



**SCHOOL SELF EVALUATION (SE)
BEHAVIOUR AND ATTITUDES**

JUDGEMENT: HIGHLY EFFECTIVE

<u>HEADLINES</u>	<u>IMPACT</u>
In 2018 the school was graded 'outstanding' across all areas for the second time in 5 years. Personal development, behaviour & welfare as 'outstanding'.	Behaviour within the classroom is exceptional especially as many of our children have emotional regulation difficulties-Ofsted Report 2018 (Learning Walks/TT 'log') JW/CW
Policy drives 'practice'. All staff are familiar with the Behaviour Policy which is updated at least annually.	Consistent approach to the implementation of behaviour strategies. Low level use of Team Teach (Learning Walks/Learning Observations)
Sunningdale takes pride in its embedded personalised approach to learning through the child's Personalised Learning Plan (PLP). This originates from the EHCP & covers all learning areas & targets to meet the holistic needs of the child.	Low incidence of dis-regulation (Learning Walks/TT log) High accessibility to learning ensures children make very good progress (Progress data/information).
We use bespoke interventions & resources to engage and minimise dis-regulation (Footsteps Room, Listening Programme, Sensory Integration, Therapies, Forest School, outdoor learning, Story Cottage, Comic Book Library).	High level of engagement, low level of disruption (de-regulation) (Learning Walks)
We aim to motivate children to engage in their learning through 'active' activities that children enjoy.	Development of positive attitudes, decreasing dis-regulation (Learning Observations-To Build a Profile).
Staff use a variety of strategies (e.g. sensory integration/Thrive/Nurturing) to ensure children are well regulated and can access learning	Behaviour within the classroom is exceptional especially as many of our children have emotional regulation difficulties (Learning Walks/TT 'log') JW/CW
Staff utilise individual behaviour plans and use the 'Thrive' approach to support emotional regulation.	Individualised approaches maximise positive engagement in learning across all areas. (IBP/Thrive assessments) JW/AO
We adopt an integrated approach involving staff, families and a range of professionals to address individual 'need' (Parent Partnership Advisor, Health professionals, Social Services)	Families feel better able to support the development of their child (Family Thrive, PPA CPOM's, Nurturing Prog.-CYP)
Whole school attendance continues to be positive-(91.84%) but rises to 94.01% when children with life limiting conditions are excluded from the data. This is excellent as the school has a % of children who have a range of complex medical needs with regular stays in hospital.	Increased accessibility to learning & rates of progress across all areas of learning (Attendance data/Progress data) CW/JW
Senior Leaders are vigilant in ensuring the promotion of positive attendance. Our Home Visitor (SHLTA), Specialist School Nurse, continued use of our Attendance Team, robust tracking and half termly meetings with our AT Group	Continued positive rates of attendance above the national average for special schools (Attendance File CW).
The development of self-esteem and collaborative learning is central to our personalised	Children develop independence, investigation, and evaluation skills.

KEY: IMPACT IN RED: OCTOBER 15/MARCH 16/JULY 16/DEC.16/MARCH 17/JULY17/DEC17/CW:SEP18/JUNE19/SEP.19

agenda particularly within the framework of creative behaviours	(LJF's/PLP's) JW		
Children are encouraged to work collaboratively and support each other within all aspects of whole school life.	Children display co-operation, care & respect for others. (Learning Walk observations/British Values) JW/CW		
Bespoke methods of 'pupil voice' provides children with opportunities to make their wishes and preferences known.	Children are able to articulate feelings, opinions which support intervention (Learning Observations/learning walks). 99% of parents report their child is happy at school (Questionnaire).		
Bullying within the school is not an issue. When any issues arise we are pro-active in addressing them. The Peer on Peer abuse Policy is high profile and all staff are involved in its annual update.	Children are tolerant and respectful towards each other. (Learning Walks/Daily observed practice)		
<u>QUESTIONS</u>	<u>How can we improve? ACTIONS</u>	<u>Relevant Updates</u>	<u>AP's</u>
<p><u>What is the school doing to promote positive behaviour?</u></p> <ul style="list-style-type: none"> Active behaviour policy updated & presented to staff annually. Research additional approaches that can support positive behaviour and ensure engagement in learning. Staff utilise visual support to support pupil communication & understanding. All staff trained in use of 'Thrive' approach. Relevant staff trained in use of 'Team Teach'. School utilise 'bespoke' approaches to meet pupil 'need' (Individual timetable/movement of staff/additional professional advice) All staff trained in nurturing/emotional regulation/sensory integration/ASD awareness. Staff are pro-active in utilising a range of techniques & strategies to ensure children are regulated Behaviour techniques/strategies shared between staff. Individualised behaviour plans/regulation plans. Whole school 'nurturing' ethos. Individual PHSE targets. 'Pupil Voice' high priority (planning & assessment) 	<p><u>SDP STRATEGIC TARGETS</u></p> <ul style="list-style-type: none"> To facilitate increased staff awareness of approaches to emotional regulation by utilising Nurturing/ 'Thrive' training. To increase staff awareness of the link between individual sensory needs and behaviour. To utilise 'Thrive' 'action plans' for identified children & initiate a 'tracking' schedule to monitor progress. 		SDP SIT AP
<p><u>What is the school doing to address attendance issues?</u></p> <ul style="list-style-type: none"> Half termly & monthly attendance tracking (case studies). Utilise 'Home Visiting' Service using school SHLTA and Specialist School Nurse Contact with parent/carer in line with attendance policy. Communication/home visits with parents by 'Attendance 100' when concerns identified. Work in partnership with school's Children's Nurse to provide bespoke support for those children who have medical issues (home visits) Early support intervention 'Strengthening Families'. 	<p><u>Targets set at multi-professional half termly meetings.</u></p>		

KEY: IMPACT IN RED: OCTOBER 15/MARCH 16/JULY 16/DEC.16/MARCH 17/JULY17/DEC17/CW:SEP18/JUNE19/SEP.19

<ul style="list-style-type: none"> • Support children’s learning when they are medically ‘unfit’ to attend school • Positive attendance encouraged (leaflet/newsletters) • A designated named Governor who supports the HT in the area of attendance 			
<p><u>How are pupils motivated to develop positive attitudes to learning?</u></p> <ul style="list-style-type: none"> • A whole school calm & positive environment. • Embedded personalised learning. • Effective understanding of pupil ‘needs’ • Motivating, engaging learning environment. • Differentiated approach • Specialist areas e.g. Forest School, Outdoor environment, Story Cottage • Specialist approaches e.g therapies, listening programme, sensory integration, Thrive. • Drive to meet all health needs with a focus on multi-disciplinary approach. • Pupil ‘voice’ respected. • Pupils are able to make individual choices. Learning activities mirror pupils’ interests. 	<p><u>SDP STRATEGIC TARGETS</u></p> <ul style="list-style-type: none"> • <i>To facilitate increased staff awareness of approaches to emotional regulation by utilising Nurturing/‘Thrive’ training.</i> • <i>To increase staff awareness of the link between individual sensory needs and behaviour.</i> • <i>To utilise ‘Thrive’ ‘action plans’ for identified children & initiate a ‘tracking’ schedule to monitor progress</i> 		SDP
<p><u>How are pupils encouraged to be self confident and independent learners?</u></p> <ul style="list-style-type: none"> • Focus on personalised learning (styles of learning) • Work alongside a range of partners to provide additional learning opportunities • Provision of a ‘child led’ environment. • Promote pupil independence (tasks around school). • Listening to ‘Pupil voice’ (interests/’next steps’) to assist provision. • Promotion of ‘schedule of Creative Behaviours’ to be utilised within learning experiences. • Provision of opportunities for pupils to design, make, sell produce through ‘enterprise’ events. 	<p><u>STRATEGIC TARGETS (SDP)</u> <u>Quality of Education</u></p> <ul style="list-style-type: none"> • <i>To review and evaluate the impact of ‘outdoor learning’ on outcomes for pupils.</i> • <i>To increase engagement opportunities for PMLD pupils within outdoor learning.</i> • <i>To improve accessibility to learning opportunities in the area of Creative Arts for all pupils across school.</i> • <i>To implement identified changes to whole school curriculum</i> 		SDP SIT AP

KEY: IMPACT IN RED: OCTOBER 15/MARCH 16/JULY 16/DEC.16/MARCH 17/JULY17/DEC17/CW:SEP18/JUNE19/SEP.19