



Glyne Gap School – Self-Evaluation Summary

This document has been prepared by school leaders following consultation with stakeholders including parents and carers of pupils, school staff and governors and other partners. We acknowledge that pupils are at an age and stage where their voice is heard as individuals and within their daily experiences and as such, others advocate for them to contribute at a whole school level.

Published: September 2023

First review due date: January 2024

Subsequent review: April 2024

Overall effectiveness

The school believes that Glyne Gap School continues to be an outstanding school

- The Quality of Education is outstanding
- Behaviour and Attitudes are outstanding
- Personal Development is outstanding
- Leadership and Management is outstanding
- Safeguarding is effective

This view is supported by:

Ofsted report May 2019

East Sussex Special School Quality Assurance report July 2023

East Sussex SLES standards and effectiveness reports October 2019/20/21/22

East Sussex SLES safeguarding review November 2022

Parent Questionnaire collated responses September 2021 and September 2023:

- 'The school work really hard on getting the best out of my child'
- 'There is a wonderful 'can do' attitude from the staff who celebrate children's achievements no matter the size'
- The Communication Team are a wonderful and skilled asset to the school'
- 'My son loves school and he can never wait to go back'
- 'The school has been amazing and fantastic during the pandemic, we couldn't ask for more'

Quality of Education

The school believes that the Quality of Education at Glyne Gap School is outstanding.

This is because:

- The school meets all the criteria for 'good' in Quality of Education securely and consistently.
- The quality of education provided is exceptional.

In addition, the following apply:

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what staff do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, teaching over time contributes well to delivering the curriculum intent.
- The school operates a Tier 1 and Tier 2 approach to ensure that pupils receive a curriculum that meets both their priority learning targets (Tier 1) within the context of a broad and balanced curriculum (Tier 2).
- The expectations made of, and work given to, pupils (over time and across the school) consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning, independence, positive relationships, autonomy and self-advocacy, a fulfilled life and employment.
- Pupils' work across the curriculum, particularly in the areas of communication and personal development, is consistently of a high quality.
- Regardless of their starting point and individual need, pupils make great gains in their learning and achieve highly.

Intent

- Leaders have constructed a curriculum that delivers the school's moral purpose: to ensure pupils lead a happy and fulfilled life now and in the future. Friendships and relationships, independence and autonomy and vocation are key to this.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge, skills and attitudes for a fulfilled life through independence and autonomy, future learning and employment.
- The curriculum is successfully designed to be ambitious and meet the needs of pupils attending the school, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence over time and over different contexts, including real life settings. Pupils achieve Supergoals when they are able to achieve the target at school *and* at home.

Implementation

- Teachers have excellent knowledge of communication strategies and how to facilitate independence. They have a good knowledge in other subject areas. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers have excellent knowledge of how children learn and how each child learns. This is evident in the degree of individualised planning. They present subject matter in ways that are accessible, meaningful and purposeful to each pupil. They ensure pupils' understanding and that pupils are able to apply knowledge. Teachers identify gaps or mistakes accurately. In so doing, they respond and adapt their teaching as necessary using an individualised approach.
- Over terms and years of school, teaching is designed to help pupils to remember long term the content they have been taught and to apply their learning in wider life.
- Any remote education has been individualised for each pupil to support the wider implementation of the school's curriculum. Leaders acknowledge the limits of remote education for pupil cohort.
- The school has a very clear curriculum and assessment structure which is well understood by all staff. Highly effective and comprehensive staff induction ensures that teaching staff understand the curriculum structure and can plan and deliver lessons effectively in line with this structure. Senior staff closely monitor teachers planning and pupils' IEPs to ensure that planning at class and individual pupil level is aligned to the school's curriculum plans and is appropriate to individual pupil needs. The termly pupil progress and liaison meetings, focussed weekly on a different class, allow senior staff to monitor discrete elements of teachers' planning and (individual) pupil progress and outcomes. The focus of the liaison meetings is different in each term to ensure that all areas of curriculum provision are closely monitored:
 - Autumn: Curriculum intent and implementation, gaps in learning, maintenance of skills and knowledge over summer break, review of communication systems/equipment/sensory diets/risk assessments/health care plan, identification of any further barriers to learning.
 - Spring: Behaviour and attitudes including mental health and wellbeing.
 - Summer: Review of Engagement Profile or core skills (including literacy, numeracy, and ICT), communication.
- Assessment developed following school closures as a response to the pandemic has been continued. This assessment identifies regression and gaps in learning following non-attendance at school over the last year, as well as skills vulnerable to being lost over the summer break or through a class change. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an exceptional classroom environment that focuses on pupils and their learning and wellbeing. Teachers have received discrete training on how to do this and are constantly looking to refine their approach.
- Communication is prioritised to allow pupils to access the full curriculum offer.
- A rigorous approach to the communication curriculum develops pupils' fluency, confidence and enjoyment in functional communication. This includes, but is not limited to, oracy. At all stages, communication attainment is assessed and gaps are addressed quickly and effectively for all pupils.
- The school has a very small cohort of pupils who may develop the necessary phonic knowledge and language comprehension to enable them to read. These pupils receive individual and group support through the school's Early Readers initiative.
- The Total Communication approach adopted by all staff supports pupils in developing their understanding, language and vocabulary.

