



SCHOOL EVALUATION 2023-25

Last reviewed June 2024

Our School Evaluation Form (SEF) is used for high-quality, self-reflective practice. The document provides a means to inform, update and appraise the school's developmental journey. Although identified as an outstanding school three times, we still continue to strive for improvement through a process of continued challenge. We are proud to see ourselves as a restless school striving for perfection in order to provide all of our pupils with the best learning opportunities possible.

Motto

Innovating Communicating Empowering

Mission Statement

We are pioneers of innovative and personalised teaching and learning, enriching lives and fostering independence.

Aim

We aim to enable all students to be effective communicators, to engage in meaningful learning and be empowered to positively influence their world.

Self-Assessed Judgements

| | |
|---------------------------|-----------------|
| Quality of education | 1 - Outstanding |
| Behaviour and attitudes | 1 - Outstanding |
| Personal development | 1 - Outstanding |
| Leadership and management | 1 - Outstanding |

NB: Issues relating to Social Moral Spiritual and Cultural areas (SMSC) are highlighted in grey.

The Characteristics of the School

The school continues to be recognised by Ofsted as Outstanding in all areas. Our last inspection was completed in 2019.

Communication is at the core of our learning offer. Our intent is to ensure our students are prepared for their future as effective, confident, and empowered communicators.

All pupils have an Education, Health and Care Plan (EHCP). The greatest proportion of pupils have severe or profound and multiple learning difficulties and many have associated sensory impairments. Some needs are life limiting and degenerative in nature. A growing number of students also have autism spectrum conditions and complex needs.

During Summer 2023-24 Castle Hill School has 27.9% of learners accessing Pupil Premium and associated Recovery Premium funding. Slightly over 50% of pupils are from minority ethnic backgrounds and for many of these, English is an additional language. The analysis of data carried out over time identifies that there is no significant difference of progress when split by gender or by ethnicity as all receive a level of intervention dependent on their individual learning needs (assessment data, intervention records).

The school holds a number of awards, including the Inclusion Quality Standard Award, the UNICEF Gold Rights Respecting Schools Award, the Gold Mental Health Award, the National Association for Education Technology (NAACE) Award, Makaton Friendly Award, Democracy Friendly Award, Careers Quality Standards Award, Asthma Friendly status and the Healthy Schools Award. We are renewing our Gold SMSC Quality Standard and also working towards the Eco School Award.

Children can enter school at any age and therefore any Key Stage. Higher levels of entrants are particularly prevalent in Early Year Foundation Stage.

The majority of pupils finish KS4 working within Castle Hill School levels (CH Levels) and then transition to the Sixth Form provision. Following this they are successfully located in a variety of Post 19 destinations.

The school is a close, active and valued partner of Kirklees Council and Calderdale and Kirklees Teaching School Hub and we provide SEND CPD support unilaterally and collaboratively towards the local, regional and national SEND CPD offer. We have worked closely with Cumbria University to provide a School Direct SEND offer and are looking forward to partnership work with Huddersfield Horizon SCITT commencing 2024-25.

The development of coaching and peer-to-peer support for staff has promoted a culture of leadership at all levels. This work continues with distributed leadership models throughout the school (working parties, curriculum teams, mentor programme, collaborative leadership practice).

We work in partnership with others and learners from other educational provisions attend reciprocal visits and lessons (outreach records). We also provide links and dual placements with mainstream schools.

We work in partnership with the local health trust which provides a range of health staff to support the needs of children attending the school. The local health trust also leads student health reviews from the premises and provides school staff with training in a range of interventions and medical conditions. Health staff also have an input into the formulation of Education Health and Care Plans (Minutes of meetings: Joint assessment panel/CH Joint assessment/ training records/diaries).

We work in partnership with Social Services and the Disabled Children's Service hosting joint reviews. We co-facilitate EHCP reviews for students throughout school and host Children In Need (CIN) and Children Looked After (CLA) reviews which ensures an effective wrap-around service (review records/emails). This ensures a highly effective multi-agency approach to good practice.

The school is a registered centre for AQA Unit Awards, ASDAN Personal Progress and ASDAN Personal Social Development (OCR Entry Level Functional Skills options are provided if required). This enables our pupils to celebrate their achievements through nationally recognised accreditation and examination schemes.

Academy Conversion

The school converted to become an academy during the Autumn term 2016. Castle Hill School is now part of the Together Learning Trust as of February 2023-24 and was formally part of ICAT (Interaction and Communication Academy Trust).

Quality of education

Inspectors will make a judgement on the quality of education by evaluating the extent to which:

Intent

leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

Our curriculum is designed to enable all students to be effective communicators, giving them confidence and preparing them to take an active role in their community, influence their world, make positive contributions, be responsible and achieve social and emotional fulfilment. (curriculum guides) Our learning audit process has provided us with the information and evidence for bespoke curriculum design. As a result, we have applied a curriculum model comparable to the Early Years Foundation Stage Areas of Learning as a framework. Areas include Literacy, Maths and Physical development which are a priority. These areas are enriched and supported by Understanding the world and Expressive arts and design. Additionally, our Sensory element ensures complexity of need is addressed. Curriculum Guides for each learning area provide programmes of study which ensure all pupils' needs

are appropriately met (Learning Audit, Curriculum Guides, Curriculum Overview, Curriculum Model). Our Curriculum's comprehensive Sensory element, covers Multi-Sensory Impairment, Visual Impairment, Hearing Impairment, and Feeding and Swallowing. This has ensured high levels of engagement for all students. (Sensory curriculum guides, Learning Journals, MAPP, PIP progression documents and progress towards progression documents)

Our students experience a broad and varied curriculum. Teachers access direction through Castle Hill Curriculum Guides. Each rigorous and comprehensive subject specific Curriculum Guide provides information including the current theme, programmes of study, level guidance, references to further curriculum resources, suggested activities, suggested activities for Continuous Provision EYFS and Primary, suggested activities for Extended Provision Secondary, key vocabulary, related literature and songs, Collective Worship, guidance on Unicef Articles and British Values, Gatsby Benchmarks, safeguarding and on-line safety, Multi-Sensory approaches, pupil voice and wellbeing, guidance on Work Related Learning, and guidance on Healthy Eating ensuring the needs and interests of children are met. The curriculum ensures precise and accurate next steps in learning are provided for. (Curriculum guides, curriculum overview document)

The Curriculum Guides give structure and allow flexibility to ensure differentiated needs are met. Curriculum groups and leaders are given time to review, develop and enhance the guides on a termly basis. This provides excellent guidance for all staff ensuring consistent delivery across the curriculum. Every aspect of planning, evaluation and delivery of learning is personalised to make optimum use of learners' strengths and to structure progress in their identified areas of development. (Curriculum overview, assessment strategy, planning, curriculum documents, teachers meeting minutes, curriculum group action plans)

In order to evaluate the effectiveness of personalised curriculum planning, subject area leaders track progress to monitor the effectiveness of teaching in curriculum areas. Curriculum leaders present to peers and Governors on a rota basis, this ensures action plans and curriculum development is shared with and monitored by peers, SLT and Governors resulting in high-quality outcomes. (Data collection of group learning for key skills, case studies, subject lead progress monitoring documents and subject lead intervention documents)

Curriculum leaders are also responsible for disseminating information and national developments related to their curriculum areas to the teaching team. (Action plans, teacher meeting minutes) The innovative and effective structure of personalised planning begins with reference to the curriculum guides and pupils' EHCPs. Programmes of study and targets are integrated into medium and short term planning. Effective assessment systems track attainment and progress. (See curriculum overview, case studies, assessment outcomes, assessment reports)

Cultural capital is guaranteed for our students through an extensive community involvement which is promoted and integrated into the curriculum. Its impact is successfully delivered through a variety of strategies including links and events. (Differentiated curriculum, evidence of links, work related learning, collective worship, CPD targets, policies, assessment reports, Kirklees Inclusion Quality Standards Mark, SMSC calendar)

The EYFS Department currently follow the Department for Education's (DfE's) 2021 Early Years Statutory Framework for the Early Years Foundation Stage. Birth to 5 Matters (2021) supports implementation of the Statutory Framework. This is used alongside Development Matters (2021), to guide the EYFS curriculum. Programmes of study are collated into the EYFS curriculum guides providing opportunities for depth and breadth in skill development and progression. (EYFS curriculum)

Our Sixth Form curriculum provides 3 distinct learning pathways: Developmental (Pre-Formal); Nurture (Semi-Formal); Independence (Semi-Formal to Formal). Students in each Learning Pathway access a varied and personalised curriculum dependent on learning need and student choice. (Sixth Form curriculum)

the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs

The curriculum is designed to meet all needs, taking into consideration vertical and horizontal learning. The curriculum is used as a comprehensive, enriched, constantly evolving resource for teachers to draw guidance from to design personalised learning experiences for our unique cohort.

Our child-centred approach to curriculum design and delivery is driven by our curriculum intent statement:

The curriculum is designed to enable all students to be **effective communicators**, giving them **confidence** and **preparing** them to take an **active role** in their community, **influence their world**, make **positive contributions**, **be responsible** and **achieve** social and emotional **fulfilment**. (Curriculum, SEF summary, assessment report, case studies, post-school tracking, links audit, CPD focus, lesson studies, curriculum group development)

The learning journey begins for our students' pre-placement, where effective transition arrangements help students and families orientate, feel a sense of belonging and be ready to learn. The initial learning experience is based upon EHCP targets partnered with Birth to 5 Matters Guidance which gives clear pre-formal developmental steps and where appropriate, Development Matters Guidance is also referred to as another supportive document within this process. (Curriculum guides and EYFS curriculum)

Moving to the Primary curriculum, students continue to access a thematic approach to learning with a continued focus on becoming well-regulated empowered communicators. This leads into the Secondary curriculum where the application and generalisation of skills are further enhanced. This is extend, embedded and formalised through the 14-19 developmental curriculum with a focus on the life skills needed for transition towards future destinations. Each student's journey through the curriculum has a focus on their ability, need, strengths and interests. (Case studies, learning journals, evidence of work files, planning, links evidence, assessment report outcomes, curriculum)

The curriculum is designed to have a strong structure of continuity and progression which ensures our students are prepared for their future lives. Continuity and progression is delivered through programmes of study that promote unique developmental opportunities. This ensures our students are provided with challenging learning experiences appropriate for their ability and need. (Curriculum Guides, Key Skill Pathways, case studies, learning journals, evidence of work files, planning, links evidence, assessment report outcomes, curriculum)

A departmentally differentiated thematic approach in the curriculum ensures progression and enables shared learning experiences across the school (topic cycle: EYFS – My World, KS1&2 – People who help us, KS3&4 – 999 Emergency; Sixth Form - Getting Help in the pre-formal, semi-formal, formal pathways). This approach to curriculum development and delivery has promoted excellent progress in all groups of students. (Assessment report, curriculum, learning journals, case studies)

A differentiated accreditation and qualification pathway is delivered to meet the needs of each student according to their ability, interests and strengths. (Qualification offer and outcomes)

Students begin to complete accreditation through the AQA Unit Award Scheme during transition in Key Stage 2. This continues through Key Stage 3 into Key Stage 4. Students also complete ASDAN Personal Progress Qualification units in Key Stage 4. Units are specifically designed to prepare students for the future and cover themes including; Preparation for Work, Community Participation and Independent Living.

