



Snowflake School

‘Improving the quality of family life’

The context of the school

Snowflake School is an independent day special school for pupils with autism, with sites situated in the Royal Borough of Kensington and Chelsea and the London Borough of Ealing. Snowflake School is a specialist school that uses the principles of Applied Behaviour Analysis (ABA) and BF Skinners Analysis of Verbal Behaviour (VB).

There are 42 pupils on roll, aged between 5 and 16 years. All pupils have an Education Health and Care Plan, a primary diagnosis of Autism and have associated learning, behavioural, emotional, social development, sensory, speech, language and communication needs. On entry, pupils are working below their mainstream peers. As an independent school, our pupils are not eligible for Pupil Premium funding, and the school does not receive any additional funds. Pupils come from a diverse range of cultural backgrounds; many speak English as an additional language. The staff makeup reflects this diversity. All pupils (100%) have a learning difficulty and achieve well below the expected norms.

30% of pupils are PECS users and 10% use Proloquo, with the remaining pupils able to use some level of verbal communication. The school uses INPRINT (Communication in Print) as communication aside from a range of AAC, Makaton, sign-along and visual aids.

Pupils' placement at Snowflake School is principally driven by parental choice. Local authorities fund the cost of the placement, with pupils on roll from fifteen authorities: the London boroughs of Brent, Camden, Hertfordshire, Harrow, Hillingdon, Ealing, Kensington and Chelsea, Richmond, Hammersmith and Fulham, Wandsworth, Hounslow, Greenwich and Westminster. Pupils join the school at any stage within the age range and at any point in the academic year. The school is oversubscribed on both sites with a considerable waiting list.

Staff wellbeing, training, development and induction are integral to our effective working. The school has developed an in-depth blended learning induction programme, after which there is a 6-week review. On successful completion of this, staff receive a uniform and a further training plan for their probation. After probation, they receive increased sick benefits, an additional CPD package and a £500 pay increase. They also receive a copy of our staff survival guide, on appointment.

Snowflake School is an independent special school for pupils with Autism, social, communication and learning difficulties. Every pupil's needs are met individually with a broad and detailed curriculum that is underpinned by an ABA/VB approach. Verbal Behaviour (VB) refers to the view that language is a behaviour which is learnt and acquired in the same way as other skills. The foundations of VB are rooted in the work of the psychologist and behaviourist B.F. Skinner. There is a large body of research supporting this analysis of language and its application to teaching children and young adults with autism. ABA and VB are not separate entities, they can be used in conjunction with one another. An ABA/VB approach will utilise ABA principles and teaching procedures alongside the VB methods of teaching language based on its function and the motivation of an individual. Teaching is in groups and individual 'one-to-one' tuition also within a class setting. When the pupils acquire sufficient skills, this varies from pupil to pupil due to the very individualised teaching and learning programmes. Every pupil takes part in class activities, including; circle time, Attention Autism, PE, and Music. The minimum group activity is 18% of the weekly timetable not counting playtimes and lunchtimes. Some pupils are taught full-time as a group. ABA Tutors attend group lessons with their key pupils so that they can continue reinforcing the learning throughout the week within the pupils' teaching programmes. A range of assessment tools is utilised to ensure progress is monitored. The core assessment tool used is the Verbal Behaviour Milestones Assessment and Placement Programme (VBMAPP) <http://www.marksundberg.com/vb-mapp.htm> and Essential for Living. These are used in conjunction with our National Curriculum Pathways, assessed via our online assessment system, Earwig. Pupils in secondary, also undertake ASDAN 's SEND Programmes to receive an award, certificate or diploma which is nationally recognised.

The school focuses primarily on developing functional communication & language acquisition, encompassing social, play and all academic learning, preparing pupils for independence which starts in primary and moves into preparing for adulthood in secondary. This is taught by a functional, broad and balanced core curriculum of Maths, English, Science and PSHE, individualised by pupil needs and enhanced through specialist programmes, including; Attention Autism, music therapy, yoga and drama therapy. Other regular additions to the pupils' core educational provision include swimming, PE, and community links, including enrichment opportunities and educational visits off-site e.g., a local farm, museums, Santa's Grotto, theatre, library, cinema, bike-ability, pedestrian training and local shops.

The school has a 3-tier curriculum designed to meet the learning needs of all pupils, with pathways entitled 'Bulb' 'Branch' and 'Blossom'. This was developed by a working party during 2020-2021. Presently, 40% of our cohort are working within the Bulb pathway (sensory, engagement route), 55% are working within the Branch pathway (learning to learn with 1:1 and prompt) and 5% within Blossom (group work, levels of independence but still requires prompt). All pupils have taken part in baseline assessments to ascertain their most appropriate pathways.

There is regular monitoring of attainment and progress towards targets, which ensures those who are not making required progress can experience additional and timely interventions to support progress, especially in reading, literacy, communication and mathematics. Weekly MDT meetings monitor this. Pupils progress in very small steps.

Pupils' attendance for last year was 90% Which is above state-funded special schools of 89% (September 23 DFE statistics).