Impact

- Pupils develop independence, communication and advocacy skills, build friendships and their own social, moral, spiritual and cultural understanding that achieves the school's moral purpose.
- Pupils make great gains in their learning: 26 pupils (23%) achieved their supergoal and the majority of pupils were judged to be making good progress as measured through the school's assessment and attainment tools with 59% of pupils making outstanding progress.
- There are no comparative differences in the outcomes of groups of pupils.
- Groups of children who are at risk nationally of not making the same progress as other peers make the same or better progress at Glyne Gap School. This includes looked after pupils and those in receipt of free school meals. This is affirming of our support for these pupils and relationships with their families through initiatives including goal setting, targeted and regular meetings, training and Home Learning work.
- Pupils working within the Engagement Model appear to be making greater levels of progress than their SLD peers (whilst we recognise that SLD pupils is a larger cohort and can have behaviour for learning as an additional barrier). Using the Engagement Model has supported incisive teaching and assessment enabling us to evidence (quantifiably) the smallest steps of progress.
- Pupils are ready for the next stage of life whether that be education, employment or vocational training. The school has not had school leavers becoming 'NEET' over a number of years.
- In July '23, 2 pupils who have been at Glyne Gap throughout their school career left to paid employment having completed a Supported Internship pilot run in partnership with a Supported Employment provider. A further student is actively seeking employment and the final member of the pilot group is continuing Supported Employment training.

Evidence to support:

Curriculum documentation

Pupil outcome data 2022-2023

Observed lesson reports

Ofsted report May 2019

Professional Advisor to Governors Reports Jan'23, February'23, May'23

East Sussex Special School Quality Assurance report July 2023

East Sussex SLES standards and effectiveness reports October 2019/20/21/22

Individual pupil Zig Zag books

Pupil progress and liaison meeting minutes

Next steps:**To ensure that pupils using all and any mode of communication make best possible progress.**

Rationale: Over the last 4 years, the school has focused on developing staff skills and pupils use of aided AAC systems. This has had a positive impact on pupils making progress in their expressive and receptive communication. Over a number of years, our school cohort has changed with an increase in the number of pupils are working within or just beyond the engagement profile. These pupils will always require intensive support to facilitate the bridge to intentional communication; attention and listening skills; and social interaction skills.

We believe it is essential to enable ALL pupils, regardless of their ability/ mode of communication to have the opportunity to communicate for a variety of purposes, and be supported to transfer these skills as much as possible. Work has already begun to support the curriculum for pupils working within the engagement profile, and as a school we want to ensure our total communication philosophy is maintained and staff are equipped with the knowledge, understanding and confidence to support these fundamental principles of early communication, to enable pupils to become life long communicators. awaiting completion

To extend the skills of a group of pupils working towards subject specific skills within literacy and numeracy.

Rationale: Literacy and numeracy skills are a skill in themselves and provide a significant bridge to other learning, opportunities and outcomes. This group of pupils remains small within our cohort and each key stage is likely to have (at most) two or three pupils working towards subject specific skills. It is imperative that this curriculum is given time and expertise to enable those pupils to make best progress. The last 2 years have seen us invest in an Early Readers initiative with good impact and plans to further embed. We now want to consider promoting numeracy skills in a similar way.

To ensure that pupils in key stages 2-4 continue to receive a diverse and motivating Tier 2 curriculum.

Rationale: Post-pandemic, our focus rightly turned to ensuring pupils' wellbeing and their Tier 1 (priority) learning (particularly any 'catch up' required). Our 22/23 pupil outcomes highlighted the impact of this approach. We now want to focus on the implementation of the Tier 2 curriculum to enhance the enjoyment and diversity of pupils' broad curriculum experience.

Behaviour and Attitudes

The school believes that behaviour and attitudes at Glyne Gap School are outstanding.

This is because:

- The school meets all the criteria for 'good' in Behaviour and Attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for each other, all staff and their families. Relationships across the school are exceptional. Staff know and appreciate the value of this.
- Pupils play a highly positive role in creating a school environment in which commitment to learning, hard work and resilience to setbacks are celebrated. Pupils take pride in their achievements and those of their classmates.
- The skills to being a good friend are explicitly taught as part of the curriculum for *all* pupils. The current whole school assembly theme is friendship and pupils are recognised for the friendship skills they demonstrate.
- Staff lead pupils in a culture where commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. There are no incidences of bullying in the school. Incidences where a pupil may experience harm through the impact of another child's behaviour are systematically considered and responded to.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated, persistent and resilient in the face of life's difficulties and their own. Pupils make a highly positive, tangible contribution to the life of the school and the wider community. Pupils actively support the well-being of other pupils. One senior pupil took on the role of 'last man' (unasked) at the school's Friendship Walk along Bexhill Seafront and made sure he stopped each time younger pupils slowed down and looked to be passing him.
- Pupils behave consistently well. Their additional needs are not used as an excuse for low expectations with regard to behaviour. Pupils set their own rules for the classroom (where appropriate).
- Classroom climate, including routines, communication strategies, praise and motivators are used consistently across the school to support all pupils to behave well and be successful in their learning. This climate is underpinned by relationships across school and staff knowledge of pupils.
- The termly pupil progress liaison meetings, focussed weekly on a different class, allow senior staff to monitor discrete elements of teachers' planning and (individual) pupil progress and outcomes. The focus of the liaison meeting in the Spring Term is Behaviour and Attitudes including mental health and wellbeing. Whole school data shows that the majority of pupils are making at least good progress (94%) with 50% making outstanding progress within this area.
- Where pupils have identified needs in maintaining positive behaviour, these are well documented with strategies to support identified and implemented so that pupils can be successful in school. These strategies can be at a low level ('B' list strategies such as use of sensory circuits) or at a highly specialised level ('A' list strategies such as individualised timetable, dedicated staffing, regular review with CAMHS and family, therapist input)
- Whole school PPI data shows that majority of pupils on the A and B list have made at least good progress and 48% have made outstanding progress.
- With this support in place, these pupils make exceptional progress over time. One pupil who has had A/B list support throughout his school years completed a Supported Internship in his final year and left school to paid employment.
- To ensure positive impact on learning the Behaviour Lead monitors the supports for pupils on the A and B list.
- A very small number of pupils (2) on the A list require and have received bespoke support from the school. This includes individualised planning, regular multi-agency review and involvement with/referral to specialised services. Whilst this has enabled us to maintain school placement for them, we recognise that their wider outcomes are vulnerable.

