



The Children's Trust School

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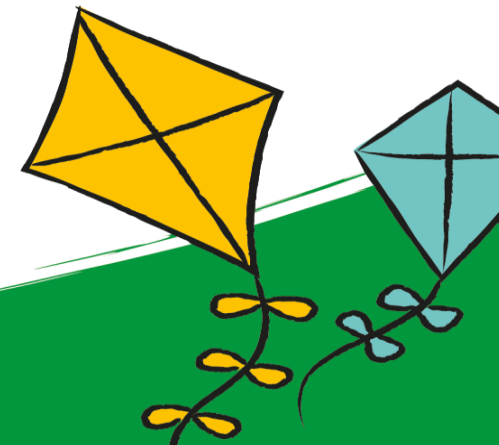
The Children's Trust School (URN 134902)

Self- Evaluation (SEF)

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Development priorities

April 2022 / 23



Self- Evaluation (SEF)

School Mission - To support children to live the best life possible achieving excellence in Education, Health, Therapy and Care.

School Vision - The Children’s Trust School will be a growth orientated, National Centre of Excellence for children & their families - in a state-of-the-art building promoting innovative, researched best practises through visionary, integrated EHTC.

CONTEXT - The school’s specific context

REGISTRATION / NOR:

- Non-maintained, day, Special School for 44 young people aged 2-19
- Currently 40 pupils (39 FTE – split placement in nursery between 2 children) - 13 day and 27 residential (co-located children’s homes)
- 21 girls and 19 boys

COMMISSIONING AUTHROITIES:

- 22 LAs across SE England with Individual Pupil Agreements (IPAs) and most contracts being tripartite funded

PUPIL PRIMARY NEEDS / SUPPORT:

- All pupils have complex Education Health Therapy and Care (EHTC) needs resulting in multiple barriers to learning.
- All pupils have EHCPs and require additional support and specialist interventions
- Learners are categorised PMLD with primary needs including complex medical and health issues including palliative, life limiting and degenerative conditions, communication and interaction, cognition and learning, physical and sensory, social and emotional needs.
Pupils are working at early developmental levels previously described as between P1(i) and P3 (ii) and we assess them as falling into three key developmental areas, Pre-Intentional, Intentional, Formal and concrete.
- 2/40 funded with educational 1-1s
- 18/40 with health 1-1s
- All pupils require daily and sessional interventions and support from education, health, therapy and care

CATEGORISATION

NUMBER

White English	20
Other White English	4
White European	2
Black British	1
Black and any other ethnic group	5
Other Asian	1
Latin/South/ Central American	1
Other ethnic group	2
Other Pakistani	1
Black Somali	1
Black Caribbean	1
Black African	1

PUPIL ETHNICITY / DIVERSITY:

CONTEXT - The school's specific context cont/d

SAFEGUARDING:

Area	Number of pupils
PPG	8
FSM	5
Families receiving Early help	0
Section 31	6
Section 20	18
Dual registered	0
In receipt of COVID Catch up	9
Excluded in last academic yr	0
Supported in a managed move	0
LADO referrals	1

The school is an inclusive setting and does not separate children on the basis of any protected characteristics.

STAFFING:

Area	Number of staff
Early career Teachers (ECT)	1
Teachers	9
Senior Specialist Teaching Assistants	4
Specialist Teaching Assistants (1 mat leave / 1 LTS)	18 -2
Education 1-1	2
Health care support assistants	18
Nursing (Band 7)	1
Nursing (Band 6)	1
Therapy OT / PT / MT / SLT/ MDT Techs	4/5/2/4/3
Bank staff	4
Admin support (1 on mat leave)	7 - 1

The age profile of the current staff group is 20-67.

There is additionally onsite and available to school:

- TCT contracted speciality Doctors, consultants and respiratory physiotherapists. They answer emergency 'crash bleeps'.
- Clinical moving and handling advisor
- Assistive technology leads
- On site clinics – vision, orthotics, ophthalmology, audiology.

TCT School does not use any agencies.

We have 0 teachers / staff who cannot be observed for any reason (for example, if they are subject to capability procedures)

COVID-19

SPECIFIC RISKS / CHALLENGES:

- COVID-19 and its variants posed extremely high risk to the lives of our pupils.
- Most children were identified by their consultants as 'clinical extremely vulnerable' (CEV) and individually shielded. Staff could not cross individuals or bubbles. 5 CEV day pupils remained at home, 6 day came into school with 2 needing individual rooms and staff, 22 residential pupils shielded in individual rooms across 5 buildings
- Maintaining the quality of education and quality of life via blending physical / remote / virtual means
- Balancing the need for interventions to maintain education, health, therapy and care to close contact. e.g. clinics, aquatherapy, rebound therapy.
- Staff management – ensuring adequate number
- Staff wellbeing – staff in full PPE all day, every day placed significant strain on the staff wellbeing. In addition, many staff experienced levels of reactive fatigue.

STRENGTHS:

- A Major Incident Team (MIT) was established and met daily (increased to weekly / fortnightly) to plan and mitigate risks
- COVID Operational Guidance was implemented and updated as per guidance
- A PPE and Testing regime was put into place (staff and children)
- Staff wellbeing plan implemented
- COVID monitoring implemented (for testing, vaccines, isolation and COVID+ tracker)
- Pupils were immediately grouped into day / residential house class groups and staff allocated to 1 class 'bubble'.
- Lockdown 1 / 2 all residential pupils had education delivered on school houses
- A virtual learning lead was established for day pupils at home – home learning packs were developed and transported to individuals
- Virtual learning offer was established for all pupils on houses shielding
- Blended learning was introduced gradually when possible for all pupils COVID Operational Guidance was recognised by Surrey CC and other LAs as an example of good practice.
- Staff recognised and responded to the regression of CYP emotional and mental health needs - happiness profile implemented.
- Recovery and reconnection strategy - Training has been provided to the staff team around the theory, practice and key elements of a Recovery Curriculum that focused on mental health, wellbeing and re-connection.
- Staff resilience and total dedication to keeping themselves safe, to keep children safe, was commendable
- First school in Surrey to secure staff vaccines

IMPACT:

- Successful planning ensured that the School remained open and operational to all pupils through all lockdowns (bar 1 day for 1 class group) across 39 weeks term time and our 9 week enrichment programme.
- Effective COVID planning strategies being consistently implemented ensured pupils' protection from transmission. XX positive case since March 2020.
- School offered placements to Surrey pupils whose provision had closed
- Best endeavors were implemented to fulfill EHCPs
- Pupil wellbeing maintained

- Pupil progress data indicated that pupils continued to make progress

NEXT:

- Implementation of a senior mental health lead
- Implementation of roadmap 'out of covid'
- Plan to reinstate Key Stage class groups May 2022

OVERALL SCHOOL EFFECTIVENESS	GRADE: Good
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PROGRESS SINCE LAST INSPECTION

CONTEXT:

- In 2016 the newly appointed leadership team inherited a School rated Requires Improvement (RI)
- Previous Section 5 inspection May 2017 – rated ‘good with outstanding leadership and management’ with 4 recommendations:
 1. Build on and sustain improvements secured in the quality of teaching, learning and assessment
 2. Continually encourage staff to develop their expertise through the ongoing programme of opportunities (peer evaluation, research, training opportunities, links with similar providers)
 3. Staff to develop their understanding of trustees’ roles in the strategic development of the school
 4. Trustees to sustain their level of support for senior leaders and staff through effective strategic planning
- The quality of education is always at least good.
- All other key judgements are good or outstanding and the school is continually improving.
- Safeguarding is effective.

