



School Evaluation Document March 2019

School Context	<p>Oaklands School is expanding with a rapid increase in numbers year on year since 2010. Oaklands relocated to a new building in September 2018, and for the first time have opened two primary class bases.</p> <p>The current Head Teacher was appointed in 2010, the senior leadership team has been expanded since the last inspection to include a Head of School for the Secondary provision and 5 Assistant Heads in September 2018. A team of five middle leaders has been established; their role is to lead a curriculum team.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Planned roll</td> <td>139 (123 secondary and 16 primary aged pupils)</td> </tr> <tr> <td>Number on roll</td> <td>127 (117 secondary, 10 primary)</td> </tr> <tr> <td>SEN</td> <td>100%</td> </tr> <tr> <td>Pupils with PMLD</td> <td>22</td> </tr> <tr> <td>Pupils with ASD</td> <td>59</td> </tr> <tr> <td>Pupils with SLD/complex needs</td> <td>46</td> </tr> </table> <p><i>In additional to their primary learning needs,</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Number of pupils receiving FSM</td> <td>32</td> </tr> <tr> <td>Number of pupils who have EAL</td> <td>68</td> </tr> <tr> <td>Number of pupils receiving PPG</td> <td>22</td> </tr> <tr> <td>Number of Looked After Children</td> <td>7</td> </tr> <tr> <td>18 year olds in supported living</td> <td>2</td> </tr> </table> <p>Of our current pupils 37 or 29% are on the continuing care nursing caseload reflecting additional medical care needs Pupil attendance in 2017-2018 was 87.53% If pupils with significant health needs which limit attendance are removed the overall attendance rate would be 90.29%</p> <p><i>We note that attendance in 2017-2018 decreased by 1%. This was caused by two students in year 15 not being provided with transport by the LA for a full half term.</i></p> <p>Staffing SLT comprises HT, DHT, HOS, 5 AHTs 12 class teachers, 5 subject specialist teachers 25 teaching assistants, 26 learning support assistants, 10 apprentices 3 of our support staff are being sponsored in teacher training. A number of Oaklands employees are currently deployed to support classroom practice in Great Oaks College, a specialist independent college co-located with Oaklands.</p> <p><u>Expertise on staff:</u> 3 Team Teach tutor2, 1 TEACCH practitioner, 2 Makaton tutors, 3 manual handling trainers, 3 specialist TA's SALT, 2 specialist TAs OT, an 'autism champion', 2 job coaches, 3 internal verifiers and 2 cygnet trainers</p> <p>Awards Oaklands was awarded NAS accreditation for the second time in February 2017. NAS has now identified 61% lesson at their highest grade and 5 areas of particular strength.</p> <p>Partnerships Oaklands established the West London and Surrey School Partnership initially through The Education Development Trust. This partnership is in its fourth year of operation.</p> <p>We are a member of the Hounslow Education partnership (HEP)</p> <p>Longstanding relationship with St Marks School, a local mainstream school.</p>	Planned roll	139 (123 secondary and 16 primary aged pupils)	Number on roll	127 (117 secondary, 10 primary)	SEN	100%	Pupils with PMLD	22	Pupils with ASD	59	Pupils with SLD/complex needs	46	Number of pupils receiving FSM	32	Number of pupils who have EAL	68	Number of pupils receiving PPG	22	Number of Looked After Children	7	18 year olds in supported living	2
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Targets from last Ofsted Inspection (2018)	Actions carried out since last Ofsted Inspection
<p>The work of the middle leader's curriculum team is developed further to include checking the impact of the teaching modules against pupil's progress towards their individual education plan targets and to inform future refinements.</p>	<p>Following the Ofsted inspection, we held a curriculum team review event to evaluate the work of curriculum teams. As a result of rigorous evaluation the following actions were taken;</p> <p>Decision to create a fifth curriculum team to lead on SEMH. This means that we have 4 curriculum teams leading on the 4 areas of EHCP and our independence team. 5 in total.</p> <p>Long Term Plans were reviewed and updated to create more links between subject content in terms.</p> <p>Curriculum teams initiated formal monitoring of IEP success by analysing both Spring and Summer term success using a 4-part success criteria in line with the SOLAR assessment system. IEPs have been monitored on SOLAR from September 2018.</p> <p>The initial two terms IEP data analysis was produced and presented to SLT in September 2018, creating a baseline for further developments.</p> <p>Curriculum team leads have changed in line with staff changes and promotions, with 3 new middle leaders appointed this September.</p> <p>Next steps; continue with newly designed IEP analysis system for coming year.</p> <p>Use first data set to inform termly update of medium term plans.</p>

