	The Link School **Self-Evaluation and Development Plan** **2022-23**
Written: September 2022	
Context	• The Link School is a special co-educational school that caters for children and young people aged from 4 to 18 who have speech, language and communication needs. All students have an Education, Health and Care Plan (EHCP). Just over two thirds of the student population have a diagnosis of Autistic Spectrum Disorder. A few pupils have had complex school histories or have not attended their previous school for a period of time. At the Primary site many children have started at the Link mid key stage when mainstream or special schools they have previously attended can no longer meet need. At the Secondary site the majority of the students have progressed through education in a special school or a base-type setting, with a smaller number joining the school from mainstream provisions. The school has a newly opened satellite site based just over a mile away from the Primary and Secondary sites. This site caters particularly for learners with ASD, ADHD and a demand avoidant profile who require a highly specialised learning environment and pedagogy. • The range of complex social and communication needs experienced by the young people at the Link makes them more susceptible to high levels of anxiety and emotional well-being issues, and they can present as more vulnerable than peers within mainstream and other special school settings. 13 pupils currently have direct CAMHS involvement. • The ethnic mix reflects the ethnicity of the local landscape. 45.71% of current students are White British, with the remainder coming from a range of different ethnic backgrounds. • 52% of pupils are supported by the pupil premium fund which is an above average portion. • There are currently 142 students on role, with 53 pupils on the Primary site, 19 pupils in the Satellite site, and 70 pupils on the Secondary site, 11 of whom are in the sixth form. The main school is at full capacity for its current physical size. The satellite site has space for another 6 pupils from September 23. The school population has doubled in size over the last four years due to a commitment to providing for the increased numbers of children in the local area with special educational needs. This has brought with it increased teaching and support teams and a changing leadership model with a more distributed leadership. • The school provide an outreach service for pupils who are at risk of exclusion from their mainstream schools or who are out of education if they fit the ASD / demand avoidant profile which has become one of the school specialisms. • The Link Primary and Secondary 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 two schools amalgamated under one DfE number in September 22 to become “The Link School” as part of a plan to provide a more cohesive educational and personal package of support for children and young people with language a communication needs in the local area. The Link School is part of the Sutton and Croydon Hub and works closely with the other Academy schools in the locality, Carew Academy and Addington Valley Academy (AVA). The school also works closely with the Cirrus Trust, a local mainstream Academy with which the school has a rental and service level agreement for the third satellite site.

	• An Executive Principal was appointed from September 2020 to oversee the amalgamation of the schools. The Executive Principal has been the Principal at The former Primary School since January 2017. The Primary secured their 4th "Outstanding judgement" in a row from OFSTED in November 2019. The Secondary School secured a "Good judgement with Outstanding for Behaviour" in January 2022. • 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. • As a response to students' complex social, speech, language and communication needs, the school offers a structured comprehensive therapy package to support progress. All students receive onsite speech and language therapy and occupational therapy from therapists employed by the school. Further bespoke therapy packages are offered in line with young people's barriers, including Canine Assisted Learning, drama therapy, music therapy, and counselling. • The school has a strong personalized learning philosophy with embedded values that support the overarching vision, "digging deep to aim high".
School Improvement priorities – 5 year plan	By the end of the academic year 2027 we will have: • Maintained our outstanding provision for children and young people with complex speech, language and communication difficulties through an Educational and Therapeutic model ensuring that quality is not lost as the school expands to cover the broad age group from 4 to 18 across three separate sites. • Become a flagship provision known for its expertise in Speech, Language and Communication (SLCN), Autistic Spectrum Disorder (ASD), and Pathological Demand Avoidance (PDA), providing open classrooms alongside training and outreach for OHCAT, Sutton schools and beyond. • Impacted SEN provision in mainstream schools through the planned virtual OHCAT Academy. • Secured positive long- term results in terms of work/ social outcomes for our school leavers.
School Improvement priorities – 2022-23	QUALITY OF EDUCATION **PRIMARY SITE** **1.1 Develop consistency and expertise in key reading strategies across the site, ensuring these are outlined through provision mapping documentation (to include object users, symbols users, whole word readers, phonics users).** **1.2 Improve the thread between targets in planning and evidence of achievement through "wow file" assessment.** **SECONDARY SITE** **1.1 Whole site reading interventions will create a positive reading culture for all, ensuring that the most effective teaching strategies are used for individuals who still have reading barriers.** **1.2 Students will complete the relevant qualifications for their ability in a timely way to include the full range of accreditation to match the different pathways on site - (to include pre-entry, entry 1,2 and 3 and where needed GCSE in core skills).** **SATELLITE SITE** **1.1 Develop a curriculum and assessment system (separate from the Primary and Secondary site model) suitable for the needs of children and young people with a Pathological demand avoidant learning profile.** **1.2 Ensure all staff on the satellite site are confident to use the pedagogical strategies most effective for optimum learning for learners with PDA.**

	BEHAVIOUR AND ATTITUDES **PRIMARY SITE** **2.1 Trial DIR floor time as a strategy to combine child centred communication approaches with emotional regulation strategies to identify if it is an effective tool to use across the Primary site.** **SECONDARY SITE** **2.1 Change the way behaviour is recorded on the Secondary site to SOLAR to bring this is line with the other two sites.** **SATELLITE SITE** **2.1 Investigate and implement ALSUP as a way of identifying lagging skills and unresolved behaviour for pupils with demand avoidant behaviour.** PERSONAL DEVELOPMENT **PRIMARY SITE AND SECONDARY SITE** **3.1 Develop some key milestone steps for The Link Priority Curriculum statements.** **SATELLITE SITE** **3.1 Identify a list of key Link Priority Curriculum statements for learners on the satellite site that will enable them to develop the personal skills they will need to follow their long-term aspirations.** **3.2 Conduct a feasibility study to identify if a Forest School pedagogy would be appropriate for some of the learners on the satellite site and if the site would be suitable for this development.** LEADERSHIP AND MANAGEMENT **PRIMARY SITE** **4.1 Ensure the changing leadership structure includes all roles and responsibilities required for continued growth, with leadership skills developed to a high quality across the board.** **4.2 Develop effective strategies to improve the culture of support for parents around emotional wellbeing.** **4.3 Develop outside areas to improve the quality of continuous provision for our pathway 1 learners – particularly an outside canopy area at the back of the new build.** **SECONDARY SITE** **4.1 Integrate the new leaders on the Secondary site into the leadership team ensuring they feel secure within their role and happy within the team.** **4.2 Develop a listening culture on the site in order to improve the wellbeing culture.** **4.3 Complete stage 2 of the playground improvement plan related to disability compliance.** **SATELLITE SITE** **4.1 Satellite site to have a clear vision and values set that fits in with the wider school vision but has a distinct flavour to reflect young people with a demand avoidant learning profile.**

QUALITY OF EDUCATION - GOOD

Strengths

PRIMARY SITE

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 site'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 site has developed quality **flat leadership** with all teachers taking responsibility for key areas of the curriculum or school priorities based on an "I**mpact 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 site 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 site has had a graduated response to Curriculum recovery following the **Covid pandemic** in order to ensure the planning and delivery is matched to the pupil's ability to engage and respond. 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.