Actions	Evidence
Build on quality of teaching, learning & assessment	<ul style="list-style-type: none"> • Introduced Rochford Review • Developed adult engagement scale - ‘supportive qualities’ of staff • Year on year increase in training budget • Management and staff restructure of therapy - Head of Therapy School appointed, increase skill mix and specialisms, introduction of a multi-tiered approach (universal, targeted and specialist offer), AAC team developed, specialists in respiratory physiotherapy, dysphagia, movement disorders, upper limb management, splinting, clinical moving and handling advisor and supporting children and young people with prolonged disorders of consciousness. Increased clinical & research skills • Relocation of therapy team to residential houses • Expanded specialisms - yoga for the special child, music • Introduction of total communication approach • Introduction of reflective supervision policy and procedures to support improvement in quality of teaching, learning and good practice – as well as supporting staff wellbeing. • Introduced happiness and wellbeing profile based on the PERMA model of Quality of Life. • Increased research, publications and contribution at conferences • Waking day curriculum project • Transdisciplinary project
Develop expertise in PMLD	<ul style="list-style-type: none"> • Developed an outward facing school - external validation of judgements - School improvement partnerships • OCN L2/L3 training as standard

	<ul style="list-style-type: none"> • Core training competencies established • Internal and external visits encouraged of peers / like providers (pre COVID) • Developed Core & Essential service standards for PMLD. • Published PMLD link 'Meaningful Time' • Presentation at Raising the Bar conference • Integrated team approach to subject leadership to define and develop for Intent, Implementation and Impact of our curriculum • Home working projects to research into curriculum practice.
Developing staff understanding of Trustees roles in strategic development	<ul style="list-style-type: none"> • Governors regularly attending school council. • Governors and Trustees welcomed back into school for monitoring visits. • Governors and Trustees joined Subject Specialist groups to contribute towards School Development Plan • Governors supporting specific projects – PETAL leadership • Attendance at events
Trustees to sustain their level of support for senior leaders and staff through effective strategic planning	<ul style="list-style-type: none"> • Supported restructure – class structuring / aligning to national pay scales / term times / enrichment / • Support £110K spend on environmental • Supported therapy restructure and increased staff skills • Support development of Taddies • Support development of EYFS nursery Tadworth Tots & 275K fundraising allocation / annum • Support implementation of Great Waves – external provider to hydrotherapy • Support development of new build – allocated £1 million to design phase to stage 3c • Supported Positive Behaviour Support • Supported COVID-19 planning to remain open

LEADERSHIP & MANAGEMENT STRENGTHS SINCE PREVIOUS INSPECTION	GRADE: OUTSTANDING
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LEADERSHIP:
<ul style="list-style-type: none"> • TCT School recognises leaders at all levels. All staff are considered ‘leaders and leaders of learning’ so all pupils benefit from effective teaching and consistent expectations. There is a focus on the education provided by the school. • The Director of Education / School was awarded Pearsons Teaching Award 2021 for transformation of SEND provision • Continuing professional development is aligned to the curriculum with focus on developing subject specialisms – the introduced MUSST principle aims to continually develop content knowledge over time • Leaders at a variety of levels across the school seek to engage stakeholders views to support pupils education and the way that we work. (Annual Reviews and LAC meetings, PEPs, surveys) • Leaders proactively supports full engagement with the family, we recognise the essential knowledge and support of those people who know their young person best. • There is a relentless drive to develop and strengthen the quality of workforce – training, educational supervision model evidence • There is a focus of continual improvement towards the school vision and mission which is now recognised organisation wide. Organisational strategy now reflects the schools ambitions and is supporting the steps towards a National Centre of Excellence.
SCHOOL DEVELOPMENT:
<ul style="list-style-type: none"> • School Leadership promotes the overall education, health and wellbeing of each child. The school mission – To support children to live the best life possible achieving excellence in EHTC is the basis for the continued, relentless focus and drive on making necessary improvements for learners and staff. A School Evaluation Journey captures progress of the School since January 2016. • March 2021 all staff were involved in the review and update of school mission and vision with an aligned aim to broaden the work of the school to begin to develop as a Centre of Excellence. • An MDT approach increased subject development, to school development planning, The strong school developments now influence broader organisational strategy – Waking Day, Family Offer, Transdisciplinary working. Trustees and governors support the aims. • Altering SDP planning from an academic to financial year has ensured school can access budgets of central services broadening the understanding and integration of the school and Trust
SAFEGAURDING:
<ul style="list-style-type: none"> • Is effective and checked with external validation with safeguarding policies to ensure statutory guidance on safeguarding is met. • There is a culture of Safeguarding from Board to floor with teams working together across organisational and professional boundaries to ensure risks are minimised, well managed and children are protected from harm and abuse in a modern Britain. • All staff work within a positive culture and ethos where safeguarding is an important part of everyday life • There is robust and ongoing safeguarding training to ensure staff awareness and as a result staff are confident and well-trained reporting concerns and incidents with key learning being a feature to then support the rest of the school.

- The lead DSL and deputies are effective and incident reporting and allegations are taken seriously, recorded and dealt with swiftly and appropriately ensuring children are not left or at risk of harm.
- Manage safeguarding incidents or allegations taking appropriate action to safeguard children
- Have a clear systems and processes for identifying pupils and families who may need early help and makes external referrals when required
- Manage safe recruitment and allegations about adults who may be a risk to children, pupils, students and vulnerable adults

GOVERNANCE:

- Since 2016 there has been a strong continued drive and relentless focus for improvement by Trustees, Governors, School leadership and all school staff. The School has continued within the Trust to raise its profile and have greater collegiality, collaboration and connectivity across all teams on the site. Trustees with educational backgrounds now provide support and assurance to the Trustees and sit on Board and Educational Governance with the Director of Education representing at Board and committees.
- Trustees and Governors evaluate and judge through formal and informal in person visits – In 2017/18 – 16 visits, 2018/19 – 26 visits, 2019/20 – 37 visits, 2020/21 – 17 virtual 1F2F.
- Trustees and Governors provide confident, strategic leadership, create robust accountability, oversight and assurance for educational and financial performance. They are aligned and championing the school’s vision, ethos and strategic direction to be a National Centre of Excellence in a new build by 2025.
- Trustees and Governors hold school leaders to account for the educational and staff performance
- leadership and management including Governors and Trustees ensure that the education that the school provides has a positive impact on all its pupils
- all leaders’ leaders are focussed on the education provided by the school with coherence and consistency across the school so that pupils benefit from effective teaching and high expectations of all pupils – as a result the school is delivering better teaching and outcome for pupils
- A participation strategy and co-production strategy seeks to engage parents thoughtfully and positively and supports pupils’ education.

