



School Self-Evaluation and Improvement Plan 23/24

Strategic Ambition

Surpass our outstanding specialist provision; maximise its skills, expertise, knowledge, resources, and environment to guarantee impact. Ensure pioneering research and innovative delivery across SEN which maximises the attainment and progress of all students and ensures a social return on investment.

Become the hub of SEMH provision in the north of England, developing SEN services beyond our drive and impacting locally, regionally, and nationally.

Mission, Vision, and Values

'Becoming the best, you can be'

We are here to serve children and young adults facing the challenges associated with social, emotional, and mental health. We provide care, education, health, and therapy through the delivery of proactive, creative, and child-first responsive practice steeped in trauma specialism.

We want our children to be happy and healthy, to grow, learn, play, and thrive, and when our young people leave, they are equipped with the values, resilience, strength, and independence to make the transition to adulthood. Over time, our young people learn to connect with the world, value their uniqueness, and celebrate their identity. They have a sense of purpose, grounded in self-respect, a value for others, and the skills, security and safety, well-being and health to help shape their lives.

Our staff are brave, curious, solution-driven and model hope at all times. We are a community of reflective practitioners, using our experiences to challenge our existing knowledge and the status quo, to ask questions, and think critically, providing a safe place for our team to continue to learn, grow and develop in and through their practice.

We provide a nurturing and optimistic place of belonging and safety. The 'two hands' of caregiving help children to thrive, building relationships and connecting through warm, affectionate interactions that follow children's interests and strengths, provide child appropriate experiences and play, and communicate the supervision, structure and boundaries that children need to feel safe and secure.

We work hard to help our children and young adults to Become the Best they can be, teaching our boys that anything is possible, supporting them to achieve their dreams and an enhanced quality of life, developing their interests, skills, and talents, and shaping experiences that create cherished memories.

We provide nurturing, inclusive, and enabling environments in which everyone feels safe, heard and seen. We have a can-do approach, and a culture of high aspiration and relentless positivity, fostering empathy, understanding and kindness, and taking calculated risks that create endless possibilities for learning and success.

We have a commitment to excellence, operating with precision and professionalism, coexisting harmoniously with our dedication to today's practitioners and tomorrow's leaders.

Our vision is one of continued reach. We want to effect a change that leads to better lives for children wherever they are supported. We want to support and help build an education offer that truly understands children's needs, one which recognises and aligns with life's challenges, one which goes in search of the why, and with an ownership of responsibility and accountability. We want to continue to be a leading organisation that models and inspires, helping build a generation of outstanding children and young people, practitioners, educators, and care and health professionals.

School & 6th Form Context

Designation DfE No. 381 7005 URN. 107589	Non-Maintained Residential Special School & Sixth Form	PAN	87	Age range	5-19 (school)
Students and status	77 made up of 55 Non-Residential 2 Part Residential 20 Residential	Students with EHCP	100%	User authorities	15
Overall student attendance	2021-2022 - 96% 2022-2023 – 97%	Students with co-existing conditions	100%	Students entitled to FSM	43%
Student vulnerabilities CLA CIN Fostered/Adopted	20% 19% 17%	Students eligible for pupil premium	53%	Students from single parent families	40%
Students on a Child Protection Plan	4%	Students with a social worker	27%	Students with CP Concerns	27%
Students with communication, Processing, and interaction difficulties at tiers 2 and 3	63%	Students with 1:1 or 2:1 support	79%	Students accessing therapy	60%
Families offered therapy Families accessing therapy	100% 34%	Students accessing outreach and holiday outreach	78%	Students with English as an additional language	2
Students with evidenced Adverse Childhood Experiences (ACE's)	31%	Students who have missed formal schooling for 3 months or more prior to admission	31%	Students on target to achieving Qualifications & awards / WHSS Bacc	100%
Of those student with ACE's those with 4 or more	35%	Students living with grandparents (SGO)	4%	Student QoL engagement	100%
Students with Vulnerability Factors	100%	Students requiring intimate care	1%	Persistent absence (90% or less) Persistent Absence Nationally in Special Schools	2021-2022 - 11% 2022-2023 – 10% 38.7%
Y11 Students moving onto College or Further Education	100%	Students remaining in College or Further Education after a year	83%	All leavers achieving WHSS Bacc	100% achieved full Bacc
Staff Westfield Engagement	90%	Staff QoL engagement	100%	Staff Occupational Health engagement	66% (143 staff)
Staff with clinical supervision / coaching / therapy	15% (26 staff)	Staff attendance	97%	No. of staff working in Main School No of staff working in Boothroyd House	176 9

Total Number of Governors	9	Total number of Governor Vacancies	4	Chair of Governors	Roger Tilbrook
Vice Chair of Governors	Sue Ackroyd	Chair of other Committees	School – Kate Wilson Premises – Roger Tilbrook Finance – Andy Fairbairn	Trustees	Mr Roger Tilbrook Mr Brendan Heneghan Mr David Duncan Mrs Michelle Cuffe
Staffing Structure	<p>Our robust and well embedded staffing structure ensures staff are deployed in a focused and effective way, always with our statement of purpose and strategic plan strategic at the forefront. The senior and middle leadership structure has been increased and enhanced in recent years which has provided opportunity for us to reflect and have the capacity to meet the future needs of the school. We are currently in a further transitional period towards implementing additional leadership enhancements ahead of September 2023. Our aspiration is to build a staffing community who believe in their own abilities and achieve their aspirations. We build resilience in our staff to have the confidence to face challenges with determination. Staff are our strongest asset and are an ever-growing team of dedicated specialists, highly trained, equipped, and skilled with knowledge and experience to meet ever increasing needs. Our staff work is grounded in our values and ethos which is overt and apparent in all actions. Staff are engaged in research, innovation, development and change on a constant basis and as a result are skilled in decentralised decision making. All staff are offered high quality and effective line management, supervision and where needed clinical supervision and coaching. Individual pathways are offered to staff in terms of learning and development to meet both the needs of the school and the skills and interests of our staff in line with our development plan. We learn continuously as a community, together and staff support for one another is extremely strong with purposeful partnerships that help develop understanding and knowledge of each other's roles and their art in the school. There is an important level of trust and respect between our staff and a culture of support and empathy at all levels.</p>				
Quality of Life & Positive Behaviour Support	<p>The Quality-of-Life Framework encapsulates all the work already being done across all areas of the school, it is an inherent part in our ethos and intent, and it also quite naturally sits alongside our Positive Behaviour Support approach and values. With a strong focus on Independence, Social participation and Well-being, the framework gives us a fantastic opportunity to identify areas for improvement and focus. Our Quality-of-Life work is underpinned by the belief that our students need to be happy, healthy, and able to make decisions, which prepare them for adult life. QoL is firmly embedded into our curriculum. The school day starts with a range of individualised 'QoL Development Sessions', available to all our students. These are formed from the data taken from the QoL questionnaires. Half termly timetables are compiled by Key Workers which clearly show, outcomes to be focused on.</p> <p>Family QoL is of the utmost importance to us as a school and as with the students, questionnaires are sent out to all parents/carers twice a year. The feedback enables us to form Family Engagement Days, where we can share knowledge and practice which ultimately improves the QoL as a family.</p> <p>In its widest form, the data from the questionnaires form our 'Curriculum Drop Days' these take place twice a year with the focus of these days being driven by the data. These days have been hugely successful, with a focus of creativity but educating our boys.</p> <p>Under the QoL umbrella, Gareth Potts (Personal Trainer) offers individual and group HIIT sessions to students, families and members of the school community. The Health and Well Being sessions for our families has been extremely successful, with a focus on exercise, diet and lifestyle. Gareth focuses on making small changes that become habit, two families have been fully committed to the sessions and they have been happy to share their personal journeys with our school community and to the wider audience. For both families QoL has improved significantly over last few months and their stories clearly reflect their progress.</p> <p>Our staff understand that they play an active role in promoting and implementing all strands of the QoL framework and that their Health and Well Being is of the utmost importance. Therefore, every Friday, we provide a wide range opportunities/experiences ranging from Golf, HIIT, Reading Club, Pub Games, Snooker and much more with the focus being to improve the Health and Well Being of the staff. We also have IT curfew within school, where no emails unless Safeguarding/Child Protection related should be sent between the hours of 7pm and 7am and during the weekend and holiday periods.</p>				

The school practices Positive Behaviour Support (PBS) is an approach that can support behaviour change. Unlike traditional methods, the focus is not on 'fixing' the person or on the challenging behaviour itself and never uses punishment as a strategy for dealing with challenging behaviour. The idea behind PBS is that all behaviour serves a purpose. Difficult behaviour can be reduced if we know what children are trying to achieve by behaving in particular ways. The PBS approach aims to teach children more positive and socially appropriate ways of communicating and getting what they want. This makes difficult behaviour ineffective or unnecessary, which means children are less likely to do it. All our boys have a PBS plan to help us best support them. These are live documents that are updated regularly with strategies and the most current information needed. In simple terms PBS means: Trying to understand why a person behaves the way they do; finding ways to prevent the behaviour from happening; finding good ways to deal with the behaviour when it does happen and avoiding the use of punishments to change a person's behaviour.

Curriculum, Timetables & Pathways

All our children come to us with a depth and range of diagnoses, with prevalence around Social, Emotional and Mental Health needs and challenges, complicated by co-existing conditions. The needs of our students, including their barriers, starting points, their contexts on arrival, experiences, and feedback, are what shapes our curriculum design. Very broadly speaking, the special educational needs of our children fall under the following areas: Communication & Interaction; Cognition, Learning & Play; Sensory & Physical; Preparation for key transitions/independence/adulthood; and Health & Medical. Therefore, the breadth, diversity and complexity of their needs dictate individual approaches and pathways to scaffold education, health, and care.

Quality of Life is a particularly key component of our intent. As well as a whole school approach to hearing student and family voice and using feedback from termly surveys. We use a universal and widely accepted QoL model. This is centred upon three broad dimensions - Independence, Social Participation and Well-being. This model, and associated sequential descriptors, forms the basis of Keyworking and whole school curriculum priorities. All our children have guaranteed unequivocal fair access to a rich, broad, balanced and experiential curriculum delivered across 24-hours of seamless learning opportunities. Experiences in residential care and after school, including evening activities, membership of clubs, trips, cultural/subject/topic and learning celebrations, outdoor learning weeks, weekends and holidays away have very clear and tangible links within the curriculum offer. All students have access to creative opportunities, i.e., music, art, singing, dance, yoga and play as well as outdoor and progressive skills that build on prior experiences, develop, and promote interests and talents which link with and are transferrable to home and families.

The curriculum is delivered via an integrated approach from staff across all disciplines including residential care, teaching, learning support, family support, OT, SaLT, and Psychotherapists and is scaffolded by extensive support services. Staff are experienced and appropriately trained, and they all work on the principle that there are no limits to success. Our curriculum is the totality of students' experiences from KS1 (Key Stage 1) through to KS4, and beyond for young people who reside and attend local colleges in KS5. It is a 24-hour curriculum in its purest sense, providing students with teaching and learning experiences across a range of subjects and activities throughout the day and into the evening. Day time learning is delivered in a sequential, progressive manner through each stage, at each point checking learning with recall and retention (using a multitude of methods) and developing learning over time. Whilst teachers understand the knowledge and skills to be gained at each stage, the curriculum and its delivery addresses gaps in knowledge and understanding from individual starting points to ensure our students develop, consolidate and deepen understanding across all areas over time. Subjects and curriculum areas include English, Maths, phonological awareness, RSHE, Modern Britain, PSHE, SMSC, Imaginative Learning, Computing, Investigative Science, Outdoor Learning, Creative & Expressive Arts, Water confidence, Sports, Leisure & Fitness, The Arts Award and Careers & Employability; Design & Technology, First Aid, Construction, Duke of Edinburgh Award, Textiles and Music are also offered.

