



The Link Primary School
School Self-Evaluation and School Development Plan
2020-2022

Updated: September 2021

<p>Context</p>	<ul style="list-style-type: none"> • The Link Primary School caters for boys and girls aged between 4 and 11 who have speech, language and communication needs. All pupils have an education, health and care (EHC) plan. Just over two thirds of pupils have a diagnosis of ASD. A few pupils have had complex school histories or have not attended their previous school for a period of time. Many children start their school life at The Link mid key stage when main stream schools they have previously attended can no longer meet their needs. • 6 children currently have CAHMS involvement • 47% of the pupils are White British, with the remainder being from minority ethnic backgrounds. • Currently there are 60 pupils on role with 5 children in Reception, 10 pupils in Key Stage 1 and 45 pupils in Key Stage 2. • One in 4 pupils (16 pupils) are supported by the pupil premium funding. This is an increase of 5 pupils since the beginning of 2020/2021. • The Link Primary School joined Orchard Hill College and Academy Trust (OHCAT) on 1st July 2017; the Trust consists of 14 special schools located in London, Surrey and West Sussex. The Link Primary School is part of the Sutton and Croydon Hub and works closely with the other Academy schools in the locality, Carew Academy, The Link Secondary and Addington Valley Academy (AVA). • The Link Primary and Secondary Schools have been working towards a much closer alignment in order to provide a more cohesive educational and personal package of support for children and young people with language and communication needs in the local area. As part of this alignment as from September 2020 the two schools have shared the same Governing body. This academic year the school will be working towards full amalgamation. An Executive Principal was appointed from September 2020 to oversee the leadership of both schools. The Executive Principal has been the Principal at The Primary School since January 2017. The Primary secured their 4th “Outstanding judgement” in a row from OFSTED in November 2019. • The school previously worked with a number of different London Boroughs, however in line with the Academy vision and values that seek to educate children and young people with special needs within their local communities the number of Local Authorities that the school supports is reducing over time. The main boroughs are now Sutton, Croydon, Surrey and Merton.
<p>School Improvement priorities – 3 year plan</p>	<p>By the end of the academic year 2022 we will have:</p> <ul style="list-style-type: none"> • Maintained our outstanding provision for pupils with complex speech, language and communication difficulties through an Educational and Therapeutic model and extended this to cover the broad age group from 4 to 18. • Become a school known for open classrooms providing a point of reference for aspiring professionals from within the Sutton Hub and beyond to develop their skills in supporting children with complex communication needs. • Become a flagship provision to meet the needs of local pupils with ASD and high anxieties, particularly Pathological Demand Avoidance ensuring these pupils remain within an Educational system that supports their bespoke need.

<p>School Improvement priorities – 2021-22</p>	<p>By the end of the academic year 2022 we will have:</p> <ol style="list-style-type: none"> 1.1 Updated the literacy and maths schemes of work to fit in with the 5 cognitive cohorts (Engagers, Discoverers, Explorers, Investigators, Inquisitors). 1.2 Embedded the SALT and OT therapies that were a focus of last year’s development plan through the class SALT and OT champion model. 1.3 Improved SSA application of strategies that enable children to access learning over activity completion. 2.1 Develop a language around pupil well- being that is jointly understood by all. 2.2 Used the school practitioner research model to find some effective strategies to support pupils who have complex regulation difficulties related to comorbid conditions e.g. ASD with ADHD or OCD or Fragile X 3.1 Returned to regular community visits as part of the curriculum in order to generalise PSD targets taught in the classroom. 3.2 Investigated and trialled the strategy of DIR floor time to see if can be added as an evidence based strategy for effective pupil voice and emotional health development. 3.3 Learned how to best use the new playground equipment to help develop 1) Link Priority 19 – play and leisure, and 2) the ability of pupils to manage their sensory regulation needs. 4.1 Formulated and actioned a plan for full amalgamation between the Primary and Secondary school. 4.2 Completed a feasibility plan for expansion of PDA flagship provision to a nearby local site. 4.3 Continued with Edupod and Trailblazer support for increasing a mentally healthy environment with a focus on bespoke support for parents where their child’s disability or learning barriers are effecting the emotional or mental health of the family. 4.4 Considered training to emphasise strong teams, emotional intelligence and management of conflict to aid emotional health recovery following the effects of the Covid pandemic.
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QUALITY OF EDUCATION - OUTSTANDING

Strengths

Intent

- The school’s “Linked Curriculum” has a **deep breadth and careful balance** borne from an openness to finding the most effective model for the **individual children** that make up the school’s **wide ranging cohort**.
- The curriculum covers **all National Curriculum** subjects and **more** and is carefully sequenced to ensure pupils start at their **emerging levels of development** and proceed to grow their **knowledge and skills over time**.
- The principles of the **SEN Code of Practice** have been taken seriously and have resulted in the development of “Person Centred EHCPs” and “The Link Priority Curriculum” which forms the **springboard** from where all other curriculum learning grows. This enables pupils to **overcome their main barriers** to learning as far as it is possible and to develop the personal skills that they will need to be successful both in **the present and in their next stage of Education**.
- The ability to **generalise** knowledge and skills in **different settings** and in the **community** is a key element that runs throughout all aspects of the Curriculum.

Implementation

- The school has developed quality **flat leadership** with all teachers taking responsibility for key areas of the curriculum or school priorities based on an “**Impact Evaluation**” model. Teachers understand and articulate the school’s “**child centred**” vision and values well and ensure this flows into the intent and implementation of their own responsibility area.

