

Camphill Approaches

The Camphill approach interweaves daily life, the development of skills, work, cultural activities and meaningful social relationships into a coherent rhythm which enables each child or young person to engage with others, take responsibility, change, grow and develop independence. It is based on the foundational principle of the profound value and uniqueness of every individual, the right to a life with meaning and purpose.

The Camphill model encompasses approaches designed to address the child or young person's whole nature and range of potential through activities which support cognition, emotional intelligence and resilience and practical abilities. These activities are designed around each pupil's physical, emotional and intellectual needs and are experienced through supportive relationships with staff.

Our commitment to enabling the best possible quality of life means that staff are trained and experienced in using a range of methodologies and strategies to support each individual's needs and development in all settings throughout the pupils' day,

In promoting independence, we facilitate the development of self-risk assessment and problem-solving skills in each pupil by giving them the time, space and encouragement to explore, investigate and experiment safely. Helper and helped live and work side-by-side, each learning from the other.

We believe that education must be for life, that all young people should be helped to develop as successful learners, confident individuals, responsible citizens and effective contributors and that we need to be creative and flexible in finding ways of making learning meaningful and accessible for all our young people.

We aim to develop pupils' self-esteem and confidence through allowing time and space to 'have a go' and to persevere.

We aim to promote the development of fitness and stamina by giving each pupil the opportunity to challenge their physical skills and motor coordination.

We aim to facilitate opportunities for pupils to gain an experience, understanding and appreciation of the natural world and our place in it. Our extensive site offers a therapeutic and educational experience to children and young people who may have experienced difficulties with a more formal approach to education.

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This approach has been very successful with pupils and young people who have been out of school for long periods of time or who found it difficult to adapt to a classroom setting due to behavioural difficulties.

The therapeutic approach we take supports the natural developmental stages outlined by Rudolf Steiner, by allowing pupils to learn at their own pace, beginning with how the pupil presents at their particular stage of life and development.

We actively support pupils using a therapeutic approach which seeks to provide healthy sense impressions which pupils can learn to integrate more effectively.

We do this through encouraging exploration of the therapeutic learning opportunities in the classroom, such as crafts, music and drama, through exploration of our rich, natural environment.

Other therapies, such as Speech and Language and Occupational Therapy can be accessed through the pupil's Placing Trust but we provide support for communication needs through a Makaton programme, led by the Assistant Teacher for Communication.

Input from Occupational Health informs both our approach to sensory integration therapy, and physical education, as well as our provision of appropriate physical environments for learning.

Positive Behavioural Support is a framework for developing an understanding of behaviour of concern rather than a single therapeutic approach, treatment or philosophy. This framework is based on an assessment of the broad social, physical and individual context in which the behaviour occurs, and uses this information to develop interventions. This accessible, holistic, multi-disciplinary framework gives scope to truly know and understand our pupil's needs leading to effective support and better experiences for pupils and staff in school.

Positive Behavioural Support aims to improve quality of life for our pupils and for those around them, thus reducing the likelihood of behaviour of concern occurring in the first place. Through multi-disciplinary team working, we strive to support our pupils and their families to achieve that aim.