



White Ash Primary School

Record of Self Evaluation 2021-2022

Together, anything is possible!

Overall Effectiveness	Outstanding
Quality of Education	Outstanding
<ul style="list-style-type: none"> Teaching and Learning is at least at least good with much of it outstanding. Staff know their pupils inside out and plan meticulously to meet their unique needs. Intervention strategies are used expertly to address gaps and overcome barriers. Pupils make exceptional progress from their starting points through the provision of a relevant, engaging and challenging curriculum <i>"My child has come on more than I ever imagined"</i> 	
Behaviour and Attitudes	Outstanding
<ul style="list-style-type: none"> Behaviour for Learning is outstanding. Person centred approach to behaviour to support pupil wellbeing and skills for life. 100% of pupils feel safe at school. (Pupil Questionnaire – February 2022) 96% of parents agree or strongly agree (83%) with the statement 'White Ash understands and responds to the needs of my child' (Parental Questionnaire - February 2022) <i>"I have recommended White Ash on more than one occasion"</i> 	
Personal Development	Outstanding
<ul style="list-style-type: none"> Outdoor learning significantly enhances pupils' self-esteem, promotes pupil progress and the development of life skills. Highly personalised curriculum very successfully supports the wider needs of pupils including physical and sensory activities. Outstanding partnership with parents impacts very positively on children's behaviour and welfare. Pupils' social, spiritual, moral and cultural development are highly valued. 	
Leadership & Management	Outstanding
<ul style="list-style-type: none"> Leaders, managers and governors are tireless in their drive and commitment to ensure the education pupils receive at White Ash has the best possible impact. White Ash is an outstanding school because we continuously strive to improve our own very high standards. 98% of parents/carers strongly agree (83%) or agree that 'White Ash is well led and managed' <i>'White Ash is an amazing school, my child has flourished since starting his school journey at White Ash. The staff have done amazing throughout the Pandemic, I can't thank them enough'</i> (Parental Questionnaire - February 2022) 	
Safeguarding	Effective
<ul style="list-style-type: none"> 96% of parents/carers strongly agree (83%) or agree with the statement 'My child is safe at school'. (Parental Questionnaire - February 2022) 100% of staff strongly agree (86%) or agree with the statement 'Children are safe at this school.' (Staff Questionnaire – February 2022) 	
Quality of Early Years Education	Outstanding
<ul style="list-style-type: none"> A highly stimulating environment and personalised learning opportunities enable all children to undertake challenging activities and to make outstanding progress relative to their starting points. Very strong partnership work by the Home Liaison Officer successfully engages parents/carers from the earliest opportunities. 	

Context of White Ash School

White Ash has been judged by OFSTED to be Outstanding on two consecutive occasions, the most recent inspection being in March 2019. It continues to improve on its outstanding status as a school for pupils with learning difficulties and additional needs. The ethos of White Ash is to provide a personalised education with approaches and strategies founded on research and enquiry. White Ash believes in personal collaboration with parents and professionals and has high expectations for everyone involved in the school. We are committed to working with families to provide the very best education for pupils and to strive for positive outcomes for their future. Through the provision of a broad, balanced, relevant and engaging curriculum, White Ash continues to pursue the very best outcomes for all our pupils.

The Headteacher is an established and very experienced senior leader who has been in post during the previous three inspections. As acting Headteacher, she was successful in achieving the most recent Outstanding status.

Since the last inspection, a new and dynamic senior leadership team has been created comprising of two Assistant Head Teachers and School Business Manager. The team is passionate and committed to improving outcomes and strengthening further the outstanding provision at White Ash.

All pupils have an Education Health and Care Plan identifying a range of learning difficulties.

Pupils on roll: 112		Pupil Primary Need and Groups (2020 – 2021)	
		%	
ASD	41%	Boys	80
SLCN	12%	Girls	32
MLD	13%	LAC	2
PMLD	12%	Post LAC	0
SLD	6%	FSM	38
VI	4%	PP	38
PD	4%	EAL	21
MSI	4%	Ethnic Minority	32
HI	2%	SALT Pathways	30
SEMH	2%		

The catchment area for the school is Hyndburn and Ribble Valley though we do have some pupils who join us from Blackburn, Burnley and Pendle.

Over the past 5 years there has been a steady increase in demand for places at the school; resulting in an increase in the number of pupils with complex ASD and mental health needs.

The number of pupils on roll has therefore grown considerably and, as a result, the school has increased its physical capacity to meet the needs of these pupils. We now have 12 class groups in total with an average of 9 pupils per class.

The school has responded to the increased demand for space and made continual improvements to meet the needs of the whole school community. This includes a dedicated space for all health professionals, Home/ School Liaison, additional Quiet spaces, and staff break out areas plus fully equipped Sensory Light Suites. We are aiming for the entire school environment to mirror the outstanding teaching and learning we are providing for our pupils on a daily basis.

Attendance is consistently above the national average for special schools (90.2%), 92% during 2020-21. Persistent absenteeism is also lower than the national average for special schools. Considering the complexity of our pupils this is something we are extremely proud of. There have been no exclusions at White Ash.

We value all our staff and have developed a comprehensive CPD program to specifically enhance their skills and expertise in meeting the needs of all pupils.

The school has continued to develop links with other special schools as well as mainstream schools, in the local area and nationally. We regularly provide successful school to school support to other settings and are striving for our school to be 'hub of outstanding practise' supporting pupils with SEND across the local area in other mainstream and specialist settings.

Progress towards Ofsted next steps

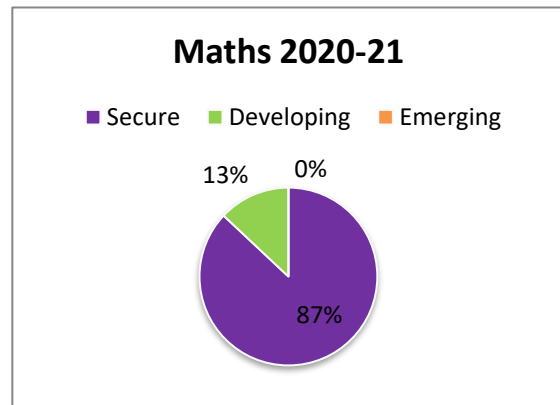
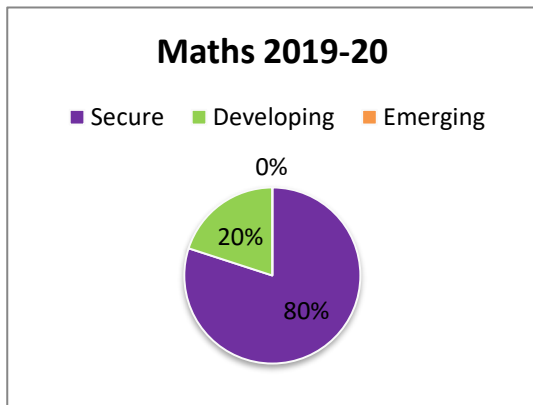
Key issue: To develop and embed the refined mathematics curriculum so that pupils make even stronger progress.

