

# Jack Tizard School

## Self-Evaluation Summary



**Headteacher:** Francesca Smith

**Date:** November 2020

**SCHOOL SUMMARY SELF-EVALUATION****SCHOOL CONTEXT*****Information additional to the IDSR summaries (Ofsted's Primary Inspection Data Summary Report)***

Jack Tizard is an all-age, 70-place, mixed-community, special school for pupils aged 3 to 19. It caters for pupils from seven local authorities. These pupils have a wide range of complex needs. These include severe and profound learning difficulties and autistic spectrum disorders. Pupils may have additional physical, sensory, behavioural and complex medical needs. The diversity of the pupil population has meant that class groupings are based on dominant individual needs, rather than year group. The school serves a very diverse community, with extremes of wealth and deprivation.

**Data:**

## Home boroughs:

- LBHF 57%
- Brent 9%
- RBKC 14%
- Ealing 7%
- Camden 1%
- Hounslow 1%
- Westminster 11%

- 70 pupils on roll: 43% female, 57% male
- 56% EAL, 21 Home Languages, 13% Somali Language, the biggest group.
- 31% entitlement to Free School Meals
- 9% entitlement to Universal Infant Free School Meals
- 47% Wheelchair users
- 22% of pupils with behaviour management plan to reduce risk to themselves and other pupils
- 67% continence problems
- 73% of pupils use non-verbal communication
- 71% pupils have dysphagia/tube fed

**Awards:**

Arts Charter Mark (Gold) Sustainable Travel (Bronze)/Research Chartermark/ Healthy Schools & Healthy Living (Gold Award) / Finalist for Best School Trip award 2019

Currently working towards the Wellbeing Award for Schools

**Partnerships with other institutions:**

From September 2019-March 2020, the Outreach service supported 26 pupils across schools in H&F. There were 54 follow up visits and 9 new referrals. 26 pupils received loaned resources to support their needs.

**Links to Universities:** London Southbank – first and second year nurses, Brunel University – Occupational Therapists; Institute of Education for specialist placements and St. Mary's for future school direct candidates

Music House, Movement and Dance Therapy, Wormwood Scrubs Pony Centre, Parents Active Hammersmith & Fulham.

**Work experience links** with Chelsea & Westminster Hospital, Blink Dance, White City Place, Amber & Co Estate Agent, St Augustine's School. Westfield, London. Urban Planters, Westfield. Transition links including Options, Rivercourt, City of Westminster College, Hammersmith & West London College, Alexandra College, Orchard College, Mencap Hammersmith & Fulham, Action on Disability, The Gate, Yarrow.

Integration links with Randolph Beresford Nursery

The IMPACTS assessment moderation group is led by Jack Tizard which includes: Kingsley High School (Harrow), Children's Trust (Tadworth), Watling View (St Albans), Woodlands School (Harrow) & Linden Lodge (Wandsworth).

**Provision in school from CLCH-** Speech and Language Services, Specialist School nursing Team, Occupational therapy, Physiotherapy Team at Chelsea and Westminster hospital,

**Arts and Sport Links:** Blink Dance, Special Yoga, Music House for Children, Queen's Park Rangers Community Trust,

## OFSTED

The school was inspected on 12 June 2018 and continues to be judged as outstanding.

The single area for improvement was:

'Ensure that the sixth-form curriculum is reviewed so that students are even better prepared for the next stage of their education'.

