

Personal Development Report

SLATED ROW SCHOOL – UPDATED AUGUST 2017

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SLATED ROW SCHOOL | Old Wolverton Road, Wolverton, Milton Keynes MK12 5NJ



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Introduction

Personal development is seen as a core area for our students in the curriculum; it is a key part of safeguarding them now and in life beyond Slated Row. The behaviour of the students is outstanding because of the consistent and effective application of the school's positive ethos that focuses on recognising, rewarding and celebrating achievement. Slated Row students are motivated to attend school because they are happy and enjoy school life. This can be seen in the above average attendance for special schools in the country (see Pastoral Report). They are proud of their achievements and appreciate the way in which the school celebrates this through the reward system, displays around the school and assemblies, including end of term Celebration Assemblies with a range of awards. This pride is reflected in consistently excellent student progress and achievement, survey outcomes and external accreditations and awards. The emphasis on rewarding and celebrating achievement has a marked impact on developing and improving the students' self-esteem, confidence and happiness. As a result, all students know that they are safe and secure and that their contributions and achievements are respected and valued.

Our students' attitudes to learning are excellent because teaching ensures that the students make outstanding progress in most subjects, by matching the curriculum and resources to individual needs and learning styles. The school provides identified students with access to targeted specialist facilities, such as a soft play room, intensive interaction and sensory room. This helps them explore their emotions, social communication and interaction issues. These facilities have a marked impact on the behaviour of the students.

Slated Row has invested significant time and money to develop the learning environment in relation to ensuring the students' safety. The site is surrounded by secure fencing and many doors have security key pads to control access. In order to create smaller areas that can be supervised appropriately, the playground areas benefit from the provision of fencing and large areas of safety surface are provided for adventurous activities. This ensures Slated Row is a stimulating, bright and positive learning environment for our students.

The school promotes a positive ethos in relation to social interaction, relationships and equal opportunities, which is modelled by staff and governors on a daily basis. As a result, students feel secure and safe from bullying and racial incidents. Feedback from parents shows that they feel the school offers a safe and secure environment for their children.

Student attitude and participation in lessons, informal play opportunities; and during enrichment activities such as the clubs, trips, theatre visits etc; are excellent. By matching the curriculum and resources to individual needs and learning styles, teaching ensures that the students make outstanding progress.

2. Spiritual, Emotional, Moral & Spiritual Development

The development of SMSC is an inherent part of the way we work. Assembly and lessons, such as R.E and PSHE etc, are effectively used to develop the students' understanding of social relationships, multi-cultural and race issues. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, taught overtly in PSHE/RE lessons and is importantly recognised and celebrated alongside academic achievement. The school has invested in a wide range of multi-ethnic resources that effectively enable students to develop understanding and, as a consequence, the students are always keen to be sharing their cultural backgrounds with others. In addition, parents, staff, and external experts (including visiting theatre groups) share their religious and cultural backgrounds. As a result, most students react positively to living in a multi-cultural and diverse world.

As a well staffed special school, we are able to take a truly holistic approach to the education of the pupils. Whilst we strive to ensure that all the pupils achieve academically, we also aim to develop the whole child and consequently place equal importance on their development as independent human beings. A significant strength of the school is that the students feel safe (Stakeholders Report) because of the commitment of the staff to the emotional and care needs of each individual. The school ethos of 'Hope, Dignity and Respect' underpins this through the promotion of a positive approach to the education and pastoral management of each individual student.

Slated Row School is working as a '**Restorative Principles**' partner school. As such, the school puts Restorative practice firmly at the centre of school ethos. This ethos can be summarised as:

- a. Relationships are the key factor in building a positive learning atmosphere;
- b. Daily circle times establish an atmosphere of mutual respect and awareness;
- c. Restorative meetings enable those who experience behavioural incidents to be able to fix issues;
- d. All participate in this system, ensuring that adult-pupil and adult-adult relationships are valued and strengthened.

The pupils themselves, due to their learning difficulties, are generally more sheltered from the world than their mainstream peers; often they have to be overtly taught things that other children pick up naturally. This means that they are often more naïve than their peers, judging people by the way they behave in relation to themselves and not from any preconceived notions to do with race, gender or religion. Additionally, the pupils have the advantage of attending school with other pupils who also have learning difficulties. Consequently, disability is not a strange concept to them, but it is a natural fact of life. It is always a delight to see how our pupils simply accept each other for who they are, regardless of their disability. Pupils understand that certain people need more help and support and that some pupils have challenging behaviours which sometimes impact on their own lives. Because of these factors, and because of the pupils' limited cognitive understanding, bullying is very rare at school. Although some pupils may be physically hurt by their peers, they are not targeted by a bully.

Spiritual Development

Pupils are able to reflect at their own level. This allows pupils to develop an understanding of themselves and others, something many of our pupils find challenging. This is achieved through:

- Helping pupils to understand who they are and how they are separate from other people;
- Encouraging pupils to look at their strength and weaknesses in a variety of ways;

- The PSHE curriculum focuses on aspects of self knowledge - from the very practical aspects of *'who am I?'* To more fundamental questions of *"what am I good at?"*, *"what do I still need help with?"* and *"how can I move forward?"*
- Comic Strip Conversations and Social Stories, supported by the Communication Team.
- Opportunities for 'take up time' in classes or in the Well Being Room.

Pupils at Slated Row develop their understanding of respect in the following ways:

- The development of positive relationships, especially through the 'Restorative Principle' circles that take place daily across the school.
- Many of our pupils, particularly those with autism, can find this a very difficult area. Although the pupils can make relationships with the adults who reach out to them and empathise with them, they often find it harder to develop friendships with peers. Therefore, in order to help the pupils to develop the confidence and skills needed to form positive relationships, members of staff model the key behaviours throughout school life.
- PSHE, supported in class via circles and social skills activities and promoted on the play ground, including through the Play Leaders Scheme. Through these many support activities, the pupils are given strategies through which they can develop relationships with their peers.

