

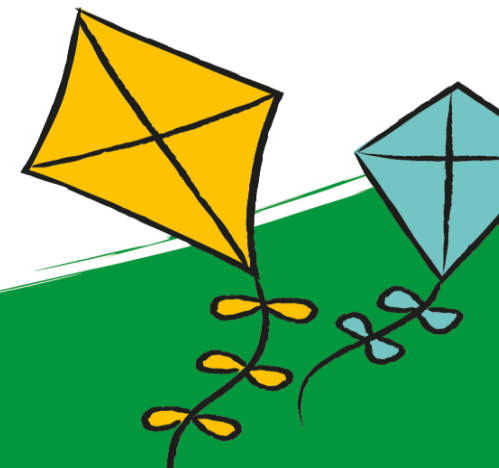
The Children's Trust School (URN 134902)

Self- Evaluation (SEF) & Development priorities

April 2023 / 24 (updated January 2024)

School Leadership & Governance promotes the overall education, health, therapy and wellbeing of each child. This is the basis for the continued, relentless focus and drive on making necessary improvements for learners and staff.

We achieve and evidence evolving developments and their impact through the robust school development plan, aligned to budget, and reviewed through school self-evaluation.



Self- Evaluation (SEF)

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

Curriculum statement – Where curriculum and meaningful learning meet

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

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REGISTRATION / NOR:

- Non-maintained, day, Special School for 44 young people aged 2-19
- Appropriate authority: - Board of Trustees
- Headteacher: - Launa Randles
- Chair of Trust: - Stephen Flanagan
- Website: - thechildrenstrust.org.uk/school
- Currently 39 pupils (37 FTE – split placement in nursery between 2 children) - 11 day and 28 residential (co-located children’s homes)
- 21 girls and 18 boys

COMMISSIONING AUTHROITIES:

- 18 LAs across SE England with Individual Pupil Agreements (IPAs) and most contracts being tripartite funded.
- Local Authority: - Surrey

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.

PUPIL ETHNICITY / DIVERSITY:

CATEGORISATION	NUMBER	Ethnicity Code
White English	24	WENG
Other White British	1	WOWB
White Other	3	WOTW
White European	1	WEUR

- 5/39 funded with educational 1-1s
- 20/39 with health 1-1s
- All pupils require daily and sessional interventions and support from education, health, therapy and care

The school does support further children and families, includes.

- 7 families attending our weekly Parent & toddler playgroup TADDIES
- Rehab CYP attending Sounds of Intent music sessions 22/23 -x 27 students 23/24 x13

International students 21/22 x1 22/23x1 23/24 1

White Eastern European	1	WEEU
Black and any other ethnic group	5	MBOE
Latin/South/ Central American	1	OLAM
Other ethnic group	1 due January 24	OoEG
Other Pakistani	1	AOPK
Black Somali	1	BSOM
Black other	1	BOTB
Gypsy Roma	0	WROM

CONTEXT - The school's specific context cont/d

SAFEGUARDING:

Area	Number of pupils
PPG	14
FSM	
Families receiving external Early help	0
CIN (Child in Need)	4
Section 31	9
Section 20	19
Section 38	1
Dual registered	0
Excluded in last academic yr	0
Supported in a managed move	1

STAFFING:

The age profile of the current staff group is 21-67.

Area	Number of staff
Early career Teachers (ECT)	0
Teachers	8
School Management Team HT/DH/RCL/PETAL	1/1/1/1
Senior Specialist Teaching Assistants	3
Specialist Teaching Assistants (3 LTS)	18 -1
Education 1-1	5
Health care support assistants	20
Nursing (Band 7)	1

LADO referrals / consultation	0 /1	<p>The school is an inclusive setting and does not separate children based on any protected characteristics.</p>	Nursing (Band 6)	1	<p>There is</p>
			Nurse apprentice	1	
			Therapy OT / PT / MT / SLT/ MDT Techs/ HPS/ moving and Handling	3/2.4/2.6/1/2.6/1/0.8	
			Therapy vacancy OT/PT/MT/SLT / MDT tech/HPS	0/1.2/0/2/0/0	
			Bank staff	2	
			Admin support	2	
			Agency staff	0	
			Sounds of Intent practitioners	2	
			Special Yoga practitioners	2	
			Lunchtime Lead	1	
			<p>additionally onsite and available to school:</p> <ul style="list-style-type: none"> • 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. • Play Team services. <p>TCT School does not use any agency for child facing roles.</p> <p>We have 0 teachers / staff who cannot be observed for any reason (for example, if they are subject to capability procedures)</p>		

Infection Prevention & Control COVID-19 / FLU

SPECIFIC RISKS / CHALLENGES:

- COVID-19 and its variants / seasonal flu pose / virus extremely high risk to the lives of our pupils.
- Most children were identified by their consultants as ‘clinical extremely vulnerable’ (CEV) and individually shielded. From March 2020 to May 2022) staff could not cross class/residential 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 a blended / remote / virtual approach/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 with full competencies
- Staff wellbeing – During COVID and other identified periods staff in full/part PPE all day, does place significant strain on the staff wellbeing. Staff did experience levels of reactive fatigue.

STRENGTHS:

- A Major Incident Team (MIT) was established and met to 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
- 2020 (COVID) 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 – [E: planning / pupils records](#)
- 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 – [E: Home Learning Policy](#)
- 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. [E: COVID operational Guidance Version 10](#)
- Staff resilience and total dedication to keeping themselves safe, to keep children safe, was commendable [E: staff survey November 2022](#)
- First school in Surrey to secure staff COVID vaccines. Vaccination program in place for school children.
- Autumn 2022 and 2023 booster and flu vaccine provided to all TCT staff / children.
- roadmap ‘out of covid’ – completed [E: Project Plan 2022/23](#)
- Reinstated Key Stage class groups from May 2022 [E: Project Plan 2022/23](#)
- May 23 - 6 week planned transition to new Key Stage classes. [E. Project Planner 23/24](#)

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. [E: daily allocation 2020-21 / attendance](#)
- Effective COVID/isolation planning strategies being consistently implemented ensured pupils’ protection from transmission.
- School offered placements to Surrey pupils whose provision had closed [E: daily allocation 2020-21](#)
- Through COVID lockdown best endeavors were implemented to fulfill EHCPs [E: annual review report & minutes](#)
- Pupil wellbeing maintained [E: annual review report & minutes / happiness APIES / attendance](#)
- [Pupil progress data](#) indicated that pupils continued to make progress
- Identified role 0.6 senior mental health & PBS school lead – [E: JD for Senior Mental Health Lead](#)

- Nurse team strengthened - Permanent lead school nurse with **PGcert in Education & HealthCare**.
- **Home learning policy 2023** – updated to meet learning need of isolating children/residential house
- Ongoing upward trend in whole school attendance % (22/23 = 82.4%) contributing factors school vaccination / lead nurse usage of medical suite

NEXT:

- CPD development for school nurse team, including MA studies within Education & Healthcare.

