

SCHOOL SELF EVALUATION SUMMARY – EXTERNAL VALIDATION SUMMARY

December 2014
Ofsted

Overall effectiveness	3
Leadership & management	3
Outcomes	3
Teaching Learning Assessment	3
Personal development behaviour welfare	3

February 2015
HMI

Overall effectiveness	3
Leadership & management	Making progress
Outcomes	
Teaching Learning Assessment	
Personal development behaviour welfare	

February 2016
Zoe Evans
Improvement
Partner

Overall effectiveness	4
Leadership & management	
Outcomes	4
Teaching Learning Assessment	4
Personal development behaviour welfare	

May 2016
Maria Landy
Ofsted consultant

Overall effectiveness	3
Leadership & management	2
Outcomes	3
Teaching Learning Assessment	3
Personal development behaviour welfare	3

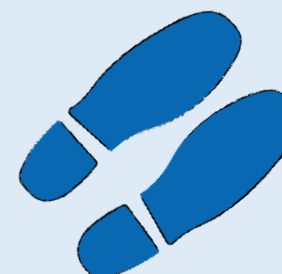
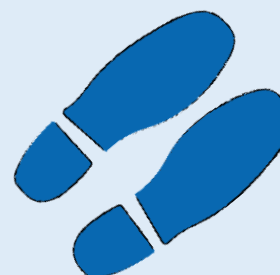
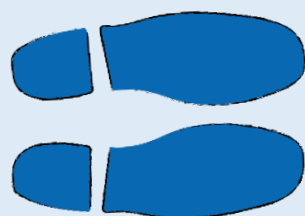
December 2016
Surrey Quality
Assurance

Overall effectiveness	2
Leadership & management	1
Outcomes	2
Teaching Learning Assessment	2
Personal development behaviour welfare	2

May 2017

February 2017
Surrey Quality
Assurance

Overall effectiveness	2
Leadership & management	1
Outcomes	2
Teaching Learning Assessment	2
Personal development behaviour welfare	2



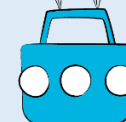
January
2016



**Outcomes
for pupils
are good
now
because....**

**An evidenced
baseline of where all
pupils are undertaken
as an MDT team**

**A systematic
approach to
assessment and
a clear
framework**



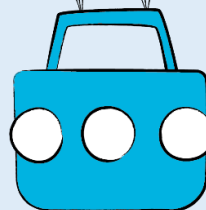
USE OF JOINTS
Use of Hand and Arms: Date: ☒ 20/1/16
1. Uses arm movements to act on immediate environment? ☒ 20/1/16
2. Moves hands from preferred object? ☒ 20/1/16
3. Moves fingers from preferred object? ☒ 20/1/16
Comments:

Control of Hand and Arms: Date: ☒ 20/1/16
1. Can hold maintain a grasp for 10 seconds? ☒ 20/1/16
2. Can the learner release an object? ☒ 20/1/16
3. Can the learner bring objects towards themselves using a sweeping Movement? ☐
Comments:

Refined Manipulation: Date: ☒ 20/1/16
1. Does the learner explore the object using a variety of strategies e.g. perambulation? ☒ 20/1/16
2. Does the learner reach for an object with increased accuracy? ☒ 20/1/16
3. Can the learner pick up and release objects? ☒ 20/1/16
Comments:

Informal Motor Initiation: Date:
1. Copies clapping hands? ☐
2. Copies banging hands on the table? ☐
3. Copies waving Bye Bye? ☐
Comments:

Page 2 of 2
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Pupil with the school nurse



SALT with the pupil making smoothie's.



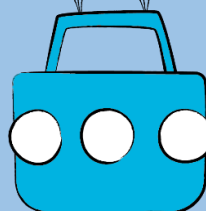
**The
Children's Trust
School**

January
2016 –
April
2017



**Outcomes
for pupils
are good
now
because...**

**Appropriate
classroom
environments – height
adjustable tables,
multi-sensory rooms
integrated in the
classroom.**



[illegible]

Pupil	Andre Yang	Date	Class /ry Stage	Year	Com.	Cognitive	E.C.T	PHYS I	Phys II	SLEWS I	SLEWS II	Score
O.R.S	01/09/2012	Sum 12	2	V6	P1	P1						
Start	08.05.2013	Sum 12	2	V7	P1	P1						
X	Vision	Sum 12	2	V8	P1	P1						
X	Hearing and Blind	Sum 12	2	V9	P1	P1						
X	Hearing	P.Lent	1026	PH-6	PH-4	PH-2						
X	Physical Disabilities	P.Lent	1026	PH-6	PH-4	PH-2						
X	Epilepsy	P.Lent	1026	PH-6	PH-4	PH-2						
X	Other	P.Lent	1026	PH-6	PH-4	PH-2						
X	Chronic otitis media	P.Lent	1026	PH-6	PH-4	PH-2						
X	Intellectual impairment (all syndromes)	P.Lent	1026	PH-6	PH-4	PH-2						
X	Musculoskeletal	P.Lent	1026	PH-6	PH-4	PH-2						
X	Dyslexia/movement disorder	P.Lent	1026	PH-6	PH-4	PH-2						
X	Severe intellectual disability	P.Lent	1026	PH-6	PH-4	PH-2						
X	Synesthesia	P.Lent	1026	PH-6	PH-4	PH-2						
X	Not by mouth	P.Lent	1026	PH-6	PH-4	PH-2						
X	Blind	P.Lent	1026	PH-6	PH-4	PH-2						
X	Deafblind	P.Lent	1026	PH-6	PH-4	PH-2						
X	Cerebral	P.Lent	1026	PH-6	PH-4	PH-2						
X	Additional information	P.Lent	1026	PH-6	PH-4	PH-2						
X	Please reference individual APES	P.Lent	1026	PH-6	PH-4	PH-2						
X	End of KS Progress P levels	P.Lent	1026	PH-6	PH-4	PH-2						
X	(using progression guidance)	P.Lent	1026	PH-6	PH-4	PH-2						
X	Lower	P.Lent	1026	PH-6	PH-4	PH-2						
X	Median	P.Lent	1026	PH-6	PH-4	PH-2						
X	Upper quartile	P.Lent	1026	PH-6	PH-4	PH-2						
X	Interquartile range	P.Lent	1026	PH-6	PH-4	PH-2						
X	Use assessment process	P.Lent	1026	PH-6	PH-4	PH-2						

[illegible]

Curriculum Area		Focus Area	Proposed Learning Target	Pupil	MEET Level ECT 1/2/3/4 CTM level	Planned / Course level
CLL Target 1		Facility:				
CLL Target 2	Vision	To visually attend to a face	I will show that I know that my hands or body are being touched	OT		
CLL Target 3	Awareness of sound	To indicate preferences to a range of sounds including music, voices and environmental sounds	I will show what sounds I like and don't like	Music Therapy / OT		
Cog Target 1	Engagement	To demonstrate a preference to one sensory input over another	I will show what I like to touch and feel			
Cog Target 2	Control	To look towards light or sound objects that are out of reach	I will glance towards different light or sound making things that are presented to me	OT		
Physical Target 1	Maintenance	To maintain range of movement at all joints and maintain constant spatial awareness	I will allow people to help me move my arms and legs and encourage me to good positions for my legs and spine	Physio		
Physical Target 2	Reaching Encounter	To respond to a textured object placed immediately in hand	I will show that I am aware of objects that feel different are in my hand			
PSBWS Target 1	Employment	To respond to significant changes in environment	I will show that I know that I am entering different surroundings			
PSBWS Target 2	Bathing	To engage with adults during bathing/showering routine	I will respond to adults who are helping me during my personal care	Nurse		
ECT Target 1	Control of Balloons	To activate a switch consistently without prompting	I will use my hand switch to operate a ECT by myself as an adult encouraging me	ECT		

Signatures from therapists and educational team where applicable indicate that they have agreed these targets in principle
 * If a student (or parent) that has been interviewed that the team around the pupil are working towards meeting (or collaboratively

September
2016

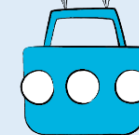


Outcomes
for pupils
are good
now
because....