	Strengths	Next steps
<p>Effectiveness of Leadership and Management</p> <p>Grade 1</p>	<p>At Oaklands we believe that all of our pupils will make progress and become more independent. Our Values and Beliefs Statement, which was written by the full team underpins all of our work with pupils, it is understood by the full staff team.</p> <p>Oaklands has just moved into a new purpose built facility which is the result of 8 years' strategic design work by the leadership team to produce the best quality environment for learning needed by our students. A phenomenal quantity of leadership time and strategic thinking has been required to successfully complete this project.</p> <p>Our support and development strategy was developed and introduced following our previous Ofsted inspection. We have secured an improvement in the quality of teaching and maintained that standard, successfully inducting new staff during our period of expansion.</p> <p>During 2017-18 100% lessons were graded good or outstanding of which for the second year running 57.5% were outstanding. The proportion of outstanding lessons increased during 2017-18.</p> <p>During this academic year there have been between September and 04.03.19 we have carried out 36 formal lesson observations of which 50% were graded outstanding, and 50% good.</p>	<p>Continue development of middle leaders so that they are fully involved in cross school strategic developments including termly development of medium term planning.</p>

	<p>Our moderation of lesson observations reveals absolute consistency in the SLT for the standards of teaching to which we all aspire. Our middle leaders are involved in a programme of joint lesson observations with senior leaders to develop their skills in evaluating teaching.</p> <p>Our consistent approach and high expectations communicated through quality assurance system weekly, supervision of staff through our support and development framework and performance management have increased consistency of classroom practice and accuracy of target setting and lesson planning.</p> <p>In recognition of a number of newly appointment Assistant Head teachers we have developed a leadership induction programme covering all aspects of their work which is proving an effective tool so that they can take up their roles rapidly while maintaining standards in all leadership tasks. This programme was delivered during the Autumn Term 2018. We have now embarked on a period of external coaching to support senior leaders in their roles.</p> <p>Standards for support staff have been developed and have been in place for four years. They are used to evaluate individual support staff performance and to identify targets with all support staff. Our support staff have become experts in using communication, visual and sensory strategies used in school. Our expansion in September 2018 means that we have a large group of new support staff. A rigorous extensive induction programme is being delivered to enable them to develop skills rapidly.</p> <p>The apprenticeship programme, introduced in 2012 has enabled 9 former apprentices to gain permanent positions at Oaklands. All three of our staff in teacher training came to Oaklands as apprentices. We currently have 11 apprentices working with us in school as a strategic plan to produce skilled staff in line with our expansion.</p> <p>Our teacher training programme, established in 2015, and designed to ensure we have the increased number of specialist teachers needed for our expanded provision is also inspiring support staff to develop skills. We now have 4 of our support staff on teacher training programmes. We have now identified an additional route into teaching for support staff, and unqualified teachers who already have a degree and classroom experience. We will be supporting an unqualified teacher through this route from September 2019.</p> <p>A new Oaklands curriculum document has been produced which articulates our long established approach to education delivered through revised medium and long terms plans in line with the National Curriculum. Oaklands curriculum reflects the rich and diverse local British culture, an ethos of developing respect for others and valuing participation in the community and all aspects of adult life.</p> <p>Extra-curricular opportunities have been strengthened by designing a menu of 14 lunchtime activities including music, sports, art and library clubs. Opportunities are greatly enhanced with our new range of facilities we designed to enhance our curriculum.</p> <p>Pupils have additional opportunities to take part in the Duke of Edinburgh Award Scheme and the National Citizens Service Awards.</p> <p>Curriculum teams were established in February 2015 to drive curriculum developments with curriculum team leaders appointed. These teams have</p>	
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	<p>Our transparent approach to the safeguarding of our pupils, achieved through regular training and discussion with staff, and close work with social care and parents results in any issues being addressed effectively. As a result of frequent training opportunities staff are aware of issues such as radicalisation and FGM and confidently know how to respond using established school systems.</p>	