OVERALL SCHOOL EFFECTIVENESS

GRADE: Outstanding

PROGRESS SINCE LAST Graded INSPECTION 2017 / Ungraded Inspection 2022

CONTEXT:

- In 2016 the newly appointed leadership team inherited a School rated Requires Improvement (RI)
- In May 2017 under section 5 of the Education Act 2005– rated ‘good with outstanding leadership and management’ with 4 named recommendations.
- In November 2022 under section 8 of the Education Act 2005: - The school remains ‘good’ but there is sufficient evidence to suggest that it may have been judged ‘outstanding’ in a graded inspection.
- 2022/23 school to address the 1 named recommendation – to embed happiness & well-being profiles and resources.
- 2023/24 under section 5 of the Education Act 2005– rated outstanding

Actions Completed	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 – 2023 training regarded as essential within the financial recovery plan. • 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 – special yoga, music • Introduction of total communication approach • Introduction of integrated supervision approach 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 (on pause) – re-word 'education outside of school hours' • INSET (Feb 23) to promote knowledge exchange from peer visits, to encourage continuous improvement in delivery of education • Revitalised our 2023 curriculum guidance 'where curriculum meets meaningful learning' • Regularly review and adapt the teaching and learning articulation strategies based on feedback, emerging educational trends, and the evolving needs of students and staff. Enhance the way all staff communicate and demonstrate what children are learning.
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 • Core training competencies established • Internal and external visits encouraged of peers / like providers • Developed Core & Essential service standards for PMLD. • Published PMLD link 'Meaningful Time' & 'The importance of music education at The Children's Trust School' • 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. • Music & Yoga facilitated learning workshops at the Richard Hirstwood Sensory Festivals & Joanna Grace Sensory Project • Leading across Challenge Partner peer review with area of excellence recognised being 'personal development opportunities that develop cultural capital for children with complex and multiple barriers' • Nominated & shortlisted for NASS breaking barrier award for accessible art education at The Children's Trust school. • Silver winner of The Pearson National Award Teaching Award 2021 for excellence in special needs education.

	<ul style="list-style-type: none"> • Nomination of Senior STA for The Pearson National Award 2023 for the category unsung hero
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 / Senior Mental Health Lead / MUSST • Attendance at events – INSET / Art festival / pupil achievement • July 2023 onsite Board visit to school
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 environment • Supported therapy restructure and increased staff skills • Support development of Taddies • Support development of EYFS nursery Tadworth Tots & 275K fundraising allocation / annum • Support use of external provider Great Waves – as required • Support development of new build – allocated £1 million to design phase to stage 3c – currently on long term hold. • Supported Positive Behaviour Support • Supported key roles PETAL / Senior Mental Health Lead / 4 UP scale teachers • Supported COVID-19 planning to remain open • Supported existing school leadership to take school forward – January 2023 • Supporting school through organisation financial recovery plan 2023 – underpinned by Charity Bank
The successful happiness and well-being profiles and accompanying bags of resources have not yet been introduced across the whole school. This means that, currently, only around a third of pupils benefit from these. Leaders should ensure that this strategy is introduced for all pupils and embedded across the school.	<ul style="list-style-type: none"> • PSWHEB embed happiness and wellbeing profiles with the accompanying bags of resources (or equivalent). • Happiness bags (or equivalent) is the focus for PP/budget spend. • November 2022 12 CYP with happiness profile & bag November 12 / March 15 / July 35 • June 2023 growing impact of ‘happiness profile/bag’ presented at Educational Governance Committee • Lunchtime enrichment offer includes ‘wellbeing & happiness bag’ club. • All CYP but one has a happiness bag created – there have since been three new starters that, once baselined and staff know CYP better, a happiness profile and bag will be created for and with them. • Happiness library in process – a library of commonly used items that young people can choose from to update their bags. • Happiness profiles to be added to individual ECR.

LEADERSHIP & MANAGEMENT STRENGTHS SINCE PREVIOUS INSPECTION <i>Evidence within table</i>	GRADE: OUTSTANDING
<p>LEADERSHIP:</p> <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 Pearson National Teaching Award 2021 for transformation of SEND provision • Continuing professional development is aligned to the curriculum with focus on developing subject specialisms – Our 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. • 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 • 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. • From January 2023, our Director of Therapies (and Education) representing school TCT organisation at SLT level, with the Head of School assuming the role of Headteacher. • In the July 2023 staff survey feedback, 9/12 statements garnered over 80% positive scores, highlighting areas of exceptional satisfaction with 'Your Line Manager' and School management • The nationally recognised career and professional frameworks NPQEL/NPQH/NPQSL/Generation 6 play a pivotal role in enhancing the leading knowledge, building capacity, and supporting succession planning for the senior staff in schools <p>SCHOOL DEVELOPMENT:</p> <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. • March 2023 the mission/vision has been reviewed and acknowledges our curriculum as a strength. • An MDT approach increased subject development, to school development planning, The strong school developments now influence broader organisational strategy 	

- 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
- Created MUSST (Making Us Subject Specialised Teams) principle to actively engage all staff in school development. 2023 staff survey 96.2% of staff agreed that their line manager encourages them to work as a team.
- Since 2021 Project Plan monitor SDP priority projects in manageable steps.