Staff can now use the
terms 'pre-intentional',
'intentional' and 'formal'
to relate to our learners

I am on the ImPACTs Pathway		
ImPACTs Level Descriptors Explained – HIGHLIGHT THE LEVEL FOR THE YOUNG LEARNER		
ImPACTs Level	Demonstrated Responses:	
'Pre-Intentional' P1 (i) (i) – P2 (i)	I may have momentarily: Stilled Reacted Vocalised or made a tone Altered my body language	At this stage I am responding instinctively & instinctively to something that is happening around or with me and I am not necessarily intending to convey meaning. However, the adult supporting me is working with me in consistent ways to try and add meaning for me.
'Intentional' P2 (i) (i) – P3 (i)	I have begun to: Reduced reflex responses Vocalised with intent e.g. turn taking Show increased concentration e.g. stilling for longer periods / beginning to pay visual attention. Attempt to act in simple ways on my environment. Show recognition. Show awareness of consistency to sounds / cues. Develop cause and effect / learning to control.	At this stage I am beginning to demonstrate that I am developing a sense of 'agency' i.e. that I have an influence over my surroundings and actions. I am beginning to develop skills in anticipation and listening and in comprehending actions. I am more aware and starting to link and sequence. I am beginning to attempt to convey meaning through increasing engagement with the world around me.
'Formal' P3 (i) (i) – P4	Across a range of contexts and with increased consistency I am: Initiating responses. Initiating understanding and emotional responses that are deliberately communicative which are recognised by adults around me. Initiating / understanding cause and effect Initiating and demonstrating understanding of sequences of actions / events / around me Learning to control the world around me	At this stage I am demonstrating that I am able to make choices when offered them. I am initiating and wanting to communicate with a range of partners across range of contexts at a range of times. I am demonstrating an awareness of my actions on others and I am using previous knowledge to develop my memory to further consolidate and develop my skills.

A system that recognises
and capture our
'Golden Moments'



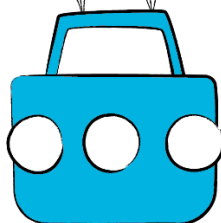
The
Children's Trust
School

October
2016



**Outcomes
for pupils
are good
now
because....**

**Pupil make secure
progress from their
starting points and we
offer appropriate
accreditation.**



Young people use the
Transition Challenge
– sensory ASDAN

Example – sensory Asdan
Communication and
Interaction
Show you can interact
with familiar people

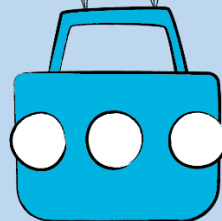


January
2017

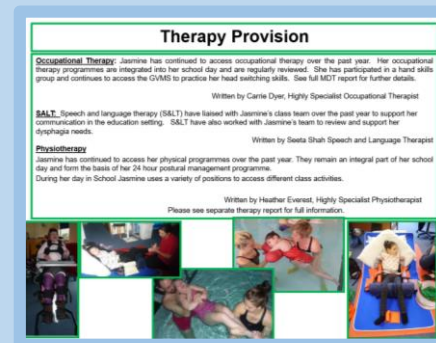
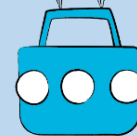


**Outcomes
for pupils
are good
now
because....**

**New integrated EHC
Annual Review
reporting format.**



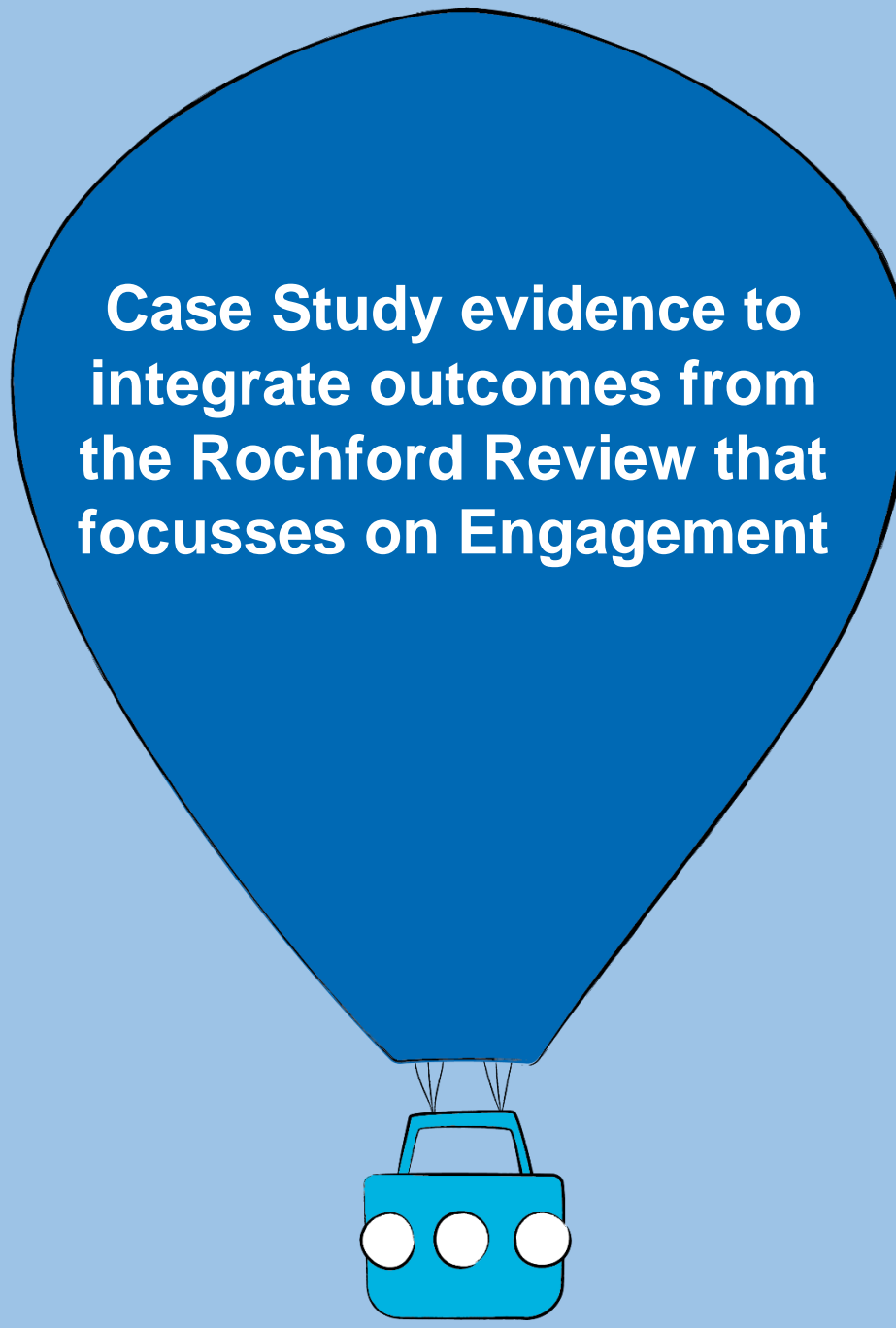
**Outcomes are now
recognised in new
Annual Review
format which all MDT
contribute to**





