



Report on IQM Inclusive School Award



School Name: Keelman's Way School
Campbell Park Road
Hebburn
NE31 1QY

Head/Principal: Paula Selby

IQM Lead: Toni Waugh

Assessment Date (s): 6th November 2020

Assessor: Julia Ridley

Meetings Held with:

- IQM Coordinator (Class Teacher and RSE Lead)
- Headteacher
- Deputy Headteacher with responsibility for the primary department
- 3 Teachers
- Pupils from school council (all 4 from the Post-16 department)
- 3 Teaching Assistants
- A parent
- 3 members of the Governing Body



Overall Evaluation

Keelman's Way School is an extremely inclusive school that is held in very high regard by pupils, parents and staff alike. Pupils have a wide range of different needs with everyone being treated as an individual. Staff mention how it is a special environment to work in, with one member of staff saying staff rarely move to other schools once they have experienced the inclusive and supportive atmosphere of Keelman's Way School.

The school has an open-door policy for parents who say that the Senior Leadership Team and other school staff are very approachable with excellent communication links between school and home. Parents have run their own clubs on-site as well as being able to access medical services in the school such as doctor and consultant clinics, so they do not have to take their child to external clinics in the local hospital. A former nurse has been appointed to be the new Inclusion Support Worker where she supports parents in understanding official medical reports, discusses all health matters with them and checks that care plans are being followed correctly. During the COVID-19 pandemic, the Headteacher has done parent surveys to check on the mental health of families as well as holding Zoom clinics and staff have made many phone calls home.

One parent spoke very positively about her experience of the school, saying the staff cannot do enough for her and her daughter. Daily communication via the home/school diary works well, with the teacher writing back with suggestions to address particular issues. She feels that her experience as a parent is valued by all professionals in the annual review meetings and her views are listened to and acted upon. Targets are updated regularly and worked on jointly, she feels part of the team around her child.

The school was purpose-built to meet the needs of all the pupils and is very well-resourced with a large outdoor area that includes a wildlife garden and pond area, an allotment and swings and toys for the pupils to access. A particular inclusive piece of equipment is the wheelchair tricycle. Inside the school, the waiting area is welcoming and open to the rest of the school so visitors can see daily life around them.

Teaching staff are very committed to pupil progress, being involved in national and local initiatives in the field of special education. They feel supported by the school in their professional development, one example was that all the teachers were invited to do a professional inquiry project about an area of interest. One teacher described his project which was the link between communication and behaviour with his findings being disseminated to everyone in the school, this had a benefit for all the pupils.

The school shares their expertise with local schools, for example, the HLTA for physiotherapy spoke to a group of practitioners about the physio room and how the system of collaboration works at the school between herself and the NHS Physiotherapy Team. Teachers support mainstream colleagues.

Celebrating everyone's success is very important for the school with star of the week assemblies, continuing online at the moment and also recognised on the school's Facebook page.



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Behaviour needs are addressed effectively with the introduction of positive behaviour plans to which parents give valuable insight and input. These are all stored centrally so all staff know what is needed.

It was a pleasure meeting the School Council, they spoke very well and confidently about all the opportunities that they get at the school. All the pupils were in the Post 16 Provision and spoke about work experience opportunities and how they run the school café, baking, washing up and serving customers. On World Mental Health Day (Happy Day), the School Council provided scones, pancakes and milkshakes to all pupils and staff. They spoke about the community visits that they enjoy such as an overnight stay at Barnard Castle and a trip to the open day museum at Beamish. In normal times, they sing carols at the old people's homes nearby, make items for the various fayres and visit local leisure facilities, playing an active role in the local community.

Teaching Assistants speak highly of the professional development opportunities that the school provides them and refer to the Senior Leadership Team as being very supportive. They describe it as an amazing environment and a happy place where everyone pulls together. They feel included in planning and target setting and have a very good understanding of the pupils' needs. One Teaching Assistant spoke about the use of visual timetables, preparing the class's symbols and using switches with a pupil. The three HLTAs are a valuable asset to the school, with responsibility for physiotherapy, speech and language and PMLD.

