



28th September 2018

Mrs Pamela Walden
Headteacher
Surrey Teaching Centre
Tadworth Court
Tadworth
Surrey
KT20 5RU

COE Review Date: 19th September 2019

Summary

In addition to the detailed evaluation information submitted by the school, I was also able to verify accuracy in my discussions and scrutiny of hard copy records held in school. It was noted that the school continues to face challenges regarding the changes to the cohort of youngsters being admitted and, in some instances, shorter term placements. Extremely complex needs have necessitated specific staff training and collaboration between the multi professional teams on site. The school benefits from the proximity on site, of the Children's Trust, particularly in relation to developments in technology.

The school has developed effective and objective lines of communication between referring schools, local authorities and parents. Their outstanding practice remains focused entirely on the best interests of the student ensuring that at all times the CPD provision moves with the ever changing and complex needs of the students. The school is very keen to develop the existing "on going" nature of their interventions especially once the student is discharged from their care and returns to either school placement or another provider.

This model of support and transition is also evident in the school's outreach service. Supporting individual requests and advice from schools in Surrey and also those out of the authority. The successful outreach service has enabled schools to become more effective in their assessment procedures and improved provisions.

"All our outreach is customised to meet the unique needs of children or young people and their particular setting."

AWARD OFFICES

Inclusion Quality Mark Award
Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

CONTACT

Tel. 028 7127 7857
Fax. 028 7127 7856
info@iqmaward.com
www.iqmaward.com

Company Registration No.
07748285

Company Registered Address:
Inclusion Quality Mark (UK) Ltd
Grove House Lutyens Close
Chineham
Basingstoke
Hampshire
RG24 8AG

Support can include:-

- Training sessions on the practical educational implications of an acquired brain injury. This can be delivered to SENCO networks, whole school staff or to individuals.
- Classroom observations of individual pupils with feedback and discussion.
- Comprehensive reports focusing on practical suggestions.
- Facilitation of discussion for practical problem solving.
- Guidance in constructing IEPs or curriculum targets with specialist strategies for pupils with an acquired brain injury.
- Suggestions for differentiation of the curriculum and ongoing follow up support.”

I was particularly impressed by the content and presentation of the detailed IEP's/Engagement Profiles which give extremely clear and accurate assessments, details of effective arrangements and interventions, all of which the multi-disciplinary teams contribute to.

The school has provided their own evaluations of the targets for 2017-18 and I was able to discuss these in depth with the Headteacher during my visit.

Target 1:-

- “Surrey Teaching Centre will engage in long term follow up with LA's for children with no identified school or with temporary school placements following discharge.”
- In addition to the collaborative work with Local Authorities, regarding the needs of children at admission, the school has improved their information regarding baseline assessment and progress to better inform authorities and receiving schools when pupils return to their own school/authority.
- The outreach service provides detailed and hands on follow up for children returning to schools plus support for Surrey schools. There is now a clear and consistent system to address issues raised when children return to their own authority and no school place is available. This is also the case when pupils are transitioning into secondary education.
- This aspect of the continued support offered by the school enables parents and providers to focus not only on the immediate needs of the child/student but also recognises the importance of having a long-term view/goal once the child/student returns to school, continues into further education or is moving into the world of work.
- The model for communication and working with other schools has been developed in-house and is an outstanding example of a Centre of Excellence school meeting the criteria of the Inclusion Quality Mark:

- “Have good mechanisms to disseminate, share, encourage and influence good inclusive practice between the schools.
- Are engaged in activities and in-house research that explores inclusive practice.”

Target 2:-

- “STC will ensure new technology (hard and soft) is fully accessible for pupils with a wide range of learning, sensory and physical needs.”
- The school has conducted a full audit of current technology in place and has ensured that all staff have direct access to training and advice. The multi-disciplinary teams work closely together, sharing information and advice, particularly with reference to new products and developments. Cost is always a major factor in the provision of appropriate technology, again being influenced by differences between local authorities. The school has invested heavily in “Eye Gaze” technology and is also now looking at additional providers at less cost (Inclusive Technology).
- The school benefits from the overview and expertise of the technicians at The Children’s Trust, who are their next door neighbours on the campus.

Once again this is an example of a school whose practice recognises and fulfils the criteria of an IQM Centre of Excellence:

- “Have demonstrable plans to sustain and develop internal inclusive practice. Are willing to engage in classroom level research activity that explores inclusive practice.”

Target 3:-

- “Embed the principles of the Mental Capacity Act into practice for all 16-18-year olds.”
- The school has embarked on a comprehensive programme of training for all staff on the Mental Capacity Act with specific reference to the “best interest of the student.”
- CPD has been provided in-house, online and through established links with multi-disciplinary teams and social services.
- Ongoing developments of establishing a meaningful system of “Pupil Voice” has seen the school again produce bespoke assessment packs (Disorder of consciousness) and also consider the deployment of support staff. TA’s are class based, with some working across 2 classes. Contracted hours for support staff (9am - 4.30pm) take account of the need for liaison between all staff members together with a skills audit in the use of technology.

Target 4:-

- “Develop systems for measuring qualitative data appropriate for pupils with an ABI and measurable over short time scales.”
- The adapted and amended “Engagement Profile” now ensures specific needs and difficulties are clearly assessed and recognised together with detailed information on arrangements, resources, staffing required for pupil progress. Information gathered is
- objective and accurate, using contributions from all staff members. The new profiles also indicate discharge scores and advice for receiving schools, parents and carers.

I was able to view example profiles which are indeed extremely detailed and give essential information at all stages from admission, provision and discharge.

The school has extended its levels of expertise and is an excellent example for other schools to understand the importance of accurate and detailed assessment/recording of progress and the provision of ongoing advice. Although the school has so far been unable to attend any of the IQM Cluster Group meetings to date, they recognise the benefits of sharing professional knowledge and advice together with having the opportunity to view, in detail, procedures and approaches used by other schools and providers. The Headteacher is supportive of the IQM cluster group development and has kindly offered to host one of the next meetings due in early 2019. I shall be in contact with the school in due course to agree a theme for the day.

The targets set and agreed for 2018-19 have been included in the review documents submitted by the school and I can confirm that they present a challenging development for the work of the Centre and totally fulfil the requirements of the Inclusion Quality Mark Centre of Excellence standard. In my opinion the school has the expertise and capacity to deliver on all targets and I would encourage other schools to use a similar approach which looks at both short term needs and also longer-term developments, all of which are clearly linked to the schools development plans:-

Target 1:-

- Executive dysfunction: Use current and cumulative data to evaluate progress across executive functions. Explore effectiveness of strategies and relationship with different ABIs.

Target 2:-

- Refine pupil voice data: accessibility for less able students.

Target 3:

- Investigate the longer-term impact of brain injury beginning in the Early Years through case studies of a small group of children with an ABI.

- The above targets reflect how the school constantly strives to provide the very best possible teaching and learning environments for all pupils and their families together with a focus on research and development.

I have no hesitation in recommending that Surrey Teaching Centre should retain its Centre of Excellence status and be reviewed again in twelve months' time.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its COE status.

Assessor: Dave Stott

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd