



## White Ash Primary School

### Record of Self Evaluation 2024-2025

*Together, anything is possible!*

#### Context of 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 a full time Deputy Headteacher, part time Assistant Headteacher, Early Years Lead 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: 116		Pupil Primary Need and Groups (2024 – 2025)	
ASD	56	Boys	82
SLCN	17	Girls	34
MLD	14	CLA	3
PMLD	9	Prev LAC	2
SLD	6	FSM	43
VI	13	PP	43
PD	13	EAL	18
MSI	3	Ethnic Minority	33
HI	3	SALT Pathways	14
SEMH	0		
<b>Informal pathway</b>	<b>Pre- Semi Formal pathway</b>	<b>Semi Formal pathway</b>	<b>Formal pathway</b>
<b>22</b>	<b>59</b>	<b>23</b>	<b>12</b>

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 sensory regulation 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 a range of 9-12 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, Family Liaison, additional Quiet spaces, and PPA areas plus fully equipped Sensory Light Suites. We are aiming for the entire school environment to mirror the high quality 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%), 90% in 2021-22 and 91% in 2022-23 and 91% in 2023-24. 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 supporting pupils with SEND across the local area in other mainstream and specialist settings.

### **Previous Ofsted Inspection Grade March 2019:**

**Outstanding judgement**

**Ofsted Key priority - Quality of Education:** To develop and embed the refined mathematics curriculum so that pupils make even stronger progress.

#### **Action taken:**

- Further refined the Maths curriculum within the school Progression Document.
- Updated Lower school and Upper school schemes of work for Maths. Ensuring consistency and fluency.
- Created 'What Maths looks like at White ash, document for each learner Pathway
- Maths interventions to support children identified as requiring additional support.
- Worked closely with the LA Maths Specialist Advisor to provide training for all staff.
- The introduction of Lancashire LAPS (progression steps). This is used as a teaching tool for teachers to know what to teach next e.g. once one area of learning is secure, what can we teach next to challenge further?
- CPD in Maths increased through termly Maths Network Meetings, courses and conferences. Feedback is shared with all teachers.
- Maths moderations in school and in collaboration with a mainstream setting.
- 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 EfL to demonstrate individual learning journeys.

#### **Impact:**

- Relevant, challenging and progressive maths curriculum
- High quality teaching & learning observed across school
- Teachers have access to a wealth of relevant resources and teaching tools to support their delivery of maths
- Improved pupil outcomes, within all pathways, from their starting points. Autumn 2024 92% of all pupils achieved their Maths ILP targets.

- Governors' gained a greater understanding of the Quality of Education.

## **Key Strengths since the last Ofsted:**

### **Leadership & Management**

- The SLT have continued to work collaboratively to ensure the curriculum at White Ash is highly personalised to meet the needs of all pupils. *"The leadership team has maintained the outstanding quality of education in the school since the last inspection" March 2019*
- There is a clear vision for the school which is embedded through the school's motto. *"Leaders have a strong and clear vision. The school motto of 'Together, anything is possible' is tangible throughout the school" Ofsted March 2019.*
- The school has a clear succession plan in place for future leaders.
- Further developed middle leaders – 2 have completed NPQ in Leading Behaviour & Culture. A further 2 are on track to complete a NPQ in Teaching & Learning Jan 2025.
- EYFS lead successfully completed the NPQEYL Dec 2024
- Deputy Headteacher successfully completed the NPQH Dec 2024
- 1 TA successfully achieved QTS via the Apprenticeship scheme Sept 2024 and now a successful ECT within school
- Strengthened Governing Body

### **Quality of Education of Education**

- Assessment – introduction of EFL to demonstrate clear learning journeys and the Engagement Model for our most complex Pre semi formal learners
- Formalised Curriculum Pathways & personalised delivery of each
- Updated Computing Curriculum
- Strengthened whole school approach to reading
- Communication has much improved with investment in training for all staff (teacher trained in ELklan), excellent relationship with new SALT, total communication environment, introduction of TaSSeLs (Tactile Signing for Sensory Learners)
- Personalised interventions utilising external providers
- Increased enrichment opportunities throughout school
- Achieved & maintained School Sports Gold award
- Achieved Learning Outside the Classroom Silver award
- Improvements to the school environment to reflect our Outstanding status

### **Behaviour & Attitudes**

- Expanded Mental Health and Wellbeing Team
- Behaviour Team expanded to include Emotional Coaching Practitioners and Sensory Regulation specialist
- New designated wellbeing areas for pupils

### **Personal Development**

- Gained full Equality Mark status
- Physical Development has strengthened with a new cohesive PD team. Achieved MOVE Silver award (Dec 2023) in recognition of this.
- Combined MOVE to Handle plans
- New Physical interventions for Pre Semi-formal learners

## EYFS

- Outstanding outward looking and passionate EYFS lead and practitioner
- Improved external continuous provision opportunities
- Increased training opportunities including 'job swaps' for TAs
- Highly skilled EYFS teacher and support staff