Some students still need to embed the foundations of learning and therefore are best suited to an Early Years type provision/delivery, designed to develop communication and language, physical, personal, social, and emotional skills, literacy, and mathematics, understanding of the world, and expressive arts and design. Supported by a carousel of continuous provision stations, appropriately designed and resourced, children in KS1 and 2 are introduced to imaginative learning projects, in a cross-curricular approach, that build on knowledge and help make sense of concepts. This provides firm foundations, using the phases of Engage, Develop, Innovate and Express. As well as building on early learning goals, there is increased focus on areas of English, Maths, Science, Art & Design, PHSE, Geography, History, Computing, Design & Technology and PE. Students are also encouraged and supported to complete the challenge of '50 things to do' before moving to KS3. In KS3, most students are ready for their next stage of personal learning and development. This includes more choices and opportunity to access academic and vocational study in areas of interest

	<p>and skill, whilst still providing access to core subjects and the wider curriculum areas. Our personalised WHSS Bacc pathways provide core subjects, personalised choices and a breadth of opportunities and experiences to create a 'passport to the future,' leading to a transition to KS4. In KS4, students are introduced to more formal study options dictated by personal pathways linked to career aspiration, interests, and skills. OCR Life and Living skills is used to plan individualised pathways focusing on specific interest and needs that will benefit students in their next stage of education. Some of our young people access bespoke learning and development packages and are supported off site at local education and skills providers. Students are encouraged to complete their passports to the future, participate in work experience or school-based jobs, and develop the skills for independence, further study, and employability.</p>
<p>Qualifications & Awards</p>	<p>The WHSS Bacc is our bespoke school performance indicator that measures students' success and attainment and for any students which stay in our post 16 provision based on a range of achievements, experiences, life-based skills, awards, and qualifications. All our students are entered for the WHSS Bacc on a pathway suited to their skills, needs and talents. It is our aim that every student will achieve the WHSS Bacc by the time they leave us. Our bespoke WHSS Bacc recognises that a broad and balanced curriculum is vitally important to help all students fulfil their potential, whatever their educational needs and learning goals.</p> <p>We have five pathways which begin from Year 9, all of which set our students in good stead for the next stage of their learning journey, providing them with the qualities to access further education, life skills relevant to today's world, and easing their transition into adult life. All pathways contain academic success in two of the core subjects, English, and mathematics. Our students can select three non-core subjects from a varied and broad range of qualifications and awards that suit their skills, interests, and talents. Many students study more than these. Alongside academic qualifications, all our students can undertake a plethora of experiences such as bike-ability, health and fitness, outdoor learning, and water confidence to name a few. This works alongside our '50 things to experience before you leave WHSS' initiative. Our students also undertake learning in areas such as first aid, food safety, online safety, British Values; achievement of the WHSS Bacc also considers student participation in our Quality-of-Life Curriculum, Therapy, Social Progress System, work experience, school jobs, volunteering and community work, participation in clubs and activities, and progress made towards their individual EHCP targets.</p>
<p>Assessment & Annual Review of EHCP and progress</p>	<p>We use a mixture of bespoke and off the shelf screens, baseline and assessment methods are used for care, health, and therapy, which feed in to the 15-week assessment. These capture all progress made from individual starting points through to destinations. Assessment serves a multitude of purposes, as well as identifying gaps and next steps, we use our information and data to reflect on the impact of our interventions and progress made against EHCP outcomes.</p> <p>Students are entered for SATs based on individual academic performance and emotional readiness. The school is data informed and performance data is only a starting point- a useful indicator of a need for further discussion and investigation of the context and story behind.</p> <p>We use formative assessment to inform future planning for progress, address misconceptions and provide feedback and support for students to achieve their next steps. The key to demonstrating progress at this school is supported by the importance of on-going monitoring and feedback which is integral to teaching and learning and captured by a variety of methods, often suited to individual needs.</p> <p>Summative assessment is used to give us a snapshot, at a point in time, to track progress from individual starting points (against end of year expectations broken down into stages, such as 351 = stage 3 with 51% completed) and stored on our information management system (SID). An indication of 1/ suggests students have visited a strand within a subject stage and 2/ that students are secure in knowledge and consistent application. This said, we know that our students will always need to revisit many aspects of their learning due to their SEN, learning barriers and SEMH needs; despite this, our students access qualifications in KS3/4, and 5 through college courses often studied in the local area.</p> <p>Due to a high percentage of our students with significantly low starting points and disadvantage, as well as the small learning groups, it is often not relevant or beneficial to look at cohorts of students as focus is on individual progress (not solely attainment). Expected progress over time is therefore difficult to define accurately, however short-term targets do reflect next steps of expected progress and allows flexibility to revisit areas, as necessary. Our system does however allow for comparative data and the Senior Leadership Team sample data and information to ensure there is a relentless determination to drive forward improvement across education, care, health, and</p>

therapy. Initial progress may not be rapid and catch up with peers does not always occur, yet our expectations remain high in all areas of progress. Termly progress meeting formally capture updates.

Numerical pupil outcomes, published in performance data, is therefore not relevant in judging school effectiveness. Attainment 8 data is not relevant in the main due to the lack of data, the fact that cohort numbers are less than 5 and that our students need a broader offer to meet their needs.

Assessment process for Highly Specialist Speech and Language Therapist (SaLT) and Highly Specialist Occupational Therapists (OT) input:

Upon admission Speech and Language Therapy and Occupational Therapy have a consultative role within the multi-disciplinary team assessment process. During the initial 15 weeks on role our Speech and Language Therapists baseline speech, language and communication skills for all students and allocate a needs-led Tier of support for therapy intervention.

For students with identified SaLT and OT needs, clinicians provide a comprehensive bespoke assessment using informal and standardised assessments tools as appropriate. SaLT and OT take a holistic view of the student, working collaboratively in consultation and in practice as appropriate, to ensure effective and functional outcomes. In practice joint working through intervention ensures a tailored and accessible assessment for students. The outcomes are documented within the 15-week assessment report framework and speech and language therapy and occupational therapy attend the 15-week assessment meeting to discuss the findings.

The role of the SaLT and OT is maintained where needs are identified and using the tiered model of intervention, the student is allocated specialist support. SaLT and OT complete reports to evidence outcomes of assessment, intervention, and progress as part of the EHCP annual review process. Students whose needs are met by the schools universal and targeted offer are supported consultatively by SaLT and OT in collaboration with care and education teams around the child.

Learning mentor team meetings, progress meetings, annual reviews, internal team around the child meetings, and multidisciplinary team discussions inform the decision-making regarding referrals for specialist support from SaLT and OT.

A member of the Psychotherapy Team is allocated to undertake a therapy assessment with all students, the aim of the assessment is to gather information to gain a deeper understanding of the child's emotional and psychological well-being and needs, and to ascertain whether the child and family need therapeutic support. However, an initial screening discussion always takes place first to ascertain whether the student is ready and able to participate at this point (a 'settling in' period is sometimes required for a variety of reasons). The allocated Therapist contacts parents/carers and gathers any relevant family history and background information (including ACE's/VF's). The assessment process consists of information gathering, meetings with parents/carers, dyadic assessment sessions with parent and child and individual assessment sessions with the child, giving all aspects of the child's system an opportunity to be heard and understood. The assessing therapist will consider whether therapeutic support would help the child and their family, what form of therapeutic support would be most suitable while considering timescales and aims of the therapeutic work needed. The assessing therapist attends the 15-week multidisciplinary meeting. An initial assessment report is written for the team around the child which includes results of the outcome measures used, SDQs, HoNOSAs, Happiness Inventories and Psyclops. The team around the child also record baseline measures to assess the child's abilities and measure progress in those first 15 weeks at school.

The assessment process concludes with a multidisciplinary team meeting to discuss their findings, including Education, Care, Health, and Therapies departments. Conclusions from the assessment, ensure that the needs and development of the students can be tailored and delivered at a level that is appropriate to them across all departments and the outcomes in the EHCP documentation are reviewed and any recommendations to these outcomes are suggested to the LA (Local Authority). Following the Initial Assessment, an EHCP review takes place after approximately 6 months and then once a year as a minimum statutory requirement. The EHCP meeting process is an opportunity to celebrate and share progress that the student has made throughout the year with parent/carers, external professionals, and the LA. The multidisciplinary meeting is generally held within school where all parties are given the opportunity to share the work undertaken and progress made whilst also making suggestions on areas for future improvements. From these discussions, the EHCP outcomes are reviewed and any recommended changes to outcomes agreed. LAs (local authorities) are then expected to adopt these outcomes and this forms the basis of the EHCP going forwards.

<p>Ofsted (15/3/18)</p> <p>Key Areas to improve further from last inspection report</p>	<p>Outstanding</p> <p>Continue to improve the quality of teaching, learning and assessment further, by ensuring an even-greater consistency of outstanding teaching across all age groups and subject areas, especially in English and mathematics.</p> <p>Continue to maximise the attainment and progress of all pupils to diminish the differences from national averages for schools further, especially in English and mathematics.</p>
<p>Evidence</p>	<p>Highlights</p> <ul style="list-style-type: none"> • Central Services • Move to Trust/Incorporation • PBS – way of being PBS Lead and Team/pillars • Trauma Responsive Practice • SLT/SDT growth • Staffing to 220 • 62-112 boys • Boothroyd (52 weeks) • Individual pathways to university • Therapy building • Breadth of curriculum offer • 5&6 converted to Burrow house • MH First Aiders • Family team • Q of L (staff and kids) • SaLT/OT - tiered system and integrated work across T&L and Resi Care • SLT breadth of expertise • Term time holidays • Occupational Health Nurse • School Social Worker and FIT worker • Ofsted • NMS file • BACC • Operational leads • Quality assurance • Monitoring structure • Curriculum subject leads reviews (deep dives) • Ann-Marie – central to assessments

- Personal Integrated & needs-led integrated assessments (SaLT/OT) that drives a tier-led model for intervention – resi care/learning
- Progress Reviews
- Go Educate
- Maths Tuition

WHSS Curriculum is a broad and balanced, knowledge-rich curriculum. Its content is delivered through a range of subject-specific projects, which last either a full or half term.

Subject-specific projects cover art and design, design and technology, geography, history, and science. [The William Henry Smith School \(whsschool.org.uk\)](http://www.whsschool.org.uk)

Currently, we use specialist schemes for computing, PD&HL, RSHE/PSHE and music.

The structure of the WHSS Curriculum provides a robust framework on which we build deliverable content. The knowledge and skills provide the foundation for the sequential lesson plans and resources within each project.

The long-term WHSS Curriculum plans set out the projects for each year group and term. Projects are organised to maximise meaningful links between subjects, aspects and concepts.

The projects provide thematic and creative learning based on a primary model delivery, whilst encompassing SMSC and Modern Britain values. RSHE (Relationships and Sex education we became Early Adopter School) compulsory new curriculum has been mapped across all stages and is being delivered in accordance with the statutory requirements. OT/SaLT, Curriculum Leads and Lead Teacher in English and Maths meet to discuss whole school curriculum. Additional support and training provided by SaLT to Learning Group staff. A new phased approach from OT and SaLT has been created - ABC (All, Bespoke and Complete). Provides clearer guidance on process and identifying need.

Increased knowledge of Unit Awards – HOE has attended ISW/Care staff meetings and there is greater knowledge of the learning opportunities through Unit Awards. An increased number of awards is being accessed by students.

There are bespoke timetables in place for some students. Pupil Premium funds are used to support some of the offsite learning. Pathways are identified in the Progress Meetings (Buckets). End of Y8- meeting to discuss ambitions, work, college, etc. Tailored pathway from here.

Lower Farmhouse has increased the facility to deliver in continuous provision way and these have been working effectively. Upper Farmhouse have now got a range of stations in the smaller classroom.

Work undertaken with Cornerstones. Staff getting more familiar with programme. Progress has been made in relation to mapping Science through topics chosen. We have also mapped the LTI short projects into the chosen topics. The EYFS (Early Years Foundation Stage) provision has been extended in the Farmhouse. Lower Farmhouse now has a range of stations that are working well.

In addition, our current staff have received Literacy training during Education Meetings and Twilight sessions. Our teaching staff and LSAs have received VIPERS support to ensure our students receive a Quality First Teaching offer and supported with reading comprehension effectively. Students within farmhouse continue to receive daily phonics sessions and this is now consistent throughout lower school. All students in school read daily and the whole school adopts a Drop Everything and Read (DEAR) approach, weekly. VIPERS lessons are now timetabled for 3 sessions a week, to allow students to embed the relevant skills required to gain good reading comprehension. Accelerated Reader (AR) is established across school and STAR reading assessments are completed termly. Data is used to inform teachers of students reading ages and

ZPD range. This is in line with AR and their online library MyOn to ensure that the books that student access are relevant to their ability and interests. All teachers, LSAs and LSMs have received Accelerated Reader Training and are aware of how to support our students.

Curriculum mapping across school, all teachers have contributed to the curriculum design and mapping (including coverage). Improved knowledge of progression and sequencing of concepts are embedded in Maths and assessment and the associated materials shape the curriculum and its delivery. Literacy and reading continues to be promoted and all students are supported to develop a love of reading. Students regularly visit a local bookshop and reading areas are prevalent throughout school.

There has been an increase in engagement with boys reading, and some classes joined a local library. House staff continue to work alongside education, ensuring our students embrace our 24hour curriculum offer, by arranging visits to the local library and reading bedtime stories. Development of specific AQA unit awards for literacy – created AQA literacy booklets for Holes and War Horse and specific literacy resources which will be able to be accredited.

IT Teacher took part in a parent/carer workshop on staying safe and having a healthy screen time.

The use of correct SPaG and ways of writing are frequently modelled in English lessons and students work both independently and in small groups to rearrange model answers. Grammar and spelling games on computers are used and students take part in interactive games and problem solving using the interactive whiteboard.

There are a number of differentiated writing frames available in both printed and online versions to scaffold struggling students who can also be given sentence starters to help with the flow of their writing when needed. Students are encouraged to experiment with different sentence openers and to look at alternative ways of presentation. All KS 4 students are specifically taught about structure in preparation for their KS4 qualifications; the use of editing and reworking a text are important concepts in English and these skills are taught explicitly. This approach of editing and reworking structure also links with Numeracy as students are supported to look at a variety of options to encourage a greater depth of structural understanding.

