

Kisimul



school

Self-Evaluation Summary Document



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1. Purpose of Document and Referencing.

Kisimul School was designated 'Outstanding Status' following inspection in November 2012, and again in June 2016. This document is designed to be a summary overview of the judgements and processes undertaken by the school to demonstrate on going reflective practice and self-evaluation with a principle of striving to maintain 'Outstanding' delivery and curriculum offer in Education. There are accompanying referencing documents and data to embellish and support the school's judgements on outcomes for young people; these will be available for inspection but not included within the body of this document (please see QA and Outcomes report 2016 17). Reference will be made to documentation throughout, with some evidence being utilised to demonstrate competency within more than one framework. This is a dynamic document, which is updated regularly and in conjunction with school improvement documentation and assessment cycles; this is to ensure the report represents a current overview of school performance and remains central to school self-evaluation. Kisimul School also provides a 'Local Offer' document which outlines cores principles and school ethos, which is also available for inspection and readily available on the school website.

2. Key Characteristics of Kisimul School

- Kisimul School is an Independent Special School, and is part of the Kisimul Group Ltd. It is located on 2 separate sites within Lincolnshire. The Lower School (The Old Vicarage) is located in Swinderby, and the Upper School (Acacia Hall) is located in Friesthorpe. Each school is co-located with a registered children's home, and pupils transfer to the Upper School at the age of 16. The Lower School was opened in 1977, and the Upper School registered in 2003.
- Students are placed at Kisimul from over 25 Local Authorities; reflecting a diverse demographic, with 93 students placed at the school (April 2018). This comprises 81% 52 week placements, 96% either 38/52 week placements, with 4% day placements. The school is specialised in supporting young people with Severe Learning Difficulties (SLD) and Challenging Behaviour, with pupil attainment on admission being low in relation to chronological age. Pupils range from P2/3 –Level 2 of the previous NC benchmarks (although only a small minority of learners would attain the higher level of attainment within their school career at Kisimul).
- The school is registered to take learners from age 8-19. There are 77% males and 23% female students. There are currently 4 primary aged learners within the Lower School. 78% of the current placed age range are within KS4/5. 22% of learners are in receipt of Pupil Premium Funding, although this reflects LA procedures for distribution rather than the demographic. The majority of students are placed as Section 20 status pupils, with 9% on full care orders.
- All pupils at the school have an EHCP outlining Complex or Severe Learning Difficulties; @ 80% of the students are also diagnosed with ASD. All pupils have (extremely) challenging behaviour patterns allied to their wider SEN. @75% of learners require medication for conditions relating to their SEN (administered by residential staff), including management of their behaviour. There is evidence that this reliance on medication is significantly reduced during placement at the school.

- Kisimul School has an outstanding reputation for education and care, and has a history of success in dealing with learners who have previously experienced placement breakdown or exclusion (or risk of exclusion) from LA Special Schools. The admission process is complex but thorough; prior to placement at Kisimul, a preliminary assessment document is completed by the Psychology team, with input from senior residential and educational personnel. Transitions are carefully planned, and other than in exceptional circumstances Kisimul does not facilitate emergency placements. The school has had no recent history of placement breakdown.
- There is a significantly high ratio of staffing within the school; with similarly high ratios within the residential environment. There are currently: 19 FTE Teachers; 18.8 FTE Senior Teaching Assistants and 35 Teaching Assistants on establishment, to support the young people within class. The school also has a multi-disciplinary framework which includes: a consultant Educational Psychologist; 2 Speech and Language Therapists and 2 Occupational Therapists. Working alongside these is a large educational support team within the school, consisting of: 1 Educational Support Manager, 1 Lead Assistant Educational Psychology Assistant; 6.4 Educational Psychology Assistants; 1 Lead Speech and Language Therapy Assistant; 4 Speech and Language Assistants; 2 Aromatherapists; 1 Music Therapist; 1 Music Facilitator; 1 ICT Assistant; 1 Work Related Learning Co-ordinator and Assistant, and 2 Higher Level Teaching Assistants.
- Kisimul School Leadership Group (KSLG) consists of: Director of Education Kisimul Group, Assistant Director Education North, 1 Head of School; 2 Asst Head Teachers, an Educational Support Manager and 3 Senior Teachers with key responsibilities. The Directors of Kisimul Group Ltd. have corporate governance responsibility for the school's performance, and the Asst. Director formally reports on performance and outcomes to the Director of Education for the Kisimul Group on a half yearly basis, alongside monthly Corp government reports to the executive group.
- The school has excellent facilities, including: a swimming pool with sensory interactive features; a gym; a sensory barn for sensory modulation input at the Lower School, and a small holding at the Upper School to facilitate Animal Husbandry provision. Acacia School also had additional classroom building works in both 2013 and 2016 to accommodate the increasing school roll; these classrooms are designed to provide a more suitable environment for pupils with higher levels of independence, to increase the opportunities to intensively develop skills for transition into adult services. Currently a new building development (for occupancy Sept 2018) at the Swinderby site, will add 7 classroom bases and additional learning spaces to reflect the referral stream into the site.
- The school currently has: 19 classroom bases; 2 Sensory Multi Interactive Learning Environments (SMILE); an OT sensory integration room, 2 teaching kitchens, 2 ICT rooms, 2 smaller sensory rooms; music room, 2 soft-play areas and good quality and spacious outside recreation areas at each school base.
- The majority of learners (@70%) move onto Kisimul Group adult provision at age 19; and the school has also recently developed a 'Learning for Life' Curriculum to reflect education entitlement to 25, with a registered college for 16-25 opened in Sept 17 (separate registration).
- Kisimul has a significant and detailed training programme in place for all staff. This includes cyclical programmes of: safeguarding and behaviour management training, SEN and ASD training and communication training, as well as mandatory health and safety training

packages; as well as thorough induction processes for new staff. This has evolved significantly and continues to evolve to meet the specific needs of the young people at Kisimul and current developments and initiatives.

