



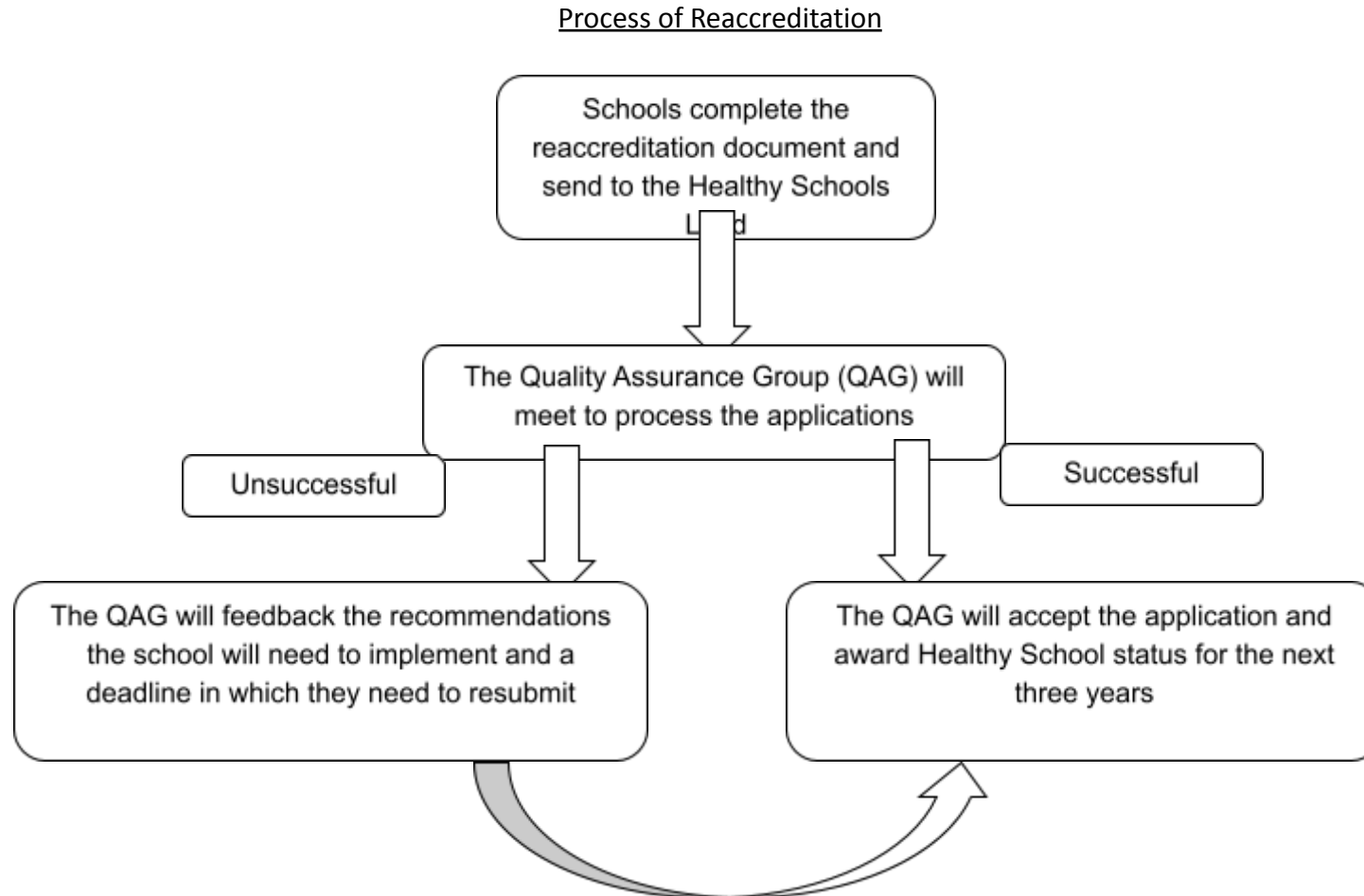
Reaccreditation Document 2022 Secondary & Special Settings

The Healthy Schools Programme aims to embed good practice around health issues in schools based around four key themes

Healthy Eating	Physical Activity
PHSE Education	Emotional Health and Wellbeing

Welcome to the Healthy Schools Award!

