



# Assessor's Evaluation for the IQM Flagship Project

**School:**

Red Gates School  
Farnborough Avenue  
South Croydon  
Surrey  
CR2 8HD

**Head/Principal:** Lorraine Slee

**IQM Lead:** Melissa Hendry

**Date of Review:** 4<sup>th</sup> November 2020

**Assessor:** Julia Ridley

**IQM Cluster Programme**

Cluster Group: Cosmos Learning Hub

Ambassador: Barry Carney

Date of Next Meeting: Not yet confirmed.

Next Cluster Group Meeting Focus: Not yet confirmed

**Sources of Evidence during IQM Review Day:****Discussions with:**

Deputy Head who has responsibility for Flagship status.

Assistant Head teacher for the ASD pathway and communication lead.

Class teacher and outreach coordinator.

Class teacher and ICT coordinator.

Behaviour specialist,

Trainee teacher,

Assistant Head for the EYFS pathway.



Governor.

Parent.

## **Evaluation of Annual Progress towards the Flagship Project**

The School's progress from the previous year was measured against the following project.

### **To complete a successful takeover of Croydon's specialist nursery provision, providing families and other nursery provisions with effective outreach support.**

The takeover was successful, and the school now have the nursery as part of their provision. The nursery pupils have access to all the resources in the school such as the ICT suite, specialist rooms and the cookery room so they are fully included in the life of the school.

The nursery opened to 12 children in September 2019 with six pupils attending in the morning and six more in the afternoon. The teaching assistants successfully moved over to Red Gates and became established in the Red Gates team. The teaching assistants completed the Red Gates staff induction programme.

All staff and parents have had training on the SOLAR assessment system so that parents know how to upload what they have done at home. Parents also gave input into the EHCPs. Lots of support has been given to parents.

New nursery parents were invited to participate in the new parent starter programme to which there was 80% attendance. There has been a very positive response from parents to the new provision.

The EYFS framework was developed and adapted to best meet and reflect the needs of children at Red Gates. The school felt it was useful to remove the age bands to support parents in their understanding and acceptance of their child's needs.

There was a successful transition of all nursery children into reception placements with a carefully planned transition process.

Discussion with Red Gates music therapist took place around support that can be given to 2 year olds with the idea that music therapy will be used to support children and families and bridge the link between school and home. Sessions were to take place in children's homes. This was not possible due to COVID but will happen as soon as it is possible.

### **Next steps to finish this project.**



## Assessor's Evaluation for the IQM Flagship Project



EYFS lead and Senior Leadership team aim to further develop knowledge and understanding of Croydon's SEN Nursery admissions to ensure that the appropriate cohorts are allocated to Red Gates.

A virtual parent new starter programme is currently taking place in line with COVID risk assessments. This will be in person again once the COVID restrictions are lifted.

EYFS AHT will support EYFS leads in other Croydon special schools on the EHCP application process as part of their outreach programme and continue with moderation groups and a cluster group.

Nursery parents supported to access SOLAR and be involved in their child's progress and targets.

Music therapist to attend portage training with nursery TAs. Rescheduled for November 2020.

### **Agreed Actions for the Next Steps in the Flagship Project**

The school is at the end of the three-year cycle so the agreed actions for the next steps relate to the school's new Flagship Project which is described below:

**New Project: To review and develop therapy input across all pathways and monitor impact on Red Gates curriculum and pupil progress.**

The school will undertake a review of current music, SaLT and OT therapy input across all pathways.

They will then identify gaps in current practice and create an action plan from this.

Work will take place with the LA on statutory allocations.

Meetings will take place with each therapy team managers to identify the statutory allocation against what is currently in place.

NHS expectations of roles will be clarified.

Work will take place with NHS therapists on expectations and workload.

The school will create a CPD programme for all teaching staff to upskill on strategies to support pupil progress focusing specifically on communication, motor skills, independence and sensory strategies.

Use audits to identify gaps in practice and create a CPD programme to address.



Therapists to lead where possible.

Induction programme amended as required.

Parent workshops/online sessions to upskill them to support their child's communication, motor skills, independence and sensory development at home.

Parent workshops have been created that focus on specific areas of development for each pathway.

Pupils personalised plans include targets and strategies that incorporate parents' new skills.

Effective therapy input into end of key stage EHCP outcomes.

Therapists supporting teachers to write appropriate end of key stage outcomes for pupils.

Bank of suitable key stage outcomes for each of the Red Gates levels created with therapist input.

Monitoring of therapy input across pathways and impact on pupil progress.

AHTs to monitor termly target tracking meetings and annual reviews to ensure impact of therapy and action where no impact is evidenced.

Set up working party with SLP (Specialist Learning Partnership), special school one to focus on therapy input in each school to share and moderate practice.

DHT will request subgroup of the SLP to look specifically at therapy input in each school.

DHT will devise agenda where successes and challenges can be shared. Information from these meetings will inform action plan.

## **The Impact of the Cluster Group**

Representatives from the school were able to attend one of the cluster group meetings. The others were postponed due to Covid. The staff had the opportunity to see and discuss a range of interventions to support pupils with Behaviour and Attachment needs. Particularly useful was the work around self-regulation. Following the cluster group meeting the school introduced a self-regulation section on to their Behaviour Support plans.

Work around Attachment was also beneficial. The school has started to incorporate elements of the strategies around Attachment into Attachment and Trauma Refresher



## Assessor's Evaluation for the IQM Flagship Project



Training which was delivered by the Behaviour Team and Designated Safeguarding Lead.