Leaders, including trustees, have ensured that all safeguarding arrangements are fit for purpose. Implementation of MY CONCERN has ensured timely and accurate reporting and monitoring of all incidents. Monthly safeguarding team meetings and weekly agenda items have ensured this is always at the forefront of practice. All staff are well equipped to meet the complex needs of the pupils, this is because they work closely with other professionals and receive regular, high-quality, specialist training. Pupils are equipped with the language to express concern, including those who use alternative means of communication. Parents and staff, overwhelmingly consider that school provides a safe environment. *'100% of staff consider the school, is safe place for pupils'* (Ofsted staff survey May 23). *'Parents say their children are well looked after'*. (Ofsted report May 23) *'Pupils are happy at school; they are kept safe from harm'* (Ofsted report May 23)

Supervisors at Snowflake School are encouraged to achieve Board Certified Qualifications from the BCAB and ABA/VB practice at the school is supported by professional consultancy and supervision from the Carbone Clinic. www.carboneclinic.com Therapy programmes are integrated into each pupil's timetable and overseen by qualified specialist therapists; music, drama, speech and occupational therapists all work collaboratively across both sites. Tutors are present at the pupil session with the therapists so that the therapy can be reinforced throughout the week. The impact of this is seen through improved communication and pupil outcomes: *"The therapists work with other adults to ensure pupils therapies are built into daily lessons"* (Ofsted report May 23)

Progress against the most recent inspection May 2023		
<p>Areas to improve:</p> <ul style="list-style-type: none"> • Leaders should review the curriculum thinking in some subjects, ensuring component knowledge is explicitly set out, taught and assessed. • Leaders should review their training and monitoring of reading, ensuring that all staff help pupils build up their reading fluency effectively • Leaders need to ensure that the ISS are consistently met 	<p>Action;</p> <ul style="list-style-type: none"> • Employment of additional teachers to lead subject delivery and planning • Appointment of Head of Teaching and Learning and subject lead to monitor curriculum delivery • Additional teachers training for Read Write inc, implementation of phonics café weekly support sessions 	<p>Progress:</p>
<p>School improvement priorities 22-23</p>	<ul style="list-style-type: none"> • To continue to develop an expanded Snowflake provision, to meet the needs of pupils, families and the local authorities requiring specialist ABA/VB education in London. • For all pupils to be readers/appreciators of books by embedding reading and phonics values and curriculum across the school • For data to be electronic by implementing a new data recording system • For all pupils to access increased subject teaching by implementing a blended subject knowledge/ABA approach to teaching • For all secondary pupils to have a transition/career pathway by developing a clear career strategy and delivery plan • For all pupils to receive PSHRE education appropriate to their needs • To enhance the 'snowflake Brand' by developing the website and social media platform 	

QUALITY OF EDUCATION

Intent: To sustain outstanding teaching and learning, using ABA principles and assessment, which seeks continuous improvement and is never complacent, through a creative and functional curriculum that works in line with the specialist ABA/ VB individualised methodology. A working group have developed a three-tier pathway which spans all ages and includes many opportunities for generalisation and transfer of skills whilst working in collaboration with a multi-professional team. Topics are planned to be functional as well as fun, following our principles of *SUPER*) *Safe – where everyone feels safe and supported; Understanding- where all needs are accepted and understood; Patient- where everyone is allowed to learn at their own pace; Enthusiastic- where learning is motivating and exciting and Respect- where everyone is treated with dignity*

Impact:

- Pupils are enabled to enjoy learning and make progress because staff work with leaders and the multi-professional team, setting and reviewing joint targets. Additionally, several pupils exceed their targets, especially with increased milestones and reduced barriers (VB MAPP assessment) evident at their annual reviews.
- Pupils progress towards independence and adulthood at their own pace and starting point because progress is carefully tracked using ABA data and a new online system. Families contribute to the evaluation of progress during 6-week reviews and termly meetings. Weekly summative data collection is tracked by key workers and the supervisor as well as online data.
- Pupils develop resilience, skills, and knowledge towards levels of independence in their future lives, appropriate to them because of skilfully managed functional behaviour assessments and joint multi-team working. Parents report on how pupils can sit at the table and go out to the shops with them, through their time at school, as well as many can master toilet training, regardless of the age at which they start.
- Tutors demonstrate deep knowledge of the ABA/ VB curriculum because they undergo intensive induction, ongoing overlaps and competency assessments. 2022 saw a continuation of the expected minimum 85% competencies assessment with all lead tutors achieving 90% or more. New staff undergo 5 days of blended training comprising online, videos, workshops, and written tests. Feedback from the staff is overwhelmingly complementary to the training.
- Phonics teaching is highly effective in enabling pupils to access information because staff have taken part in RWI training, and this programme has been implemented throughout the school. Two trained phonics lead teachers work with tutors to guide them in supporting the learning and conducting overlaps every 3 weeks to ensure strategies are being followed through. As a result of this, expectations have been raised, consequently, pupils are more likely to visit the libraries, share books, read out loud and write for themselves. All pupils learning phonics made progress when re-tested on their baseline. *'Leaders prioritise reading and they read from books that match the sounds they are reading'* **(Ofsted May) 2023**
- Families receive guidance about how to support pupils' progress, especially during the pandemic when families were overwhelmingly supportive and grateful for the approach and delivery from the school. Staff were exceptional in their commitment to online learning and contact. For checking in. Families were surveyed every fortnight for feedback to keep the offer as useful to them as possible. There were some particularly outstanding sessions including music, SALT OT and storytelling. In some cases, pupils in the school were on Zoom with pupils at home, and pupils expressed joy in seeing their peers and this made an impact on return and the implementation of our recovery curriculum easier.

Implementation

Assessment: The school's core curriculum is underpinned by the VB-MAPP (Verbal Behaviour Milestones Assessment and Placement Program) and uses the VB-MAPP as the primary assessment tool. This highly detailed assessment tool is updated every year and gives precise data on individual improvements. This may be in terms of new skills acquired and also in terms of reducing barriers to learning. Earwig was introduced on September 22 and is also used to map progress and assess outcomes, about subject learning acquisition.