What's been done:

- Further refined the Maths curriculum within the school Progression Document.
- Worked closely with the LA Maths Specialist Advisor to provide training for all staff.
- Purchased high quality resources to meet the needs of all pupils.
- Scrutinised Maths ILP targets to ensure they are SMART, relevant and challenging.
- Effectively implemented the use of Evidence for Learning to demonstrate individual learning journeys.

What is the impact:

- Pupil progress in Mathematics has improved as demonstrated in the ILP data.
- High quality evidence demonstrated through the use of EFL.
- Staff feel more confident in the delivery of the refined Maths curriculum.



School Improvement Priorities

The School Improvement Plan focuses on our school that continues to grow to accommodate more pupils compared to previous years. We wish to build on our 'outstanding' provision and aim to do so by implementing this plan. The **key priorities** for improvement for the coming year (2021-2022) are:

Effectiveness of Leadership and Management

Priority 1: To maintain the highest standards in all areas by ensuring that the senior leadership team is strategic in its role to drive school improvement whilst steering the school through the extended recovery period.

Quality of Education

Priority 2: To embed a balanced and broad recovery curriculum so that pupils make progress from their starting points, with a focus on communication.

Behaviour and Attitudes

Priority 3: To further improve positive behaviour and attitudes to learning by increasing opportunities to support the physical, mental health and well-being of all pupils and staff.

Personal Development

Priority 4: To improve the personal development of pupils by ensuring the broad, balanced and holistic curriculum enables pupils to develop skills in preparation for their next steps.

Early Years Provision

Priority 5: To ensure the quality of education in Early Years is outstanding and that it provides a vibrant and stimulating learning environment in which children are active and curious learners.

Quality of Education: OUTSTANDING

Intent:

- The curriculum is carefully and coherently planned and sequenced so that pupils make at least good and often better than good progress from their starting points.
- We have created an ambitious curriculum which is broad, relevant and engaging, providing a vast range of experiences and opportunities to give pupils the best possible experience and to give them the knowledge and skills they need going forward.
- The school curriculum is holistic and planning is highly personalised to meet the full range of needs of all pupils. It is rooted in the secure understanding leaders have about the knowledge and skills pupils need to make the most progress they possibly can, to be able to influence their world.
- Subject Leaders know their subject well and are confident to share their knowledge and skills with colleagues within school and regularly share good practice with other practitioners in similar schools.
- The school places high importance on developing vital skills of interaction and communication with staff who know them well. The Communication lead and HLTA are highly experienced specialists in communication. Together, they support staff in the delivery of interventions to individual pupils, impacting positively on the progress pupils make across the curriculum.
- For pupils with profound needs, there is a strong focus on developing their abilities to communicate and engage with their wider environment. Pupils with complex ASD attend activities to develop their ability to communicate and socialise with each other. These include Attention Autism, Jabadao and Intensive Interaction.
- Developing pupils' independence is a key aim therefore Life Skills are featured throughout the curriculum and are treated as a Core Subject in their own right. We ensure pupils are equipped with the skills and abilities they need to be as independent as they possibly can be and to move onto their next phase of life with confidence and enthusiasm.

- Teachers' have worked tirelessly to develop the White Ash Curriculum Progression document which encompasses all areas of learning to create a holistic and relevant profile of progress for each individual pupil.
- Our Sensory Curriculum progression document has also been devised by White Ash staff who are highly specialised experts in meeting the needs of our sensory learners. This document breaks down the early stages of child development into smaller steps to meet their very individual needs and demonstrate meaningful progress.
- We continue to have high aspirations for all our pupils and developed Individual Learning Plans linked to the aspirational outcomes from pupils' EHCPs to what they are learning and the functional application of skills and knowledge.
- All pupils are set termly ILP targets in English, Maths, Science, Life Skills, Physical Development and Behaviour for Learning and Computing. These are rigorously monitored through Pupil Progress Meetings.
- A professional learning community exists at White Ash which is a reflective organisation, where research is considered and used to inform development across school.
- All staff throughout White Ash have access to high quality CPD and peer to peer support, both internally and externally, which has a positive impact on the delivery of a relevant and engaging curriculum for all pupils and therefore pupil outcomes.
- Staff are encouraged and supported to develop their own professional knowledge and skills through NVQ's, Foundation Degrees, PGCEs through the local teaching alliance, shared learning walks with School Improvement partners. This in turn impacts on pupil attainment and achievement.

Implementation:

- Teachers demonstrate an in-depth knowledge of the curriculum they teach.
- Leaders provide effective support and CPD to upskill teachers in areas outside their area of expertise.
- TAs also receive a comprehensive package of CPD to strengthen their knowledge and skills to meet the needs of all pupils effectively.
- Pupils are very well-supported by highly trained specialists in areas such as Communication, Multi-Sensory Impairment, Sensory ICT, Sensory Processing and emotionally through a trained ELSA.
- Strong partnerships exist with Speech Therapists, Occupational Therapists, Physiotherapists with individualised intervention programmes delivered through the daily learning activities to ensure that the children's specific needs are expertly met.
- The school Educational Psychologist is also highly effective in providing programmes of support for identified pupils.
- Tailored and bespoke 1:1 support by specialist teachers is in place for pupils with HI/ VI and MSI.
- Sensory Processing (Deep Pressure, Listen & Move, Sensory Diets) is provided for all pupils identified as needing this support to engage effectively. This is led by an extremely experienced Sensory Teaching Assistant and staff are committed to the delivery of this to support these complex pupils.
- Teachers use a range of assessment/progress indicators and criteria to make judgements about pupils' leaning, cognitive and general development. This helps to ensure that pupils make meaningful progress related to their individual needs, their ILPs, EHCP Outcomes, living skills and cognitive skills.
- Teachers embed principles of the SEND Code of Practice to identify desired outcomes for pupils which informs a more personalised curriculum for each pupil.
- Pupil behaviour and engagement in learning is sensitively supported through Behaviour Regulation Plans and Sensory Diets.
- Reading and phonics are taught daily linking closely with individual communication targets.
- The school employs two bi-lingual Teaching Assistants who support pupils and parents with EAL.
- ICT is used highly effectively to support the teaching and learning of early communication skills, positively impacting on the quality of lessons with pupils more engaged through interactive means e.g., interactive whiteboards, iPads, switches, switch operated toys, OMI Projector and Eye Gaze. This is enhanced further through the delivery of highly focused 1:1 bespoke sessions by our Sensory Specialist ICT Teacher.
- The school is committed to developing pupils' education, health and wellbeing at home. School has delivered Parent Workshops which are well attended by parents/carers/family members (Makaton, Autism, Managing Challenging Behaviour, Sleep, and Supporting Sensory Learners).

