NEEDS OF ALL PUPILS THROUGH DIFFERENT PATHWAYS



The school meets the needs of a diverse group of pupils through three pathways:

- The Blue Engagement Pathway offers a holistic themed approach to our most complex learners
- The Purple Nurture Pathway ensures that pupils with social emotional and mental health needs have appropriate input and approaches throughout the day
- The Red Structured Pathway is challenging and subject specific focusing on accreditation for our more able learners





SPECIALIST TEAMS AND FACILITIES FOR ASSISTIVE TECHNOLOGY, SOCIAL EMOTIONAL AND MENTAL HEALTH NEEDS, THERAPIES, FOREST SCHOOL, MOVING AND HANDLING, PLAY, FAMILY SUPPORT, COUNSELLING



TEAMS

The school has a number of specialist teams that support the pupils, advise and train staff and provide Outreach across Ealing:

- **Assistive Technology**

The Assistive Technology team supports individual pupils with devices such as computers, iPads and switches to give pupils with physical or speech and communication difficulties a voice and full access to the curriculum.





- **Moving and Handling Advisors**

Qualified Moving and Handling Advisors support the staff and pupils by providing equipment to allow pupils to be safe and to become as independent as possible. They liaise with the Occupational Therapists to provide a multidisciplinary approach and offer training and advice to staff, parents, carers and other professionals.

- **Learning Mentor and Team**

The Learning Mentor and Team work across the school with individuals and groups to support the emotional and well-being needs of the pupils.

The school also has a visiting Counsellor one day a week, who meets with identified pupils to support their mental good health





- **Nurse and Health Care Assistants**

The Nurse and Health Care Assistants are responsible for medical care and administration of medicines during the school day.

- **Speech & Language Therapists**

Speech & Language Therapists give advice and support to parents, carers and staff to help them develop pupils' communication. They also give advice on eating and drinking difficulties.

- **Occupational Therapists**

Occupational Therapists work with pupils who have functional difficulties, through the use of purposeful activity and play. They support parents, carers and staff with advice, treatment programmes and resources. They provide specific group and individual work with children who have the most complex needs.

- **Physiotherapists**

The Physiotherapists and assistants give advice and support to parents, carers and staff on physical management programmes, exercises, specialist equipment and referrals to appropriate agencies.

The school has two Therapy Liaison Assistants to support the pupils in accessing innovative therapy programmes and activities.

As pupils progress through school, therapy intervention becomes focussed on self-management, independence and preparation for adult life.

- **Family Worker**

The school's part-time Family Worker offers advice and support to parents and carers on a range of issues including benefits, housing and activities out of school.





FACILITIES

The school also has excellent facilities to enrich and enhance the curriculum offer:

- **Specialist Therapy Suite**

The therapy suite provides specialist rooms for occupational and physiotherapy. A range of resources enable us to meet the different additional needs of our pupils.

- **Sensory Room**

Sensory room which provides a variety of stimuli to enable communication, relaxation, engagement and switch use.





- **Forest School**

The school offers a Forest School provision where pupils visit natural spaces to learn personal, social and technical skills.

- **Hydrotherapy Pool**

Enables pupils to access physio and movement programmes in warm water.

- **Playgrounds**

Two large and well equipped playgrounds ensure leisure times are engaging and interesting



- **Class Café**

The school runs a viable café to provide valuable work experience and preparation for adulthood for identified pupils.

- **The Fields**

We have allotments and use of grounds with an outdoor classroom, fire pit and large fields. All pupils have access and it provides great working opportunities for the sixth form.

- **Clubs**

A variety of clubs run weekly where the pupils are grouped from across the school. They range from active clubs such as trampolining to art and craft.




CO-LOCATION



We are uniquely located within the all age Alec Reed Academy building. This provides opportunities for inclusion and integration as pupils from both schools can share opportunities and advantages. There are no barriers between the schools and pupils have many opportunities to interact socially.



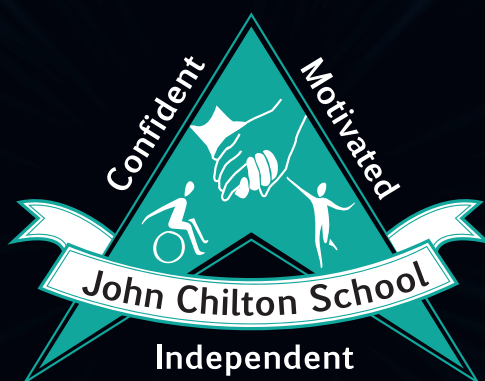


PUPILS TOLD INSPECTORS HOW MUCH THEY APPRECIATED THE MANY CLUBS AND ACTIVITIES, INCLUDING VOLLEYBALL, FOOTBALL, ART, RELAXATION, GARDENING AND COOKING. THESE HAVE EVOLVED THROUGH LEADERS' ACTIONS TO STRENGTHEN SPIRITUAL, MORAL, SOCIAL AND CULTURAL PROVISION.

PARENTS SPEAK HIGHLY OF THE SCHOOL AND ARE POSITIVE ABOUT THE PROGRESS THEIR CHILDREN ARE MAKING, PARTICULARLY IN THEIR PHYSICAL, SOCIAL AND EMOTIONAL DEVELOPMENT. THEIR RESPONSES REFLECT LEADERS' WORK TO IMPROVE COMMUNICATION BETWEEN HOME AND SCHOOL.

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