<p>Quality of Teaching, learning and assessment</p> <p>Grade 1</p>	<p>Our evaluation of the quality of teaching over time evidenced by student progress, case studies, lesson observations and records of student progress indicate that teaching is consistently good or outstanding and results in students making expected and above expected progress despite their severe learning difficulties.</p> <p>As a result of training our staff are able to deliver precise specialist strategies as required by individual students learning needs and their therapy programmes with resultant increase in learning and engagement. There is a high level of consistency in the use of strategies of communication and in the application of sensory diet programmes and the use of behaviour strategies identified in Positive Handling Plans.</p> <p>Our Outstanding Lesson Document indicates our high expectations for the best classroom practice to meet each category of need, and is used by all staff as a model for teaching. We have developed a Guide to Assessment which has increased understanding of our cycle of assessment, teaching and learning across all staff groups.</p> <p>Because we focus on Functional maths and English skills are through realistic life skills tasks both in school and in community settings pupils are better prepared for adult roles and are able to access employer based work placements. All of our year 13 and 14 students' access work experience placements, the majority with employers. Some pupils access work placements in year 11.</p> <p>Our use of job coaching has enabled an increase in the numbers of pupils attending employer based work placements see appendix 2. Students are now making progress in successive employer based work placements for instance by extending the period of time they are able to work for, and in transferring skills in different types of placement and employment sectors. There is increased interest in vocational training in post 19 placements.</p> <p>Our development of travel training in the curriculum results in some pupils achieving independent travel to school last academic year.</p> <p>Our programme of training for support staff, increase in their hours of work and development of their job descriptions mean that they continue to be increasingly involved in recording progress.</p> <p>Our cross moderation with our primary feeder school is now firmly embedded and demonstrates a joint understanding of levels.</p> <p>Our last parents' questionnaire indicated that 100% parents who responded stated they agreed or strongly agreed that their child is well taught. 100% also stated that they either agreed or strongly agreed that their child makes good progress. The number of parents who feel their child has appropriate homework has risen to 91%</p> <p>As a result of parental feedback that they would like more homework we have developed a 'homeworking initiative'. Curriculum teams are now setting both individual and cross school tasks and providing resources to</p>	<p>Review and develop curriculum so that the new facilities are used to their full potential.</p>

	<p>families in order that pupils can practice skills at home. This initiative was launched for the Autumn Term 2016.</p> <p>Responses from families to our parent questionnaires show a rise in parental satisfaction when asked “My child receives appropriate homework for their age”</p>	
<p>Personal Development, Behaviour and welfare</p> <p>Grade 1</p>	<p>At Oaklands we believe that all of our pupils can make progress and we are careful to celebrate their success with them throughout the school week and through regular events such as merit assemblies and annual award giving. Consequently, our pupils make particular progress in confidence which enables them to become more independent and access opportunities such as sporting events with other schools, Duke of Edinburgh Expeditions and employer based work experience.</p> <p>It is acknowledged that many students at Oaklands do display significant challenging behaviour and that this is particularly true of our students with ASD whose sensory differences lead to high levels of anxiety. At Oaklands we are determined to meet pupil needs and often offer places to pupils when their behaviour has presented too great a challenge in other schools.</p> <p>Oaklands staff are highly trained experts in managing behaviour and the majority of students make excellent progress both in terms of a reduction of incidents, developing the ability to regulate their own behaviour and in developing positive learning behaviour.</p> <p>We recognise that on rare occasions student behaviour poses too high a risk in this larger environment. We have identified the need to develop formalised behaviour team work to support the behaviour of this minority of students. Many of these students have significant sensory needs which are not met through the visiting OT service provided by the LA, so we have designed a role for an in house OT.</p> <p>The majority of our students’ love coming to school and display very positive attitudes towards learning. If school attendance, or any aspect of it present anxiety we work with families and therapists to identify means of lowering anxiety.</p> <p>At Oaklands we teach students to regulate their own behaviour explicitly, set targets for both behaviour and social skills and encourage respect of others and the development of positive relationships.</p> <p>As a result of our Deputy Head being a Team Teach trainer we are able to deliver the training and support that staff need to best manage challenging behaviour. In January two further members of our staff will be trained to become trainers so that we can continue to ensure a capacity for training our increasing staff group. This ensures that the full staff are able to analyse the causes of behaviours, design positive handling plans and maintain understanding of individual pupils. This results in the majority of challenging behaviours being avoided and decreasing over time. As a result of our approach incidents of actual restraint are extremely rare.</p> <p>As a result of rigorous monitoring of attendance we are able to identify underlying reasons for absence quickly and offer support. One of our administrative officers has been given the additional responsibility for managing pupil attendance this academic year. We acknowledge that our attendance rate decreased by 1% last academic year. Our analysis revealed that this was owing to transport issues as a result of Local Authority school transport decisions. We continue to support parents making transport</p>	<p>Develop in house behaviour teams including Appointment of an in-house OT</p>

