EQUALITIES AWARD

BY EQUALITEACH



The Grove School

August 2020 - August 2023

Showcasing a Commitment to Equality

- Behaviour and Welfare
- Leadership and Management
- Personal Development of Pupils
- Teaching and Learning

Gold

Section 1: Behaviour and Welfare

1.1 The school takes steps to ensure that barriers to attendance for pupils from different backgrounds are removed.

1.2 Robust safeguarding and child protection arrangements are in place to promote pupils' welfare and safeguard children effectively.

1.3 The school takes steps to ensure that rewards and sanctions are administered without bias.

1.4 Prejudice-related bullying and incidents are dealt with effectively.

1.5 Parents and carers know how to make a complaint of discrimination, harassment and/or victimisation and these are managed in a sensitive, just and empathetic way

1.6 Staff members treat each other, pupils and parents/carers with respect, and feel able to make a complaint of discrimination, harassment and/or victimisation and these are managed in a sensitive, just and empathetic way.

Section 1: Behaviour and Welfare

1.1 **The school takes steps to ensure that barriers to attendance for pupils from different backgrounds are removed.**

Our attendance data is complex, however we keep records of why pupils are absent. The reasons for most all of our absences are due to the complex health issues of our pupils. We can on request take out those pupils who are absent due to medical reasons and get a different figure for attendance, which we can share with the Governors. (Headteachers report Spring 2020)

We meet with the EWO every half term and discuss with them any issues that we may have. They look at any children who have an attendance below 91%, we are then able to dicuss the fact that for these pupils they may have had prolonged hospital stays or been unwell due to their complex health issues. So far with the EWO visits to date there have been no concerns regarding attendance.

Attendance levels continue to be carefully monitored and we are aware of the guidance that is given relating to ‘Children missing from education’ ensuring that we follow these procedures closely.

We arrange school transport for pupils if parents are struggling to bring them to school safely, which ensures that they are in school on time and that attendance is not negatively impacted upon due to their disability.

We do not have an action plan in place at present due to the fact that we have no concerns about attendance, however in the event that we did have concerns it would be part of our behaviour plan for an individual child.

We support parents with ensuring that their child attends school, which has involved staff going to the child's house to help get them ready in the morning. We also make referrals to Social Services for further support and also to the Early Help team, it is through these strategies that we ensure that our pupils attendance is good.

We have had some major successes with individual pupils, for example one child who had previously been a school refuser for nearly 2 years from other schools now has 100% attendance at our school.

Our average attendance is above 95% which is an excellent percentage for a special school.

Attached evidence:

- Head Teacher's Report Spring 2020

Section 1: Behaviour and Welfare

1.2 **Robust safeguarding and child protection arrangements are in place to promote pupils' welfare and safeguard children effectively.**

This area is a priority within our school due to the known link between pupils with additional needs and their vulnerability to being abused in different ways. We have three members of staff trained as Designated Child Protection Leads so ensuring that at no point the school is without anyone with this level of knowledge being available (Penny safeguarding cert).

We work hard to ensure that all staff are up to date with their training and understanding of how to safeguard pupils. We have a structured programme for training and an induction process that ensures that all staff are aware of their responsibilities. All staff including our support staff, caretaker, office staff and kitchen staff attend training. We pay for these staff to attend training as we feel that they are often the people that pupils enjoy chatting to and in turn may trust to discuss issues that are concerning them.

Regular safeguarding training includes: Prevent, Radicalisation, FGM, Child Sexual Exploitation, Operation Encompass, Countylines (Letter to parents-Operation Encompass; 10 Things template Encompass; Safeguarding update for staff; Updated 30 min Operation Encompass; Inset 2019 session).

A termly safeguarding report to governors, ensures that they are kept abreast of any issues or developments (LAC report for Governors Summer; LAC report for Governors Autumn; Safeguarding report for Governors Summer 2019; Safeguarding report for Autumn 2019; Safeguarding visit 25.09.19).

We work closely with our colleagues from other agencies ensuring that they are informed in line with guidelines about any concerns that we may have regarding pupils, once we have informed them we ensure that we continue to monitor a situation and ask for feedback about what action has been taken (Safeguarding spreadsheet; Safeguarding meeting 4; Annonymised name sheet; Safeguarding meeting 2; Safeguarding meeting 3)

We have strong policies around how to ensure that our pupils are safe both emotionally and physcially so we ensure that we have policies for the administration of medication and for intimate care. We are aware of the importance of these areas and that staff are secure in their use of our policies and how we record these. (Intimate care policy and Supporting pupils with medical conditions policy)

We work with the pupils to ensure that at a level appropriate to their needs they understand how to keep safe, this is not just within school but the wider community and online. We have to ensure that this is planned in a way that the pupils understand and can access (for Penny.doc; Wednesday 15 Jan; Smartie the penguin).

Attached evidence:

- Safeguarding Spreadsheet
- Safeguarding Meeting
- Anonymised Name Sheet
- Letter to Parents - Operation Encompass
- 10 Things Template Encompass
- Safeguarding Meeting 2
- Safeguarding Meeting 3
- Safeguarding Update for Staff
- PPT: Operation Encompass Briefing
- LAC Report for Governors
- Safeguarding Report for Governors Summer 2019
- Safeguarding Visit 25/09/19
- Safeguarding Report for Govs Autumn 2019
- INSET 2019
- Smartie the Penguin E-Safety PPT
- Intimate Care
- Supporting Pupils with Medical Conditions

Section 1: Behaviour and Welfare

1.3 **The school takes steps to ensure that rewards and sanctions are administered without bias.**

The Grove School ethos is one of positive reinforcement, we do not use sanctions and have never excluded a child/young person.

We use Jenny Mosely's Golden Time reward system, which each class manages in a slightly different way to reflect the individual needs of the pupils. The basis of this system is to promote good listening, good speaking, good behaviour, good looking, good work etc focusing on a time of reward at the end of the week. We have such small cohorts that each class teacher ensures that indiviudal pupils receive an award on a regular basis, we do not keep a record by gender, or faith as this would not be relevant for us. (certificate log sheets)

We also hold weekly whole school assemblies that enable us to celebrate individual successes through the presentation of award certificates and badges. Our Headteacher and individual class teachers record which pupils receive awards and badges to try to ensure equality and aim for each pupil to receive at least one award each term.

All staff receive training on the use of MAPA 'Management of Actual and Potential Agression' in which we use the underpinning values of :-

Care - Demonstrating respect, dignity, and empathy; providing support in a non-judgemental and person-centred way.

Welfare - Providing emotional and physical support; acting in the person's best interests in order to promote independence, choice and well-being.

Safety - Protecting rights, safeguarding, reducing or managing risk to minimise injury and harm.

Security - Maintaining safe, effective, harmonious, and theraputic relationships that rely on collaboration.

We record any behavioural incidents and situations that we are concerned about on our incident logs, these are then used at class Triage meetings to discuss different ways to support pupils to ensure that incidents are reduced. We focus on solutions and the best way to support pupils, without laying blame or judging behaviours (Triage meetings 2018-2019).

All staff have received training on the impact of Adverse Childhood Experiences (ACES), and we as a staff understand that pupils behaviours reflect either their disability/learning difficulty or are associated with life experiences.

(Action plan-ASDAN 2018-2019; Action plan-Early years; Action plan Maths 2018-2019).

Attached evidence:

- Triage Meetings 2018-2019
- Data Analysis Report for Staff
- Action Plan - ASDAN 2018-2019
- Action Plan Early Years 2018-2019
- Action Plan Maths 2018-2019
- School Improvement Plan 2019-20
- Certificate Log Sheets

Section 1: Behaviour and Welfare

1.4 **Prejudice-related bullying and incidents are dealt with effectively.**

We have never had any reports of racism, however if such an incident were to occur it would be dealt with appropriately. It would be recorded and reported at governing body meetings and via the official form with the local authority (September 18 Racist incident). This includes incidents involving pupils, staff, parents and visitors to our school (Code of conduct for schools). Given the complex needs of our pupils however, any behaviour or language of a racist nature would be dealt with sensitively and appropriately, taking into account their levels of understanding (Behaviour policy.doc; Home-school agreement).

We encourage racial harmony through PSHE lessons with pupils to instill the importance of understanding the differences between us and others within our community. We have ensured that the pupils visit different places of worship and see how people from different faiths work together, their beliefs, faith and also their cultural traditions and lifestyles.

We have regular organised visits from people of different backgrounds in whole school assemblies and individual class workshops. Our regular assemblies are planned to reflect a diverse society and have developed a 'British Values Statement' to reflect this.

All of our pupils have varied and complex needs. We are aware of the importance of ensuring that pupils are treated in an age appropriate way and that we need to react to any instances of homophobia that may become apparent. We therefore have recording processes in place so that if this was to occur we can record it an appropriate way. We are also aware that some of our pupils may use language that is homophobic in nature but the pupil using this language may not be aware of or understand what they are saying. These incidents need to be dealt with in a sensitive manner, addressing the incident but using our knowledge of the pupil to gauge its intent.

We have supported our pupils to understand that people's sexuality should be respected in the same way as their beliefs and traditions. Our Sex and Relationships lessons cover the teaching of people's sexual orientation and the differences associated with these (Transgender friendly school policy). It is important to ensure that our lessons are appropriate, accessible and sensitive to the pupils that we are teaching. We have therefore needed to adapt materials that are available and make these individualised to the pupils that we are working with at the time.

We have been awarded the Anti-Bullying award, which has been achieved through staff, pupils, parents and governors working together to ensure that bullying is addressed and that pupils feel safe in school.

As a Special School our pupils are very closely monitored and supported, therefore there have not been any reported cases of bullying in our school, however we feel that it is important to equip our pupils with the skills and knowledge of how to address these issues should they happen at other times.

Ofsted stated 'Incidences of bullying are rare and parents, carers and pupils express utter confidence in the school's systems for dealing with such occurrences'. This information was also backed up with the responses to the questionnaires that the pupils filled in for the Anti-bullying award.

We have received training on what a prejudice incident looks like through PHSE training and Prevent training (Continuing professional development). We have incident logs to fill in in the event of an incident occuring, we have no records of these has we have had no recorded incidents, in the event of a reportable incident it would be recorded on SIMS. We would look at different methods to support the perpetrator/target, as with everything in our school it would be done on an individual basis, planned to reflect the needs of the pupils involved.

Attached evidence:

- September 18 Racist Incidents
- Behaviour Policy
- Home-School Agreement
- Code of Conduct for Schools 2017
- Transgender Friendly School

Section 1: Behaviour and Welfare

1.5 **Parents and carers know how to make a complaint of discrimination, harassment and/or victimisation and these are managed in a sensitive, just and empathetic way**

We have a policy in place for complaints, which reflects the County Council's guidelines for complaints (2019 Complaints Procedure). We have experienced some difficult situations that have required us to be sensitive to the needs of parents and carers, as well as the pupils involved.

Ofsted commented that 'Leaders and managers ensure that the tackling of discrimination in school is good' and that 'All pupils are carefully and individually monitored to ensure that there is no discrimination and all pupils achieve and progress equally positively.' This demonstrates that we have everyone's well-being at the heart of what we do and therefore we respond to and address any concerns that are brought to our attention. We also consider the well-being of our staff and strive to ensure that all cases and situations are dealt with sensitively and supportively if a member of staff has been implicated in any way (Headteachers report Summer 2019).

We ensure that all stakeholders feel that they can express their views, we are open with them and ensure that we tell people how they can make a complaint if needed (Committee meeting dates; Committee meeting finance; Staffing committee minutes). Guidance and information to support a potential complaint can also be found on our school website.

Attached evidence:

- 2019 Complaints Procedure
- Headteachers Report Summer Term 2019
- Committee Meeting Dates September 2019
- Committee Meeting Finance May 2019
- Staffing Committee Minutes May 2019

Section 1: Behaviour and Welfare

1.6 **Staff members treat each other, pupils and parents/carers with respect, and feel able to make a complaint of discrimination, harassment and/or victimisation and these are managed in a sensitive, just and empathetic way.**

We have a policy in place for complaints and whistleblowing, which reflects the County Council's guidelines for complaints (2019 Complaints procedure)**.** We have experienced some difficult situations that have required us to be sensitive to the needs of staff, parents and carers, as well as the pupils involved.

We also have a Staff Code of Conduct which all staff are aware of and adhere to at all times (Code of conduct). Staff are aware of the policy and procedure for whistleblowing if they feel there is an issue in relation to discrimination, harrassment or victimisation (The Grove school staff book; Headteachers report Summer 2019).

Ofsted commented that 'Leaders and managers ensure that the tackling of discrimination in school is good' and that 'All pupils are carefully and individually monitored to ensure that there is no discrimination and all pupils achieve and progress equally positively.' This demonstrates that we have everyone's well-being at the heart of what we do and therefore we react to and address any concerns that are brought to our attention. We also consider the well-being of our staff and strive to ensure that all cases and situations are dealt with sensitively and supportively if a member of staff has been implicated in any way.

We ensure that all stakeholders feel that they can express their views, we are open with them and ensure that we tell people how they can make a complaint if needed (Staff questionnaire 2019; Questionnaire results.doc).

Our Home-School Agreement sets out the expectations we have for pupils, parents, staff and governors and aims to develop the foundations for positive and respectful working relationships for all (Home school agreement).

Attached evidence:

- Code of Conduct for Schools
- The Grove School Staff Booklet
- 2019 Complaints Procedure
- Home-School Agreement
- Headteachers Report Summer 2019
- Staff Questionnaire 2019
- Questionnaire Results

Section 2: Leadership and Management

2.1 Equality is core to the school's ethos and values and communicated to all in the school community.

2.2 The school is working towards specific, measurable, achievable, relevant and time-related (SMART) equality objectives.

2.3 All members of the staff team receive continuous professional development on issues of equality, bullying and safeguarding.

2.4 The school is aware how pupils from different backgrounds are achieving and progressing in the school. Where relevant, procedures are in place to reduce differences in outcomes.

2.5 The school promotes a positive environment in which people from all backgrounds feel valued and included.

2.6 Pupils and families who have English as an Additional Language have access to an appropriate level of support.

2.7 The school listens to and conducts meaningful consultation with parents/carers, pupils and staff to identify equality issues and barriers to inclusion.

2.8 The school works in partnership with local organisations and offers a range of extended services to the local community.

2.9 Reasonable adjustments are made to enable disabled people to access to the physical environment of the school, the curriculum and information

2.10 Admissions procedures are fair and equal; admissions data is analysed by different groups. Where relevant, steps are taken to reduce disparities.

2.11 Staff recruitment, training and promotion procedures follow good equal opportunities practice; efforts are made to reflect the local community in the composition of the staff, governors and volunteers

2.12 The school assesses the impact of policies and measures on equalities, with regards to current and prospective pupils and parents/carers.

Section 2: Leadership and Management

2.1 **Equality is core to the school's ethos and values and communicated to all in the school community.**

We are committed to equality and clearly communicate our intentions and expectations with our whole school community and the wider community within our school aims and values, school prospectus, staff handbook, school policies and website (The Grove school staff book).

Our Equality policy is developed and shared with parents, staff and governors and is accessible to all on the school website and in the school office. Our policy acknowledges the legal implications and aims to: recognise and respect differences; ensure that all feel equal and valued; reduce and remove barriers and inequalities; address prejudice and bullying (The Grove School Equality policy).

Additionally we develop an annual Equality action plan to continually move our committment, practice and development forwards (Equalities action plan 19-20).

Our Home School Agreement highlights our committment to: promoting equality across the school community; a nominated Governor; the role of staff in implementing the equalities policy and schemes; our equality impact assessment highlighting our duty not to discriminate (Home-School Agreement).

Additionally we have a nominated Governor with specific roles and responsibilities aimed to ensure we as a whole school are committed to continually adhering to and developing our policy and practice (Governors handbook Feb; Governor skills analysis.doc).

One of our published aims is:

To create and maintain and environment and approach to learning where there is equality of access and opportunity for all and where inclusion within our local community and beyond is prioritised, especially with our Partnership of Schools and Business and Community Partners.

Our values include the following:

Value and respect everyone equally whilst acknowledging individuality and diversity.

Our school ethos is described as follows:

We are a happy, safe and supportive school where everyone is equally important and nurtured to thrive.

Our ethos continues wider into the community and includes anyone who comes into our school community. Please find the ethos attached.

Links to the school website show evidence of how parents are able to give feedback on school and how inclusive it is to their child and also show how the school works with the school Improvement partner to ensure staff keep learning moving forward across school.

Making good choices is promoted from when the children start school, this begins with teaching the children about being kind to everyone, making positive choices and including others regardless of gender, religion or disability, this evidence shows that everyone is treated equally and good behaviour is expected of everyone. Please see the Making Good Choices document attached.

Attached evidence:

- Equalities Action Plan 19-22
- The Grove School Staff Booklet
- The Grove School Equality Policy
- Home-School Agreement
- Governors Handbook
- Governor Skills Analysis
- Proposed Structure for the Governing Body
- Parent View Survey
- School Ethos
- Equality Links on Website
- Making Good Choices

Section 2: Leadership and Management

2.2 **The school is working towards specific, measurable, achievable, relevant and time-related (SMART) equality objectives.**

In compliance with the public sector specific duty, we have generated a set of equality objectives. Our Equalities Action plan and our Accessibility Plan includes access arrangements in relation to the curriculum, resources and the physical environment and enables us to plan how we will implement the equalities guidelines (Equalities action plan 19-22 (Updated June 2020); Accessibility plan 2019-2022). The action plan is drawn up in partnership with the schools stakeholders and reflects the schools commitment to ensuring that all pupils have equal access and rights. Our Lead person for our Equalities Action Plan and Accessibility Plan is Mrs Penny Derries, our Headteacher. Our named Governor is Glynnis Gower.

Our Equalities Action Plan objectives are now SMART and are linked to our School Development Plan (School improvement plan 2020-21.doc), Accessibility Plan and Whole School Targets (Whole school targets 2020-21.doc). Targets are also linked to our PSHE/SHRE Action Plans (39273_ActionplanPHSE20202021.doc; 39274_ActionplanPHSESHRE2019-2020.doc). We are currently working towards our objectives within all documents whilst working towards the Equalities Award audit. The audit has been a very useful tool within our whole school development.

Progress so far includes recently developing our physical space and the use of this space to ensure that all pupils have access in relation to their individual needs and will continue to do so to ensure equality and inclusion. We have added a changing bed into our EYFS toileting area to ensure that no pupil has to wait to be changed. We have also installed a rise and fall sink in the EYFS toileting area to enable access in a wheelchair (collage(3).png). However we were unable to install a tracking hoist in either the EYFS toilet or in the main classroom area, following a building inspection, so continue to use our mobile hoist which we use on a daily basis in a wide range of areas to ensure access, inclusion and equality within all areas of the curriculum.

We have also installed two more rise and fall sinks, one in a hygiene room and one in the current boys toilets (collage(5).png).

We have also redesigned our Hydrotherapy room as the dynamics of the physical space and the mobility equipment needed for each pupil alongside the physical space needed for hoisting, changing and showering did not meet the needs of our pupils. We now have an open plan area giving much needed space for pupils, chairs and changing and a larger shower area (collage(4).png).

Our whole school displays are being evaluated to promote individuality, equality and diversity and are already displaying some of the amazing work carried out in school (collage(6).png; collage(7).png; collage(8).png).

Classes carried out baseline assessments of pupil's knowledge and understanding of a 'family' before beginning a series of planned lessons around the different types of families seen in today's society. Just a few examples are attached (elmclassfamilies1; elmclassfamilies2; elmclassfamilies3; mwfamilies; mwfamilies1; mwfamilies2; mwfamilies3; oakfamilies1; oakfamilies2).

Classes have successfully planned and delivered learning opportunities based around Refugee Week to develop an awareness and understanding of different communities (collage(11).png).

Resources to enable inclusion of activities is always ongoing, however we have successfully purchased two more walking frames for our PMLD pupils in Maple and Willow (EVIDENCED IN 4.5).

We have carried out audits of resources throughout school to evaluate if there is a diverse representation across the 'protected characteristics' (Resources-Maths.doc; Resources-Literacy, S&L.doc; Resources-Book Sample 2.doc; Resources-Book Sample.doc; ReadingSchemes.doc; ReadingSchemes2.doc). Although our reading schemes audit showed a racial and cultural representation, we are going to reserach books demonstrating a representation of gender orientation, gender sexuality and family diversity. We do have a good resource base however, we have researched, and will continue to research, a range of resources to show a greater diverse representation including a more up to date representation of disability (docbookorderhydrocephalus; docbookordertubefeed; docbookresearch10025; docbookresearch20025; docbookresearch30025). One of our orders has already arrived (collage(10).png).

We have had some staff training already linked to some of our objectives (39312_Twilightagenda3rdOct2019.doc) and our staff training days in September 2020 will include discussion/sharing around the promotion of the use of diverse characters/images within cross-curricular lessons and resources and the evaluation of class and whole school displays to ensure a diverse representation.

