

Icknield School Self-Evaluation Form (SEF)

SCHOOL CONTEXT – Updated March 2024

The Learners – Numbers

- 93 Pupils aged 3-19.
- 19 pupils in FE (16-19)
- Gender: Boys (70%) & Girls (30%)

The Learners – Needs

- SLD School: SLD (92%) & PMLD (8%), MLD (1%)
- Family Support Practitioner (FSP) regular direct family support: 33% of families.
- FSP total families supported in any form this academic year: 56% of families.
- Children Looked After (CLA): 2 children.
- CIN plans in place: 24 % of pupils
- CP plans in place: 1% of pupils

The Learners – Funding

- Step Funding Allocations: Step 5 - 53% of pupils (£6919)
Step 6 - 36% of pupils (£11931)
Step 7 - 11% of pupils (£15698)
- ENI Funding: 11% of pupils
- SDE : 5% of pupils

The Learners – PP & FSM

- PP Eligibility and receiving FSM – 43%
- Eligibility for service premium – 5%

The Learners – Ethnicity

- White British - 58, White & Black African - 1, White & Black Caribbean - 2
Black Caribbean -1, Black African - 4, Asian - 4, Asian Origin Black 1, AO Asian 4,
AO Ethnic 1, AO Mixed 9, AO White 4, Bangladeshi 1, White and Asian 2
Chinese - 1

The Learners – Catchment

- Approximately 30 miles in and around Andover, including cross border into Wiltshire and as far out as Southampton.

Staffing

- Leadership Team: 1 Head Teacher & 3 Assistant Head Teachers (each AHT leads an area of the school – Lower School, Upper School & Further Education which is an off-site provision approximately 1 mile from the main site).
- Teachers: 13 (including non-teaching HT & 3 AHTs who teach 3 days per week).
- Family Support Practitioner (based at our main school site).
- ECT's : zero
- LSA's : 46.2 fte (52) 83 people employed by the school

Safeguarding Team - Structure of DSL Team – 5 members:

DSL – Lucy Stickland
DDSL's – Head Teacher (also direct support to DSL) ; also Family Support Practitioner
DDSL's – The 3 AHT's (support DSL with pupils in their area of school), 2 additional teachers

Curriculum – Learning Pathways & Groupings

- We currently base elements of our curriculum on the evidence-based EQUALS curriculum and all students follow one of the three learning pathways identified in this curriculum: Informal; Semi-Formal; Formal.
- In Early Years and FE classes span all learning pathways.
- In the rest of the school, classes are broadly grouped according to these pathways.

Curriculum - Content

- The Early Years Foundation Stage follow an adapted EYFS curriculum
- In KS1-4 pupils follow a thematic curriculum covering curriculum areas as highlighted in the curriculum policy
- In KS5 there are 5 curriculum area: Skills for life & learning; Personal & social development; Vocational Studies; Sport, Physical Activity & Leisure; Developing Creativity & Expression.

Curriculum – Key Skills & Accreditation

- Literacy (Communication) & Numeracy (Thinking) are delivered as discrete subjects across the whole school every morning.
- Careers Education: Delivered as part of RSHE curriculum. All students that have the capacity to access it, have a meaningful work experience placement during their time in FE (usually in year 14).
- Every student leaves Icknield with an ASDAN qualification. From list below:
KS4 – Transition Challenge (either Sensory, Introduction or Progression level)
KS5 – Personal Progress (either Award, Certificate, Extended Certificate).
- Bespoke 'gateway accreditation' programmes provided if required for next steps.

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PROGRESS IN KEY ISSUES IDENTIFIED IN PREVIOUS INSPECTION

Issue	Progress Made
<p>The below is the direct quote from the next steps section of our 2019 OFSTED report.</p> <p>“Next steps for the school: Leaders and those responsible for governance should ensure that the impact of the planned refinements to the curriculum are evaluated sharply to:</p> <ul style="list-style-type: none"> • ensure that all pupils make the progress of which they are capable • inform the school’s on-going development priorities.” 	<ul style="list-style-type: none"> • Main refinements to the curriculum have included: <ul style="list-style-type: none"> - Clarity on vision of education at Icknield – PPICC learning aims: Personal attributes, Physical attributes, Independence, Cognitive ability, Communication. Every learner’s education focuses on and is designed to develop PPICC, in varying levels, dependent on their specific needs. - Introduction of annual Personal Learning Goals (PLGs). Every pupil has at least one for each area of PPICC which are reviewed each half term - Introduction of Evidence for Learning (EFL). Online application for recording pupil work and assessing performance against PLG’s. - Introduction of learning pathways: Informal; Semi-Formal; Formal. - Grouping classes (except EY & FE) according to these learning pathways. - Movement away from National Curriculum subjects to introduce learning areas in main school curriculum. - Range of new assessment frameworks introduced to replace P Levels and these are matched to the learning pathways. - Implementation of ELS whole school phonics programme. - Introduction of a whole school spiral curriculum for RSHE. - Change to accreditation: Now achieved by ALL pupils in KS4 and KS5. Differentiated levels available to all pupils. • <u>Ensuring that all pupils make the progress they are capable of</u> We have taken the below actions since the last inspection in order to ensure that pupils are making the progress they are capable of. <ul style="list-style-type: none"> • <u>Termly pupil progress review meetings:</u> Meetings held in departments (Lower School, Upper School & FE). Each area of PPICC considered. Led by AHT for that area of school. Collective knowledge/experience of team used to suggest support strategies and external support is signposted at this point where appropriate. • <u>‘Red Flag’ pupil progress & welfare review meetings:</u> One DSL meeting per half term to discuss the progress of red flag pupils. Consideration is given to their physical, mental and social well-being as well as their academic progress. Current provision is considered and then collective knowledge/experience of team used if additional provision is required, or additional actions taken to signpost external support. • <u>Reporting on Progress - PLG Reviews:</u> Teachers conduct termly reviews and these are sent to parents with the opportunity to provide feedback on progress. The latest review is shared and discussed at the annual EHCP review meeting. There is dedicated time in our AM training/meeting programme for LSA’s to contribute to assessing progress of pupils in their class against their targets. • <u>Teacher Assessment of Progress – Assessment Frameworks & Baselining:</u> Student work is recorded on the EFL application. This is then assessed against current assessment frameworks. This provides a breadth of evidence to assess progress within these frameworks and an annual baseline assessment of the frameworks can then be conducted. • <u>Whole School Self-Review Activity – Teaching Team:</u> Four teacher meetings where the teaching team assessed the school against the Education Inspection Framework. The curriculum section for implementation and impact were included in this and therefore teachers

assessed the extent to which the curriculum was being implemented effectively and whether this was achieving the intent of the philosophy.

- Line management of curriculum leaders: All leaders of the curriculum areas are set an annual Career development target about the development of their curriculum area. This facilitated further analysis of the impact of the new curriculum model through reflection on this with their line manager as part of the career development process.
- Parent Survey: Questions were added to the parent survey to ask them about the new curriculum.
- 39 Parents responded. Key results below:
 - 92% parents Strongly agreed (61%) or agreed that PPICC (31%) was the correct foci for their child's education.
 - 92% strongly agreed (59%) or agreed (33%) that they were pleased with their child's progress.
- EFL Parent App: All formative and summative assessments (including: evidence of learning in lessons, PLG reviews are shared on the EFL App so parents have online access to this and the opportunity to comment via the app on their child's progress.
- Governing Body: To ensure clarity of vision, ethos and strategic direction of our work of curriculum development the governing body have had the following involvement:
 - Asked curriculum leads to present to them their development plans for the curriculum areas. They have presented their intentions, how they plan to implement them and how they will measure impact. Governors have then asked supplementary questions after the presentations.
 - Two governors have undertaken training in our assessment tool Evidence for Learning to further understand its strategic and functional role in our curriculum model.
 - Whole school training sessions led by curriculum leads has been uploaded to Governor hub so governors also have access to this.
 - With our SDP focus on communication as a means of facilitating all learning across the curriculum, Beth Rawles (Communication Team Leader), has made 3 presentations to governors, one for intent, one for implementation and one showing impact.

Informing the school's on-going development priorities

- SLT Strategic Days & SEF Analysis: All of the 'data' and information provided from the above is reflected upon during our SLT strategic days. We have one day off timetable per half-term to meet as a leadership team. One of these days is dedicated to producing the SEF which outlines our development priorities.
- Whole School Self-Review Activity – Teaching Team: We had four teacher meetings where the teaching team assessed the school against the OFSTED criteria to identify our strengths, successes and to help identify our development priorities. The detailed criteria from the Education Inspection Framework section on curriculum intent, implementation and impact were included as part of this process. Teachers were asked to assess the importance of that particular criteria out of 5 in our setting and then to assess our performance in that criteria out of 5. This would then provide a differential with which we could identify priorities, e.g. A criteria's importance was considered as 5/5 and teachers agreed our current performance was 3/5 in that area and this produced a differential of -2.

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COVID

ATTENDANCE PATTERNS

- Lockdown 1: Parental Consultation & Staffing: In the first lockdown, SLT personally called all parents who identified as key workers to ask what they wanted to do. There was a place in school for every parent who requested it. Staffed by SLT.
- Lockdown 2: Detailed questionnaire to parents to determine possible attendance. Detailed questionnaire to staff to check on welfare, medical needs and therefore possible staffing levels (we have staff who are ECV). Able to offer 2 days in school education to all parents that requested it for their children.
- Making Education Available & Transport: At each phase of the pandemic, in school education was made available to EVERY child whose parents requested it. This included setting up and staffing new bus runs to accommodate and protect our 'bubble system'. Teachers & LSA's drove buses during this period.

REMOTE LEARNING

- Our Evidence for learning portal was used to upload learning activities for children to do at home. Teachers used class DOJO (online home-school communication) in order to reduce workload and maximize impact, contacting parents asking what does and does not work for them in their setting. At this point, some teachers even dropped off resources at pupils houses to facilitate home learning and this was particularly true of our more sensory learners. Great commitment from the staff team!
- SLT held Zoom meetings with the teacher team to co-ordinate and refine the remote learning process. Resource sharing and the online EFL portal meant staff could share the workload.
- The EFL learning portal allowed parents to upload evidence of their children's learning at home which was fantastic for teachers in deciding next steps.
- EFL online system has a monitoring system as well as the opportunity for parents to upload, so teachers knew the engagement levels from their class. Class DOJO was also used to contact parents if engagement levels were low.

SAFEGUARDING

- DSL Meetings: The safeguarding team continued to meet on a half-termly basis as usual, using Zoom when required to according the pandemic rules at the time.
- Keeping in touch with families: Class teachers were asked to make weekly Zoom calls to the children in their classes. This allowed us have face-to-face contact a visual check on families. CPOMS used to co-ordinate any feedback required from teachers.
- Supporting the most vulnerable – food vouchers: Accessed the national food voucher system. Huge effort put in by HT, FSP & Admin team to facilitate this. Vouchers hand delivered to homes by Icknield staff.
- Role of FSP (Family Support Practitioner):
- Weekly and bi-weekly welfare checks of key families. Passed on information to class teachers where appropriate.
- Produced and delivered a range of social stories for pupils throughout the pandemic to explain what was happening.
- Organised and delivered food vouchers for those on FSM and those who are near the threshold for FSM, but not eligible. Real focus on making sure families basic needs were met.
- Supported with the organisation and delivery of IT equipment (Chromebooks) in order for pupils to access remote learning.
- Safeguarding staff, pupils and the families they went home to, from COVID
 - Detailed questionnaire for staff and pupils meant we knew who was ECV, CV and who lived with people who were ECV or CV and this information was used for decisions on staffing, bubbles and transport. Carefully considered all members of the 'Icknield Family' and not just those who access the school directly.
 - Efficient and effective roll-out of LFT testing kits and part of pilot saliva testing.
- Safeguarding school building users from COVID
 - Operating 'bubbles' presented a significant logistical challenge in our school because of the needs of our pupils and the resources and spaces needed to meet those needs, e.g. toileting facilities with hoists, sensory processing rooms. Huge effort made by SLT to adjust the running of the school: Timetable changes; Lunch timings & rotas; Transport changes and separate entrances; Enhanced cleaning programme.

GAPS IN LEARNING & 'RECOVERY' CURRICULUM

- **Assessing Gaps In Learning:** A number of things allowed class teachers to have a good grip on gaps in learning, e.g. The frequency of interaction between home and school via Class DOJO; The EFL parent app and; The frequent phone calls home. When pupils returned this is something we discussed in departments (Lower School, Upper School, FE) to support each other.
- **Recovery Curriculum:** GS (Teacher) undertook training in the Barry Carpenter recovery curriculum. She then cascaded this training to the teaching team. She team taught in some groups to further support this. Teacher adapted and used this as appropriate for their own groups.
- **An Individualised Approach for Individual Classes:** Gaps in learning was discussed in departments (Lower school, Upper School, FE) and personalized approaches were put in place in each area of the school.
- **Learning Goals:** Personal learning goals (PLGs) which are normally reviewed and updated annually and termly respectively, were adjusted on an individual basis depending on the progress made, e.g. some targets were updated as a result of good progress, some were kept for an additional term and some new less challenging targets were written where regression had occurred.

WELL-BEING: CYP & STAFF

- **Staff Well-Being:** As part of the staff questionnaires we used, info on staff physical, medical and mental well-being was sought and acted upon. This was very important to us as a leadership team. We kept those who were ECV out of school for as long as possible.
- **Pupil Well-Being:** To help maintain a sense of connection with the school we used Class DOJO to share videos from staff. These ranged from messages from upbeat messages from the leadership team, staff reading stories and personalized messages for individual students. Great efforts were made to co-ordinate and action this.
- **Social Stories:** Were we felt it was needed and where requested from parents, social stories were provided to support pupil understanding of the pandemic and the school's response to this.