PEOPLE:

- Stable and skilled workforce able to meet pupils complex needs
- Leaders take into account the workload and well-being of their staff
- There is a continued drive to develop and strengthening the quality of the workforce
- Leadership at all levels promotes trust between colleagues and values their voice and input.
- Are supported to continually develop.

Actions 2021/22	Evidence	Impact	Next steps 2022/23
Maintain NOR against budget	<p>Marketing development Plan completed</p> <p>Key account management plan created – tier approach launched</p> <p>Admissions and transitions meetings embedded</p>	<p>2021/22 budgeted 27 residential / 10 day – target maintained</p> <p>Sustainability of income achieved</p>	<p>Re- design and launch website</p> <p>Material Change Application to increase NOR</p>

	Core business review embedded at SLT and Board		
Continue to develop leadership at all levels towards a Transdisciplinary service model	<p>Project leadership assigned and identified as part of the organisational strategy – Hope & Ambition</p> <p>Project scope underway for waking day curriculum and a Transdisciplinary service model</p> <p>Director of Therapies in post</p>	<p>The school vision and mission is recognised and being supported by the organisation, Directors and Trustees</p> <p>Scoping documents provide evidence based research to underpin change in service delivery model</p> <p>New role to the organisation is representative of previously under represented team and is providing leadership / support to developments</p>	<p>Complete Waking Day project scope</p> <p>Appoint Service Transformation Lead</p>
Gain planning permission for a new build that will be physically responsive to the needs of the CYP and the new service delivery model	<p>Full stakeholder engagement to develop and complete to RIBA Stage 3 – Investment of approx. £900K in 21/22 to facilitate</p> <p>Work underway to facilitate to RIBA stage 4 (technical /room designs)</p> <p>Pre – private stage of fundraising launched – approx. £2 million fundraised</p> <p>Financial strategy developed and agreed by Board of Trustees</p> <p>Decant strategy completed.</p> <p>Planning permission granted – Feb 2022</p>	<p>Stakeholders including children have input to the design – there is awareness across the organisation of the intention to develop and buy in.</p> <p>The Build will be a physically responsive, specialist environment that will facilitate for the needs of children and staff.</p> <p>Secured fundraising, capital with financial strategy and Trustee backing supports viability of the project</p>	<p>Complete RIBA Stage 4</p> <p>Secure modular builds for decant May 2022 & capital investments for required space on site</p> <p>Present paper to Board October 2022 for build commencement date.</p>
Maintain a safe service	COVID operational guidance / outbreak management planning	School remained open and maintained a safe service throughout COVID	Return to key stage groups May 2022
Safeguarding	NSPCC audit (completed by external SG consultant – Stella) Surrey Partnership Safeguarding audit (moderated by Narindar Ghosal Education Safeguarding Advisor) – 91% compliance)	Embedded safeguard processes that are externally/internally scrutinised validate safe practise	April 22 - finalise KCSIE audit within the safeguard Project SCOPE

	<p>Established internal moderation of SG practice undertaken by the nominated safeguard governor (DM / VB)</p> <p>KCSIE audit (completed by external SG consultant – Carolyn Eyre)</p> <p>SG Project scoped – activities being review of safeguarding governance & policy review</p> <p>Externally led INSET training (Carolyn Eyre) to embed positive culture and ethos ‘where safeguarding is an important part of everyday life’, KCSIE part 2 - governor management & accountability of safeguarding</p> <p>Internally led INSET KCSIE 2021 training to inform staff of key changes within statutory guidance.</p> <p>Implemented an internally led KCSIE 7 minutes bitesize programme delivered to all staff weekly</p> <p>Reinstated SG walks / tailored SG training evaluations</p> <p>Deputy DSL assigned a school ‘bubble’ to have safeguarding oversight. DDSL remain for LAC / early years</p> <p>Implemented SG team / DSL monthly forum to analyse trends / supervision / learning outcomes / training opportunities / referrals & notifications</p> <p>DSL bespoke training delivered via Level 4 NHS / Surrey Lunch & Learn / NASS</p>	<p>In completing SG PROJECT SCOPE concerns/issues are addressed within an effective, honest, and transparent process.</p> <p>All policies reflect best practice and clear escalation procedure</p> <p>Practice informs training / training ensures best practice</p> <p>Staff able to articulate & show their safeguarding knowledge individual</p> <p>Effective safeguarding via manageable DDSL workload /supervision / training / empowers / support / builds resilience</p>	<p>Continue bitesize and training across safeguarding themes.</p>
<p>Trustee / Governor input</p>	<p>Governor input virtually via: - CEO and 1 Governor attend monthly school council and parent platform meetings per half term.</p>	<p>Representation from governance engage safely and effectively with learners and others from the school community, including parent.</p> <p>Those in governance understand/support/challenge the</p>	<p>Return to face-to-face meetings / onsite visits</p>

	<p>The CEO also attends the ‘preparation for adulthood transition support’ meeting once per half term.</p> <p>18 governor attendees to the virtual ‘scrutiny, challenge, support’ platform –on key developments i.e. multi-tiered therapy / pupil progress & outcomes /pupil voice / outcomes for looked after children / ‘Transitioning into adult life’ information /RSE curriculum & resource</p> <p>Trustees (Board level) have been presented with school-based case studies, research, SDP developments.</p> <p>Nominated Safeguarding Governor led a monthly school Safeguard monitoring platform. (Minutes)</p> <p>Virtual EGC / committees</p> <p>Governor/Trustee onsite input via:- The Chair of Trustees / Chair of Governors / 6 governor representatives have re-engaged with onsite visits</p>	<p>ongoing developments in school. Includes effective use of resource / training / new initiatives</p> <p>Visibility of Trustees/Governors strengthens support for senior leaders and staff.</p>	<p>Facilitate at least annual Governor / Trustee ‘away day’</p> <p>Embed the open door policy (leaflet)</p>
<p>Enhance the teaching of the curriculum through staff CPD</p>	<p>Introduced the PETAL training lead</p> <p>Member of The National College</p> <p>ACCESS staff training</p> <p>Quality INSET (led by senior/middle & across site representation)</p> <p>Liminal Leader Training</p> <p>Supervision educational/safeguarding</p>	<p>Commitment to our Continuous Professional Development</p> <p>Training structure has been strengthened by the addition of PETAL & by becoming members of The National College member</p> <p>Staff knowledge/skill is recognised with CPD chosen to further develop</p>	<p>Across site staff will be guided & trained to ensure every learner can access staff who are responsive and enabling of their learning needs</p> <p>Embed PETAL leadership</p>

QUALITY OF EDUCATION

GRADE: GOOD

INTENT STRENGTHS (Our setting's agreed way of working, its aims in helping children develop and learn):

- We intend learners to develop communication skills, relevant and purposeful functional skills, a sense of agency and control, have opportunities to be socially active, participate in school, local and community life, to be safe, healthy and well and we advocate providing the best possible quality of life.
- To have high ambition for all pupils across all subjects
- Be rooted in the solid consensus that all children (despite their multiple barriers to learning) can acquire knowledge and skills through a broad, balanced, sequential curriculum.
- To have a curriculum fit for our pupils, derived from a research model which continually evolves ie -is responsive to new external research and to be part of a network of schools across the country which provides information to future developments of the curriculum.
- To implement a relevant, strong and effective framework that supports progression from pre intentional to formal / concrete stages of learning ie early developers to those who develop and emerge as more cognitively able.
- To understand and deliver consistent, high quality teaching and learning with a collective understanding of all staff being 'leaders of learning' (Pupil Charter)
- To value and plan a collaborative and integrated approach across EHTC which also shape curriculum developments .
- To use enrichment opportunities and the arts ensures high level of engagement in the curriculum to support learners to flourish and provides cultural capital.
- To plan for the SDPs key actions for continual development towards the mission and vision statements.

