



ROSEWOOD FREE SCHOOL

SCHOOL SELF EVALUATION

2023-24

Updated: September 2023

Context

- On 1 September 2017, Rosewood School converted from a Single Academy Trust (SAT) to a Multi Academy Trust (MAT) and welcomed Great Oaks School, Southampton into the MAT as an academy converted school with effect from the 1st September.
- We have established a MAT with a vision for excellence for the education of learners with special educational needs, that celebrates and uses the individual strengths and characteristics of each school, who have a shared purpose to develop through research, excellent and innovative practices that ensure individual needs are met at all times.
- The development of the MAT also provides a vehicle to address the pressures on Special School places in Southampton City and Hampshire
- In May 2018 Rosewood maintained its criteria as OUTSTANDING, building on three previous judgements of the same category in 2014, 2012 and 2009.
- Previously, a 30-place school conversion to a SAT allowed the school to double in size. A new build extension to the school was completed in August 2013
- Rosewood now has 63 main school pupils at the start of the Autumn term. The school maintains close links with colleagues from Hampshire and Southampton Portage service and we are aware of other Nursery aged pupils who may be placed during the academic year. We are at capacity at 70. The low number this year reflects the deaths of 5 of our boys last year.
- From the initial 63 the school has 31 girls and 32 boys (49% and 51%)
- The majority of learners have Profound and Multiple Learning Disabilities (PMLD) 97% with the other 3% being older learners who join us at aged 16 with Severe Learning Disabilities with additional physical and/or sensory needs. Learners with PMLD also have complex medical needs and life limiting conditions; these pupils are working at pre-subject developmental levels therefore all assessed using the Engagement Model. As a school we would assess our learners with PMLD as falling into three key developmental areas: Pre-Intentional, Intentional and Formal.
- Those learners with Severe Learning Disabilities with additional complex health, physical and/or sensory impairments are typically working on some subject specific areas of the curriculum but looking at functional application, previously described as between P4 and P8, here again we would use three developmental stages and describe these learners as working as Concrete Learners, Emerging Concepts or as Generalisers
- Pupils are placed in the school by Southampton and Hampshire Local Authorities. The school adopts a needs led admissions policy and the school currently has 70% Southampton learners, 30% Hampshire and 1 Looked After Child (Surrey) placed via Southampton LA. We have actively been involved in the discussions and work of Southampton who will be consulting on the reconfiguration of Special Schools. Within all proposals Rosewood as a specialist PMLD provision is included.

- Percentage of pupils on Free School meals is **18.42%**, 14 learners total.
- Percentage of learners by ethnic group is as follows:

Any Other White Background	1	1.32%
Asian and Any Other Ethnic Group	1	1.32%
Black - Somali	1	1.32%
Chinese	1	1.32%
Indian	6	7.89%
Kurdish	1	1.32%
Other Asian	1	1.32%
Other Pakistani	2	2.63%
White - British	13	17.11%
White - English	39	51.32%
White Eastern European	2	2.63%
White European	2	2.63%
White Other	2	2.63%
White and Any Other Ethnic Group	1	1.32%
White and Asian	1	1.32%
White and Black African	1	1.32%
White and Black Caribbean	1	1.32%

- The school has previously welcomed Southampton LA monitoring and were rated as Category A school by the City. This criteria means the City have acknowledged our quality of teaching and learning but also the positive working relationships we have with the LA. The last visit was October 2022. The LA are no longer providing this service to academies so in addition to an external advisor to the Governors for HT performance we have hired a School Improvement to do both schools in the Trust.
- The school works very closely with Southampton LA, and is seen as part of the local provision. The head is currently the Chair of the Southampton Special Schools' Head Teachers' Conference, and continues to represent this group on the Southampton SEND Partnership Board.
- To define what is an achievement or a success for learners with PMLD is challenging, as it is as unique as the child. Our beliefs and aims call upon the staff to be Responsive, Reflective & Responsible to the learner. The ultimate aim for our learners is to establish a **relationship** and **control their environment** and it is through the quality of teaching and the learning environment that the potential for this will be enabled. The ultimate success is when a staff member can feedback to a child **"I understand you"**.
- In response to the "Engagement Model" we have reviewed our approach to ensure the learning to learn aspects are fully represented in our approach. We have had a comprehensive data collection system that allows the school to look at trends and expectations. For example we have supported pupils to move into other special schools catering for pupils with a higher level of ability and school data systems indicating

