

RECORD OF QUALITY ASSURANCE VISIT TO INDEPENDENT SPECIALIST PROVISION (SECONDARY)

Name of Provision: Spring Hill High, 28 Slade Road, Erdington, Birmingham B23 7PG	Date of visit: 07.03.17
Area of School Specialism: SEMH including CLA	
Number on roll: There were 38 students on roll. There was one place at the Slade Road site available for a Warwickshire student.	
Educational Psychologist: Eileen Kell met with Sheraine Reid-Ferguson (HT) and Zoe Kaur-Johal (DHT), toured the school, met with four Warwickshire students and one Warwickshire parent during the day visit. Hayley McDonagh met with the HT, DHT and EK during the afternoon. Subject leaders (Chris Selvin, head of English & post 16 and Anton Roye, head of Maths) joined the afternoon meeting. Staff completed questionnaires during the day. All parents consented to the EP gaining student views.	
<p>Spring Hill High School is based on five sites listed below:</p> <ul style="list-style-type: none"> -28 Slade Road, Erdington, Birmingham B23 6UG (2nd most nurturing, 1:1 and 2:1) -113 Orchard Road, Erdington, Birmingham B24 9JE (most nurturing, play based) -36 Hunton Road, Erdington, Birmingham B23 6AH (Transition site if YP out of school a long time, focused on learning school boundaries) -141 Wood End Lane, Erdington, Birmingham B24 8BD (1:1 and groups, most social interaction here, moving towards college and the need for group experience) -Unit 1, Stuart Court, 73-75 Station Road, Erdington, Birmingham B23 6UG (Post 16, transition to outside world, train to be independent citizens) <p>Students were based at different sites according to their needs. All sites provided differing levels of nurture, therapy and care.</p> <p>Currently all Warwickshire students were based at the Slade Road site where they were based in individual classrooms.</p> <p>The school employed 57 staff, and of those 37 were teaching staff. 22 staff had Qualified Teacher Status (QTS). 15 unqualified teaching staff were educated to degree level. There were 20 support staff.</p> <p>There was a DHT based at each of the five sites. Systems were consistent across the five sites. Some teaching staff moved between sites.</p> <p>The school day ended at 2.30pm.</p> <p><u>Is the physical environment appropriate to the pupil's needs?</u></p>	

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<p>The school was based in a former terraced house close to 'Spaghetti Junction'. There was a small area of tarmac outside the school used for parking staff cars. There was no fence at the front preventing access to Slade Road which is a busy road. Staff reported students arrived with their parents/carers or by taxi and were accompanied to the locked front door where staff 'meet and greet' students. Adults, including taxi drivers, knew not to leave any student alone and ensured they were handed over to an adult. The same process occurred at the end of the day. Any visitors to the school were met by adults who ensured they signed the visitor's book.</p> <p>At the rear of the building there was a secure tarmaced area for pupils to access during break and lessons. There were two small sets of football goalposts. There was a basketball hoop. There was seating available.</p> <p>There was access to a DT Workshop with a sink and work bench off the tarmacked area. It provided an additional space for extra vocational activities and students who were hands-on learners.</p> <p>Overall the rooms provided within the school were well decorated and maintained. Each individual class room was painted in a neutral colour to provide a low arousal environment. Each room had several noticeboards that were available for learning information individualised for each student. Each student was involved in choosing the colours within the room and what was displayed on the noticeboards.</p> <p>Each door had the name of the student and things they were interested in to enable all staff to interact, lower student anxiety and build relationships with students.</p> <p>The furniture within each room was matched to the needs of each student. For example, some students commenced with soft seating. Desks for working at were introduced once students were ready to work at a table and chair.</p> <p>Staff used walkie talkie's to communicate with the main school so that there was no adult shouting within school.</p> <p>A new science lab had been developed at the Slade Road site with a safe floor, locked cabinets for acids etc. Safety rules were clearly displayed. This had extended the opportunities for science teaching. Students based at other sites would also access the lab.</p>	