Attached evidence:

- PSHE Action Plan
- Accessibility Plan
- Equalities Action Plan
- School Improvement Plan
- Equality of Access
- Hydrotherapy
- Accessible Sinks
- Elm Class Displays
- School Displays
- Welcoming Displays
- Diversity Resources
- Refugee week Display
- Book Sample

- Book Sample 2
- Diverse Resources
- Maths Resources
- Reading Schemes
- Reading Schemes 2
- Whole School Targets
- PSHE Elm Class
- PSHE 2
- Makaton: family members
- Lesson Plan
- Lesson: families
- Lesson: families 2
- Lesson: families 3
- Exploring families
- Book Rresource
- Book Resource 2
- Book List
- Book List 2
- Book List 3
- SDP Objectives
- PSHE Objectives
- Twilight Session: PSHE

Section 2: Leadership and Management

2.3 **All members of the staff team receive continuous professional development on issues of equality, bullying and safeguarding.**

Our recent Ofsted inspection report, Dec 2019 (Ofsted.pdf), which rated us as outstanding commented that:

'Arrangements for Safeguarding are effective' and

'There *is a clear culture of safeguarding. Staff are well trained in this area and receive regular updates to keep them well informed.'*

Our identified staff member responsible for overseeing all key aspects of the promotion of equality, diversity and inclusion within school is Penny Derries, our Headteacher. She is supported by our Deputy Headteacher, Lee Waugh. Our named Governor responsible for support, monitoring and evaluation is Glynnis Gower. Termly Governors visits, observations and discussions take place termly. Our school Safeguarding lead is our Deputy Headteacher, Lee Waugh. We now have three trained designated Safeguarding staff to ensure there is always at least one on the premises at all times: Deputy Headteacher, Headteacher and just recently our Senior Teacher, Val Henry.

Our SLT team hold regular Safeguarding meetings to share updates, concerns and referrals. Additionally our Safeguarding lead and our named Safeguarding Governor hold termly meetings and reviews. These are all confidential. Emails and 'cause for concern' forms are written as and when needed but again are confidential.

Our rigorous staff induction procedure involves a check list (collage(13).png), a guided tour around school to highlight key areas such as the staff Safeguarding Board (collage(12).png), first aid kit, safeguarding forms and protocol (collage(16).png) etc and a staff induction folder containing an extensive range of policies and procedures which includes guidance and information on safeguarding, equality and behaviour (INDUCTIONPACKFOR).

The majority of our staff training is on a rolling programme, which is co-ordinated by our Health & Safety lead. This information is organised in a training grid which demonstrates our commitment (1.9bTrainingschedule-AC2.doc).

In addition to this our whole staff attend whole school twilight/training day sessions that ensures that they are up to date with all aspects of safeguarding including 'Prevent', anti-bullying and equality issues. Sometimes this training is in-house and delivered by staff members who have received external training and other times we invite multi-professionals in to school. Our CPD grid demonstrates our commitment to staff training however it is not quite up to date at the moment, it's on the 'to do' list (ContinuingProfessionalDevelopmentJune2018).

In May 2019, the PHSE/RHSE lead delivered an awareness raising training session for class leads and Senior Leadership Team on the issues arising for people who are disabled and also identify as one of LGBTQ+. I have attached the powerpoint 'HBT Bullying' (from the Anti-Bullying Alliance) which was shown as part of the training

(38761_Stafftrainingpowerpoint-HBTBullyinganddisability-presentation).

September 2019 staff training days included in house training and updates from our Senior Teacher, which was linked to her PSHE/SRE school action plans and SDP. The training included a PHSE update, Operation Encompass training and some LGBTQ training (38753_PHSETrainingDaySep2019).

In September 2019, every member of staff was asked to read 'Keeping Children Safe in Education'. Each class plus non class based staff received a document as shown and were asked to read and sign once completed (collage(14).png.

Also in September 2019, our Headteacher and Deputy Headteacher attended 'keeping Children Safe in Education – Safer Recruitment' training (collage(15.png).

Our whole school twilight training session in October 2019 included a medication updates and training from our school nurse (Twilight3rdOctober) and updates from our Senior Teacher in relation to PSHE?SRE action plans (39132_Twilightagenda3rdOct2019.doc).

The PHSE Curriculum lead has made connections with the Schools' Equalities Coordinator (Northumberland County Council), Gill Finch, by attending specialist SEND training 'Get Ready for Statutory' organised by Gill) and by inviting Gill to school to deliver training for staff. Gill spoke to staff about our statutory responsibilities generally and in particular, in relation to LGBTQ+ diversity. Gill has created a padlet of resources which is available to school staff and which our staff have been made aware of, in order that they can make use of materials with learners. https://nlandeducation.padlet.org /gill_finch2/SEND

All teaching staff and Teaching Assistants are trained in MAPA (Management of Potential or Actual Aggression) on a rolling programme- more information can be found at https://www.crisisprevention.com/en-GB/Who-We-Serve/Educators . The aim of this approach is to create safe and respectful school environments for children and adults. Respectful behaviours towards others is engrained in the ethos of the school, which is reflected in the feedback given in our OFSTED report.

The PHSE/RHSE Curriculum Lead has attended training November 2019 entitled ' SEND Relationships and Sex Education: Get Ready for Statutory'. The powerpoint slides are attached in 3.8. This training was organised by Gill Finch, the Schools' Equalities Co-ordinator for Northumberland and was delivered by a trainer from the Sex Education Forum. Our PHSE/RHSE lead then invited Gill to school to deliver a training session for all staff. This took place on the training day in January, and was another opportunity for staff to become more familiar with statutory obligations and our responsibilities in relation to teaching about LGBTQ diversity.

On our January training days we received training for the 'Introduction to Safeguarding and Understanding Abuse' (INSET2019/20 INTROTO SAFEGUARDING & UNDERSTANDING ABUSE).

The school has been involved in Operation Encompass this session, a joint initiative involving police forces, schools

and other agencies to reduce the damaging impact of domestic violence in famiies and communities. We have had a Schools Safeguarding Liaison Officer (SSLO) linked to the school who has visited twice per term to team teach in two of our classes, working with staff to deliver activities relating to positive and respectful relationships. This builds on work we already do in school. The sessions enabled children/young people to ask questions and explore issues relating to relationships. Our SSLO also provides drop in sessions for anyone in the school community who has worries or concerns in relation to relationships, including domestic violence.

Attached evidence:

- Safeguarding Display
- Regular Training
- HBT Bullying Training
- PSHE Training: LGBTQ+ and anti-bullying
- PSHE Training
- Safeguarding Training
- Child Protection Training
- Safeguarding Policies for staff
- Staff Induction File
- Induction Pack
- Safeguarding Checklist
- Safer Recruitment Training
- OFSTED Report
- Mmedication Staff Training
- Twilight Training Plan

Section 2: Leadership and Management

2.4 **The school is aware how pupils from different backgrounds are achieving and progressing in the school. Where relevant, procedures are in place to reduce differences in outcomes.**

As a school we track individual pupil progress but we also look at different groups for example those pupils with SLD or PMLD. We are able to do this through the use of the B-Squared tracking system for assessment.

We are presently unable to find an appropriate national benchmark partly due to the changes that are occurring within the Rochford Review. We are looking at changing the way we assess to reflect these changes and we have already made some changes to our data report and policy (Data analysis report; Headteachers report Autumn).

Our data report reflects the achievement and progress of all our pupils, included in this is data that relates to Pupil Premium learners.

In addition, we use RAISE online and Northumberland County Council data to analyse progress. This data is used to highlight different groups within our school and we then look for trends that may need to be addressed (EYFS Action Plan 2019-20). Due to the complexity of our pupils, each child is planned for as an individual and part of this planning reflects the pupil's characteristics which may include their gender or that they have English as an Additional Language. We respond to these by planning to the pupil's strengths and interests ensuring that their curriculum is balanced and includes learning that is relevant to their group. For example we have ensured that within our business planning for each class there are goods being produced that both boys and girls might like to buy.

The senior leadership team work together to monitor all pupils' progress through the use of individual tracking sheets. As part of this overview however Mrs Derries has responsibility for base-lining all pupils on entry to ensure that their progress can be mapped over time. This baseline has been developed to incorporate the B-Squared document that is used to track progress throughout the school. We note within this document those pupils that have English as an Additional Language and those pupils that are Looked After. We do not have pupils that would come under the headings of gifted and talented due to the complex needs of our pupils, we do however note the areas of strength that our pupils have and develop these skills. This may be further developed through links with our mainstream colleagues through the development of integration programmes for these pupils.

We monitor progress over the year using our tacking grids, (see attached) these tracking grids are completed using teacher assessment and the information that we have from our B-squared tool, we would adjust our teaching to ensure that all pupils whatever their need are making progress.

Attached evidence:

- Data Analysis Report for Staff Updated 2019
- Headteachers Report Autumn Term 2019

- EYFS Action Plan 2019-2020

Section 2: Leadership and Management

2.5 **The school promotes a positive environment in which people from all backgrounds feel valued and included.**

Our recent Ofsted inspection, December 2019, which rated us as 'outstanding', highlighted our positive ethos and acknowledged that all pupils are valued and included (Article to be printed). Ofsted (Ofsted.pdf) commented that:

'Pupils' development, well-being and happiness are at the centre of everything that happens at The Grove Special School. Teachers know the needs of each individual pupil. They know what each pupil can do. They aim high for each pupil, no matter how significant their needs might be'.

Our whole school ethos and culture (Our Ethos.docx; Promoting BRITISH VALUES) are reflected within our environment, our relationships with our pupils and their families and our school policies (see attached in all sections). All pupils are valued, respected and celebrated as individuals and this is shown throughout school. Photographic canvas's of a representation of pupils ages, gender and disability are displayed in corridors (Collage(20).png). Class displays celebrate individual pupils success and achievements displaying their work (Collage(22).png; Collage(21).png). School displays promote and encourage British Values, individuality and diversity (collage(6).png; Collage(23).png).

We hold a weekly whole school assembly in which each class, on rotation shares their good work with the rest of the school. These assemblies are usually interactive and celebrate the individuality of our pupils.

We hold a weekly Headteacher's assembly in which individual pupils from each class receive a Headteacher's award, usually a badge and a certificate to celebrate some form of individual progress, success or achievement. Everyone is very enthusiastic and supportive of one another.

We send home a termly newsletter with a contribution from each class to share and celebrate any learning activities, excursions, business and enterprise products or any other successful moments we think pupils would want to share and parents would want to see (Autumn term 2020.pdf)).

We have carried out a wide range of pupil questionnaires and surveys over time, which can prove very difficult due to the complex needs of our pupils. The design of any questionnaire has to be differentiated to match the complex needs of the learners. All of our pupils are working at a lower level of cognitive ability than their chronological age with many experiencing communication difficulties too. Design and differentiation means many pupils answer simple closed questions using visual prompts such as: symbols, Makaton signs, eye gaze, e-tran frames, proloquo2go on an ipad. Others have the cognitive ability to be able to answer simple open-ended questions however challenging behaviour and social and emotional difficulties can impact upon this. We have a large staff ratio to enable us to support our pupils complex needs effectively and all staff know the pupils and their IEP's extremely well. On a daily basis staff encourage, prompt and support pupils to make as many independent choices, in as many situations as possible to enable a level

of autonomy. Using their own form of communication, they are encouraged and supported to manage and express their feelings, thoughts and emotions. All of our staff are highly trained in all areas including at least two staff in each class being accredited ELSA (Emotional Literacy Support Assistants).

A previous cohort of Sixth Formers were cognitively able to help design, trial and carry out a whole school pupil questionnaire. Examples are attached of the teachers letter (IMG_9194.JPG), staff instructions (IMG_9195.JPG), differentiation in one format (IMG_9202.JPG; IMG_9201.JPG), two forms of questionnaire A and B (IMG_9197.JPG; IMG_9198.JPG; IMG_9199.JPG) and collated results (IMG_9200.JPG; IMG_9196).

We use anonymous questionnaires with staff to ask about how they feel about different areas within school, these questionnaires enable staff to voice whether they feel that they are valued or not (Staff Questionnaire 2019.docx). The answers, are then collated and put into grid form to enable us to address any issues or concerns within solution focused staff training sessions (Questionnaire results.docx).

Historically our parents have never been very responsive to completing questionnaires and returning them, however, we have implemented a wide range of strategies to ensure parents have a voice and any issues or concerns are raised and dealt with: home/school diaries; feeding & toileting sheets for PMLD pupils; open door policy on a daily basis; pick up and drop off informal chats; termly parent meetings to update and discuss pupil progress; annual EHCP review meeting; telephone, email and text message conversations as and when needed; Sixth Form option open days.

We invite parents to give their opinions and feedback through our website using the Parent View link. In our recent inspection in December 2019, Ofsted reported that 18 out of 45 Parent View responses were received (docofstedparentviewone; docofstedparentviewteo; docofstedparentviewthree). We respond to the results of parent views through discussions with parents about what they would like to see changed and why.

Our Accessibility Plan aims to ensure access for all within our whole school community in relation to learning, assessment, physical space and communication (Accessibility Plan 2019-20). Our inclusion policy, equalities policy, curriculum policy (as shown in other sections) and all other policies are integral to our whole policy and practice. All lessons, activities, excursions, events are all differentiated to ensure equality and inclusion for every pupil.

The website and external communications reflect the whole school population and enable pupils to view and reflect upon their backgrounds and the diversity of the other pupils.

We recognise, celebrate and promote a wide range of National events and religious festivals within classrooms, whole school assemblies and multi-agency workshops and performances. Examples include: Chinese New Year, Comic Relief, Diwali, Children in Need, Anti-Bullying week, Refugee week etc. A wide range of photographic evidence is available to view on our website and also described in detail and with evidence attached in section 4.1.

We have a School Council, which incorporates a pupil from each of the classrooms. Pupils are democratically appointed by their classroom peers each year. The voting process is carried out differently in each classroom using either voting slips, photographs of pupils or names of pupils. Our School Council provides the opportunity for all pupils

to be heard and to be part of the decision making process in a range of areas such as: choosing new resources and outdoor equipment for all to use regardless of gender, height, weight and physical ability; making suggestions for and organisation of school events; choosing and organising new initiatives. Our School Council recently decided to name themselves The Grove School Green Council and to focus upon and implement some whole school strategies and activities which linked to the SDP target of school becoming more environmentally and eco-friendly aware (meeting23.10.18.doc; meeting31.01.19.doc; Meeting23.10.19.doc; Ecobricks.doc; Boardphoto.doc).

As previously explained and evidenced within section 4.1 and 4.2 our physical environment, resources and lessons are reflective of a diverse representation of society and continues to be something we will consistently continue to develop further.

Our school, is based in a small rural area with level of socio economic disadvantage so we do our best to support our parents. We do not ask for parental contributions for swimming, cooking, sports events, horse riding, residential holidays, class trips etc. We willingly finance these activities to ensure inclusion and equality for all. We do not enforce our school uniform but actively encourage it when possible. We developed a school uniform re-cycling opportunity to enable parents to donate, swap and utilise second hand items of school uniform. This has been well used to date.

Attached evidence:

- Newspaper Article
- Equalities Plan
- Promoting British Values
- Accessibility Pplan
- Ethos
- Pupil Questionnaire
- Pupil Questionnaire: staff instructions
- Pupil Questionnaire Results
- Pupil Questionnaire Introduction
- Pupil Questionnaire Copy
- Pupil Questionnaire Copy 2
- Pupil Questionnaire Results
- Engaging with Pupils
- Engaging with Pupils 2
- Staff Questionnaire
- Staff Questionnaire Results
- OFSTED Parent Questionnaire Results
- OFSTED Parent Questionnaire Results 2
- OFSTED Parent Questionnaire Results 3

- OFSTED
- School Council Meeting
- School Council Meeting 2
- School Council Meeting 3
- School Council Ideas
- School Council Display
- Newsletter
- Celebration Display
- Celebration Display
- Celebration Display
- Representing Pupils Displays
- Inclusive Displays

Section 2: Leadership and Management

2.6 **Pupils and families who have English as an Additional Language have access to an appropriate level of support.**

We currently have 9% of pupils that come from a multi-lingual background and all of these pupils have severe language delay which is associated with their complex needs. This currently consists of: three Polish families, one Jewish family and one Brazilian family. Sharing of information ensures we have a good knowledge and understanding of each of our learners and their cultural backgrounds and nationalities, which avoids any stereotyping. Our learners are all actively encouraged to share information or items from their home, whether it is a favourite food that their parents or carers make, or what time they go to bed. This can look very different in each of our classrooms with either verbal discussions in small groups or whole class circle time or sensory sharing of sounds, smells or tastes. Many of our EAL parents have also sent in favourite traditional recipes for us to cook and experience in the classrooms. As previously stated our pupils have complex needs and severe language delays which can mean we provide multi-cultural sensory experiences with occasional single words in a home language rather than teaching our pupils to be multilingual. Parents and carers are always very supportive and provide with us with key words from their home language that they use within their home and vice versa.

We work closely with the families of our pupils with English as an additional language and have found that for some of our parents who themselves have a learning disability, this has not been easy. We have therefore sought the support of our professional colleagues such as local teachers, social workers and health professionals who have been able to give us ideas about using different picture cues and ideas for stimuli. We have ensured that these ideas are shared with staff and that we try and support our parents to understand how we are supporting their children to learn.

We have also regularly booked and paid for translators to join us in our Annual Review meetings and some specific care meetings with Social Services to enable parents and carers to understand and actively participate fully in meetings. This has a huge cost implication but is valuable to our families. Over time as our families and siblings work and go to school in the local area their English has developed to a good level enabling them to choose to be more independent within meetings. We continue to provide a translator service as and when appropriate. In addition we have a translation link on our school website for parents to access and use Google Translate to translate documenst and school reports and to communicate with parents via messages as and when required (Collage(24).png).

As a Special School we do not receive extra funding to work with pupils with EAL as we receive funding for all of our pupils within their EHCP's.

As all of our pupils have IEP's following their individualised curriculum pathways any personalised learning in relation to language, culture, heritage or religion is incorporated as and when appropriate to the individual and their cognitive ability. As previously evidenced in section 4.1 and 4.2, as a school we actively promote racial and cultural diversity in all its forms and celebrate the heritage of our EAL pupils alongside other cultural celebrations. We have in the past shared

learning in class assemblies that celebrated the culture and heritage of some of our EAL pupils. Class leads are very adept at inclusive and diverse planning within our termly curriculum theme, which rotates between a cross-curricular focus of Science, History and Geography (In 4.1: Curriculum_5_year_plan; Elm-MediumTerm PLan; BrazilandBerwickComparisonSycamore). For example, during the Geography rotation 'exploring similarities and differences in human and physical geography of a small part of the United Kingdom with a small area in a contrasting non-European country', Sycamore Class chose to focus on Brazil which is the nationality of one of their learners which enabled them to explore his culture and heritage (BrazilThemeAnimals; BrazilandBerwickComp; BrazilAssembly-Theme; Brazillearning-Sycamore; Brazil-Theme-Sycamore). They enjoyed exploring Brazilian food, animals, location and travel, language etc alongside the human and physical Geography.

We have also purchased a number of story books written in Polish and Lithuanian to enable previous pupils to experience and share stories from their own country with peers and staff. We also encouraged pupils and parents to borrow the books to share at home and were happy to allow the pupils to keep the books when they left us.This is an area we are currently looking to develop. We are researching nursery rhymes, stories and possibly greetings posters in a range of languages. This would develop our resource base further and enable us to promote the culture and heritage of our EAL pupils (Collage(28).png; Collage(27).png). Our school council had highlighted this as an area for development to allow ourEAL pupils to feel included (Collage(30).png).

Assessing pupils with complex learning difficulties has unique challenges, which includes:-limited assessment materials; Raise online having no useful data; the pupils not fitting the available descriptors. We have developed our own assessment policy that reflects these difficulties and how we plan for individuals ensuring that the data that we get reflects the child's abilities rather than the language barrier.

Our school has a subject lead for languages whose responsibility is to audit resources, plan developments within an action plan, update policies etc (PHOTO). Regular audits of practice and suggestions for improvements take place as shown in the examples (Collage(26).png). We have a range of language resources in school, some examples of which are shown (language resources.doc). Additionally we utilise a wide range of online language resources from Twinkl (Collage(31).png). Some of our older pupils have enjoyed learning simple words such as colours or numbers and answering the register in a variety of languages (Collage(29).png).

Attached evidence:

- Class Plan: Brazil Theme
- Class Plan: Comparisons
- Brazil Assembly
- Brazil Learning
- Brazil Theme: Animals

- Website: translations
- Language Audit
- Jewish Nursery Rhymes
- Book Research: Poland
- Foreign Language Learning
- School Council: EAL students
- Language Resources
- Twinkl EAL Resource

Section 2: Leadership and Management

2.7 **The school listens to and conducts meaningful consultation with parents/carers, pupils and staff to identify equality issues and barriers to inclusion.**

We work extremely closely with our parents and pupils and both these groups are asked to contribute to their yearly Annual Reviews. The parents have a questionnaire (Annual Review Form EHCP) to fill in and we have developed a pupil contribution sheet that each pupil fills in if appropriate. This has been adapted to reflect the pupils' needs and so there are two different formats used. We meet with parents and multi-professionals at an annual EHCP review to discuss progress made and update or re-set the EHCP long term outcomes. Progress with any external support is discussed and any inequalities in referrals, equipment, support etc. The minutes then identify whose responsibility it is to address any issues/barriers to ensure equality of support and provision.