- This programme is regularly updated and refreshed, for example, all teaching staff have received internal training on PREVENT strategy, CSE and FGM, and teachers have also completed external 'Prepare for Prevent for Schools and Academies Training' to which they received certification. The school has also purchased online training support to supplement further the internal programmes of CPD.
- The school has developed its own assessment processes to identify progression and attainment in relation to the Rochford recommendations. SEN Progression Guidance 2010, and B-Squared Small Steps assessment processes are also still used to inform judgements against National Progression expectations for SEN. The school has developed its use of CASPA software to further analyse pupil progress, alongside a raft of therapeutic assessments from Psychology, SaLT and Occupational Therapy teams.
- A new Kisimul 'TEST' – the 'Ten Strands of Progress and Outcomes', was introduced in Jan 2016, which outlines the waking day curriculum impact, and the various measures of progress which reflect the school judgements on individual and cohort outcomes. A multi-disciplinary group is in place to review outcomes for all learners and report on progress within each of the strands. This forms the key overview of the assessment processes in place within the school. This includes ASD specific, behavioural and emotional elements and stakeholder feedback on placements.
- All pupils have an Individual Pupil Care Plan, (IPCP) which outlines: SEN, Communication and Behavioural Profiles, Risk Assessments, Medical Care Plans, Educational targets and strategy and intervention. Educational and residential teams liaise daily in order to maintain a consistency of approach through rigorous and documented handover processes. Managers from each environment attend meetings within each setting, and ensure shared responsibility for resolution of local issues and individual pupil concerns.
- In September 2016 we revised our internal mechanisms to prompt multi-disciplinary meetings (MDT) which involve: educational psychology; speech therapy; occupational therapy, educational teams; residential teams and where possible parents and professionals. This process has demonstrated outstanding approaches to furthering the support strategies in place for the young people at Kisimul and this is evident in behaviour and achievement tracking documents.
- A recording information review was undertaken in 2017, and was allied to new and improved processes for producing evidence based analysis of behaviour. This was allied to revised training for staff, and to a review of physical intervention and support, and is an integral part of safeguarding training for all staff.

References: Whole School Audit, School Structure Document, QA and Outcomes Report 2016 17, Training Schedule, Pre-Assessment and IPCP examples. IPCP outline, Individual Assessment and Accreditation records, class lists and staffing outlines, RI group minutes, QA group minutes, Behavior Policies, Physical Contact and intervention statements and policies.

3. Effectiveness of leadership and management	
Self-Evaluation Grade	1: Outstanding.

3. Effectiveness of leadership and management

- Currently the leadership team comprises the Director of Education for the Group, Asst Director, Head teacher, Asst. Head teachers and Education Support Manager. There are also teachers with additional responsibilities at both sites.
- The leadership team are passionate about success for Kisimul School. All have a wealth of SEN experience, and use this to good critical effect in management meetings and discourse. Likewise, Teachers have excelled with additional responsibilities and delegation; and succession planning for future leaders is developing. All leaders within the group are passionate about maintaining and embellishing 'Outstanding Status' for the school; both to reflect the standard of provision and their own personal standard of practice. This is also in recognition of the independent status of the school ascribing a need to show how Kisimul provides above and beyond that of local provision.
- The school has developed a more robust and targeted PDR process over the last two years. This is endorsed by the provision of Kisimul Teacher Standards which cover the professional responsibilities outlined within the 'DFE National Teaching Standards'; and then further relate them to Kisimul School conditions and role requirements. Teachers are given targets related to: pupil progress, their wider school contribution, curriculum and subject knowledge, and outcomes related to their teaching improvement plans. CPD will be identified to support achievement of targets.
- All teachers and teaching staff are subject to regular lesson observation and feedback; with an improvement plan related to observations to feed into the PDR process and for teachers to reflect upon to improve their everyday practice and delivery. Whilst excellent practice is always recognised and identified; the leadership team has tackled underperformance with rigour. Where standards have been compromised; structured and detailed performance management plans have been identified to compel improvement, or inform capability procedures. .
- The leadership team has recognised the growing population of the school and planned ahead by identifying a pool of future Teachers from within the group. Senior Teaching Assistants have been supported in gaining DTLLS or Diploma in Education equivalent; and have been given appropriate mentoring and non-contact time to reflect the demands of the award. A programme of Level 3 and Level 4 training for teaching assistants and HLTAs was introduced in 2015/6 school year. Development roles for future teachers were created within Spring 2017, using links with local colleges to create CPD pathways for staff with the requisite skills and qualification.
- The school curriculum is subject to on-going review. The Lower School curriculum topic cycles have been revamped to reflect the updated National Curriculum (Sept 2014). Within the Upper School, a more flexible and individualised teaching model has been endorsed, with the curriculum closely linked to accreditation, functional and contextualised learning and acquisition of independent living skills.
- KSLG were also keen to reflect the provision for functional and contextualised skills acquisition through achievement of the 'Basic Skills Quality Mark'. This was achieved in April

2015 for the primary and secondary provision at Swinderby, and re-accreditation is due in April 2018. Both the Upper and Lower Schools have achieved the 'Arts Mark Award' to recognise the creative curriculum offer and achievements within the school.