**Progress towards Ofsted area for development:**

**Working party was established to review and evaluate the current sixth form provision. It consisted of senior leaders, therapists, class teachers and an external consultant**

**The working party:**

- Developed a clear vision for the sixth form that highlighted, in a pupil focused way, what Jack Tizard aims to provide for learners as they prepare for adulthood and prepare for their next steps
- Developed a pupil focused, relevant and motivating curriculum that ensures that pupils are fully prepared for their next steps
- Trialled the new curriculum with pupils in the SLD pathway
- Worked with teachers in the PMLD and ASD pathways to develop a similar curriculum that takes into consideration pupils' unique learning profiles and needs, whilst still focusing on preparation for adulthood
- Evaluated the current accreditation systems being used so that they are relevant and fit for purpose
- Modified school target setting paperwork so that all pupils in the secondary department now have priority targets linked to the Preparation for Adulthood outcomes
- Developed the range of external work experience placements for pupils in the SLD pathway
- Established a Scout Troop as part of the Secondary Options offer to enable older pupils to enjoy age respectful activities that are life enhancing and motivating. It increased accreditation opportunities, for example offering students the opportunity to gain Scouting Awards, with a view to participating in the Duke of Edinburgh Award Scheme eventually

### **Impact**

Feedback from pupils, staff and families has been extremely positive. For example, parents commented on their child's improved confidence and independence during Annual Review meetings. Staff reported that these pupils appear more independent. All pupils in the SLD pathway have continued to make good/outstanding progress against their starting points.

## Whole school priorities for 2020-21

Area for development	Actions/Initiatives with dates	Impact/Success Criteria
<b>WELL-BEING</b> To ensure optimum emotional health and wellbeing for all, by offering provision and interventions that match the needs of	<ul style="list-style-type: none"><li>▶ Autumn term curriculum – whole school well-being focus.</li><li>▶ Ongoing well-being curriculum focus during the year.</li><li>▶ Train more staff in the 'Emotional Literacy Support Assistant' programme – staff to disseminate</li><li>▶ Review impact of Well-Being days</li><li>▶ Ongoing support for sleep difficulties for families</li><li>▶ SIBS day</li><li>▶ Staff training on understanding mental health and wellbeing for students with complex needs</li></ul>	<ul style="list-style-type: none"><li>▶ Parents will be aware of information, support and resources to support their wellbeing</li><li>▶ A Wellbeing Strategy for Parents devised with identified areas in which they would like support</li><li>▶ Ongoing Circle of Support meetings and training provide class teams with support and understanding of pupils' emotional needs</li><li>▶ Staff teams will have clear strategies for their own classes to support pupils' emotional wellbeing.</li></ul>

	<b>our school community</b>	<ul style="list-style-type: none"> <li>▶ Mental Health and Wellbeing Awareness Week – May 2020</li> <li>▶ Roll out of Staff training on ‘Talking Mats’</li> <li>▶ Raise awareness of availability of Mental Health First-Aiders</li> <li>▶ Review and act on exit interview outcomes with a well-being focus</li> <li>▶ Continue to implement ideas from staff wellbeing questionnaires and re-send this annually</li> </ul>	<ul style="list-style-type: none"> <li>▶ School will have a clear picture of retention needs across class support staff</li> <li>▶ Staff and pupils will have sustained levels of emotional resilience</li> </ul>
<b>CURRICULUM</b>	<p><b>To ensure the curriculum reflects the diversity of the community it serves.</b></p> <p><b>Discern and adapt appropriate remote resources to further develop our rich curriculum for all key stages</b></p>	<ul style="list-style-type: none"> <li>▶ Undertake a ‘Diversity’ audit, analyse outcomes and review the curriculum accordingly</li> <li>▶ Create and trial new PMLD PFA curriculum - ongoing</li> <li>▶ Develop further links with a range of external post-19 providers</li> <li>▶ Consolidate networking by holding Coffee Mornings for all parents.</li> <li>▶ Ensure that the curriculum is designed to address students’ cultural needs</li> <li>▶ Develop and extend the advances in remote learning which were refined so successfully during Covid.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The curriculum is responsive to the cultural needs of students</li> <li>▶ Staff are confident in providing remote learning resources.</li> <li>▶ Students respond positively to remote learning in partnership with their families.</li> </ul>