IMPLEMENTATION STRENGTHS (How we teach, how we interact and what we do every day to help pupils make progress / the resources we make available)

Environment / Resourcing : The school environment and resourcing is planned and organised to meet learner needs across education, health, therapy and care (EHTC) to promote opportunities for learning:

- Resource availability promotes access. Investment in bespoke learning equipment, technological equipment, positioning equipment to ensure postural management matches cognitive load and demand of tasks. The training budget has increased year on year supporting staff skills to support learning.
- SMT, Governors and Trustees have recognised that the physical environment is limited in its ability to be responsive and as a result we are in the process of developing a complete new build.

Staff – All learners are taught by staff who are responsive to individual needs. Staff are skilled and able to adjust teaching to maximise engagement for learners to access and progress. Their ability to do this is supported via:

- Gain **OCN level 2 and/or level 3 qualification** in Understanding Learners with PMLD. There is active encouragement to undertake continued professional development to upskill in strategies, interactions and supportive qualities for learner engagement and progression.
- Interact professionally with a collective view that pupils have **integrated needs across education, health, therapy and care.**
- Integrate via a multi-tiered approach eg MDTs support in classes and on houses, use their skill mix and competencies across teams.
- Learn from each other via **peer visits** and challenge the quality of their own delivery. **SMT observations** are undertaken via drop in and formal to validate.

- Develop subject specialism via our **MUSST principle** – Making Us Subject Specialist Teams. Teachers act as specialist leads with collaboration via representatives from EHTC. There is active contribution to evaluating and developing subjects, shared staff expertise, mechanism to address gaps in staff knowledge so that pupils are not disadvantaged.
- Use and recognise our **adult engagement scale of ‘supportive qualities’** to maximise pupil support. This has been adapted for EYFS.
- Provide learning opportunities via **specialisms** and interventions – Yoga for the Special Child, Sound of Intent music lead, Positive Behaviour support Lead, Senior mental Health Lead, assistive tech team, respiratory physios, moving and handling leads, orthotics and specialist clinics lead to ensure access to learning.
- All teachers, including ECT’s are immediately responsible for a team of staff and are required to **supervise and support their professional development** within the classroom relevant to the class needs.
- Value pupil voice in whatever communication mode is being used. Staff recognise and react to subtle signs of communication that indicate preferences, motivator, interests, dislike. We take seriously what they are communicating to us.
- Learning *can* be defined as an alteration in long-term memory (if nothing has altered in long-term memory, nothing has been learned) however, our pupils need to be supported to connect new knowledge with existing through continuous opportunities, **repetition** and learning through consistent **routines**.
- Value and acknowledge most of our learners are ‘sensory beings’ living amongst ‘linguistic adults! We limit speech, accept ‘less is more’ and adopt relevant communication modes. We prioritise a **Total Communication approach**
- Deliver a sensory curriculum to support sensory needs.
- Acknowledge processing time is different for each learner in being able to make sense of and respond.
- Adopt flexible teaching approaches to meet biobehavioural states that influence alertness and readiness to learn.
- Learner’s engagement is developed through their preferred style of learning as stated in **personalised engagement profile**
- Understand learners barriers and employ strategies to overcome these.
- An exceptional finely graded, **developmental assessment** is part of the overall ImPACTS approach devised by the school and all teachers use this highly effectively. Focus from a **robust baseline** on the individual relevant and purposeful knowledge, skills or concepts that are next sequential steps.
- **MDT assessments and regular monitoring** by staff, their teams, other professionals, and family informs a baseline and creation of 10 learning goals. Staff check pupils’ understanding effectively and identify and adapt planning.
- Where remote or blended learning is in place, relevant mediums are utilised according to the needs of pupils to enable them to access lessons and learn.

IMPACT STRENGTHS (How we know, what we do, is making a difference)

Each learner is unique and therefore not comparable to a peer however, all pupils make progress against their personal best as a result of the education they receive. This is well-constructed, well-taught and based on targets and skills relevant to them at their stage of development. We achieve this by, and know this because: Progress for some is not linear but through context.

Achieved by:

- A robust MDT **baseline assessment** which identifies a profile of where a pupil is ‘now’ ie we can clearly identify their start point
- Ability to identify the next sequential target for a pupil (for each subject area) from the **baseline / profile**
- Well-constructed short-term planning focusses on the **learner’s targets / GAS goals** ie their next sequential step.

- Our **learners' responses** are observed closely in sessions
- Relevant **ASDAN accreditations**
- Music progress is now identifiable through the development of **point scores for the Sounds of Intent framework**

We know they make progress because:

- We know and can evidence the movement of pupils from pre intentional through to intentional, formal, concrete, grasping concepts. (**ind data sheets**)
- We capture daily observations via the Earwig platform. Recordings are available – they are reflective, informative and include the impact of learning and influence planning
- We can evidence an Individuals progress data (point scores per subject area from start point). There are 3 data collection points in the year. (**Earwig evidence**)
- Recorded levels of engagement evidence participation and involvement in sessions (**RAG sheets / Earwig) (APIES)**
- Externally moderated accreditations have been agreed. (**15 ASDAN accreditations – Towards Challenge and Towards Independence**)
- We have successfully supported nursery pupils to make sufficient progress to achieve school readiness – move to mainstream, other local SLD providers and retained EHCPs at 18. (**Pupils destinations evidence**)
- We identify potential regression, the influences that have impacted learning (usually health) and respond to needs to address gaps in learning (**learners received COVID catch up for subject specific intervention**) (**Focus to enrichment weeks planning**)
- We have **annual data analysis** to evidence progress per subject area.
- Subject leaders are responsible and responsive to the data evidence for their particular subjects and ensuring (wherever possible) pupils are progressing through the curriculum. (**SDP – whole school data analysis**) (**INSET November 21**)

BEHAVIOUR & ATTITUDES

GRADE: GOOD

STRENGTHS:

We have high expectations for all children to have a committed & positive learning attitude

- All staff are fully aware of the mission & vision we hold as a school – these are reflected within the statements of **pupil charter** and the organisation **TCT promises**
- Relationships between learners and staff is always respectful - staff recognise their own supportive qualities which they hold to be who the learner needs them to be.
- We evidence the successful & essential relationship between learner and staff using the **adult engagement scale**
- We hear and respond to pupil voice - Where possible the direct views, feelings and thoughts of the young person are captured, e.g., in the **Happiness and wellbeing profile**, but where it is difficult for the young person to express this for themselves, this will be advocated by someone who knows the young person extremely well.
- The school maintains a high regard for providing a respectful **learning environment**
- Leaders and staff create a safe, calm, orderly, positive and respectful environment in the school and this has a positive impact on the on the behaviour and attitudes of all learners. There is a positive and respectful school culture in which staff know and care about each learner.
- We respond to individual setbacks & pauses in learning derived from essential medical surgeries, we use the MDT approach to re-visit targets & goals.