	<p>applications where we feel transport decisions are not in students' best interests.</p> <p>Because we hold weekly briefings to ensure that information is shared, all pupils of concern are tracked and monitored, and everyone within departments has an understanding of the department pupil group and are therefore better able to identify issues. Information is noted and information made available to subject specialists and the strategic leadership group.</p> <p>We have introduced PCC (pupils causing concern) meetings monthly last year at which attendance, behaviour and family stress are monitored.</p> <p>There are a number of students with complex medical needs and profound and multiple learning difficulties. These young people have additional needs which can sometimes impact on their attendance and education. We work in partnership with the school nursing service/ community health team to support these children and their families.</p> <p>We plan pupil transitions into school carefully as indicated in our transition policy. Pupils at school are well supported and therefore pupils settle quickly into school and their learning is not disrupted.</p> <p>Our development of our Family support service, established in September 2014, both provides practical support to families and creates confidence in engaging with school. It has been particularly valuable in working with our families to whom English is not the first language.</p> <p>Our regular parent surveys indicate satisfaction with our work, and occasionally identify issues on which we can improve, as was the case this year as it was parental surveys which triggered our homeworking initiative.</p> <p>Incidents of bullying at Oaklands are rare; there have been no incidents in the last 3 years.</p> <p>Our establishment of a vocational curriculum and provision of job coaching for employer based work placements, along with our employment of staff with learning difficulties is effectively raising the aspirations of pupils and their families and increasing the number of pupils who express an interest in employment for their adult lives. Where employment is not a realistic option for pupils, they are prepared for adult roles by an introduction to a wide range of activities and pursuits and taught to make choices, in order that they can participate meaningfully and participate in the planning process for their adult lives.</p> <p>Our pupils are exceptionally well prepared for their transitions to next placements through thorough transition arrangements with next placements including College Link courses and more individual packages of support for those moving on to more bespoke placements.</p> <p>We have maintained and increased our focus on development of healthy lifestyles, with all pupils benefitting from weekly sports activities and our annual 'get active' week. This year, for the first time, our students have access to a fully equipped sports centre which we designed which is extending the number and range of sports activities available for all.</p>	
<p>Pupil progress 2017-2018 Grade Outstanding</p>	<p>At Oaklands all of our students have severe learning difficulties; the progress that they make is not always fully reflected by monitoring their levels of achievement against p levels in English, maths and PHSCE alone. We are</p>	<p>Develop a consistent system for tracking IEP progress to inform</p>