- Parents value how leaders and school staff provide ongoing advice to families, especially during the COVID pandemic. 98% parents felt informed during the COVID Pandemic. *“The staff have done amazing during the pandemic, I can’t thank them enough”*.
- Pupils are supported to share their learning experiences and achievements with their family through the website, school fb and class dojo.

Highlights of recent lesson observations and learning walks...

- Clear planning with clear individual learning outcomes to meet the diverse needs of pupils.
- Learning Objectives are linked directly to Individual Learning Plans.
- Staff demonstrate an in-depth knowledge of pupils and their individual needs therefore highly effective in promoting their learning.
- Teachers are passionate, enthusiastic and committed to improving outcomes for pupils.
- Lessons are highly motivating and relevant learning opportunities are planned for pupils based on individual needs.
- Excellent differentiation and a clear understanding of each pupils prior learning ensures challenge and progress.
- Lesson plans are sequential and link directly to ILP targets.
- Teachers and TAs demonstrate excellent subject knowledge.
- TAs are extremely effective in their role in supporting teaching and learning. They are aware of the learning intentions for the lesson.
- Creative approaches successfully remove barriers to learning.
- Extremely organised, with well-prepared environments and high-quality resources to promote a love of learning.
- Overall, a very good pace to lessons allowing time to process information for sensory learners and challenge more able.
- Exemplary behaviour from all pupils. Staff utilise a range of strategies including Working Towards/ Now and Next boards and Sensory Diets to effectively support the pupils to engage. Evidence of positive reinforcement is frequent during lessons and pupils clearly proud of their achievements.
- Behaviour is managed speedily and effectively with minimal disruption to learning.
- Staff have high expectations of all pupils; independent learning is actively promoted providing challenge for all pupils.
- Behaviour for Learning is promoted, pupils are observed as confident learners who are willing to take risks.
- High levels of engagement from the vast majority of pupils.
- Pupils demonstrate a mutual respect for their peers and staff.
- Staff and pupils have excellent relationships. Staff act as positive role models for our pupils.
- Pupils clearly enjoyed learning and are highly motivated by the content and delivery
- Calm and purposeful learning environments facilitate high quality learning.
- Pupil feedback is actively sought to assess pupils’ depth of knowledge, identify any misconceptions relating to the subject taught and inform future planning.
- Attention Autism is highly effective, and all pupils engage in this where relevant.
- Good use of EFL throughout school to demonstrate progress, especially using video clips to show progress in Communication, Life Skills, MOVE, Rebound Therapy etc.
- High quality marking is evidenced in workbooks, journals and EFL.
- Total communication environments promote engagement and learning. Excellent use of Makaton and visual prompts to aid understanding.
- Staff demonstrate an awareness of phonic phases and use phonological terms appropriately. Impressive to see and hear some of the pupils using these terms.
- Teachers and TAs record pupil progress using a wide range of methods.
- Pupils made good to outstanding progress in all lessons and over time as demonstrated in books/ journals/ EFL.

Impact:

- The data analysis in June 2021 clearly demonstrates that a large number of pupils in KS 1 and 2 (87%) are secure and have achieved their ILP targets which were set in December 2020. These targets have become much smarter with clearer links to the curriculum progression document and EHCP outcomes therefore the data is more reliable.
- *"My child has made amazing progress since starting at White Ash, far more than I imagined"*.
- There is a small cohort of pupils who have not fully met their expected levels of progress due to their complex medical needs either due to increased seizure activity or long periods of absence due to ill health. Interventions are planned for pupils who we feel require additional input and these are monitored throughout each term.
- For those learners where engagement is found to be below expected levels, these will be tracked using the Engagement Model. This will identify how these pupils engage in learning and adapt planning appropriately.
- The data analysis for each Cohort demonstrates that all pupils have continued to make progress in 2020-2021 compared with 2019-2020.
- Interventions have been planned for pupils who we feel require additional input and these will be monitored throughout the Autumn Term.
- There are no significant differences in the levels of achievement for pupils in the categories of EAL, ability/ need, gender, CLA, Pupil Premium and FSM. See Pupil Progress Report 2020-21.
- Pupils thoroughly enjoy attending White Ash and demonstrate a genuine love of learning (See Lesson Observations) due to the expertise of the staff in planning excellent and engaging learning opportunities. Therefore, pupils continuously progress from their starting points. (See Parental and Pupil Questionnaires (February 2022), parental advice provided at Annual EHCP Reviews and pupil progress data)
- Pupils learning needs are very well met through Individual Learning Plans (ILPs) which are accurate, appropriate and challenging driven by outcomes within the EHCPs. (See Annual Review Documentation, ILPs, workbooks and EFL Learning Journeys)
- High levels of differentiation and support from specialist staff ensure each pupil's individual and complex needs are expertly met enabling them to achieve their full potential (See Care Plans, Positive Behaviour Plans and Moving and Handling Plans).
- The small number of pupils who are not making expected progress are quickly identified and interventions are implemented aiming to improve rates of progress. The Headteacher and both Assistant Headteachers monitor the impact of this support. (See Pupil Progress Meetings)
- Teachers' accurate and thorough assessments which are moderated within school and across a network of schools (GLD Primary Schools), enable every pupil to make successful next steps in their learning. (See Moderation Meeting Records)
- Analysis of data indicates that pupils in receipt of Pupil Premium make progress that is at least as good as, or better than, their peers.
- 100% of parents/carers strongly agree (90%) or agree (10%) with the statement 'My child has access to an engaging and relevant curriculum'.
- Pupils continually overcome barriers to their learning and are challenged to take risks in a positive and safe environment. Pupils are encouraged to learn from their mistakes and understand it is OK to make mistakes.
- Pupils understand what they are learning and are encouraged to make judgements on this and consider what they could do next to make it better.
- Staff are confident in assessing pupil learning at the end of every lesson and provide feedback both orally and written which feeds directly into future lessons.
- New Specialist ICT skills document demonstrates progression for our more complex learners is now an integral part of the ICT curriculum.
- Over many years the school has encouraged and developed positive links with mainstream schools within the locality allowing for the sharing of good practise. This has improved through the close SLT network and membership of the Lancashire SENDCO network.
- Staff expertise within school has strengthened the offer of outreach support to local schools. Specialist teachers and TAs regularly visit schools in the locality aiming to improve the outcomes of pupils with SEND in different settings. Schools are 100% positive in their feedback following our support with comment such as *'It will be an immense help to current and future pupils.'*

'It has given me knowledge of things to incorporate in future learning with people of all abilities.'

