

# BRAIDBURN SCHOOL

## Standards and Quality Report Session 2021 – 2022



*Everyone working together to help us learn, feel safe, make choices, show our feelings and be the best we can be*

## Context of the School

Braidburn School is situated in the South-West of Edinburgh. Braidburn is part of the Firhill Campus along with Oxbgangs Primary School and Firhill School. Braidburn School provides a positive learning environment for learners aged 3-18 years where the presumption of mainstream cannot be met. Learners require a significantly modified learning environment. The needs of learners are primarily associated with learning disability and visual, sensory, health and medical needs. A significant number of learners have a diagnosis of Autistic Spectrum Disorder (ASD).

The work of the school is supported by one Head teacher and two Depute Head teachers. Three full time Principal Teachers have responsibilities in the context of Assessment and Attainment, Health & Wellbeing and 'Wider school support'. The school employs 24.03FTE teachers, 6.85FTE, nursery nurses, 40.05 pupil support assistants, 0.75FTE school administrator and 0.45 FTE business manager. The school recruited a full time BSL Development Worker during Session 2020 – 21 and will recruit a Teacher of the Deaf during Session 2022 – 23.

Braidburn delivers Bright Start Nursery provision\* and the school has capacity for supporting eight children in the nursery class. In line with Scottish Government plans for Early Learning and Childcare expansion, the nursery increased provision of service from 600 hours per year to 1140 hours for all nursery children in August 2021.

The maximum school roll is 128 learners. The school roll in August 2022, including children attending the nursery provision, will be 120. During session 2021 - 22 the Primary Department comprised eight classes. The Secondary department comprised a further seven classes, three of which supported learners in the Senior Phase. Moving into Session 2022 – 23, the Primary department will comprise seven classes; with a further seven classes based in the Secondary department. In August 2022, the school will introduce a Deaf support class – for up to 8 children and young people across Primary and Secondary.

Braidburn is a multi-disciplinary school; and partnership working is a strength across the setting. A team of Allied Health Professionals, including Speech and Language Therapists, Occupational Therapists and Physiotherapists, support across the school. Medical personnel are on campus and the school welcome visiting health specialists for clinics. Allied Health partners work collaboratively with the school to meet the needs of individual learners: training and delegating tasks to education staff; and supporting learners in achieving individual targets.

Facilities in Braidburn include specialist classrooms, a soft play room, sensory circuits room, therapy rooms, medical suite, dental room, hydro-therapy pool, gym facilities, Conference Room and Community Room. The North facing playground has been developed with the addition of fixed play equipment.

Learners in the Senior Phase access SQA qualifications at National 1 or 2 level, as appropriate; with opportunities to work towards qualifications in chosen areas of learning.

*\*Please see attached Braidburn Nursery Standards and Quality Report/Improvement Plans*

# Braidburn School Vision, Values and Aims

## **Vision**

'Everyone working together to help us learn, feel safe, make choices, show our feelings and be the best we can be'.

## **Values**

- Teamwork
- Inclusive Communication;
- Our multi-tasking staff;
- Our diverse and holistic approach towards meeting the needs of all learners so they can be the best they can be.

## **Aims**

- To promote independence and communication within our positive and nurturing environment so our young people leave school with confidence and the ability to enjoy life.

# Leadership of Change

## Themes

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

## Our Illustration

### Developing a shared vision, values & aims relevant to the school and its community

- The staff team have a very good understanding of the unique context of the school.
- The Senior Leadership Team (SLT) continue to promote whole school engagement with the school's Vision, Values and Aims.
- The school has an established Health and Safety Committee - with representation from EIS, Unison, AMEY and NHS. The school was delighted to welcome a parent on to this group. The work of the Health and Safety Group has continued to focus on all areas of Health & safety in school; and as part of this, has addressed COVID-19 related issues and infection control protocols.
- Minutes from all Health and Safety Group meetings are shared with all staff – along with other relevant documentation; and a Health and Safety noticeboard, maintained by the school Nursing Team in consultation with the Health and Safety Committee, is located centrally within the school.

### Strategic planning for continuous improvement

- There is clear and effective strategic planning for improvement; and the priorities in the school's improvement plan are closely aligned with the NIF.
- The school improvement plan is co-created and owned by staff. This ensures active engagement and focus on improvement for children and wider school community. Teaching staff are all involved in Development Groups, with each group taking forward an Action Plan in the context of an identified area for improvement. Support staff, parents and AHPs are invited to participate in these groups.
- The SLT discuss Improvement Plans in regular Agenda led meetings.
- Staff continue to take ownership of school improvement priorities through leadership opportunities as part of driving forward the vision for the school. As an example, staff have taken ownership of, and work together, in Development Groups.
- Staff at all levels across the school are given the opportunity to join Development Groups. The work of school development groups was ongoing despite COVID restrictions – and staff continued to work on school improvement priorities throughout the session.
- Staff have continued to work in partnership with Allied Health Professionals to drive forward school improvement.
- IEP targets are at the centre of individualised learning. Targets are reviewed at set times throughout the year – with information relating to the level of involvement/support each child has required in working towards targets shared alongside evaluative comments.