- Teaching is of a **high quality across the school** with no teacher working below a “solidly good” 2b in the Academy Teacher Evaluation Schedule (TES). Many teachers are working consistently at the top end of good, 2a, and others moving into the outstanding grading 1c and 1b. This consistent standard ensures pupils benefit from **good subject knowledge across the curriculum**.
- Pupils are **grouped by their learning style and ability** and although there are common strategies effective for the majority, no two classrooms are the same in their structure, environment or pedagogy. This ensures **pupils receive the best and most effective provision for their ability and need**.
- The “**Linked Curriculum**” covers subjects taught through **cross curricular topics**. These have been carefully selected through impact research which has identified the topics that are most **motivating and meaningful** to the pupils as well as those that supply them with **useful knowledge and skills** for their **most likely pathways**.
- The school’s Curriculum Lead, ensures every pupil receives a **broad subject coverage over time** and does not repeat work unnecessarily whatever age they are on arrival at school and whatever learning pathway they travel through during their time in the school.
- The graduated targets based on the key learning groups (**Engagers, Discoverers, Explorers, Investigators, Inquisitors**) ensure that pupils are **carefully baselined** for skills and knowledge with the aim always of **moving them forward** in their learning. This also enables pupils who are the most able in the school to be sufficiently challenged.
- The **Literacy Plan** is also carefully developed with similar graduated targets and strategies to ensure pupils have access to suitable work for their ability and barriers in reading, writing and handwriting. The **Maths curriculum** is individualised to pupil ability and has a focus on **applying mathematical skills** and **generalising** these into **everyday situations**.
- The “**Link Priority**” **Assessment scales** outline the key steps pupils will need to develop their **learning to learn and personal development** skills and provides an effective way of presenting qualitative information in a quantifiable form. The “**Wilson Stuart P Steps**” assessed in the online **SOLAR** system give an equally effective way of measuring pupils’ **National Curriculum Progress** and cover the whole range of ability in the school well. These levels are matched to the **National Pre-Key Stage Standards** for measuring progress for pupils with special educational needs and this enables receiving secondary schools to correctly identify suitable next step learning pathways. The combination of these main assessments that make up “**The Link Bespoke Assessment System**”, enables the leadership team to make **accurate individual, group and whole school judgements** on which to base **interventions or next steps**.
- The school’s “**Learning Sandwich**” **marking policy** clearly outlines the expectation of staff to observe, identify learning problems either with the learning process or concept and adapt the teaching in lessons as a response to this. Senior leadership “Coaching learning walks” have proved to be the most effective model to embed this policy.
- The **Covid pandemic** has effected the implementation of the curriculum, particularly over the academic year **20-21**. Each class has implemented a mix range of on line and recorded learning as well as bespoke activities for home working. The curriculum offer and monitoring processes have therefore not been as rigorous as previous years and this has impacted on progress. Children that have been most effected by the change in application of the curriculum have benefitted from bespoke support, activities and equipment paid for through the **Covid 19 premium**. This additional premium has been implemented quickly in order to stand the best chance of closing the inequality and progress gap.

Impact

- Pupils at The Link are developing a good range of skills and knowledge across the **priority curriculum** and **outstanding holistic progress** that **prepares them well** for their next step to **secondary education**. The data available and analysed for 2020-21 was reduced due to the impact of COVID-19. In summary 77% of pupils achieved expected progress in English compared to 71% for 2019-20 and 69% achieved expected or above expected progress in Maths compared to 71% in 2019-

20. In the Link Priorities 87% made expected or above expected progress compared to 93% in the previous year. Overall 87% made expected or above expected progress which was the same as last year. Although there is reduced progress in some areas, overall this is still solid progress under the challenging circumstances presented by the COVID Pandemic.

- Pupils all find appropriate next step **destinations** for their learning ability, need and attainment level. From the 11 leavers in Summer 2021 6 pupils transferred to the Secondary Link SLCN/ ASD provision, 5 pupils to an SLD/ASD provision, and 1 pupil to an SEMH provision. These outcomes appropriately reflect the current wide ranging cohort within the school environment.

The Quality of Education judgement is considered to be outstanding as opposed to good because there has been an exceptional quality to the curriculum over time. There are no major weaknesses and where areas have been identified for development the impact evaluation model of the SDP has successfully led to improvement. The current intent of the curriculum model is clear and the planning is coherently sequenced.

“Staff are extremely knowledgeable about their school community and are always seeking new, better ways to maximise learning for all. They ensure that pupils get the right help at the right time. Staff aim high for pupils” OFSTED November 2019

EVALUATION KEY FOR QUALITY OF EDUCATION:

Dark Green	Light Green	Orange	Red
Target complete with proven impact 2/3	Target on track – some measurable impact 1/3	Target on track – impact to come 0/3	Not on track OR target completed without expected impact 0/3

Actions from previous year:
1.1
We will embed the new writing policy and ensure that all pupils have personalised writing toolboxes and writing programmes.

1.2
An IT hardware upgrade will enhance and add to the school’s motivational teaching strategies.

Impact of actions:
1.1
The OTs trained new staff that missed the original training from last academic year – including the use of the Pen Pals programme. The OTs also implement an over view training session as a reminder for all staff. Senior leads monitored the progress and impact of implementation through learning walks. The soft data shows that teachers feel confident that they are using the best writing strategies for their individual pupils.

1.2
Senior leads met with OHCAT IT services to talk through the IT audit and identify a plan for purchase of new equipment. Equipment was purchased and new hardware set up for individual staff and class groups. IT services/ IT leads were able to trouble shoot any issues until equipment was used to its best capacity. Observations of the innovative ways that teachers and therapists have used technology over the pandemic period has shown that the hardware update has enabled staff to do their job effectively.

<p>1.3 Grow the strategy of continuous provision for engagers and discoverers in order to teach and embed skills.</p>	<p><i>1.3</i> <i>Staff in Acorns, Beech and Willow have received training in understanding of and implementation of continuous provision. Teachers in these classes have met together where risk assessment during the Covid pandemic have allowed- to plan, implement and monitor the use of continuous provision. Senior lead evaluation of the strategy has identified strong engagement for pupils in the engagers / discoverers groups and better generalisation of core maths and literacy skills. A decision has therefore been made to continue with this strategy in preference to a structured TEACCH approach.</i></p>
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Areas for Development 21-22	Next Steps	Expected Outcomes
<p>1.1 OHCAT KEY PRIORITY 1 QUALITY STANDARDS Update the literacy and maths schemes of work to fit in with the 5 cognitive cohorts (Engagers, Discoverers, Explorers, Investigators, Inquisitors) making them more succinct and giving teachers increased autonomy for adaption and implementation for their class group.</p>	<p>1.1</p> <ul style="list-style-type: none"> • Focus in teachers meetings to capture key developmental literacy and maths targets (through SOLAR and observation) for the school cognitive cohorts. • Work in professional teams to identify, practise and monitor impact of strategies to implement targets for the different cohorts. • Buy resources to match motivations and interests of children within the different cohorts that will align with the chosen strategies. • Update the schemes of work for literacy and maths based on findings. 	<p>1.1</p> <ul style="list-style-type: none"> • Learning walks will show that children from the different cohorts are engaged by and active within their learning within literacy and maths sessions. • Children will have increased opportunities to generalise their learning from literacy and maths sessions so that new skills are retained well. • Excellent practice in maths and literacy for the different learning groups will be shared through open classrooms. • The updated maths and literacy schemes of work will provide a spring board from which to continue to adapt to the needs of the wide ranging school cohort.
<p>1.2 OHCAT PRIORITY 2 INNOVATION AND SPECIALISM Embed the SALT and OT therapies that were a focus of last year's development plan through the class SALT and OT champion model.</p>	<p>1.2</p> <ul style="list-style-type: none"> • Reset role and responsibility list for SSA's including SALT and OT champions for the new class groups. • Build training sessions into the school programme for therapy champions. 	<p>1.2</p> <ul style="list-style-type: none"> • Learning walks to show a demonstrable difference between the therapeutic skills of SSA therapy champions between last year and this year.