<b>2023-24 School Improvement Priorities</b>	
<b>Priority</b>	<b>Impact</b>
<p><b>Leadership &amp; Management:</b></p> <ul style="list-style-type: none"> <li>• To ensure the new leadership structure leads to substantial and sustained whole school improvement in which leadership at all levels is enhanced and strengthened.</li> </ul>	<p>The leadership team remains strong with the phased retirement of an AHT.</p> <p>New DHT highly effective in her role.</p> <p>Increased confidence &amp; competence of the EYFS lead and her team.</p> <p>2 teachers have completed the NPQ in Leading Behaviour &amp; Culture in Dec 2023. Both successfully lead on Behaviour.</p> <p>1 TA successfully achieved QTS via the Apprenticeship scheme Sept 2024 and secured a teaching position within school.</p> <p>Family Liaison Officer is now a Sleep Practitioner to support pupils and their families. Additional Emotion Coaching Practitioner &amp; Mental Health lead Additional Team Teach Trainer Additional DSL New Governors developed knowledge &amp; skills</p>
<p><b>Quality of Education:</b></p> <ul style="list-style-type: none"> <li>• To improve the quality of education through personalised learning pathways so that pupils are better prepared for their next steps.</li> </ul>	<p>Personalised curriculum pathways in place</p> <p>Improved staff confidence in the assessment of our pupils in Cohort 2.</p> <p>Staff have worked collaboratively to ensure intervention groups are linked closely to pupils needs.</p> <p>Improved pupil outcomes. The vast majority (82%) of Pre Semi Formal Pathway learners met their expected targets in 2023-24</p>
<p><b>Behaviour &amp; Attitudes:</b></p> <ul style="list-style-type: none"> <li>• To improve behaviour and attitudes in school through wider emotional support for staff, pupils and parents.</li> </ul>	<p>Revised strategies in place to support the emotional wellbeing of pupils within the home.</p> <p>Strengthened knowledge and skills of parents to support their child.</p> <p>Provide timely and appropriate support to all families utilising specialist health &amp; wellbeing services.</p>

	<p>Parents aware of the support available in school and within the wider community.</p> <p>Clear routine and boundaries in place.</p> <p>Pupils feel safe, secure and ready to learn.</p>
<p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>To further enhance pupils' personal development by improving opportunities for indoor and outdoor play and physical well-being.</li> </ul>	<p>Improved outdoor areas across school including new Sensory activity boards for KS1 &amp; 2, new trim trail and climbing equipment, focused bug exploration area, welly shed, wall bars &amp; mirrors to promote independent standing. New soft surface sensory exploration/ relaxation area.</p> <p>Identified TA &amp; HLTAs to lead lunchtime activities.</p>
<p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>To ensure children in the Early Years have the best possible start to their learning journey through well-planned activities linked to the EYFS Framework that engage and capture their imagination.</li> </ul>	<p>Almost all (93%) pupils were consistently secure in their ILP targets over the year.</p> <p>High quality evidence through learning journeys, floor books.</p>

**2024 -25 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.

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**Effectiveness of Leadership and Management**

Priority 1: To strengthen, support and promote the role of staff at all levels within school to retain a highly skilled workforce to ensure pupils' have the greatest outcomes.
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**Quality of Education**

Priority 2: To improve the outcomes of the Pre-Semi Formal learners and Formal learners through personalised learning and challenge.
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**Behaviour and Attitudes**

Priority 3: To develop a cohesive approach to provide a safe, calm, structured and positive environment in school to support mental health and wellbeing for the whole school community.
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**Personal Development**

Priority 4: To embed opportunities for pupils and their parents/ carers' to develop their understanding of the importance of physical health and wellbeing in preparation to lead healthier, independent lives.
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**Early Years Provision**

Priority 5: To ensure the EYFS team deliver the curriculum effectively, focusing on ambitious next steps and challenge through playful learning experiences.

