

WESC Foundation SCHOOL SAR 2015-2016

February 2017

Tracy de Bernhardt Dunkin

School SAR 2015-2016

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Principal's Overview:

Effectiveness of Leadership and Management – including Ofsted L&M, Ofsted Care L&M, where relevant

Summary

Leadership and Management occurs in all inspection regimes and covers a range of different matters. This year the constituent grades are three at Requires Improvement, and two at Good. Overall the grade must be Requires Improvement.

Areas for improvement are varied but trends include data use and management, role competency frameworks (including management) being embedded and a focus on a personalised person-centred approach.

Educational Rationale for Grade: Requires Improvement

Strengths:

- Change of management structure and implementation
- Impact of Teachers' Forum and rota including stream meetings and staff training

Areas for Improvement:

- Reflecting the review process in data collection
- More flexible delivery of learning - personalised
- More flexible accreditation

Ofsted Care – Rationale for Grade: Requires Improvement

Strengths:

- Databridge report
- Enabler competency framework

Areas for Improvement:

- Quality of records
- Embed young person focused, reflective, supervision

Quality of Teaching Learning and Assessment

Summary

This area only consists of one grade: Requires Improvement. The grades at Observation in the summer term were good, implying that the problem areas had been addressed by that time, with the exception of four teachers. All performance issues are being or have been addressed.

Rationale for grade: Requires Improvement

Strengths:

- Attendance rates
- Achievement data for accreditation

Areas for improvement:

- English and Mathematics progress against targets
- Baselineing Dart learners

Personal Development, Behaviour and Welfare including Ofsted Care

Personal Development, Behaviour and Welfare

Summary

This area only consists of one grade: Good. The areas listed for improvement are not weaknesses but rather examples of excellent practice which are currently in development and not fully embedded.

Behavioural issues peaked in the early part of the year but effective strategies are being implemented which have reduced these dramatically.

Rationale for Grade: Good

Strengths:

- Meeting PSHE progress targets
- Healthy living strategy encompassing school / college and care
- Assemblies reinforcing safeguarding messages

Areas for Development:

- Assessment of well-being at admissions
- Support to learners via external organisation such as Thrive
- Counselling support for staff ie Balloons

Outcomes for Learners

Summary

This area only consists of one grade, Requires Improvement. Work has not been sufficiently consistent and practice has dropped in quality as compared to previous years. The new profiling system will provide a more stable and level- independent baselines for measuring starting points and establishing progress. Social Enterprise is now under a different Exec member and is thriving as a result of redoubled energy and attention.

Rationale for Grade: Requires Improvement

Strengths:

- Accreditation
- Work experience placements

Areas for Improvement:

- Ensuring any changes of circumstance are agreed in advance with LA
- Forest School opportunities

Quality of Care, including Ofsted Care quality of Care

Summary

The constituent grades are Requires Improvement, and Good. Overall the grade must be Requires Improvement.

Main areas for improvement are around Care Planning.

Ofsted Care – Rationale for Grade: Requires Improvement

Strengths:

- Awareness of how best to meet the needs of individuals
- Range of activities offered to young people

Areas for Improvement:

- Quality of Care Plans
- Auditing
- Recording of targets and expected outcomes within Care Planning

Safeguarding including Ofsted Care children Protected and Supported

Summary

Safeguarding has been the main focus of investment over the past year, so it is reassuring that both grades here are Good. Areas for improvement include embedding reflected practice and formalising medication audits.

Ofsted Care – Rationale for Grade: Good

Strengths:

- Referrals are made within 24 hours
- Reflective practice is embedded within management team
- Management oversight on all accident/incident logs and safeguarding logs

Areas for Improvement:

- Reflective practice to be embedded across all support staffing groups

Total Numbers	Key Stage 2	Key Stage 3	Key Stage 4
Numbers	2	9	9
Subjects	KS2	KS3	KS4
Main subject			
National Curriculum	1	5	6
Victoria Curriculum	1	4	3
Vocational subjects			
Functional Skills English			
Functional Skills Maths			
ICT			

Functional Skills –please note that all learners studying functional skills are at stepping stones level studying towards Functional Skills.

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Learner Outcomes and Progress Measures: Targets

Please note that for LGB period 6th June 2016 to 21st July 2016 there was a two week period where all learners were 'off-timetable' to complete activities week. In addition Key Stage 4 had a one week work experience.

English Exe Stream 2015/16

English	Number of Students	Expected Progress Number (Number of Targets Set)	Expected Progress % YTD (Full Year)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	10	100%	6	60% ↑
Key Stage 3	5	47	100%	34	72% ↑
Key Stage 4	6	68	100%	52	76% ↓

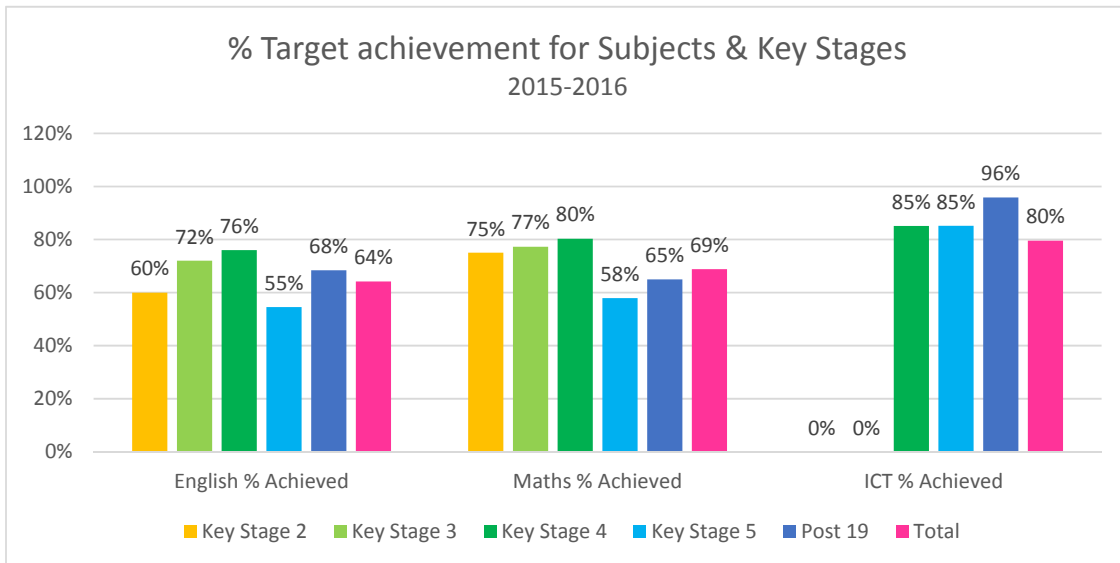
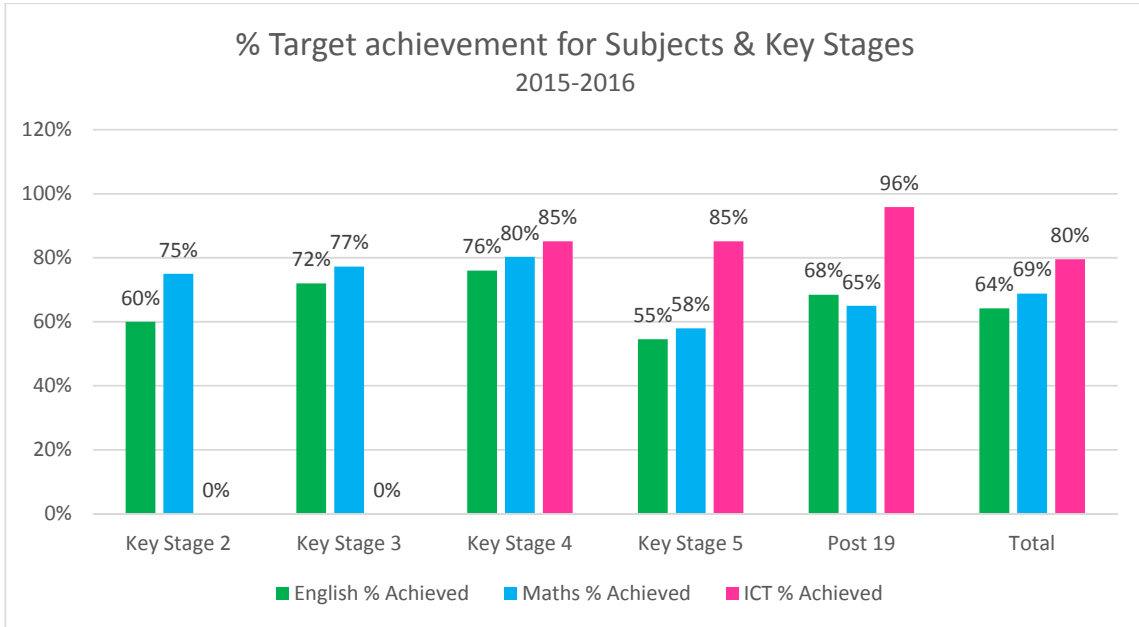
Maths Exe Stream 2015/16

Maths	Number of Students	Expected Progress Number (Number of Targets Set)	Expected Progress % YTD (Full Year)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	12	100%	9	75% ↓
Key Stage 3	5	44	100%	34	77% ↑
Key Stage 4	6	71	100%	57	80% ↑

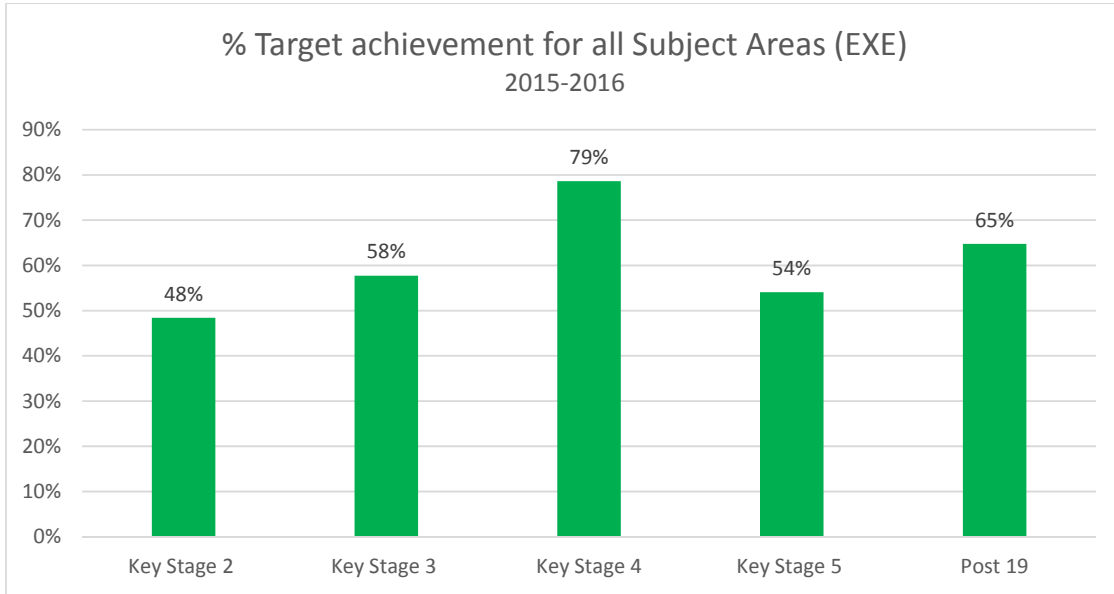
IT Exe Stream 2015/16

IT	Number of Students	Expected Progress Number (Number of Targets Set)	Expected Progress % YTD (Full Year)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	3	100%	0	0% ↔
Key Stage 3	5	12	100%	0	0% ↔
Key Stage 4	6	47	100%	40	85% ↑