All pupils follow either

Bulb - sensory, engagement- 1:1 ABA/VB

Pupils learn through individualised sensory and receptive learning. Pupils learn in a stimulating and nurturing environment with a focus on communication. Pupils learn to;

- anticipate and respond to routines
- understand and explore the world around them
- develop positive relationships
- develop physical skills to manage their environment
- Express choices and feelings

Branch - learning to learn - 1:1 ABA/VB, some groups

Pupils learn through the development of fundamental skills of communication of ideas and the foundations of literacy and numeracy. They learn to;

- Establish core literacy and numeracy skills
- Learn about the world around them and their community

- Learn and practice life/functional skills to be as independent as possible

Blossom (learning to be independent– group work, range of subjects)

Pupils access a modified National Curriculum with an emphasis on functional literacy and numeracy and developing knowledge and abilities for everyday living. They learn to:

- Study in a more formalised manner, but with practical application for transferable learning
- Develop a sense of community and responsibility and active citizenship
- Communicate using a range of methods and in a range of situations
- Generalise concrete tasks by applying learning and skills

Supervisors are scrupulous regarding transferring requirements on the pupil's Individual Educational Plan into a class and individual, daily timetable. This is supported by subject components planned by the specialist teaching staff. A group of professionals including parents, supervisors, tutors, teachers, speech & language therapists, and occupational therapists develop an effective programme to ensure ongoing outstanding progress. Data is collected daily. Information is shared with parents, and vice versa, daily using the Earwig online system and the Home/School diary. Learning is reviewed and monitored to maximise the individual pupil's progress. With data drop assessment recorded each half term. Monthly transdisciplinary team meetings have been held involving the speech and occupational therapists and the class teams. The aim is to discuss pupils before their annual reviews from a team perspective and map progress and targets accordingly. This will add to the overall assessment of the progress and development of the EHCP. From September 23, all pupils have multi-disciplinary targets related to their EHCP.

Most classrooms have a teacher and supervisor in the classroom. this enables the pupils to receive both subject-learning input and specialist ABA teaching.

A revised IEP has been created taking into account all MDT targets and supported by weekly meetings. Asdan is moderated termly with evidence collected weekly online and in books. All pupils access subject teaching every day, individualised according to their pathway and their learning capacity.

Regular external quality assurance reviews take place from Carbone Clinic regarding ABA practice and external consultants regarding Safeguarding and Quality of Education.

Leaders at all levels play a role in ensuring that pupils have the best opportunities to learn and achieve. Teaching is well-planned and motivating to pupils. There is a strong belief of *'even better if'* this informs the learning walks, middle and senior management reviews and meetings and robust appraisal/supervision. coaching culture, with a strong emphasis on continuing professional development. Overlaps take place between the phonics lead and SALT and OT every three weeks to monitor the implementation of the interventions and identify any actions. These are fed back to SLG and discussed at the weekly meeting, any identified areas for development are discussed and plans are set to address them to ensure that the standards are maintained at the highest level. The overlaps and informal visits to classrooms, tell us what additional training tutors require as well as the fact that planning is appropriate for needs, levels, age and abilities, the whole child is planned for in light of multi-professional working and tutors and supervisors can describe even the smallest steps of progress because they know the pupils so well. *'Leaders have high expectations. over time, pupils' confidence, resilience and independence blossoms'* (Ofsted 23)

Strengths: Evidence

- Induction feedback and revised package
- External SIP and consultant reports Oct 22, Jan and April 23
- New detailed Quality of Education Policy in place
- New total communication policy in place
- MPT targets for all pupils (MPT data)
- Phonics baseline and updated assessments 22-23
- Phonics progress data
- Earwig progress data
- EHCP progress data
- Ofsted good rating for Quality of Education (Ofsted Report May 23)
- Schemes of work
- 80% of pupils met or exceeded their EHCP objectives (annual reviews)
- 100% of pupils made significant gains in milestones and reduction in barriers according to VB Mapp assessments (annual reviews)

- 90% of ABA teaching met good or better competencies (competency assessment)
- Asdan folders and exercise books
- 100% of National curriculum teaching is good or better (learning Walks and observations of lessons)
- A topic-based curriculum with targets that meet Earwig and VB Mapp criteria has been created and pupils experience a wider range of learning opportunities especially in NET sessions, evidenced by books and display work.
- Libraries have been created on both sites. reading time is implemented daily, with reading record books, whether it is listening to a story, reading it or looking, experiencing it or looking at pictures. Pupils are willingly choosing books from the bookshelves.