This documentation will provide you with information about the application process, an application form, the criteria needed to apply and the details of the Healthy Schools Lead who you can contact for help and support at any time.



Healthy Schools Reaccreditation Document 2022

This form is to be completed by a small working group in school, lead by the Healthy School Co-ordinator, every three years when a school feel they have met the Healthy School criteria.

Name of School	Keelman's Way School
Completion Date	May 2022
Date to be reviewed	May 2025

We would like to reapply for Healthy Schools Status...

Healthy Schools Co-ordinator	Toni Waugh
Head Teacher	Paula Selby
School Governor	Emily Royle
School Council Representative	Siddika Miah

1. Leadership, Management and Managing Change including Governors

1.1- How does the school provide clear leadership to manage a positive environment and enhance emotional and physical health and wellbeing in school?		/2
Mission Statement	At Keelman’s Way School we work together to provide a stimulating environment to ensure our pupils achieve to the best of their ability. We understand that all pupils are unique and we empower them to achieve independence and success in the wider world. We have a big focus on Preparation for Adulthood across the whole school - all elements of this contribute to Wellbeing and work throughout school focuses on Healthy Lives	
Prospectus		
Other	School Website - Home Page - Keelman’s Way School is a nurturing, educational and therapeutic community for pupils aged 2 to 19 and their families. We provide relevant and stimulating experiences to support pupil’s progress and personal development.	

1. 1.2- Name the member of staff responsible for the following:			
Area of Responsibility	PSHE education (PSHE in primary)	Laura Mc - supported by Class teachers - to ensure that every child receives highly personalised delivery to meet their needs (half term strands set by AH - LMcG)	/1
	Healthy Eating including all current standards	E.Royle	/1
	Physical Activity	Emily Royle/ David Camps - Class teachers ensure that every child receives highly personalised delivery to meet their needs (half term planning sent in advance to DH)	/1
	Emotional Health and Well-being	Michael Johnston - Class teachers ensure that every child receives highly personalised delivery to meet their needs (half term planning sent in advance to DH / AH)	/1

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2. 1.3-			
3. Name the member of the Senior Leadership Team who is the strategic lead for the following:			
Area of Responsibility	PSHE education (PSHE in primary)	E.Royle	/1
	Healthy Eating including all current standards	E.Royle	/1
	Physical Activity	M.Johnson	/1
	Emotional Health and Well-being	M Johnson	/1

1.4-			
How does the school identify students in challenging circumstances? Which groups have been identified? What support is provided to these groups? (eg: young carers, children with disabilities, gifted and talented, students who have excess weight, children who have been bullied, LGBTQ students, students with mental ill health, children at risk of exploitation, children with low self-esteem)			
Describe your approach to identifying students in need of support.	Children are identified through data. This could be the RAG data or from Pivat data. Following Lockdown all staff RAG rated pupils in their class to highlight any concerns - as a result of interventions these figures have improved very significantly CPOMS is also used to highlight students who are experiencing challenging times Discussions with staff also identify children who need support.		/3
Identified groups and the support provided... (please add rows as necessary)	Identified Groups	Support Provided	
	SEMH pupils	Music therapy	/2
		Play therapy	/2
		Art therapy	/2
		Class projects around managing emotions - research and share strategies	/2
	Children at risk of underachieving.	Maths number intervention groups.	/2
	Literacy intervention groups.	/2	

	Children in need of targeted support due to new behaviours	Additional and or a change in RSHE delivery program to cover an area of need e.g. A student began to harm animals in their home - change in planned RSHE delivery	/2
	Children at risk of extremism - PREVENT	Yusuf Abdulla from South Tyneside Region Equality Forum (STREF) Prevent referrals and follow up work within class	/2
	At risk of poor dental hygiene	Pauline Wright Oral Health Promoter delivered many sessions across school. She also delivered this for parents in connection with VGM?	/2
	Children at risk of DNA hospital visits due to anxiety's etc.	LMcG - Organised various visits to the STHospital - to help remove possible barriers and increase positive experiences - regular clinics in school to avoid time out for appointments -and allow school staff to support pupils through anxieties	/2
	Children at risk of not having a healthy lifestyle.	Class deliver RSHE lessons linked to Healthy Lifestyles in various formats to suit students needs (may be daily modelling of good habit / healthy choices)	/2
			/2