SAFEGAURDING:

- 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. 2021/22 - 19 visits (virtual & F2F) 22/23 – 16 (from 1/9/22 to December 23)
- Trustee visibility raised with onsite Board visits (July 23 drop into classrooms)
- 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. .
- 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 agenda seeks to engage parents thoughtfully and positively and supports pupils' education i.e., ClassDojo

PEOPLE:

<ul style="list-style-type: none"> • 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. 			
Completed Actions 2022/2023	Evidence Journey of the SEF (2016 – 2023) – Leadership & Management	Impact	Next steps 2023/2024
Maintain NOR against budget	<p>Marketing development Plan (held by SA) completed</p> <p>Key account management plan (held by SA) created – tier approach completed.</p> <p>Admissions and transitions (held by placement team) meetings embedded</p> <p>Core business review (held by SA TG & GT) embedded at SLT and Board</p> <p>Compliance check (held by EL & DH) on website policies / key information & policies.</p> <p>School social media channels launched (March 2023) December 23 157 followers on FB/ 501 X (formally Twitter)</p> <p>Launch of new school website (November 2023)</p>	<p>2021/22 budgeted 27 residential / 10 day – target maintained</p> <p>2022/23 budgeted 29 residential / 10 day – target maintained</p> <p>2023/24 budgeted 29 residential / 10 day – ongoing</p> <p>Sustainability of income achieved.</p> <p>The enhancement of the school website includes strategically designed navigation pathways, resulting in streamlined user experiences and reinforcing marketing efforts.</p>	<p>Continue with the build and launch of all website pages</p> <p>Continue with development of school social media channels</p>
Continue to develop leadership at all levels towards a Transdisciplinary service model	<p>Aim 3 identified as part of the organisational strategy – Hope & Ambition strategy</p> <p>Waking Day project scope organisation in paused position – school following action through extension of school/residential club offer.</p>	<p>The school vision and mission is recognised / supported by the organisation, Directors and Trustees</p> <p>Scoping documents provide evidence-based research to underpin change in service delivery model</p>	<p>Implement and monitor learning outside of school day (clubs) and identify further developments. Focus for autumn 2023</p>

	<p>2023 project planner (review and scope held by MH and KB) extension of TCT school Club offer – January 2024 consisting of 29</p> <p>Director of Therapies in post (representing school at SLT level)</p> <p>Amended Annual review report</p> <p>Goals / Targets locate on ECR</p>	<p>TCT organisation restructure has influenced the methods of delivery and the rate of change</p> <p>Expanding the school club offerings provides an increase in children numbers with opportunities to participate in sessions aligned with their interests and provide further social interaction.</p> <p>Therapy and education goal review meetings set up 6 weeks before annual review to review goals and ensure goals are collaborative</p>	<p>Change term from waking day to ‘education outside of school day’</p> <p>Extension of club offer £</p> <p>Education and therapy goal processes to be reviewed start date - autumn term 2023</p> <p>Compliance manager TC working with therapy KB to refine section 10 timetable and goals care plan</p>
<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> <p>On long term hold.</p>	<p>Full stakeholder engagement to develop and complete to RIBA Stage 3</p> <p>Decant strategy completed.</p> <p>Planning permission granted – Feb 2022 – stands for 3 yrs</p> <p>DfE condition survey (undertaken June 2023) verbally note school in good condition – await report & action plan</p> <p>School environment improvements 2023 Perimeter lights (derived from school council request)</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 school continues to be physically responsive, for the needs of children and staff.</p> <p>With perimeter school lights children & staff are safe in darker months.</p>	<p>On long term hold</p> <p>Maintain awareness to SLT/EGC the timeframe of planning permission.</p>
<p>Maintain a safe service – infection /</p>	<p>COVID operational guidance / outbreak management planning</p>	<p>School remained open and maintained a safe service throughout COVID</p>	

<p>Prevention & Control</p>	<p>Planned 6-week transition from bubble to Key Stage teaching (April 2022 – May 2022)</p> <p>Minimised class changes until June 23. Planned 6-week transition for new Key Stage groups (April– June 23)</p> <p>Home learning blended approach to learning used with outbreaks of COVID/isolation on schoolhouses, E: website and policy</p>	<p>Children, family & staff experienced a meaningful, safe transition from key stage class groupings. Provide learning & development across contexts of environment & peer.</p>	
<p>Safeguarding</p>	<p>NSPCC audit (completed by external SG consultant – Stella) Surrey Partnership Safeguarding Audit Section 175 (moderated by Narindar Ghosal Education Safeguarding Advisor) June 2022</p> <p>Established internal moderation of SG practice undertaken by the nominated safeguard governor (DM / VB / current TB)</p> <p>KCSIE audit October 2021 & September 2023 (completed by external SG consultant – Carolyn Eyre)</p> <p>SG Project 2022 – activities reviewed of safeguarding governance, reporting & policy, resulting outcome central dashboard, joint quarter report, organisational policy, school SOP.</p> <p>May 2023 Externally led INSET training (Rita dada) Surrey LADO</p> <p>Externally led 2 day training (Penny Sturt) integrated safeguarding supervision. TCT case study accepted for book publication Using supervision in schools.</p> <p>Submitted section 175 (Surrey Safeguard Team) Autumn 2022 100% Autumn 2023 100%</p>	<p>Embedded safeguard processes that are externally/internally scrutinised validate safe practise</p> <p>In completing the SG PROJECT SCOPE concerns/issues are addressed within an effective, honest, and transparent process.</p> <p>All policies & SOPs 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>Strengthen quality and effective supervision through an integrated model of supervision</p>

	<p>Internally led INSET Annual (1st September) KCSIE training to inform staff of key changes within statutory guidance.</p> <p>Embedded an internally led KCSIE 7 minutes bitesize programme delivered to all staff Reinstated SG walks / tailored SG training evaluations</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 / DSL network</p> <p>OFSTED November 2022 September 2023 – effective safeguarding in place</p>		
<p>Trustee / Governor input</p>	<p>Governor input virtually or face to face via: - CEO and 1 Governor attend monthly school council and meetings 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>Embedded open door onsite policy (leaflet) 6 governor attendees including INSET MUSST & SG training, school council, participation in music education, learning walks. Drop in observations, engaged with DOJO, written and video contributions to school website. See monitoring visit & INSET evaluation</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 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>Gov / Trustee annual skill audit to be undertaken and feed into planning / training</p> <p>Set date for annual hosting of a Trustee / SLT Board (school hall)</p> <p>Governor input to Challenge Partner review</p>