<p>Areas of development from the previous year:</p> <p>To ensure Tutor competencies average 90% over the year</p> <p>To ensure Phonics teaching is fully embedded as well as an appreciation of books by those who cannot access phonics and consolidate the whole approach to literacy</p> <p>Through targeted teaching, ensuring pupils are meeting short-term outcomes</p> <p>To track pupil progress and identify and address any inconsistency using Earwig</p> <p>To collect and maintain high-quality evidence of learning</p> <p>To ensure circle time and registration content, input and delivery are consistently good and better</p> <p>To further develop the tutor induction/training considering feedback</p> <p>To ensure the curriculum is challenging for the least and ablest pupils</p> <p>To further develop the PSHE/SRE curriculum and ensure delivery to all pupils</p> <p>To ensure that our school community continues to enrich and represent the diverse community within which we live, including gender identity and minority groups</p>	<p>Actions</p> <p>The tutor's competencies were rigorously followed up and any below expectations re assessed within 2 weeks until they met the grades.</p> <p>Phonics teaching is in place throughout the school, including some bulb pupils, pupils at engagement level experiencing sensory stories daily.</p> <p>Multi-professional meetings weekly to discuss and review targets.</p> <p>Data clubs after school in the hall at Secondary to provide support.</p> <p>Monthly folder checks.</p> <p>Tutors enter weekly data for pupils' progress on Earwig as well as adding photo evidence to the timeline.</p> <p>Books of evidence with prompt levels identified in some classes</p> <p>Learning walks and modelling for circle time from the senior teacher and SLT team</p> <p>23-24 cohort 2 online days, 3 in-person days before the start of term and then 3 days with the whole school. The survey was sent out for review.</p> <p>Most able pupils are challenged with subject-based learning in a range of subjects</p> <p>More action is needed for the least able, although all pupils in secondary access challenging phonics and maths teaching</p> <p>PSHE policy reviewed, scheme of work developed and SMSC calendar created and delivered through assemblies</p> <p>All diversity and equality events are celebrated in assemblies and focussed days and weeks, including, National Men's Day, Holi festival, Iranian New Year, poetry and book days, children in need, genes for Genes, Macmillan, black history, autism week, downs syndrome day, Pride, to name a few. We also celebrated King Charles's Inauguration.</p>	<p>Impact of actions:</p> <p>Tutors demonstrate deep knowledge and understanding of the ABA/VB strategies and tools</p> <p>Books used at non-structured times for enjoyment and Reinforcement. Phonics progress was made by all pupils on the programme. 2 pupils moved up 2 phases and 5 have moved up the I phase, others made progress within their phase.</p> <p>Tutors are more confident in taking data.</p> <p>More effective assessment data can indicate progress and gaps in learning to be addressed faster.</p> <p>Circle time observed by external consultants and Ofsted praised for pupils' contribution. Engagement of pupils increased, pupils attend Attention Autism daily leading to increased focus and access to learning. so, all pupils can attend assemblies weekly.</p> <p>ABA nets and groups have more focus meaning an increasing standard of evidence collected. SALT OT and phonics induction were added to the package.</p> <p>Most able pupils made exceptional progress, especially in group and transition skills.</p> <p>7 pupils achieved Asdan external accreditation.</p> <p>All pupils have baseline assessment and are allocated to a learning and development pathway</p> <p>Pupils are exposed to a wide range of equality and diversity events.</p>
<p>Areas for development</p>	<p>Embed Phonics across the school, ensuring staff is confident to support the delivery</p> <p>Enhance the bulb curriculum to provide more challenge</p> <p>Embed subject teaching for all pupils, individually planned</p> <p>Ensure the induction package can be delivered by more than one person</p> <p>Develop a prompt marking policy</p>	

	<p>Implement online data collection</p> <p>Implement, valid, targeted learning walks</p>
Next steps	<p>Train 2 more teachers on RWI</p> <p>Support teachers to develop creative subject lessons based on need</p> <p>Support teachers to plan using the Snowflake plan, differentiated appropriately</p> <p>Encourage other staff to pair with AH during the next delivery of induction</p> <p>Plan a working group for marking policy What is marking policy?</p> <p>Contact other schools using online data and trial before Christmas</p> <p>Plan for learning walks for each term, reviewed weekly during SLG</p> <p>MPT timetables for all pupils</p>

BEHAVIOUR AND ATTITUDES

Intent to promote safe, positive, relationships and behaviour, supporting the development of confidence, self-esteem, self-awareness and positive mental well being

Implementation

We are proud of the fact that pupils love coming to school, and attendance is high, despite pupils with medical conditions, pupils who don't sleep at night and pupils who have previously struggled to attend school. They see it as their safe place and visitors tell us what a lovely place it is to be. *'My child loves going to school states one parent'* **(Ofsted May 23)**

Staff manage pupils' considerable needs with patience and care, ensuring the pupils' wellbeing is always the centre of their attention. *'Staff ensure that pupils can communicate their emotions and feelings using the methods that best suit each pupil'* **(Ofsted report May 23)**

Outstanding behaviour is embedded as a result of effective behaviour plans and staff training *'staff are well trained and manage behaviour expertly'* **(Ofsted May 2023)**

Behaviour is mainly very good in lessons and where there are difficulties, during unstructured times, or when too much demand is placed, it is managed calmly and appropriately with considered and well-trained planning. Staff communicate consistently with pupils who may be anxious. The school has radio support, and a call system to always ensure safety. *'Staff know how to spot any changes in pupils' behaviour'* **(Ofsted report May 23)**

Staff record any incidents or accidents rigorously and these are checked weekly with any flags being discussed in the weekly SLG meeting. This year a new debrief process for recording was introduced enabling staff to record how they feel after an incident where they may have been hurt or shaken by an incident. Or had to engage in physical intervention. Consequently, the school has accurate and effective strategies in place to manage all behaviours that challenges. Pupils not making progress will trigger folder checks by Senior Supervisor/assistant heads. Similarly, pupils with increasing duration/frequency of PB will trigger observations/review by BCBA and of ABC data etc.

Targeted behaviour support is in place for all pupils. All pupils have a behaviour support plan and staff are well trained to manage challenging behaviour. All staff are trained in the Snowflake positive handling, we have 3 Team Teach trainers across the school and regular training and practice take place. Staff focus on increasing positive behaviour de-escalation and functional behaviour assessments. The primary site has a BCBA on site who visits the secondary site monthly. The Senior Supervisor visits each site alternatively supporting behaviour practice and functional analysis, whilst monitoring practice closely.

