



Beacon Hill School

LSC

Self- Evaluation Report

Mon-Tue, 16th-17th March 2015

INTRODUCTION

This review framework has been devised to enable the ESF and schools to develop a constructive means of determining: ***“How effective is our Teaching & Learning for students in our Learning Support Classes across the Foundation?”***

The objective of the “ESF LSC Capability and Review Framework” is to provide schools with (i) a review process format and (ii) a tool to self-evaluate the Learning Support Class provision across the school and Foundation. This framework now forms part of the ESF School Performance and Development Framework which describes our ESF evaluation process. It complements the “ESF Leadership Capability Framework” and “ESF Teaching Capability Framework”.

The purpose of the LSC Capability and Review Framework is:

- To ensure continuous improvement across the ESF schools’ LSC provision
- To disseminate very good practice within our LSC’s that already exists across ESF schools
- To identify specific areas for improvement
- To inform any plan of action so that the necessary and appropriate support is available
- To track progress with the implementation of LSC development plans

(I) THE REVIEW PROCESS

The Framework review process will focus on the following aspects:

- The learning culture within LSC provision in our schools: *Questioning, challenging, sharing, celebrating and supporting current practice which leads to improvement.*
- Effective educational practice: *Seeking improvement and recognising success.*
- LSC school development planning: *Ensuring an effective on-going process.*

An ESF/School-based review will be conducted in a 2-3 year cycle. Each LSC team, with support of the Principal, will be expected to self-evaluate their provision and set agreed recommendations, in collaboration with the visiting team, for continuous improvement over the review cycle. The visiting team will consist of a team leader from the SEN Advisory Team, a senior SEN Representative from the school under review, and a senior SEN Representative from another ESF

school. The team may also consist of other members of the ESF Education Team, ESF school leaders plus members of the ESF Therapy Team.

(II) THE SELF-EVALUATION TOOL

This LSC Capability Review Framework will enable schools and the ESF Advisory team to evaluate the quality of the LSC provision and outcomes in terms of student opportunity, achievement and performance.

The Framework can be used in a variety of ways:

- Schools may wish to use the profile, or part of it, in their own annual cycle of self-evaluation.
- Specific elements can be used directly to form part of the school's annual report to parents.
- Individual schools can use it, either as a whole or in part, for an internal, specific focus on the LSC. The personnel involved may include the SENCO/Individual Needs/LSC Coordinator, Principal/SMT representatives, and School Council Representative.

Guiding principles when using the Framework:

- Self-evaluation should be developmental and supportive by nature, enabling schools to improve, share and consolidate their good practice.
- It can generate sufficient information in an agreed format to enable schools to evaluate their LSC provision.
- It can provide sufficient information in an agreed format to help the SEN Adviser to produce and present an annual overview of the nature, quality and effectiveness of the LSC provision across the ESF.

Classification of Capabilities/Outcome Measures

The key areas cover all the main aspects of a school's work:

1. Learning skills and learning outcomes
2. Teaching and assessment
3. Curriculum
 - The school's written curriculum
 - Taught curriculum
 - Assessed curriculum
4. Care and support
5. Ethos
6. Leadership and management
7. Management of resources
8. ESF Compliance

Introduction to the Report

Each section of the report has two sections.

- Commendations - What works well and why
- Recommendations - What would be even better if ...
- Plus a final overall comment

The Evidence Base

- 18 lessons were visited which covered all LSC students, LSC teaching staff and EAs, plus a broad selection of mainstream class teachers.
- Analysis of documentation including policies, assessment data and IEPs.
- Discussions with students, teachers, the Leadership Team, Educational Assistants and Parents were held both in small groups and individually.

1. Learning Skills and Learning Outcomes

Commendations:

What is working well?

- 1.1.1 Students within the LSC show positive attitudes towards their learning, e.g. using the language of expected and unexpected behaviour, referring to visual supports and referencing cues around the classroom. Reinforcers are regularly present to increase motivation and to support work towards behavioural objectives.
- 1.1.2 Students are able to work with others, especially within a PYP framework where students have the opportunity to collaborate and develop their own interests. Students practice the skills taught in their Social Thinking programme, and there are opportunities to transfer skills that are taught in the lunch club to recess and playground activities.

Recommendations

Even better if ...

- 1.2.1 There can be a continued focus on developing students' strategies for their own learning and assessment and to encourage increasing levels of independence in all curricular areas.

2. Teaching and Assessment

Commendations:

What is working well?

- 2.1.1 Teaching is well planned and organised. Educational assistants feel confident about what they are expected to do for each session and report that teachers communicate their planning very effectively. LSC teachers participate in all UOI planning meetings, and LSC teachers and class teachers meet regularly to plan for the following week.
- 2.1.2 Teachers and Educational Assistants are well qualified. Their qualifications, knowledge and experience are reflected in their work with the children.

- 2.1.3 Teaching takes into account the nature and severity of students' special educational needs. All staff is aware of students' SEN, including supply teachers.
- 2.1.4 The IEP targets are clear to both students and parents. The targets are written in a language that the students can understand. Parents feel well informed about their children's targets.