**COVID:  
Impact and Recovery**

Covid has had a significant impact on the school, pupils, staff and families, particularly during the period of full closure from late March to early June 2020. Implementing the complexities of provision for the diverse needs of our pupils during this period presented great challenges, not only in our communication with pupils and families, but also in supporting specific pupils with appropriate personalised ICT, resources and equipment. Initially our secure learning platform was LGFL, but we subsequently moved towards ‘Google Classroom’ and ‘You Tube’, supplemented by information on the school website and social media. Pupils and families generally responded with enthusiasm and were very positive about the support they received. Communications with home became very fluid during the school closure and, in many ways, much more personalised. When the school partially reopened on June 6<sup>th</sup>, we accommodated six pupils, whom we had identified through our risk assessments, who needed to be back in school, with a major focus on their mental health and well-being. From this initial group of pupils, we slowly reintegrated another seven children by July. All other pupils continued to be well-supported with ongoing blended provision. When the school fully reopened in September we were anticipating significant Covid catch-up, but because of the systems for teaching and remote learning we had in place during the previous term, and the work done by parents at home, learning regression was nowhere near as great as expected, although we continued to place an emphasis on the children’s well-being. Where fall-back was evident, this was largely in the areas of physical and self-help skills which were identified immediately with intensive strategies and interventions put in place – these are ongoing. Throughout the whole period of Covid disruption, staff enthusiasm to return to school was highly evident, and the level and complexities of support for pupils and families during this period would not have been possible without the commitment of the whole staff team, including the wider NHS support staff. With the exception of one or two specifically designated children, all pupils are now back full time in school, working in secure bubbles. The school has to deal with a Covid outbreak in one class and this was dealt with swiftly and effectively using our LA approved Response Plan

## OVERALL EFFECTIVENESS

### *Taking into account the four key judgements*

The overall effectiveness judgement from our most recent 2018 Ofsted inspection was that *'the leadership team has maintained the outstanding quality of education in the school since the last inspection. The governing body provides clear strategic leadership and offers support and challenge.'* The leadership team are critical to the drive for continuing improvement and they offer a clear line of communication support and accountability to all staff and stakeholders. The collaborative ethos does much support the continuing success of the school.

Since this inspection, the new structure of the Leadership Team means there is additional capacity to drive further improvement. Stakeholders, including staff, students, parents and therapists are overwhelmingly positive about Jack Tizard and report a sense of pride in being a part of the school. Staff consistently go above and beyond what is expected of them. There are significantly high retention rates amongst all staff. The vast majority of students make outstanding progress from their starting points, despite exceptional barriers to learning. Staff know their students and families incredibly well and this ensures that students are at the centre of everything we do.

During the Covid disruption the school maintained an almost seamless link in learning, care and support for all individual pupils irrespective of their complex and diverse needs. Indeed, such was the confidence developed between home and school, that attendance on full school reopening is exceptionally high, with parents secure in the knowledge that the school provides a highly safe, protective and caring environment.

## THE QUALITY OF EDUCATION

### INTENT

#### *Curricular design, coverage & appropriateness*

Strengths	Evidence	Areas for development
<ul style="list-style-type: none"> <li>❖ Knowledgeable, experienced and reflective practitioners regularly review and evaluate the effectiveness of the curriculum to ensure that it fully meets the needs of all students.</li> <li>❖ The curriculum is broad, balanced and ambitious. This reflects the diverse community and needs of students.</li> <li>❖ All students have priority targets that are set by a multidisciplinary team and moderated by the SLT. The curriculum topics are used to ensure that students have the opportunities to develop skills and make progress through a broad and balanced medium.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic plans that highlight what pupils are learning and when. These are constantly reviewed to ensure that they remain relevant, challenging and motivating.</li> <li>• Lesson observations in summer, autumn and early spring term, 2019-20 (pre-Covid) identified that there were excellent and creative approaches to ensure all pupils were engaged in a personalised way.</li> <li>• Pupil progress meetings show that staff have a clear understanding of barriers to learning, e.g. complex sensory needs, social needs – poor housing, effects of medication. Strategies are put in place to address these (particularly relevant during Covid)</li> <li>• The meeting timetable, and notes from the meetings, show an increase in sharing of good practice and evidence the wealth of knowledge within the staff team.</li> <li>• Teachers are able to share ideas and knowledge through peer observations.</li> <li>• The quality assurance meetings between SLT and class teachers show that the MDT have a positive impact on the targets set jointly with teachers.</li> <li>• Whole school themed weeks and events, i.e. Science Week, International Week, World Book Day contribute to the broad and balanced curriculum on offer.</li> </ul>	<p>To continue to move forward secondary elements of the pathways, in particular, the Preparation for Adulthood strands for PMLD and ASD pathways.</p>