	<p>Trustees (Board level) have been presented with school-based case studies, research, SDP developments, onsite visits (board agenda item July 2023)</p> <p>Nominated Safeguarding Governor attends school Safeguard monitoring platform / with lead DSL (Minutes)</p> <p>Virtual EGC / committees (reports and minutes)</p>		
Enhance the teaching of the curriculum through staff CPD	<p>Embedded the PETAL training lead</p> <p>Member of The National College ACCESS staff training</p> <p>Quality INSET (led by senior/middle & across site representation)</p> <p>Liminal Leader Training</p> <p>Integrated Supervision educational/safeguarding</p> <p>Staff supported to complete professional qualifications MA MSI / NNEB / QTLS / BA in early years education / SOI</p> <p>Senior staff supported through NPQML (LR & MH completed) NPQSL (PC to start Oct 2023) NPQEL (LR to start Oct 2023) Leader for Impact generation 6 (ST to start 2023)</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>Teaching structure has been strengthened by the developments in gaining professional qualifications</p> <p>Generated income from NPQ (£200 grant per person)</p> <p>Royal Opera House Generation 6 impacts for leaders has raised PMLD awareness and school profile to national level.</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>Continue with MA / BA / QTLS / NPQ / generation 6 £</p>
Enhance school digital media	<p>School website</p> <p>TCT social channels</p> <p>School social media channels launched (March 2023) September 23 157 followers on FB/ 247 X (formally Twitter)</p> <p>Class DOJO</p>	<p>An effective tool to improve communication, engage parents, market its strengths, build a solid, trusting reputation.</p> <p>Effectively demonstrate the outstanding quality of education.</p>	<p>Complete the upgrade school website</p> <p>Continue to grow the dedicated school social channels.</p>

QUALITY OF EDUCATION

GRADE: OUTSTANDING

E: Journey of the SEF (2016 – 2023) Quality of Education

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. [E: communication register / CLL targets / outcome annual \(AR\) report / DOJO / visit school](#)
- To have high ambition for all pupils across all subjects [E: planning / MUSST / OFSTED report 2022/visit school](#)
- 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. [E: latest version curriculum / 2023 guidance / SEND information](#)
- 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' [E: Pupil Charter & supportive qualities, 2023 INSET](#)
- 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. [E: enrichment planning & impact display, challenge partners, accessible art open days](#)
- To plan for the SDPs key actions for continual development towards the mission and vision statements. [E: Project Planner](#)

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 the process of developing a complete new build was initiated. Planning permission in place until Feb 2025 with project currently on hold in 2023.

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. \(EHCP\)](#)
- Integrate via a multi-tiered approach eg MDTs support in classes and on houses, use their skill mix and competencies across teams. [E: STP / daily allocation / observations](#)

- Learn from each other via **peer visits (internal & external)** and challenge (celebrate) 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** – Special Yoga, 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. (ECT successfully passed July 2023)
- 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. 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. (**Data 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**)

Next Steps

- Increase external peer visits (like provisions) to further enhance staff expertise in the integration of education, therapy, health and care
- Autumn 2023 Continued determination to make a difference - embark on a re-evaluation of learning articulation to ensure a cohesive understanding of 'being a leader of learning' is uniformly shared across the school, therapy, and residential houses.

BEHAVIOUR & ATTITUDES

GRADE: OUTSTANDING

E: Journey of the SEF (2016 – 2023) Behaviour & Attitudes

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.
- Nominated and shortlisted for NASS 'Breaking Barriers' Award 2022
- Accredited with Challenge Partner Area of Excellence, recognised cultural capital through extensive accessible art & offer being a strength of the curriculum.

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, sensory performances.
- Accredited with national ARTSMARK Platinum award, recognised to be offering a quality creative education that is part of our curriculum.
- Accredited with MUSIC MARK recognised to be offering a quality music education that is part of our curriculum.
- We use survey to gather the views of parents, staff and other external stakeholders (staff survey undertaken July 2023)

Actions Completed 2022/23	Evidence	Impact	Next steps 2023/24
Following COVID-19 to maintain focus on individuals' wellbeing & mental health to ensure safety,	Previous INSET Sensory Engagement for Mental Wellbeing (Jo.Grace) COVID operational guidance (Version 1-10)	Staff have an increased awareness of learner wellbeing and the potential impact on readiness to learn.	Mental Health Lead to devise and follow project plan 23.24 Key jobs of project plan: <ul style="list-style-type: none"> • Collect data from mental health and wellbeing audit

<p>recovery & continued learning</p>	<p>Timetables / Planning / purchased resource evidence changed & redesigned activities to address wellbeing & mental health</p> <p>Whole school data summary: - Summer 2023 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>Mental Health wellbeing policy / strategy / audit / action plan / training / staff wellbeing risk assessment / wellness action plan template</p> <p>Researched / trained / implementation of integrated supervision model – training led by Penny Sturt</p>	<p>Changed & redesigned activities ensured most learners continued to make expected progress</p> <p>Created a shared understanding for resilient, positive mental health wellbeing for young people, staff and families (strategies are held within the action plan)</p>	<ul style="list-style-type: none"> • Create Mental Health and Wellbeing action plan and action group • Devise workshops for parents
<p>To embed Positive Behaviour Support / zones of regulation (processes & monitoring)</p>	<p>PBS bitesize training for all school and therapy staff</p> <p>Behaviour of Concern Policy, 2020</p> <p>PBS induction training for new starters INSET training – trauma based practice</p> <p>PBS observation template / Functional Assessment & Positive Behaviour support planning</p> <p>Established School Psychosocial Team (from start – end – monitoring & review process) E: minutes / PBS plans / articles & training PP/monthly tracker</p> <p>Attendance at clinical organisational psychosocial MDT meeting</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>All children are supported through a PBS plan – universal or targeted.</p> <p>Early access to support & interventions via the school based psychosocial network, 2022</p>	<p>Mental Health Lead to devise and follow project plan 23.24</p> <p>Key jobs of project plan:</p> <ul style="list-style-type: none"> • Devise and input Zones of Regulation Plan • Devise and deliver Zones of Regulation training for staff • Input Zones of Regulation on ECR

