



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
FREDERICK HUGH HOUSE**

INDEPENDENT SCHOOLS INSPECTORATE

Frederick Hugh House

Full Name of School	Frederick Hugh House
DfE Number	207/6006
Registered Charity Number	1133226
Address	Frederick Hugh House 48 Old Church Street London SW3 5BY
Telephone Number	020 7349 8833
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Email Address	info@frederickhughhouse.com
Headteacher	Miss Tanya Jamil
Chair of Governors	Mrs Anne Marie Carrie
Age Range	5 to 16
Total Number of Pupils	9
Gender of Pupils	Mixed (6 boys; 3 girls)
Numbers by Age	5 -11 9 11- 16 0
Inspection Dates	30 Jun 2014 to 03 Jul 2014

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. An inspection by Ofsted took place in May 2011.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Louise Harwood

Reporting Inspector

Mrs Helen Wainwright

Team Inspector (Deputy Head, Society of Heads school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Frederick Hugh House is a small independent special educational day school for boys and girls with significant and complex learning difficulties or disabilities aged between five and sixteen. Established in 2010, it is located in a residential and commercial area of the Royal Borough of Kensington and Chelsea in London. The governing body of the school is the board of trustees of Frederick Hugh House Trust, a company limited by guarantee. It is registered as a charity.
- 1.2 The school aims to provide a holistic and fully collaborative education for pupils who display a range of complex learning needs. It seeks to create a stimulating, happy and caring environment where all pupils can develop their unique qualities and talents, as well as their communication skills and social relationships. Additionally, it aims to build pupils' skills of independence and self-confidence. The school has a Christian foundation and welcomes pupils of any or of no faith.
- 1.3 Since the previous inspection, the school has registered with the Department for Education to extend its age-range to 16, a deputy headteacher has been appointed and the therapists are all now full-time members of staff.
- 1.4 At the time of the inspection there were nine pupils on roll aged between seven and ten. All pupils are identified as having special educational needs and/or disabilities (SEND), and all receive specialist support for their learning. This includes support for difficulties with speech, language and communication, autistic spectrum disorders, cerebral palsy, and sensory integration and learning difficulties. There are six pupils with a statement of special educational needs, all of whom receive funding from local authorities. Three pupils have English as an additional language (EAL), and with all other pupils at the school, receive specialist help, including in speech and language. The pupils are supported by ten full-time members of staff, including qualified physiotherapists, an occupational therapist and a speech and language therapist. All teaching staff, learning support assistants and therapists are trained to work with pupils with SEND.
- 1.5 The school considers applications from parents of children who require individualised, fully integrated educational and therapeutic programmes within a small class and small school setting. New pupils undergo a two-day assessment process, and consideration of the resulting profile forms the basis of their provision plans.
- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following table.

School	NC name
ladybirds	Years 2-5
butterflies	Years 3-4

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The pupils are well educated in accordance with the aims of the school to provide a holistic education for pupils with complex and significant learning difficulties and disabilities in a stimulating, happy and caring environment. On admission, the pupils present a range of issues and combination of layered needs and they are disengaged from learning and social interaction. The school is highly successful in identifying these co-occurring learning difficulties and provide informed, specific support and trans-disciplinary strategies to help pupils to participate in classroom activities and in the wider community. Together with highly effective teaching, this enables pupils to make excellent progress in learning and personal development from their respective starting points.
- 2.2 The school offers a rich, varied and highly nurturing environment in which pupils can develop confidence and self-esteem. A key feature of the success of the school lies in the strong, collaborative approach and responsibility taken by staff for each pupil. Relationships between staff and pupils are excellent and carefully managed to reduce dependency. The high quality of pastoral care is fully recognised and appreciated by parents. Welfare responsibilities are taken seriously, and the school is rigorous in its approach to all welfare, health and safety issues.
- 2.3 The quality of governance, leadership and management is excellent. The trustees fully recognise their accountability to and for the school, and give appropriate support to the school's leadership and staff. They ensure the building is well-maintained and exceptionally well resourced; specialised equipment for the safety and changing learning needs of the pupils is constantly reviewed and acquired, and high-quality staff, including any necessary therapists, are recruited according to need. The high ratio of staff is a significant factor in the remarkable progress pupils make. The leadership of the school has a very clear focus on the founding aims of the school and its future development, and maintains careful oversight of all aspects of policy and provision. Parents are extremely happy with the school's provision for their children. Close communication with parents is maintained through the three-weekly reviews of the individual education plans (IEPs), the weekly newsletters, and the very clear and detailed reports.
- 2.4 The school has successfully addressed the recommendations of the previous inspection; pupils' progress is formally monitored using an information technology tracking programme, and staff reinforce specific learning objectives across the curriculum areas, including outdoor activities.