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- The school is extremely proud of pupil achievements in relation to their physical development and sports. Pupils are encouraged to be healthy and be as active as possible with access to a wide range of activities to improve their physical and mental health.
- The introduction of the daily mile following the COVID Pandemic has increased physical activity across school and pupils' behaviour for learning has improved.
- In recognition of the excellent work in Physical Development, school was awarded 'School Sports Silver Award' (July 2019)
- The school plays an active role as a member of the local Schools Sport Partnership to promote participation and enjoyment for our pupils in a range of local and countywide events.
- MOVE (Mobility Opportunities Via Education) is embedded across school and led by a highly effective and passionate specialist practitioner. All pupils with a MOVE program make good to outstanding progress from their starting points and impacts positively on their physical and mental wellbeing.
- All graduates who completed their School Direct PGCE training through us secured jobs within White Ash and are all outstanding teachers and/ or leaders.

Areas for Development

- Embed a balanced and broad recovery curriculum so that pupils make progress from their starting points, with a focus on communication.
- Further strengthen SMART ILP targets with direct links to EHCP Outcomes.
- Embed Evidence for Learning to create holistic learning journeys for all pupils.
- Teachers to strengthen collaborative working and share expertise to support the recovery curriculum.
- Embed a total Communication environment and culture throughout school.

See School Improvement Plan 2021 – 2022.

Behaviour and Attitudes: Outstanding

- The school provides a calm and nurturing environment with high expectations of behaviour. The atmosphere and ethos are often complimented and positively commented upon by parents, visitors and other professionals. We are extremely proud of the outstanding behaviour of our pupils.
- Our school is positive and respectful. Staff know our children 'inside out', we genuinely care about them. An observer commented *"please may I say how lovely your staff are. The children are so well looked after and your teachers clearly care so much for them"*.
- We have high expectations of pupil behaviour and each class use the school's values and ethos to develop a sense of worth, identity and achievement.
- Identified pupils who require additional support with regulating their behaviour and well-being have a 'Behaviour Regulation Plan'. The plan details the anxiety triggers and agreed strategies that will be implemented to avoid and/ or manage these if the pupil enters crisis point. The plan is devised by the class teacher and support staff who know the pupil extremely well. They are checked and agreed by Parents/ Carers, Behaviour Lead, Headteacher and all class staff. These plans are reviewed at least annually or following a change to triggers or behaviours.
- Outstanding teamwork within the class group ensures that all staff are aware of their accountability in sharing the responsibility for supporting the behaviour of all pupils.
- Positive behaviour is promoted throughout the day with praise and encouragement alongside regular rewards including 'golden tickets/ 'wow' moments, stickers and certificates which are presented during the weekly assemblies.
- Staff promote a positive approach to behaviour management and are extremely skilled in supporting pupils if they enter crisis point.
- Personalised timetables are implemented for those pupils who require specialised interventions and are reviewed at least termly to monitor impact on academic, behaviour and personal development progress. Intensive support with 2:1 staffing is provided for those pupils who are experiencing high levels of anxiety. *"Routine is key for my child, he has come on leaps and bounds thanks to all your hard work and patience"*.
- A wide range of teaching styles and interventions such as TEACCH and Sensory Processing/ Diets are used effectively to enable pupils to engage effectively in their learning. One parent commented

- All behaviour incidents are recorded in detail on the Child Protection Online Monitoring System (CPOMS). These are regularly monitored by the DSLs and interventions put in place.
- Rigorous Behaviour Incident and Physical Intervention monitoring is conducted by our Behaviour Lead. This analysis of incidents celebrates improved behaviour by pupils and identifies any future actions. The Behaviour Lead has attended additional training in Emotional Coaching, Well-being and Mental Health First Aid and has specific responsibility for this very important area.
- There are two Team Teach Intermediate Tutors in school who deliver regular Team Teach training to all staff focusing on positive behaviour management.
- The well-being of all pupils and staff is high priority and is supported through a range of opportunities such as yoga, massage, mindfulness activities etc which are planned throughout the school day.
- We also celebrate Mental Health week with Acts of Kindness/ Friendship for both pupils and staff.
- A staff 'Wellbeing Team' has been formed with representatives from across the entire staff team. Events and activities are planned throughout the year.
- Supervision Policy and procedures are in place for all staff including half termly class team supervision meetings plus termly external supervision 1:1. "Karen is really good, I don't know what I would have done without it".
- Staff wellbeing is considered for appointments in school time, leave of absences for special occasions, lunches provided on training days, whole school wellbeing days every half term with coffee and catch-up sessions.
- New designated quiet rooms and staff break out areas have been created within school to support the mental health of everyone.
- Pupil Parliament ensures pupils voices are heard and valued so that they can play their part in making their even school better. A Head Boy and Head Girl lead the Pupil Parliament in collaboration with a teacher.
- 98% of pupils questioned feel safe at school. (Pupil Questionnaire – February 2022) Pupils feel safe because they know adults understand them exceptionally well.
- Pupils are confident that any concerns will be successfully dealt with by adults who care sincerely for their well-being. Pupils can communicate if they have any concerns due to the total communication environment.
- 100% of parents/carers strongly agree (83%) or agree with the statement 'My child is safe at school'. (Parental Questionnaire - February 2022)
- 100% of staff strongly agree (84%) or agree with the statement 'Children are safe at this school.' (Staff Questionnaire – February 2022)
- The school has a trained Emotional Literacy Support Assistant who supports pupils with emotional, social and mental wellbeing difficulties. Pupils are identified and referred in collaboration with parents/ carers and school staff.
- All staff have completed Attachment and Trauma training and feel confident and competent to support the pupils in their return to school.
- Lego Therapy has been implemented across school to meet the needs of individual pupils who would benefit from this.
- Zones of Regulation and Emotions Cards have been implemented for all classes where appropriate., helping all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- Staff are trained in Emotional Coaching so that timely support can be provided.
- Re-designed/ new approach to include Behaviour Regulation Plans to replace Positive Behaviour Plans to promote and develop the children to become more aware of their emotions and to manage their own feelings particularly during instances of challenge.
- Staff are proactive in identifying and referring pupils who require additional advice and support to a range of specialists including Educational Psychologists, Clinical Psychologists, Paediatric Learning Disabilities Team and CAMHS plus services such as Action for ASD and Children & Family wellbeing.
- Two members of staff are Moving and Handling Trainers who provide support regarding day-to-day issues. All staff are trained in moving and handling techniques for the safety of pupils and themselves. Moving and Handling Plans are in place for those pupils with specific moving and handling needs. These are regularly reviewed in liaison with therapists.
- 96% of parents agree or strongly agree (83%) with the statement 'White Ash understands and responds to the needs of my child' (Parental Questionnaire - February 2022)
- Parent Partnership is a strength of the school, and we continue to build upon this year on year.