<ul style="list-style-type: none"> <li>❖ We have formalised and shaped the curriculum offer over time so that the learning pathways for students are now more personalised</li> </ul>	<ul style="list-style-type: none"> <li>• Educational visits, including learning within the local community, as well as the ambitious nature of the challenges presented to students (across London travel, residential trips).</li> </ul>	
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**IMPLEMENTATION**  
*Curriculum delivery, teaching (pedagogy) & assessment (formative & summative)*

<b>Strengths</b>	<b>Evidence</b>	<b>Areas for development</b>
<ul style="list-style-type: none"> <li>❖ Teachers and staff teams are well equipped with the specialist knowledge and understanding needed to teach the diverse range of age and abilities of students at JT effectively.</li> <li>❖ Highly positive relationships between staff, students and families result in staff having an in-depth of knowledge of the pupils’ learning and emotional needs.</li> <li>❖ All class staff, therapists and nursing team go the extra mile to try and ensure that all barriers to learning are overcome, e.g. complex medical needs, medical emergencies and behaviours which challenge.</li> <li>❖ Our staff training day in Autumn 2020 allowed us to dissect the school’s curriculum for our support staff so that they now have a much greater understanding of curriculum intent and implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Topic plans that highlight what pupils are learning and when. These are constantly reviewed to ensure that they remain relevant, challenging and motivating.</li> <li>• Recent pre-Covid observations show us that medical and behavioural issues are dealt with swiftly, positively and collaboratively so disruption to learning is minimized.</li> <li>• Summative assessments show what pupils have achieved in each curriculum area.</li> <li>• Class timetables show that pupils are offered a balanced curriculum in a way that is relevant and meaningful to them.</li> <li>• The Scout Troop continues and, pre Covid, offered opportunities for older pupils to engage in atypical activities such as archery and fire building, enjoying life enhancing and motivating age respectful activities.</li> <li>• Secondary curriculum Options Group allows older students to choose what they would like to learn from a selection of activities. This provides them with greater independence and autonomy over their learning, and the chance to focus on preferred activities.</li> <li>• The CPD programme is closely linked to the staff appraisals and Pupil Progress meetings. This enables staff to increase their skills and confidence in a range of specialist teaching approaches. For example, ‘Attention Autism,’ ‘Developing Emotional Intelligence’, ‘SCERTS’, ‘Mental Health’.</li> </ul>	<p>Maintain the high quality of curriculum activities and support by addressing the changes in support staff.</p>

**IMPACT**  
*Evidence of outcomes e.g.: in reading & mastery of concepts & pupils’ readiness for the next stage of their education*

<b>Strengths</b>	<b>Evidence</b>	<b>Areas for development</b>
<ul style="list-style-type: none"> <li>❖ Our broad, balanced and highly relevant curriculum motivates pupils to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic plans that highlight what pupils are learning and when. These are constantly reviewed to ensure that they remain relevant, challenging and motivating.</li> </ul>	<p>Evaluating the impact of the more formal pathways across the</p>