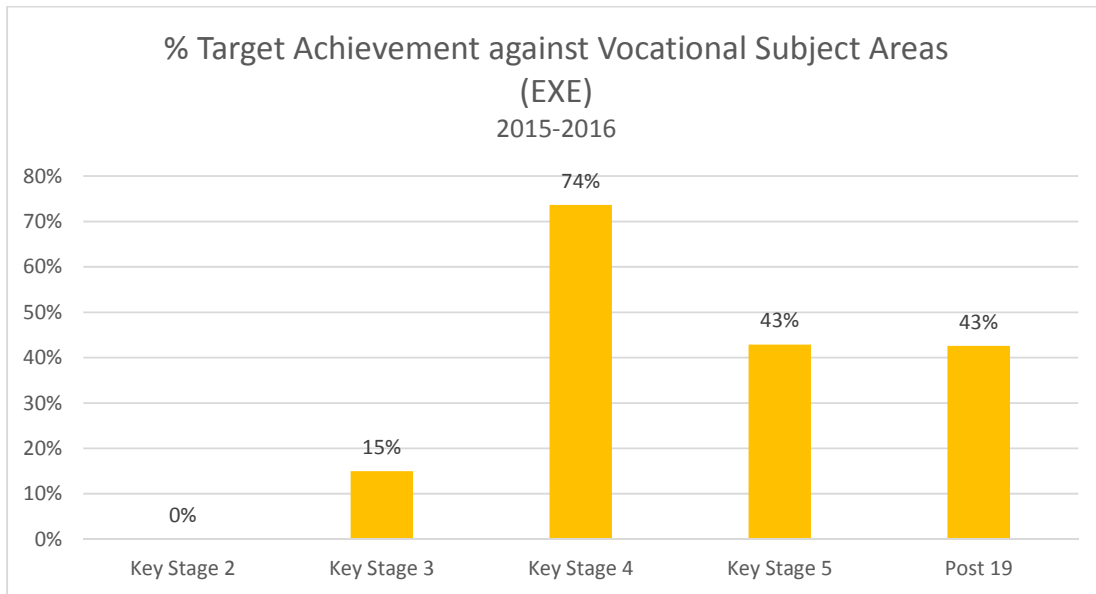
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Includes all academic targets, does not include mobility and therapies

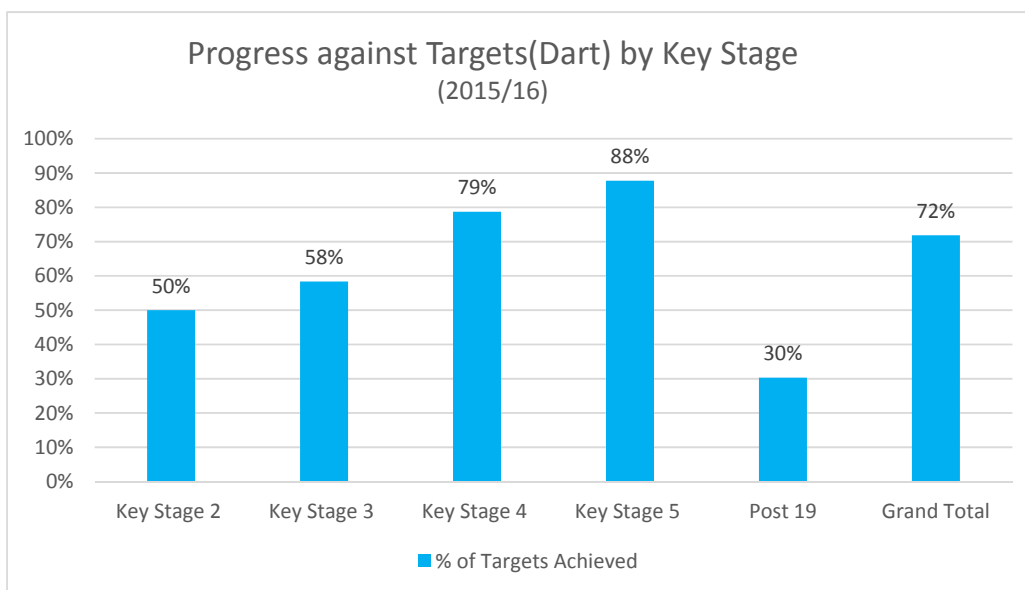


Includes all target for Vocational subjects only.

Dart Stream progress in Victoria Curriculum- Learner Achievement

2015/16- Progress Against Targets

Victoria Curriculum	Number of Students	Expected Progress Number (Number of Targets Set)	Expected Progress % YTD (Full Year)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	2	100%	1	50% ↑
Key Stage 3	4	12	100%	7	58% ↑
Key Stage 4	3	47	100%	37	79% ↑



Accredited Qualification Achievements:

English (Pre-16)- AQA Entry Level Certificate

Level	Award title	Number of learners	Number Achieved	% Achievement
Entry 2	Entry Level Certificate- English	1	1	100%
Entry 3	Entry Level Certificate- English	3	3	100%

Maths (Pre-16)- AQA Entry Level Certificate

Level	Award title	Number of learners	Number Achieved	% Achievement
Entry 2	Entry Level Certificate- Maths	2	2	100%
Entry 3	Entry Level Certificate- Maths	2	2	100%

NCFE Award in IT User Skills L1 Pre 16 (Unit achievement only)

Level	Unit Title	Number of learners entered	Number Achieved	% Achievement
Level 1	Various Units	3 (12 units)	3	100%
Level 1	Award	1	1	100%

AQA Entry Level Certificates pre-16

Design & Technology

Level	Award title	Number of learners entered	Number Achieved	% Achievement
Entry 3	Entry Level Certificate - D&T	3	3	100%

Art & Design

Level	Award title	Number of learners entered	Number Achieved	% Achievement
Entry 3	Entry Level Certificate - Art & Design	1	1	100%

Science

Level	Award title	Number of learners entered	Number Achieved	% Achievement
Entry 1	Entry Level Certificate - Science	1	1	100%
Entry 2	Entry Level Certificate - Science	1	1	100%
Entry 3	Entry Level Certificate - Science	2	2	100%

ASDAN - PSD (Personal & Social Development) Full Qualification

Level	Award title	Number of learners entered	Number Achieved	% Achievement
Entry Level	ASDAN Award in Personal and Social Development E3 (QCF)	2	2	100%

Torbay outreach – 110 (total numbers) Learner numbers by key stage
(no changes since last LGB)

Range	VI	Severe VI	Ed Blind	CVI
Pre-school	10	2	1	1
KS1	6	3	0	2
KS2	24	7	1	9
KS3	24	3	1	7

Attendance - Summer term

Student population	Number of Students	Attendance %
Key Stage 2	2	94% ↑
Key Stage 3	9	89% ↓
Key Stage 4	9	96% ↔

Learners under 80%

Learner	Site	Attendance	Reason
XX	School (Key Stage 3)	51%	6 weeks off due to operation

Attendances – 2015-2016

Student population	Number of Students	Attendance %
Key Stage 2	2	92%
Key Stage 3	9	92%
Key Stage 4	9	96%

Does not include the attendances of leavers throughout the academic year
(Not including the attendances of KM (started attending 25/4/16), MT (transitioning to WESC))

Learners under 80%

Learner	Site	Attendance	Reason
XX	School (Key Stage 3)	79%	6 weeks off due to operation

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Mobility Targets Summer Term 2016

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	2	-	-	- ↓
Key Stage 3	8	3	3	100% ↑
Key Stage 4	9	6	4	67% ↑

Mobility Targets Summer Term 2016 : DART

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	-	-	
Key Stage 3	4	3	3	100%
Key Stage 4	3	-	-	

Mobility Targets Summer Term 2016- EXE

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	-	-	
Key Stage 3	4	-	-	
Key Stage 4	6	6	4	67%

Mobility Targets 2015-2016

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	2	3	2	67%
Key Stage 3	8	28	26	93%
Key Stage 4	9	49	41	84%

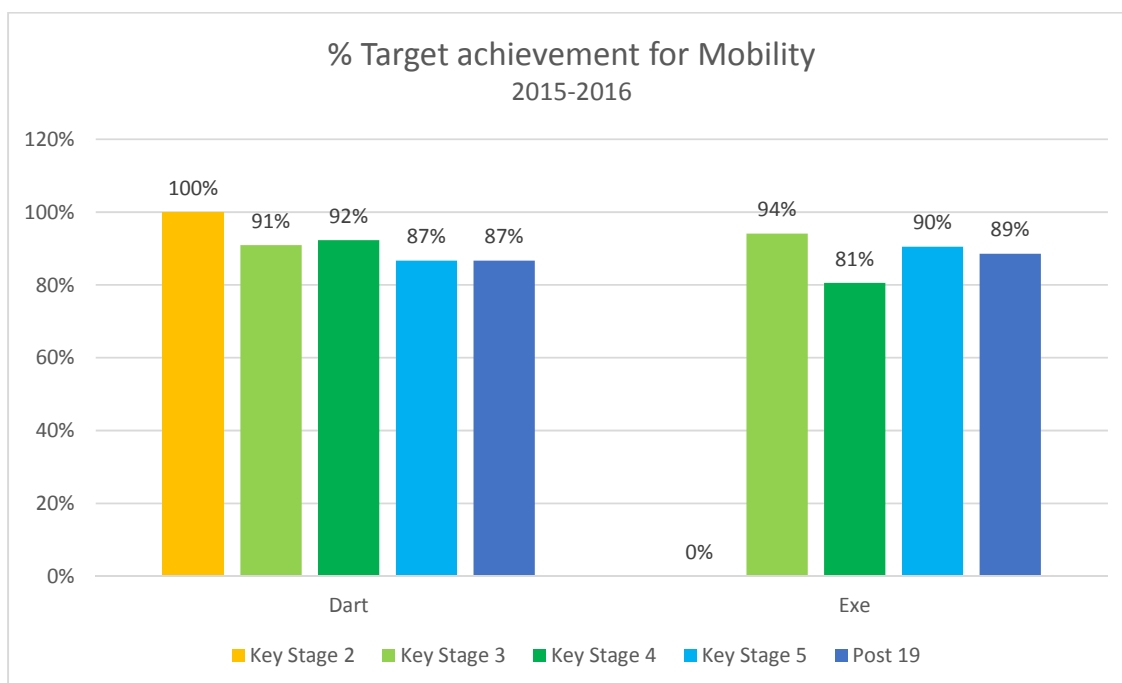
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Mobility Targets 2015-2016 : DART

