



The Grove School

Celebrating commitment to equality

2014- 2017

Portfolio of Evidence



Section 1: Commitment to equality

Section 2: Narrowing the gap

Section 3: Fostering good relations

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Section 1: Commitment to equality

- 1.1. The school's aims/mission statement contain(s) an explicit commitment to equality.
- 1.2. The school's commitment to equality is communicated to all members of the extended school community (including staff, governors, learners, parents/carers and visitors) in a variety of ways.
- 1.3. A nominated Governor(s) works/work in partnership with the SLT to promote equality.
- 1.4. The school collects statistical data about the composition of the school population, broken down by ethnicity, disability and SEN, gender and proficiency in English.
- 1.5. Equality objectives have been drawn up in consultation with relevant stakeholders. The objectives are specific, measurable, achievable, relevant and time-related (SMART).
- 1.6. Members of staff access continuous professional development and guidance in race equality issues.
- 1.7. Members of staff access continuous professional development and guidance in disability equality issues and related conditions (such as SpLD, ADHD, physical and sensory impairment etc.).
- 1.8. Members of staff access continuous professional development and guidance in gender equality issues.
- 1.9. Members of staff access regular professional development and guidance in the safeguarding of pupils (including bullying).
- 1.10. There is an effective induction programme for new members of staff which covers equality and diversity issues.
- 1.11. Racist incidents are dealt with quickly and effectively. They are monitored and recorded.
- 1.12. Homophobic incidents are dealt with quickly and effectively. They are monitored and recorded.
- 1.13. The school's anti-bullying policy covers all forms of bullying including cyber-bullying, racist sexist, homophobic, sexual as well as bullying that targets faith and religion, social class and disability.



1.1

The school's aims/mission statement contain(s) an explicit commitment to equality.

One of our published aims is:

To create and maintain an environment and approach to learning where there is equality of access and opportunity for all and where inclusion within our local community and beyond is prioritised, especially with our Partnership of Schools and Business and Community Partners.

Our values include the following:

Value and respect everyone equally whilst acknowledging individuality and diversity.

Our school ethos is described as follows:

We are a happy, safe and supportive school where everyone is equally important and nurtured to thrive.

Please see the attached school booklet [\(1.1a\)](#).



1.2

The school's commitment to equality is communicated to all member of the extended school community (including staff, governors, learners, parents/carers and visitors) in a variety of ways.

Our commitment to equality is communicated in a number of ways. Our inclusion policy [\(1.2a\)](#) and disability equality scheme [\(1.2b\)](#) describe our policy and practice and we ensure that all our policies are communicated to all those who are part of the community in which we teach and learn. We comply fully with equality legislation and have set equality objectives (see 1.5)

Our Annual Reviews of statements have been translated for those parents who have English as a second language. The reviews for these parents are written in such as ways as to ensure that any technical terminology is explained as are the levels at which the pupils are working.

Our pupils have Severe and Complex learning needs and we have worked hard to ensure that we can share their learning targets with them, to enable us to do this we have used different formats that have included pictures for those pupils that need them and for simplified statements for pupils with some language.



1.3

A nominated Governor(s) works/work in partnership with the SLT to promote equality.

We have a named Governor Mrs Glynis Gower who has responsibility for Equality and who works in partnership with the SLT.

Equality is an area of focus during Governor visits and the Governors have looked for ways in which the school supports equality and our commitment to this [\(1.3a\)](#). The equality policy in school has been developed with support from the governing body, this is evidenced in the minutes of our governing body meetings and through the policy which has been ratified by the governing body.

Governors and staff have worked together to develop our policy for Pupil Premium and this is reflective of our approach to Equality in that we are striving to ensure that all pupils, regardless of their background are supported to achieve their potential.



1.4

The school collects statistical data about the composition of the school population, broken down by ethnicity, disability and SEN, gender and proficiency in English.

The Grove School is a PMLD/SLD mixed day school located on the site of an adult training centre that was built in the 1960's in a small housing scheme in Berwick upon Tweed. The school provides 40 planned places for students aged 2-19 years. The school draws pupils from a catchment area that covers North Northumberland and the Scottish Borders with pupils transported by taxi on a daily basis.

The children come from a mix of socio-economic backgrounds. The majority of pupils come from the more socially disadvantaged areas within Berwick 80%, 30 % come from rurally disadvantaged areas.

Statistical data is collected about the composition of the school population [\(1.4a\)](#). The percentage of pupils known to be eligible for free school meals is 33%.

All students have a statement of SEN that identifies social, emotional and behavioural difficulties as one of their needs. All our pupils have complex needs that include communication difficulties and ASC and the students are all have either severe, profound and multiple learning needs or severe learning needs as their primary need.

There are more boys on roll than girls (65% boys, 35% girls).

There are 3 pupils with EAL.

There is 1 Asian Chinese pupil, 1 White and Black Caribbean pupil, 2 Polish pupils and 1 Latvian pupil.



1.5

Equality objectives have been drawn up in consultation with relevant stakeholders. The objectives are specific, measurable, achievable, relevant and time-related (SMART).

In compliance with the public sector specific duty we have generated a set of equality objectives [\(1.5a\)](#). Our Equalities Action plan includes access arrangements in relation to the curriculum [\(1.5b\)](#) and the physical environment [\(1.5c\)](#) and enables us to plan how we will implement the equalities guidelines. This action plan was drawn up in partnership with all the schools stakeholders, it is constantly reviewed and any of the targets that are achieved are noted. We review is every 2 years to ensure that there are up to date targets for the school to work towards. This document is developed and reviewed in partnership with our governing body and reflects the schools commitment to ensuring that all pupils have equal access and rights, this has meant that the school has needed to develop its physical space and the use of this space to ensure that all pupils have access to what they need. We have developed a new hygiene room so that no pupil has to wait to be changed, added a sleep area so that we can accommodate 2 year olds and developed our hydrotherapy pool so that all pupils can swim.



1.6

Members of staff access continuous professional development and guidance in race equality issues.

Our staff attend courses that ensure that they are up to date with all aspects of with race equality issues, this training has been in-house and delivered by staff members who have received external training. We have developed a link with our local EAL teacher, our staff have attended training with Beata Kholbeck developing their understanding of different languages spoken in countries such as Poland. They cascade this to other staff and we have supported teaching staff from the EAL team coming into school to work with our pupils who fall into this category.

We work consistently with our pupils to ensure that they understand the diverse background of people that they may come into contact with. We have taught lessons that reflect the Traveller population that live in this area. The pupils have had the opportunity to discuss the terminology that they and their families may use to discuss these communities and how they should change their thinking to reflect a better understanding of how their actions and behaviour could impact on others.