Sixth form students access a choice of three qualification options; ASDAN Personal Progress (Pre-Entry and Entry Level 1), **ASDAN Personal and Social Development** (Entry Level 1), OCR Functional Skills (Entry level 1, 2 & 3 if required). The qualifications provide a differentiated learning route to meet all needs. Students completing **ASDAN Personal and Social Development** (Entry level 1), OCR Functional Skills (Entry Level 1, 2 & 3) are fully prepared for college/educational destinations where their education pathway can be continued to the next appropriate stage, for example Entry 2 or 3 qualifications. Other students are also prepared to progress into service providers through **ASDAN Personal Progress and ASDAN Personal and Social Development**. This certification is based on work related learning and life skill including units based on Independent Preparation for Work, Managing your own money and others.

The curriculum provides opportunities to understand and experience the world of work through mini-enterprise projects, work experience within and out of school and community visits. The Gatsby Benchmarks provide us with a framework which has been adapted appropriately for the needs of our students in order to quality assure our careers provision. (Careers Quality Standard, Gatsby Benchmarks at CHS document, curriculum guides)

Our new Reworks building is used to enhance the opportunities available to Castle Hill School learners by providing a work-based learning site for students, giving them skills to prepare them for adult life. The separation of the ReWorks Centre from the main school site helps the students think of it as a work-based environment rather than a typical school classroom. Activities that place in ReWorks are based around sustainability and focus on re-cycling and upcycling. The building also draws on **community involvement** further ensuring an enriched preparatory learning experience. (Reworks and ReWorks timetable)

Destination tracking shows that the vast majority of leavers retain their initial destination placement. This indicates that they are fully prepared for their next stage of education/service provider. (Tracking data)

learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

Our lead curriculum areas are Literacy/Communication, Numeracy and Physical development, these 'golden thread' subjects run throughout and have defined delivery times but are also supported by cross curricular learning experiences. Each students' day, therefore, is filled with a range of child centred and specific curriculum based learning opportunities. (Timetables, curriculum guides, planning and case studies)

Castle Hill School's curriculum has reference to all National Curriculum subjects and the evidence of the application of this is provided in long, medium, and short term planning. (OFSTED report, curriculum guides, curriculum leaders' files, SIP visit outcomes)

Subject leaders support monitor and assess subject area delivery through the analysis of planning and assessment. They also offer peer support for enhanced delivery. (Subject lead monitoring and intervention documents and action plans)

Innovative enhanced approaches to personalised learning ensure that all learning needs are met. What might be traditionally described as interventions are woven within the fabric of each pupil's curriculum (learning journals, orange observation books, evidence of work files, home learning records, Outreach records, links, external educational practitioners).

As students' progress towards Sixth Form their curriculum focusses more on the application of academic and life skills in real life scenarios, through opportunities such as work related learning, and community visits. These measures ensure a full and expansive learning experience for each student.

The Sixth Form pathways (pre-formal, semi-formal, formal) provide a bespoke, differentiated, learning experience with an intent towards their post-school destination.

Individual subject tracking and intervention evidence celebrate the cross curricular nature of curriculum delivery (subject tracking and intervention documents, Progress towards targets outcomes).

Specialised input from our Communication Teacher is provided for some students to ensure their additional complex learning needs are met. (Communication Teacher planning, assessment and intervention records)

Implementation

teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise

We follow a Primary delivery model which means that all teachers are required to deliver all subjects. Teachers are given time to refine and share with colleagues their own curriculum area development ensuring knowledge is shared, up to date, promoted and refined. (Staff meeting agenda and curriculum release time, training records, presentations to staff, twilights, subject lead intervention records)

Lessons are highly effective due to the teachers' excellent subject knowledge and good to outstanding pedagogical skills. A variety of on-going strategies are applied to enhance and promote dialogue, reflection and challenge leading to development around pedagogy. These include teachers' meetings, lesson studies, peer to peer mentoring, and management and peer led training. (Lesson plans and evaluations, lesson observations, minutes of meetings, lesson study records, baselines of practice, working party records)

Because teaching and learning and pedagogy is a key area, significant emphasis is put on the development of each teacher's personal practice and application of skills. A reflective learning process is promoted through peer observation, self-evaluation, and reflective practice. Teachers are encouraged to consider their areas of development through the ongoing observation process. (Lesson observations, peer observation reports, planning monitoring documents)

Any dip in subject area achievement is highlighted through analysis during termly Progress Towards Targets (PTT) interviews and highlighted to the subject lead via our subject intervention questionnaire outcomes. Interventions and training are coordinated as a result. (PTT outcomes, intervention records, subject lead tracking documents and outcomes)

Informal discussions between subject leads and teachers flag need and supportive interventions, advice and guidance follows. (Intervention records)

Dynamic, innovative, and restless Continuous Professional Development (CPD) process takes a high priority and this is clearly linked to Performance Management and the aims of the school. This is explicit within school culture and is continuously celebrated and shared. Due to the culture of expectation and empowerment of CPD and the high level of training made available to staff, there is a wide range of expertise, professional support and discussion which in turn leads to continuing development in the teaching strategies and techniques used. (CPD records, lesson observations, teachers meeting minutes, class meeting minutes, lesson study outcomes, peer observation reports, Principal/Governor reports, PD files, LSA training records)

The school benefits from input from a qualified Teacher of Children with MSI. This quality assures the outstanding practice that already exists in meeting the needs of pupils with multi-sensory impairments (Intervention records, MSI teacher timetable, Pupil Progress case studies, quality formative and summative assessment, sensory curriculum guides, training records)

Teaching and learning is enhanced and extended and enriched through visits, specialist visitors and stimulating resources and an extensive CPD offer. (CHIP, planning, lesson observations, minutes from meetings, CPD offer)

teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches

Differentiated approaches are essential within our context to ensure child centred learning is successful. Teachers demonstrate an outstanding understanding of explicit and nuanced need. (Planning, EHCPs, MAPP and PiP targets)

Our teachers have a clear understanding of individual learning needs through the application of our highly effective assessment for learning (AFL) processes. (Orange books, MAPP, PiP, PiP progress documents Progress Towards Targets process)

Lessons are carefully planned with appropriate and challenging learning objectives. Planning includes references to all students, all of whom work on personalised programmes to ensure the best possible levels of engagement and progress. Teachers dynamically respond to pupil need as they teach, adapting their delivery and practice appropriately thus ensuring progression. (Lesson plans, engagement profiles, PiP targets and progress towards targets documentation)

Teachers' delivery of lessons and learning is supported by the SLT. (Lesson observations, monitoring records, teachers' meeting minutes, CPD offer)

Students are provided with opportunities for processing and take-up time so that they are able to embed their skills and understanding. (Planning, lesson observations, EHCPs)

Student voice is a valued and essential part of the planning process, informing teaching and learning. (Engagement Profiles, Communication Passports, AFL, planning, bag about me)

over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts (Techniques to assimilate and generalise knowledge and information)

The ethos of our school is reflected in our Motto, Mission Statement and Aims. These clearly promote the retention and application of skills and knowledge to enable our learning community to achieve and generalise skills towards and beyond graduation. (Motto, Mission statement, Aims)

The school's use of MAPP as an assessment tool focuses on four areas, two of which are maintenance and generalisation. This ensures a focus on the retention of skills in preparation for the further development of independence. (Assessment report, individual pupil progress reports, subject lead retention of skills analysis)

Learning opportunities within classrooms are consolidated on an ongoing basis. The students require this approach to ensure that learning sticks. Routines are evident throughout the school providing a clear platform for learning in which progress can be identified and maximised. Consolidated routines support the learning, provide activities of reference, ensure familiarity and wellbeing, which in turn supports self-regulation. (Planning, baselines of practice, songs of reference)

A personalised approach ensures that learning builds on students' own interests and motivators. This ensures that students remember new learning. (Medium term planning)

A clear whole-school culture of learning enables consistency, continuity, and the perpetuation of knowledge and skills year on year. (Baselines of practice, curriculum, MAPP assessments, planning monitoring, transition documents, transition fortnight, peer observations, staff meetings, triad, curriculum team feedback, curriculum guides, pupil progress tracking files)

Transition pathways are clearly designed and applied in partnership with destinations to ensure students' skills are maintained and generalised effectively. (Transition plans, pupil tracking, leavers' forums, leavers' visits, leavers' coffee and cake afternoons, leavers' fair, collaboration with C&K Careers and Pathways team).

Students are encouraged to apply their skills in a wider context including frequent links within the community. This ensures students have a well-rounded experience and can apply and generalise their

retained skills with real life situations. (Weekly timetabled external links, after school club, celebrations and events, themed weeks, medium term planning, cross phase partnerships)

Communication passports give information on students' backgrounds, interests and preferences, ensuring their skills are recognised and continued both within and outside of the school setting. (Communication passports, Section A from EHC Plans)

National qualification and accreditation systems are used to quality assure knowledge and skill retention and application for pupils in all phases. (Assessment report, Qualification outcomes)

Subject leads monitor skills retention and take assessment samples from each class to quality assure the process. Interventions are discussed with the class teacher if skill retention is not evident. (Subject lead progress monitoring documents and intervention documents)

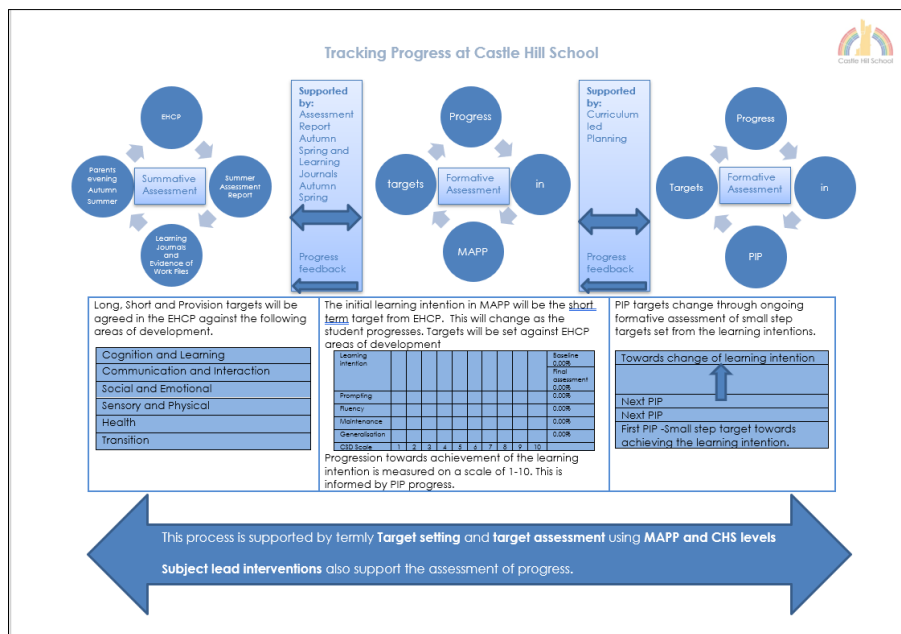
teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners

The school has a clear assessment, recording and reporting procedures which ensure that progress can be effectively monitored ensuring appropriate learning strategies can be applied. (Assessment policy, assessment procedures)

The school has adapted MAPP as a bespoke assessment tool. The EHCP drives the targets set, which are then assessed against using the four MAPP categories which are prompting, fluency, maintenance, and generalisation. These MAPP targets are then broken down further into small step, child-centred PiP (Progress in Provision) targets which are easily assessed and provide further direction for learning. (PiP progress document, MTP, Pupil Progress reports, Evidence of Progress Files, Learning Journals, observation notebooks, classroom observations, progress interviews, engagement profiling, and learning walks)

The following diagram shows the school's intuitive assessment system.