We also have an open-door policy which means that should a parent wish to discuss their child at any point they know that they are welcome to come into school to speak to staff. We hold termly parent progress meetings in which parents can discuss and share any concerns or issues and staff can share progress made (Elm running list.doc; Maple and Willow running list.doc). A large majority of our parents and carers also have home/school diaries in which any issues and concerns can be noted or a request for private meeting. Communications with parents of EAL pupils are translated using Google Translate in phone messages as and when needed. Staff are aware of social, cultural and literacy differences amongst our families and are respectful and thoughtful within all communications. Our website has a translation service link on it to support parents and carers too and we organise translators for EHCP reviews and multi-professional meetings as and when needed. Although this service is extremely expensive we provide this service to ensure inclusive parental participation with the language barrier removed.

We invite parents to give their opinions and feedback through our website using the Parent View link. In our recent inspection in December 2019, Ofsted reported that 18 out of 45 Parent View responses were received (docofstedparentviewone; docofstedparentviewteo; docofstedparentviewthree). We respond to the results of parent views through discussions with parents about what they would like to see changed and why.

As part of our school development plan (School improvement plan (2020-21) we are looking at ways we can become more environmentally aware as a school. We are asking parents, carers and pupils to become more aware of the packaging of foods in packed lunches. Our School Council have developed our school re-cycling processes around school but especially in our school dining hall although at the moment we are unable to dine together (collage(32).png). We had planned to organise workshops and assemblies to involve parents in this process however Covid19 has prevented this.

Our Accessibility Plan (Accessibility Plan 2019-22) has prioritised accessibility of information to support parenst to access resources and support in local area. Parents and carers often find sourcing information, equipment and resources a diffciult and overwhelming process therefore we try as a staff alongside our multi-prifessional team to

support them through the process. Parents often flag up a need for a specific adaptation or piece of equipment in the home which we can immediately refer and will always follow up soon after.

We have continued exploring expanding our provision with partnership schools so that we can meet the needs of more pupils in the local area and continue to look at developing a sixth form that is situated in a different location, freeing up space for more school aged pupils. This remains an ongoing project.

Parents, carers and their extended families are involved in a wide range of activities within our school throughout the academic year. This is also linked to our Equalities objectives of fostering good relations with people of different ages (Equalities action plan 19-22). This academic year we hosted a beetle drive night, a bingo night and a quiz night (IMG_8218.JPG; IMG_8219.JPG; IMG_8221.JPG). All were very successful and well attended by pupils, staff, parents and carers. We organise regular support meetings for families such as Makaton training led by our Speech Therapist (IMG_3330.jpg). We also hold regular celebrations, assemblies and prizegivings throughout the year which our parents and families enjoy attending. Such celebrations are whole school events and are inclusive of all pupils at their approrpiate level of participation.

As part of our curriculum all of our classes rmake and sell products within their business and enterpise skills. We hold pop up shops in local ciommunity stores and our parents and carers always come and along and support us too. We also sell our products at fairs, fundraisers and afternoon teas in school which are very well supported with good parental involvement (IMG_4305.JPG; collage(33).png).

We are based in a rural area with high levels of socio economic disadvantage which is evident within our pupil roll. Attached is our Pupil Premium and Pupil Premium Plus information as to how we utilise funds to ensure equality and inclusive education and support for those experiencing disadvantage (IMG_3342.JPG; IMG_3343.JPG). Our Pupil Premium Policy is attached and demonstrates our aims, roles and responsibilities (pupil premium policy.doc).

Pupil questionnaires can prove challenging due to the complex needs and lower levels of cognitive understanding. Pupils are supported to begin developing their communication skills from an early stage in school to promote independent communication and decision making. Pupils views are promoted within all learning activities using their preferred method of communication which may be Makaton, Boardmaker symbols, eye gaze, ipad app Proloquo2go, pointing boards, Big Mac switches or PECS. Staff are highly skilled and are able to interpret intentionality within communication. A previous cohort of Sixth Formers were cognitively able to help design, trial and carry out a whole school pupil questionnaire which had questions relating to equality and inclusion. Examples are attached of the teachers letter (IMG_9194.JPG), staff instructions (IMG_9195.JPG), differentiation in one format (IMG_9202.JPG; IMG_9201.JPG), two forms of questionnaire A and B (IMG_9197.JPG; IMG_9198.JPG; IMG_9199.JPG) and collated results (IMG_9200.JPG; IMG_9196).

We use anonymous questionnaires with staff to ask about how they feel about different areas within school, these questionnaires enable staff to voice whether they feel that they are valued or not (Staff Questionnaire 2019.docx). The answers, are then collated and put into grid form to enable us to address any issues or concerns within solution

focused staff training sessions (Questionnaire results.docx).

Attached evidence:

- Ofsted Parent View One
- Ofsted Parent View Two
- Ofsted Parent View Three
- Staff Questionnaire 2019
- Questionnaire Results
- IMG_9194
- IMG_9195
- IMG_9196
- IMG_9197
- IMG_9198
- IMG_9199
- IMG_9200
- IMG_9201
- IMG_9292
- Annual Review Form for EHCP
- IMG_3330
- Collage 32
- Equalities Action Plan 19-22
- Accessibility Plan 2019-22
- School Improvement Plan 2020-21
- IMG_8218
- IMG_8219
- IMG_8221
- IMG_4305
- Collage 33
- Elm Running List
- Maple and Willow Running List
- IMG_3342
- IMG_3343
- Pupil Premium Policy

Section 2: Leadership and Management

2.8 **The school works in partnership with local organisations and offers a range of extended services to the local community.**

Our school is in an area of rural deprivation where there is little support for pupils with complex needs and we felt strongly as a school that our pupils were disadvantaged when it came to after school activities. We decided that we would develop our own After School club and Breakfast club to address this gap. The Governing Body, in partnership with the head teacher developed a plan that would mean some of our staff would have year-round contracts to enable continuity of staffing so that the parents of the pupils would have the trust and confidence that their children would be supported successfully and that the pupils themselves would feel comfortable accessing this resource. Due to the high level of individual needs our children have alongside the high staffing ratio needed to successfully support our children, we are unable to offer these services to others in the local community.

We work in collaboration with many different schools both within our partnership and with the wider learning community. We have supported pupils in mainstream schools through our outreach work, plan collaboratively for pupils that have dual placements both within Northumberland and the Scottish Borders sharing our knowledge and expertise with staff to ensure that these pupils have a curriculum that is planned in both schools that meets their needs and requirements (Name of school supported). We work in close partnership with our local Middle School and for 15 years their year 8 pupils have spent an afternoon with us on a rota basis, this enables our pupils to interact with a wider social group and enables the pupils from the Middle School to learn about and experience our school environment. We also have links with another Middle School who each year provide us with a Christmas cake that they have baked, presenting it to our pupils during assembly.

We have shared our good practice with other schools and within our own staff, training has taken place and we have used shared observations so that staff can watch outstanding practice and use these ideas with their own class. The Deputy Head teacher has given training at local SENCO meetings, at National conferences and at other training sessions and has been involved in coaching within other schools.

As part of our partnership working and the new SEN review we are developing our programme of support for other schools in the local area and in the wider community. Our staff regularly train others and share ideas and strategies. Staff from other school regularly approach us for support and share resources, our school is seen as a Hub for SEN in the local area. We use a spreadsheet to record our support and impact (Name of school supported; Headteachers report Autumn).

We regularly organise and/or participate in local and national charity events and are often supported by local charities and businesses (Dates for parents events)

Attached evidence:

- Dates for Parents Events 2019
- Name of School Supported
- Headteacher's Report Autumn Term 2019

Section 2: Leadership and Management

2.9 **Reasonable adjustments are made to enable disabled people to access to the physical environment of the school, the curriculum and information**

We continually adjust to ensure that those pupils with the most complex needs are given the greatest opportunity to fulfil their potential, whilst maintaining their health and well-being and dignity (Grove School Curriculum; Data analysis report for staff).

We have redeveloped our annex building over the road, which is now used as a staff base and meeting rooms, as our current pupils individual needs are now too complex to continue to use this as a learning environment.

We also ensure that all pupils are assessed for their risk levels to make sure that the correct number of staff are with them at all times. This has involved asking the County Council for more funding for some pupils so that we can have 2-1 funding, which has meant the pupils with extreme behaviours could still go out in their local community.

To access our curriculum including outside science and horticulture we have developed raised beds that mean all pupils can use these. We also have an outside soft play area that means those pupils in wheelchairs can get out of their chairs and move around outside safely.

We are reassessing our outside space, we are looking at ways that we can develop things like a sand pit for pupils who are in wheelchairs, we have sent staff on training to develop their skills and understanding of this area (Accessibility Plan 2019-20).

Attached evidence:

- Accessibility Plan 2019-2022
- Data Analysis Report for Staff Jan 2019
- Grove School Curriculum

Section 2: Leadership and Management

2.10 **Admissions procedures are fair and equal; admissions data is analysed by different groups. Where relevant, steps are taken to reduce disparities.**

Our admissions policy (see attached) is run by the County Council, all pur pupils have an Education Health and Care Plan, the decision regarding whether they are offered a place is first decided by the County Council SEND panel. When a decision has been made the papers are then sent to the school, at this point the Headteacher and Governors will discuss the case and either offer a place or not. The designation of the school is Severe Learning Difficulties/Disabilites and Profound Multiple Learning Difficulities/Disabiliites. All the pupils at the school are at least two levels behind expected and are therefore cognitively very disabled, we look very closely at whether or not we can meet a childs needs, both academically and socially. Each child is looked at on an individaul basis, decisions are made in the best interests of the child. There is no discrimintaion or inequalities evident within the admissions process.

Our Special Educational Needs Policy also details information in relation to admission and inclusion within our school (see attached). Our Equalities Policy (see attached) also details our roles and responsibilities with Principle 5 stating that we aim to reduce and remove inequalities and barriers that exist.

Our Pupil Premium Policy (see attached) aims to reduce inequalities amongst our disadvantaged pupils and highlights that under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Our admissions data is not anlaysed by different groups due to the small pupil roll and small cohort numbers as data could not be gauranteed to be anonymised.

Attached evidence:

- Admissions Policy
- SEN Policy
- Equality Policy
- PP Policy

Section 2: Leadership and Management

2.11 **Staff recruitment, training and promotion procedures follow good equal opportunities practice; efforts are made to reflect the local community in the composition of the staff, governors and volunteers**

Staff recruitment follows the Northumberland County Council Recruitment and Selection Code of Practice for Schools (see attached). This code of practice is in place to ensure that the recruitment and selection process is carried out in a fair, efficient and cost-effective manner and takes account of relevant legislation and the school's Equality Policy. It will assist everyone involved in the recruitment and selection process to understand their role and responsibilities, and enable them to follow a fair procedure that does not unlawfully discriminate on the basis of characteristics that are protected.

Our Equality Policy (see attached) ensures in Principle 4 that we observe good equalities practice in staff recruitment, retention and development. The policy is in place to ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development: Principle 5 aims to reduce and remove inequalities and barriers that already exist in relation to the characteristics.

We subscribe to the appropriate service level agreement which provides us with a School Support Adviser. With support from the School Support Adviser we advertise all available positions through the NCC and the application process utilises all of the NCC application documents which adhere to all equalities legislation. Initially our office manager, who acts as the Recruitment Administrator, has to detail all aspects of the position in an NCC form (Advert request) which is then advertised online on North East Jobs by NCC. Attached to the advert would normally be the job application form for maintained schools, the criminal records declaration form and the childcare disqualification form. These are all standard forms issued by NCC and adhere to all equality guidelines. Also attached to the job advert would normally be a job description or job specification written by our Headteacher, see attached example (SG17_Teaching_Assistant). As per NCC guidelines CV's are not accepted as an alternative to the appliaction form which can be handwritten or digitally completed. All applicants must reveal any relationships with a governor or member of the SLT.

The shortlisting process is usually carried out by our Headteacher, deputy Headteacher and our Chair of Governors. This shortlisting panel consists of two females and one male. Class teachers are not involved in the process at any stage to ensure no bias or inequalities take place. We have a short questionnaire used alongside the job description to assess if the requirements are met within the initial shortlisting process (Check list for shortlisting).
Shortlisted applicants are then contacted, usually no more than six applicants. references are requested and provided prior to the interview process.

The interview process usually involves a panel of five or six including: Headteacher, Deputy Headteacher, three members of the governing body and a representative from NCC Human Resources. The governors are made up of a wide range of people from different backgrounds, genders, ages, religions and cultures and posess different skills so giving the school access to skills that can enhance the teaching and learning that is taking place in school.A series of

planned questions will be asked in turn and answers scored and recorded to support the selection process. At the end of the interview process the interview panel discuss the applicants, their answers and their skill sets in relation to the position and appoint a successful candidate. No bias or discrimination occurs at any time. Based in a small rural area in North Northumberland we try to ensure that the composition of governors and staff reflect the local community.

We also take an active role in supporting local students with work placements. We adhere to all equalities guidelines and have in the past supported students with disabilities and complex needs from the adult learning centre in addition to students of all ages and genders. This can prove difficult at times and can cause extra work for our staff however we aim to offer equality and inclusion for all students to support our local community. These students may also come from different geographic locations who wish to work in a school for pupils with complex needs.

We have a very stable staff with very little turnover and support all colleagues to continually develop through our CPD programme of in house training and training courses which ensures that the school stays up to date with teaching and learning strategies and changes occurring in the education system. All staff are treated equally and have a staff appraisal as part of their CPD twice a year. They can identify training needs and requirements within this process as well as at any other time which we always try to fulfill. In addition to requesting training specific staff receive training in relation to their roles and responsibilities as subject leads for example. Staff usually disseminate training they have attended to the whole staff on training days or twilights to ensure equal opportunities of practice for all staff. Much of our training is on a rolling programme such as first aid and is detailed in a staff training grid attached (1.9b Training schedule).

Attached evidence:

- Recrutiment Code of Practice
- Check List for Shortlist
- Equality Policy
- Advert Request
- Teaching Assistant Job Description
- Training Schedule

Section 2: Leadership and Management

2.12 **The school assesses the impact of policies and measures on equalities, with regards to current and prospective pupils and parents/carers.**

We have a structured whole school programme relating to policy development which is under pinned by our ethos of inclusion and equality in our school community and the wider community. Our school policies are designated under the headings: Behaviour, Curriculum, Safeguarding, Business and Human Resources. Policies are also deignated as: Statutory, Recommended or Additional. Policies are found in files labelled under the designated headings in the school office. Additionally policies are found on the school website. All of our policies are found on our main policy spreadsheet (see attached) found in the front of the files in the office. The spreadsheet details: whose responsibility each policy is; the date it was established by the governing body; the date it was last reviewed; the next review date; if it should be posted on the website in relation to statutory requirements. This audit has helped to evaluate our policy system and on reflection it would be good practice to add columns to our spreadsheet for Policy Evaluation and Equality Impact Assessment. These documents will also be stored in our policy files and digitally stored within our policy files for staff to use.

As per the policy spreadsheet, named staff have individual responsbility for different policies in relation to their roles and responsibilities (see attached). It is their responsibility for initiating and implementing policy updates and developments. Some policies are developed and updated by a working group whilst all policies linked to equality are developed by an Equality Working Group. The Equality Working Group may alter due to other responsibilities however it will always consist of a diverse representation of stakeholders. Where possible/appropriate pupils from the School Council may be represented too. Where appropriate to the policy equality legislation and guidance will inform policy development and an Initial Equality Impact Assessment (see attached) will be carried out. If required a full Equality Impact Assessment (see attached) will then be carried out. Policies are assessed and evaluated (see attached) by our Headteacher/SLT and ratified by our governing body. Policies are then shared with stakeholders and published in the places previously mentioned. An example of these documents within our Community Cohesion Policy are attached as an example.

All staff are aware of the need to ensure that policies are written in an inclusive way and that each pupil has equal access to the curriculum and learning in school. We ensure that each policy is regulary reviewed and reflects this ethos.

Parental involvement in policy development always proves difficult within our school however we occasionally have a willing volunteer when requested although parents are always represented on the governing body. We tend to find that due to the comlex needs, disabilities and challenging behaviour of our pupils that parents are reluctant to give up precious time available to them for sibling care or their own rest and relaxation for policy development.

Attached evidence:

- Equality Impact Assessment Form
- Policy Evaluation
- Community Cohesion
- Policies Spreadsheet

Section 3: Personal Development of Pupils

3.1	Young people have the opportunity to explore concepts of prejudice, discrimination, exclusion and injustice with reference to local, national and international affairs.
3.2	Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all pupils. (*secondary only*)
3.3	Pupils are provided with opportunities to interact positively with members of the local community, including pupils from other schools.
3.4	Pupils are encouraged to develop an awareness of and pride in their own identities as well as empathy and insight into the lives of experiences of people from different backgrounds.
3.5	The school promotes shared values and a common sense of identity and community.
3.6	Pupils learn to understand each other and value diversity; there are strong and positive relationships between individuals from different backgrounds within the school.
3.7	Pupils are encouraged to become active citizens and play an active part in their community.
3.8	Robust Relationships and Sex Education (RSE) is in place.
3.9	Pupils develop an awareness of human rights and how to apply and defend them.
3.10	PSHE provision is robust, considered and applicable to the issues in the local area.
3.11	Pupils know how to keep themselves safe from relevant risks, such as exploitation and extremism.

Section 3: Personal Development of Pupils

3.1 **Young people have the opportunity to explore concepts of prejudice, discrimination, exclusion and injustice with reference to local, national and international affairs.**

The Action Plan for 2019/2020 for PHSE/SHRE (attached) links to the school's SIP and the action points are as follows - to create a PHSE resource bank; to up-date the policies in line with statutory guidance and Operation Encompass; to ensure that pupils are experiencing appropriate learning relating to LGBTQ+/family divesity; to measure progress in learning in this area; to further develop the school's inclusive ethos. The attached Action Plan gives details of the progress made towards these action points, as of November 2019. The Action Plan for PHSE in 2020-2021 will move forward this particular aspect 3.1 of the Equalities Award (and 3.6) in order to ensure that our pupils are learning about diversity in ethnicity/skin colour, LGBTQ identities, disabled/abled lives and other identities. Work on this has already started in classes. I have attached the relevant daily plans and theme plans.

The PHSE Curriculum lead has made connections with the Schools' Equalities Coordinator (Northumberland County Council), Gill Finch, by attending specialist SEND training 'Get Ready for Statutory' organised by Gill) and by inviting Gill to school to deliver training for staff. Gill spoke to staff about our statutory responsibilities generally and in particular, in relation to LGBTQ+ diversity. Gill has created a padlet of resources which is available to school staff and which our staff have been made aware of, in order that they can make use of materials with learners. https://nlandeducation.padlet.org /gill_finch2/SEND

Our school Anti-Bullying Policy is attached. This was due for review in April 2020 and this process will now be included in the Action Plan for PHSE for 2020-21. The curriculum lead for PHSE will take reponsibility to ensure that pupils are involved in the process of developing a new 'code' which will be displayed in classrooms and shared on the school website. In November 2019, the school was awarded 'Outstanding' by OFSTED and in relation to this particular aspect of the Equalities Award, the final report states 'Pupils feel safe at school. Teachers help them to make friends with each other. There is no bullying or unkind behaviour'. This comment by OFSTED reflects the skills that staff use on a daily basis to work proactively and positively with children to manage any negative behaviours. All teaching staff and Teaching Assistants are trained in MAPA (Management of Potential or Actual Aggression) - more information can be found at https://www.crisisprevention.com/en-GB/Who-We-Serve/Educators . The aim of this approach is to create safe and respectful school environments for children and adults. Respectful behaviours towards others is engrained in the ethos of the school, which is reflected in the feedback given in our OFSTED report.

We introduced Anti- Bullying Week in November 2019 at a whole school assembly by using resources supplied by the Anti Bullying Alliancehttps://www.anti-bullyingalliance.org.uk/ , including a video 'Change Starts With Us' . Pupils were also encouraged to reflect on diversity during their class activities and through celebrating 'Odd Socks Day'. Each class group contributed to the building of an 'Anti Bullying Wall' display in school. Evidence of these activities are attached.

During this school session 2019/2020 we have been involved with Operation Encompass, the police led initiative which

aims to reduce the harm caused by domestic violence. We were allocated a school safeguarding liaison officer, who visited the school on 5-6 occasions to team teach in two of the classrooms, delivering activities relating to positive and respectful relationships. A letter to parents explaining the project is attached.