As a result, there is a culture of mutual respect in line with the school's ethos. Pupils show this through being polite and displaying good behaviour for learning. This is evident in monitoring by senior and middle leaders and is commented upon by visitors regularly.

However, it is important to remember that what we perceive to be natural and desirable social interactions may not be appropriate for some of our pupils, for example, some pupils with autism may prefer not to form relationships. For these pupils, "One to One" situations with other people can be very stressful. Therefore teachers must know their children well in order to select and promote the most appropriate interventions and learning programmes

Pupils enjoy activities (Stakeholders Report) and are given opportunities for imagining and creating. This in turn fosters a sense of awe and wonder in the pupils, making them more effective learners, and whilst developing a sense of self. This is evidenced in:

- Utilising the school grounds to teach respect for the natural world, including gardening activities;
- Community cohesion, in that pupils regularly visit local parks, canals and garden centres and are encouraged to see the changes in nature as they occur across the seasons;
- Students visit zoos and local farms to study the animals;
- Displays around the school celebrate and promote achievement in a wide range of subjects;
- Our weekly Headteacher's Assembly and end of term Celebration Assemblies ensure students' achievements are recognised and celebrated;
- The RE curriculum, where these concepts play a big element;
- Listening to and making music. We have an excellent range of instruments that can be played by all pupils, including those with the most severe learning difficulties, computer based equipment helps children make music and express themselves. The school also benefits from a part-time music teacher who is able to help some children individually to express their inner feelings through music.
- Art is used with pupils to provide a way of developing their creativity as a means of self-expression.

Moral Development

Pupils are able to build moral values, including an understanding of right and wrong. They are able to show this in lessons and tutor time, as well as share their opinions. Evidence that Slated Row is communicating this includes:

- An established and embedded ethos that underpins our school aims;
- Clear and easily understood rules, displayed in classes, help to form the structure that assists in supporting pupils with autism and other complex needs, some of whom relate well to defined boundaries.
- A Positive Behaviour Policy, where good behaviour is modelled, promoted, rewarded and celebrated. Poor behaviour is dealt with in a variety of different ways, as appropriate to each situation, but it is never tolerated or ignored. Where necessary – and following a risk assessment, the teachers draw up relevant 'Behaviour Support Plans'. (See Pastoral Report)
- Pupils are helped to realise that their actions have consequences and that sanctions are a direct result of the pupils' behaviour.
- Pupils are encouraged to take responsibility for themselves, others and the environment.
- RELEVANT PSHE AND CITIZENSHIP MODULES: **EYFS / KS1/2** - Behaviour and feelings; Working with others; How our behaviour affects others; School rules; Caring for the environment; Differences and similarities between people; **KEY STAGE 3/4/5** - Our Diverse Society; People from other cultures; People in other Countries; Racism; Skills for friendship; Bullying; Myself and Other people; Recognising Safe Environments and behaviour; Services that help us - Police & Fire Brigade; Society and Relationships – Dealing with conflict; Charities.
- Targeted and specialist provision offered by the Well Being and Communication Teams.

Social Development

Social development is a major area of need for many of the pupils at school, which is evident in their Education, Health & Care Plans. Evidence that Slated Row is developing pupils' social competencies includes:

- Being a part of a specialist school, where all pupils truly become members of the school society. Although some pupils will always be dependent on others due to the extent of their learning difficulties, the majority of our pupils can become independent members of our community. All pupils have a status in the school.
- Pupils have jobs to do in their own classrooms and this extends into the work of the school as they become older and more able to take on more responsibilities. Additionally, we take every opportunity for the pupils to also have a role in the local community.
- Pupils show respect to staff and peers, developed through overt teaching and positive modelling.
- Pupils work as a team. This is emphasised in P.E. lessons, where children are encouraged to work together to achieve goals. Football, netball, cricket, swimming, athletics, as well as music groups, are also very important in giving the pupils opportunities to work in teams. At the same time, this helps the school to develop as a community, with pupils able to rally behind support and celebrate the various team achievements.
- Teachers are aware that social skills are often a natural deficit for special needs pupils, particularly with autism, and they may need to be taught about society in a different way from others. For example, those who are cognitively more able may need to be taught overtly about society's rules, as they will not necessarily pick up an understanding naturally.
- Targeted and specialist provision offered by the Well Being and Communication Teams.

Cultural Development

Students are taught about festivals associated with specific religions and cultures through the PSHE and RE curriculum and parents/carers from ethnic and minority faiths are invited in to assembly in order to describe and celebrate their faiths with the children. To support this, a number of special events are held each year. All students contribute to the festivals by performing set pieces to parents, family members and the wider community who are invited to share and celebrate the events with the school. For example:

- Harvest Festival: Students donate and present food products to the local food bank.
- Christmas: The local mainstream school joins the audience, with opportunities to integrate.
- Chinese New Year: Assembly to highlight and celebrate this day.
- Easter: Students donate and present Hot Cross buns to local senior citizens.
- Topic Days: recently including Sri Lanka and Africa days, where pupils engage in speaking different languages, trying different foods and participating in dance and song.

As a result of the wide range of cultures explored and the activities the pupils participate in, they embrace diversity and are tolerant of people with different beliefs or cultures (see Pastoral Report - Racist Incidents).

