

Easy Read SEF – 2025-26

Child First





School Self-Evaluation / School Development



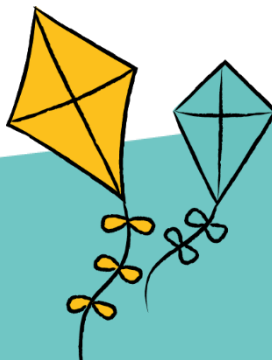
School Mission – To support children to live the best life possible achieving excellence in Education, Health, Therapy and Care



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.



Context – The Children's Trust School



We are a non-maintained special school for young people aged 2-19



Currently we have 24 girls and 17 boys



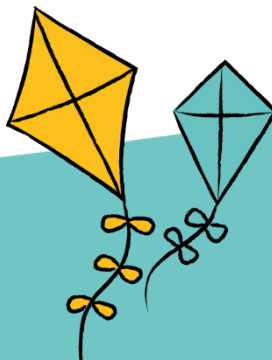
Our Local Authority is Surrey, but we do work with 17 LAs across South East England



All our children have complex Education Health Therapy and Care needs resulting in multiple barriers to learning



We have great staff – we are all Leaders of Learning



Safeguarding



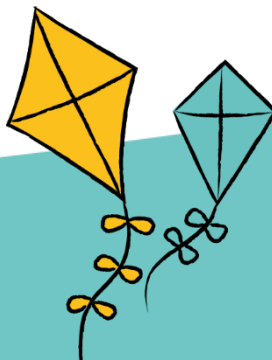
This year, a pupil used eye-gaze technology to write a letter asking for air conditioning in the classrooms because they were getting too hot. School council listened to the pupil's idea and took action. As a result, air conditioning was installed during the school closure. This shows that pupils' opinions are important and can help make real changes in the school



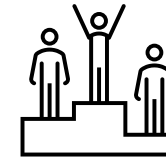
The introduction of CPOMS has helped leaders keep pupils safe. Leaders understand the different risks that pupils may face, including health needs, family challenges and communication difficulties. This helps them identify concerns quickly, share information effectively and make sure pupils get the right support at the right time.



Staff surveys show that all staff believe the school is a safe place for pupils. This reflects the strong safeguarding culture across the school and the commitment of leaders and staff to keeping pupils safe and well supported



Champion Inclusion



Musical Inclusion

We are proud to have achieved the Gold Sounds of Intent Award, recognising our commitment to making music accessible for all pupils. We were the first school in the country to receive this award for our high-quality music provision for pupils with complex needs. Through our strong links with the Sounds of Intent network, we continue to develop new ideas, share effective practice and help shape inclusive music education.



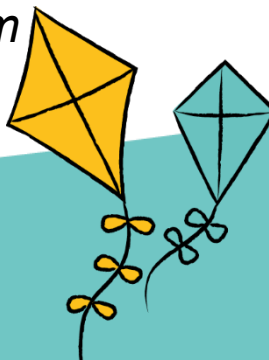
Vision Inclusion Expertise

Our Leaders of Learning have a strong understanding of how vision difficulties can affect learning. They ensure that teaching, resources and learning environments are adapted so that every pupil can take part and succeed. Our See Like Me approach is embedded throughout the school, helping staff create accessible and inclusive experiences for all learners.

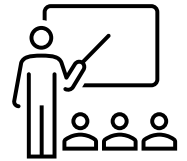


External Validation

“Teachers understand each child’s needs and know the best ways to help them learn.”



Curriculum and Teaching



Routines for Learning



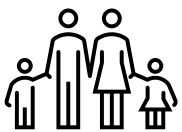
This year, we revisited Routines for Learning because we know that everyday routines help pupils learn important skills. Staff worked together during training and dedicated planning time to improve our shared Routines for Learning Matrix. This has helped create greater consistency across the school, with clear routines included in class timetables. Families can also learn more about these routines through information shared on our school website.