SPaG is threaded throughout all lessons. Students are always encouraged to write in complete sentences which are punctuated accurately. Writing frames are used when appropriate. Writing is modelled in English lessons and students are given sentence starters to help with the flow of their writing.

Teachers continue to deliver Literacy, Numeracy, and topic-based sessions. Topic lessons are delivered using our WHSS Curriculum which ensures there is planning for progression throughout school. White Rose Maths units, which are used already in school have now been added to our WHSS Curriculum offer. Lesson observations and learning celebrations have shown how well the use of Read Write Inc (Phonics) is embedded throughout school. A phonics training session is arranged for the Spring term, where all teaching staff, LSAs and LSMs of students who are supported for phonics, will receive a refresher of good phonics delivery within the classroom. Ruth Miskin phonics training will be delivered by the end of the school year.

The Literacy Lead attended 'Ann Sullivan, Phonics for children with SEND' training, in the Spring term and has disseminated new knowledge with education staff. Great Heights English Hub are also working alongside to Literacy Lead to perform an English audit prior to offering Ac funding for further phonics support.

Students have made progress through the maths topics evidenced from the end of topic assessments and giving the teachers the opportunities to establish the gaps in learning and support the students appropriately. Staff are more confident in teaching maths through sequencing of activities therefore students can build upon their progress across all the topic areas ensuring a coverage of maths skills and knowledge.

	<p>Some students are able to transfer the skills taught in maths lessons to other curriculum areas and recognise the key vocabulary that is used. Staff have had access to the yearly planning and assessment from stage 1 – stage 5. All staff were following the topics for each term. The Premium Resources from the White Rose were purchased which has given staff weekly lesson planning and interactive PowerPoints to enrich the delivery of Maths across school.</p> <p>1-100 grids, whiteboards, multilink, dienes apparatus, double -sided counters, place value grids and counters, dice, money, basic shapes, number lines to 100, bead strings and multiplication times table resources and grids. There is a central resource area for certain discrete topics such as weight and mass, measurement, fractions, 3D shapes etc. Staff who were in school had opportunities to participate in several training sessions on using practical resources (manipulatives) to support learners. The teachers had training on accessing the maths planning folder and been able to locate the other resources to support their delivery of maths. With a change of staffing from the start of the year, training opportunities will be repeated to make sure everyone is equipped to support the delivery of maths.</p>
<p>Ofsted Residential Care (Nov 2022) No Recommendations</p>	<p>Outstanding</p>
<p>Therapeutic Support</p>	<p>The Psychotherapy Team provide therapeutic support to our children and families. The team liases closely with all areas of the school to offer a holistic and integrative approach. Training in child development, complex trauma and attachment theory underpin the therapeutic work and direct development for staff across the trust. The team consists of creative psychotherapists trained in Art Psychotherapy, Dramatherapy, Music Therapy, Dance Movement Psychotherapy, Systemic Family Therapy, Developmental Dyadic Practice and Counselling. The team are registered with their relevant professional bodies, such as Health and Care Professions Council and have undertake clinical supervision to quality assure their practice The team work to their professional code of ethics and standards. The team are dedicated to continued professional development to both ensure best practice and develop the offer of the school’s therapeutic provision. Therapists deliver individual, group, family and dyadic therapy sessions, while working closely with the team around the child. The child’s wellbeing is at the centre of our ethos and practice.</p> <p>The Family Team consists of our Systemic Family Therapist and Family Counsellor. Other members of our team are also trained to work with child and parents to support relationships at home. We acknowledge that families have often experienced difficulty in relation to education before our school is identified as support, so it is important to have active and holistic support available. The family therapy team can provide strategies around parenting skills, psychodynamic support around relationships and systemic support around family dynamics and agency engagement. Providing this support to families is key in supporting the changes and developments our students make. The aim is to help families and carers know that life can be different, and their child has immense potential. The Family Team work closely with staff to support families, parents, and carers, offering staff consultations and training.</p> <p>Our psychotherapy assessment process provides a space for children and families to tell their stories, to gain an overview of presenting issues and consider how therapeutic support could be helpful. The assessment process consists of information gathering, meetings with parents/carers, dyadic assessment sessions with parent and child and individual assessment sessions with the child, giving all aspects of the child's system an opportunity to be heard and understood. The assessing therapist will consider whether therapeutic support would help the child and their family, what form of therapeutic support would be most suitable while considering timescales and aims of the therapeutic work needed.</p> <p>The Therapy team regularly liaise with staff across all aspects of the Trust to ensure good practice and communication. The therapy team support and train staff through discussion groups, supervision, training and collaborative work with our children. The therapy team support staff understanding of developmental trauma, helping the Trust to become an organisation infused with trauma and attachment informed theory and practice. Short term, skills-based groups provide staff with opportunities to work alongside our children therapeutically, developing therapeutic skills they can apply to the classroom setting.</p>

	<p>The therapy team support and facilitate therapeutic resources in classrooms, to aid the development of trauma informed and therapeutic practice and complement the PSHE curriculum. Along with the SaLT and OT team, psychotherapists help to provide therapeutic resources for support with emotional regulation, endings and transitions, therapeutic interactions and emotional literacy.</p>
SaLT/OT	<p>Our Highly Specialist Speech and Language Therapist follow the evidence-based Tiers of Intervention model, which is integrated across Education and Care.</p> <p>Tier 1 - WHSS promotes a communication friendly environment for students. Student's speech language and communication needs are supported at Tier 1 as part of Quality First Teaching. Diversity in communication methods is celebrated and encouraged. Health, Education and Care staff are trained in the key principles of Makaton sign language. This is further extended, by our on-site Makaton Regional Tutor providing all staff with a 'sign of the week.' Intensive Interaction is part of the WHSS universal offer. The principles and practice of Intensive Interaction are delivered through staff training by the Intensive Interaction Institute. Focusing on the skills that underpin social communication, Intensive Interaction is used in school to; build relationships between staff and students, support students' joint attention and increase engagement and participation in activities. Intensive Interaction is also used to bridge the gap when difficulties arise with verbal expression, triggered by the learning, social environment or demands of a task. Opportunities are created to inspire verbal discussion throughout the school day and during time in Mozart, Newton, and Bronte house. The physical, linguistic, cognitive and the social emotional components of oracy are used to scaffold effective communication. WHSS universal checklists for Communication and Interaction have been designed by the Speech and Language Therapist, in consultation with Education and Care staff. Strategies focus on supporting; 1. Attention and Listening, 2. Sound Awareness, 3. Sound Articulation, 4. Language Comprehension, 5. Expressive Language and 6. Social Communication. The checklists are used to monitor, review, and maintain best practice across the 6 core areas.</p> <p>Tier 2 - Targeted Interventions support students; Attention and Listening, Vocabulary, Sentence structures, Narratives and Conversations. WHSS prioritises consolidation of oral language skills to support student's progress in reading and writing. At a targeted level, students' access ICAN's evidence-based Talk Boost Programme. Our Speech and Language Therapist, a licenced Talk Boost Tutor for KS1 and KS2 (Key Stage 2), has completed training for staff from our education and care teams. Trained school staff currently deliver the programme in partnership with the Speech and Language Therapist. Additional coaching is taking place, alongside the programme, to ensure competence and commitment to delivering quality intervention, enhancing staff learning and development and creating opportunities for collaborative reflection.</p> <p>Tier 3 - At a specialist level, in consultation with the wider team around the child, intervention follows a bespoke and child centred approach, with emphasis on connection rather than compliance. Prior to intervention, through the assessment process, which can incorporate intervention as appropriate, the Speech and Language Therapist gets to know the students and builds relationships. Through interactions, alongside familiar staff, students are supported to understand that the role of the Speech and Language Therapist is to help. Hope is conveyed throughout interactions, providing the foundation for all intervention. Transparent communication of the students' needs is prioritised, whilst emphasising existing strengths to enable students, where possible, to identify and collaboratively agree their own goals for intervention. For students who are unable to lead on their goals, the consultations with the wider team around the child support the identification of functional goals. Quality of Life targets; independence, social participation and well-being and a holistic view of the students learning across the curriculum support clinical decision making. Transparency builds trust in the therapeutic relationship developing self-esteem and self-confidence to support the students to reflect on and celebrate their progress.</p> <p>Our Highly Specialist Occupational Therapists provides assessment, intervention, and support to develop functional skills in a variety of educational, self-care and leisure occupations across school using a tiered model.</p> <p>Tier 1 – Universal support is accessible to all students as part of the quality first teaching offer. Resources and training are used to support sensory and/or physical needs and create an inclusive environment. The education and care environments are designed to ensure they are accessible, enabling, and organised, with availability of quiet spaces, accessible sensory equipment and flexible timetables, empowering students to regulate independently or with the support of school staff. Lessons focus on multi-sensory learning, using a variety of strategies to support all learning styles and generalisation of skills. Discovery time complements this and is designed to support further development of fine and gross motor skills. Activities are informed by the motor skills united and clever fingers programmes. Learning extends outside of the classroom</p>

environment, with students attending frill and flounce, rebound therapy, outdoor learning sessions and sport-based clubs. This supports improved quality of life, fine and gross motor development, and consolidation of learning. In consultation with education and care staff, a universal checklist for sensory and physical need has been created by our Occupational Therapists to facilitates monitoring of progress and ensures best practice. The focus of universal strategies supports regulation, attention and listening and motor skill development throughout the school.

Tier 2 – At a targeted level, students access support as appropriate in addition to the universal offer, focusing on emotional regulation, attention and listening, motor coordination and independence. Students access a range of interventions including aerial yoga and water confidence. The zones of regulation programme is used at a targeted level to create personalised toolkits and strategies which inform PBS planning, individualised timetables, and independence.

Tier 3 - Specialist input consists of bespoke interventions focusing on functional progress, participation in occupations and working towards predefined goals created in collaboration with the student and team around the child. To support generalisation of learning, intervention is provided in a variety of settings relevant to the goals identified, current development levels and area of focus. Intervention completed within the classroom or house environments uses a top-down approach, learning in context, to support generalisation in practice and application of skills learnt. Intervention within the Occupational Therapy department uses specialist equipment and a bottom-up approach prior to class/house-based intervention and generalisation of skills. Throughout the intervention process, regular contact is made with teaching and care staff, working together to track progress, adapt intervention, as well as providing bespoke strategies for use within class and house settings.

Health

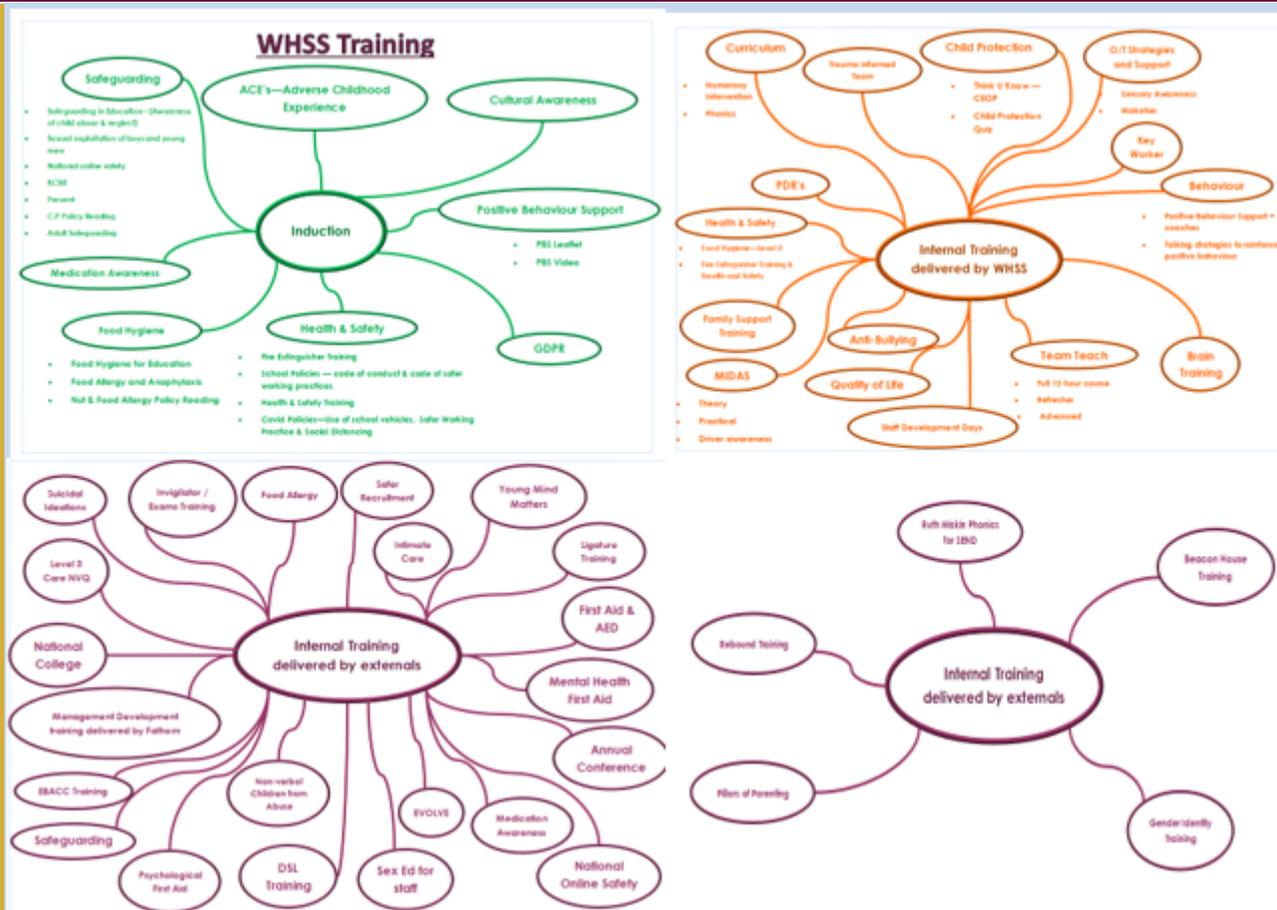
The health and well- being of our staff and students are paramount. We have two School Nurses, one who focusses on staff needs and the other who concentrates on the needs of students. They both attend the Q of L Leadership Group meetings and are part of the Health and Safety Group. AD promotes the staff health and carries out assessments on individual staff as needed from an occupational health model. Health promotion boards and displays are located both in the Health and Well- being office and SLT corridor focusing on a monthly health promotion topic. Staff are encouraged to attend the Office to discuss any health issues they may be having or for advice. Any staff on long term sick are offered support through regular telephone contact and follow up appointments when they return to School (phased return and amended duties are also discussed with returning staff). AD is involved in the Absence Management reviews for Staff who trigger on the Bradford factor and offers advice, support and strategies to Staff. Staff are signposted to Westfield Health and our own team of Therapists if appropriate. Andrea has signed up to the to the DfE Staff Well- being Charter. We use the service of TES for our 4 weekly health and wellbeing Staff questionnaires. Reports and results are then scrutinized, and plans put in place to act upon the information gathered.