<https://www.castlehillschool.org.uk/assessment-planning-and-progress>



As part of the on-going process of assessment, rigorous target setting and Progress Towards Target (PTT) meetings take place termly with teachers. Castle Hill Level and MAPP outcomes are referenced, and areas for further development are highlighted and discussed. This enables the SLT to have a clear overview of any issues regarding the progress of pupils. (PTT meeting minutes)

Subject leader monitoring processes ensure student progress is assessed on an ongoing basis. This then informs targeted student interventions to further ensure progression in learning. (PTT minutes, Subject lead monitoring documents, Subject intervention documents)

MAPP and PiP, and Castle Hill School Level data is collected and analysed by the whole school assessment team. This ensures challenging and robust targets being set from these accurate baselines.

(Notes of teachers' meetings with SLT, minutes of Governors' meetings, pupil progress reports, curriculum files)

Dedicated data related to literacy and numeracy is collated via Castle Hill School Level assessment. This data is specifically used not only to help target set, but also to identify wider school trends.

(Assessment reports, CHS progression guidance models)

In the absence of national data which provides a benchmark against which our students' progress can be objectively predicted, the school is developing its own bespoke progression guidance data to measure progress against, ensuring students are on track. This has been used to inform PTT dialogue and will be refined and integrated further on a year-by-year basis as data is added. (CHIP, CHS progression guidance models, assessment reports)

Termly moderation and assessment meetings with all teaching staff help to develop understanding of key assessment features in students' work. The process also provides the opportunity to discuss next steps in learning. (Class MAPP reports, CHS moderation, moderation outcomes, moderation reference materials)

The school assesses students using the Engagement Model. This helps to enhance relevant MAPP and PiP targets which are in turn integrated into EHC Plans. The Engagement Model is promoted by the Director of Teaching Learning and Safeguarding at both local and national levels. Castle Hill School continues to take a lead in disseminating this information to the mainstream and special needs communities when requested. (Engagement Model evidence, assessment evidence)

As part of the admissions process for new pupils, a detailed initial communication assessment is completed by our Communication Teacher in partnership with our Speech and Language Therapist providing an accurate starting point for communication needs to be met. Each assessment is updated on a yearly basis. This process supports teacher workload and gives a baseline to help teachers plan and assess. (Communication Teacher audit)

Self and Peer evaluations each day celebrate achievement. (learners of the week records)

Termly Learning Journals for each curriculum area are used to provide evidence of progress. Collated evidence goes towards end of year reports and supports discussions within the end of year parents' evening. (Assessment reports, parents' evening feedback)

Case studies provide a year-on-year overview of progress, illustrating individual students' learning journeys. These case studies can be subject specific, related to our enhanced curriculum and /or needs centred. (Case studies)

Evidence of learning is collated in our Evidence of Work Files which provide a term-on-term and year-on-year examples of achievement and progress. (Evidence of work files)

Assessment Process for Early Years

Pupils are assessed using MAPP and PiP targets, related to EHCP targets, in line with the rest of the school. Pupils are also assessed using the Birth to 5 Matters' statements providing us with a comparative measurement process. (Assessment reports, PiP progress documents, MAPP reports, orange books, learning journals, learning walks, evidence of work files, observation reports, engagement profiling)

Recording of pupil achievement is measured against the Birth to 5 Matters' statements which informs progression within three stages: emerging, developing and secure, and then informs next steps. This can also include progress which is identified as horizontal, an important feature for tracking the learning of many of our students. We are in the process of further defining these assessment steps to give a clearer picture of progression, this process will be applied during summer assessment 23-24. (Assessment report CHIP)

Bi-annual reviews take place for children under 5 years old. (EHCP records)

Assessment Process for Sixth Form

Pupils are assessed using MAPP and PiP targets, related to EHCP targets, in line with the rest of the school. The assessment process for Sixth Form also incorporates assessment based on the Achievement Continuum, which is integrated into the Castle Hill Level assessment processes. The continuum is also used as a reference when allocating and assessing accreditations and qualifications (PiP progress document, MTP, Pupil Progress reports, Evidence of Progress Files, Learning Journals, observation notebooks, classroom observations, progress interviews, engagement profiling, and learning walks, accreditation and qualifications)

Teachers are supported to complete assessment processes through the application of streamlined systems and the provision of planning and preparation time. (PPA timetable, assessment systems, Staff questionnaire feedback re workload and wellbeing)

Pupil Premium

Pupil Premium pupils receive a variety of different interventions. These are personalised and dependent on the needs of the individual. Class teachers and the Pupil Premium team led by the Deputy Principal, work together to agree and set the specific Pupil Premium MAPP targets in consultation with parents. (PP records, PP PiP records, observations of learning, case studies)

Wider impact and enrichment is monitored and assessed through the analysis of PiP progression and the production of case studies. Further learning is determined by the outcomes of these outcomes (PP records, PiP trackers, EHCPs, evidence of learning, case studies)
Pupil Premium + is delivered and monitored through the same mechanism.
The annual Pupil Premium assessment process quality assures the implementation and impact (Pupil Premium audit for 2023-24 was completed on the 5th February 2024).

teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

Outcomes from the development of the learning environment and the application of our effective curriculum ensures that our students are effective communicators and have confidence in their future role in their community, can influence their world, make positive contributions, be responsible and achieve social and emotional fulfilment. (Pupil tracking placement records, assessment reports, qualification outcomes)

Our curriculum is sequenced towards destinations and provides linear and horizontal pathways towards 'destination readiness'. The learning experience and environment sequentially reflects this progression. From bespoke play/discovery areas in EYFS to the ReWorks work related learning provision in Sixth Form. Age and ability focused community and school links support the process along with the transition element of the curriculum. Accreditation and qualifications, which begin at KS3 also support the transition pathway (Curriculum, links audit, case studies, school resource, accreditation and qualifications)

The learning environment provides a specifically adapted resource which ensures that learning is accessible and achieved. The school environment is continually assessed and adapted to meet the changing needs of the students. The SLT and teachers specifically focus on learning environment development at the beginning of each half term. At least one teachers' meeting per term is dedicated to setting targets and evaluating previous aims related to each classroom and departmental corridor. This ensures that the continued development of our outstanding learning environment is allocated time by the SLT, is promoted through teamwork and therefore remains high on everyone's agenda.

(Teachers' meeting minutes, learning environment learning walk reports, teachers' individual reviews)
Our bespoke, thematic, and differentiated curriculum ensures that the teachers have an outstanding resource of reference which provides guidance on learning pathways, resources, and approaches to ensure teachers have the scaffolding they require to assist planning, delivery and workload. (Planning, curriculum guides)

Specialist resources and rooms are an essential part of the learning experience for our students. The SLT have specified areas within the CHIP which continually address need. (Sensory regulation room No2, sensory room No2 and 3, outdoor play area development including EYFS and upper play area, primary far and Primary 3 and our recycling centre)

a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge

Reading/communication

At Castle Hill school we follow and apply systematic phonics within a 'hybrid approach' to teaching reading and writing, to accommodate the individual needs of pupils. In line with the latest research our focus is on 'balanced instruction', combining a systemic approach to teaching phonics with whole word recognition, use of visuals and symbols and the development of comprehension skills. During the academic year 2022-2023 we have created a phonics progression document and a phonics pathway. The pathway reflects the needs of all learners. Phonics practice has been informed by our lesson study process and through focused lesson observation. Our approach is also supported by our local English hub. (CHIP, lesson study outcomes, planning documents, teacher meeting agendas, lesson observation outcomes, virtual learning walk outcomes, learning environment, case studies, evidence of learning, phonics pathway, phonics progression document, hub lead visit notes and outcomes)

Our lesson studies groups in 2022-23 were based on the following areas: Phonics pathway group, Music, rhythm and sound group (PMLD/SLD/SLD+), Inclusive literacy best practice group (PMLD), Bridge best practice group (PMLD to SLD), Bespoke literature group (SLD/SLD+) ,Phase 1,2,3 phonics best practice

group. (Literacy pathways, planning, curriculum and curriculum guides, MAPP and PIP progress documentation, case studies, See and Learn programme, Lesson study development and outcomes) Our lesson studies groups in 2023-24 are planned to build on previous knowledge learnt and are based on the following areas: AAC and Advanced reader routes for learning, Emergent reader group, OOR touch cues development group, Phonological awareness through Intensive Interaction, Rhythm and Rhyme group.

See and Learn Language and Reading strategies are applied to teach early vocabulary, sight words, simple phrases and sentences, and grammar rules. This process offers our students concrete and visual representations of language concepts to support the development of their spoken language skills. (Planning and assessment evidence, Communication Teacher audit and records)

Our primary focus for learning is engagement. Without engagement learning is inhibited. From the very early developmental stages we promote learning through the application of the Engagement Model and through schema-based learning. Children are encouraged to make links between events and objects through abstract signifiers including photographs, symbols and signs. Active listening is also an important element of this process. We develop this through the application of techniques such as intensive interaction and sensory exploration. Our children then develop their formalised reading skills from this developmental base. (Engagement Model, Castle Hill Level assessment, English Learning Pathways, Intensive Interaction WP evidence, Sensory Curriculum guides)

Our Reading, Writing, Speaking, and Listening developmental pathways, augmented by the Hearing Sound and Listening pathway ensure that staff have a very clear idea of developmental stepping-stones. The pathways assist planning and target setting, ensuring programmes of study are relevant, appropriate and achievable for all students. The pathways are, therefore, designed to offer built in flexibility to address all need including students with spikey ability and aptitude profiles (Speaking and listening and reading pathway, Hearing sound and listening pathway, planning, PIP progress documents, case studies, assessment reports)

Our Communication Teacher works as part of a multi-disciplinary team including the Speech and Language Therapy team and the Barnsley Assistive Technology Team. As part of this multi-disciplinary approach, the Communication Teacher's input enhances delivery of the communication assessment process and so ensures that communication needs are met, and where appropriate, suitable communication devices are allocated. This ensures more effective and personalised learning in key areas. (Diary and catalogue of resources, communication audit, baseline and assessment records, outreach records)

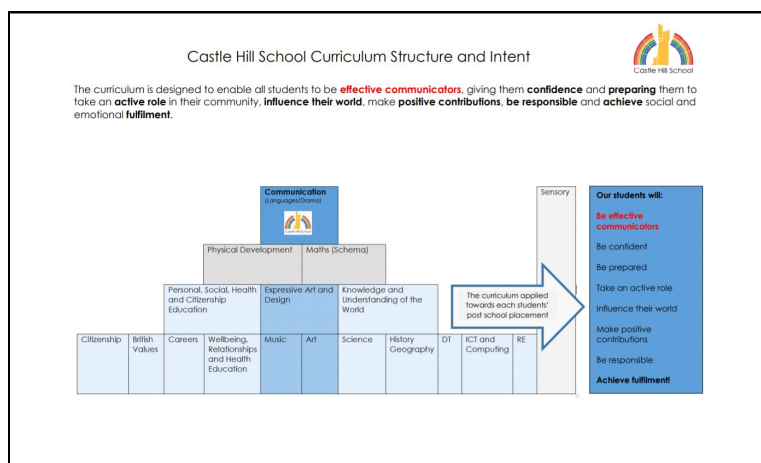
All learning environments include opportunities for developing communication/reading skills (signage, displays, learning environment development records, lesson observations, learning environment audit). Engagement Model descriptors assist teachers in identifying programmes of study based on the five areas of engagement: exploration, realisation, anticipation, persistence, and initiation. This ensures that students' confidence and enjoyment of communication develops. (Case studies, communication teacher's records, teacher's planning and assessment, assessment report)

Impact

learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained

The curriculum provides a broad and balanced approach to learning ensuring students develop knowledge and skills. The curriculum also provides opportunities for bespoke approaches to learning. The developmental pathways highlighted within each curriculum guide and the associated programmes of study provide varied learning opportunities to fit individual need. As a result, each child's learning experience is unique. (Curriculum overview, planning, assessment, case studies, assessment reports)

The Castle Hill School curriculum structure clearly highlights how each curriculum area is included and is combined effectively towards clearly defined outcomes and ultimately, destinations.