- In order to ensure a resourceful and outstanding standard of teaching; recruitment processes were also re-evaluated with interview schedules and processes being re-written to reflect changing focus of KCSIE; for example, questioning on tackling extremism and incorporating British Values. This identified a more realistic appraisal of knowledge and aptitude during the recruitment process; this has led to some very valuable additions from both internal and external applicants to posts at all levels.
- A new training programme of bite-sized training modules have also been developed by the Educational Support Team; meaning training packages can be more responsive and dynamic to participant need, rather than a functional cycle of common training presentation.
- The induction processes for both new Teachers and Classroom Assistants have been reappraised and reorganised. They are now more adapted and in-line with current Kisimul processes and practice; and give a rigorous and informed induction period of 6 weeks alongside a senior mentor. This enables them to establish good knowledge of procedure and documentation, as well as support for meeting various pupil needs.
- In recognition of new and emerging pedagogy in relation to ASD, and understanding of the pivotal role of sensory dysfunction as being the catalyst for other difficulties rather than part of a spectrum of need; Occupational Therapy provision has been extended to further the work already undertaken by the Group's consultant OT. This has enabled input at both school sites and continues the embedding of sensory modulation strategies, resources and activities.
- As part of a self-evaluation schedule, regular feedback from key stakeholders is undertaken with ongoing analysis. This includes staff, pupils, parents and professionals.
- A detailed SIP outlines developments and areas of focus with reference to more specific action plans involving various teams of staff. This document reflects the improvement target and the expansion of the provision more cohesively in-line with the considerations within this document.
- To further embellish this information, the school has purchased CASPA software to identify pupil progress relative to SEN and primary needs; whilst maintaining starting points of achievement as the primary focus of judgment of achievement for individual pupils. This is paying dividends with information about whole school performance being fed back at Teacher's meetings and informing KSLG planning; for instance, in populating this document with feedback regarding school performance.
- Learner progress has been given greater context and depth by using sophisticated 'Behaviour Monitoring Records', to further outline achievement and contextualise progression. This also allows an evidence based approach to interventions overseen by the Psychology team. These are all incorporated as part of the Kisimul 'TEST' assessment summary for each learner. The school also purchased software to track ASD specific strands in 2016/7 to enable more functional profiling of this cohort of learners, and focus on social communication and emotional development.
- The school's processes for observation and quality assurance was embellished by introducing learning walks and revised schedules focussing on progress made by learners within sessions, rather than teaching pedagogy. This has furthered the emphasis placed upon the learner's engagement, experience and understanding, which then informs more evidence based teaching improvement plans.

- The school has rigorous procedures related to: recruitment, staff training, DSOs and regular reference and reminders of whistle blowing policies and procedures in staff meetings in order to keep individuals safe. All members of KSLG have completed 'Safer Recruitment Training' when completing recruitment processes. Policies are subject to purposeful and regular review; and group wide development of consistent QA procedures ensures that this monitoring is rigorous and self- critical.
- The school has regular monitoring visits by placing authorities, whom continue to be supportive of the school's approaches; with referrals to the school continuing to grow over time; this reflects placing authorities' recognition of the work done in managing very complex children and young people.
- The school uses meeting times purposefully, with detailed agendas and minutes kept and distributed to ensure communication is paramount; especially where this relates to pupil needs or difficulties. This has been accompanied by the provision of new school planner documents and timetables; which condense information onto common documents and ensure that timeframes and deadlines are clear and adhered to.
- Joint Teachers' meetings occur termly where developments are cohesively approached or shared to ensure all teaching staff regularly communicate, share good practice and are aware of current initiatives or developments.
- The corporate governance procedures are laid out in policy. The Director of Education for Kisimul Group is a critical friend of the KSLG, and regularly liaises and attends site management meetings to discuss school performance, establishment and recruitment, outcomes, and also compliance with the Independent School Regulations. A formal half termly report is provided to the Directors, along with an annual school performance report. There is a detailed school structure, and leadership designation document, to reflect the lines of reporting and responsibility within the school.
- Leadership and Management was judged as Outstanding at Ofsted Inspection in June 2016.

References: Management structure, School structure 2017 18, Progression and Attainment Reports, SIP, example minutes, Joint Teacher focussed meetings, KSLG meetings, moderation and assessment documents, management group minutes, School Health Check doc, Induction Schedules, Basic Skills Mark Accreditation, Training matrices, Revised Teacher Interview Schedule, Annual Review example, Curriculum frameworks, half termly /annual school performance reports, SIP reports,

Improvement Focus 2017/18:

- To develop further the delegated model of leadership by improving the impact of middle management.
- To embed the Kisimul TEST as the pivotal assessment and measurement of progress within the school.
- To embed a revised curriculum offer covering all elements of the NC and providing a needs led pathway for individual learners throughout the school.

4. Quality of teaching, learning and assessment

Self-Evaluation Grade

1: Outstanding.