	<ul style="list-style-type: none"> • Therapy champions to use a percentage of their weekly preparation time for their role after or before school. Champions to model good practice. • Therapists to support and monitor the impact of the champions within their class teams. 	<ul style="list-style-type: none"> • Key therapeutic strategies for particular cohorts to be evident in all classrooms across the different members of the team. Difficulties in the use of strategies to be picked up early by the therapists or champions and altered so that the therapies have maximum impact.
<p>1.3 OHCAT PRIORTY 1 QUALITY STANDARDS</p> <p>Improve SSA application of strategies that enable children to access learning over activity completion with a focus on nurture pedagogy for children with demand avoidant behaviour, learning through play for children that use continuous provision and the process/ concept teaching model in the school marking policy for other school cohorts.</p>	<p>1.3</p> <ul style="list-style-type: none"> • Use monitoring processes including SSA appraisal to identify key areas of training for groups or individuals. • Implement blocks of training for teams based on gaps or weaker areas during breakfast meetings. • Use learning walks to implement on the spot coaching. • Monitor progress through hard and soft data systems. 	<p>1.3</p> <ul style="list-style-type: none"> • Learning walks and appraisal will show that all SSA's have made a step forward from their starting point with assessment for learning techniques. They will confidently be able to help children achieve planned and lesson realised outcomes by adapting resources and their own teaching behaviours.

BEHAVIOUR AND ATTITUDES - OUTSTANDING

Strengths

- Staff and pupils are expected to look behind **presenting behaviours** to the **reasons for behaviour** before identifying the best supporting strategies and this is commonly understood. A number of children at The Link display **challenging behaviour** related to **their sensory and emotional needs** or **poor past experiences**. The growing expertise and cohesive commitment across the whole school team ensures an appropriate balance for pupils where challenging behaviour and low level behaviours are **managed well** and **do not disrupt the learning of the majority**.
- The majority of pupils display **positive behaviours** and are supported well by the school's use of the **"Zones of Regulation" strategy** for understanding and managing changing emotional needs. This enables pupils to **reflect well** on their behaviour and make the **best choices** to ensure they are in a **place to learn**. Individual and class reward systems contribute to pupils' commitment to learning and children show that they are proud of their achievements.
- Monitoring systems for behaviour are **robust**. Senior leaders are very involved with pupils who display behaviours that challenge and offer **coaching support** for staff on the front line and this builds staff confidence and commitment. The Head teacher, Behaviour Lead and attached Behavioural Consultant work tirelessly to ensure children with the highest level needs benefit from the **latest thinking and research** to help them overcome their challenges. For some of these children their emotional and sensory needs run deep, yet the school has a **good track record** for turning these children around and keeping them in education.
- **Bullying or discriminatory behaviour is rare** in the school but when this does happen it is not tolerated and is dealt with quickly through bespoke understanding and education. **Exclusions are also rare** but are always appropriate. There was one fixed term exclusion over the last year.

- **Attendance figures** are above average for a special needs school at 94.3%. Attendance is monitored regularly by the head teacher and any concerns actioned through an attendance management plan. One pupil in the school has given cause for concern over a period of time but the management plan is supporting a positive upturn in attendance and communication with the family.

The Behaviour and Attitude judgement is considered to be outstanding rather than good because the whole school team have cohesively tackled challenges that have developed a solid commitment and resilience to the needs of all pupils. Pupils themselves have developed a strong and positive understanding of one another’s needs despite the challenges presented by their poor Theory of Mind. They are happy to come into school and through the “Zones” strategy develop stronger self – control over time. For the children that struggle the most with self- regulation, strategies that are implemented make demonstrable changes.

“Pupils behave well at this school. Classrooms are calm. Staff ensure that day-to-day routines are clear and easy to understand, so pupils know exactly what they need to do. This clear communication helps pupils behave well and reduces any anxiety.” OFSTED November 2019

The School Council makes a tangible contribution to the school and community through their role in the school development plan and through pro-active support to school community activities and fundraising events for wider community needs.

EVALUATION KEY FOR BEHAVIOUR AND ATTITUDES:

Dark Green	Light Green	Orange	Red
Target complete with proven impact 2/2	Target on track – some measurable impact 0/2	Target on track – impact to come 0/2	Not on track OR target completed without expected impact 0/2

<p>Actions from previous year: 2.1 Embed the use of regulation toolboxes</p>	<p>Impact 2.1 <i>The behaviour Lead and behaviour consultant have included work on toolboxes in their planned class behaviour support meetings. As part of the monitoring process the behaviour lead has ensured that the toolboxes are now included in pupil’s individual risk assessments. Behaviour incidents for the pupils with high level challenges have shown a reduction in number and intensity of incidents over time once their regulation tool boxes have been systematically introduced.</i></p>
<p>2.2 Develop the PDA Outreach Service</p>	<p>2.2 <i>An outreach programme to support an additional 5 pupils with PDA and their families is now securely in place. The PDA training programme has been extended to partners within and outside of OHCAT, including SEND caseworkers, SENCO’s, teachers and parents. PDA practitioner research material has been collated and 3 articles have been produced and published in the Autism parenting journal. The school is the first port of call for professionals and</i></p>

families within Sutton and other local authorities when seeking information and support for families effected by this complex condition.

Areas for Development 21-22	Next Steps	Expected Outcomes
<p>2.1 OHCAT PRIORITY 1 QUALITY STANDARDS Develop a language around pupil well-being that is jointly understood by all.</p>	<p>2.1</p> <ul style="list-style-type: none"> • Staff training upon the importance of addressing all behaviours which become a barrier to our pupils learning. Embedding the theory that we need to address the wellbeing of the pupil rather than just behaviours of concern. This will increase the emphasis upon multidisciplinary approach to supporting pupil wellbeing rather than behaviours that challenge being a standalone negative issue. • Embedding the Team Teach philosophies that all behaviour is a communication and 95% de-escalation is key to positive behaviour management • Introducing and implementing the adapted Individual Risk Assessments that now include wellbeing plans for all pupils and additional positive handling plans when needed. • Workshops for parents upon wellbeing topics and strategies • New Wellbeing (behaviour) procedure • Increased offer of wellbeing clinics to ensure all pupils are receiving the benefit of the sessions. These will be open to the multidisciplinary team around the child in school. Additional targeted wellbeing clinics will be available when needed for specific strategy planning • Behaviour consultant to continue to work with classes and the Assistant Principal to identify any strategies and support needed. 	<p>2.1</p> <ul style="list-style-type: none"> • Whole school ethos recognising behaviour as a communication and that pupils need support to address their needs and barriers. • Pupils will all feel happy, safe and develop positive self-image so they can learn and develop skills for life. • Support our pupils to understand and develop appropriate behaviours, regulation and support strategies so that they can be safe and protected as members of the school and wider community • A reduction in persistent high level behaviour incidents

<p>2.2 OHCAT PRIORITY 2 INNOVATION AND SPECIALISM</p> <p>Use the school practitioner research model to find some effective strategies to support pupils who have complex regulation difficulties related to comorbid conditions e.g. ASD with ADHD or OCD or Fragile X</p>	<p>2.2</p> <ul style="list-style-type: none"> • Identify pupils in school with co-morbid conditions where differing strategies are required to overcome the attached barriers. • Use the ASD / OCD research project as a model for good practice. • Class teams to implement the model to trial strategies to overcome the barriers presented by the comorbid conditions. • Invite experts with deeper understanding to support if necessary. • Class teachers to gather and use discoveries to ensure the best strategies for the individuals are used across the supporting professional and family team. 	<p>2.2</p> <ul style="list-style-type: none"> • Staff and parents of our children that present with comorbid conditions will feel empowered that they have the understanding and skills needed to make a difference to their children’s lives.
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PERSONAL DEVELOPMENT- OUTSTANDING

<p>Strengths</p> <ul style="list-style-type: none"> • The Link provides a strong Personal Curriculum that extends beyond the academic. This is made up of three elements: 1) Personalised EHCPs and related Individual Education Plans that support pupils to overcome their main barriers to learning 2) The Link Priority Curriculum that underpins all other aspects of learning and focuses on those areas of development that will support future personal success 3) The statutory Relationship, Health and Education Curriculum where key topics are re-visited through a spiral model at an appropriate level for pupils’ cognitive and personal development. • The Personal Curriculum structures are integrated with SMSC development and British Values. This area of the curriculum is supported well through a regular focus on a Link Priority of the month as well as through Assemblies with a particular SMSC bent – a) Special Moments that includes a celebration of achievements in the home as well as cultural and religious festivals b) Signing and singing choir c) Sensory Assembly that develops a sense of “Awe and Wonder” and d) Golden Book that focuses on moral and social aspects and celebrates academic and personal successes in the school setting. • There is flexibility within the school timetable to allow pupils to focus and reflect on personal events. A wealth of effective strategies support pupils’ personal development at this time, including comic strip conversations, social stories and running commentaries. These particularly address the Theory of Mind learning barrier that is such an obstacle to the majority of the children and opens up opportunities to improve emotional regulation. • High quality work with parents aids pupil personal development through the “Graduated Parent Support Plan”. This gives parents the skills they need to use effective strategies and bring a consistent approach to children. This support plan was particularly effective during the lockdown period for Covid-19 enabling senior leads to quickly identify families that would need timely and increased levels of support. • The multi- disciplinary team at The Link also adds well to pupils’ Personal Development. The combined SALT and OT expertise contributes to the effective development of pupils’ regulation tool boxes. Attendance at National and Local training events bring new ideas that support the practitioner research model of

development in the school finding more effective strategies to overcome personal barriers. For example the major change in school policy to managing pupils' sensory issues around food has decreased anxieties for pupils at snack and lunch time and improved their mental health.

- All pupils have opportunities to nurture, develop and stretch their **interests**. Within the class curriculum plans there are regular opportunities to tailor work towards children's personal interests. The children with a **Pathological Demand Avoidant** profile particularly have whole individual curriculum plans based around their changing motivations in order to provide on-going opportunities for "**back-door learning**" as outlined by research conducted by the **National Autistic Society** and **PDA society**. A number of pupils benefit from the additional opportunities provided by the Academy **Digital Training School** which opens up the latest developments in technology and particularly computer programming. Other children access a **range of clubs** both during school time and after school. These include Dance, Sports, Gardening, Cookery, Football with Crystal Palace Community Academy and horse-riding with the RDA. Over the last two years all pupils who receive **Pupil Premium** support have also accessed bespoke equipment or activities to promote their individual interests and help to raise their self-esteem. This has included equipment to develop their play skills such as soft play blocks set and Lego as well as items to help with developing emotional regulation.

The Personal Development judgement is considered to be outstanding rather than good because of the quality and impact of the Personal Curriculum and additional activities. Pupils enjoy and take their class and whole school responsibilities seriously through taking an active role in in their class jobs' rotas and through fundraising and information sharing through the school council. Pupils are obviously proud of the part they play as active citizens.

"Pupils gain valuable knowledge and experience of the wider world. They take part in an excellent range of activities. They learn through real-life experiences such as local visits or specialist sessions like horse-riding. These activities promote pupils' increasing confidence and self-esteem." OFSTED November 2019

Effective development of British Values over time ensures there is open celebration of diversity. There is a tangible awareness and respect for religious, cultural and disability differences in particular. This has been developed through a focus on Spiritual Development, one of the key elements of "The Link Priorities" and through the "Pictures of Me" diagnosis support programme, part of the RHE Curriculum. There has also been a pro-active response to any possible discrimination issues.

The school has worked hard to show how democracy and individual liberty can be understood in a special school context and this has been developed by gaining the right balance between managing individual pupil/ staff need and the needs of the majority.

The Graduated Parent Support Plan developed and embedded over the last two years has been used as a focus for the school contextual safeguarding policy. This has been considered worthy of sharing with the 14 Academy schools and the structure of this now forms the basis for all the other Academy contextual safeguarding policies.