- Staff receive whole school training in supporting positive attitudes and behaviour for all pupils.
- Staff supporting pupils on the A and B list who have a frequency and intensity to their behaviours receive Team Teach accredited 2 day training in positive behaviour support approaches with a focus on de-escalation, risk reduction and restraint reduction.
- Staff record all incidences of disruptive behaviour in class to ensure a reflective response as well as to ascertain (and then minimise) any impact on other pupils.
- Pupils have high attendance within the context of the pandemic and within the context of their health needs, and overall school attendance is 90%. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. For example, providing home/school transport for an infant child who was struggling to get on allocated transport provision. This provision continued until his confidence had returned and he travelled on allocated provision.
- Persistence absence is an agenda item at the weekly safeguarding meeting with actions to impact attendance. In addition, pupils' attendance over a term is systematically considered.
- There are a small number of pupils who have health needs that contribute to extended periods of absence. The school mitigates against this by having a workforce confident and highly skilled in meeting a complexity of health needs and when pupils do need to be absent, class teachers stay in regular contact and will visit/send work home as appropriate. The TLR post holder with responsibility for the school's approach to meeting pupils' health and care needs will facilitate a 'return to school' meeting for pupils who have extended periods of absence.
- Pupils are safe and most feel safe. They can tell us this or show us this in their persistence in their learning. Where pupils' additional needs contribute to anxiety, their needs and strategies to support are documented and implemented.
- The school has not used any fixed term, permanent or internal exclusions in the last 3 years.

Evidence to support:

Curriculum documentation

Pupil outcomes data 2022-2023

Observed lesson reports

Ofsted report May 2019

East Sussex Special School Quality Assurance report July 2023

East Sussex SLES standards and effectiveness reports October 2019/20/21/22

Individual pupil Zig Zag books

Pupil progress and liaison meeting minutes

Records for supporting pupils on the A and B

CPD planning

Safeguarding meeting minutes

Next Steps

Ensuring highest levels of behaviour and positive attitudes for all pupils through further developing the reflective practise of class teams (teachers and teaching assistants). This will include streamlining the recording of behaviour incidents, to lessen teacher workload and ensure information recorded is useful.

Rationale: School acknowledges that positive behaviour for learning is a pre-requisite to all other learning and is the biggest barrier to a happy and fulfilled life for a number of our pupils. Staff have all received the training in completing a behaviour incident form however we need to imbed this as reflective practise. In addition we need to move to a streamlined management system.

To enable pupils who use AAC systems to support their communication, behaviour and attitude to learning show the same levels of achievement *and positive behaviour* at home as they do at school.

Rationale: This outcome was identified as pupils returned to school following the pandemic and this will be our third year of development activity to meet this aspiration. Our Covid catch up assessment suggested that a number of pupils who use augmented and alternative communication *and* who need consistent support to follow an adult-led agenda regressed in terms of behaviour and ability to access learning over lockdown periods. Parents/carers have responded to say they cannot always implement AAC systems that support communication and behaviour at home. 21/22 saw the implementation of a home learning practitioner within the Communication Team who can support families to understand and use AAC in the home setting through a 6 week block of home visits. 22/23 focussed on general themed training for families. This year we will endeavour to support parent/carer training further through partnership working to deliver intensive family support on supporting positive behaviour at home.

Personal Development

The school believes that Personal Development at Glyne Gap School is outstanding.

This is because:

- The school meets all the Ofsted criteria for 'good' in Personal Development securely and consistently.
- Personal development is exceptional. Over the last 2 years the school has worked hard to ensure it meets the needs of its highest attaining pupils at post 16. This includes a group of pupils who joined in year 12 from a local school for pupils with more moderate learning disabilities and who require a different curriculum to meet their Personal Development and Careers needs. School leaders have extended provision within the Gatsby Benchmarks and ensured systematic and purposeful work placements and developed a Supported Internship. This led to the cohort of pupils all leaving to employment or further Supported Employment training. Based on these improvements, the school now rates its effectiveness within Personal Development as outstanding.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. It is one of 2 essential strands in the curriculum for all pupils.
 - All pupils have an individualised plan for learning in personal development which sets clear, achievable yet aspirational targets for them to achieve (Tier 1) alongside a systematic approach to learning using relevant PSHE/RSE topics (Tier 2). Where possible, pupils set these goals for themselves.
 - 38 Supergoals have been achieved in the last 3 years that relate to personal development. Supergoals are life-transforming goals.
 - School assessment data for 2022-2023 shows that majority of pupil's made at least good progress in Personal Development with 61% making outstanding progress.
 - The school plans for and provides a range of additional opportunities that provide a richness to the curriculum and life experiences, for example Forest School opportunities, Cinema Day.
 - Opportunities for pupils to develop their talents and interests are highly individualised, shared between home and school and of such exceptional quality that they directly contribute to the school's moral purpose. For example, a post 16 student with complex learning, physical and care needs was supported to become part of a local Judo club.
 - The school ensures that its most disadvantaged pupils progress in terms of their personal development so that they are able to participate and contribute positively. Pupils with the most complex of needs develop advocacy skills which are listened to and older pupils are supported to and expected to make a contribution to their family, such as baking a cake.
 - The assessment and teaching of personal development for pupils with severe and profound learning disabilities is exemplary and is worthy of being shared with others.
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- The school understands what spiritual, moral, social and cultural development for its pupils looks like and works to ensure it is of a high quality. Each pupil's attainment and progress in SMSC is discussed on a yearly basis.
 - The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. These skills are taught at the earliest level through developments made as part of engagement model as well as through the school's Personal Learning (including self-assessment and problem solving) curriculum strand. This is evident at all levels, for example, younger pupils taking notes to school office independently and older pupils travelling to town by bus independently.
 - The school acknowledges and promotes a culture of measured risk within learning to ensure that pupils are challenged to achieve and attain. The Faculty (post 16) currently has 6 pupils travelling independently to and from college.