2.(b) Action points

(i) Compliance with regulatory requirements

2.5 The school meets all the requirements of the Independent School Standards Regulations 2010 that apply, given the context of the school and the ability profile of the pupils.

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Implement an appropriate marking policy that provides pupils with an indication of the progress they make in any recorded work.
2. Increase the number of wall displays to create interest and stimulation as the pupils move around their learning environments.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 The school is highly successful in achieving its aims to support all pupils to develop their unique qualities and talents, and to develop their communication skills and social relationships. The pupils all have complex needs and changing learning patterns and an individualised programme of behaviour management and learning is developed for each pupil, setting out strategies by which they acquire knowledge, understanding and skills. These individualised programmes ensure that all pupils, including those with EAL, are fully supported to develop skills in the main areas of learning, speaking, listening, emergent reading and writing. They also gain experience in creativity, in the use of basic numeracy skills and in physical activity. Pupils are thereby enabled to engage effectively in the learning process and to participate actively in classroom activities.
- 3.3 It is not possible to compare overall academic and other achievements against standardised national data. Pupils learn successfully according to their abilities and difficulties, and make highly significant progress from their starting points. For example, pupils who have previously required full support in their personal care are now able to ask for the toilet, travel to the toilet independently and manage their own self-care. Those who, on admission, demonstrated sensory defensiveness and extreme anxiety associated with everyday experiences such as crying babies, passing dogs and sirens, can now participate in frequent trips within the local community and cope with these encounters. During their weekly visits to a local primary school, pupils now enjoy participating in the bustle of the playground and are learning how to make friends, when previously, the background noise and unpredictable movement had greatly disturbed them. Some pupils have progressed from speaking in single words, to communicating using up to seven-word sentences to ask questions, and to initiate and maintain a conversation. Numeracy skills for many have advanced from rote counting up to 5 or 10, to counting reliably with numbers from one to 20, placing them in order, and saying which number is one more or one less than a given number.
- 3.4 The school undertakes a baseline assessment when a pupil is placed at the school and carries out a further combined multidisciplinary therapeutic assessment. Where appropriate the therapy and teaching staff undertake home visits to see pupils in their familiar environments and to discuss a potential learning programme with parents. The school then sets achievable aims based on particular needs, which it considers holistically. The school is able to demonstrate on an individual basis that progress is being made through careful monitoring, review and evaluation of all aspects of the pupils' development.
- 3.5 A range of activities, such as shopping, swimming, horse-riding and dance are arranged to encourage the pupils' positive attitudes towards learning and to develop social skills. Through carefully supported active participation in these activities, they acquire basic, but life enhancing skills of social integration as they meet members of the local community such as shop assistants, taxi drivers and farm staff. The pupils' personal and emotional development is characterised by controlled high standards of behaviour and co-operation. They enjoy the multi-sensory approach taken in all the lessons and therapy sessions, and all are taking small, but appropriate steps

towards making a contribution in lessons and shaping their own learning by expressing preferences and making simple choices.