Spring
Term
2017

**Outcomes
for pupils
are good
now
because....**



**Case Study evidence to
integrate outcomes from
the Rochford Review that
focusses on Engagement**



**The
Children's Trust
School**

March
2017



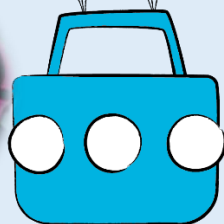
Ramp It Up

**Well planned use of PPG
(Pupil Premium Grant).**

**Clear assessment and
tracking of impact of
PPG.**



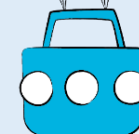
Ramp It Up



1:1 Drake
sessions



**A three tier model for
Therapy delivery –
universal, targeted
and specific.**



Ramp It Up



Drake – professional development
for staff and governors – Feb 2017



**The
Children's Trust
School**

**Outcomes
for pupils
are good
now
because....**

Summer
2016-
2017



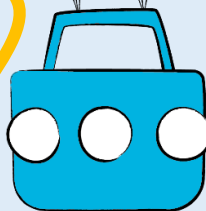
**Outcomes
for pupils
are good
now
because...**

The **GOLDEN THREAD** of
safeguarding runs through
TADDIES



Taddies 2017

**An identified
classroom for Early
Years with a safe
space outdoor play.
(outdoor play to be
developed from
Summer 2017)**



Taddies 2016



Taddies 2017



Taddies 2017



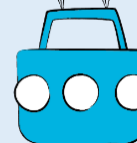
Taddies 2017



Taddies 2017



Taddies 2016



Spring
2017

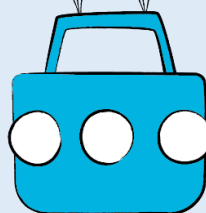
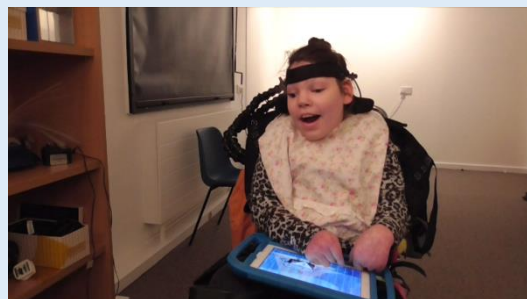
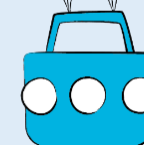


**Outcomes
for pupils
are good
now
because.**

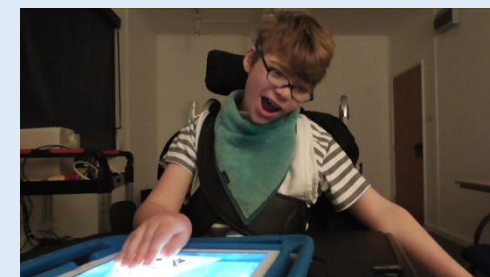
**Relocation of IT
support to enable
greater pupil access
and participation in
individual and group
sessions**



IPad support Drake
sessions



Magic carpet for lunchtime club
and class group sessions



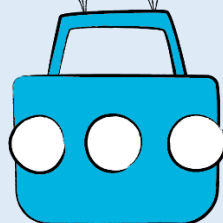
February
2017



Outcomes for pupils are good now because....

Recognise the need for staff
specialism

e.g links to:
Surrey Music hub
Drake music
QTVI teachers
Sounds of Intent
Professor Adam Ockelford



Looking Club by QTVI – started 2016




Drake - 2017

**Clear recording
processes to
show small steps
– profile and star
summaries**

KEY SKILL ASSESSMENT SCORES – IMPACTs										
NAME: Amelia Linsley-Hurry		D.O.B 02/03/2003		B - Chestnut		COMMUNICATION LANGUAGE LITERACY				
Curriculum Area	Max Points Available	Baseline Autism 2 – Summer 2 2015-2016	2016 – 17		2017 – 18		2018 – 19		2019 – 20	
			YR 8 Key Stage 3		YR 9 Key Stage 3		YR Key 10 Stage 4		YR 11 Key Stage 4	
			Term Point Score	Term Point Score	Term Point Score	Term Point Score	Term Point Score	Term Point Score		
Sensory awareness and preferences	3	3	Autism 2	Summer 1	Autism 2	Summer 1	Autism 2	Summer 1	Autism 2	Summer 1
Use of Hands / Arms	24	9								
Tactile	24	6								
Vision	24	2								
Interaction	21	4								
Vocalisation	18	6								
Hearing	18	5								
Totals	132	35								
Progress / Gain										
Overall Level P1/I/F		P1								
P – Level Conversion		P2i								
CASPA		P2i.0								
Notes/Comments										

P - Level & IMPACTS Level Descriptors											
FORMAL	P4										
	P3II 8										
	P3II 6										
	P3II 4										
	P3II 2										
	P3II 0										
	P3I 8										
	P3I 6										
	P3I 4										
	P3I 2										
INTENTIONAL	P3										
	P3I 0										
	P2II 8										
	P2II 6										
	P2II 4										
	P2II 2										
	P2II 0										
	P2I 8										
	P2I 6										
	P2I 4										
PRE - INTENTIONAL	P2										
	P2I 2										
	P2I 0	★			★						
	P1II 8										
	P1II 6		★				★				
	P1II 4										
	P1II 2										
	P1II 0										
	P1I 8										
	P1I 6										
P1I 4											
P1I 2											
P1I 0											
★ Baseline 2016	★ Summer 17	Communication Language Literacy CLL	Cognitive	Environmental Control Technology ECT	Personal Social Emotional Well Being – Self Advocacy						
★ Autumn 16	★ Autumn 17										
★ Autumn 17	★ Summer 18										
★ Summer 18	★ Autumn 18										
★ Autumn 18	★ Summer 19										
	★ Autumn 19										
	★ Summer 20										
	★ Autumn 20										
	★ Summer 21										
	★ Autumn 21										

Name: Amelia			
Linsley-Hurry			
DOB 02/03/2003			
Day Bording			

2016-17	2017-18	2018-19	2019-20
9			

Personal Social Emotional Well Being – Self Help			
Baseline	Autumn 16	Summer 17	Autumn 17
Sum 16			
11			
Summer 18	Autumn 18	Summer 19	Autumn 19
Summer 20	Autumn 20	Summer 21	Autumn 21

Physical – Fine Motor			
Baseline	Autumn 16	Summer 17	Autumn 17
Sum 16			
24			
Summer 18	Autumn 18	Summer 19	Autumn 19
Summer 20	Autumn 20	Summer 21	Autumn 21

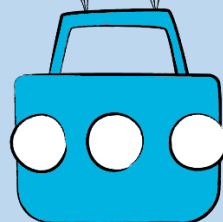
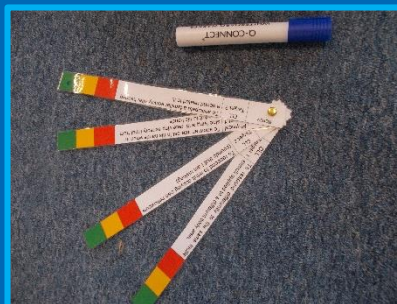
Physical – Gross Motor			
Baseline	Autumn 16	Summer 17	Autumn 17
Sum 16			
33			
Summer 18	Autumn 18	Summer 19	Autumn 19
Summer 20	Autumn 20	Summer 21	Autumn 21

Ongoing

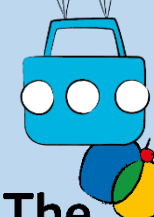


**Outcomes
for pupils
are good
now
because....**

**A sessional RAG system
Which is consistent in
approach and presentation,
clearly evidencing progress
over time**



**Assessment that is
drawing on a range
of evidence across
EHC**



**The
Children's Trust
School**

Ongoing



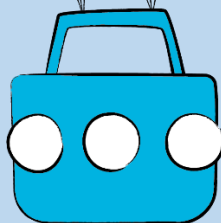
**Outcomes
for pupils
are good
now
because....**