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<p><i>Staff to ensure the water leak seeping through the ceiling of one room and dripping (close to the electrical lighting) was repaired.</i></p> <p><u>Assessment of pupils</u></p> <p>The DHT on site spoke with each pupil every day. Staff worked to try and keep the environment right and settled so that students were able to achieve. Clare McGrath (SENDCo) circulated the five sites. There was a lot of focus on the development of numeracy and literacy skills.</p> <p>The school purchased Durham University abilities test (observed on the visit). It was based on cognitive ability and identified what the student would achieve at GCSE without any SEMH difficulties. It provided a baseline starting point. It produced a graph that could be shared with students so that they understood what they needed to achieve and why they were being asked to work on certain things. It helped students have higher expectations regarding themselves. For example, one student's original aspiration had been to be a vampire killer. Now he wanted to work in translation in Spanish because he was good at languages.</p> <p>The Strengths and Difficulties Questionnaire (SDQ) was used as part of the baseline assessment of social and emotional development.</p> <p>Staff used Functional Behaviour Analysis to understand what students were communicating through their behaviour.</p> <p>Staff held meetings after school to plan how to meet the attachment needs of students.</p> <p>Behaviour management was based on needs and was reward based. There were no consequences. Students were offered choices. If a student made an inappropriate choice, they did not receive a reward, neither were any points removed.</p> <p>The points system covered five areas and was used by all staff and shared with parents/carers. For example, 'Did you help your parents?' Parents / carers were encouraged to use the same language, for example, 'You made the wrong choice.' Staff reported the system was successful.</p>	

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<p>Each Friday morning staff reflected with students on EHCP outcomes. The points system fed into the reflection, for example, 'listening points = 0.' Problem solving was included. The students rated the four main subject areas on a scale of 0 to 10. The purpose of reflection was to make the link between behaviour and outcomes explicit.</p> <p>Each room had a clearly displayed visual poster '5 Steps to Managing Big Emotions' with the five steps clearly outlined.</p> <p><i>School staff planned to focus on wellbeing including mindfulness in the next year.</i></p> <p><u>Recording and monitoring of progress</u></p> <p>Class teachers assessed work continuously. Every Monday morning the HT met with the five DHTs and discussed the progress of each student.</p> <p>There was a daily staff briefing every morning. At the end of every day there was a handover to the DHT who fed back to parents/carers and the LA.</p> <p>Clare Johnson (SALT) assessed students and gathered their views about what they liked and did not like.</p> <p>Chris Selvin (Head of English & Post 16) – Sourced courses to improve class teacher knowledge. Information was cascaded to staff through training sessions. Staff taught together and observed each other teach. Staff discussed best practice and curriculum changes. Most recently a spelling programme had been introduced. Handwriting was going to be the next area to focus on.</p> <p>Alton Roye (Head of Maths) – There were regular meetings at Birmingham City Football Club where exam board changes were discussed. Training sessions were cascaded to all staff. Staff worked together to plan strategies and resources. Once staff knew the level of work a young person was working at all work was at that level.</p> <p>Staff were working to develop assessment post national curriculum assessment. Maths and English had been reported as numbers this year. Other subjects were reported as letter grades. (Examples looked at)</p> <p>Ongoing assessment sometimes meant that six weeks of planning for a student was</p>	

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extended over eight weeks to ensure the student achieved the work.	
Reports were written each term.	
<i>Systems for the assessment and monitoring of social, emotional and academic progress appeared comprehensive and well embedded in the daily work of the school. Students and parents/carers were involved in this work. Students understood what their targets were and why they were working towards them. Staff and student aspirations were high.</i>	
<u>Teaching group size and composition</u>	
Students at the Slade Road site usually commenced with 2:1 teaching. There were clear plans and timescales for moving to 1:1 teaching. For example, one teacher remained in class and one outside class nearby. Then the second adult moved further away to the dining area. Detailed behaviour records were kept with incidents tracked over a term to understand the risk. Once a student had gained trust they could start to access teaching in small groups at the Wood End site.	
Students went off-site for PE and worked in groups of up to nine students. The students were now working in a higher ability PE group.	
The dining room was available as a communal area for students to come together both socially and academically. Some students worked together using ICT.	
<u>Development of social and life skills</u>	
Staff worked to try and keep the environment right and settled so that students were able to achieve.	
Staff used Functional Behaviour Analysis to understand what students were communicating through their behaviour.	
Staff held meetings after school to plan how to meet the attachment needs of students.	
Students were supported with a wide range of structured activities during break and lunchtime to develop social interaction. This time was based on a Family Social Model including sitting and eating together and talking about their lives.	