OTHER 'SUCCESSES' DURING COVID

- **Risk Assessment – Consultation & Quality:** Staff and parents were consulted with a draft version of our risk assessment and were given the opportunity to provide feedback on this before each change of COVID regulations. It was a comprehensive and user-friendly document, supported by having direct links to all up-to-date government guidance for that period of time, e.g. links to PCR testing and self-isolation regulations. The risk assessment included info on:
 - Organisation of & rationale of bubble system (which changed over time).
 - Management of classroom setting and transport
 - Enhanced cleaning arrangements & other control measures in school.
 - Management of school in the instance of confirmed cases.
- **Home-School Communication:** Communication through class DOJO was frequent, or high quality and always quick in response to Government announcements.
- **COVID Questionnaire:** As a leadership team we wanted to ensure that our parents were able to express their views about how we had managed the school during the pandemic and to see if there were any lessons to be learned. We sent a questionnaire to all parents in July 2021. We had 39 responses. Key data below:
 - 85% of parents felt we managed the corona crisis well (69% strongly agreed) (26% agreed).
 - 92% of parents felt the measures put in place to keep their child safe were effective and well communicated (64% strongly agreed & 28% agreed).
 - 84% of parents felt that the home-learning set during lockdown was appropriately levelled and there was a sufficient amount (49% strongly agreed & 35% agreed)The written feedback we received from parents was incredibly positive and can be found here: <https://www.surveyhero.com/user/surveys/493234/reports>

Quality of education (QOE): Judgement - OUTSTANDING

QOE – INTENT (Judgement – Outstanding)

Strengths & Impact	Evidence	Areas for development
<p>Curriculum Construction</p> <ul style="list-style-type: none"> • <u>Clear vision for aims of education of every Icknield learner – PPICC.</u> <ul style="list-style-type: none"> - Created with input from every teacher and LSA in the school (INSET activities). - PPICC thread throughout the school, e.g.: Annual review documents reviews PPICC; PLGs learning targets set for each child in each area of PPICC; Annual School Awards – PPICC for lower school, upper school & FE; Termly presentation from SLT to all staff on inspirational PPICC achievements across the school; Weekly Star of week – one winner in each class rewarded achievement in area(s) of PPICC and transition documentation. - Pupil Friendly version of PPICC created to make as accessible as possible: <ul style="list-style-type: none"> - Personal = Be you - Physical = Keep moving - Independence = Do it yourself - Cognitive = Learn - Communication = Tell us • <u>EQUALS Curriculum Package – Learning Pathways (Ambition at the right level)</u> <ul style="list-style-type: none"> - Purchased EQUALS curriculum package (evidence based programme). - New learning pathways introduced: Informal; Semi-Formal; Formal. - Classing across school (except for EY & FE) broadly in these 3 pathways. - Internal training delivered. - External training offered to all staff. - Development of a bespoke curriculum, based on the EQUALS package. • <u>Early Years Curriculum:</u> <ul style="list-style-type: none"> - SLT have worked with EYFS team to help document the EYFS curriculum and to provide clarity on how it links to the whole school vision and builds towards their next steps at Icknield. 	<ul style="list-style-type: none"> • School Vision; Pupil Friendly Vision; Whole School training on PPICC vision: T:\VISION & VALUES • INSET vision creating tasks with staff: T:\INSET and twilights\2018-2019\2019-05-24 PH Workshop • Teacher INSET on delivering EQUALS curriculum: T:\CURRICULUM MAPPING & PLANNING\Equals Curriculum 	<ul style="list-style-type: none"> • <u>Learning Pathways & Curriculum Content Guidance:</u> Outcomes for our pupils are outstanding and our teaching team is adept at ensuring students are undertaking appropriate activities to develop their PPICC from their current learning points. AHT's have a good overview of this from half-termly teacher meetings where joint planning is undertaken. We have developed how this is documented, giving consideration to producing bespoke school specific guidance and clarity on WHAT should be taught in each pathway (the end points), HOW MUCH of each learning area and WHY this is the case (link to development of PPICC and long term vision for pupils). • <u>Pupil Friendly Vision:</u> Although very challenging in our context as an SLD school, we want to do more work to develop pupil understanding of our vision for their education and how what they are doing develops their PPICC.
<p>Curriculum Planning & Sequencing</p> <ul style="list-style-type: none"> • <u>EQUALS Curriculum Package – Learning Pathways (What to teach & why)</u> <ul style="list-style-type: none"> - New learning pathways introduced: Informal; Semi-Formal; Formal. These are directly linked to cognitive ability and specific pupil needs and have given greater guidance to teachers as to the end points pupils are aiming to achieve & why in the context of their needs. 	<ul style="list-style-type: none"> • Whole school curriculum pathway PowerPoint: • T:\CURRICULUM MAPPING & PLANNING\Current 	<ul style="list-style-type: none"> • <u>Planning Formats:</u> Planning formats include PPICC and curriculum area names. This applies to: Long term curriculum mapping; Long term planning in curriculum areas; Medium/short term planning. • <u>Moving on from EQUALS:</u> Great starting place for consistency and guidance. Need to personalise and

<ul style="list-style-type: none"> - KS1-4: Movement away from national curriculum subjects to curriculum areas (based on EQUALS): See Curriculum policy. More appropriate for the needs of our pupils and provides greater flexibility to plan to meet needs. • <u>RSHE Whole School Curriculum</u> <ul style="list-style-type: none"> - Teacher meeting & EFL audit to gain an overview of RSHE in the school and following this took a number of actions: <ul style="list-style-type: none"> - Attended specialised SEND RSHE training with Sex Education Forum - Attended training to become an 'RSHE Lead In Special Schools' (PSHE Association). - Became a paid member of PSHE Association. - Took the PSHE Association Special Schools Spiral Curriculum and in conjunction with our teachers personalized this to our school and pupils. Delivered training on this to both teachers and LSA's. This included giving clarity of statutory coverage and support with delivering 'difficult' topics. - Overhaul of RSHE resources, including purchase of new resources. Delivered training to teachers to ensure consistency of how key topics were taught and agreed terminology that we would use. - EFL Framework created to allow teachers to tag learning evidence against this. This facilitates effective monitoring of RSHE across the whole school. • <u>Bespoke Phonics Programme</u> <p>Our 'Communication' (literacy) lead. Introduced an ELS phonics programme to best meet the varied needs of our SLD pupils. The Icknield Approach is multi-sensory. The teaching tools match the grapheme to the phoneme, an object of reference and physical actions, engaging pupils of all learning styles and abilities. Multiple training sessions have been delivered to teachers and LSA's to empower them to deliver this approach.</p> • <u>FE Curriculum – Building for a life beyond Icknield</u> <ul style="list-style-type: none"> - Created in consultation with a working group of parents, all teachers and LSAs in FE team. - 5 Curriculum Areas: Skills for life & learning; Developing Creativity & Expression; Personal & Social Development; Vocational studies; Sport, Physical activity & leisure. Highly ambitious and designed to prepare students for life after Icknield (whatever that may look like) and provide the cultural capital they need. 	<p>Curriculum Planning & Mapping</p> <ul style="list-style-type: none"> • RSHE Monitoring & Feedback: T:\CURRICULUM MAPPING & PLANNING\My Self\RSHE\Monitoring & Feedback • Teacher & Whole School training: T:\CURRICULUM MAPPING & PLANNING\My Self\RSHE\Training • RSHE Yearly content planner; RSHE Assessment Framework; RSHE Agreed Vocab: T:\CURRICULUM MAPPING & PLANNING\My Self\RSHE\Planning and activities • FE Curriculum Overview & PowerPoint: T:\Classes\FE\ PLANNING\LTP\ Curriculum Model 	<p>create our own long- and short-term planning that meets our pupil's needs better.</p> <ul style="list-style-type: none"> • <u>FE Curriculum – Meeting needs of PMLD students:</u> Building improvements have facilitated an increase of PMLD students. Curriculum reflection required to further develop variety & quality of learning experiences. • <u>BRUNER – Spiral Curriculum Models</u> Need staff training on this as we continue to build long term planning. Having pedagogical as well as practical understanding is key if our work is to be of high quality. • <u>Long Term Plans - Spiral Curriculum Models</u> RSHE has led the way with a coherently planned and sequenced spiral curriculum, with good resourcing. The aim is for a whole school curriculum, which is an enormous piece of work when considering the breadth of ability and need. Staff doing this need time and training and a good amount of meeting time needs allocating to keep staff on board and involved with the process.
<p><u>Academic, Technical & Vocational Ambitions</u></p> <ul style="list-style-type: none"> • All KS5 students that have the cognitive capacity to access it, have a meaningful work experience placement during their time in FE. • Programme of accreditation was reviewed by teaching team in academic year 2021-22 and updated after researching a range of options. 	<ul style="list-style-type: none"> • Work experience placements & info: 	<ul style="list-style-type: none"> • <u>Accreditation – Staff CPD:</u> 2 staff delivering ASDAN are new to this. Training & support is required. • <u>Accreditation – Staff workload:</u> More efficient methods for gathering and recording evidence.

<ul style="list-style-type: none"> From Sept 2023, EVERY PUPIL at Icknield leaves with an accreditation from the ASDAN awarding body. These are available at different levels, are ambitious and are not restricted by learning pathway: KS4 – Transition Challenge (either Sensory, Introduction or Progression level) KS5 – Personal Progress (either Award, Certificate, Extended Certificate). Higher level bespoke ASDAN accreditation packages are also available in KS5 for any pupil who requires a 'gateway qualifications' for their next step. 	<p>T:\Careers file - Helen Arnold\HELEN'S FOLDER</p> <ul style="list-style-type: none"> KS4 & KS5 Accreditation Package PowerPoint: T:\Classes\FE\PLANNING\LTP\Curriculum Model 	<ul style="list-style-type: none"> <u>Work Experience Placements</u>: New member of staff responsible for work experience placements. Training, guidance and a clear job description is required. Now COVID has passed look to gain a greater variety of work experience placements that are better matched to the students' needs and desires.
<p>Curriculum Breadth For All</p> <ul style="list-style-type: none"> With a clear vision and an absolute focus on personalised learning that develops PPICC in every pupil, the curriculum becomes our vehicle for achieving this aim. There is no curricular narrowing for any child, in any learning pathway, at any age in our school. Any specialisation that occurs, such as having a greater proportion of a learning area or activity, is decided upon by class teachers in order to meet very specific physical or learning needs, e.g. A student with ASD and a sensory processing disorder may have a greater proportion of activities designed to meet that sensory need in comparison with other peers. 	<ul style="list-style-type: none"> EQUALS Curriculum: T:\CURRICULUM MAPPING & PLANNING\Equals Curriculum 	<ul style="list-style-type: none"> <u>Monitoring of curriculum breadth</u>: The AHT for each area of the school has contact with every class and as such monitors curriculum breadth. They also have joint planning meetings with the teachers in their area of the school, so have a good grasp on what is being in their area of the school. However, it would be of benefit to include the monitoring of curriculum breadth in our whole school monitoring programme. This would also help all staff have a clearer picture of what is being taught across the whole school.

QOE – IMPLEMENTATION (Judgement – Good)		
Strengths & Impact	Evidence	Areas for development
<p>Teacher Course & Subject Knowledge</p> <ul style="list-style-type: none"> <u>Communication Training</u>: Without communication, learning cannot occur and in an SLD setting, communication is a potential barrier to learning for the majority of our pupils. We have invested very heavily in training time for teachers and LSAs (INSET from SALT, Whole school Makaton training x6 per year, Morning training programme for specific knowledge such as AAC, PECS and OOR & bespoke class by class training. This has helped develop knowledge and practical strategies to support all pupils with the development of their communication skills. <u>Communication Development Team</u>: Sept 2022, we created a communication development team with clearly defined roles and responsibilities. The communication team leader was a new post we created. We appointed Beth Rawles who has created a short- and long-term development plan for communication. She has led multiple training sessions and an INSET day. 	<ul style="list-style-type: none"> Morning Training Programme: T:\Minutes of Meetings\Schedule & Foci Examples of communication training: T:\COMMUNICATION\Training 	<ul style="list-style-type: none"> <u>Training – Depth over breadth & bespoke training</u>: Feedback from review of morning training and meeting programme is that the quality is high, but too much breadth of topics means it is difficult to implement, therefore, we need to focus on fewer areas and give time to embed these. Also, designing the training programme in a way that allows options for training will allow for more targeted training where it is required. <u>Networking Opportunities</u>: With two years of COVID restrictions, we have not really reinstated this area of our work. There are