**Making links to draw on
external expertise to inform
our planning, strategies and
outcomes**

**e.g. Retts consultant
Zoe Evans – Head Teacher
at Rosewood**

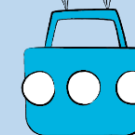
**Visits and hosting visits
Drake**

Adam Ockleford



Dr. Hilary Cass and
her Research team
will deliver INSET
on latest research
of RETTS

Adam Ockleford
presenting on music
and engagement



Visits to Rosewood –
Southampton

- Celia and SALT focus early years and communication passports
- Launa and Sam x2
- Jo and Franz for Post 16 provision
- Devina – summer term

Visits to Linden Lodge

- Simone to nurse team
- Celia and Launa for Early Years
- Ann to LRC

Visits to Swiss Cottage

- Franz – Point 5 Hub
- Ann and Celia Point 5 Hub meetings

NAHT for leaders, for learners
– Surrey Branch 2017

INSET for staff and
governors on drake music



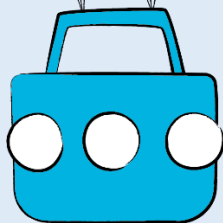
Sam at Rosewood – noting specialist equipment

Ongoing



**Outcomes
for pupils
are good
now
because....**

**We recognise that
progress can be
evidenced in a both
linear and lateral ways**



January
2016
Ongoing



CLL – Visual - tracking



CLL – Use of Hands



ECT – well placed switch



CLL – Vocalisations

A new Curriculum (ImPACTS)

which is appropriate to
the needs of CYP'
(Children & Young People)



Cog – Tactile



CLL – Visual



ECT – cause and effect

The Quality of
teaching,
learning and
assessment
are good now
because we
have.....

June
2016

Peer observations – second round
starts summer term 2017

Use of accurate
monitoring to
identify and
spread good
practice across
school

Re-structure of
teaching team with
10/12 teachers / tutors
changed to
7 QTS with specialist
lead areas'

QTVI

MSI

EARLY YEARS

CURRICULUM
AND
RESEARCH

POST 16

CURRICULUM
ENRICHMENT

PPA

**The Quality of
teaching,
learning and
assessment
are good now
because we
have.....**



Team meetings to identify good practice across the school.

September
2016
ongoing

**The Quality of
teaching,
learning and
assessment
are good now
because we
have.....**

**Maximising
learning
opportunities
via routines e.g
(bathroom/
hoisting eating
drinking)**

**APIES track the
journey of our pupils
through attendance,
physical, intellectual,
emotional and social
experiences through
the year to provide
additional data**

APIES

Attendance, Physical, Intellectual, Emotional & Social Progress Tracking

Name	Harvey Trumps	DOB	26/02/2007	Year Group	5	Class	Green	Day					
2016 / 2017	Attendance	Physical	Intellectual	Emotional	Social								
Aut 1	90%	CL1 CL2 CL3	CL1 CL2 CL3	CL1 CL2 CL3	CL1 CL2 CL3								
Comments	Harvey made good progress. He showed some improvement in his social skills.												
Aut 2	88.75%	CL1 CL2 CL3	CL1 CL2 CL3	CL1 CL2 CL3	CL1 CL2 CL3								
Comments	Harvey made good progress. He showed some improvement in his social skills.												
Spr 1	86.25%	CL1 CL2 CL3	CL1 CL2 CL3	CL1 CL2 CL3	CL1 CL2 CL3								
Comments	Harvey made good progress. He showed some improvement in his social skills.												
Spr 2	83.75%	CL1 CL2 CL3	CL1 CL2 CL3	CL1 CL2 CL3	CL1 CL2 CL3								
Comments	Harvey made good progress. He showed some improvement in his social skills.												
Sum 1		CL1 CL2 CL3	CL1 CL2 CL3	CL1 CL2 CL3	CL1 CL2 CL3								
Comments	Harvey made good progress. He showed some improvement in his social skills.												
Sum 2		CL1 CL2 CL3	CL1 CL2 CL3	CL1 CL2 CL3	CL1 CL2 CL3								
Comments	Harvey made good progress. He showed some improvement in his social skills.												
Comments													

Not Engaged Emerging/Struggling Partly Engaged Mostly Engaged Fully Engaged

Attendance completed

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Routine - washing



Routine – eating

September
2016

**The Quality of
teaching,
learning and
assessment
are good now
because we
have.....**

Clearly
identified
educational
terms – 38
weeks when
'teachers are
teaching'

Weekly
opportunities for
our community
Early Years group
'Taddies', to run on
a weekly rather than



Taddies – Harvest
2016

Taddies – May 2017



Taddies – May 2017




**The
Children's Trust
School**

Ongoing

**The Quality of
teaching,
learning and
assessment
are good now
because we
have.....**

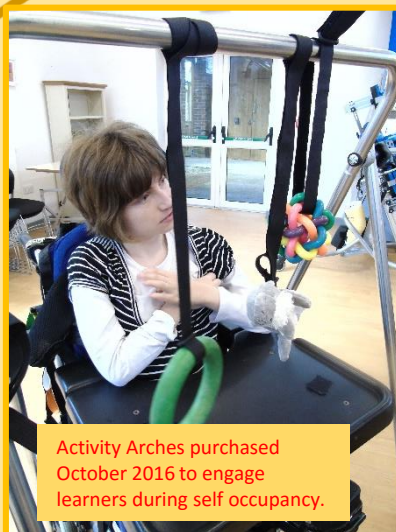
**Use of
motivators are
actively
encouraged**

**Time in lessons is
used productively.**

**Self occupancy is
planned and valued.**



Self occupancy with chime bells



Activity Arches purchased
October 2016 to engage
learners during self occupancy.



Activity Arches purchased
October 2016 to engage
learners during self occupancy.



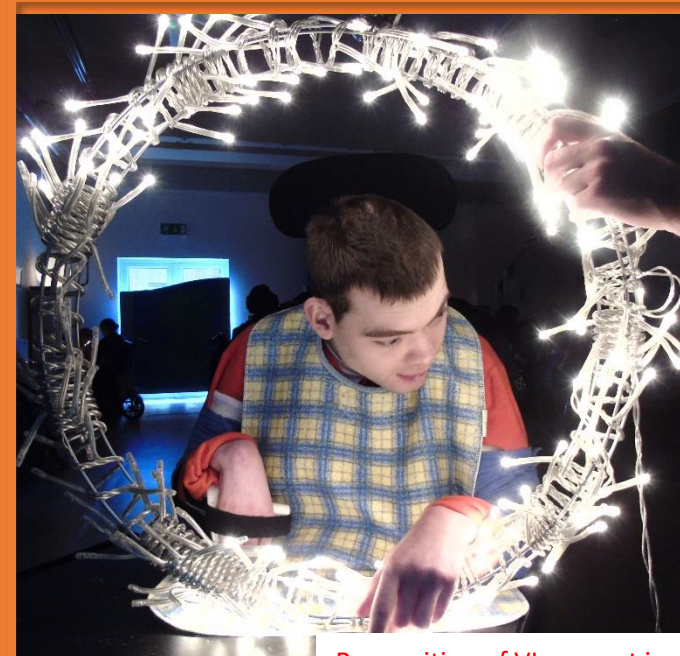
Motivator to develop mobility – move to the interesting sound and movement of toy.

Ongoing

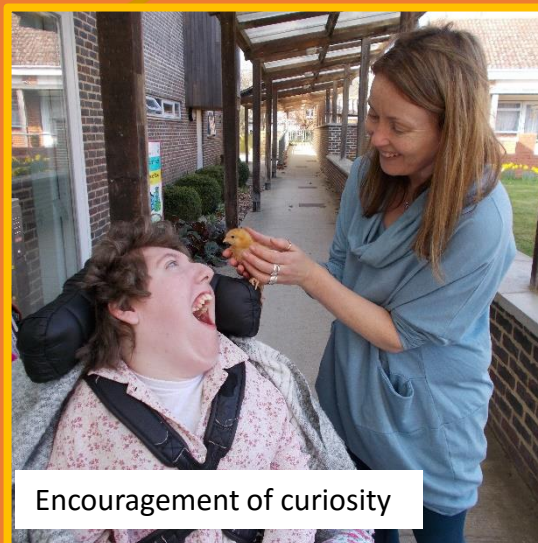
**The Quality
of teaching,
learning and
assessment
are good
now
because we
have.....**

Therapy
and care
needs are
integrated
into
learning

Teachers
effectively
personalise
planning to help
pupils learn well
and encourage
curiosity and
motivation to
engage and
learn.