The three members of the Governing Body I met with spoke about the inclusive ethos that pervades the school, all felt confident in their role due to the online Governor training that they have undergone. Governors are linked to Key Stages and regularly visit the school classrooms looking at particular themes.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Julia Ridley

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



Element 1 - The Inclusion Values of the School

The majority of pupils at the school have severe learning difficulties, many have complex or profound needs. However, the school ethos is one of participation for all and it is clear that everyone has the opportunity to participate in a wide range of learning opportunities that suit their individual needs. Everyone is proud of the school and all recognise how inclusive it is.

Everyone's opinion is valued and given equal status. Parents spoke about their expertise with their child being acknowledged and that their opinions are sought when making decisions about targets. For example, the school council helps ensure children have a voice in the school so that they can make decisions about the school. Teachers and non-teaching staff all contribute to the formulating of policies.

Teachers and Teaching Assistants are well-qualified and trained on all relevant interventions, so that they are skilled in differentiation and can adapt their teaching to pupils with a wide range of special educational needs. Staff value the opportunities that they have been given and appreciate the professional development that they receive. Three Teaching Assistants have done teacher training in the school and are now qualified teachers.

Pupils benefit from a bespoke curriculum that meets their developmental needs. Programmes are individualised and devised by the multi-professional team and teachers. Pupils with communication difficulties are supported by staff competent in Makaton signing, symbols and a range of communication aids.

Teaching Assistants appreciate that their views are considered during this planning process.

The school are able to draw on a wide range of professionals who support the pupils. Pupils are taught in peer groups for much of their day to support inclusion but specific intervention groups and therapies ensure their very specific and complex needs are met, assessed and tracked.

The school want their pupils to be a valued part of the local community so they access local facilities and work to support others within the community through work placements, charity fundraising and carol concerts.

Pupils have a strong voice in their own learning with their views collected for the more formal processes around annual review of EHCPs.

Next Steps:

- Additional events for parent participation around specific elements of their child's needs are planned for 2021.
- During COVID-19, events that were typically held in the community will be recorded and sent out.



Element 2 – Leadership, Management and Accountability

The school is led by a forward thinking and innovative Leadership Team, they have ensured that the pupils have the best resources and education possible. All stakeholders confirm that the Senior Leadership Team and all staff are very approachable and keen to help with any issues that may arise. They have addressed issues creatively with the support of the Governors, for example, when they appointed a trained nurse and developed a new role for her to manage the health needs of the pupils within the school.

Staff are confident that the Senior Leadership Team have their best interests at heart and feel able to speak to them about issues that they may be facing, knowing that they will be listened to and helped. Parents commented in a similar way with one parent saying that they make an effort to say hello and ask if everything is ok if they see them in school.

Staff value the CPD that they are offered and feel that SLT ensure they have all the skills and resources that they need, to ensure that pupils make good progress in their learning.

The Governors at the school feel included in the life of the school and have a very sound knowledge of the day to day functioning of the school as well as being aware of the strategic direction that the school is following. They play a challenging and supportive role in working with the Headteacher.

Governors come from a wide range of backgrounds and specialisms. As parents and professionals in a range of fields, they bring their own support and advice to meetings and support the school accordingly, for example, the Safeguarding Governor is also the Safeguarding Lead for South Tyneside.

Governors make class visits to increase their own understanding of how school operates. Staff members present information to Governors ensuring that they have more than one source of information about the school and how it functions. Governors review the School Development Plan termly and question school staff on content.

Next Steps:

- The school will train staff to become proficient in the use of Google Classrooms.
- Staff will be trained on how to use iPads effectively.



Element 3 - Curriculum (Structure, Pupil Engagement and Adaption)

All pupils have EHCPs which require a specific curriculum that meets their individual needs which will differ from their peers. In light of this, the school have developed their own curriculum, focusing on three bespoke pathways for core subjects. Specific interventions are tailored to individual needs so that everyone gets a curriculum that is personalised for them, with clear and achievable progression steps. The detailed school curriculum document illustrates how all pupil needs are met.