- The school provides exceptional pastoral support. Pupils are supported to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. The school employs a specialist PE teacher to enhance this work.
- Pupils have an age-appropriate understanding of healthy relationships. Pupils are taught higher level RSE skills with confidence and clarity.
- In addition, the school extends this pastoral support to ensure there is termly consideration by class teacher and a senior leader of each pupil's relationships, wellbeing, health, and lifestyle to minimise any barrier to learning that these present.

- Furthermore, in order to support and develop pupils' personal development and pastoral needs, the school engages with parents and carers at a significant level and runs a number of activities to support families. These include in-school medical clinics, dietician clinic and multi-disciplinary forums. This has been a practice of the school for a number of years.
- All pupils are systematically given opportunities to experience and engage with difference, commonality, awe and wonder. A recent assembly theme was creation and includes what pupils have made and created themselves as well as the Creation Story.
- All pupils have opportunities to experience receiving and giving kindness, respect and appreciation. Pupils show great respect to all in the school community and any form of discrimination is not tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to their class, their family, their community and society.
- For pupils for whom it would be meaningful, there are opportunities to understand and influence beyond themselves. These include pupils setting class rules, volunteering with local gardening projects and student council.
- The school prepares pupils for a happy and fulfilled life after school. For the majority of pupils this is 'the work of living life' and is not within further education or employment.
- Where relevant, the school provides good quality, meaningful opportunities for pupils to encounter the world of work.
- In 22/23, the school delivered a Supported Internship to meet the needs of the year 14 cohort with exceptional outcomes. The school continues to be part of local Supported Employment initiatives.
- The school works closely with ESCC Transitions Team to ensure that all pupils receive unbiased information about potential next steps.
- The school ensures that the Careers education offered to *all* pupils (including a group of higher attaining pupils who have recently joined the school) meets their needs and aspirations and is aligned to meet the Gatsby Benchmarks.

Evidence to support:

Curriculum documentation

Pupil outcomes data (past 3 years)

Individual pupil's Zig Zag books

Ofsted report May 2019

Professional Advisor to Governors Report May '23

East Sussex Special School Quality Assurance report July 2023

East Sussex SLES standards and effectiveness reports October 2019/20/21/22

Pupil progress and liaison meeting minutes

TLR postholder evaluated action plan

Next Steps:

To ensure that all pupils post 16 continue to make progress within a broad and balanced PSHE/RSE curriculum.

Rationale: the last 2 years have seen significant development of the Tier 1 and Careers education for post 16 pupils following a change in the needs of this particular cohort (with pupils joining from Saxon Mount school). In order to ensure that these pupils continue to receive best opportunities within their PSHE development, we will re-visit the Tier 2/medium term curriculum planning for key stage 5 to support implementation and impact.

Leadership and Management

The school believes that the Leadership and Management of Glyne Gap School is outstanding.

This is because:

- The school meets all the criteria for 'good' in Leadership and Management securely and consistently.
- Leadership and management are exceptional.

In addition, the following apply:

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This has been built and maintained over a considerable number of years and is realised through strong, shared values, policies and practice.
- This vision has enabled the school to stay open through lockdowns, working in partnership with parents and keeping school as a protective factor in pupils' learning and wellbeing throughout the pandemic and beyond/during the transitional period. Parental feedback on the school's practice during the pandemic was largely positive and school leaders acknowledge the limitations of remote learning for pupils.
- Leaders consider *all* staff to be teachers and ensure that staff receive focused and highly effective professional development. Professional development is delivered at whole school level with twilight series (over a 3 year period) focusing on teaching and learning, communication and positive behaviour. In addition, staff meet at class team level (termly) to discuss the learning of specific pupils in their class with the intent of developing general staff knowledge as well as creating an action plan for the individual pupil(s). This consistently translates into improvements in the teaching of the curriculum and is valued by staff.
- Staff consistently report high levels of support for well-being issues. All staff engaged with an MHEW focussed workshop delivered by an external trainer. 98% of staff feel that they are or would be supported if they approached a leader about their mental health and wellbeing. A member of the Senior Leadership team has completed the DfE accredited MHEW lead training. The school has 5 trained Mental Health First Aiders. A whole school approach to Mental Health has been reviewed and enhanced and will be published by November '23.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. This is both for daily, operational issues and for longer term strategic planning.
- When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. 33% (down 16% from 2022 figure) of staff identified workload as a factor that impacts on wellbeing and leaders ensure that a 'workload check' is part of the conversation with fortnightly/termly support meetings with all class team leaders. The headteacher actively manages the workload of other senior leaders in the school and performance management reviews for the headteacher have a workload/wellbeing dimension.
- Staff reported feeling supported and informed throughout the pandemic and considerable thought was/ is given to the pressures on class team leaders with adaptations made where necessary. For example, leaders streamlined the writing of IEPs throughout the pandemic and will maintain this practice.
- Leaders aim to ensure that all pupils are successful at school and create inclusive practices to ensure this happens. For example, a small number of pupils follow a highly individualised curriculum with dedicated staffing. When a pupil needs a more specialist setting than Glyne Gap, leaders work with families and Children's Services in a quest for this to happen in a planned way. There have been no exclusions, incidences of gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders protect staff from bullying and harassment.

- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. The Chair of Governors is a retired principal of a non-maintained special school and headteacher of a maintained special school and is exceptionally well placed to understand the work of, and challenge, school leaders.
- Those responsible for Governance are working to ensure the sustained impact of this single academy trust school over the mid and long term. They are currently working with a local multi-academy trust with view to merging and working with a shared moral purpose (agreed as a proposal by DfE July 2023).
- Those with responsibility for governance ensure that the school fulfils its statutory duties. The governor with responsibility for oversight of safeguarding is vice-principal of a local sixth form college and holds the DSL position there. Governors have received training from an external consultant in maintaining accountability for the DSL.
- Pupils were deemed to be safeguarded well at school in November 2022 (SLES review) and the culture and practice of safeguarding has developed further since this time. The school runs a safeguarding team of a DSL, four DDSLs, and a safeguarding team administrative assistant. This team is also supported by a Senior Teacher who has responsibility for leading and managing on the school's culture and practice in meeting pupils' health and care needs.
- There are highly effective arrangements in place to identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation including a weekly safeguarding meeting where the safeguarding team review pupils at levels 4, 3 and 2+. School practice has recently been commended by Independent Reviewing Officers and Child Protection chairs in leading to positive outcomes for pupils.
- The East Sussex Safeguarding audit was completed in March '23 with strong evidence that all statutory requirements are met and that many elements of best practice are in place.

Evidence to support:

Curriculum documentation

Parent Questionnaire collated responses September 2021/23

Staff MWEW survey responses September 2023

Ofsted report May 2019

East Sussex Quality Assurance report July 2023

East Sussex SLES safeguarding review November 2022

Headteacher reports to Governing Body

Governing Body meeting minutes

CPD planning

DSL reports to Governing Body

Safeguarding meeting minutes

Next Steps:

To explore the proposal of joining TaSMAT to ensure leadership and governance of the school remains effective and sustainable for the mid to long term, enabling the school to fulfil its moral purpose.

Rationale: Over the last year, Governors and school leaders have undertaken significant strategic activity to explore how to maintain effective leadership and governance over a longer term period. The school has approached Torfield and Saxon Mount Academy Trust with a view to joining the trust and this approach was ratified by the DfE in July 2023. This proposal is now being explored as a way for both trusts to maintain and build on their strategic position and moral purpose.

Use the information gleaned from financial forecasting to ensure the school's financial stability beyond the next 3 year period

Rationale: The school has been financially well led and managed over a number of years and has delivered an outstanding education to pupils whilst, at the same time, doing so within allocated funds. Financial forecasting identifies that school is not be able to run on current levels of expenditure and maintain a balanced budget. The school needs to maintain a position of financial viability to deliver its moral purpose. Work undertaken as part of the 22/23 plan identifies 2 areas of further work; moderating spend on staffing and seeking to increase income.

Maximise class based time for teachers

Rationale: The school has always recognised that its staff are the greatest asset the school has. Class teachers are the most valuable resource in delivering the school's purpose both directly and indirectly through their enabling of their class team. It is imperative that school leaders regularly review the impact of workload on both a teacher's presence in class and their wellbeing. Previous work to address this has been a revision of IEP planning and a revision of reporting requirements.

Ensure leadership of the school's MHEW strategy at all levels

Rationale: The school has always recognised that its staff are the greatest asset the school has. Whilst 81% of staff report that work often has a positive impact on their mental health, we acknowledge that this doesn't happen by chance, needs to be nurtured and periods of poor mental health need support. Without its workforce, the school would be unable to deliver on its moral purpose. For reasons of sustainability and impact, the school's MHEW offer needs to be led throughout the staff team.

Ensure safeguarding continues to be effective

Rationale: The school sees this as central to its accountabilities and moral purpose. Last year the school completed the East Sussex SLES Safeguarding Audit and Safeguarding Review. To meet this development plan aspiration, the improvements highlighted in those pieces of work will be addressed alongside other safeguarding priorities.

Ensure staff and family knowledge of supporting online safety keeps pace with pupils' needs and risks

Rationale: The school recognises that as a society technology and social media is progressing at a rapid rate. These advancements provide exciting opportunities for our young people but without the appropriate guidance, support and teaching in place to safeguard, use of technology can put our young people at risk of serious harm. Staff and parents need to know how to identify and reduce risks online and teach pupils how to become good digital citizens.

The Quality of Early Years Education

The school believes that the quality of Early Years education at Glyne Gap School is outstanding.

This is because:

Outstanding (1)

- The school meets all the criteria for good in the effectiveness of Early Years securely and consistently.
- The quality of early year's education provided is exceptional.

In addition, the following apply:

- The schools' EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The Early Years curriculum intent and implementation are embedded securely and consistently. It is evident from what staff do that they have a firm and common understanding of this intent and what it means for their practice.
- The EYFS curriculum is successfully designed to be ambitious and meet the needs of children attending the school and nursery. All children, regardless of their starting point, backgrounds and individual need, make rapid progress in their early learning.
- The impact of the curriculum is strong. Children demonstrate this through being highly engaged, motivated and eager to participate. They demonstrate high levels of concentration and persistence within their work.
- Children's work in the Prime areas of Communication and Personal, Social and Emotional Development, is consistently of a high quality. Expectations made of, and work given to, children consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning, independence, positive relationships, autonomy and self-advocacy. In whole school annual PPI data, **ALL pupils in the Early Years were grades as making at least good progress, with 86% graded as making Outstanding progress.**
- Children in the Early Years demonstrate exceptional progress in their behaviour for learning and within their personal development, learning the skills to respect, share and co-operate with others, and manage themselves and their emotions, within the capacity of who they are and what they can achieve.
- Parental involvement is of significant importance and this joint working forms part of the EYFS curriculum intent, with parents are referred to as their child's "first teacher." Parents are highly involved in their child's learning at School and Nursery Parents report seeing rapid progress in their child's communication, behaviour and independence during the Early Years.

Intent

- The school have constructed a curriculum that maintains the core principles of the EYFS and delivers the school's moral purpose: to ensure pupils' lead a happy and fulfilled life now and in the future.
- The schools EY curriculum forms the foundations upon which all future learning to enable this happy and fulfilled life, (such as friendships and relationships, independence and autonomy and vocation), will be built. The curriculum is coherently planned and designed to be ambitious for the individual and meet their unique needs. It is designed to be built upon over time as children move through the school, so they can apply skills learnt with increasing fluency and independence at home, in school and in the community.
- Leaders have a clear and ambitious vision for providing high-quality Early Years education to its youngest pupils at the start of their learning journey, or continuing from the starting points that some children have made through the school provided Portage offer.