## Leadership and Management: OUTSTANDING

### Key Strengths

- 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:
  - 100% of parents stated they would recommend White Ash to another family (Parental Questionnaire – February 2024)
  - Parents have reported that White Ash ‘cannot be improved’, a ‘5 star review’ (Parental Questionnaire - February 2024)
- 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 SLT have continued to work collaboratively to ensure the curriculum at White Ash is highly personalised to meet the needs of all pupils. *“The leadership team has maintained the outstanding quality of education in the school since the last inspection” March 2019*
- There is a clear vision for the school which is embedded through the school’s motto. *“Leaders have a strong and clear vision. The school motto of ‘Together, anything is possible’ is tangible throughout the school” Ofsted March 2019.*
- The Headteacher is a very experienced senior leader and led the school at its previous outstanding Ofsted inspection. She is a designated Specialist Leader in Education for Assessment and PMLD, a SEND Reviewer, and an advisor within the local Inclusion Hub to help reduce exclusions in the local area.
- The SLT has been further developed since the previous inspection. There is now an established Deputy Headteacher who was previously an Assistant Headteacher within school. She has recently achieved her NPQH qualification and is a highly effective leader.
- The remaining AHT is now part-time, 3 days per week, and working towards retirement in Summer 2025. She is very experienced practitioner and leader who effectively supports colleagues in improving outcomes for all pupils. The school has a clear succession plan in place.
- The 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 and 4 teachers 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 EYFS lead successfully completed the NPQEYL Dec 2024
  - 2 teachers have completed NPQ in Leading Behaviour & Culture in Dec 2023.
  - 2 teachers are on track to complete a NPQ in Teaching & Learning Jan 2025.
  - 1 TA successfully achieved QTS via the Apprenticeship scheme Sept 2024 and is now a successful ECT within school.
  - The Family Liaison Officer is now a Sleep Practitioner.
- The SLT and governors are committed to attracting, employing and retaining high quality staff at all levels.
- We have a focus on enhancing staff wellbeing and reducing workload.
- 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 monitoring of the education provided in school which is resulting in better outcomes for pupils.
- The SLT continuously reflect and review the curriculum to meet the needs of the changing intake year on year in order to provide all pupils with a broad, balanced and relevant curriculum.

- 100% of staff strongly agree (70%) or agree with the statement 'I am proud to be a member of staff at this school. (Staff Questionnaire - February 2024). 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.
- Excellent mentoring of PGCE students, NQTs and now ECTs, 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 substantial and sustained 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 demonstrating high quality Teach First approaches.
- 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 area.
- 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.
- A parent commented that White Ash is 'A fabulous special educational setting where children are all included regardless of ability' (Parental Questionnaire - February 2024)
- 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**

- To strengthen, support and promote the role of staff at all levels within school to retain a highly skilled workforce to ensure pupils' have the greatest outcomes.
- Increase opportunities for all staff to gain essential qualifications to enable progression opportunities.
- Liaise closely with LCC to plan new capital developments throughout school, utilising reserves to achieve best value.
- Plan new capital expansion project to create additional pupil places.

See School Improvement Plan 2024-2025.

## Quality of Education: OUTSTANDING

As a school, we have reviewed our curriculum content and in doing so, have gone through the following process:

- Identified strengths and weaknesses in our previous curriculum content and from this we have introduced 5 curriculum pathways.
- Analysed data, curriculum impact and individual outcomes.
- Identified pupils who are in need of extra interventions.
- Identified where pupils made less than expected to exceptional progress and revised our curriculum pathways to ensure we provided high quality education that meets the individual child's needs

### **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.
- There are 5 curriculum pathways which are EYFS, Informal, Pre Semi-formal, Semi Formal and Formal pathways. Our children are learning to learn, and the smallest of steps are celebrated. Lessons and activities are planned carefully through our curriculum maps to engage the children.
- The Engagement Model is used to assess the progress for our Informal and Pre-semi-formal learners and those learners who are accessing non-subject specific learning activities. The Engagement Model assesses linear and lateral progress for learners as well as their consolidation and maintenance of knowledge, skills and concepts in the following five areas of Exploration, Realisation, Anticipation, Persistence, Initiation.
- 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.
- 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. 100% of pupils were secure in the communication intervention target during 23-24.
- We utilise outside teacher specialists in communication and interaction including weekly Talk First as well as music and singing sessions.
- We recognise that reading is a core skill and will help prepare pupils for the opportunities and experiences of later life. It is integral to our school curriculum and a fundamental life skill that impacts on the acquisition of knowledge. It is our intent to ensure that all children will receive the teaching of early reading through systematic, synthetic phonics to experience sounds, learn to read words and simple sentences accurately. In school, we use the Bug Club Phonics scheme. This is a consistent approach to the teaching and delivery of interactive and engaging Phonics sessions, providing a range of opportunities for pupils to develop and extend their phonics awareness and skills, throughout the whole school. When entering year 3, those who have struggled with phonics, Words First is introduced to support their development of reading alongside phonics.
- 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.
- 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 core ILP targets linked to their curriculum pathway. 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, NPQ's through the local teaching alliance, shared learning walks with School Improvement partners. This in turn impacts on pupil attainment and achievement.

### **Implementation:**

- Teaching is highly personalised to meet individual pupils' learning needs according to their curriculum pathways such as Informal, Pre semi formal, Semi Formal and Formal. Lessons are highly differentiated, Individual Learning Plans (ILPs) are accurate, appropriate and challenging driven by outcomes within the EHCPs.
- 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 and Sensory Processing.
- 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' learning, 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.
- Pupil behaviour and engagement in learning is sensitively supported through Behaviour Regulation Plans and Sensory Regulation Plans.
- 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).
- Good parental partnerships; - teachers and parents meet to set and then review shared goals. Home Learning and individual targets are shared with parents each term.
- Pupils are supported to share their learning experiences and achievements with their family through assemblies, learning journeys, pupil voice, lucky leaves, 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.
- High quality teaching and a clear understanding of each's pupils prior learning to ensure challenge and progress.
- Extremely organised, all resources and environment prepared well
- High quality resources utilised creatively to engage the pupils
- TAs deployed effectively to promote engagement.
- Staff demonstrate an in-depth knowledge of pupils and their individual needs therefore highly effective in promoting their learning. (See *lesson observations*).