3.(b) The contribution of curricular and extra-curricular provision

- 3.6 The contribution of curricular and extra-curricular provision is excellent.
- 3.7 The curriculum provides exceptionally well for all the pupils' needs and abilities. It has been carefully considered to support the particular needs of each pupil, and strongly supports the school's aim to provide a holistic education, integrating important life skills. It is based on national curriculum requirements, and it offers a broad range of subjects, including dance, music, swimming, food technology, drama, horse-riding and information and communication technology. Daily structured support in literacy and numeracy is given according to ability. The curriculum is tailored to meet all the pupils' sensory, behavioural, language, physical, cognitive and self-care needs.
- 3.8 The curriculum is well supported by the daily dedicated time allotted to the review of IEPs, and the therapy sessions, which are a significant strength of the curriculum provision. These daily sessions provide pupils with one-to-one support to manage their learning needs in a focused and systematic way. Subject lessons are planned around a topic that changes each half term, and activities are designed to incorporate the skills taught in the therapy sessions. This whole school approach also ensures that knowledge and understanding are drawn from across the curriculum; key skills are thus generalised throughout the school day and become useful life skills. For example, practising and strengthening hand grip in therapy sessions, together with sequencing simple instructions in literacy lessons, enable pupils to master correct hand washing skills. Subsequently, they are able to use these skills with confidence when washing their hands following horse riding at the local farm. In response to a recommendation at the time of the previous inspection, the school successfully integrates each pupil's targets into all areas of the curriculum so that learning is reinforced at every opportunity.
- 3.9 The school places great importance on developing the pupils' communication skills in order for them to be able to articulate their thoughts, wishes and needs and for them to engage socially. Pupils have the opportunity to develop their communication and literacy skills and confidence in speaking, not only in English lessons and therapy sessions, but also through a wide range of creative arts covering dance, art, drama and musical provision. Physical education (PE) and swimming encourages a healthy lifestyle and helps to develop a sense of well-being. The personal, social and health education (PSHE) programme supports circle time and assemblies in enhancing personal development and self-awareness. There is a strong focus on developing pupils' understanding of their feelings and their growing awareness of their own ability to manage them. All areas of the curriculum are designed to support emotional well-being and to develop self-esteem.
- 3.10 Curricular links with the local and wider community are strong and include a varied programme of trips, visits and activities. Grocery shopping for food technology lessons, swimming, horse riding and regular visits to a local school to join in lunchtime and playtimes allow pupils to develop interests, make friends, expand their experiences and build self-esteem and confidence in different environments. Further enrichment is provided by well-planned visits to places such as the Natural History Museum, the British and Transport Museums and a miniature golf course. Fund-raising for charity is undertaken where appropriate and meaningful. The pupils

recently took part in a sponsored walk in Hyde Park to raise a substantial amount of money for a charity facilitating access to water sports.

3.(c) The contribution of teaching

- 3.11 The contribution of teaching is excellent.
- 3.12 Carefully structured teaching leads directly to pupils' excellent progress from their starting points. It successfully supports the aims of the school to build pupils' independence skills and self-confidence, and to develop their communication skills and social relationships. All activities are well planned by enthusiastic teachers and therapists who assess the pupils' progress carefully, and determine whether learning is secure. They support their next steps with discerning sensitivity, and carefully build their confidence at every stage, enabling them to flourish.
- 3.13 Teachers and therapists have an in-depth knowledge of the pupils' individual characters and abilities, enabling particularly effective, tailored teaching. The school is small and much of the teaching is one-to-one. It is carefully devised to provide a multi-sensory experience that offers the optimum learning conditions for the pupils, and takes account of the needs of individuals. It supports each pupil in a co-ordinated and consistent way, and considers the whole person, physically and psychologically. Staff consistently demonstrate high expectations of pupils both in terms of behaviour and learning, and they motivate them with judicious praise and warmth. All staff are patient and caring, show a strong belief in the pupils' capacity to succeed, and a commitment to giving them as much control over their lives as possible.
- 3.14 Teachers and therapists promote the development of communication skills particularly successfully. All the pupils have speech and language difficulties, and staff use a wide range of strategies to support them. These include the use of communication devices and tablets, signs, visuals, language modelling and gestures to aid understanding. Similarly, the regular promotion of mathematical concepts, through topic work and practical activities, help the pupils to develop a secure foundation in number, shape and measures. Displays around the school do not always maximise opportunities to reinforce such learning concepts
- 3.15 Resources are plentiful and their use is excellent. Individual therapy rooms are extremely well-equipped to meet the needs of the pupils. In classrooms, interactive white boards, with an excellent range of support software, are used to encourage active participation in each lesson. A multi-sensory *Journey Room* with an adjustable range of light, sound and smells helps to stimulate the pupils' imaginations and to develop the pupils' ability to interact with the world around them. Soft play areas, music rooms and a wide range of multi-sensory resources all support the integration of learning and therapy.
- 3.16 Extensive evaluative information is collected and used to plan teaching and to monitor pupils' progress. This is an area that has improved significantly since the previous inspection. Goals are established in each area of the curriculum, and progress towards them is carefully measured and shared by all the teachers and therapists. Staff use this information extremely effectively in their planning. Feedback on progress is mainly based on stickers, tokens and ticks recorded on a chart to recognise effort and behaviour. Any recorded work attempted by the pupils is marked carefully for staff records, but the school does not yet have a marking

policy in order to begin to teach the pupils to gain an understanding of the progress they are making.