Implementation

- Leaders are highly involved in the implementation of the Early Years Curriculum, ensuring effective and meaningful engagement takes place with staff at all levels and that issues are identified. This is both for daily, operational issues and for longer term strategic planning.
- All statutory requirements of the EYFS framework are met and children are well safeguarded in line with whole school safeguarding practice. The Assistant Head teacher responsible for Early Years pupils also holds a DDSL post, and forms part of the whole school safeguarding team meeting. There are highly effective arrangements in place to identify and support pupils/ families in the Early Years who may need early help.
- Staff have excellent knowledge of their children's development in the Early Years. They have the highest of expectations for children's learning and plan for the individual to ensure opportunities are tailored to meet their individual needs and therefore can make the best progress.
- This knowledge is sustained through an AHT with a specific specialism in Early Years, having overall strategic leadership of EYFS and through liaison and joint working with Early Years ISEND colleagues.
- In turn, the Senior Teacher who teaches Reception supports the development of Nursery Lead Teacher through fortnightly professional development meetings and professional dialogue. The Nursery Lead Teacher meets weekly with Nursery Teaching staff to support the delivery and development of the Early Years Curriculum at this stage. Reception teachers are well established practitioners, both on UPS. They continue to access support for updates regarding EYFS policy and practice via regular termly meetings with the Early Years AHT.
- Children benefit from meaningful learning across the curriculum and a rich and varied range of experience with subject matter presented in ways that are accessible and purposeful to each child, with staff responding and adapting their teaching as necessary to meet the needs of the individual. The environment reflects and supports the delivery of the intent of the school's Early Years Curriculum, and designed to meet the children's needs and promote the best learning.
- Children are taught and encouraged to take managed risks. Children benefit from staff creating opportunities to challenge themselves and develop their persistence and resilience as they play and learn. There is a strong culture of encouraging children to "have a go" with staff offering 'planned sabotaged' activities where they must work to problem solve and overcome obstacles. As such, children are highly involved and active participants in their learning.
- Staff understand the importance of Communication as an essential area for children's development and the precursor to all future literacy, reading and phonic development. As such Communication is prioritised and staff are expert in the teaching of this.
- Home learning in Communication is prioritised and families of pupils new to Reception are offered support from the "PECS at Home" school initiative, where the Senior Teacher works directly with the family and child for a 6 week course in the school and home, supporting the transference and embedding of skills in the home environment.
- Teachers have excellent knowledge of how to support children's personal development and how to facilitate independence and children's emotional literacy at the earliest stage of development. This is evidenced in the rapid progress children in the early years make in their Personal Development and Behaviour for learning as reported by parents and evidenced in termly liaison meetings.
- Staff have excellent knowledge of communication strategies and how to facilitate independence and personal development. This is supported by the robust whole school systems for supporting children's learning where attainment is assessed and gaps are addressed quickly and effectively for all. This is monitored by senior leaders for the Early Years, ensuring that targets set and work is of the highest quality.
- The Total Communication approach adopted and prioritised by all staff supports children in developing their understanding language and vocabulary. Staff take an active role in supporting parents to understand and implement a Total Communication approach for their child at home.
- Parents meet with teachers to discuss and set goals that will be jointly worked on at home and in school. Learning opportunities for home are identified along with strategies to support this learning. All families are supported to transition their child into school/ nursery by an initial home visit. Further support for home learning is offered from the school based Communication team's Home learning Teacher, where a specific piece of learning is identified and targeted through a 6 week block of input within the home environment.

- Staff regularly check children's' understanding and ability to apply knowledge systematically and identify gaps and next steps for the individual. In so doing, they respond and adapt their teaching as necessary using an individualised approach.
- Teachers and leaders use assessment well. They use it to ascertain strengths in learning and to check understanding and inform teaching. It is responsive to the 'in the moment' planning and does not create unnecessary burdens on staff or pupils. This is evidenced in pupil's individual Zig-Zag books.
- Planning, Assessment, Recording and Reporting processes have been reviewed by Leaders to ensure they are supportive of the delivery of the EY curriculum intent and support children's learning now and when moving to the next stage, whilst ensuring workload for staff is well managed and maintains positive wellbeing.
- Leaders and Teachers engage effectively with children and others in their community, including Therapists, Educational Psychologist, ISEND Early Years colleagues and partner Nurseries. Engagement opportunities are focused and have purpose.
- The school are highly supportive, working with professionals to support pupils' families navigate through the EHCP planning processes, and the schools AR&R processes support this whilst not creating additional work for teachers.

Impact

- Children are exceptionally well prepared for the next stage of education. Whether this be moving from Nursery to School or Reception to Year 1, children move seamlessly and settle exceptionally well with learning continuing without break.
- All children make at least good progress in the Early Years, with the majority making Outstanding, relative to their ability and starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education.
- Children enjoy, listen attentively and make rapid gains in their expressive and receptive communication, as evidenced in children's communication programmes.
- Following the PECS at Home course, out of the 9 families who received support in the 2 years (since the initiative was implemented), all Pupils progressed at least 1 level in their PECS use within 1 term of support being implemented. Follow up review visits to families evidenced that all pupils had maintained their skills at home with the majority working on their "next steps". All families expressed they felt their child had made rapid progress and found the support at home to have been extremely beneficial to them and their child. In PPI outcomes 2022-23, 8/9 pupils (89%), were graded as having made Outstanding progress in their learning and 1 pupil made good progress. All pupils were graded as making Outstanding progress at pupil progress liaison meetings for their Annual Communication judgements.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, engagement and enjoyment. They are developing their resilience to challenges and are supported to take pride in their achievements.
- Children demonstrate rapid progress in their behaviour for learning and as such are beginning to learn to manage their feelings and behaviour.
- Parents are highly engaged with the school and express they want and do work closely with practitioners to support their child's progress.
- Parents report they see significant changes within the first year of their child attending school/nursery. They say they feel more confident in supporting their child's needs and understand these needs more. They are able to see and celebrate progress and see their child as a learner.
- Children develop independence, communication and advocacy skills, build friendships and their own social, moral, spiritual and cultural understanding that achieves the school's moral purpose and prepares them for the next stage in their learning.

