



PERSONAL SOCIAL and EMOTIONAL DEVELOPMENT POLICY

Date of completion 3rd April 2019

Date ratified by Governors: 14th May 2019

Date for further review: May 2021

Context

Personal Social and Emotional Development (PSED) and Citizenship help all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

Aims

At Mandeville school each pupil is valued as an individual. Pupils are encouraged to achieve their own potential and to develop an intrinsic desire to learn and to participate fully in school life.

Our PSED and Citizenship curriculum aims to:

- Develop pupils self esteem
- Develop positive relationships
- Develop personal skills
- Encourage involvement in school life
- Promote access to the whole curriculum for each pupil
- Offer opportunities for making choices and decisions
- Develop personal autonomy by having a degree of responsibility and control over their lives
- Provide opportunity for greater pupil voice
- Recognise and respect difference between people
- Develop a healthy lifestyle
- Learn how to keep safe

Principles

PSED is central to all we do at Mandeville school. It is integral to the way we relate to our children and the way they relate to us and each other.

PSED and Citizenship will take place through the ethos, organisation and management of the school. We work using a cross curricular approach. We also have discreet PSED lessons, such as, separate boys and girls relationships and body awareness groups for years 5 and 6 pupils.



Practice

We use a baseline assessment tool developed using the EYFS areas of learning and a variety of schemes of work. We use the Mandeville tracker, the Mandeville curriculum and EYFS areas of learning to teach and assess the pupils.

The Mandeville PSED curriculum includes three main strands:

1. Making Relationships – which includes interaction with adults and peers
2. Self Confidence and Self Awareness – which includes, body awareness, awareness of gender, managing feelings and behaviour
3. Life in the Community – which includes the school environment and the wider community

Every child has at least two PSED targets on their IEP. These are usually planned in consultation with OT, PT and other relevant therapists. Results are recorded on a bespoke end of year SIMs assessment tool. The Mandeville curriculum tracker records pupils progress through the PSED curriculum. Progress is reported to parents through the annual review. In close liaison with the assessment coordinator, data is collected and evaluated and we are able to track pupil progress over time.

We have several PSED resource boxes, which contain activity packs and objects linked to different areas of the curriculum.

We invite a range of agencies and services such as Colourscape, The Orchestra of Enlightenment, Drake's music project, The Children's ballet and Blink dance to help with the delivery of the curriculum. We work closely with the London Healthy Schools Improvement Team, who support with training and advice related to developing targets for healthy schools awards, related to our SIP

We use teaching approaches that suit the individual needs of children. We provide a range of opportunities to develop PSED for example, discussions (school council), drama, role play, multi-media, circle times, competitions and problem solving.

We provide immediate feedback in the form of celebration to recognise achievement. We have regular weekly celebration assemblies. We have reward charts and certificates to celebrate success. Every child has input in their annual review, either by attending, or representation being made on their behalf, if it is more appropriate. All pupils have their achievements recorded in learning journeys. All pupils have photos and/or videos taken to record achievements. These are then given to parents/carers at the annual review. Parents/carers have regular positive feedback using home-school diaries and phone conversations. These approaches have a positive impact on every child's self awareness and self esteem. It also supports children to recognise the strengths of their peers.



Parents

PSED and citizenship provision should complement the personal development of children provided at home. Working with parents is therefore a vital part of the whole school approach. At Mandeville we work in partnership with parents. Class staff and other relevant staff will regularly consult with parents on PSED and citizenship in order to develop a better understanding between home and school and reinforce key points of learning.

Training and development.

The need for training and development for individual staff is identified through Continuing Professional Development (CPD) and the School Improvement Plan. Both these processes also support staff training and development. Training is delivered through external courses, Curriculum Development meetings, staff INSET and feedback. Peer observation and working alongside colleagues are also part of our CPD development. We have links with other special schools to share good practice in PSED. Networking meetings are being set up with the other special schools of the borough, PSHE leads to support and develop the teaching and learning of PSED.

School Improvement Plan

As a major part of the School Improvement Plan we are focusing on:

- Pupils having more experiences of the local and greater community
- Mandeville PSED baseline assessment and curriculum.
- Mental health – developing staff awareness of the issues of mental health for pupils with learning difficulties.
- Outreach training