<ul style="list-style-type: none"> • <u>Phonics Training</u>: SF (Communication) has delivered 2 training sessions to all teachers as part of the teacher meeting programme and 10 sessions to LSA's & Teachers as part of the morning training programme. • <u>Sharing Subject Knowledge / Best practice</u>: SLT have provided support by ensuring the curriculum leader of each area is able to deliver training to all teachers and LSA's during our morning training programme. • <u>Sharing SEND Specific Knowledge / Best Practice</u>: Teachers with additional expertise in Sensory Processing Disorders, Attention Autism, TEACCH, SEND Behavioural strategies have also delivered training as part of morning training programme. • <u>Staff Training</u>: SLT have ensured all staff have access to EQUALS training to support the implementation of this curriculum. We are paid members giving us free access to training. These are usually after-school online sessions and these have had an excellent take-up with all teachers having accessed at least two sessions per year. • <u>Looking Beyond Our School</u>: We have bought in expertise for INSET and undertaken shared INSET with local schools: <ul style="list-style-type: none"> - Ros Blackburn (Lecturer and speaker on life as an individual with autism; - Colour Works training (done alongside Norman Gate Special School) to give an insight into staff personalities and then using this knowledge to develop how we function as teams and understanding each other to work together more effectively. <p>As a school we look outwardly in a variety of ways. A few examples:</p> <ul style="list-style-type: none"> - Early Years Teacher: Year R Hampshire Network Special Schools. - Numeracy Lead: Hampshire Special school Numeracy Working Group - PMLD Teacher: Hampshire PMLD Teachers Group - HT: Hampshire Special School Heads Group; Andover Area Partnership for Learning AAPL); Hampshire Inspection Advisory Service (HIAS), Andover Special school Head's meetings and the SLD Heads meetings - AHT: Hampshire Special Schools – Deputies Network - Curriculum Lead: Number of visits to Hollywater Special School to support to transfer to EFL. 	<ul style="list-style-type: none"> • Communication Team Job Descriptions: T:\COMMUNICATION\ADMIN\Job Descriptions • Teacher attendance at EQUALS training: T:\CURRICULUM MAPPING & PLANNING\Equals Curriculum\Training 	<p>Networking groups for a range of things are involved in, e.g. FE, Literacy, Sensory Processing. It would be good for the school to re-invigorate our networking opportunities, be in network groups or getting into other school for visits.</p> <ul style="list-style-type: none"> • <u>Career Development Inset Day</u> Identifying in Career Development meetings areas for staff development. During an inset day, to plan bespoke training to support all staff development and classroom practise.
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QUALITY OF TEACHING & LEARNING:

Adaptive & Responsive Teaching; Learning, Remembering & Transferring Into Larger Concepts; Creating Conducive Learning Environments

- Lesson observation and learning walks
2018 to 2019 learning walks carried out in HT3 and HT4 saw us continue to be outstanding
2019 to 2020 This was a Covid affected year so to prevent spread of the disease we only did Learning Walks in HT2, HT4 and HT6. There was an emphasis on Communication, the learning environment and educational aims respectively. Although the lessons were not graded they were all of a high standard with no areas of concern.
2020 to 2021 was covid affected so badly that for a large part of the year we did not have classes in school in our usual way.
2021 to 2022 Observations back on our radar, 86% Good or Outstanding. We had one lesson graded as Satisfactory which in the end resulted in a teacher leaving us on an agreed basis. There is no room for low standards. There were also learning walks in Communication which is our main focus.
2022 to 2023 Career development observations continue to indicate outstanding practice.
2023 to 2024 learning walks carried out for PE and Phonics. Observations from learnings walks have been fed back to teachers to share good practice and areas for development; it has been used to inform training and curriculum design.
- Observation and learning walk records are available for inspection. T:\Learning Walks and Lesson Observations
- Pupils with physical needs – MOVE Programme
 - For pupils with physical needs, being pain free and able to move as best as their body allows is essential for focusing on learning. In Sept 2021 we began work on the MOVE programme for targeted pupils.
 - MOVE is an activity-based, goal-directed programme that enables individuals with complex and, or physical needs to gain independent movement to the best of their ability. It is NOT about separate, exclusive physio sessions, it is about carefully and seamlessly incorporating movement development into the everyday lives of our pupils.
 - We place high value on this and have given a term of additional PPA to the leader of the MOVE programme.
 - We have trained practitioners across the school.

- Lesson observation feedback:

U:\LESSON
OBSERVATIONS &
LEARNING WALKS

- MOVE training resources & information:

T:\MOVE

- Autism Friendly Classroom Environment:
Need to produce a learning environment policy and guidance of basic requirements for every class, e.g. Staff info board with safeguarding poster, transition docs & staff only info; PPICC board; Visual timetable with arrows; Draws labelled with CIP etc. Learning walk to monitor this – either communication team, SLT or Governors.
- MOVE PROGRAMME: Very much in its infancy and stalled due to COVID and staff shortages. Lead for programme will be given additional PPA to drive this forward. AHT to support MOVE lead with this. Aim is trial programme with a small amount of pupils, review this roll-out with those involved and then consult with SLT to move this forward.

<ul style="list-style-type: none"> - Additional training has been incorporated in to our morning training programme to raise whole school awareness of this programme. 		
<p><u>Use of assessment</u></p> <ul style="list-style-type: none"> • <u>Evidence for Learning (EFL) Application:</u> Introduced in Sept 2019. Electronic means of collecting evidence, making assessments and sharing with parents. Replaced P Level paper files which were cumbersome and time consuming for staff. This has also removed the need for annual reports and reduced staff workload. • <u>Workload – Standardisation of evidence collection:</u> Evidence is collected throughout the half term on three focused areas using the EFL App and this is referenced against PLGs and assessment frameworks. Following work completed by the teaching team, reviewing EFL in September 2022, we have provided clarity and updated our assessment policy and rationale to ensure all staff are clear on: <ol style="list-style-type: none"> 1. The purpose of the evidence entries. 2. The frequency of the evidence entries. 3. The content of the evidence entries. SLT complete half termly monitoring of all classes EFL evidence to ensure high quality, purposeful and consistent evidence is produced across the school with feedback given to staff. • <u>Workload:</u> We have reduced the number of assessments and pieces of evidence required on EFL in response to pressures on teacher workload whilst maintaining quality and rigor of information, and ensuring evidence and assessment can still be used within triangulation to inform practice and next step planning. • <u>Annual Baselineing Against Assessment Frameworks:</u> Students are assessed against assessment frameworks that are appropriate to their ability. Evidence is collected throughout the year and referenced against these frameworks. This then allows a baseline assessment to be made at the end of the academic year. This produces excellent information for their starting point for the following year. • <u>PLG (Personal Learning Goal) Annual Assessment:</u> Students are set at least one annual PLG target in each area of PPICC. Evidence is collected against these targets throughout the year using the EFL App. Teachers write a professional statement about their performance in each of these targets, using gathered evidence to support this. • <u>PLG Consistency and Standardisation:</u> Teaching team have reviewed a set of PLG targets to decide upon key features and agree a set format for writing and reviewing PLGs. This information has been collated to provide a clear guide on how to write and review PLGs to ensure all PLGs across the school are of a high standard to support pupil progress. 	<ul style="list-style-type: none"> • EFL Teacher pedagogical and practical review: T:\EVIDENCE FOR LEARNING\Review of EFL & Next Steps 2022\Pedagogical & Practical Review of EFL Sept 2022 • 5 Step plan for developing curriculum and assessment: T:\CURRICULUM MAPPING & PLANNING\Curriculum Reviews & Action Plans 	<ul style="list-style-type: none"> • <u>Assessment Frameworks Suitability:</u> There was a need to have frameworks in place and a wide range of different ones were put in place to ensure there were appropriate ones for pupils of all abilities. However, some pupils span two or more frameworks which causes additional workload. Some frameworks also reference criteria that is not relevant to the learning our pupils do. Consideration should be given to creating our own assessment frameworks in these areas where the frameworks are not well matched to the learning. • <u>LSA EFL – Quality of evidence entries:</u> There is still some variation in the ability of our LSAs to use the EFL App and to produce quality entries. More training is required across school.

<ul style="list-style-type: none"> • <u>PLG monitoring</u>: Annual PLGs and reviews were monitored by SLT and personalised feedback was provided for all teachers. • <u>Phonics Assessment</u>: There is a standardised phonics assessment as part of our ELS package, that teachers across the whole school are asked to complete in line with the ELS guidance identify attainment. They then plan accordingly from this information. 		
<p><u>Approach to the teaching of reading</u></p> <ul style="list-style-type: none"> • <u>Defining Reading in An SLD Context</u>: Our reading policy opens by clarifying what reading means in our setting; “any activity that leads to derivation of meaning from visual or tactile representation”. Before any consideration is given to how rigorous our teaching of reading is, it is important that all staff are clear on what reading is in our context and that our policy and training delivered to staff, as part of the phonics training, has addressed this. • <u>Rigorous approach to teaching reading</u>: Phonics lessons are delivered each day and pupils are taught according to the phase that is appropriate to them, including phase 1 in early years or for longer if necessary. At present we have a bespoke Icknield Approach that uses synthetic phonics in conjunction with the Icknield School Alphabet. The teaching tool matches the grapheme to the phoneme and an object of reference and action. • <u>Assessment & Moderation</u>: Evidence for Learning is used to record attainment and progress in reading. The evidence is used as part of annual monitoring of reading across the school. This is recorded and appropriate actions are recorded and reviewed. • <u>Matching reading materials to learner’s phonic ability</u>: We have recently purchased physical and electronic books which match students phonic ability and to provide fidelity to the scheme. This ensures that teachers have an accurate picture of each pupils reading ability and that the appropriate level of book is being read. 	<ul style="list-style-type: none"> • Reading policy: T:\POLICIES_LATEST POLICIES • Monitoring and moderation of reading levels: T:\EVIDENCE FOR LEARNING\Monitoring & Moderation 	<ul style="list-style-type: none"> • <u>Phonics Programme</u>: Due to moving across to Essential Letters and Sounds in September 2023, we need to monitor the implementation and impact of the scheme to ensure the intent has been met and our pupils make progress in reading. • <u>Phonics Programme Awareness</u>: We need to ensure all stakeholders are aware of our new phonics scheme.

QOE – IMPACT (Judgement – Outstanding)		
Strengths & Impact	Evidence	Areas for development
<p>Development of knowledge & skills</p> <ul style="list-style-type: none"> <u>Pupil Progress Meetings</u> – Where impact of teaching is not as expected: Termly pupil progress meetings are held in departments and led by AHTs (Lower School, Upper School & FE). Each area of PPICC is considered. If teachers feel pupils in their class are not making the progress of which they are capable (impact of teaching is not as expected on knowledge and skills), this is discussed and strategies using internal or external expertise are signposted. AHT's therefore know that all those discussed are making the progress of which they are capable and those that are not will receive support. ASDAN Trial: 2021-22 Trial year for ASDAN Personal Progress Award. Successful in achieving centre approval. All year 14's were entered and successfully achieved their expected level. Successful moderation of evidence. – <u>Assessment of Impact:</u> <ul style="list-style-type: none"> PLG Targets: rated on a Likert scale and professional statement written annually. Pupil Progress Review Meetings: 3 times a year following PLG reviews. 	<ul style="list-style-type: none"> Pupil Progress Meeting Minutes: T:\Minutes of Meetings\Department Minutes ASDAN Moderation report & certificates: T:\Classes\FE\ACCREDITATION & EVIDENCING\PERSONAL PROGRESS 2022 EFL Moderation: T:\EVIDENCE FOR LEARNING\Moderation 5 Step Plan for curriculum and assessment development, which includes improving our ability to assess the impact of our teaching: T:\CURRICULUM MAPPING & PLANNING\Curriculum Reviews & Action Plans 	<ul style="list-style-type: none"> <u>ASSESSMENT OF IMPACT:</u> Our current assessment indicators include: <ul style="list-style-type: none"> End of term assessments in literacy and numeracy against assessment frameworks found on EFL. Creating our own assessment frameworks to allow us to see the impact of our teaching more clearly in all areas of PPICC. We have carried this out for numeracy Consider the use of EFL INSIGHTS as a means of producing some further analysis of pupil progress and attainment against PPICC PLGs, PPICC and Assessment Frameworks, particularly annual baseline assessments.
<p>Readiness for next stage of education or employment</p> <ul style="list-style-type: none"> <u>Qualifications for next steps:</u> FE Lead has visited 3 of the most accessed post 19 destinations to meet course leaders. He discussed their course content and qualifications as part of the accreditation review and update. New ASDAN PP introduced and ASDAN Transition Challenge programme in KS4 formalised to feed into this new accreditation. <u>Feedback from parents of leavers:</u> An online questionnaire has been set up as an efficient way of collecting the required feedback from parents. <u>Pupil Transition:</u> The needs of our pupils mean transition and readiness for the next stage of their education or employment can be anxiety inducing and very stressful. As a school we go to great lengths to minimise this when pupils move class each academic year or move onto other institutions after year 14. Examples of this include: <ul style="list-style-type: none"> Social stories for every pupil Detailed transition information provided to next teacher / institution. Personalised transition programmes for pupils. 	<ul style="list-style-type: none"> Curriculum Pathway Documentation: T:\Classes\FE\PLANNING\PLANNING\LTP\Curriculum Model Transition Documentation for every pupil in school: T:\PUPIL INFORMATION Morning Training Programme: T:\Minutes of Meetings\Schedule & Foci Yr14 Leavers Questionnaire: https://www.surveyhero.com/user/surveys/318095/reports 	<ul style="list-style-type: none"> <u>Workload – ASDAN evidence collection:</u> ASDAN Lead (PH) needs to continue to work with teachers to investigate ways of making evidence collection for portfolios to be smoother and less time consuming (investigate use of EFL). <u>Yr14 Leavers Feedback:</u> We had a poor response to the questionnaire, despite lots of effort to get replies. This may be as a result of COVID negatively impacting the transition process. We may need to consider an alternative follow-up activity, such as visiting their provision to gather feedback from the staff of the new provisions.