The idea of 'culture' for pupils with complex learning needs can be more relevant if seen as *"the artistic pursuits, expressions and tastes valued by society"* rather than *"the total of the inherited ideas, beliefs, values and knowledge which constitute the shared bases of social action"* (both dictionary definitions). An emphasis is therefore put on the first of these definitions within the provision offered. Due to this, pupils are able to show their understanding of their own and others' culture through their participation in a wide range of these activities:

- Art and music are both on the timetable throughout the school.
- Drama is a part of the English timetable and Dance is a regular part of the PE timetable for most children. In experiencing and discussing art and music from different styles and cultures, the pupils will be helped to come to an understanding that there are different traditions in different societies.
- This work will be supported by work in Geography and RE.
- There are many opportunities for pupils to experience music, dance, art and drama
- Singing in assemblies
- Visiting musicians and theatre companies
- School productions, including Slated Row's Got Talent & The Shakespeare Festival
- The school has a wide range of musical instruments, including computer based and sensory equipment, to give all pupils the opportunity to make music.
- Pupils have the opportunity to take part in art in lessons and their success is celebrated around the school, through the many displays on show.
- Pupils have the opportunity to experience drama and acting in a variety of ways. All pupils take part in the school concerts, rehearsing and perfecting their roles. Theatre groups visit school to put on plays and some pupils are also taken to see live theatre shows in professional theatres.

SMSC Development and the curriculum

All areas of the curriculum and collective worship should contribute to the spiritual, moral, social and cultural development of pupils. The following have a prominent role at Slated Row School:

- **The Arts** - helping pupils to learn and look for beauty in the world;
- **Collective worship** – allowing times of reflection and celebration;
- **English** – consideration of how the written word can affect and influence people;
- **History** – consideration of right and wrong in events of the past;

- **Music** – allowing children to experience some of the most beautiful and thought-provoking pieces of music from a range of traditions;
- **Science** – giving pupils knowledge and time to appreciate the wonders of creation, regardless of beliefs held;
- **Religious Education** – has a special role in this process. The Milton Keynes Agreed Syllabus, which we follow at Slated Row School should help pupils to:
 - Enhance their own spiritual, moral and social development;
 - Develop awareness of the fundamental questions of life, raised by human experiences and how religious teaching relates to them;
 - Respond to such questions in the light of their own experiences and with reference to the teachings and practises of religions;
 - Reflect on their own beliefs, values and experiences in the light of their study.

Pupils should also develop a positive attitude towards other people and their right to hold different beliefs, whilst living in a religiously diverse society.

British Values

Students learn about democracy through taught PSHE/Citizenship lessons, as well as taking part in elections for the school council. They understand how they can be involved in decision making. The secondary students take part in the Milton Keynes Youth Council elections, in 2015 receiving an award for participation. Prior to the election, the students were taught about, and engaged in, the election process by a council employee. They also visit the council chambers to find out about how democracy works in Britain. A group of sixth from students visited parliament in London for a tour. Student Voice plays a vital role in the evaluation and improvement of the school. Students are able to share their views through a variety of opportunities, such as PSHE lessons, tutor time and student surveys. A restorative approach to tutor time allows students to understand how perceived injustice can be peacefully challenged.

All classes have rules of behaviour, devised and agreed by the students themselves. In addition, they are encouraged to develop their understanding of rules and regulations, including the law, through a range of formal and informal activities such as PSHE/Citizenship lessons; sports activities; assemblies; drama/role-play and other curriculum areas. The use of social stories, comic strip conversations and the consistent application of the Restorative Principles allows students to understand right from wrong, develop their ability to make things right (resolve conflicts) and know how rules protect people.

At Slated Row School under individual liberty, we support students to develop their self-knowledge, self-esteem and self-confidence, through actively encouraging them to make choices, knowing that they are in a safe and supportive environment. As a school, we follow the *UNICEF Rights Respecting Schools* agenda, whilst educating and providing boundaries for all students to make choices safely, through provision of a safe environment and an empowering approach through their education. We model freedom of speech through student participation, whilst ensuring protection of vulnerable students and promoting critical analysis of evidence. We implement a strong anti-bullying culture and challenge stereotypes, where students are encouraged to know and understand their rights and personal freedoms, alongside advice on how to exercise these safely. This is demonstrated through our E-Safety, Personal Social Development, Restorative Tutor time, role play and theatre workshops. Students are given the freedom to make a wide range of choices, such as attending extra-curricular activities and events within the local area, in order to bridge the gap between our students and the local community.

Respect and tolerance are key to the school ethos. At all stages of the school, students are able to develop their understanding of community, including their place and role within it; by taking part in a wide range of communal activities, according to their ability and needs. For example, students know that there are people

less fortunate than themselves through involvement in regular charity work. In addition to the usual fund-raising event relating to Comic Relief and Sports Aid, recent activities have included helping people less fortunate by collecting food and raising funds for the food bank and organising and running MacMillan Coffee mornings. All staff have been appropriately trained in relation to racism, ethnic diversity and multi-cultural education, physical intervention and child-protection. As a result, there are minimal incidents of such behaviour, with any difficulties immediately investigated and effectively dealt with (see Pastoral Report).

Slated Row School consistently promotes respect for individual differences by helping our students to acquire an understanding of, and respect for, their own and other cultures and ways of life. This is achieved through teaching our students to challenge prejudicial or discriminatory behaviour. Visits to places of worship enable our students to develop their understanding of community faiths, whilst enabling the school to develop links with faith communities.

During circle time and lessons, staff will openly discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as Looked-after children or Young Carers, thus developing our students' critical personal thinking skills.

The school has minibuses which are timetabled to classes on a weekly basis, in order to support community cohesion and inclusion activities. As a result, students are able to participate in a range of wider educational visits in order to support and generalise their learning across the curriculum. In addition, the students regularly visit the local community by participating in local walks and visits to community swimming pools; local parks and garden centres; other schools (mainstream and special); local amenities (including local shops and supermarkets, and community resources (the library and local churches).

The students' awareness of the wider world is developed through the formal curriculum in Geography and R.E, as well as through enrichment activities such as e-twinning a webcam project with schools in Greece and Ghana. This ensures our students are aware of the world and the different cultures within it; knowing that different countries often speak a different language – often reinforced through music and singing in assemblies. In addition to the formal and informal activities above, the students develop their understanding of spiritual, moral, social and cultural matters through participation in assemblies. Within this, the key stages meet for a formal assembly once a week, enabling the students to develop their understanding of a diverse community through a thematic approach. In order to ensure effective learning, all students are encouraged to participate in a range of role play, singing and discussion opportunities; as a result, they have good understanding of the spiritual, moral, social and cultural community.

