



Glyne Gap School – Self-Evaluation Summary

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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 SLES standards and effectiveness reports October 2019/20/21

East Sussex SLES safeguarding review March 2019

Parent Questionnaire collated responses September 2021:

- 'The school has been amazing and fantastic during the pandemic, we couldn't ask for more'
- 'The school work really hard on getting the best out of my child'
- 'The Communication Team are a wonderful and skilled asset to the school'
- 'My son loves school and he can never wait to go back'

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 is 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 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 with many pupil's making outstanding progress as measured through the school's assessment and attainment tools.
- 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.

Evidence to support:

Curriculum documentation
Curriculum implementation and impact case studies
Pupil outcomes data
Observed lesson reports
Ofsted report May 2019
Local Authority standards monitoring
Individual pupil Zig Zag books
Pupil progress and liaison meeting minutes

Next steps:

Ensuring best outcomes for all pupils through enabling class teams (teachers and teaching assistants) to consistently impact at the highest levels on their pupil's learning (and wellbeing); and develop systems and structures to systematically analyse and improve how and what their pupils are learning.

Rationale: School acknowledges that the best resource it has in terms of implementing curriculum and delivering impact is class teams. It is imperative that this resource is invested in; particularly after the pandemic years and with a number of newer staff. This initiative will involve whole school training on understanding learning for our pupil cohort and the roll-out of Team Development meetings as a significant CPD investment.

To further develop the school's curriculum for its oldest pupils who aspire to employment through running a pilot Supported Internship (in partnership with a local Supported Employment provider).

Rationale: September '20 saw an additional cohort join the Faculty (post 16) from Saxon Mount School. These pupils have a baseline assessment that is quite different to our usual Faculty cohort and, co-incidentally, were joined in Sept '21 by several pupils who have moved through the school and are some of our highest attainers. School development last year ensured that these pupils (as year 12 and year 13) accessed systematic work experience and Careers education relevant to their abilities and aspirations. These pupils, in their final year, will access this Supported Internship with a hope of leaving school for supported employment in July '23.

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.

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' (unmasked) at the school's recent 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.
- 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).
- 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 is currently undertaking a Supported Internship as part of his final year curriculum.
- Staff receive training in supporting positive attitudes and behaviour for all pupils and receive training in supporting pupils who find life overwhelming and use challenging behaviour as a communication.
- 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. 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:
Staff MWEW survey responses September '21
Curriculum documentation
Pupil outcomes data
Observed lesson reports
Ofsted report May 2019
East Sussex SLES reports
East Sussex SLES safeguarding review March 2019
Individual pupil Zig Zag books
Pupil progress and liaison meeting minutes
Records for supporting pupils on the A and B list
CPD planning
Safeguarding meeting minutes

Next Steps

Ensuring highest levels of behaviour and positive attitudes for all pupils through enabling class teams (teachers and teaching assistants) to consistently expect, recognise and facilitate excellent behaviour for learning. In addition, we seek to streamline 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. After the pandemic years and with a number of newer staff, this initiative will involve whole school training in promoting positive behaviour and managing behaviour that is a barrier to learning for our pupil cohort.

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 item began last year and will be further developed this year. 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. Last year 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. This year, we will endeavour to support parent/carer training through a comprehensive package of support including general themed workshops and 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. 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.
- 26 Supergoals have been achieved in the last 3 years that relate to personal development. Supergoals are life-transforming goals.
- 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. The school acknowledges that the pandemic has impacted on their ability to do this and are currently returning to a pre-pandemic position.
- 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, an infant pupil has had support to start swimming lessons as part of his curriculum and 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.
- 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 and the TLR postholder has an action plan to enhance teacher confidence in teaching higher level RSE work.

- 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 and whilst the pandemic has had an impact, families and pupils are benefitting from these arrangements starting up again.
- All pupils are systematically given opportunities to experience and engage with difference, commonality, awe and wonder. The current assembly theme is 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 no forms of discrimination are 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. The school are working with a supported employment provider to further enhance this work.
- 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
 East Sussex SLES reports
 Pupil progress and liaison meeting minutes

Next Steps:

To further develop the school's Careers education for its oldest pupils who aspire to employment through running a pilot Supported Internship (in partnership with a local Supported Employment provider).

Rationale: At our last Ofsted inspection, the Careers education offered by the school was appropriate for the pupils of the school. Since that time we have had an additional cohort of pupils join the school at post 16 (see Quality of Education next steps). Our Careers education offer needs revision and further depth to meet the needs of these pupils.

To develop teacher confidence in delivering higher level RSE skills.

Rationale: Glyne Gap School PSHE curriculum meets the needs of pupils and the RSE statutory guidance. This work, completed as part of our previous school development plan, identified that some colleagues do not feel confident in delivering some RSE concepts and values to pupils. This initiative is planned to meet that need.