- 3.17 The parents' questionnaire indicated that they value highly the expertise and teamwork of the staff, and the range of therapeutic services that give their children access to a full complement of interventions. Pupils with statements of special educational needs receive the appropriate provision and benefit greatly from the comprehensive help available. Annual reviews are carefully organised to bring together the multi-agency team and parents.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school upholds Christian values, and during the daily act of worship called candle time, pupils are given guidance on these values and spend time in quiet reflection. They are provided with many opportunities to reflect on attitudes to life, on living things and the world; their response is often one of joy and delight. They develop their sense of self-awareness as they take part in off-site activities. Pupils achieve a sense of calm while floating in the pool and exhilaration as the horse moves from a walk to a trot. Both are evidenced by altered moods and increased verbal interaction. Music lessons in school allows exploration and expression of feelings, and develops the pupils' confidence and self-esteem through a sense of achievement. The hatching of chicks and the joyous participation in a butterfly releasing ceremony gave the pupils opportunities to be moved by the miracle of nature.
- 4.3 The school meets its aim to develop in pupils an awareness of what is right and wrong, and to take responsibility for their own behaviour. The school rules enable pupils to learn to consider the feelings of others, and to appreciate that actions have consequences. They are also given personal rules to follow that develop and encourage positive behaviour. Pupils have been introduced to the concept that law and order in the wider community is overseen by the police, and they are developing an understanding, that when shopping, goods must be paid for and that it is wrong to take things without asking. They have learnt to respect other people's property.
- 4.4 On admission to the school, pupils are generally socially vulnerable. Most are unable to speak or interact directly, and their levels of self-awareness and empathy are low. Through careful management and guidance they develop the skills and confidence to feel safe and happy in their environment. They experience a growing sense of community; they learn how to be friends, ask each other questions and begin to share experiences. The pupils develop good manners; they greet each other and adults in an appropriate manner and they maintain eye contact. When prompted, many are now able to initiate a conversation with support. They help around the school by setting the table for lunch, tidying up at the end of lessons and helping each other. In the wider community they thank adults who assist them.
- 4.5 Due to their learning difficulties it is hard for them to understand fully and appreciate that there are other faiths and cultures. The school is multi-cultural and the pupils mix well together. They are given many opportunities to experience the wider community and to be exposed to the outside world. On their regular trips through the city they are shown the sights of cultural importance. They have visited the local fire station and the London museums. In food technology they have cooked and tasted food from around the world, and in PSHE they have been introduced to festivals and celebrations such as Diwali. All the pupils recognise the picture of the Queen and understand she has a special role to play.

4.(b) The contribution of arrangements for pastoral care

- 4.6 The contribution of arrangements for pastoral care is excellent.
- 4.7 All staff take responsibility for the pupils' care ensuring that their needs and the school's aims are successfully met. This collaborative approach, together with the consistent modelling of expected standards and language, strongly promotes the development of good behaviour and manners amongst the pupils.
- 4.8 Relationships between the pupils and the staff are excellent. Pupils are greeted individually each morning, and the regular morning plan, and sensory circuit, aids the development of self-care, self-awareness and independence. The daily use of the feelings chart allows the pupils to identify and begin to manage their feelings, emotions and physical needs. These experiences establish a framework within which learning can take place. Visual clues around the school prompt the pupils to remember and understand routines and expectations. The pupils are encouraged to consider other members of the school community and they notice when they are absent.
- 4.9 The comprehensive IEPs support the pupils' pastoral care as well as their social and academic development. All behaviour issues are recorded and carefully monitored. The high numbers of staff and the developmental stages of the pupils strongly militate against bullying. It is very evident that the pupils feel safe and enjoy school from their trust in the staff, and their developing ability to move around the school environment safely and independently. In the pre-inspection questionnaire, parents commented that their children were very well cared for at the school.
- 4.10 The pupils are taught about healthy eating in PSHE and through shopping for items used in food technology. Healthy snacks are available at break time, and the school gives guidance to parents about packed lunches. The pupils have regular access to outside space and there are many opportunities for physical exercise including weekly drama, dance, swimming and PE.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.11 The contribution of arrangements for welfare, health and safety is excellent.
- 4.12 The school has stringent arrangements to safeguard all pupils and ensure their individual needs are met. All staff have appropriate training in child protection, and procedures are fully understood by all. Rigorous recruitment checks ensure the suitability of all staff.
- 4.13 Welfare responsibilities are taken seriously, and the school is rigorous in its approach to all welfare, health and safety issues. Risk assessments are comprehensive and minimise risk in all areas. The arrangements for the supervision of pupils around school, and on outside visits is carefully organised and monitored. All adults are well-informed about the individual needs of the pupils, and safety programmes are developed around these. Various adaptations and systems have been put in place to ensure pupils' safety, as well as to allow them to develop their independence. For example, pupils have individual cushions and chairs to support their physical needs that are regularly reviewed and adjusted as required; alarms, handrails and padding are all placed at points of need. A designated medical room makes good provision for pupils who are sick or injured, and medicines are safely stored.