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<p>The main opportunities for social interaction occurred during group PE activities off-site. Students joined staff and some peers during lunch when they sat and ate at one large table.</p> <p><i>Access to opportunities for social interaction with their peers was carefully managed.</i></p> <p><u>Qualifications offered at Key Stage 4</u></p> <p>Students were able to access a range of accredited courses according to their skills. They were always working towards a qualification. They could access a GCSE course if appropriate.</p> <p>Including: Entry Level Modern Foreign Languages 1, 2,3 Functional Skills ICT 1,2 NCFE Vocational qualification – Health & Fitness, Sociology, Music, Food Tech AQA Units GCSE – English, Maths, Science, Art, History, Geography, Citizenship, RE</p> <p>If a student needed a particular subject it was sourced. For example, Portuguese at Brasshouse in Birmingham.</p> <p>DT was suspended temporarily due to a staff member leaving. A degree level teacher was being sought.</p> <p>Leisure & Tourism was being sourced including a link with another school.</p> <p>A space was being prepared for the development of a school garden for horticultural activities.</p> <p><u>Opportunities for work experience</u></p> <p>Work experience occurred within school hours so that school staff could support students locally. Students were reassured by the presence of trusted staff. For example, they worked in a local café or stables.</p> <p><u>Where do pupils move onto from this setting?</u></p>	

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<p>One student went on to attend Birmingham University. Some students moved on to college placement or work.</p> <p>Some students moved to Stuart Court a post-16 provision with varying levels of independence. For example, students could be supported with crossing roads, walking to the end of the road, or life skills coaching such as catching a train.</p> <p><u>Management of transitions (including induction)</u></p> <p>Transitions are carefully planned in advance with student involvement.</p> <p><u>Ways in which pupils support decision making</u></p> <p>Once a learning space was identified for a student they personalised their learning space. They were involved in choosing the paint colour and furniture and all aspects of their individual space. They created the label on their door with their name and pictures of things they were interested in. The displays on the walls were related to the student's interests. Students enjoyed and respected the spaces they had created.</p> <p>Students were involved in choosing accreditations related to their interests.</p> <p>There was a Student Council across the five sites. Currently a Warwickshire student was the site representative. Students on each site met to give their views. The student reps from the five sites met together to share the views of all students.</p> <p>There was a student newspaper including an article written by a Warwickshire student. (Copy received)</p> <p><i>Student views were embedded within the work of the school.</i></p> <p><u>Parent/carer liaison</u></p> <p>Initially the DHT on site phoned the parent / carer during the morning with any key issues and/or at the end of the day regarding handover.</p> <p>Once a student was settled the DHT contacted parents every Friday afternoon for a summary of the week.</p>	