3. Well-Being

In The Curriculum

Students are aware of the need to stay safe when on the internet and are taught about e-safety at the start of each term in Computing lessons, as well as informally in tutor time activities, awareness days and assemblies. Issues with e-safety, especially social media, is dealt with immediately through a restorative approach or, for some students, using social stories or comic strip conversations.

The majority of students engage in a range of integration activities with mainstream students. Activities include: singing and dance, such as 'The Big Song & Dance'; multi skills, PE and sporting events, recently including a Sports Leaders weekend at Loughborough University with the Youth Sports Trust. As a result, they develop effective social integration and communication skills and are able to transfer the skills learnt in school into the wider community.

Through tutor time, PSHE lessons, or as a part of topics studied, students learn to:

- Develop a sense of self and belonging and exploring their emotions;
- Explore how to make positive relationships and how to interact appropriately;
- Develop understanding of rules and the impact of not following them;
- Explore how their behaviour can have an effect on the feelings of others and that each action has a consequence that they must take responsibility for;
- Understand the changes they are going through, both in body and mind;
- Explore the use and misuse of drugs, including medication, illegal substances, smoking and alcohol;
- Develop their understanding of issues surrounding relationships and, at the appropriate time for a sexual relationship.

It is clear from the Education, Health and Care Plan process, and from information gained from parents that students make great strides in this area and this is a significant strength of the school.

The school has a well-established and highly respected record of including students with increased complex learning difficulties that would, in other areas of the county, have transferred directly to an Autistic, SLD or Independent school. As a result, these students learn effective interaction, communication and play skills which enable them to make very good progress in their personal development and learning.

Restorative Tutor Time

The use of Restorative Tutor Time and Circle Time enables children to explore issues like behaviour and social issues. It ensures time in the day for pupils to work through issues or troubles and allows staff to identify when a pupil needs additional support, which could just be some time to talk or a referral to the Well Being Team. Individual class representatives can then take any concerns to the School Council and discuss actions. As a result, pupils feel they are listened to at school (see Stakeholders Report).

Parents, over time, consistently report that they are extremely happy with the school's provision and that it has a positive and marked impact on their child's behaviour, happiness and achievement (Stakeholders Report, plus comments at events and meetings). The annual surveys tells us that parents are very happy with the provision offered by Slated Row School and the impact that it has on their child's self-esteem, behaviour, social development and achievement.

Mental Health

The low student: adult ratio at the school enables staff to immediately pick up and appropriately deal with any issues. In addition, the consistent use of EHCP summaries, risk assessments and individual

behaviour plans ensures that all students are effectively supported and are consequently able to demonstrate their understanding of their emotions, at an appropriate level.

The school understands its responsibility to not only monitor and react to mental health situations, but to actively teach strategies to enable good mental health, as well as highlight mental health difficulties and how to get help. The school is consistently developing its explicit delivery of well being and mental health. This is evidenced through School Improvement, including, our use of Zones of Regulation and the introduction of schemes such as; 'Books Without Words' and 'Happiness Boxes'.

The school has a Student Mentor with counselling training in Post 16. All of these members of staff are skilled in supporting our students' well being in all aspects, which is demonstrated in the schools' excellent behaviour for learning (see Pastoral Report). The use of class TAs enables support to be appropriately applied and put in place for each class or individual student.

Staff work closely with Social Care and CAMHS to ensure continuity in approach and to share expertise and knowledge of the child.

The Well Being Team

The Well-Being Team is an example of the school's strategic use of support staff. It consists of 1 HLTA and 3 TAs all highly skilled in supporting students well being. This team will support successful behaviour management strategies and implement new programmes of student support. These members of staff take a proactive approach to student well-being, setting up programmes or opportunities for identified students to offer support and to model and develop staff practice/s.

The Well Being Team and high class staff: student ratio enable immediate actions to be put into effect to support students' well being efficiently and effectively. Student behaviour is outstanding because of the consistent application of the school's positive ethos. There is a wide range of highly effective provision for managing the behaviour of students - including behaviour plans, restorative justice, visual aids, rewards, circle time, quiet areas, high staffing and quality training. As a result, monitoring shows that consistently over time, lessons are very rarely interrupted by behaviour. However, when needed, effective systems are in place to ensure that any issues are quickly dealt with.

As a result, students are taught to take responsibility for their own behaviours, learning how to self regulate - including consequences and making good choices - and a range of methods are used to ensure a positive outcome (such as social stories; "Given" choice hands; Now/Next boards; choice boards; reward systems). Behaviour plans are regularly monitored and revised as appropriate throughout the school by all staff.

Safeguarding

Students know how to keep themselves safe, as it is taught effectively as part of the curriculum, as well as through tutor time and guidance whenever necessary. Parents sign an e-safety and appropriate user agreement on joining the school and annually thereafter. Parents are advised about appropriate websites via classes and issues regarding internet dangers through the school website, newsletters and consultation meetings.

Protective behaviours are taught through the curriculum and on an individual basis using other professionals where required. This is achieved through exploring relationships, teaching about personal space, hygiene and sex education.

4. Independence & Skills For Life

All students are encouraged to work independently through the use of workstations, visual timetables, social stories, comic strips, ICT and specialist resources. They engage in work related learning through a range of activities such as the use of money through practical experiences. Consequently all students regularly visit local shops in order to purchase goods.

As part of the daily cycle, all students have opportunities to undertake responsibilities – student leadership, prefects, sports leaders and play buddies. As a result, they understand the importance of reliability and consistency. They participate in a variety of opportunities to develop their ability to follow direction, turn take, make choices and problem solve. For example, in order to gain an insight into the world of work students run coffee mornings, and produce products to sell at the school Winter Wonderland, Summer Fete and BSH Open Day.