- We continue to be committed to working together with parents and carers to ensure the best possible outcomes for our pupils here at White Ash.
- 100% of parents/carers attended Annual EHC Plan Reviews in 2020-2021.
- Our designated Home School Liaison Officer provides practical and emotional support to all families particularly those who are regarded as vulnerable. This role enables positive behaviour management strategies used in school to be continued in the home environment. Families are extremely positive regarding the support they receive.
- During the COVID pandemic we have offered virtual outreach, identified personal circumstances and provided food parcels, testing kits and home learning packs. We have ensured we have had 'eyes' on pupils and their families during the pandemic through daily class dojo contact plus weekly review phone calls. Socially distanced outdoor home visits have also taken place for our most vulnerable families.
- Comprehensive Induction and CPD programmes are established to ensure the safety of pupils and that the complex care and medical needs of all pupils are met.
- Staff are confident in dealing with any safeguarding/child protection concerns due to regular training and updates in this important area.
- The Lancashire Continuum of Need is embedded within school's policy and procedure.
- 'Intimate Care Policy' has been written and adopted by the school emphasising the right for every pupil to be treated as an individual with care, dignity and respect.
- Team Around the Family (TAF) and Child in Need (CIN) meetings identify unmet needs and all professionals work collaboratively with parents/cares to meet these needs.
- Effective transition across Key Stages due to the development of strong links with local child assessment centres, Nurseries, schools including mainstream and secondary specialist provision.

Areas for Development

- Embed the delivery of personalised interventions to engage and motivate pupils in their own learning.
- Extend the use of Engagement Model throughout school to improve the engagement of identified pupils.
- A whole school approach to mental health and well-being throughout school during the on-going pandemic.
- Supervision to be embedded throughout the school to support the wellbeing of staff.
- To continue to promote high levels of physical activity throughout school to restore good health.
- Strengthen, promote and improve the school's offer of high-quality School to School Support.
- To re-engage parents in the wider life of school.
- To re-establish and maintain links within the local community.
- To increase opportunities for shared activities/ events to recover lost relationships, ie lunchtime clubs

Quality of Personal Development: Outstanding

Evidence:

- The personal development of pupils is at the heart of everything we do. It's our 'bread and butter'!
- The curriculum offer at White Ash is designed around the child to ensure all aspects of a child's development are nurtured, promoted and valued.
- The new curriculum incorporates all aspects of learning with Life Skills and Physical Development identified as core subjects with ILP targets for each area.
- Outdoor learning significantly enhances pupil's self-esteem, promotes pupil progress, and develops life skills. The school woodland area, cycle/footpath and mud kitchen are accessed by all pupils regardless of weather and provides rich learning experiences.
- All pupils participate in regular visits within the local and wider communities including local libraries, cafes, shops, parks, nature reserves, farms, zoos, play centres and museums.
- Engagement with new community groups have developed to include the Broadfield Horticultural Project, Oswaldtwistle Church and the Brave Church.
- Adventurous outdoor activities are provided for all pupils throughout the year through day visits. Residential holidays are provided for pupils in Key Stage 2 when permitted.
- School has an active role in the School Sports Partnership where pupils can participate in competitions with mainstream and special schools through a range of sporting events such as dance, cycling, orienteering, athletics, and football.

- Links with local mainstream schools have developed further through our involvement in inter-school events such as 'We are Reading' and whole school Moderations.
- Highly personalised timetables are in place to support the wider needs of pupils including physical and sensory activities. These include Hydrotherapy, Rebound Therapy, Sensory Processing, Deep Pressure, Jabadao, Fun with Food, Eye Gaze, specialist ICT and Mobility groups.
- Sensory Processing (Deep Pressure, Sensory Diets and Sensory Snacks) is delivered throughout the curriculum led by our Sensory Teaching Assistant supporting resilience for learning for our pupils with complex ASD, ASD and ADHD.
- Every pupil regardless of their individual needs is encouraged and taught to be as independent as possible. Pupils continually overcome barriers to their learning and are challenged to take risks in a positive and safe environment. Pupils are encouraged to learn from their mistakes and understand it is OK to make mistakes.
- Pupils understand what they are learning and are encouraged to make judgements on this and consider what they could do next to make it better.
- The curriculum and pupils' learning are regularly extended through enrichment activities provided by learning outside the classroom, visits into the local community and beyond, inter-sports competitions, the schools swimming programme, activity sessions and training provided by visiting professionals and residential visits.
- The Mobility Opportunities Via Education (MOVE) program is incorporated into daily activities. MOVE targets are developed in partnership with pupils, parents/ carers, Physiotherapist, MOVE lead and class Senior practitioners.
- A new trampoline after school club has been introduced as an additional fun physical activity for more able pupils.
- The Physical Development Team ensures all physical needs are met through a range of opportunities including PE, MOVE, Rebound Therapy, Swimming/ Hydrotherapy.
- Pupils are provided with weekly swimming or hydrotherapy to promote their physical and communication skills. *"My child really enjoys school, especially on swimming days"*.
- Parent and Child Hydrotherapy sessions are delivered fortnightly and are highly effective. Parents report positively on the impact on their child and their relationship, and the emotional support offered by the group.
- School nurse is proactive in the delivery of training to meet the health needs of all pupils. Regular Paediatrician, Dietitian and Vision clinics are held in school and supported by class staff.
- Building positive relationships with parents is paramount and begins before any child starts school with the transition process. A robust induction policy and clear procedures ensures that school and parents work effectively together from day 1.
- Outstanding partnership with the Home Liaison Officer successfully engaging parents/carers from the earliest opportunities.
- Vulnerable families are provided with practical and emotional support by the Home School Liaison / Safeguarding Officer; this work is a strength of the school.
- Introduction of Parents Days Out has had a positive impact on the health and well-being of many of our more vulnerable parents and families.
- Provision of After School Clubs, Saturday Clubs and Holiday Clubs have improved the lives of many of our pupils, providing fun activities for the pupils whilst offering parents valuable respite.
- Strong links established with the local Health Assessment Unit, Nurseries and schools to provide information and support for the new children coming to school. Transition meeting with Key Workers and joint assessments with other professionals.
- Home/school relationships are excellent due to the smooth transition into school.
- Pupils in Year 6 participate in planned transition days at their new school and are accompanied by familiar staff to support them.
- We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths at a level appropriate to each individual pupil.
- Pupils' social, spiritual, moral and cultural development is extremely well promoted through a wide range of highly positive and memorable experiences which are planned for in a coherent way to support learning and promote achievement across the curriculum.