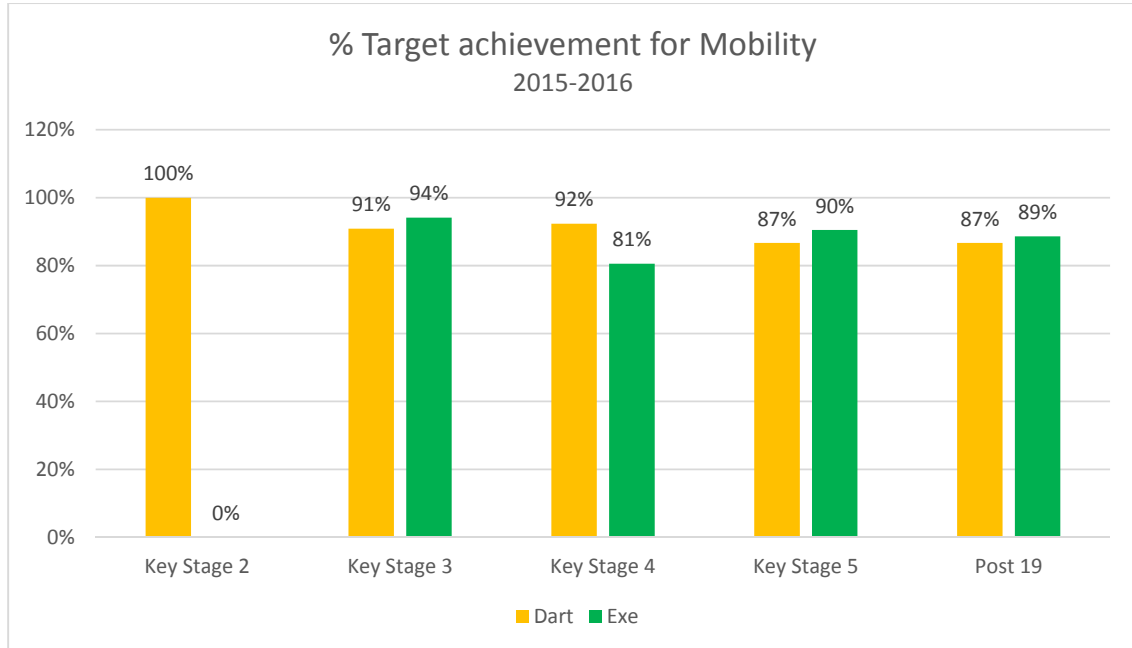
Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	2	2	100%
Key Stage 3	4	11	10	91%
Key Stage 4	3	13	12	92%

Mobility Targets 2015-2016 : EXE

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	1	0	0%
Key Stage 3	4	17	16	94%
Key Stage 4	6	36	29	81%

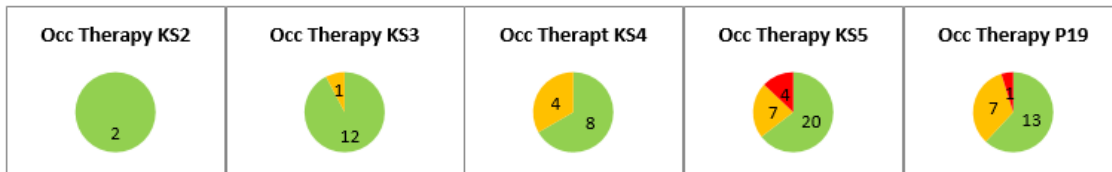


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Occupational Therapy- Summer Term 2016

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	2	2	2	100% ↑
Key Stage 3	9	13	12	92 ↑
Key Stage 4	9	12	8	67 ↓



Occupational Therapy Summer Term 2016: DART

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	1	1	100 ↑
Key Stage 3	4	5	4	80 ↓
Key Stage 4	3	6	5	83 ↑

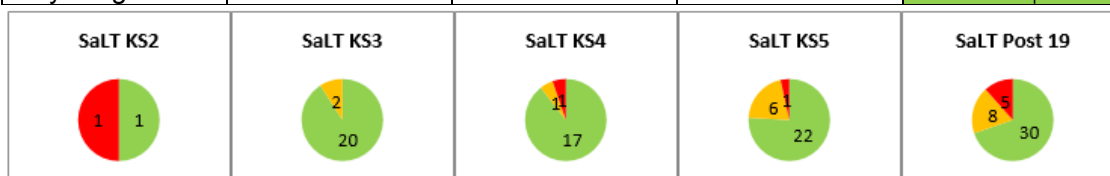
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Occupational Therapy Summer Term 2016: EXE

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	1	1	100 ↔
Key Stage 3	5	8	8	100 ↔
Key Stage 4	6	6	3	50 ↓

Speech and Language Summer Term 2016

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	2	2	1	50 ↓
Key Stage 3	9	22	20	91 ↑
Key Stage 4	9	19	17	89 ↑



Speech and Language Summer Term 2016: DART

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	1	1	100 ↑
Key Stage 3	4	8	8	100 ↑
Key Stage 4	3	6	5	83 ↑

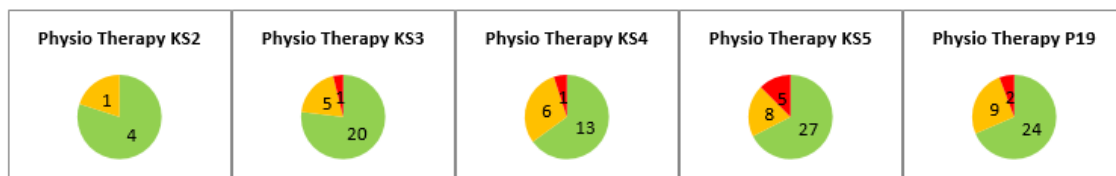
Speech and Language Summer Term 2016: EXE

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	1	0	0 ↓
Key Stage 3	5	14	12	86 ↑
Key Stage 4	6	13	12	92 ↑

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Physiotherapy Targets- Summer Term 2016

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	2	5	4	80 ↑
Key Stage 3	9	26	20	77 ↓
Key Stage 4	9	20	13	65 ↓



Physiotherapy Targets Summer Term 2016: DART

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	2	1	50 ↑
Key Stage 3	4	14	10	71 ↓
Key Stage 4	3	10	4	40 ↓

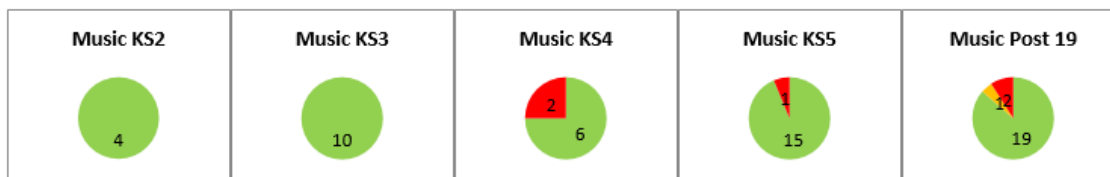
Physiotherapy Targets Summer Term 2016 : EXE

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	3	3	100 ↑
Key Stage 3	5	12	10	83 ↑
Key Stage 4	6	10	9	90 ↑

School SAR 2015-2016

Music Therapy Targets- Summer Term 2016

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	2	4	4	100 ↑
Key Stage 3	5	10	10	100 ↑
Key Stage 4	4	8	6	75 ↓



Music Therapy Targets Summer Term 2016: DART

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	2	2	100 ↑
Key Stage 3	2	4	4	100 ↑
Key Stage 4	3	6	4	67 ↓

Music Therapy Targets Summer Term 2016: EXE

Key Stage	Number of Students	Expected Progress Number (Number of Targets Set)	Actual Progress Number (Number of Targets Achieved)	Actual Progress %
Key Stage 2	1	2	2	100 ↑
Key Stage 3	3	6	6	100 ↑
Key Stage 4	1	2	2	100 ↑

Mark Braithwaite, Deputy Principal

Effectiveness of Leadership and Management

Rationale for Ofsted Grade: Requires Improvement

Strengths:

- Change of management structure and implementation
- Impact of Teachers' Forum and rota including stream meetings and staff training
- Areas for Improvement
- Reflecting the review process in data collection
- More flexible delivery of learning - personalised
- More flexible accreditation

The year has been one of change to reflect the needs of our student cohort and ensuring that our timetabling and targets more fully reflect the needs of learners while presenting suitable challenges in supporting their transition to adult status.

We consolidated and restructured our management of education in December 2015 to ability streams lead by Lead Teacher/Managers for Exe and Dart as previously reported. This also included the appointment of a Deputy Director for Education. This has been in place since January 2016 and has created a middle management structure that has helped in influencing the quality of teaching and learning and attainment in the latter stages of the academic year. This post holder resigned to take up a Headship at a local maintained special school in July 2016 we decided not to reappoint and spread this workload amongst current team. 3.5 FTE teachers retired at year end 2016 and pre-empting some difficult budget decisions we agreed to appoint two new teachers to cover the gap left in Dart. We were carrying some capacity and these changes have enabled us to streamline our provision without compromising quality.

In the summer term we reintroduced a more flexible momentum curriculum to more easily reflect the needs of our Dart stream learners. We have also registered with Ascentis following the decision of OCR Cambridge to drop their offer for English and Mathematics December 2016 for Exe stream. The net impact of these changes will be to give us more flexibility to assess students internally and manage their learning more effectively and is more conducive to improving levels of achievement for the year ahead.

Our Head of Therapies retired at end of year and we have appointed a Senior Physiotherapist as Team Leader for Therapies. We are now applying a more coordinated approach to timetabling therapy into the curriculum and a more closely matched allocation of therapy time based on annex 6 funding agreed with the learner's Local Authority.

A programme of staff development every third Tuesday has included Inspection ready training for staff and Executive, Safeguarding and Prevent training and clarity on EHCP processes/planning. We now have a termly schedule of teacher forum meetings that rota full forum meetings, staff training and individual stream meetings on a three weekly cycle.

Our Senior Practitioner group met twice in the spring and summer term to help develop curriculum options in moving away from the Victoria curriculum towards a more action research approach of systemised observation and recording of progress. This is being supported by the Principal and piloted Spring term 2016. We have also developed a Tutor handbook for staff to define the personal tutor role.

We appointed to the role of ICT Coordinator with a focus on access technology. This is designed to develop the embedding of access technology for learners and to raise the profile of ICT in the curriculum. This will also complement work on ICT taking place in Therapy.

Quality of Teaching, Learning and Assessment

Ofsted Grade: Requires Improvement

Rationale for grade:

Strengths:

- Attendance rates
- Achievement data
- Areas for improvement:
- English and Maths progress against targets
- Baselining Dart learners

It is essential that as a specialist independent school and college that we are suitably ambitious and challenging for our learners and enable them to progress towards being more independent as adults.

Achievement and attainment need to reflect this position and improve on the national benchmark averages. We have had a year of change this year and need to demonstrate in our data that learners are fully benefiting from these changes.

The overall attendance rates have been very good at well over 90% and Student Council has been more involved in the summer term in influencing the timetabling for 2016/2017. They were very clear that they wanted academic learning – functional skills to take place in the morning to avoid visual fatigue in the afternoon to give a suitable mix of learning. This has been successful in giving learners a voice in curriculum development and is an area that we are keen to develop further.

The introduction of a momentum curriculum has been helpful to the experience of learners in Dart and supporting the stability of their programmes. Overall progress, including achievement of targets, will benefit from this approach for the forthcoming year and provides a more personalised approach to learning.