All students have opportunities to participate in school trips, from regular weekly trips to days out and residential visits.

In PSHE related topics, students explore what is involved in a variety of jobs. They role play a range of jobs in their class based sessions, visit places of work, the job centre and have external speakers and visitors.

5. Healthy Lifestyles

Personal, Social, Health & Economic Education (PSHEE)

All students participated in formal PSHE/Citizenship lessons that promote the key concepts involved within healthy lifestyles. This is extended by enrichment activities, such as theatre groups, who perform plays that explore issues such as bullying and staying safe. Compass offer drugs education and Brook offer sex education. For students in Secondary and P16, a range of speakers come in to give talks on a range of topics such as, employment, next steps after Year 14, well being and internet safety.

As a result, our students can:

- Make positive relationships and know how to interact appropriately;
- Understand the importance of rules and the impact of not following them;
- Understand how their behaviour can have an effect on the feelings of others and that each action has a consequence that they must take responsibility for;
- Understand the use and misuse of drugs, including medication, illegal substances, smoking and alcohol;
- Understand personal care and hygiene;
- Develop their understanding of issues concerning relationships. Throughout Years 7 to 14, students develop their understanding of sex and relationships in formal lessons and informal discussion with staff.

Slated Row has invested significant time and money in developing the environment for the students' safety. The site is surrounded by secure fencing and many outside doors have security keypads to control access or and second door handle to ensure safety of our primary students. Playground areas benefit from safety surfaces under adventurous equipment and the provision of fencing in order to create smaller areas that can be supervised appropriately. The school supports a positive ethos in relation to behaviour, relationships and equal opportunities. As a result, students are able to feel secure and safe from bullying and racial related incidents. Feedback from parents tells us that they feel school offers a secure and safe environment for their children.

Students are aware of the importance of wearing appropriate clothing for specific activities. They understand the need to wear aprons, changing for PE and swimming etc. Specific safety clothing needs for lessons or work placements are provided by school, including, steel toe capped boots, hi-vis vests etc.

A commitment to equal opportunities underpins the school's ethos and day to day working. In general, all children are taught in mixed gender and mixed ability classes. However, where necessary, students are grouped differently in order to maximise learning and personal development, for example, through ability grouping for swimming/PE, curriculum pathways and gender set classes. In addition to class based circle time sessions, wellbeing sessions enable students to develop appropriate interaction skills so they are now more able to accept losing, turn taking and choice making.

Specific students are able to access one to one support through the use of specialists, such as social workers, who deliver protective behaviour work or zones of regulations to name but two. This continues to be very successful and parents have found this to be an invaluable resource.

Healthy eating

All students participate in formal Food Technology activities. Planning for such lessons utilises a cross curricular approach, in order to promote and extend the students' understanding of issues concerning:

- Balanced diets
- Risk assessments and personal safety
- The importance of hygiene
- Taking care of oneself and well-being

The school kitchen cooks fresh food on site (since January 2017), following a healthy eating programme that caters for a wide range of dietary needs.

Staff have their lunch with the students and use this time to talk about hobbies, events or any concerns, as well as promoting healthy life styles. Additionally, for those students who elect to have a packed lunch, parents are encouraged to ensure that the food they provide is based on a healthy diet.

Water is available throughout the day and all students are encouraged to drink as much as they would like. The encouragement of personal water bottles has effectively promoted the development of independence skills within this area. As a result, many students actively chose water rather than squash as their preferred drink.

All students in Primary eat a piece of fruit at morning break and most understand that this is part of leading a healthy lifestyle. Staff have reported that behaviour in afternoon sessions has improved due to students eating healthier food. We have also seen a reduction in incidents recorded in after school clubs.

Although we experience some challenges in getting a couple of our students with autism to change their habits or to experience new products, we have developed highly successful systems for supporting this. Much work is done on this, both in formal lessons, such as making, smelling and tasting foods from other faiths/lands/past ages in the humanities subjects. Students in secondary school are fully involved in achieving their Duke of Edinburgh (DoE) Bronze award. Through this, they gain a very valuable insight into the importance of healthy eating via their volunteering section, in which they prepare and provide Meals On Wheels to the senior citizens in the local community. Slated Row DoE has been used as a national case study.

Physical Development & Fitness

The fitness and healthy life styles of the students at Slated Row School has always been a high priority. All students engage in a double lesson of physical activities each week. In addition to timetabled activities (such as PE and swimming), all students are given opportunities throughout the school day to participate in a range of physical activities, for example: walking the mile each day; soft play; adventurous play; brain gym exercises; sensory room; dance; regular walks to local facilities – such as shops, library, park, woodland trim trail and gardening. The students enjoy these activities and sessions are often led by the students themselves and very few ever refuse to join in. As a result, they develop their awareness and knowledge of how exercise impacts on their bodies, such as getting out of breath, heart racing etc.

Many students engage in sporting and physical development clubs at lunchtime – for example, over the year they have had access to multi-skills; netball; football; rugby; cricket; ball skills and golf. The club attendance registers show that a significant number of students regularly participate in these clubs and, as a result, the schools' various sport teams are highly successful in matches and tournaments with other special schools (and, in some cases, mainstream schools).

The fitness and healthy life styles of the students at Slated Row School continues to be a priority. All students are given opportunities throughout the school day to participate in a range of physical activities. All students participate in the Athletics Ten Steps project during the summer – as well as the Mini Marathon and school Sports Day. All students go swimming at one of the local community pools throughout the year. The school supports this involvement with a range of achievement awards in order to promote the development of positive self-esteem through sport and leisure activities.

Through our participation in the Schools Sport Partnership, the school has well developed links with mainstream schools and community based resources. Additionally, students have benefitted from sports coaching during our after school clubs.

Wherever possible, the school will support parents in gaining access to community facilities – for example, by negotiating with social services for placement or by seeking transport from the local authority for specific individuals. As a result, a significant number of students benefit from such involvement.