- 4.14 Staff training to support the specific needs of the pupils is given regularly and updated frequently; recent training has included the use of the evacuation chairs, epilepsy training and manual handling. The site manager is an integral part of the school function and conducts regular and careful checks on the maintenance of all health and safety equipment including first aid boxes, fire extinguishers and emergency lighting. Attendance and admission registers are suitably maintained and correctly stored for the required three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The trustees wholeheartedly support the aims and objectives of the school and are deeply committed to the development of its long-term strategic plan. At a tactical level, they have a thorough oversight of the work of the school, through meetings with the school's leadership, staff and regular visits to the school during the working week. They are readily available to discuss any arising issues.
- 5.3 They conscientiously discharge their responsibilities for standards and financial planning, including investment in staff and resources. The recent appointment of a deputy headteacher has strengthened the senior management team, and the trustees' response to the requirement for additional resources to support the needs of individual pupils has been swift and positive. This has included the transfer of part-time therapists to full-time roles.
- 5.4 Trustees place their responsibilities for welfare, health and safety, and for safeguarding at the top of their agenda, and this is fully apparent. They ensure that questions of suitability of staff are scrupulously checked and that the central register is assiduously maintained. They undertake a thorough annual review of the safeguarding policy and procedures. They give strong support and guidance to the headteacher based on extensive experience and expertise in the field of special educational needs.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 Leadership is highly effective in communicating clearly defined direction, standards and values. It is open, consultative, dynamic and dedicated to the well-being and development of the pupils. It leads by example and inspires all staff to put the best interests of the pupils at the heart of their work. Robust oversight ensures that policies are consistently implemented, and that no issues regarding pupils' welfare are overlooked. An excellent relationship with the trustees supports two-way accountability and ensures regulatory compliance.
- 5.7 The school's development plan is well-defined and comprehensive, with targets that are ambitious and realistic. It incorporates a clear vision for the development of the school, whilst conserving the founding aims of the school. It is regularly reviewed and revised by the leadership, staff and trustees.
- 5.8 Leadership is thorough and careful in its implementation of safeguarding policies and procedures. Staff are carefully appointed with a sharp focus on suitability to be involved in the therapeutic care and education of children with SEND. The professional development needs of staff are addressed through 12 whole-staff training days which take place throughout the school year, and particular courses that cater for individual staff needs, are identified through a thorough appraisal system. All staff new to the school receive effective general induction, and engage

in suitable training for their roles and responsibilities which includes safeguarding, welfare, health and safety.

- 5.9 The school promotes excellent relationships with parents, which are characterised by strong and regular lines of communication. Responses to the pre-inspection questionnaire indicate that parents are extremely satisfied with the provision for their children and with the education and support their children receive. They praise the emotional security the school provides, and the progress that consequently follows. Parents' concerns are heard promptly and treated with care and consideration; as a result there have been no formal complaints since the school opened.
- 5.10 The daily meet and greet, the three weekly IEP meetings and the home-school diary allow for ease of communication, and provide opportunities for concerns and ideas for support to be shared. The weekly achievement certificates and newsletter allow parents to appreciate both the attainments of their children, and the context within which they are secured.
- 5.11 The end of term reports are informative and diagnostic, and give parents clear guidance on the types of support they can give at home. Home visits by teachers and therapists are both general and specific in focus, to provide further suggestions and expert help on areas such as environment adaptations. Opportunities to see the therapists in action at school allow further training and family support to occur. The *Siblings' Saturday* event is yet another way in which the school actively promotes family inclusion and support
- 5.12 Prospective parents are provided with detailed information about the school, and the school meets with each child's current therapists to ensure all necessary information is acquired to ensure a smooth transition.

What the school should do to improve is given at the beginning of the report in section 2.