Due to the wide range of learning needs within the school, Class Leads are required to develop learning activities which can be differentiated to meet the needs of the learners in each group. In some cases highly individualised learning takes place in order to benefit the pupils with the most complex and profound needs. I have attached evidence to reflect the learning activities that take place across school, including lesson plans, photographic evidence of learning.

In relation to tolerance/acceptance of religious beliefs and cultures, the school celebrates many religious and cultural festivals through dance, cookery, music and art & design. We recognise that we could further develop our curriculum to ensure that our more able pupils' are buidling an understanding of religious discrimination. We have planned a series of lessons that enable pupils to understand stereotypes and racism (Action plan PHSE 2018-20; SMSC Development Plan).

Attached evidence:

- SMSC Development Plan 2017-2018
- Action Plan PHSE 2018-2019
- LGBT and Religion
- Learning Library
- SMSC and Equality
- British Law
- Human Rights
- PPT: PHSE Training Day Sept 2019
- Grove RHSE Policy 2020
- Action Plan PHSE and SHRE
- PHSE RSE Resources
- PHSE Twilight Agenda - Action Planning
- Elm Daily Plan PHSE Families
- Measurement Tool Family Diversity
- SRE Lesson Plan Ideas
- PPT: HBT Bullying and Disability
- Class Leads Letter
- Anti-Bullying Week Certificate
- When is Banter Bullying
- Sycamore Class - Gender Stereotypes

- Anti-Bullying Lesson List
- Anti-Bullying Odd Sock Day
- Anti-Bullying Values Dispaly
- Class Prep Activity
- Operation Encompass Parental Letter
- Gender Stereotypes Lesson
- Anti Bullying Lesson
- Skin Colour Lesson Plan
- Diversity Lesson
- Eye Gaze Learning: Difference
- Diversity Learning Plan
- Diversity Lesson
- Anti-Bullying Policy
- Family Work 1
- Family Work 2
- Family Work 3
- Family Work 4
- Anti-Bullying Lesson
- SMSC Plan
- PSHE Action Plan

Section 3: Personal Development of Pupils

3.2 **Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all pupils. (*secondary only*)**

As a special school, supporting our pupils post school age, leaving us at 19 years can be complex (Post 16 provision at The Grove; Post 16 Flow chart update). We enable all pupils to follow a timetable that reflects their interests through a personalised curriculum. Over the years this has included supporting pupils to attend mainstream schools to enable them to sit exams. These placements have needed careful planning and we have needed to fund these placements ourselves as school staff support the pupils when they attend the mainstream school. Although some of the funding comes from County this does not cover the whole cost (Sixth Form Curriculum Apr).

We have been able to support pupils to pass GCSE and AS level exams, these pupils have then gone onto college doing courses such as Computing, Music, Art and Mechanics. These pupils have returned to school to tell us about their success and how being at The Grove School helped them achieve and be able to cope with college, travelling to and from college and the social aspects of being with other students. We currently have no pupils completing these sorts of courses as our pupils individual needs have changed significantly recently. We do however offer ASDAN courses and functional skills English and Maths which can potentially support our learners to attend future college courses.

Pupils are taught life skills including preparation for the world of work. All classes run their own business, through which the pupils learn enterprise and employability skills (Action Plan Business).

We attend careers days at different colleges, to help pupils make informed choices based on what is available to them. We have recently been working with one pupil who has complex needs, working with other professionals to ensure that his Person Centred Plan reflects his needs. We have facilitated many Person Centred Planning events, hosting these in school and being part of the group that meets to discuss these. Our Emotional Literacy staff work with pupils to ensure that they understand what their life choices are and how they can access different facilities.

We also support our pupils to complete periods of work experience either in school supporting the younger pupils or in the office in school, or in the local community

Pupils have had work experience in businesses and local shops. We have needed to support these experiences by sending staff with the pupils, meaning that it is very cost intensive. Our local community has been very supportive and we have found that working with our young people has been rewarding to those companies that work in partnership with us. One local business has recently given one of our leavers a permanent job after providing him with an apprenticeship.

The use of surveys is not apporpriate for our pupils, there is such a small cohort each year that we would not get any

valuable information from a survey. As part of the pupils ASDAN work they evaluate any work experience that they may do.

Attached evidence:

- Post 16 Flow Chart
- Post 16 Provision at The Grove School
- Sixth Form Curriculum April 2018
- Action Plan - Business Sep 2019-July 2020

Section 3: Personal Development of Pupils

3.3 **Pupils are provided with opportunities to interact positively with members of the local community, including pupils from other schools.**

We have joined other schools to celebrate Christmas as part of The Big Sing in Berwick. Our pupils designed a banner that reflected our school ethos which was displayed during the performance. The children joined with many other schools in an evening of singing, they were able to listen to and be part of this wonderful performance.

Our pupils are sometimes invited to attend sporting events but this can be difficult as our pupils abilities and needs mean that they can not always access these events. We have been to sports days that have taken place in other schools but have supported our pupils to be helpers, when it is appropraite they may take part, such as a sports day at another local first school where two of our pupils were able to take part.

Our governing body has a good mix of professionals, parents and retired people, they are an extremely active governing body that consists of two committees who meet on a regular basis. The governors attend these meetings as well as doing school visits and attending social events when they can (Governor Visit Record BC; Governor visits for Academic year; Committee meeting dates; Committee meeting, Finance; Staffing Committee Minutes).

We have been part of many different charitable and community projects, these have included:-

1. The Tweedmouth Charity shield event each year

2. The Allanton Village Hall wild life garden development

3. The Horncliff Park enhancement group work

4. The Norham village art event

5. The dance project with St Mary's school

6. The Five Arches Park development

We are supported by many local businesses with fund raising events, the local community supports the school and includes us in as many events as possible. We also support children in the community to access our sensory room and soft play room, this is due to the fact there is nothing else available to families with pupils with complex needs in this local area.

We are very active in our local partnership of schools, we support schools with training, sharing expertise and resources - please see attached evidence showing the different schools that we have supported and work undertaken.

We work closely with staff, going into other schools to observe pupils and giving advice on strategies and methods to support these staff. Staff from other schools come and spend time in our school to learn from our staff, we are very higly regarded both locally and in the wider community this is due to our knowledge and expertise in supporting pupils with complex needs and how we have developed our planning and curriculum.

Ofsted noted how we do not allow the pupils needs to be a barrier, when they stated :-

'Leaders make sure that pupils have valuable life experiences at school. Pupils often go into the local community and visit parks and beaches. Pupils do their bit in helping to protect the environment. They enjoy cultural visits and sports, including boccia. Leaders make sure that pupils' additional needs are not barriers to enjoying the world around them. For example, a specially adapted chair was used for pupils so that they could be pulled through the sea by a pony, splashing as they went. Pupils are given the opportunity to enjoy their childhood' (10119941 - The Grove Special).

Attached evidence:

- Partnership Schools
- Ofsted Inspection
- Committee Meeting Dates
- Committee Meeting Finance May 2019
- Committee Minutes May 2019
- Governor Visit Record
- Governor Visits for Academic Year 2019-2020

Section 3: Personal Development of Pupils

3.4 **Pupils are encouraged to develop an awareness of and pride in their own identities as well as empathy and insight into the lives of experiences of people from different backgrounds.**

Our whole school ethos and culture is one of positivity, support and encouragement (Our Ethos.doc). We strongly believe that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We provide pupils with a range of opportunities to explore and develop their own individuality, values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. Our policies and practice reflect this as attached (SMSCPolicy.doc; EYFS Action Plan 2020; 39273_Action PlanPHSE2020-2021; 39274_ActionPlan2019-2020).

We encourage our pupils to learn about their own identities and our termly thematic curriculum planning ensures that the pupils learn about their roots, the local community in Berwick and its history. The different class groups provide pupils with early learning opportunities to explore themselves as individuals (IMG_3681.JPG), and to explore their individual sensory and learning needs (IMG_3369.JPG) to find what works for them. Pupils are encouraged and supported to be proud of who they are and to celebrate their differences in story time in Maple and Willow (IMG_5834.JPG). All pupils are encouraged to accept themselves as unique individuals and to love themselves and others (IMG_3424.JPG) which is a difficult process for some of our most complex pupils. We have a large proportion of staff trained as ELSA's which can provide a high level of individual support as and when appropriate. All of our adults model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect and equality for pupils and their families.

We utilise a range of learning opportunities within the local community and with the support of outside agencies within workshops, assemblies and visits to develop pupils awareness and understanding of identity and empathy within their own lives and those they come into contact with. Examples are below:

We have joined other schools to celebrate Christmas as part of The Big Sing in Berwick. Our pupils designed a banner that reflected our school ethos, which was displayed during the performance. The children joined with many other schools in an evening of singing, they were able to listen to and be part of this wonderful performance within the local community.

We have worked with another school to develop our Green Flag award, this school was a rural school where the pupils came from rural backgrounds. The experience enabled our pupils to gain an understanding of what it was like to live in the countryside. They were able to articulate how they felt when they listened to the other young people and what they did each day before they came to school and on their return home.

We have also worked with a group of musicians from Newcastle, Jessies Fund, which enabled the pupils to learn

about living in a large city. They have shared experiences with these young people, discussing what they do each day and how this is different for the young people who live in the city. Jessie's Fund supported us as a whole school in the development of our music curriculum but more importantly supported the development of the pupil's self-esteem and confidence in their skills and abilities (jessies_fund.pdf).

We have also ensured that our pupils visit towns and cities such as Edinburgh and York, experiencing this different way of life and drawing parallels with their own experiences. We provide the pupil's with experiences and opportunities they would normally receive during leavers holidays and residential holidays.

Our pupils participated in a dance workshop led by an outside agency, aimed at supporting mental, health and well-being, developing self-esteem and self expression of the boys (IMG_1684.JPG). Each class participated in a timetabled session one day each week. The facilitators became adept at adapting the sessions to suit the complex needs and challenging behaviours of some of our learners. Although most boys were very reluctant initially they were willingly participating and expressing themselves as the weeks went on. The impact report is attached (Report for Dance Project).

Local illustrator, Kate Leiper, facilitated a creative workshop with Oak and Beech Class to share with pupils what her job entails, the health and well-being apsects of drawing, imagination and drawing skills tips. Pupils asked questions and created fabulous dragon characters inspired by Kate's illustrations in a story book (collage(39).png).

We organise a range of theatre groups throughout the year to come into school to present a diverse range of traditional, cultural and current pantomimes and dramas. Our pupils are actively encouraged to become involved (IMG_5305.JPG).

We have developed strong links with a local lady and her Therapy trained dog. Many of our pupils experience low self-esteem and confidence and during the 1:1 or small group sessions you can see them develop and grow.

We have developed community links with Berwick Holiday Park and have participated in a wide range of outdoor learning experiences with Brian, the Park Ranger All classes participated on a regular basis, learning new skills and trying new experiences (collage(41).png; Berwick Holiday Park.jpg; collage(50).png).

Smile Sport have been working our pupils to develop their physical, social and emotional dvelopment whilst increasing self-esteem and confidence. Additionally the facilitator Gareth, uses a wheelchair which has given the pupils a positive male disabled role model to aspire to. The pupils have all been very positive, supportive and helpful towards Gareth throughout the sessions. Gareth has explained some of his challenges within his job too (IMG_7659.JPG).

We have utilised the emotional health and well being linked to Pony Therapy with a number of pupils and staff. At the moment our PMLD pupils in Maple and Willow are benefiting from weekly sensory sessions in our school yard. The ponies choose the pupil they want to work with and the connection is visible between them (collage(49).png).

We actively participate in all National fundraisers, events and promotions to give our pupils an insight and an

awareness of how others live and the experiences they face. Some examples are below:

We always participate as a whole school in Children in Need, from EYFS up to Sixth Form and staff (collage(43).png). Throughout the week class leads will organise discussions, videos and activities to develop empathy skills.

Our whole school recently participated in Refugee Week to develop our pupils awareness and understanding of other communities/. The classes participated in a wide range of activities and some of the work is displayed in school (collage(11).png; MWRefugeeTuesday16th).

During Anti-bullying week we held a number of assemblies, completed activities in classes, participated in wearing odd socks and all wrote a positive action or quality we could use in the fight against Anti-bullying on a brick to make a wall display (Anti bullying Nov 2019 display.JPG).

Attached evidence:

- Refugee Week Display
- Theatre Group
- Dance Practice
- Outdoor Learning Skills
- Illustration Work
- Anti-Bullying Fundraiser
- Pupil Photo
- Art Work Creation
- Games
- EYFS Action Plan
- PSHE Action Plan 2021
- PSHE Action Plan 2020
- Pride Week Learning
- Pride Week Work
- Equality and Respect Learning
- Learning about Love
- Elmer the Elephant Work
- Music: Jessie's Fund
- Working with ponys
- Our Ethos
- SMSC Policy
- Report for Dance Project
- Berwick Holiday Park

- Outdoor Learning
- Refugee Week Plan

Section 3: Personal Development of Pupils

3.5 **The school promotes shared values and a common sense of identity and community.**

Our ethos and values (Our Ethos.doc) are integral to our whole school culture.

Our recent Ofsted inspection, December 2019, which remained at Outstanding states:

'Pupil's well-being and happiness are at the centre of everything that happens at The Grove Special School.'

and

'Pupils feel safe at school. Teachers help them to make friends with each other. There is no bullying or unkind behaviour. The school is one big family that is based on respect.'

Our ethos, values, aims and British Values are published and promoted: on the school website, on a school display board, in the school booklet, in the staff booklet, within school policies, on a display outside the front of school (IMG_1234.JPG). All staff members take responsibility for the promotion and implementation of our whole school values, ethos and aims on a daily basis. We as staff act as positive role models and encourage and support our older pupils to do the same. Our designated lead for implementing values education throught the school is our Headteacher supported by the SLT. Whole staff training days and twilights are utilised for dissemination of training when specific staff have attended training related to their roles and responsibilities such as EYFS network training (IMG_3346.JPG; IMG_3347.JPG).

Promotion of the fundamental British Values (39188_PromotingBRITISH) of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and cultures is embedded within our whole school policy and practice. Attached is a booklet developed for Ofsted to demonstarte our committment to promoting and embedding British Values within the EYFS class (British Values.doc). Also attached is an example of some of the ways our PMLD class experience British Values (forpenny.doc). Some examples are described and evidenced below:

<u>Democracy</u>

We embody equality, fairness and a right to pupil voice as part of our school ethos. Democracy is prevalent throughout school with the foundations embedded within our EYFS practice. Our EYFS pupils are given daily opportunities to vote for their choice of book for story time (IMG_4262.JPG) and their choice of School Council class representative using a visual format (IMG_4927.JPG). Older pupils are given the opportunity to vote for their School Council class representative using the traditional ballot paper format. Our School Council consists of a representative from each class which follows a clear democratic structure meeting termly to discuss, debate and vote for outcomes on different projects. The School Council decided to become The Green Council to support and promote the SDP of becoming more environmentally aware and implemented some changes throughout school in relation to packed lunch

food packaging and recycling. Examples are attached (Board photo.doc; Meeting 23.10.19; collage(34).png).

Rule of Law

The idea of right and wrong, safe choices and the values and reasons behind laws are clearly and consistently taught throughout school. Our positive behaviour system empowers pupils to make positive choices and demonstrates the rewards and the consequences in place to govern and protect us. Our whole school rules are fundamental to our ethos, culture, practice and policy: honesty, kindness, respect, listening and politeness. Each class also develops their own set of agreed rules or expectations of behaviour (IMG_3344.JPG).

Individual Liberty

Freedom of choice and independence is promoted throughout school within a safe and supportive environment. We experience new ideas, develop a greater self awareness of the world around us and a deeper understanding and respect for others through a range of multi-agency services: visiting literacy authors and illustrators sharing their stories and drawings with us; visiting theatre groups acting stories out for us; visiting artists working with us to develop community art projects (IMG_5305.JPG; IMG_8333.JPG; IMG_8461.JPG; IMG_1684.JPG). We promote consistent boundaries and actively encourage the independent, safe and sensible choices. Rewards for such choices are given in a weekly whole school Headteachers assessmbly. We encourage pupils to take risks in their learning and to ask questions in order to develop their confidence in their abilities.

Mutual Respect

Respect for all including the protected characteristics is embedded within our school and class rules and is consistently modelled by all adults within the school community. We respect and celebrate all National celebrations such as the Royal wedding and Remembrance Day (IMG_1910.JPG; Royal Wedding.doc; IMG_1894.JPG). Respect is developed through: play, turn taking, friendships, life skills, collective worship and assemblies. We actively support charities within all the classes by: donating money to wear own clothes; bag packing at M&S; selling merchandise from specific charity groups; sponsored events such as walks (IMG_0086.JPG; IMG_0088.JPG); hold Macmillan coffee mornings; sell traybakes (IMG_3345.jpg).

Tolerance of those with Different Faiths and Beliefs

We promote the view point that we are part of a global, diverse community and provide a wide range of learning opportunities through our RE and SMSC curriculum. Policies are attached in section 4.1 and 4.2. One of our whole school targets is to develop a tolerance and understanding of people who have different gender identity which is a protected characteristic and deserves respect and inclusion (Whole school targets 2020-21). We celebrate different faiths, religions and cultures within class activities, whole school events and assemblies throughout the year. A sample of evidence is attached (Ramadan.doc; IMG_5777.JPG; IMG_5776.JPG; IMG_8343.JPG). As described in section 4.1 and 4.2 we have wide range of diverse and representative resources in school. Opportunities are provided to learn different languages and use some of these skills answering the register etc (collage(29).png).

Attached evidence:

- Whole School Targets 2019-20
- Our Ethos
- Promoting British Values at The Grove School
- IMG_1234
- IMG_4262
- IMG_4927
- British Values
- Board Photo
- Meeting 23.10.19
- Collage 34
- Ramadan
- IMG_3344
- IMG_5777
- IMG_5776
- Collage 29
- IMG_8343
- IMG_5305
- IMG_8333
- IMG_8461
- Royal Wedding
- IMG_1894
- IMG_0086
- IMG_0088
- IMG_3345
- IMG_3346
- Whole School Targets 2020-21
- IMG_5834

Section 3: Personal Development of Pupils

3.6 **Pupils learn to understand each other and value diversity; there are strong and positive relationships between individuals from different backgrounds within the school.**

Our SIP reported that:

'*Pupils have a broad range of well planned activities and experiences that help them understand life in modern Britain by helping them to become active citizens who can contribute positively to society*' (SIP_Report_Grove_summer.pdf).

As a school we are committed to promoting key British Values through our ethos, culture and curriculum. We pride ourselves on our inclusive environment and ensure that all of our pupils are given learning opportunities to understand, appreciate and respect diversity in all it's forms in order for them to effectively relate to and embrace the multi-cultural society we live in (Promoting BRITISH VALUES; Our Ethos.doc).

Our curriculum is inclusive to learners of different ethnicities and we recognise that the personal development of learners spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve (InclusionPolicy.doc). Our SIP reported that our SMSC policy and practice was effectively supporting our learners development '.. to be thoughtful, caring and active citizens in school and wider society' (SIP_Report_Grove_summer.pdf).

The flexibility within our personalised curriculum pathways enables us to provide opportunities for learners to explore and develop personal values, beliefs, family culture and heritage whilst gaining an insight and understanding into the lives of other people (see range of attached action plans and development plans for EYFS, RE, SMSC, PSHE). Our SMSC policy and our Community Cohesion policy highlights and promotes our cross-curricular approach providing a range of opportunities for learners to recognise the value and richness of cultural diversity in Britain and how this influences individuals and society (SMSC_Policy.doc; CommunityCohesion.doc).

As a school our ethos and culture is inclusive with all staff modelling and promoting expected behaviour, treating everyone as unique and valued individuals and demonstrating respect for all learners and their families (The Grove School Equality Policy). In December 2019 we were inspected and judged as remaining at 'oustanding' with Ofsted reporting:

'Pupils feel safe at school. Teachers help them to make friends with each other. There is no bullying or unkind behaviour. The school is one big family that is based on respect.' (Ofsted.pdf).

At the present time, our pupil roll consists of 46 learners with EHCP's which includes three Polish families, one Brazilian family and one Jewish family alongside a wide range of socio economic disadvantaged family backgrounds. Class leads are very adept at inclusive and diverse planning within our termly curriculum theme. Sycamore Class chose to focus on Brazil, the Nationality of one of their learners which enabled them to explore his

culture and heritage together as a class (BrazilThemeAnimals; BrazilAssembly-Theme; Brazillearning-Sycamore; Brazil-Theme-Sycamore). They enjoyed exploring Brazilian food, animals, location and travel, language etc alongside the human and physical Geography. They shared their learning to the whole school in an interactive class assembly.