<p>Source opportunities for training (new staff member in post) Zones of Regulation / psychosocial / PBS / new to mental health lead £</p>	<p>Expanded representation at school psychosocial team with DSL attendance (once per month)</p> <p>JD for permanent post PBS & mental health lead</p> <p>X2 staff completed Zones of Regulation training and received certificate</p>	<p>Mental Health Lead able to create and deliver training for staff. CYP will be supported through individualised zones of regulation plans.</p>	
<p>To embed effective quality assurance measures against attendance & timekeeping</p>	<p>Organisational Attendance & Timekeeping working party 2021/22 / House manager (2022/23) agenda & minutes</p> <p>Attendance & Timekeeping Board Paper 2021 & project planner</p> <p>Attendance / Timekeeping data trackers</p> <p>Attendance Policy 2023 KCSIE INSET 2023 – PP on missing education & absent</p> <p>Attendance and timekeeping is a standing item on the weekly house manager meeting</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 / 1=2023</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>Monitor impact / address action through house manager / key worker / SMT / DSL safety huddle</p> <p>As required reinstate attendance working party</p>
<p>Collaboratively produce values that are child focused</p>	<p>Pupil Charter</p> <p>TCT Promises (poster / school canvas / postcards / referenced in policy/code of conduct etc.)</p> <p>School Mission & Vision / Curriculum statement</p>	<p>Child focused values are known to all staff</p> <p>TCT Promise known to all staff</p> <p>School mission & vision known to staff</p> <p>Our website amplifies our TCT promises & school vision reaching a broader audience.</p>	<p>Recognise & reinforce the shared language and common focus (derived from promises/vision) lead to excellence across Education / Health/Therapy and Care - ongoing through 2024</p>

	Promises / values embedded in school policy/information / website		
To safely celebrate (onsite) pupil achievement with families & TCT stakeholders	<p>Outdoor Art Festival Summer 2021 where all pupils received achievement certificates celebrating ‘creative’ / SOI certificates</p> <p>Summer 2022 Art festival with ‘smoke and mirrors’ theme celebrating the use of inclusive art skills – community event</p> <p>Summer 2023 Art Festival – regeneration</p> <p>Annual review certificates to celebrate yearly achievements for all pupils</p> <p>December 22 - 31 onsite visitors (parents / carers / extended family / SLT / fundraising (m/team platform) to TCT primary school Christmas play ‘The Christmasaurus’ E: photographs / video / SLT monitoring ‘golden moments’</p> <p>Researched / pilot / launch/audit DOJO as shared school/home platform to celebrate & share achievement E: EGC spotlight DOJO presentation 88</p>	<p>Families / Governors / TCT community safely onsite in recognition & to celebrate creative learning</p> <p>A community brought together (families / children / TCT staff) for the December 2022 Christmas sensory performance / 2023 family class open sessions / EYFS graduation / EYFS family & class ‘bocketts farm’</p> <p>DOJO platform enhanced speed & method of sharing pupil achievement with families & stakeholders</p>	<p>Monitor Trustee /Governor / SLT active participants to class DOJO</p> <p>Weekly share of ClassDOJO achievement through staff briefing</p>

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 the local community.
- All behaviours are viewed as a means of communication and positive behaviour (zones of regulation) 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' x2
- Preparation for Adulthood supported through a devised sensory career program – *evidence Ofsted report 2023*

Actions Completed 2022/2023	Evidence	Impact	Next steps 2023/2024
Implemented the PERMA (Positive emotion, Engagement, Relationships, Meaning and	<i>Happiness Profile</i> in place for all pupils <i>New template</i> APIES (includes happiness & wellbeing)	Enhancing quality of life is the guiding thread through the curriculum	Organisational approach to use of happiness profile/bag

accomplishment) model of Quality of Life (Seligman 2016).	<p>School council themes taken from happiness profile (PERMA model)</p> <p>Embed happiness and wellbeing profiles with the accompanying bags (or equivalent) of resources £ + focus for PP spend</p>		
Implement an appropriate SRE curriculum Exchange knowledge - Peer visit	<p>SRE curriculum developed SRE policy Feb 23 PSWEHB leads undertook peer visit to Great Ormond Street School</p>	<p>Age-appropriate content to promote SRE. Com-mended by external reviewer (KCSIE external audit 2021)</p> <p>Peer visit confirmed best practice done at TCT.</p>	Purchase of resources on the focused areas of diversity / black history £
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	Circulate resource through development of a happiness library
Develop personal care scripts	Care scripts located in care plan	Individual CYP need met	Organisational approach to care scripts
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	<p>School online safety policy DDSL / IT facilitating bitesize Focus workshop at KCSIE 23 INSET</p>	Pupils and staff are supported to recognise the dangers of inappropriate use of mobile technology and social media	360online audit
Develop the understanding trauma informed practice. Internally deliver Trauma informed practice training package (source from the	<p>PBS support plans Behaviour policy PBS training INSET – MH delivery of Trauma informed practice training package</p>	Understand child's start point / experiences that impact on child development (learn & live)	Bitesize focus - Framework to understand and meet the needs of children with genetic syndromes

research of Karen Treisman) (May 23 INSET)	INSET September 2023 workshop – Framework to understand and meet the needs of children with genetic syndromes (source from Surrey University)		
Actively support preparation for adulthood Development of meaningful opportunities for pupils to encounter the world of work and increasing social enterprise projects	<p>Timetable for Sixth form linked to Preparing for Adulthood Agenda themes</p> <p>Accreditation pathways identified and all pupils from year 9 will start ASDAN accreditation</p> <p>At year 9 review, Transition plans are part of the annual review template and included in the discussion with parents and LA.</p> <p>Autumn term 2022 sixth form theme – planting & selling. Profit made XX Autumn Term 2023 – candles / products for christmas illumination market.</p> <p>Sensory Careers planning / guidance / policy / website</p> <p>Transition Fair June 2023</p>	<p>Actively supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully</p> <p>Meaningful and age respectful sensory opportunities to encounter the world (of work)</p>	
Actively support & create a meaningful & diverse enrichment offer (9 weeks throughout year / lunchtimes / after school / assembly)	<p>Enrichment display / DOJO post</p> <p>Planning / timetables / resource against allocated budget / Social media update</p> <p>Enrichment update for 2023 September INSET</p> <p>2023 Daily allocation features Lunch clubs' timetable / events / educational visits.</p>	<p>Summer 2023 enrichment program delivered excitement and showed growth within the offer, featuring engaging activities like themed music groups, sensory experiences, sensory baking, yoga sessions, creative arts and crafts, outdoor trips, dynamic dance sessions, lively performances, and a heart-warming summer festival that brought joy to our young people while fostering staff teamwork.</p>	<p>Planning spring enrichment programs. £</p> <p>Expansion of TCT lunchtime club offer.</p>