Accreditation and Qualifications

Our accreditation and qualification offer is bespoke and highly-personalised, and is integrated into the curriculum. Opportunities are differentiated according to need. Due to the highly personalised approach to the delivery of qualifications and accreditation students successfully achieve their course-specific qualifications. (Assessment report, accreditation outcomes related to AQA Unit Award Scheme, ASDAN Personal and Social Development and OCR Functional Skills)

Evidence of COVID-19 progress recovery

Our COVID recovery programme has been rigorous and thorough. From September 2020 a comprehensive programme of catch-up has been applied. Our catch-up strategies have ensured that all students, whether attending or not, have the opportunity to access high quality and bespoke learning opportunities. (Home/school learning files, YouTube channel, Outreach records, planning and assessment records, contributions towards Oak National Academy learning resources)

The Covid-19 Pandemic had an impact on pupil progress, most notably in the summer term 19-20, during which fewer pupils achieved their end of year targets. Interventions, catch-up sessions, and a consistent return to school has had a positive effect on outcomes. (Case studies, assessment reports, PTT interview outcomes)

The School-Led Tutoring system has provided an opportunity to fund a further catch-up strategy.

Our hypothesis was that Sensory Integration programmes would ensure our students are happy and ready to work, closing the sensory regulation gap caused by Covid absence and assisting further catch up and learning success. Until January 2023 we have using School-Led Tutoring funding to employ a Sensory Occupational Therapist (OT) and employ Engagement Profiling for identified children. Impact is evidenced through school assessment processes and case study outcomes. (Baselines, case studies, outcomes).

COVID-19 catch-up case studies illustrate individual students' learning pathways and experiences, highlighting academic progress and wellbeing. (COVID-19 case studies)

Catch-up funding continued to assist our enhanced curriculum until 2023-24. Opportunities for development included sports coach input, and the purchase of resources including sensory and sensory regulation equipment. All input has enriched learning. (Case studies, MAPP and PiP records, PP champion and input records, curriculum release timetable, curriculum lead intervention records)

learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

We aim to empower our students to ensure they are able to engage in their future lives to the **best of their potential**. Successful outcomes and transitions are monitored to ensure we have met this requirement. (placement monitoring, transition arrangements)

Our target setting and assessment systems are based on four criteria: prompting, fluency, maintenance, and generalisation. The fluency, maintenance, and generalisation of skills is a key focus for learning and is evidenced through assessment outcomes and practical qualitative evidence from students' experiences in different contexts outside of school. (MAPP and PiP outcomes, case studies, WRL assessment, link audit and evaluations)

Community links run through the school from Early Years to Sixth Form, through which students are encouraged to apply their skills, knowledge, and understanding of the world around communication in

real life contexts from an early age. Reading and pre-reading skills are key within this process. Resources to aid reading are provided to enhance our students' ability to generalise their skills both in, and outside of, school. These take the form of communication books, AAC, communication passports, symbol strips, and eye gaze. (MAPP, PiP outcomes, class reading journey documents)

Our total communication strategy is applied for each student at the earliest opportunity. This promotes the understanding of many forms of communication including being able to decipher symbols and signs. This skill is enhanced throughout the students' school career and culminates in sixth formers and leavers applying their reading skills in real life contexts, including environmental signage, shop frontage, and logos. (Curriculum, case studies, EHCPs, assessment and accreditation, learning journals)

Key skill accreditation and qualification units provide the scaffold for the application and generalisation of reading skills as the students' progress through school. (AQA and ASDAN qualification outcomes)

Transition towards future placements

The three-year Sixth Form curriculum is designed with a core dedicated to the development of independence and the accumulation of cultural capital. This enables and empowers our students to feel confident to communicate their needs and be active participants in their future placements, their community and society as a whole. The curriculum is flexible, adaptable and empowering. (Sixth Form curriculum, Sixth Form pathways, Accreditation records, destination tracking, assessment, learning journals, parental surveys)

Our curriculum guides ensure that Work Related Learning pathways are highlighted and as a result included in planning providing relevant preparatory education. (Planning, curriculum, curriculum guides)

Curriculum, accreditation and qualification thematic approaches ensure preparation for moving on are met. Themes include those associated to Work Related Learning, Life Skills and Community Participation. (Curriculum content)

The accreditation and qualification systems support and enhances the curriculum, providing opportunities for pupils to take part in personalised courses. Opportunities for certification include the AQA Unit Award Scheme for Years 6 to 11, ASDAN Personal Progress for Key Stage 4 and Sixth Form and ASDAN Personal and Social Development and OCR Entry Level Functional Skills within Sixth Form. Curriculum modules include: ASDAN PP- Developing Skills for the Workplace, ASDAN PP- Looking After Yourself Personal Presentation. This ensures effective coverage in key, life and vocational skills equipping students with the appropriate tools for post-school life. (Curriculum accreditation and qualification outcomes)

The annual What Next Fair, Preparing for Adulthood events, coffee mornings, visits to service providers ensure parents and carers and students, have a clear picture of transition possibilities for the future. (Preparing for Adulthood event with the inclusion of DWP and legal advice, Careers service school surgery evidence, parents evening records, questionnaire outcomes, successful destination placements)

Close links and ongoing dialogue with professionals and service providers ensures the best destination for need is organised for leavers. (Meeting minutes, e-mails, destination outcomes and destination tracking)

The Sixth Form has established a coffee afternoon for parents. This is attended by a variety of Post 19 service providers and gives parents the opportunity to discuss their son or daughter's transition to Post 19 provision. This contributes to a more informed and smooth transition. (Signing in records, photographic evidence).

Transition visits to service providers and college are facilitated to ensure students are prepared for their post-school placements. (Accreditation and qualification evidence, Learning Journals)

A service level agreement with the Careers Service ensures quality advice, guidance and information is supplied to students, parents and carers. The careers library resource ensures that information is available for opportunities about the world of work. (Service level agreement, Calderdale and Kirklees Careers Resource Standard for special schools).

School has successfully achieved the Quality Standards Mark in Careers Information, Advice and Guidance in 2010, 2013, 2016, 2019 and 2023. This ensures our provision is in line with national expectations (Award outcomes).

We comply with national careers guidance in relation to the Gatsby Benchmarks, which have been adapted to meet the unique transition needs of the students at Castle Hill School to ensure that they are prepared for their future placements. (Careers Policy, Careers Quality Standard)

We comply with national careers guidance in relation to the Baker Clause ensuring appropriate work related learning destinations and experience is associated to learning need and propensity. (Careers Policy)

The Sixth Form students enjoy regular differentiated links with other schools, organisations, service providers and employers in the community ensuring our students benefit from work related learning in preparation for future life. Students participate in educational visits, celebration events and enrichment

activities to ensure they make an active contribution to the community. (Link records, planning, assessment, learning journals)

Review procedures based on person centred approach commence from year 9 and continues to year 14. The EHCP review process ensures external multi-agency involvement is delivered according to need. This supports successful post 19 outcomes. (Review minutes from year 9, leavers' destination monitoring)

Transition to Castle Hill

Students transitioning into Castle Hill are given opportunities to visit new class groups, peers and teachers. These transitions can happen at any time and are arranged according to need and are often supported by home and current placement visits. (Planning, transition records, SENACT consultation documents and communications, multi-agency transition records, records of visits, stay and play sessions, dual placements)

Our transition fortnight beginning in the final two weeks of the Summer term ensures that new students have a further opportunity for transition. Many of the younger children are also supported through parental stay and play visits. (Transition and stay and play records)

In school transition

Our embedded, child-centred and successful 'early' transition arrangements, across all phases including for new starters and leavers, ensure that students are fully prepared for class, phase and setting changes. As a result, students are more resilient and able to cope with change. (Planning for enrichment and communication groups, home visit notes, visits to previous settings, previous setting notes, EHCPs)

The EHCP process for each pupil highlights transition targets to prepare for the following year and key stage. Targets provide student-centred strategies to ensure successful transitions. (EHCPs, Headteacher's reports)

Our focus on the provision of community links ensures that students can apply their learning in wider contexts. (Links audit)

We are aware that our students find change challenging. Consequently, we value highly the generalisation of learning through activities such as staff swaps, regular changes of environment, learning opportunities in community settings. This promotes resilience and the acceptance of change. (Planning, class timetables, MAPP reports, staffing records)

At the end of each academic year the final two weeks of term are allocated to transition, whereby students spend time in their new classes with their new peers, teachers, and support staff. Prior to this, class transition arrangements are applied, visits are arranged, and information is shared. Transition arrangements can start from the Spring term onwards dependant on student need. This scaffolded approach provides the students with the security, reassurance, and information they need to transition smoothly. (Planning, transition records)

To support transition, we have strategically placed a training day just prior to the transition fortnight to allow class staff to share and swap information. This ensures that classes, teachers, and support staff are fully prepared and informed for the students' arrival. (Planning, training day records)

Teachers are informed and consulted regarding new class groups early in the second half of the Summer term. This gives a clear understanding of the students in their new classes and provides opportunities for dialogue regarding appropriate placement. (Class groups)

Students are provided with transition opportunities through the curriculum, for example shared enrichment sessions, communication sessions, lunchtime groups, assemblies and informal gatherings and celebratory events to ensure school community engagement opportunities, provide confidence, and develop independence and generalisation. (Planning, curriculum, curriculum overview)

Parents are informed of destination classrooms and groups during the Summer Parents' Evening, providing an opportunity to meet with new class teachers and staff. Parents and carers are then encouraged to discuss, promote and prepare their children for their new destination. Teachers are encouraged to facilitate information sharing meetings from this point onwards with parents, support staff and multi-agency professionals. This process ensures that everyone is fully informed and engaged in transition. (Parents' Evening questionnaire)

Dual placement transitions

Transition arrangements are prepared, closely monitored, and assessed for those students taking part in dual placements. Communications between Castle Hill, destination school, SENACT and multi-agency teams ensure that continuity is achieved. (Communications)

Behaviour and attitudes

Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct

At Castle Hill School we recognise that all behaviour is communication. Each students' experience in school is scaffolded through the application of familiar routines which allows them to feel secure, anticipate activities and understand expectations to enable learning. (Positive Behaviour/Regulation Policy, Regulation Working Party meeting minutes, graduated approach document)

A highly effective Positive Behaviour/Regulation Policy is applied throughout school. The policy is formulated by the Regulation Working Party (RWP) which includes staff from all departments and roles. The Positive Behaviour/Regulation Policy focuses on de-escalation strategies and provides a positive, flexible approach to dealing with regulation issues. The Positive Behaviour /Regulation Policy is reviewed annually and whole school training takes place as a result. (Positive Behaviour /Regulation Policy, policy training notes and signage, graduated approach document)