EVALUATION KEY FOR PERSONAL DEVELOPMENT:

Dark Green	Light Green	Orange	Red
Target complete with proven impact 2/3	Target on track – some measurable impact 1/3	Target on track – impact to come 0/3	Not on track OR target completed without expected impact 0/3

Actions from previous year:

3.1

Impact of actions:

3.1

<p>Put in place a Covid-19 Recovery Curriculum to maintain strong well-being</p> <p>3.2 Move to a digital safeguarding system- saving time but maintaining quality</p> <p>3.3 Full playground upgrade to meet the needs of all the pupils</p>	<p><i>Whole school risk assessments have been put in place and adapted and regularly communicated to staff, families and pupils. There has been an increase in wellbeing training for staff during breakfast meetings and this has helped to maintain resilience through this difficult period. Permission for adaptations to the working day and timetable as required by individual classes has been vital to respond to the periods of isolation and physical recovery from Covid 19 within class bubbles. The RSE and Link Priority curriculum has been responsive to the anxieties brought about by the pandemic and this has enabled the majority of staff and pupils to maintain emotional equilibrium.</i></p> <p>3.2 <i>All staff know how to access and use the new digital safeguarding system. Safeguarding information is quickly shared between safeguarding leads and decisions regarding individual cases has been put in place in a timely way. Information from Safeguard has been analysed well in order to update the contextualised safeguarding policy and parent support plan ensuring good early intervention and supportive bespoke measures for those that need them.</i></p> <p>3.3 <i>The playground plan has been steadily inputted over the year despite the difficulties in project management due to the pandemic. This was helped by the support and additional time allocation from an NPQH colleague who took this on as part of her placement project. The main part of the playground project was completed over the Summer holiday 21 and consists of new tarmacking and floor paintings and a range of new large equipment to meet the play needs of the wide ranging cohort. The school OT's will train staff next academic year to ensure the equipment is used in the optimum way for the pupils sensory regulation needs.</i></p>
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Areas for Development	Next Steps	Expected Outcomes
<p>3.1 OHCAT PRIORITY 1 QUALITY STANDARDS Following the limitations of the pandemic return to regular community visits as part of the curriculum in order to generalise PSD targets taught in the classroom.</p>	<p>3.1</p> <ul style="list-style-type: none"> • Teacher in charge of community learning to use her expertise to train and inspire staff to plan for community based learning activities. • Risk assessment training for offsite visits to be updated and monitored well by the community lead. • Offsite visits related to cross curricular topics and PSD to be incorporated into all class planning. • Residential trip for year 6 pupils to be planned and delivered. 	<p>3.1</p> <ul style="list-style-type: none"> • Link Priority data will show that children are: <ul style="list-style-type: none"> -Accessing the community on a weekly basis -Able to access a variety of different places in the community whilst maintaining good regulation. - Enjoying the variety of experiences with a visible difference in their mental health. - Learning to generalise skills learnt in school into community settings.

	<ul style="list-style-type: none"> Senior leads to monitor impact of community based learning through hard and soft link priority data. 	
<p>3.2 OHCAT PRIORITY 2 INNOVATION AND SPECIALISM Investigate and trail the strategy of DIR floor time to see if can be added as an evidence based strategy for effective pupil voice and emotional health development.</p>	<p>3.2</p> <ul style="list-style-type: none"> Senior leads to attend DIR floor time training. Work with a local school using the strategy to learn more about the approach and to set up a plan for implementation – include whole school, small group training and some coaching support. Trail approach with a systematic way to measure impact. Evaluate the approach to see which cohort of children will benefit most and if effective add to the school pedagogy. 	<p>3.2</p> <ul style="list-style-type: none"> We will be clear about the impact of DIR floor time for the cohort of pupils in the school and will have a strategy for implementation if effective.
<p>3.3 OHCAT PRIORITY 2 INNOVATION AND SPECIALISM Learn how to best use the new playground equipment to help develop 1) Link Priority 19 – play and leisure, and 2) the ability of pupils to manage their sensory regulation needs.</p>	<p>3.3</p> <ul style="list-style-type: none"> OT's to give training to whole staff team, including lunch time supervisors on each piece of the new playground equipment and how they can be used for regulation purposes. OT's to monitor the use of the equipment and support that staff giving updating training for optimum use as the year progresses. Teacher in charge of Link Priorities to revisit the different stages of play during breakfast meetings. Monitor playtimes, identifying any gaps in equipment or support of play for the different stages. Buy resources for the playground to bolster the gaps. 	<p>3.3</p> <ul style="list-style-type: none"> All children will enjoy playtimes in the playground and will have resources set up for their individual needs. Adults will be cognisant of how to use the new playground equipment and any additional resources added though the year to match children's play and regulation needs.

LEADERSHIP AND MANAGEMENT- OUTSTANDING

Strengths

- Leaders have a **clear vision** for the school and **strong values**. The values **drive the decision making processes** of the leaders and the impact of this over time has meant that these are fully accepted and embedded into the life of the school community.
- There is a clear focus on **developing the curriculum** and ensuring staff have the **knowledge and skills** they need for **implementation**. Strong **monitoring processes** for teaching and a **coaching model** for support ensures there is always a focus on improving teaching. The **flatter leadership model** developed in the school over the last three years has produced a strong middle leadership tier with all teachers taking responsibility for particular subjects or key areas of school life through **impact evaluation plans**.
- The practice of staff has been **solidly good** over a number of years with increasing elements of **outstanding practice**. Currently there is no practice that is less than good. **TES (Teacher Evaluation Scores)** show that practice continues to improve over time. Commitment to our experienced teachers and to new teachers as well as to developing the skills of teaching assistants has been the key to this success.
- Leaders work hard to ensure all pupils follow an **appropriate academic pathway** as they move through the school and thought and time goes into providing the **personalised approaches** the children need to overcome their **personal and learning barriers**. The senior leadership team and therefore the class teams do not give up easily believing there to be a pedagogical solution to all barriers.
- Leaders have been **responsive** to the difficulties presented to staff, families and pupils through the **extended pandemic period** and have consistently found solutions to provide a **recovery curriculum** that has enabled pupil's development to move forward.
- Senior leaders **engage effectively** with pupils. They are visual at the beginning and end of the school day, take a lead role in community activities and assemblies and are "present" in their support for pupils having difficult moments. Leaders are involved in all stages of the **Education, Health and Care Plan processes** and this means they know pupils well and can liaise with outside professionals and the Local Authorities to make the best decisions about provision.
- Leaders engage with **parents** effectively and this is purposeful. The **Graduated Parent Support Plan** that is part of the school's **Contextual Safeguarding Policy** ensures parents receive support when they most need it and is **effective in preventing family crises** due to the immense stress of managing a child with complex needs.
- Leaders engage with **staff** effectively and take account of the main pressures of the various roles. There is support to manage work load for teachers and therapists by giving clear, well -reasoned explanations for **priorities and expectations** with a **personal freedom** to complete tasks in the way that best fits staff **personality and learning style**. Staff appreciate leadership commitment to their development and are proud of the part they play in the bigger picture development of the school. Well thought out **Academy policies** and **local procedures** support staff well-being and leaders use these in a **timely way** to protect staff from **bullying or harassment**.
- **School Governors** are helped to understand their role through very clear support and training from the wider **Academy Governance Team**. This enables them to fulfil their **statutory duties** through a clear **scheme of delegation** and **portfolio model**. Governors understand and promote the school vision and have made progress at **holding leaders to account** for pupil progress and staff well-being. Over the last two years they have ensured that school leaders have considered carefully the plans for alignment of the two Link Schools as well as ensuring risk assessments have been carried out and monitored securely over the Covid-19 period. The finance portfolio holder is instrumental in ensuring school resources are managed well. The **Academy CEO** plays an important part in Governance, supporting the head teacher to identify, manage and action any **key risks** and ensuring these are highlighted at **Governing board level** and fed through to the **local Governing body**.
- There is a **strong culture of safeguarding** in the school and this is owned by all. The senior leadership team divide responsibility for pupils and families who are considered to be "higher risk" in terms of pupil or family protection. This ensures a **pro-active approach** with an appropriate professional lead for each family so that they receive **timely** and **quality** support from the appropriate services.