	<p>both Ipsative learning and progress over time provided evidence to support these transitions. The indicators of progress are still related to the individual pupil and their personal percentage improvements are evaluated. This can then trigger additional support to class teams, families and involvement of the multi-professional team if the data indicates regression or point progress is less than previous rates. Detailed record keeping and media/film collection is then used as part of the extended evidence base to look at factors influencing pupil progress. We have also collated and analysed data to look at the rate of progress made for our Post 16 learners with Severe Learning Disabilities and are able to predict and expect rates of progress for each student.</p> <ul style="list-style-type: none"> • Since September 2020 we will be reporting separately on the Cognitive Profile as this covers the Engagement Profile lines and will produce both an ipsative score for Cognition and overall development. • Over the last two years, driven by the positive impact of the Engagement Model we have invested in developing the whole teams understanding of developmental levels and how this information can be used to involve children in their learning but also to extend learning by looking at playful and available staff engagement. We have coined the phrase “Informed SCRUFFY” as this summarises the fine detail of assessment required to understand each learner’s developmental profile and then the skills needed to be in the moment and extend learning. • The school have developed an electronic workbook system to capture data information and developed the teachers’ skills in reading data, looking for patterns and causes behind both positive findings and where there are signs of regressions in an individual’s profile. • Following a successful pilot, we have been supporting the development of an adult day provision for our leavers and have seconded a team as an interim measure while a more permanent solution in the City is developed. The Post 19 provision is funded from education, health and adult social services and considerable steps have been taken to achieve a more permanent solution to the educational needs for our leavers. The Avenues@Rose Road is a separate entity to the school but important to acknowledge as a destination for our leavers. • We work closely with a local day service provider and have supported and will continue to monitor the quality of education in a day service run by Rose Road for learners in their final year of EHCP or those who have just moved to not having a plan. This provision will be run off site and not by the school team. School leaders are commissioned to monitor standards.
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Progress against previous inspection: Last inspection 17th May 2018

Areas to improve:	Progress
Human Resources – improve procedures and record keeping particularly those relating to the appointment of staff	<ul style="list-style-type: none"> • Chair completed Safer Recruitment training provided by the Local Authority • Skills audit completed and analysed covering Trustees and Governors • Appointment of new Office Manager with Human Resources brief from January 2019 • Review of all HR procedures across the Trust instigated in January 2019 • Safer Recruitment Policy has been implemented across the Trust which includes a more robust system for highlighting safeguarding answers, reference checking and identity checks • A new filing system is in place that includes electronic and backup paper evidence personnel files • Across the MAT investment on the improved use of SIMMS • Improved delegation of duties and responsibilities across the administration team with strong and positive management by the Office Manager