SECONDARY SITE

Intent

- At The Link Secondary Site, we believe in an entitlement to '**powerful knowledge**' for every student on our roll.
- Our curriculum is designed to provide 'powerful knowledge' for all students as both learned **academic information** and an acquired set of **social and life skills**. The majority of our young people do not learn social skills naturally. We aim to ensure young people learn these important skills in the same way they learn, for example, algebra or grammatical structure
- The curriculum is also designed to promote our key vision of **wellbeing, independence, communication and achievement** for all. This drives our curriculum structure, implementation and any evaluation or adaptations.

Over time we want to see:

- students **gaining up to nine external accreditations** including English and Maths at their **optimum cognitive level**
- students equipped with the skills to enable them to look after themselves in the **wider community**
- students leaving school with the ability to complete straightforward aspects of **everyday living**
- curriculum content and quality of teaching that provides a **deep breath and balance of knowledge** in **formal**, **physical / expressive** and **RSE** aspects of learning.

Implementation

- Teaching is of a **high quality across the site** 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 (i.e. 2a), and others are moving into the outstanding grading of 1c or 1b. This consistent standard ensures students benefit from teachers' **good subject knowledge across the curriculum**
- Students are grouped according to their learning ability and learning styles to match the pathways through the school, ensuring students **receive the best and most effective provision for their need**. The majority of teaching takes place through subject-specific learning with specialist subject teachers. The important place of the Access curriculum and targeted EHCP interventions led by the school therapists and the SENCO is integral to the curriculum, ensuring learners work towards understanding and overcoming their key barriers so that they can make progress through the more formal curriculum. At Sixth Form level, students receive a highly differentiated curriculum with greater opportunities for external independent learning and preparation for college.

- To ensure students receive a good balance of academic and life skills learning, the curriculum is delivered through the following areas: ***Formal, Physical/Expressive, RSE / SMSC, and External / Independent.***
- Progress through the curriculum is measured and evidenced in both **formative and summative** forms of assessment, using the assessment monitoring software **SOLAR.** We use a series of levels called '**Link Steps**' based around **Pre -National Curriculum** and **National Curriculum** levels in **Formal** subjects. Other subjects are also recorded though SOLAR, but key performance indicators have been created by our own **subject specialists** with a range of targets matched to the ability range of students within the school. We also use the specification criteria from all of the **externally accredited courses** taught in school to our Key Stage 4 and 5 students in order to assess progress towards the final outcomes at **Pre entry, Entry Level 1, 2 or 3** or **Level 1 or 2 qualifications**.
- The site has enough data collated over a period of four years now to be able to make judgements about the amount of progress individuals and groups of students make in subjects across the curriculum. This enables teachers and school leaders to set **challenging individual and whole school targets** and to put interventions in place for those making less than expected progress
- SOLAR progression is updated by teachers as an ongoing process and each term a **progress report** is generated and sent home to parents. This acts as a good catalyst for discussion and home/school support.
- Student progress towards the key vision is also underpinned by the work of the therapy team. Therapists report termly on **Access curriculum targets** and annually on progress against **therapy targets** and **interventions** outlined in EHCPs. This contributes to the monitoring of the holistic progress of the students which is vital to inform overall progress towards the site outcomes in the vision statement – Wellbeing, Independence, Communication and Achievement for all.
- **Formative assessment** - questioning and feedback is used at regular intervals throughout lessons. We encourage a **learning dialogue** at all times. All marking and feedback follows the **whole-school marking policy** and includes "next Steps, students' comments, and codes" to assess whether or not learning objectives have been met. Formative assessment is also used to understand common and individual barriers to learning which promotes the vision of being a **personalised learning** school.

Impact

- Pupils at the Primary site 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 for 2021-22 has been analysed and in summary 88% of pupils achieved expected or above expected progress in English compared to 77% for 2020-21 and 77% achieved expected or above expected progress in Maths compared to 69% in 2020-21. In the Link Priorities 100% made expected (53%) or above expected (47%) progress compared to 87% in the previous year. Overall 100% made expected (63%) or above expected progress (37%) compared to 87% last year. This reflects the additional emphasis which was placed on generalising skills through community visits when off-site trips were allowed to happen after Lockdown.
- Pupils all find appropriate next step **destinations** for their learning ability, need and attainment level. From the 15 leavers in Summer 2022, 7 pupils transferred to the Secondary Link SLCN/ ASD or Demand Avoidant Provision, 5 pupils to an SLD/ASD provision, 2 pupils to the new Link Satellite Site and 1 pupil to a PMLD/SLD provision. These outcomes appropriately reflect the current wide ranging cohort within the school environment.

- Students at the Secondary site are developing a good range of skills and knowledge across the **formal curriculum** and **outstanding progress** in the **Physical /Expressive and RSE** Curriculum that **prepares them well** for their next step to **further education**.

- By the end of 2021-22, we had five leavers who left with a total of 37 qualifications between them and an additional 21 students gained 29 qualifications ranging from Entry Level 1 to Level 1. These subjects include English, Maths, Science, ICT, Home Cooking, and Art.
- Students across the school made good progress through the academic and personal and social curriculum in 2021-22. 27% of students made expected progress overall, 13% below expected and 60% above expected progress.
- Students all find appropriate next step **destinations** for their learning ability, need and attainment level. All of our leavers from 2019, 2020, and 2021-22 have gone on to various colleges and post-18 provisions with two leavers also currently in gainful employment. These placements have been established after several visits assessing the appropriateness of the college, course and need-specific facilities.

The quality of Education Judgement is considered to be **good with outstanding features**. This is because the curriculum in all subjects is designed to build on former learning and there are **structures for individualised learning** and support in place. Teachers have **good subject knowledge** and work across the curriculum is of good quality. Appropriate **accredited courses and qualifications** are in place for all abilities and students are prepared well for their next stages. To move to **outstanding,** we need to ensure that the Primary site have fully recovered from the effect of the Covid pandemic, so that emphasis can return to **curriculum progression rather than emotional health support**. On the Secondary site there needs to be a more cohesive approach to **teaching and learning of literacy** across the curriculum for the different learning styles and abilities to ensure a **quality to this area of the curriculum over time.**

EVALUATION KEY FOR QUALITY OF EDUCATION:

Dark Green	**Light Green**	**Orange**	**Red**
Target complete with proven impact **2/6**	Target on track – some measurable impact 4/6	Target on track – impact to come 0/6	Not on track OR target completed without expected impact 0/6

Actions from previous year:	Impact of actions:
Primary Site **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 adapt**	Primary Site 1.1 There has been a focus in teacher's meetings to capture key developmental literacy and maths targets for the school cognitive cohorts. New resources have been bought and matched to the motivations and interests of the children. The schemes of work for literacy have been updated. The maths co-ordinator has selected story books that can be used to teach a range of maths skills across the ability ranges and has set out developmental steps that match the SOLAR targets. This has led to children having increased opportunities to generalise their learning from literacy and maths sessions so that new skills are retained well. The updated maths and literacy schemes of work will provide a springboard from which to continue to adapt to the needs of the wide-ranging school cohort.