The data for target achievement in Education needs to be more consistent. Exe targets for English at 55-76% are below the national average. In contrast accreditation is 100% but we need to look at the relationship between target setting and accreditation to examine why target achievement is not higher. In Maths progress against targets is between 55%-80% but accreditation is between 25%-80% so both are below the national averages for cohorts.

For ICT the pattern is better with progress against targets between 85%-96% and accreditation at 100%. In Dart the patterns of progress against targets are patchy according to the data, with Key Stage 5 progress showing a real need for improvement. We are preparing to baseline Dart students in the autumn term to help identify and more accurately record progress against targets.

We are working to record and monitor data patterns on achievement of targets more effectively and we need to get better at writing SMART targets consistently that are smaller in number but are transferable across subject areas and ensure that this is recorded on Databridge. There has been a level of confusion in writing targets over the year with a change of Director at end of autumn term. I hope the message is clearer now and we recognise that a smaller number of achievable targets are more helpful to learner progress and overall achievement. That being said, the challenge is one compounded by the EHCP process that presents a mismatch between the high number of outcomes that we are required to write targets for and the needs of learners and the process to reduce the number of targets will need to be given further training time. Review data is not recorded on Databridge at present.

From a quality perspective the review process including pre-reviews, annual reviews, transition and placement reviews has been a great strength to managing learning outcomes and bringing together multiagency perspectives on learner progress and attainment and it is a weakness in overall analysis of education performance that this is not yet recognised in our data.

Achievement of accreditation is broadly looking good across all areas of provision with 100% unit achievement across our awards with the exception of a spiky profile for Mathematics.

We are putting in place an Action Plan to tackle what appears to be underperformance and we are confident this will make immediate improvements this year with a change of awarding body to Ascentis who offer more accessible accreditation arrangements for learners, timetabling changes to delivering mathematics learning at more conducive times for learners, and more training for other Functional Skills teachers delivering Mathematics. We will also look at taking action to improve progress against targets in English and baselining Dart.

The overall results for progress in meeting mobility targets looks positive and work with the team to review and write SMART targets has improved and this broadly characterises the position for Therapy.

A broad range of work experience has made a significant impact on the experiences of learners in 2015/2016 as we widen our range of employers to enable those who can benefit from an external work experience the opportunity to participate. Equally, we have been developing internal work experience options for those who favour this route and we have done work on refining the match for learners. This was offered for a full week in the summer term to Key Stage 4 and enrichment ie activities week over 2 weeks.

We celebrated learner achievement this year with an Awards Ceremony on-site in July 2016 and awards were compered by our celebrity Ambassador. Learners received a range of certificates and trophies and parents attended and enjoyed the celebration. The focus on learning and achievement has been fully represented on our website and via our parents/carers newsletters produced termly.

I reported on the summer term graded observation of teachers' programme at the last LGB for which we gave an overall grade 2 based on the majority of grade 1s and 2s with one grade 4 that is subject to capability and re-observation.

Personal Development, Behaviour and Welfare

Ofsted Grade: Good

Rationale for grade:

Strengths:

- Meeting PSHE progress targets
- Healthy living strategy encompassing school / college and care
- Assemblies reinforcing safeguarding messages
- Areas for development:
- Assessment of well-being at admissions
- Support to learners via external organisation such as Thrive
- Counselling support for staff ie Balloons

The deaths of two learners impacted on staff and learners alike 2015 and confirmed the vulnerability that our learners cope with on a day to day basis. We have written a clear procedure for responding to these circumstances for the future. Personal Tutors and our PSHE teacher have been working to develop our support to learners to build their resilience.

Progress of learners against PSHE targets have been good and PSHE has broadened to include this year a healthy living strategy that includes focus on diet and mindfulness and resilience training. It has included developing the role of our Clinical Psychologist to incorporate a staff training element as well as seeing students on an individual basis.

Assemblies this year have reinforced Safeguarding messages in the form of "Keeping Children Safe in Education" and the Prevent/Anti-Bullying strategy and have reinforced the strong messages on Safeguarding communicated through the RAG rating system introduced this year and the re-writing of our safeguarding policy.

We drafted a role description for Personal Tutors supported by an external consultant and this will help clarify the role for next year and improve the quality of personal tutor support to the young people.

Outreach data confirms a systemised programme of support to Torbay schools and we will be undertaking this year's evaluation survey and reporting to the next LGB group. Previous years have confirmed high levels of satisfaction with the service.

A growing number of "split" placements are being managed via outreach and this ensures that learners are based in a mainstream environment but receive the appropriate specialist support via WESC

Outcome for Learners

Ofsted Grade: Requires Improvement

Rationale for Grade:

Strengths:

- Accreditation
- Work experience placements
- Areas for Improvement:
 - Ensuring any changes of circumstance are agreed in advance with Local Authority
 - Forest School opportunities

Outcomes for learners has merited more planning to ensure that Outcomes identified in Annex 6 Local Authority contracts are tracked and met effectively and any changes agreed are followed up with a change of circumstances form that can be agreed with the Local Authority in advance of any change. We are more focused on ensuring that this process is joined up and that learners can confidently prepare for next steps in their journey including: employment, supported living or more independent lives as adults but further work needed here.

We are also working with professional staff in Guernsey to augment specialist VI support for learners who have limited access to support. The work is being funded privately by the CEO of Specsavers – Mary Perkins who is a resident of the island. Social Enterprise are developing a number of horticulture options that will offer wider opportunities for our learners who require internal work placements without paying to send them to a private Garden Trust.

We also want to take advantage of “outdoor” learning opportunities to embed functional skills within a different learning context. This is now recognised as an essential opportunity for SEN pupils: Andrew Colley, lecturer in special education at the [Cass School of Education and Communities, University of East London](#). “SEN students have often learned helplessness and passivity because, consciously or not, we as practitioners exert a huge amount of control and [going outdoors] forces us to relinquish that,” he explains. “Giving SEN students that feeling of space, and the sensory stimulation that comes with being outdoors, is absolutely vital.” For information I have also added destinations for 2015/2016 (see overleaf).

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2015-2016 Destinations:

Name	Destination
XX	End of full time education –family home
XX	Meath Trust
XX	Innovate Trust (52 week provision)
XX	Awaiting funding for Heather House
XX	Transferred to Adult Day Service
XX	Transferred to Adult Day Services
XX	Transferred to College
XX	Transferred to College
XX	Transferred to College
XX	Transferred to College
XX	Transferred to College
XX	Transferred to College
XX	Transferred to College
XX	Magdalen Close Hostel (52 week provision)
XX	Own flat (Local Housing Authority)
XX	Own flat
XX	Deceased
XX	Deceased

Care – Marc Phillips, Director of Care and Support Services

The total number of young people on roll at WESC during the summer term in the table below includes young people in School, College, All Year Round Provision, those accessing the Day Centre and those in Landlord Supported Housing.

Learner Statistics:

Issue:	August term 2015	Spring term 2016	Summer term 2016
Total number of young people on roll at WESC	80	81	81
Number of issues logged, some of which consisted in the following actions:	151	75	46
• Number of external referrals/ consultations made by the safeguarding team to either MASH/Care Direct/LADO:	7	10	3
• Number of referrals received from external source:	11	1	4
• Number of issues shared with Social Worker/other (e.g. health professional):	7	8	11

The following are statistics gathered this term as requested by our Inspectorate:

Young people under 18 years of age	Autumn term 2015	Spring term 2016	Summer term 2016
Number of young people at WESC under 18	29	26	24
Number of individual referrals	48	29	26
Number of young people this referred to	18	16	11

School SAR 2015-2016

Young people 18 and over	Autumn term 2015	Spring term 2016	Summer term 2016
Number of young people at WESC 18 and over	51	55	57
Number of individual referrals	101	46	20
Number of young peoples this referred to	28	19	11

Evaluation:

As the table above shows there were 46 safeguarding issues reported to designated persons in the summer term. Due to a system change in recording some of the 46 referrals were duplicates, however, relevant staff have been informed and training given. Some of the concerns that arose in the summer term were as follows:

- Young person living in the Landlord Supported Housing provision reported concerns about a fellow tenant. Emotional support was given.
- Young person's infatuation with teacher – PSHE Tutor discussed appropriate relationships and boundaries with this young person.
- Young person returning to WESC unkempt after holidays – strategies discussed with parent and Social Worker informed.
- Young person's care under question whilst in hospital – Care Direct informed.
- Financial issues between young person and their family – Social Worker and Advocate involved.

There continues to be a number of new issues that are reported to the designated persons showing a high awareness by staff of how minor issues, if referred early, offer good intervention.

Safeguarding Training Statistics:

Training:	Autumn term 2015	Spring term 2016	Summer term 2016
Total number of staff who attended safeguarding training	269	223	298
Total number of training sessions this term, which consisted of the following:	24	17	39
Safeguarding induction training sessions	13	5	9
• Number of Safeguarding team member training sessions attended:	2	6	5
• Number of Safeguarding refresher updates/briefings:	4	6	14
• Number of Safer recruitment training sessions:	5	0	1
• SOVA (Safeguarding of Vulnerable Adults) training:	0	0	0
• MCA & DoLS (Mental Capacity Act and Deprivation of Liberty Safeguards)	0	0	10

Evaluation:

There were 15 new starters in the spring term 2016 and of those 11 members of staff attended induction day training, 8 members of staff also attended who had started in previous terms making a total of 19. This included all disciplines from education staff, care staff to administration and business development staff. Hands-on staff complete safeguarding induction training on their first day of employment, where possible.

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The figure in the above table for 'Safeguarding refresher updates/briefings' consists of the following:

- Prevent information leaflet – emailed to all staff (excluding volunteers) x 298
- Annual SEND Conference (Special Educational Needs and Disability) x 5 members of the Executive team attended
- 9 x E-Safety training courses x 91 staff attended
- 1 x Child Protection, Raising Awareness Level 2 course x 53 staff attended
- 1 x E-learning safeguarding children and young people group 2 x 1 staff accessed
- 1 x Safeguarding updated x 1 staff

The figure in the above table for 'Safeguarding team member training sessions attended' consists of the following:

- Babcock Safeguarding Forum x 1 team member attended
- 2 x Safeguarding Level 3 courses – 2 x team members attended
- 1 x Safeguarding Level 3 refresher course – 1 x new team member attended
- WRAP (Workshop to Raise Awareness of Prevent) x 1 team member attended

7 members of staff attended Safer Recruitment training.

10 members of staff accessed MCA E-Learning.

Three new safeguarding members were recruited to the team in 2016 and attended the relevant training. However, two members of the Safeguarding Team retired at the end of the summer term 2016, one of which was the Deputy Designated Safeguarding Lead (DDSL). A new DDSL was appointed in the autumn 2016..

Trends:

The monitoring of trends in safeguarding each term will highlight to us the general direction in which something is developing or changing. The safeguarding team will monitor numbers, outcomes and trends and ensure best practice is disseminated to all staff through training.

Trends	Summer term 2016
Bullying	0
Domestic abuse	2
Emotional abuse	0
E-safety	0
FGM	0
Financial abuse	4
Forced marriage	0
Institutional abuse	0
Neglect	5
Physical abuse	1
Racist Incidents	0
Sexual abuse	0
General	4
Not CP/SOVA	11
Radicalisation	0
CSE	0

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As you will note from the above table there were 27 trends recorded this term out of 46 referrals received. We strive to continually update and improve our MIS (Databridge) system to enable clear and accurate data to be extracted. As a result of these statistics the above fields were mandatory from September 2016 to enable a clear and precise picture of trends to emerge so that action can be taken to alleviate issues accordingly.

