

Hannah's School at Ivybridge

Self-evaluation summary 2017-2018

Hannah's School at Ivybridge is a small school which admits children from the age of 3 – 19 years where they engage in a holistic, integrated sensory curriculum which is supported by a team of therapists including speech and language, physiotherapy, occupational therapy. There is access to nursing and learning support is in place for all children. The school is registered with the Department for Education for the following categories of admission:

- Profound and multiple learning difficulty(PMLD)
- Severe Learning Difficulty (SLD)
- Moderate Learning Difficulty(MLD)
- Physical difficulty(PD)
- Autistic spectrum disorder(ASD)

The model of support for learning encompasses all aspects of a sensory led curriculum. At Post 16 this is delivered utilising accredited programmes such as Asdan Personal Progress and the Trinity College Arts Award. Key to access to the curriculum and progress is the provision of speech and language therapy, a total communication environment and low tech to high tech communication support. At Pre 16 the Equals framework is used.

Attendance for children and young people can be seriously impacted by health issues. 2016-17 data show an overall 85.33% attendance for girls and an 87.03% attendance for boys. Given that this is a small school the absence either short term (on a cumulative basis) or longer term of one or more learners with ill health /hospitalization can have a substantial impact on attendance levels.

As well as a range of direct therapies children and young people access a range of resources such as:

* A hydrotherapy pool * rebound therapy * sensory room * dark room
*environmental controls * interactive zones * ICT * adapted music * music therapy (as assessed)

The profile of progress and achievement for the school 2017-2018 was one of good to outstanding progress across all learners. Learners' cohorts fall into two main P level groups P1-P3 and P4-P8.

At the Ofsted education inspection of November 2016 the school was rated as GOOD with outstanding.

School self-assessment profile

Area	Effectiveness of leadership and management-good	Quality of teaching , learning and assessment-good with outstanding features	Personal development , behaviour and welfare-good with outstanding features	Outcomes for learners-good/outstanding
Statement	<p>The school maintains a safeguarding culture in which learners can experience education, personal choice making and the wider world as safely as possible. Within this context the governors and education team promote high expectations and consistently improving outcomes for all learners at all curriculum stages. Governors consistently challenge all aspects of the provision and maintain effective communication with the Head and team. The safeguarding and LAC governors play a key role in monitoring the effectiveness of safeguarding measures.</p>	<p>The school sets realistic and challenging targets for learners commensurate with their complex needs and abilities within a tailored and individual curriculum approach. This is delivered within the context of a performance management profile of teaching/learning of good with outstanding features. Evidence of this is secured with effective monitoring, reporting, quality assurance and challenge by governors which holds the Head teacher to account.</p> <p>The school adapts individual curriculum profiles as required by each learner and in synchronization with their health needs.</p>	<p>The school has a culture in which the Learner Voice is central. The Student Council represents learner views and the learners are supported in exploring all aspects of personal development, behaviour, welfare and British Values. Effective curriculum planning and delivery supports this process and enables learners to demonstrate progress in core areas such as PSHE.</p>	<p>In accessing a bespoke sensory curriculum learners are given opportunities and support to allow them to demonstrate consistent improvements in core subjects such as Maths, ICT, English and PHSE. This is supported by an effective profile of teacher delivery resulting in consistent progress for individuals.</p> <p>The context for the curriculum, engagement, learning and challenge is that of an environment which meets their social, sensory, learning and others needs as well as encouraging them to develop broader social and interactive skills of daily living.</p>
Evidence	<ul style="list-style-type: none"> -Safer recruitment processes are demonstrated via compliant HR files content. -Supervisions and appraisals records demonstrate appropriate practice and training support -Training records -Governors and Head Teacher reports/visits demonstrate challenge, breadth and positive outcomes for learners -Positive regulatory reports -Progress monitoring demonstrates good to outstanding progress by learners -Governor visits and safeguarding / LAC reports. 	<ul style="list-style-type: none"> -Targets, monitoring and reporting against national standards demonstrates good to outstanding profile. -Reports of teacher performance demonstrate outstanding to good performance. -Head teacher reports demonstrate challenge, breadth and positive outcomes for learners -Governor minutes /visit records confirm performance management findings -School Improvement Partner reports confirm team and Head Teacher findings. -Records of planning /delivery 	<ul style="list-style-type: none"> -Student Council minutes capture the student voice -Rolling programme of theme based delivery evidences British Values and opportunities for personal development. -Head Teachers report to Governors evidences student input -Governor visits capture evidence of personal development and embedded British Values. -P level progress records -half term progress reviews -Learner portfolios and displays - unique to each learner with g-outstanding progress 	<ul style="list-style-type: none"> -Records kept of evidence of a low impact environment via displays, governor visits, and Head Teacher observations. -Annual Celebration of Achievement – summer term -Student survey results -Parent survey results -Monitoring of learner achievement. -Quality assurance of provision by team , governors ,local authorities and external bodies(e.g. ASDAN)