	<ul style="list-style-type: none"> • During COVID Lockdown HR processes were written and implemented at RWS • From June 2021 implemented a new Business Leadership structure that included centralising HR systems across the MAT • We have recently invested, as a Trust in an online HR system, “Every” to further improve efficiency and particularly to manage absences and payroll to the highest level. • All staff involved in the recruitment process are required to complete online training on “safer recruitment”.
<p>Pupil Premium – ensure the use of additional funding to diminish the difference between disadvantaged pupils and others</p>	<ul style="list-style-type: none"> • New systems were introduced in September 18 for tracking and monitoring impact and implementation of Pupil Premium • All Governors trained on Pupil premium and responsibilities they hold; Pupil premium is now a standing item on the LGB Agenda • Having narrowed the gap in July 18 and August 19 show the gap between disadvantaged learners and the rest of the school since July 2020 analysis showed no difference between attainment of groups of learners • Deputy Head’s clear leadership ensured effective implementation of additional resources in the Autumn term 19 and 20 that we will be repeating each academic year.
<p>School improvement priorities</p>	<p>Intent 1 – Quality of Education All learners will access a curriculum relevant to their needs and delivered by well-trained and responsive adults</p> <ul style="list-style-type: none"> • <i>To develop a deeper understanding of how to develop curriculum opportunities that allow opportunities for learner- led discovery, initiation and play</i> • <i>To develop a deeper understanding of how learning intentions develop a process model style of teaching,” Informed Scruffy</i> • <i>For all the learning team understand and refer to the core developmental levels associated with PMLD learners i.e. Pre Intentional, Intentional and Formal”</i> • <i>To continue to ensure data from assessment explicitly supports the Learning Journey for every learner</i> • <i>To continue Conductive Education Clinics for advice and guidance to teams and to identify where specific interventions are required</i> • <i>To develop learning teams understanding of the impact of Hearing Impairments on learners</i> • <i>To widen the impact of music and using music to control adults across the school and ensure support is embedded in the ImPACTS curricula documentation</i> • <i>To implement the developments of the Intensive Interaction strand to inform assessment and class practice</i> • <i>To develop core descriptions of PMLD learners to include how they are able to self-regulate at different developmental levels</i> • <i>To review the Fine Motor assessment, curriculum and teaching points to reflect learning from SCRUFFY trilogy</i> • <i>To look at expanding the three levels of PMLD to four or five, establishing possibly an Early Intentional and an Early Formal stage to support staff’s understanding</i> • <i>To continue review of key curriculum areas to reflect a SCRUFFY and less target based approach to teaching and learning</i> • <i>To research the development of smell and how it can support learning for learners with PMLD</i> <p>Intent 2 – Behaviour and Attitudes All learners’ involvement in the learning process will be challenged and supported</p> <ul style="list-style-type: none"> • <i>To continue to prioritise the relationship between well-being levels and involvement in learning</i> • <i>Continued identification of learning resources by teachers earlier in the planning cycle to have full year impact</i> • <i>Continued early identification and planning of effective spending to support pupil premium and LAC</i> • <i>Continued improvement and access to resources to support learners with HI</i> • <i>To improve team awareness and ability to support learners to develop self regulation skills and techniques</i>

- To develop range of activities that allow learners to self-discover through well matched activities
- To develop staff skills of responsive teaching and learning by implementing new Engagement Scale for Staff
- To improve involvement levels for all learners by considering learning environment as part of the planning process
- To develop all learning staff's skills to present "materials for provocation" i.e. invitational learning
- To monitor use and understanding of potential of colour tents to support CVI learners

Intent 3 – Personal Development

The holistic needs of each learner, within the context of their family, will be developed through a transdisciplinary approach

- To continue raising awareness of the unique contexts of each family and respect the diversity of faiths, cultures and traditions of each
 - To explore the impact complex health has on learners, families and the staff
 - To review the post/ job specification Family Link prior to appointing new person in this role
 - To continue Island EHCP Annual reviews and develop teacher understanding of the context of the child in their family
 - To continue work on supporting families at transition points for their child
 - Maintaining high standards of Health and Safety for learners and staff
 - To ensure whole transdisciplinary team contribute effectively to safeguarding
 - To introduce Professional working space for transdisciplinary team
 - To provide training for teaching team on Advance care Planning and difficult conversations
 - To work with Education Psychology service to develop more appropriate learning Outcomes and provision recommendations for learners with PMLD for inclusion inf EHCPs
- To develop, using a range of media platforms family information pages/blogs

Intent 4 –Leadership and Management

The wellbeing and personal development opportunities of all staff will be prioritised

- Continuation of reviewing teacher workload and wellbeing of all staff
- To support teachers to develop leadership and management skills to empower their class teams using Situational leadership Model
- Updating all Safeguarding Leads and staff training including Governors with responsibility for Safeguarding
- To continue to support and develop Early Career Framework teachers providing supervision, mentoring and training as required for Year 2 ECT
- To continue to work with the LA to address significant funding concerns particularly health related funding and provision
- To develop all the team to be self evaluative and look at the skills they have and areas for development
- To ensure that awareness of the needs of the learners and the emotionally impact this can have on staff is embedded in Induction and Basic training
- To use the format of return to work meetings to ensure mental health /well being check ins are included
- To develop team awareness of the impact of disabilities on the families we work with particularly their mental health and well being
- To support new senior leader and two middle leaders in their new roles
- To review current Performance Management systems and transfer to electronic system
- To introduce a wellbeing session for staff out of school hours
- To support staff who are embarking on Level 3 qualifications

