

Park Lane School

Macclesfield



Head Teacher's Report to Governors

February 2021

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STAFFING AND PUPILS

PUPILS

Number on roll 93 pupils

3 pupils started during the autumn term.

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ENGAGEMENT WITH PARENTS, STAFF AND PARTNERS.

School Staffing.

There are no new appointments at this time. Sadly COVID19 has impacted on some staff and they have been very unwell. We are pleased they are recovering.

Staffing list – *see attached*.

Parents.

Annual review meetings have been taking place this term. These have been done remotely using virtual conferencing platforms. These have taking place with the head teacher, class teacher and other agencies as appropriate.

From the 5th of January, when a national lockdown was announced, approximately 50% of pupils have not been attending school. Class teachers have been ensuring that contact between these parents and school is maintained by weekly phone calls and email support.

Students & Volunteers

All student placements are still on hold. We have had four Occupational Therapy students from Salford University (accredited by Royal College of Occupational Therapists) request voluntary weekly placements starting in March until the end of the year, this would be a great opportunity for those students and also our school; we will have to consider this in light of our risk assessments and restrictions in place due to Covid19.

Arts Week

For the week of the 8th-12th of February pupils will be involved in the annual Arts Week. This is done in conjunction with the schools in the Fallibroome Learning Trust. The usual timetable is suspended and pupils are involved in activities which focus on the Arts. This year all schools involved are going to send in video footage of pupils doing different activities which will be put together as a virtual display.

Quality of Education.

Accreditation

Accreditation

The external moderations for the Sixth Form students who left school in July and for the Supported Internship students took place in November and all students successfully gained their diploma in Personal Progress. Two students also had portfolios submitted for an award or certificate in Personal Social Development, and both were successful in achieving these. These qualifications were at Entry Level 1. The moderation feedback reports from ASDAN were very positive commenting, 'The centre is to be congratulated on such an excellent submission.' (Personal Progress) and, 'This was a very good submission and all of the units submitted met the standards at E1.' (Personal and Social Development). There was one action point noted for the Personal and Social Development portfolios, linked to internal moderation. The report states that, 'The assessments were all very appropriate, relevant and at the correct level.' and agreed there was internal moderation taking place, but has added an action point of ensuring there are internal moderation records with feedback for every portfolio. This is something the Sixth Form teachers will look into and the centre co-ordinator will seek clarification on this from ASDAN as nothing different was done with the internal moderation or portfolios from those submitted previously when there were no action points. The students who are leaving school in July 2021 will have their qualification portfolios externally moderated in June 2021.

Andrée Barnard

Supported Internships

Because of the Corona Virus pandemic, many Supported Internship placements across the country have been adversely effected, with the young people either having to end their placements completely, or their placements being disrupted and their work tasks changed. Access to Work agreed to accept applications for further funding to allow young people to continue on their internships, either in their initial work placement, or in a new placement. This was excellent news for both Park Lane Supported Interns, as both their placements have been badly affected by the pandemic and it has given school a chance to secure further funding to allow the young people to continue their placement beyond the first year they were initially supposed to be in their placements.

One young man has been able to continue in his placement at the hospital, working on learning office assistant skills, but has not been able to extend or further develop his skills due to rearrangement of the offices and many of the familiar staff now working mainly from home. Initially, in the autumn term, the placement seemed to be going really well, with the

young man working hard and making progress, despite how different his work place was. However, as staff within his work area changed and less familiar staff were overseeing him, there has been a change in how confident the staff working alongside him in his placement are to support him with any minor issues. As the job coaches' hours of support have lessened, there seems to have been an increase in the issues work colleagues have been reporting about this young man, despite the feedback from the job coach being incredibly positive with evidence of high levels of independence from him, across the majority of his work tasks. School, the job coaches and the hospital staff have worked hard to make sure the placement can continue until Easter, but the hospital have made it very clear, that they will not be able to offer this young man any paid position when his placement ends. This is extremely disappointing, as there seemed to be a real chance of a positive outcome for this young man. School and the Rossendale Trust will continue to work with this young man and his family to try to secure a positive outcome for him, be that securing paid work elsewhere, or accessing other training courses linked to finding employment. Both school and the Rossendale Trust are confident that this young man is more than capable of achieving paid employment with in the right setting.