Pupils are encouraged to develop skills and confidence to do things for themselves and recognise their feelings, ask for help and transition towards needing less adult direction. *'Overall pupils make great gains in learning how to self-manage their behaviour'* **(Ofsted 2023).**

The school is proactive and places emphasis on identifying triggers for challenging behaviour. This involves always considering ways to support safety and emotional regulation as well as risk reduction planning. Rigorous individual and group risk assessments are completed for pupils, with additional risk assessments for external visitors or visits out of school. There is an accident book and an incident book which are monitored and signed by the Assistant Head Teachers. A record of incidents and accidents is communicated to the chair of the trustees weekly.

Behaviour for learning and engagement in lessons are exceptional because of the individualised programmes of learning and interventions specific to pupils' needs, such as; Attention Autism, mindfulness, Yoga and drama therapy are well embedded within the curriculum offered and continue to support the development of personal social skills and pupils' mental health and wellbeing. Staff know pupils particularly well and are extremely skilled in supporting them in emotional regulation

Impact

- Sustained improvement in pupil behaviour and self-regulation incidents of challenging behaviour. In one class, for example, there was a 14% decrease in episodes of challenging between Autumn and Spring and a further 13% decrease between Spring and Summer.
- Staff feel confident managing behaviour through training and regular visits from the BCBA and Senior Supervisor
- Pupils can access several additional opportunities through detailed risk assessments
- A thoughtful, caring, and active school community through spiritual, moral social and cultural development that promotes this
- A safe environment where our whole community can flourish *'Leaders place a strong focus on identifying individual barriers that pupils with autism may experience about their behaviour, they use this to build a curriculum that supports pupils to display behaviour and improve communication and social skills'* **(Ofsted May 23)**

Strengths/ evidence

- Data evidence indicates a reduction of incidents and duration over 2022, especially for specific pupils: One pupil has reduced from 44 incidences of challenging behaviour in a week on entry to 0 incidences over the space of two terms. Another pupil went from 21 incidences to zero in just 9 weeks.
- Another pupil was having constant toileting difficulties and the BCBA put in an intervention which reduced these incidents to 0. Another pupil struggled to transition to transport, and this resulted in daily incidents, which were reduced to less than one a term by the end of the academic year.
- 50% of Pupils sit together in secondary to eat their snacks and lunch without incident, as do all pupils in Primary.
- Staff are confident and competent in keeping pupils safe and healthy due to comprehensive training that is in place
- Most of the recorded incidents relate to a low number of pupils with the most complex needs> There has been a distinct reduction in incidents with these pupils e.g.; from 23 to 4 in primary over the year. This is due to expert analysis of needs, effective MPT working and strong links with families.
- 100% of pupils transition successfully during the day and to and from their transport
- The school's approach to behaviour management is a strength: LAs and families contact us for places regarding pupils who are struggling elsewhere. Pupils are encouraged to grow in an atmosphere where they are challenged with "just enough" demand, a carefully measured amount, which is established from skilled functional behaviour assessments.
- Systems are in place to track and report incidents and accidents and seek BCBA support where required.
- Pupils' emotional well-being is paramount in the school and staff modify their approach accordingly 'Pupils *make great gains in learning how to self-manage their behaviour*'. (Ofsted **May 2023**)
- We have employed 2 SALT 1 OT a drama therapist and a music therapist from September 22, this provision will be increased further. We have increased communication opportunities for pupils and subsequently reduced challenging behaviour. An example is 1 pupil who uses a PECS book and has reduced biting and pulling the hair to nil.
- Pupils use PECS books, Proloquo, visuals and signs where they can't communicate their needs verbally.
- Pupils Voice group met once a term and decided on Christmas plans for the end of the term
- Pupils are engaged in decision-making about their learning and opportunities; for example, choosing activities, breaks, and shopping for food to cook.
- Daily welfare checks took place during the lockdown as well as fortnightly surveys as a result, we opened during the pandemic when other schools were shut as families told us they were struggling to cope.
- Some pupils can identify feelings through zones of regulation routines. Both in a group and individualised situation.
- There were no exclusions or recorded incidents of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language or racist incidents during the 2022-23 academic year.
- Attendance continues to be over the national average for SEND schools.

Areas for development: from last year

- To employ a more consistent approach to positive behaviour support
- To embed Zones of Regulation in all classes, including via the use of alternative communication methods
- To carry out a pupil's survey
- To further reduce RPI
- To ensure team teaching practice sessions take place monthly
- To ensure rigorous and timely reviews of all behaviour support plans occur at least annually

Actions:

- Incident books are monitored weekly by AH and data is reported to trustees. The senior supervisor monitored RPI weekly and responded to any increase by observing pupils.
- ZR in all classes and used appropriately for both verbal and non-verbal pupils
- New Team teach Trainers have been appointed and training is run at weekends for all staff.
- !00 % of pupils had behaviour and health plans reviewed in 2022.

Impact of actions:

1. Senior Supervisor can put specific interventions in place for pupils which improve their access to learning
2. Pupils can express how they feel and recognise how they can ?? more from one level to another, with support.
3. This enables more regular training for staff as well as practice on each site. It also represents a cost saving as we avoid the need for external trainers
4. Staff confidently manage and de-escalate pupils
5. Pupils all have updated health plans in their folder, now being reviewed for 2022-23
6. More accurate and appropriate reporting.

Areas for development

- To ensure effective data management systems are in place for behaviour management
- To embed practice and techniques for managing and supporting behaviour

Next steps

- To set up pupil voice groups on both sites

	Pupils' safety survey Implement online data collection and effective data tracking for incidents
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PERSONAL DEVELOPMENT

Intent: To promote positive, safe relationships, which develop self-esteem and confidence to make informed choices.

Implementation

Leaders are effective in having shared ambition and enthusiasm for their work which enables the pupils to be well-supported and prepared for their next steps. Pupils are encouraged to develop interests and talents and as a result, their self-esteem and confidence is high. as are their attitudes to learning and school as a whole. They are proud of their achievements. The school emphasises the SUPER values and all pupils set an achievable SUPER goal which is revisited weekly. As a result, all pupils achieve their SUPER goals over the year. These also relate to these EHCP outcomes which are tracked at the annual review.

The school provides regular access to additional activities and extra-curricular opportunities for enrichment, such as drama therapy, farm visits, library visits, sensory circuits, park visits, cinema, museums, local shops and soft play. These help pupils to develop an understanding of the community around them and how to be responsible and respectful citizens who contribute to society. The enriched curriculum, (British values), allows pupils to have a range of experiences and ensures outstanding personal development, behaviour and attitudes.

The welfare of the pupils is always paramount. Pupil Protection and safeguarding are effective. All staff and trustees receive broad and detailed safeguarding training and incidents, and concerns are acted upon at once. Careful record keeping and regular analysis of incidents ensure pupils are kept safe.

Character education is supported throughout the adapted curriculum, individualised to meet the needs of all pupils. Delivery is pupil-centred and incorporates a range of teaching strategies, underpinned by applied behaviour analysis., including, attention autism, sensory integration and strategies from all agencies involved with the pupils.

Speech and Language Therapy provision gives each pupil an individualised programme and ensures outstanding personal development. There is full-time Speech and Language therapy on each site and the therapists are also trained in ABA, Attention Autism and Zones of Regulation.

Occupational Therapy provision is shared between the two sites, but there is a new trainee occupational therapist from September 22 to increase provision. Pupils access sensory stories and sensory circuits as part of a full and individualised sensory diet.

Impact:

- Pupils develop resilience to deal with the challenge
- Pupils develop self-belief
- Success is celebrated individually and collectively
- Pupils can make safe choices
- A range of additional opportunities enhance the curriculum
- Pupils are well prepared for the transition to the next school /site or to move from Snowflake School totally

Strengths/evidence

- Secondary pupils access drama therapy weekly which has enhanced their confidence and communication. Pupils now engage fully in the group sessions where previously they were unable to sustain this.
- All pupils access music therapy weekly
- All staff have been trained by a yoga specialist to deliver yoga therapy.
- All pupils attend swimming over the year and a range of well-planned trips provide context to further enhance the environment. External additional opportunities take place such as theatre, museum, cinema, Santa's grotto, visits, regular park visits, weekly shopping trips for food and integration into local schools. From Sept 2022, 2 pupils joined a music lesson in a local primary school and 2 senior pupils successfully transitioned into their local SEN 6th form.
- Pupils in secondary sit and eat together at lunch and break, they then make leisure choices for their unstructured time.
- Pupils create annual calendars; a pupil is the voice of the school answerphone and recently pupils made an invitation video to our grand opening.

- Each summer we hold a festival week where pupils can experience a wide range of additional activities from dance to water activities, this culminates in a final day of sharing the experience with families.
- All secondary pupils attended a 40-minute graduation ceremony for pupils who were moving on, in July
- Pupils engage in daily sensory circuits and walking clubs to ensure movement and exercise which settles them more quickly into learning
- A topic-based curriculum with targets that meet Earwig and VB Mapp criteria has been created and pupils experience a wider range of learning opportunities especially in NET sessions, evidenced by books and display work
- Pupils engage in Attention autism or bucket activities daily
- Pupils have individualised activities according to their interests e.g., one pupil attends climbing weekly and another attends music lessons in a local school.
- Parents are happy with the offer from the school '*My child loves going to school states one parent whose views are shared with others*' (**Ofsted 2023**)

Areas for development from the previous year:	Actions:	Impact of actions:
<p>To embed pupil voice opportunities through council group and pupil surveys</p> <p>To ensure pupils all have a SUPER goal set aligned to values</p> <p>To embed multi-professional meetings</p> <p>To source and implement work experience placements for pupils</p> <p>To introduce careers, support for pupils</p>	<p>Pupils met once a term on both sites.</p> <p>Pupils set and met their SUPER goal</p> <p>Weekly MPT meetings</p> <p>Initial meetings have taken place</p> <p>Level 1 Gatsby achieved</p>	<ol style="list-style-type: none"> 1. Pupils' Christmas end-of-term celebrations were decided by themselves 2. Increased opportunity for choice and decision-making for pupils. 3. More awareness of certain goals such as safety, 4. A new concise IEP has been created which details all targets and creates a more multi-disciplinary approach 5. Pupils voice group was set up and met in the summer term. 6. Pupils have safely accessed a wider range of opportunities, such as soft play, cinema, park, swimming, shopping centre, and zoo. 7. Old resources have been disposed of, and age-appropriate resources are now secondary, including scooters, basketball nets etc. 8. A primary plan for a new playground has been made and fundraising started for this. 9. A new soft playroom has been designed for secondary 10. A careers policy has been written
Areas for development	<p>Develop and implement a careers strategy</p> <p>Embed PSRSE curriculum and practice</p> <p>Ensure that work placements are implemented</p> <p>Ensure ample opportunities for pupils' physical development to support their well-being, independence, social awareness and self-regulation</p> <p>Ensure effective tracking of EHCP outcomes through Earwig</p>	
Next steps	<ul style="list-style-type: none"> • To embed RSE teaching and further train staff 	

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| | <ul style="list-style-type: none">• Offer an incentive payment for teaching Asdan and careers• Secure work taster placements and train staff to support as job coaches• Earwig training for staff to monitor EHCP outcomes |
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LEADERSHIP & MANAGEMENT

Intent: To sustain highly effective leadership, develop distributive opportunities for staff and enhance the school's capacity for ongoing self-improvement, through a coaching approach and culture.