SIXTH FORM

GRADE: OUTSTANDING

Journey of the SEF (2016 – 2023) – Transition/sixth form

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 Completed 2022/23	Evidence Journey of the SEF (2016 – 2023) – Transition/sixth form	Impact	Next steps 2023/24
To secure community links for sixth form young people to further establish social enterprise projects	<p>Led and developed 'Winter Market' 2021 & stalls in 2022</p> <p>Established lunch offer for school (2021/2022) staff to pre-order meals for Thursdays</p> <p>Established book swop / mansion house stall (22/23) for whole TCT community to engage with sixth form enterprise</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</p>	Continue to develop social enterprise activities / community links £

	<p>Shortlisted for NASS breaking barriers award 2022 for accessible art sold internally in school and on external (Proveca) platform</p> <p>Area of Excellence (accessible art within enterprise) recognised by Challenge Partners 2022</p> <p>Exchange of knowledge with peer visit – St. Piers college x2</p> <p>Host open peer visit morning (March 23) 7 provisions present.</p>	<p>shops, company sponsor 'Proveca' to promote & exhibit student art work)</p> <p>All opportunities provide active learning opportunities and allow contribution to planning, participation and proceedings which support ASDAN accreditations.</p> <p>Enhance expertise / implement further project following peer visit to like provisions. Achieve knowledge exchange between like provisions</p>	
<p>To extend the range of meaningful career activity / opportunity</p> <p>Respond to the statutory guidance 'Careers guidance and access for education and training providers' Jan 2023</p>	<p>Long Term Plan (3 year cycle)</p> <p>Personalised / Group approach to the teaching of careers E: STP / timetable / student work (formal learner) / visitors / educational internal & external visits / joint projects with TCT fundraising i.e., Christmas cards career opportunity explained within 2023 Curriculum guidance.</p>	<p>Choices are informed primarily by the young person, with knowledge and support from those who know the young person best.</p> <p>Young people are supported to experience new or different activities, people, communities and events.</p>	<p>Plan & deliver a career's fair (Spring 2024)</p> <p>To submit as an area of excellence – Challenge Partners 28.2.24 - 01.03.24</p>
<p>To provide resources and training to support families & young people (from year 9) in preparing for a successful transition into adulthood</p>	<p>Reviewed the Year 9 + Transition leaflets and 'Transitioning into adult life' booklet 2023</p> <p>Termly transition meetings for families</p> <p>June 2023 Run 'Enabling Adulthood' Transition Fair – 10+ externally provisions showcased / External Guest Speaker from Surrey Paul Baker/past parent shared experience</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/ Fair provide opportunities for families to meet, provide peer support in the process and for TCT to provide families/professionals (Year 9 +) with information and resource</p>	<p>Upgrade of school website to include information material i.e., Preparing for Adulthood – A guide for young people in Surrey with additional needs or disabilities.</p>

Support appropriate onward placement and destinations	Individual transition plans supported by education, health, therapy and care are implemented. 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) -	All parties involved are responsible for the success of the transition plan.	
Develop a 'Bridging the Gap offer' for CYP whose EHCPs are ceased but do not have secure onward placement	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'	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.	Individual approach to the Bridging the Gap pathway

EYFS	GRADE: OUTSTANDING E: Journey of the SEF (2016 – 2023) – Early Years
STRENGTHS: <ul style="list-style-type: none"> • 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 	

<ul style="list-style-type: none"> 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 Completed 2022/23	Evidence E: Journey of the SEF (2016 – 2023) – Early Years	Impact	Next steps 2023/24
To continue bespoke EYFS educational training to upskill all Leaders of Learning	June 2021 1 STA secured NNEB qualification September 2021 1 STA /NNEB began process to EY foundation qualification 2 staff Makaton levels 1&2 EYFS led completed EYFS Inspection Framework Certificate Completed Mathematics for Early Years by North Hants Hub Undertook peer visit to Rosewood Free School	Upskill in child development (including professional qualification) Upskill in staff skill to use correct mathematical terms / rise in numeracy achievement – individual TP Staff fluent in delivery of MAKATON Through peer visit enhance expertise in the integrated delivery of EYFS.	Continued training plan against pupil need £ NNEB to progress to Early Years Career Teaching £ Continue peer visit (attend & host)
Embed the researched / piloted bespoke SEND phonics programme to provide sufficient challenge for learners beyond stage 1 of phonics	Working in collaboration with CLL / SLT members – child baselines / observation / communication register / learning walk / timetable	Increased number of CYP potential to access bespoke SEND phonics programme Pilot (2021) EYFS meaningful participation in whole school initiative	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 appropriate school placements	4 pupils supported with early interventions, received EHCP . PPP to Educational Governance Committee & Trustee Board	Successful transition to mainstream primary x1 & special free school x1 April 2023 – further 2 CYP obtained EHCP	To support the transition for onward placement (named in section I of EHCP)
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) May 2022 Taddies location returns to school environment. Taddies attendance at full capacity E: taddies register	March 22 = 5 / December 22 = 7 / March 23 = 7 families have accessed weekly TADDIES offer Increased capacity for Taddies (relocated to school) increased reach & support to families 5 families attended the Christmas 2022 EYFS primary sensory play / 9 families attended EYFS/primary open afternoon held 29 March 2023	To extend EYFS offer to provide opportunities for more learners. Host peer visits (portage / like feeders) to showcase & increase TADDIES offer.

To maintain strong family connections	Submit EYFS achievements to DOJO platform Family Friendly Medium Term Plan Hosted EYFS 'graduation' celebration – 5 families December 2022 - hosted EYFS / primary sensory play – 31 in audience	Effective partnership working between the family/home and school	Further embed
EYFS validation of effective 'outstanding' practice	Whole school parent survey Observation / learning walk / learning outcomes	Maximised meaningful, honest and realistic learning opportunities that allow all children to experience the awe & wonder of the world they live	External peer visit Parent survey School Improvement Partner £
Digitalise EYFS tracker	Transfer of Earwig data to Differentiated Early Years Outcome DEYO individual paper base document Digitilised data book for each EYFS child	Early years practitioners able to identify the smaller learning and development steps Internally built digitalised DEYO platform / individual workbook	Input to digital platform.