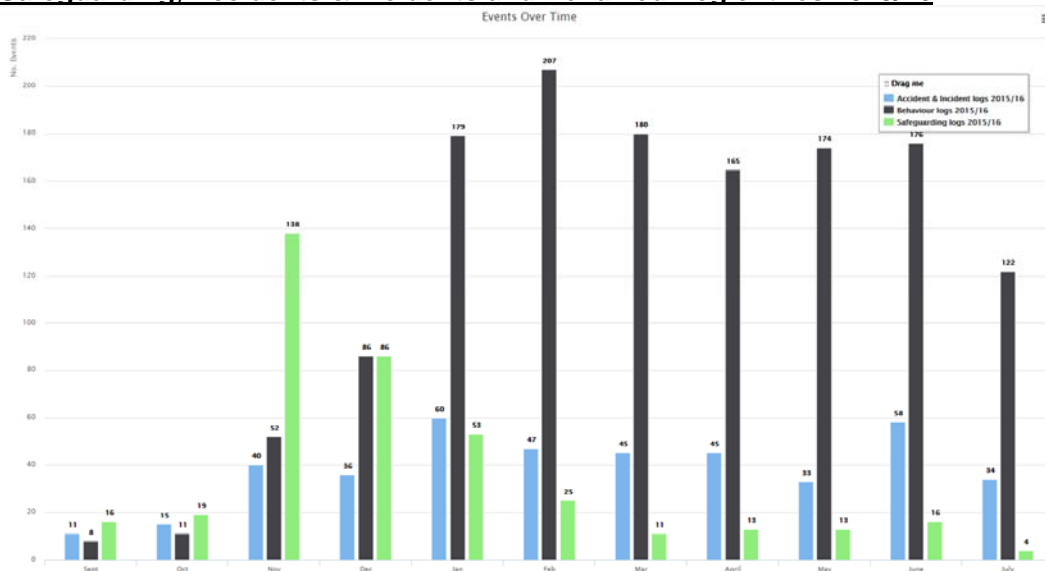
Ofsted and CQC Notification Monitoring

ISSUE NOTIFIED	NUMBER OF NOTIFICATIONS AUTUMN 2015	NUMBER OF NOTIFICATIONS SPRING 2016	NUMBER OF NOTIFICATIONS SUMMER 2016
OFSTED:			
1. Death of a young person	1	0	1
2. Mental Health issue of a young person	0	0	0
3. Child or Adult Protection issue	0	0	0
4. Serious injury of a young person	0	0	0
5. Serious complaint	0	0	0
6. Serious incident of a young person	0	0	0
7. Hospital admission of a young person	0	0	0
8. Infectious diseases	0	0	0
9. Other Ofsted notifications:	1	0	0
TOTAL	3	1	6

During summer term 2016, there were five notifications to CQC (DoLS applications) and one notification to Ofsted. The notifications were reported within the timescales set out by Ofsted and CQC.

Following discussion with Inspectors during the last Ofsted Care Inspection (20th-24th June 2016) WESC was informed they no longer are required to notify Ofsted of any events. Hereafter, any notifications to Ofsted will be as a courtesy only if a serious incident occurs.

Safeguarding, Accidents & Incidents and Behaviour log entries 2015/16



Information taken from Databridge

Prior to 12th February 2016 behaviour logs continued to be reported on both paper format and Databridge, for the period from 5th September 2015 to 12th February 2016 an additional 249 behaviour logs were reported in paper format, from March all behaviour recordings have been on Databridge. Safeguarding and Accidents & Incidents have solely been recorded on Databridge since the start of the academic year.

Staff Supervision- Summer Term 2016

This evaluation can be read alongside the spreadsheets for the summer term 2016, detailing the number of staff supervised.

Summer (April/May) 2016

For the first half of the summer term there was a total of 167 operational staff requiring supervision. Of this 167, 117 staff received supervision. Of the 50 that did not receive supervision – 5 x on maternity leave, 1 x off sick, 5 x due to Team Leader being on long term sick, 1 x Team Leader had to cancel due to needing to be hands on, 4 x due to Team Leader being on maternity leave, 1 x cancelled due to staffing problems, therefore, staff could not be supervised. Of the remaining 27 staff members, they did not receive supervision and no reason was given by their supervisor.

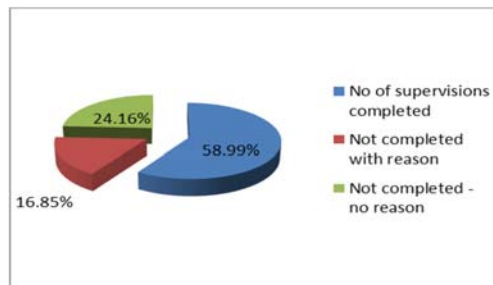
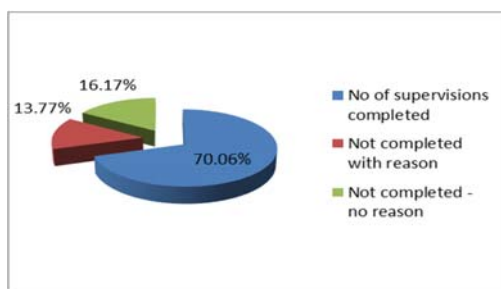
School SAR 2015-2016

	No of staff requiring supervision	as %	No of supervisions completed	as %	Not completed with reason	as %	Not completed - no reason	as %
Managers	28		25	89.3%	3	10.7%	0	0.0%
AYRP	31		21	67.7%	1	3.2%	9	29.0%
Shift A	17		15	88.2%	2	11.8%	0	0.0%
Shift B	31		19	61.3%	8	25.8%	4	12.9%
Shift C	32		16	50.0%	8	25.0%	8	25.0%
Night staff	11		10	90.9%	1	9.1%	0	0.0%
Health team	4		0	0.0%	0	0.0%	4	100.0%
Therapy	13		11	84.6%	0	0.0%	2	15.4%
TOTALS	167	100%	117	70.06%	23	13.77%	27	16.17%

Based on these figures and the reasons given – 83.83% of staff were available to receive supervision.

First half of the summer term 2016

First half of the spring term 2016



Summer (June/July) 2016

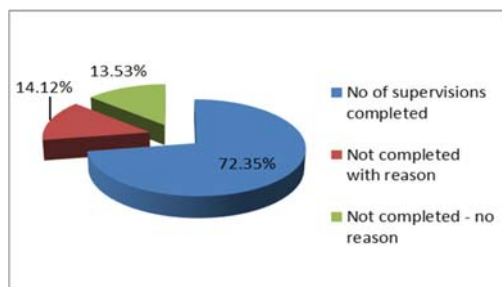
For the second half of the summer term there was a total of 170 operational staff requiring supervision. Of this 170, 133 staff received supervision. Of the 47 that did not receive supervision – 3 x off sick, 3 x on maternity leave, 1 x on annual leave, 7 x due to Team Leading being on long term sick, 10 x Team leader left, therefore, staff could not be supervised. Of the remaining 23 staff members, they did not receive supervision and no reason was given by their supervisor.

School SAR 2015-2016

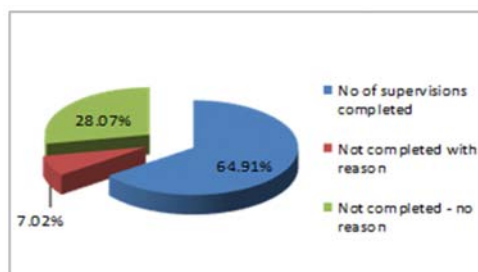
	No of staff requiring supervision	as %	No of supervisions completed	as %	Not completed with reason	as %	Not completed - no reason	as %
Managers	27		22	81.5%	1	3.7%	4	14.8%
AYRP	32		23	71.9%	0	0.0%	9	28.1%
Shift A	20		17	85.0%	3	15.0%	0	0.0%
Shift B	32		19	59.4%	9	28.1%	4	12.5%
Shift C	32		22	68.8%	10	31.3%	0	0.0%
Night staff	11		10	90.9%	1	9.1%	0	0.0%
Health team	4		0	0.0%	0	0.0%	4	100.0%
Therapy	12		10	83.3%	0	0.0%	2	16.7%
TOTALS	170	100%	123	72.35%	24	14.12%	23	13.53%

Based on these figures and the reasons given – 86.47% of staff were available to receive supervision.

Second half of the summer term 2016



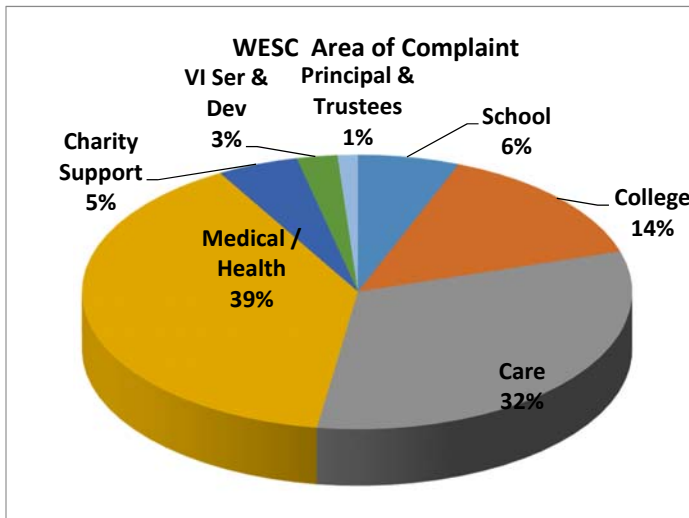
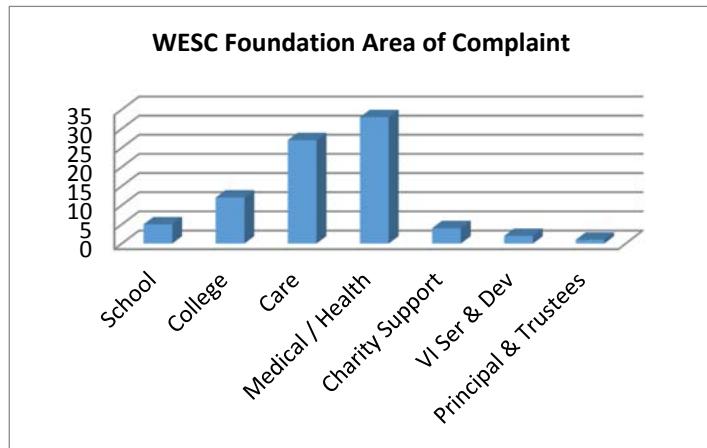
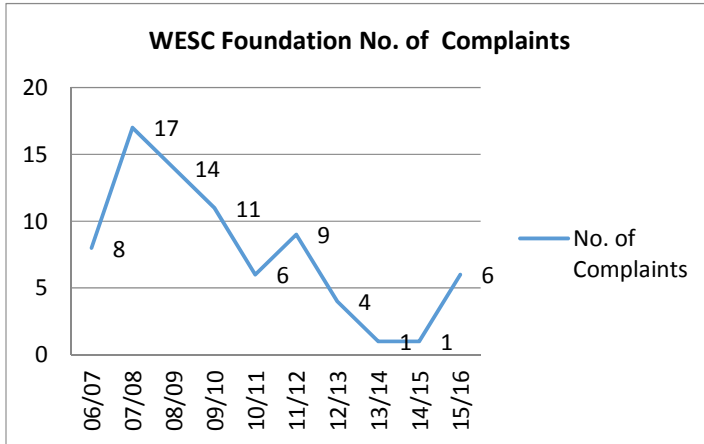
Second half of the spring term 2016