1.5- Describe your approach to supporting looked after children in your school?
<p>Looked after pupils are included in the curriculum and relevant provision given depending on their individual needs and ability.</p> <p>Progress is monitored and interventions provided if needed.</p> <p>PEP meetings focus on progress twice a year in relation to education and a focus on health and social care.</p> <p>Termly reviews of progress reflect any need for intervention and further support.</p> <p>DSL for LAC is identified and responsible for the provision and will monitor progress.</p>

2. Policy Development

2.1- Give a brief description of the school's consultation and review process in developing the schools policies this year
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<p>Policy updates are shared with the governing body at termly governor meetings. Statutory policies are shared on the school website. Staff have access to all policies via Google Drive Staff have responsibilities for the updating of curriculum policies, e.g. subject leaders. SLT are responsible for management policies</p>	/5
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2.2- When in the last three years were the following policies reviewed?				
Policy	When was this last reviewed?	Did anything change as a result of the update?	When is this next due to be reviewed?	
PHSE Education	December 2022	Our policy was created and amended recently inline with the new SEND Framework. The policy was amended in consultation with parents, staff and Chrissy Hardie to reflect the relationship changes. We also carried out a recent survey amongst staff to ensure they were happy and confident in all aspects. Our policy is now called RSHE in line with DfE and LA language.	December 2023	/3
Relationships & Sex Education	Dec 2022	Updated to include Peer on peer abuse where relevant to individual pupils	Dec 2023	/3
Substance Misuse Education		PSD programme accommodates pupils understanding of the difference between prescribed medication and other substances including alcohol		/3
Smoke Free		Smoke free school advice on offer to parents		/3
Confidentiality Policy (this may be attached to another policy)		in place and all staff regularly reminded of GDPR		/3
Safeguarding (including mental health)		Updated annually to include new info from KCSIE		/3

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Equality and Diversity		School celebrates national cultural events relating to all aspects of diversity e.g. Rainbow award and Religious festivals		/3
Physical Activity (including NCMP)	Jan 2021	Daily mile ad Wake up shake up added for all pupils	Jan 2023	/3
Anti-Bullying		Revisited definitions of bullying with school staff		/3
Outside Visitors		Introduced lanyards to identify DBS checked staff		/3
Behaviour and Rewards		School has a very positive ethos that pupils and parents understand and value. More recently high profile for this on Facebook		/3
Whole School Food Policy (including NCMP)		Revisited with staff in relation to allergies and protocols to manage them in school No nuts in school		/3
School Travel		Seek to support older pupils to travel independently - where appropriate - to college etc		/3

2.3- Explain how parents/carers and the wider community can access your school policies and provide feedback to your school?	
<p>Website Facebook updated at least weekly with activities of pupils Parent meetings EHCP reviews Celebration of work sessions. Parent Groups EFL parent portal Parent surveys Feedback can be through direct contact i.e. the office or the school diary Social care input during Care Team and CP meetings LA working groups e.g. to review EHCP processes</p>	/4

2.4- Give an example of a time when something has changed a result of consultation?	
We have delivered and offered a variety of parent drop-in sessions in school as a result of parents highlighting the need for further support for them and the families Pauline - Dental services came into school and run sessions for students in identified classes hospital visits for identified students PREVENT link suggested got local speakers in - Yusuf Abdulla from South Tyneside Region Equality Forum (STREF) Ed Psyc sessions - Maria Wilson Teen Life VGM - different sessions	

3. Learning and teaching, curriculum planning and resourcing

3.1- How does the school monitor and evaluate PHSE education provision to ensure the quality of teaching and learning?	
SMT monitor through variety of platforms - book scrutiny, EFL evidence checking / tagging Monthly review during staff meeting Sharing of good practice within Dept meetings - new resources created / lesson that went well. Stays up to date with LA attendance at meetings with Healthy school practitioners and other leads.	/5

3.2- How does the school ensure structured physical activity for all its pupils, in or outside the school curriculum?	
Daily wake up shake up. Movement and Music	/4