<ul style="list-style-type: none">- EFL baselining information to establish learning start point for all pupils.- Multiple morning training sessions allocated to production of transition documentation and for meetings between staff to pass on key information face to face.		
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Behaviour & Attitudes: Judgement - Outstanding

Strengths & Impact	Evidence	Areas for development
<p><u>Expectations of behaviour & conduct</u></p> <ul style="list-style-type: none"> • <u>Leadership of Behaviour & Their Roles</u> <ul style="list-style-type: none"> - AHT (KB) has responsibility for behaviour across the school. - We have 3 PRICE (Protecting Rights In A Caring Environment – Restraint Reduction & Appropriate Restraint) trainers within school (1 teachers & 2 LSAs). - PRICE team support with production, reviewing and development of Behaviour Support Plans (BSPs) - PRICE team support with pupil behaviour across school through pupil observation, class discussions and suggestion of strategies. - PRICE team run regular training throughout the year on practical restraint techniques and theory-based practise. • <u>Expectations of staff supporting student behaviour & student behaviour</u> <ul style="list-style-type: none"> - Each class creates a 'Class Charter' as part of our Rights Respecting work. Students are involved in creating this at whatever cognitive level they are able to access. - There are high expectations of staff to support students with their behaviour, especially by meetings their needs, be that meeting their medical or physical needs so they feel comfortable and ready to learn or meeting their sensory needs to ensure readiness to learn. Every child has a transition document and this includes key details that all staff need to be aware of to help facilitate learning and the decrease of off-task behaviour. - All staff commit to using restraint as a last resort when there is true risk to safety of an individual or duty of care to provide an education. All staff are expected to embody the school ethos of giving pupils the time they need to regulate, communicate and have their basic needs met first using primary and secondary prevention strategies. • <u>Pupils with BSPs:</u> <ul style="list-style-type: none"> - BSP documentation is used to support pupils to show effective behaviour for learning and to support staff with consistent behaviour management. - BSPs contain individualised information about triggers, primary and secondary strategies, required restraint strategies and a target to work towards to support their behaviour. - The new BSP format has now been in place for one year. An agreed format has been created for the review as well as a cover letter to explain the content to parents. 	<ul style="list-style-type: none"> • Meeting Schedule: T:\Minutes of Meetings\Schedule & Foci • Class Charter Displays – In every classroom. • Transition Documentation for every pupil in school: T:\PUPIL INFORMATION • BSPs – In individual pupil folders: T:\PUPIL INFORMATION • BSP Tracker: T:\Behaviour\Behaviour Support Plans • PPICC Targets: Evidence for learning any pupil's PPICC targets and evidence captured. • What you can give house points for: T:\Houses • Assembly PowerPoint: T:\Assembly 	<ul style="list-style-type: none"> • <u>Embedding PRICE:</u> Staff confidence with using new PRICE techniques. As staff do not have to use restraint often, further embedding of techniques to ensure staff feel confident will be done by regular morning trainings. • <u>Training program for new staff:</u> We currently have a high volume of new staff who are not PRICE trained. Although staff receive regular guidance on Primary and Secondary strategies through training, transition documents and BSPs a system needs to be developed for training new staff on physical restraint. This is being addressed during the Spring inset day. • <u>BSP Development:</u> Monitoring of consistency of BSPs and provide additional training if required. • <u>Leadership:</u> We require one additional PRICE trainer to ensure we can offer rolling training across all areas of the school. This person has been identified.

<ul style="list-style-type: none"> • <u>Recording behaviour:</u> <ul style="list-style-type: none"> - We have a robust recording process, which all staff have had training on, which allows teachers and the behaviour support team to plan early intervention strategies and address any behaviours of concern. - We have implemented agreed protocol for different types of behaviour and standardised recording charts which can be edited to reflect individual pupil behaviour. - We have created a behaviour recording flow chart to support staff to understand how to record different behaviours and address behavioural concerns early. • <u>PPICC – Personal Goal:</u> Every pupil has at least one annual PLG, which is reviewed at three points in the year, for personal attributes, which includes their behaviour and attitudes. These targets are pupil specific and will span areas such as social skills, conflict resolution skills, emotional intelligence and a range of things that influence their ability to learn. This shows the value and level of expectation we have placed on this area. • <u>House Reward System & Star of the week assembly:</u> Students receive house points (tokens) for the things we promote (PPICC). We completed ‘on-boarding’ training with staff for the reasons we can give out tokens. These are added up weekly and announced in assembly. We place high expectations on our pupils and reward this with house points and Star of the week certificates (one in each class). 		
<p><u>Attitudes to education</u></p> <ul style="list-style-type: none"> • <u>PLGs – Personal Attributes Target:</u> We value learning attributes and their development very highly. Every child in the school has personal attributes targets (<u>P</u>PICC). These are personalised and include social skills, manners, relationship management, emotional intelligence and resilience for example. We are also working on an assessment framework so we are able to assess and document development in this area. • <u>RSHE Curriculum:</u> Attitudes to learning and developing knowledge, skills and understanding that support effective learning are covered throughout our RSHE curriculum. Included in the curriculum are blocks of learning on: skills for learning; self-awareness and a breath of topics around emotional intelligence. 	<ul style="list-style-type: none"> • Writing high quality PLGs, including the PERSONAL target: • T:\EVIDENCE FOR LEARNING\Review of EFL & Next Steps 2022-23 • RSHE Yearly planner overview: T:\CURRICULUM MAPPING & PLANNING\My Self\RSHE\Planning and activities 	<ul style="list-style-type: none"> • <u>Assessing our impact on Personal Attributes:</u> At present we write a Personal PLG for all pupils in the Autumn and review this termly, writing a professional statement. Many of our greatest achievements as a school are in this area of learning. We need to provide more structure to the development of this important area of learning and find a way to document this progress. Our aim is to develop our own assessment framework for Personal Attributes and in future planning formats, ensure that curriculum leads demonstrate ways in which their subject can develop this area.
<p><u>Learner attendance</u></p>		

<ul style="list-style-type: none"> • <u>Effective use of Arbor Data</u>: Data is drawn at request from Arbor for a variety of reasons: e.g. Pupil progress review meetings; Family Support Practitioner (FSP) for Red Flag pupils and for any meetings / reports, e.g. CIN. • <u>Family Support Practitioner</u>: FSP is used to support with attendance where appropriate, providing help with the range of barriers that can impact attendance. • <u>Governor Accountability</u>: Headteacher provides attendance data to the Governors half-termly. They are able to ask questions regarding this data. • <u>Annual Reviews</u>: We provide parents with their child's attendance data at their annual review and this then forms a discussion point and actions are documented (if required). 	<ul style="list-style-type: none"> • HT Reports & minutes of meetings: https://app.governorhub.com/g/icknielschool/docs • CPOMS for examples of attendance support, e.g. TP (Glasto), SDH (Victo), AN (Chimes): https://ickniel.cpoms.net/ 	
<p><u>Relationships among learners & staff</u></p> <ul style="list-style-type: none"> • <u>School Council</u>: As a school we respect the views of our pupils and the School Council is representative of this. Each class has a representative and they gain their peers view about a range of topics to do with school. The Head Teacher attends every meeting, where possible, and feeds back to SLT in SLT meetings and takes SLT feedback back to school council. • <u>Respectful of communication needs</u>: We operate a Total Communication Approach at Ickniel. Staff are respectful of and value what our pupils want to communicate with us. The approach takes time, effort and commitment, demonstrating the lengths we are willing to go to in order help our pupils be heard. 	<ul style="list-style-type: none"> • School council minutes of meetings: T:\School Council • Incredible range of communication strategies used for our pupils to be heard: T:\COMMUNICATION\ Resources, Interventions and therapies 	<p><u>Impact of school council</u>: The aim of the school council is to have a voice and contribute to the continuous improvement of our school community. To further develop the ability of the group of school council representatives to do this, we aim to become even better equipped to overcome the barriers that communication and operating over a split site can present. We are also keen to find further opportunities for personal development such as supporting and training our KS4/5 pupils to lead and chair the meetings and possibly feedback to the Head Teacher.</p>
<p><u>Creating a safe learning environment</u></p> <ul style="list-style-type: none"> • <u>INSET – Unconscious Bias</u>: All school staff received INSET training in Jan 2022 from Mini Moore (Rights & Diversity Education Centre). • <u>RSHE Curriculum</u>: Our RSHE curriculum empowers pupils with the knowledge, skills and understanding required to help maintain their own safety and to identify where this may not be the case for others. Throughout this spiral curriculum there are examples of blocks of work regarding: Relationships (types, healthy, unhealthy, expectations & abuse); Bullying & discrimination; Safety online and in the community. 	<ul style="list-style-type: none"> • RSHE Curriculum – Yearly Planner: T:\CURRICULUM MAPPING & PLANNING\My Self\RSHE\Planning and activities 	<ul style="list-style-type: none"> • <u>Access To Expert Behaviour Support</u>: There is currently no PRICE trainer based at FE. This needs to be considered during the next classes and staffing or a behaviour program put together to ensure specialist advice can be easily accessible and for the PRICE 'Team' to have an overview of how expectations of behaviour are being met and achieved.

Personal Development: Judgement - Outstanding

Strengths & Impact	Evidence	Areas for development
<p>Curriculum Breadth – Discovering interests & talents</p> <ul style="list-style-type: none"> • <u>Extra-Curricular Clubs</u>: We provide links to community-based clubs that can be accessed outside of Icknield. • <u>Extra-Curricular Clubs</u>: We have re-established a breadth of extra-curricular activities that either extend curricular experience or provide novel experiences has always been important at Icknield. • <u>House Trips</u>: We have a house reward system, with 4 houses, each headed up by a member of SLT. Every year, each house goes out on a day trip and this provides lots of opportunities for novel experiences. Trips have included: National Trust Sites; Inclusive Dry Ski Tubing; Sensory Glow Golf; Local farm experiences; Marwell Zoo, Pumpkin Picking and much more!!! • <u>Shakespeare In Schools</u>: Bi-annually our Yr11-14 pupils enter this competition alongside our mainstream peers. We are fully inclusive and any child that would like to participate is able to and we facilitate this. For many pupils this is a huge highlight in their school career and provides a life-long memory. We have had students move from this performance and join local acting groups. • <u>Horticultural Experiences</u>: We participate in the Andover Trees Project (KS4-5). We also have a local allotment space with a shed, greenhouse and plot. This project is headed up by school staff and supported by community volunteers. Students do all that is required to maintain the plot and grow fruit, vegetables, and flowers. Students across KS1 to KS4 work collaboratively throughout the year to bring this to life. It is an incredible project that facilitates all areas of PPICC. • <u>Musical Experiences</u>: Music is a powerful tool in the teaching of SLD students and those with sensory impairments. We work with The Hampshire Music Service to provide the best possible experiences for our pupils. We have also recently had training for all support staff on delivering music, to empower them in enhancing the impact of music teaching at Icknield. • <u>Test Valley Arts Day</u>: The school successfully applied to Test Valley Arts Foundation for a grant to participate in their "Borough of Culture - Make It Expressive" programme. Professional artist Elizabeth Hammond came in for 2 whole days, providing completely new and novel experiences for pupils of all abilities. Lots of laughter, fun and mess!!! The end products were displayed at the Andover Lights Theatre. 	<ul style="list-style-type: none"> • Details of after school clubs: T:\After-school clubs • Shakespeare Pictures: T:_PHOTOS\ARCHIVED\2022-2023 resized\Whole School\Shakespeare • Pictures of sporting opportunities: T:_PHOTOS\ARCHIVED\2022-2023 resized\Whole School\Skateboarding workshop • Pictures from Test Valley Art Day: T:_PHOTOS\ARCHIVED\2020-2021 resized\Whole School\Art Topic - Test Valley Art Day 	<ul style="list-style-type: none"> • <u>Well-Being Club</u>: We have recently set up a pupil well-being club, called the Connect Club. It is currently attended by a small group of KS4-5 pupils. It is important that we review this at the end of the academic year and look to see if it could be extended elsewhere in the school and if there are any ideas for increasing its impact • <u>Outdoor and Adventurous Days</u>: Continuation of the access to OAA provision offsite.

<ul style="list-style-type: none"> • <u>Inclusive Sporting Events / Coaching</u>: In PE lessons we provide a number of sporting curricular experiences that provide external links and allow for participation out of school, e.g. Rugby coaching from London Irish RFC, Cricket coaching from ECB coaches in inclusive formats such as table cricket, Maypole dancing, skateboarding workshops and more! We also participate in many competitions such as Hampshire Pentathlon, Boccia and Swimming Galas. • <u>Outdoor and Adventurous Days</u>: We have started the process to provide all pupils with an outdoor and adventurous day offsite. In 2023 Tambourine Class attended QE2 activity centre to participate in driving a motorboat and indoor climbing. This will first be extended to Lower School Classes and then to Upper School Classes. • <u>Andover Photography Competition</u>: 2022 – Triangle class entered an Andover Schools photography competition and won it!! • <u>Transition Document</u>: Knowing students interests and talents has high value at Icknield. It is included in our transition document to allow staff to tailor their teaching to include interests and talents, as well as develop new ones. 		
<p><u>Curriculum Opportunities - Developing character & Preparing for future success</u></p> <ul style="list-style-type: none"> • <u>ELSA</u>: We have two trained ELSA's and each is given one day a week off-timetable in order to plan and deliver their sessions and undertake all that is required for their role. We have one ELSA at the main school site and one at our FE Centre. Last year, the ELSA team re-designed their delivery to offer group sessions so more pupils can access support from ELSA-based content. • <u>RSHE Curriculum</u>: The RSHE curriculum addresses self-awareness in all levels of the spiral curriculum. There is also a module on The World I Live In, which develops into the Living in the Wider World, which addresses preparing for future success. • <u>RR Assembly Programme</u>: Pupils in the upper school and at FE have weekly Rights Respecting assemblies. These cover the UNICEF Children's Rights. We cover the breadth of Rights and many of the assembly activities are to empower pupils with the character and skills required to challenge others when they feel their rights are not being met. • <u>Independence Assessment Framework</u>: Developing independent living skills has huge value in our curriculum. It is part of PPICC and has its own assessment framework which records performance in cooking, self-care, shopping and travel. • <u>FE Fete</u>: In enterprise lessons FE pupils spend the year building towards running a school Fete, producing and seeking items to sell, advertising the 	<ul style="list-style-type: none"> • RSHE Curriculum – Yearly Planner: T:\CURRICULUM MAPPING & PLANNING\My Self\RSHE\Planning and activities • RR Assembly Rota to see themes covered: T:\Rights Respecting Schools\Assemblies • School Council meeting minutes: T:\School Council 	<ul style="list-style-type: none"> • <u>FE Music Festival Residential Experience</u>: Investigate NCS to help fund a potential residential for FE students to a music festival, e.g. Isle of Wight Festival, as an age appropriate and unique experience. • <u>Integration Sessions - schools</u>: Prior to COVID we used to run an integration programme during school hours, where our pupils attended lessons alongside their age appropriate peers. This had numerous benefits for both our pupils and pupils of the schools we integrated with. Schools still seem very reluctant to do this, but we perhaps need to forge links with different school to try and bring this very worthwhile experience back for our pupils. • <u>Integration Sessions – community</u>: We'd like to investigate opportunities to link up with local community groups to provide our pupils the opportunity to meet people from all walks of life