We have high expectations for behaviour and conduct.

- There are clear and effective **behaviour and attendance policies** with clearly defined escalations and resources applied consistently by all staff.
- We work to a '**positive behaviour Support**' framework where behaviours are seen as communications
- Individual behaviours of pupils are well known, staff have strategies to plan for these to maintain a calm, orderly and learning environment.
- There have been 0 incidents relating to bullying, peer-on-peer abuse, or discrimination.

We have high expectations for Attendance & Timekeeping

- The school has ensured the Governors, Trustees & SLT fully understand their responsibility to monitor the attendance & timekeeping of pupils and the school
- Despite the medical needs of the children the school maintains a high expectation and strong focus on attendance and punctuality so that disruption is minimised.
- Pupils' punctuality in arriving at school and at lessons can at times be difficult if pupils have been unwell prior to coming into school are requiring medical intervention. The school monitors time keeping daily.
- The school has not excluded any pupil or implemented any fixed-term, or internal exclusions.

We have high expectations for all successes / outcomes / achievements – we validate our judgements & success

- The school meaningful celebrates success & achievement i.e., school council, newsletters, annual review report, certificates, staff briefing, EGC spotlights, annual pupil progress assembly, accreditations.
- We use survey to gather the views of parents, staff and other external stakeholders

Actions 2021/22	Evidence	Impact	Next steps 2022/23
Following COVID-19 to maintain focus on individuals' wellbeing & mental health to	Previous INSET Sensory Engagement for Mental Wellbeing (Jo.Grace) COVID operational guidance (Version 1-9)	Staff have an increased awareness of learner wellbeing and the potential impact on readiness to learn.	To continue to develop staff sensory engagement for mental wellbeing via external provider

ensure safety, recovery & continued learning	<p>Timetables / Planning / purchased resource evidence changed & redesigned activities to address wellbeing & mental health</p> <p>Whole school data summary: - 80% of pupils made progress in COGNITION / 73% in ECT / 86% in CLL / 84% in PSEWHB / 73% Physical Data does not include figures relating to new joiners</p>	<p>Changed & redesigned activities ensured most learners continued to make expected progress</p>	<p>Undertake sensory Engagement for Mental Wellbeing (part 2 – FEB 2023)</p> <p>Embed actions from Metal Health wellbeing audit through action plan</p> <p>Internal monitoring by PSWEHB team</p>
To embed Positive Behaviour Support (processes & monitoring)	<p>PBS bitesize training for all school and therapy staff</p> <p>PBS induction training for new starters</p> <p>PBS observation template</p>	<p>All staff can access and make a referral to the Positive Behaviour Support Specialist.</p> <p>Barriers to learning (behavioural, social or sensory) are captured in a range of environments at different times of the day</p> <p>Across the school 7 residential children have a Positive Behaviour Support Plan.</p>	<p>Evaluate PBS process (start - end - review) with focus on gaining input from clinical / educational psychology</p>
To embed effective quality assurance measures against attendance & timekeeping	<p>Organisational Attendance & Timekeeping working party agenda & minutes</p> <p>Attendance & Timekeeping Board Paper 2021 & project planner</p> <p>Attendance / Timekeeping data trackers</p>	<p>Over time (following COVID-19) a continual rise in children meeting aspirational attendance target of 90+ %</p> <p>Over time a significant decrease of persistent low attendance (below 60%) 8 =2021 / 3 = 2022</p> <p>The interdependence of the organisation structure can be limiting to the schools' ability to be fully successful in meeting 90% + for all children & young people. Individual aspirational attendance targets need to be considered.</p>	<p>To complete action/s set from Board 2021</p> <p>Monitor impact / address action through working party</p>
Collaboratively produce values that are child focused	<p>Pupil Charter</p> <p>TCT Promises</p>	<p>Child focused values are known to all staff</p> <p>TCT Promise known to all staff</p>	<p>Promises / values embedded in school policy/information</p>

<p>To safely celebrate (onsite) pupil achievement with families & TCT stakeholders</p>	<p>Outdoor Art Festival Summer 2021 where all pupils received achievement certificates celebrating 'creative' / SOI certificates</p> <p>Annual review certificates to celebrate yearly achievements for all pupils</p>	<p>Families / Governors / TCT community safely onsite in recognition & to celebrate creative learning</p>	<p>Summer 2022 Art festival with 'smoke and mirrors' theme celebrating the use of inclusive art skills – community event.</p>
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PERSONAL DEVELOPMENT

GRADE: OUTSTANDING

STRENGTHS:

- The curriculum provided by schools extends well beyond the academic. We expose and provide a wide opportunities and experiences to support personal development of all pupils and positively impact their overall quality of life, sense of control and agency, happiness, health and well being.
- A sense of enjoyment and fascination in learning about themselves, others and the world around them is encouraged through a sensory based curriculum and diverse, quality enrichment, lunchtime and after school programmes
- All pupils are supported to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Understanding and appreciation of the wide range of cultural influences that have shaped ethnicities and heritage across the school are planned and supports pupils understanding of life in modern Britain
- Quality of life and personal development is central to all decisions and offer whilst respecting individual strengths, needs, capacity and interests as they grow into adulthood.
- A holistic and integrated curriculum and collaborative approach supports learners holistically across education, health, therapy and care.
- Pupils understanding of fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance through experiences appropriate to their levels of cognition
- RSE offer / planning for PMLD commended and inclusive of all pupils
- We develop pupils' character traits - building resilience, confidence and knowledge supports mental health and enables pupils to flourish
- Staff are well trained to look for and recognise potential risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism and are aware of the support available to them
- Staff support pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle planning ample opportunities for pupils to be active during the school day through monitoring inputs, outputs, movement breaks, frequent repositioning via curricular activities
- Spiritual, moral, social and cultural development is experienced through activities that support knowledge of, and respect for, different people's faiths, feelings and values
- Social development is encouraged by socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds in own classes and across, local community....
- All behaviours are viewed as a means of communication and positive behaviour support is implemented where necessary
- School nurse team successfully won the Burdett Prize *evidence Burdett presentation and measured impact on 'health promoting curriculum' spend*
- External provider (Jo.Grace) raised awareness on the essential need for 'Sensory Engagement for Mental Health and Well Being'