Recommendations

Even better if ...

- 2.2.1 LSC teachers and LSC EAs can have the opportunity to work in the same classroom on a regular basis to increase joint understanding of the students and of each other's strategies.
- 2.2.2 All teachers of LSC students, including specialist teachers and stand-alone maths teachers, can further develop their knowledge of IEP objectives and specialist reports, e.g. Ed Psych reports.

3. Curriculum

Commendations:

What is working well?

- 3.1.1 We saw some outstanding examples of the mainstream class curriculum being extensively differentiated, adapted and/or augmented to meet the needs of students in the LSC. We would encourage the school to share this outstanding practice across the school, so that it becomes more widespread.
- 3.1.2 The curriculum is very well documented and shows progression. The Social Thinking Curriculum has been aligned with the PSPE scope and sequence.
- 3.1.3 The curriculum is very flexible and reflects inclusion as a priority of the whole school.

3.1.4 Students in the LSC are able to access all of the same curricular opportunities as their same-age peers. They are additionally supported by explicit programming to develop social communication skills and social and emotional wellbeing (e.g. Social Thinking, FRIENDS, lunch club).

Recommendations

Even better if ...

3.2.1 Parents can be better informed about the details of each UOI (e.g. the skills and big ideas to develop), so that they can better support their children at home.

3.2.2 Specialist teachers were supported in differentiating the written curriculum for LSC students in the same way mainstream class teachers are.

4. Care and Support

Commendations:

What is working well?

4.1.1 The pastoral programs (in particular, for students with behaviour, social and emotional needs) are extensive, well planned and effective.

4.1.2 The LSC staff is well trained for their pastoral role.

Recommendations

Even better if ...

4.2.1 The mainstream class teachers, specialists and educational assistants received further training and frequent refresher sessions about the various pastoral programs.

5. Ethos

Commendations:

What is working well?

- 5.1.1 The BHS LSC has an extremely high profile across the school and across ESF. Beacon Hill is world leading in this area.
- 5.1.2 The LSC is well represented in school celebrations, events and in documentation.
- 5.1.3 All staff and students value, respect, and take responsibility to support the students in the LSC.
- 5.1.4 Parents are actively involved in the life of the LSC and the students.
- 5.1.5 The school has a strong ethos of inclusion for all.

6. Leadership and Management

Commendations:

What is working well?

- 6.1.1 Clear direction and provision for the LSC is led from the Principal and Head of SEN and is reflected by the entire senior leadership team.
- 6.1.2 The Head of SEN sets clear directions and plans which lead to high quality care and education for LSC students.
- 6.1.3 Roles and responsibilities are clear and well understood by all staff in the LSC.
- 6.1.4 LSC teachers attend all planning with year groups and support differentiation in the written, taught and assessed curriculum.

6.1.5 Progress made by learners within the LSC is fully evaluated and celebrated.

7. Management of Resources

Commendations:

What is working well?

- 7.1.1 There is sufficient suitably qualified staff for the range of needs in the LSC.
- 7.1.2 There are appropriate resources to meet the needs of the LSC students. There are on-site therapists who provide bi-weekly sessions, and there is regular SEN PD for staff. Therapy staffs are provided with a well-equipped therapy room.
- 7.1.3 There are arrangements in place to ensure that students with disabilities are not treated less favourably. The building facility is appropriate for the needs of the students in the LSC.
- 7.1.4 Information is communicated to support students with behavioural and emotional difficulties through a “TTT” system.
- 7.1.5 Students within the LSC participate fully in all aspects of school life. Inclusion is a large part of the fabric of Beacon Hill School, as stated in the Mission statement

Recommendations

Even better if ...

- 7.2.1 Further CPD on autism, behaviour management, and Social Thinking can be made available for all teaching staff.
- 7.2.2 Consideration can be given to purchasing adaptive furniture, e.g. different levels of working tables and custom made chairs to provide more space in the classroom.

8. ESF Compliance

Commendations:

What is working well?

8.1.1 The school SEN policy is regularly updated and reflects current practice.

9. Overall

The Review Team would like to thank the staff, students and parents of Beacon Hill School for the professional and inclusive manner in which they fully participated in the review. It is clear from the open communication in the school community that Beacon Hill School is a school committed to self-improvement and in making what is clearly an inclusive school even more inclusive.

The intentions of this report are to highlight those practices that need to be celebrated and shared along with those practices that need reviewing to ensure the best possible outcomes for the LSC students of Beacon Hill School.

The Review Team encourages all staff of Beacon Hill School to reflect on this report and participate fully in the dialogue that will no doubt follow. The Review Team recommends that the school develop an action plan (this may be incorporated in the 2015-16 Action Plan) to respond to and address some of the areas highlighted in the report.

The School Development Adviser (Primary) and Primary SEN Adviser are both available to assist with this work and will act as critical friends to the school as they engage in the self-evaluation and improvement process.