QUALITY OF EDUCATION – Outstanding

Strengths	<p>Implementation:</p> <ul style="list-style-type: none"> • The school leadership has worked with the teaching team to look at and understand what high-quality teaching and learning looks like for our learners • The school has developed a bespoke and challenging Teaching Standards document that exemplifies expectations at Rosewood Free School The school has also acknowledge the considerable impact Learning Assistants have on the quality of teaching and learning and professional standards have also been devised in collaboration with the team. • The schools teaching team have received training and time to develop a collective understanding of the responsibility of being “the leader of learning”. All teachers, including ECTs are immediately responsible for a team of staff and are required to supervise and support their professional development within the classroom. • The use of Key Skill leaders as subject advocates and the expectation to lead the development of the subject area has ensured all the team are confident in all aspects of the curriculum having actively contributed to evaluating and developing the assessments as well as the curriculum content. • From September 2023 we have strengthened our leadership structure by the addition of an Assistant Head and two middle leadership positions, an Early Years lead and a Sensory Lead. • The quality of teaching and learning is monitored by the Senior Leadership team at least three times a year by formal observation, in addition SIP improvement-based Learning walks take place with a Governor present. • Although the LA is no longer monitoring the quality of education we have as a Trust sought and found an Improvement Partner to offer the rigour that an external monitor can offer and to challenge the whole team to explain the Rosewood approach and articulate excellent learning. • Teachers use each other’s expertise, the expertise of the leadership and the wider professional team around the learners to challenge the quality of their own delivery. • The balanced implementation of each learners Individual Education Plan ensures teachers constantly reflect on learning and embedding across the whole day. • An exceptional finely graded, developmental assessment is part of the overall ImPACTS approach devised by the school and all teachers use this highly effectively. • Teachers gather data towards the assessment from regular recordings by themselves and their team; other professionals involved and where appropriate the family. • The detailed information gathered from the assessment process is used to create bespoke learning pathways for each child • All of the classrooms are designed to be learner friendly and allow for the holistic needs of each individual to be met • All staff are trained to evaluate their own engagement levels with learners and to evaluate the impact this has on the learner’s involvement in the learning process. • Carefully considered resources are available to allow access for individual learners this includes investment in bespoke positioning equipment to ensure postural management matches cognitive load and demand of tasks. • We have reviewed and have plans to revisit on an annual basis the workload demands the personalised delivery has on the teaching team. • Expectations of pace and challenge have been discussed and supported by Level descriptors exemplifying six distinct ability ranges covered across the school population. This will be reviewed as part of the SIP to see if it needs to be expanded to eight developmental levels.
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Data Summary 2022-2023

Overall 46% of learners achieved or exceeded their expected rate of progress. This is the same as last year's figures.

Year	Percentage of learners achieving or exceeding expected rate of progress
2019-2020	87%
2020-2021	66%
2021-2022	46%
2022-2023	46%

A further 25% made some progress but not as much as expected, and 29% of learners had no progress or showed some regression. These are exactly the same percentages as last year.

Although we had tried to account for the impact of Covid in our predictions this year, we are aware that there may be an element of uncertainty which is still prevalent in our data, related to the pandemic.

Looking at the link between attendance and progress we can see this:

Attendance	Percentage of learners achieving or exceeding expected rate of progress
Good / Above average	48%
Average	33%
Poor	46%

i.e. of those learners with Good attendance, 48% achieved their expected rate of progress.

There is less correlation between attendance and progress than in previous years, as some learners with poor attendance still achieved their expected rate of progress.

Looking at the data, we felt it was still difficult to return to pre-covid predictions for progress, and so instead we reviewed each learner individually according to whether any lack of progress could be accounted for. If we are able to tell the 'story around the child' and evidence why they might not have made progress, there is less concern, given that we are still reviewing our prediction patterns post-covid.