<p>event and running the event. It is run during the school day and raised over £700 in 2022 and £850 in 2023!</p> <ul style="list-style-type: none"> • <u>School Council</u>: Being part of our school council and even participating in the preparatory class team meetings, provide pupils with opportunities to develop the character needed to be heard and to truly express themselves. 		<p>and have the opportunity to have a positive impact on our local community.</p> <ul style="list-style-type: none"> • <u>Residential Trips</u>: Previously we offered pupils the opportunity to participate in 4 residential experiences. We aim to re-establish our programme of residential.
<p><u>Preparation for life in modern Britain & Appreciating Diversity</u></p> <ul style="list-style-type: none"> • <u>Topic Days</u>: Three times a year we hold topic days where pupils come off timetable to cover alternative themes and activities. We aim to offer a varied program which offers unique opportunities to learn about diversity, religion, personal safety and much more! This year, we have scheduled in time to plan and prepare topic days within teachers' meetings and have allocated a teacher responsible for topic days. We have gained pupil and staff views about the topic days to ensure we can find the most impactful way of running these events. • <u>Topic Day Programme</u>: An annual programme has been created so staff can plan well in advance. We have review all topic days held to ensure the workload and time is outweighed by the positive impact on our pupils. • <u>Special Celebrations</u>: Despite the logistical challenges faced with transporting all pupils from an SLD school, we continue to attend and participate in a range of special celebrations, e.g. Nativity at St Mary's Church, Christmas Performance at Winchester Cathedral for Hampshire SEND Schools, Andover Christmas Windows competition. • <u>Rights Respecting Assemblies</u>: The RR assembly programme promotes appreciation of diversity and prepares pupils for life in modern Britain. There are a number of the Children's Rights that address this, including: Article 13 about freedom of speech; Article 22 about refugees; Article 23 about children with disabilities to name just a few. • <u>Farleigh Independent Prep School – KS2 After school club</u>: Our KS2 pupils have the opportunity to attend Farleigh Club which is hosted at their Independent Prep School. The pupils of Farleigh host our pupils and support them in a range of activities as part of their community service. In the summer these are OAA in Farleigh's own woodlands and in the winter held inside using their indoor sporting facilities. This opportunity gives both sets of pupils an appreciation of diversity. 	<ul style="list-style-type: none"> • RR Assembly Rota to see themes covered: T:\Rights Respecting Schools\Assemblies 	<ul style="list-style-type: none"> • <u>Topic Day Programme</u>: To build a robust monitoring programme of topics days, continually assessing that they have impact intended, and that workload (planning and resourcing) is proportionate to the impact.
<p><u>Careers</u></p> <ul style="list-style-type: none"> • Dedicated module in the FE Curriculum for careers and employability skills 	<ul style="list-style-type: none"> • Work experience info: 	<ul style="list-style-type: none"> • <u>Work experience placements</u>: Following COVID many employers continue to be very hesitant

<ul style="list-style-type: none"> • <u>Hampshire Careers Partnership – Steering Group</u>: Our HT was a member of the HCP Steering group. His participation ensured we are aware of what we can access and helps shape SEND and careers in Hampshire. • <u>John Hanson School Careers Fair</u>: All KS5 are able to attend this annual careers fair, which has stands from a variety of employers and colleges. The fair, with our feedback, has evolved over time to ensure that the fair is SEND friendly and appropriate to the potential future careers of our pupils. • <u>Yr14 Work Experience</u>: We have an LSA who has responsibility for work experience placements. All Yr14 pupils are able to access a work experience placement. The placements are thought through very carefully, with parents, pupils and staff involved in deciding what an appropriate placement may look like. Pupils undertake a preparatory block of learning in employability skills prior to their placement. 	<p>T:\Careers file - Helen Arnold\HELEN'S FOLDER</p>	<p>about offering placements. This has resulted in some of our most recent placements not being as well matched to pupil preferences as possible. The LSA responsible for work experience will be given PPA time in order to re-build our portfolio of potential placements.</p> <ul style="list-style-type: none"> • <u>Leadership of Careers</u>: Member of staff appointed to this role
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Leadership & Management (L&M): Judgement - Outstanding

L&M – LEARNER FOCUS & WIDER COMMUNITY

Strengths & Impact	Evidence	Areas for development
<p>Clarity & Ambition of Vision</p> <ul style="list-style-type: none"> • <u>Clear vision for aims of education of every Icknield learner – PPICC.</u> As a school we are currently working on a five step plan to develop a bespoke curriculum that is individualised for all learners. All staff are involved in the plan to ensure that we are offering our students the highest quality curriculum we can. • <u>Learning Pathways & Curriculum Content Guidance:</u> This is covered in our Curriculum policy document. It outlines WHAT should be taught in each pathway, HOW MUCH of each learning area is taught and WHY this is the case (link to development of PPICC and long term vision for pupils). • <u>Early Years Curriculum Construction:</u> SLT have worked with EY team to help document the EY curriculum and to provide clarity on how it links to the whole school vision and builds towards their next steps at Icknield. • <u>Web-Site:</u> Has been updated to ensure it reflects our vision (PPICC) and that it reflects all current policies and practice. • <u>Pupil Friendly Vision:</u> Although very challenging in our context as an SLD school, we have developed, in conjunction with school council, a pupil version of our vision for their education and how what they are doing develops their PPICC. • <u>Lesson Observation / Learning Walks:</u> A new format was created for lesson observations in consultation with teachers. Following further consultation, it was agreed that learning walks were more impactful, improved practice and reduced workload. This has been factored into our 2023-2024 monitoring plan. • <u>Seeking & Acting Upon Feedback:</u> SLT are keen to receive feedback to ensure continual, sustainable improvement and seek feedback as to the extent to which we are achieving our vision. This includes parental surveys for a variety of purposes including: <ul style="list-style-type: none"> - Feedback on our leadership during COVID; - Yr14 Transition; - RSHE and much more Other feedback we utilise include: <ul style="list-style-type: none"> - LLPR Reports from Sarah Kiel (General Inspector Advisor – HIAS); - CCP Peer Review (Cross County Partnership – 3 schools completing a one day 	<ul style="list-style-type: none"> • Vision & Values Document: T:\VISION & VALUES • "U:\SDP & SEF\5 STEP PLAN FOR CURRICULUM DEVELOPMENT NOV 2022.docx" • School Surveys: https://www.surveyhero.com/ • School Self-Review against OFSTED criteria teacher meeting activity: T:\Minutes of Meetings\Teachers Minutes and Agendas\Teachers Minutes 2021-22\School Self-Review 2021-2022 • Communication Team Job Descriptions: T:\Communication\Job Descriptions 	<ul style="list-style-type: none"> • <u>Meeting Sensory Needs:</u> For our pupils to gain the most from our curriculum offer and achieve our vision, we must support them with their varied needs, including sensory processing disorders, which significantly impact the ability to learn. There is much excellent practice happening across school with learners having an appropriate sensory 'diet' in various forms. There is a need to share our best practice and ensure consistency across school. Our in school expert, JD, requires time and support to come up with a strategy for doing this and then time to achieve it. • <u>Curriculum Lead Workload:</u> If we wish to speed up progress with the development of our curriculum, particularly planning and sequencing learning throughout the school, then SLT need to facilitate time to do this and how this is to be achieved should be recorded alongside career development targets. • <u>Communication Team:</u> Following resignations and maternity leave, we need to redistribute responsibilities to maintain the progress we've made.

<p>peer review, focusing on identified SDP targets).</p> <ul style="list-style-type: none"> - Teacher feedback on our performance against OFSTED criteria to help support the writing of our SEF and SDP. - Class team feedback on morning training programme; - Class team feedback on our performance against our SDP targets to provide 'ground level' feedback as to how we are performing against targets in our SDP. <ul style="list-style-type: none"> • <u>Rebrand – Logo, strap line & website</u> In 2019 we changed our logo, our strap line (now “Your journey matters”), and changed our web-site. This was done at the same time as we launched our new vision for the school. The web-site has increased functionality for its users. • <u>Ambition of offer – increasing school capacity:</u> We truly believe in the positive impact we are capable of having on our learners and want this to be available to as many young people in our community as possible. We have increased the capacity of our FE Centre following a loft conversion and have also made the Centre far more accessible to wheelchair users and pupils with PMLD (ceiling mounted hoists, door widening and curriculum offer). On our main school site we have managed a three million pound project of improvements to the current site and a new build to increase our capacity further. • <u>Valuing The Power of Communication In Our Setting – Communication Team</u> • For our pupils to gain the most from our curriculum offer and achieve our vision, we must support them with the greatest hurdle many of them face, communicating. In Sept 2022 we built upon and re-structured our communication team. • Our communication team met half-termly with external SALT termly to ensure our pupils get the best possible deal from the service that is available. They also meet with and work with them when they are in school. • Hi-tech devices have been purchased for use across the school to support pupils with their communication to support a total communication approach to our learning. ALD boards being used to support communication across the school · All classrooms having a communication book to support all pupils and offer high quality modelling from staff <p><u>Curriculum Lead Roles & Targets</u></p> <ul style="list-style-type: none"> • We appointed our experienced staff to lead the curriculum areas: Each of these staff were given a Career development target linked to the SDP aims for curriculum development. • Phonics purchasing of scheme to support teaching · As a school we have bought into a phonics scheme to provide fidelity to are approach across the school – Essential Letters and Sounds ELS. 		
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<ul style="list-style-type: none"> • Across the school we ensure that we have a Conducive learning environment: <ul style="list-style-type: none"> - Policy requirements in place, e.g. visual timetable - Resources & learning materials matched to ability and needs of pupils. - Total Communication Environment – Use of Makaton, ALD boards and appropriate strategies so pupils can access learning activities. - Physical / Sensory Needs Meet – Use of strategies to meet pupils needs so they are ready to learn, e.g. sensory activities / toys / movement breaks. - Behavioural Needs Meet – BSP strategies used, reward systems used to support focus. 		
<p><u>Completion of programmes of study & instances of ‘gaming’</u></p> <ul style="list-style-type: none"> • We are fully committed to taking on local pupils who have SLD, no matter what challenges they present to other schools. We are not frightened to take on complex cases. • The best interests of our pupils are always at the forefront of our decisions and we work effectively with parents, staff and external bodies to ensure pupils complete the programme of study we have in place for them. • The last time we excluded a pupil was in 2014. 		
<p><u>Engagement with learners & wider community</u></p> <ul style="list-style-type: none"> • <u>OUTREACH</u>: We used to facilitate outreach to all Andover area Primary Schools. One of our most experienced teachers was released one day per week for this role. The role was to provide specialist support for these schools, meeting with class teachers and SENCO’s and then writing a report. This was then followed up with as much support as is required to help meet the needs of the child. We see success as helping the school to meet the needs of the SEND pupil independently and without our support, or us helping to facilitate a successful transition into a SEND setting where this is appropriate. • <u>Raising Money</u>: Raised money through grants to support school projects, e.g.: <ul style="list-style-type: none"> - £1125 TESCO Community Fund. Aug 2022. For Allotment project. - £3000 ABF Soldiers Charity. March 2022. For outdoor swing at FE to support sensory needs of pupils. - £3100 Screwfix Foundation: March 2022. For Allotment project. - £150,000 In grants to support conversion of loft in off-site FE Centre into classrooms. This was project managed by the HT. • <u>FE Fete</u>: Inaugural FE Fete in July 2022. Created and run by FE students as part of enterprise project. Parents and local community invited. Raised over £700! • <u>Community Profile</u>: Maintained presence – Andover Carnival float; Extra Curricular Clubs run by external people; Farleigh Prep School Activity Club; Work experience placements at April’s Farm and Finkley Down Farm; The Drove 	<ul style="list-style-type: none"> • Examples of individual work in Outreach: T:\Outreach • Our new web-site: https://www.icknield.hants.sch.uk/ 	<ul style="list-style-type: none"> • <u>Outreach</u>: Aim to offer where appropriate more Inreach opportunities, allowing staff from other schools to come in and observe our staff at work, using the strategies that they may need to learn about.