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.**	1.2 Training sessions have been built into the school programme for therapy champions. Therapy champions use a percentage of their weekly preparation time for their role after or before school. Learning walks show that champions are modelling good practice and there has been a demonstrable difference between the therapeutic skills of SSA therapy champions between last year and this year. This approach has enabled within school variation to be picked up earlier so that therapists intervene in a timely way.
1.3 OHCAT PRIROTY 1 QUALITY STANDARDS **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.**	1.3 Monitoring processes including SSA appraisal have been used to identify key areas of training for groups or individuals. Blocks of training for teams have been implemented based on gaps or weaker areas during breakfast meetings. Learning walks have shown that SSA's have made a step forward from their starting point with assessment for learning techniques. There has been a growth in confidence to adapt teaching strategies to the different learning cohorts.
Secondary site **1.1 OHCAT PRIORITY 1 QUALITY STANDARDS** **A literacy focus across the curriculum to:** i. **enable all teachers to work on key literacy targets through their lessons** ii. **improve diversity and motivational reading material for all abilities**	Impact of actions: Secondary site 1.1 Literacy assessments for pre-readers, mid, higher and extension learners in reading and writing have been agreed. All staff have received a block of training on teaching key literacy skills. Learning walks have shown an increase is students having opportunities to read within other subjects. A student audit has highlighted motivations and interests for reading material. A new library area has been developed and reading material purchased to match the interests of learners. Progress in literacy has increased over the year, with particularly good qualification results for key stage 4 and sixth form learners.
1.2 OHCAT PRIORITY 1 QUALITY STANDARDS **Improve quality of SOLAR Curriculum targets to ensure they are skills based rather than knowledge based giving a solid platform for hierarchical learning.**	1.2 Training was delivered to all teachers to review key performance indicators for their subject. Overall learning objectives have been broken down into skills- based steps which gradually increase in terms of challenge and difficulty over the course of the Link Step levels. The re-written statements have been used for SOLAR assessment for the full year. The targets may need to be tweaked over time, but initial feedback suggests that there is a better consistency of hierarchical learning across the different subjects, making it easier to identify qualification pathways for our learners.
1.3 OHCAT PRIORITY 1 QUALITY STANDARDS **Increase skill level of teaching assistants to support learning in the classroom through the assessment for learning sandwich model.**	1.3 Training was given to classroom assistants in using the AfL 'sandwich' model. Teachers have given increased opportunities for teaching assistants to teach individuals or small groups. Learning walks have shown that teaching assistants are better utilised in lessons and that they have confidence to step in to take classes when teachers are absent or at annual review meetings. The high quality of teaching assistant support was highlighted in feedback given by OFSTED at the end of the January 22 inspection.

Areas for Development 22-23	**Next Steps**	**Expected Outcomes**
PRIMARY SITE **1.1 Develop consistency and expertise in key reading strategies across the site, ensuring these are outlined through provision mapping documentation (to include object users, symbols users, whole word readers, phonics users).** **1.2 Improve the thread between targets in planning and evidence of achievement through "wow file" assessment.**	PRIMARY SITE 1.1 • Identify key effective reading strategy and reading level for every pupil in school. • Produce a reading provision mapping document to outline the reading interventions needed for groups of children. • Block of training sessions for each of the key strategies via teacher/ breakfast meetings and training days (object users, symbols users, whole word readers, phonics users). • Implement and assess impact of approach. PRIMARY SITE 1.2 • Strong monitoring of planning with mentoring support feedback from SLT termly. • Training in capturing learning for "Wow files". • Regular moderation meetings of assessments to improve the planning/ assessment thread.	PRIMARY SITE 1.1 • Increased confidence for teachers and support staff to use the most effective reading strategies for their pupils. • Clear progress annotated in reading for pupils in "Wow" assessment files. • Increased % of pupils making expected or above expected progress in reading by the end of the year. PRIMARY SITE 1.2 • Wow files will show clear progression over time with a focus on English, Maths and Science for the academic year 22-23.
SECONDARY SITE **1.1 Whole site reading interventions will create a positive reading culture for all, ensuring that the most effective teaching strategies are used for individuals who still have reading barriers.**	SECONDARY SITE 1.1 • Complete library set up with reading areas and an effective borrowing system. • Introduce a specialist teaching assistant to act as librarian. • Set up and deliver a home – school reading programme for all. Ensure staff, students and parents receive training on its use. • Identify the best reading strategy for all those with key reading barriers. • Ensure consistent interventions are delivered by the class or SENCO team to match the key barriers – including dyslexia interventions,	SECONDARY SITE 1.1 • All students will be using the new library on a weekly basis to exchange books. Reading will be part of regular homework arrangements. • Specified class staff and the SENCO team will have confidence to deliver the range of effective reading strategies, including whole word and phonics. • Students with key reading barriers will happily take part in reading interventions and will make at least expected progress through reading assessments on SOLAR.

1.2 Students will complete the relevant qualifications for their ability in a timely way to include the full range of accreditation to match the different pathways on site - (to include pre-entry, entry 1,2 and 3 and where needed GCSE in core skills).	whole word approach and phonics interventions. SECONDARY SITE 1.2 • Identify qualifications in all subjects appropriate for each student in key stage 4 /sixth form matched to their cognitive ability with a time- line for implementation. • Training for staff in any accreditation areas that are new to the school. • Training for accreditation officer in administration of new qualifications, including participation allowances for students with SEN. • Additional time to be given during teacher's meetings for moderation and qualification processes.	SECONDARY SITE 1.2 • All teachers confident to teach and administer the broad range of qualifications within their subject from pre - entry up to entry level 3. • All students benefitting from SEN allowances as part of the qualification process. • Qualifications completed in a timely way without causing teacher stress. • All students receiving at least 8 qualifications matched to their optimum cognitive ability.
SATELLITE SITE **1.1 Develop a curriculum and assessment system (separate from the Primary and Secondary site model) suitable for the needs of children and young people with a Pathological demand avoidant learning profile.** **1.2 Ensure all staff on the satellite site are confident to use the pedagogical strategies most effective for optimum learning for learners with PDA.**	SATELLITE SITE 1.1 • Develop key learning targets based on a skill-based model in core subjects that can feed into the whole school SOLAR assessment system. • Develop individual learning programmes of study for each student based around their motivations and interests with key targets matched according to the learner's cognitive abilities. • Adapt Link Priority assessments for the satellite site based on key cohort barriers. • Use TES monitoring to ensure the PDA offer is of a high quality. SATELLITE SITE 1.2	SATELLITE SITE 1.1 • Satellite learners will have regular school attendance. • Learners will be keen to come into school. • Anxiety behaviours that have previously caused school breakdown will reduce. • Visitors to the site will see a calm but industrious learning environment. • Learners will make expected progress across core subjects and the personal development curriculum. SATELLITE SITE 1.2

	• Additional week of INSET in September to ensure all staff receive basic PDA training and TEAM TEACH training. • New staff to complete PDA course level 3 with positive autism support. • Introduce a bespoke site VLE training environment with regular input through the year via staff meetings and coaching / mentoring from senior leads.	• Learners will develop trusting relationships with the staff where they feel confident to talk about issues or conflicts. • On the whole learners will be well regulated most of the time. • Learning walks will show that staff naturally use "backdoor learning techniques" that are effective in helping learners to engage and learn.

BEHAVIOUR AND ATTITUDES - OUTSTANDING

Strengths

PRIMARY SITE

- 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 Principal, 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 were no fixed term or permanent exclusions over the last year.
- **Attendance figures** have dropped since the Covid pandemic and are approximately 8% lower than former averages at 86.6%. The recovery plan is beginning to show an upturn in attendance over time. Attendance is monitored regularly by the pastoral lead and any concerns actioned through an attendance management plan.