Recognition of VI support in daily sessions and routines.



Encouragement of curiosity



Consideration to positioning for optimal learning
– CYP on wedge and identified on STP

Ongoing

**The Quality of
teaching,
learning and
assessment
are good now
because we
have.....**

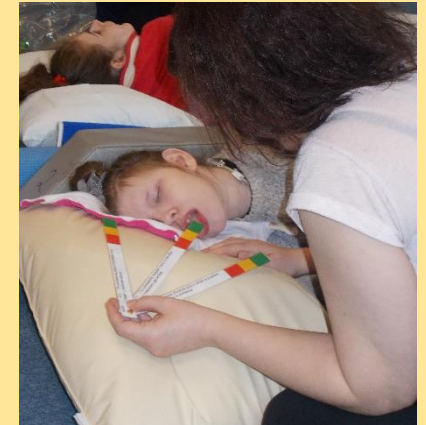
**Learning walks -
formal and
informal**

**MDT team /
School/ Houses**

**Teachers are
checking pupils
understanding
through an
assessment
framework that offers
timely and effective
evidence**



Continual assessment through the RAG system



Ongoing

**The Quality of
teaching,
learning and
assessment
are good now
because we
have.....**

Learning, social
and play goals
through activity
weeks and
lunchtime clubs

Learning, social
and play goals in
the residential
context



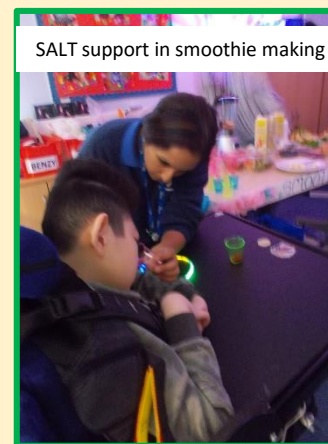
Ongoing

**The Quality of
teaching,
learning and
assessment
are good now
because we
have.....**

**Teachers
promote
equality of
opportunity
and diversity
in teaching
and learning
with EHC
integrated.**




**A motivated,
respected and
effective EHC team
that integrates to
deliver a high
quality education.**



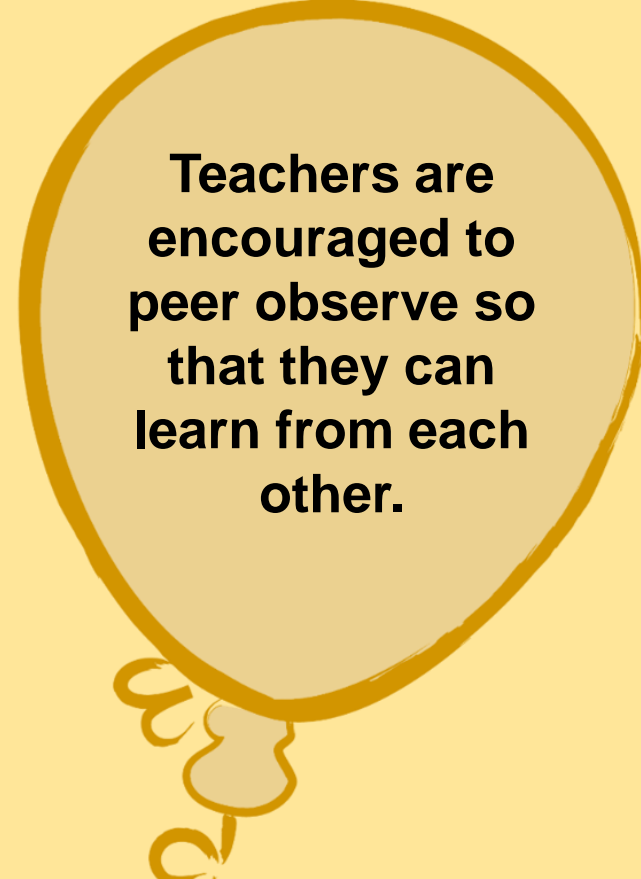


Ongoing

**The Quality of
teaching,
learning and
assessment
are good now
because we
have.....**



Teaching is
consistently
good and
continues to
rapidly
improve



Teachers are
encouraged to
peer observe so
that they can
learn from each
other.

Ongoing

**Personal Development ,
behaviour and
welfare of
pupils are
good because
we have**

Deliberate and effective action and planning for artistic, musical sporting and cultural opportunists in School and Houses including social, play and leisure activities.

Lunchtime clubs that provide opportunity for social participation and skills.



Ongoing

Personal Development, behaviour and welfare of pupils are good because we have

Effective safeguarding where any concerns are well managed, can be evidenced and pupil are safe.



Annual safeguard audit and action plan that keeps safeguarding at fore 'front of 'everyone'.

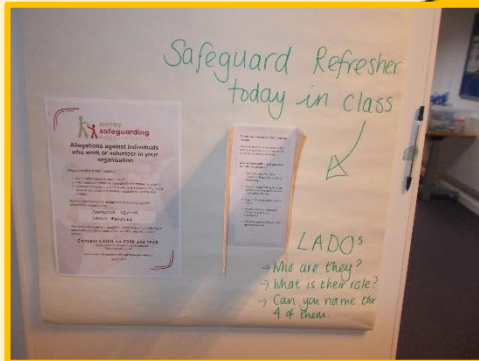
Ongoing

Personal Development, behaviour and welfare of pupils are good because we have

A cohesive and consistent approach to safeguarding across EHC (Education, Health & Care) is well established



Leads from EHC (Education, Health & Care) work collaboratively to meet the needs of the CYP (Children & Young People)



Weekly safeguarding training




Ongoing

**Personal
Development ,
behaviour and
welfare of
pupils are
good because
we have**

EHC (Education, Health & Care)
team actively work
together to promote
health and well-being
(fitness, emotional &
mental).

Individualises risk assessments
across the EHC (Education, Health & Care)
(both activities & individual)



April 2017

**Personal
Development ,
behaviour and
welfare of
pupils are
good because
we have**

Meeting a personalised need for
social inclusion for pupils e.g. KS1
going to the Co-Op nursery School.

We provide social opportunities
for Green Class to link with our
local mainstream primary school.

Pupils will have access to an EP service

Ongoing

**Personal Development ,
behaviour and
welfare of
pupils are
good because
we have**

Without a
swipe card
all have to
sign in.



We Have 1 point of entry
to the School and clear
expectations in relation
to visitors and staff entry
with a 'swipe card'
system implemented.



We have a clear fire evacuation strategy including Fire
Bags/Marshals





Ongoing

**Personal
Development ,
behaviour and
welfare of
pupils are
good because
we have**

Policies reflect the
School and legal
compliance requirements
rather than solely Trust
based policies.

We have a clear information
Governance process across the
Trust.



Ongoing

**Personal Development ,
behaviour and
welfare of
pupils are
good because
we have**



School has access to the medical round for residential CYP- school nurses attend and feedback to all our staff teams.

Our LAC (Looked After Children) are well managed across the varied Boroughs that we serve.

Ongoing

Personal Development, behaviour and welfare of pupils are good because we have



Deliberate and effective action planning is taken to promote spiritual, moral, social and cultural development.





Ongoing

**Personal
Development ,
behaviour and
welfare of
pupils are
good because
we have**

Personalised care
planning that travels with
the CYP wherever they
are!