<p>Allotment Project; Andover Trees Project; Lots of community based learning – Andover Leisure Centre, Caffrey's Gym, Local Village Halls.</p> <ul style="list-style-type: none"> • <u>Test Valley Borough Of Culture 2020 Art Extravaganza</u>: • 2 days of unique art experiences, led by professional artists, and accessed by every pupil in the school. Pupils did: Paper Clay Modelling; Write Dance; Kinetic Drawing; Drawing with sticks; Monoprinting. This was a charity funded event. Art work was displayed in the Borough of Culture display at Andover Lights. • <u>Web-Site</u>: Major update & upgrade. More accessible with translate and high visibility options. More functional for parents as well: Parentpay; EFL; Calendar; Term dates; Class DOJO links. 		
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L&M – STAFF FOCUS		
Strengths & Impact	Evidence	Areas for development
<p><u>Improving staff subject & pedagogical knowledge</u></p> <ul style="list-style-type: none"> • <u>TES SEND Conference</u>: SLT have had two representatives at this for the last 3 years, with both attending 3 different seminars relevant to our setting. Positive impact in a number of ways, e.g. introduction of pupil progress meetings and our new working with parents policy. • <u>Career development Forms & Process</u>: Good amounts of time have been given to the process which shows our value of it. A new format has been created by SLT which has been implemented for September 2023 and designed for a more meaningful career development process, e.g. celebrating things staff are proud of; records of the 'extras' staff do above and beyond their job role; Greater clarity on what is to be achieved and the time and resources required to do this; Professional approach to address issues about their practice. SLT have planned in time within the training schedule and foci to allow for protected one to one meeting time and bespoke training to achieve career development targets. • <u>Morning Training Programme</u>: Teachers and LSAs have morning training twice a week. All areas of training included are from focus areas in our SDP. Appropriate use of assessment has formed a part of this training, particularly as a the new EFL system required introducing. Other training has covered topics such as: Communication; Behaviour; Phonics; SEND specific teaching strategies such as Attention Autism & TEACCH; RSHE and much more (see training programme). • <u>Reviewing Improving Training</u>: Class teams review the morning training programme half-termly and actions implemented, e.g. request for class specific training resulting in carousel. 	<ul style="list-style-type: none"> • Morning Training Programme: T:\Minutes of Meetings\Schedule & Foci 	<ul style="list-style-type: none"> • <u>Developing Leadership Skills – Leading LSA Teams</u>: Work done in teacher meeting programme to identify barriers to effective functioning of LSA teams. SLT identified that there is a need to do training on leading teams. This needs to happen early in the academic year and impact reviewed.

<ul style="list-style-type: none"> • <u>EQUALS Training</u>: All staff have been offered the opportunity to access online training from EQUALS (our curriculum package). All staff attended two or more training sessions. 		
<p><u>Engagement with staff – Pressures & workload</u></p> <ul style="list-style-type: none"> • <u>Change To School Day</u>: In 2019, after consultation with all stakeholders, we changed the school day. This created a 30 minute window each morning where teachers and their LSA teams are together without students in. This time has been allocated to improve communication, deliver training and support teachers with their workload: Mon – Class team time; Tues – Training; Wed – Whole school meeting; Thurs – Training; Fri – EFL time. Prior to the change in timing teachers only had access to their LSAs whilst pupils were in school and could therefore not use their time for things such as resource production. • <u>Meeting & Morning Training Programme</u> SLT have attempted to ensure that meeting / training time is allocated to support with tasks that are time consuming and to give quality time for school development activities, e.g. INSET day – teachers worked for a half- day on curriculum and assessment developments. Allocated 6 morning sessions that involve teachers and their LSAs for production of key transition documentation; Allocated morning sessions so LSAs can input on PLG reviews and production of these; Career development reviews have occurred in dedicated time during INSET days. • <u>Whole School Self-Review Activity</u>: SLT allowed teaching team to complete an anonymised self-review activity of the leadership team in small groups. They assessed SLT performance against the OFSTED criteria outlined in the EIF. This has allowed for SLT to reflect on both their practical and strategic running of the school and decide priorities for continuing to improve how we lead our school. • <u>Reducing Meeting Time</u>: Improved internal communication systems such as the staff bulletin, internal mailing groups and shared rotas. Now only need 2 teacher briefings per week (previously 5). • <u>ASSESSMENT – Workload reduction</u> The new EFL evidencing systems has reduced workload by removal of time-consuming P level folders and moderation and end of year reports. We have created agreed number of pieces of evidence and a standardised template. • <u>Mental Health Awareness</u> – In 2022 we conducted a staff well-being questionnaire. Following the results of this we now have: <ul style="list-style-type: none"> - Weekly item in staff bulletin offering advice about mental health and well-being 	<ul style="list-style-type: none"> • Morning Training Programme: T:\Minutes of Meetings\Schedule & Foci • Whole School Self-Review: T:\Minutes of Meetings\Teachers Minutes and Agendas\Teachers Minutes 2021-22\School Self-Review 2021-2022 • Staff bulletins for example mental health support: T:\WEEKLY STAFF BULLETIN\2022 -23 	<ul style="list-style-type: none"> • <u>REDUCING WORKLOAD – Shared planning & resourcing</u>: As we continue to build detail into our long, medium and short term planning, discussing how best to produce these plans and resources for them in a time efficient way and deciding how to store them for ease of sharing is very important to reduce the workload of staff. Other opportunities for shared planning to reduce workload should also be discussed and explored at teacher and leadership level. Half termly department meetings to support shared planning ideas. • <u>STAFF WELL-BEING</u>: Questionnaire was enlightening and helped us to be strategic in the support we offered. It will be important to continue seeking staff opinions, be it through questionnaires or other means to ensure our support is targeted.

<p>and signposting to available support.</p> <ul style="list-style-type: none"> • <u>Staff Suggestion Box</u> – All staff are able to access the staff suggestion box in order to suggest ways to improve anything we do as a school, offering another opportunity to have their voice heard. • <u>Staff Voice</u> - A half termly staff voice training session delivered in departments to give staff the opportunity in smaller groups to share concerns. In the lead up to the sessions staff are given the opportunity to ask SLT questions that are fed back during the sessions to ensure consistent messages are given throughout the school. HT attends each department meeting on a rotation. 		
<p><u>Staff – Protection from bullying & harassment</u></p> <ul style="list-style-type: none"> • There have been no formal cases of bullying or harassment. • There is a line management system in place that would allow for issues to be reported. Our well-being support groups also offer another opportunity for staff to share any worries or concerns about this. 		

L&M – GOVERNANCE		
Strengths & Impact	Evidence	Areas for development
Governing Body – Understanding & carrying out role effectively <ul style="list-style-type: none"> • <u>Governor Training</u>: FGB carry out annual training through Hampshire Governor Services and have access to the full suite of training as paid members. • <u>Curriculum Leaders</u>: have been asked to present to the FGB at least once an academic year. Outlining their development plans and progress against the targets they set for themselves. • <u>Evidence for learning</u>: 2 governors have undertaken training in evidence for learning in order to better understand our assessment system and to allow them access to evidence for monitoring purposes. 	<ul style="list-style-type: none"> • Minutes of Governors' Meetings: H:\Governors\Full Gov Body\Full Governing Body Minutes • Governor Hub: https://governorhub.com/ 	<ul style="list-style-type: none"> • <u>Governor Visibility in School</u>: Find more opportunities for governors to be in school and part of school events in order to see first-hand the workings of the school. • <u>Governor Purposeful Feedback</u>: Find more opportunities for governors to be involved in evaluating the extent to which our SDP targets are being achieved, e.g. Learning walks and greater direction with curriculum lead presentations.
Governing Body – Safeguarding accountability <ul style="list-style-type: none"> • <u>Annual Safeguarding Audit</u>: Governors scrutinise the annual safeguarding audit completed by the DSL & HT. • <u>HT Report</u>: The HT report that is presented to governors at FGB meetings includes a standing item of safeguarding that give updates on key stats such as number of pupils: LAC, CIN, CP, Working with FSP, Working with FSP, etc. • <u>Safeguarding Governor</u>: Our safeguarding governor is the manager of a registered respite provision for individuals with SEND. Provides excellent resource and the knowledge required to monitor and evaluate our work. The governor is invited to half termly DSL safeguarding meetings to support school in decisions making and ensuring they have a full insight into current concerns raised in the school 	<ul style="list-style-type: none"> • Safeguarding Audit: T:\Safeguarding\Audit 2023 • Minutes of Governors' Meetings: H:\Governors\Full Gov Body\Full Governing Body Minutes • Governor Hub: https://governorhub.com/ 	<ul style="list-style-type: none"> • We have addressed the issues highlighted from the audit • T:\Safeguarding\Audit 2023 page 14 Safeguarding audit action plan

L&M – SAFEGUARDING

Strengths & Impact	Evidence	Areas for development
<p>Effectiveness of safeguarding arrangements</p> <ul style="list-style-type: none"> • <u>CPOMS & Training</u>: We provide annual training on KCSIE and how to use CPOMS. We also have open slots in our morning training programme to address safeguarding issues that DSL's decide are relevant to our setting or pertinent parts of KCSIE, e.g. Reporting bruising; Recapping Child Protection Policy; Handling Disclosures. • <u>DSL Team Structure & Half-Termly Meetings</u>: <ul style="list-style-type: none"> - DSL is one of our AHT's and is supported by the FSP and knows most vulnerable families extremely well. - HT is a DDSL and supports DSL where requested / required. - AHT are all DDSL and support where required with pupils in their area of the school. This also means AHT's are always aware of any safeguarding issues with pupils in their area of the school (Lower School, Upper School, FE). - Whole safeguarding team has access to 'live' updates through CPOMS, but the team felt it crucial to maintain face-to-face contact. There are half-termly safeguarding team meetings chaired by the DSL. Termly, we review 'Red flag' pupil progress & welfare. Other 3 meetings allow us to address issues as they arise, e.g. training needs or case specific issues. These meetings also give us a further opportunity to raise any pupil concerns we may have. • <u>Red Flag Pupils</u>: We operate a 'red flag' system. These are students who have a raised level of concern. All staff working with our students are made aware of the red flag list, given very brief explanation as to why they are on the red flag list and are asked to have enhanced recording on CPOMS for these students to support the safeguarding team in gathering the information they require. • <u>Teacher Meeting Standing Item</u>: Safeguarding is a standing item on our weekly teacher meeting agenda, allowing for the sharing of key information that all teachers need to be aware of, key messages that we wish to disseminate to class teams and provide an opportunity for teachers to raise / share any issues. • <u>Termly pupil progress review meetings</u>: Meetings held in departments (Lower School, Upper School & FE). Led by AHT for that area of school. Standing item on the agenda asks whether a pupil is at risk of neglect, abuse, grooming or exploitation that the safeguarding team is not aware of. These meetings also highlight PP pupils and how they are progressing and if there are any concerns. • <u>Staff Bulletin – Safeguarding Quiz</u>: Weekly staff bulletin includes a safeguarding quiz question. 	<ul style="list-style-type: none"> • Examples of safeguarding training: T:\Safeguarding\ Training • DSL Team Meeting Minutes: T:\DSL\DSL - Minutes of Meetings • Risk Assessment Templates: T:\Risk Assessments & Offsite Forms\Templates • Staff bulletins for example safeguarding quiz questions: • T:\WEEKLY STAFF BULLETIN\2022 -23 	<ul style="list-style-type: none"> • <u>DSL Red Flag Progress & Welfare Meeting</u>: Impact of meeting could be improved with greater preparation made before the meeting. DSL to prepare key info on red flag pupils in advance of meeting and AHT to do the same for the information they can provide. This will decrease need for minuting and increase discussion time and therefore impact. • <u>DDSL Contact Time with Teachers</u>: More opportunities for DDSL to have direct contact with teachers would be of benefit – she has a wealth of knowledge! DDSL could attend the pupil progress review meetings in departments (one in each term). Another opportunity would be to schedule the DDSL into the teacher meeting programme.

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| <ul style="list-style-type: none">• <u>Bespoke Risk Assessment & Off-Site Form System</u>: Being in an SLD setting creates many unique risks when it comes to being off-site, these may be medical, behavioral or logistical. In order to manage these risks we created a bespoke risk assessments and off-site forms. These are carefully scrutinised by our EVC. We provide annual training about this and off-site procedures and have created thoughtful systems that minimise workload in creating these documents. | | |
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EARLY YEARS (EY): Overall EY Judgement - Outstanding

CONTEXT

The Learners – Numbers

- 11 Pupils aged 4-6
- Full Time (10) & Part time (1)
- Gender: Boys (91%) & Girls (9%)

Staffing

- Teachers: 1
- LSAs: 5.5
- One LSA has MLD. She is part of the Enham community which supports adults with learning difficulties. She is a fantastic role model for the SEND community and an excellent reminder to our staff of what can be achieved with our pupils. This LSA is currently on maternity leave.

Curriculum - Content

- The Early Years Foundation Stage follow an adapted EYFS curriculum. It is adapted to meet their varied needs, different starting points of the pupils and individualised PPICC targets.
- In EY pupils follow a thematic curriculum covering the 7 areas of EYFS: Communication; Physical Development; Personal & Social Education; Literacy; Mathematics; Understanding The World; Expressive Arts & Design

The Learning Environment

- EY have: Own classroom; Outdoor learning environment; Soft Play area; Messy Play Area and access to school facilities such as the hall, sensory room, SPLAT room, kitchen & swimming pool.

EY QUALITY OF EDUCATION – Judgement: Outstanding

Strengths & Impact	Evidence	Areas for development
<p>Intent</p> <ul style="list-style-type: none"> • <u>Curriculum Construction – Communication</u>: Developing communication skills in our SLD pupils effects the trajectory of all their future learning and we therefore place huge emphasis on this. All pupils have a communication PLG as part of PPICC and range of strategies are used to help develop these skills: Visual & individual timetables; Now & Next Cards; Makaton; Attention Autism groups; Speech & Language groups; PECS. • <u>Curriculum Breadth</u>: Throughout the week students have lessons in the 7 areas of the EYFS: Communication; Physical Development; Personal & Social Education; Literacy; Mathematics; Understanding World Around You; Expressive Arts & Design. These areas of learning are the vehicle for developing each child's PPICC and for achieving their PLGs. • <u>Curriculum Construction - Sequencing</u>: The DFE "Development Matters" guidance document for EYFS is used to support with planning and sequencing learning in the 7 learning areas. 	<ul style="list-style-type: none"> • EYFS Development Matters Document: T:\Classes\Drum Class\2022-23\Assessment • Draft play assessment framework: T:\Classes\Drum Class\2022-23\Play 	<ul style="list-style-type: none"> • <u>Assessment Frameworks</u>: EY Lead would like to be part of the writing of the Icknield assessment frameworks for PPICC. She would like to contribute to this in order to incorporate the early years pupils into this. There are pupils working at EYFS level and below, throughout the school, so one assessment framework for the whole school, rather than a separate EYFS one, would have wide-ranging benefits. EY Lead is aware of the need to meet the statutory requirements of the EYFS Frameworks and would offer her expertise in incorporating this into any whole school framework. • <u>Play Assessment Framework</u>: EY lead would like to create and add an assessment framework for play to our EFL assessment platform. Play is a significant part of the EYFS learning experience and an area where significant progress is seen. This would facilitate recording and monitoring of progress in this key area of child development.