4. Quality of teaching, learning and assessment

- Teaching at Kisimul School was judged to be 'Outstanding' by OFSTED in November 2012; and again in June 2016, and this judgment continues to reflect of the quality of educational experience provided by the teaching staff.
- Kisimul has further endorsed this 'Outstanding' accreditation by taking the National Teaching Standards (DFE 2012) and developing the 'Kisimul Teaching Standards' to reflect the diverse and distinct role of teaching within the school. The role of teacher at Kisimul is demanding, and the school promotes evidence based SEN practice by a thorough process of quality assurance and improvement cycle. This is continually updated to reflect current initiatives and developments to reinforce and enhance the on-going reflective practice and developing role of the SEN Teacher.
- The school has revised and embedded 'Individual Learning Plans' (ILPs) to replace the former IEPs. These are closely linked to agreed/intended outcomes for EHC Plans, and enable progress to be tracked overtime, whilst providing tangible evidence in the form of photographs linked to targets, or scanned examples of work produced. Several teaching meetings and individual support was given to teachers to establish this new way of identifying learning intentions; with the format of ILPs being given approval by both LAs and parents when provided as part of review documentation. KSLG has specific roles linked to oversight and quality assurance of these documents.
- ILP targets are shared and displayed in each classroom alongside 24 hour targets; to enable pupils to be aware and engaged with their own small-steps targets, with all staff regularly checking and providing evidence of progress in aspects of the student's everyday experiences.
- Teachers reporting arrangements on progress are exemplary. Kisimul has received feedback from LA representatives that Annual Review Reports are among the most comprehensive and detailed available within any setting. The school embellished this further by enacting a 'Kisimul Education Health and Care Plan' document to reflect the changing focus of the new SEN Code of Practice and to cater for the wide range of detail and information required by the differing local authorities EHCP documentation. Feedback from parent and professionals is consistently positive in relation to the quality of information received.
- Outcomes for pupils are outstanding; with pupil progress being in some instances remarkable, given the context of pupils' educational frameworks on entry to the school. There are no cohorts of learners who make less progress over time than others, and this is testimony to the individualisation of teaching that is rigorously monitored.
- Teachers complete planning documents to include individualised learning intentions for pupils. Whilst some teachers are being given support to develop their practice to extend to learners with all levels of need, the provision for individual pupils is a strength, with everyday contextualised functional skills being embedded into the student's everyday experiences. Students also participate in classroom based sessions which include the development of Maths, English and PSHE; however, this again places emphasis on personal development such as: life-skills; independence skills, vocational skills and accredited learning wherever possible.

- Senior management regularly complete lesson observations. On occasions this is undertaken with therapeutic professionals, to ensure a wide range and diversity of knowledge and focus. All teachers are provided with an 'Improvement and Development Plan' following observation to reflect upon with support guidance and actions identified; and feedback forms have been developed and arranged to reflect current statutory guidance and focus. Teaching improvement plans contribute to setting focus and support within 'Performance Development Reviews' (PDRs).
- Educational support teams also complete session observations (class based liaisons); these focus on: behaviour management, communication systems and sensory adaptations. Information is fed back to class teams, and can also be discussed within class TEST forums that each class receive monthly to enable further support measures and guidance.
- In reflection of the new Ofsted framework, lesson observations and learning walks are appraised in terms of outcomes for learners, in terms of whether these were above, expected or lower than expected within the context of the learning outcomes and the learning intentions identified by the teaching team.
- Community and vocational based learning is facilitated through careful risk assessment. Staff are persistent and determined to engage the young people in their local community and wider external opportunities. ASDAN, PSD and Personal Progress accreditation is implemented for learners and reflects the fact that community experience is an integral part of learning and personal development.
- A dedicated Work Related Learning team at the Upper School ensures that an increasing number of pupils participate in on-site and off-site work experience opportunities. This is reflected in the accreditation on offer at Kisimul School with specific modules being aimed at work experience, work awareness and skills and qualities for work.
- Teachers' provision for communication is outstanding. The school has a number of highly skilled communicators within both teaching and support staff. All staff receive 'Makaton signing' and 'Effective Communication' training on an annual basis from the Speech and Language Team within Lincs. For a small number of pupils with hearing impairments there is specialist advice and input from the SaLT team.
- The school commissioned 2 day PECS training in Sept 2017 to ensure that all teachers have completed this qualification. Allied to this was the implementation of 'bite-sized' Makaton and PECS training sessions which were put in place for lunchtime training sessions. These have proven to be effective in developing the embedding of key communication strategies and progressing staff's skills and implementation of everyday effective communication.
- In the majority of lessons, and indeed throughout the school environment there is evidence of quality communication. PECS, Makaton and visual and multi-sensory approaches are used to facilitate good communicative responses. This is reflected in the outstanding progress pupils make within communication. 24 hour targets are implemented by the SaLT team where identified targets for individuals are set alongside Speech Therapy sessions. The 24 hour targets were implemented to embed core communication skills into the student's everyday lives and enhance contextualised and functional application of these skills. This has had a positive effect on behavioural profiles as pupils are better able to communicate responses and needs.
- The Lead Speech and Language Therapy Assistant is a qualified Regional Makaton Tutor. This award enables internal delivery of all Makaton's official workshops/courses and enables those

that attend the workshop to gain certification in this area. The school achieved Makaton Friendly Status Award in 2014/5.