	<p>continually monitoring their progress against targets within our curriculum and especially communication, physical and sensory skills and independence.</p> <p>As a result of our pilot project demonstrating pupil progress through case studies we are more aware of activities through which we can demonstrate that progress. In particular, our purchase of mini iPads enables classroom teams to regularly record pupil work and gather progress information to tailor learning more precisely. This approach led us, during 2017 to streamline our recording systems and adopt SOLAR software as our tracking system. SOLAR was successfully used during 2017-2018 and its use is being extended this academic year to include monitoring of IEP targets. After a period of trialling their use, we introduced the production of outstanding case studies for pupils at the end of key stages in 2016-17. We now need to evaluate and quality assure this system.</p> <p>In line with National Practice we are no longer using CASPA because with decreased numbers of schools submitting data the system is no longer reliable.</p> <p>We have been using SOLAR, an online assessment tool since September 2017. We have also written a sensory curriculum that our PMLD students follow and are assessed on. We use SOLAR to set targets for students and to track their progress.</p> <p>Our end of key stage 3 analysis against progression guidance indicates that the number of pupils making upper quartile progress in 2017-2018 was 71% in English and 86% in maths. At the end of key stage 4 the number of pupils making upper quartile progress was 38% in English and 12% in maths. For the second successive year we have no pupils whose progress is in the lower quartile. Appendix 3</p> <p>Students work towards LASER qualifications (2017/18 results attached) and some towards Duke of Edinburgh Award Scheme (see appendix 4)</p> <p>In our sixth form we assess against the adult core curricular. During 2017-18 6% of students (2 students) met or exceeded their targets in 5 out of the 6 areas. 94% of students met or exceeded their targets, in all 6 areas.</p> <p>As a result of our mid-year target tracking we have been able to identify any pupils whose progress is not in line with our high aspirations, and design intervention plans so that they are able to achieve in line with targets within the same school year (see Target Tracking in appendix 4 document)</p> <p>As a result of our development of our vocational curriculum and job coaching model pupils from year 11 upwards can now access employer based work experience placements.</p>	<p>the development of medium term planning by middle leaders.</p>
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Parent Events 2016/2017			
	Date	Event Title	No. of Parents/Carers attended
	28/09/2016	Direct Payments	17
	21/10/2016	Homeworking	24
	25/11/2016	Specialists Assistants	18
	16/12/2016	I Pad training	10
	27/01/2017	Communication	11
	24/02/2017	Work experience	8
	24/03/2017	Somali Autism Awareness	8
	19/05/2017	Auditory Processing	12
	16/06/2017	Homeworking	5
	Total parents attended		113

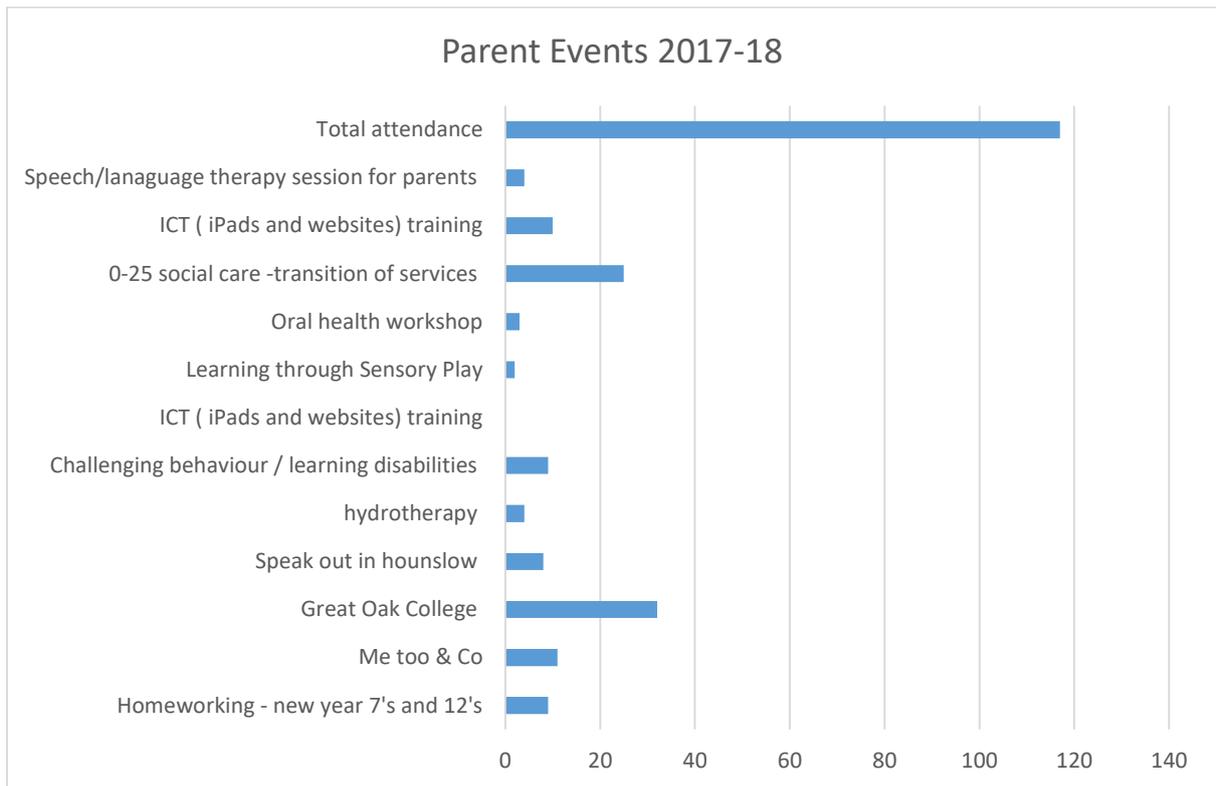
**Appendix
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Parent/carer Events