<p>Free flow to the outdoors in EYFS Daily mile. Judo. PE workshops PE tournaments Weekly PE sessions. Outdoor play Gym Manual work experience at west boldon lodge Walks to the community Weekly shopping for food technology Bikes Sports crew Football Club- After School Access to yoga as part of RHSE Travel Training Inclusion with PMLD sensory hand, arm and back massage. Horticulture - weeding, planting and harvesting crops Outdoor Learning for all lesson Outdoor Adventurous Activity: Residential and Duke of Edinburgh. Rebound Swimming Leisure and Hobbies Soft play ASDAN delivery of Healthy living Registration emotional check in.</p>	
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<p>3.3- What physical activity do you offer to the whole school community? ie) parents/carers, staff, the wider community.</p>	
<p>Football club for adults with SEND Holiday Clubs - Short Breaks Service Hydro Pool hire to mainstream, care settings, SEMH pupils and adults with disabilities Hydro Pool hire to Puddleducks and water babies After school staff fitness sessions Sport and Leisure Activity Sessions.</p>	<p>/4</p>

Horticulture - growing own fruit and vegetables in the allotment	
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3.4- What are your pupil's needs in the following areas? Use data to reinforce your answer		How does your curriculum meet the needs in these areas?	
PSHE Education (SRE, substance misuse, e-safety, healthy relationships)	Social Interaction Understanding healthy relationships Sex and Relationships: Outside School support. Self care and support Staying safe online. Online abuse Mental health and well-being	RSHE curriculum throughout the whole school. Personal development opportunities in line with British Values Safer internet day, link to CEOP on school website .	/3
Healthy Eating	Understanding Healthy diet Understanding why exercise is important to stay healthy. Understanding how to make healthy meals. Pupils who are unable to feed themselves. Pupils who have nutritional needs - special diet, liquid feeds Oral Hygiene. Continence needs linked to constipation	Medical and Inclusion support staff employed by school Part of PHSE curriculum for all pupils as relevant to their ability Healthy plate resources used throughout school 14-19 Curriculum units on Food Preparation Feeding Plans, Salt support, Dietician advice, Staff training around PEG feeds and replacing Dentistry Consultant and oral hygiene nurse Support around healthy diet from Medical and Inclusion support staff employed by school, liaison with continence clinic Work with Local Authority to tailor menus to meet all pupils dietary needs and allergy information Parents are encouraged to send Healthy packed lunches Close communication between staff and parents about pupils diets and working together to improve choices	/3
Physical Activity	Physical disabilities (Adaptive equipment requirements) Cognition and understanding Dressing appropriately for activities. Access to wider opportunities Hygiene and personal care	Physio / OT / Positioning Opportunities for children to attend daily Wake Up Shake Up session. PE sessions planned into timetable. Swimming/hydro sessions timetabled. Rebound sessions for those who need this.	/3

		Subscription to Wanderers sports program Adaptive equipment	
Emotional health and wellbeing (to include anti-bullying)	Understanding and cognition relating to mental health e.g. what is it? Anxieties and emotional regulation Understanding Feelings - strategies to manage the feelings they may have Ability to express fears and concerns	RSHE curriculum Communication and SALT support to empower pupils to express their needs Class stories like 'Enzo's egg' dealing with worries. Staff and pupil relationships Ratio's Morning greetings Music therapy Art therapy Leisure and hobbies	/3

3.5- How does the school make use of emerging technologies to deliver the curriculum? eg: interactive whiteboard, voting programmes, social media?		
Lessons are taught daily using an interactive whiteboard. Each class has a teacher lap top, pupil PC's and 2 iPads. Every class has access to iPads which are used to support pupil learning. Apps are installed to support core subjects such as literacy and maths. Some are used as a communication aid for those pupils who have speech and language skills. Specific communication aids from RCAS for non verbal pupils Eye gaze software for specific pupils Social media- Facebook is used to share updates of school events, parent information and to share pupil achievements YouTube channel to support learning in the classroom. Activities created by staff to support all areas of the curriculum. Google classroom for more able users.	/2	

