

School Life

Our Pupils

We cater for children and young people with:

- Autism Spectrum Disorder
- Intellectual Disabilities
- Social, Emotional and Behavioural Wellness
- Attention Deficit Hyperactivity Disorder (ADHD)
- Impaired Mobility
- Sensory Impairments
- Epilepsy
- Genetic Syndromes
- Behavioural Challenges

Whilst each pupil has an individual set of objectives to work with throughout their schooling, all share the following objectives have been formulated in response to assessed needs.

Our pupils will have the opportunity:

- To develop the ability to feel happy, safe and secure in the learning environment
- To develop capacity in social interaction and communication
- To develop a range of self-help skills
- To develop an understanding of functional numeracy and literacy to assist daily living
- To access to a range of appropriate curricular objectives.
- To develop capacity in expressive and receptive language
- To develop positive behaviour through PBS planning and modelling
- To develop fine and gross motor skills and physical play skills
- To develop attention and focus
- To develop ability to engage in learning alongside peers
- To develop further independence in personal care and living skills.
- To develop emotional and sensory regulation
- To develop ability to engage in adult led and non-preferred activities

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To develop ability to wait without behaviours emerging
To develop self-regulation skills and appropriate behaviour

The School Year

At the heart of Camphill School, Glencaig life is the celebration of festivals throughout the year. Celebration is a fundamental element of our school ethos. We celebrate each other as well as the school and the world around us through such social events and festivals.

Camphill Schools across the globe place great value in celebrating festivals together. Festivals celebrated in our school include Harvest and Michaelmas time, Diwali, Advent, Christmas, New Year, Hanukkah, Imbolc and St Brigid's Day, Easter, Midsummer Day and St John's Day. These celebrations throughout the year are closely connected with the four seasons.

It is important we also respond to the diverse religious, spiritual and cultural backgrounds of people with whom we are living and working and our school will respond to this through inclusion of special festivals which either our pupils or staff will have a connection to.

This practice provides a regular rhythm for school life which helps our pupils orientate themselves in the world and is a foundation for our daily work with the pupils.

The festivals allow us to stop and breathe, reconnecting with each other and the passing of time through the seasons.

Beginnings and endings give form to life in our school, not only the big beginnings and endings in August and July; they also remain a focus of each term, each topic and each assessment.

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The School Day

When using the Camphill approach, it is vital throughout the school day, to have a beginning a process and an end, a reflection of daily life.

We must be mindful of the powerful emotions that can surrounds beginnings and endings for our pupils. A teacher must be able to recognise these powerful dynamics within themselves and the students. These periods of transition are often a site of significant pain and anxiety as well as an important feature of emotional growth.

It may take two or fifteen minutes for a pupil to settle in school, in a lesson or to be ready for break or lunch but the moment of beginning is clearly drawn. Such intentional beginnings create a learning space and a “we and I situation” and at the same time we also help the pupil to find a social form of how we can do this together.

When we finish with the activity the pupil is given a verbal or visual signal that the end is coming and then that it has arrived by tidying away the task together or by giving thanks for a meal.

This rhythm of beginning, doing and ending is reflected in each pupil’s daily and weekly timetable, which gives the opportunity for flow in activities and between group or individual learning.