The children have access to interventions, resources and strategies that meet their needs such as Makaton signing, Communicate in Print symbols, switches etc. Continual staff training ensures that pupils make good progress due to the skills of the staff and the focused support that they receive. The curriculum is relevant and focuses on pupils strengths and interests.

Pupils have the opportunity to mix with peers of the same age for other activities such as PE and community visits, which ensures that they interact with a wider range of people.

The school are outward facing and ensure that everyone's efforts are recognised through external awards. The school has achieved a wide range of such awards, including the Arts Mark, Healthy Schools Standards and the Silver Sports Award. The school is also a centre for the Duke of Edinburgh Award.

The school's commitment to the environment and outside activities have been recognised in the following awards that are held by the school, RSPB Award, RHS Award and the John Muir Award.

Next Steps:

- Transition is going to be the focus of an inquiry project to gather views on transition and how pupils can continue with personal development when they leave school.



Element 4 – Learner Progress and the Impact on Learning

The learning environment is conducive to learning. It is purpose-built to meet the needs of the pupils, with a specialist physiotherapy room, swimming/hydrotherapy pool, library with ICT resources and a food technology room. The whole school premises are accessible to everyone. There is ample space outside with a range of different settings to interest the pupils such as the wildlife garden and pond area, which are used for outdoor learning sessions as well as areas to play sport.

Many pupils have specialist seating and mobility aids with staff trained in how to use them. Other physical supports such as switches, symbols and visual timetables are used consistently throughout the school to ensure that pupils make as much progress as possible in their learning. Resources are quickly purchased if a new pupil requires something specific.

Joint planning takes place between teachers and Teaching Assistants and other relevant professionals. All pupils have an IEP that is accessible to all staff to ensure a joined-up approach. Each pupils' EHCP is the starting point for the planning process.

As the pupils all have varying degrees of SEN, pedagogy needs to reflect this. All staff are trained to become specialists in the delivery of lessons and know how to adapt/differentiate content of the curriculum so that it meets each pupil's requirement. Working closely with other professionals such as SALT, OT and Physiotherapists ensures a holistic programme is offered to all pupils, this is excellent practice.

Next Steps:

- The school outdoor space will be enhanced by the construction of a 'Pirate Ship' to encourage creative and imaginative play.



Element 5 – Assessment

The school uses Route for Learning and Pivats 5 as their main assessment tools. Routes for Learning is particularly useful for pupils with PMLD and Pivats 5 is used for pupils in the rest of the school. These are appropriate and reliable tools to measure progress in these cohorts.

Moderation meetings take place with the schools within the Alliance, this is particularly useful for the one EYFS teacher in the school who links with another Early Years setting to moderate and support each other.

The school measures progress continually and this evidence is used to prepare subsequent lessons ensuring that each child is seen as a unique individual whatever their starting point.

Assessment data is presented to parents and carers at the annual review in a user-friendly format, with one parent saying that she felt comfortable about asking if there was something that she did not understand about her child's assessment paperwork.

Progress in all areas is assessed not only in core subjects, but this information is also presented at annual review meetings so that parents get a rounded view of their child's development in all areas.

Some pupils have also been assessed and been successful in gaining qualifications at AQA entry level and have gained functional skills qualifications.

Next Steps:

- To roll out Personal Learning Goals and to refine the use of MAPP.



Element 6 - Behaviour, Attitudes to Learning and Personal Development

Staff and parents report that the children love attending school and that they feel part of a family type community. A positive approach to behaviour and an understanding of individual pupils' needs ensures that pupils have a high level of confidence with good self-esteem, which leads to the school being a calm and pleasant environment. There are few incidents of inappropriate behaviour. Attitudes to learning are good with a purposeful approach to learning.

The school values personal development and sees the importance of extra-curricular activities for the pupils. In normal times, pupils have the opportunity to attend a wide range of after school clubs. Young people from other schools and settings can attend also widening their social experiences.