A Staff Voice group has been formed, and meetings will take place every half term. We provide termly Health & Well-being Newsletters; this goes out to all Staff and Parents/carers. We have procured the skills of a Personal Trainer, who provides support and guidance on diet, nutrition, and exercise, delivers weekly workouts to students, and staff, and a programme to families. We also have termly fitness whole school challenges. AD and GP have collaborated to set up a group for Staff who feel they would benefit from monthly sessions, offering encouragement, dietary and fitness advice. AD offers clinical support to any Staff members who may need the opportunity to have regular catch ups for a chat. A menopause group has been set up and runs once a month for all Staff members. AD is in the process of putting together information packs for Staff who are unable to attend these meetings. Also Smoking Cessation information is being collected and put into packs for any Staff who would like some help stopping smoking. Flu vaccinations are offered to all Staff onsite. AD has completed the Mental Health First Aid Training and is in the process of completing a Diploma course in Counselling.

SH focuses on students' health and well- being, ensuring every student is holistically assessed. Support to staff is provided around students' medication and policies and procedures have been reviewed by the health team, and staff training around medicine- management and other areas of care are in place. As of recently, a nut policy and menopause policy has been devised for the whole school. Students, staff, and carers have needed support through the pandemic and are provided with up-to-date guidance. Immunisations for students continue to be promoted and offered in school along with the flu vaccines for both staff and students. We work closely with families, providing support, guidance, and signposting, and liaise closely with other health professionals. SH also has been working closely with the NHS hearing services to promote and get a new service within school, this pilot has now been completed and we are awaiting the outcome in terms of equipment. Quality of Life is a large part of our health

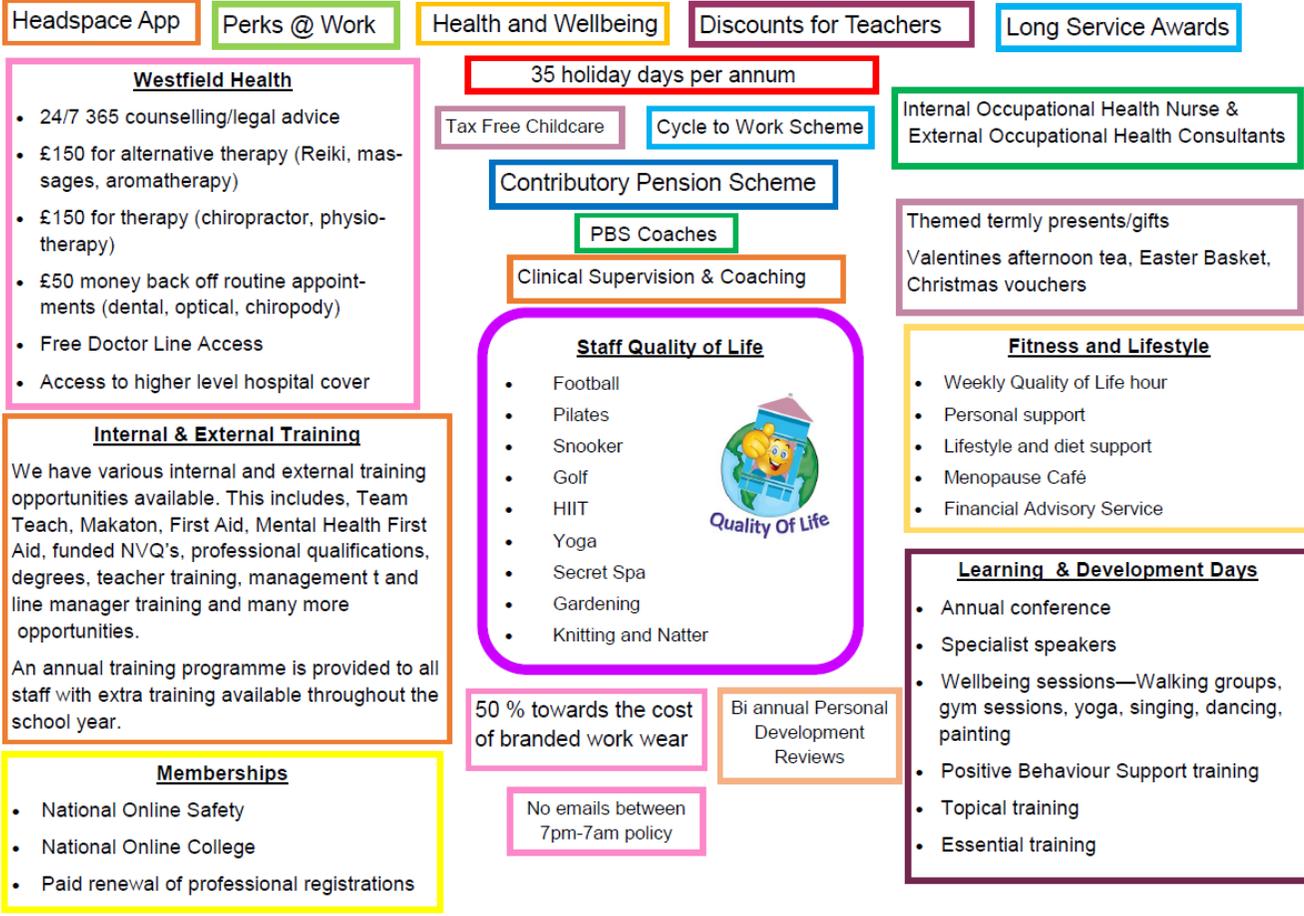
	<p>promotion work, encouraging a healthy diet and life- style, increased physical activity, better sleep patterns, improving mental wellbeing and a focus towards work life brilliance. SH has also delivered oral hygiene in small learning groups, and this has been received well by both staff and students.</p>
<p>Residential Care</p>	<p>Residential Care is provided with wrap around support currently in four residential houses, with Bairstow providing sixth form opportunities for our young people. Burrow house replicates real life living, where boys are encouraged to live semi independently in readiness to move into the sixth form provision or for when they leave us. All bedrooms have ensuite accommodation and children are allocated a chosen house, based on their developmental needs and complexities rather than age appropriately placed. There is a stimulating curriculum on offer for all age groups with a focus on individual tastes and aspirations. We personalise and tailor everyone's residential experiences in several ways, for example: personalised bedrooms, theme nights, living areas all demonstrate a focus on listening to children, respecting their rights of choice, and helping them feel confident to share opinions and teach responsibility for shared living.</p> <p>Bronte house is where our youngest residential children reside upon their admission to the school. Our main focus in Bronte is to provide a nurturing, warm environment, where adventure and curiosity are encouraged. We seek to embed core values and social skills within our children through positive role modelling and learning through play. Each child will undertake a thoroughly planned induction into our home. They will be supported to build new friendships with their peers and develop positive relationships with experienced and nurturing staff who are currently training to become a trauma informed team.</p> <p>As the children transition to new houses their skills are developed further, communal cooking, developing life skills such as washing, and ironing are encouraged, whilst also giving the boys the opportunity to access many local facilities and resources. Whilst in Bairstow the focus is on life and living skills and preparing for life beyond WHSS. Driving lessons are provided to all boys in Bairstow, they are encouraged to travel to and from school/college via Public Transport whilst being responsible for the management of their own weekly budget. All boys in Bairstow have individual tuition to further support them achieving their full potential in Maths and English.</p> <p>All the houses are unique in terms of what is accessible for our boys in relation to their age and needs. Individual pieces of work are displayed around all houses, reinforcing traits such as self-achievement, self-esteem, whilst also reminding our boys of the positive experiences they have had with staff members and the skills that were developed during these times. Weekly Newsletters are provided both internally and externally sharing and celebrating the children's developments and achievements with family and friends as well as time for self-reflection.</p> <p>We support the development of individual pathways to capture needs from starting points, providing opportunities both within school and within the local community to further develop interests and skills such as music, boxing and rock climbing. Within the residential provision, as well as offering support to children throughout the educational day, we have developed and seen huge growth in the whole 24-hour curriculum, linking this to individual Quality of Life targets, which have been identified following QoL questionnaires. In addition, children complete recognised accreditations through AQA and the OCR bodies.</p> <p>The department has developed the support offered to families through outreach service. Key Workers specifically focus on meeting the needs of the family from a holistic perspective. On a weekly basis care staff offer a bespoke and targeted approach to improving the child and families Quality of Life, by giving them opportunities to share learning experiences alongside experienced and knowledgeable staff who have fantastic relationships with the family. Experiences range from supporting and developing independent skills, such as the use of Public Transport, supporting transition to college etc., wellbeing walks, supporting the child/family in becoming part of a club or organisation within the local community. Our offer extends to three full weekends a year, where all children are given the opportunity to share a special experience provided by the team, whilst allowing families and carers quality time to rejuvenate. This offer supports the work of the school's Family Therapist.</p> <p>Some of the weekend teams offer adventure experiences, the aim to support children in their learning journey offering unique opportunities where children can gain personal fulfilment whilst developing skills such as co-operation, communication, and teamwork. Outdoor experiences provide opportunities to enhance young people's understanding of, and a connection with, the natural environment whilst developing responsible attitudes towards using wilderness areas. The activities take place outdoors</p>

	<p>in the natural environment and include elements of both physical and mental challenges such as mountain biking and walking challenges as well as supporting local organisations in their charity work.</p> <p>All care staff receive regular and current training on all aspects of working with families as well as targeted training to further support children who are in crisis (ligature, self-harm training etc.).</p> <p>We currently have a number of staff who are accessing the Trauma Informed training as well as the Pillars of Parenting training, both designed to give staff valuable knowledge and skills in terms of understanding the effects of children who have experienced trauma and how best we can support them through this process.</p> <p>Care, Behaviour, and Life and Living assessments of all our boys and families are initially carried out during the admissions process and scored accordingly. The assessments are designed to monitor progress through a child's life with us.</p> <p>Through our Social Progress programme, we all our boys to develop key life skills that will support them as they go forward into adult life. Using Public Transport, accessing local clubs' peer interaction, managing money are all aspects covered within the programme.</p>
<p>Workforce Learning & Development</p>	<p>To invest in our school through proactive, leading edge, learning and development. To add value to the workforce by continually investing in enhancing the knowledge, expertise and skills to maximise continuous improvement of staff practice for the benefit of the school. Through investment this enables the school to share knowledge and expertise, locally, regionally, and nationally and supports our intent to become a Centre of Excellence. Thus, enabling the school to be involved in pioneering research in our field of SEMH. We believe in investing in our school through proactive, leading edge, learning and development. To add value to the workforce by continually investing in enhancing the knowledge, expertise and skills to maximise continuous improvement of staff practice for the benefit of the school and its community.</p>



Staff well-being

A dedicated QOL lead promotes staff health and wellbeing initiatives. All staff participate in one paid hour per week accessing a multitude of on-site activities, such as golf, Pilates, snooker, board games, football, spa and nail treatments, HIIT, knit and natter, gardening and much more. We have a community where wellbeing is integrated into day-to-day practices. We promote a positive attitude and mind-set, embracing the positive physical and mental health and wellbeing ethos. This includes role modelling self-care and reflection as part of our wider curriculum. We provide a healthy working environment (5* H&S) and are committed to improving the Quality of Life of our staff in recognition that are staff are our greatest asset. Wellbeing is integrated in all our work activities from induction onwards. We aim to create a positive environment compatible with our aims for our students. Our staff are encouraged to have a 'common interest' in promoting a culture acknowledging that wellbeing is a key to success. We improve the health, safety and wellbeing of our whole community and recognise this encompasses both physical and mental health. Monthly, weekly, and topical initiatives and challenges take place to promote this along with wellbeing being embedded in our staff development days. We increase annually the number of staff who are qualified mental health first aiders. Our dedicated HR department alongside the School's Occupational Health Nurse offer staff and their families support grounded in compassion and empathy alongside external OH support, therapist, clinical supervisors, coaches, and line managers.