Reasons for lack of progress data were varied:

- Significant changes in physical presentation
- Surgery or prolonged hospital stays for other reasons
- Class or teacher changes during the year

	<ul style="list-style-type: none"> • More detailed assessments following training this year • Degenerative conditions or pain impacting on learners • Focus on wellbeing <p>Having looked at learners individually we were left with a small group of 5 learners for whom we could only partly explain why they might not have made as much progress as expected. Meetings with class teachers have taken place to discuss these cases.</p> <p>Of our pupil premium learners (10), 36% achieved their expected progress. For those who didn't, we were able to evidence the factors that impacted on them, so none of them were a cause for concern.</p> <p>We interrogated the data to see if there was any pattern linked to developmental levels. There was a clear difference with those learners at Formal levels of learning, in that our predictions were more likely to be achieved for these learners.</p> <p><u>Key findings:</u></p> <ul style="list-style-type: none"> • There was no further drop in the number of learners achieving or exceeding their predicted progress this year. • We have not yet been able to return to pre-pandemic patterns of prediction. This reflects national statistics in education. <p><u>Action Plan:</u></p> <ul style="list-style-type: none"> • Predictions for next year will incorporate holistic information that we hold about learners; for example – have they got major surgery ahead of them, are they on a palliative pathway, are they moving classes etc. • Where we know there is no change in medical need or social circumstances we remain ambitious for these learners and will continue to predict expected levels of progress. • Curriculum lead will undertake joint assessments of a sample of learners in the Autumn term in order to moderate assessment judgements. • >40% -usually achieved post a baseline score of a new learner 		
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	<ul style="list-style-type: none"> Completed a draft of “hearing levels” to be trialled over next academic year Provided training for ECTs on Conductive education and offered in class support sessions Produced a guide for when and how eye gaze technology can impact learners and discussed limitations Teachers are now writing analysis of data when submitting workbooks and detailing influences on outcomes We have rewritten and provided both internal and external training on using ACA 	<ul style="list-style-type: none"> Guidance on when and if eye gaze is right for a learner produced All teachers are analysing pupil data and looking at possible reasons for outcomes changing. Use of ACA observations more consistent across the school
Next Steps	<ul style="list-style-type: none"> Look at the presentation of developmental levels and how these can be communicated to the whole team to ensure they are referenced throughout a learner’s day To improve descriptors of learning levels to include the development of self regulation and support needed at each developmental level Monitor and support embedding of learner led teaching and development of responsive learning environments Review our three stages of PMLD and look at breaking down one or two of the areas to support the team to match need with learning opportunity Continue to ask teachers to review data but also to share progress of learners with class team to reinforce developmental understanding Maximise opportunities to develop learners functional physical development using physio and conductive educationalists skills Introduce a coding to explain hearing level and therefore environmental needs for each learner Implement a new assessment that looks at supporting learners to develop control from pre- intentional levels upwards To use qualified Intensive Interaction practitioner to develop in class skills and use of music to support learning Provide time for Sensory lead to research use of smells and aromatherapy for our learners Continue process of reviewing curriculum support materials to support SCRUFFY, process model teaching and learning 	
BEHAVIOUR and ATTITUDES - Outstanding		
Strengths	<ul style="list-style-type: none"> The school has a high regard for providing a respectful learning environment All staff are fully aware of the philosophy and ethos we hold as a school Staff actively seek to provide responsive learning environments that are playfully engaging to the learners The development of Individual Involvement Indicators ensures all staff understand what effective learning looks like for each learner and the motivations and approaches that will support these A changing population both in lower school and our learner who are more able in post 16 means individual behaviour plans are used to ensure a consistent approach to each learners needs The changing population has encouraged the school to look at behaviour , both those related to communication and the impact of sensory seeking behaviours on a an individual’s access to learning Whole school training on sensory behaviour and approaches to behaviour is a key feature in the schools School improvement Plan supported by plans for high quality and relevant 	