Unfortunately, the other young man had to end his placement at Christmas because the restaurant in the hospital was badly affected by COVID restrictions and this led to there not being enough work tasks for the young man to do alongside his placement colleagues. The school co-ordinator for the Supported Internships managed to secure another placement for this young person, working in a local secondary school canteen. It was hoped this placement would give the young person the opportunity to consolidate and further develop the work skills he had learnt in the hospital restaurant. The manager of the company that runs the canteen had previous experience and knowledge of the programme and was very positive about accepting the young man into the school canteen. Unfortunately, the third national lockdown happened just as the new placement was about to begin and as well as the young man, being unable to attend because he is clinically extremely vulnerable, the school canteen staff were reduced as the number of pupils in school drastically dropped. The school co-ordinator for Supported Internships has been in touch with the manager of the potential new placement and he is keen for the placement still to go ahead once the lock down has finished. Further funding from Access to Work has been applied for, with the hope the young man will be able to remain on his placement until the end of the summer term.

Due to the considerable issues there currently are around the workforce, there will be no students applying for a Supported Internship placement for the academic year starting September 2012.

Andrée Barnard

Lesson observations.

These have not taken place this term due to COVID19. Classes have been reduced in size, some significantly. Teachers have been involved in preparing remote learning and teaching those pupils in school. Lesson observation are planned to start once school is operating more normally.

Assessment

We have dates set this spring term for Engagement Model training with Hebden Green Special School; Hebden Green took part in the Engagement Model trial. All teachers will be taking part in this training.

Progress review meetings from the autumn term are planned to take place after half term now. Analysis of annual review targets will take place in the summer term. Data from Bsquared will not be used to provide 'normal' yearly data. Emma Shaw

Curriculum

Maths – The maths curriculum at PLS now shows a strong understanding of the component strands and progression of the national curriculum, providing a long term overview and termly schemes of work adopted by all classes. Opportunity to revisit previously learned knowledge, concepts and procedure are provided, particularly in the light of the impact of COVID 19. There are clear steps in place to make sure all students can access the curriculum, this is now sequenced so all student learning and progress is coherent. The impact of the maths curriculum/schemes of work will be assessed termly by scrutinising students' performance and evaluating schemes of work.

English – The English coordinator has ensured that each class now has an English scheme of work which is building on prior learning. Progression in texts/genres throughout the school has been finalised, linking to each Key Stage and adapting texts where appropriate. Teaching and learning is linked to National Curriculum, Pre National Curriculum and Engagement Model set out in a progression of skills map. At present the coordinator is exploring an alternative route of learning in English, for those where phonics is not appropriate.

Foundation Subjects – Every coordinator has reviewed their subject policy to include/amend areas in light of Covid19. Every coordinator has been asked to produce a uniform subject folder – contents and leadership role was shared at a PDM in autumn 2020. Action plans are being reviewed and developments/further action recorded. All subject leaders are creating a progression of skills map in their subject area to ensure we can measure the impact of our curriculum and our students learning.

Distance Learning – Online learning has returned due to smaller numbers of students in school. We use our website as a learning hub to post our distance learning work and resources. We use Teams or Zoom to carry out online lessons where appropriate to classes. We have many students with individualised needs where online lessons or distance learning work needs further differentiation, to enable all students to continue with their education we carry out visits to homes to deliver resources. We continue to use Facebook as a quick and resource to post challenges for students daily. Parents have been very supportive and grateful with the work/resources teachers have planned for their children.

We continue to work closely with our multidisciplinary team and offer Salt and Music Therapy through Zoom sessions, again parents have appreciated the offer and the uptake is substantial.

Work posted online or sent home for students to carry out at home is a continuation of class work, we are still delivering the National Curriculum requirements and following our long and medium term planning.

Emma Shaw

Continuing Professional Development

Communication / Signalong

Signalong refresher training has been completed for all staff, this took place in person, following social distancing guidelines, or via class zoom calls. An extension to this training will for staff to practice (CPD sessions) and use Signalong as part of their role on a daily basis.

As staff are working from home one day a week, this day will involve CPD opportunities. Weekly CPD itineraries (including communication, English and Maths) are provided for staff to partake in on these days. Emma Shaw

During lockdown, staff throughout school have completed a variety of online CPD courses, including first aid refresher courses, safeguarding courses, an introduction to sensory processing and the Rights Respecting Schools training.

On the INSET Days in September all class teams were asked to complete level 2 of the sensory processing training, following on from the introductory course they completed during lock down. School has purchased the level 2 and 3 Sensory Processing training in order to support staff in recognising sensory seeking behaviours in pupils and to help them devise sensory programmes to address these needs. This is linked to the OFSTED inspection outcomes. The level 3 training will be complete later in the year, either on an INSET day, or as twilight training.

Continuing Professional Development

School held an INSET day on 4th January, which was focused on Communication. There were four training sessions organised, to be delivered over Teams. Unfortunately, one of these sessions did not take place due to a member of staff having to self-isolate. The sessions which were delivered covered, using PECS, using symbol fobs and 'working towards' reward systems and supporting functional communication. Class staff joined the training sessions together as class teams, which meant they could discuss the training in relation to their own pupils. These sessions were planned and delivered by Alison and Viki, HLTAs in our Communication Team and the Speech and Language Therapists, Emma Gibson and Izzy Hunt. The sessions generally were well received, however, there were issues with the internet for one of the sessions and some classes were unable to join. The HLTA has been working with classes individually to make sure they have all had this training.