SECONDARY SITE

- Students **show confidence and self-awareness in relation to their learning and conduct**, despite their complex speech, language and communication needs, and their social and emotional needs. This is facilitated by staff who have developed excellent relationships with students and who effectively **role-model** high standards of behaviour and positive communication and conduct, underpinned by the **School Values.**
- Staff and students are expected to look behind **presenting behaviours** to the **reasons for behaviour** before identifying the best supporting strategies and this is commonly understood. The school differentiates between **unacceptable behaviour** (behaviour unrelated to student barriers and needs) and **acceptable behaviours** (behaviours understood to be typical given the need of the child).
- Behaviours considered to be typical are **well-managed** through a deep understanding of the effect of social communication and language barriers and the tried and tested strategies needed to overcome these. The **Zones of Regulation** strategy is used coherently across the school to enable students to reflect well on their behaviour and make the best choices to ensure they are in a place to learn. **Social communication strategies** such as **comic strip conversations** and **social stories** are used effectively to challenge poor or confused thinking and to change thinking and behaviours to something more acceptable. The **joint Educational and Therapeutic approach** ensures that **quality training** is in place to maintain and embed the important strategies and these are seen in learning walks being used naturally across all subjects, teachers and times of the school day. The **Access Curriculum** led by the school therapists plays a huge part in up-skilling the students to learn, understand and develop r**egulation strategies** that can be self -implemented in the school and home environment. The strategies learnt are useful not just for the here and now but help to develop a **deep resilience** to **managing challenges over time**, preparing the students for a **future of positive emotional wellbeing.**
- Unacceptable behaviour in school is infrequent. All the students are aware of the expectations school holds for them. This has grown through **clearly articulated School Values** that are understood by the learners. The **seven values** (**Success, Kindness, Courage, Resilience, Charity, Positivity and Fairness**) are linked to famous local people who have demonstrated the value in their life and have been driven by the value to achieve their life goals. These values are embedded in school life though assemblies, wall displays and through the school reward system. To keep the values in mind, teachers, therapists and support staff send postcards home to reward students for work, actions and behaviour that reflect the School Values.
- Students are exceptionally proud of their school, and they take a **proactive approach** to alerting staff to any site concerns. The **Student Council** adds value to securing improvements in the school environment. The learning environment is well maintained, and students enjoy interacting and engaging with school visitors.
- Monitoring systems for behaviour are **robust**. Central records of behaviour incidents are scrutinised by SLT regularly to identify patterns of behaviour, particularly students who require interventions to encourage positive behaviour, and specific lessons where negative student behaviour may be a regular occurrence. This enables **effective and timely intervention** to take place. Behaviour incidents in school tend to be linked to the students' special needs, their high levels of anxiety, and their difficulties with social skills and/or in misunderstanding information.
- Behaviours are managed in line with the school's **Behaviour Procedure**. As well as reporting the details of the incident, actions and outcomes, the form includes the student's recollection, which is **differentiated** with symbols and a **thinking frame**, to support their **narrative**. Senior leaders are involved with students who display behaviours that challenge and offer **coaching support** for staff on the front line, and this builds staff confidence and commitment. The Executive Principal, senior lead with responsibility for pastoral care, and the school SENCO work tirelessly to ensure students with the highest- level needs benefit from the **latest thinking and research** to help them overcome their challenges. Wellbeing meetings and plans for these students are monitored regularly to adapt to any changes that the young person may be facing through their teenage years.

- **Bullying or discriminatory behaviour is rare** on the site, 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 were no exclusions in the academic year 2020-21. There was one internal and one fixed term exclusion in the academic year 21-22.
- Annual **attendance figures** have been rising steadily over the last four years. There has been a slight dip in attendance during the Covid pandemic recovery period of 2% to 92.3%.

The behaviour and attitude judgement is considered to be **outstanding** rather than good because both **behaviour and attitudes** to learning across the whole school are **exceptional**. Students themselves have developed a **strong and positive understanding of one another's needs** despite the challenges presented by their poor Theory of Mind. Through the 'Zones of Regulation' strategy, they develop stronger **emotional regulation and self – control over time**. For the students that struggle the most with self- regulation, strategies that are implemented make demonstrable changes. The **School Councils** make 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**.

"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 (Primary)

"Pupils behave very well in lessons and around the school. They have positive attitudes to learning. Even when things get tricky, pupils persevere and try their best. Pupils are respectful to staff and to each other." OFSTED January 2022 (Secondary)

EVALUATION KEY FOR BEHAVIOUR AND ATTITUDES:

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

Actions from previous year:	Impact of Actions
Primary site **2.1 OHCAT PRIORITY 1 QUALITY STANDARDS** **Develop a language around pupil well- being that is jointly understood by all.**	Primary site 2.1 All staff received a block of training on the importance of addressing all behaviours which become a barrier to our pupils learning. This focussed on embedding the theory that we need to address the wellbeing of the pupil rather than just behaviours of concern. The Team Teach philosophies that all behaviour is a communication, and 95% de-escalation is key to positive behaviour management has become a site mantra. Individual Risk Assessments that now include wellbeing plans for all pupils have been introduced and implemented throughout the site. All of

2.2 OHCAT PRIORITY 2 INNOVATION AND SPECIALISM **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** **Secondary site** **2.1 OHCAT PRIORITY 2 INNOVATION AND SPECIALISM** **Develop a culture of 'digging deep' for learners whose behaviours sit outside the range of students' usual behaviours, enabling staff to develop and use bespoke strategies that bring success for this minority group whilst maintaining the successful embedded structure for the majority.**	this has led to a reduction in persistent high level behaviour incidents. There has been a noticeable difference in the increased ability of the PDA cohort to self- regulate and access communal and community facilities safely. 2.2 Teacher and therapy teams Identified pupils in school with co-morbid conditions where differing strategies are required to overcome the attached barriers. The published ASD / OCD research project has been used as a model for good practice. Class teams have implemented the model for one pupil in their class group. Projects are at different stages of completion with one project on the comorbidity of PDA and trauma, fully analysed and learning captured for the next staff team. The other projects will need to be completed over the next year. Secondary site 2.1 Students that fell outside the agreed school behaviour policy were identified. Coaching and training support was received from Primary site staff on writing and applying positive wellbeing support plans for those that need them. This included the introduction of pro-active, active and reactive strategies as well as positive handling plans for those that need physical intervention. The whole staff team now feel confident that they can manage the learners that sit outside of the usual school behaviour norms. The school population understand that some learners need different levels of support and that this is okay. This has enabled the new PDA cohort to feel accepted as part of the site community. The site can now meet the needs of a minority of children that have a challenging school history and have the capacity to meet the needs of similar children long term.

Areas for Development 22-23	**Next Steps**	**Expected Outcomes**
PRIMARY SITE **2.1 Trial DIR floor time as a strategy to combine child centred communication approaches with emotional regulation strategies to identify if it is an effective tool to use across the Primary site.**	PRIMARY SITE 2.1 • Two people to receive full DIR floor time training (1 teaching staff / 1 therapist). • Interested staff to visit Sherwood school to see strategy in action. • Complete action research project with a small group of pupils from pathway1 and pathway 2 that have high level communication, sensory and emotional regulation needs. • Monitor and share research outcomes.	PRIMARY SITE 2.1 • A small team of staff will become specialist at understanding and implementing the DIR floor time strategy. • It will be clear as to whether this will be an effective holistic tool to introduce across the site for managing pupil wellbeing.