Appropriate planning and risk assessments ensure that students' regulation difficulties are recognised and managed in order to ensure successful 'in and out' of school education is achieved. (Behaviour/regulation plans, risk assessments, planning)

When dysregulation occurs during lessons, effective management and the application of the positive regulation strategy ensures that not only learning continues for others, but the individual in crisis is encouraged to develop coping strategies for the future. A culture of collaborative problem solving promotes this approach. (Lesson observations, behaviour/regulation plans, serious incident book, CPOMS, RWP minutes)

The school rule is displayed throughout the school in symbol form and is regularly referred to by staff and students alike ensuring a consistent approach. (school rule)

Pupils who are socially and cognitively aware support each other in order to manage their own behaviour. Through the application of the curriculum, empathy and understanding of others is encouraged on an ongoing basis. (staff and visitor observations, Positive Behaviour/Regulation Policy, school rule, PSHE curriculum)

Effective adherence to the Positive Behaviour/Regulation Policy is ensured through informal learning walks. This ensures that procedures are clear, consistently and diligently applied. Behaviour /regulation plans are formulated with families and reviewed regularly. (behaviour /regulation plans, RWP minutes)

We celebrate success daily in class and weekly in whole school and phase celebrations. Achievements are then recorded on individual, class and whole school achievement boards. Students are keen to achieve and are motivated to behave well to receive them. (Achievement boards and records)

To confirm our continued commitment to our pupils, their conduct and their values we have achieved the Gold Rights Respecting School Award (June 22). The UN Convention on the Rights of the Child set out a series of 'Articles' that list the child's rights which we respect and are aligned with our fundamental British values. (Unicef Gold Award in 2022, Unicef Silver Award in 2019)

learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements

Wellbeing analysis indicates that students are happy and their indicators of wellbeing (MIND criteria) continue to develop and improve. (Dedicated wellbeing MAPP target, learning journals, wellbeing portraits)

Students often face physical, emotional, and societal challenges due to their unique conditions. To promote and instil resilience, school endeavours to ensure that all students learn and thrive as a result of the scaffolding, nurture, and positive support through a collegiate approach involving school, families, and other agencies. (Assessment report outcomes, lesson observations, Regulation Working Party, Communication Teacher, Educational Psychologist/CAMHS referrals, sensory/regulation rooms, physical therapy rooms)

Pupils are proud of their work and that of others (learning journals, case studies, video evidence, weekly wellbeing photographs shown in our sign and sing assembly, visitors' comments).

Enjoyment of learning is consistently recognised as being an outstanding feature of the school.

(Assessment outcomes, Ofsted report 2019, parent/carer questionnaire, visitor feedback, annual review records)

Learners' attitudes to school are excellent and they enjoy coming to school. (Attendance reports, supervision notes, parent/carer questionnaire, annual review records)

Students are rewarded for attitudes to learning and their successes are celebrated in a range of ways appropriate to their needs. They are proud of their certificates and rewards and will communicate and celebrate their achievements with staff. (Learner of the week records, star charts, Principal's awards, accreditation assembly)

Students are closely monitored to assess their wellbeing (Bespoke observation Schedules).

In the beginning and throughout a child's school career, the application of the Engagement Model, teaches children the skills they need to progress and succeed. Skills include persistence which helps foster resilience. The school transition processes support this to enable our students to generalise these skills and become confident, able and contributing members of society. (Engagement profiles, transition planning, MAPP, destination mapping and outcomes)

Post-pandemic assessment show clearly that students' learning caught up with, and was equivalent to, similar cohorts' achievements in previous years. This evidences a sense of resilience and the ability to cope in times of change. (Assessment reports, COVID-19 catch-up case studies)

learners have high attendance and are punctual

Attendance is reviewed daily, weekly and monthly and actions are taken accordingly to contact and support families in order to improve attendance. (Supervision minutes, daily attendance record, monthly attendance report, CPOMS, home visits, Pupils Attendance Policy)

Severe and persistent absenteeism is monitored and support is provided, often as outreach. Data shows that severe and persistent absentees predominantly fall within SLD/PLMD high medical need group.

Regular and frequent contact between home, school and social workers from the Disabled Children's Service ensures a cohesive support network that promotes good attendance. (Supervision minutes, CPOMS, home visits)

For those students who are unable to attend the school setting an outreach offer is provided. This ensures that learning needs are addressed for all students. (Outreach records)

A collaborative and solutions-focussed approach between the school and school transport ensures that transportation issues are resolved effectively. (E-mail records, CPOMS, planning meeting outcomes)

No exclusions have been made due to the application of our highly effective positive behaviour /regulation strategy. Regular support meetings are arranged where necessary regarding any emerging or ongoing behaviour concerns. External agencies support the school as appropriate in support meetings including educational and clinical psychologists and CAMHS. (Behaviour records/visitor records)

All students engage in learning on arrival at school. Total communication approaches ensure that students have access to personalised timetables ensuring understanding of routines, expectations, and daily transitions. The students are empowered to communicate effectively and this in turn has a positive effect on regulation (Visual timetables, communication audit)

relationships among learners and staff reflect a positive and respectful culture.

Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

The school's Positive Behaviour /Regulation Policy and Anti-Bullying Policy clearly outline protocols to be followed by staff in the event of bullying. This ensures that behaviour /regulation is managed, and pupils are ready to learn. (Positive Behaviour Policy, Anti-Bullying Policy, Positive Behaviour Working Party minutes)

We are aware that for our students, the expression of aggression and targeted behaviour is a result of the need to communicate an emotion. Responses, actions, and reactions could be triggered through proximity, noise, resources, and environmental factors. We work hard to identify these antecedents and solve issues of aggression by adapting the environment and addressing emotional needs. We are also aware that many of the behaviours expressed are as a result of congenital conditions as opposed to bullying with premeditated, harmful intent. A collegiate approach is taken to problem solve around such issues. Staff are hypervigilant regarding wellbeing which ensures students feel safe. Due to the successful application of this method, we have no exclusions. (RWP minutes, Form 1s, Form 4s, ABC records, CPOMS, graduated approach document, MAPP wellbeing assessments).

Staff have been informed of the section within The Keeping Children Safe in Education guidance related to child-on-child abuse. A section has been added to the Positive Behaviour /Regulation Policy

outlining expectations and vigilance in this area. This has further confirmed our safeguarding procedures in order to achieve optimum wellbeing and learning conditions for all pupils. (whole school meeting minutes, Positive Behaviour /Regulation Policy and training records, Safeguarding policy, CPOMS)

The PSHE curriculum guide and related policies includes a planned approach to fostering positive relationships between peers and staff. By covering themes including Emotions and Relationships, Turn-taking, Sharing and Rules, Tolerance and Racism, this ensures that a positive environment is promoted. (Wellbeing MAPP/PIP targets, curriculum)

Whole school weekly meetings cover a rolling programme of key focus areas including Behaviour, Safeguarding, SMSC, Wellbeing, Rights of the Child. Links between the areas are highlighted to promote a rounded understanding for staff about the whole school agenda. There is a cycle of updated information to inform and maintain a high profile for these key areas. This ensures that the needs of all groups of learners are applied and integrated into daily practice. (Minutes of briefings)

There have been no incidences of any prejudice-based bullying. (CPOMS, Green Book) Teachers, educational support staff and lunch time support staff have received training on the content, principles and protocols of the positive behaviour /regulation plan and as a result apply the school's positive behaviour /regulation ethos. The Positive Behaviour /Regulation Policy is reviewed and disseminated annually. (Whole school training Autumn 2021)

Incidents are recorded on the school's behaviour frequency form (Form 1). Form 1s are monitored for incident category and frequency by the school's Director of Teaching Learning and Safeguarding. If rising frequencies are identified reviews are arranged with the Positive Regulation Working Party (RWP) to ensure strategies are put into place to address the behaviour pattern/trigger. (Form 1s, minutes of reviews, behaviour plans, BWP minutes, behaviour reports)

Behaviour/Regulation Plan reviews can also be called by any member of staff and the school's Positive Behaviour Working Party can be convened to assist. (RWP meetings, Behaviour/Regulation Plans, Parental consultation)

More serious incidents are recorded in the serious incident book (see book in reception office) and on the CPOMS Safeguarding recording system. Serious incidents are monitored by the SLT. If rising frequencies are identified Behaviour/Regulation Plan reviews are called to ensure strategies are put into place to address need. (Minutes of reviews, Behaviour Plans, Serious incident book) The Events/Near Miss File also supports this process. We apply lessons learnt to learning strategies and behaviour/regulation plans. All processes are carried out in consultation with parents (Events/Near Miss File)

School deals exceptionally well to support the needs of those with challenging behaviour, taking advice from external agencies. (Educational Psychologist intervention records, Annual reviews/EHCP/CIN/CLA records, behaviour plans, Community Nursing Team, CAMHS, ANP)

Parents and carers are encouraged to play an active role in the formulation of behaviour strategies and are consulted throughout. Parents/carers are kept informed about behaviour via telephone messages, home schoolbooks and review meetings. (Behaviour/regulation Plans, records and review reports)

Training for parents and carers has been delivered by staff and external agencies such as CAMHS, and resources shared to provide a consistent approach to behaviour. (Class resources and training records including Behaviour in Bitesize provided by the CAMHS Team)

School provides support, advice, guidance and training regarding behavioural approaches to external agencies. This can take the form of ongoing informal discussions, formalised reviews and modelling best practice. (Transport communication records, training records, transport passports, communications with other provisions including respite)

Parents and a variety of professionals are invited to behaviour/regulation or emergency reviews to offer advice and guidance. Professionals invited can include, but are not limited to, Educational Psychologists, Clinical Psychologists, Consultants, Community Nurses and CAMHS. (Minutes of reviews, behaviour plans)

As well as new learning approaches, staffing arrangements and timetables are formulated as a response to consistent crisis behaviour. (Individual timetables, Behaviour/Regulation Plans, RWP minutes) High staffing ratios support behaviour management. (Timetables, Learning Journals, Behaviour /Regulation Plans, planning)

The application of our Total Communication Strategy ensures that all students are informed of behaviour expectations through individualised communication systems. (Symbols, signage and communication aids)

A graduated approach to dysregulation supports strategies towards solutions.(Castle Hill School Graduated Approach Tool)

Personal development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents

The creation of a positive, solutions focussed, and can-do culture ensures that our students believe that they are capable and empowered to try new opportunities without fear and self-doubt as a barrier. (school vision and aims, positive behaviour policy, ambitious target setting, modelling of behaviour attitudes and expectations)

The curriculum provides programmes of study that offer a broad scope of learning opportunities which are matched to child centred need. The curriculum also offers flexibility to look further afield for learning guidance. This process partnered with the application of Engagement Profiling helps to identify motivators which may be outside of the traditional curriculum model. When these motivators are identified they are encouraged and enhanced from working at barber shops and accessing climbing walls to helping out elderly residents of the community. (Engagement Profiling records, working party minutes, learning records of visits to residential homes and climbing facilities)

We create opportunities for students to generalise, apply and refine core skills in real-world situations, through ongoing community visits, links and work experience. (records of visits, planning, links coordinator records, qualification evidence)

Enrichment activities allow students to access a broader curriculum, activities include Yoga, gardening, cycling and dance. (enrichment planning, after school club)

Groups working in our ReWorks building welcome peers from mainstream schools with SEMH needs. This enriches our students experiences and those experiences of visiting students. (ReWorks planning and evidence of learning documentation)

the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

The Wellbeing agenda ensures wellbeing is a high priority, creating optimum conditions for learning. (CHIP action plan, Wellbeing policies, PSHE curriculum, Wellbeing minutes, training day records and planning).