<ul style="list-style-type: none"> <li>❖ Pupils are supported to be as prepared as possible for their next steps of learning. Progress data and SLT moderation shows that all pupils are making at least expected progress, or above, from their starting points.</li> <li>❖ Our Gold Artsmark accreditation illustrates how the school encourages and supports learning through role play and drama, sound and music, moving image and media, movement and dance, visual imagery, art, heritage and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' meetings focus on sharing good practice and sharing ideas. This ensures that teachers are kept abreast of statutory guidelines and innovative teaching methods and ideas.</li> <li>• Target setting meetings ensure that pupils' priority targets are focused and highlight next steps in learning.</li> <li>• Whole school themed weeks/days, i.e. Science Week, International Week, World Book Day contribute to the broad and balanced curriculum on offer. They also ensure that all national curriculum subjects are delivered in a way that is meaningful and relevant to pupils.</li> <li>• Educational visits, including learning within the local community, ensure that the pupils are supported to be active members of their community, and also increase learning opportunities outside of the classroom.</li> </ul>	<p>whole school through our monitoring, but also through accelerated progress for students,</p> <p>An understanding by all staff of why individual pathways for students have been chosen.</p>
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<b>BEHAVIOUR &amp; ATTITUDES</b> <i>Evidence of how leaders &amp; staff create a safe, calm, orderly &amp; positive environment &amp; the impact that this has on behaviour &amp; attitudes of pupils</i>		
<b>Strengths</b>	<b>Evidence</b>	<b>Areas for development</b>
<ul style="list-style-type: none"> <li>❖ A multidisciplinary approach between teachers, therapists, parents and senior leaders ensures that clear routines and expectations are embedded. This, alongside the Total Communication Approach shared by all, ensures that outstanding behaviour is promoted at all times.</li> <li>❖ Where pupils present with behaviours that challenge, a calm, positive and consistent approach is adopted by all staff. Pupils are supported based on their individual needs. Regular monitoring, guidance and training, delivered by a multi-disciplinary team, ensures that all pupils are well supported, feel safe and ready to learn.</li> <li>❖ The school is able to fully meet most complex, medical needs of pupils, short-term or on-going that would otherwise mean that these children would not be able to attend school.</li> <li>❖ Promotion of a strong community feel, with a well-established ethos that promotes respect and tolerance for all and that celebrates each pupil for their strengths &amp; contribution to the JT community</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks including those led by the SIP, including Senior Leaders and governors, showed that positive behaviour was promoted throughout the school</li> <li>• Teacher files highlight class routines are well established. These are monitored by the SLT.</li> <li>• Pupil files, including therapy reports, behaviour plans, feeding plans, etc. highlight that all staff work together to offer carefully tailored opportunities for personal development for all pupils.</li> <li>• Incident recording sheets, including the physical intervention log, show that staff consistently support personal development and are responsive to challenges as they arise – incidents are now rare because they are exceptionally well-managed by staff to avoid escalation.</li> <li>• Circle of Support meetings evidence that staff work collaboratively to ensure that students are encouraged to take responsibility for their own behaviour (where appropriate) and to develop positive attitudes.</li> <li>• Assembly timetable highlights the range of activities on offer to give students the opportunity to develop positive attitudes, develop self-esteem and feel part of a community.</li> </ul>	<p>Continue to develop the interface between home and school which was so successful during Covid, to further support pupils social, emotional health and well-being.</p>

## PERSONAL DEVELOPMENT

*Evaluation of the quality of provision for pupils' spiritual, moral, social & cultural development – including the range & take-up of extra-curricular provision, personal & social education, healthy living & promotion*