Reach Out & School to School Support

Our aim to is to share our outstanding specialist knowledge and skills to other schools and settings to improve outcomes for children with complex needs. As an Outstanding school, we feel this is our duty. Our aim is to develop and share effective practice and provide a cohesive response to need, through the provision of specialist knowledge and support locally, regionally, nationally, and internationally.

How we currently achieve this:

- Lead / chair school of the Calderdale Specialist Provision Cluster
- Membership at board level on NASS trustees
- Chair of Engage in their Future
- Membership with SEBDA
- Delivery of our annual external training programme and provision of specialist advice

	<ul style="list-style-type: none"> • Chair of the East Calderdale SBM Cluster and representation on the Calderdale SBM Board • Chair of the NASS Northeast Teaching and Learning Special Interest Group • Representation and input at special interest groups (Care/HR & Finance, Teaching & Learning), locally, regionally, and nationally • Delivery of specialist knowledge (Keynote Speaker) at Conferences, locally, regionally, and nationally. • Sharing resources, including staff expertise • Participating in research and evidence-based projects (staff undertaking research degrees etc) • Including in our vision and strategy both school and wider LA needs including growth models, succession planning and capital projects • Innovation in pedagogy to respond to a complex and increasing population • Leadership support and Coaching • Peer review • A comprehensive annual package of training and support based on needs analysis and emerging themes • Free sharing of evidence- based practice and resources • Providing access to the skills, knowledge, and experience of a significant number of front-line staff • Signposting schools to innovative practice and that which is grounded in practice and research • A commitment to ensuring that every child and young person with SEND can achieve their potential • Behaviour audits and an offer of other services such as Psychotherapy/Psychology/OT & SaLT • Equipping schools to identify and meet their training needs in relation to SEND.
Pupil Premium	<p>We use our Pupil Premium Funding to support our vision and values to enable our students to achieve well to the best of their ability from their individual starting points to ensure they are ready for the next stage on their educational journey. We ensure Pupil Premium students are well cared for, are not identifiable and that systems are in place to support their pastoral needs.</p> <p>We often use Pupil Premium Monies to fund projects in school which are designed to diminish the difference between those pupils eligible for the payments and those who are not. This is not exhaustive, and Pupil Premium will be used flexibly to meet the needs of individual children and young people.</p> <p>This money has been spent of Human Resources, goods and services and staff costs. A substantial proportion of this funding has been spent on numeracy and literacy interventions, along with additional training for teachers. The impact of this expenditure has been that students have received a higher proportion of classroom learning and, in some cases, have accessed additional external services. Children have also been able to access valuable additional therapy sessions, including family counselling and have 1:1 support where needed.</p> <p>To assist with reducing the gap and enabling some students to catch up, funding has been allocated to enable specific tutoring sessions to focus on Literacy, Numeracy, Science and IT delivered by our phonics lead and GoEducate, an external provider. GoEducate deliver individual maths sessions and group IT sessions on a weekly basis. Phonics sessions are delivered throughout the week on an individual and group basis.</p>
SEF/SIP	<p>The school's self-evaluation and improvement is a combined live, organic working document, helping drive continuous improvement and further growth. It represents the school's central focus on improving Quality of Life for all its community, children, young people and young adults, their families and our school staff team, and partners I.e., Local Authorities, Social Workers and is co-authored.</p>
Child & Adult Protection	<p>There has been a significant increase in child protection/vulnerable adult safeguarding concerns being raised by staff and external professionals. These have been addressed by an increased focus on safeguarding, including the development of a new School-based Social Worker role, and an increased number of staff completing DSL training. Increased online safety work with both students and families has been delivered in response to national and local concerns regarding online risk. There has also</p>

been staff training, including training on managing disclosures and a focus on supporting young people with mental health challenges in a challenging time. In addition to this, there has been a focus on adult safeguarding training, which ensures staff can work effectively with vulnerable adults, as our Post 16 offer is extend.

Over the past year, the newly developed role of the School Social Worker has focussed upon all aspects of Child Protection and Safeguarding, in addition to further developing the School Safeguarding team and incorporating different areas of knowledge and skills. We are currently recruiting a FIT worker to suport the School Social Worker. We have further developed the early intervention work with the Police and events have been held which combine targeted work with activities to engage the students involved in these concerns. With the development of the new School social worker role, we have focussed on early identification and intervention, while developing professional external links such as hosting a School social worker group and delivering training to external agencies such as local Universities. It is hoped that this training will support newly qualified teachers and Social Workers to better understand the needs of children within residential Schools and how to effectively support them. The feedback for these sessions has been excellent, with student professionals feeling that their knowledge has been significantly increased. Participating in this knowledge sharing with external agencies and professionals supports our Safeguarding team in cascading this knowledge and skills so that practice can be robust and effective. The training of a further 4 staff in the DSL qualification has enabled safeguarding knowledge to become more widely and deeply embedded and this increased understanding has supported all staff and students within our School community in accessing safeguarding support and advice as needed, with more staff planned to attend the DSL training to ensure that this is underpins practice in all areas of the School. We have also focussed on further developing safeguarding knowledge and training, identifying and accessing a wide range of training and development opportunities tailored to the identified needs of the students. Staff are encouraged to participate in the identification of these and to collaborate on any training that they feel would provide them with the knowledge and skills to best support our students. As a result, staff have accessed further specialised training in areas such as FASD, self-harm, CCE, knife-crime, ABE, county lines, Child Sexual Abuse, young people and mental health and understanding and managing harmful Sexualised behaviour. This will be further expanded for staff to develop increased knowledge and skills at an advanced level, which will further enhance the offer available to our students.

Following the updates to KCSIE, there has been an increased focus on peer-on-peer incidents and a targeted approach to provide specific recording and intervention regarding these. The DSL and School Social worker have attended AIMS training and these tools are now being used for effective recording, intervention and referral purposes. This has provided the school with a standardised tool to assess risk and provide evidence-based support to our students. The School Social worker will also complete training in June to enable her to co-work with local authorities to complete the AIM-3 assessments, which should reduce the waiting times that students experience in accessing assessments and support for managing harmful sexualised behaviour.

Future Developments

Nurture Class/Transition 'New Beginnings.'
Communication and interaction LG.
Further embed Specialised therapeutic 38-week residential care.

Overall Effectiveness

Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management

School Assessment and Summary

The school continues to develop with whole school improvement particularly in relation to outcomes for students being at the heart of everything it does. The leaders and Governors' vision and ambition for the school is clear and there is a culture of high expectations...most things are possible.

Quality of Education-Outstanding
Behaviour and Attitudes -Outstanding
Personal Development -Outstanding
Leadership and Management -Outstanding
Residential Care -Outstanding
Overall experiences and Progress -Outstanding
Help and protection -Outstanding
Effectiveness of leaders and Managers –Outstanding

1. Working with Children & Young People

Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management

Assessment & Summary

The quality of education for all is outstanding. The curriculum is ambitious and based on students' needs, its breadth is a strong quality. There are a wide range of subjects delivered through a variety of vehicles, this ensures students receive a balanced approach to their social, emotional, and mental health challenges and make significant progress. We know that our children come to us with different challenges and starting points, yet our core responsibility to them all is to diminish learning barriers; increase knowledge; teach positive behaviour; enhance skills and understanding; build self-esteem, confidence, strength and resilience, character, and virtues. Our broad, balanced, and ambitious offer provides substantial opportunities for personal development, pursuit of interests, skills, and talents, bonded by dependable relationships. With careful scaffolding, we create a platform for engagement and a drive for moral and civically minded successful citizens. Our curriculum is the totality of students' experiences from KS1 through to KS4, and beyond for young people who reside and attend local colleges in KS5. It is a 24-hour curriculum in its purest sense, providing students with teaching and learning experiences across a range of subjects and activities throughout the day and into the evening. Day time learning is delivered in a sequential, progressive manner through each stage, at each point checking learning with recall and retention (using a multitude of methods) and developing learning over time. Whilst teachers understand the knowledge and skills to be gained at each stage, the curriculum and its delivery addresses gaps in knowledge and understanding from individual starting points to ensure our students develop, consolidate and deepen understanding across all areas over time. Our curriculum intent is embedded securely and consistently, grounded in practice and research-based evidence and pedagogy. It is cemented in the belief and confidence that all students are able to learn and are capable, over time, of becoming happy, confident, proud, successful, self-fulfilling, and contributing adults. Assessment and monitoring play a key part in identifying needs and using information to assess and address the suitability of delivery and the curriculum, therefore developing a holistic package of experiences and activities required to meet individual and group needs. A range of means, such as observation, questionnaires, QoL termly surveys, standardised and bespoke assessments, activity analysis and cross professional communication, best practice progress meetings, subject, and topic celebrations, learning lunches, celebration assemblies and governance etc... ensure we track, amend, and prioritise curriculum and wider work with individuals, groups, and families.

Providing the knowledge, skills, and cultural capital they need to succeed in life. All staff, and effective strategies, promote ambitious standards of behaviour. Attendance is consistently above National average. For most students, all with complex needs, there is a sustained improvement in behaviour from their individual starting points. The school's open and trust laden culture promotes all aspects of students' welfare and drives a vision of improved Quality of Life. Students understand how to keep themselves healthy and safe and they begin to make better choices over time. A Positive Behaviour Support approach equips students with the attributes and skills required to make sense of the world and define their place both within the school community and in the wider society. A culture of uncompromising safeguarding is embedded and highly effective, with strong systems and robust structures, it captures its community's vulnerability and promotes action from all stakeholders and partners. A wide range of SMSC strategies, well embedded and often discrete, enables students to thrive; this is a safe and happy school. Philosophy and aligned practice of always learning is well embedded across the school community, through strong, shared values, the school is thoughtful, creative, and insightful.

Building on students existing strengths, facilitating their reflection on progress and supporting their awareness of emerging needs, our Speech and Language Therapist (SaLT) and Occupational Therapist (OT) advocates for the voice of the student, ensuring they are the centre of all planning and shared decision making regarding personal goals, to improve quality of life. SaLT and OT value students as individuals, building self-confidence, self-esteem, self-belief and independence. Knowledge of trauma informed practices and the latest research and evidence base informs assessment and intervention. Through an attuned therapeutic approach, bespoke strategies and interventions are developed, supporting student's emotional and sensory regulation. Students are then able to access and progress their communication and interaction, cognition and learning and life and living skills. SaLT and OT interventions enables students to work within their

window of tolerance, to be at their personal best, the best they can be. SaLT model and support all forms of communication to ensure students can understand and be understood. OT build a safe and engaging environment bespoke to the student's needs, empowering all routes to learn.

Reading underpins education and allows our students to access the full and varied curriculum that we have on offer. We have a high-quality systematic approach to teaching phonics for reading and spelling using the Read Write Inc. framework. Students are taught consistently to use phonics as a route to reading unknown words. The approach relies on quality first teaching that has enthusiastic delivery, active involvement, inclusivity, is fast paced and engaging with appropriate praise and consistency. The Read Write Inc. framework is used throughout school for those students who need to consolidate their phonological knowledge. There are lots of opportunities for over learning to take place to ensure the automatic recall of the required skills to be able to decode and develop fluency. We have timely early reading support, which includes phonological assessments, Salford reading, and Salford comprehension assessments and they are completed termly for students with a reading age of below year 2. The outcomes of the assessments ensure that we facilitate necessary phonics intervention. We have a team of staff that are Makaton trained and we have Makaton symbols around school for students to read which supports our non-verbal students with communication. The MyChoicePad app, which is used alongside Makaton symbols, allows students to engage in the curriculum in an accessible way. Students are able to read stories using symbols, which reinforces the spoken word and aids understanding. Our students are also able to create their own plans for the day, their individualised timetables and read 'first and then' grids. As students move through the school and become independent readers, we use STAR reading assessments to provide us with a full diagnosis of where intervention and support are required. We teach reading comprehension through phonics initially, then through modelling and supported practice using the VIPERS strategies to ensure that students have the language comprehension skills to support them with reading, writing and spoken language. This is backed up with teachers using writing composition strategies to give students audience and purpose to their writing and help them to develop the confidence to become independent. We have developed VIPERS throughout school and students are taught to develop their comprehension skills through both written and verbal responses, using literature relevant to the topic that they're studying. Our Key Stage 4 students prepare for Functional Skills and GCSE English Language reading components, in their English lessons, exploring a variety of texts of different genres and time periods. Our data driven assessment system looks at areas for improvement and allows us to make high quality structured interventions where necessary to develop fluency, confidence, and inference skills. Using MyON and Accelerated Reader, students are offered thousands of books linked to their reading / phonological ability which allows them to enjoy a wide range of books whilst learning and growing in confidence. Reading is monitored by regularly listening to pupils read, learning walks, lesson observations and reading comprehension quizzes. All staff are supported with continuous professional development provided by both the English lead, Phonics Lead and Renaissance Learning, and reading is regularly encouraged and discussed by our Senior Leadership Team. Our school environment uses bright and welcoming displays and students are involved in selecting new books to reflect the diversity of the boys who are part of our school. Staff model enthusiasm for reading and use every opportunity to create purposeful opportunities for the discussing and recommending of both fiction and non-fiction books. In addition to this, we adopt a whole school approach to promote a love of reading by having a Drop Everything and Read (D.E.A.R) session on a weekly basis. As a school, we celebrate National events, such as World Book Day and provide opportunities for reading to be celebrated regularly.