1.7

Members of staff access continuous professional development and guidance in disability equality issues and related conditions (such as SpLD, ADHD, physical and sensory impairment etc).

Our school staff have a wealth of expertise with regard to all of the listed conditions and many others. We attend regular training to develop understanding of how to best support pupils with these conditions, these courses are then translated into practice and we share these by cascading information. Supporting staff through performance management to ensure that the training that has taken place is been regularly and consistently used is an important part of the cycle.

Some examples of staff training include:-

26-28.11.13- 3 day Portage training

11.7.12 - Connected Baby training

30.9.11 Dyslexia, Dyspraxia, Autism Spectrum disorders, ADHD assessment and intervention training

Sept 2012 - Rebound therapy training

27.6.12 I3 -Pads and Apps for communication

24.1.13 SEN - music therapy training.



1.8

Members of staff access continuous professional development and guidance in gender equality issues.

Our school staff have accessed training relating to barriers to learning that include gender [\(1.8a\)](#) and we have worked with our partnership to develop programmes that engage reluctant boy readers. We have also ensured that as a school we have resourced this area, so that boys who are less interested and motivated in reading are targeted.

We have discussed these issues and developed access plans that ensure that all pupils can access the curriculum and we have been supported with this by our school improvement partner. We have also looked at this issue through our data analysis report, using the data to show us trends in learning and how we may use the skills that we have to break down any barriers that are evidenced by this data. We also record the data has to how our pupils' emotional literacy has developed through the use of interventions that target this area, the results can be seen in the attached graph.



1.9

Members of staff access regular professional development and guidance in the safeguarding of pupils (including bullying).

This area is a priority within our school due to the known link between pupils with additional needs and their vulnerability to being abused in different ways. We have two members of staff trained as Designated Child Protection Officers so ensuring that at no point the school is without anyone with this level of knowledge being available.

We work hard to ensure that all staff are up to date with their training and understanding of how to safeguard pupils [\(1.9a\)](#). We have a structured programme for training and an induction process that ensures that all staff are aware of their responsibilities [\(1.9b\)](#).

All staff including our support staff, caretaker, office staff and kitchen staff attend training. We pay for these staff to attend training as we feel that they are often the people that pupils enjoy chatting to and in turn may trust to discuss issues that are concerning them. A safeguarding report to governors [\(1.9c\)](#) ensures that they are kept abreast of any issues or developments.

We work closely with our colleagues from other agencies ensuring that they are informed in line with guidelines about any concerns that we may have regarding pupils, once we have informed them we ensure that we continue to monitor a situation and ask for feedback about what action has been taken. Please see [1.9d](#) for our safeguarding policy.



1.10

There is an effective induction programme for new members of staff which covers equality and diversity issues.

When a new member of the team joins us we ensure that we explain the importance of equality issues. [\(1.10a\)](#) [\(1.10b\)](#). We also share the equality policy and plan with them, discussing how important it is in our school to ensure that all pupils regardless of need are included in everything that we do. We ask staff to be vigilant and ask for help if they feel that a child is not able to access an activity and we take action to ensure that this does not happen again.



1.11

Racist incidents are dealt with quickly and effectively. They are monitored and recorded.

We have not had any reports of racism, however if such an incident were to occur it would be dealt with appropriately. It would be recorded and reported at governing body meetings and via the official form for the local authority [\(1.11a\)](#). This includes incidents involving staff, parents and visitors to our school. Given the complex needs of our pupils however, any behaviour or language of a racist nature would be dealt with sensitively and appropriately, taking into account their levels of understanding.

We encourage racial harmony through PHSE lessons when we work with pupils to understand the importance of understanding the differences between us and others within our community. We have ensured that the pupils visit different places of worship and see how people from different faiths work together, their beliefs and faith and also their cultural traditions.



1.12

Homophobic incidents are dealt with quickly and effectively. They are monitored and recorded.

All of our pupils have varied and complex needs. We are aware of the importance of ensuring that pupils are treated in an age appropriate way and that we need to react to any instances of homophobia that may become apparent. We therefore have recording processes in place so that if this was to occur we can record it an appropriate way. We are also aware that some of our pupils may use language that is homophobic in nature but the pupil using this language may not be aware or understand what they are saying. These incidents need to be dealt with in a sensitive manner, addressing the incident but using our knowledge of the pupil to gauge its intent.

We have supported our pupils to understand that people's sexuality should be respected in the same ways as their beliefs and traditions. Our Sex and Relationships lessons cover the teaching of people's sexual orientation and the differences associated with these. It is important to ensure that our lessons are appropriate, accessible and sensitive to the pupils that we are teaching. We have therefore needed to adapt materials that are available and make these individualised to the pupils that we are working with at the time.



1.13

The school's anti-bullying policy covers all forms of bullying including cyber-bullying, racist, sexist, homophobic, sexual as well as bullying that targets faith and religion, social class and disability.

We have recently been awarded the Anti-Bullying award, this has been achieved through staff, pupils, parents and governors working together to ensure that bullying is addressed in and that pupils feel safe in school.

Our Anti-bullying policy has been updated and was submitted as part of this award [\(1.13a\)](#). As a Special School our pupils are very closely monitored and therefore there have not been any reported cases of bullying in our school, however we feel that it is important to equip our pupils with the skills and knowledge of how to address these issues should they happen at other times.

Ofsted stated 'Incidences of bullying are rare and parents, carers and pupils express utter confidence in the school's systems for dealing with such occurrences' This information was also backed up with the responses to the questionnaires that the pupils filled in for the Anti-bullying award.



Section 2: Narrowing the gap

- 2.1. The attainment of different groups of learners (however small) is monitored rigorously e.g. Looked After Children, Gypsy, Roma and Traveller pupils, learners with SEN, more able, gifted and talented, learners with English as an additional language, learners eligible for FSM.
- 2.2. Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups e.g. more able, gifted and talented, learners with English as an additional language, new arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers etc.
- 2.3. Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.
- 2.4. Attendance data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.
- 2.5. Exclusion data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.
- 2.6. Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.
- 2.7. Intensive support is provided for learners who are achieving well below expected standards.
- 2.8. Supportive arrangements are in place for learners who might face challenges with homework.
- 2.9. Learners with English as an additional language have access to an appropriate level of language support (including first language assessment and bilingual support).