3.6- Explain the e-safety management procedures in your school? eg: SAFE, filtered web access etc.		
All devices are protected through e-safe. Devices are monitored closely and any inappropriate content is reported to the Head Teacher and ICT Pupils have access to the internet through a platform called "Squiggle" where they can search the internet safely. pupils have a generic login and older more able pupils have their own email address. Class staff monitor the students, they are never allowed to use ipad or computer without class staff being in the same room.	/4	

4. School culture and environment

4.1- How does the whole school environment support healthy behaviours? (physical activity spaces, emotional environment and eating environment)	
<p>We have a large outdoor space which provides a range of learning environments for the students and helps teach students to be responsible citizens. Students develop an understanding of our local environment and the importance of sustainability.</p> <p>In our School Garden students are taught to grow their Vegetables and use these in cooking sessions. Our work has shown that the direct benefits of gardening for young people are wide ranging including Improving physical and mental wellbeing. It helps students build on life skills such as confidence, resilience, teamwork and communication. Helping young people engage with their surroundings better and develop a sense of responsibility. We also have a Wildlife Garden, Sensory Garden and Gruffalo garden. These areas are used around the school to enhance literacy, numeracy and cross curricular sessions. They provide areas that Enrich the entire curriculum from science, maths and geography – to art, design and languages. Students across the school have access to these areas in teaching and non-teaching time. These areas provide a space for students to feel safe and comfortable exploring different senses. Teaching in these areas can provide a calm nurturing environment for students to explore independently, this in turn supports Good mental Health.</p> <p>MUGA - bicycles - adapted wheelchair bikes - trikes Playground equipment to encourage gross motor skills. Climbing frames, swings, trim trail, mud kitchen, interactive sensory boards, and play houses. Outdoor toys including bikes, balance bikes, scooters, segways, bubble cars, trikes, balls, sand pits, water play and sensory resources.</p>	/4
4.2- How does the school ensure easy access to free and clean drinking water and toilet breaks?	
<p>All classes have access to amenities and toilet facilities are near each working area.</p> <p>Care room and toilets provide support for pupils in all area of care and hygiene support. Grounds staff maintain these areas.</p> <p>All pupils have own drinking bottle and encouraged to drink throughout the day.</p> <p>Specific toilet times identified within the timetable and toilet training developed around the needs of the individuals.</p> <p>Staff awareness of pupils' personal care needs.</p>	/2
4.3- Explain your use of the school space to promote positive health messages? (screens, posters, leaflets, emails, noticeboards, public health campaigns)	

<p>Weekly healthy tuck shop (posters around school to advertise)</p> <p>Veg garden to grow own vegetables and promote these to be used within cookery lessons</p> <p>Display boards containing topic information on healthy lifestyles across the Key Stages</p> <p>Food Technology lessons encourage awareness of healthy eating, balanced diets and hygiene requirements.</p> <p>Wash hands posters next to sinks.</p> <p>Hand wash and hand sanitizer stations provided across the school.</p> <p>Healthy living/ lifestyles fitted into school curriculum topics</p>	/3
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5. Giving children and young people a voice

<p>5.1- What systems are in place to ensure pupils views are reflected in the following:</p>		
<p>Curriculum planning</p>	<p>Child led learning following pupil interests Engagement Scales and profiles used to understand and personalise Curriculum Topic based planning. Choice sheets for Leisure and Hobbies Personal Learning Goals based on EHCP of each pupil Work Experience Choice Form. Transition Event; Careers and Next step Education/ Employment. School council have school issues on their agenda every meeting where they are able to express their views</p>	/2
<p>Learning and teaching</p>	<p>Verbal and written feedback in pupil workbooks Self assessment as part of plenary School council involvement in staff recruitment Symbols and choice making Feedback from mentors in the community regarding Work Placement. Positive reinforcement and encouragement in lessons.</p>	/2

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The whole school environment including policies	School council Pupil Voice Eco Council	/2
Personal development and well-being	Option sheets for Leisure and Hobbies Pupil voice reports for EHCP reviews. Pupil voice for LAC PEP meetings. Pupils attend their care team meetings to give their views. School council have delivered a variety of world mental health day events	/2

5.2- How has the school ascertained the views of young people about health including those who are less vocal and visible? (questionnaires, anonymous feedback, creative participation)		
Qualitative feedback from staff Small class sizes allow development of working relationships whereby staff are attuned to the views of the young people in their care Intervention groups e.g. Rainbow classes		/3