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. 98% of staff feel that they are or would be supported if they approached a leader about their mental health and wellbeing. The school has 4 trained Mental Health First Aiders.
- 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. 49% 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 chief executive of both maintained and independent special schools 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.
- 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 are due to receive training from an external consultant in maintaining accountability for the DSL.
- Pupils were deemed to be safeguarded well at school in March '19 (SLES review) and the culture and practice of safeguarding has developed further since this time. The school now 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 '22 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

Staff MWEW survey responses September 2021

Ofsted report May 2019

East Sussex SLES reports

East Sussex SLES safeguarding review March 2019

Headteacher reports to Governing Body

Governing Body meeting minutes

CPD planning

DSL reports to Governing Body

Safeguarding meeting minutes

Next Steps:

To ensure leadership and governance of the school remains effective and sustainable for the mid to long term through a review of governance and academy structures.

Rationale: the school continues to abide by its Articles of Association (signed in 2013) and the Academies' Handbook. The school appreciates that a review of governance (and its position as a single academy trust) would be timely to ensure it benefits from best practice initiatives and builds in succession planning within governance and school structures.

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 have delivered an outstanding education to pupils whilst, at the same time, doing so within allocated funds. In addition, the school has held reserves amassed (mainly) from academy conversion. Financial forecasting identifies that school is not be able to run on current levels of expenditure and maintain a balanced budget. In addition, school reserves are forecast to deplete after 3 years. The school needs to maintain a position of financial viability to deliver its moral purpose.

Increase the number of staff who are aware of and use wellbeing resources within school and grow the school's wellbeing offer.

Rationale: The school has always recognised that its staff are the greatest asset the school has. Now more than ever it is imperative that staff are and feel supported to manage the complexities of their work in a challenging national context. 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. Poor mental health leads to absence and can lead to reduced levels of performance. Without its workforce, the school would be unable to deliver on its moral purpose.

To enhance staff and family knowledge and practice within online safety

Rationale: The school recognises that it has a small cohort of pupils at post 16 who are online independently and a review of current online safety curriculum is in order to ensure the needs of this group of pupils is met.

Ensure safeguarding continues to be effective

Rationale: The school sees this as central to its accountabilities and moral purpose.

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.
- 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 and 100% of parents attended joint goal setting for their child. 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 weekly 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 SEND colleagues.
- In turn, the AHT supports the development of Nursery teachers through weekly professional development meetings and professional dialogue. Reception teachers are well established practitioners, both on UPS. They continue to access support for updates regarding EYFS policy and practice via the schools AHTs.
- 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.
- 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. Portage and home learning visits have enhanced the school offer in extending children's learning at home, however

leaders recognise the impact COVID has had on our ability to deliver this offer over the last academic year.

- 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.
- 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 (past 3 years)
Observed lesson reports (past 3 years)
Ofsted report May 2019
Individual pupil Zig Zag books
Pupil progress and liaison meeting minutes
Parent Questionnaire collated responses September '21
East Sussex SLES reports
East Sussex SLES safeguarding review March 2019
Head teacher reports to Governing Body
Governing Body meeting minutes
CPD planning
DSL reports to Governing Body
Safeguarding meeting minutes

Next Steps: (in addition to those for the whole school population)**School Leaders to consider the ongoing moral purpose and scope of the school run portage scheme, including the issues of need, operational practices and sustainability long term.**

Rationale: 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). We are now in a position to consider the work of the school run portage scheme, however, School leaders recognise there is a need for a wider review and reflection on our current offer in light of these changes highlighted, prior to restarting the scheme.

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:-
- 10 students (over 1/3 of the cohort) achieved their Super Goals in the last 18 months which relate directly to students personal development. Super Goals are life-transforming goals.
- 6 students (60% of students for whom this is relevant learning) learnt the skills to independently travel to and from college via public transport within the last 12 months, demonstrating transformational learning in their skills of independence.
- 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.
- 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, currently 6 students in the faculty are travelling independently to and from college.
- 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 are working with a supported employment provider to further enhance this work.
- 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 with the majority of students making outstanding progress. They 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. 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
Prep for Adulthood meeting minutes
Annual Review & Transition meeting minutes
Parent Questionnaire collated responses September 2021
East Sussex SLES safeguarding review March 2019
CPD planning

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

To further develop the school's curriculum for its oldest pupils who aspire to employment through running a pilot Supported Internship (in partnership with a local Supported Employment provider).

Rationale: September '20 saw an additional cohort join the Faculty (post 16) from Saxon Mount School. These pupils have a baseline assessment that is quite different to our usual Faculty cohort and, co-incidentally, were joined in Sept '21 by several pupils who have moved through the school and are some of our highest attainers. School development last year ensured that these pupils (as year 12 and year 13) accessed systematic work experience and Careers education relevant to their abilities and aspirations. These pupils, in their final year, will access this Supported Internship with a hope of leaving school for supported employment in July '23.