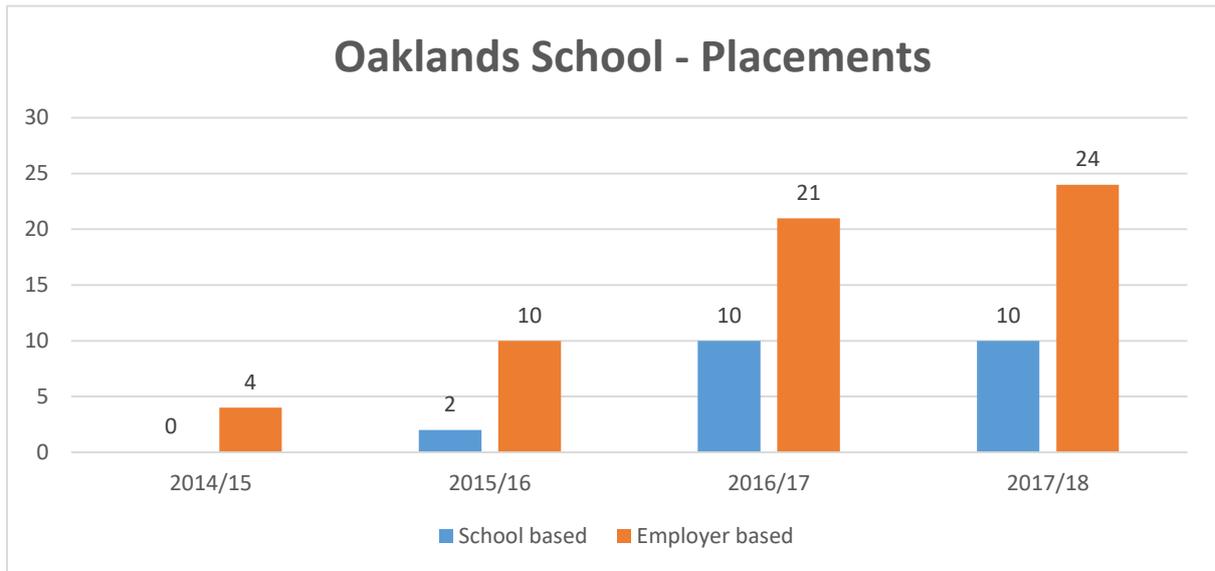


Parent/Carer events information and attendance 2017-18

Date	Event	Organised/Facilitated	Attendance
29/09/2017	Homeworking	Liz Gibb	9
20/10/2017	Me too & Co	Muna Ali	11
13/11/2017	Great Oaks College	Anne Clinton	32
24/11/2017	Speak out in Hounslow	Muna Ali	8
15/12/2017	Hydrotherapy	Maria Landers (parent)	4
19/01/2018	Challenging behaviour / learning disabilities	Muna Ali	9
23/02/2018	Learning through Sensory Play	Nickyie Thomas	2
23/03/2018	Oral health workshop	Muna Ali	3
27/04/2018	0-25 social care -transition of services	Muna Ali	25
18/05/2018	ICT (iPads and websites) training	David Fettes	10
29/06/2018	Speech/language therapy	Muna Ali	4
		Total attendance	117



Appendix 2 Work Experience placements



The figures show only a slight increase on the previous year. This was partly due to a serious incident with a member of staff and student, resulting in staff absence. We also decided to do longer placement

blocks which have been very successful.

Appendix 3 Pupil Progress

Oaklands Quartile Analysis 2017 2018						
	English			Maths		
Year group	Lower	Median	Upper	Lower	Median	Upper
7		11/16 69%	5/16 31%		11/16 69%	5/16 31%
8		4/7 57%	3/7 43%		3/7 43%	4/7 57%
9		2/7 29%	5/7 71%		1/7 14%	6/7 86%
10		11/13 85%	2/13 15%		10/14 71%	4/14 29%
11		5/8 62%	3/8 38%		7/8 88%	1/8 12%

KS3	Area of Need	KS4	Area of Need
5 students	ASD	5 students	SLD
2 students	SLD	1 student	PMLD
		2 students	ASD

6th Form Data Summary 2017 2018						
	Reading	Writing	Speaking and Listening	Number	Measure Shape Space	Handling data
Not Met			3%		5%	
Met	60%	57%	63%	71%	69%	71%
Exceeded	40%	43%	34%	29%	26%	29%

Qualifications

LASER - Make a simple Meal	10 Students