### Impact:

- The data analysis for 2023-24 clearly demonstrates that a large number of pupils in KS 1 and 2 (81%) are secure and have achieved their ILP targets. These targets have become much smarter with clearer links to the curriculum progression document and EHCP outcomes therefore the data is more reliable.
- *'When my child was diagnosed, I was told they would be mute and unable to achieve many activities, but White Ash has helped my child to talk and does lots of activities. Wonderful school, excellent teachers' (Parental Questionnaire February 2024)*
- The Deputy Headteacher reviews all pupil progress three times a year and meets with teachers to ensure that ILP targets are appropriately challenging, effectively taught, assessed and evidenced. Any children making less than expected progress are identified and we ensure they are on the correct curriculum pathway. They may also be given intervention support.
- ILP targets have become more achievable because of the effective work done by the SLT) with teachers. They have worked to make the targets more SMART (Specific, Measurable, Achievable, Relevant, Time-bound), which has helped improve focus and success.
- 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.
- Pupils in receipt of pupil premium do as well if not better than their peers as a result of the provision put in place for them as funded through Pupil Premium. (See Pupil Progress Evaluation 2023-24)
- 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 2024, parental advice provided at Annual EHCP Reviews, case studies, learning journeys, termly reports and pupil progress data)
- 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. *'Jax has started to use the TEACCH approach for English and Maths lessons. Jax initially seemed confused and reluctant to approach his workstation. Jax would become distressed at the thought of having to complete any 'work' to then receive his reward. Adults within the classroom used consistent approaches and created a curiosity and eagerness within Jax to come and sit with an adult to complete set tasks. Jax quickly learnt that the strip in front of him with shapes on represented the amount of tasks within zippy bags. Adults used clear vocabulary e.g. 'star task first' or 'star task is finished'. Jax then started to be willing to sit for short periods of time and would complete each task then put the shape into the 'finished bag'. Over time, Jax would consistently access the learning every day and would then receive his rewards resulting in Jax being happier, calmer and eager to learn. Jax thrived on the set routine and made amazing progress within the tasks set for reading and writing. Jax's communication also improved as he started to use his voice to communicate using single words. Staff modelled the use of clear and single words during the lessons and then Jax started to copy and even form simple sentences to communicate his wants e.g. work first then field?'*
- Pupils' learning needs are very well met through personalised curriculum pathways, adaptation of lessons, 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) For example: *Alex has a personalised curriculum which incorporates all his sensory 'snacks' and interventions to help keep him regulated. Alex is working on the Pre-Semi Formal pathway and is making super progress with his ILP targets, he has just met all of his Autumn term 2024 ILP targets. Each target is chosen and*

*made 'SMART' to ensure it is achievable with the correct amount of challenge. Alex participates within lots of short tasks and activities to work on his ILP and EHCP targets. Alex is very happy and calm at the minute and enjoys school and his routine.'*

- High quality teaching 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, Behaviour Regulation Plans and Moving and Handling Plans). *"There is a remarkable difference since he started at White Ash, his English, Maths and self-confidence with regard to day to day activities"*.
- Teachers' accurate and thorough assessments which are moderated within school and across a cluster of schools, enable every pupil to make successful next steps in their learning. (See Moderation Meeting Records)
- 100% of parents/carers strongly agree (83%) or agree (17%) with the statement 'My child has access to an engaging and relevant curriculum' (February 2024).
- 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 network of senior leaders within the local area.
- Headteacher at West End School commented *'We have developed a really effective link with White Ash over the last 12 months. During the academic year we hosted children from White Ash who took part in sensory sessions with some of our pupil who have additional needs. This was very positive for both groups of children and these visits were reciprocal with colleagues at White Ash inviting our children to attend events held there. Observing the interactions between White Ash staff and their students has supported our development of effective practice when dealing with children with SEND.'*
- We also offer school to school support for local mainstream primary schools so that they can meet the needs of their every growing SEND population and reduce exclusions. Feedback has been extremely positive

*'I can't fault this service they are quick to arrange appointments for observations and a report is sent back within 7 days.'*

*'Lots of time spent with pupil and adults who support them. Detailed report with clear recommendations'*

*'I have used the school to school support a number of times now and I have always found their support and recommendations spot on'*

*'Hopefully, we will be able to better implement strategies that support the child's needs. This will support both her learning and progress, and that of the other children in the class, hopefully as a result of less disruptive behaviour'*

- In the summer term Owl class took part in an Inclusive Sports day link with West End primary school. They took a class of 10 pupils from White Ash who were supported by their Year 6 pupils. During the event all pupils took part in a carrousel of sporting activities. This event was thoroughly enjoyed by all.
- 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 comments such as *'It will be an immense help to current and future pupils'* and *'It has given me knowledge of things to incorporate in future learning with people of all abilities.'*
- 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.
- In recognition of the excellent work in Physical Development, school maintained the 'School Sports Gold Award' (June 2024)