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<p>Staff met with parents/carers together with students at the end of each term to discuss the termly school report.</p> <p>At the end of the Autumn term the school hired a hall and invited students and their families to attend a big celebration of their progress. In the Spring term parents / carers were invited to see their work and rooms within school. In the summer a setting was hired and all parents /carers and students attended an event. The most recent event was a talent show. One student stood up as a comedian.</p> <p>If parents / carers required support Thoughts of Others had a counsellor available to visit homes as required. <i>Contact with and support for parents/carers was embedded in the work of the school</i></p> <p><u>School staff-care staff liaison (if residential)</u></p> <p>N/a</p> <p><u>Liaison with and involvement of other agencies e.g. therapeutic support and what this looks like</u> Staff have access to a therapy team employed by Thoughts of Others.</p> <p>SALT – There was a band 6 consultant who monitored the work of a band 5 SALT and an SLTA.</p> <p>Four counsellors were employed. For example, one counsellor may work alongside a student and then the information gathered was shared with all staff.</p> <p>Music Therapy (Abbey Stain) worked 2:1 last year and is working 1:1 this year.</p> <p>Equine Therapy – A referral form is required so that a personalised eleven week programme can be developed with a range of outcomes. For example, To understand his emotions and manage his anger.</p> <p>Three nurses (including one mental health nurse) and two learning disability nurses.</p> <p>Gary Anderson – Life Skills Coach – worked with students throughout their time at the</p>	

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<p>school. He supported students in the community and spoke to parents. He liaised with staff re what he had noted and where the focus should be. One Warwickshire student contacted him regarding a problem that had occurred at college since leaving SHH.</p> <p>OT looked into as required.</p> <p>The HT worked within the Children's Home with the young people before they commenced school. Staff also worked there as required.</p> <p>Care staff came across to the school to work as emotional / care assistants alongside teaching staff. They worked as pairs so it was less intense for the young person.</p> <p>Young people had access to growing organic crops.</p> <p><i>It appeared the school had access to a wide range of therapeutic support.</i></p> <p><u>Access to community links including those with mainstream schools</u></p> <p>Students undertaking Leisure and Tourism had links with a mainstream school.</p> <p>The school had raised funding for an orphanage school in Malawi that they had been linking with for one year. Some children in Malawi did not attend school as they could not afford to buy a school uniform. Students had raised £1000 to purchase school uniform and towards setting-up a kindergarten. One student raised £387.</p> <p><u>Ways in which the setting supports links with Warwickshire</u></p> <p>Staff were employed to work closely with Warwickshire and supported students onto courses at colleges within Warwickshire, e.g., Moreton Morrell.</p> <p>School staff liaised with Kate Anderton (Warwickshire Careers Advisor) and staff at Warwickshire College.</p> <p><i>The school could consider making additional links with mainstream schools including schools in Warwickshire.</i></p> <p><u>Safeguarding processes</u></p>	

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Safeguarding was regarded as a key issue. The school had received an unprompted HMI visit just prior to February half-term. The verbal feedback had been positive and the written report was awaited.

Verbal feedback reported by school staff:

- Physical restraints were justified
- Risk assessments should include emotional well-being – this had already been implemented
- More emphasis on the school website – it was being updated

Jovan Fazic (Training & Development Manager) ensured all staff were trained in physical intervention and de-escalation. No staff commenced work within the school until they were trained. Staff training was updated every two years.

All staff had Food Safety training, In The Line of Fire training and PREVENT training.

The school building had fire exits at the front and the back.

SHH was a teaching school and trainee teachers had also done all of the training.

Behaviour Management Systems including managing exclusions

No students were permanently excluded. Fixed term exclusions were not used. It was expected that all students may kick or spit etc.

If it was thought that a student was inappropriately placed (for threatening life, using a knife, threatening other students) and it was felt the needs of the student could not be met here, then there would be a series of meetings with the SENCo, Director and LA to review the best way forward. A planned transfer would be agreed. Work would be provided until the LA had settled the student in a new setting. This has occurred for one student this year.

Please indicate which of the following you observed during your visit:

	Y/N	Comments
Focus on individual needs of learner	Y	A good level of personalisation

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Do you have any concerns about the suitability of this provision? NO																
If 'yes' please briefly outline your reasons																
Any further comments: On the basis of this one day visit, discussions with students and one parent Spring Hill High appeared to offer an appropriate environment for the education of Warwickshire students with complex social, emotional and mental health needs. If any concerns arose related to a Warwickshire student placed at Spring Hill High the SENDAR officer should be alerted immediately in order for joint planning as to how to resolve the concerns.																

Educational Psychologist: Eileen Kell

Signature: *E. Kell*

Cc Victoria Jones