Actions 2021/22	Evidence	Impact	Next steps 2022/23
Implemented the PERMA (Positive emotion, Engagement, Relationships, Meaning and	Happiness Profile in place for all pupils New template APIES (includes happiness & wellbeing)	Enhancing quality of life is the guiding thread through the curriculum	Develop 'quality of life' measures for complex SEND – link to research

accomplishment) model of Quality of Life (Seligman 2016).			Monitor earwig RSE 'tab' use and overall effectiveness of collating progress/outcomes
Implement an appropriate SRE curriculum	SRE curriculum developed SRE policy	Age-appropriate content to promote SRE. Com- mended by external reviewer	
Develop sensory stories to support key SRE topics / identify & order specific resource	Each teacher has written 1 sensory story (8 stories)	Age respectful / sensory delivery of SRE topic	Peer visit
Develop personal care scripts	Care scripts located in care plan	Individual CYP need met	1 teacher outstanding / PSHWEB lead to support
Further develop the Early Help framework alongside our positive behaviour support approach	Staff familiar with Early Help offer / referral form	Framework that enables us to identify, support and intervene in a timely manner where difficulties arise	
Enable pupils to recognise online and offline risks to their well-being	Drafted online safety policy	Pupils and staff are supported to recognise the dangers of inappropriate use of mobile technology and social media	
Actively support preparation for adulthood	Timetable for Sixth form linked to Preparing for Adulthood Agenda themes Accreditation pathways identified and all pupils form year 9 will start ASDAN accreditation At year 9 review, Transition plans will be added to the annual review templates and be included in the discussion with parents and LA.	Actively supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully	Further develop meaningful opportunities for pupils to encounter the world of work and increasing social enterprise projects.

SIXTH FORM

GRADE: GOOD

STRENGTHS:

- The school has high expectations for attainment and progress but continues to value and promote quality of life.
- The effective planning and monitoring systems continues into the sixth form provision which advocates visibility and participations in communities
- The curriculum is relevant to the individual needs of the pupils however recognises pupils age and is respectful of this in content, approach and delivery
- Preparation for Adulthood begins from year 9 with reviews focussed on CYP being healthy as possible / independent as possible / community / enterprise
- Each young person is supported to participate in social, leisure and career opportunities personalised around their own interests which are fulfilling to them.
- Experiences are provided through social enterprise activities which are relevant and meaningful to the individuals that the school caters for.
- CYP continue to develop skills relevant to their abilities – these can be personal, social and independence.
- CYP continue to attend enrichment activities
- Relevant and meaningful accreditations are used to qualify CYP work
- Families and CYP are supported to transition to adult placements that are appropriate and safe for each individual.

Actions 2021/22	Evidence	Impact	Next steps 2022/23
To secure community links for sixth form young people to further establish social enterprise projects	<p>Led and developed 'Winter Market'. –</p> <p>Established lunch offer for school staff to pre-order meals for Thursdays</p> <p>Participation in art production via sensory art planning – all CYP engaged in personalised planned activities that promoted art accessibly.</p>	<p>Social enterprise activities have promoted re engagement of TCT site through identified activities.</p> <p>Sixth form CYP's known preferences feed into the choices and development of social enterprise activities promoting participation, meaningful engagement and income generation</p> <p>Activities have increased community participation and developed links (Morrisons community champion, TCT shops, company sponsor 'Proveca' to promote & exhibit student art work)</p>	<p>Continue to develop social enterprise activities</p> <p>Develop internal art gallery in school and external platform to sell art pieces</p> <p>Secure ASDAN qualifications via external validation</p>

		All opportunities provide active learning opportunities and allow contribution to planning, participation and proceedings which support ASDAN accreditations.	
To provide resources and training to support families & young people (from year 9) in preparing for a successful transition into adulthood	<p>Reviewed the Year 9 + Transition leaflets and 'Transitioning into adult life' booklet –</p> <p>Termly transition meetings for families</p> <p>Transition fairs</p> <p>Workshops – MCA, Power of Attorney etc</p>	<p>Transition materials externally validated by 'Preparing for Adulthood' - Surrey 'Family Voice' recognised as a best practise piece of work.</p> <p>Families are well supported during the transition process via impartial, supportive information</p> <p>Meetings provide opportunities for families to meet, provide peer support in the process and for TCT to provide</p>	<p>Appoint a transition lead to develop 'Bridging the Gap' offer & external collaborations to support successful transitions</p> <p>Support Surrey Family Voice request to development transition materials for YP with complex needs.</p>
Support appropriate onward placement and destinations	<p>Individual transition plans supported by education, health, therapy and care are implemented.</p> <p>Transitions are discussed weekly at 'admissions and discharges' meetings, transition meetings are held monthly, preparation for adulthood meetings scheduled, individual transition planning is facilitated (internal to new external providers) -</p>		
Develop a 'Bridging the Gap offer' for CYP whose EHCPs are ceased but do not have secure onward placement	<p>It is not always possible for a young person to leave the children's home when their EHCP has been ceased. Due to vulnerability it is often in their best interests to remain at TCT. However, onward placement options are limited in number and YP and their families have to wait for the moving-on placement. Placements can fall through or high / changing needs can not be met meaning the placing authority is seeking alternative arrangements. Where there is agreement under one of the above we developed a 'Bridging the Gap Offer'</p>	<p>2 YP have been supported on this pathway via a pilot. A focused plan and offer is in place and supports YP and their families, meets The Care Standards Act 2000.</p>	<p>TCT to formalise Bridging the Gap pathway</p>

EYFS

GRADE: OUTSTANDING

STRENGTHS:

- Strong leadership with stable, knowledgeable and skilled staff (example [Early Years OFSTED Inspection course](#) / [Makaton Level 1 & 2](#))
- The EYFS curriculum is taught in a logical progression, systematically and meeting individual SEND needs – the school uses Differentiated Early Years Outcomes - 'DEYO' & IMPACTS
- Staff are attentive to child's education, health, therapy and care needs – every moment is a learning opportunity – [routines for learning](#)
- Successful EYFS transitions - 1 CYP to mainstream school and to 6 CYP to Local LA maintained Special School & 3 CYP to our school
- Staff develop children's love of reading, story is used as a basis for many sessions [Medium Term Planning](#)
- Learning is age-respectful, delivered through play, exploring & active learning. [MTP/STP](#)
- The daily [timetable](#) & responsive environments provide opportunities for planned & child initiated learning. We recognise that our children do thrive on clear structure & routines.
- Child interests inform our planning [MTP/STP](#)