STRENGTHS

ACTIONS 2022 /23 – EVIDENCE & IMPACT
NEXT STEPS FOR SCHOOL DEVELOPMENT –
2023/24
(BY CURRICULUM SUBJECT – updated April
2023)

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 Completed 2022/23	Evidence	Impact	Next steps 2023/24
Audit communication modes	CLL Audit CLL lead knowledge exchange peer visit to like provision Linden Lodge. Curriculum guidance 2023 TaSSels – school website	Our staff know each child's preferred communication mode	peer visit Articulation of communication modes/learning for wider audience (website/training/organisational staff)
Further embed Makaton signing	Staff are trained in Makaton, TASSELS, TALK, CORE and have access to relevant resourcing (PODD, Boardmaker, Widget) INSET 2022 – 12 identified staff (teacher therapy) further trained - Intensive Interaction	The correct communication modes are known and applied.	Finalise the CLL training package to include further CLL interventions (positive eye objects of reference) - align to universal, targeted and specialised levels. £
Further embed Intensive Interaction		Pupil voice is heard, understood and active within communication processes.	
Further embed TASSELS (on body signing)			

Develop Project CORE	Makaton symbols used in the branding of Promises / other communication friendly documents	<p>Individual evidence-based communication books issued to each student, for adult to model use of within school, with language to be further personalised.</p> <p>The well-established & successful approach of intensive interaction allows for adult & child to make meaningful connections & communications.</p>	Monitor impact of training
Develop a Communication Bill of Rights (TALK)			
Expand Boardmaker to Widget	<p>Project Core</p> <p>Communication Clinical Excellence Network</p> <p>Communication Bill of Rights Curriculum guidance 2023</p>		<p>Training on use of partner assisted auditory scanning and communication books in Spring 2024</p> <p>Personalised communication books to be adapted with feedback from teaching staff by end of July 2024</p>
Research and develop bespoke SEND phonics programme	<p>Baseline / profile evidenced learners requiring teaching of phonics (beyond sensory & stage 1)</p> <p>INSET 2022 – all staff attended internally led bespoke SEND literacy training</p> <p>Whole school literacy pilot (autumn term 2022)</p>	<p>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</p> <p>The impact of using literacy intervention was evidenced via pilot</p> <ul style="list-style-type: none"> • Formal + learners maximised learning from the bespoke intervention literacy. • Intentional CYP gained greater benefits from the social experience of mixing (following COVID isolation) 	<p>Read/Write/ Inc development to develop sufficient expertise in the teaching of phonics and reading for SEND (formal/concrete learners) £</p> <p>Further develop a sensory story/literacy resource library £</p>
Research and publish at least 1 paper	<p>Maz Hanlon & Amy Wright presenting at international ‘Communication Matters Conference’.</p> <p>‘TCT - Communication Best Practice’& TCT represent TASSELS at British Association of Childhood Disabilities Conference abstract submission <i>BACD</i> (Sheffield, March 2020)</p>	<p>The impact of using TASSELS was evidenced via project</p>	<p>CLL presentation at Parent Virtual Platform / March EGC</p> <p>Attendance and Communication Matters conference 2023</p>

COGNITION

STRENGTHS:

- Subject specialist leadership is strong
- All pupils IMPACTs baseline / assessments are available on their Data workbook 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 (Platinum Artsmark has resulted in an increased arts offer / UNICEF has resulted with appropriate pupil charter / ECO with increased outdoor/gardening offer)

Actions Completed 2022/23	Evidence	Impact	Next steps 2023/24
To digitise a paper based system	Analysed performance of earwig platform. Identified complications and researched alternative platform – <i>CYP data workbooks</i>	Streamlined an effective process and reduced teacher workload	Monitor data to report & inform EHCp
Training for all MDT to contribute to Earwig – Data workbooks	Feb 2022 = 5,500 <i>EARWIG dashboard</i> Retrieved data from EARWIG to <i>CYP data workbooks</i>	Increased number of assessments (CYP PP) month by month evidences individuals journey of learning.	Develop peer to peer support ‘Progress Champions’
To complete engagement profiling for all pupils across key stages	100% profiles completed Evidence in section 10 of care plans	Staff are able to personalise and adjust teaching according to preferred styles. <i>STP</i>	
To deliver training / INSET to enhance subject knowledge of preferred learning styles	INSET delivery - ‘ <i>learning how to learn</i> ’ MSI delivery - ‘ <i>Learning how to learn</i> ’ <i>Staff evaluation and feedback forms evidence impact of training.</i>	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 Attendance at national conference £
To achieve Eco-Award	Awarded and <i>certified silver status Silver / ECO powerpoints</i>	Strengthened cultural capital by ECO events / activity i.e., outdoor learning	Work towards a meaningful ‘green status’ application £
To receive Artsmark	Sourced company sponsor ‘Proveca’ to promote & exhibit student art work <i>TCT creative team producing video to showcase student work - 31 picture & 7 vases</i> <i>Established enterprise ‘Curious Creations’</i> <i>Annual arts festival 2021 & 2022</i>	Strengthened cultural capital by ART events / activity i.e., sensory spinning art Increased sensory arts offer across the school with increased accessibility. By understanding what our learners can do we are able to adapt art sessions to ensure full participation, learners are able to be free to create and grow as artist.	Generate income through sell of art goods and promotion of TCT best practice

	<p>Accessible Art Open Day November 22</p> <p>Artsmark Statement of commitment & statement of impact December 2022</p>	Strengthened cultural capital with visiting artist (Sarah Ezekiel) that reflect the pupil's identity.	
To receive UNICEF	<p>Pupil Charter produced in collaboration with staff and children</p> <p>Children's BILL of RIGHTS</p>	UNICEF bronze award	<p>Gain UNICEF Silver Award</p> <p>To embed Pupil Charter across the organisation £</p>

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
- Pupil Premium has supported ECT outcomes for XX learners