Leadership and Management is considered to be outstanding as opposed to good due to the strength and cohesiveness within the senior leadership team that impacts at all other leadership levels. The commitment to middle leaders and new/ less experienced teachers through strong mentoring and coaching is preparing for good succession planning. The recognition and support for staff well-being is valued and produces high levels of commitment to the school and to overcoming the challenges that the community faces.

“Leaders show clear ambition and vision for the school. Staff are relentless in ensuring that pupils achieve their potential.” OFSTED November 2019

EVALUATION KEY FOR LEADERSHIP AND MANAGEMENT:

Dark Green	Light Green	Orange	Red
Target complete with proven impact 2/4	Target on track – some measurable impact 2/4	Target on track – impact to come 0/4	Not on track OR target completed without expected impact 0/4

Actions from previous year:

4.1
Update staff roles and responsibilities following Primary and Secondary alignment

4.2
Whole school focus on understanding and using therapy programmes for educational staff.

4.3
Embed remote technology use in Partnership with Parents strategies

Impact of actions:

4.1
Roles and responsibilities have been monitored well over the year and senior and middle management roles tweaked to ensure strong coverage for all operational and strategic roles. This has included additional leadership hours for the assistant head and the instigation of a TLR2 senior teacher role. This has impacted the development of staff in their Early Career stages or those new to special Education ensuring a consistent offer for all pupils across the school.

4.2
Training sessions for educational staff have raised the profile of the therapy team. A SLT therapy lead is now in place and this has provided a consistent forum for communication between the therapists and school senior leads. Learning walks and discussion with staff has seen an increase in staff implementing therapy programmes in the week more confidently – particularly sensory circuits, pen pals writing programmes, attention autism and blank levels. The newly introduced class therapy champions have shown good impact at highlighting and embedding specific therapy strategies in particular classes. This approach needs to expand to all classes.

4.3
Remote technologies have been used well to manage EHCP meetings and bespoke parent support meetings over the last year. Pupils in the Explorers, Investigators and Inquisitors groups have also used remote technology well for teaching and learning activities when having to isolate as a bubble. These technologies will continue to be

<p>4.4 New aligned Primary and Secondary Governing body to work well together</p>	<p><i>used as part of the gradated parent support plan for specific families moving forward. It is expected that parent training and workshops can be expanded to a wider group of parents using remote technologies in the next academic year.</i></p> <p>4.4 <i>Governors have used the portfolio system and support to become familiar with their new area of responsibility or have used the system to upskill in the age group that they are less familiar with. Governor portfolio reports show that Governors have intricate knowledge of development priorities and statutory responsibilities in their areas. The Governing body are cohesive in their commitment and support to school leads and show challenge in their areas of responsibility. The next year should see an increase in challenge at full Governing body meetings in areas outside of personal portfolio responsibility.</i></p>	
<p>Areas for Development</p>	<p>Next Steps</p>	<p>Expected Outcomes</p>
<p>4.1 OHCAT PRIORITY 3 DEVELOPMENT AND GROWTH Formulate and action a plan for full amalgamation between the Primary and Secondary school.</p>	<p>4.1</p> <ul style="list-style-type: none"> • Senor team to meet with Lynn Barratt at OHCAT to complete official request for school amalgamation to DfE and RSC. • Work through all legal processes and stakeholder communication and discussion in an open and timely way – including with Governors, staff, parents and the LA. • Ensure clarity of vision and values and ownership of these by the school community through well led meeting and discussion. • Outline a practical plan with clear targets, timeline, actions and outcomes to ensure the school and all OHCAT services that support the school are in a position to support amalgamation systems by the end of the academic year. 	<p>4.1</p> <ul style="list-style-type: none"> • The Link Primary School and Link Secondary school will become The Link School, with one dfe number offering a quality provision and consistent pathway for children with speech, language and communication needs from reception through to sixth form. • The new school will be in a stable position financially to offer a quality service long term for children and young people with additional needs from the local area.
<p>4.2 OHCAT PRIORITY 3 DEVELOPMENT AND GROWTH Complete feasibility plan for expansion of PDA flagship provision to a near local site.</p>	<p>4.2</p> <ul style="list-style-type: none"> • Use admissions data and evidence of the impact of the current flagship PDA service to highlight the continuing need for and growth requirement for this service. 	<p>4.2</p> <ul style="list-style-type: none"> • The school will be in a position to move forward with a plan to house and teach all local children with ASD and demand avoidant