Our wellbeing agenda is based on the seven indicators of wellbeing. New wellbeing programs of study are available in the curriculum guides. (curriculum guides, Governor monitoring visits)

The use and formulation of MAPP targets which identify areas for child-centred development and the application of generalisation of skills ensure that our students' self-confidence is enhanced. (dedicated wellbeing targets for each student, learning journals confidence grid)

Wellbeing photographic evidence is displayed during whole school Sign and Sing assembly on a weekly basis, and the seven indicators of wellbeing are used to categorise achievement. This process promotes confidence and empowerment (Wellbeing Champion's files). School has achieved the Inclusion Quality Standard Award. Which has recognised and quality assured our inclusive approach to education and learning. We believe inclusion strategies promote resilience, confidence and independence. (Inclusion award and evidence)

The School Council promotes pupil voice through its inclusive agenda. (School Council action plan and case study, school council reports, Local Authority 'Our Voice' project)

The school has achieved the Gold Mental Health Award accredited by Leeds Beckett University. This award quality assures the substantial wellbeing agenda that runs throughout the school which promotes pupils', staff, and families' wellbeing and happiness. School has a number of Child Mental Health First Aiders who support wellbeing. (First Aid qualifications)

Pupil voice is embedded throughout the curriculum including through the key learning area of communication and the promotion of independence, choice-making and expressing wants, needs and emotions. (School Council, Curriculum Guides, EHCPs, PiP targets, Learning Journals, case studies, evidence of learning, lesson observations)

The school has researched how we can capture, promote, and respond to pupil voice. Indicators of wellbeing and the production of wellbeing portraits are essential in ensuring all students' wants and needs are heard and responded to. (lesson studies, planning, communication passports, BOS forms, CPOMS)

Enrichment activities ensure that student choices, preferences and indicators of engagement are responded to, thereby promoting the outcome that students' opinions are listened to, valued, and acted upon. (enrichment timetable, planning, MAPP progress, PiP trackers, evidence of work files, learning journals, school reports)

Our Family Liaison offer provides support to families to improve their resilience and signpost services that they can access to promote wellbeing and attendance. (website, CPOMS, family liaison records, parental wellbeing trips)

Our bespoke Work Related Learning pathway and link opportunities throughout school promotes students' confidence, independence, and sense of empowerment, preparing students to maximise opportunities and thrive in their adult lives. (Work Related Learning pathway, links file, Gatsby Benchmark report)

Due to Sensory Regulation being a high priority in our curriculum, students are encouraged to develop self-regulation skills and have access to relevant resources. We promote coping mechanisms for empowerment. (Form 4s, PBWP minutes, MAPP and PiP targets)

The RSE curriculum within school ensures an understanding of privacy, empathy and sexuality and how to build and maintain relationships. (RSE policy, including reference to child-on-child abuse).

The Physical Development, including Sport Premium provision, and PSHE curriculum guides provide teachers with activity descriptors to ensure wellbeing coverage for all our pupils. This has provided many opportunities for our students to participate in physical sport-based activities in school, during after school activities, and out in the community such as indoor multi-sports. This helps promote student health and wellbeing, and attitudes to healthy adult life-style choices. (Physical Development coordinator records, Physical Development and PSHE curriculum guides, Sports Premium notes available via website, after school club records, swimming and hydrotherapy, Rebound therapy)

Agility, Balance and Coordination (ABC) sessions are available each morning for pupils across school. This enables students to feel orientated, happy and relaxed for the start of the day, as well as allowing students to problem solve and use fine and gross motor skills. (timetables, Learning Journals)

Healthy School Status was achieved in Summer 2019 and renewed during Autumn term 2023. This work celebrates students being able to make healthy life choices in the future. (Healthy School Status: Self validated June 23, external validation due September 23)

Fruit is distributed daily and is supplied at snack time and lunch times. School also celebrates fruit week which is led by the School Council (photographic evidence).

An understanding of exchange is promoted through the curriculum to address issues related to economic well-being. This helps our students to understand real-world concepts. This process is differentiated according to need, from the exchange of objects and symbols to communicate wants, to the exchange of money for items (planning, evidence of learning).

at each stage of education, the provider prepares learners for future success in their next steps

the provider prepares learners for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society**
- developing their understanding of fundamental British values**
- developing their understanding and appreciation of diversity**
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.**

Our Motto, Mission Statement and Aim highlight preparation for the future as a priority including the following words and statements; empowering, fostering independence, empowered to positively influence their world. This ensures that next steps remain at the top of our agenda (Motto, Mission Statement and Aim, curriculum, MAPP/PiP targets, EHCPs).

The school curriculum highlights the importance of cooperation, being a part of a community and respecting others. The curriculum guides provide specific programmes of study which influence medium term planning, MAPP and PiP targets, and so student learning. These programmes of study include content from British Values, SMSC, Unicef, and Wellbeing guidance (Unicef Silver award, Unicef Bronze award, SMSC Gold award, Mental Health Gold award)

As a Unicef Gold award holder the school uses this framework as its primary method of delivering British Values throughout the curriculum, using the Unicef Articles to promote and celebrate inclusivity and diversity. (British Values policy, Response to the Prevent Duty, Unicef newsletters, Unicef Gold award, curriculum guides).

Outstanding community link opportunities throughout school promote a sense of belonging within the wider community including with multi-generational groups. Through this process we actively encourage a sense of social responsibility (links records, CPD records, medium term plans, visitor logs, fundraising and giving to other charities, school council activities).

Spiritual, Moral, Social and Cultural development runs through everything we do at Castle Hill and we have been awarded the SMSC Gold award. This nationally recognised Quality Mark recognises the work that we do in this area for students and the wider school community. This award is due for renewal summer 2024 (SMSC Gold and Silver award, curriculum, community links).

The curriculum, collective acts of worship and festival days ensure that multi-cultural diversity is celebrated (curriculum, Collective Act of Worship timetable, Subject area development plan).

Our inclusion quality standards Mark quality assures our equal opportunities provision for all pupils, whatever their age, gender, ethnicity, attainment, and background and promoting respect for the different protected characteristics (Inclusions Quality Standard)

Leadership and management

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:

leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice

Our Mission Statement mirrors our strong shared values. (New mission statement)

Our motto of 'Innovating, Communicating, Empowering' signifies our belief in that we are a restless school, constantly collaborating, problem solving and providing new ideas with the intention that our students become valued and engaged members of the wider community. (Planning and assessment, Post 19 tracking records, curriculum overview, curriculum development plans, research in action projects, records of teachers' meetings, records of teachers' peer mentoring, analysis of observations, records of learning resources purchases, qualification and accreditation schemes, curriculum development, staffing structures, coaching).

The School Improvement Plan (CHIP) clearly provides the school with a route towards improvement and is updated termly. The CHIP is available for all to access via the school website (CHIP)

The importance of stakeholders' views is integral to the development and implementation of the plan. The termly School Improvement Partner and peer review reports also help to inform the CHIP's direction of travel (staff meeting minutes, Local Governing Body (LGB) meeting minutes, questionnaires, training day outcomes).

The school continues to adapt to the changing landscape within the national educational agenda, provide continuity and stability and keep standards high (Principal's meeting minutes, LGB minutes, Board of Directors minutes, Pennine Teaching and Learning Development Centre, Pennine Teaching and Learning Hub, Kirklees Special School Heads Meetings, Trust meetings).

The Director of the Teaching and Learning and Safeguarding works with the SLT on a variety of innovative projects to ensure that Castle Hill School is at the forefront of the educational agenda (Engagement Model, Schools Direct offer and Educational Endowment Projects).

The Principal is a Governor of the Calderdale and Kirklees Teaching and Learning Hub ensuring that Castle Hill School is included in the dialogue around the national and regional learning program. (Schools Direct, ITT, NPQ provision, SEND CPD offer in partnership with Kirklees)

The CEO of the Together Learning Trust are in communication with the Principal to review pedagogy and progress (meeting minutes, discussions with Together Learning Trust)

The Senior Kirklees Learning Partner Service, provides School Improvement Partner (SIP) advice and guidance on an annual basis helping to quality assure our provision. (Kirklees SIP reports)

The Principal works closely with Kirklees Special School Heads to ensure effective and on-going school improvement partner/peer work and to guarantee sustained school development. (SIP reports and SIP additions to CHIP)

Independent SIP visits are completed termly by an experienced practitioner to provide challenge and advice and guidance. Jackie Nellis is an experienced Educational Consultant and has been an Executive Headteacher and Assistant Director of Children's services with a local authority, Jackie has a demonstrated and successful history of school leadership and working with schools, academy trusts and local authorities. (SIP visit outcomes)

The school is involved with School Direct in partnership, in the past with Cumbria University and now with Huddersfield Horizon SCITT. This enhances the work which we do with Initial Teacher Education (ITE)

students, thus enabling the school to have more involvement in teacher training, helping to further raise the profile of Special Education Needs and Disabilities (SEND) in initial training. This involvement helps Castle Hill School grow their own specialist teaching staff ensuring continuity of skills, succession planning and the perpetuation of high standards. (School Direct information)

Collaborative leadership is promoted within school and the Trust to ensure a broad skill base which aids pedagogical development. (Records of ICAT MAT collaboration)

The Director of the Teaching, Learning and Safeguarding is a facilitator for the National Professional Qualification Middle Leadership ensuring leadership pedagogy within school recognises new developments and research (NPQML).

Coaching and mentoring processes are applied by the Senior Leadership Team to strengthen shared understanding of values, policies, practice, and expectation. Roles are specified and clarified related to distributed leadership, resulting in effective working partnerships and the empowerment of these groups. (Working in Partnership project, Teachers as Leaders hub, HLTA hub)

School policies are formulated and reviewed in consultation with a range of staff to ensure ownership and understanding of values. (Policy working parties, for example the new Rebound Policy and ongoing Positive Behaviour Policy reviews)

Opportunities for whole school, departmental, and targeted groups to meet are ongoing within school life to ensure common values are shared and understood. (SLT meetings, Teachers' meetings, whole school briefings, Class meetings, Staff wellbeing meetings, Positive Behaviour Working Party meetings)

The SLT ensure they have a visible presence around school to provide leadership, reassurance and support. This is clearly represented in the outcomes of the staff questionnaire. (general observations, staff questionnaire)

The Deputy Principal manages the Lunch Time Support Assistants to ensure high quality Teaching and Learning continues during the lunch time session. (Lunch time support staff development records)

The SLT ensure that there is a termly Achievement in Continuing Excellence (ACE) Award for staff nominated by their colleagues, recognising those who have excelled. This promotes staff wellbeing through recognition of inspirational role models.

leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time

Continuous Professional Development is promoted throughout the school and all staff have effective professional/personal development meetings. Teachers meet with members of the Senior Leadership Team to clarify their CPD targets annually, which are then reviewed at the midpoint. Core targets are agreed collaboratively and focus on school priorities, pedagogy, action research, and have reference to the Teachers' Standards. Collaborative working is promoted through peer observations, the application of lesson studies, and the whole school research agenda. Additional targets are added dependent upon teachers' scale point level. Those with UPS and TLR points are required to fulfil further whole-school development opportunities. Outcomes of the whole school research agenda are shared with the wider staff group ensuring a philosophy of enquiry and problem solving is embedded. (Teachers' CPD, training records, case studies, triad reports, peer observation outcomes, teachers' meeting minutes, general observation outcomes)

Support staff follow a personal development pathway annually, reviewed biannually by the SLT. Support staff meet with their PD facilitator coach and set targets for their own development, often based upon class need, their own areas of interest, the whole school research agenda, lesson study outcomes, and opportunities provided by the school's training menu. (PD records, Training records, PD Training Board, PD library)

Lunchtime Support Assistants follow a personal development pathway and set one target annually. The Lunchtime Support Assistants also access a menu of personal development opportunities on a weekly basis provided by the SLT and a wide selection of professionals. Lunchtime staff also access weekly Makaton training, led by our Makaton Trainer. (PD records, training records)

The school provides a comprehensive training menu annually based upon student need, internal research, external research, and general pedagogy. This training is often presented through twilights. Responding to staff requests, we are now running morning sessions in addition to twilights to accommodate issues related to work/life balance. (Training records, Principal's report to Governors)

Training is provided through the application of five disaggregated training days annually. Training within these sessions are delivered by external agencies and in-house expertise. (Training records)

Coaching was embedded through a CPD culture of coaching focus in previous academic years. This created the foundation for an understanding of coaching methodology which has been subsequently built on as the school has progressed. (Coaching training materials past and present)

Ongoing supportive dialogue is promoted to embed confidence and share experience. New staff are allocated mentors to ensure a clear pathway to the understanding of systems and processes is achieved (retention of staff records).

