



# Inclusion Quality Mark (UK) Ltd

5<sup>th</sup> June 2016

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Old Bank Lane  
Blackburn  
BB1 2PW

## **Inclusion Quality Mark Flagship Review - 25th May 2016**

### **Summary**

In preparation for my review visit, the IQM coordinator had prepared a very comprehensive presentation pack providing clear evidence for all four targets and I had the opportunity to meet all relevant members of staff.

My visit to the school included a tour of the whole provision and plans for the new build provision for learners on the autistic spectrum. I would like to note the very warm welcome I received at the school and also the immaculate presentation of the whole campus. The headteacher and staff had been instrumental in the original design of the building and quality furniture, displays of students' work, visits etc and specialist provision areas all make up a superb teaching and learning environment. I was also able to visit departments areas of the school and meet with the following members of staff in support of the evaluations of targets set for 2015:

- IQM Co ordinator
- Early Years Assistant head
- Deputy Head Teacher
- Senior Deputy head
- ARC department
- 16-19 department (studio)
- Secondary department
- Primary department

The excellent user friendly school website also contains extensive details and information relating to:

- Governor information
- Policies and newsletters
- Staffing details
- Contact information
- Links with other education providers, colleges and stakeholders

## **Flagship Status Targets as agreed 2015 review**

1. To embed communication across the school curriculum to ensure pupils' communication skills are prioritised in all aspects of the school day.
2. To ensure pupils' therapy needs are addressed, throughout the day, as part of high quality classroom provision.
3. To develop the use of specialist assessment to ensure all pupils' progress is measurable and can be celebrated.
4. To develop support to mainstream colleagues by offering training and professional development opportunities.

### **Assessor Commentary**

#### **Target 1:**

The member of staff responsible for meeting this target is a qualified Makaton trainer and has provided ongoing CPD for all staff plus comprehensive induction for new staff, details as described in the school documentation. To date there have been sessions including:

- An introduction to Makaton.
- Lunchtime staff training.
- TA and teacher training.

The school also benefits from training on several aspects of communication delivered by Speech and Language therapists from the Local Authority. Advice booklets of classroom strategies to benefit the speech and language needs of all students (Speech and language: "Classroom strategies"). Objective evaluation of the impact of this training has been conducted in the form of in class teacher observations.

The school continues to place great importance on the use of ICT in meeting the communication needs of students, examples include:

- Eye gaze system
- Voice output systems
- iPad apps

In support of the schools continued efforts to involve and improve the already excellent home/school links parent communication/Makaton workshops are provided throughout the year .

#### **Target 2:**

A comprehensive training programme aimed at improving therapy provision within classrooms has been developed and provided by a multi-disciplinary team of occupational and physiotherapist. Staff training had been set over a series of half day and twilight sessions. In line with the schools excellent practice, they have also

developed evaluation of the impact of this training including in class observation, multi-disciplinary meetings. There has also been an increase in staff seeking advice, clarification and guidance.

HLTA's are to have representation on the management group of the school and their roles also include leading additional therapy sessions in classrooms. The evaluation of the target clearly indicates that therapy needs are well embedded into classroom practice.

### **Target 3:**

The documentation provided by the school gives clear information relating to the specialist assessment tools used by the school:

#### **B Squared**

SCERTS® is an innovative educational model for working with children with autism spectrum disorder (ASD) and their families. It provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships. It also is designed to help families, educators and therapists work cooperatively as a team, in a carefully coordinated manner, to maximise progress in supporting a child.

The acronym "SCERTS" refers to the focus on:

"SC" - Social Communication – the development of spontaneous, functional communication, emotional expression, and secure and trusting relationships with children and adults;

"ER" - Emotional Regulation - the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting;

"TS" – Transactional Support – the development and implementation of supports to help partners respond to the child's needs and interests, modify and adapt the environment, and provide tools to enhance learning (e.g., picture communication, written schedules, and sensory supports). Specific plans are also developed to provide educational and emotional support to families, and to foster teamwork among professionals.

Celebrating Achievement: Increased use of ICT (photographs and video) plus a whole school approach to giving feedback on their learning and successes (symbols and standardised vocabulary).

The school collaborates closely with the 20+ members of the North West Special Schools Group.

## **Target 4:**

Whilst having met the overall target of “To develop support to mainstream colleagues by offering training and professional development opportunities,” the school has now embedded a variety of training opportunities for local schools and providers:

- Makaton training for tutors at St Mary’s College.
- Partnership working with TEAM-Blackburn (a collection of teaching schools).
- Training, support and advice to nursery providers plus facilitation of access to Newfields provision for “on the job” training.

## **Further Developments/ Recommendations agreed after discussion:**

As part of my discussion with staff on the day of my visit, it was agreed to add the following topics and suggestions to this report:

1. As a Flagship School with recognised expertise in the specialist teaching of children with speech, language and communication needs plus learners identified on the autistic spectrum, the school is well placed to consider further outreach services (training, consultancy and advisory) possibly on a buy back basis.
2. Further use of electronic aids to tracking, monitoring and recording pupil information ([mintclass.com](http://mintclass.com), “Classcharts,”).
3. Intranet resource bank for teachers and support staff, use of iPads as visualisers/recorders.

## **Future Inclusive Plans:**

The school is about to embark on a new build programme to extend and develop the classrooms and facilities to accommodate the increasing numbers of learners identified on the autistic spectrum which will also free up valuable space in the main part of the building. In addition to this the following targets were agreed for the next 12 months:

### **Target 1.**

#### **To work as part of a multidisciplinary team to develop a new build provision to best support learners on the autism spectrum.**

The school has a well-respected reputation for its expertise in supporting learners on the autistic spectrum and linked to the increased numbers on roll, the school is building an additional provision on site to meet the learners needs. As noted above, this will also free up additional space in the main school building.

The headteacher and senior leaders have considerable previous experience at working with agencies and providers in the design and build of specialist provisions having been closely involved in the build of the existing school. Using the existing school model of

working with multi-disciplinary teams to ensure the best possible outcomes, I look forward to the opportunity of visiting the school again once the new build is completed.

## **Target 2.**

**To ensure longer term outcomes from EHCP are incorporated into PLPs and lesson planning where appropriate.**

The school is relentless in its efforts to provide an “educational journey” for all students and recognises the need to provide a long term plan in addition to the carefully detailed Personal Learning and Lesson planning. Linking the longer term outcome of the Educational Health Care Plans to the shorter term planning will meet this requirement and encourage students to become independent learners.

## **Target 3.**

**To support parents during their child’s transition into adult services by developing a multi-disciplinary framework for transition.**

This target is a clear addition to the plans of target 2, in constructing a successful “educational journey” for all students. The school recognises importance of all stages of transition for students and involving a multi-disciplinary framework will ensure that all the students’ needs; social, emotional, functional, physical and educational are taken into account during times of transition, particularly when moving from school provision to adult services

## **Target 4.**

**All governors to develop a fuller understanding of the full range of needs of learners in school.**

This target will ensure an increased understanding and involvement of key stakeholders in the school. Specialist resources, the changing and complex needs of students, the new build, CPD and provider collaboration are all aspects of school life which need to be fully understood by governors

All the future Inclusive Plans are both appropriate and sufficiently challenging. I would recommend, without reservation, that Newfield School retains its Flagship status and be reviewed again in 12 months

**Assessor:** Dave Stott

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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