- The school's Self-Evaluation calendar is linked to a Risk Assurance programme; and this ensures a regular and robust programme of evaluation and improvement.
- Individual Risk Assessments and Positive Behaviour Support plans are in place, where required, to ensure individual learner needs are met through use of consistent approaches – and the consistent strategies shared through these documents are supporting our children and young people to achieve.
- A Parent version of the SQIP is shared with all parents and carers.
- Senior Phase learners are prepared for life beyond school. An annual 'Next Steps' Fair was cancelled due to COVID restrictions – but the school delivered a post school destination event for parents of learners in the Senior Phase (S3 – S6).
- A strong, needs led Induction Programme for new staff, delivered in conjunction with Allied Health Professionals, will be reintroduced in September 2022.
- Allied Health Professionals delivered staff training sessions throughout session 2021 – 22. Training opportunities were delivered 'in person' training whenever possible. Where it was not possible to deliver training in person, Allied Health Professionals developed and shared electronic training materials for staff to access remotely.
- Allied Health Professionals and the school's Educational Psychologist liaised with the school to provide 'back up' staffing assistance to support in keeping classes open during periods of Covid related staff absence
- For a number of years, until Session 2018/19, 100% of Braidburn school leavers moved on to positive and sustainable destinations. Success in securing positive destinations has been impacted over the past 2 years – with services and waiting lists closed due to Covid restrictions. Clarity, in terms of securing post school destinations for our leavers this year, has not yet been fully realised but is looking more positive. The school have undertaken meticulous planning with parents, the Young Adult Disability team and CEC Transitions Support Officer to support confirmed placements; and all 4 school leavers have agreed post school plans.
- The school have shared details regarding all 2023 school leavers with the Young Adult Disability Team – and S6 Transition YPPM dates are in the calendar early in term 1 (Session 2022 – 23).
- The school has submitted a report to the CEC Transitions Support Officer, outlining the process for planning post school transition for learners aged 14+.
- The school has shared a post school transition planning timetable with the Parent Council – and this is available on the school website.
- A full time Family Support Worker will take a lead role in signposting post school destinations to school families.

#### **Implementing Improvement and Change**

- COVID restrictions, staff shortages and subsequent class closures impacted the pace of change during Session 2021 – 2022.
- The Senior Leadership Team remain pro-active in promoting leadership opportunities for all staff.
- Staff continue to take leadership roles in a range of school developments and initiatives. All teaching staff are involved in school improvement Development Groups.

### **Next Steps**

- To achieve greater consistency in measuring the impact of school improvement with the re-introduction of Development Group 'Impact Statements', shared with parents and stakeholders at set times during the session.
- To increase the involvement of learners and parents in school improvement.
- To highlight the school's journey to improvement on the Strategic Board located in the school entrance; and to consider ways to share this information digitally.
- To ensure opportunities for staff consultation on school improvement, with planned In Service Day sessions for professional dialogue and sharing of progress; and opportunities for support staff to contribute to the work of development groups.
- To develop a whole school Assembly Awards system based on the school's Vision, Values and Aims.

## **Learning, Teaching and Assessment**

### **Themes**

- Learning and Engagement, including use of digital technologies
- Quality of Teaching
- Effective use of Assessment
- Planning, Tracking & Monitoring

### **Our Illustration**

#### **Learning and Engagement**

- Positive relationships between staff and young people have developed from a shared belief in our school values
- Young people are listened to; and they contribute ideas to support their ongoing learning.
- Staff are skilled at motivating young people to engage in their learning. Teachers use creative teaching strategies, including the use of play, in delivering Teaching and Learning experiences.
- Many children enjoy recognition and celebration of their learning achievements. Opportunities to celebrate success are built into school assemblies. Primary and Secondary Department Assemblies were reintroduced in April 2022, following the relaxation of COVID restrictions.
- A range of digital technologies are used to promote communication and engagement in learning.
- The school uses a variety of digital platforms, including the Website, Twitter, 'Group call' text/email system and Microsoft Teams to share information and connect with parents and partners.
- Learning is personalised to suit individual needs. Staff continue to promote young peoples' independence and encourage individuals to take responsibility for some aspects of their learning; and an appropriate range of supports is in place for all children and young people;