Implementation

Clear vision, mission statement and values support raising standards. This ethos results in a culture of high expectations from senior leaders, middle leaders staff and trustees. Trustees, especially the chair of trustees, provide excellent support for the headteacher and the SLG. She is part of the school community and there are strong relationships built on trust and transparency, enabling the trustees to demonstrate a deep understanding of the school's strengths and areas for development. They have used this to develop a realistic yet ambitious improvement plan which is built on the many strengths of the school, as a result of this, the headteacher and the SLG help to account rigorously for all areas concerning school performance. This is reinforced during a weekly meeting with the headteacher and thorough weekly reports from SLG, based on the independent school standards, with opportunities taken to test out what is in the reports through observation, walks, conversations with staff, families, pupils, and scrutiny of documents. Continuous drive from leader's managers and trustees to achieve excellence and the very best for pupils results in excellent outcomes.

The blended ABA/VB and subject knowledge curriculum offers a diverse range of experiences and is broad, balanced and individualised to ensure excellent pupil outcomes. A total communication approach, learning to learn, and social and independence skills are all well embedded into the curriculum, which is ambitious, creative and motivating; SMSC, British Values and diversity are embedded and promoted throughout the curriculum.

All teaching meets the standards with one teacher exceeding. The teaching observed was well-planned, effective, and creatively delivered, with pupils enjoying the learning. All teachers, receive weekly coaching from an experienced teacher.

Snowflake School is a school that values excellence and opportunities for all. We work with others (external specialists, BCBAs, SIP, and Carbone consultant) and value their input as we believe this builds stronger communities and networks and enable us to maximise opportunities for our whole community. Regular school evaluation and the quality assurance cycle ensure that leaders continue to review the impact of school development. SLG review their responsibilities on the SDP every half term, ensuring it is always at the top of the agenda in all meetings.

Senior leaders use a detailed knowledge of pupils and staff to plan the appropriate deployment of staff, enhancing provision for pupils, and building strong teams and strong relationships with families. Staff training is excellent, with many staff highly qualified in subjects such as psychology. They also have access to high-quality CPD and ongoing training from highly skilled and trained [professionals to enable them to maximise pupils' potential 60% of teachers were trained internally, having previously worked at ABA tutors. Staff are supported to develop their skills. For example, one tutor is training as a student OT, another tutor is a qualified SALT but has no registration and now is employed as a SALT assistant with the school providing supervision, another tutor was supported to apply for a music therapy qualification and now works as a music therapist in the school. Pathways to leadership are well-embedded from new trainees to senior leadership. The Salt and OT assistant were also internally promoted having been ABA tutors and all the Assistant Heads and middle managers were internally promoted. We have strong links with the University of East London, and they have apprenticeships from the local Chelsea and Westminster hospitals that they allow us to utilise. In return, we offer placements for trainee teachers and trainee nurses. This offers them experience and provides additional support for the pupils.

A rigorously applied framework of appraisal linked to school improvement determines career-stage expectations and aspirations. All staff have had professional development reviews, and the majority met their targets as set. New targets will be set in the autumn term. Where targets were not met, it was because roles changed since the review or in 2 cases long-term absence due to illness impacted performance. Managers are becoming more effective at supporting the setting of appropriate SMART targets. Targets are set in line with the SDP which is reviewed in the autumn term by the whole staff. *'staff are proud to work at the school and feel well supported'* (Ofsted May 2023)

Pupils' progress data including behaviour data is used effectively by senior and middle leaders to monitor pupils' progress and weekly checks on this by the senior supervisor ensure that any irregularities or red flags in the data can be investigated and if necessary rapid intervention put into place. *'Leaders think about what pupils should learn and when they should learn it'* (Ofsted 2023)

Senior leaders monitor the impact of interventions rigorously. This is through observation, scrutiny of progress, and talking to staff, families and pupils. As a result, even though significant changes have been implemented pupils continue to make progress and standards have been maintained or continued to rise. *'Leaders place a strong focus on identifying the individual barriers that pupils with ASD may experience' (Ofsted May 2023).*

Leaders have ensured that *safeguarding is effective* and fit for purpose. **(Ofsted May 2023)** Records are detailed and high quality and supported by the online system MYCONCERN Families feel the school provides safe space *'My Child loves going to school, states one parent' (Ofsted May 2023)* Safeguarding is a constant focus for staff development. All staff can use the online recording system and receive training on this in their first week's induction programme. Issues are followed up promptly. There are 4 DDSLs and one DSL who meet monthly to discuss the progress of concerns. Safeguarding is an item on the weekly SLG item and SCR checks take place each half term. There are established relationships with local authorities and outside agencies, and referrals for further support are managed accurately and promptly. Leaders are persistent in dealing with safeguarding concerns and where necessary will escalate and play a lead role when working with professionals. *'Pupils feel safe at school; parents say their children are well looked after (Ofsted May 2023). 100% of staff recorded that they feel the school keeps pupils safe. (Ofsted survey May 2023).*

Impact:

- Leaders and Trustees focus on consistently obtaining outstanding outcomes for all pupils.
- Leaders and Trustees have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents, and staff.
- Leaders and Trustees use this understanding to sustain school improvement by focusing on the impact of their actions in key areas.
- Leaders and Trustees use quality professional development to encourage, challenge and support improvement in teaching.
- Leaders and Trustees have created a culture of vigilance where pupils' welfare is actively promoted.
- Pupils are listened to and feel safe.
- Leaders and staff work effectively with external partners to support pupils who are at risk.