<p>Implementation</p> <ul style="list-style-type: none"> • <u>Quality of teaching & learning</u>: There is one teacher in Early Years and she is the EY Lead. She is an excellent teacher and a valuable asset to the school. As an ECT (2021 – 2023) she was frequently observed and has always achieved “Meeting expectations” or “Exceeding expectations”. • <u>Support LSAs with quality of delivery</u>: Engaging and empowering LSA’s to deliver activities is essential in an SLD setting. EY Lead uses a range of strategies to do this: Learning Outcome sheets to accompany learning activities; Training in Monday team meetings; EFL Friday meetings to discuss and record learning, progress and any issues surrounding this. • <u>Use of assessment</u>: EY follows the school assessment policy of having at least one target in each area of PPICC and reviewing this termly and annually as part of the annual review process. DfE “Development Matters” document is also used to record attainment on EFL and inform teaching. • <u>Strategies that facilitate an effective learning environment</u>: This is an absolute strength in EY and they are very much a role model for the rest of the school. Examples of strategies used to achieve this are: <ul style="list-style-type: none"> - Effective use of external agencies (SALT, Physio, OT) - Effective use of internal support (SALT, Behaviour & BSP documents) - Communication: Visual timetables, Now & Next schedule; ALD boards; Transition songs; Makaton; PECS; Pictures & Symbols. - Effective use of meeting time with LSAs. • <u>Teaching of reading</u>: Follow the school policy. All students have daily phonics sessions. All pupils have a reading book and reading record to promote reading regardless of the capacity to read. 	<ul style="list-style-type: none"> • Emma lesson observations: U:\2022-2023\ - Mentoring Emma\Lesson Observations • Development Matters Document: T:\CURRICULUM MAPPING & PLANNING 	<ul style="list-style-type: none"> • <u>Phase 1 Phonics</u>: Develop the range of activities to develop phase 1 skills and develop staff knowledge and understanding of this phase so they are well equipped to facilitate the activities.
<p>Impact</p> <ul style="list-style-type: none"> • <u>Readiness for next stage of education</u>: Transition in EY is outstanding. Great effort is put into creating pupils first ever Transition Profile document at Icknield to share key PPICC info about pupils. Transition meetings occur between staff and planned opportunities to learn in their next class and for new staff to see them in their current class are carefully orchestrated by the EY lead. • <u>Creating a safe learning environment</u>: Great effort is put into ensuring our EY pupils feel safe, secure and ready to learn. Strategies include: Personalised sensory processing programmes (to decrease impact of sensory processing disorder and prepare pupils for learning); Attention Autism (Bucket) sessions to increase attention & focus); Resources that account for pupils being in the sensory exploration phase; Timetabling consistent adults to build trust; Structured routines; and enormous effort into providing a total communication environment. 	<ul style="list-style-type: none"> • Transition documents for Drum class: T:\PUPIL INFORMATION • Sensory processing programmes for Drum pupils: T:\Sensory Processing\S.I Plans\Drum 	<ul style="list-style-type: none"> • <u>Attention Autism</u>: Support the rest of the school with the development of attention autism bucket sessions. Delivering training and facilitating peer observations of sessions. • <u>Assessment Frameworks</u>: The DfE “Development Matters” guidance document for EYFS is currently being used to support with assessment of attainment and progress. This is being used as a temporary measure whilst the school develops its own PPICC assessment frameworks. The EY Lead is attending assessment working party meetings outside of directed time in order to support the school with its

		aim of producing 'through school' assessment frameworks and to ensure that the provision for EY within this is of high quality.
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EYFS BEHAVIOUR & ATTITUDES – Judgement: Outstanding		
Strengths & Impact	Evidence	Areas for development
<ul style="list-style-type: none"> • <u>Expectations of learner behaviour & strategies to support this:</u> Expectations of pupil behaviour are high and although the highly varied needs of the pupils present a very real challenge with this, our aim is to achieve more effective behaviour for learning than was presented at the start of their learning journey with us. Strategies/techniques used to build concentration and effective behaviour for learning include: Attention Autism; sensory processing programmes; outdoor learning; active exertion both indoors & out; sensory learning experiences. • <u>Behaviour Support Programmes:</u> As per the whole school policy, where appropriate, pupils who require it have a behavior support plan and the creation of this document is supported by the school's behaviour lead. 	<ul style="list-style-type: none"> • Behaviour support plans for Drum class: T:\PUPIL INFORMATION 	

EY PERSONAL DEVELOPMENT – Judgement: Outstanding		
Strengths & Impact	Evidence	Areas for development
<ul style="list-style-type: none"> • <u>Curriculum Breadth:</u> Pupils in EY have a breadth of learning experiences that facilitate personal development, including: Attention Autism (develop key learning skills); outdoor play space; learning in the community such as parks, woodlands, cafes and shops; Christmas nativity performance at a local church. There is also a lot of work done around developing independence in cooking, toileting, organising themselves for activities and much more! • <u>Developing Character:</u> All pupils have Personal PLG target. These often incorporate key learning skills such a resilience and confidence. Teaching is carefully scaffolded to build confidence and then these scaffolds are slowly removed, to maintain confidence, but stretch learning. • <u>Developing Independence:</u> All students have an independence target as part of PPICC. For EY pupils, this is an enormous part of their learning and it is woven into all that we do formally in lessons, but also throughout the day with routines on arrival and departure and during leisure time. Focus areas include: dressing themselves; collecting what they need (coats, bags, equipment); toileting; 	<ul style="list-style-type: none"> • EY Long term curriculum map: T:\Classes\Drum Class\2022-23\MTPs • Evidence for learning – individual pupil time lines for evidence of independence: https://web.evidenceforlearning.net/ 	<ul style="list-style-type: none"> • <u>Whole School Curriculum Development:</u> To be part of the whole school curriculum development process, ensuring that EY is represented, best practice is shared and that planning for personal development is part of a through school programme of learning and assessment.

Personal hygiene and using PECS to communicate needs; personal safety in the community and in school.		
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EY LEADERSHIP & MANAGEMENT – Judgement: Outstanding		
Strengths & Impact	Evidence	Areas for development
<ul style="list-style-type: none"> • <u>EY Leadership & Support</u>: Early Years lead has recently her ECT programme. She has a breadth of SEND experience before joining the teaching profession. Her ECT mentor is the previous EY lead and her induction tutor is the HT, so she is well supported. • <u>Timetabling – Staff needs</u>: LSA's are an experienced team & where there are less experienced staff they are paired with more experienced when working in small groups. • <u>Sharing Best Practice – Looking Inward</u>: EY lead has led whole school training on Attention Autism (Bucket) and offered individual support to those that want it. • <u>Sharing Best Practice & Looking Outward</u>: EY lead attends SEND EY cluster group meetings. This allows her to share her best practice, to learn from others and to keep up with the latest developments in EY SEND. She has also visited Healthfields and Shepherds Down SEN school enquiring about assessment frameworks and general practice. • <u>Accountability</u>: EY Lead has an annual meeting with SLT to review the EY SDP targets and also presents to Governors for the same purpose. She also presents to the Governors curriculum group annually. • <u>Transition Programme</u>: A full programme of transition from nursey to school is organised and delivered by the EY lead. This includes: home visits; observing in nursery settings; parent & child in Drum class & build to time without parents. Transition out of Drum into a pupil's next class in school is also arranged. • <u>Working with parents</u>: Transition programme begins the working relationship with parents. This is maintained through communication on Class DOJO and the EFL Parent app. 		<ul style="list-style-type: none"> • <u>Transition</u>: To establish better links with Norman Gate nursery to facilitate a clearer process for assessment visits prior to requests for placements. • <u>Parent Knowledge</u>: To provide more opportunities for parents to learn about PECS, facilitating the opportunity to practice and develop their PECS skills at home.

16-19 FURTHER EDUCATION (FE): Overall FE Judgement - Outstanding

CONTEXT

The Learners – Numbers

- 19 Pupils aged 16-19
- Gender: Boys (74%) & Girls (26%)
- Following on from Icknield upper school – 15 pupils
- External students joining us from other schools in Year 12/13 - 4

Staffing

- Teachers: 1 full time & 1 AHT 3 days in class & based at FE for rest of time.
- LSAs: 8 full time based at FE & 1 full time but split between FE & main school.
- LSA responsible for work experience based at FE.
- LSA responsible for manual handling & physiotherapy based at FE.

Curriculum - Content

- In KS5 there are 5 curriculum area: Skills for life & learning; Personal & social development; Vocational Studies; Sport, Physical Activity & Leisure; Developing Creativity & Expression.

The Learning Environment

- FE Centre is 0.8 miles from the main school site.
- Major fundraising effort to obtain over £150'000, allowed conversion of roof into learning space in 2020. Funding applied for in 2022 for the widening on internal doors, ceiling mounted hoists and other adaptations to become more wheelchair friendly. This has allowed us to education 6 children in wheelchairs at FE, where the previous highest was 2.

FE QUALITY OF EDUCATION – Judgement: Outstanding

Strengths & Impact

Intent

- Curriculum Design – Staff: Teachers & LSAs engaged in activities designed and led by the AHT to create a vision, a curriculum model & content to deliver on their vision. These activities were later used in whole school INSET in order to begin the same process in the main school.
- Curriculum Design – Parents: Parents attended an evening led by the AHT where they engaged in activities to consider their aspirations for their children's futures, create a vision for FE, and contribute to the design of the curriculum, its content and the general running of the FE centre.
- Curriculum Refinements: The AHT has led FE INSET days to review and refine the curriculum offer. This has led to greater clarity on what is taught to which students, why it is taught and how much of each learning areas should be taught.
- Ambitious Accreditation Package: Every pupil leaves Icknield FE with accreditation. Pupils strive to achieve one of 3 possible levels of the Pupil Progress Award: Award; Certificate; Extended Certificate. Students build their portfolios over 3 years to keep the option of level achieved open as long as possible. This is also linked directly to the main schools learning pathways. AHT is experienced and well qualified to deliver many ASDAN qualifications and can offer bespoke packages of accreditation if needed as a 'gateway' qualification.

Evidence

- INSET day training materials T:\Classes\FE\MISCELLANEOUS\FE Inset Days\2018-19
- Parent curriculum design input activities: T:\Classes\FE\MISCELLANEOUS\FE Inset Days\2018-19\2018 Curriculum Design Parent Input
- FE Aims & Curriculum Overview: T:\Classes\FE\PLANNING\LTP\Curriculum Model
- FE Aims & Curriculum Overview: T:\Classes\FE\

Areas for development

- Whole School Curriculum Development: To be part of the whole school curriculum development, ensuring that whatever decisions are made, FE maintain continuity and progression in curriculum content and assessment systems.
- Literacy & Numeracy LTP: Develop 3 year functional literacy & numeracy plans that demonstrate continuity of learning from the main school.
- ASDAN – Staff training & workload: Ensure all staff new to ASDAN have all statutory ASDAN training and any relevant cascade training from AHT. Work also needs to go into ensuring that all evidencing processes are as efficient as possible, specifically looking at the ability of EFL to produce suitable evidence for submission.
- ICT: To develop the teaching of ICT skills and build physical resources and technology required to do this. Be part of the whole school programme when doing this.

<ul style="list-style-type: none"> • <u>Functional Literacy & Numeracy</u>: Increasing the ability to apply literacy and numeracy skills in a functional way allows pupils to access the world around them in a more independent way and have greater influence over their own lives. Literacy and numeracy is taught in a functional way, Monday to Thursday throughout the year to all pupils. 	<p>PLANNING\LTP\Curriculum Model</p>	
<p>Implementation</p> <ul style="list-style-type: none"> • <u>Adaptive & responsive teaching – supporting each other</u>: High quality adaptive and responsive teaching has been evident in numerous lesson observations. The FE teaching team meet regularly to discuss any issues that have arisen and support each other with ideas for addressing barriers to learning and plans for lessons/activities. This is also a standing item on the weekly team meeting agenda, so LSA's and teachers can discuss underachievement and discuss ideas to overcome this. • <u>Shared planning & reducing workload</u>: As we work through our 3 year rolling curriculum plan we are saving plans and resourcing centrally, so it can be used again as a starting place when teaching the same area again in the future. • <u>Creating a conducive learning environment</u>: The learning needs of FE students are varied and incredibly broad, as we have pupils from all 4 learning pathways. To create an environment where pupils can focus and learn we use numerous strategies: sensory processing programmes, TEACCH tasks; Mixture of mixed ability and ability grouping; personalised programmes in highly motivating environments (such as functional learning in the community – 1 to 1 and in groups); Large proportion of off-site learning; Work experience placements; using external providers for variety. • <u>External Expertise – Physical, Sensory & Learning Needs</u>: We work very closely (bi-weekly visits) from OT, physio, SALT to ensure we have specialist advice on how to ensure the potential barriers to learning do not impede pupils from meeting their potential. • <u>Teaching of reading</u>: The phonics programme delivered at the main school is also delivered at FE, allowing for continuity in learning. Reading is very challenging for many of our pupils, but is so influential in achieving greater independence, so we continue to ensure pupils have phonics lessons throughout the year. 	<ul style="list-style-type: none"> • Class team meeting template agenda: T:\Minutes of Meetings\Templates • Shared planning: T:\Classes\FE\PLANNING\STP • FE PLG internal writing guidance: T:\Classes\FE\EFL • Icknield FE Aims & Curriculum overview – pg1 for how we group at FE: T:\Classes\FE\PLANNING\LTP\Curriculum Model 	<ul style="list-style-type: none"> • <u>PMLD Sensory Curriculum</u>: To do all that is required to continue to develop our PMLD provision: curriculum design; Resourcing; staff training; timetabling; reviewing with parents & staff. • Phonics: FE to ensure that whatever decision that is made within the main school about our phonics programme, that we adjust what we do to follow this. • <u>Support Staff Development – Career development</u>: To individualise programmes and personalise learning for 19 students with only 1.6 teachers requires our LSA team to lead some sessions. Without this we would not have as big an impact. It is important we continue to empower our support staff to achieve this, building knowledge, skills and understanding of what they are delivering. Using the Career development process to identify training needs is an important part of this process and something that we can build upon in relationship to whole school development of the Career development process.
<p>Impact</p> <ul style="list-style-type: none"> • <u>Transition Programme</u>: Ensuring that the outstanding work we do with FE pupils is built upon, with as seamless a transition as possible into new placements, is something we excel at. We do a number of things to achieve this: <ul style="list-style-type: none"> - Begin discussing new placements in Yr12 with parents; - Undertake a Yr14 leavers survey to gather feedback and improve what we do; 	<ul style="list-style-type: none"> • School Surveys: https://www.surveymonkey.com/ • Transition documents and annual review documents for Yr14's: 	<ul style="list-style-type: none"> • <u>Monitoring & Analysis of Impact</u>: At present we have the following in place to monitor the impact of our programme at FE: <ul style="list-style-type: none"> - Individual EFL evidence entries that give an overview of attainment and progress over a