- The school continues to invest in new and existing technology to support learning. The use of interactive whiteboards and I-Pads to support learning is now more consistent, although some teaching staff continue to develop their skills in using devices to their full effect. 'Board-Maker' software and 'Communicate in Print' are used substantially throughout the school to enhance specialised resources for students of all ages and abilities.
- Recording and evidencing of progress and work can be seen within the copious work records and photographic evidence collated for ASDAN modules throughout the school. Teachers and support staff also keep detailed session evaluations which feed into the ILP evidence, and B-Squared 'Small-Steps' assessment software to inform progress over time.
- Teaching Assistants within the school are knowledgeable regarding student profiles. Senior Teaching Assistants support teaching outcomes by taking on additional roles within the school; for example, oversight of tracking files and completion of weekly assessments within the class. The school has a number of teaching support staff with teaching qualifications or education based degrees. The individualised support available in school contributes tangibly to progress, as identified and reflected by the fact that UQ attainment is common throughout the school. Several teaching assistants have progressed with the support of the school to more senior positions, including a number who have gained formal teaching qualification and taken positions within the teaching and senior management team.
- The educational support team at Kisimul are invaluable. The highly skilled Educational Psychology Assistants provide unprecedented support through: training, consultation, MDT meetings, class liaisons, class forums, direct engagement with learners and through thorough assessment and analysis of behaviour patterns. They regularly carry out internal investigations into learner responses and have a record of positive outcomes. Regular class forums provide responsive intervention and ensure class staff are able to discuss concerns and effects of strategies.
- The training for teacher and support staff is precise and thorough. There is a cyclical scheme of training in place for education staff, and this has been developed further through Psychology and SALT team 'bite-size training' packages that have received outstanding feedback from staff undertaking them.
- Teaching staff are adept at redirecting negative behaviour patterns, and in some classes, the management of behaviour is exemplary. Throughout the school, there is evidence of confidence and authority in dealing with SLD, ASD and Challenging Behaviour. Pupil engagement and progress is testimony to this. Where there are inevitable behavioural outbursts, these are managed efficiently and with minimal disruption to the learning of others. However, given the number of teaching staff, there are some areas where this is less consistent. Regular feedback, class based liaisons and learning walks help to ensure behaviour is consistently managed. The staffing arrangements for classes are carefully considered by KSLG, to ensure there is a range of experience and skill set within each room in order to compel better consistency of approach.
- Inductions for new staff are overseen by Senior Teaching Assistants with guidance from the HLTAs. The process covers all aspects of both day to day and statutory processes, but also pedagogy in relation to SEN. New Teaching Assistants have a very detailed induction training, this has a positive impact on their classroom presence and confidence with the student's development, behaviours, needs and learning strategies. New staff retention, and therefore

consistency of personnel is strong – the school staff and therapy roll has expanded in reflection of the pupil numbers consistently increasing year on year.

- A curriculum enrichment programme was introduced in 2017 18, after some trial days during the previous year. This provided an outlet for raising pupil engagement in alternative activities and also providing further evidence on engagement and motivation. This has included visiting theatre groups, exotic animal interaction, hair and beauty and spa treatments.
- The school also has an extensive physical curriculum in place – this includes rebound therapy, swimming, indoor wall climbing, sailing and regular PE sessions. This not only provides the mutual health and emotional outlets, but is an opportunity for pupils to access local facilities and also provide sensory regulation. There are plans to provide a more bespoke curriculum moving forward and have specialist teachers in place to focus on creative and physical aspects of the curriculum moving forward.
- The sensory curriculum, with the installation of 2 immersive learning environments, has been improved to allow for pupil led learning and intensive interaction related approaches. This will be reflected within the new teaching environment with further interactive facilities intended.

Improvement Focus 2017/18:

- To revise curriculum routes for learning and overview document to dovetail the assessment for learning processes and the provision by key stage and by level of need.
- To develop more needs focussed schemes of work for topic SOWs, SRE and for life skills elements of the curriculum.
- To provide a programme of curriculum enrichment activities to reflect the diversity of pupil interests and motivations.

References: Lesson Observations and Analysis, Quality Assurance and monitoring, ASDAN examples, E Portfolio Presentation, training schedules / feedback / e.g. Presentations, e.g. Annual Review report, weekly teachers planning with assessments.

5. Personal development, behaviour and welfare

Self-Evaluation Grade

1: Outstanding.