We promote and celebrate a wide range of cultural festivals and celebrations from around the world such. This enables our learners to have rich and meaningful learning experiences and provides the opportunity to explore similarities and differences between cultures, communities and values alongside British Values. These celebrations are very different learning experiences within each class and incorporate sensory experiences, dancing, cooking, tasting, arts and crafts, stories, videos etc. To help us celebrate Chinese New Year we enjoyed ribbon dancing with an outside agency (IMG_8617.JPG; IMG_8627.JPG), cooking and arts and crafts. Remembrance Day celebrations included a sensory army experience, painting poppies and icing poppy biscuits (IMG_1894.JPG; IMG_1853.JPG). We painted Rangoli patterns on our hands, made greeting cards and made a mosque collage to celebrate Ramadan (Ramadan.doc). The Royal Wedding involved a tea party celebration (Royal Wedding.doc). We enjoyed dressing up, arts and crafts and making diyas (IMG_5777.JPG). Christmas includes learning about the traditional nativity story, arts and crafts, cooking and Xmas dinner as a whole school community (IMG_8343.JPG).

Staff are aware and sensitive of cultural differences amongst our learners in relation to celebrations, foods etc and will encourage enquiry amongst peers. For example, in Beech Class, one of the learners is from a Jewish family and she is happy to share and discuss with staff and peers that her family celebrates Hanukkah not Christmas. This kind of open enquiry and discussion provides our learners with real life knowledge and acceptance of cultural differences.

We have recently completed a programme of work around families, family trees and diversity within families (Beech Families.doc; docelmclassfamilies.doc; docmwfamilies0025).

We have also explored similraities and differences in appearance using playdoh, dolls, paint mixing, stories and activities (IMG_3700.JPG; IMG_3684.JPG; IMG_5834.JPG).

We recently participated in Refugee week exploring how other communities live and the experiences and challenges they face (MWRefugeeTuesday16th; collage(51).png). We made a wall display with some of the work carried out (collage(11).png).

Beech Class held their own Pride Week to develop an awareness and understanding of the LGBTQ+ community and some of the challenges they face (IMG_9260.JPG; collage(47).png). The pupils participated in a be proud of who you are activity (IMG_9260.JPG) described why they were proud of themselves (Celebrating Being You.doc). They watched a Youtube video of Reuben talking to school children. Our pupils were intrigued by Reuben but on the whole were very accepting (IMG_3428.JPG). Beech Class also carried out some independent research to find out some facts about Grayson Perry (collage(46).png). The pupils also completed a sorting activity to show diversity being supported and diversity not being supported (IMG_3427.JPG). This was a successful and rewarding learning experience for all.

Our older pupils in Oak Class have participated in a wide range of learning opportunities in relation to equality, respect, gender, SRE and the LGBTQ+ community. A small sample is attached (collage(45).png).

Following an audit of our school displays during the Equalities Award audit we are ensuring a diverse representation within displays. Current displays include celebrating differences amongst society (IMG_3173.JPG) and promoting community cohesion (IMG_3178.JPG). Through our development process we have also bought a range of new books, some of which have arrived (IMG_3436.JPG; IMG_3435.JPG) and new diversity resources representing disabilities, race, religion, gender and age (collage(10).png).

We participated in a Sky Sports promotion which involved a diverse representation of famous sports people providing positive role models. They spent the day in school and attended and participated in our sports centre and swimming sessions with pupils encouraging and promoting a healthy, active lifestyle and disability within sport too.

Further evidence can be found in 4.1 and 4.2.

Attached evidence:

- Community Cohesion
- Promoting British Values
- Our Ethos
- SMSC Policy
- Inclusion Policy
- SIP
- SIP Report
- Action Plan PSHE 2012
- Action Plan PSHE 2020
- EYFS Action Plan
- Equalities Action Plan
- SMSC Development Plan
- R.E. Development Plan
- Equality Policy
- Brazil-themed lessons
- Comaprison Lesson
- Bbrazil Assembly
- Brazil and animals lesson
- OFSTED report
- Royal Wedding
- Ramadan Celebrations
- Meeting
- Ribbons
- Ribbons
- Christmas Celebrations
- Diwali Celebrations

- Poppy Appeal Lesson
- Poppy Appeal Lesson 2
- Families
- Families Lesson
- Families Lesson 2
- Elmer the Elephant Lesson
- Refugee Lesson
- Refugee Week Learning
- Celebrating Difference
- Difference Display
- Diversity Learning
- Bullying Lesson
- Celebrating Being You
- Iinclusive Resources
- Refugee Week Display
- Pride Week Work
- Pride Week Work 2
- Inclusive Books
- Inclusive Books 2
- Working Together
- Inclusive Learning
- Respect Work

Section 3: Personal Development of Pupils

3.7 **Pupils are encouraged to become active citizens and play an active part in their community.**

As previously stated, each of our learners follows a personlaised curriculum pathway which is fluid and flexible alongside their developmental progress and complex individual needs (38313_curriculum_and_assessment; 38314_GroveSchoolCurriculum). Business and Enetrprise Skills is an integral part of our whole school curriculum and is embedded throughout school from EYFS up to Sixth Form, see attached policy (Business and enterprise policy). We have a subject lead who sets annual targets in an action plan (Action Plan-Business) and carries out staff training to ensure staff continue to see the cross-curricular skills and life skills opportunities available. An example of training delievry notes and the questions put o staff are attached (TRAINING QUESTIONS). We see Business and Enterprise skills as a way to: promote and develop core functional skills within real situations; enhance personal, social and communication skills development; provide opportunities to make informed independent choices and decisions. Within our enterprising ethos we are providing a wide range of cross-curricular skills development opportunities as seen in the chart (CROSS-CURRICULAR). We have developed strong community links with a number of local businesses who kindly facilitate pop up shops for our classes to sell their business products which provides our learners with valuable work experience opportunities. The classes sell their own products and usually over a three hour slot taking turns with staff support. An attached example shows Elm Class in our local Marks and Spencer store with their products - they made £150 in three hours (Elm Class Business M & S). Each class business is totally different and based around the skill set and developmental level of the learners. The classes all keep accounts and count and bank their own monies in our school office, which in most cases is completed by the learners (PHOTO). Monies made is used to buy more product resources and to buy new games or days out which is usually decided by the class themselves. Elm Class shared their business skills with the whole school in an assembly (The Sticky Kids Jan 2019).The EYFS group in Elm Class have been running a business named 'The Sticky Kids' which utilises their skills in fingerprints, handprints and footprints on a wide range of products. Examples are attached (Elm Class Sticky Kids Business; Elm Class Business Newsletter). Sycamore Class have been making their own wrapping papers, gift tags and cards using printing skills and have been making a range of canvas pictures using stones (IMG_8203.JPG). Our PMLD learners in Maple and Willow make scones every Friday, using Big Mac switches attached to the kitchen equipment, and sell them to the staff (PHOTOS). Their profit sheet at the moment is showing £850. Our older learners and the Sixth Form in Oak Class have developed a range of business opportunities. They successfully made and sold bacon rolls to staff each week for a number of years, they also ran a car valeting business for a year. Most recently they have been making and selling filled baked potatoes and soup to staff. A wide range of life skills are involved with the older learners which supports preparation for employability skills and life skills. They plan, source, shop, purchase, prepare, cook, package, sell, clean down and bank the money each week. Beech Class like to change their business format regularly to suit the diverse and challenging needs of their learners. They have made cakes, traybakes, wreaths and seasonal decorations which have been sold at school fairs (collage(33).png) and pasta salad for staff on a weekly basis.

This year our older learners in Oak Class have successfully participated and completed the John Muir Award. They

have enthusiastically designed and developed a wild life garden in Allanton Village which attracts insects, birds and mammals. The plan is to continue the upkeep of the garden for the community to enjoy (Autumn_term_2020.pdf). Our learners kept individual diaries of the work they carried out but sadly these were sent home, however some examples of their work is shown within an ASDAN module (collage(44).png). We are also registered with the Duke of Edinburgh scheme and dependent upon learners individual complex needs we are looking to include this next year hopefully.

We are a registered ASDAN (Award Scheme Development and Accreditation Network) centre and can deliver a wide range of programmes and qualifications designed to develop learners' personal and employability skills through an engaging and challenging curriculum of activities leading to a certificate of accreditation. Courses encompass preparation for life and work, enrichment, PSHE, Citizenship, English, maths and cross-curricular academic subject skills (ASDAN.doc). As explained previously our curriculum is personalised and the ASDAN programme or qualification chosen is tailored to their needs, where appropriate. Some examples of work and programmes on offer are attached (Towards Independence Pic Collage; Transition Challenge Pic Collage; PSD Pic Collage). Some of our leavers have just been externally moderated (IMG_3412.jpg) and awarded their certificates of accreditation, see attached (IMG_3414.jpg; IMG_3413.jpg). We are also looking into another programme for Preparation for Adulthood.

We are also a registered centre for OCR Functional Skills, maths and English. Five of our learners worked through the programmes of study, sat the exam and received certificates last year, see attached (IMG_3415.jpg; IMG_3416.jpg).

Work experience is again a personalised process as our curriculum map shows (see attached). We have a Careers Policy (Careers Policy.doc) in place and action plan targets are set annually by our Sixth Form subject lead (Action_Plan_Sixth_Form 2019-2020; Action_Plan_Sixth_Form2018-2019). Dependent upon the individual learners complex needs and cognitive ability, work experience opportunities are either organised with support from the NCC Careers Guidance Service or organised internally. Our learners personal interests and hopes for their future employability are taken into account. A lot of work takes place prior to this within ASDAN coursework, circle times, discussions and following the Independent Life Skills Programme and Independent Travel Programme to promote and identify realistic potential employability skills. We also engage in the PCP process which involves two multi-agency professionals working on a 1:1 or small group basis to support our learners to identify their interests, like and dislikes in preparation for leaving school. Covid19 has obviously affected all work experience opportunities this academic year. Under previous normal circumstances we have facilitated our learners on external placements, when appropriate, such as: Marks and Spencers; Bark animal shelter; Tesco; First Schools; Charity Shops; Jusrol factory. External placements dependent upon the learner often requires 1:1 support from our staff to facilitate a smooth and positive experience as our learners face many challenges in relation to social and communication interactions and low level of cognitive understanding of instructions and processes. We have also organised internal placements for our most complex and vulnerable learners, when appropriate, such as: office administration in the school office; catering assistant in the school kitchen; teaching assistant in the EYFS/PMLD classes; personal assistant for the Headteacher. This audit has highlighted that there is no evidence trail for work experience opportunities at the moment following a sublect lead change however this is something that will be addressed within our whole school development.

As a whole school we are active fundraisers within our local community and are well supported by our parents, carers,

extended families and locals in the community. We made traybakes and donated them to a local Cancer cars coffee morning (collage(35).png). Maple and Willow made traybakes and scones to order for staff, parents and extended families and raised £313.00 for the McMillan Big Coffee morning (collage(38).png). Our local Morrisons donated the paper bags and Border Eggs donated eggs for us to use in our fundraiser. Beech Class made traybakes in their food technology lessons in support of the RDA (Riding for the Disabled) coffee morning (IMG_3407.jpg). We all took part in a sponsored walk around the town to raise money for our own school. All of our parents, carers and families supported their children by sponsoring them (IMG_0086.JPG; IMG_0088.JPG). We raise money each year for Children in Need by paying to wear our own clothes (IMG_5651.JPG; IMG_5636.JPG; collage(43).png). Maple and Willow donated an item of food each day they opened a door on their advent calendar which they made into a food hamper for the local food bank (collage(36).png). We held another coffee morning in aid of McMillan Cancer and made £324.38 (IMG_3404.jpg).

We have strong community links with a number of local businesses and are well supported in many ways. Marks and Spencers made us their community fundraiser for the year with bag packing, cycling, sponsored walk and much more to raise money for us. They also take our learners on work experience placements and began an apprenticeship scheme to support us. Our local MKM walked up Ben Nevis and raised £800 for us (collage(37).png). Berwick Amateur Rowing Club held a sponsored row to raise funds for us (collage(40).png).

We have also developed community links with Berwick Holiday Park which has provided us with some amazing outdoor learning experiences with Brian, the park ranger, both in our school grounds and up at the caravan park in the outdoors (collage(41).png; Berwick Holiday Park.jpg).

Attached evidence:

- Careers Policy
- Community Cohesion
- Business and Enterprise Policy
- Citizenship Policy
- The Sticky Kids Work
- Sticky Kids Business
- Business Newsletter
- M&S Business
- Berwick Holiday Park
- Christmas Fair Stalls

- Product Creation
- Supporting Others in the Community
- Collecting for the Food Bank
- Fundraising Walk
- Coffee Morning
- Illustrating
- Rowing Club Fundraiser
- Outdoor Learning
- School Outing
- School Outing
- Cross Curricular Skills
- ASDAN
- Towards Independence
- Transition Challenge
- PSD Picture
- Curriculum Flow Chart
- Curriculum
- Newsletter
- ASDAN Evidence: John Muir
- Coffee Morning Cerificate
- Business Action Plan
- Training Questions
- Action Plan Sixth Form 2019
- Action Plan Sixth Form 2020
- Account Sheet
- Product Creation
- Product Creation
- Newsletter
- Functional Skills Qualification
- Functional Skills Qualification 2
- ASDAN Feedback Report
- Personal and Social Deveopment Certificate
- PSD Certificate 2
- Children in Need
- Children in Need 2

Section 3: Personal Development of Pupils

3.8 **Robust Relationships and Sex Education (RSE) is in place.**

Our PHSE/RHSE Curriculum Lead has been working throughout this session 2019/2020 to develop a new policy which is line with the statutory guidelines. The draft policy is attached and will be finalised after consulation with Class Leads, Senior Leadership Team and parents. The policy will be reviewed on an annual basis. This consultation process has been delayed by COVID19 lockdown but will continue asap. The Action Plan for PHSE/RHSE 2019/2020 is also attached, including a checklist of progress made to November 2019. The PHSE/SHRE lead has delivered training slots (September training day and a twilight session) for staff in relation to this Action Plan. I have attached a powerpoint and an agenda in connection with these in order that you can see the full details of developments. During the trainings staff were issued with a resource list, which includes the PHSE/SHRE padlet https://nlandeducation.padlet.org /gill_finch2/SEND created by Gill Finch, the schools' Equalities Co-ordinator for Northumberland County. Staff are encouarged to share any useful resources that they identify so they can be added to the school resource bank. THe aim is that we are continually refreshing the resource list as we become aware of activities that are relevant to our learners.

All of our pupils have EHCPs and so our policies take into account the wide and varied needs of the pupils that we cater for. Our PHSE/RSE curriculum has been subject to scrutiny throughout this school year - by Governors, our School Improvement Partner and by OFSTED. The OFSTED inspector selected PHSE as part of their deep dive. I have attached documents in relation to the Governor's visit and the OFSTED preparation process, as well as the final report.

We have prioritised our School Development plan on LGBT this year to ensure that the policy is also inclusive for those people who identify as LGBT. In May 2019, the PHSE/RHSE lead delivered an awareness raising training session for class leads and Senior Leadership Team on the issues arising for people who are disabled and also identify as one of LGBTQ+. I have attached the powerpoint 'HBT Bullying' (from the Anti-Bullying Alliance) which was shown as part of the training.We have purchased a selection of library books which include characters with diverse gender and sexual identities and which are inclusive to a range of family structures. We have been working across school on a project to develop pupils' awareness, knowledge and understanding of diversity in gender identities and family life. This formed part of the PHSE/RHSE Action Plan. I have attached some evidence of the work done on this.

Ther school has been involved in Operation Encompass this session, a joint initiative involving police forces, schools and other agencies to reduce the damaging impact of domestic violence in famiies and communities. We have had a Schools Safeguarding Liaison Officer (SSLO) linked to the school who has visited twice per term to team teach in two of our classes, working with staff to deliver activities relating to positive and respectful relationships. This builds on work we already do in school. The sessions enabled children/young people to ask questions and explore issues relating to relationships. Our SSLO also provides drop in sessions for anyone in the school community who has worries or concerns in relation to relationships, including domestic violence.

RSHE is carried out by staff who have recieved training by a combination of in-school training by PHSE/SHRE lead, by

external professionals and, when appropriate, attending specified external training. Class leads/teachers are responsible for planning and delivering PHSE/RHSE activities, as well as deciding how Teaching Assistants can effectively support pupils in their learning activities. Our Teaching Assistants (who have all attended the in-house training) will work with pupils either 1:1 or in small groups on aspects of PHSE/SHRE learning. We provide specific and focused lessons which are structured into the timetable, as well as providing a supportive ethos in which pupils can speak to a staff member relating to issues associated with RSE. Our OFSTED report of December 2019 states that 'staff listen intently to pupils. They learn how pupils communciate so that they can hear opinions and feelings. Staff are tender and patient. They find ways to understand pupils'. This excerpt from the report gives an indication of the ethos of the school, describing how staff aim to create a supportive and trusting atmosphere in which pupils feel they have adults that they can to. Staff also work hard to be attentive to pupils' non-verbal communication in order to understand how a pupil is feeling. This is especially important for pupils who have communication difficulties or for those who are non-verbal.

The PHSE/RHSE Curriculum Lead has attended trainining November 2019 entitled ' SEND Relationships and Sex Education: Get Ready for Statutory'. The powerpoint slides are attached. This training was organised by Gill Finch, the Schools' Equalities Co-ordinator for Northumberland and was delivered by a trainer from the Sex Education Forum. Our PHSE/RHSE lead then invited Gill to school to deliver a training session for all staff. This took place on the training day in January, and was another opportunity for staff to become more familiar with statutory obligations and our responsibilities in relation to teaching about LGBTQ diversity.

The PHSE lead has developed strong links with Gill Finch to support her own development in the area of Equalities and PHSE/RHSE, and enables her to have the confidence, skills and knowledge to train colleagues in this apect of teching and learning. Gill has been pivotal in organising relevant staff development during this session, unfortunatley COVID19 has had an impact and some training has had to be postponed. This includes a training entitled 'LGBT- Inclusive Relationships and Sex Education - Confidence and Content. Stonewall and NCC joint workshop. Language and Resources, policy and parental consultation.' Gill had also organised two full day workshops (free of charge) on the subject of masturbation and puberty (see attached flyers), one for teaching staff and the other for parents/carers/ support workers. A few of our parents attended the workshop and, although the RHSE lead had booked this course, she was unable to attend due to the impact of Corona Virus at the time.

The school has taken membership of the PHSE Association in order that we have access to their resources, support and expertise. The PHSE/RHSE lead has used the tools and advice of the PHSE Association in the development of the new RHSE policy.

We have use the Jack and Josephine Project to support our older pupils' understanding of issues relating to RHSE, including sexual relationships where appropriate to the learner (and with consent from parents). The learning also included developing an awareness and understanding of LGBTQ relationships. I have attached an information and consent letter that we send to parents of pupils selected for the Jack and Josephine project and an anonymised form which is filled in by the student and his/her teacher.

We support our young people to understand the changes that they will go through at puberty. We have the life size dolls, Godfrey and Lucinda and the related Teachers' Resource pack. We differentiate the learning to suit small groups and individuals, making sure that pupils experience repetition and consolidation, learning at a pace suitable to their needs. We use Boardmaker symbols during learning activities to support pupils' understanding and communication. Pupils who have communication difficulties are supported to use their communication aids such as PECS folders, the app Proloquo2go and Makaton signs.

Some of our pupils have involvement from Social Care and/or CYPS and at times those agencies would provide additional support to pupils in relation to RHSE. For example, some of our senior pupils will be identified as needing 1:1 support from a community nurse/social work practitioner around sexual health and relationships. In the past our school nurse would have been involved in educating pupils on particular topics in RHSE but this is more likely to be the reponsibility of the class teams. However, the school nurse continues to provide advice and support to pupils and staff as required in relation to health and wellbeing.

Attached evidence:

- Grove School RHSE Policy
- Action Plan PHSE and SHRE 2019-2020
- PHSE RSE Resources Oct 2019
- Elm Daily Plan PHSE Families
- Measurement Tool Family Diversity
- SRE Lesson Plan Ideas - Lee Waugh
- PPT: PHSE Training Day Sept 2019
- Statutory SEND Training Day Slides
- Governor Visit Record PHSE Focus
- Staff Training PPT - HBT Bullying and Disability
- Ofsted Prep - PHSE Questions
- RSE Letter to Parents
- Anonymised J&J Referral Form
- PHSE RSE Resources
- Masturbation Training
- Staff Training PPT - HBT Bullying and Disability
- Operation Encompass Parental Letter
- Domestic Abuse Poster
- Sample SHRE Daily Plan
- PHSE Body Parts
- Sample Plan Puberty Activity
- Puberty Learning Photos
- Ofsted Report

Section 3: Personal Development of Pupils

3.9 **Pupils develop an awareness of human rights and how to apply and defend them.**

Basic rights and freedoms based on shared values like dignity, fairness, equality, respect and independence are embedded within our school ethos, culture (Our Ethos.doc), school rules and individual class rules (IMG_3344.JPG). Democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and cultures is actively promoted as stated within our Fundamental British Values statement (39188_PromotingBRITISH).