*3 years ago Alex would struggle to access Physical Education sessions and events. Alex would retreat away from the sessions, refuse to join in and did not attend any out-of-school events e.g. school game events with his peers. Alex has since gained confidence through the support of his teaching support staff and has slowly gained confidence in attending sessions within and outside of school. Recently Alex has attended multiple events such as GLD football tournaments, Bowling and in-school dance workshops and even came away with an award from an event and excitement on his return to school showing this to multiple members of staff proud of his achievements. Alex has shown resilience and growth in confidence which is fantastic to see.*

- 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.

### Areas for Development

- To improve the outcomes of the Pre-Semi Formal learners and Formal learners through high quality teaching and personalised learning timetables.
- To ensure all staff have the skills and knowledge to improve the outcomes of pupils following the Pre-Semi Formal Pathway.
- KS2 learners to make improved progress in English through targeted interventions.

See School Improvement Plan 2024 – 2025.

## Behaviour and Attitudes: Outstanding

Our judgement is formed through analysis of our monitoring and evaluation systems, which include

- Analysis of Attendance Data
- Learning Walks
- Behaviour Regulation Plans/Risk Assessments
- CPOM Logs
- DSL meetings
- Behaviour Regulation Team meetings.

### Key Strengths:

- All staff have received training on understanding and supporting behaviour at induction and throughout the year.
- A comprehensive induction plan is well established to ensure the safety of pupils, staff and that the complex care and medical needs of all pupils are met.
- Some staff have undergone training on Trauma and are aware of the impact of trauma on children. (All staff to be trained over 24-25/ 25-26)
- All staff are trained in Sensory Processing and Emotion Coaching which has a positive impact on their ability to help the pupils manage their behaviours and access learning more effectively.
- 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". An education centre also wrote "I just wanted to say what a wonderful class that visited the Ark on Monday, I really hope you can fetch more pupils I think they gained so much from the session as did the teachers, who are wonderful! Lucky children."*
- Identified pupils who require additional support with regulating their behaviour and well-being have a 'Behaviour Regulation Plan'. The plan identifies the triggers and what the agreed strategies are that will be implemented. The plan is devised by the class teacher and support staff who know the pupil extremely well. They are discussed regularly and reviewed as required by Parents/ Carers, Behaviour Lead, Headteacher and all class staff.
- Behaviour Incidents and Physical Intervention monitoring is conducted by our Behaviour Regulation Team.
- Pupils are provided with a range of strategies to manage their own behaviours and sensory regulation. This reduces the need for physical intervention as pupils' progress through school.
- Teachers have embedded opportunities for active learning and movement breaks within their lessons.
- 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.

- 80% of pupils questioned feel safe at school. (Pupil Questionnaire – February 2024) Pupils feel safe because they know adults understand them exceptionally well.
- 100% of parents/carers strongly agree (92%) or agree with the statement ‘My child is safe at school’. (Parental Questionnaire - February 2024)
- 100% of staff strongly agree or agree with the statement ‘Children are safe at this school.’ (Staff Questionnaire – February 2024)
- 100% of parents agree or strongly agree (83%) with the statement ‘White Ash understands and responds to the needs of my child’ (Parental Questionnaire - February 2024)
- 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.
- We work closely with a range of professionals including LCC School Attendance Support Team, East Lancashire Mental Health, Julia Dyer etc.
- A highly experienced HLTA supports identified pupils through weekly 1:1 or small group interventions such as Neighbourhood, Teddy Talks, Sensory Gym, Lego club.

### **Areas for Development**

- New cohesive behaviour regulation team to establish their roles.
- Additional Emotional Coaching Practitioner to develop her role throughout school to include supporting parents.
- All staff to attend Attachment and Trauma training, so they feel confident and competent to support the pupils. Through VR headset training and attachment and trauma training. This will be a rolling 2 year programme.
- To further improve engagement and readiness for learning by ensuring that pupils have the strategies to understand their emotions and regulate themselves.
- To ensure staff are confident in using a range of de-escalation strategies effectively to support pupils to manage their own behaviours.
- To embed the school’s vision and values

See School Improvement Plan 2024-2025.

## **Quality of Personal Development: Outstanding**

Our judgement is formed through analysis of our monitoring and evaluation systems, which include:

- Our Equality Action plan which has been updated to reflect the needs of school.
- Achieving the MOVE Silver award.
- New MOVE to Handle Plans.
- Increased Adventurous activities provision both on site and outside of school.
- In making this judgement leaders have considered the extent to which the school experience for our pupils is holistic and supports their overall health and wellbeing.