Coaching groups have been established to tailor support specific to role and experience levels, for example the Teachers as Leaders hub, Learning Facilitator and HLTA coaching group. (Meeting minutes and training records)

All teachers, learning facilitators, HLTAs and Senior ETAs are observed in a classroom situation termly, providing an accurate feedback for the development of pedagogy. The peer observation process also promotes further development and dialogue regarding pedagogy. Teachers, Learning Facilitators, and HLTAs partner Senior Leaders during observations and then reflect on what they have observed and implications for their own practice. (Teacher, learning facilitator, HLTA and Senior ETA reflective documents, teachers' learning facilitators', HLTAs' and Senior ETAs' own observation targets, CPD process records)

All teachers' planning is reviewed on an ongoing basis by the SLT. Targets set in the EHCPs are actively tracked by those monitoring to highlight each student's learning pathway. This process ensures lesson activities are very well matched to learning needs, promoting excellent levels of engagement and progress (tracking documentation, planning, engagement profile, 'looking at my file', planning dialogue document, termly assessment outcomes).

The school provides training opportunities across the MAT and through the Pennine Teaching and Learning Development Centre (Training records and offer).

Weekly meetings based on long and short-term strategic and operational priorities ensure that discussions regarding pedagogy and the wider school need are ongoing. This leads to appropriate changes and development in practice. (SLT, teachers', briefings, phase, wellbeing and class meeting minutes)

To ensure that the curriculum is applied effectively, subject leads monitor and assess progress and as a result recommend interventions and alternative strategies for learning. (Intervention records, case studies and progress monitoring documents)

The SLT uses a holistic method to assess the competences of each teacher. This takes into account lesson observations, engagement with performance management, and scrutiny of planning and evaluations. (SEF summary graph)

An assessment review process ensures an ongoing assessment of curriculum impact. (Target setting meetings, PIP moderation, CHS Level moderation, Pre KS Standards moderation, engagement model training, assessment reports, staff meeting minutes)

leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling 16

The school's termly assessment report evidences the effectiveness of our target setting process and illustrates how students complete their programmes of study and progress. (Assessment report)

The SLT monitor planning on an ongoing basis and ensure that programmes of study are included and completed within the planning and assessment process. Dialogue and advice and guidance is promoted through the 'looking at my file' files and the 'planning dialogue documents'. ('Looking at my file' file and the 'planning dialogue documents')

All teachers' planning, preparation etc. is openly available for all staff to see. This model has enabled teachers to share ideas and strategies and make more accurate judgements when assessing learning. ('looking at my file' on the server)

Pupils remain on roll unless they move out of the authority, or are placed in alternative provisions due to parental request or the developing and changing needs of the students. We also offer inclusive provision for those students who require educational support off site, this may be due to medical needs and/or unforeseen circumstances. (Outreach records, CPOMS, attendance records)

leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services

All links within this section are promoted, facilitated or encouraged by the Senior Leadership Team:

All parents who responded to our Parents/Carers Questionnaire agreed with the following statements: my child is happy at school, I receive valuable information from the school about my child's progress, my child is making good progress within their ability, my child is well looked after and respected. (Parent survey 2023-24).

Family Liaison, teaching and support staff have excellent links with all families and carers which ensures formal and informal contact between home and school is outstanding. Parents are kept informed via

telephone messages, home school books, parent/carers evenings and review meetings. Parents/carers take an active role in the formulation of all educational plans. Positive behavioural plans are not implemented until 'parental' agreement has been reached. (Behaviour/ regulation plans, records and review reports)

The school welcomes and encourages parents/carers to be fully involved in the life of the school. We continue to develop opportunities for parents and carers to participate through: the Stay and Play (EYFS); Parents Group; Coffee afternoons (Sixth Form); the school's Facebook page; and parental wellbeing activities, such as meals out and massages, ensure that parents are involved and listened to. Parents are also consulted regarding training needs and training opportunities are provided related to feedback, including positive behavioural support, continence and medical guidance. Parents have become active fundraisers to develop opportunities for learning such as the school minibus, sensory room, and regulation room development. (Signing in records, website, Facebook page, parent group minutes)

Biannual parents' evenings provide further opportunities for discussion. (Attendance and questionnaire records)

Attendance at EHCP review meetings is outstanding. This allows the EHCP to remain appropriate and ensures that the child's needs are being addressed. It also secures a partnership between home and the school. (Parents' evening feedback questionnaire, review logs)

The school supports families with the opportunity to access a bespoke home learning provision. This process ensures needs are met on an ongoing basis. (Home Learning policy and agreement, supervision meeting records, home visit records, CPOMS records Outreach records of achievement, Outreach case studies, COVID home learning records)

The school, in collaboration with parents, works highly effectively with trans-disciplinary social care, safeguarding and medical teams which enables positive social, medical and learning outcomes for pupils. (CIN, Team around the Child review notes, review reports, CPOMS records, EHCP review outcomes, consultant paediatrician appointments at CHS, SALT records, Occupational Therapy records, Physiotherapy records, Music Therapy records, Dance Teacher records)

In partnership with families, we work closely with the Kirklees Virtual School to ensure that all CLA students' needs are addressed. We host e-pep meetings and provide clear targets to apply for access to Pupil Premium Plus funding to meet the additional needs of these students. (Case studies, e-Pep records)

The holistic multi-agency approach to planning and delivering personalised learning is integral to life in the school. Specialist professionals employed directly by the school, inform and facilitate learning for a wide range of specific needs. (MSI provision, Communication and Interaction Teacher records and case studies, Pupil Premium Champions' records and case studies)

The Communication and Interaction Teacher provides support, advice and training related to communication needs including those associated with Augmentative and Alternative Communication systems (AAC). This work fully supports the communication needs of the pupils and provides an information and training service for the wider school community. (Communication and Interaction Teacher records)

The Communication and Interaction Teacher works closely with NHS Speech and Language Therapy provision. Collaboration ensures effective outcomes from shared advice and guidance. The school are in the process of employing a Speech and Language Therapist in collaboration with the NHS. Post active by Autumn 24-25 (Collaborative notes, SLA)

The Paul Hamlyn Foundation has awarded school £164,000 to participate in their Teacher Development Fund. Castle Hill School will lead five other schools through the two-year project. The project is focussed on working with teachers who work in the Primary phase of school and will focus on mark making, music and light and will be an exciting exploration of the learning opportunities inherent within these areas. (Plans and records)

The school has strong relationships with Post 19 providers, developed through a wide range of events and meetings. The school has been involved in the planning and implementation of the highly successful "Local Offer Live" event that is run by the Local Authority each year. Within school, we organise several events to provide a shared forum for Parents and Carers and a wide range of providers. (Parents' Evening, Leavers' Forum, Coffee and Cake afternoons, Careers surgeries)

Working closely with the school's C&K Careers Advisor, we support students and their families in making decisions for future placements including through supported parental visits to providers. Once decisions on future placements have been made, we set up and run extensive transition processes, with close working between the school and the providers. (Case studies and records of transition and post Castle Hill placement success).

Effective links with faith groups and care settings ensure our students receive comprehensive and complete experience of a multi-cultural/multi age society. (Link plans and records). School provides excellent partnerships which develop teaching approaches and lead to the enhancement of learning opportunities for pupils. Our ITT programme continues to provide the next generation of special school practitioners. Our work with the Calderdale and Kirklees Teaching Hub ensures SEND has a voice within the larger educational community. Secondment opportunities with Kirklees have developed the local SEND offer, ensuring the resourced provisions, mainstream schools, and alternative provisions have access to quality advice and guidance. The centre has also contributed to the creation of Additionally Resourced Provisions to meet need within Kirklees. (CHIP outcomes, secondment records, Calderdale and Kirklees Teaching and Learning Hub LGB minutes, Director of Teaching and Learning minutes and records, EEF leadership project plans and outcomes) School to school support has been extensive within and outside of the MAT. Initiatives include skill sharing workshops, specific training and advice and guidance. (Multi-school training days and regular workshops including Intensive Interaction, Engagement Profiling, Moderation and Pre-Key Stage standards, Additional Needs Partnership (ANP) meetings, training records, attendance data, Trust Headteacher meetings)

The school works in partnership with the local authority SENCO coordinator. Representatives from school attend and contribute to SENCONET meetings.

We have developed a Sixth Form recycling centre, opened Spring 2023. The centre provides further outreach opportunities within the community including visits and projects from local school children. This project helps to promote further SMSC development within the community. (See recycling project design, timeline and timetable)

Local school children visit our Sign and Sing assembly on a weekly basis, this promotes inclusion and community cohesion. (Signing in records)

Our Democracy Friendly Award (Kirklees) celebrates young people's voice. In achieving the award students have learnt about being part of the local community, building confidence, the application of Life Skills and building relationships with the community. (Democracy Friendly Award)

leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload

leaders protect their staff from bullying and harassment

The school Wellbeing Champion leads the innovative wellbeing support programme and co-ordinates systems for supporting staff. This results in pupils having consistency in their learning approaches which leads to progress in attainment. (Wellbeing meeting minutes, informal counselling and guidance, absence support, secret friend, flower fund, letters of gratitude)

Staff wellbeing is a high priority and school's staff wellbeing policy clearly outlines the importance of good staff health in providing an effective learning environment. Castle Hill School's wellbeing offer continues to develop in partnership with Employee Healthcare (Employee healthcare offer, staff wellbeing champion, staff mental health first aiders, ongoing wellbeing training opportunities. Refer to the results of the staff questionnaire that states that 100% of respondents enjoy working at Castle Hill School).

Ongoing Employee Healthcare referrals, and the possibility of staff self-referral, provide opportunities for mental and physical health support. (see collated referral data)

Rigorous implementation of staff attendance management ensures attendance issues are addressed. The school provides appropriate support, care and direction for staff. This helps provide consistent attendance resulting in a more stable learning environment. (Good Attendance documentation, Employee Healthcare referrals and records of therapeutic interventions provided including counselling and cognitive behavioural therapy, staff health checks)

The school provides ongoing wellbeing and therapeutic sessions to assist in the development of resilience and resilience mentors (Huddersfield University resilience project, training day records re: wellbeing workshops, staff run art therapy sessions).