Wall displays include a fair representation of all pupils inclusive of gender, age, disability (collage(20).png) and promote communication, individuality, differences and community cohesion (collage(6).png). Wall displays regularly promote and and develop an awareness of the human rights of other communities such as refugees (collage(11).png).

Some of the classes celebrated Human Rights Day and utilised interactive resources (roi-t-20162405-human-rights) to support the teaching of the difference between a right/need and a want. We actively promote and support our learners to make indpendent choices as much as possible. We try to develop a basic understanding from an early age that they have the right to choose their own friends and they do not have to play with everyone however they must be polite and kind to all their peers.

Our Equality Policy, Equalities action plan and Accessibility Plan (see attached) ensure all our learners are entitled and provided with the same rights and oppotunities as their peers within their education. We promote independent choice and the right to speak and be understood throughout school using a wide range of communication aids (IMG_8129.JPG) providing learners with a voice. We encourage freedom of movement within learning activities and try to develop our learners awareness of how they best learn (IMG_3369.JPG). We ensure our learners have the opportunity, the specialist equipment, the skills and an awareness of their right to move freely and independently (IMG_1383.JPG). We use a range of strategies such as group visual timetables, now and then boards, individual timetables and PECS books to develop learners autonomy and indpendent choices within learning and play activities (collage.png). Within all of our classes we support independence and freedom of movement and choice within toileting needs, activities, outdoor learning, food and drink, wearing coats etc. We are constantly working towards our learners developing an awareness and the implementation of their voice, their choices and their rights.

Our School Council provides opportunities for our learners to have a voice and a democratic vote on school matters (collage(17).png; collage(19).png). Class representatives are democratically elected each year. We have also actively participated in a local Pupil Voice conference with some of our older learners for a number of years now.

The National Ctizen Service supports personal and social development, work and life skills. The NCS comes into school on two or three occasions to encourage our older learners to participate in teamskills, leadership and communication sessions and overnight stays. Previous cohorts have been involved and thoroughly enjoyed the

process.

We follow Jenny Mosely's positive behaviour management strategy and also utilise the Zone of Emotional Regulation to develop learners awareness and understanding of their emotions, how to manage them and how to express them. Linked to behaviour management we have developed our policy and practice around the management of challenging and aggressive behaviours. Our Deputy Headteacher is now a Mappa (Management of Actual or Potential Aggression) instructor and trains the whole school each year. Training focuses on de-escalation rather than restraint which infringes upon learners human rights however we have a duty to protect the other learners.

Business and Enterprise skills form an integral part of our whole school curriculum from EYFS uo to Sixth Form. Such enterprise provides a range of cross-curricular learning opportunities, develops independent choices, develops an awarenesss and an understanding of employability, rights and responsibilities as an adult (Sycamore Designs.doc).

We receive regular copies of the childrens newspaper, First News which provides opportunities to develop an awareness and understanding of current affairs and the human rights involved. Some of the older learners enjoy reading the articles themselves and then discussing them whiilst others discuss the articles in circle time sessions (collage(52).png).

We hold weekly class assemblies on a rotation in which classes have the opportunity to share, discuss or present learning they have participated in or a current affair topic. Additionally we hold weekly assemblies led by the Headteacher which usually focusses around Seal topics such as friednship, respect, equality, individuality.

A small sample is attached of some of the learning Oak Class have enjoyed on equality and respect (collage(45).png). There were some interesting discussions around equality and rights. Oak Class have also used the resource 'Stand Up, Stand Out' to develop their knowledge and understanding of discrimintaion that has occurred throughout history and the people that used their freedom of speech to stand up to this (collage(53).png).

Beech class held their own Pride Week in which they utilised a range of online and interactive resources to develop an awareness and understanding of the rights of the LGBTQ+ community and the challenges they face. A small sample of some of the learning carried out is attached (collage(46).png); (collage(47).png). More learning is evidenced in section 4.

The whole school participated in activities in Refugee Week to provide learners with the opportunities to learn about the lives, the rights and the challenges of other communities. A small sample is attached (collage(51).png).

We participate in a wide range of outdoor learning opportunities including visits to: Ashington mining colliery museum, local police and fire station, Berwick Town Hall, theatre, cinema, residential holidays etc.

Staff have participated in a wide range of training around the rights of the child to stay safe within Encompass training, safeguarding, abuse, FGM and Prevent training. Evidence of this has already been attached in section 4.

Attached evidence:

- Our Ethos
- Promoting British Values
- Accesibility Plan
- Respect Learning
- Equality Policy
- Life Skills Work
- Equalities Action Plan
- Class Rules
- Citizenships Resources
- Newspaper
- Rebel Heroes
- Human Rights Day
- Pride Week Work
- Pride Week Work
- Learning Resilience Resources
- Pop-up Shop
- Refugee Week Learning
- School Council Agenda
- Green Council Display
- Diversity Displays
- Differentiated Learning
- Differentiated Learning 2
- Pupils
- Refugee Week Learning

Section 3: Personal Development of Pupils

3.10 **PSHE provision is robust, considered and applicable to the issues in the local area.**

The school's curriculum lead for PHSE has been developing a new policy for PHSE/SHRE during the session 2019/2020. The Action Plan for PHSE/SHRE (attached) links to the school's SIP and the action points are as follows - to create a PHSE resource bank; to up-date the policies in line with statutory guidance and Operation Encompass; to ensure that pupils are experiencing appropriate learning relating to LGBTQ+/family diversity; to measure progress in learning in this area; to further develop the school's inclusive ethos. The attached Action Plan gives details of the progress made towards these action points, as of November 2019. **The PHSE and SHRE policies are near completion;drafts are attached.** A consultation process with parents and pupils will be undertaken in September when we are fully back together as a school community. We will then be in a position to finalise the PHSE and RHSE policies in September 2020. We aim to continually develop and improve our policy and curriculum, with the aim of providing our learners with the highest quality learning experiences. These policies will be reviewed annualli initially, with the Curriculum Lead taking reponsibilty for the review process.

The PHSE/SHRE lead has delivered training slots (September training day and a twilight session) for staff in relation to this Action Plan. I have attached a powerpoint and an agenda in connection with these in order that you can see the full details of developments. During the trainings staff were issued with a resource list, which includes the PHSE/SHRE padlet https://nlandeducation.padlet.org/gill_finch2/SEND created by Gill Finch, the schools' Equalities Co-ordinator for Northumberland County. Staff are encouraged to share any useful resources that they identify so they can be added to the school resource bank. The aim is that we are continually refreshing the resource list as we become aware of activities that are relevant to our learners. Gill visited school on the January training day to speak to staff about our statutory responsibilities generally and in particular, in relation to LGBTQ+ diversity. THe curriculum lead has attended training in relation to RHSE which is outlined in section 3.8 and in the Action Plan for PHSE/SHRE 2019/20 attached. I have included more information in relation to the school's work around LGBTQ+ diversity, including evidence of pupils' learning, in section 3.1.

Our PHSE/RSE curriculum has been subject to scrutiny throughout this school year. In November 2019, we undertook a trial run 'deep dive' into our PHSE curriculum, during which our School Improvement Partner, took us through the inspection process. The OFSTED Preparation document (attached) gives a summary of the process of reflection that the PHSE Lead took to prepare for this visit. The school was then inspected in December 2019 and PHSE was a focus of that process. The school was awarded 'Outstanding'. The Governing Body are involved in the monitoring process within the school, and in December 2019, PHSE was a focus also for a 'Learning Walk' by one of our Governors, who also discussed the development of PHSE with the curriculum lead. The subsequent 'Governor Visit Record' is attached.

During this school session 2019/2020 we have been involved with Operation Encompass, the police led initiative which aims to reduce the harm caused by domestic violence. We were allocated a school safeguarding liaison officer, who visited the school on 5-6 occasions to team teach in two of the classrooms, delivering activities relating to positive and

respectful relationships. This builds on work already taking place in school as part of the PHSE curriculum. A letter to parents explaining the project is attached.

All of our pupils have EHCPs and so our policies take into account of their wide and varied needs. Class Leads are required to develop learning activities which can be differentiated to meet the needs of the learners in each group. In some cases highly individualised learning takes place in order to benefit the pupils with the most complex and profound needs.We differentiate the learning to suit small groups and individuals, making sure that pupils experience repetition and consolidation, learning at a pace suitable to their needs. We provide specific and focused lessons which are structured into the timetable, as well as providing a supportive ethos in which pupils can speak to a staff member relating to issues associated with RSE. More information about the structure of our curriculum can be found in the PHSE/SHRE policy attached.

We use Boardmaker symbols during learning activities to support pupils' understanding and communication. Pupils who have communication difficulties are supported to use their communication aids such as PECS folders, the app Proloquo2go, eye gaze technology and Makaton signs. We aim to seek the views of the majority of our pupils on issues relating to school life - which naturally includes many aspects of PHSE. This can be challenging for some of our youngest pupils and those with more profound learning and communication difficulties. However, we integrate these communication skills into the pupils' curriculum from the Early Years onwards in order that all pupils are able to develop their skills at an appropriate pace to the individual. We use technology where appropriate to enable pupils to have a voice, to make choices and to develop their independence. The teacher of the pupils with the most profound needs strives to find ways to 'unlock' the pupils' communication, always looking for the most subtle indication that a pupil is attempting to communicate and then building on that skill.

We will think carefully about the ways we can involve pupils in the consulation and review process of the PHSE policy in order to make it a meaningful process. We have used pupil questionnaires in the past, including use of Talking Mats to consult with pupils on their experiences of school life (see attached pupil consultation documents). I have attached the Action Plan for Speech, Language and Communication which shows how we are continually lookinng for ways in which we can support our children to express their views. I have attached a 'Pupil's View' questionnaire (Beech class format) that is used on an annual basis in the lead up to the EHCP review meeting. This particular format will be used with pupils who are able to complete this type of written form independently or with some support.

As described in section 3.8, PHSE is carried out by staff who have received training by a combination of in-school training by PHSE/SHRE lead, by external professionals and, when appropriate, attending specified external training. Class leads/teachers are responsible for planning and delivering PHSE/RHSE activities, as well as deciding how Teaching Assistants can effectively support pupils in their learning activities. Our Teaching Assistants (who have all attended the in-house training) will work with pupils either 1:1 or in small groups on aspects of PHSE/SHRE learning.

The school has taken membership of the PHSE Association in order that we have access to their resources, support and expertise. The PHSE/RHSE lead has used the tools and advice of the PHSE Association in the development of the new PHSE policy. The draft RHSE policy (which will be extended to include other apsects of PHSE) describes how the

PHSE curriculum is integrated in to the school's curriculum policy. I have attached evidence to reflect the learning activities that take place across school, including lesson plans, IEPs, medium term plans and photographic evidence of learning

As mentioned above, we work hard to have an inclusive approach to our teaching and learning. Our OFSTED report of December 2019 (attached) states that "staff listen intently to pupils. They learn how pupils communciate so that they can hear opinions and feelings. Staff are tender and patient. They find ways to understand pupils". This excerpt from the report gives an indication of the ethos of the school, describing how staff aim to create a supportive and trusting atmosphere in which pupils feel they have adults that they can to. Staff also work hard to be attentive to pupils' non-verbal communication in order to understand how a pupil is feeling. This is especially important for pupils who have communication difficulties and for those who are non-verbal communicators. I have provided some evidence of the way in which we use technology and resources to support children with their learning and to ensure that we have an inclusive approach for children with the most complex needs.

Attached evidence:

- SHRE Policy Draft May 2020
- Action Plan PHSE and SHRE 2019-2020
- Governor Visit Record PHSE
- PHSE RSE Resources Oct 2019
- Twilight Agenda 3rd Oct 2019
- PHSE Training Day September 2019
- Useful Web Links
- Operation Encompass Parental Letter
- Action Plan SHRE 2018-19
- Action Plan PHSE 2018-19
- Action Plan Speech Language Communication
- Pupil View Form - Beech Class Sample
- Ofsted Report Dec 2019
- Ofsted Prep PHSE Questions
- Key Principles of Statutory PSHE
- ASN Workbook NHS Forth Valley
- SHRE Communication Eye Gaze Evidence
- Emily IEP Target Sheet
- Lewis IEP Target Sheet
- Elm Daily Plan PHSE Families

- Elm Early Years Medium Term Theme Planning
- Sycamore Communication Class Theme Plan
- Pupil Consultation Evidence
- Pupil Consultation Evidence 2
- Pupil Consultation Evidence 3
- Pupil Consultation Evidence 4
- OE Next Steps

Section 3: Personal Development of Pupils

3.11 **Pupils know how to keep themselves safe from relevant risks, such as exploitation and extremism.**

The school's Action Plan for Computing and E-safety is attached.

The school website has a link to report online safety issues. It directs users to CEOP and to Thinkuknow - the education programme from NCA-CEOP, a UK organisation which protects children both online and offline. They can be accessed here;

http://www.thegrove.northumberland.sch.uk/website/reporting_online_safety_issues/399494

https://www.thinkuknow.co.uk/

We have access to a padlet of resources created by Gill Finch, the Equalities Co-ordinator for Northumberland Count. They can be accessed here; https://nlandeducation.padlet.org/gill_finch2/pshe

The padlet provides us with links to a range of resources relevant to 'staying safe'.

During this school session 2019/2020 we have been involved with Operation Encompass, the police led initiative which aims to reduce the harm caused by domestic violence. We were allocated a school safeguarding liaison officer, who visited the school on 5-6 occasions to team teach in two of the classrooms, delivering activities relating to positive and respectful relationships. This builds on work already taking place in school as part of the PHSE curriculum. A letter to parents explaining the project is attached to section 3.10. An email from our School Safeguarding Liaison Officer is attached below.

There are samples of pupils' learning attached, lesson plans, and flyers/posters used and on display in classrooms. These include lessons on staying safe online and the dangers of believing false information or talking to strangers.

I have attached various information sheets sent home to parents during this session, including infromation on how parents/carers can support in protecting their young people from becoming drawn in to criminal activity such as money muling.

Attached evidence:

- Safeguarding at Transition Times
- Addendum to CP and Safeguarding Policy
- Safeguarding Policy
- Safeguarding Noticeboard
- Money Mules Parents Letter

- Harassment and Stalking
- Internet Safety Day
- Safer Internet Day PPT
- Digital Safety During Covid-19
- Daily Plan Elm Internet Safety Day
- Daily Plan Sycamore Internet Safety Day
- Sycamore's Poster E-Safety
- Oak Class Pupil Work - Staying Safe
- Newsletter 4 - Adverse Childhood Experiences
- Operation Encompass E-mail March 2020
- Posters on Display in School
- Online Safety Books
- Beech - IEP E-Safety Targets
- Online Safety in Beech Class - Pupil's Work
- Be Internet Smart
- Internet Safety Lesson Plan - Beech
- Internet Safety Lesson Plan Oak
- Pupil Working on E-Safety Task
- Stay Safe Flyer
- Stay Safe Photo
- Computing E-Safety 20-21

Section 4: Teaching and Learning

4.1 Curriculum design and implementation is inclusive of people of different ethnicities.

4.2 Curriculum design and implementation is inclusive of people of different religions.

4.3 Curriculum design and implementation is inclusive of people of different sexual orientations

4.4 Curriculum design and implementation is inclusive of people of different genders, including transgender people.

4.5 Curriculum design and implementation is inclusive of disabled people.

Gold

Section 4: Teaching and Learning

4.1 **Curriculum design and implementation is inclusive of people of different ethnicities.**

Our whole school curriculum is unique in its approach to teaching and learning as all our learners follow personalised curriculum pathways differentiated to their individual needs (curriciculum_and_assess; Grove School Curriculum). Our curriculum is inclusive to learners of different ethnicities and we recognise that the personal development of learners spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve (InclusionPolicy.doc) . Our SIP reported that our SMSC policy and practice was effectively supporting our learners development '.. *to be thoughtful, caring and active citizens in school and wider society'* (SIP_Report_Grove_summer.pdf). The flexibility within our personalised curriculum pathways enables us to provide opportunities for learners to explore and develop their own personal values and beliefs whilst gaining and sharing information about their own family and their peers social and cultural heritage and traditions. Our whole school SMSC policy and our Community Cohesion policy highlights and promotes our cross-curricular approach within personalised learning providing a range of opportunities for learners to recognise the value and richness of cultural diversity in Britain and how this influences individuals and society (SMSC_Policy.doc; CommunityCohesion.doc). Learning opportunities are both taught and learner led from EYFS up to 6th Form, utilisng a range of strategies and activities including: imaginative play, sensory, circle time, stories, interactive stories, arts and crafts, design and technology, assemblies, videos, ICT, Persona Dolls, Cloth Models, research, national priorities, modern foreign languages, cooking, outdoor learning, thinking skills and much more. As the SMSC policy suggests each class lead either completes a specific SMSC termly plan (39089_Diversitylearning; 38768_SMSCOakClass) or includes it in their termly curriculum theme planning (Elm-MediumTermPlan; GEOGRAPHY_MTP_20). Learners working within our BSquared teaching, learning and assessment sytem may have specific SMSC targets within their IEP (38990_EJIEPTargetSheet). Our SIP reported that:

'Pupils have a broad range of well planned activities and experiences that help them understand life in modern Britain by helping them to become active citizens who can contribute positively to society' (SIP_Report_Grove_summer.pdf).

We have named subject co-ordinators in place across all curricular areas, whose responsibility is to review and evaluate current practice, policy, teaching and learning, resources, training needs required and to set new action plan targets each academic year (Roles_and_Responsibilities; SMSC Development Pl; Action Plan PHSE 2018; Action Plan-SHRE 2018). Awards such as the Equalities Award and the Quality Award provide us with valuable tools and opportunity to further review and audit our whole school curriculum and practice to enable us to develop targets to successfully implement changes (Action Plan PHSE 2018; Action Plan-SHRE 2018; SMSC Development Plan 2017-2018; EYFSActionPlan; SMSCDevelopmentPl; REDevelopmentPlan).

As a school our ethos and culture is inclusive with all staff modelling and promoting expected behaviour, treating everyone as unique and valued individuals and demonstrating respect for all learners and their families (Promoting BRITISH VALUES; docbritishvaluestatement; Our Ethos.docx). At the present time, our pupil roll consists of 46 learners with EHCP's which includes three Polish families, one Brazilian family and one Jewish family alongside a wide range

of socio economic disadvantaged family backgrounds.

We have a Home School Agreement in place which identifies the expectations we have for positive behaviours, equality and inclusion for all, respect for all, respect for individuality for our learners, parents, staff and governors (Home-School_Agreement.doc). Our staff follow the NCC Code of Conduct and use inclusive language at all times when discussing issues around race and ethnicity and confidently challenge any stereotyping from learners or their families (Code of Conduct for Sch). Any concerns raised by learners, parents, carers or staff are reported immediately to SLT and the designated Equalities governor who will then take appropriate action. We follow all Governmnet guidance and legislation in relation to reporting complaints and racist incidents (2019_Complaints_Procedure). NCC reported that our school '*In 2017-2018 reported 0 incidents...' in relation to racial incidents* (September18Racist). We were inspected and judged as remaining at 'oustanding' with Ofsted reporting:

'*Pupils feel safe at school. Teachers help them to make friends with each other. There is no bullying or unkind behaviour. The school is one big family that is based on respect.'* (Ofsted.pdf).

Our parents have reported to us that they feel our teaching is inclusive of different ethnicities and enjoy supporting us with family resources, traditions, experiences and information. Oftsed parent views showed that 72% of our parents felt that the school supported their child's wider development (docofstedparentviewthree). This sharing of information ensures we have a good knowledge and understanding of each of our learners and their cultural backgrounds and nationalities, which avoids any stereotyping. Our learners are all actively encouraged to share information or items from their home, whether it is a favourite food that their parents or carers make, or what time they go to bed. This can look very different in each of our classrooms with either verbal discussions in small groups or whole class circle time or sensory sharing of sounds, smells or tastes. Many of our EAL parents have also sent in favourite traditional recipes for us to cook and experience in the classrooms.

Class leads are very adept at inclusive and diverse planning within our termly curriculum theme, which rotates between a cross-curricular focus of Science, History and Geography (Curriculum_5_year_plan; Elm-MediumTerm PLan; BrazilandBerwickComparisonSycamore). For example, during the Geography rotation ‘exploring similarities and differences in human and physical geography of a small part of the United Kingdom with a small area in a contrasting non-European country’, Sycamore Class chose to focus on Brazil which is the nationality of one of their learners which enabled them to explore his culture and heritage (BrazilThemeAnimals; BrazilAssembly-Theme; Brazillearning-Sycamore; Brazil-Theme-Sycamore). They enjoyed exploring Brazilian food, animals, location and travel, language etc alongside the human and physical Geography. They shared their learning to the whole school in an interactive class assembly.

Class leads are also striving to ensure they use a range of teaching resources which seek illustrations and examples drawn from as wide a range of cultural contexts as possible within all curricular areas as highlighted in our SMSC policy (SMSC_Policy.doc; 39100_FamilyWork3Beechclass IN 3.1). Our resource base already has a good diverse representation (Resources-Maths.docx; Resources-Literacy,S&; IMG_3682.JPG: IMG_3688.JPG) however Twinkl online resource base provides a wide range of diversity resource materials, which focus on current issues and situations and

challenge stereotyping for class leads to utilise. Alongside this, we are also evaluating our class displays to ensure a diverse representation within the display although some classrooms and corridors have had display boards removed to support specific learner's visual, spatial or behavioural difficulties (EYFSActionPlan2020).

Although we do have a wide range of culturally diverse resources (Resources-Book Sample; Resources-Book Sample2), we are continuously striving to evaluate and develop our curriculum, practice and resources to ensure we are providing a rich, culturally diverse environment (LGBT and religion.pub). We are currently in the process of researching and ordering a wider range of diverse baby dolls and miniature dolls for the dolls house (docresourceorder00239; docresourceorders0023) to extend the resources we already have (docresourcedolls00239; IMG_3788.JPG; IMG_3772.JPG; IMG_3852.JPG;). We are also in the process of ensuring that there is a diverse range of books/rhymes/posters to reflect people and mixed or blended families from different cultural, religion, nationality, language and ethnic backgrounds to help break down and challenge misconceptions and stereotypes that may be negative towards people. We have previously sought out a range of story books written in Lithuwanian to enable one of our older EAL learners to be able to share stories with her parents in their home language.

Throughout school, we use a wide range of interactive stories, books and videos to develop an understanding and awareness of diversity, individuality and respect. Elm Class and Sycamore Class enjoy whole class story time whilst Beech Class enjoy reading on a one to one or small group basis (IMG_0822.JPG; IMG_3711.JPG).

Our whole school reading scheme is continuously under evaluation to ensure our reading schemes include cultural diversity and challenge stereotypes throughout the reading levels (Reading Schemes.docx; Reading Schemes2.docx).

Each class group presents a whole school assembly on a rota basis, which focuses on sharing class learning experiences or celebrates and highlights individuality, similarities and differences. Whole school assemblies each week often highlights national priorities or utilises the SEAL assembly resources to promote and encourage empathy, respect and friendship (Seal Assemblies.docx). Assembly also involves Headteacher awards to celebrate individuals achievements and successes.

As a school we celebrate cultural festivals and celebrations around the world such as Chinese New Year, Independence Day, Diwali, Halloween etc (Celebrations & Festivals). This enables our learners to have rich and meaningful learning experiences and provides the opportunity to explore similarities and differences between cultures, communities and values alongside British Values (Promoting BRITISH VALUES; docbritishvalustatement; Our Ethos.docx). These celebrations are very different learning experiences within each class, which incorporate sensory experiences, dancing, cooking, tasting, arts and crafts, stories, videos etc (IMG_5416.JPG; IMG_5636.JPG; IMG_1858.JPG; IMG_1894.JPG; IMG_0459.JPG; IMG_0475.JPG). Celebrations such as Chinese New Year often involves lots of arts and crafts, whole school ribbon dancing, decorating the classrooms and school hall and our school cook will cook foods in relation to the celebration such as noodles, sweet and sour chicken, rice and fortune cookies for Chinese New Year (IMG_7964.JPG; IMG_7953.JPG; IMG_3223.JPGIMG_8617.JPG; IMG_8627.JPG). Staff are aware and sensitive of cultural differences amongst our learners in relation to celebrations, foods etc and will encourage enquiry amongst peers. For example, in Beech Class, one of the learners is from a Jewish family and she is happy to

share and discuss with staff and peers that her family celebrates Hanukkah not Christmas. This kind of open enquiry and discussion provides our learners with real life knowledge and acceptance of cultural differences.

We also explore and investigate current national initiatives such as Anti-bullying Week (activitysycamore-changestartswithus IN 3.1; ClassprepactivityJPG IN 3.1; 38771_Antibullyingoddsocksday IN 3.1; Antibullyingvaluesdisplay IN 3.1), Black Lives Matter, Refugee Week etc. We are currently celebrating Refugee Week, providing information and learning opportunities to explore and enquire about refugee's lives and the experiences they face. The aim was for our learner's to develop a greater understanding of the differences between the communities, to celebrate the contributions made by the refugees and asylum seekers and to challenge the associated stereotypes (collage(11).png).

We are also very fortunate to have two Persona Dolls (Personadolls.docx) and two Cloth Models (Clothmodels.docx) in our resource base, which are used in various ways throughout school to teach our learners about equality and cultural diversity and to promote the challenging of stereotypes within: individuality; race; religion; culture; gender; language; nationality; sexual orientation etc (IMG_8666.JPG).

Staff are very aware of metacognition and self-regulated learning and how this impacts upon learners with English as an additional language (In the Grove School sta). In our school, we currently have five learners who fall into this category and it is important for staff to enable these youngsters to make progress with learning including providing resources e.g. nursery rhymes in their home language which also translate into English etc. This is currently being evaluated and addressed.

We have a range of foreign language resources in school, which learners can enjoy independently exploring to devlop their awareness of cultural differences. A number of our classes enjoy learning some simple words such as numbers or colours in various languages. However we also research the internet and liaise with families to enable us to teach and learn some of our learners home languages such as Polish, Portuguese and Jewish. This supports us in our communication and understanding of self-care skills with our EAL learners and supports devlopment of their self identity, culture and heritage whilst developing peer awareness of language and cultural differences.

Art and design and technology learning opportunities, both planned and pupil led, provide valuable opportunities to promote and develop an awareness of diversity and individuality in physical appearance. For example, our PMLD learners in Maple and Willow Class recently explored differences in children around the world in a video then used communication aids to choose their skin tone colours in their paintings (39090_Diversityethnicitydailyplan; 39089_Diversitylearning; IMG_3153.JPG). Sycamore Class have explored skin tones (collage(2).png) using playdough in sensory based activities (docskintoneplaydough) and used paint to mix a variety of skin tones for their diversity display in the classroom (collage(1).png). In Beech and Oak Class learners are encouraged to recognise, acknowledge and imitate diverse skin tones when drawing or painting themselves or others. All classes have a wide range of arts and crafts resources available to them to actively support and encourage recognition and experimentation of skin colours. In Elm Class they regularly explore their own reflections (IMG_3682.JPG; IMG_0846.JPG) and photos of their peers (IMG_0854.JPG), recognising similarities and differences (IMG_3671.JPG). They enjoy using a wide range

of resources to make them aware that people have different skin tones (IMG_0899.JPG; IMG_3663.JPG) and are encouraged and supported to try using different skin colours in their activities (IMG_0839.JPG; IMG_0865.JPG). We feel that ensuring ethnic diversity is visible within the classroom environment and resource base from a very young age, the more likely we are to promote and embed equality (IMG_3700.JPG).

Attached evidence:

- Curriculum and Assessment Flow Chart
- Grove School Curriculum
- Action Plan PHSE 2018-2019
- Action Plan SHRE 2018-2019
- SMSC Development Plan
- Diversity Learning Plan
- Home School Agreement
- Complaints Procedure
- Curriculum 5 Year Plan
- Ofsted
- Roles and Responsibilities
- Racist Incidents September 2018
- SIP Report
- SMSC Policy
- SMSC Oak Class May 2019
- Resource Dolls
- Subject Leads
- Ofsted Parent View 1
- Ofsted Parent View 2
- Elm Medium Term Planning History -Lindisfarne
- Diversity Ethnicity Daily Plan MW
- IMG_3772
- IMG_3788
- IMG_3852
- Brazil Theme Sycamore Plan
- Brazil and Berwick Comparison Sycamore
- Brazil Assembly
- Brazil Learning Activity
- Brazil Theme Animals
- EYFS Action Plan
- Celebrations and Festivals

- Cloth Models
- Persona Dolls
- Resources Maths
- Resources Literacy
- Reading Schemes
- Resources - Book Sample
- Code of Conduct for Schools
- Geography MTP 2018-19
- IMG_3711
- IMG_0822
- Seal Assemblies
- IMG_5416
- IMG_5636
- IMG_0459
- Our Ethos
- Promoting British Values at the Grove School
- British Values Statement
- SMSC Development Plan
- Skin Tone Play Dough
- Collage 1
- Collage 2
- IMG_8617
- IMG_8627
- Community Cohesion
- Inclusion Policy
- IMG_8666
- IMG_3153
- Collage 11

Section 4: Teaching and Learning

4.2 **Curriculum design and implementation is inclusive of people of different religions.**

RE and SMSC is an integral part of our general ethos and culture (All found IN 4.1: Promoting BRITISH VALUES; docbritishvaluestatement; Our Ethos.docx). Our RE curriculum (docregroveschool; docresmscpmld; docrefaithresourcelist; REPolicy2020.doc) is inclusive of people of different religions and covers a range of religions and faiths including Christianity, Hinduism, Judaism, Sikhism and Optional Religions and Secular World views such as Humanism. We follow National Curriculum guidelines, as and when appropriate to the learner. Our scheme of work includes suggestions for lesson planning exploring: festivals and celebrations, lifestyles and stories within each religion and faith (docrehinduismrec1; docrehinduismrec2; docreislamrec; docrejudaismrec; docrejudaismrec2; docrekeystage1; docrekeystage2).

We ensure that all our learners religious beliefs are respected and actively encourage and support our learners to identify and celebrate their religion and culture and will make any adjustments needed such as specific dietary requirements, specific items of clothing or time in the day for prayer. Our whole school curriculum was specifically designed to celebrate and progress the individuality and diversity of our learners with a personalised curriculum pathway (IN 4.1) so any religious adaptations can be included within an IEP. Parents may withdraw their child from part or all of the RE taught in school and the Collective Worships although historically this has never occurred yet as most parents welcome their child developing a knowledge and awareness of other religions and faiths other than their own. Any concerns raised by parents would be reported and dealt with appropriately and sensitively.

Multi-cultural activities take place through our termly thematic approach to our curriculum. Each class develops a termly theme plan which identifies a range of class targets across all National Curriculum areas including RE, SMSC, PSHE and Citizenship (docmwculturalreligiousplan; docoaktermlyplan; Elm-Medium Term Planning (RE); docelmclassmoral; docelmclasssocial; docelmclassspiritual; docelmclasscultural). Individual learning intentions and targets are also set for each learner within their personalised curriculum using either our BSquared or MAPP teaching, learning and assessment systems. Our learners using the BSquared system are set learning targets across all National Curriculum subjects (38990_EJIEPTargetSheet) whilst our MAPP learners are set multi-professional learning intentions focused around: cognition; communication; personal and social development; physical development. Individual lessons are also planned (docsycamoreeasterplan; docoaknoaharkplan; docpentecostplanning) whilst other learning opportunities are learner led through enquiry and exploration and independent research.

RE like every other subject has a named subject lead (In 4.1) who is responsible for: auditing and evaluating current practice and resources and addressing any bias or prejudice found; researching and purchasing new resources in collaboration with teaching staff; co-ordinating whole school celebrations and outside agencies; policy updates; annual action plan target setting to develop whole school practice, equality and diversity (REDevelopmentPlan.doc; SMSCDevelopmentPlan.doc).

Our school aims within RE and SMSC include (docregroveschool):

- encouraging respect for all beliefs and cultures

- learning about religion as well as learning from religion

- exploring the common elements of religion

- developing a knowledge, understanding and awareness of Christianity and other principal religions and their traditions

- opportunities for reflection, spiritual development and meditation; enhancing awareness and understanding of religious beliefs, family life, communities and cultures

- developing a sense of belonging and identity

- becoming active citizens in a multicultural society

- developing and showing an understanding of respect, kindness, tolerance and empathy towards others and animals

- developing an understanding of right and wrong

- preparing learners for adult life, employment and lifelong learning

- becoming aware of ethical and moral issues within school, the wider community and society

- developing the ability to express feelings and thoughts

- developing the ability to make choices and decisions

Throughout the year, we learn about significant dates in the multi-faith calendar (docreinterfaithcalendar) and celebrate a wide range of religious festivals and celebrations from all around the world to provide learning opportunities and experiences of a wide range of religions and cultures enabling our learners to see themselves as part of a global, diverse community. Celebrations such as Easter, Diwali (IMG_0065.JPG; IMG_0073;IMG_5776.JPG; IMG_5777.JPG), Ramadan (IMG_0462.JPG; IMG_0459.JPG), Wesak (docmwwesakfestival1; docmwwesakfestival2; Christmas, Chinese New Year etc. These tend to be whole school celebrations with planned activities in each class alongside either a whole school assembly or a whole school themed lunch.

For example, Chinese New Year usually involves decorating the school hall and enjoying a themed school lunch and fortune cookies supplied by our cook, Pauline. Our individual classes enjoy participating in a range of activities including: cooking Chinese foods to taste and experience (IMG_7874.JPG; IMG_3223.JPG; IMG_3218.JPG); arts and craft activities making the animal of the year, Chinese dragons, Chinese lanterns (IMG_3235.JPG; IMG_7919.JPG); ICT

activities using interactive powerpoint or videos explaining the story of the Emperor and the reasons behind the Chinese New Year; sensory activities experiencing the different smells, tastes and textures of China; PE activities with an outside agency to experience Chinese ribbon dancing (IMG_7948.JPG; IMG_7964.JPG).

Certain stories linked directly to Christianity are told throughout the school year to encourage a development and understanding of our own culture and traditions through following regular yearly references to events in the Christian calendar such as Christmas and Easter. Through following this pattern it is intended to gradually develop the maturity of each child's perceptions whilst reinforcing the knowledge learnt.

Easter usually involves a whole school assembly led by one of the local church celebrants sharing an interactive Bible story and information with us. Individual classes learn about the Bible stories either in story form or interactively on the touch screen and participate in a range of activities making Easter cards, decorating and rolling eggs (docelmeastercards1; docelmeastercards2; IMG_0410.JPG; IMG_0411.JPG; IMG_0412.JPG; IMG_0413.JPG). Harvest Festival usually involves a whole school celebration with our learners, families and school donating foods to make into food hampers for the poor and disadvantaged in the community. Traditionally we have always enjoyed a selection of songs by our school choir accompanied by a talented member of staff on the guitar. The choir usually choose the songs to reflect the celebration in the meaning of the words. The choir was developed when our older learners were given some autonomy over the types of hymns/songs we should sing at celebrations and assemblies.

Christmas involves learning about the birth of Jesus and the related Bible stories and experiencing all of the traditions involved with a Christian Christmas. As a school, we are respectful of others religions and beliefs especially at times of celebration such as Christmas as one of our learners in Beech Class is from a Jewish family. However, she actively enjoys learning about Christmas and the Christian beliefs and traditions and enjoys sharing how her family celebrates Hanukkah. Beech Class are a diverse and challenging class and much of their religious learning is through circle times and discussions. Each class uses their own version of an advent calendar in the countdown to Christmas. Beech Class's advent calendar contains small individual tree decorations to hang in class. Last Christmas, Maple and Willow made the decision to donate items of food into a hamper each day rather than using a traditional advent calendar which they then donated to the local food bank (docmwfoodbankadvent). Each Christmas the whole school travels down to one of the local churches to participate in a Christmas service in which our learners participate in the Christmas story by putting the figures in the manger. We also sing hymns and make music with musical instruments. Parents are invited to join us too (IMG_0395.JPG). Sycamore Class had great fun getting dressed up and role playing the Christmas Nativity story (IMG_5915.JPG; IMG_5914.JPG). All of the classes participate in a wide range of arts and crafts and cooking around Christmas time (IMG_5907.JPG; IMG_5953; IMG_8343.JPG) and we also hold a Christmas Fair each year where we sell class Business and Enterprise products we have made (IMG_8201.JPG; IMG_8203.JPG). We celebrate a whole school Christmas dinner together in the school hall then enjoy games and activities together (IMG_8289.JPG). Usually we put on a whole school Christmas Concert and invite all the parents, carers and Governors to watch. We try to do something different each year and try to make it meaningful and enjoyable for our learners. Christmas 2019 was a theme of reindeers so each class presented something different: Maple and Willow dressed up as all the reindeers and moved amongst the audience singing a song and signing Makaton; Beech Class made an interactive performance describing their meaning behind each reindeers name, for example they all did a dance when Dancers name was read out and threw snowballs for Blitzen;

Oak Class played musical instruments; Sycamore dressed up as reindeers and sang a song (IMG_8232.JPG). Great fun was had by all. Sadly due to GDPR we don't keep photos for longer than a term. Each year we follow the Christmas panto tradition and organise a drama group to come in and present a pantomime in our hall. The performances are often multi-cultural with traditional stories and meanings portrayed. Our learners enjoy getting involved in the preformances too (IMG_5305). Individual classes explore a range of Bible stories throughout the year as per their termly planning as explained above. Oak class recently explored the story of Noah's Ark and the flood and discussed the similarities and differences between the flood and COVID19 and the use of the Ark in relation to the current lockdown situation (docnoaharkplan; docnoaharkevidence). Similarly, Maple and Willow have also explored the Noah's Ark story using interactive stories and songs and created a class display following a sensory art experience making rainbow coloured foot prints (docmwnoahark). Recent school displays included pieces of writing following research and learning about the Egyptian Plagues (docoakplagueswriting; docoakegyptplagues) and the Passover (docoakpassover).

We have formed strong links with a number of local churches with whom we visit and participate in their services such as The Big Sing, Christmas and Easter services. We are also very lucky that one of our teachers is married to a Reverend who kindly supports us with visits to her church and leading assemblies in our school. Oak Class have previously visited the Reverends church at the time of the Pentecost celebration so our learners were able to discuss Pentecost and to find out what the church did to celebrate. Oak class have also been learning about the Pentecost celebration in the classroom and made a display of the flames and white doves (docpentecostplanning; docpentecostdisplay).

Due to the complex individual needs of our learners we now hold daily assembly/circle time sessions within each class which involves; stories covering respect, individuality, friendship, empathy alongside exploring children's Bible stories; making music in self-expression; singing songs or hymns in celebration and expression; interactive stories/songs on the touch screen; circle time discussions around topics such as friendships, respect etc. Whole school assemblies take place twice a week for Collective Worship and Celebration of learner achievements and successes. These are usually led by our Headteacher, and often focus around Bible stories, National initiatives or SEAL assembly topics such as respect, empathy, friendship (In 4.1). Termly assemblies including parents, Governors and the wider school community are often focused around Christian celebrations such as Easter, Christmas or the Harvest Festival (CollectiveActWorshipPolicy).

We have a wide range of RE/SMSC teaching resources, both physical objects and pictorial available, which show a wide representation of different religions, cultures and faiths (dochinduresources1; dochinduresources2; docjewishresources1; docjewishresources2; docmuslimresources1; docmuslimresources2; docsikhresources1; docsikhresources2docbudhistresources1; docbudhistresources2; docchristianityresources1; docchristianityresources2). As described in section 4.1 we are currently researching more resources to develop our resource base further to ensure a diverse cultural representation. In addition to the wide range of resources in school we also utilise Twinkl online resources as and when needed. Additionally we access a range of interactive online RE resources on Schools360 (docreschools360; docreschools360judaism).

We organise outside agencies to come into school to provide small workshops or share a performance, story or drama to the whole school. For example we organised a fantastic Hindu workshop which involved: dressing up in traditional Sari and Pagri; learning about the three main Hindu Gods, Brahma, Vishnu and Shiva which were in ragdoll form at the workshop; applying and wearing a Bindi; trying to copy various Hindu dance moves whilst listening to Hindu traditional music. It was a fantastic experience and one which definitely needs to be reorganised asap in addition to reseraching some new experiences for us with other agencies.

We have not accessed any recent staff training in relation to religion, faiths or beliefs as we tend to bring in outside agencies with the relevant knowledge, expertise and resources however we will explore this to see if there are any training opportunties that would bring depth to our RE/SMSC learning.

Our recent Ofsted inspection in December 2019, comments that pupils have valuable life experiences at school and enjoy cultural visits. Ofsted reports *'Respect and care run through school like a rod of iron'* (In 4.1).

In addition, our Ofsted parent view contributions highlighted that 72% of parents/carers felt that we supported their child's wider personal development (docofstedparentviewthree).