Spiritual development

- Quiet reflection forms part of every assembly and pupils respond really well by being still and respecting each other's right to a moment of peace.
- Pupils respond positively to experiences e.g., whole school faith and cultural days, assemblies delivered by the Brave Church.
- Understanding and appreciating the range of different cultures by visiting Faith Centres e.g., local Mosques and Churches to enable pupils to further develop their knowledge and understanding of the different cultures within their community.
- Every opportunity is taken to explore, respect and value others' faiths and beliefs e.g., Eid Celebration, Diwali etc.
- Pupils at White Ash love music and singing. Those with the most profound needs demonstrate levels of engagement that show consistent responses to the subject developed over a number of weeks e.g., pupils turn their heads, look, smile and anticipate their turn; on occasions they vocalise.

Moral

- Developing an understanding of right and wrong both in school e.g., each class have created their own code of conduct.
- Pupils are encouraged to think of others in need and they always respond with enthusiasm to the regular fundraising events for local charities including our own, but also Children in Need, Save the Children, Macmillan Cancer and Comic Relief.
- Being aware of the challenges facing them and their community e.g., being eco aware.
- Personalised positive handling plans rooted in social communication enable pupils to regulate their behaviour so that the impact on themselves and those around them is minimised.
- White Ash pupils are regularly praised for their exemplary behaviour when out and about in the community.

Social

- Every pupil has a means of communicating to influence their world either through speech or through Makaton/ on the Body Signing/ Objects of Reference, eye pointing, gesture, PECS, AAC etc
- Developing the skills and attitudes to enable pupils to participate fully and positively in democratic, modern Britain.
- Pupils make outstanding progress in all areas of school life enabling them to participate as full as they possibly can in modern Britain.
- All pupils within the school have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes within the school council and individual classes.
- The profile of the school and the contribution pupils can make to the community has increased through regular attendance at local mainstream school networks. In addition to this, as a Safeguarding Hub, we offer support to schools and vulnerable families within the local area.
- Pupils participating in sporting events alongside mainstream peers is extremely beneficial to all pupils.
- Pupils are encouraged to attend social events such as Valentines Discos, Charity nights, summer disco etc.

Cultural

- Termly European Awareness days and annual religious celebrations such as Eid and Diwali enable our pupils to gain some understanding of various faiths, cultures and beliefs in a meaningful way.
- Ethnic minority parents are encouraged to send specialist food into school or volunteer at these events.
- Themed cultural days in Music, Art and Dance such as our World Cup celebration, Carnival Day and British Garden Party.

Areas for Development

- Ensure any existing loss in learning is recovered through the delivery of a high quality targeted holistic curriculum.
- To monitor and evaluate the effectiveness of the wider curriculum.

- To strengthen face to face collaborative working with SALT, School Nurses and to meet the needs of the pupils.
- Provide opportunities for pupils to recover and develop their Life Skills.
- Strengthen transition within school and for Year 6 pupils.

Effectiveness of Leadership and Management: OUTSTANDING

Evidence:

- The schools forward thinking Senior Leadership Team is tireless in the drive and commitment to ensure the education pupils receive at White Ash has the best possible impact. A parent stated *"it's run very well, there is nothing I would change"*.
- The SLT have ambitious standards for the school and inspire the entire school community to achieve these standards. We are extremely proud of what we have achieved and are totally committed to further improving our outstanding provision.
- The Headteacher is a very experienced senior leader and led the school at its previous outstanding Ofsted inspection. She is designated as a Specialist Leader in Education for Assessment and PMLD, a SEND Reviewer, a strategic partner to the East Lancashire Inclusion Partnership (ELIP) and delivers training for the School Direct Teacher training programme.
- The SLT has been further developed since the previous inspection. The two Assistant Headteachers are outstanding teachers and leaders. They model outstanding teaching daily and effectively support colleagues in improving outcomes for all pupils.
- A new forward thinking School Business Manager has significantly strengthened the quality of leadership and management, she is committed to driving school improvement and ensuring we secure best value in all aspects of finance.
- The school is totally committed to 'growing our own' and leaders are quick to identify talent and develop excellent future teachers and leaders. All teaching members of SLT began their careers at school as Teaching Assistants and have been promoted over many years. The school supports staff through building capacity in the timetable to release them to complete higher level learning.
- The SLT and governors are committed to attracting, employing and retaining high quality staff at all levels.
- Dedicated Subject Leadership is timetabled for all teachers to further improve leadership of subjects. Subject Leaders have increased responsibility and management of budgets identified in action plans. These feed directly into the School Improvement Plan.
- Dedicated leadership time allows leaders to focus their attention on the education provided in school which is resulting in better outcomes for pupils.
- At school we regard Life Skills as a core subject. To reflect the importance of this area a Life Skills Subject Leader is now in post.
- SLT have reflected on the changing intake year on year and the need to provide all pupils with a broad, balanced and relevant curriculum. This has led to the review of the curriculum and assessment, which in turn led to the development of the White Ash Curriculum Progression document.
- Distributed leadership is promoted with leaders throughout school including Teachers as leaders of their class teams. Teachers lead the provision for their pupils. Teachers reflect on advice from internal and external professionals, such as Physiotherapists, Occupational Therapists, SALT, Educational Psychologists, Clinical Psychologists etc.
- 98% of staff strongly agree (73%) or agree with the statement 'I am proud to be a member of staff at this school. (Staff Questionnaire - February 2022). This demonstrates that staff morale is extremely high. The overwhelming majority of responses in the most recent staff questionnaire were extremely positive. The school is proud of this achievement.
- 'White Ash School has continued to embrace the principles of high performance and there have been significant improvements across the school which have been driven by the commitment and dedication of both the leadership team and the staff. Across all 9 indicators of the framework, there were significant examples of good practice which would indicate the opportunity for the school to be recognised at a much higher level within the Investors in People Framework'. (Investors in People).
- Excellent mentoring of PGCE students and NQTs by outstanding teachers has led to colleagues developing into high quality teachers with high standards for themselves, pupils and other staff.
- Financial management is highly effective; it is linked to school development planning and provides excellent value for money.