Record of Complaints beginning from the academic year of 2006/07 to 27th July 2016

There were no formal complaints recorded in the summer term 2016

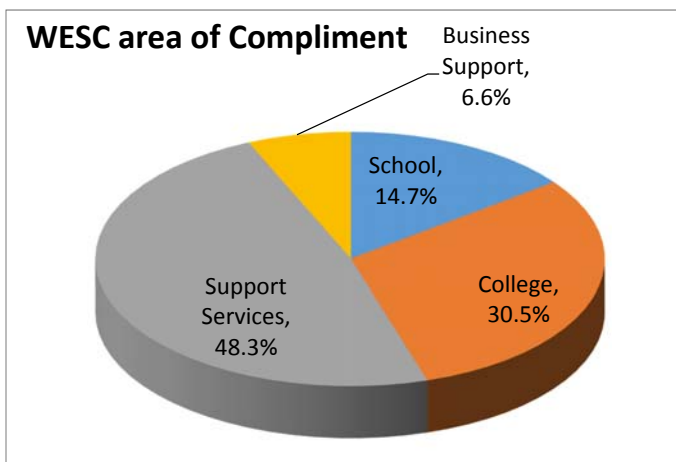
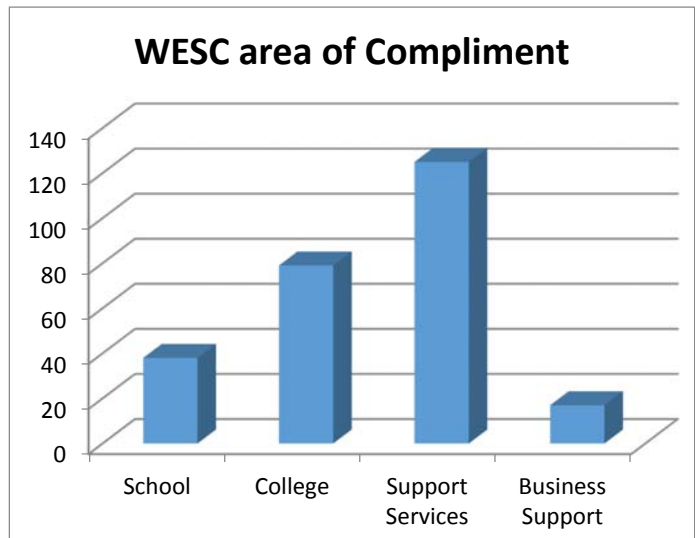
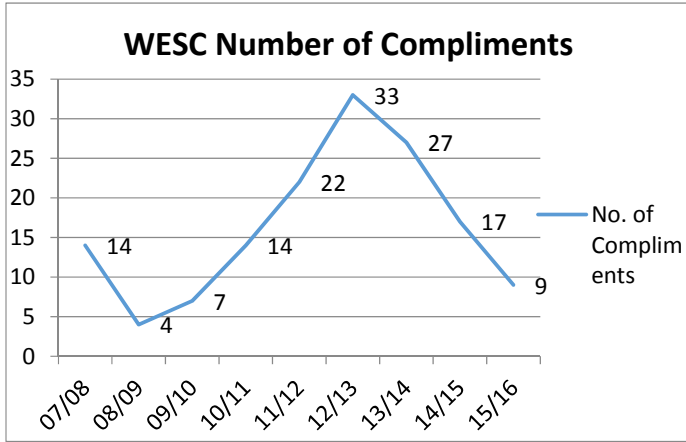
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Record of Compliments commencing from the academic year of 2006/07 to 27th July 2016

There were seven complaints recorded in the summer term 2016

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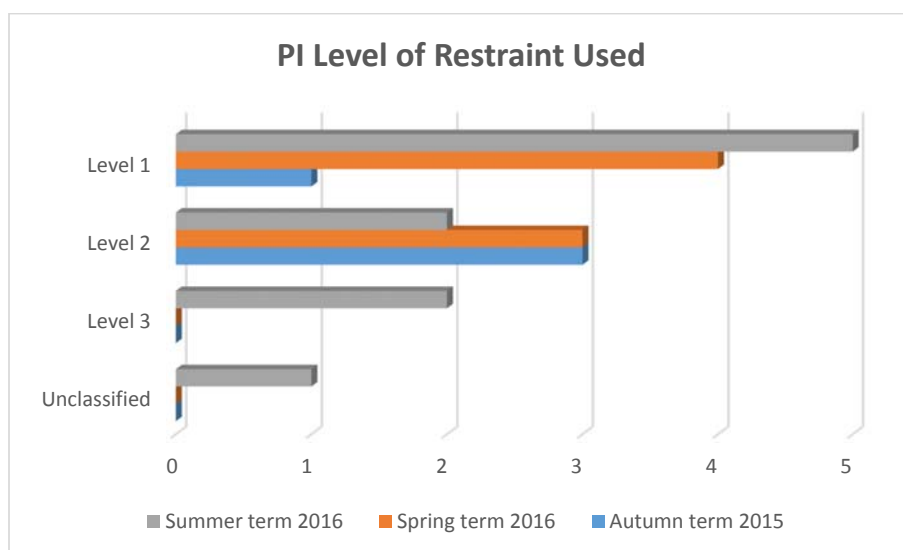
Physical Intervention

'Physical Interventions' have been defined in the BILD (British Institute of Learning Disabilities) guidance as:

"A method of responding to the challenging behaviour of people with learning disability and/or autism which involves some degree of direct physical force which limits or restricts the movement or mobility of the person concerned".

Over the summer term (30th March 2016 to 29th July 2016) there were 10 incidents where physical intervention was necessary.

The data in this report has been gathered from WESC Foundation's database system (Databridge) under the accident/incident category. The following graph indicates the breakdown in levels of restraint used by staff using the NAPPI (Non-Abusive Psychological and Physical Intervention) model.



Definitions of levels:

10. Level 1 = Physical intervention but person can remove him/herself (no restraint)
11. Level 2 = Intervention administered by one person
12. Level 3 = Restraint delivered by level 2 NAPPI trained staff and has restricted the movement of the young person.

Training

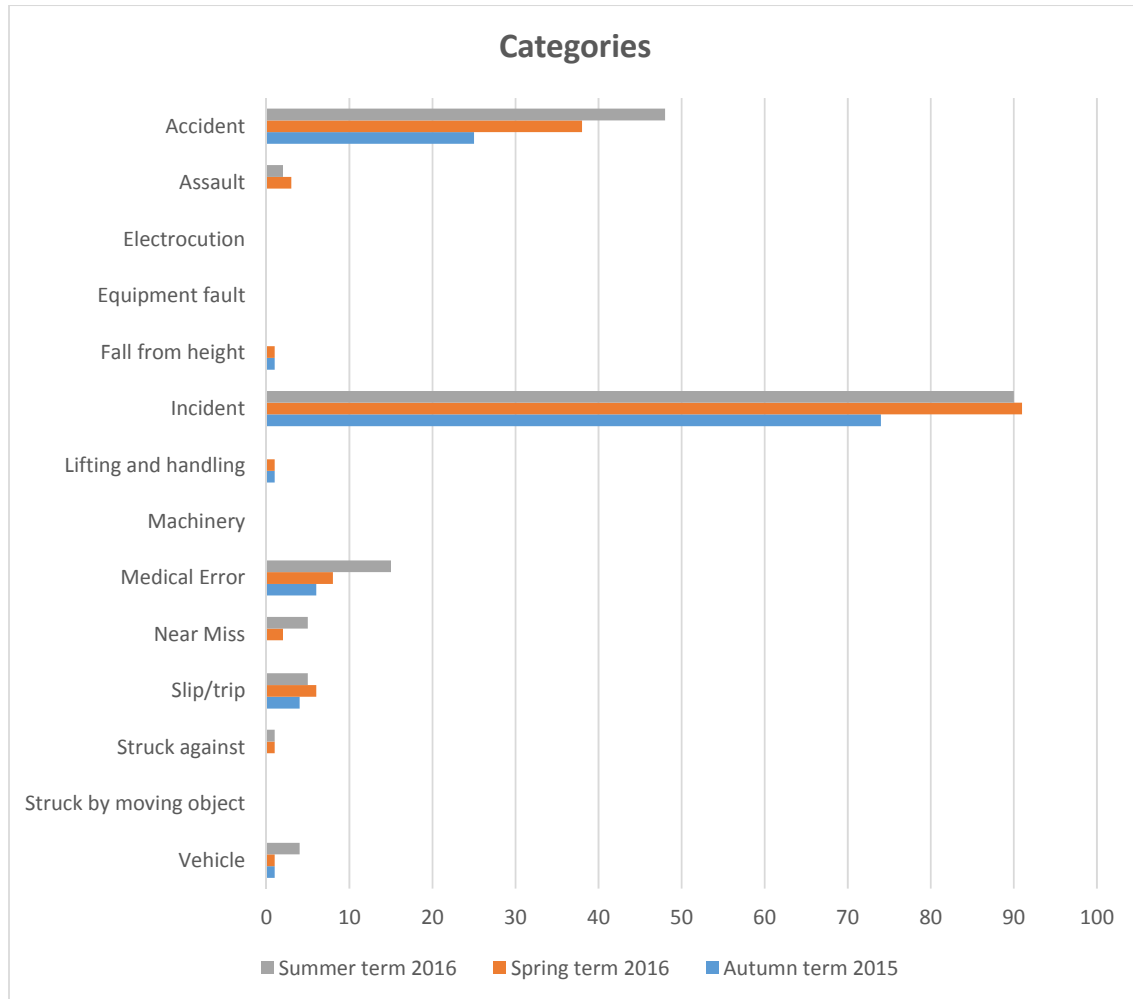
NAPPI training carried out in the summer term was as follows:

- Level 1 – 2 courses x 25 staff trained
- Level 1 Additional Skills – 1 course x 3 staff trained
- Level 1 Trainer Recertification – 1 course x 3 trained
- Level 2 Trainer Recertification – 1 course x 2 trained

NAPPI specialise in BILD (British Institute of Learning Disabilities) Accredited Managing Challenging Behaviour training, with an emphasis on Positive Behaviour Support approaches.

There were 170 accident/incidents recorded in the summer term (30th March to 29th July 2016), which are categorised in the table below. Ten of these records culminated in physical intervention and are itemised as above (9 x incidents, 1 x assault).

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A post incident analysis is carried out by Managers after an incident has been logged. Staff are debriefed accordingly and agreed actions/recommendations are established and carried out.