Forest School offers all learners regular opportunities to achieve and develop confidence and self-esteem, through hands-on learning experiences in a woodland or natural environment. Forest Schools is a long-term process of regular sessions, rather than a one-off or infrequent visits. This takes place on site, in our woodland and natural environment, and supports the development of a relationship between the learner and the natural world.

6. Student Leadership

At Slated Row, we believe that students flourish when given the opportunity to lead and to act as role models to younger students. We successfully run the Peer Leaders, Prefects and Play Leaders. Our Student Leaders are easily identified by badges worn on their uniform and via the Student Voice and Student Leadership display board. Throughout the year, all Student Leaders are given the chance to support different events across school, both during the school day and later. This can include helping at Parents' Evenings, Information Evenings, Lunch Time Clubs and Charity Events.

School Council

The School Council regularly discusses matters such as playground behaviour and their suggestions for improvements are often put into action. An example of this involved the change of the whole school uniform. The impact of this was an increase in the students' self esteem and pride at being a member of

the school community. It also clearly defines each area of the school and supports a successful transition into the next key stage for students.

Pupils are supported to understand that they can go to an adult to discuss any concern and the high staffing level ensures that there is always someone available to support this. All classes run regular circle time sessions to develop appropriate social interaction and communication skills and, as a result, the students are given the skills to explore the impact that behaviours can have on others. For identified students, social interaction and communication sessions are run as part of our Well Being provision. In these sessions, the pupils are encouraged to explore the consequences that their own actions have on others, in order to develop their social understanding and corporate skills.

As a result, pupils are happy to share when there is an issue and, in many cases, are able to offer solutions to problems. Pupils gain an understanding of democracy. Those in school council have a great sense of pride and are able to support their peers and contribute to the school development.

Prefects

As part of the daily cycle, all pupils have opportunities to undertake responsibilities. Register, Breakfast Club, lunch time monitors all examples, and as a result, they understand the importance of reliability and consistency. This allows more pupils to have responsibility beyond the School Council. It raises the pupils' self-esteem and allows them to make a positive contribution to the school.

Play Buddies / Play Leaders / Peer Leaders

A number of pupils in Key Stage 2 and 3 engage in 'Play Buddies'. In the sessions there is an identified pupils who has peer support built around them. The pupils are always keen to support their peers, however sometimes it needs a little more understanding of their friend's needs and being taught how to help them play. This empowers some of our younger pupils to support others as well as developing the play skills in pupils who may struggle in the non-structured times at school, such as playtime and lunchtime.

Year 7 – 9 students are trained as 'Play Leaders'. Year 11 and Sixth Form students are trained to be Peer Leaders (Youth Sports Trust). At Slated Row we work closely with the Youth Sport Trust Young Ambassador programme to build the leadership skills of our young people, enabling them to be empowered to encourage their peers to become more engaged in sport.

We are very proud to have students trained who act a Play Leaders every lunch time. Our Play Leaders enable students to have someone to play with; help their peers to solve a problem or a disagreement; set a positive example of how to behave and play at playtimes; be someone to rely upon and be someone who can be trusted and will be fair. A wide range of lunchtime clubs are open to all students, irrespective of their ability. The clubs available each week vary termly and can include arts, crafts, sport, dance, story, history, signing, library, gardening and computing based activities.

Our Peer Leaders receive training and celebrate Sports Leaders who have stepped up to become ambassadors for PE and school sport. The expectation of our Peer Leaders is for them to be the voice for PE and school sport in our school community, promote the positive values of sport, be a role model and champion for PE and school sport and increase participation opportunities and healthy lifestyles for everyone.

Girls Active at Slated Row has been a very popular initiative. Funded by Sport England, SRS Girls Active enables girls to be active together. The group has listened to their peers to find out what motivates them to take part in PE and sport; developing a plan based on their feedback. Our four girls Active leaders are role models within our school, who run activity clubs each week for the girls to be involved in at Slated Row.

'My role as a peer leader has allowed me to connect with and learn from many of my peers. I have developed into a strong confident leader and I still love every moment of my job!'

Post 16 Student – Girls Active Leader (2016)

*“This young woman is a natural leader. Engaging 100% in every activity at camp and encouraging other girls too. Her infectious enthusiasm is matched by her maturity and her contributions have been valuable throughout camp. Most of all this person has been very clear about the opportunities this camp has given her and is determined to use it to make a difference to girls in her school. The award for aspiration is presented to Emma *** from Slated Row School.”*

2017 Girls Active Camp Aspiration Award – Y11 Student

All of the student leaders effectively encourage and support their peers and younger students to engage in a wide range of play activities through the week, on the playground and around the school. As a result,

7. Transitions

Extensive support is offered to new students and parents/carers, prior to them attending school. For example:

- Visit
 - To see the environments & discuss needs
 - Events, such as summer picnics, to speak to staff and other parents in an informal setting
 - Individual parent meetings
- Photographic booklets about the students' new class and Slated Row
- Individually staggered transition where necessary
- A Family Pack with all essential information

The school understands that moving between classes can also be a difficult time for many of our students. Students therefore move class before the end of the year to ensure a smooth transition and to allow students a settling in period in their new environment. This has removed student and parent/carers' anxieties over the summer holidays. A visual booklet is produced to support this move. On occasion, there is a need for students to change class, which can be due to a variety of reasons, however the same careful processes are applied.

As a result, the students are able to quickly settle into the school or new class routine in order to start learning. Similarly, significant support is given to all students in preparation to middle, secondary and Post 16 transfer.

All pupils are involved in enterprise activities. They run coffee mornings, make games and produce products to sell at the school Winter Wonderland and Summer fete. They participate in a variety of opportunities to develop their ability to follow directions, turn take, make choices and problem solve. There are also opportunities throughout the curriculum to develop core skills; gain an understanding and ability to use money; develop and practice a range of soft skills enabling teamwork; provide pupils with a good insight into the world of work and life after Slated Row.