	<ul style="list-style-type: none"> • Work with the business team at OHCAT and Local Authority leaders to identify possible local sites for expansion. • Make an agreed decision with all relevant parties, including an agreed financial commitment to proceed with a workable solution that will provide a suitable local learning space for these learners. 	behaviour in an environment within daily traveling distance of their home.
<p>4.3 OHCAT PRIORITY 2 INNOVATION AND SPECIALISM</p> <p>Continue with Edupod and Trailblazer support for increasing a mentally healthy environment with a focus on bespoke support for parents where their child’s disability or learning barriers is effecting the emotional or mental health of the family.</p>	<p>4.3</p> <ul style="list-style-type: none"> • Complete 2nd Edupod Accreditation- Achieving Accreditation Award • Complete current Edupod Action Plan <ul style="list-style-type: none"> a) Review current risk assessment procedures to manage and monitor the risks of mental health difficulties within the school setting. b) Create a bank of resources on the school’s website for caregivers to access information on mental health related topics and safety both to support their own and their child’s mental health (i.e. online safety, grooming, cultural mental health support) Communicate with the caregivers where information can be found and who to contact for additional information and/or to express a concern to. • Mental Health Lead to continue to attend half-termly Trailblazer meeting with cluster schools. 	<p>4.3</p> <ul style="list-style-type: none"> • The school will be recognised as implementing fundamental changes to create a mentally healthy environment. • Incorporation of the Wellness Action Plans into staff’s individual risk assessment as necessary. • For all caregivers to be given the opportunity to engage in/have access to interventions and support that will help their own and their child’s emotional and/or mental health. • Parents/carers, as a result of a greater understanding of their child, will be able to adjust the strategies that they use with them to help them reach their potential and for the whole family to have a bright future. • 4etwork of support from other special needs schools, clinical psychologists and other health professionals to support the mental health of young people with ASD and ADHD
<p>4.4 OHCAT PRIORITY 1 QUALITY STANDARDS</p> <p>An emphasis in staff training to consider strong teams, emotional intelligence and management of conflict to aid emotional health recovery following the effects of the Covid pandemic.</p>	<p>4.4</p> <ul style="list-style-type: none"> • Re-visit the relationship part of the staff conduct policy. Team leaders to lead discussions capturing the outworking of this for individual staff teams. Include the key 	<p>4.4</p> <ul style="list-style-type: none"> • The relationship part of the staff conduct policy will be fully embedded in the culture of the school. • Teachers will have the skills and confidence to bring out the best in their teams.

	<p>components in a staff version of the class vision and value statements.</p> <ul style="list-style-type: none"> • Input regular training through breakfast meetings on team building and quality communication. • Offer coaching support for class teams or individuals who need help to embed any changes. 	<ul style="list-style-type: none"> • All staff will have the ability and willingness to manage differences of opinion or conflict in a way that maintains positive and healthy communication.
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QUALITY OF EDUCATION IN EARLY YEARS- OUTSTANDING

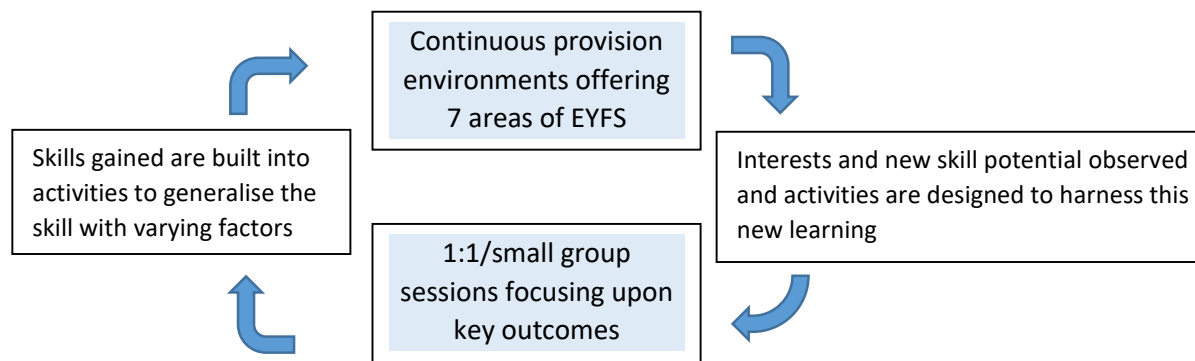
Strengths

Intent

- Our **Early Years environment** is modelled to provide all pupils with an **irresistible invitation** to learn through **play** with a **range** of learning activities combining daily access to **continuous provision** activities and **1:1/small group adult led sessions**. The “**Linked Curriculum**” for **Early Years and Key Stage 1** is designed to provide a **wide and balanced range of subject coverage** that provides key base skills and knowledge for **life-long learning**. Pupils remain within the same learning environment and with familiar staff into Key Stage 1 (Year 1) to allow pupils to continue to feel safe during this natural transitional period. This allows pupils to continue to access the continuous provision session whilst developing their increasing academic understanding and needs.
- The curriculum offer covers all 7 areas of the **EYFS framework** as well as **National Curriculum subjects (for KS1 pupils)** through **carefully selected topics** so that all pupils within the setting can learn at a level which is **appropriate to their development level**. The selection of topics allows pupils to build and extend knowledge of everyday subjects and **experiences** whilst developing their **key skills** needed for **future learning and academic studies**.
- The environment model supports **communication and vocabulary** at all levels and in all activities throughout the day with additional communication aid support introduced as necessary (such as PECS/AAC). Carefully planned sessions take place to continuously promote positive communication interactions and increased **vocabulary use** as well as an offer of **formal phonics work** and **reading** as pupils develop skills to access these.
- The whole school approach to the principles of the **SEN Code of Practice** are held as highly within the Early Years environment as the rest of the school ensuring that pupils can overcome their **main barriers to learning** as far as it is possible and develop **personal skills** needed to be successful both at present and in their next stage of education.

Implementation

- The Early Years setting has 2 additional **continuous provision environments** which complement and expand the classroom learning environment. These environments are highly stimulating and are planned daily to incorporate the **pupils' interests** as well as **enriching activities** which **address the EYFS framework and curriculum topic**.
- The timetable is designed to incorporate many **traditional learning activities** as well as many **therapeutic approaches** such as **Intensive Interaction, Interactive Music Therapy and Attention Autism**. Reading and phonics are clear to see within the setting at the appropriate level of development for students through continuous provision, planned 1:1 reading sessions, group reading time and weekly reading books sent home.
- An **ethos** is clear in the setting that **every part of the day is a learning opportunity** for the pupils and staff are astute in observing any progression or new potential learning paths.
- A **cyclic approach** to **developing and generalising skills and knowledge** is taken within the setting. Children will have access to 1:1/small group adult led sessions in the classroom and backdoor learning within the continuous provision; during these session staff will use observation feedback to develop the activities offered and outcomes sought in future learning. **Pedagogy styles** are **differentiated** to meet the needs of the **individual pupil** as necessary.