	• Make a decision regarding implementation – another tool for tool- box or whole site strategy?	
SECONDARY SITE **2.1 Change the way behaviour is recorded on the Secondary site to SOLAR to bring this is line with the other two sites.**	SECONDARY SITE 2.1 • Behaviour lead to receive training on using SOLAR to record whole school behaviour. • SLT training morning to agree on consistency of recording for summative data analysis – what, how, when? • Training for whole school staff to implement changes. • Record behaviour across sites using the agreed system.	SECONDARY SITE 2.1 • Behaviour data across the sites will be set out in the same format and analysis will show clear patterns that will make sense to accountability groups when providing support and challenge to the school.
SATELLITE SITE **2.1 Investigate and implement ALSUP as a way of identifying lagging skills and unresolved behaviour for pupils with demand avoidant behaviour.**	SATELLITE SITE 2.1 • Undertaking ALSUP (Lives in balance) assessment for all learners in multidisciplinary teams (repurposed practice with new practice entwined) • This will be done in the first half term for all learners as part of weekly class wellbeing clinics with SLT with CT,SSAs, OTS and SALTS (as applicable) • Review of assessments will take place every term initially (maybe reduced to half termly as appropriate)	SATELLITE SITE 2.1 • This will reduce the negative thinking attached to behaviours that challenge and cultivate a lagging skills and unsolved problems approach to why learners display behaviours that challenge as a result of not having skills required to meet expectations. • Collaborative problem solving with staff and pupils to develop ownership of behaviours within learners • Reduced anxiety of learners

PERSONAL DEVELOPMENT- GOOD
Strengths
PRIMARY SITE • The Primary site 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 for a half term** 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, 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 parent's 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 contribute well to pupils' Personal Development. The combined SALT and OT expertise contributes to the effective development of pupils' regulation toolboxes. 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. 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 three 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, technology to help them overcome curriculum access barriers as well as items to help with developing emotional regulation.

SECONDARY SITE

- The Link Secondary Site also provides a strong **Personal Curriculum** that extends beyond the academic. This is made up of three elements:
  1) **The therapist-led Access curriculum** that underpins all other aspects of learning and focuses on those areas of development that will support future personal success
  2) **The statutory Relationships, Health and Sex Education Curriculum** where key topics are re-visited through a **spiral model** at an appropriate level for students' cognitive and personal development.
  3) The **Link Priority Curriculum** that helps staff to focus on individual barriers for learners in personal development from **Education, Health and Care Plans.**
- The **Zones of Regulation** programme is delivered to all class groups as part of the **Access curriculum**. Students are taught to recognise when they are in one of four zones and to develop self-supporting calming, cognitive and sensory strategies to stay in or move from one zone to another. This ensures a **consistent approach**, language and strategies to support students in **regulating themselves physically and emotionally** and **preventing escalation of low-level behaviours**.
- The **Life Skills curriculum** ensures that the following statutory topics are covered throughout both KS3 and KS4: **Mental Health, Extremism** and **Radicalisation, Careers**, **E-Safety**, **Relationship education**, **Bullying and Healthy Living**. The programme and long-term targets are updated annually to meet the needs of the school population, and this ensures that sensitive topics are covered in a way that is **meaningful to the learners**. A varied Food Technology curriculum is taught to all students. Students study **nutrition and healthy eating and** learn how to prepare a range of dishes covering many different cultures. For those students who are ready for increased independent community access, the school teaches **safer travelling** through Transport for London initiatives on trams and buses locally.

- The site's **core values** of **Charity, Positivity, Kindness, Success, Resilience**, and **Courage** are **embedded** and referenced through the reward system, displays, tutor group names and assemblies. This ensures an emphasis on values that expand to every area of school life and enables students to make the **best choices** when they are faced with difficult decisions, as well as **preparing them** for their future relationships and challenges. The value of **Fairness** was introduced two years ago to bring a stronger awareness of the **equality agenda** into school and particularly the ability to know and understand **personal and peer challenges around disability**. The long-term purpose of this is to **build positive esteem** and the determination for students to **overcome their own life barriers** as well as **supporting those of their peers.**
- The Personal Curriculum structures are integrated with **SMSC** development and **British Values**. This is evident in learning walks and lesson observations. As a result, students are more aware of the **world around them and how the school values relate to it**. Consequently, they show **acceptance** of other faiths, cultures and beliefs.
- The Personal Curriculum is supported well through **assemblies** and **additional internal and external curricular opportunities**. Assembly themes are based on either the Link Priorities or annual calendar events and are chosen to reflect **cultural diversity** in Britain and abroad, as well as the **School Values**. Individuals and class groups lead assemblies with adult support, and this helps them **gain confidence in speaking, listening and presentation skills**. Students are encouraged to support and applaud each other during assemblies. Assemblies are also used to **prepare students** for forthcoming **whole-school events** as well as **local, national or world events** that occur that are worthy of celebration or understanding. Staff are urged to use any unexpected events as a **learning opportunity**.
- Additional therapies have positive impact on social and emotional progress for targeted students, particularly **Canine Assisted Learning, Creative Therapy with the school counsellor, Drama therapy with Roundabout and Music Therapy with Nordoff Robbins**. The established **Project Curriculum** opens up a **wider variety of curricular opportunities** that students may not have experienced before and often establishes **personal preferences** that can later be utilised through **work projects and work experience placements**. Hence these additional opportunities remain **integral** to the whole school curriculum offer.
- The graduated **Contextualised Safeguarding and Wellbeing** procedure clearly outlines three categories of support for children and families under **universal, targeted** and **specialist** support. This ensures that those young people who are the most vulnerable receive the best kind of support for their need and in a timely way.
- The site has an active **student council** with one selected representative from each class. They meet every two weeks in school and are co-ordinated by a middle manager. The established student voice in the school promotes a **healthy pride** in the school's achievements and also contributes well to the school's **involvement in the local community**. The site works with a range of community-based projects such as Prince William Award, Sutton Farm, Nickel Support, Sutton Food Bank, National Citizens' Service, Turf Project, Diamond Riding Centre, and The Crystal Palace Foundation for Life. The whole school community benefit from contact with two local churches and a variety of local schools.
- Some students have access to Waddon After-School Club. A number of students access twice weekly onsite sport and creative after school clubs supported by experienced members of staff. Regular lunch time clubs are offered and are very popular amongst the current cohort.
- Students' **health needs** are handled **confidentially and sensitively** by all staff. Routine medicines are kept in a locked cabinet and students are supported to take them by trained staff. The medical room accommodates one student at a time. Staff are trained in first aid and in maintaining students' dignity when administering rescue medicines and in minimising the impact on other students. Students are **sensitive to each other's needs** and seek adult help for their peers when they are concerned.

- We have a school-wide plan in action to ensure all aspects of the **Gatsby benchmarks** are implemented across all key stages. This covers life skills lesson content, visits from professionals, visits to careers fairs, enterprise weeks, work experience placements and contact with local colleges. Over the last four years our Year 11 and post-16 students have completed **successful internal or external work placements** and all of our leavers have gone on to **appropriate post-18 provisions**.