2.1

The attainment of different groups of learners (however small) is monitored rigorously e.g. Looked After Children, Gypsy, Roma and Traveller pupils, learners with SEN, more able, gifted and talented, learners with English as an additional language, learners eligible for FSM.

As a school we track individual pupil progress ([2.1a](#)) but we also look at different groups for example those pupils with SLD or PMLD. We are able to do this through the use of the B-Squared tracking system for assessment.

We also compare how each child is doing in comparison to national averages, using the Durham University P-scales project. This enables us to highlight areas for development of teaching and learning in school and to ensure that any interventions that are needed are put in place for the pupils who need them.

In addition, we use RAISE online and Northumberland County Council data to analysis progress. This data is used to highlight different groups within our school and we then look for trends that may need to be addressed. Due to the complexity of our pupils, each child is planned for as an individual and part of this planning reflects the pupil's characteristics which may include their gender or that they have English as an Additional Language. We respond to these by planning to the pupil's strengths and interests ensuring that their curriculum is balanced and includes learning that is relevant to their group. For example we have ensured that within our business planning for each class there are goods being produced that both boys and girls might like to buy.



2.2

Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups e.g. more able, gifted and talented, learners with English as an additional language, new arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers etc.

The senior leadership team work together to monitor all pupils' progress through the use of individual tracking sheets. As part of this overview however Mrs Derries has responsibility for the base-lining all pupils on entry to ensure that their progress can be mapped over time. This baseline has been developed to incorporate the B-Squared document that is used to track progress throughout the school. We note within this document those pupils that have English as an Additional Language and those pupils that are Looked After. We do not have pupils that would come under the headings of gifted and talented due to the complex needs of our pupils, we do however note the areas of strength that our pupils have and develop these skills, this development may be further developed through links with our mainstream colleagues through the development of integration programmes for these pupils.

We monitor progress over the year using our tacking grids, (see attached) these tracking grids are completed using teacher assessment and the information that we have from our B-squared tool, we would adjust our teaching to ensure that all pupils whatever their need are making progress.



2.3

Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.

All pupils in our school have a statement of need either noted to be SLD or PMLD. Our planning for all our pupils reflects this, each child has an individual education plan that is monitored by the class teacher and the SLT. We ensure that the targets that are set for each pupil are informed by their previous results and by teacher observations as well as the use of summative assessment.

We have developed a team of (Emotional Literacy Support Assistants) ELSA's and now have 10 trained members of staff who support the pupils with their learning through the development of their emotional well-being. As a staff we have worked on understanding Maslow's hierarchy of need, so developing our understanding of how our emotional state impacts on our learning. The staff work on individual programmes that are designed to support the young people for example those with ASD to develop their self-esteem and self-worth. We are using a new tracking system Emotional Literacy: Assessment and Intervention to ensure that we are aware of where the pupils see themselves and therefore where we need to support them further. We also record the data to monitor how our pupils' emotional literacy has developed through the use of interventions. The impact can be seen in the attached graph [\(2.3a\)](#).

The ELSA staff have also worked with young people with ASD to support them through transitions both within school and when they enter their 19th year, their transition into adult services. This support has included writing personal plans, job applications and visits to colleges.



2.4

Attendance data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.

Our attendance data is complex, however we keep records of why pupils are absent. The reasons for most all of our absences are due to the complex health issues of our pupils. Our last Ofsted report judge us to be Outstanding in the area of behaviour and safety of children, of which attendance is part. The report observed that 'Although the figures are influenced by the small number of pupils who have acute medical conditions, for the vast majority of pupils' attendance is above average' [\(2.4a\)](#).



2.5

Exclusion data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.

Our school has a policy that reflects the ethos of the school, this policy notes that exclusions will only occur when all other avenues have been explored. To date we have only excluded one child for the period of two days [\(2.5a\)](#). This child subsequently was given an assessment placement at a residential unit due to his extremely violent behaviours. We are currently working with all the professionals involved in this case to enable the child to reintegrate to school. We have successfully supported another child who was presenting in a similar way and attended a 12 week placement to reintegrate into school. We funded two staff to work with them, using different parts of the school until he was ready to return to his class.



2.6

Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.

Our pupils transfer to us when a placement has been agreed by the SEN panel and this can occur at any time of the year or term. We conduct a baseline assessment on all pupils who join us and use this information to ensure that they are placed in the right group.

The information that accompanies the pupil from their previous school and from professionals that are supporting the child is also used to inform the placement of the pupil within the school.



2.7

Intensive support is provided for learners who are achieving well below expected standards.

Our school ethos and the needs of our pupils means that we address the individual needs of each child. All our pupils would be seen as achieving below the national averages due to their complex needs but we have developed ways in which we can show how each child makes progress at a level appropriate to them and have used our data to show what outstanding progress looks like in our school.

We plan for each child using the data we receive from the Durham University P-scales project and B-squared assessment tool, each child has an individual IEP and their own planning grid [\(2.7a\)](#) the information gained from these are used to plan the next steps of learning for each child. We also work closely with other multi-professionals referring to services such as the LIST team to ensure that any needs that the school cannot address can be addressed by professionals with the skills that are required [\(2.7b\)](#).

We work in partnership with our multi agency colleagues to support our pupils with the most complex needs to access the curriculum. For example we are working with one pupil to develop her use of the Eye Caser, this enables her to point with her eyes to what she wishes to do, enabling staff to communicate with her [\(2.7c\)](#).



2.8

Supportive arrangements are in place for learners who might face challenges with homework.

Due to the complex needs of all our pupils we are constantly assessing whether or not the interventions and programmes of work that are in place are addressing the needs of the pupils at any particular time.

Our IEP's reflect this and are used to ensure that all pupils make the progress that is expected of them. We support our pupils to access homework only when asked by parents. Our policy is that for our learners we need to ensure that they engage and enjoy their school day, if homework has previously been a trigger for negative behaviours at home we recommend that they do not pursue this.



2.9

Learners with English as an additional language have access to an appropriate level of language support (including first language assessment and bilingual support).

We have 12% of pupils that come from a multi-lingual background and all of these pupils have severe language delay which is associated with their complex needs. We work with outside agencies to ensure that the support that we put in place takes account of their linguistic backgrounds. Supporting them and their parents to be able to access the curriculum and to celebrate their heritage.

Assessing pupils with complex learning difficulties has unique challenges, these include:-

Limited assessment materials, Raise online having no useful data, the pupils not fitting the descriptors.

We have developed our own assessment policy that reflects these difficulties and how we plan for individuals ensuring that the data that we get reflects the child's abilities rather than the language barrier.