Increase skill level of the nursing team to include a
paediatric Band 7 lead from GOSH.



Ongoing

**Personal
Development ,
behaviour and
welfare of
pupils are
good because
we have**

Our SCR (Single Central Record)
and personnel files reflect Safer
Recruitment.

We have developed links with Surrey
Safeguarding Board/LADO (Local Authority
Designated Officer)/Prevent

**January
2016**

**Effectiveness of
Leadership and
management
are good now
because we
have**

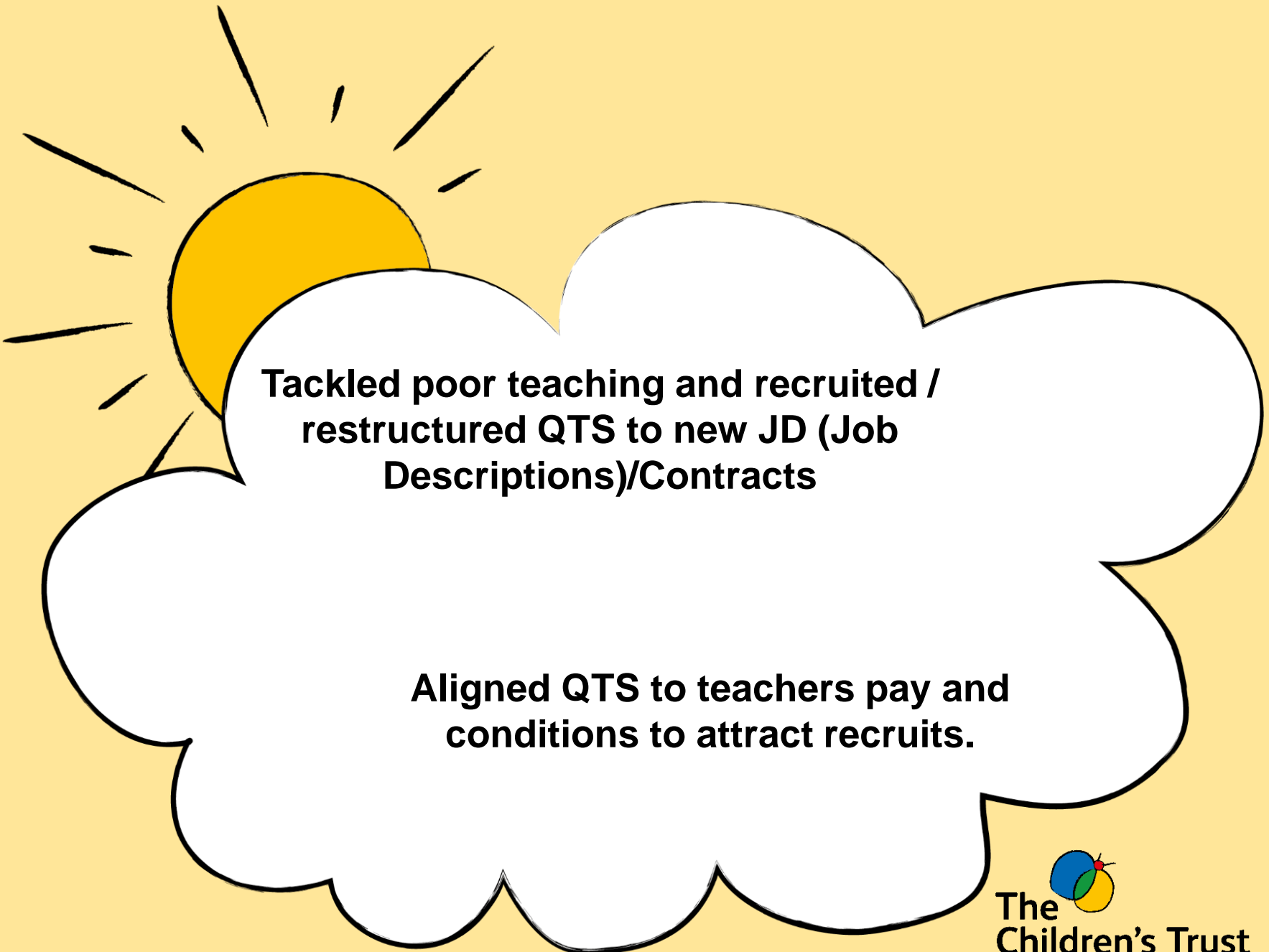
**Taken effective action to
secure and sustain
transformational improvement
through - monitor, analyse,
plan, do, review**



Sam gave a verbal update to parents – June 2016
Regular termly meetings now in place.