Evidence to support:

EY Curriculum documentation
Pupil outcomes data
Observed lesson reports
Ofsted report May 2019
Individual pupil Zig Zag books
Pupil progress and liaison meeting minutes
Parent Questionnaire collated responses September '21/'23
East Sussex Special School Quality Assurance report July 2023
East Sussex SLES standards and effectiveness reports October 2019/20/21/22
East Sussex SLES safeguarding review November '22
PECS at Home Summary Reports 21/22 & 22/23
Head teacher reports to Governing Body
Governing Body meeting minutes
DSL reports to Governing Body
Safeguarding meeting minutes

Next Steps: (in addition to those for the whole school population)**Develop a clear home/school offer for our youngest pupils and their families.**

Rationale: School leaders want to consider the ongoing moral purpose, scope and impact of the school run portage scheme (including the issues of need and impact operational practices and sustainability long term). Prior to COVID19 school closure, school leaders were in the process of reviewing the school run portage scheme in light of children with significant needs not being highlighted to the school until already in a position to attend the nursery. In addition, families of pupils with significant medical and health needs whom were identified for support, often did not wish to take up the offer due to the number of other professionals involved and appointments surrounding their child. It was at this point, Portage visits then had to cease (and are yet to resume), due to national lockdown and the maintenance of school bubbles (during this period no additional pupils were taken on by the scheme). School leaders recognise there is a need for a wider review and reflection on our current offer and have begun to reflect on the aims of any home learning.

(The school recognises that there are 2 strategic issues pertaining to the medium term development of our Nursery that need addressing. This development plan does not address this as developments related to possible MAT transfer need resolution prior as this will have significant bearing.)

Quality of Post 16 Education

The school believes that the Quality of Post 16 Education at Glyne Gap School is outstanding.

This is because:

- The school meets all the criteria for good in the effectiveness of post 16 provision securely and consistently.
- The quality of post 16 provision provided is exceptional.

In addition, the following apply:

- The curriculum design is ambitious and incisively relevant to students needs within the Glyne Gap cohort and prepares students exceptionally well for the next stage of their lives. The school's curriculum intent and implementation are embedded securely and consistently. It is evident from what staff do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice.
- The impact of the curriculum on what students know, can remember and do is strong. Students demonstrate this through being deeply engaged and sustaining high levels of concentration and, where appropriate, being involved in planning for their own learning. This is evidenced in:-
 - 13 students (50% of the cohort) achieved their Super Goals in the last academic year which relate directly to students personal development. Super Goals are life-transforming goals.
 - 6 students (entire cohort working on Path to Employment) learnt the skills to independently travel to and from college via public transport within the last 2 years. In the last academic 3 of these students learnt to travel to and from Bexhill and Hastings town for shopping and leisure, and 4 students learnt the skills to travel to and from their work placements independently. 2 of these students who left the faculty in July 2023, now travel using public transport to and from their places of employment independently.
- Students are highly motivated and are eager to participate in their learning. They share and cooperate well, demonstrating high levels of self-control and respect for others. Students consistently keep on trying hard, particularly if they encounter difficulties.
- The Post 16 curriculum goes beyond the expected to ensure that students have opportunities and experiences that are going to make a significant difference to their own lives and allow them to contribute to their communities. This includes students with profound learning disabilities taking an active role in cooking family meals and students working as parts of the grounds team at Battle Abbey.
- Students are exceptionally well prepared for the future. This is evidenced in:
 - 2 of the students working on the Supported Internship Programme (50% of the cohort) went on to a leavers destination of paid employment, with the remaining 50% moving on to further Supported Employment training with the view to gaining paid work in the future.
- Regardless of their starting point and individual need, students make great gains in their learning and achieve highly.

In addition the following apply:

Intent

- Leaders have constructed a curriculum that delivers the school's moral purpose: to ensure pupils lead a happy and fulfilled life now and in the future.
- Leaders have designed a curriculum which enables students to learn through functional and purposeful application of skills, and support each student's wellbeing, within their Independence, Vocation and Relationships. This is because leaders understand that these are the skills students will need to learn, in order to successfully participate in society and be fully prepared for their adult lives.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge, skills and attitudes for future learning and a fulfilled life.

- The curriculum is successfully designed to be ambitious and meet the needs of students attending the school, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence over time and over different contexts. Students achieve Super Goals when they are able to achieve the target at school *and* at home.