LASER - Household Shopping	8 Students
LASER - Knowing your local area	6 students

Duke of Edinburgh Award 2017 2018	
Bronze	2
Silver	3

Appendix 4 Target Tracking

Target Tracking February 2019

	ASD		Complex Needs		
	Key Stage 3 Kew 3/Kew 4 13 students	Key Stage 4 Kew 5/6 14 Students	Key Stage 3 Syon 2/5 14 Students	KS3 Richmond Students 3 Students	Key Stage 4 Syon 4 8 Students
English Reading	100%	100%	100%	100%	100%
Writing	100%	100%	100%	100%	87% (1/8 student)
Speaking	92% (1/13 student)	79% (3/14 students)	93% (1/14 student)	100%	87% (1/8 student)
Listening	100%	100%	100%	100%	87% (1/8 student)
Maths Number	100%	100%	100%	100%	87% (1/8 student)
Using and Applying	100%	100%	100%	100%	100%
Shape Space and Measure	100%	100%	100%	100%	100%
PSHEC	100%	71% (4/14Students)	100%	100%	100%

Target Tracking February 2019 Post 16

	Key Stage 5 6 th Form 17 Students ASD	Key Stage 5 6 th Form 28 Students
English Reading	100%	100%
Writing	100%	89% (3/28 students)
Speaking	100%	93% (2/28 Students)
Listening		
Contexts for Number	100%	96% (1/28 student)
Measure Shape Space	100%	93% (2/28 Students)
Handling Data	100%	96% (1/28 student)

Target Tracking February 2019 Sensory Curriculum

	Richmond 1 4 Students On sensory curriculum	Richmond 2 6 students	Richmond 3 7 Students
Vision	100%	83% (1/6 student)	100%
Interaction	100%	100%	100%
Vocalisations	100%	83% (1/6 student)	100%
Hearing	100%	100%	100%
Engagement	100%	100%	100%
Touch/Tactile	100%	100%	100%
Awareness	100%	100%	100%
Exploration	100%	100%	100%
Body Awareness	100%	100%	100%
Enjoyment	100%	100%	100%
Physical Access and Control of Switch	100%	100%	100%
Motivated by Effects	100%	83% (1/6 student)	100%