There are a number of options open to our students after they leave Slated Row School. The majority move on to MK College, where they can continue with subjects such as Health & Child Care, Construction, Hospitality & Catering, as well as Supported Internships. There is also the option of Moulton College, which specialises in vocational programmes, with an emphasis on preparing students for the world of work.

Our SLD students have a further option of attending 'McIntyre No Limits' which is a 4 day package, SNAP which provide support and personalised learning plans, Thrift Farm which is a supported employment scheme that develops key skills, & Walnuts Care.

At Slated Row School we provide our students with work experience opportunities from Year 11 and throughout their time with the Sixth Form. We also have school internships and supported internships within a place of business. This is coordinated by our Job Coach, whose role is specifically to support our students and ensure they not only fulfil the needs of the employer, but also reach their full potential. The Job Coach will:

- Visit current and possible placements for our students
- Liaise with employers/ staff to ensure there is an understanding of the students' learning needs
- Learn the job role along with the student
- Mentor the student & build their confidence & resilience within the role
- Ensure tasks are broken down for the student and monitor their progress
- Model the appropriate workplace behaviours
- Remain alongside the student until such a time as they are competent to work independently
- Alongside the work of the Job Coach in preparing our students for the world of work, the students are also taught 'Employability', which further develops their skill base on areas such as applying for jobs, preparing for interviews, understanding pay, behaviours within the work place and visiting a Job Centre
- As a school, we encourage outside speakers to share with our students their experiences in a variety of roles / jobs and different careers they may be interested in

Through the tracking of leavers (see Pupil Outcomes Report), we know that the vast majority of pupils from Slated Row are successful in their next steps beyond school. In the recent past, this has also led to apprenticeships and employment.

8. Study Support

Study support is fully integrated into the day to day operation of the school and has a marked impact on student achievement, across the academic and pastoral curriculum. This is delivered through a range of 'out of hours' clubs covering sporting, creative, environmental and technology themes. Wherever possible, parents and volunteers are utilised to support the delivery of these activities. External providers are also used to ensure high quality additional provision.

At Slated Row, we see the need for residential trips, which are a key part of the curriculum. The diverse and high quality school trips on offer mean teachers can create experiences that enhance students' classroom learning, adding opportunities which students may not otherwise have. Activities are aimed at being exciting and fun for students to enjoy, but all chosen with specific goals in mind – whether it is confidence building for children unwilling or unable to engage with their teachers and/or peers in the classroom, teambuilding to encourage students to work together, or to encourage independence and a sense of personal responsibility for students moving on to a new school or Key Stage.

As well as the physical health benefits, school residential have been seen by staff and parents to have a positive effect on children's self esteem and confidence levels, thereby improving their emotional health and well being.

Our residential trips offer our students a unique opportunity for them to claim their independence, make their own decisions and build new friendships.

- Primary – one night away at Caldecotte Residential Centre (Y6)
- KS3 – two nights away at Caldecotte Residential Centre (All)
- KS4 & P16 - Duke of Edinburgh expedition and practice expedition (Options)
- P16 – four nights away at a Residential Centre out of the LA (All)

Breakfast Club is highly subsidised by school through short breaks funding and helps ensure students have a healthy breakfast and are set up for the day. It is a time for students to socialise and the older students can often be found supporting the younger students.

At break times, the students are sensitively supported in order to encourage them to play together - with a particular emphasis placed on learning team skills, such as following rules, taking turns and sharing resources and activities. Students are trained to act as Play Leaders or Sports Leaders and they effectively encourage and support younger students to engage in a wide range of play activities through the week.

A range of lunchtime clubs are open to all students, irrespective of their ability. There are between 5 or 6 clubs available each week - offering arts, crafts, sport, dance, library, Lego, signing and computer based activities.

A wide range of after school clubs are open to all students each week varying termly and across the year. These include; arts & crafts, sport & dance, story, history, signing & languages, library, gardening, computing based activities. The impact on learning has been recognised and celebrated in a variety of ways including the Youth Sport Trust Inclusion Award, Sky Sports Living for Sport Commendation, and Bronze Duke of Edinburgh.

Holiday clubs are well attended by a range of ages and abilities. Pupil and parent surveys show they enjoy these days and they give the pupils opportunities they may not otherwise get in the holiday to interact and use the skills we teach them.

These opportunities enable students to further develop skills learnt in the curriculum and to mix with new and existing friends in a new environment which help our students to learn to share and appreciate each

other's talents. Pupils are also able to show they can generalise the skills they have learnt in lessons which leads to deeper understanding and functional skills. Developing and succeeding in new activities helps build character and enhance strong leadership skills and can play a huge part in supporting academic learning.

9. Further Developments

- Further develop the provision for Well Being and Mental Health
 - Training and support from Professor Barry Carpenter
 - Focus Group of parents, pupils and staff
 - Review and improve Mental Health being taught in the curriculum
- Embed the Well Being Team

Case Studies

Profile Information							
Gender	Male	Stage	Leaver 2016	FSM	No	LAC	No
Ethnicity	White British	SEND	Moderate Learning Difficulties				
Home Circumstances	Lives with his parents and younger siblings						

Known issue / concern

He lacked confidence outside of school and concerns were for his success beyond SRS. Due to his dyslexia, his ability with English, particularly reading and writing, was a concern and a major cause of his anxiety.