Strengths	Evidence	Areas for development
<ul style="list-style-type: none"><li>❖ A clear programme of specialist curriculum days provides pupils with opportunities to experience different faiths. This is in line with SACRE guidelines.</li><li>❖ All pupils are taught to treat each other with respect and to celebrate diversity. This empowers students to feel accepted.</li></ul>	<ul style="list-style-type: none"><li>• Assemblies follow a diverse programme to offer broadened experiences of national celebrations and events.</li><li>• Specialist curriculum days: RE assemblies, visits to local places of worship, exploring food related to religious events, art activities related to topic, photographs in evidence folder.</li><li>• 'Star of the week' increases pupils' self-esteem and confidence, pupils respond positively.</li></ul>	SRE Implement the Sex and Relationships Curriculum so that it continues to be of high quality, whilst meeting needs and statutory guidelines.
<ul style="list-style-type: none"><li>❖ All pupils work towards a PSHE (primary) or PFA (secondary) target as part of their Individual Learning Intentions. Teaching staff and the MDT work closely together to ensure these targets are promoted across all contexts.</li><li>❖ The whole school lunch ethos provides more opportunities for pupils to develop independence and build peer relationships.</li><li>❖ Increasing numbers of students demonstrate their growing independence in external work placements</li></ul>	<ul style="list-style-type: none"><li>• Newsletter, videos and achievement reports contribute to celebration of pupils' achievements, both at school and at home.</li><li>• Eating and drinking guidelines help to promote independence with self-help skills.</li><li>• MDT resources contribute to greater independence for pupils, and are adapted to enable them to maximise their potential.</li><li>• Learning intentions reflect PSHE/PFA targets. The distinction between PSHE and PFA reflect the changing needs and ages of the pupils.</li><li>• Residential trips empower pupils and their families, provide opportunities for independence and new experiences, increase pupil self-esteem and confidence and preparation for adulthood.</li><li>• Feedback from external work placements</li></ul>	

## LEADERSHIP & MANAGEMENT

*Evidence of the impact of leaders at all levels in promoting / ensuring e.g.; clear & ambitious vision, strong shared values, high quality teaching & learning, well-being & safeguarding*

Strengths	Evidence	Areas for development
<ul style="list-style-type: none"> <li>❖ Leadership structure was implemented in September 2019 providing clearer lines of accountability.</li> <li>❖ Senior Leaders have a clear oversight over students' education and progress, as well as overseeing staff development. New Heads of Departments are responding positively to the revised structure and are developing their skills and confidence.</li> <li>❖ Safeguarding in all forms is outstanding. Ofsted June 2018: Leaders, including governors, have ensured that all safeguarding arrangements are fit for purpose. Records are detailed and of high quality. Leaders and governors have established a culture of safety throughout the school.</li> <li>❖ Leaders are acutely aware of the particular safeguarding issues that relate to their pupils. Any potential risks are identified early, and problems are avoided because all staff know pupils incredibly well.</li> <li>❖ Governance is outstanding.</li> <li>❖ Ofsted June 2018: 'The governing body provides clear strategic leadership and offers effective support and challenge to you and your staff.'</li> </ul>	<ul style="list-style-type: none"> <li>• The Organisational Change Assessment of May 2019 demonstrated the benefits of a streamlined leadership model where new Head of Department roles would have clear oversight of the pupils.</li> <li>• The Wellbeing Questionnaire for staff showed that 100% of staff feel they are treated fairly.</li> <li>• Appraisal takes place annually for all staff and one target is related to the whole school focus. This enables all staff to contribute to the school priority targets.</li> <li>• Governors' Minutes illustrate a clear strategic view of the school. Safeguarding is a standing item.</li> <li>• Governors are very active, for example working alongside the Local Authority to coordinate building works and an increase in top up funding.</li> <li>• Coaching has supported the leadership team in driving school development.</li> <li>• Fortnightly Safeguarding minutes show a well-established link with regular attendance from the team for Disabled Children. This supports information sharing and swifter escalation where needed.</li> <li>• Staff are confident and well equipped to keep pupils safe and meet their complex medical, physical and emotional needs because they receive high quality training and work closely with other professionals.</li> <li>• Pupils are supported to express any worries they may have, and the vocabulary they need to keep safe, through a Total Communication Approach.</li> <li>• Safeguarding policies are now ratified by an external source i.e. safer recruitment policy ratified by the Local Authority Safer Schools Officer, and Hydro Pool procedures by an external safety consultant.</li> <li>• A new information management system provides additional security for all sensitive documentation.</li> <li>• The reviewed 'First Day Response' guidelines ensure immediate knowledge of the whereabouts of absent pupils.</li> <li>• One parent told me: 'Staff know my child better than anyone else, including me.' Parents overwhelmingly feel that the school provides a safe environment for their children.</li> <li>• Governors work closely with the SLT team to gain better understanding of learning to inform their strategic roles e.g. learning walks, joint training, staff presentations.</li> <li>• Staff are very clear about their own roles and responsibilities and that of others within the management structure.</li> </ul>	<p>Consolidate the new leadership structure to ensure that systems and processes are purposeful, clearly defined, and visionary. Cascade clarity concerning the new leadership roles to all staff.</p> <p>Complete allocation of link governors to members of the leadership team/whole school focus.</p>