We have worked closely with the families of our pupils with English as an additional language, we have found that for some of our parents who themselves have a learning disability this has not been easy. We have therefore sought the support of our professional colleagues who have been able to give us ideas about using different picture cues and ideas for stimuli. We have ensured that these ideas are shared with staff and that we try and support our parents to understand how we are supporting their children to learn.



Section 3: Fostering good relations

- 3.1. The Governing Body, staff and learners have a secure understanding of the religious, ethnic and socio-economic characteristics of its community.
- 3.2. The school offers a range of extended services to the local community.
- 3.3. There are strong and positive relationships between individuals from different backgrounds within the school.
- 3.4. Learners are encouraged to develop pride in and awareness of their own identities e.g. family roots, culture, religious identity.
- 3.5. Learners are encouraged to develop empathy and insight into the lives and experience of people from different backgrounds to their own.
- 3.6. Learners are provided with opportunities to interact positively with learners from other schools and from different backgrounds.
- 3.7. Learners are provided with opportunities to interact positively with members of the local community.
- 3.8. The school listens to and conducts meaningful consultation with parents/carers, pupils, staff, the local community and other schools.
- 3.9. Parents/carers are warmly encouraged to involve themselves in the life of the school.
- 3.10. Supply teachers, visiting professionals and trainees are made to feel welcome in the school.
- 3.11. The school manages complaints in a sensitive, just and empathic way.
- 3.12. The school council/forum is democratically elected and has a meaningful role in decision-making.
- 3.13. Learners are encouraged and taught how to recognise, challenge and report different forms of bullying, prejudice, racism, stereotypes, injustice and inequality.
- 3.14. Learners know how to assess and manage risk, keep themselves safe and protect themselves from unfair treatment.
- 3.15. The school community supports and is involved in a range of charitable work.



3.1

The Governing Body, staff and learners have a secure understanding of the religious, ethnic and socio-economic characteristics of its community.

We have been working on supporting our pupils to understand the community of which they are part through the use of a structured SMSC programme of lessons that reflect the diversity of our community. These lessons aim to give the children a better understanding of and opportunities for engagement with the local community.

We have taken the pupils to different places of worship which have included a Hindu temple in Newcastle and local churches in Berwick. We have been visited by members of different faiths including a member of the Hindu faith and the vicar of one of the Berwick churches.

We also work with the pupils during assembly times to ensure that they have an understanding of the different faiths, races and religions that make up our community [\(3.1a\)](#).



3.2

The school offers a range of extended services to the local community.

Our school is in an area of rural deprivation where there is little support for pupils with complex needs and we felt strongly as a school that our pupils were disadvantaged when it came to after school activities. We decided that we would develop our own After School club and Breakfast club to address this gap. The Governing Body, in partnership with the head teacher developed a plan that would mean some of our staff would have year-round contracts to enable continuity of staffing so that the parents of the pupils would have the trust and confidence that their children would be supported successfully and that the pupils themselves would feel comfortable accessing this resource. The provision also includes holiday clubs run in all school holidays apart from the Christmas break. Attached is the most up to date report on the provision that is offered and highlights the advantages that this club offers our pupils [\(3.2a\)](#).

We work in collaboration with many different schools both within our partnership and with the wider learning community. We have supported pupils in mainstream schools through our outreach work, plan collaboratively for pupils that have dual placements both within Northumberland and the Scottish Borders sharing our knowledge and expertise with staff to ensure that these pupils have a curriculum that is planned in both schools that meets their needs and requirements. Attached is a draft of what we feel our Core Offer could be for collaborative working with colleagues from other schools [\(3.2b\)](#). We have been working on a document for some time and are looking at different ways that it might be used in the future when the Local Offer is introduced.

We work in close partnership with our local Middle School and for 15 years their year 8 pupils have spent an afternoon with us on a rota basis, this enables our pupils to interact with a wider social group and enables the pupils from the Middle School to learn about and experience our school environment. We also have links with another Middle School who each year provide us with a Christmas cake that they have baked, presenting it to our pupils during assembly.

As part of our partnership working and the new SEN review we are developing our programme of support for other schools in the local area and in the wider community. Our staff regularly train others and share ideas and strategies. Staff from other school regularly approach us for support and share resources. Our school is seen as a Hub for SEN in the local area.

We have shared our good practice with other schools and within our own staff, training has taken place and we have used shared observations so that staff can watch outstanding practice and use these ideas with their own class. The Deputy Head teacher has given training at local SENCO meetings, at National conferences and at other training sessions and has been involved in coaching within other schools.



3.3

There are strong and positive relationships between individuals from different backgrounds within the school.

We work on the Jenny Mosley's principles of Circle Time to encourage pupils to communicate with one another about their feelings, concerns and worries. Our Circles are inclusive as we use different materials such as PECS and Makaton signing to ensure that all pupils can access these sessions [\(3.3a\)](#) [\(3.3b\)](#).

We ensure that all our pupils access our residential holidays. We are aware of the importance for our learners of being given the opportunity to spend time away from home, as they may not have the opportunity for this at other times due to their complex needs. One young person that we have in school was unable to sleep in a room without his grandmother due to his complex family background but we supported him to attend a school residential holiday and on his return he was finally able to sleep in a room on his own. This has had a huge impact on his wellbeing and that of his grandmother.

Our Great British Bake Off involved each class working collaboratively planning and make a healthy cake that was then judged by our Chair of Governors and a member of the County council.

Ofsted stated 'the quality of relationships within the school is exceptional. All staff are consistent in their expectations of behaviour. Any challenging behaviour is dealt with highly effectively, learning for other pupils is not disrupted and calm and focused learning returns again quickly. Pupils themselves make an outstanding contribution to a safe, positive learning environment. They behave exceptionally well in lessons and around school. They readily help and support younger pupils, for example, without prompts from adults. They are highly tolerant, considerate and supportive of each other.' [\(3.3c\)](#).



3.4

Learners are encouraged to develop pride in and awareness of their own identities e.g. family roots, culture, religious identity.

We encourage our pupils to learn about their own identities and our curriculum planning ensures that the pupils learn about their roots and they also learn about Berwick, Northumberland and its history and where they sit in this history [\(3.4a\)](#). We have encouraged them to develop their family trees in PHSE lessons and some of the pupils have developed their own All about Me books as part of this process [\(3.4b\)](#).



3.5

Learners are encouraged to develop empathy and insight into the lives and experiences of people from different backgrounds to their own

Our curriculum planning ensures that pupils gain an insight and understanding into the lives of other people [\(3.5a\)](#) [\(3.5b\)](#).