Every opportunity is taken to celebrate success in all its forms. As well as academic progress, the school celebrates and rewards independence skills and progress in other areas such as social and emotional development. Moral, spiritual, social and cultural difference is celebrated. Celebration assemblies are very popular with the pupils, particularly the 'Star of the Week Award'.

The school offers many one-off events which support pupils' mental health and this helps to promote their personal development. These events include Diversity Week, World Mental Health Day, RE trips and whole school focus days.

Effective induction and transition is in place so that pupils know what is coming next, this helps alleviate anxiety and promotes good mental health. The school talked about special days and half days which are organised for new starters. Transition days for the whole school for new classes take place before the end of the summer term to ensure a smooth transition into the next year. Post 16 Leavers are well prepared for their move out of the school. College visits and open days help prepare them for their move.

Next Steps:

- The school is in the process of devising a new mapping document (rather than schemes of work) which will outline the RSE/PSHE content that will be studied by each pupil.



Element 7 - Parents, Carers, Guardians

Parents are very appreciative of everything that the school has to offer with the majority visiting the school on a regular basis, as they see themselves as partners with the school in their child's education.

Parents are welcome to the school at any time and they value being able to see their child at work and play. In the Early Years department, they are invited to stay and play sessions. On Friday mornings the school café is open to parents and ex-pupils who can drop in and socialise which fosters a real sense of community. The school café also gives parents the opportunity to discuss issues that may be worrying them about their child or other questions without having to make an appointment to visit the school, this facility is well attended.

Parents into school days are a regular feature that happens on a termly basis. Parents see the school in action, join in with activities with their child and have access to the work that their child has been doing in the school.

The active role that parents play extends in to the Governing Body where the parent Governors are an active and valued group.

Survey monkey questionnaires show that parents are overwhelmingly positive about the school and feel that the staff go the extra mile for their child.

EHCP and annual review meetings are very inclusive, parents receive the written reports in good time so that they are prepared for the meeting and they can suggest changes and give their input to the reports

'The SAFC - Family Learning Project' took place recently as well as parents coming into school for Mental Health Talks and workshops to support their child's learning. Additional courses such as parent workshops around Makaton signing are also well attended.

Next Steps:

- Parent workshops in healthy eating to be run by the school's Coordinator for Health Care and Inclusion.
- Parent workshops with the Education Psychologist will be adapted so that they can be offered virtually on a regular basis (weekly for an agreed period).



Element 8 - Links with Local, Wider and Global Community

The school has strong community links with a range of different people and organisations. The school is a member of the Sunningdale School Alliance Teaching School Group. Staff and senior leaders meet to share good practice and training opportunities. Staff meet regularly to moderate work and secure good assessment outcomes. Staff in the alliance are able to access CPD together.

Teacher training placements are offered at the school as the school shares links with Sunningdale School, Harton Technology College and Sunderland University. The school have three teachers in post who started their careers at the school as Teaching Assistants.

Students who may be interested in a career in special educational needs from the local college, Harton Technology College have the chance to work at the school as part of their A Level enhancement activities.

The school has its own informal outreach service in the sense that staff offer advice that supports individual students with specific needs from other schools or training for staff at the request of these other schools.

The specialist teacher for profound and complex learning difficulties supports schools in developing practice for this group of students on request. Other schools, organisations and individuals can hire the school swimming pool for swimming or hydrotherapy sessions. Qualified school staff are able to support community groups with their activities.

The school's purpose built premises, and in particular the outdoor areas are used extensively by the community as follows, short breaks service offer holiday clubs on the school's premises to support all pupils from the area with special educational needs who wish to attend.

The school's mid-week and Saturday clubs are open to pupils from other schools in the area.

The voluntary group Ability Football use the school premises to offer after school activities for adults and young people with complex physical and educational needs. Older pupils from the school are able to attend these sessions if they so wish.

Next Steps:

- To create a shared community garden in both primary and secondary areas and involve local schools in this process to make it truly inclusive.
- To continue to build links with mainstream primary schools within the local community and offering support to staff.