- The schools Pay Policy is rigorous, evidence based, focused on the teaching standards and rewards outstanding performance. All teachers are held to account to provide evidence of their performance against the set targets and UPS teachers are expected to demonstrate wider school contribution.
- The SLT recognise that staff are a key resource in school and provide an extensive CPD programme which is targeted and triangulated with the SIP, Teaching and Learning and Performance Management.
- Coherent and consistent procedures for improving teaching and learning mean that pupils benefit from highly effective teaching throughout school. Teaching and learning is at least good (100%) with 89% better than good in 2020 – 2021.
- The governors continue to work closely with the Senior Leadership Team as a ‘critical friend’ in all aspects of the school and its development.
- Governors have a very good presence in school, each with a link class.
- Governors complete an Annual Skills Audit which is used to inform the recruitment of new governors and highlighting training needs.
- The Governing Board is extremely effective and has an excellent knowledge and understanding of the school and its work and is influential in determining the strategic direction of the school. Governors provide high levels of challenge and engage very effectively with staff, pupils, and parents.
- The Governing Board is fully involved in the School Improvement Planning process, strategic development and the formulation of policy and supports staff in the implementation of our plans and policies.
- The Governing Board has a clear understanding about budget setting and financial monitoring process and ensures that “best value” principles are followed.
- Parental engagement and feedback, including the provision of parent workshops, is highly positive and extremely successful.
- 99% of parents/carers strongly agree or agree that ‘White Ash is well led and managed’ - ‘It is a fantastic school and supportive to parents as well as the children. I would definitely recommend to anyone’. (Parental Questionnaire - February 2022)
- Pupil Premium funding is focused on the provision of a wide range of interventions delivered by specialist staff leading to improved outcomes for pupils in receipt of Pupil Premium.
- PEPSA Funding for CLA pupils is accessed to improve outcomes.
- Sports Premium funding is utilised effectively to increase physical activity across school for all our pupils throughout the school year to improve health and wellbeing.

Areas for Development

- Leaders at all levels to be accountable for a successful recovery program.
- Further strengthen Governance to support the school in the recovery plan and implementation.
- Strategic succession planning to ensure leaders at all levels are effective in their roles and the needs of the school are met.
- To embed the role of Subject Leaders to become highly effective middle leaders.
- Review costs and income streams to ensure best value for the school and remain sustainable.
- Strategically plan improvements to the school environment utilising accrued reserves.

See School Improvement Plan 2021-2022.

Safeguarding: Effective

- Rigorous Safeguarding of all pupils is ensured through meticulous systems that are constantly reviewed and monitored.
- All Safeguarding and welfare concerns are recorded on our online Child Protection Online Monitoring System (CPOMS).
- DSLs liaise daily via CPOMS and respond promptly as necessary.
- All staff and governors have regular training in Safeguarding and Child Protection, Online Safety Training, CAF level 1 and Prevent.
- All governors, staff, students and volunteers have read and demonstrate a good understanding of Keeping Children Safe in Education 2021.
- The school currently has 4 Designated Safeguarding Leads (DSL) who are highly experienced in their roles.
- Safeguarding is very effective in school. Three members of SLT are Designated Safeguarding Leads and a dedicated Home School Liaison Officer provides effective links between school and home.

- The Home School Liaison Officer is a trained CAF lead professional and extremely effective. In 2020-21 we were part of a 'Shaping the Future of Early Help' pilot scheme to trial the use of the re-designed CAF with our families.
- School has strong relationships with children's social care and a range of professionals to keep pupils safe.
- A Social Worker commented *"I would like to thank Romy for the support and brilliant work you do with our young people and their families"*.
- Where appropriate pupils are taught about the risks associated with offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalization or being sexually exploited.
- Child Protection and Welfare Reviews are completed by the DSLs on a half termly basis to assess individual pupils and identify those requiring additional support. Following this, a meeting is held with the Emotional Literacy Support Assistant to discuss the current caseload and new referrals from teachers, or the information gathered via CPOMS.
- All staff have attended Prevent Training (Autumn Term 2021) and are vigilant, confident and competent to challenge pupil views where necessary.
- The school has a designated Prevent Lead (Headteacher) to provide advice and support to other members of staff on protecting children from the risk of radicalisation and extremism.
- The DSLs and Home School Liaison Officer work collaboratively with other agencies to protect pupils from radicalisation and extremism.
- The Safeguarding and Child Protection Policy is evaluated and reviewed annually in line to reflect up to date legislation. This policy is shared with all stakeholders.
- A Supervision Policy is in place and regular supervision is provided for all staff.
- All TAs monitor pupil progress and well-being under the supervision of the class teacher.
- Half termly attendance meetings with Attendance Manager. Absence concerns are recorded via CPOMS and actioned by letter or a visit from the Home School Liaison/ Safeguarding Officer.
- Procedures are in place for Children Missing in Education.
- Governors are rigorous in ensuring that policies and procedures are in place to ensure all pupils and staff are safe. There are three nominated governors for Child Protection and one for Health and Safety.
- Governors including the Headteacher, Assistant Headteachers and those with designated Safeguarding responsibilities have attended Safer Recruitment Training plus the School Business Manager therefore recruitment procedures are robust in ensuring the safety of our pupils.
- The Single Central Record is up to date and includes vetting checks on all staff, volunteers, and governors.
- The Governing Board complete an annual Safeguarding Audit and a detailed Action Plan is formed with clear targets.

Areas for development

- Regularly update staff on all aspects of Safeguarding, including the 7 minute briefings including Peer on Peer abuse (Contextual Safeguarding).
- Develop staff awareness of the new Early Help Assessment framework.
- Increase Governor awareness of Safeguarding, including KCSIE.
- Complete an external Safeguarding Audit with an LCC consultant in February 2022.
- Exploration of evidencing good practice and positive outcomes on a case study or similar
- Strengthen the safeguarding visual ethos around school.
- The voice of the child is paramount, can we use children to develop the child centred approach such as implementing a Child Led Policy. Exploration around identifying trusted adults

Quality of Early Years Education: Outstanding

Intent

- Our EYFS curriculum is ambitious because it comes directly from the children's interests and fascinations. This is demonstrated by children becoming deeply engaged in what they are doing and sustaining levels of concentration to their own abilities. The curriculum is flexible and adaptable and makes excellent use of our environment and locality. The curriculum is planned and sequenced so that at every opportunity next steps in learning are clear in all activities whether adult or pupil led.

- Leaders and staff have extremely high expectations of all children. High quality observations and assessments ensure that provision across all areas of learning is planned meticulously and takes account of children's ages, interests, stages of development and next steps for learning.
- The curriculum embeds all four principles of the of the EYFS Framework (unique child, positive relationships, enabling environment and Learning and Development).
- It presents no limits or barriers to children's achievements, regardless of their backgrounds, circumstances or individual needs.
- Leaders and staff focus on children's communication and language, which is prioritised as a crucial life skill. A total communication approach includes a range of activities such as singing songs, intensive interaction, counting activities, speech and language therapy, playing games (indoors and outdoors), use of symbols and signing etc
- Children's physical development is promoted in the outdoor play area and garden which has been developed to provide a rich and stimulating experience with a range of learning opportunities.
- Continuous Professional Development and reflection; continually improving, highly skilled, enthusiastic staff who see every moment as a learning opportunity for our children.
- Supervision is embedded within the Early Years provision and focuses on strengthening Safeguarding procedures and improving staff performance and EYFS knowledge.
- Children's welfare is paramount, and Safeguarding is rigorous and effective.
- Leaders and staff constantly strive for further improvement in the quality of education in Early Years, through EYFS network meetings, moderation, CPD and research.