### Overview

The school remains very inclusive in all areas with a real can-do attitude from all members of staff who have made sure that the inclusion ethos has continued throughout the COVID period. A good example of this was the introduction of weekly welfare calls to all parents. The school recognised that staff would also need additional support, so they introduced school enrichment groups for mental health for all staff which were run by an Educational Psychologist.

“I don't know what I would do without them.” A parent described how proactive, sensitive and kind the staff are towards her and her family. She said they recommend courses for her to attend, signpost her to different agencies and communicate very effectively with her. She values the school's input immensely.

The curriculum continues to be delivered under the 4 pathways: EYFS, ASD, Sensory and LISS ( Learning Independence and Social skills) which means that the classroom staff have become experts in their pathway, leading to greater progress for the pupils.

The school is purpose built to meet the needs of all the pupils at this special school for children who have severe learning difficulties. There are sensory areas, light and sound rooms, cookery rooms and soft play areas. The music therapist has a music room. Each classroom has a secure outdoor area so pupils can access this space when needed. Each classroom is designed with the pupils' needs in mind for example ASD rooms have lowarousal features whereas a LISS room is full of stimulating and bright resources to capture the children's interest. The school is developing part of their large grounds to be a forest school as part of their curriculum development.

Links with the local community are very strong. The school is physically attached to a mainstream school and they share a dining hall. The pupils from both settings eat at the same time and line up at the same time.

It was a real pleasure to listen to the Red Gates Rockers as they performed with a lot of confidence and evident enjoyment as well as watch the Sing and Sign choir in action. School council has continued to meet virtually, attendance is open to anyone in KS2. They make real choices toys for the playground/songs for the carol concert, artwork for displays and they also designed the brand logo. The school council usually show visitors around the school and greet parents.

One of the Governors said that the reputation of the school is now extremely high amongst the local community, describing it as a truly outward-facing school. She described the leadership team as being very strong. She praised their response to Covid with communication with parents being excellent. The child is at the centre of the



## Assessor's Evaluation for the IQM Flagship Project



school. In normal times, parent workshops are well attended with Governors attending when they can. Parents' evenings and productions are popular. School is very approachable with parents feeling very involved.

Inclusion opportunities are varied for pupils. They all have a link class with one of the three mainstream primary schools that they work closely with, meeting weekly, as well as taking part in an annual summer event with the primary schools, a high school and local college. They have started visual calls between the schools e.g. sharing Makaton signs. The school is starting a pen pal project between two schools.

The school's assessment framework has been revised and is now called the Red Gates steps. All stakeholders were involved in the re-write, including input from parents. Workshops for parents on the final product took place to ensure that everyone agreed they were fit for purpose.

An example of using assessment creatively is that of recording pupils' progress in Intensive Interaction (six weekly) and all the team analysing the progress and devising next steps from the evidence.

Parent workshops where work takes place about sleeping, eating and communication are supplemented with family learning workshops - attention autism, intensive interaction. Parents spend one hour learning the theory behind an approach and then one hour putting it into practice with their child. "Summer siblings" afternoon is very popular where the staff teach siblings some signs and strategies to help with behaviour at home. This is an opportunity for siblings to meet each other and hold discussions.

The new PGCE trainee teacher spoke very highly about the induction programme that she follows and the welcome that she has been given. The school staff are very supportive and inclusive to everyone. She meets the Deputy Head each week and feels she is gaining a broad experience and developing her skills quickly. She described it as the best place to learn lots of things. The school listens to feedback and adapt training accordingly.

Behaviour support and pupil wellbeing are high priority within the school with a dedicated team of four who train staff, help support with pupils and record incidents effectively. They are visible throughout the school.

The team has started a positive behaviour champion group which consists of 6 staff members, drawn from any role. They meet once every half term for a chance to dive in deeper into behaviour management or talk about strategies. Over time they will become SCIP instructors. An effective monitoring system - Behaviour Watch - is an effective tool to monitor incidents and is used effectively throughout the school. The team has a multi-professional approach with the communication lead and behaviour specialist working closely together with the new SALT hoping to devise training for pupils and staff.



## Assessor's Evaluation for the IQM Flagship Project



It was a very pleasurable day, being able to discuss practice with Red Gates School who are an inspirational and very inclusive school. The enthusiasm and commitment from all the staff were great to witness. The success of the Nursery project was evident, and I wish the school well as they embark on their next project.

The school is expert in communication development, and it uses a wide range of recognised tools to help the pupils make outstanding progress. Makaton, PECs, Intensive Interaction, Symbols and pictures, Communication boards and Widget Go are used extensively throughout the school. The communication lead ensures that staff training programmes are rigorous and lead to a highly specialist staff, confident in their use of the relevant methodologies. Knowledge is disseminated by allocating champions who take on the role of trainers/facilitators. A good example was that of how Talking Mats has been used to investigate a child's anxiety. They are also being used by pupils so that they can express their views for their annual review meetings.

ICT is a strength in the school. The school is very well resourced with ICT equipment as well as having two light and sound rooms which facilitate interaction with sound beams and projectors. Webcams in each classroom mean that all children can still be involved in assemblies even if they can't physically meet at this time. They still see and interact as much as possible.

A cross-school ICT trip to the Southbank centre was very informative and enjoyable for the pupils. Virtual sessions also take place with the co-located primary school.

The school has a very effective and inclusive outreach service that is available to schools in Croydon. The most relevant school staff for the particular concern work together to help support the mainstream school with strategies, action plans and support. Mainstream staff are also welcome to see the strategies modelled at Red Gates. This provision is highly respected amongst local schools.

I am of the opinion that Red Gates School fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award with Flagship School status. The Academy has submitted an Agreement to Participate in the Flagship programme committing it to annual reviews for the next 3 years and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools. The Academy will be reviewed again in 12 months' time.