5. Personal development, behaviour and welfare

- Kisimul takes its responsibilities for its pupils very seriously. The school has rigorous safeguarding procedures and pays close attention to DFE Keeping Children Safe in Education guidance. It has a comprehensive single central register for all staff and ensures all teaching staff receive annual child protection input and refresher training. The school has designated lead professionals for child protection on each site, and keeps extensive records of accidents and incidents within very detailed handover files for each pupil. There are bound recording books for physical interventions and sanctions.
- Learners typically come to Kisimul having been excluded (or deemed at risk of exclusion) from local authority Special School provisions. From the school roll in April 2018, 25% of learners were recorded as being out of formal education contexts prior to admission at the school. 7% of the roll were admitted following health placements through section, and 17% from other residential special schools which were no longer able to meet needs.
- The 'Whole School Audit' outlines a litany of placement breakdown, problematic education, and social care challenges. Kisimul School is considered for placements for learners with significantly challenging behaviour patterns within their profile; and has recently had a number of learners placed through SENDIST processes because of the need for a 'Waking Day Curriculum'.
- The School Behaviour Policy is reviewed annually. The document is focused on dealing with behaviour following a broad set of shared principles and rights for access to learning and being safe. Essentially there is a focus on individual approaches to dealing with behaviour. This is reflected wholeheartedly within the IPCP documentation that details individual approaches and profiles for each student. The 'Behaviour Plan' is frequently improved and now provides a graded approach to behaviour, focussing on proactive approaches primarily. The 'Pupil Profile' section of the document gives the learner a voice and outlines the approaches most likely to produce a positive response alongside areas of difficulty. Where necessary, the plans outline control and restraint approaches approved for use with that individual pupil.
- The school has a very structured routine and transitions are managed carefully. Some pupils for example, may need to transition before or after the majority have entered school, due to noise and sensory factors. Information about pupil behaviour, including home visits, sleep, medical appointments etc. is covered in daily verbal and electronic handovers between care/school staff, so that staff are equipped to deal with any potential issues on arrival in school.
- The school has extended and adapted the outside environment at both schools, as well as enhancing the provision with a SMILE (Sensory Multi-Interactive Learning Environment) suites, utilising some PPG funding, at both sites to further the sensory curriculum on offer and further enhance the learning and sensory-modulation facilities within the provision.
- Within each classroom care is taken to identify the daily routine through visual timetabling and prompts, to enable learners to understand and predict change and upcoming activities for the day. This is again individualised to the learner's needs, behaviour and abilities to enhance their understanding and self-regulation of behavioural needs.
- Each pupil has a daily individualised diet of sensory modulation through provision of 'Sensory Greetings' exercises, to ensure pupils are best prepared to engage with learning. This also promotes positive touch, and is a valuable communicative exchange prior to more formal cognitive based work taking place. The school has embellished its Occupational Therapy provision by employing a qualified recently graduated OT to work alongside the Senior OT to

provide additional sensory integration input and monitor sensory diets. Training in Sensory Integration and gross and fine motor skills was also delivered to all staff in May 2017.

- The school has also promoted and set up 2 student councils (one for each site), and students were encouraged to vote for peers and make creative advertising campaigns outlining why they felt they would make good representation of peers. In 2015 this was further enhanced with a Student Council Election week where students took part in a range of activities and focused sessions based around British Values and democracy; a celebration assembly then took place where the winning candidates were announced.
- KSLG recognise behaviour management is an on-going need for focus and training given the extreme behaviour patterns of some young people, and the school welcomed Dave Hewett, an external trainer, to deliver challenging behaviour INSET training in March 2016. Further training in attachment, understanding the Needs (ASD) and the changing Landscape of SEN, has been completed within the training schedule in the subsequent period. The Asst Director and Ed Support Manager have also completed PDA training, and attended Rochford Review conferences to explore the changing assessment focus within SEN pedagogy moving forward.
- In response to the Rochford review, KSLG and Psychology team delivered 'The Changing Landscape of SEN' to all staff in March 2017. A Rochford implementation plan was outlined in Jan 2017 to consider actions needed to be taken to ensure the schools assessment processes considered lateral and contextual learning as well as linear progress profiling.
- All staff are trained (through BILD accredited Timian Training) to intervene physically (as a last resort) if the situation necessitates keeping pupils or other learners safe. These interventions are carefully recorded and analysed for patterns of outbursts and to identify triggers. While the school cautions using physical intervention as a measure of success given the fluctuating population and cyclical nature of some behaviour patterns, the Directorship of the group have very thorough Quality Assurance processes. The therapy and management provide monthly feedback alongside registered managers to update on intervention and individual pupil responses.
- Daily handover files record behavioural responses in detail. These are then analysed by Ed Psychology Assistants who use functional analysis to provide detail of successful strategies and responses; this information is then utilised to update IPCPs regularly. Risk Assessments are also updated dynamically as new behaviours emerge; with updates being shared with all staff by key people within the residential and therapy teams.
- Training has also been developed by the Ed Psych team in 'Understanding the Needs of Our Learners'; focussed on outlining the learning, developmental and social communication issues faced by pupils at the school. This training has evolved into bitesize delivery of elements within the cyclical training programme which can now more purposefully reflect emerging needs within the school, e.g. PDA, Pica. Autism and Adolescence. This is delivered throughout the year during INSET and team meetings to ensure practice is current and up to date.
- The school undertakes an annual safeguarding training day, which was revamped and revised in 2017, using a working party of senior residential and education leadership within the Kisimul group, and delivered by the Asst Director. This included scenarios and role play for staff taking on the designated person role and understanding decision making processes related to child protection. Recording information processes at the school are also very thorough, and revised training is also given to all staff. Where necessary, safeguarding updates are provided – for example as part of teachers / school meeting and the teaching and learning focussed INSET days. The updates to training include: CSE, FGM, Radicalisation, Child Protection and the PREVENT

Strategy where key principles were delivered with training activities and handouts; this is in response to current legislation and requirements for KCSIE guidance.

- All teaching staff have received external training on the PREVENT strategy from the Lincolnshire Police Department and have also completed the 'Prepare for Prevent for Schools and Academies Training' to which they received a certificate after completing a test on the content of the PREVENT strategy.
- For the 2017/18 school year the school has purchased an online training programme to supplement the existing training schedule for the school. This ensures further information and advice for teachers on e-safety and related issues.
- Kisimul School takes bullying seriously, and has created resources and information for pupils to refer and give advice on bullying issues. Given the nature of learner needs, these are provided in a visual format, with symbolised interactive prompts and pictorial reference to provide augmentative communication in relation to bullying issues. However, the school very carefully monitors pupil on pupil incidents and looks for patterns and pupil dynamics that may create negative responses. The Registered Manager and Head Teacher complete a monthly report to the QA group outlining how these patterns of behaviour have evolved where issues may have been noted.