The following number of issues logged have been referred externally:

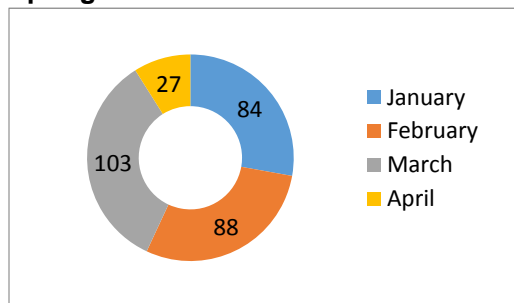
Number of external referrals/consultations made by safeguarding team:	Summer term 2016
MASH	0
LADO	3
Care Direct	1
Social Worker	21

Off Site Activity Data Summer term (11th April 2016 to 21st July 2016)

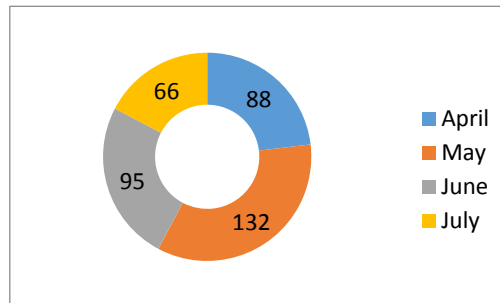
In the summer term, there were 381 off-site activity/trips organised by care staff for residential young people as opposed to 302 in the spring term 2016. Summer term 2016 we had 61 young people in residential care who were either: termly/weekly boarders, accessed respite and resided only on certain nights, were all year round residents or those who have attended the Day Centre. There was a total of 808 young people who were off-site on an organised trip over the summer period. The following charts show the breakdown for these figures in comparison to the spring term 2016.

This chart shows the number of trips out organised each month:

Spring 2016

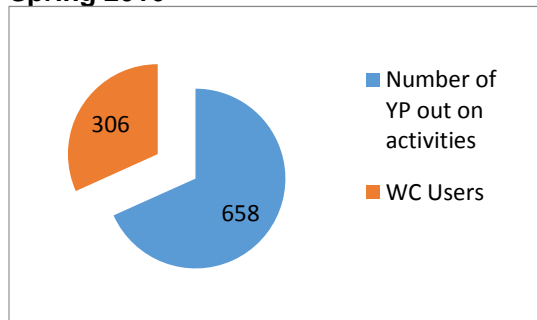


Summer 2016

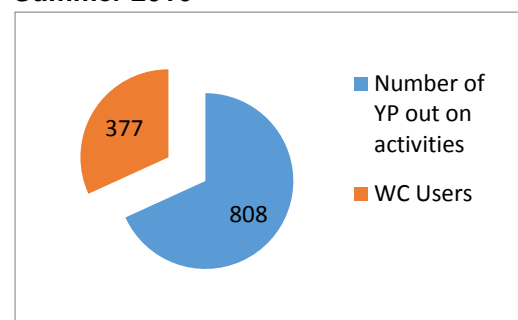


Number of wheelchair users:

Spring 2016

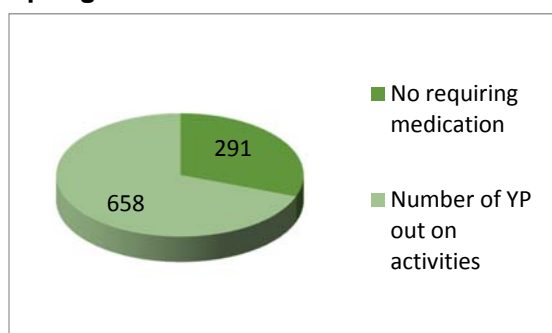


Summer 2016

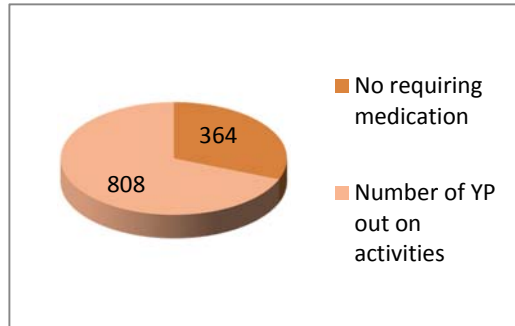


Number requiring medication whilst out:

Spring 2016

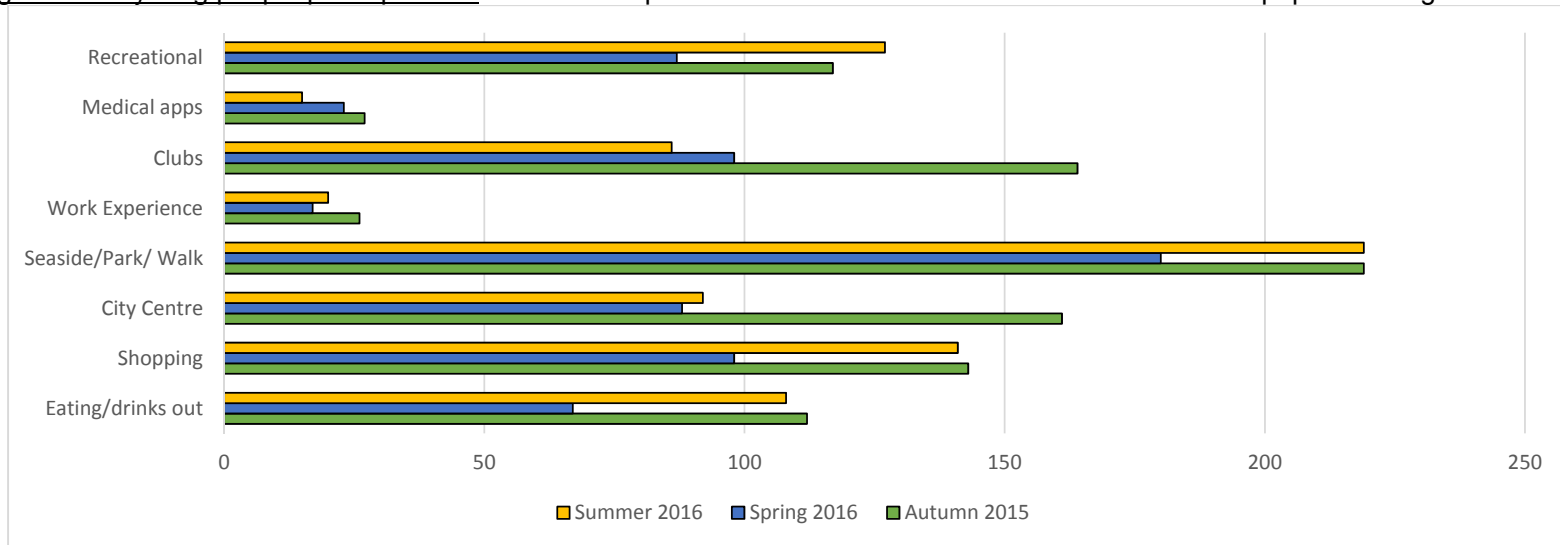


Summer 2016



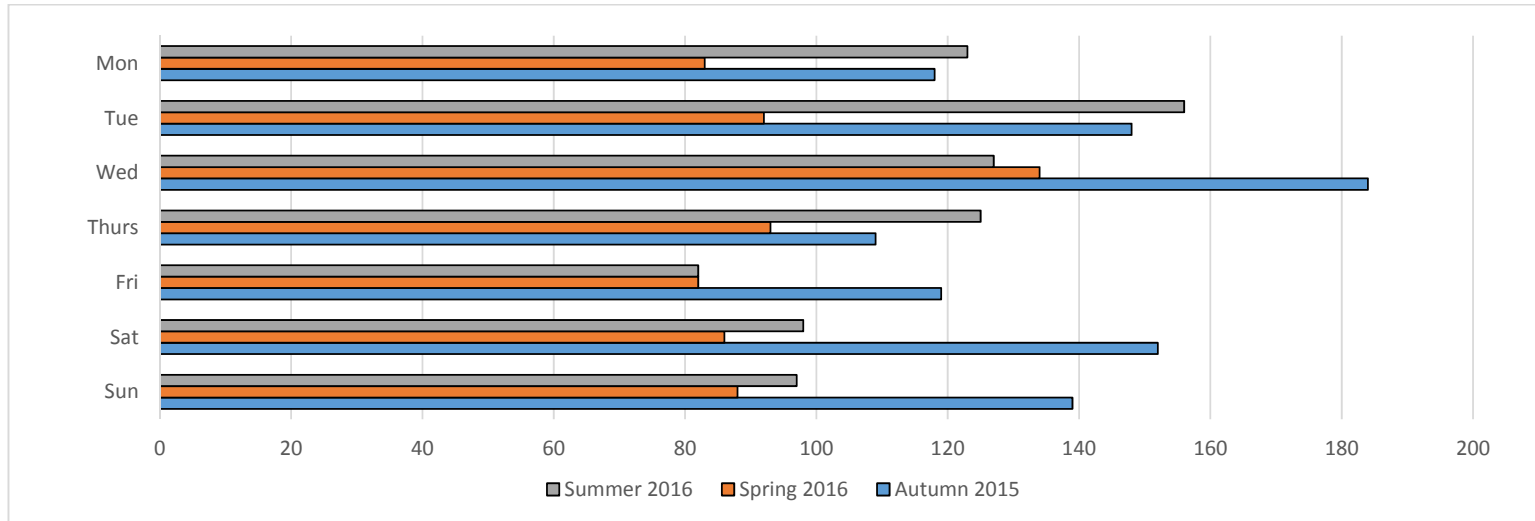
School SAR 2015-2016

Below showing activities young people participated in: Exercise in parks and at the seaside continues to be the most popular outing.



Most common days the young people go out on: Tuesday seem to have been the most popular day in the summer term as opposed to Wednesday in the autumn and spring terms.