We have worked with another school to develop our Green Flag award, this school was a rural school where the pupils came from rural backgrounds. The experience enabled our pupils to gain an understanding of what it was like to life in the countryside. They were able to articulate how they felt when they listened to the other young people and what they did each day before they came to school and on their return home.

We have also worked with a group of musicians who come from Newcastle, this has enabled the pupils to learn about living in a large city. They have shared experiences with these young people, discussing what they do each day and how this is different for the young people who live in the city. We have also ensured that our young people travel by train to larger towns and cities, having taken them on residential holidays to London, Glasgow and Manchester, experiencing this different way of life and drawing parallels with their own experiences.



3.6

Learners are provided with opportunities to interact positively with learners from other schools and from different backgrounds.

We have worked closely with our partnership of schools. Our joint working has included the provision of integration for our pupils within other local schools and we have supported our pupils to attend mainstream schools for subjects that they have an interest in or talent for. This integration has meant that some of our pupils have been able to take GCSE's and A levels enabling them to pursue their chosen route to college or work.

We have joined other schools to celebrate Christmas as part of The Big Sing in Berwick. Our pupils designed a banner that reflected our school ethos which was displayed during the performance. The children joined with many other schools in an evening of singing, they were able to listen to and be part of this wonderful performance.

We also worked in partnership with Cornhill First School to develop a garden that reflected the needs of both school communities. Cornhill First School was a rural school and the pupils there had a different perspective and outlook reflecting the environment that they grew up in and the jobs that their parents did.

Our school has worked in partnership with Tweedmouth Middle School developing links that support the pupils from the middle school to visit our school for an afternoon. The pupils work with our classes, learning about our curriculum and what our students do and learn. In this way, they gain a better understanding of pupils who have complex needs.



3.7

Learners are provided with opportunities to interact positively with members of the local community.

Our pupils have been provided with many different opportunities to establish links with the community. We have developed a Business and Enterprise model across school and each class has their own budget that they use to buy resources to produce goods to sell (3.7a). We have been supported to do this by local businesses who have donated time and materials to us. We have worked with Just Roll, developing links that have enabled pupils to be placed with the company for work experience. This company has also given us money to extend our Business and Enterprise work. We have also worked with the local Salvation Army who have donated furniture that our Sixth form have renovated with the support of a local furniture renovation shop. These pieces of furniture have been sold to parents, staff and the wider community. All our pupils both SLD and PMLD are involved in these projects, they are encouraged to plan and decide on what they wish to make. The funding comes from the profits that they have previously made and from funding from awards such as the Mayor's Award. All classes keep their own accounts and we have had training on this from our partnership with Barclays Bank. The staff came in to speak to the pupils about how to put a budget together and what they needed to do to ensure that the accounts that we kept were accurate. Pupils were able to question the staff on what their jobs were and how they could get their own bank accounts.

For the past 15 years we have had all the year 8's from our local middle school visit for an afternoon. The students come into school in small groups and they are shown around the school and given the chance to ask questions. The children are then timetabled to spend time in each class which helps them develop an insight into what we do and how we support our learners with complex needs. We are constantly amazed by the positive response that we get, the children are surprised and impressed by the curriculum that our pupils follow. The core purpose of these visits is to educate our local community about what our school offers and to help break down the prejudices that still exist, due in part to a miss conception about what a special school does.

We have been a Green Flag school for the past 8 years and as part of this project have worked in partnership with many different people within the community, these have included the Berwick Fairtrade group, the Berwick Wildlife trust and Northumberland County Council's officer for Re-cycling. These groups have supported the pupils to further develop their understanding of how people can work together to influence change within our communities.



3.8

The school listens to and conducts meaningful consultation with parents/carers, pupils, staff, the local community and other schools.

We work extremely closely with our parents and pupils and both these groups are asked to contribute to their yearly Annual Reviews. The parents have a questionnaire to fill in and we have developed a children's contribution sheet that each child fills in. This has been adapted to reflect the pupils' needs and so there are two different formats used. We also have an open door policy which means that should a parent wish to discuss their child at any point they know that they are welcome to come into school to speak to staff. Ofsted commented that 'The pupils, parents and carers are overwhelmingly positive about the school' this was as a result of the pre-inspection questionnaire which was completed by 32 out of 37 parents an excellent return. They also commented on 'very good partnership work with parents, carers and external agencies promote good achievement of pupils, this reflects the collegiate approach that the school has to working as part of a team that supports each pupil.'



3.9

Parents/carers are warmly encouraged to involve themselves in the life of the school.

We have many different events that include parents, our Christmas concerts, Easter Services, Award ceremonies and parties to fund raise have all been extremely well supported by parents, carers and governors, as well as previous staff and our wider community.

We have planned events such as the Diamond Jubilee garden party where parents and carers were invited and everyone got dressed up and we had a wonderful tea prepared by staff and pupils.

We had a Sports day to celebrate the Olympic Games and this event included parents, carers and the baton holders from the local area. The pupils loved taking part in all the different sporting events that included staff races as well as pupil ones.

We have an active Support group, this is a group represented by staff and parents and developed to fund raise for the school and plan different events that have included Halloween parties and Burns Suppers.



3.10

Supply teachers, visiting professionals and trainees are made to feel welcome in the school.

We have been extremely lucky and have had wonderful feedback from so many different visitors who all seem to say similar things including what a lovely warm atmosphere the school has and how welcoming everyone is.

Students and trainees that visit the school have also given extremely positive feedback and feel that the school welcomes and supports them well to professionally [\(3.10a\)](#). All our students are supported through professional feedback and find this useful to support their overall development.



3.11

The school manages complaints in a sensitive, just and empathic way.

We have a policy in place for complaints, this policy reflects the County Council's guidelines for complaints [\(3.11a\)](#) [\(3.11b\)](#). We have experienced some difficult situations that have required us to be sensitive to the needs of parents and carers, as well as the pupils involved.

Ofsted commented that 'Leaders and managers ensure that the tackling of discrimination in school is good' and that 'All pupils are carefully and individually monitored to ensure that there is no discrimination and all pupils achieve and progress equally positively.' This demonstrates that we have each individual's well-being at the heart of what we do and therefore we react to and address any concerns that are brought to our attention. This being said we also take into account the well-being of our staff and strive to ensure that all cases and situations are dealt with sensitively and supportively if a member of staff has been implicated in any way.



3.12

The school council/forum is democratically elected and has a meaningful role in decision-making.