Interact Like Me

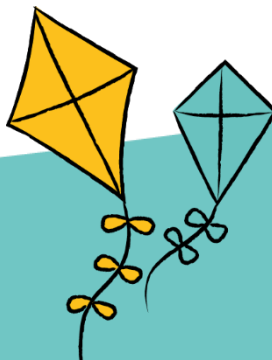


We developed Interact Like Me to bring together three key approaches used across the school: Adult Engagement Scales, Special Yoga and sensory regulation strategies, and relational interaction practices. This has helped staff better understand how positive interactions support learning. As a result, pupils are better able to engage in learning, communicate their needs, manage their emotions and feel ready to learn.

Shared with Families



We shared our expertise beyond the school through Special Yoga family workshops play and stay and the first family fun day



Achievement



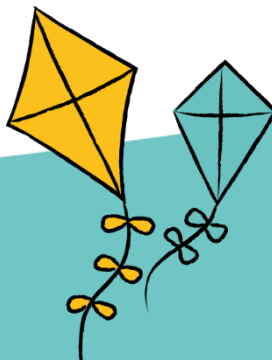
Our school's success has been recognised both locally and nationally. Our School Leader won the TES Specialist Provision School Leader of the Year Award 2026 for leadership and innovation in sensory education, including *See Like Me*. Our two music leaders received a Pearson Bronze Unsung Heroes Award for promoting musical inclusion in rehabilitation, and the school was a finalist in the NASS Breaking Barriers Awards, reflecting the wider impact and recognition of *See Like Me*



Learning success was viewed holistically, recognising that achievements such as taking medication more happily, walking with greater stability, and eating a more varied lunch all support learning. Staff celebrated these important personal milestones as key indicators of progress



Annual data



Attendance and Behaviour



Whole School Attendance:

This means most children came to school regularly and on time, we are working to help even more children come every day.



We understand that all behaviour is communication. Zones of Regulation provides a shared, accessible language for understanding emotions and levels of alertness, helping pupils and the adults who support them to recognise emotional states and respond in ways that prioritise safety, connection and wellbeing.

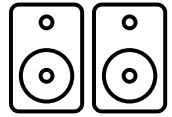


The school has achieved attachment and trauma aware school status, with staff training and reflection informing a new policy and a strengthened offer, including targeted support such as yoga and approaches for dystonic movement needs.



Personal Development and Well-being

A great example - Music for engagement



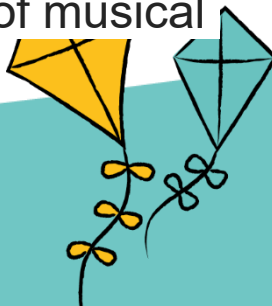
The Children's Trust School became the first recipient of the Sounds of Intent Gold Inclusive Music Education Award, recognising the quality, ambition and impact of its inclusive music provision



The weekly rehabilitation music offer continued to provide meaningful musical access for children and young people on short-term placements, supporting engagement, wellbeing, communication and family connection through music

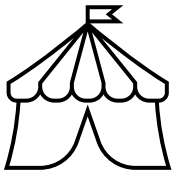


Since becoming a Trinity College London validated course provider for the Awards and Certificates in Musical Development, seven children and young people have achieved Entry Level Awards, all at Merit. External moderation recognised the school's clear observations, accurate interpretation and strong understanding of each learner's current stage of musical development.

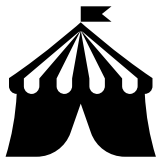


Personal development and Well-being

A great example - Big Top Art Fest



It celebrated every child's right to play, be creative, and enjoy art and culture. Everyone had a chance to join in.



The Sensory Big Top Art Fest brought our school community together, giving children and families an enjoyable, meaningful and memorable day of learning. We welcomed those from Taddies, Rehab, Surrey Teaching Centre and a local secondary school, helping them to enjoy the experience and gain insight into our work



The Art Fest started with the child, making art accessible to all. From using switches to create paintings to exploring materials through touch, every child took part in a personalised, creative experience that supported expression, engagement and achievement



Personal development and Well-being

A great example – Recognition of Head Boy



School council – we have Head Girl but no Head Boy

Job description set

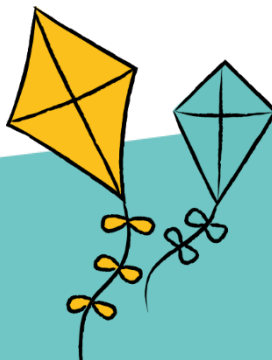
Nominations received for Head Boy

Four nominations carried forward for Head Boy campaign

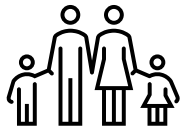
Whole of TCT community involved in campaign process