Implementation

- Carefully structured and excellent planning of our 3-year topic programme also incorporates continuous provision, and is developed around the children's interests and curiosities, taking account of the wealth of knowledge gained from high quality observations of both adult and child-led activities. e.g., messy play and small world animals.
- The curriculum topics show clear progression in the skills needed across all areas of the EYFS Framework, including prime areas of learning and the characteristics of effective learning, empowering children with the confidence and skills to become successful independent learners.
- Effective baseline assessments of all children on entry to the EYFS provided through rigorous levelling using the EYFS Profile, RBA, White Ash Progression Document or White Ash Sensory Curriculum.
- Children's progress is carefully moderated each half term. All children are tracked and any at risk of not making sustained progress are identified and early interventions are put in place.
- Highly personalised learning opportunities promote rapid progress, where children are highly motivated, eager and curious about their learning. Topics are designed to inspire, motivate, and engage all children's interests and ideas such as Fairytales and Dinosaurs.
- Staff know all children exceptionally well and respond instinctively to their needs. Developing positive and trusting relationships, meeting individual personal care and medical needs. Health prescribed programmes and independent life skills are central to the daily routines of the Early Years.
- Links established with local Health Assessment Unit to provide information and support for the new children coming to school. Transition meeting with Key Workers and joint assessments with other professionals
- Excellent longstanding partnerships with parents enable us to build positive relationships with parents which is key to the success of the EYFS. Parents are actively involved with their child's induction into school. There is a robust induction policy with clear procedures. The EYFS leaders meet with parents/carers sharing information to ensure their children's needs are met from the very beginning of their journey at White Ash.

Parent/Carer Comments

"The only time I completely relax is when my child is in school"

"It's the best choice I ever made, choosing White Ash School for my Child"

"I believe they understand my child as well as I do"

"The care and love my child receives is second to none"

- Parents are continuously involved in their child's education through daily Class Dojo messages, EHCP review, Parents Evening, Open days, Parent workshops written termly reports.
- Very strong partnership work by the Home Liaison Officer successfully engages parents/carers from the earliest opportunities.
- Effective links with local EYFS providers enable children to play and learn in inclusive settings such as Brave Church in Oswaldtwistle.
- Children thrive in an environment in which they are encouraged to develop curiosity, have time to explore, practise and return to experiences to develop and master transferable skills.
- Personalised timetables for all children effectively meet their individual sensory and physical needs throughout the day, including Sensory Processing, Hydrotherapy, Fun with Food, Intensive Interaction Deep Pressure, Jabadao, Fun with Food, Eye Gaze, MOVE Programmes, specialist P.E and Mobility groups and Wheelchair Dance.
- The outdoor provision has been imaginatively enhanced with climbing equipment, sheltered areas, bike tracks and dedicated mud kitchen areas which allow children to take managed risks, develop physically, be active and challenge themselves as they learn. There is access to the outdoors in all weather conditions with waterproofs and wellingtons provided. Staff plan creative and exciting new activities that can be undertaken in our grounds e.g., Bug hunts, willow weaving dens and making bubbles on wet and windy days.
- Children develop self-belief through the positive adult role models around them.
- Children are encouraged to regulation their own behaviours, with adult support and individual regulation profiles. The EYFS staff are all trained in Emotional Coaching, children are given time and empathy to understand their own emotions with a clear and consistent approach and personal resources i.e. signing feelings, emotion cards and objects of reference.
- Children's achievements are constantly celebrated through praise and encouragement, WOW moments and Golden Tickets.
- Excellent relationships with other professionals e.g., Occupational Therapists, S<, School Nurse, Physiotherapists and Paediatricians enable the diverse range of children's needs to be met within the context of a team around the child.

Summary of teaching and learning observations in EYFS 2020-2021

- Clear differentiation to meet the needs of all children
- Highly effective support from Teaching Assistants with an in-depth knowledge of all children in the group.
- Lovely calm environment, all children were engaged and motivated in their own learning
- Opportunities throughout the session for focussed adult led learning and child-initiated play activities.
- Excellent use of holistic communication techniques such as Makaton, Now and Next and photographs.
- Behaviour Regulation activities with children personal sensory diets included in the session

Impact

- Children are motivated, eager and curious about their learning. A highly stimulating environment and personalised learning opportunities enable all children to undertake challenging activities and to make outstanding progress relative to their starting points for e.g., *On entering school H had never been separated from his family, due to the complexity of his needs. Through a thorough induction process involving, parents, other professionals, and staff training H is attending school full time with a personalised timetable and clear Individual Learning targets; he is making outstanding progress in all areas of his development.*
- Teaching and learning focuses upon the prime areas of learning and the characteristics of effective learning, empowering children with the confidence and skills to become highly successful learners throughout their school career for e.g., *when C started school, he would shout to an adult for attention or to make his needs known. He began an intense total communication programme incorporating signing, voice and PECs. C can now request an object, snack or his drink etc by using his personal pictures from his communication book.*
- Children begin to develop resilience to setbacks and take pride in their achievements for e.g.,

On joining the EYFS E could only walk a few steps by holding onto an adult's hand. Through a focussed and robust physical programme, including MOVE, rebound and hydrotherapy and mobility sessions, E built up her strength and skills. By the end of the school year, she could walk across the classroom unaided and took great pleasure in being the flower girl at a wedding, walking down the aisle independently!

- Children begin to manage their own feelings and behaviour, understanding how these have an impact on others for e.g., *J found the transition into the EYFS very difficult, he did not have any concept of routine or understanding of the effect his outbursts were having on the children around him. J was assessed and a sensory diet and regulation plan were put into place. He was given choices and his outbursts of behaviours were labelled and empathised with. Emotion cards were introduced, and staff were consistent with their approach. J was constantly praised when joining in with small group activities and his outburst began to decrease. J now plays with his peers at play times and will initiate interactions and games.*
- Children begin to develop the transferable skills needed to continue their educational journeys for e.g., *B gave no eye contact, and she would often self-regulate herself with facial movements and watching her fingers. B was introduced into a 1-1 intensive Interaction programme to develop her eye contact and facial expressions. She also enjoyed Attention Autism activities throughout the week. By the end of the Autumn Term, B would go to the gate to meet her parents, turn to wave, and say good-bye with brief eye contact.*

Areas for development

- Further develop staff knowledge of the new EYFS framework.
- To further develop the curriculum in Early Years so that it engages, excites and nurtures children to be active and curious learners.
- To become effective Emotional Coaching practitioners
- To further develop communication (expression) skills.
- To embed a total communication approach so ensure all children are provided with skills to communication their individual needs.
- To strengthen partnerships with nurseries to provide information and support for the new children coming to school.
- To re-establish inclusive links with local mainstream schools and pre-school settings