We are very fortunate to have extensive, attractive and well-kept grounds with outstanding facilities. Our grounds offer a rich learning environment, extending what can be taught indoors. Teachers are actively encouraged to utilise the environment and we employ a farm manager who facilitates sessions on our on-site nature garden as well as an outdoor education specialist. Our grounds are also a place of play where children engage and learn about the world around them and are helped to enjoy the outdoors and spend less time inside. In addition to the nature garden, we have an adventure playground, outdoor readings areas, numerous play areas, our mile a day track, two large playing fields, an obstacle course, tyre track area, climbing wall, go karting track, barbecue facilities and a park to name a few.

Leaders and governors have an extensive and accurate understanding of the school's effectiveness. An uncompromising focus on improvement and attention to detail, irrespective of complex needs, ensures that the smallest gains can be measured. Leaders focus on improving staff's subject, pedagogical and pedagogical

content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time. The school provides bespoke therapeutic support from its own specialist team comprising of Creative Psychotherapists, OT, SaLT, Systemic practitioners, Family support, Advanced Sensory Integration practitioner, Forensic & clinical psychology and consultancy Specialist Sex Education and Relationships partners. A significant focus on becoming the best you can be is at the heart of all interaction and this is a mantra constantly reinforced across all areas of the school. Increasingly positive attitudes to learning begin to impact on progress over time. SMSC opportunities for development is a strong attribute of the school. Preparation for the next stage of education, employment, self-employment, or training is a strong feature of the work undertaken and all students move to college, accessing courses reflective of their interests, aspirations, and the intention of their curriculum pathway. Some students in year 13 are ready for the challenge of university.

Evidence

- Environment-impact on students - [Evidence links\FW QoL Logo Hunt.msg](#)
- Students' specific needs
- Behaviour – [S:\Self Evaluation and School Improvement\SEF\2021-22\Evidence links\FW Behaviour Surgery.msg](#)
- Attendance & PUNCTUALITY
- Supporting staff in managing behaviour
- Use of P/T timetables/off site provision
- Staff workload
- Inclusion/off-rolling
- Teaching of protective characteristics
- Staff CPD (Continuing Professional Development)
- PUPIL premium & CATCH-UP FUNDING
- Careers & Gatsby Benchmark- [S:\Careers and Transition\Careers Events\Timetable for careers week 2020.docx](#)
- Child & Adult Protection & Safeguarding
- Work with and alongside other special schools and a designated CP/Safeguarding facilitator-
- CP newsletters
- Lifestyles-[S:\Self Evaluation and School Improvement\SEF\2021-22\Evidence links\William henry smith school-2.pdf](#)
- Equalities
- Online and offline risks
- Curriculum for PD and character ed/PSHE, keeping safe, and relationships and sex ed
- SMSC
- Character ed co-curricular acts cultural/creative/sporting/physical/service-orientated/volunteering...assemblies/subjects/sports/outdoor ed and amps/hols/hobbies/clubs...skills and employability/ learning from setbacks/ courage/honesty/humility/ social confidence/ good manners/ appreciation of long term commitments/ self-control/stability/ability to bounce back-all doesn't happen by chance needs clear purposeful leadership, a good curriculum and co-curriculum which has a strong evidence based pedagogy
- British Values/life in modern Britain
- BULLYING – [S:\Self Evaluation and School Improvement\SEF\2021-22\Evidence links\Anti bullying survey Feb 2020.docx](#)
- Exclusion
- STAFF TRAINING IN MANAGING BEHAVIOUR
- P/T timetables
- Attainment and progress
- Assessment
- Reading

- Destinations –Evidence links\LongetivityStatsV9 26052021.pdf; Evidence links\FW parent update on leaver.msg
- No. of parents' engagement SDQ/Honosca etc. LE
- Case stories
- 12% of student engage in SDQ
- 26 % of student engage in 1: RSE Sessions through Big Talk
- QoL Files

1. Working with children and young people

1.1	<p><u>Physical Development and Healthy Lifestyles</u></p> <p>The Smith Foundation is a healthy place to grow, learn, play and work. There is a strong culture of physical and active pursuits grounded in scientific evidence that moving more can help lead to a healthier and happier quality of life, boosting self-esteem, concentration, and aiding sleep. Daily routines, healthy habits and a focus on nutrition is modelled by adults, and connects intrinsically to our curriculum, whole community celebration days and meal and snack times.</p>
1.2	<p><u>Developmental Trauma and Neuroscience</u></p> <p>A comprehensive whole foundation approach supports children to make sense of their experiences, find ways to help manage their emotions and feelings and builds a sense of control and empowerment, voice and choice. Creating an environment of safety, attuned communication, connection and compassion at all times, meaningful relationships and attachments are developed to focus on feeling safe, seen, heard, valued, and loved. Our focus on Developmental Trauma and neuroscience, led by the psychotherapy team, aids the development of the therapeutic care provision, and supports the model within our Care Home. Therapeutic resources aid learning and complement the existing curriculum, scaffolded by Positive Behaviour Support, our QoL model and clinical and practice-based research</p>
1.3	<p><u>Curriculum</u></p> <p>Our curriculum is an ambitious, knowledge and skills rich programme of study and the totality of all experiences across the 24-hour offer. It is effectively designed and structured to address students' needs, interests, concerns, development and emotional maturity levels, experiences and knowledge and skills levels. It is relevant and applicable to students' daily lives, being flexible and adapting to ever changing needs and an evolving world. Through the development of creative arts and cultural activity opportunities, our students develop artistic and expressive capabilities, learn to experiment, invent, create, and explore. Our curriculum is complemented by learning opportunities and experiences provided within our residential care, and children's home settings, creating memories and developing life skills and independence over time. Our Sixth Form and College students focus on preparing for adulthood, with extra-curricular opportunities linked to employment, independent living, good health and friendships, relationships, and community.</p>
1.4	<p><u>Equality, Inclusivity, Diversity, Participation and Community</u></p> <p>Promoting equality, inclusivity, diversity, participation, and a sense of community is a commitment embedded in the foundation's ethos and culture, providing a positive learning and working environment where everyone can thrive together and celebrate uniqueness.</p> <p>Representation of diversity and inclusion across the wider curriculum, in resources, through language, evident in learning and living areas, and through whole school celebration and focus days, ensures that all students, and staff, learn and work in an environment where all identities are recognised and respected, and where everyone feels safe and secure.</p>
1.5	<p><u>Assessment and Data-informed Decision Making</u></p> <p>Meaningful assessment drives our learning, informs students and practitioners of progress, enhances practice and provides a vehicle for even better communication with families. A culture of data and informed decision making exists across the foundation, improving information utilisation and its analysis. Transparency and accountability and user friendly and accessible platforms are designed to maximise time-management, establish an audit trail and ensure prompt and effective decision making and ownership. Clear and identifiable trends and patterns inform practice and aid data literacy. Student voice and stakeholder feedback, and other mechanisms gather invaluable insights and identify areas of strength and areas for continued improvement.</p>
1.6	<p><u>Communication, Language and Literacy</u></p> <p>Communication and language provide the foundations for literacy development and are central to successful social and academic progress and enhanced life choices. A language rich environment to expand and explicitly teach new vocabulary, provides the foundations for advancing reading comprehension and consolidation of literacy learning. A total communication</p>

approach scaffolds speech, language and communication needs and dialogic teaching encourages reasoning, questioning and discussion to develop higher order think through oracy. Speech and Language Therapists support staff and target time to develop communication and interaction skills to achieve ambitious communication, language and literacy learning outcomes

Areas for Improvement

RAG		SLT LEAD	WORKING GROUP	TIMESCALE	IMPACT
1.1	Physical Development & Healthy Lifestyles <ul style="list-style-type: none"> • Obesity • Offer – how many hours weekly curriculum • Extracurricular hours • Food – taste testers, junk food, onsite and offsite • Sleep • Dining experience • Impact on Mental Health and wellbeing • Mental Health Quads for students • General First Aid • Healthy Schools Award • Outdoor spaces – playground, adventure playground, interactive, tap walls 	LC	SHi, JF, GPotts, AD, TG, AS, CS, TMcG, LRowe, MH		
1.2	Developmental Trauma and Neuroscience <ul style="list-style-type: none"> • Everything • Beacon House • PACE • Trauma Mark – Trauma Informed School • Mental Health Award • Language • Beyond our doorstep • Environment 	TG	SAY, LE, KW, JC, HCl, SWalker, SHolloway		
1.3	Curriculum <ul style="list-style-type: none"> • LOTC • New beginnings • Corbett • Arts Award • Phonics • Outcomes 	KA	HH, JSa, ACa, Curriculum Leads, LC, TMcG, AJH, HCl, CS, TG, GP		

	<ul style="list-style-type: none"> • Subjects – photography, IT, BTec Food, Hospitality • Monitoring • PDHL 				
1.4	<p>Equality, Inclusivity, Diversity, Participation and Community</p> <ul style="list-style-type: none"> • Language • Resources • Whole school celebration days • Neurodiversity of workforce • Stonewall? • Local community – St Augusten’s, Ward Court, Salvation Army, Charities • Charity do • Donations – resources waste, recycling, homeless, upcycling 	SCA	ACa, HCl, CSi, CBo, EBo, TG, GP, Teresa Clarke		
1.5	<p>Assessment and Data-Informed Decision Making</p> <ul style="list-style-type: none"> • Admission data • Accelerated Reader • Phonics • PBS data • Alternative assessment frameworks • SID overhaul (SLT) • Safeguarding • Trajectories – starting point 	LC	VZT, AJH, MB, KA, ASH, BW, JSa, HI, SRO, BC, SD		
1.6	<p>Communication, Language and Literacy</p> <ul style="list-style-type: none"> • Talkboost • Phonics • Total communication approach • Delivery in classrooms • Communication aids • Enabling environments 	KA	SRO, HCl, AML, TG, CSi, HI, BW, BT, SRobinson		

Summary of Progress

Autumn Term

Spring Term	
Summer Term	
Final Review, Progress & Impact	

2. Working with families

Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management

Assessment & Summary

The work with our families is a key area of practice and is deemed an essential partnership and a recognition of a holistic commitment to working as a team around the child. The school understands and embraces its responsibility to supporting the improvement of Quality of Life within families. Learning & Development opportunities, Open and Celebration Days, Progress meetings, competition and regular communication suited to working commitments needs and lifestyle, fitness & well-being sessions, opportunities to shape the curriculum and other school practice through QoL questionnaires, and other feedback opportunities, are well embedded. We know that partnership working is essential to ensure children have their needs identified, assessed, and met throughout their childhood, and that building skilled professional connections and a holistic view of children and families, increases impact and longevity of change for the whole family. This in turn can support high aspirations for children and better outcomes. Families, friends, and carers are often a vital part of the life of someone who needs care and support and when services know how to work well with families, the outcomes for individuals can be improved. All children and young adults have Key Workers who are responsible for overseeing, managing, and supporting; feeding essential information (and progress) to and from the Learning Mentor Teams (which is formed from a working group of practitioners across the key areas of education, care, health & therapy who are intricately linked to individual students). Families and carers have access to support from the family team (all Systemic Practitioners) to gain a broader understanding of any difficult relational dynamics they may experiencing in their interactions with their child. Systemic practice allows us to work with families and individuals to help them better understand how each part of the family system relates to one another with the intention of promoting change. Systemic work sees the individual or family members as the experts in their lives and it is therefore viewed as a very empowering approach. The work aims to maximise the good and cause least harm, and in Systemic thinking there is the recognition that the problem develops through a process of mutual and relational communication creating difference in how the family thinks and functions; in exploring how the family is interacting, different ways of thinking and acting can also be brought to the fore. Outreach is an important part of the school's offer at weekends and during holidays, and in more recent times for families to join in activities has provided an opportunity to support relationships and model techniques and strategies in respect of behaviour and helps to promote interests and skills. Much of the work within residential care is focussed on teaching life, living and social skills, introducing children to new experiences and helping them develop interests, learn new skills, build connections, and transfer learning to home life and household communities. The school works hard to develop and teach the skills necessary for employability, and contribution to society.