<ul style="list-style-type: none"> - Contact new placements at the beginning of year 14 & build bespoke transition packages that gradually build over the year; - Produce a PPICC transition document for new placements - Write high quality Yr14 annual review documents to ensure EHCP re-writes are accurately made by Hants SEN and so this information is freely available for new placements. • <u>Qualifications & Next Destinations</u>: As part of the annual review process parents are made aware of the intended qualifications their child will work on (ASDAN Personal Progress – 1 of 3 possible levels). If in discussion we identify that a 'gateway qualification' is required, then a bespoke accreditation package can be delivered to ensure there are no barriers to applying for next steps that meet interests and aspirations for a particular post-19 course. 	<p>T:\PUPIL INFORMATION</p> <ul style="list-style-type: none"> • FE Curriculum pathways & accreditation: T:\Classes\FE\ PLANNING\LTP\ Curriculum Model 	<p>half-term.</p> <ul style="list-style-type: none"> - Annual PLG target setting. Teachers RAG rate progress against this and write a professional statement to elaborate on the judgement 3 times an academic year. - Termly pupil progress review meetings following each of the 3 review points mentioned above. However, we have two things we would develop beyond the above process: <ol style="list-style-type: none"> 1. The RAG rating system does not have enough steps to demonstrate progress, and for some pupils they sit in 'partially met' for a long time, despite making good progress. We would like to investigate a 4 point Likert scale and share this with the whole school in our curriculum and assessment development work. 2. Assessment frameworks needs personalising to more accurately demonstrate progress in the knowledge, skills and understanding we develop in our programme. This is a whole school target. We wish to be part of this project to ensure as through school assessment model, rather than a separate one for FE.
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FE BEHAVIOUR & ATTITUDES – Judgement: Outstanding

Strengths & Impact	Evidence	Areas for development
<ul style="list-style-type: none"> • <u>Expectations of behaviour & conduct:</u> <ul style="list-style-type: none"> - <u>Expectations of staff & pupils:</u> As with the main school, there are high expectations of all staff to support pupils with their behaviour, especially by meeting their highly varied medical, physical and sensory needs. Every child in FE has a transition document that includes key details that all staff need to be aware of to facilitate readiness to learn, learning and decrease off-task behaviour. - <u>Behaviour Support Plans:</u> At present we have 3 pupils with behaviour support plans (BSP). This document is designed to support pupils to show effective behaviour for learning, but also to guide staff what to do if physical intervention is required as a last resort. The document clearly outlines our expectations of their behaviour and specifically what we are working towards as a behaviour goal. - <u>Meeting Agendas:</u> Pupil behaviour is a standing item on the Monday morning team meeting agenda, providing opportunities to discuss concerns, troubleshoot, share best practice or promote best practice as required. • <u>Attitudes to education:</u> <ul style="list-style-type: none"> - <u>RSHE Curriculum:</u> Attitudes to learning and developing knowledge, skills and understanding that support effective learning are covered throughout our RSHE curriculum. Included in the curriculum are blocks of learning on: Skills for learning; Self-awareness and a breadth of topics about emotional intelligence. • <u>Positive & Respectful Culture & Attitudes to bullying & discrimination:</u> <ul style="list-style-type: none"> - <u>Rights Respecting Schools:</u> We are UNICEF RR School. As part of this, the upper school and FE Centre join for weekly assemblies to promote the rights of children and to consider these carefully. We promote these in a positive way as well as delivering the key message of being respectful of difference across the world. Bullying and discrimination are also covered within this programme of assemblies. - <u>RSHE Curriculum:</u> Online safety, including bullying on social media is covered as part of the RSHE curriculum. - <u>Respectful of communication needs:</u> We operate a total communication approach at Icknield and this includes the FE Centre. Staff are respectful of and value what our pupils want to communicate with us. The approach takes time, effort and commitment, demonstrating the lengths we are willing to go to in order to help our pupils be heard. - <u>School Council:</u> What our pupils have to say is important. We respect this and operate a school council. The FE school council reps chair and lead the meetings, role modelling the positive and respectful culture that we promote at Icknield. 	<ul style="list-style-type: none"> • Transition documentation for all pupils in FE: T:\PUPIL INFORMATION • BSPs for pupils in FE Centre: T:\PUPIL INFORMATION • Pupil PLGs for personal attributes: Can be found on EFL or on classroom displays • RSHE Curriculum yearly planner: T:\CURRICULUM MAPPING & PLANNING\My Self\RSHE\Planning and activities 	<ul style="list-style-type: none"> • <u>IBMP to BSP Development:</u> Following a move from Team Teach to PRICE as our behaviour support model, we have adjusted our documentation accordingly. The FE has pupils with BSPs to support some particularly challenging behaviours. The effectiveness and functionality of this document is being reviewed as a whole school and it is important FE are part of this process.

FE PERSONAL DEVELOPMENT – Judgement: Outstanding		
Strengths & Impact	Evidence	Areas for development
<ul style="list-style-type: none"> • <u>Extending Beyond The Academic, Technical, Vocational:</u> <ul style="list-style-type: none"> - <u>The FE Curriculum:</u> The FE curriculum has 5 areas of study: Skills for life and learning (SLL); Personal and Social Development (PSD); Vocational Studies (VS); Sport, physical activity & leisure (SPAL); Developing Creativity & Expression (DCE). The inclusion of PSD and DCE demonstrate our passion for a breadth of learning experience that goes beyond the academic, technical & vocational. - <u>PSD:</u> Within this section of the FE curriculum, pupils, at a level appropriate to them, cover: Family & Knowing yourself; RSHE; Personal health & hygiene; First aid; Cultural & disability awareness. - <u>Inclusive Sporting Events:</u> FE pupils access curricular learning experience from a range of external sources such as London Irish Rugby coaches, ECB cricket coaches; Zumba & Pilates instructors. They also then attend inclusive sporting events such as rugby festivals at London Irish RFC's ground; Hampshire Table Cricket and Adapted Cricket and Wheelchair Sports Festivals. - <u>FE Fete:</u> In enterprise lessons FE pupils spend the year building towards running a school Fete, producing and seeking items to sell, advertising the event and running the event. It is run during the school day and raised over £700 in 2022. The sense of achievement gained from this as a complete process is phenomenal. This money is then reinvested into equipment and experiences for our pupils. • <u>The Development of character:</u> <ul style="list-style-type: none"> - <u>DCE & Shakespeare In Schools:</u> Bi-annually, FE pupils are offered the opportunity to participate in the Shakespeare in Schools festival. We are fully inclusive and any child that wants to participate is supported as required to do so. In terms of personal development, this experience is often a highlight in a pupil's school career and is a lifelong memory. We see pupils grow in confidence each week of rehearsals and develop the breadth of skills required to work collaboratively with staff and a large cast. Performing in front of a large audience at Andover Lights Theatre is also a character building experience. - <u>Tedworth Equestrian Centre:</u> Every FE pupil has the opportunity to access the Tedworth Equestrian Centre during their 3 years with us. For those where it is identified as something that can have a major impact, this access would be throughout the 3 years. The impact that this has had on these pupils has been remarkable. The FE Lead has presented on 3 occasions to range of dignitaries about this impact, including presenting at a fundraiser for The Armed Force Equine Charity at a black tie event at The Tower of London. 	<ul style="list-style-type: none"> • FE Curriculum Model & Content: T:\Classes\FE\PLANNING\LTP\Curriculum Model • Transition documentation for all pupils in FE: T:\PUPIL INFORMATION 	<ul style="list-style-type: none"> • <u>Residential:</u> Plan, fundraise for and deliver an age appropriate residential experience such as an overnight stay attending a music festival. Work with NCS to support with staffing and funding this. • <u>Community Action Project:</u> This had begun to become a successful project with a breadth of impact on personal development. COVID restrictions halted this for 2 years. Although it can be challenging logistically to bring this to life, it is worth it and we must add this back into our FE programme and seek support to do so. • <u>Engaging volunteers:</u> The FE centre has the full breadth of need ranging from PMLD to MLD. This range of need makes it very challenging to get out in the community as often as we would like due to staffing ratios. Engaging more volunteers could help us with this barrier to getting out more.

<ul style="list-style-type: none"> - <u>Community Action Project</u>: A number of FE pupils have participated in one of 2 community action projects. The most successful was where over a period of 6 weeks our pupils renovated the garden of a local respite centre called Rainbow Corner, completely overhauling the garden: digging; planting; painting fence panels etc. - <u>National Citizen Service</u>: We have worked closely with NCS to create a bespoke package that included a 5 day outdoor activities residential, and a social project. It was a huge success and NCS valued our input on how to adapt this programme to SLD pupils. • <u>Preparation for future success in next steps</u>: - <u>SLL</u>: Huge importance is placed on preparing pupils for life after Icknield. Within this area of the curriculum, at a level appropriate to each pupils, they develop knowledge, understanding and skills in: Functional literacy & numeracy; ICT; Cooking; Home management; and Travel training. - <u>Transition to college / other services</u>: We work hard with parents to identify possible placements / services when pupils begin with us in Yr12. This gives us 3 years to get this right and build a personalised transition programme for each pupil. This could include a range of things including staff from new placements visiting us; our staff visiting the new setting to help understand new placements; regular visits to new settings; invites to special events to support transition; writing of social stories and much more! - <u>Transition documentation</u>: To maximise the chances of a smooth transition into future next steps, we prepare a very thorough transition document, transfer key safeguarding information via CPOMS and a personal meeting with our DSL where required, and ensure all other documentation such as SALT, physio, OT, etc., information is passed on. - <u>Annual Review Life After Icknield Section</u>: Pupils in FE have an extra section in their EHCP and this is for 'Life After Icknield'. This allows us to set a target that focuses pupils, parents and our staff on making sure we do all we can to ensure success continues after our pupils leave us in year 14. • <u>Preparation for life in modern Britain</u>: - <u>Learning in the community</u>: A significant emphasis in FE is to deliver as much learning as possible in context and as we are preparing pupils for their futures, we try to learn as often as possible in the community, away from the relative security of FE and school. We teach pupils how to stay safe in the community and how to cope with "what if" situations. This provides good preparation for life in modern Britain, but also helps our local community prepare for and get used to adults with SLD accessing their facilities and this is equally important in our eyes. 		
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FE LEADERSHIP & MANAGEMENT – Judgement: Outstanding		
Strengths & Impact	Evidence	Areas for development
<ul style="list-style-type: none"> • <u>Leaders</u>: FE is led by an AHT with previous experience of running a post 16 provision at another outstanding SEND School. This post began in Sept 2018. This has been facilitated by a whole school leadership structure change in 2018, where 3 AHT's were appointed, one for each area of the school, lower school, upper school and FE. • <u>Self-Evaluation</u>: To demonstrate high expectations and offer a balance of both challenge and support, a full and thorough self-assessment of the effectiveness of FE was conducted by the AHT in the summer before taking up his post. This was done with both teachers and LSAs. Assessment was against the OFSTED criteria. Development priorities were identified as part of this review. • <u>Engagement with parents</u>: Parents have been heavily involved in the evolution of FE. They have been involved in created a vision and curriculum for FE, they have fundraised heavily for FE, they attend FE events like our summer fete, we have over 90% attendance at parents' evenings and they even help decorate our building when the loft was converted! • <u>Staff Workload & Welfare</u>: When redesigning our accreditation package, we looked carefully at the implications not only for our pupils in terms of certificating their achievements appropriately, but also on staff workload. We have enhanced the certification that our pupils receive and brought this into line with the whole school curriculum but have also significantly reduced the staff workload associated with this. The FE teachers work very closely and meet frequently to support each other and ensure a balance of workload, as well as continuously consider whether the work we are doing has a proportionate impact on our pupils. 	<ul style="list-style-type: none"> • FE self-review tasks: T:\Classes\FE\REVIEWS & DEV PLANS\2017-18 	<ul style="list-style-type: none"> • <u>Engagement with parents</u>: We would like to get more parents to engage with the learning of their children. We are trialing a new evidence recording format on EFL which has a section that has a subheading "Parents could reinforce this learning by....". We need to see how this trial goes and find other strategies to get parents on board with this.

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>