Actions Completed 2022/23	Evidence	Impact	Next steps 2023/24
To upgrade powered mobility to SMART platform	<p>Purchased SMART technology drive decks Free loan of BUGZI from company MERU x2</p> <p>Increased number (10) 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>	19 children using SMART platform to activate their own functional movement- identified on timetable tracked within data workbooks / shared with parent via DOJO	<p>Case study – then & now (SMART platform making a difference to pupils learning) Place website / loop / facebook</p> <p>Annual GAS GOAL AUDIT</p>
<p>Audit pupil ECT needs – individual & class</p> <p>Increase training in use of ECT resources / platforms</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>November 22 / March 23 hosted open day accessible art with digital artist guest speaker Sarah Ezekiel</p> <p>Established ERS school core team to support training on ERS platform</p> <p>April 2023 All 3 residential houses on the ERS (18 CYP)</p> <p>Established an effective ECT resource library (pulled resources)</p> <p>As part of Challenge Partner area of excellence hosted open accessible art / digital art forums/sessions Lifelites</p>	<p>Greater physical access and raised opportunities to cognition & age respectful ECT</p> <p>Inspire others to create fun, imaginative sessions that promote autonomy and independence ensuring art is accessible for all.</p> <p>All staff knowledgeable & confident in the mandatory recording for ERS platform</p> <p>Available and working AT pulled resources</p>	<p>Purchase of identified essential resource £</p> <p>Monitor, report and inform planning of impact from resourcing and training</p> <p>Continue support & training for ERS – day pupils to be launched on 12th June 2023</p>
Purchase appropriate interactive screens / devices	8 (large model) plasma interactive screens purchased (£44.000)	Increased opportunity for ECT progress with learning targets and GAS goals	Purchase and trial Mobile Magic Mirrors or Magic room £ (currently paused)

	Planned use of plasma screen identified within short term planning Sourced ERS devices		Reinstate contact with Meru to switch adapt toys
To expand online safety	September 2021 KCSIE INSET –Presentation TCT Children’s safety Online Online safety bitesizes December 2022 school online safety policy	Our staff know the importance and means to keep children & staff safe online	With IT department create effective processes for school & assistive technology IT accessibility
Research and publish at least 1 paper	School Assistive Technology Team ‘Benefits, impact and outcomes of ‘gaming’ at the Brain Injury Conference	Raise TCT School profile towards NCE	Link placed on website

PHYSICAL

STRENGTHS:

- 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 Completed 2022/23	Evidence	Impact	Next steps 2023/24
Increase range of physical wellbeing activities	<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>	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>To further expand and integrate schools physical offer to CFS</p> <p>Audit of happiness profiles against physical offer</p>
To increase the range of physical interventions	<p>Rebound reinstated -18 children accessing</p> <p>Reinstated 'Great Waves' - swim sessions for 20 / Physio led swims for 16</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</p>	<p>Analyse physical data at Spring 2 Data Point – focus on fine motor skill</p> <p>Internal / external peer visit</p> <p>Purchase required resource to meet range of physical need £</p> <p>Upskill internal staff with swim competency (cost saving)</p>

	<p>20 children participated in the successful pilot of the INNOWALK pro – (a robotic trainer offering children with complex movement disabilities the opportunity to stand, move and exercise small and large size mode)</p> <p>Purchased Innowalk Pro (x2) following trial based evidence</p> <p>Established Innowalk After School Club</p> <p>Observation / timetable / AR report / planning /GAS</p>	<p>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, 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 & maximised positional changes across day</p>	
Develop physical curriculum beyond IMPACTS	<p>Physical Lead researched & sourced MOVE framework E: project planner 2022 / peer visit to Rosewood</p> <p>School INSET 2022 on the benefits / use / assessment of MOVE</p> <p>Identified 2 groups to undertake MOVE</p>	<p>Opportunity identified for extending the physical curriculum</p> <p>MOVE INSET evidenced extended routine & intervention activity based physical opportunities for learners to gain further independent movement – impact being on the skills of sitting, standing, walking, and transitioning between.</p>	<p>To lead the physical MOVE framework for 2 identified groups. £</p> <p>Group 1 start date Jan 23 / Group 2 Move framework tailored to meet needs.</p> <p>Identify staff MOVE champions</p>
To evidence best practice through research, publication & conference	<p>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</p> <p>MOVE conference attendance 2022</p>		

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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 and 2022/23
- [Music curriculum outlined within update of curriculum guidance 2023](#)

Actions Completed 2022/23	Evidence E: Journey of the SEF (2016 – 2023) – Music	Impact	Next steps 2023/24
Increase music reach & offer – internally including CFS	<p>Established a mini music hub. Timetables Developed music cards</p> <p>Extended music offers to rehab - 3 students video case study evidence highlights impact. Increasing number of rehab (2021/22 = 4 2022/23 autumn term = 6 Spring term 23 = 8 summer = 13) E. timetables</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>Growing trend of rehab offer</p>	<p>Autumn 2023 Generate apple playlists per class £</p> <p>Develop evidence of cultural capital staff skill and use of music (including apple playlist) that support learning sessions.</p>

	<p>Staff Ukelele playing initiative and lessons for staff by Sophie Dawson MT</p> <p>Half termly music update on Schoolzine – ceased schoolzine</p> <p>Music updates through DOJO (school story) X (formally known as Twitter / Facebook/website blog)</p> <p>Annual SOI music updates at annual review</p> <p>School council agreed use of music for leisure & happiness profile</p> <p>Sing and Sign after school club (TCT site wide staff attend alongside CYP)</p> <p>Request (by email) for music cards for the brain – Spring 23 TCT received 3 requests</p>	<p>We recognise music strengthens happiness, learning and memory allowing for changes in individual choices & preference of musical genre</p>	<p>Seek REHAB parent voice on their views of the quality / next steps in music offer/ source equipment £</p> <p>Music cards to be placed within 'shop' of updated school website.</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>Attendance at Surrey music Hub / conference 2023</p> <p>'Update from Ofsted' delivered by National Lead for 'Music Mark' Philips HMI</p> <p>Participants at the Berklee Music Education & Special Needs Study Project 2022</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</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>Continue to lead music workshop £</p> <p>CPD for staff to be identified and implemented £ (includes external request – generate income)</p> <p>Attend and contribute to Surrey Music Hub Conference (Surrey University) £</p>

	<p>Recognised by Challenge Partners as area of excellence 2022/ Host of music accessible art opening day March 2023 and July 23 (Regeneration festival)</p> <p>Following peer exchange request for FA & SH to deliver CPD with St. Piers staff.</p>		
Align Sounds of Intent to point-score system	<p>SOI Matrix created with point score</p> <p>All SOI point scores matched to level descriptors (pre intentional, intentional, formal etc</p> <p>All SOI data transferred from Earwig platform to internal created model.</p> <p>Annual data analysed (July 2023)</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>	Analyse & monitor