Opportunities during Covid through the delivery of virtual learning, regular phone calls are made to keep in contact with families and establish whether help is needed to support their child's learning, and their well-being. If further help is needed, then teachers have provided families with information to develop their own skills, sharing links to useful websites and resource materials. Teachers have also set some tasks that increase collaborative working within families, and virtual progress updates have continued.

During the Covid pandemic, Care staff have, (when able to) visited family homes, delivered food parcels and vouchers. We have completed both wellbeing, safe and wellbeing visits as well as delivering learning resources.

Evidence

- Questionnaires/surveys/good news file [Evidence links\OfstedDataNovember2020.pdf](#)
- Levels of engagement in whole school activity/events -[M:\School - Whole School Events\QoL Day\QoL Day Compilation.mp4](#)
- Parent/carer school community roles- [Evidence links\QoL questionnaire meeting.docx](#)
- Family support incl. systemic work –
- Family training/L&D/coffee mornings/afternoons - [Evidence links\FW Be Internet Legends.msg](#); [Evidence links\FW Parentcarer workshop May 27th.msg](#); [Evidence links\QoL Parent carer sessions.pdf](#);
- QoL incl. Lifestyle...no's engaged (link to stories) [Evidence links\Parent Carer Fitness Health & Wellbeing sessions.docx](#); [Evidence links\Active April WHSS.pdf](#); [M:\School - Whole School Events\QoL Day](#)
- QoL Newsletter [Evidence links\QoL Whole school newsletter 2020 Final.docx](#); [Evidence links\WHSS QoL News letter-2.pdf](#)
- Newsletters https://whsschool.schoolzineplus.co.uk/news?nid=17&preview=true&token=6038a95a04a23&obj_id=17
- Curriculum/timetable letters [Evidence links\Families Letter 28.5.21.pdf](#)
- Support for academic learning -
- Info provided/shared...goals/aspirations/bespoke pathways
- Evidence of joint activity/experience visits from Key Workers with children and their families
- 100% of student having outreach during summer – table of feedback/outcomes –
- COVID - 78% of families received specific support i.e., vouchers/food parcels etc. [Evidence links\Covid Project.docx](#)
- Signposting – support for families [S:\Self Evaluation and School Improvement\SEF\2021-22\Evidence links\Moving on Book.pub](#)
- Additional Social Support –

2. Working with families

2.1	<p>Physical Development and Healthy Lifestyles</p> <p>The Smith Foundation is a healthy place to grow, learn, play and work. There is a strong culture of physical and active pursuits grounded in scientific evidence that moving more can help lead to a healthier and happier quality of life, boosting self-esteem, concentration, and aiding sleep. Daily routines, healthy habits and a focus on nutrition is modelled by adults, and connects intrinsically to our curriculum, whole community celebration days and meal and snack times.</p>
2.2	<p>Assessment and Data-informed Decision Making</p> <p>Meaningful assessment drives our learning, informs students and practitioners of progress, enhances practice and provides a vehicle for even better communication with families. A culture of data and informed decision making exists across the foundation, improving information utilisation and its analysis. Transparency and accountability and user friendly and accessible platforms are designed to maximise time-management, establish an audit trail and ensure prompt and effective decision making and ownership. Clear and identifiable trends and patterns inform practice and aid data literacy. Student voice and stakeholder feedback, and other mechanisms gather invaluable insights and identify areas of strength and areas for continued improvement.</p>
2.3	<p>Family Service</p> <p>The family team, key workers, therapists and other significant staff work alongside parents, carers and families helping them to make sense of their experiences, regulate their own emotions and those of the children in their care. The Foundation’s focus on Developmental Trauma aids the growth of therapeutic support for families, and Dyadic Developmental Practice including Play, Acceptance, Curiosity and Empathy approaches are used as well as Non-Violent Resistance and Therapy models. Scaffolded by Positive Behaviour Support, a QoL model and clinical and practice-based research, our systemic approach focusses on the whole system around the child, exploring relational patterns, and using the strengths of a curious, creative and solution-driven workforce.</p>

Areas for Improvement

RAG		SLT LEAD	WORKING GROUP	TIMESCALE	IMPACT
2.1	<p>Physical Development and Healthy Lifestyles</p> <ul style="list-style-type: none"> • Obesity • Offer – how many hours weekly curriculum • Extracurricular hours • Food – taste testers, junk food, onsite and offsite • Sleep • Dining experience • Impact on Mental Health and wellbeing • Mental Health Quas for students • General First Aid • Healthy Schools Award • Outdoor spaces – playground, adventure playground, interactive, tap walls 	LC	SHi, JF, GPotts, AD, TG, AS, CS, TMcG, LRowe, MH		
2.2	<p>Assessment and Data-Informed Decision Making</p> <ul style="list-style-type: none"> • Admission data • Accelerated Reader • Phonics • PBS data • Alternative assessment frameworks • SID overhaul (SLT) • Safeguarding • Trajectories – starting point 	LC	VZT, AJH, MB, KA, ASH, BW, JSa, HI, SRO, BC, SD		
2.3	<p>Family Service</p> <ul style="list-style-type: none"> • PACE • Training • Grandparents group • Communication – family needs, bespoke • Individualised support • Tapestry 	DJT	KW, FIT worker, KH, LKe, LE, JSa, AJH, BC, JMcb, SHi, RA		

Summary of Progress

Autumn Term	
Spring Term	
Summer Term	
Final Review, Progress & Impact	

3. Working with Partners

Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management

The school is a specialist provision, providing support and expertise to local, regional, and national partners because it should. Our aim is to share our outstanding specialist knowledge and skills to other schools and settings to improve outcomes for children with complex needs. As an Outstanding school, we feel this is our duty. Our aim is to develop and share effective practice and provide a cohesive response to need, through the provision of specialist knowledge and support locally, regionally, nationally, and internationally. We believe in investing in our school through proactive, leading edge, learning and development. To add value to the workforce by continually investing in enhancing the knowledge, expertise and skills to maximise continuous improvement of staff practice for the benefit of the school and its community. We do not view costs of training as expenditure, we view this as a long-term cumulative investment in the future sustainability and success of our school, our staff, and our students' lifelong learning pathways. We do not consider that we train individuals, we train our workforce to enhance the roles they play within the organisation. We encourage our workforce to take individual responsibility and to be willing to actively participate in their continuous professional development. It is our intention to focus whole heartedly on developmental training that enhances the workforce to ensure that we continue to surpass our 'Outstanding' status through every individual and department becoming the best they can be.

We have a dedicated Learning and Development department that work alongside our skilled and experienced staff, providing a full range of workforce development opportunities to our own staff, and externally, locally, regionally, nationally, and internationally. Considerable investment enables the school to share knowledge and expertise, and supports our intent to embed further as a Centre of Excellence. The school is involved in pioneering research in our field of SEMH and ensures this is used innovatively, and delivered across SEN, maximising the progress of all students, and ensuring a social return on investment. We share through training and by upskilling, delivering qualifications and as a Centre of Excellence; we deliver training to families, schools, colleges, universities, NQT's, SENCo's, PRU's and other Alternative Provision, and Local Authorities. We have a record of accomplishment over several years, delivering a cohesive response to the needs of students in various settings and through a range of approaches. All our trainers are active practitioners and specialists in their field. We deliver a range of courses throughout the academic year to external agencies at our training venue and within the school's own setting. In addition, we provide support through quality assurance and organisational visits, behaviour audits and much more. We offer peer to peer support and coaching to leaders regionally and nationally and offer our expertise as the lead specialist school in Calderdale and chair of the SPC. We also work with and alongside Teaching Schools and Universities providing placements, and opportunities to share knowledge, and for students to reap the rewards of 'on the job' experiences and skills. The school is currently involved in the development of an Initial Teacher Training Specialist Pathway with partners at Huddersfield University.

The school sees its relationship with its 14 active user Local authorities as partnerships. The importance of careful matching of students (and their families) to school placement is paramount and critical to success. These partnerships also provide opportunities for aligning potential resource needs such as the facility our BEST provision offers, now over 2 sites, and our commitment to providing an outstanding Children's Home. Our community and charitable ethos extend much further than our drive way, and into supporting local causes such as the Salvation Army, Homeless charities, Overgate Hospice, St Winifred's Nursing Home, and Ward Court where are students and the residents have developed special relationships. The school has recently sourced Southowram Library as a Community Asset to enable the community to continue to have a space and opportunity to connect.

Assessment & Summary

Evidence

- 94/100 schools have engaged with the SPC and its offer this year
- We have also reached out to 3 children's centres, SEND Team and Calderdale SEO's-making the reach 94.2%
- Curriculum focus-SPC Schools
- Coaching roles

- Well-being Offer and feedback
- Staff L&D (link to offer)
- QoL Newsletter [Evidence links\QoL Whole school newsletter 2020 Final.docx](#)
- Governor input
- Work with Teaching Schools
- Work with Schools –22 Primary and 2 Secondary schools and 6 schools through SPC
- Work with Uni’s
- Work with research/researchers
- Work with NASS.... reach/numbers/topics
- Work with NASS North Finance & HR Business Group which we chair – 15 schools over last 2 years
- Work with Engage... reach/numbers/topics
- Other professionals who/what? School Social Worker Group
- Worked with ECLC schools as Chair of SBM group – 21 schools a year over last 3 years
- SPC inc. feedback from surgeries - [S:\Self Evaluation and School Improvement\SEF\2021-22\Evidence links\SPC Spring 2022 offer.docx](#)
- ITT Programme
- SPC Safeguarding Cluster
- UCAS Events
- Community partnerships – Salvation Army, NHS, Care Homes (Ward Court, St Winifred's)
- External therapy client support [Evidence links\Log of therapy team external input.docx](#)
- Kas Kaur – student placements into therapies department
- Compass, New Ways – Working with other professionals
- Big Talk
- Police and Fire Service links - [Evidence links\Queen's Medal.msg](#)
- Behaviour Surgeries Feedback [Evidence links\FW Behaviour Surgery.msg](#)
- Early Interventions – Framework Training
- Corinne / Fathom – Management Training
- Dragons Den
- Tailored/bespoke training offer
- School Improvement Partners [\\whs-data\school_admin\\$\Self Evaluation and School Improvement\SIP\School Improvement Partner Visits\Stuart Jamieson](#)

3. Working with partners

3.1

Quality Assurance

A comprehensive quality assurance and management framework across the three domains of the foundation ensures high quality standards of education, health, therapy, care and safeguarding, scaffolded by Central Services. All staff understand the purpose and drive around ‘excellence’, contribute to and exchange ideas.

	Monitoring undertaken by senior leaders and external consultants is a positive, transparent tool for celebrating strengths, identifying trends and opportunities for further growth and improvement.
3.2	<p><u>Policy, Procedures and Practice</u></p> <p>The Foundation’s organisational ethos and values clearly define its policies, practices and purpose and are implicit in its values, ethos and culture. Safeguarding, and child protection are at the forefront and underpin all aspects of process and policy development, and practice. Policies as defined in the three domains, and operational procedures set out the functional activity and procedures, allowing for the uniqueness of each setting and clearly communicating roles, responsibilities and expectations. Various vehicles for sharing the information are considered to ensure effective communication and interpretation.</p>
3.3	<p><u>Enabling Environments</u></p> <p>Our environments, indoor and outdoor spaces, are of the highest of standards; they are impeccable in presentation. They are warm, welcoming and nurturing, promoting a sense of trust, calm, belonging and emotional safety. They consider all physical, emotional and sensory aspects, providing safe spaces and resources and strengths-based strategies, that aid regulation, and by design increase opportunities to explore, learn and play. Our Occupational Therapist works collaboratively with the wider staff team, in the areas of sensory processing and fine and gross motor development, linking the environmental aspects of learning with the physical requirement. Over time, our environments become universal, offering a standardised blue-print across the trust of inclusivity and accessibility, enabling maximum impact.</p>
3.4	<p><u>Workforce Learning and Development</u></p> <p>A highly skilled, compassionate and neurodiverse workforce drives our work across the foundation’s priorities, embedded in a culture of work-life brilliance. Providing learning experiences supported by clinical supervision, coaching and practice-led research, staff develop themselves, and further enhance their professional practice. Clinical support and occupational health provides expertise and practical and responsive support regarding physical well-being and mental health. Through our local, regional and national connections, we provide opportunities for colleagues across non-maintained, independent and LA maintained schools and organisations to network through specialist interest groups, cluster activity, SEN surgeries and learning and development days. Our workforce is equipped with the knowledge and skills to focus this year on neuroscience, and trauma-informed practice. Speech, language, and literacy continues to hold high status for staff CPD, being the powerful influence on children’s development and the foundation for most learning.</p>
3.5	<p><u>Developmental Trauma and Neuroscience</u></p> <p>A comprehensive whole foundation approach supports children to make sense of their experiences, find ways to help manage their emotions and feelings and builds a sense of control and empowerment, voice and choice. Creating and environment of safety, attuned communication, connection and compassion at all times, meaningful relationships and attachments are developed to focus on feeling safe, seen, heard, valued, and loved. Our focus on Developmental Trauma and neuroscience, led by the psychotherapy team, aids the development of the therapeutic care provision, and supports the model within our Care Home. Therapeutic resources aid learning and complement the existing curriculum, scaffolded by Positive Behaviour Support, our QoL model and clinical and practice based research</p>
3.6	<p><u>Curriculum</u></p> <p>Our curriculum is an ambitious, knowledge and skills rich programme of study and the totality of all experiences across the 24-hour offer. It is effectively designed and structured to address students’ needs, interests, concerns, development and emotional maturity levels, experiences and knowledge and skills levels. It is relevant and applicable to students’ daily lives, being flexible and adapting to ever changing needs and an evolving world. Through the development of creative arts and cultural activity opportunities, our students develop artistic and expressive capabilities, learn to experiment, invent, create, and explore. Our curriculum is complemented by learning opportunities and experiences provided within our residential care, and children’s home settings, creating memories and developing life skills and independence over time. Our Sixth Form and College students focus on preparing for adulthood, with extra-curricular opportunities linked to employment, independent living, good health and friendships, relationships, and community.</p>
3.7	<p><u>Equality, Inclusivity, Diversity, Participation and Community</u></p> <p>Promoting equality, inclusivity, diversity, participation, and a sense of community is a commitment embedded in the foundation’s ethos and culture, providing a positive learning and working environment where everyone can thrive together and celebrate uniqueness.</p> <p>Representation of diversity and inclusion across the wider curriculum, in resources, through language, evident in learning and living areas, and through whole school celebration and focus days, ensures that all students, and staff, learn and work in an environment where all identities are recognised and respected, and where everyone feels safe and secure.</p>