### **Key Strengths**

- The personal development of pupils is at the heart of everything we do.
- The curriculum offer at White Ash is designed around the whole child to ensure all aspects of a child’s development are nurtured, promoted and valued.
- Outdoor learning significantly enhances pupils’ self-esteem, promotes pupil progress and the development of life skills.
- 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.
- Additional focused physical interventions also utilise local facilities such as the Sensory Gym, Adventure city.
- Engagement with community groups include Oswaldtwistle Church, Brave Church, Rotakids, River Trust, Sporting NRG, Football in in the Community and Lancashire Cricket Foundation.
- The curriculum and pupils’ learning are regularly extended through enrichment activities. Adventurous outdoor activities are provided for all pupils throughout the year through day visits and on site sessions. Residential holidays are provided for pupils in upper Key Stage 2.

- 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, swimming, orienteering, athletics, and football.
- Pupils' physical wellbeing is a priority at White Ash with daily morning activities such as the Daily Mile and Sensory Processing. Regular movement breaks are incorporated throughout the school day.
- The 5 Healthy Aims are promoted daily and pupils are encouraged to make healthy choices.
- Links with local mainstream primary schools have developed further through our inclusive links.
- Highly personalised pathways are in place to support the needs of all 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, Listen & Move, Sensory Diets) is delivered throughout the curriculum to support resilience for learning for all 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.
- The Mobility Opportunities Via Education (MOVE) program is incorporated into daily activities. MOVE targets are developed in partnership with pupils, parents/ carers, Physiotherapist, and class practitioners.
- *'Bobby started using the MOVE Programme in 2021. Before starting MOVE B had limited mobility. He couldn't stand without support, and he couldn't walk unaided, so he used to crawl from place to place and use a rollator. Since starting MOVE, Bobby's mobility has improved so much! He worked towards standing and walking with no support, then moved onto supported walking, and finally now to walking independently and going up and down steps! He has also learned how to open and shut doors so he can go where he wants to. Bobby graduated from Mobility in 2023 and now loves to keep his skills up to date walking round and exploring the outside environment independently and interacting with his peers and staff.'*
- *Zakhariah – before starting on the MOVE program, Zakhariah required multiple supports when sitting, but now he has generalised his sitting skills and is able to sit stably with minimal support in different environments. He has also developed his movement and core strength while sitting and can reach forward to grasp objects, which has helped him develop his independence skills because he can reach for items, he wants instead of relying on others to pass them to him. Alongside these social skills, Zakhariah has developed more physical strength, and is now able to sit unaided for 4 minutes. He is continuing to build on his sitting skills by learning to sit independently during registration, rebound, while being gently bounced on the trampoline, sitting on the side in hydrotherapy and MOVE to music sessions.*
- Parent Governor comment *'MOVE is a fantastic programme delivered within White Ash School. The programme is brilliant for providing children with limited mobility the opportunity to strengthen, co-ordinate and improve movement with amazing results.'*
- 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. One parent commented *"his mobility has vastly improved thanks to the fantastic support he gets from all staff". The Move Europe Coordinator stated "From what we have seen in all of our interactions with White Ash Primary School, you have done a brilliant job in embedding MOVE across the organisation and are consistently achieving great outcomes for children on the programme."*
- 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 weekly and are highly effective. Parents report positively on the impact on their child and their relationship, and the emotional support offered by the group. *'Both myself and child loved the sessions! My son has gained confidence in the water. Great staff, very well lead'. 'We've both enjoyed the sessions. The warmth of the water helped relax*

*her muscles and she has grown in confidence with the ring to allow her some independence in the water.' 'Hydro sessions really well organised by the staff. I would highly recommend hydro and really appreciate the time and effort from the staff.'*