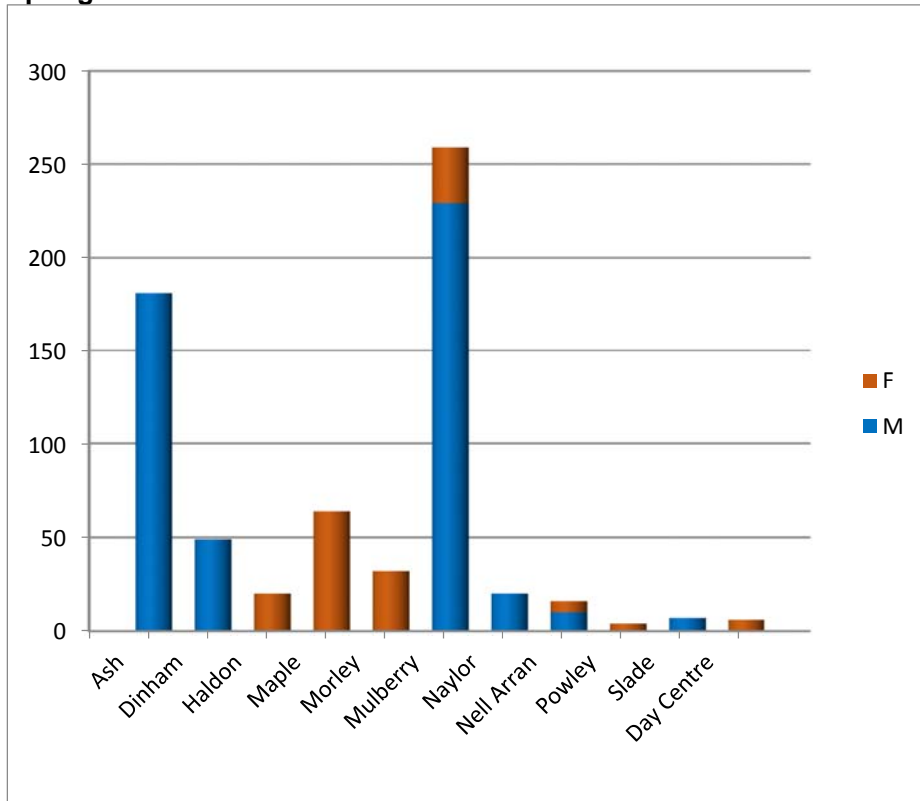
School SAR 2015-2016



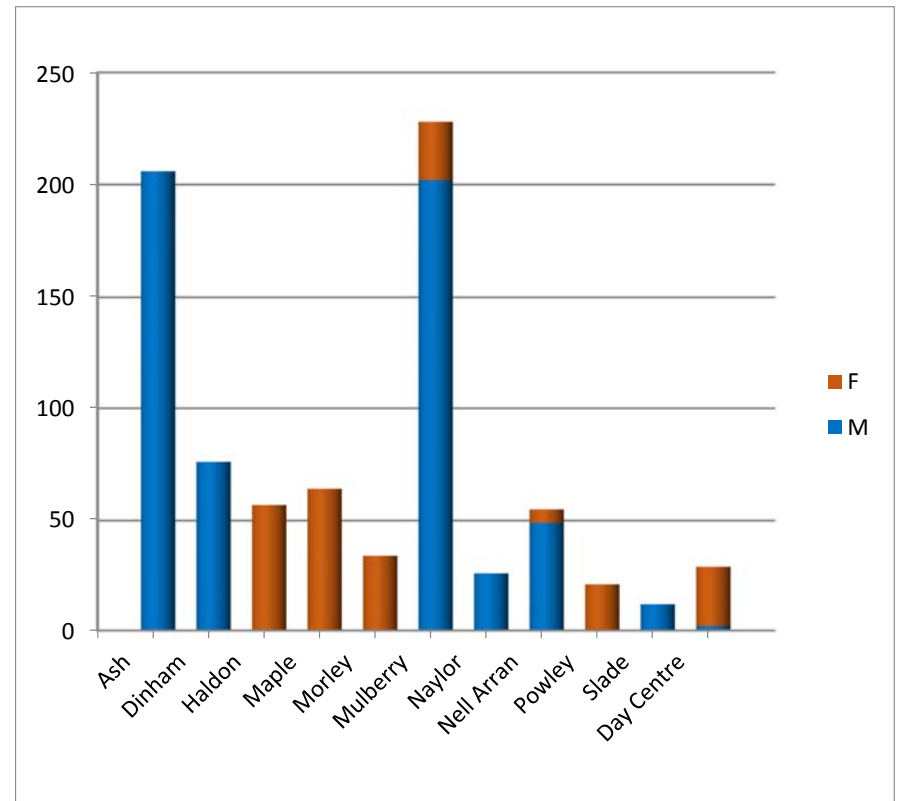
Number of young people going out in each residential house male/female. The all year round provision in St David's House (Ash, Maple and Mulberry) continue to show the largest amount of off-site trips due to young people accessing community wide activities during the day. The Day Centre is now fully up and running and has shown an increase in activities due to mobility skills being practiced and shopping for supplies for their Friday cake making enterprise. All other houses are Education based during the day.

School SAR 2015-2016

Spring 2016



SUMMER 2016



Ofsted Care

The Quality of Care and Support

Educational Rationale for Grade: Requires Improvement

Strengths:

- Awareness of how best to meet the needs of individuals
- Range of activities offered to young people

Areas to Improve:

- Quality of Care Plans
- Auditing
- Recording of targets and expected outcomes within care planning.

Care staff continue to show a good awareness of meeting the needs of individual learners and regularly work collaboratively with staff from other departments across the school e.g. therapy and health. Staff practice is strong in regards to ensuring that the young people are able to access a range of opportunities (as evidenced on page 38) and this was highlighted in the June 2016 Ofsted Care Inspection.

The S20 visits and reports have highlighted a need for Care Plans to be of a consistently of good quality across the whole provision as this is very variable. Additionally, Ofsted Inspectors in June 2016 emphasised the need for targets to be included in Care Plans and for the young people to be involved more in the planning of their care. Action was taken by managers, over the summer break and at the beginning of the new school year in September 2016 and work commenced for the Service Support Managers and Manager for Ofsted Care to comprehensively audit Care Plans and provide constructive feedback to the keyworkers to improve the quality and involve the young people more. Ongoing monitoring is provided by managers to ensure that good quality care planning is consistently achieved across all areas.

How well children and young people are protected

Educational Rationale for Grade: Good

Strengths:

- Referrals are made within 24hours
- Reflective practice is embedded within management team
- Management oversight on all accident/incident logs and safeguarding logs

Areas to Improve:

- Reflective practice to be embedded across all support staffing groups

The protection of the children and young people remains a priority here at WESC. The Safeguarding team continue to see an increase in staff confidence around their judgements on safeguarding procedures; managers have weekly discussions with the teams to reflect on their practice and further enhance their safeguarding knowledge. Safeguarding is being routinely discussed with the young people in the care provision, both individually and in group situations. Information is clearly displayed for them across the whole school. In the autumn term 2015 we saw a sharp rise in the number of safeguarding referrals to the WESC team. This was as a result of the Ofsted inadequate grade and staff anxiety.

Following the safeguarding awareness training in January 2016, issues referred to the team decrease from 75 in the Spring Term to 46 in the Summer Term, showing that staff are now familiar with the traffic light system and reporting procedures.

During the Ofsted Care inspection in June 2016, the Inspectors raised concerns around the timeliness of referrals to external agencies, including the Local Authority Designated Officer. 100% of external referrals are now made within 24 hours of a concern first being raised and weekly audits are now completed by the manager responsible for Ofsted care. The Safeguarding Children Policy has been updated to reflect the need for timeliness in external referrals as well as reflecting the changes to legislation in September 2016. All records relating to physical intervention and restraint are being analysed by a Service Support Manager promptly and weekly audited is being carried out by the manager responsible for Ofsted care.

Following the introduction of the new risk assessment format for the young people in the spring term, managers are seeing an improvement in the quality of the completion, although this needs to be embedded into staff practice to ensure that risk assessments are accurate and regularly reviewed and updated. As such a new peer risk assessment auditing process has been prepared for implementation in September 2016.

The impact and effectiveness of leaders and managers

Ofsted Grade: Requires Improvement

Strengths:

- Databridge report
- Enabler competency framework

Areas to Improve:

- Quality of records
- Embed young person focused, reflective, supervision

The June 2016 Ofsted inspection recognised that improvement has been made in the leadership and management of the school, however, further work is required in order to ensure that oversight by the management is consistent and compliant in all areas. The Databridge recording completed by staff, has allowed managers to have much more of an oversight of information in order to monitor the residential provision and as a result managers are discovering inconsistency in the quality of the recording; this now needs to be embedded across the whole site. Managers often discuss incidents logs to help them find ways to make improvements and reflect on practice to improve outcomes for the young people. Further development is needed to ensure that this is part of their everyday practice.

Supervision of staff has improved in quality and regularity and there is ongoing monitoring to ensure that this remains. The supervision format has been developed and clarified to ensure that supervisions are young person focused and encourage staff to be more reflective in their practice and learning. However, this requires further development to embed.

Managers ensure that all care staff receive regular, ongoing mandatory training in order for them to meet the various complex needs of the young people.

Leaders, managers and trustees are beginning to be more visible to care staff and the young people in the residential provision.

School SAR 2015-2016

This needs to continue in the forthcoming terms. It will enable managers to mentor and support the care staff, have more oversight of the care being provided and to ensure that the young people are more involved in all aspects of the care provision.

School SAR 2015-2016

HR- Maureen Biss, Deputy CEO

Training Statistics:

Training:	Summer 2015	Autumn 2015	Spring 2016	Summer 2016
Total number of staff employed at WESC	373	269	264	252
Total number of staff who attended safeguarding training	165	269	264	83
Total number of training sessions this term, which included the following:	9	24	53	13
Safeguarding induction training sessions	6	13	9	6
Number of Safeguarding designated person training sessions attended:	1	2	2	0
Number of Safeguarding refresher updates/briefings:	3	4	7	1
Number of Safer recruitment training sessions:	0	5	0	1
Safeguarding recording and Analysis	0	0	8	1
Epilepsy and midazolam	0	0	11	1
MCA/Dolls-deprivation of liberty	0	0	0	1

Staff Numbers- Autumn Term

	Autumn 2015	Spring 2016	Summer 2016
Staff numbers	271	264	252
Staff FTE	215.66	208.82	195.15
Male	73	70	65
Female	198	194	187

Recruitment- Autumn Term

	Autumn 2015	Spring 2016	Summer 2016
No of staff vacancies advertised	9 (this includes enabler adverts for more than one post)	6 including multiple enabler	12 (including multiple for enablers)
No of vacancies filled	20	30	21
Average recruitment advertising spend per staff vacancy	£135.00 (2 weeks on 'This is Devon' Website)	£300	£150
No of volunteers recruited	10	11	11

School SAR 2015-2016

	Staff numbers at 31.8.16	FTE at 31.8.16	FTE vacancies as at 31.8.16
Teachers & teacher lead teachers	14	12.11	0
Enablers and seniors	144	102.16	
Managers (Care & Support)	5	4.70	1
Therapist/nurses/mobility	15	10.36	2.56

Staff absence

Staff Absence/Sickness	Rolling year to Dec 2015	Rolling year to end May 2016	Rolling year to End Aug 2016
Days lost	2231.29	2686.77	2497
Average days per employee	8.23	10.17	9.9
Days lost <8 days	817.29	855.77	970
Days lost >28 days	1080	1427.5	1063

Staff absence by area:

Role	Spring Term 2016 (Rolling 12 Months)	Summer term (Rolling 12 months)
Teacher	197.50	97.25
Enablers/Therapist/mobility/nurses	2019.39	1936.72
Support Managers	50.12	15.69

Staff training events: Summer Term

Staff	Safeguarding Training	NAPPI	Manual Handling	Fire Training	Epilepsy Training
Managers	7	-	2	1	-
Teachers	9	-	10	-	9
Enablers	122	18	70	10	7
Support	13	1	22	14	2

Evaluation by Maureen Biss:

21 new members of staff that joined WESC in the Summer term 2016. This included all disciplines from education staff, care staff to administration. All new hands-on staff completed safeguarding induction training on their first day of employment, where possible.

The focus in the Summer term 2016 was to continue to ensure those staff in front line roles have been accessing safeguarding training.

Staff recruitment still continues to be a challenge, with some difficulty being experienced recruiting 3 nurses and some all year round enabler staff. There are no current vacancies for enablers in the education area.

Increased scrutiny has been carried out before recruiting to non-frontline staff and reorganising roles has allowed for an overall reduction in headcount.

Staff absence has reduced in all areas from an average of 10.17 to 9.9 days. However, further work is needed. All staff were informed over the summer that there would be greater scrutiny of absence and it is hoped that steps being taken will reduce absence rates still further longer term.