## EARLY YEARS' PROVISION

*Aims of the early years curriculum are met & are sufficiently challenging, the quality & impact of phonics teaching & evidence of the key characteristics of effective learning*

Strengths	Evidence	Areas for development
<ul style="list-style-type: none"><li>❖ There is good balance between indoor and outdoor experiences accessed by the children. There is a renewed culture of viewing 'out and about' as a key part of learning.</li><li>❖ Admissions process runs smoothly for new pupils. Parents feel supported throughout the process and so their children transition into Jack Tizard as easily as possible.</li></ul>	<ul style="list-style-type: none"><li>• Travel training sessions with OT. All children with targets related to 'out and about' were supported by OTs and targets were achieved.</li><li>• A wide range of off-site activities and venues have provided a range of experiences to enrich learning outcomes.</li><li>• Class teachers are more confident in arranging more outdoor activities.</li><li>• A multidisciplinary approach i.e. OTs assisting with travel training, has increased children's road safety and independence skills.</li></ul>	<p>Accommodate forthcoming changes to the EYFS Framework into our Early Years and KS1 provision and curriculum.</p>
<ul style="list-style-type: none"><li>❖ Learning for independence is established as soon as pupils enter the school. MDT and class teams promote this. This is supported with working closely with parents to maximise skill development.</li><li>❖ Children with AGP are being offered multi-disciplinary co-ordinated packages to enable them to access learning from home and this is highly effective.</li></ul>	<ul style="list-style-type: none"><li>• Parent comments for new pupils at 6-week reviews have been overwhelmingly positive. Parents have commented on the collaborative nature of the school and the progress made in a short period of time.</li><li>• We now have the highest number of London boroughs seeking placements (7) in our history. We are being increasingly recommended by colleagues in other fields i.e. local hospitals and parent groups.</li><li>• An Integration link with a local nursery increases access to external resources e.g. play equipment (affected by Covid, but planned to restart in early 2021).</li><li>• Learning Intentions reflect aspirations for independence</li><li>• Annual Reviews indicate increased parental confidence.</li><li>• Coffee mornings with parents well attended.</li><li>• Family link worker support for families.</li></ul>	<p>Enhance the positive relationships and engagement with parents, so evident during Covid, by establishing regular opportunities for pro-active parent partnerships</p>