Bespoke training opportunities are provided relating to need and identified stresses (Teachers as Leaders project, Positive Relationships project).

Staff attendance continues to improve pre and post pandemic. (Staff attendance data)

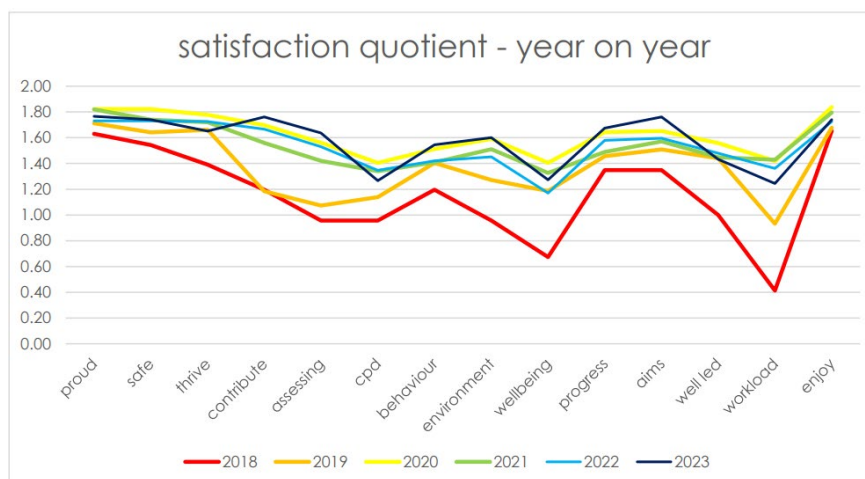
All school employees receive our annual staff wellbeing questionnaire. (For the results of this survey please follow the link <https://www.castlehillschool.org.uk/staff-questionnaire>)

Our OFSTED report stated, 'school is a calm and respectful place' (OFSTED report 2019)

Our wellbeing champion, coordinated our successful application for our School Mental Health Award

(Leeds Beckett University accreditation) in Summer 2020. The award celebrates and recognises our ongoing staff support systems.

Our staff satisfaction quotient monitors wellbeing year on year. Data is collated at the beginning of every academic year.



those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training

Til Wright, chair of Governors, is an experienced educational practitioner and was a service leader of Safeguarding in Leeds. Til brings a great deal of knowledge to the role consequently ensuring standards remain high. (Governor minutes)

The vision, aims and outcomes of the school are reviewed regularly by the LGC. (Principal's report, minutes of meetings, SEF).

The LGC strategic plan is closely 'dovetailed' to the school improvement plan ensuring clarity regarding improvement focus. (CHIP, Strategic plan)

Governors are allocated specific areas of responsibility and comprehensive protocols for the practice for all governors are in place and monitoring visits proceed on an ongoing basis. (Governor monitoring file)

The LGC provided a summary of perceived current strengths and areas for improvement. The LGB continue to complete a self-review process. (LGB minutes)

The LGC is heavily involved in the appointment of staff therefore strengthening the school's professional leadership. (Interview documentation, CPD, governor training records)

The LGB is highly effective and is rigorous in carrying out their duties. They challenge the SLT in order to gather information regarding pupils' progress, the curriculum etc. (Governor minutes full and curriculum committee)

The LGB monitors the use of targeted funding such as Pupil Premium. They are informed as to how additional support through these funds enhances learning outcomes for identified students. (data collection and Principal's report to the GB)

The Principal's CPD is a highly effective process with LGC Chair involvement. This enables the LGC to closely monitor the work of the Principal. The targets set are of an exceptionally high standard and pertinent to pupil learning (PM feedback to governors, CPD committee report, Principal's evidence). The Chair of the LGC and Principal have regular meetings and are in ongoing contact. This enables them to scrutinise the strategic workings of the school thus fulfilling their accountability. (Visit records, LGB minutes)

Governors are exceptionally well informed of curriculum developments. All curriculum teams present current action plans to the LGC on a rota basis. Through their monitoring visits, Governors effectively hold the school to account in their delivery of the curriculum. (LGB minutes, developing curriculum document, Curriculum guides)

The LGC are informed regarding staff CPD and ongoing training opportunities, this enables an ongoing quality assurance process. (LGB minutes and Principal's report)

The LGC are informed regarding student educational achievement, they are informed of headlines and areas for development, this further ensures understanding. (LGB minutes and Principal's report)

those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners

All school policies are evaluated on a time-line basis by the LGC and are amended if practice or guidance has changed. (Policy review cycle, overview and LGB minutes, updated policies)

The governor responsible for safeguarding often visits the school and is invited to be involved in interview processes and has close links with the DSLs. The governor also contributes to safeguarding audits. (Safeguarding Governor reports, Principal's Report, Safeguarding Case Studies, , Kirklees Safeguarding Board audit 2023-2024).

The LGC are informed of all training opportunities including those associated with Safeguarding, the Safeguarding policy is ratified annually by the LGB (policy and course content)

The Health and Safety Policy is in place and is monitored by the Local Governing Body. Health and Safety is a key item in the weekly whole staff briefing. (Health and Safety Policy, briefing minutes, Principals Report)

The LGB are informed of safeguarding and behaviour data at each meeting to ensure they have a good understanding of the school's rigorous approach to student safety. (LGB minutes, anonymised case studies)

the provider has a culture of safeguarding that supports effective arrangements to:- identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation

The school has in place all the statutory policies and procedures regarding safeguarding and the Principal is the Designated Senior Lead.

The Principal and the Director of Teaching Learning and Safeguarding (current deputy DSL) are supported by 4 other DSLs.

The Principal and the Director of Teaching Learning and Safeguarding (DTLS) manage safeguarding. The DSL team consist of the lead DSL (Principal), deputy DSL (DTLS), family liaison TLR, EYFS DSL, deputy principal DSL and secondary TLR DSL. The 6 DSLs take a lead role in making sure that all pupils are safe, they also ensure continuity with the attendance to up to date training. (Training records, attendance records)

The school uses the CPOMS Safeguarding recording system which assists communication regarding safeguarding and pastoral care. (CPOMS)

Training in Safeguarding and in the Prevent Duty are delivered annually to all staff. The training ensures staff are confident when dealing with potential safeguarding issues. Kirklees Safeguarding Board support this process and provide training on every third year. (Training records)

All staff are aware of the document 'Keeping Children Safe in Education 2023 and are aware of amendments. Staff are fully briefed on all aspects of safeguarding in the school and sign documentation to confirm this. (signed record)

All staff and governors have a DBS check and have all external students and volunteers over 18 have a DBS check. Checks are renewed on a 3 yearly cycle from 2023. (Single central record)

The single central record is reviewed annually through Kirklees' Safeguarding self-audit system. (Safeguarding audits, Kirklees Safeguarding Board audit 2023)

Weekly supervision meetings with the Principal and the DTLS monitor weekly events to evaluate actions taken and identify further possible input. Data from these meetings forms part of the reporting process to the LGC. Attendance is also closely monitored during the supervision meetings and appropriate interventions are planned, applied and reviewed. (Supervision minutes, LGB reports, attendance reports)

The safeguarding team ensure all new staff and volunteers are given a full and comprehensive induction which includes information on positive behaviour, safety and safeguarding. (Records) Compulsory, standalone online safety twilight training supports staff's safeguarding knowledge.

(Training records)

Our acceptable use of the internet policy and agreement supports on-line safety. (Agreement letter)

help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help

The safeguarding team and the whole school staff review and assess wellbeing for families on an ongoing basis, ensuring families are supported in their wellbeing and are to contribute effectively to the school community. The SLT and DSLs, work together towards effective outcomes. (CPOMS)

Pupils are taught, at an appropriate level, how to keep themselves safe through a variety of topics embedded into the curriculum throughout school. Curriculum outlines criteria to ensure coverage of all relevant areas of personal safety. Example topics: My world – EY; People who help us – Primary; 999Emergency - Secondary/Sixth Form. (Planning, curriculum guides)

Pupils are encouraged to apply skills and learning related to personal safety in their home, school and community. (Curriculum guides, planning, qualification outcomes)

Groups of students regularly visit Huddersfield town centre and the surrounding villages and are made aware of Mencap's Safe Places Scheme. (Learning Journals, qualification outcomes)

Our Prevent risk assessment highlights ways in which the school can remain vigilant. Updated training is provided annually for all staff. (Prevent risk assessment)

Frequent training, highly skilled staff, high staffing ratios, and use of one to ones and interveners ensure that students are safe in school and out in the community. (Planning, risk assessments)

Safe Spaces are in school to provide students with a safe area to self-regulate and feel secure. When the Safe Spaces are used as a result of safety concerns for the student or others then up to date records are kept and parents informed. (CPOMS, Isolation Policy)

Health and Safety Policies are followed and applied throughout the school ensuring safety. (See policy documents)

Regular weekly staff meetings are held where safety procedures are discussed, and actions are allocated. (Minutes of meetings)

Safe Lifting and Handling training, associated Risk Assessments and a skills and equipment audit are formulated in conjunction with an independent Lifting and Handling Specialist, is provided regularly to ensure the safe lifting and handling of students (staff training records, risk assessments in classrooms and on server)

Our Assistant Principal for secondary, has completed Lifting and Handling 'train the trainer' sessions in Summer 2020 to further ensure good practice throughout school. (training record)

Dedicated first aiders, including a mental health first aider and CPR trained responders help to ensure the safety of students and staff. (certification, first aid records)

NARS trained staff ensure safety in the Hydrotherapy pool. (Training records)

Rebound Therapy trained staff ensure safety in the Rebound Therapy room. (Training records)

Fire, Lockdown and Silent Evacuation protocols are reviewed on an ongoing basis and training disseminated. Regular drills are practised, and actions taken where necessary. (Fire, Lockdown and Silent Evacuation files)

The school has a robust online-safety policy in place, supported by the school's safeguarding policies that make explicit reference to the Prevent Duty.

Our internet is a filtered connection, provided by Kirklees Council with a Smoothwall Internet Filter device on the premises.

Smoothwall have been members of the Internet Watch Foundation (IWF) since 2007 – their aim is to minimise the availability of potentially criminal content. The system automatically blocks unlawful terrorist content and operates at a network level rather than on individual devices.

School has provided on-line safety training for parents and carers, and drop-in sessions for staff on training days and twilights. An e-safety bulletin is provided to staff during the whole school meeting on a regular basis. (Training records, staff meeting minutes)

All students accessing the internet at Castle Hill School do so on a supervised access basis and all our screens are in public view. All school computers have screen protection software (Hector). Students do not access social media when in school. The school has also produced student friendly guidance for the use of the internet.

Parents carers and families are supplied with The Digital Parenting Magazine on an ongoing basis.

manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.

The SLT and other identified staff and governors have attended Safer Recruitment Training to give them the skills required when interviewing potential staff. All recruitment processes are led by Safer Recruitment trained staff. (Training records, DSL check evidence)

Records are kept of any LADO referrals and outcomes. LADO instructions as a result of referrals are diligently applied. (CPOMS, staff records, LADO reports)

Incoming information from the LADO is appropriately disseminated amongst key staff. (LADO correspondence, LADO training)