- The school nurse is proactive in the delivery of training to meet the health needs of all pupils. Regular Paediatrician, Dietician and Vision clinics are held in school and supported by class staff.
- Outstanding partnership with parents impacts very positively on children's behaviour and welfare.
- 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 Family Liaison Officer successfully engaging parents/carers from the earliest opportunities.
- Our highly effective Family Liaison Officer provides practical and emotional support to all families particularly those who are regarded as vulnerable. This includes referrals to the CFW service, CSC Disability Team, Paediatric Learning Disability team and also Home Start. She has also established a Helping Hands group to include parents from the local community. Families are extremely positive regarding the support they receive *"Catherine has made an enormous impact not just on Bobby's life but all of us as a family, including his sister Lilly – Thankyou", "Catherine is extremely helpful and in particular when discussing Holiday summer club – she is friendly, understanding and an asset to White Ash"*.
- Vulnerable families are provided with practical and emotional support by the Family Liaison / Safeguarding Officer; this work is a strength of the school.
- Introduction of a new Parent support group, 'Helping Hands' has had a positive impact on the health and well-being of many of our more vulnerable parents and families, including those within the local community.
- 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 local Health professionals, 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. Parents have commented that *"He has settled so well at White Ash, he is so content and can now tell me about his day/ friends", "Thank you everyone for making this transition so easy"*.
- When a pupil moves to secondary school, the transition programme is developed on an individual needs basis. Pupils in Year 6 participate in planned transition days at their new school and are accompanied by familiar staff to support them. The new teacher from the identified schools also observe the pupils at White Ash with the opportunity to gain valuable information from the staff who know them well.
- White Ash School has links with Broadfield School which is our feeder Secondary Specialist School for pupils with Generic Learning Difficulties. We attend regular events at the school, mainly with our year 5 and 6 pupils, to allow them to familiarise themselves with the building and staff. This includes Pendle Community High School, Ridgewood in Burnley and Tor View in Rossendale.
- Transitions within school are planned carefully to ensure the process goes as smoothly as possible. Class teachers, Teaching Assistants liaise closely to pass on pupil progress records, likes and dislikes, methods of communication and any health or therapy programmes. Class teachers have the opportunity to observe their new intake and 'get to know' them by visiting them within their familiar surroundings (class). Teachers are also given the opportunity to network and 'handover' on nominated days after school.
- For pupils entering the EYFS or main school classes, we liaise closely with nurseries, child minders, Health professionals and mainstream schools. The class teachers visit the new pupils in their setting prior to transition to observe and gather essential information. The class teacher also attends all transition meetings for these new pupils.
- Entry into the EYFS is phased to allow each pupil to settle and ensure the curriculum is tailored to their specific needs.
- All new pupils coming into school will be invited to a starting school meeting with either the Headteacher/ Deputy Headteacher/ Assistant Headteacher with the class teacher and, where relevant, the school nurse. An introduction to the Family Liaison Officer is also made. At this meeting the Induction Pack, which is sent home prior to the meeting, will be discussed and provide the

opportunity for essential questions to be answered and hopefully any anxieties addressed. This visit serves to provide the parents with a point of contact prior to the child starting school in order to establish a close working relationship.

- 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. *"British values are threaded through all areas of the school. There is a strong culture of mutual respect within the school"* Ofsted March 2019.
- 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.

### Areas for Development

- To strengthen parental engagement/ knowledge in MOVE
- Create more MOVE case studies using the MOVE Case Study Resource Pack
- To embed healthier daily practices to promote health & independence.
- To expand physical outdoor opportunities within the school grounds.

See School Improvement Plan 2024-2025.

## 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) and respond promptly as necessary.
- All staff and governors have regular training in Safeguarding and Child Protection, Online Safety Training, Early Help and Prevent.
- All governors, staff and students have read and demonstrate a good understanding of Keeping Children Safe in Education 2024.
- The school currently has 5 Designated Safeguarding Leads (DSL) who are highly experienced in their roles.
- The Family Liaison Officer is an Early Help lead professional and Sleep Practitioner who is extremely effective.
- School has strong relationships with children's social care and a range of professionals to keep pupils safe.
- A Family support worker commented *"I just wanted to let you know how we at St John with St Augustine Primary very much value Catherine's role and support. I reached out to you in May 2023 after feeling frustrated supporting SEN children and families in a mainstream setting. Catherine was so on the ball ! Made contact right away, we arranged to meet here at school to have a chat. Catherine invited me and some of our parents along to the Helping Hands Group. This has been invaluable, to me and our parents. Having a child with additional needs can be a daily struggle, now we have the group to attend and be supported by, advised, signposted means so very much. Personally, I have also gained so much, knowing Catherine is at the end of an email (and she always gets back to me) is a breath of fresh air for me."*
- 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.
- The school has designated Prevent Leads including the Headteacher, Curriculum lead (KB) and governor lead (ET) to provide advice and support to other members of staff on protecting children from the risk of radicalisation and extremism.
- The Headteacher/ DSL has responsibility for Online Safety and monitors usage by staff and pupils through regular filtering reports. Any concerns are investigated, and a written record is kept. Filter checks are also completed monthly by the Headteacher.
- Cyber Security training has been delivered by the Headteacher/ DSL to all staff and governors.

- Online safety training has been delivered to all staff and Governors through 'Online Safety Pro'. This has been followed up by half termly updates.
- Parents have had a series of 9 short online safety videos. These have been followed up with half termly newsletters.
- A Supervision Policy is in place and regular supervision is provided for all staff.
- Governors are rigorous in ensuring that policies and procedures are in place to ensure all pupils and staff are safe. There are two nominated governors for Child Protection and Safeguarding.
- Governors including the Headteacher, Deputy HT and Assistant HT and those with designated recruitment responsibilities have attended Safer Recruitment training.
- The HT and Governors with Safeguarding responsibilities complete an annual Safeguarding Audit and a detailed Action Plan is formed with clear targets.
- 100% of parents/carers strongly agree (92%) or agree with the statement 'My child is safe at school'. (Parental Questionnaire - February 2024)
- 98% of staff strongly agree (62%) or agree with the statement 'Children are safe at this school.' (Staff Questionnaire – February 2023)

### Areas for development

- Increase Governor awareness of their responsibilities with regards to Online Safeguarding.
- Further develop the sharing of good practice within the DSL team, and positive outcomes with a focus on our most vulnerable children.
- To develop new DSL (KR) in her role and ensure she has the support.
- To strengthen supervision opportunities for DSLs in school.