We have an active school council and all children are encouraged to vote for those young people from their class that they wish to represent them. The children have enjoyed the use of the secret ballot and how they have not shared their vote with anyone else, this has made them feel that their Council is being elected in the same way as the government [\(3.12a\)](#). For those pupils that cannot read or write, we used pictures of the pupils in their class and asked them to choose who they would like, by pointing or by eye pointing.

Each pupil within the council is voted into a specific role [\(3.12b\)](#). We include the pupils' views whether these are through eye pointing, picture exchange or other methods of communication such as sign language. When these roles have been decided we take photographs of each member and display these where the pupils can see them. This year they also requested that they had a group photograph taken to be displayed on the board alongside their individual pictures.

Once the Council has been elected, they develop their own constitution [\(3.12c\)](#). We have developed statements to help them with this such as 'our school council will'. As well as a constitution, they have also developed what they see their roles as being, these are recorded and displayed for all the pupils to see.

The council meet each half term and each class work together before every meeting to decide what they wish to be included. When the council meet they discuss what they need to do and what their priorities will be for the next half term. Staff work closely with the pupils supporting them in any way that they may need. For some this is just encouragement, for others it may be using different forms of communication.

Our Council have worked hard to develop our 'Anti-Bullying Code'. This original code has been developed further as we have now received the Anti-Bullying award. They have also influenced decisions regarding the purchasing of equipment and resources [\(3.12d\)](#) [\(3.12e\)](#). Our council also requested that the senior pupils had china plates, which were bought and used for a while until it was found that the tray of clean dishes was too heavy to lift and we ordered new plates to replace these.

Our terms of reference has been using the 'Primary School Councils toolkit' Di Clay with Jessica Gold, we have used this toolkit to support us in our planning for the council and this has enabled us to have a strategy to work from. We have found that like all documents we have needed to adapt this toolkit to be relevant to our pupils and their needs.



3.13

Learners are encouraged and taught how to recognise, challenge and report different forms of bullying, prejudice, racism, stereotypes, injustice and inequality.

We have worked together with the pupils to develop out Anti-Bullying code ([3.13a](#)). This document reflects the pupils' understanding of prejudice and how we should respond to this. There are times when it can be challenging for our pupils to understand issues such as prejudice and it can upset them to think that other people may not treat them equally due to their disability, we therefore have to manage these issues sensitively.

We have planned a series of lessons that enable pupils to understand stereotypes and racism. Some examples can be seen here: ([3.13b](#)) ([3.13c](#)).



3.14

Learners know how to assess and manage risk, keep themselves safe and protect themselves from unfair treatment.

We ensure that we work with our pupils to develop their understanding of what bullying is and why we need to be aware of it. The word bullying can be confusing for our pupils, they can see low level falling out as bullying and therefore we need to be careful to investigate any incidents well and that when we speak to pupils we are careful about the vocabulary that we use. There have been times that our pupils with different diagnosis such as Autism have gone home and reported incidents of bullying, on close investigation this has been found to be inaccurate, however the perception of the child is that they have been bullied.

We work through our trained Emotional Literacy Support staff (ELSAs) to ensure that pupils learn how to keep themselves as safe as possible and this is also an important part of our curriculum planning [\(3.14a\)](#) [\(3.14b\)](#) [\(3.14c\)](#).



3.15

The school community supports and is involved in a range of charitable work.

We have worked hard with our pupils to develop their understanding and empathy for those people who are less fortunate than themselves. We support different charities each year, however every year we support Children in Need ([3.15a](#)). The pupils plan the day's events including different ideas for fund raising activities. We have a party and usually encourage the pupils to dress up in different themed clothing. The children have organised different things such as coin trails and staff sitting in baths of baked beans. Last year we were visited by Pudsey Bear which all the children really enjoyed ([3.15b](#)).

The children have also planned UNICEF events, these have included selling cakes and biscuits, as well as dressing up and playing different party games in the hall.



Section 4: Equality of opportunity and positive action

- 4.1. The different needs of male and female learners and staff members are recognised and addressed.
- 4.2. Reasonable adjustments are made to enable individuals with disabilities to access the physical environment of the school, the curriculum and
- 4.3. Arrangements are made to assist low income families in supporting and encouraging pupil access and engagement.
- 4.4. The school uniform policy is sensitive to the circumstances of low income families as well as different religious groups.
- 4.5. Feedback arrangements to parents/carers are sensitive and flexible to take account of different needs (e.g. language, literacy levels, personal, emotional and communicational).
- 4.6. Staff recruitment and retention procedures follow good equal opportunities practice and efforts are made to reflect the local community in the composition of the staff, governors and volunteers.
- 4.7. Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all learners. (Schools with KS3-4 learners only).



4.1

The different needs of male and female learners and staff members are recognised and addressed.

We plan our classes to reflect a balance of both need and gender. We have small cohorts of girls and therefore are very aware of how we need to balance our classes ensuring that the girls have a peer group that wherever possible includes both boys and girls.

Planned timetabled activities are used to address the needs of both gender groups. For girls in the school there are girl group times in which subjects such as puberty, personal hygiene and social issues are addressed. These sessions also enable girls who are on their own in class groups to socialise with other girls. The boys also have the opportunity to work together on projects that interest them such as furniture restoration and photography. Due to our special school status we also use play as an integral part of our curriculum and have always felt that it is important to ensure that our toys/games reflect gender diversity and equality. We buy toys that are targeted at one gender group, however we encourage all pupils to play with which ever toys interest them.

When planning core curriculum work in particular literacy we have ensured that our reading schemes reflect gender diversity. To achieve this we have bought in new reading schemes that target boy readers/teenage readers and girl readers. We have found that by enabling pupils to read using i-pads this has also engaged reluctant boy readers.



4.2

Reasonable adjustments are made to enable individuals with disabilities to access the physical environment of the school, the curriculum and information.

We continually make adjustments to ensure that those pupils with the most complex needs are given the greatest opportunity to fulfil their potential, whilst maintaining their health and well-being and dignity. These changes have included widening doors, a large extension of existing classroom space so that all the equipment needed can be used to its best advantage and the development of a new hygiene room so that no pupil is needing to wait for any time to use these facilities. A new classroom with its own toilets to enable easier access for a pupil in an electric wheelchair has also been provided.

To access our curriculum including outside science and horticulture we have developed raised beds that mean all pupils can use these [\(4.2a\)](#). We also have an outside soft play area that means those pupils in wheelchairs can get out of their chairs and move around outside safely.