	<ul style="list-style-type: none"> • The school are investing in external trainers expert in early sensory awakening and pre requisites for self - regulation • The school has ensured the Governors fully understand their responsibility to monitor the attendance of pupils and the school actively works with families and other professionals to ensure individual attendance matters • Where any concerns on attendance have been raised these have been swiftly actioned and resolved with the wider professional team • Relationships between learners and staff is always respectful and staff recognise the key responsibility they hold to be who the learner needs them to be so the learner can flourish 		
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<p>Next steps</p>	<ul style="list-style-type: none"> • Monitor how postural management and functional movement is implemented across the school • To look at how learners are motivated to use physical skills • Focus observation and Learning walks on the learning environment and how it matches development needs of the learners in each class • Purchase basic class equipment list in Autumn term that supports responsive learning environments • Develop learning teams understanding of acoustic environments • Ensure that the use of colour tents are meeting learners needs • Develop deeper understanding of invitation presentation of resources and the impact of the learning environment on control and involvement in learning • To develop understanding of self-discovery/occupying activities and when/how these should be used with learners • Discuss changes and use staff engagement scales as part of monitoring throughout the year 		
<p>PERSONAL DEVELOPMENT – Outstanding</p>			
<p>Strengths</p>	<ul style="list-style-type: none"> • The holistic nature of our curriculum ensures the learners' broader needs are met 		

	<ul style="list-style-type: none"> • We provide high quality support to individual learners and their families • We proactively work with members of the wider professional team and aim to achieve a transdisciplinary approach to meeting the learners needs • The overall health and wellbeing is a key feature of the school and is encapsulated in one of our shared school mantras, “ Good education is caring and Good care is educational” • Respect as a key value of British values underpins and is exemplified in all aspects of our work as a school community with the learners, their families, as a team and with the wider professional community • The positive development of relationships for cognitive, communicative and emotional development is a key feature of our PSEWB Self advocacy work and is extended for our more able learners through a well-researched and relevant Sexuality and Relationships Education key Skill • We engage with colleagues from Social care and health and are very aware of the mental health and wellbeing of our learners and particularly their families • Pupil mental health and well-being • Pupil voice is advocated with learners as appropriate in an explicit way but also permeates across all learners through Intensive Interaction providing opportunities for the learners themselves to lead their own learning • We actively work with young people and their families at points of transition and significant work has taken place to review our annual reviews and conversations with families to reflect both person centred and preparing for adulthood. The island plans introduced during 22/23 were well received and changed the dynamic of review meetings. 		
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	<ul style="list-style-type: none"> • Trialled successfully MDT Annual Review that covered CiN Meeting and CHC planning in one meeting 	<ul style="list-style-type: none"> • Now represent schools on the HIOW Palliative Board to future proof the staffing by developing training materials. • All children and young people identified as ongoing concern were seen and/or contacted by a member of the MDT over the summer holidays.
Next steps	<ul style="list-style-type: none"> • Improve our skills in review meetings to ensure family voice is heard and supported to be heard by the school and the wider professional team • To continue work with Palliative team to walk alongside families • Provide teaching team with training to understand advance care planning • To access NHS training on holding difficult conversations • To review post of Family Link, to look at key duties, missing support and develop an appropriate job description and person specification • To evaluate island plans that have been completed and share as a teaching team how to ask some of the more challenging future questions • Ensure all staff understand the delegated health & Safety responsibilities given to lead staff • Introduce electronic accident & incident recording formats • Improve the quality of EHCP for PMLD learners working with the EP service and SEND team to write Outcomes and Provision • To use the information from the parent survey to develop bespoke information sharing on areas identified by families 	
LEADERSHIP AND MANAGEMENT – Outstanding		
Strengths	<ul style="list-style-type: none"> • Our school meets all the criteria for strong leadership and management securely and consistently • Leadership and management in the school is a strength and combine principled leadership with a determination for ongoing improvement • The leadership has worked to develop opportunities for teachers to be fully versed in the high professional standards expected in the school • A culture of research led work has meant risk taking to improve and develop is embraced, allowing new initiatives to be trialled and evolve in the school • Regular teacher conversations and challenge regarding aspects of teaching and learning are encouraged • The leadership has led on reviewing workload and expectations and continues to prioritise further work in this area both through self-reflection and from feedback for the teaching team • The leadership actively promotes professional development, supporting trainee teachers, ECTs and encouraging the development of middle leaders • The leadership has reviewed professional development opportunities for Learning assistants and has introduced the grade of HLTA but also is now working with a provider to ensure the qualification reflects the standards we hold as a school • The school leadership recognises the responsibility it holds for the mental health and wellbeing of all staff and have invested in training to support staff and enable leadership to fully deliver on these responsibilities • We have a culture of Safeguarding that supports effective arrangements to: Identify-pupils who need early help or who are at risk: Help-reduce the risk by securing support or referring on to those who have expertise to help and Manage safer recruitment and allegations about adults who may be a risk to learners 	