Strengths / Evidence

- All pupils met or exceeded EHCP targets _ data from AR
- All pupils met SUPER goal – Values Tree and evidence folders
- All tutors met 85% or more competency the first or second time with 10% achieving 100%
- All supervisors met 95% competency
- All subject teaching was good or better – Ofsted May 2023 , learning walks , formal observations, SIP visits Nov 20220 and Jan 2023
- Safeguarding is effective and well managed – External audit April 2023, Ofsted May 2023
- All staff had PDRs and reviews – paperwork
- Staff survey very positive – Ofsted 2023, reflective practice notes

Areas for development from the previous year:	Actions:	Impact of actions:
<ul style="list-style-type: none"> • To ensure training reports from induction are implemented by supervisors before the 6-week review • To support staff to develop resilience to manage the complex needs of the pupils • To ensure equality of opportunity for staff and pupils through admissions, recruitment, staff development and considering how opportunities are shared and promoted. • To improve retention to greater than 60% over the year • To provide supervisor management training • For tutors to average 85% competency scores • To ensure all pupils have a SUPER multi-professional goal • For all pupils to achieve or exceed their EHCP outcomes • To embed Earwig for communication and target-setting • For a senior member of staff to become SMHL 	<p>A NEW proforma detailing training from appointment through induction to probation, is in place.</p> <p>Fortnightly reflective practice sessions for all staff with a trained therapist</p> <p>Mental Health staff leads recruited. Admissions lead appointed. More staff trained in safer recruitment.</p> <p>5% pay raise 3 afternoons of training provided for all supervisors</p> <p>Re-assessing week safer anyone failing to achieve 80%</p> <p>Tutors supported all pupils in identifying goals and posting them in the classroom for review</p> <p>Rigorous monitoring through review of IEPs</p> <p>Used for subject recording</p> <p>AH of Secondary received funding and achieved this</p>	<ol style="list-style-type: none"> 1. Tutors' competencies rose significantly to an average of 85%. Training monitoring takes place and gaps in training are identified and addressed. Supervisors met deadlines and managed teams and worked more effectively during fortnightly coaching meetings 2. Staff felt there was a useful place to share concerns. The therapist shares a summary with the HT and SLG after each session. This enables leaders to be able to act on any small issues and be aware of others. 3. More staff with safer recruitment means the decisions for recruitment are admissions are shared more widely. All internal promotions were shared by email and also posted in the staff rooms. 4. The pay rise didn't make any difference still had low retention 5. Supervisors felt more confident in leading their classes and were able to articulate the school aims and talk about their leadership role in the Ofsted inspections. 6. Staff realised they had to meet the competence target % either first or second time. Supervisors spent more time training staff and pupils made more progress from more effective tutors. 7. Most pupil goals were safety-based ones, which enhanced their understanding and capacity to stay safe. All pupils made their SUPER goal by the end of the year demonstrating that they were appropriately set. 8. This will be further enhanced next year with the use of the online Earwig EHCP monitor. 9. WE were able to track subject progress for pupils. This was inconsistent in places as tutors were not always accurate in reporting next year this will be carried out 6 times a year in data drop by teachers. 10. AH of secondary achieved this, subsequently the well-being policy has been modified, MH leaders on both sites have been appointed, and several mental health events have taken place such as bath bomb Friday, celebration Friday, Coffee award, early finishes Mental Health leads were appointed for both sites for both pupils and staff. A notice board with contacts was created and a counsellor ran a session about stress management which staff feedback was very positive. Pupils have

<ul style="list-style-type: none"> To ensure that RTW is completed for all absence To improve punctuality by rigorous monitoring and feedback to staff 	<p>MY Sam provides a reminder for this</p> <p>The flowchart and adapted attendance policy shared with all staff.</p>	<p>a sensory cosy area created in the primary site which they access regularly. Staff felt more able to share feelings and vulnerability.</p> <p>11. The introduction of MYSAM enabled tracking of absence effectively so policy could be followed and return to work completed and addressed. Staff could enter absence requests which made the process of requests more streamlined. It also creates reminders for thresholds of lateness and reminders for RTW. Next year the HR officer will address this across the school. By holding threshold meetings with staff as appropriate.</p>
<p>Areas for development</p>	<p>Develop subject leaders' role</p> <p>Develop a Head of Teaching and Learning Role</p> <p>Implement a well-being strategy</p> <p>Develop website and online profile</p> <p>Implement cyber safety</p> <p>Ensure ISS are constantly met</p> <p>Expand the role of Trustees to shape the direction of the school moving forward</p>	
<p>Next steps</p>	<p>Review skills, roles and strategic direction of SLG</p> <p>Organise middle leaders training – 3 full days off-site</p> <p>Follow attendance and protocol rigorously with threshold meetings run by the HR officer (Sandra)</p> <p>Weekly meetings regarding recruitment, attendance of staff and admissions with HT, HR officer and PA.</p> <p>Appoint effective admin support</p> <p>Appoint SaLt and SaLTA</p> <p>Complete website and relaunch</p> <p>Set up a robust system of monitoring for ISS in line with 2023 adaptations and schedule 10 of Equality Act 2010</p> <p>Appoint external BCBA trustee</p> <p>Allocate roles to trustees for supporting the school</p>	

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