4.3

Arrangements are made to assist low income families in supporting and encouraging pupil access and engagement.

We support many low income families in school and have a total inclusion policy. This policy means that all pupils swim, cook and attend all school trips for free. We also enable all pupils to attend school residential trips through fund raising activities. Our school staff has been developed so that we can offer breakfast, after-school and holiday clubs that are free for all pupils for some sessions and only a minimal charge is made for subsequent sessions that parents may want. These clubs enable all pupils however complex their needs to access arts, music and sporting activities outside of the normal school time.

In our most recent OFSTED report parents have noted how beneficial these clubs are and pupils choose to spend time at them on a regular basis.

We do not have a strict homework policy but if pupils wish to take books home from school we encourage this and do not charge for any lost or misplaced books.



4.4

The school uniform policy is sensitive to the circumstances of low income families as well as different religious groups.

Our uniform policy reflects the school ethos. We are very much aware of the socio-economic situation of many of our parents, we are also aware of the complex needs of our pupils. The uniform we have chosen is reasonably priced and easily washed so that it lasts well. We also have free second hand uniform through our eco-committee which is sensitively offered to all parents. Our policy is such that if pupils do not wear uniform there is no negative outcome for the pupils although we encourage them to be tidy and smart.

Staff bring in clothing for our sixth form which again is sensitively offered to pupils. School supplies sportswear so that the pupils can access all sporting activities. Swim wear is also available in school if pupils do not have access to this at home.



4.5

Feedback arrangements to parents/carers are sensitive and flexible to take account of different needs (e.g. language, literacy levels, personal, emotional and communicational).

Our school works with parents to ensure that all communications are made clear. We have not adopted an e-mail only policy for communication as some of our parents would not be able to access these. We have annual reviews translated for those parents who do not have English as a First Language. We have also employed translators to attend annual review meetings so that the parents of these pupils can access and understand the reviews.

We invite parent to informal meetings so that if they are unsure of multi-professionals they need not attend these larger meetings.

We have worked on our Annual Review reports ensuring that these are less complex and more easily read, we have tried not use educational jargon when writing these so that the language used is accessible to all.

We are also aware of the need to support our parents with English as an Additional Language, and have developed methods of communication such as using telephone translation systems to ensure that we communicate with all parents in a clear way.



4.6

Staff recruitment and retention procedures follow good equal opportunities practice and efforts are made to reflect the local community in the composition of the staff, governors and volunteers.

Staff recruitment follows the guidelines on Equality and Diversity, we have policies in place that reflect this.

We ensure that we support local students with work placements, supporting all pupils whatever their abilities. These students may also come from different geographic locations who wish to work in a school for pupils with complex needs.

We have a very stable staff with very little turnover and support all colleagues to continually develop through in house training and training courses which ensures that the school stays up to date with the changes that are occurring in the education system.

Governors are made up of a wide range of people from different backgrounds and with different skills so giving the school access to skills that can enhance the teaching and learning that is taking place in schools.

4.7

Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all learners. (Schools with KS3-4 learners only).

As a special school, supporting our pupils post school age, leaving us at 19 years can be complex. We enable all pupils to follow a timetable that reflects their interests. Over the years this has included supporting pupils to attend mainstream schools to enable them to sit exams. These placements have needed careful planning and we have needed to fund these placements ourselves as school staff support the pupils when they attend the mainstream school. Although some of the funding comes from County this does not cover the whole cost.

We have been able to support pupils to pass GCSE and AS level exams, these pupils have then gone onto college doing courses such as Computing, Music, Art and Mechanics. These pupils have returned to school to tell us about their success and how being at The Grove School helped them achieve and be able to cope with college, travelling to and from college and the social aspects of being with other students [\(4.7a\)](#).

Pupils are taught life skills including preparation for the world of work. All classes run their own business, through which the pupils learn enterprise and employability skills [\(4.7b\)](#) [\(4.7c\)](#).

We attend careers days at different colleges, to help pupils make informed choices based on what is available to them. We have recently been working with one pupil who has complex needs, working with other professionals to ensure that his Person Centred Plan reflects his needs. We have facilitated many Person Centred Planning events, hosting these in school and being part of the group that meets to discuss these. Our Emotional Literacy staff work with pupils to ensure that they understand what their life choices are and how they can access different facilities.

We also support our pupils to complete periods of work experience either in school supporting the younger pupils or in the office in school, or in the local community

[\(4.7d\)](#) [\(4.7e\)](#). Pupils have had work experience in businesses and local shops. We have needed to support these experiences by sending staff with the pupils, meaning that it is very cost intensive. Our local community has been very supportive and we have found that working with our young people has been rewarding to those companies that work in partnership with us.



Section 5: Celebrating diversity

- 5.1. The curriculum teaches for diversity, facilitates an understanding of multiple identities and challenges stereotyping.
- 5.2. The school promotes a positive attitude towards multilingualism.
- 5.3. The school celebrates the achievements of disabled people and promotes positive role models.
- 5.4. The school promotes a positive environment in which lesbian, gay, bisexual and transgendered people and those seeking gender re-assignment can feel valued and included.
- 5.5. There are regular opportunities for learners to enjoy cultural and enrichment experiences (including our of school visits) that reflect and celebrate diversity.
- 5.6. The school marks and celebrates events such as Black History Month (BHM) and Gypsy, Roma, Traveller History Month (GRTHM) Holocaust Memorial Day, LGBT History Month etc.
- 5.7. The skills and talents of all learners are valued and celebrated.
- 5.8. Best use is made of the differing skills and talents of staff and governors.



5.1

The curriculum teaches for diversity, facilitates an understanding of multiple identities and challenges stereotyping.

The school's curriculum is planned to ensure that we teach our pupils the concepts of diversity and that it challenges stereotyping. We have worked hard to develop our resources to reflect the individual needs of all our learners, this has included looking at reading schemes that address the gender, reading levels and the age of our learners [\(5.1a\)](#). Oxford Reading Press has been working to overcome this issue and the school has recently purchased a new reading scheme called Project X Alien Adventures.

We have also worked through the Equalities action plan to develop links with Garden House, an establishment for the older generation [\(5.1b\)](#). The children have worked with these older people to develop their understanding and empathy. We have completed preparation work to ensure that the children have an understanding of how to behave and react to people that they meet at Garden House and have been able to complete joint projects with them.

We have also worked together with different groups such as Border Links; a group for adults with learning difficulties, on joint projects and joint coffee mornings which have enabled our young people to talk to older people who have learning difficulties. They have been able to ask about the future and what they may be able to do when they leave school.