	<ul style="list-style-type: none"> • The school has a proactive and high regard for Health and Safety, particularly in the management of learners but including equipment and premises • Those responsible for governance understand their role and carry this out effectively; the trustees and LGB have a clear vision and understanding of their delegated responsibilities and ensure that leaders are held to account for the quality of education and financial management • The School improvement plan reflects the ambition and expectations the leadership has for the school as a place of continual reflection and improvement • The school actively works with families, and this is a key feature of the ethos that underpins the school. Although we are having a fallow term without a Family Link this position has further strengthen this work but also to recognise the demise in support services available to families within our school community. A letter from the family of a pupil moving on from RWS to a local special school captures the family perspective very well. 		
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Planned support and additional training identified. • All teacher requests for additional PPA time were granted • Whole team have embraced Informed Scruffy and improved awareness of VI • Use of engagement model language is well embedded across the school • Teachers have implemented and had career development conversations with support team • Three PCAs are undertaking apprentice training and one has applied for Learning Assistant post • Governors have raised challenge and questioned aspects of the SIP and evidence we have provided • Safeguarding Audit completed and new Safeguarding Governor appointed • New analysis of Safeguarding reports to support governors to challenge/support • Trust HR policies all written and ratified </td> </tr> </table>	<p>Actions from Previous year:</p> <ul style="list-style-type: none"> • Trained DHT on debriefing sessions and how to lead these • Trained new SLT member as DSL • Appointed new SLT & middle Leaders • Introduced Teachers and HLTA to the situational leadership model • Completed a series of leadership sessions with teachers and HLTAs working together • Undertaken work as part of the palliative network to look at the training needs of current educational workforce and to begin considering future needs • Supported SIP trainee on placement • Supported ECT 1's and 2's in school • Trained a new member of the team to act as professional mentor for current ECT 2 and future appointments • Invited nursing lead to leadership training • Worked with health and educational leaders to review current funding model and use of 1:1 funding • Provided training to Jigsaw team on PMLD needs and the needs of their families • Supported SALs and LAs undertaking Level 3 qualifications • Supported Post 16 trainee to complete course and take first post in school from September 23 • Introduce formal absence reviews and looked at the impact of MH in absences • Developed the whole teams understanding of developmental needs and their personal responsibility for their practice • ECT 2s both undertook curriculum work alongside an experienced teacher and delivered at teacher's meetings 	<p>Impact of actions:</p> <ul style="list-style-type: none"> • Part of whole school strategy to support changing needs of the learners will be to hold debriefing sessions • SIP trainee was appointed to a Hampshire school • New mentor for student teachers trained • New coach for ECTs trained • Assessed both ECT2 as requiring an additional term to fully complete competencies. 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	<ul style="list-style-type: none"> • Delivered input to the Governing Body on SCRUFFY and plan for improving teaching and learning across the school • Trust policy list agreed 	
Next steps	<ul style="list-style-type: none"> • Work with teaching team to review systems and expectations of teachers and staff • Support teaching team & HLTAs to develop as Leaders of teams • Ensure all staff team are fully aware of duties and responsibilities under safeguarding/ KCSiE • Introduce electronic Performance Management system • Introduce electronic Policy review and audit process • Support our ECTs in year 2 to succeed • Ensure health commissioners understand impact of health commissioned services and funding has on quality of T&L • Improve absence review meetings and raise profile of the purpose of the meetings across the team • Improve our communication, particularly at difficult times as a whole team and how we support each other 	