The Personal Development grade is considered to be good with outstanding features. This is because there is an embedded extension to the academic and vocational curriculum that emphasises the development of the whole student. There is high quality pastoral support with proactive development of active lifestyles and positive mental health. Learners have good opportunities to develop their interests and to be responsible and active citizens within the school community. The school have dug deep with the personalised opportunities offered to learners ensuring that the strategies and activities with the most impact are used to overcome personalised barriers and promote strengths. This is embedded through all age groups. The Personal Development Assessment structure assesses qualitative developments in a quantifiable way so that impact can be measured and shared with accountability groups and others as exemplary practice. 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. 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. This has been developed through a focus on Spiritual Development, one of the key elements of "The Link Priorities" on the Primary site and through the "Pictures of Me" diagnosis support programme across all age groups, part of the RHE Curriculum. There has also been a pro-active response to any possible discrimination issues.

To reach an outstanding judgement, the Personal Development Assessment structure in the Curriculum needs to capture developmental milestones needed for strong emotional intelligence in a way that is understood and utilised by the whole staff team.

EVALUATION KEY FOR PERSONAL DEVELOPMENT:

Dark Green	**Light Green**	**Orange**	**Red**
Target complete with proven impact **2/6**	Target on track – some measurable impact 3/6	Target on track – impact to come 1/6	Not on track OR target completed without expected impact 0/6

Actions from previous year:	Impact of Actions
Primary Site **3.1 OHCAT PRIORITY 1 QUALITY STANDARDS** **Following the limitations of the pandemic return to regular community visits as part of the**	Primary Site 3.1 The teacher in charge of community learning has used her expertise to train and inspire staff to plan for community-based learning activities. Risk assessment training for offsite visits has been updated and monitored well by the community lead. A successful residential trip for year 5 / 6 pupils took place in July at Hindleap Warren Adventure

curriculum in order to generalise PSD targets taught in the classroom.	centre. Senior leads have monitored the impact of community-based learning through hard and soft link priority data. This shows that pupils are: • 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.
3.2 OHCAT PRIORITY 2 INNOVATION AND SPECIALISM **Investigate and trial 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.**	3.2 Senior leads have visited a local special school that use DIR floor time effectively. 20 interested staff have received introductory training. Evidence suggests that this would be a useful strategy to pursue for our current Primary cohort and a next step strategy plan will remain on the SDP for next year.
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.**	3.3 There was a delay to the completion of the playground works because of the Covid pandemic. However, it was finally completed in June 22. All children are now enjoying playtimes with the new equipment and alongside the resources bought from the Sports Premium fund now have resources set up for their individual needs. Staff are cognisant of how to use the new playground equipment and any additional resources to support sensory regulation needs.
Secondary Site	
3.1 OHCAT PRIORITY 1 QUALITY STANDARDS **Link Priority lessons and interventions will be implemented to ensure students have opportunity to generalise learning from more formal curriculum lessons.**	Secondary Site 3.1 All students have received Link Priority lessons over the last year, including weekly access to the local community. Students have demonstrated high levels of engagement in community-based Link Priorities lessons. There has been a significant increase in progress for students across the school in Link Priority target 10 **Transfer and generalise skills** – be able to apply the knowledge and skills they learn at school to different activities and environments.
3.2 OHCAT PRIORITY 1 QUALITY STANDARDS **Learners in receipts of pupil premium funding or allocated Covid catch up funding will receive the**	

best bespoke additional learning opportunities and resources.	3.2 All staff are now aware of PP students and have had opportunity to feedback ideas for areas in which individual students could benefit most. Funding has been allocated accordingly based on individual areas of need and opportunities for personal progress and enrichment. Students with PP funding have gained experience and taken part in opportunities they may not otherwise have been able to participate in, including after school clubs and residential visits. The additional enrichment activities and personalised resources have contributed to the positive assessment results for these learners. 84% of PP students made expected or above expected progress across the academic and personal and social curriculum.
3.3 OHCAT PRIORITY 1 QUALITY STANDARDS **Identify a plan for raising the bar for a stronger wellbeing culture across the school.**	3.3 The staff audit included additional questions to elicit information around staff and student wellbeing. Key analysis identified a couple of areas to focus on to improve wellbeing culture- 1) Develop a better communication system between different staff groups 2) Set aside focussed time for coaching / learning conversations so that staff feel listened to experience responsive and timely solutions to problems. These will become part of the strategic plan for the new pastoral senior lead once he is in situation from January 23.

Areas for Development 22-23	Next Steps	Expected Outcomes
PRIMARY SITE AND SECONDARY SITE **3.1 Develop some key milestone steps for The Link Priority Curriculum statements.**	PRIMARY AND SECONDARY SITE 3.1 • Identify 2 Link Priority Steps each from the Primary and Secondary Priorities to work on each term. • Educational and therapy team to work together using research and evidence- based pedagogy from the selected areas to identify up to 10 key developmental statements covering the ability ranges on the sites. • Focus training and TES monitoring on the chosen priorities each term, giving feedback on strengths and areas for improvement.	PRIMARY AND SECONDARY SITE 3.1 Lesson observations and learning walks will show an increase in responsiveness to learning and personal development barriers in the focus areas with a strong knowledge of “on the spot” next steps and effective strategies – within the teaching, therapy and teaching assistant teams.
SATELLITE SITE **3.1 Identify a list of key Link Priority Curriculum statements for learners on the satellite site that will enable them to develop the personal skills they will need to have to follow their long-term aspirations.**	SATELLITE SITE 3.1 • Teacher and Therapy joint meetings to identify key Link Priority curriculum statements for the site learners. • Transfer the statements into the same format as used across the other sites.	SATELLITE SITE 3.1 Link Satellite Priorities will be known by all staff, and they will be able to articulate why these are so important for the learner's long-term aspirations. The Priorities will be used as a matter of course within

	• Teachers to use the Link Priorities when developing personalised learning plans. Teachers to evaluate in a timely way according to the termly monitoring schedule.	planning and as a response to personal development learning barriers seen in everyday interactions.
3.2 Conduct a feasibility study to identify if a Forest School pedagogy would be appropriate for some of the learners on the satellite site and if the site would be suitable for this development.	SATELLITE 3.2 • Satellite enrichment lead to gain qualification as a Forest Lead and sets up the forest school for the satellite site. • Enrichment lead will set up Forest school activities upon the site and manage them- reviewing successes and adaptions that may need to be made. • Sourcing funding for the project from appropriate organisations. • Enrichment lead will look at the feasibility of how small activities could be taken over to the main primary site and perhaps led by the learners at the satellite	SATELLITE 3.2 • Enrichment lead will have worked with the learners to create a calming space that they feel proud of. • Building confidence and independence • Feeling empathy for others and nature • Physical Fitness/Activity and Improved Mental Health • Increases learning outcomes • Small learner led activities at primary site will aid maintain the connection the satellite site has with the rest of the school and to help with their empathy of other children and to help them think about how to respond to different people.

LEADERSHIP AND MANAGEMENT- GOOD

Strengths

PRIMARY SITE

- Leaders have a **clear vision** for the site 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 i**mplementation**. Strong **monitoring processes** for teaching and a **coaching model** for support ensures there is always a focus on improving teaching. The **flat leadership model** 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 **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 C**ontextual 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.