**June/July
2016**

**Effectiveness of
Leadership and
management
are good now
because we
have**



**Tackled poor teaching and recruited /
restructured QTS to new JD (Job
Descriptions)/Contracts**

**Aligned QTS to teachers pay and
conditions to attract recruits.**

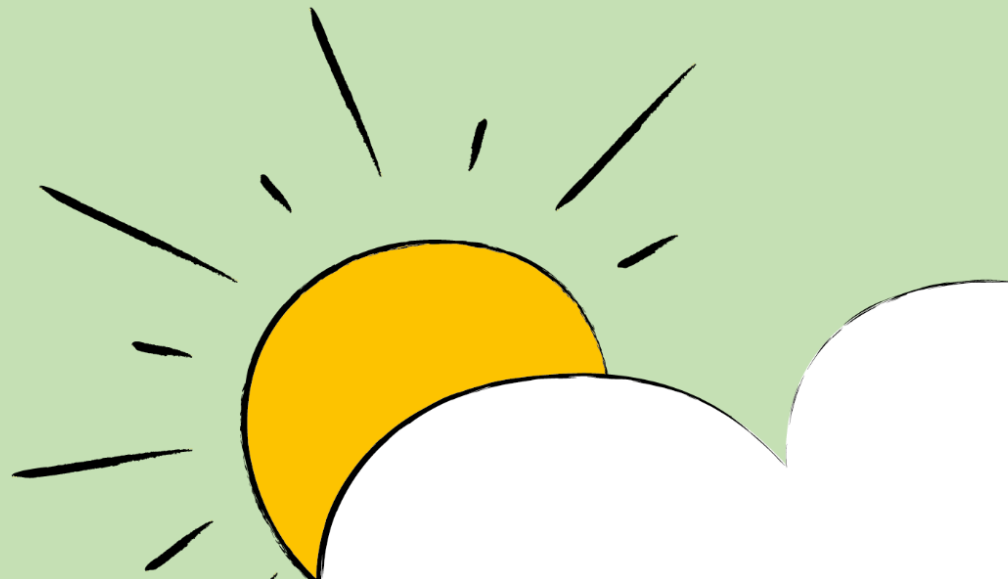
**June
2016**

**Effectiveness of
Leadership and
management
are good now
because we
have**

**Appointed Teachers with QTS
who can evidence teaching
standards and who have / are
gaining additional specialisms**

Ongoing

**Effectiveness of
Leadership and
management
are good now
because we
have**



**Leaders set high expectations
and a 'culture of learning' of
pupils and staff**



Staff daily team briefing



Staff meeting
lead by social
worker team



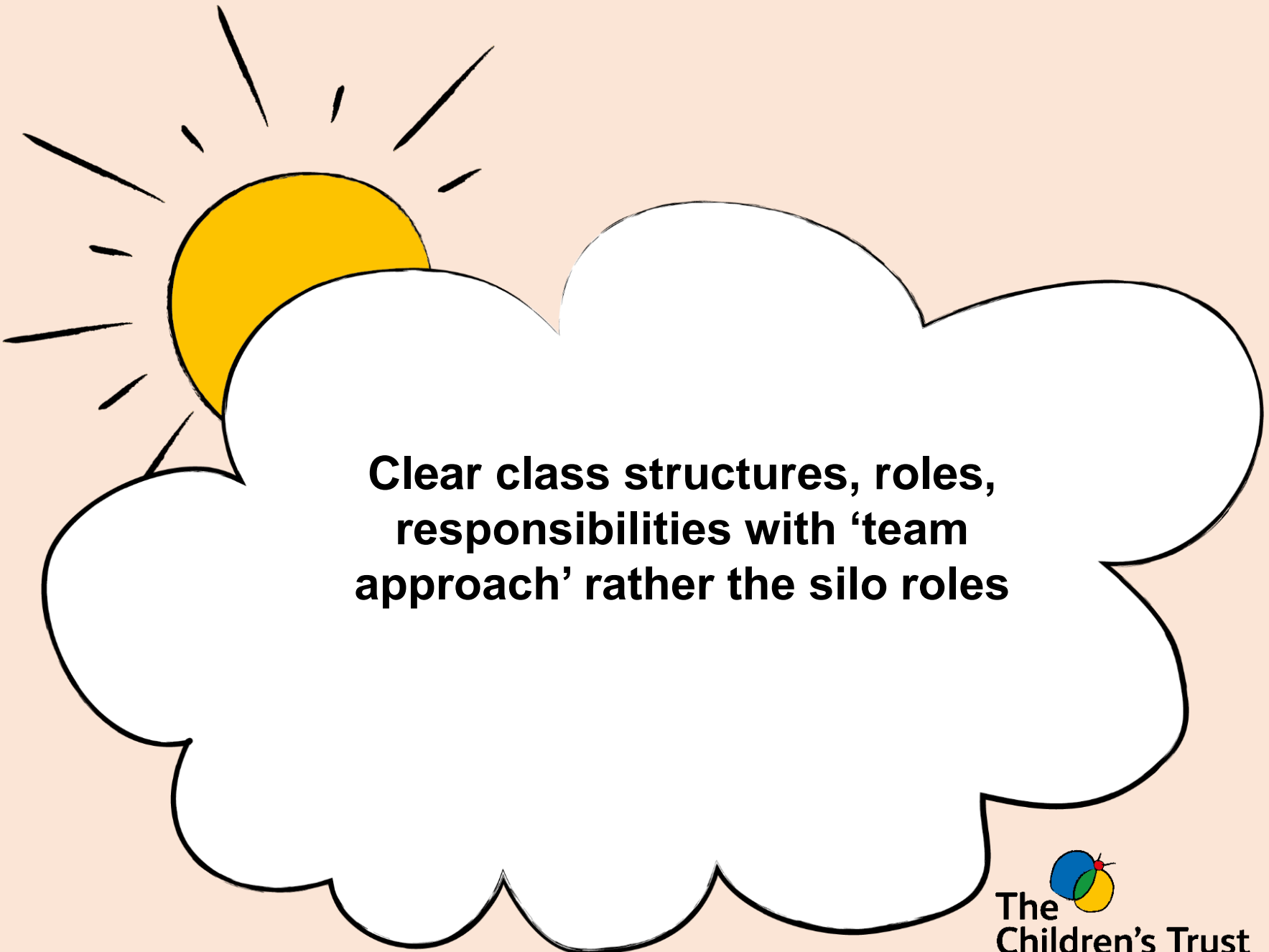
Staff Inset



Staff daily team briefing ECT training

Ongoing

**Effectiveness of
Leadership and
management
are good now
because we
have**



**Clear class structures, roles,
responsibilities with 'team
approach' rather the silo roles**

Ongoing

**Effectiveness of
Leadership and
management
are good now
because we
have**



Zoe Evans from Rosewood

**There is now a culture of
'external validation' that
provides robust feedback and
a basis for ongoing school
improvement planning.**

**(Rosewood School,
Maria Landy, Frank Price)**



Maria Landy completed
a learning walk across
the school and school
houses.

Ongoing

**Effectiveness of
Leadership and
management
are good now
because we
have**



Assistive Technology training



Training on ECT
– use of IPADs



Assistive Technology training

Continuing CPD

(continuing professional development)
**including opportunities to develop
leadership skills**

**Comprehensive training to
upskill and develop all staff to
support the needs of the
pupils**



Assistive Technology training

Ongoing

Effectiveness of Leadership and management are good now because we have



Activity week 2017



Have access to a range of extra-curricular activities that support learning, play and leisure.



Have access to a range of extra-curricular activities that support learning, play and leisure.



**March
2017**

**Effectiveness of
Leadership and
management
are good now
because we
have**



**Effective use of pupil premium
grant (PPG) spending and can
evidence via assessment the
outcomes and impact**

**Leaders consistently promote fundamental
British values and pupils' spiritual, moral,
social and cultural development through the
development of a rights respecting school.**

Started July
2017
Ongoing

**Effectiveness of
Leadership and
management
are good now
because we
have**

**We have Communication Champions that
support, from each class and Houses to
support a Total Communication
Environment.**



Ongoing

**Effectiveness of
Leadership and
management
are good now
because we
have**




**An outward facing school that
values external review.**

All staff consider themselves 'leaders of learning'.