5.3- What opportunities are there for pupils to develop responsibility and build confidence and self esteem?		
classroom activities are organised with inclusion and integration in the planning process. We have subject pathways that create effective learning and inclusion within those pathways to ensure independence through the semi formal curriculum and subject specific pathways based on the pupils individual ability. Roles and responsibilities are assigned within the class on a daily basis and can be class based or individual, such as collecting milk,etc. Or going to bathroom alone. Class rules are created for the pupils to follow and create an environment based on respect and awareness of others. High amounts of praise and rewards are crucial in the developing mindset of self esteem and confidence. 14-19 curriculum provides opportunities to develop independence and confidence whilst supported appropriately by staff. School council. Sports crew. Work experience. Intervention to enable pupils to achieve in maths and literacy boosting self esteem and confidence.		/3

5.4- What opportunities do you provide for pupils to raise issues confidentially?		
School council box available for pupils to post questions/worries.		/3

<p>Pupil access to many different staff members due to high staffing ratios Pupils have access to a quiet room to use for confidential conversations RHSE curriculum covers safeguarding concerns and who our young people can speak to Staff will advocate for pupils who have difficulty communicating their own needs Older and more able pupils have own emails or can access google classroom to contact staff Medical and Inclusion Staff member is available and approached individually by pupils for support Art Therapy to support pupils with emotional issues and allow them to explore their feelings through art</p>	
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6. Provision of support services for children and young people

6.1- What arrangements are in place to help pupils to access specialist services?		
Substance Misuse	Medical and Inclusion staff member coordinates support for pupils and parents/ Carers and will refer to specialist services, follow up referrals and seek support from specialist services as needed CYPS, Public health practitioner (south Tyneside)	/4
Contraception /Sexual Health	CYPS, School nurse service, SRE policy, SRE curriculum and resources, SRE whole staff training	/4
Healthy Relationships	CYPS	/4
Loss and bereavement	CYPS, Educational Psychology Specialist in Bereavement, Library has books around bereavement, Worry Dolls, Social stories, books without words -	/4
Mental/Emotional Health	CYPS.	/4
Smoking Cessation	CYPS	/4
Young Carers		/4
School Nursing	Support for specific topics linked to curriculum from school nursing service.	/4
Other	Dental Hygienist visits Eye clinic CCN's to administer medication.	/4

7. Staff CPD needs/ Staff health and wellbeing

7.1- Please list the CPD opportunities that school staff have accessed for the following topics in the last three years and how has this training been utilised.		
PHSE Education (substance misuse, SRE and e-safety, healthy relationships)	RSHE curriculum training delivered to all staff - all staff develop and follow new RSHE curriculum	/3

	<p>SRE training for whole staff - staff confidence to deliver SRE improved - staff able to seek help from Coordinator and colleagues - staff more open around discussing sensitive issues with colleagues</p> <p>Operation Encompass training for staff and pupils - Award achieved - staff more able to support pupils who may be living with domestic violence</p> <p>E-safety training delivered to all staff- Staff confident in delivering e-safety lessons to higher achieving pupils. Access to many resources to support their teaching</p> <p>Speak out stay safe - NSPCC</p>	
Healthy Weight (physical activity/healthy eating)	<p>INSET CPD relating to PE and resources - improved staff planning and practice -</p> <p>School Nursing Service</p>	/3
Emotional Health and Wellbeing	<p>inclusion lead mental health awareness training- Staff have an awareness of what to look out for if they are concerned about a colleague and who to contact if support is needed.</p>	/3
Safeguarding/Child Protection/Anti-bullying	<p>Safeguarding and Child protection training given regularly to all staff. PREVENT training. Encompass training. Online training. Regular updates to highlight changes to policies. Record of reading KCSIE.</p>	/3
Pastoral Care	<p>Rights Respecting Schools (Unicef)</p> <p>Designated Safeguarding leads</p> <p>Post 16 Pastoral and Transition lead</p> <p>Ongoing access to members of staff relating to pastoral care</p>	/3
Mental Health including attachment	<p>VG mental health awareness training</p> <p>Attachment training from Ed Psych</p> <p>Mental Health Champions in association with Local Authority</p> <p>Access to Educational Psychologist, Theraplay training.</p>	/3
Other	<p>Team Teach</p> <p>Case studies and enquiry projects linked to specific need - resources made/bought to support within class and across school</p>	/3

7.2- Can you give an example of anything that has changed as a result of any of the above training?
 Approaches to specific conditions.