- Pupils within the Early Years environment follow the same **Relationship and Health Education spiral curriculum** as the rest of the school at a development level appropriate to the individual pupil. This allows pupils to begin their emotional and health knowledge and skills development as they enter the school and highlights the importance of these areas to the pupils.
- All staff working within the Early Years setting understand the importance of **child centred learning** and their role as educators to all pupils. **Regular training** ensures that all staff are knowledgeable in the areas of **learning, strategies** used and the **key goals** of pupils.
- **Parental involvement** and engagement is encouraged by all team members and SLT. Parents are welcome to attend activities throughout the school year to build relationships with the school team. Interactions continue upon a daily basis through home school communication books as well as IEP and EHCP meetings over the

year. All pupils in Early Years have a photo book which they take home weekly to show the activities they are undertaking in school. All parents of Early Years pupils will be part of the **Graduated Parent Support Plan** when entering the school and throughout their child's academic journey at The Link.

Impact

- Pupils' progress is seen through the school **assessment model** of recording through the **WOW files, Link Priorities, IEPS/EHCP targets** and **SOLAR**. For pupils being assessed within the EYFS framework their EYFS Learning Journey is incorporated into their WOW files so that progression over time, from their starting point, is clear to see. Pupils show progression within the EYFS framework and WSP scales during their time in the Early Years provision as well as against their EHCP/IEP and the Link Priorities.
- The transition of pupils from the Early Years setting into their next stage within the school is natural and pupils **transition** into a **cohort that is appropriate to their learning need and style**. Pupils are **emotionally and academically ready** for this next stage of learning with the clear **baseline knowledge** and skills sets needed. Pupils will have made progress upon the WSP scales, Link Priorities and IEP/EHCP targets and the staff team are able to advocate for the pupils regarding learning needs during the transition.

Actions from previous year	Impact of actions:
<p>1)Preparation for the new EYFS statutory framework due to be implemented in 2021</p>	<ul style="list-style-type: none"> • EYFS Lead researched and stayed up to date with all of the documentation around the new framework including linking with other EYFS leads within the Academy, attending National College conference. • EYFS lead and Curriculum lead worked together to review the new framework and ELG and Development matters documents. This included matching the new Development matters age milestone breakdowns to the Link cognitive cohorts to be able to show small step progress over time. • EYFS lead and curriculum lead reviewed how the progress will be assessed and monitored and met with Principal and assessment lead to agree the proposed actions. • EYFS lead has begun training for the class team upon the new framework .
<p>2) EYFS class team to be a flagship team for growing the continuous provision offer.</p>	<ul style="list-style-type: none"> • Within the EYFS class EYFS lead delivered continuous provision training for new staff and the whole team and this concreted the quality of delivery on a daily basis • Work began with the sensory hub for flagship training however due to the restrictions of COVID much of the essential practical training was stalled and will continue within the new year

Areas for Development	Next Steps	Expected Outcomes
<p>5.1 OHCAT PRIORITY 1 QUALITY STANDARDS Implementation and embedding of the New EYFS framework and assessment</p>	<ul style="list-style-type: none"> • Training for EYFS staff upon the new framework. • Organising and attending OHCAT EYFS lead hub to share and exchange best practise and strategies related to assessment of small step progress • Implement and review the small step progress designed by EYFS and curriculum lead • Assess all EYFS pupils against SOLAR WSP steps for English and Maths • Continue to review the topics of the Linked Curriculum with suitability to new framework • WOW files to be used to record all progress of key skills progress and separate learning journey kept for evidence as needed in line with government requirements. 	<ul style="list-style-type: none"> • All EYFS staff up to date with framework and working appropriately within the guidelines • The framework will be fully embedded within the Linked Curriculum – all schemes updated with new outcomes • Pupils’ assessments to meet statutory guidelines • Pupils in EYFS to have the most up to date offer of EYFS • English and Maths assessment will create a seamless progression into KS1 and give parents a broader understanding of their child’s small step progress over time <p>WOW files will show full school progress from their starting point within 1 folder.</p>
<p>5.2 OHCAT PRIORITY 2 INNOVATION AND SPECIALISM Increased focus on Speech and Language and communication</p>	<ul style="list-style-type: none"> • 2x SCLN training sessions led by SALT for all class staff per half term • EYFS lead and EYFS SALT champion are attending NELI course in preparation for implementing the scheme in the setting • Planning implementation of NELI with the SALT lead 	<ul style="list-style-type: none"> • To meet the needs of the cohort of pupils who need additional support with their SLCN • Staff confident in using a variety of ACCs • Improved communication skills for pupils • SALT strategies will be imbedded within continuous provision

OVERALL EFFECTIVENESS- OUTSTANDING

Strengths

The school has strong evidence that they meet the outstanding criteria under each of the judgement areas under the 2019 framework as outlined in the document above and this was collaborated by OFSTED at inspection in November 2019.

The hard data from the comprehensive assessment system shows that pupils consistently make outstanding progress across their holistic development and soft data backs up this judgement.

There is one elements from the Leadership and Management judgement that is considered to be in the good rather than outstanding category but there is sufficient evidence that the school has put in actions to improve this area and that it is just a matter of time before the impact of these actions is seen. Whilst the Governing body were commended for their role as a critical friend in the 2019 inspection the new aligned Primary and Secondary governing body will need to become more familiar with the strengths, risks and development plans of both schools in order to continue to hold leaders to account for the education of children and young people with communication needs between the ages of 4 to 18.

Safeguarding procedures in the school are effective. The school have regular termly monitoring visits from the Academy Safeguarding Lead. These show that all documentation for statutory requirements are in place and that the school adheres to these. Child protection incident logs are checked to ensure they are up to date and valid and regular supervision enables designated safeguarding officers to feel confident that they are managing incidents and allegations effectively.

“There is a strong culture of safeguarding in the school. Leaders make sure that all safeguarding checks are carried out efficiently and in a timely manner. Staff are trained well and kept up to date with the latest information about how to keep pupils safe. Staff demonstrate awareness and understanding of safeguarding around the school. All staff are vigilant about keeping pupils safe. Staff use all opportunities to teach pupils how to stay safe. Staff know what to do if they have a concern about a pupil.” OFSTED November 2019

Areas for development

The area for development is covered in the Leadership and Management judgement.

EVIDENCE TO SUPPORT SUMMARY EVALUATION

OFSTED inspection report -November 2019

Accountability Files in Principal’s Office