Improvement Focus : 2017/18

- To revise pupil questionnaires and visual resources in order to get a more accurate feedback from learners about the quality of teaching and the curriculum delivery.
- To embed the TEST outline with a focus on social and emotional progress to identify targeted support for pupils to ensure this is outcomes driven.

References: Anti - Bullying Policy overview, sample training presentation, Sex and Relationships policy, Behaviour Policy, Inclusion Policy, SRE Curriculum SOW, lesson observation evaluation, whole school audit, IPCP evaluation process outline, sample monthly reporting, certificates of external training, bullying board, E-Safety board, training schedule.

6.Outcomes for children and other learners

Self-Evaluation Grade

1: Outstanding.

6.Outcomes for children and other learners

- KSLG revised approaches to Individual Learning Plans during 2014/5, and embedded a more contextual based learning model in the school. This was closely linked to EHC outcomes review processes, and ensures that teachers are clear on the main areas of focus for teaching delivery, and this is based on real life and functional acquisition of skills. Learning plans are evaluated on a 3 monthly baasis, and progress shared with parents and professionals during review processes.
- Kisimul uses the 'B-Squared Assessment Software' system to provide small-steps assessment against P and NC levels. Kisimul has developed a comprehensive tracking based Progression Tool based on CASPA analysis, and the 2010 Progression Guidance for SEN, using pupils' starting points as a framework for measurement of achievement over time within Key Stages. Learners typically make above expected progress while attending the school.
- The School Outcomes and Achievement Reports for 2016 17 are detailed records of cohort attainment outcomes, with positive returns for young people of all backgrounds profiles and starting points. This should be read in conjunction with this document, and provides a detailed breakdown of pupil progress in key areas.
- The Ofsted inspection in June 2016 recognised that Outcomes for learners were Outstanding. The Outcomes report for 2016 17 school year identified that there were no discernible differences in progress between learners, regardless of ethnicity, SEN, age, background or prior starting points. Case studies of learners following different pathways of learning within the school were identified as demonstrating how the curriculum, assessment, multi-disciplinary working, and teaching and learning processes were all interlinked. The mid-year appraisal of pupil progress for the 2017 18 year identifies that the same outcomes trend is expected for the 2017 18 year.
- Attendance at the school outlines that our pupils exceed national expectations for SEN considerably, and attendance at the Lincolnshire schools is **98%** (from 09/17 to 03/18).
- Kisimul considers UQ progression a minimum aspiration for it's pupils; and therefore, only consider National Progression UQ data sets, to set benchmarks and EOY. KSLG set targets considering UQ progression benchmarks and these are moderated mid-year to identify areas requiring additional intervention. Context is given to these tracking documents by using the 'Whole School Audit' of needs to outline learners' point of admission profiles and complex learning presentation.
- Educational Psychology Assessments reflect the acquisition of functional skills. 'British Ability Scale' assessments show universal pupil progress in acquisition of language and vocabulary, and within conceptual understanding. The Psychology Team has recently acquired NEPSY ii cognitive assessment which will allow more accurate assessment of learners with more developmental and sensory profiles.
- Pupil progress in communication is outstanding. This is reflected in the number of pupils attaining UQ expectations, and as a result of SaLT input in direct teaching and assessment of pupils, incorporated into individualised timetables through small group teaching show that in Autumn 2017 90% either achieved or exceeded their target following targeted intervention, and 100% retained their skills over time.

- Behaviour monitoring for all learners, updated on a 3 monthly basis by the Psychology team, enables strategies and interventions to be successfully quantified by evidence of impact. The vast majority of pupils make significant progress in terms of reducing the intensity and frequency of their challenging behaviour. Where learners enter negative spells of behaviour, internal MDT meetings are held to determine possible cause and outline additional strategies. These have an outstanding track record of successfully impacting on turning behaviour onto more positive trends, and thus impacting on learning throughout the school.
- There are no discernible differences in rates of attainment or achievement between boys and girls, or on basis of ethnicity. All students, regardless of category of gender, ethnicity or SEN, consistently exceed expected levels of progress (ILPs, individual progression tracker documents, behaviour monitoring, annual assessment records, and CASPA can evidence this).
- In Jan 2016, Kisimul introduced the Kisimul "TEST" – the Ten Strands of learning and outcomes, which provides an overview for each student in relation to outcomes and attainment in learning, communication, behaviour, independence skills, health and wider engagement. This analysis is completed by a multi-disciplinary team of KSLG, Psych and SaLT leads and team members, residential staff and OT. A comprehensive guide and outline to the ethos and purpose of this group is outlined in the 'Kisimul TEST' document, available on the website.
- Pupils enjoy learning at Kisimul School. This is reflected by the positive behaviour patterns that emerge over time and through direct observation of lessons; where pupil engagement is outstanding in the majority of lessons. Feedback from LA professionals and parents reflects the view the school holds of its success in re-engaging disaffected pupils with learning.
- Out of 22 parental returns between 09/17 and 02/18, 100% of parents outlined they thought their child was making good progress. Likewise, 100% outlined they felt their child was becoming more independent.
- In order to celebrate and encourage pupil voice, all pupils are encouraged to contribute to their review processes and indicate preferred choices through the use of augmentative communication and questionnaire. An active Student Council at each school site also meet regularly to suggest changes and make choices; for example, school resources/activities they would like, reward excursions, themes for graduation.
- Pupil voice is also encouraged within Education Reviews where students are encouraged to complete a 'Support Plan' to express their desires, likes and needs and where appropriate students are invited to their annual reviews to communicate this to parents and professionals. Videos are used to present achievements at the start of reviews, which demonstrates students completing and participating in a range of activities and social events to reinforce their engagement and enjoyment at Kisimul School, and focus the review process on the young person's needs and achievements.
- On arrival at Kisimul, each pupil is assigned a Preliminary IPCP, which is re-evaluated after 12 weeks by the Ed Psych team, using data from: educational, residential and therapeutic teams to update strategy and intervention. There is an initial 6 week baselining period for the MDT to add further information to the document and provide further foundations to the extensive Kisimul plan. The IPCP is then updated on a 3 monthly cycle to ensure it remains reflective of current need and response. Kisimul believes this document to have an outstanding impact on promoting consistency of approach, and underpins the educational, behavioural and communicative approaches taken to engage and support learners.
- Outstanding achievement extends beyond core subjects. Personal, social and emotional achievements are outstanding, and reflect close liaison between residential and school