Attached evidence:

- Pentecost Planning
- Pentecost Display
- Buddhist Resources
- Christianity Resources
- Elm Class Cultural Development
- Elm Class Moral Development
- Elm Class Social Development
- Elm Class Spiritual Development
- Elm Easter Cards
- Hindu Resources
- Jewish Resources
- Muslim Resources
- MW Cultural Religious Plan
- MW Foodbank Advent
- MW Noah's Ark
- MW Wesak Fstival
- Oak Egypt Plaques
- Oak Noah's Ark Evidence

- Oak Noah Ark Plan
- Oak Passover
- Oak Plagues Writing
- Oak RE Termly Plan
- RE Faith Resource List
- RE Grove School
- RE Hinduism RE
- RE Interfaith Calendar
- RE Islam
- RE Judaism
- RE Keystage 1
- RE Keystage 2
- RE Makaton Signs
- Teaching RE with PMLD Classes
- Sikh Resources
- Sycamore Easter Plan
- RE Development Plan
- SMSC Development Plan
- Elm Medium Term Planning
- Individual Education Plan Target Sheet
- IMG_0462
- IMG_0459
- IMG_3223
- IMG_3218
- IMG_3235
- IMG_7919
- IMG_7874
- IMG_7498
- IMG_7964
- IMG_0395
- Ofsted Parent View Three
- RE Policy
- Collective Act Worship Policy
- IMG_5776
- IMG_5777
- IMG_8201
- IMG_8203

Section 4: Teaching and Learning

4.3 **Curriculum design and implementation is inclusive of people of different sexual orientations**

Evidence relating to this indicator can also be found in section 3.1 and 3.10, including our new PHSE/RHSE policy (which contains details of our curriculum structure). In sections 3.1 and 3.10 there are descriptions of staff training events, including external training for the PHSE lead and training sessions in school which all staff have attended. In addition to attending external training, the PHSE lead has developed her knowledge by downloading and reading a number of documents produced by organisations such as Stonewall, the Terence Higgins Trust, the Anti- Bullying Alliance and the Sex Education Forum. I have not included these documents but can add them if it is necessary for evidence.The PHSE Assocation, which we have membership of, also provides useful support materials for developing the PHSE curriculum generally and specifically to LGBTQ+ identitities.

In section 4.4 I have attached the school's Inclusion Policy, The Equalities Policy and the Equalities Action Plan (2019-2022) which are relevant to this section.

Staff training in September 2020 included developing staff knowledge around the vocabulary used to refer to gender identities. I have attached some resources which were used. The PHSE Lead watched a webinar (May 2019) presented by Shaun Dellenty to develop her knowledge of legislation, good practice, and skills in strategic development . The details of the webinar and a sample of rough notes taken are attached.

The school's Action Plan for 2019/2020 for PHSE/SHRE (attached) includes the action points to ensure that pupils are experiencing appropriate learning relating to LGBTQ+/family divesity; to measure progress in learning in this area; to further develop the school's inclusive ethos. Evidence relating to this ongoing work is attached, including photographs of pupils' learning and teachers daily planning. We developed a baselining activity (attached) to measure pupils' understanding of 'family' and have used this in two of our class groups. In the Early Years classes, pupils have been observed during play activities with dolls houses and dolls. We have recently ordered more play and learning resources (including library books) to ensure that pupils are exposed to a diversity of characters, incuding sexual orientations. Our order forms are attached.

To build on the work done in this area this year, the PHSE lead has created an Action Plan for PHSE for 2020-2021 (attached) which states that we will use the process of the Equalities Award to identify and prioritise further areas of development for our curriculum.

In relation to addressing any bullying behaviour relating to sexual identity, I would say that, due to the size and structure of our school, any incidents of bullying are picked up by staff and dealt with quickly through supported conversations with the pupils involved. As we are a small special needs school with 46 pupils and 5 class groups, with high levels of teaching assistant support, staff are likely to become aware of issues as they arise. The recent OFSTED report (attached) describes the school's ethos and the parental views forms that were issued for OFSTED also provide

positive feeback in relation to bullying concerns. We also have a Bullying Policy which is due to be up-dated. We will ensure that there are statements within the up-dated policy which define different forms of bullying, including sexual orientation. During training sessions for Senior Leadership Team and for staff generally, the PHSE lead has presented a powerpoint which explains the 'double whammy' of both disablist and sexual orientation bullying which young people with SEN can be vulnerable to. Hence, staff have had training on this subject and know to address any language or behaviour that suggests such bullying is taking place.

The new PHSE policy will be finalised in September after consultation with staff and parents and thereafter will be reviewed annually to ensure that the policy is providing a quality and inclusive curriculum for our pupils.

We are aware of the need to monitor the resources acroos the curriculum to ensure that they are free of bias and prejudice against LGB people, and also to ensure that our resources provide positive images of diverse identities to our pupils. Hence, through exposure to positive images in a range of materials and activities, our pupils will develop an understanding that all sexual orienations are normal. We develop an alert system for prejudice/bias and share with staff during training days in September in order that we have a system in operation in 2020-2021. We could also look at the reading schemes to check whether they are representing people of different sexual orientations. As stated earlier and in other sections we are in the process of expanding our library and resource base to include diverse characters which is a positive step forward.

Attached evidence:

- Action Plan PHSE 2020-2021
- Action Plan PHSE and SHRE 2019-2020
- Families - Baselining Activity - Beech Class
- Family Work 1 Beech Class
- Family Work 2 Beech Class
- Family Work 3 Beech Class
- Elm Daily Plan PHSE Families
- Elm Early Years Medium Term Theme Planning
- SHRE Vocabulary Eye Gaze
- Emly Class Families

- MW Famiies
- Oak Families
- Beech Families
- LGBT and Religion
- Book Research
- PHSE Training Day
- Staff Training - HBT Bullying and Disability
- Tackling HBT Bulllying for Disabled CYP and those with SEN
- Measurement Tool Family Diversity
- LGBTQ+ Webinar E-mail
- LGBTQ+ Quiz Staff
- PHSE RSE Resources Oct 2019
- Twilight Agenda 3rd Oct 2019
- Ofsted Parent View 1
- Ofsted Parent View 2
- Ofsted
- Anti-Bullying Policy
- Gender and Sexual Identities Pupils' Work

Section 4: Teaching and Learning

4.4 **Curriculum design and implementation is inclusive of people of different genders, including transgender people.**

For evidence connected to this section, please also refer to sections 3.1, 3.8, 3.10 and 4.3. In these sections you will find the PHSE policy and PHSE Action Plans for 2019/20 and 2020/21. For information relating to curriculum design, please refer to section 4.1 where our curriculum diagrams and curriculum policy are attached. Our curriculum design is very much tailored to the needs of our pupils as you will see by the description within the PHSE Policy and other policy documents.

I have attached our Inclusion Policy (reviewed 2020), which states that we aim to provide opportunities *"for all learners to participate in a wide range of learning experiences which are both structured within lessons and are more informal within social settings which are accessible and include everyone, by being appropriately individualised with regard to: age, needs, choices, gender, gender identity, sexual orientation, race, religion or faith".*

Our Equalities Policy (reviewed 2019) is also attached.

Our Equalities Action PLan, covering 2019 -2022 is attached.

I have attached pictorial evidence to show the range of gender neutral activities that occur across school in each classroom. Pupils are free to choose their own 'choosing time' activities and are not pushed into playing with toys, games, etc that are stereotypically male or female.

During this session 2019/2020, we were offered the chance to be involved in a pilot project with a professional dance group which had two intentions specific to gender equality and inclusivity, namely -

To encourage and support boys in a safe environment to express themselves through dance

To develop equality for our pupils in being able to access dance, when this is challenging at other times and through other clubs

The report written at the completion of the project is attached.

We purchased new library books at the beginning of session 2019/2020 to ensure that pupils are exposed to story lines which include characters representing in gender neutral and non-stereotypical ways. We recently purchased a range of resources to reflect diversity in society, including non-stereotypical representations of genders (photos and order forms attached). As described in the previous section, we are ordering new library books which include diverse characters. We have allocated £150 to the purchase of these books and are hoping to get additional funding of £100 to purchase the full list.

Please refer to section 4.3 for my explanation of how the school addresses any issues relating to any form of bullying, bias or prejudice. We are proactive in preventing bullying targetted at different identities and also take appropriate steps to resolve issues when bullying occurs. It is our intention to up-date our bullying policy next session.

Attached evidence:

- Gender Neutrality Sycamore Class
- Gender Neutral Activities in Maple
- Sycamore Class Lesson - Gender Stereotypes
- Gender Resources
- Trans Ken
- Gender Equality Housework
- Gender Equality Sewing
- Gender Identity Activity Oak
- Gender Identity Terms - Matching Activity
- Maple Willow Diverse Identities
- MW Class Boys Washing Up
- Transgender Friendly School Policy
- Dance Project
- Inclusion Policy
- Equalities Action Plan 19-22
- Beech Class Gender Neutrality
- Elm Class Gender Neutrality
- Oak Class Activities - Gender
- Group Dance
- Gender and Sexual Identities - Pupils' Work

Section 4: Teaching and Learning

4.5 **Curriculum design and implementation is inclusive of disabled people.**

Our recent Ofsted report, December 2019, which rated us as remaining outstanding highlights that '*Pupils' development, well-being and happiness are at the centre of everything that happens at The Grove Special School. Teachers know the needs of each individual pupil. They know what each pupil can do. They aim high for each pupil, no matter how significant their needs might be'* (Ofsted.PDF).

As a special school for 46 learners with moderate, severe or profound learning difficulties, all learners have an EHCP, which identifies their individual educational, health and social care needs and the additional support needed to support them to achieve their potential. We review each EHCP on an annual basis in relation to the progress made over the previous year. This is an opportunity for parents/carers, teaching staff and the multi-professionals involved to discuss and make recommendations for changes to the EHCP to reflect upon and celebrate the previous year's achievements and agree targets and support for the forthcoming year. The long-term targets set out in the EHCP were previously separate to the learner's individualised targets in their IEP, however our recent curriculum changes addressed this issue and the two sets of targets are now interlinked, where possible, especially within the PMLD and 6th Form Class groups.

We continually adjust to ensure that those pupils with the most complex needs are given the greatest opportunity to fulfil their potential, whilst maintaining their health and well-being and dignity. Our curriculum is individualised to each pupil, this ensures that the plans are inclusive for each pupil regardless of their needs (Curriculum and assessment plan, Grove School curriculum)

We ensure that each pupils individual curriculum is either set using National Curriculum guidelines or through setting learning intentions. Each child follows a pathway that is sequenced and based on a child gaining key skills and knowledge, practicing these skills in different ways then moving on. As seen from the flowchart, our curriculum aims to meet the needs of all learners providing different pathways for progression and personal learning and ensuring that all children in school have equal opportunities and equal access to a breadth of knowledge and life skills. Pathways may not always be in a linear fashion and may move from one curriculum path to another. Each learner may learn in a linear way at times but we also encourage lateral learning that ensures depth of knowledge before moving on.

Our whole school curriculum previously utilised the B Squared ICT based teaching, learning and assessment system for learners working within National Curriculum levels and the Equals system for learners working below age related expectations within the P-Scales. Working within these two systems, we were beginning to find that some of our learners were struggling to show linear progression as some of the targets were far too broad. They continued to make progress within crucially important learning, however this learning was not susceptible to task analysis within the current systems therefore progress could not be shown. We had identified a bias within our whole school curriculum, which needed to be addressed. We began researching different teaching, learning and assessment frameworks that

would provide us with the opportunity to plan, assess and record small steps of progress. We trialled Routes for Learning but decided it was not exactly what we were searching for. Eventually we found and trialled the MAPP system (Mapping and Assessing Personal Progress) developed by another special school (Section-4.pdf). MAPP views lateral progression as the development of the same skills or set of skills over time rather than the acquisition of new skills. The assessment within the MAPP system, known as the CSD (Contiuum of Skills Development), allows us to show small steps of progress within broken down skills. The CSD is composed of a set of descriptors, which support consistency of judgements and a numerical rating scale, which produces measurable data (docmappcsdassessment; Section-2.pdf). MAPP is a much clearer and concise system which now enables us to set individualised learning intentions for our learners which are broken down into small steps. The learning intentions are set by our class leads and the learner's multi-professional team thereby including aspects of their EHCP, OT, Physio and SLT targets within their IEP. Examples of a learners previous learning intention, its assessment and evidence are attached (docjlcintention1complete; docjlcintention1csdcomplete; docjlcintention1evidence). The Mapp system is now used for our PMLD learners to ensure that we can break down learning into small steps and be able to assess the learning and show progression for the individual. Mapp is now also used for our Sixth form learners to ensure an individualised curriculum focused specifically on the accreditations, qualifications, life skills, social and communication skills needed to enable them to be well informed, independent, active members of society in their future lives and learning. Other learners, where appropriate, remain using the B Squared system based across the National Curriculum subjects. An example of an individual IEP is attached (38991_LBIEPTargetSheetSep2020.doc).

Ofsted 2019, says the key to our success is our target setting which fully understands the information within learners EHCP's and is based on their abilities and needs.

We pride ourselves on our whole school inclusive ethos and culture based upon enabling pupils to be ambitious and capable learners, enterprising and creative contributors and healthy, confident individuals (Our Ethos.doc; PromotingBRITISHVALUES). Our Accessibility Plan and policies ensure we support learners to access all areas of the curriculum, work collaboratively with other professionals (AccessibilityPlan2019-22; SpecialEducationalNeedsPolicy; TheGroveschoolEqualityPolicy; InclusionPolicy.doc) and ensures we provide facilities that are all specially adapted for our learners and include hygiene rooms, hoists, soft play, sensory rooms, sensory garden, hydrotherapy pool, fully accessible site, outdoor play areas. Re-organised physical space in school provides greater space and access to our learners in wheelchairs and walking frames. Hydrotherapy and our hygiene rooms have been adapted and new equipment installed (collage(5).png; collage(4).png; collage(3).png).

The school building has been developed to support our learners, we have taken into account the needs of pupils who have sensory issues, our school is uncluttered and muted in its decoration, we have a reduced number of wall displays and these are carefully considered so as not to over load our learners. We have taken a number of photos of learners representative across the whole school to hang on our corridor walls (collage(20).png). Our wall displays are designed to be inclusive and diverse in their representation of a global society (collage(7).png; collage(6).png; collage(8).png). To access our curriculum including outside science and horticulture we have developed raised beds that means all pupils can use these. We also have an outside soft play area and a sheltered fake grass area that means those pupils in wheelchairs can get out of their chairs and move around outside safely during their outdoor learning

(outdoor_learning_1.doc). The school P.E. budget was used to purchase three walking frame to ensure that the children could be fully included in their P.E. lessons and outdoor learning alongside their peers.(IMG_5492.JPG).

As our SEN policy states we provide flexible class groupings to support learning at a level appropriate to our learner's developmental needs rather than their chronological age.

(SIP Nov 2019) '*Staff are highly skilled to deliver the curriculum to meet the needs of all learners. They are extremely effective in communicating with learners through a deep understanding of their needs and skilled teaching using effective communication , such as Makaton and symbols, creative repetition of concepts and learning objectives'*.

Our PMLD Sensory Curriculum has a named subject lead responsible for the: audit of current provision including evaluation of any bias or prejudice within the curriculum and addressing any issue found; auditing resource base and researching new resources to ensure representation of people with disabilities; setting action plan targets to further develop whole school practice. (Action_Plan_Template_2020-2021). The PMLD Sensory curriculum was part of the whole school training day in January 2019. It was important to include all staff in this training as even although the staff do not work directly with the PMLD children, they do have contact regularly when the children are moving around the school (The Grove School Sensory). Staff have an excellent knowledge, understanding and respect of our learners and their individual needs and have developed Pupil Profiles/Portraits to provide detailed background information for visitors and guidance for staff and multi-professionals who do not work with specific learners very often (docffpupilprofile1; docffpupilprofile2; docffpupilprofile3).

Learning opportunities are differentiated and inclusive of all learners at their individual level and promoting their own form of communication. A lesson plan and photos are attached of a group of learners tasked with moving a ball from one side of the class to the other using differentiated pieces of equipment and communication aids (MWWednesday3rdJune; IMG_5768.PNG; IMG_5722.PNG). Our PMLD classes are encouraged to join in with all learning activities and are supported by staff to be as independent as possible. They have outdoor learning 4 times a week, whatever the weather! Just like everyone else the children enjoy being out on the grass and having fun (Monday8th June020: IMG_5409.JPG; IMG_5405.JPG). Outdoor learning opportunities using our minibus with tail lift enable us to enjoy residential holidays and sailing on Kielder Water (DSC_0052.JPG; DSC_0038.JPG) and transport us down to the local beach to go running through the waves on board a specialist horse drawn chariot (pony on the beach.doc). We also take our learners horse riding each week to a local 'Riding for the Disabled' group using our minibus (IMG_3129.JPG).

For pupils on the Autistic Continuum we optimise the use of a breadth of specific strategies such as visual timetables, now and then boards and communication pointing boards (collage.png). Such strategies are used within structured and consistent approaches such as the TEACCH approach upon which trust and meaningful relationships are built that support learning both within school and on a functional life skills basis. This example shows a learner using a TEACCH approach within his individualised IEP learning intention (AHteachbox.docx).

Osted 2019 'Developing pupil's ability to communicate is at the heart of the curriculum. Leaders use specialist boards

and computers to help pupils to express their feelings and to make choices'. Learners who have communication difficulties are supported to use their communication aids such as PECS folders, the app Proloquo2go, eye gaze technology, Makaton signs and Boardmaker symbols during learning activities to support their understanding and communication (IMG_5382.JPG). Examples include: a learner using the app Proloquo2go to choose colours in an art activity (IMG_8129); playing Buckaroo using a pointing board (IMG_8456.JPG); using PECS books to order independently in the café (IMG_5700.JPG); using a communication board in cooking activity (IMG_5686.JPG). Our teachers of the learners with the most profound needs strive to find ways to 'unlock' the learners' communication, always looking for the most subtle indication that they are attempting to communicate and then building on that skill. PMLD learners move around school using communication aids such as PECS, Big Mac switches, Communication Pointing Boards and Proloquo2go to carry out independent tasks such as asking for the register, asking for specific equipment, asking questions to other staff, learners and classrooms (IMG_8183.JPG).

Specialist equipment such as: slanted writing desks, OT cushions, OT swing, wrist splints, matt laminating pouches, Big Mac switches to adapt a wide range of electrical equipment, tricycles and sensory resources are used to adapt a range of learning opportunities to ensure inclusion (IMG_8383.JPG; IMG_3369.JPG; IMG_0217.JPG; IMG_5530.JPG). An example is attached of one of our PMLD learners using a new walking frame to participate more independently in an outside agency dance session (IMG_8495.JPG). Attached is another example of one of our EYFS learners with PMLD, accessing the PE sessions with differentiation and the use of a walking frame (Elm PE Planning.doc; IMG_1383.JPG;; IMG_3156.JPG; IMG_0461.JPG).

We are exploring new resource options to include a greater representation of people with disabilities. We have ordered a range of diverse dolls which includes a Barbie in a wheelchair, SEN figures, a boy with Down Syndrome. Some of the orders have arrived (collage(10).png). We have just ordered a range of books and more to order featuring children with disabilities (docbookordertubefeeding; docbookorderhydrocephalus). Having evaluated Maths, English and cross-curricular resources there is a greater representation of racial and cultural diversity rather than disabilities. This is definitely an area for further development which has already begun although all of our teaching staff utilise Twinkl's diverse base of resources which does include people with disabilities.

Parents are invited in each term for a meeting with class leads to ensure their opinions and worries are discussed regularly (IMG_3608.jpg). In the term that that the children have an EHCP/CSP review this meeting takes place instead. Many of our learners with complex communication difficulties have home school diaries, which may include feeding and toileting sheets too. Parents are encouraged to phone or email if they have any concerns or want to pass on any updates on progress at home. Although historically our parents prefer face to face contact and rarely fill in questionnaires, 18 out of 45 did complete our recent Ofsted Parent View (docofstedparentviewtwo; docofstedparentviewthree). 72% strongly agreed that their child has SEND and the school gives them support. 61% strongly agreed the school has high expectations of their child. 72% strongly agreed that their child can take part in clubs and activities at school. 72% strongly agreed that the school supports their childs wider personal development.

Each of our classes run their own Business and Enterprise skills group. The PMLD class run a scone making business, which they bake each Friday and sell to staff. The learners use Big Mac switches attached to the kitchen

equipment (IMG_5310.JPG). The business money is then used to buy treats for the class or to fund some outdoor learning which is selected by the learners using their individual communication methods. They also baked for the local hospice with a start up fund of £25 and made £247.77. They received a special certificate when they went to visit the hospice shop and drop off the money (IMG_5505.JPG).

Attached evidence:

- Curriculum and Assessment Flow Chart
- Grove School Curriculum
- Accessibility Plan 2019-2022
- DSC_0052
- DSC_0038
- Pony on the Beach
- Walking Frames
- IMG_3608
- Outdoor Learning 1
- The Grove School Sensory Learners Curriculum
- Monday 8th June 20
- IMG_5409
- IMG_5405
- IMG_5492
- IMG_5382
- IMG_5310
- IMG_5505
- MW Wednesday 3rd June 20
- IMG_5768
- IMG_5772
- Pupil Profile 1
- Pupil Profile 2
- Pupil Profile 3
- Book Order Hydrocephalus
- Book Order Tube Feeding
- Section 2
- Section 4
- Target Sheet September 2020
- Ofsted
- Our Ethos
- Promoting British Values at the Grove School
- SEN Policy
- Equality Policy

- Inclusion Policy
- Action Plan Template
- Collage 20
- Collage 5
- Collage 4
- Collage 3
- Collage 7
- Collage 6
- Collage 8
- Collage 1
- AH Teach Box
- Ofsted Parent View
- IMG_8129

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