SECONDARY SITE

- The site has a **strong vision and values** that prioritise **holistic long -term outcomes** for young people. Leaders have worked diligently to make sure these are understood by all stakeholders.
- There is a similar **flat leadership model** to the Primary site with consistent policies and monitoring systems that ensure impact in **student progress** and **staff development over time**. Teaching across the site is typically good with many staff showing aspects of outstanding practice.
- There is a clear focus on **developing the curriculum** and ensuring staff have the **knowledge and skills** they need for i**mplementation**. Leaders work hard to ensure all students follow an **appropriate academic pathway** as they move through their Secondary education and thought, and time goes into providing the **personalised approaches** the young people need to overcome their **personal and learning barriers**. The senior lead with responsibility for Curriculum and Assessment has worked systematically over the last few years to ensure all schemes of work are **developmental building on previous knowledge**. The Assessment system "**SOLAR**" has been adapted well to match the **developmental pathways** in the school. The teachers have been involved in the development of this model and understand how to use it. The analysis system is **simple** but clearly outlines **individual and whole school strengths** through the Curriculum as well as **areas for intervention.** The school **SENCO and the Therapy Team** help to drive the personalised learning approach and do not give up easily, believing there to be a pedagogical solution to all barriers. Leaders support the SENCO well in her role in the **Education, Health and Care Plan processes** and this means they know students well and can liaise with outside professionals and the Local Authorities to make the best decisions about provision.
- The return to regular **on-site parent evenings** have enabled leaders to drip feed any Curriculum and Assessment changes so that parents can be active supporters of their child's learning. A **Graduated Parent Support Plan** has been introduced to the Secondary site and this is beginning to embed and impact families that require additional help.

ALL SITES

- The school has a clear weekly **CPD structure** throughout the year and offers training on a wide variety of topics from well-being, to key strategies to support young people with communication needs to particular unusual learning barriers. Staff surveys over the last few years have recognised the improvements in CPD and the resulting **growing expertise** in the school community.
- Leaders engage with **staff** effectively and take account of the main pressures of the various roles. There is support to manage workload 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 wellbeing and leaders use these in a **timely way** to protect staff from **bullying or harassment**.

- There is a **strong culture of safeguarding** in the school and this is owned by all. The DSL's and the Executive Principal are experienced and well trained in this role and together with the **strong accountability structures** from Governors and the Academy, this ensures a **pro-active approach** so that every child and family receive **timely** and **quality** support from the appropriate services. The school's **contextual safeguarding policy** has been a particularly useful tool in the safeguarding process and is **effective in preventing family crises** due to the stresses of managing a child with complex needs.
- **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 have been successful in holding leaders to account for the **quality of teaching and learning** in the school and **staff well-being**. Governors are well versed in the **Teacher Evaluation Schedule (TES).** This is monitored through the Teaching and Learning Portfolio visits and data is shared with all governors in the LGB via the Principal's Report. The TES, with consistent reporting, allows the Senior Leadership Team to pinpoint areas of concern and for improvement, which in turn informs high quality CPD and training for teaching and support staff. Performance is measured on **'typicality'** from a range of evidence bases across both teaching standards. **Summative reports** capture a range of monitoring across a term, such as **learning walks**, **lesson observations, classroom displays and work scrutiny** for teachers. Teachers are required to deliver consistently well-rounded practice and are robustly assessed against this benchmark. The result of this is that **pupils of all ages** receive **effective teaching** as they progress through the school whatever pathway is appropriate for them to follow.
- The current Governing body was **established** in the autumn term 2020 and has been formed from members of the former Primary and Secondary Governing bodies. This combined Governing body is **rich in experience and expertise** and is in a good position to hold leaders to account at this important juncture where the two schools have amalgamated into one school with the expansion onto a third site. The members of the Governing body have been fully involved in this process and are committed to the vision of a **whole through school** that can be a **centre of excellence** within the borough for children and young people with speech, **language and communication needs.**
- The **Academy CEO** plays an important part in Governance, supporting the Principal 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** as necessary.

Leadership and Management is considered to be good with outstanding features. There is a 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 has prepared 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. To be fully outstanding the school will need to ensure that the new Assistant Principal at the Secondary site is fully enrolled into the school vision and practices and that senior leads moving into new positions because of the school expansion feel confident and are fully effective in their new roles.

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

"Leaders make sure pupils study a wide range of subjects. Leaders have thought about the knowledge they want pupils to know and remember in each year group, including the sixth form. Leaders have high expectations of pupils' behaviour. Leaders have given careful thought to how pupils' all -round development is promoted." Secondary OFSTED January 2022

EVALUATION KEY FOR LEADERSHIP AND MANAGEMENT:

Dark Green	Light Green	Orange	Red
Target complete with proven impact **3/7**	Target on track – some measurable impact 2/7	Target on track – impact to come 2/7	Not on track OR target completed without expected impact 0/7

Actions from previous year: **Both sites:** **4.1 OHCAT PRIORITY 3 DEVELOPMENT AND GROWTH** **Formulate and action a plan for full amalgamation between the Primary and Secondary school.** **Primary Site:** **4.2 OHCAT PRIORITY 3 DEVELOPMENT AND GROWTH** **Complete feasibility plan for expansion of PDA flagship provision to a near local site.** **4.3 OHCAT PRIORITY 2 INNOVATION AND SPECIALISM** **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 affecting the emotional or mental health of the family.** **4.4 OHCAT PRIORITY 1 QUALITY STANDARDS** **An emphasis in staff training to consider strong teams, emotional intelligence and management of**	Impact of Actions Both sites • 4.1 The business plan for Primary and Secondary amalgamation was excepted by the DfE in May 21. The amalgamated school, The Link School, begins its life on September 1st 22, offering the potential for 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. Primary site • 4.2 An opportunity for satellite expansion became available in the Spring term 22. With an ever-increasing waiting list and full outreach programme for young people with PDA it was important to pursue this opportunity. A satellite site that will cater for up to 24 children with a PDA profile will open in September 22 on the site of Wallington Primary Academy. A rental agreement and service level agreement is in place with the Cirrus Trust and a Leadership and Education team have been prepared to move forward with this new venture. • 4.3 A bank of resources has been created 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. Parent coffee mornings and mini conferences now take place twice termly on topics highlighted as priority areas. These are helping to rebuild quality communication with parents following the Covid pandemic. • 4.4 The staff conduct policy has been revisited through breakfast meetings with an emphasis on team building and quality communication. Coaching support has been offered to class teams and individuals.

conflict to aid emotional health recovery following the effects of the Covid pandemic. **Secondary Site:** **4.2 OHCAT PRIORITY 5 NURTURING TALENT** **Update the Staff Induction plan and implement the Early Careers framework effectively to ensure the school culture and school developments are fully embedded amongst the new staff.** **4.3 OHCAT PRIORITY 1 QUALITY AND STANDARDS** **Focus on parent empowerment strategies to ensure parents have and understand information around school development, assessment and learning strategies relevant to their child.** **4.4 OHCAT PRIORITY 3 DEVELOPMENT AND GROWTH** **Complete the planned playground and front of school projects to ensure learners benefit from high quality outside resources**	Solution focused communication has increased over the year. Some teachers have grown in skill and confidence to bring out the best in their teams. A number of staff have grown their ability and willingness to manage differences of opinion or conflict in a way that maintains positive and healthy communication. Secondary site • 4.2 The induction plan has been updated to include training on key values and strategies as well as operational elements. Weekly afterschool training sessions have taken place and included face to face, video training and discussion. ECF teachers have attended monthly training sessions in their cluster groups and attached mentors have met with ECF teachers weekly. New staff are now fully cognisant of operational and strategic practices in the school and able to confidently contribute to school developments. The ECF teachers are effective in their posts and are working at least a solidly good in the Teacher Evaluation Schedule. • 4.3 Parent talks on school development have taken place at parent evenings and updates have been drip fed through school development circulars. An overview explanation on assessment has been sent out with termly reports. Parent feedback has shown increased satisfaction regarding communication and parent support for their young person. Issues that have materialised have been picked up on in a timely way and issues addressed well without having to go through any formal complaint's procedures. • 4.4 There has been a delay to the playground project due to resource difficulties around the Covid pandemic. However, the plan is now outlined under 3 phases with the first phase completed in the Summer holiday 22 – new car park and safety features at the front of school and football and basketball Muga pitch on the back playground.