Areas for improvement 2017-2018 – linked to School Improvement Plan.

The school and governing body recognise the impact of budget cuts for the local authorities who commission places with Hannah's. To this end the Governors and Trust will seek to review and develop an offer and structure which meets LA needs as both they and the school move forward. This will be a key piece of work for the years 2017-2018 & 2018-2019.

The school /governing body also face the challenge of redesigning, testing and pulling together a model which captures the small steps made by these complex learners. This must accurately secure robust quantitative /qualitative progress profiles.

Key to areas for change, maintenance, development or improvement: C=change; I=improvement; D=development; M=maintain:

Area	Effectiveness of leadership and management	Quality of teaching , learning and assessment	Personal development , behavior and welfare	Outcomes for learners
Area for change, improvement or development 2017-18.	<p>1.Governing body to undertake (with the Trust Board) a full review of provision and learning offer for roll out from 2018-19 academic year onwards to promote the development and sustainability of the learning offer. C,D</p> <p>2. The Head Teacher, benchmarking partner and governing body will manage, monitor and challenge teaching and learning in the school so that it is NEVER less than GOOD. M</p> <p>3. To ensure that the curriculum frameworks are fit for children and young people and enable them to make Good to Outstanding progress M.</p> <p>4. The governing body to evidence their own functions and processes within the action plan and framework for governance. D</p>	<p>1. To develop an effective model which securely captures progress. D,C</p> <p>2. Governing body reflect expectations of outcomes for learners within the school within the Head Teacher's performance management and the challenge to the Head Teacher at governor meetings and others. M</p> <p>3. To evidence consistent progress for all learners with a school profile of GOOD to OUTSTANDING progress M</p> <p>4. Quality of teaching/learning evidenced as OUTSTANDING to GOOD. M</p> <p>5. To review curriculum frameworks on a regular basis to ensure a suitable fit. M,I</p>	<p>1. To secure an alternative to the Student Council in hearing the learner's voice. D,C</p> <p>2. The curriculum framework allows children and young people to develop skills appropriate to their level of development in relation to an understanding of themselves and their place in the world. D</p> <p>3. To discuss and develop the role of one learner as an associate governor. D,C</p>	<p>1. To develop with the SLT team a model which captures all opportunities for ICT development for each learner. This will help to reduce the likelihood of the drop in ICT achievement seen for one small group -2016-17 data. D,I</p> <p>2. Learners will be supported in fully accessing an appropriate sensory curriculum which gives them opportunities to demonstrate GOOD-OUTSTANDING progress. M</p> <p>3. Outstanding to good teaching and learning leads to outstanding to good progress for children and young people. Any drop in that profile is dealt with via the appropriate teacher performance management processes .M,I</p> <p>4. Parents views are sought and influence teaching , learning and individual programmes.- - annual survey to be further reviewed and adapted to capture extra information.M,I,D</p>