Voting happens – 154 votes received

We have a Head Boy



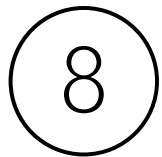
Early Years



Families from our Taddies playgroup are coming to our nursery. Six of the children who have enjoyed this parent & toddler experience are starting nursery



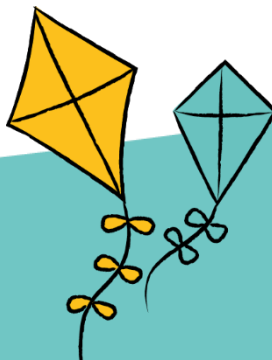
Some children have graduated from nursery and are school ready. Their next steps are at Woodlands, The Children's Trust School and Brooklands.



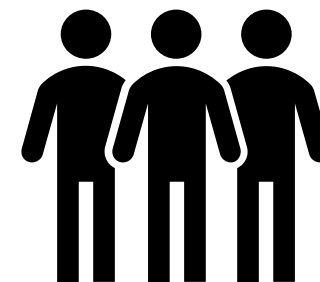
A school improvement expert said:



"The classroom environment is extremely well considered, with meaningful, useful, literacy rich displays and resources readily available. The room is uncluttered and allows space for children to move around between the carousel of activities independently. Mathematical opportunities were readily available."



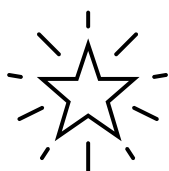
Sixth Form Preparation for Adulthood



Some students are ready for a new provisions.
Their next steps are at Kingfisher, Highfield, Roy Kinear, Rutherford, British Home and Holy Cross.



This year, the sixth form launched its new social enterprise brand, *Aether*, at a dedicated event attended by Trustee Board members. Through this enterprise initiative, pupils engaged in authentic and meaningful sensory experiences linked to the design, creation and marketing of diffuser products.



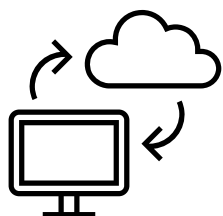
A school improvement expert said:
"There's excellent teaching in the sixth form. The classrooms are exciting, teachers know their students well, and support staff are guided clearly to help learning happen."



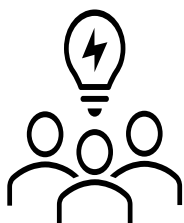
Leadership and Governance



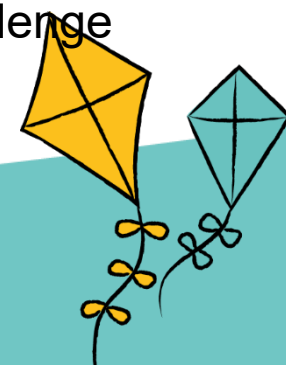
Leaders know the school well. They understand what the school does well and what needs to improve. They use lots of different information to check how well the school is doing. Two different School Improvement Partners have also worked with the school. They brought different ideas and viewpoints, helping leaders to think more deeply and make sure their plans for improvement are the right ones.



The following systems are working well: SchooliP, Microsoft Teams, Invenly and CPOMS. Governors use information from these systems to check how well the school is doing. They add comments to the SchooliP Self-Evaluation Form, review school priorities, and make sure their decisions are based on what is happening in school.



Governors strengthened strategic leadership, working together to respond to the White Paper, engaging with stakeholders and providing greater challenge and support to school leaders.



Next opportunity....on SchoolIP

Consistency of Provision

Ensure that pupils experience consistently high-quality provision across all settings, underpinned by agreed non-negotiable

Leadership (Precision, Alignment, Accountability)

To ensure that all leaders at all levels consistently drive improvement, with precise focus, strong accountability and aligned systems

Impact (Pupils & Provision)

Ensure the school demonstrates clear, measurable impact on pupils' outcomes, experiences and life chances

Celebration (Visibility, Recognition, Belonging)

Ensure that the achievements of pupils, staff and the wider school community are visible, recognised and celebrated.

Celebrate SEND excellence