Reporting of concerns. Ongoing online training - sharing good practice and knowledge.
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7.3- How does the school encourage staff to model healthy lifestyles? Do you take part in the Better Health At Work Award?	
South Tyneside gym and swim discounted membership. Cycle to work scheme. SAS - Schools Advisory Services Staff fitness class.	/4

8. Partnerships with parents/carers and the wider community

8.1- Please list the external agencies that support the curriculum in the following areas.					
PHSE education (SRE, substance misuse, e-safety, healthy relationships)	Healthy Eating	Physical Education	Emotional Health and Wellbeing	Other	
Local Authority Public Health Practitioner	Dentistry Service	South Tyneside schools sports network. Sport England SSOC project.	Let's Talk CYPS Disability North		/1 per recognised agency

8.2- Give details of the health/wellbeing information provided to parents/carers? (please add more rows as necessary)		
Subject	What was offered?	
healthy eating in school	opportunity to have milk each day	
healthy eating in school	daily access to fruit for snack time. Access to salad at lunchtime. Water available all day.	
sports	opportunities to participate in sports tournaments or activities outside school	
Leisure and Hobbies	Information and consents relating to option choices provided to parents	
RHSE Curriculum	Information contained in parents section of website	
		/2 for each

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Physical Health	Optician visits in school	
physical health	Audiologist visits in school Consultants hold clinics in school	
physical health	physio, OT and occupational therapy referrals	
Makaton	Training offered to all parents	
Wellbeing for pupils and their families	Ed psych visits to school for support with any identified conditions Teen Life program and Early Bird Program to support parents of pupils with ASD Inclusion lead supports parents to access support from other agencies e.g. CYPS, Continence service Training on Esafety to support Parents to manage children's access to safe internet use Home visits during Covid to ensure families were not isolated through lockdown - regular video calls to pupils who isolated at home	

8.3- What sources of support does the school refer parents/carers to? (please add rows as necessary)		
Agency	Service Offered	
South Tyneside Local Offer	leisure services, voluntary and community-based organisations.	/1 per offer
Max Card	Discount to activities (local/national) and to inform about financial support and assistance with Disability Allowance.	
Short breaks	Sport and play clubs	
CYPS	Regular updates for families and review of current cases with Inclusion lead	
Respite care	Foxden, Bisley Drive	
Children's/ Adult Services	Direct contact between home, school and Care online line and in person	
Direct Payments	Personal Assistant.	
Physiotherapy and Occupational Therapy	HLTA to liaise with parents and Physio support - manage referrals etc - single point of contact	
Speech and Language	Support with communication and resources to assist mealtimes and choices	

9. Assessing, recording and reporting the achievement of children and young people.

9.1- How does the school assess and report on pupils' progress and achievement in PHSE education?	
EFL PPlatform. CPOMS Evidence Sheets Workbook Evidence Reporting through Progress Reviews. PSD PIVAT'S. PLGs Learning journeys	/4

9.2- How does the school celebrate the achievements of pupils?	
Star of the week - which is shared with parents via Facebook and you tube Wow moments from home Evidence for learning social media- Facebook, Youtube Stay and play sessions with parents Rewards in class Reward trips or meals outside school Small class parties - snacks music and games Parents into school day Work Experience Awards Leavers Prom Stickers, stamps and notes in books	/4

9.3

How do you plan on sharing what you have achieved during your Healthy Schools Award with your school community?

School Facebook site.

School Website

Congratulations, you have completed your Healthy Schools Reaccreditation document.

Please email your completed document to the Healthy School Lead:

Karen FitzPatrick

Public Health Practitioner - Children, Young People and Families

South Tyneside Council

karen.fitzpatrick@southtyneside.gov.uk

or feel free to contact for further support if required.

We look forward to seeing you at the celebration event!