Actions 2021/22	Evidence	Impact	Next steps 2022/23
To continue bespoke EYFS educational training to upskill all Leaders of Learning	June 2021 1 STA secured NNEB qualification 2 staff Makaton levels 1&2 EYFS led completed EYFS Inspection Framework Certificate Completed Mathematics for Early Years by North Hants Hub	Upskill in child development Upskill in staff skill to use correct mathematical terms / rise in numeracy achievement – individual TP Staff fluent in delivery of MAKATON	Continued training plan against pupil need NNEB to progress to Early Years Career Teaching
Research and develop bespoke SEND phonics programme to provide sufficient challenge for learners beyond stage 1 of phonics	Working in collaboration with CLL – child baselines / observation	Increase increased number of CYP potential to access bespoke SEND phonics programme	Read/Write/ Inc development to develop sufficient expertise in the teaching of phonics and reading for SEND
To work in partnership with the parent & local authority using the graduated approach to obtain EHCPs & secure	1 pupil supported with early interventions, received EHCP . PPP to Educational Governance Committee & Trustee Board	Transitioned to mainstream primary	To support the transition for onward placement (named in section I of EHCP)

appropriate school placements			
To re-establish EYFS parent / toddler community offer – TADDIES	Following closure through COVID-19 organisation SLT paper agreed with plan to re-open TADDIES (25/02/22 risk assessment)	March 22 - 5 families have accessed weekly offer (capped at 5)	To extend EYFS offer to provide opportunities for all learners Maintain weekly offer of TADDIES Move TADDIES location to school environment / increase to more families
To maintain strong family connections	Submit EYFS achievements to ½ term schoolzine newsletter Family Friendly Medium Term Plan Hosted EYFS ' graduation ' celebration – 5 families		Further embed
			<i>New Priority for SDP 2022/23</i> Secure EYFS validation of effective 'outstanding' practice External peer visit / Parent survey / School Improvement Partner

STRENGTHS
ACTIONS 2021 /22 – EVIDENCE & IMPACT
NEXT STEPS FOR SCHOOL DEVELOPMENT
(BY CURRICULUM SUBJECT)

COMMUNICATION, LANGUAGE, LITERACY

STRENGTHS:

- Subject specialist leadership is strong and continually improving
- Individual pupils' communication modes are respected and recognised by staff.
- Staff are skilled to support pupils in their preferred communication modes in learning. A Total Communication Approach is prioritised
- It is important that our children feel heard and understood. We observe and know our pupils well so that we can take seriously what they are communicating to us.
- Communication is prioritised across subjects
- We do not limit our understanding of 'reading' to the written word. Our children 'read' through objects, pictures, assistive technology equipment, audio etc
- The school is sharing 'best practise / outcomes' via research, publication, representation at conferences developing a systems leadership approach, and building a reputation towards national Centre of Excellence.

Actions 2021/22	Evidence	Impact	Next steps 2022/23
Audit communication modes	CLL Audit	Our staff know each child's preferred communication mode	
Further embed Makaton signing	Staff are trained in Makaton, TASSELS, TALK and have access to relevant resourcing (PODD, Boardmaker, Widget) Makaton symbols used in the branding of Promises / other communication friendly documents	The correct communication modes are known and applied.	Finalise the CLL training package to include further CLL interventions - align to universal, targeted and specialised levels. Monitor with peer visit
Develop TASSELS (on body signing)		Pupil voice is heard, understood and active within communication processes.	
Develop a Communication Bill of Rights (TALK)			
Expand Boardmaker to Widget			
Research and develop bespoke SEND phonics programme	Baseline / profile evidenced learners requiring teaching of phonics (beyond sensory & stage 1)	The school recognises all children 'read' using different modes (sensory, objects, pictures, assistive tech, words) We have research and identified the provision to develop SEND expertise in phonics	Read/Write/ Inc development to develop sufficient expertise in the teaching of phonics and reading for SEND

			Further develop a sensory story/literacy resource library
Research and publish at least 1 paper	Maz Hanlon & Amy Wright presenting at international 'Communication Matters Conference'. 'TCT - Communication Best Practice' & TCT represent TASSELS at British Association of Childhood Disabilities Conference abstract submission <i>BACD</i> (Sheffield, March 2020)	The impact of using TASSELS was evidenced via project	CLL presentation at Parent Virtual Platform / May EGC

COGNITION

STRENGTHS:

- Subject specialist leadership is strong
- All pupils IMPACTs baseline / assessments are available on Earwig platform.
- The **engagement profiling** identifies clearly pupils preferred mode for learning.
- Learner's preferred styles are applied across all learning opportunities / subjects
- National accreditations have enriched curricular offer (Artsmark has resulted in an increased arts offer / UNICEF has resulted with appropriate pupil charter / ECO with increased outdoor/gardening offer)

Actions 2021/22	Evidence	Impact	Next steps 2022/23
To digitise a paper based system	Earwig platform in use	Streamlined process and reduced teacher workload	Resolve identified complications with Earwig system and research alternative platform if needed
Training for all MDT to contribute to Earwig	Feb 2021 = 265 digitised assessments - March 2021 = 527. June 2021 = 1,134 Feb 2022 = 5,500 EARWIG dashboard	Increased number of Earwig assessments month by month evidences individuals journey of learning.	Develop peer to peer support 'Earwig Champions'
To complete engagement profiling	100% profiles completed Evidence in section 10 of care plans	Staff are able to personalise and adjust teaching according to preferred styles. STP	

for all pupils across key stages			
To deliver training / INSET to enhance subject knowledge of preferred learning styles	INSET delivery - 'learning how to learn' MSI delivery - 'Learning how to learn' Staff evaluation and feedback forms evidence impact of training.	Staff recognition that they can influence how engaged a learner is and what skills/ approaches they can use to improve this.	Monitor impact with Internal peer visit Extend training package to all staff working with children across 24 waking day
To achieve Eco-Award	Awarded and certified silver status Silver / ECO powerpoints	Strengthened cultural capital by ECO events / activity i.e., outdoor learning	Work towards 'green status' application
To receive Artsmark	Sourced company sponsor 'Proveca' to promote & exhibit student art work TCT creative team producing video to showcase student work - 31 picture & 7 vases Arts festival 2021	Strengthened cultural capital by ART events / activity i.e., sensory spinning art Increased sensory arts offer across the school with increased accessibility	Gain accreditation April 2022 Generate income through sell of art goods and promotion of TCT best practice Develop Sensory Arts Festival 2022
To receive UNICEF	Pupil Charter produced in collaboration with staff and children Children's BILL of RIGHTS	UNICEF bronze award	Gain UNICEF Silver Award To embed Pupil Charter across the organisation

ENVIRONMENTAL CONTROL TECHNOLOGY

STRENGTHS:

- Learners have daily access to variety of owned & individualised assistive technology platforms (communication aids / eyegaze / driving platform / switch) for the purpose of participating in education, leisure & play
- Subject Leadership inclusion of Assistive Technology practitioners & organisation IT department
- Safe remote delivery of learning enhanced with purchase of individual device