Areas for Development	Next Steps	Expected Outcomes
PRIMARY SITE **4.1 Ensure the changing leadership structure includes all roles and responsibilities required for continued growth, with skills developed to a high quality across the board.**	PRIMARY SITE 4.1 • Re-write leadership job descriptions to match the new leadership structure. • Quality appraisal with regular coaching support for leaders stepping into new roles.	PRIMARY SITE 4.1 • Leaders stepping into altered roles will feel confident that they are doing a good job and will be fulfilled in their roles. • All parts of the leadership jigsaw will be in place and moving forward cohesively.

		• The quality of leadership judgement will meet the outstanding criteria.
4.2 Develop effective strategies to improve the culture of support for parents around emotional wellbeing.	PRIMARY SITE 4.2 • Sue D to work closely with a clinical psychologist (Vicky Muschietti) from the Trailblazers project to plan a programme of sessions for the PICMs. • Two to three PICMs to be jointly led by Vicky Muschietti and Sue D; first one will take place on 28.9.22. • Sue D and Anita to lead further sessions as needed and offer bespoke support as required.	PRIMARY SITE 4.2 • Parents will know the importance of self-care and will have strategies that they can use to support their wellbeing. They will know where they can go for support. • There will be an open culture where emotional wellbeing can be discussed freely between the parents, and other members of the school community. • Parents will have more confidence and resilience to deal with any challenges that they face in everyday life.
4.3 Develop outside areas to improve the quality of continuous provision for our pathway 1 learners – particularly an outside canopy area at the back of the new build.	PRIMARY SITE 4.3 • Follow finance procedures by getting quotes from different companies and choose a company to lead on the project. • Use Capex resources and money from OHCAT fund raising support to fund project.	PRIMARY SITE 4.3 • Pathway 1 learners will be able to use the continuous provision strategy in all weathers. • Emotional regulation abilities for pathway 1 learners will be the same in the winter months as they are in warmer weather.
SECONDARY SITE **4.1 Integrate the new leaders on the Secondary site into the leadership team ensuring they feel secure within their role and happy within the team.**	SECONDARY SITE 4.1 • Update roles and responsibilities pack ensuring everyone takes ownership of these. • New leaders to complete the weekly induction programme. • Quality appraisal with regular meetings and coaching support from the Executive Principal. • Weekly SLT meetings across sites, with clear agenda. SECONDARY SITE 4.2	SECONDARY SITE 4.1 • The new Assistant Principal and Senco will be clear in their roles, have an accurate knowledge of the site and confident to lead independently and strategically in their roles by the end of the academic year. • The Executive Principal and Deputy Principal will be able to step back from the induction support required to secure these roles so they can concentrate on their own areas of strategic development. SECONDARY SITE 4.2

4.2 Develop a listening culture on the site in order to improve the wellbeing culture. **4.3 Complete stage 2 of the playground improvement plan related to disability compliance.**	• Introduce a regular remote communication meeting to include all sites with breakout rooms for diary updates and schedule changes. • Include more opportunities for discussion and coaching within weekly training sessions. • Give opportunities in directed training time for planning, assessment and EHCP preparation with time for team discussion. • Senior team to carve out time for classroom interaction before the start of the day or at the end of the day. SECONDARY SITE 4.3 • Companies invited to quote for stage 2 plans – disability compliant paving and slopes, hall canopy and creative arts space, sunken trampoline. • Decide on and commission the best companies for the different aspects of the plan. • OHCAT business team to support to ensure business and health and safety compliance.	• The staff questionnaire will show improvements in the wellbeing areas related to communication. SECONDARY SITE 4.3 • Students, parents and visitors to the school with mobility difficulties will be able to access the playground safely and independently. • All students will have leisure activities that match their interests and are easily accessible on the playground.
SATELLITE SITE **4.1 The satellite site will have a clear vision and values set that fits in with the wider school vision but has a distinct flavour to reflect young people with a demand avoidant learning profile.**	SATELLITE SITE 4.1 • Planning INSET content – ○ Team Teach ○ Safeguarding ○ Vision Value and golden thread ethos- including class vision and values ○ Intro to PDA ○ ASLUP assessment training ○ Behaviour recording training ○ Code of conduct • New staff to complete PDA course level 3 with positive autism support.	SATELLITE SITE 4.1 • Staff will be able express the vision and values of the satellite site and how it reflects the vision and value of the whole school whilst meeting the need of the learners on the site. • Visitors will see embedded values and vision within practice of staff and the way in which they conduct themselves and the offer they deliver to learners

	• Introduce a bespoke site VLE training environment with regular input through the year via staff meetings and coaching / mentoring from senior leads. • Regular breakfast meetings	

OVERALL EFFECTIVENESS- GOOD
Strengths
The school has strong evidence that they meet the good criteria under each of the judgement areas under the 2019 framework with Behaviour rated as outstanding. This was collaborated by OFSTED at the Secondary site at inspection in January 22. The Primary site whilst receiving an Outstanding judgement overall in November 2019 has been impacted by the Covid pandemic and requires another year of recovery to ensure maintenance of the Outstanding criteria. The hard data from the comprehensive assessment system shows that pupils and students across the age groups consistently make outstanding progress across their holistic development and soft data backs up this judgement. To reach the outstanding judgement overall there needs to be a reading focus across sites that ensures children and young people are receiving the most effective reading strategies for their learning style over time and that a love of reading material becomes embedded into the culture of the school. Developing better evidence of the thread of improvement across subjects is important with curriculum leads being able to articulate this confidently. The individuals within the growing and evolving leadership team for the now three school sites require expertise not only within the responsibilities they lead on their site but also a cohesive and deep understanding of the bigger picture of developmental requirements across all age groups and abilities in order to encourage and support one another to be the very best they can be. 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." PRIMARY OFSTED November 2019**

"Leaders and staff are well trained and knowledgeable about all aspects of safeguarding. They are aware of pupils' needs and how they may be at increased vulnerability to harm. Staff know what behaviours and signs to look out for and report any concerns that they have. This enables leaders to put in any additional support as needed. Pupils learn how to keep themselves safe in different situations. Teachers helps pupils to understand boundaries and how to identify possible problems and dangers when out in the community." SECONDARY OFSTED January 2022	
Areas for development	The areas for development are covered in the Quality of Education and Leadership and Management judgement.

EVIDENCE TO SUPPORT SUMMARY EVALUATION
OFSTED inspection report -November 2019 Primary/ January 2022 Secondary
Accountability Files in Principal's Office