personnel. This includes students who successfully access community resources on a weekly basis, where prior to placement their challenging behaviour precluded community participation.

- Pupil achievement is celebrated and praised extensively, this is achieved through: an end of year graduation ceremony; whole school sports day with award ceremony, internal awards displays. In 2014/15 the Achievement Award was implemented at both sites to recognise and reinforce positive achievements made by the YP. The award is for both individual and class achievements where points accrued over time as a class is rewarded with a positive reinforcement for the group (such as a community visit which the group has chosen). In 2015/16 was developed with an interactive display being commissioned to give a visual representation of progress made to reinforce this concept and engage all learners.
- Kisimul receives Pupil Premium payments for a number of pupils. This is tracked and monitored within a discreet PPG tracking document. This funding has primarily been targeted towards raising achievement, for example purchasing electronic tablets for pupils to support their engagement using multi-sensory software and communication applications.
- Kisimul also runs 5 week holiday schools at both sites where learners awarded PPG can access a range of activities and creative and physical learning opportunities. PPG funding was also targeted at the installation of a sensory multi-interactive learning environment (SMILE) at the Swinderby site, to enable learners to access a sensory suite that can create interactive learning opportunities and enable contextual learning and interaction to take place. This was replicated at Acacia Hall in Oct 2015.
- There are no differences in the outcomes for learners in receipt of PPG during 2017 18 mid-year evaluation – they develop and progress as effectively as their peers.

Improvement Focus: 2017 18

- Develop a health and well-being analysis using therapeutic outcomes to demonstrate the wider impact of provision beyond the acquisition of functional learning.
- Embed the Kisimul TEST as the central component of pupil assessment and progress measures within the school.

References: IPCPs, Accreditation Trackers, AARs, AAR sampling profiles, Parental/LA feedback docs, lesson observations, Pupil Premium tracking document, 'Individual Case Studies of Learners' with educational disaffection/placement breakdown prior to Kisimul, B-Squared data, school progression tool, 'Curriculum Overview' document, CASPA data, Achievement Summary Document, moderation sheets for each individual student, Learner Pathways Document, accreditation moderation, quality assurance of assessments and accreditation.

7.Overall Effectiveness

Self-Evaluation Grade

1: Outstanding.

7.Overall Effectiveness

- Kisimul School is an outstanding school primarily because pupils make outstanding progress relative to their starting points. Pupil achievement is diverse and is quantifiable in relation to acquisition of functional skills, social development, emotional literacy, physical health and behavioural self-management.
- Pupils make outstanding progress because the teaching is effective, targeted and underpinned by expertise and knowledge in relation to SLD, ASD and Challenging Behaviour. Teaching is superbly supported by a therapy team that provides support through targeted assessment, a thorough process of pre- placement assessment, and the provision and maintenance of detailed and accurate Individual Pupil Care Plans.
- Pupils' behaviour is outstanding, relative to their presentation on admission to Kisimul School. Teaching teams are resilient, committed, empathetic and knowledgeable of individual pupil need, and committed relationships and liaison between educational, residential and therapeutic teams are paramount to this success. Behavioural approaches are proactive and constantly under review, meaning that pupils are able to access the local community and a range of opportunities previously untenable.
- The Leadership and Management of the school is outstanding, striving and insisting on outstanding practice because of a commitment to the pupils and a knowledge of what success looks like for learners with SLD, ASD and Challenging Behaviour when the correct framework is in place. The leadership team is never complacent, and has an on-going commitment to further improve practice through rigorous self-evaluation and critique.
- The School's ethos is on promoting independence and preparation for adulthood. Kisimul has a reputation for succeeding with some of the most intransigent and persistently challenging young people in the country, and understands implicitly the conditions needed to maintain and focus these outcomes. It has developed the availability and analysis of data sources to give quantifiable reassurance to performance, alongside the maintenance of a pupil centred and personalised curriculum and approach.

Last updated April 2018- PR