**POST 16**

Strengths	Evidence	Areas for development
<p>❖ There is an increased sense of the 6<sup>th</sup> form being distinct with students provided with increased and personalised opportunities for socializing, choice and independence. Learning in the 6<sup>th</sup> form focusses strongly on the skills required in life after school.</p> <p>❖ We have strong and increasing partnerships with a range of external work experience providers, including Chelsea and Westminster Hospital, Westfield London, White City Place, Urban Planters, local primary schools, Amber and Co. Estate Agents.</p> <p>We also have strong Post 19 transition provision and, in alternate years, hold a Transition Fair, supported by all of our external providers including, adult education settings, health, housing, social care, and also leisure clubs.</p> <p>We also have a strong internal work placement programme for those students unable to access external placements</p>	<ul style="list-style-type: none"> <li>• New curriculum in place in the SLD and ASD pathway.</li> <li>• Positive feedback from parents in the Annual Reviews.</li> <li>• Students in this cohort made above expected progress.</li> <li>• The implementation of a new Post 16 Curriculum for students in the SLD pathway.</li> <li>• Summary of Post 16 progress.</li> <li>• Extended links with Post 19 Provisions and support in transition for parents.</li> <li>• A successful transition plan was in place for all leavers and all had a post school destination.</li> <li>• A link was established with an alternative post school provision.</li> <li>• Parental feedback showed that the transition process was smooth and supportive.</li> <li>• A range of work experience placements have been established. This offers more students greater opportunities and choice for work experience placements.</li> <li>• Students successfully completed a one-year placement at Chelsea and Westminster Hospital, White City Place and Westfield – feedback from students and parents was overwhelmingly positive. This will continue post-Covid.</li> <li>• Parental comments and school observations showed that students who had participated in WEX had improved confidence and had learned transferrable skills.</li> <li>• A wider range of placements have been secured This will allow placements to be matched to student aspirations.</li> </ul>	<p>Continue to develop and substantiate our revised curriculum in the ASD and PMLD pathways for 14-19 pupils.</p> <p>Extending independence so that 6<sup>th</sup> Form students can make appropriate choices</p>

## STAKEHOLDER FEEDBACK

What we do well	Evidence	What we could improve
<ul style="list-style-type: none"> <li>❖ Parents are overwhelmingly positive about the education and care at Jack Tizard. Relationships between parents/carers and school staff are of a consistently high quality. Parents and staff work together to co-produce outstanding outcomes for the students.</li> <li>❖ The Outreach service provides support for 30 pupils across 11 mainstream settings, as well as opportunities for using JT facilities. Termly evaluations of the service rate it outstanding and instrumental in keeping pupils with SEND in mainstream provision.</li> <li>❖ Parents responded in a highly positive way and showed great appreciation for the excellent Covid level of support for their children’s learning and well-being during that period and subsequently on their return to school.</li> <li>❖ Pupils also responded very positively to the efforts made by the staff team to maintain their learning pathways, as this provided important connections and communication with the staff with whom they were familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Annual parent questionnaire October 2019 showed: <ul style="list-style-type: none"> <li>• 100% of parents feel the school provides their child with rich and varied experiences,</li> <li>• 100% of parents feel the school has a happy and positive atmosphere,</li> <li>• 100% of parents feel the school provides enough opportunities to communicate with the staff about their child,</li> <li>• 100% of parents feel the school is well run,</li> <li>• 100% of parents feel confident that their child is in a safe environment while attending school.</li> </ul> </li> <li>Quotes from these questionnaires include: <ul style="list-style-type: none"> <li>• <i>‘X’s development has improved greatly and still doing so.’</i></li> <li>• <i>‘Ever since he started in Jack Tizard he improved dramatically which really surprised me every day.’</i></li> <li>• <i>‘In terms of his independence, communication, social interaction Jack Tizard has given him excellent support.’</i></li> </ul> </li> <li>Some recent quotes for the impact of the Outreach service and from parents/carers re workshops were: <ul style="list-style-type: none"> <li>• <i>The service is a great help to use for specific children but also for the wealth of general SEND knowledge [teacher name] supports me with. A huge thanks as always for this outstanding support. We really would be lost without you! (H&amp;F Primary School),</i></li> <li>• <i>Resources provided for an individual curriculum and advice to LSAs to support children’s needs were outstanding. We would not be able to have children with significant needs without this support. (H&amp;F Primary School),</i></li> <li>• <i>We are so grateful for this valuable support for some of our most vulnerable children. Keep this service going and more input if possible would be great as the level of need in our school has been increasing of late. (H&amp;F Primary School),</i></li> <li>• <i>The support [teacher name] provided for the LSAs and staff working with SEND was INVALUABLE! Keep doing what you are doing! (H&amp;F Primary School).</i></li> </ul> </li> <li>• See also whole school focus evidence for staff comments</li> </ul>	<p>Investigate further ways school can support families with literacy challenges and for whom English is an additional language.</p>