Strategy

- Praise and rewards during assemblies
- Work experience – Job coach to model expectations, additional resources made and support with reading and writing applications and any form of paperwork
- Additional support through careers adviser - weekly meeting
- Regular contact with home
- 1-2-1 mentoring to discuss anxiety
- SRS Sports Leader - Sports leadership qualifications and additional responsibility in school
- Lead Peer leaders programme delivery in school
- Youth Sports Trust Peer Leader course

Success & Impact

- Confidence greatly improved, was able to put strategies in place to achieve a Part-time job at an Ice Skating Rink where he often achieved employee of the month. Was given additional hours and responsibility and maintained the position beyond SRS
- National Champion Award for Youth Sports Trust Peer Leader
- Achieved Youth Sports Trust Step into Sport Role Model
- Positive impact on pupils throughout the school, in engagement in sports, developing skills and aspirations to succeed (a true role model)
- Selected for a college place at MK College, studying sports leadership course
- Represented MK college sports leaders on a trip abroad delivering sports coaching

Qualifications

- GCSE: Maths - G; Science - F; IT - F
- Entry 3: Maths; Geography; History; Art & Design; PE; DT; Functional ICT
- DoE Bronze Award
- Entry 3 'British Safety Council' Work Place Hazard Awareness, Extended Award in Maths
- Entry 2: English; Science; Functional Maths, Certificate English, Award Life & Living
- ASDAN Silver & Bronze Youth Award

Profile Information							
Gender	Male	Stage	Key Stage 3	FSM	Yes	LAC	No
Ethnicity	White British	SEND	Moderate Learning Difficulties				
Home Circumstances	Lives with his mother and older and younger siblings.						

Known issue / concern

He has presented as emotional, angry and is easily lead. He is very vulnerable and can make poor decisions that can put him at risk. Other behavioural issues have included:

- Refusal to comply
- Intimidation of other pupils

His mother has felt uncomfortable about coming into school and attending meetings. Whilst in year 9 his mother experienced an adult protection incident. This has had an effect on him and the family has considered moving areas. This has also caused some distress for him.

Strategy

- Praise during assemblies
- Restorative tutor time
- Mentoring
- Whole school responsibility – prefect – register monitor
- Used as a role model to younger students
- Positive phone calls / notes homes
- Play Leader training attended. Selected to be a Play Leader & carries out activities

Success & Impact

- Making good academic progress:
 - Exceeding our expected progress in English (progressing 2 whole levels) and Maths (5 steps, equalling 1 level and 2 steps)
- Forming good and appropriate relationships with his peers
- Raised self esteem
- Positive impact on others in school through delivery of Play Leader
- A reduction in behaviour incidents ,which has led to Student of the term Autumn 2015 and Student of the term Summer 2016

Profile Information							
Gender	Female	Stage	Key Stage 5	FSM	Yes	LAC	Yes
Ethnicity	White British	SEND	Downs Syndrome with Severe Learning Difficulties				
Home Circumstances	Lives with her foster family – long term placement and will remain with them indefinitely.						

Known issue / concern

She joined Slated Row in 2015 when her previous school placement broke down.

She presented as emotional, low self esteem, low confidence, non communicative, and although could sign, she was reluctant to and disengaged. She would only engage with adults and would not mix at all with her peers. She would not contribute in learning session and needed a TA 1:1 at all times. She would remove herself from her peers at break and lunch.

She was unable to eat in a group situation and her transition to lessons and around school was very challenging and often resulted in her refusing to move or comply. She was too anxious to attend SNAP or to go out on class trips/visits. When angry, frustrated or upset, she would kick over furniture and throw her belongings across the room.

Foster parents very supportive and meeting held with her advocate and social worker to ensure the placement was successful.

Strategy

- Behaviour plan discussed and implemented
- Signing promoted with NRW
- Small group work with SaLT
- Visual Aids
- Personalised reward system
- Key worker identified
- Praise during assemblies
- Lots of kindness, care support and attention
- Restorative tutor time
- Whole school responsibility – prefect – register monitor
- Role models used to support her forming relationships with peers
- Positive phone calls / notes homes
- Regular meetings with foster family, advocate and social worker to ensure collaborative work
- Foster carers also liaised with Doctor regarding hormonal medication

Success & Impact

- Making good academic progress:
 - Exceeding our expected progress in English and Maths from her low starting point (progressing 2 steps in each subject)
- Forming better and appropriate relationships with her peers, resulting in arranging to meet outside of school
- Raised self esteem & now presents as being happier
- She will now eat with her peers
- Transitions have improved and staff can now see a pattern linked to her hormonal cycle
- Will freely communicate and use signs to express herself
- Contributes in learning and will work independently
- She will sit with her peers at lunch and eat in a group situation.
- Vast improvement in her transition to lessons and to going out in the community
- Attending SNAP more regularly
- Transitioning to class trips/visits
- Frustrated incidents are at a minimum and rarely see her being aggressive
- Reduction in refusal to comply. From 11 numbers of incidents to 4 over a comparative term period

Profile Information							
Gender	Female	Stage	Key Stage 1	FSM	Yes	LAC	No
Ethnicity	Black Ghanaian	SEND	Global developmental delay due to microcephaly				
Home Circumstances	Lives with her mother and father and older younger sibling.						

Known issue / concern

She presented as shy, nervous but keen please. She is vulnerable due to being a lot smaller in comparison to her peers and she was unable to express herself in any free time incidents. She would be isolated from her peers due to her nervousness to integrate and would often play on her own or with adults. In lessons she was quiet and shy and not keen to answer unless in a 1:1 situation.

Her mother could often be irrational and was hard to contact.

Strategy

- Praise during assemblies
- Restorative tutor time
- Class reward system
- Targeted social play
- Small group interaction sessions
- Paired learning activities
- Small group learning activities
- Class register monitor
- Positive notes homes
- Play Leader training attended, selected to be a Play Leader & carries out activities

Success & Impact

- Making good academic progress:
 - Exceeding our expected progress in Maths (progressing 1 whole level) and making good progress Maths (expectation of 2 steps)
- Forming good and appropriate relationships with her peers
- Raised confidence
- Will speak aloud in front of peers
- Will lead peers in learning and play
- Will answer questions in class
- Is making progress with her reading and is beginning to read single words presented with visual prompts such as apple, sock, elephant, giraffe and zebra