See School Improvement Plan and School Safeguarding Audit and Action Plan 2024-25

## Quality of Early Years Education: Outstanding

### Intent

- Our EYFS curriculum is ambitious because it comes directly from the children's interests and fascinations.
- The curriculum embeds all four principles of the of the EYFS Framework (unique child, positive relationships, enabling environment and Learning and Development).
- The curriculum is child led, developmental (small steps of learning) and builds on existing knowledge and skills.
- It provides our youngest pupils with the skills and knowledge that they require to move onto their next curriculum pathway.
- 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.
- Continuous Professional Development and reflection time is planned to ensure a highly skilled team.
- 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, CPD and research.

### Implementation

- Communication and language is prioritised as a crucial life skill. A total communication approach includes a range of activities such as intensive interaction, use of symbols, choice boards, Makaton signing and TaSSels, AAC. We have an extremely proactive SALT who provides support and advice as well as identified Communication leads.
- Children's physical development is promoted through daily MOVE activities as well as weekly Rebound Therapy and Hydrotherapy sessions. There is regular liaison with the school Physical Development Team as well as Physiotherapists, Occupational Therapists

- The outdoor provision has been imaginatively enhanced with climbing equipment, sheltered areas, bike tracks and dedicated mud kitchen areas which provide rich and stimulating experiences with a range of learning, physical development and sensory regulation opportunities. There is access to the outdoors in all weather conditions with waterproofs and wellingtons provided.
- Highly personalised learning opportunities promote rapid progress, where children are highly motivated, eager and curious about their learning.
- Effective baseline assessments of all children on entry to the EYFS. All children are assessed using the RBA and either the White Ash EYFS Progression Document or the White Ash Sensory Curriculum. This informs us if they follow the Pre-semi formal pathway or the Informal pathway.
- 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.
- All children in EYFS are allocated a key person. This essential relationship ensures all children have a smooth and thorough transition into White Ash. Key people support class teachers through effective communication with parents and carers to guarantee all children feel settled and safe. Key people are responsible for collecting evidence towards children's ILP targets through the use of EFL and complete termly snap shots to show progress across all areas.
- Links established with local EYFS providers to ensure a smooth transition for the new children coming to school. Nursery visits and transition meetings conducted by EYFS teachers support this process.
- Excellent 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. A parent commented "*Subhaan's initial start was very hard for him, but as time went on, he really embraced school. He is really comfortable with all the teachers, and it is lovely to see him smile each day. Thank you for making Subhaan's start to school and easy one*".
- Parents are continuously involved in their child's education through daily Class Dojo messages, EHCP review, Parents Evening, Termly Reports, Open days, Parent workshops and shared learning sessions.
- Very strong partnership work by the Family 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 and Stanhill Pre-school.
- Personalised timetables for all children effectively meet their individual sensory and physical needs throughout the day, including Sensory Processing, Hydrotherapy, Rebound Therapy, Fun with Food, Intensive Interaction, Listen and Move, Jabadao, Eye Gaze, MOVE Programmes, specialist P.E, Mobility groups and Wheelchair Dancing.
- Input from specialist teachers including HI, VI and the school MSI lead enable the diverse range of children's needs to be met within the context of a team around the child.
- Children are encouraged to regulate their own behaviours and feelings, with adult support and individual regulation profiles. The EYFS staff are all trained in Emotion 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, Lucky Leaves and weekly Wow of the week certificates.

### 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 Hussain 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 Hussain 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*".
- 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.

- 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 Charlie 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 example, *“On joining the EYFS Eliza 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, Eliza 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., *“Jak 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. Jak 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. Jak was constantly praised when joining in with small group activities and his outburst began to decrease. Jak 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., *“Blue gave no eye contact, and she would often self-regulate herself with facial movements and watching her fingers. Blue 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, Blue would go to the gate to meet her parents, turn to wave, and say good-bye with brief eye contact”*.
- Teaching is consistently outstanding and children’s needs are effectively met by highly experienced and skilled practitioners.

#### Summary of teaching and learning observations in EYFS 2023-2024

- Excellent learning environment, prepared to promote child and adult led learning.
- Personalised planning & delivery to meet the individual needs of all children
- Highly effective support from Teaching Assistants with an in-depth knowledge of all children in the group.
- All children were engaged and motivated in their own learning
- Total communication approach including Makaton, PECS, Communication boards.
- Behaviour Regulation activities with children personal sensory diets included in the session

#### 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”*

#### **Areas for development**

- To ensure the EYFS team deliver the curriculum effectively, focusing on ambitious next steps and challenge through playful learning experiences.
- Enhance learning opportunities, across all areas of provision, linking to strengths and gaps of individual children.
- Ensure all EYFS support staff have the skills and knowledge to improve children’s outcomes in Phonics/Early Reading demonstrating aspiration for all pupils.

See School Improvement Plan 2024-2025.