Ongoing

**Effectiveness of
Leadership and
management
are good now
because we
have**

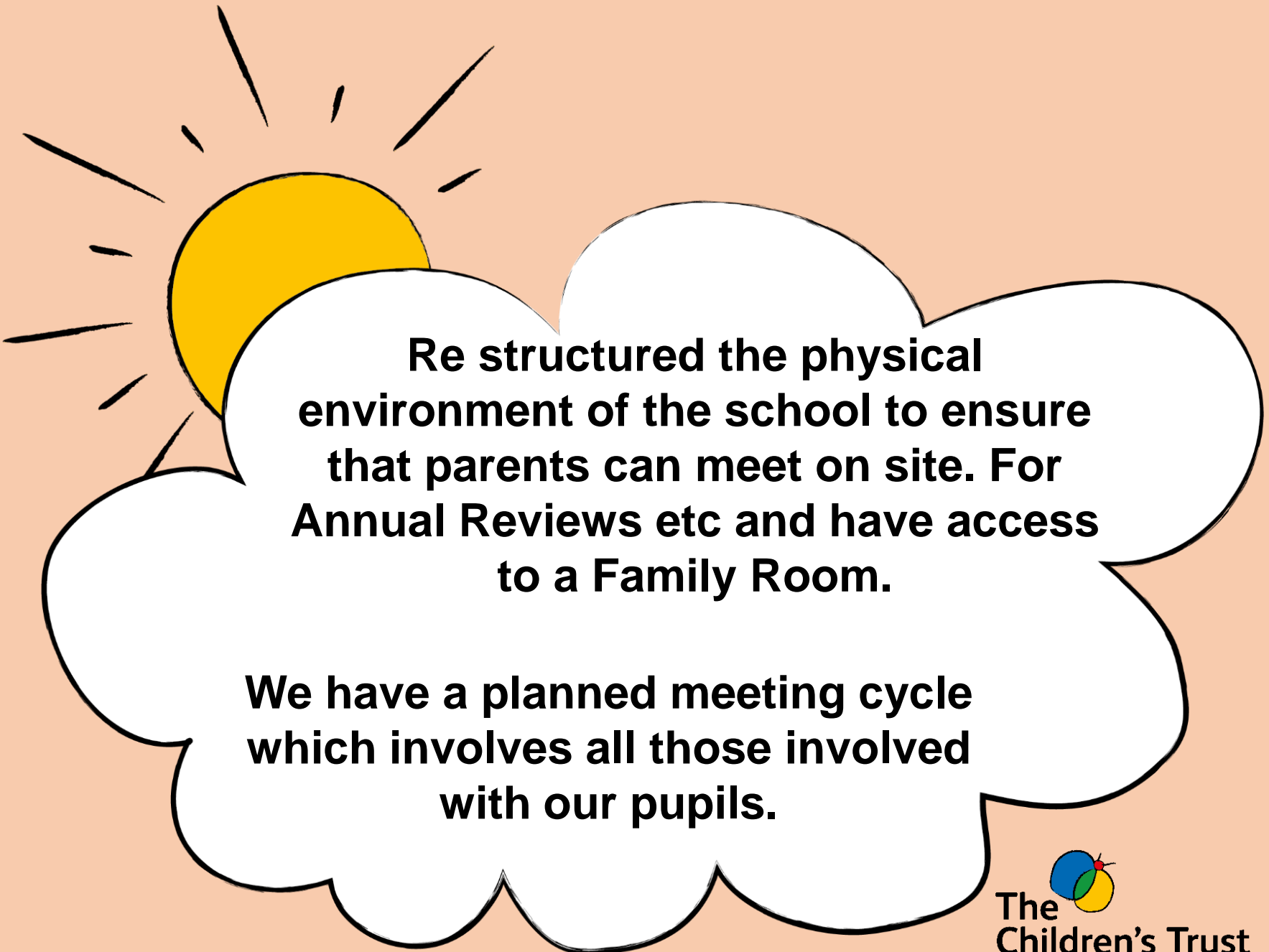


**We will expand the curriculum offer
further from November 2017 with
staff train in
'Yoga for the Special Child'.**

**We are implementing staff
accredited training from April 2017**

Ongoing

Effectiveness of Leadership and management are good now because we have



Re structured the physical environment of the school to ensure that parents can meet on site. For Annual Reviews etc and have access to a Family Room.

We have a planned meeting cycle which involves all those involved with our pupils.

Ongoing

Effectiveness of Leadership and management are good now because we have



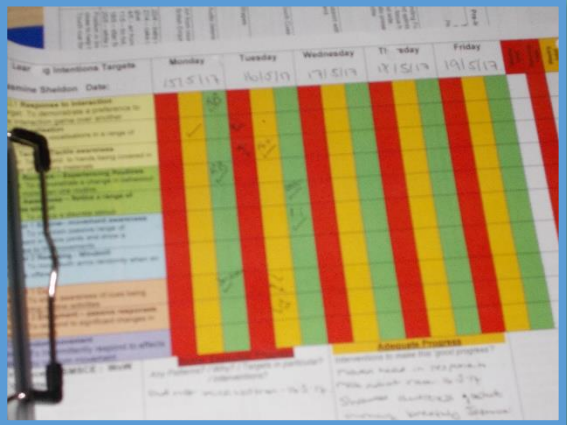
Regular Learning Walks with external validators and Governors.



There is now a clear Governance framework for the Trust.



The Effectiveness of the sixth form provision is good now because we have.....



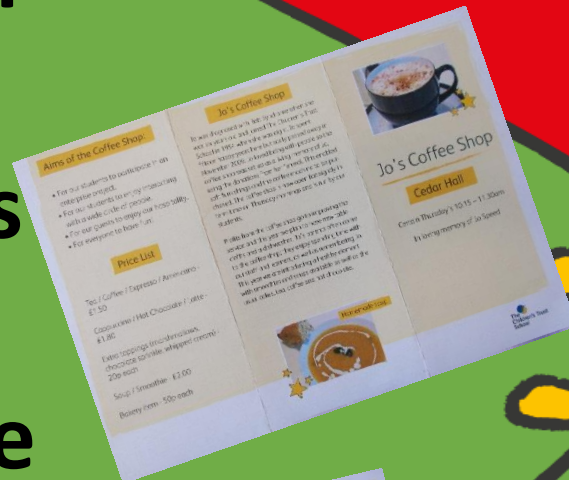
AREA OF CURRICULUM	George Davidson 47 / P2i	Elinor Lukey 20 / P1ii	Anthony Pink 31/ P3i	Sarah Turner 47 / P2i	Paula Matthews 58 / P2i
ECT COG	Pre Intentional	Pre Intentional	Intentional – Formal	Pre-Intentional	Pre-Intentional
CLL - hearing	222	222	661	199	235
Loud v quiet	Individual Learning Intention/s CLL 1 - To respond to a change of sound initiated by an adult during turn taking. CLL2 - To request more of sound/music ECT - To activate the switch with intent to control an aspect of their environment	Individual Learning Intention/s CLL 1 - To develop turn taking using own sounds CLL 3 - To restart turn taking game or alternate who is the leader within established game Cog 1 - To explore objects /activities prior to selecting ECT - To activate a switch with intent to control an aspect of the environment	Individual Learning Intention/s CLL 1 - To develop turn taking using own sounds CLL 3 - To consistently request 'more' in familiar interaction. ECT - To repeat a successful movement to activate an ICT piece of equipment	Individual Learning Intention/s Cog 1 - To explore the range of vocal sounds used for different meanings Cog 2 - To react according to stimuli presented. ECT - To use a familiar switch in a range of sessions to gain a variety of effects.	Individual Learning Intention/s CLL2 - To turn take with sounds or action Cog 2 - To use own range of body movement to act on immediate environment. ECT - To use a refined movement to operate a switch



The
Effectiveness
of the sixth
form
provision is
good now
because we
have.....

There are
enrichment and
work experience
opportunities that
are relevant for
the pupils.

We have a
community link
that pupils
participate in -
Jo's coffee shop



The
Effectiveness
of the sixth
form
provision is
good now
because we
have.....

Those in post
16 have the
opportunity
to transition
to Cedar
provision

Working
together
through the
Drake Ramp
it up

The young people
join together for
assemblies,
lunchtime clubs and
for coffee shop

The Ramp It
Up
performance
will be
performed
at the school
festival on
the 20th July
2017



The young people from purple
have the opportunity to work
alongside Cedar young people.

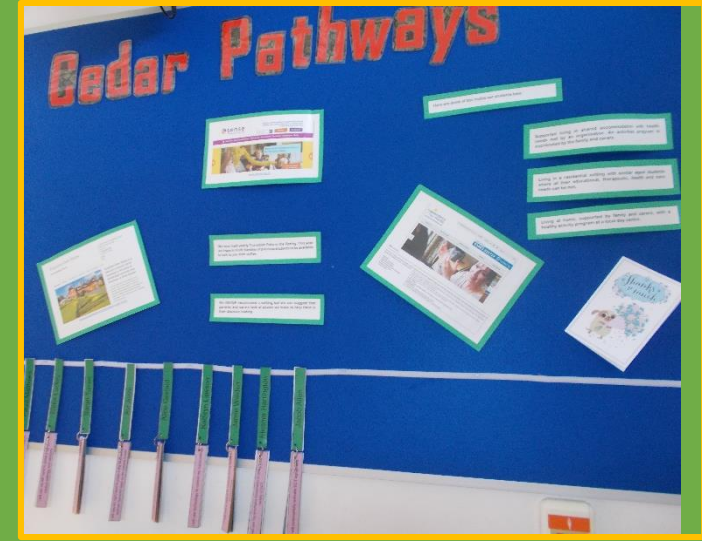

The
Children's Trust
School

The Effectiveness of the sixth form provision is good now because we have.....

We are supporting parents and carers to transition to appropriate destinations. There are regular MDT transition meetings and individual support from school and care through the process.

We have held a transition fair May 2016

Our next Transition fair is in July – Enabling Adulthood



**The
Effectiveness
of the sixth
form
provision is
good now
because we
have.....**

Age
respectful
teaching

Age respectful
display/
environment

Cedar Spa

Musical Cognition &
Communication

Drake –
Ramp It
Up

Hot topic
& record
breakers

Community links
– Cedar Village
Hub for summer
activity weeks -
2017

Sensory vinyl listening with relaxation
lunchtime club

Work
experience
– Jo's coffee
shop



The
Effectiveness
of the sixth
form
provision is
good now
because we
have.....

Pupils are
actively
encouraged to
take part in
wider society

The
Children's
Trust
community
makes links
with Cedar