We work consistently with our pupils to ensure that they understand the diverse background of people that they may come into contact with. We have taught lessons that reflect the Traveller population that live in this area. The pupils have had the opportunity to discuss the terminology that they and their families may use to discuss these people and how they should change their thinking to reflect a better understanding of how their actions and behaviour could impact on others.



5.2

The school promotes a positive attitude towards multilingualism.

Although we may not have many pupils who speak another spoken language, we do have pupils who communicate using different communication techniques and English in the spoken form is therefore their second language. We support these pupils using systems such as signing using Makaton and the use of the Picture Exchange Communication system. All staff are trained in these forms of communication to ensure that the pupils can communicate with us regardless of who they are speaking to in school.

We have ensured that we support parents during Annual reviews by providing interpreters for these meetings and we use phone interpretation system to contact parents. We also supply translated Annual Reviews for those parents who need this support [\(5.2a\)](#).



5.3

The school celebrates the achievements of disabled people and promotes positive role models.

We celebrate the success of our pupils in so many different ways. We use Golden Time each week to reward excellent behaviour and work. The pupils understand that by completing their work and behaving well they can be rewarded through Golden Time. Each year the pupils receive a certificate to reflect their achievement over the year. This is presented to them at the end of year assembly by our Chair of Governors. We also celebrate the pupils' success through their Annual Reviews which are written to ensure that we note all the positive learning that has taken place.

Our pupils are supported to attend and take part in many different activities that include sporting events, art events, competitions, productions and many other activities. We have received the Disabilities Sports club of the year award, our pupils won the Berwick Fairtrade poetry competition, the Enterprise award part of the celebrating Northumberland awards as well as having received the Green Flag award for the past 6 years. We ensure that our pupils know and understand that these awards are theirs and it is their hard work that has enabled the school to receive them.



5.4

The school promotes a positive environment in which lesbian, gay, bisexual and transgendered people and those seeking gender re-assignment can feel valued and included.

We try hard to ensure that those pupils who have the level of understanding to learn about different sexualities do so through a series of lessons that have been developed. We have supported our pupils to understand that people's sexuality should be respected in the same ways as their beliefs and traditions. Our Sex and Relationships lessons cover the teaching of people's sexual orientation and the differences associated with these. It is important to ensure that our lessons are appropriate, accessible and sensitive to the pupils that we are teaching. We have therefore needed to adapt materials that are available and make these individualised to the pupils that we are working with at the time.



5.5

There are regular opportunities for learners to enjoy cultural and enrichment experiences (including our of school visits) that reflect and celebrate diversity.

We value the use of the wider community and the resources that are available for our pupils. We try to ensure that our curriculum is enhanced by the experiences that are available to them in the wider community. We have visiting professionals who provide workshops [\(5.5a\)](#) and all the classes within school have a day when they can use the mini-bus which enables them to visit different locations locally, including cafes, the beach, parks and other areas and we try and relate these visits to life skills learning and to the theme that is being covered at the time. We have developed strong links with Huntingly Hall Farm, a farm that has developed its resources so that it can be used by disabled groups for visits, these visits have included being able to get close to the animals and to be able to learn about the farming process.

Every child in school is supported to attend residential holidays, these holidays are paid for by school so ensuring that no child misses this wonderful opportunity. The holidays are all designed to meet the needs of the group of pupils who are attending so have included trips to Center Parcs and The Calvert Trust, Kielder. The Calvert Trust is a specially adapted centre for people with disabilities which enables all of our pupils including those in powered wheelchairs to access rope courses, sailing and abseiling [\(5.5b\)](#).



5.6

The school marks and celebrates events such as Black History Month (BHM) and Gypsy, Roma, Traveller History Month (GRTHM) Holocaust Memorial Day, LGBT History Month etc.

We support the Poppy appeal every year, completing lessons and teaching using the resources produced by the British Legion as well as selling poppies in school [\(5.6a\)](#). The children have worked with the older generation at Garden House to produce paper wreaths to commemorate those who lost their lives during conflicts.

We worked together as a school to plan our Chinese New Year celebrations. This is how we plan all such events, encouraging the pupils to be part of the planning process. They decided that they wanted to have a Chinese meal, which they shopped for and cooked in each of the classes. Our school cook was involved in the planning process and also helped with the cooking. The pupils made table mats, hats and other decorations to put out in the hall and they helped to decorate with staff support. [\(5.6b\)](#) [\(5.6c\)](#). We then all sat down to our Chinese meal, accompanied by Chinese music and at the end of the meal they all had a fortune card to read. The children had also planned activities for after the meal which included games such as corners that they had adapted to different Chinese symbols being placed in the corner and moving towards these when the music stopped.

We have had similar events for other festivals such as Diwali. The children really enjoy being able to learn about different cultures and what these mean to the people who celebrate them.



5.7

The skills and talents of all learners are valued and celebrated.

We have used many different opportunities to celebrate the success of our learners. At the end of each year we have an assembly that celebrates the learning that has taken place, this is unique to each child and we try to find the area in which the child has made the most progress and celebrate this. [\(5.7a\)](#) [\(5.7b\)](#).

We also celebrate success through working with our pupils to complete their ASDAN awards, supporting them to understand and value these awards and ensuring that all pupils leave school with qualifications. These are shared with our wider school community through being presented at the end of year celebration and via our governing body reports.

We have also successfully taken part in many different competitions that celebrate the pupils' hard work and commitment. These have included the Northumberland Sports Award,



5.8

Best use is made of the differing skills and talents of staff and governors.

Our staff have a variety of talents and skills that we have tried to link to the school improvement plan and to the way in which we have structured our planning within our Senior Leadership team. Our school has developed its own system to reflect the needs of each class, we have used our Lead Practitioners to lead classes and we have Senior Teaching assistants with responsibility for curriculum areas that are directly linked to their skills and knowledge.

We have applied for and received awards such as the Green Flag award, staff have been chosen to lead on the awards that reflect their own interests and passion for these subjects. We ensure that staff are supported to attend courses that develop their interests such as the Emotional Literacy training undertaken by a large number of staff, who were further supported to complete their portfolio's being given time out of class to complete this work.

We have worked within our community to develop links with people who have skills both in business and in other areas such as fund raising and banking. This means that we can develop our teaching and learning using the skills of others.

We have worked closely with our governors, using their skills to enhance our practice. For example, one of our governors is a former head teacher and she has advised us on our data analysis, another governor is in the building trade and he has been able to advise us on building adaptations and projects that we have wanted to complete.