<ul style="list-style-type: none"> Pupil Premium has supported ECT outcomes for XX learners 			
Actions 2021/22	Evidence	Impact	Next steps 2022/23
To upgrade powered mobility to SMART platform	<p>Purchased</p> <p>6 young people have GAS GOAL to measure the use of switches for leisure, cognition or wellbeing with direct mention of use of SMART platform.</p>	<p>19 children using SMART platform to activate their own functional movement- identified on timetable tracked on Earwig /</p>	<p>Case study – Success shared on Earwig Learning Journey</p> <p>GAS GOAL AUDIT</p>
<p>Audit pupil ECT needs – individual & class</p> <p>Increase bitesize training in use of ECT resources</p>	<p>ECT audit undertaken and analysed - 24 preferred specialised & appropriate devices able to meet need & raise motivation</p> <p>AAC weekly Tuesday Tip (training) on use/ new ECT resources available to all staff</p>	<p>Greater physical access and raised opportunities to cognition & age respectful ECT</p>	<p>Secure 22/23 budget to complete purchase of identified essential resource Monitor, report and inform planning of impact of resourcing and training</p>
Purchase appropriate interactive screens.	<p>8 (large model) plasma interactive screens purchased (£44.000)</p> <p>Planned use of plasma screen identified within short term planning</p>	<p>Increased opportunity for ECT progress with learning targets and GAS goals</p>	<p>Purchase and trial Mobile Magic Mirrors</p>
To expand online safety working party	<p>September 2021 KCSIE INSET –Presentation TCT Children’s safety Online Online safety bitesizes March 2022 Drafted online policy</p>	<p>Our staff know the importance and means to keep children & staff safe online</p>	<p>Develop policy ‘online safety’ to ensure representation of need/use the learner descriptors being:- preintentional / intentional / formal & concrete</p>
Research and publish at least 1 paper	<p>School Assistive Technology Team ‘Benefits, impact and outcomes of ‘gaming’ at the Brain Injury Conference</p>	<p>Raise TCT School profile towards NCE</p>	

PHYSICAL

STRENGTHS:

<ul style="list-style-type: none"> • Subject specialist leadership is strong including teaching & therapy representation • The school has appropriate and responsive physical environments for all children to meet their individual needs, within school & waking day • Physical access is prioritised across subjects – our children need to be positioned comfortably to ensure learning happens • Physical interventions are prioritised as impact educational outcome & wellbeing 			
Actions 2021/22	Evidence	Impact	Next steps 2022/23
<p>Increase range of physical wellbeing activities</p>	<p>Developed the range of physical wellbeing activities through safe partnership work – Panathlon challenge / special yoga/ parallels / sensory 360.</p> <p>Enrichment program themed for physical wellbeing</p>	<p>All learners are taught by staff who are responsive to individual needs. Staff safely responded to changes in the health status of pupils following Lockdown.</p>	<p>To further expand and integrate schools physical offer to CFS</p> <p>Audit of happiness profiles against physical offer</p>
<p>To increase the range of physical interventions</p>	<p>Rebound reinstated -18 children accessing</p> <p>Reinstated ‘Great Waves’ - swim sessions for 20 / Physio led swims for 16</p> <p>20 children participated in the successful pilot of the INNOWALK pro – (a robotic trainer offering children</p>	<p>Rebound provides opportunity for gross motor development and muscle strengthening, regulating muscle tone (can help to increase or decrease dependent on child’s presentation), communication opportunity (requesting ‘more’ or indicating preferences), positive impact on respiratory, urinary and digestive function, sensory feedback, leisure opportunity, freedom of movement away from equipment and hands-on support</p> <p>Swimming supports all children with opportunity for gross motor development and muscle strengthening, experiencing movements not often accessed on land (e.g. trunk rotation), improved tolerance to passive muscle stretches, regulating muscle tone, communication opportunity (requesting ‘more’ or indicating preferences), sensory feedback, freedom of movement away from equipment</p> <p>Innowalk trial evidenced dynamic weight-bearing, positive impact on respiratory, urinary and digestive function,</p>	<p>Analyse physical data at Spring 2 Data Point – focus on fine motor skill</p> <p>Internal peer visit</p>

	<p>with complex movement disabilities the opportunity to stand, move and exercise small and large size mode)</p> <p>Purchased Innowalk Pro following trial based evidence</p> <p>Observation / timetable / AR report / planning /GAS</p>	<p>beneficial for circulation, opportunities to work on head control, trunk and lower limb strengthening, muscle stretch and places the CYP at eye level with staff</p> <p>Planned positional changes across day</p>	
Develop physical curriculum beyond IMPACTS	Physical Lead researched & sourced MOVE framework	Opportunity identified for extending the physical curriculum	To purchase, implement & lead the physical MOVE framework – liaise development with Rosewood School
To evidence best practice through research, publication & conference	Mel Burroughs and Ciara Knox presented at European Association Childhood Disabilities EACD 'Framework for meaningful participation in inclusive sport for children and young people with neurodisability. May 2021		

MUSIC

STRENGTHS:

- Since 2017 invested Pupil Premium spend to establish a strong music offer - recognised as a strength of the school
- Strong leadership team – 2 trained in PGCert Music and Children with Special Need: Sounds of Intent / 1 school music therapy / 1 STA musical theatre degree
- Designated music hub and resource established – environment enables learners to access and make music using a range of traditional & virtual instruments via assistive tech.
- Recognition of music as a main motivator to learning / Published article *'The Importance of Music Education at The Children's Trust School'* PMLD LINK
- Strong evidence of 'cultural capital' with all children having access to a broad and rich music curriculum personalised to meet need, interest & musical talent [music making short term planning](#)
- During COVID-19 provided safe, creative music offer to continue to address children's emotional wellbeing – recognised pupil musical achievement with SOI certificates (summer 2020 & summer 2021)
- Nominated by Surrey Music Hub [TCT school recognised to be offering a quality music education that is part of a broad & balanced curriculum](#) – awarded Music Mark 2021/22

Actions 2021/22	Evidence	Impact	Next steps 2022/23
<p>Increase music reach & offer – internally including CFS</p>	<p>Established a mini music hub. Timetables Developed music cards</p> <p>Extended music offer to rehab - 3 students video case study evidence highlights impact.</p> <p>Staff Ukelele playing initiative and lessons for staff</p> <p>Half termly music update on Schoolzine</p>	<p>Increased access to specialist music across the school.</p> <p>Staff access to music cards to use across routines for learning / education and care</p>	<p>Develop evidence of cultural capital – Audit 'staff skill and use of music supporting learning sessions'</p> <p>Audit 'use of music for leisure / happiness profile' across waking day</p> <p>Seek REHAB parent voice on their views of the quality / next steps in music offer</p>
<p>Continue to increase music reach & offer externally sharing best practise</p>	<p>Presented at Richard Hirstwood sensory festival – provided workshop - 'The Making of Heroes'</p> <p>Led music at 'No Limits Parallels festival 2021'</p> <p>Article - 'The making of very special band: CedarSuperSound'</p>	<p>Recognition of and sharing of best practise for external colleagues to adapt and use in their own provisions.</p> <p>Recognition of best, inclusive practise resulted in request to lead music workshops at Windsor Parallels event 2022</p>	<p>Lead music workshop at Windsor Parallels 2022</p> <p>CPD for our staff following music audit to be identified and implemented</p>

	<p>Attendance at Surrey music Hub</p> <p>'Update from Ofsted' delivered by National Lead for 'Music Mark' Philips HMI</p>	<p>Raised profile of music development at TCT CPD highlighted the importance of video and sound recordings to evidence the implementation and impact – supported and validated our assessment procedures to capture evidence</p>	
<p>Align Sounds of Intent to Earwig point-score system</p>	<p>Matrix created with point score</p> <p>All SOI baselines transferred to Earwig platform</p>	<p>System to monitor and evidence progress from start points, to identify targets and supports monitoring. –</p> <p>Provides a holistic view of CYP progress against subjects</p>	<p>Align SOI point scores to level descriptors (pre intentional, intentional, formal etc)</p>