There have been some external courses attended by staff, all of them delivered online. These have covered Arts Mark training, Communication and Test & Trace Mass Testing in Schools Training

Andrée Barnard

Lorraine has completed the safeguarding update training with all staff and they have read the new Keeping Children safe in Education part one document as well as the updated child protection Policy. Staff have also completed a safeguarding disqualification disclaimer.

Educational Residential Visits.

There are no residential visits planned for this term.

Personal Development.

SMSC and British Values

This term we have focused on World Children's Day and Children in Need. The pupils raised £110.00 for Children in Need last term. The pupils also participated in activities based on Remembrance Day and Diwali during the autumn term. Arighi and Bollin classes collected goods and donated them to a Food Bank as part of their work focused on the community.

It has been a difficult time for pupils and staff. Yes despite it all they have remained positive and enthusiastic. There have been restrictions on the curriculum from January 2021, particularly not being able to participate in community based activities such as swimming, community visits and activities such as shopping. As a way of focusing on the positive we are participating in Children's Mental Health Week by thinking about what makes us happy. Children's Mental Health Week was the week beginning 1st February and to mark this, parents and teachers were asked to take photos of the pupils involved in an activity that makes them happy. There have been some lovely photos sent in of pupils involved in play, sensory activities or eating/drinking their favourite treats. The photos will be collated in a video and put on the school website.

We have not been having face to face assemblies since last year. We do have virtual assemblies on a Friday afternoon. Sometimes these work better than others! But it does give the pupils and staff chance to come together and celebrate achievements.

Student Council.

Wendy MacFadden has continued to lead the Student Council. The Student Council has raised £123.36 for the British Heart Foundation by holding the annual Christmas Clothing Day.

This term Wendy has only been able to meet with 1 Councillor remotely due to COVID19. Please see documents attached on Governor Hub

Behaviour and Attitudes.

Claire and Jo continue to do class behaviour meetings in which they review or implement behaviour plans and help devise successful strategies to help pupil's access learning.

The Paediatric Occupational Therapist has now started work in school which is a really positive development. She has assessed 9 pupils so far and is now beginning to work with these pupils on a more frequent basis. The OT has recommended activities and equipment for pupils.

The sensory group continues to be successful, there are three original pupils and one new pupil accessing the small group and high staff sessions every morning.

Three staff have volunteered to undertake ELSA training. An ELSA is Emotional Literacy Support Assistant. In these difficult and unusual times pupils may well need additional emotional support for a number of reasons. These staff are going to train so that they can support the emotional wellbeing of the pupils in school.

Leadership and Management

Safeguarding.

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead remain in place. They are continuing to have half termly meetings to quality assure record keeping and to ensure all actions have been completed.

School Development Plan.

A School Development Plan is in place. It has focused on areas highlighted in the most recent Ofsted Report. The NLE assigned to work with school has had 2 meetings with the head teacher. The focus of her work is to develop a Post Ofsted Recovery Plan. This is on Governor Hub.

School Development Plan for 2020-2021 is on Governor Hub.

Pupil Premium.

Pupil Premium is planned to be spent in the following areas:

- Communication and Interaction-Music Therapy.
- Sensory and Physical-Sensory provision and CPD.
- Communication and Interaction/Social Emotional and Mental Health-provision of lunchtime and groups to develop social interaction.

In addition targeted support and resources were provided for individual pupils in receipt of Pupil Premium.

Please see Pupil Premium Statement on the school website.

School Improvement Partners

Gill Robinson has conducted 3 sessions with SLT. 2 in person and 1 via Teams. These sessions are addressing the Post Ofsted Recovery Plan.

In addition the Head Teacher has met with National Leader of Education who is also supporting the school following its last inspection.

Appraisal.

All teachers have completed their appraisal reviews by the end of October 2020. Each teacher will also plan targets for the next academic year.

The Appraisal of the Head Teacher took place in December. Gill Robinson was the external advisor to the Governing Board.

Self-Evaluation Form.

Work is now underway to review and update this document. Members of the SLT are undertaking this work. Once completed it will be shared with Governors.

Health and Safety.

The next H&S Inspection took place on the 3.12.20 This was conducted by CE H&S team virtually and consisted of a document review. All documents were present and had been updated. Thanks to our Site Manager, James Howard, who ensured all servicing and testing documents were available to me. James was also commended in the Asset Management Review which took place on the 2.12.20.

I submit my Head Teacher's Report to Governors

**Lorraine Warmer
Head Teacher
February 2021.**