Implementation

- Students behave with consistently high levels of respect for each other, all staff and their families. Relationships across the school are exceptional. Staff know and appreciate the value of this.
- Students consistently have highly positive attitudes and commitment to their education. They are highly motivated, persistent and resilient in the face of life's difficulties and their own. Students make a highly positive, tangible contribution to the life of the school and the wider community. Students actively support the well-being of other students.
- The curriculum is designed to prepare students for the real world, therefore the school acknowledges and promotes a culture of measured risk within learning to ensure that students are challenged to achieve and attain. As such, the majority of learning at post-16 takes place in the community.
- The curriculum and the school's effective wider work supports students to be confident, resilient and independent, and develop strength of character, which means they are prepared for their future lives. For example, 2 students gaining the skills over time to independently travel to college, to town, to work placement and now to place of employment.
- The school employ a Travel Training and Work Placement Teaching Assistant, whose role it is to specifically support this critical learning. As such students make rapid progress and families are supported to continue this work as the assistant steps back, to ensure learning is maintained and applied in the future.
- Students behave consistently well. Their additional needs are not used as an excuse for low expectations with regard to behaviour. Students set their own rules for the classroom (where appropriate). Staff and students have the highest expectations for their behaviour, and (where appropriate) students take responsibility for reflecting and reviewing their self-regulation strategies to support them managing their own behaviour.
- The school operates a Tier 1 and Tier 2 approach to ensure that students receive a curriculum that meets both their priority learning targets (Tier 1) within the context of a broad and balanced curriculum (Tier 2).
- Tier 1 individualised plans set clear, achievable yet aspirational targets to achieve, which are specific and incisively relevant to the individual and what they need to learn. For each student, the skills and knowledge addressed will impact directly on their quality of life now and/or in the future. Where possible, students complete reflection sheets on their own learning and set the next step goals for themselves.
- Tier 2 learning opportunities at post 16 offer students a systematic experience of the skills they need to learn in their Personal Development including Relationships and Sex Education, Well Being and Independent Living (including RE and Citizenship), and Vocational Development and Leisure.
- Opportunities for students to develop their talents and interests are highly individualised, shared between home and school and of such exceptional quality that they directly contribute to the school's moral purpose. Through offering students systematic experiences of a range of leisure opportunities, students are able to reflect on how they like to spend their time and develop purposeful leisure opportunities that they can continue to access in the future. For example, a student with complex learning, physical and care needs was supported to become part of a local Judo club.
- The school provides students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to their class, their family, their community and society.
- For students for whom it would be meaningful, there are opportunities to understand and influence beyond themselves. These include students setting class rules and Student Council in school, along with volunteering opportunities in the community such as grounds keeping work completed at Herstmonceux castle.
- The school ensures that its most disadvantaged students progress in terms of their personal development and self-advocacy so that they are able to participate and contribute positively.

Through the Special Access strand of the post 16 Curriculum, students with the most complex of needs further develop their advocacy skills to show how they would like to spend their leisure time, and learn to apply their skills of independence in order to be involved in the tasks of daily living and make a contribution to their family such as baking a cake for a birthday.

- Highly skilled staff understand and see this learning as not only an aspiration, but an expectation for these students, and as such students make excellent progress. The assessment and teaching of personal development for students with severe and profound learning disabilities is exemplary and worthy of being shared with others.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. This is both for daily, operational issues and for longer term strategic planning.
- The school provides exceptional pastoral support. The school extends this pastoral support to ensure there is termly consideration by class teacher and a senior leader of each student's relationships, wellbeing, health and lifestyle to minimise any barrier to learning that these present.
- Furthermore, in order to support and develop students' personal development and pastoral needs, the school engages with parents and carers at a significant level and runs a number of activities to support families.
- Through the building of strong relationships and regular communication, parents are supported to raise their aspirations of future opportunities for their young person and given clear guidance of what they need to do to support the student moving to the next stage.
- Students are supported to explore Post19 options. To this end we have facilitated visits from a local supported employment provider, and joint visits to service providers such as Friary Gardeners.
- The school prepares students for a happy and fulfilled life after school. For the majority of students this is 'the work of living life' and is not within further education or employment.
- The school has, over time, built strong links with social care providers and the ESCC Transition Team who work alongside school staff to ensure that all students receive unbiased information about potential next steps.
- As part of transition 'out' of the faculty, tutors work with future providers and liaise with Adult Services and therapists to pass over pertinent information, copies of leaver's reports, communication systems and "About me" books. This is a supportive measure to enable students to transfer skills learnt into their new settings and minimise any potential barriers to their independence.
- Where relevant, the school provides good quality, meaningful opportunities for students to encounter the world of work. The school have worked with a Supported Employment provider to further enhance this work and delivered a Supported Internship in 22/23 with exceptional outcomes for the pupils involved.
- The school ensures that the Careers education offered to all pupils (including a group of higher attaining pupils who have recently joined the school) meets their needs and aspirations and is aligned to meet the Gatsby Benchmarks
- Students are deemed to be safeguarded well. There are highly effective arrangements in place to identify students who may need early help or who are at risk of neglect, abuse, grooming or exploitation in line with the whole school Safeguarding procedures.

Impact

- Students develop independence, communication and advocacy skills, build friendships and their own social, moral, spiritual and cultural understanding that achieves the school's moral purpose.
- Students make great gains in their learning. In whole school data analysis 2022/23, 73% of students at KS5 were graded as making outstanding progress.
- Students are confident and conduct themselves well and have excellent personal, social and (where relevant) employability skills ready for the next stage. Attendance rates are high.
- Students are prepared for and eager to embark upon the next stages of their adult lives whether that be education, employment or vocational training. Of the 4 Supported Interns, 2 left school to paid work. A further intern is actively seeking employment and the final intern is involved in further supported employment training. The school has not had school leavers becoming 'NEET' over a number of years.

- Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and are supported to (where able), contribute to their wider society.

Evidence to support:

Post 16 Curriculum documentation

Pupil outcomes data (past 3 years)

Individual pupil's Zig Zag books

Ofsted report May 2019

Observed lesson data

Pupil progress and liaison meeting minutes

Annual Review & Transition meeting minutes

Parent Questionnaire collated responses September 2021/23

East Sussex SLES safeguarding review November 2022

TLR postholder (Supported Internship) report to Governing Body

Next Steps: (in addition to those for the whole school population)

Redacted for confidentiality.

To ensure that all pupils post 16 continue to make progress within a broad and balanced PSHE/RSE curriculum.

Rationale: the last 2 years have seen significant development of the Tier 1 and Careers education for post 16 pupils following a change in the needs of this particular cohort (with pupils joining from Saxon Mount school). In order to ensure that these pupils continue to receive best opportunities within their PSHE development, we will re-visit the Tier 2/medium term curriculum planning for key stage 5 to support implementation and impact.