Appendix 5 Pupil Premium grant

Intervention used	Number of pupils using it	% Making expected progress (overall average English and Maths)	% exceeding expected progress (overall average English and Maths)	Below expected progress (overall average English and Maths)
Lunch Clubs Art (all year)	4	50%	50%	
Lunch Clubs Music (all year)	7	37%	63%	
Personal training 1:1 (all year)	4	75%	25%	
Music Therapy (all year)	4	75%	25%	
Additional specialist assistant interventions	6	50%	50%	
Equipment	9	67%	33%	

Pupil Premium 2017-2018

The pupil premium is allocated to schools in respect of children from low-income families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after by the local authority for more than six months. This applies to mainstream as well as special schools. The reason the Government gives school pupil premium money is because there is National evidence that pupils from low income families do less well at school than other pupils. Schools are free to spend the Pupil Premium as they see fit to support pupils from disadvantaged backgrounds in making good progress at school.

In the financial year 2017-2018 Oaklands has received funding for 18 pupils of £935 each. Students eligible for Free School Meals over 16 do not receive the pupil premium grant but are eligible for the post 16 Bursary. Oaklands uses money from the bursary to contribute towards some targeted interventions for the sixth form.

This year at Oaklands the pupil premium money is being used in the following ways according to individual pupil needs and motivations;

- Provision of additional 1:1 tuition in literacy and numeracy from teachers in the summer term
- Provision of 1:1 personal training from a qualified sports coach
- Provision of specialist assistant time to deliver OT and SALT programmes
- Provision of music therapy
- Enhanced lunchtime staffing to enable us to extend the activities available to our pupils over the lunch period. Clubs include a choir and drumming club and various sporting activities.

This year Oaklands have chosen to use the pupil premium grant to target eligible students with specific interventions that benefit their communication skills, confidence and well-being as well as overall academic progress.

Personal Training

The one to one personal training aims to improve stamina and fitness and help students sustain concentration. Weight loss is not the primary goal although last year all students excepting one lost weight.

Music Therapy

Music therapy uses music to help students to develop confidence to initiate or maintain eye contact, build a relationship with other people, improve articulation of speech, decrease anxiety or tension and to develop the ability to listen.

Teacher's Observations about music therapy - Music therapy has also been beneficial for students. One student in particular is very calm after these sessions, meaning he has been able to make really good progress in speaking and listening sessions, which follows his music therapy. For another student she enjoys the 1:1 time and the opportunity to be creative. She has struggled with her mental health since her dad and brother both died in the last few years, so music therapy really helps her

Targeted Intervention

One to one targeted interventions took place in the summer term with the trainee teachers

Lunchtime Clubs

These clubs help to promote social communication and build self-esteem by allowing students to express themselves in less formal settings than the classroom, make choices and interact with other students. The clubs include music clubs such as drumming and choir, art club and organised sports activities at lunchtimes such as tennis and football.

Staff Ratios/Equipment

Some students will benefit from enhanced staff ratios in the classroom or equipment which will be beneficial to their well-being or their learning. Some staff are used to use intensive interaction with students at lunchtime to encourage engagement. Extra lunchtime supervisors allow some staff to run clubs during the lunch period.

Examples of equipment:

Scented bubbles, putty and aromatherapy oils have helped one student to regulate his sensory needs in order to be ready to learn. The aromatherapy oils have also been really useful for more sensory students to access topics such as 'Winter' and 'Summer'.

The light toys and UV equipment have aided sensory development - particularly for one student's ability to track, which is her cognition IEP target.

The touch sensitive switch has revolutionised her access to AAC and switch toys. It is touch sensitive which is perfect for her as she does not have the gross motor ability to press on a click switch. It can be plugged into the BIG Mack during good morning sessions and connected to switch toys which help her to develop her understanding of cause and effect.

The other switches and switch toys have also been great for students, particularly in the sense of them having work they can do independently. Another student is really motivated by animals, and these have helped us motivate her as a reward for doing less preferred task.