3.8	<p><u>Organisation Culture, Identity and Image</u></p> <p>The Foundation’s culture is embedded across its three domains. It is evident in our practice, in leadership strategies, employee and stakeholder communications, relations and benefits, our environments, and our attitude. There is a clear authentic connection between the internal functioning and public and external relations, which includes how we market, purchase, recruit, communicate and strategically plan. Our USP and ‘brand identity’ is celebrated, promoted and protected, and there is a strong focus on ensuring that this is ‘seen’ and ‘felt’ through every interaction and communication, upholding our high standards and reputation.</p>
3.9	<p><u>Communication, Language and Literacy</u></p> <p>Communication and language provide the foundations for literacy development and are central to successful social and academic progress and enhanced life choices. A language rich environment to expand and explicitly teach new vocabulary, provides the foundations for advancing reading comprehension and consolidation of literacy learning. A total communication approach scaffolds speech, language and communication needs and dialogic teaching encourages reasoning, questioning and discussion to develop higher order think through oracy. Speech and Language Therapists support staff and target time to develop communication and interaction skills to achieve ambitious communication, language and literacy learning outcomes</p>
3.10	<p><u>Structure and Governance, Leadership and Management</u></p> <p>A strong, dynamic, knowledgeable, creative and innately curious leadership team exists within all areas of the Foundation. Its leadership, supported by Governors and Trustees is guided by ambition and aspiration, with the ‘child-first’ at the heart of everything we do. Within the new structure, operational leaders (SDT) use embedded systems and process, to drive day to day management, taking ownership for decisions and making things happen, ensuring a flow of information to the staff they line manage and to the Senior Leadership Team.</p>
3.11	<p><u>Family Service</u></p> <p>The family team, key workers, therapists and other significant staff work alongside parents, carers and families helping them to make sense of their experiences, regulate their own emotions and those of the children in their care. The Foundation’s focus on Developmental Trauma aids the growth of therapeutic support for families, and Dyadic Developmental Practice including Play, Acceptance, Curiosity and Empathy approaches are used as well as Non-Violent Resistance and Therapy models. Scaffolded by Positive Behaviour Support, a QoL model and clinical and practice-based research, our systemic approach focusses on the whole system around the child, exploring relational patterns, and using the strengths of a curious, creative and solution-driven workforce.</p>

Areas for Improvement

RAG		LEAD	WORKING ON	TIMESCALE	MILESTONES	IMPACT
3.1	Quality Assurance <ul style="list-style-type: none"> • Framework QA • Monthly planner 	CAB	SCA, SLT, SDL, SDT, HR, Curriculum Leads,			

	<ul style="list-style-type: none"> • Use of data – KPIs • Bluesky? • Monitoring • Dip-sampling • Best practices • Procedures • Training required • SDT accountability • Progress Reviews • Culture of excellence, standards 		Central Services,			
3.2	<p>Policy, Procedures and Practice</p> <ul style="list-style-type: none"> • Delivery of service, trust, categorising/amalgamating 	GP	IP, LC, AB, CAB			
3.3	<p>Enabling Environments</p> <ul style="list-style-type: none"> • Trauma • Sensory • Classrooms – expanding, • Outdoor spaces – playground, adventure playground, interactive, tap walls • Regulation stations around site - CS • Corbett upstairs • Grants/fundraising 	KA	HCI, CS, LE, LKi, LC GP			
3.4	<p>Workforce Learning and Development</p> <ul style="list-style-type: none"> • SPC • Engage • Supporting learning • PDR – LSPs/TSPs to evidence how supporting learning • Induction • L&D day • Training on neuroscience • Trauma • ICT infrastructure • Literacy 	TG	SCA, LE, SAY, AD, HCI, SRO, AML, HRi, SW, BC, AG			

	<ul style="list-style-type: none"> • Supporting communication • ADHD • Neurodiverse workforce • Library • Staff bulletins 					
3.5	Developmental Trauma and Neuroscience <ul style="list-style-type: none"> • Everything • Beacon House • PACE • Trauma Mark – Trauma Informed School • Mental Health Award • Language • Beyond our doorstep • Environment 	TG	SAY, LE, KW, JC, HCl, SWalker, SHolloway			
3.6	Curriculum <ul style="list-style-type: none"> • LOTC • New beginnings • Corbett • Arts Award • Phonics • Outcomes • Subjects – photography, IT, BTec Food, Hospitality • Monitoring • PDHL 	KA	HH, JSa, ACa, Curriculu m Leads, LC, TMcG, AJH, HCl, CS, TG, GP			
3.7	Equality, Inclusivity, Diversity, Participation and Community <ul style="list-style-type: none"> • Language • Resources • Whole school celebration days • Neurodiversity of workforce • Stonewall? • Local community – St Augusten’s, Ward Court, Salvation Army, Charities • Charity do • Donations – resources waste, recycling, homeless, upcycling 	SCA	ACa, HCl, CSi, CBo, EBo, TG, GP, Teresa Clarke			

3.8	Organisational Culture, Identity and Image <ul style="list-style-type: none"> • Front of house • Branding across foundation • Recruiting • Communication • Social media/website • Marketing • Commissioning conference/session • Environment 	GP	SCA, AJH, LC, Head of College, EBo/SS, IP, LKi, BC			
3.9	Communication, Language and Literacy <ul style="list-style-type: none"> • Talkboost • Phonics • Total communication approach • Delivery in classrooms • Communication aids • Enabling environments 	KA	SRo, HCI, AML, TG, CSi, HI, BW, BT, SRobinson			
3.10	Structure and Governance, Leadership and Management	SCA				
3.11	Family Service <ul style="list-style-type: none"> • PACE • Training • Grandparents group • Communication – family needs, bespoke • Individualised support • Tapestry 	DJT	KW, FIT worker, KH, LKe, LE, JSa, AJH, BC, JMcb, SHi, RA			

Summary of Progress

Autumn Term	
Spring Term	
Summer Term	

4. Working with Resources and Business

Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management

The school Effective usage of proper learning resources help the students to construct more than superficial knowledge that is building in depth knowledge on a particular subject and developing their individual learning strategies, values, attitudes, and generic skills. 'Physical Infrastructure' stands for the physical facilities of the school. It is referred to buildings, grounds, furniture, and apparatus along with equipment essential for imparting education. 3. Management of resources by the School Head requires considerable skills. Resource management is the process of pre-planning, scheduling, and allocating your resources to maximize efficiency. A resource is anything that is needed to execute a task or project — this can be the skill sets of employees or the adoption of software. Schools offer a good product: Providing high-quality educational opportunities to all students. School districts' strengths lie in identifying student needs and implementing innovative programs to provide assistance to struggling students as well as additional challenge to students who excel.

1. Understand which resources are in short supply and focus on them. ...
2. Agree on a common approach to prioritizing work across shared resources. ...
3. Embrace different ways of working across the organization and resources. ...
4. Realize resource management is an ongoing process. ...
5. Manage work and resources uses a blend of granularities.

Tools and advice intended to help you plan and manage your workforce. They will help you reduce workload and combine your curriculum planning with your financial planning. These resources will also help you to save money on costs of recruiting staff, deploying your staff effectively and aligning staffing plans with your school capacity, needs and budget.

How you collect and analyse data and knowing what data can tell you about your school's performance, is crucial to achieving excellent school resource management. These tools and guides will help you use your data effectively.

EIF AND RESOURCES

Assessment and Summary

Evidence

Learning Resources

- Music Room, Art Room, LifeSkills Kitchen, Design Technology Workshop, Outdoor Education facilities
- Physical Development and Healthy Lifestyles
- Quality of Life Sessions
- Keyworker Sessions
- Personalised equipment and learning books
- Multiple software subscriptions
- Use of technology and ipads for learning
- Bespoke Management Information System
- Specialise tutors and staffing
- Construction, Frill and Flounce

- Specialised HLTA focusing on Phonics
- Stations for KS1 and KS2
- Specialist delivered qualifications in Science, Computing
- Targeted tuition and catch up in Maths and English
- Reading Schemes
- Nature Garden and Farm
- Individualised pathways from year 9
- Life and Living Skills Packages
- Bespoke WHSS BAcc

Physical Infrastructure Resources

- Acres of land
- Nature Garden and Farm
- LifeSkills Cooking Kitchen
- Playing Fields
- Gym and Multi Gym
- Assault Course
- Adventure Playground
- Playground
- Tyre Park
- BBQ area
- Outdoor Classrooms and learning areas
- Sunnyvale
- Off Site Swimming
- Therapy Building with bespoke facilities
- Residential houses with individual bedrooms and ensuites, games rooms
- Computer facilities in all areas
- Outdoor seating and eating areas
- Canopies
- Separate playgrounds for age groups
- Dedicated reading areas
- 16+ Independent Living
- Therapy Garden

4. Working with resources and businesses

4.1	<p><u>IT Infrastructure and Modern Digital Technology</u></p> <p>The Foundation makes a commitment to improve digital literacy and information technology. Supported by strong Wi-Fi and mobile connection, suitable and high class resources, platforms and software, and accessible staff-focussed learning, our approach helps scaffold and maximise our students' knowledge and skills and ensures a safe learning environment. We start to build immersive learning spaces using a variety of techniques and software tools, including simulation-based learning and 3D worlds. A focus on computer science and practical programming skills is built in the curriculum.</p>
4.2	<p><u>Policy, Procedures and Practice</u></p> <p>The Foundation's organisational ethos and values clearly define its policies, practices and purpose and are implicit in its values, ethos and culture. Safeguarding, and child protection are at the forefront and underpin all aspects of process and policy development, and practice. Policies as defined in the three domains, and operational procedures set out the functional activity and procedures, allowing for the uniqueness of each setting and clearly communicating roles, responsibilities and expectations. Various vehicles for sharing the information are considered to ensure effective communication and interpretation.</p>
4.3	<p><u>Enabling Environments</u></p> <p>Our environments, indoor and outdoor spaces, are of the highest of standards; they are impeccable in presentation. They are warm, welcoming and nurturing, promoting a sense of trust, calm, belonging and emotional safety. They consider all physical, emotional and sensory aspects, providing safe spaces and resources and strengths-based strategies, that aid regulation, and by design increase opportunities to explore, learn and play. Our Occupational Therapist works collaboratively with the wider staff team, in the areas of sensory processing and fine and gross motor development, linking the environmental aspects of learning with the physical requirement. Over time, our environments become universal, offering a standardised blue-print across the trust of inclusivity and accessibility, enabling maximum impact.</p>

Areas for Improvement

RAG		SLT LEAD	WORKING GROUP	TIMESCALE	IMPACT
4.1	<p>IT Infrastructure and Modern Digital Technology – pick words out from target</p> <ul style="list-style-type: none"> • WiFi • Mobile connection • SLT technology – ipads, digital business cards • Social media, LinkedIn, Tik Tok, Instagram • Assistive technology • Immersive spaces • Google/Teams functionality • Social media 	CAB	TG, AG, JSa, LKi, VZT,		
4.2	<p>Policy, Procedures and Practice</p> <ul style="list-style-type: none"> • Delivery of service, trust, categorising/amalgamating 	GP	IP, LC, AB, CAB		
4.3	<p>Enabling Environments</p> <ul style="list-style-type: none"> • Trauma • Sensory • Classrooms – expanding, 	KA	HCI, CS, LE, LKi, LC GP		

	<ul style="list-style-type: none"> • Outdoor spaces – playground, adventure playground, interactive, tap walls • Regulation stations around site - CS • Corbett upstairs • Grants/fundraising 				
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Summary of Progress

Autumn Term	
Spring Term	
Summer Term	
Final Review, Progress & Impact	