- The school has worked with the Deaf Support Team to develop an Action Plan to support collaborative working – and will introduce a Deaf Support Class in August 2022.
- The school's Communication Development Group have upgraded and refreshed resources for tactile timetables and 'Objects of Reference' across the school. Moving forwards, the group will create resource packs for all class groups, to ensure consistency in support using objects of reference – helping many children anticipate, sequence events, understand when activities are finished and make choices.
- The school's Communication Development Group have made adaptations to song signifiers to ensure consistency across the school. Song signifiers will be recorded and made available to staff and parents.
- The school's Curriculum Group have reviewed and updated planning documents to ensure consistency in planning across the school, moving forwards. The work of the school's Curriculum Group was significantly impacted during Session 2021 – 22, due to staff absence and the resignation of a number of group members. The work of this group will continue into Session 2022 – 23.
- The school's Curriculum Development group carried out an audit of Interdisciplinary Planners, and created a 4 year framework for Interdisciplinary rotational planning (2021 – 2025). This will support breadth of learning across the curriculum – with a focus on Science, Social Studies, Technologies, Wellbeing and the Rights of the Child. Core skills include skills for learning, life and work, financial awareness and rights/responsibility. Annual contexts are linked to the National Improvement Plan (Climate Action, Citizenship, Challenge/Enterprise).
- Senior Phase learners have opportunities to work towards SQA awards in chosen areas of learning. Courses are designed to provide opportunities to facilitate personal choice that evolves into a bespoke, individualised education experience.
- Planning for discreet Curricular Areas is ongoing – and will be taken forward throughout Session 2022 – 23.
- Throughout the year, Secondary learners are recognised for significant progress in individualised areas of learning, through the award of Braidburn Certificates of Merit.
- The school are funding a practitioner to complete *Signalong Tutor Training* to enable provision of 'in house' training throughout the school session.
- A Shared resource area, to support organisation/access to learning and teaching resources has been created centrally within the school.
- 'Meet the Teacher' meetings have given parents an opportunity for a 30 minute discussion with their child or young person's teacher at the start of the school session – as part of supporting communication, transition and meeting individual needs.
- Pupil Equity Funding (PEF) has been targeted to enable both planned interventions and support for ongoing needs as they arise. PEF has supported purchase of resources to support digital learning. PEF supported the engagement of a Support for Learning teacher during Session 2021 – 22, however impact of this cannot be measured due to extended absence and COVID cover. Purchase of resources using PEF has supported targeted children to emotionally regulate – and promoted access to learning experiences.

## Quality of Teaching

- Learners experience a range of learning environments and creative teaching approaches.
- Learners have access to a wide range of digital technologies to enhance learning, teaching and communication.
- A range of digital learning resources, purchased through PEF funding, support learning.
- Staff aim to make learning relevant to young people - and often link learning to real life experiences.
- Learners have opportunities to work towards personalised targets through IEPs; and IEP targets are at the centre of individualised teaching and learning. Targets are reviewed at set times throughout the year – with information relating to the level of involvement/support required shared alongside evaluative comments.
- Shared Classroom experience was re-introduced in term 3, with a relaxation in Covid restrictions. The focus for peer visits was 'Use of Digital Technology to support learning'
- The school funded a practitioner to complete Forest Schools training; and as part of promoting movement, creativity and development of skills through outdoor learning, the practitioner has introduced initial Forest School sessions for targeted learners.
- Some teaching staff have taken up opportunities for informal outdoor learning peer observations, to develop confidence and share ideas in delivery of outdoor learning sessions.
- A *Braidburn Forest Schools Handbook* has been developed and a range of resources to support have been purchased. An Outdoor Learning store has been created within the school.
- The school have engaged a BSL Development Worker who leads on BSL support across the school; and will engage a Teacher of the Deaf in August 2022. A Deaf Support Class will be introduced in August 2022, to support targeted learners across the school.
- Teaching staff have accessed training in the use of 'Online Boardmaker' – and Boardmaker is available in all classrooms across the school.
- Staff have accessed self-directed training opportunities in the context of digital learning.
- The school is in the process of implementing the 'Empowered Learning' project, as specified in the City of Edinburgh Council's Deployment Schedule.

## Effective use of Assessment

- A range of evidence is used to support assessment judgments and identify next steps.
- Staff know individual learners very well and continually make sound professional judgements on progress.
- Staff liaise with Allied Health Professionals to ensure timely assessment for eating, drinking swallowing and moving & handling.

## Planning, Tracking and Monitoring

- The school's Curriculum Group reviewed planning documents during Session 2021 – 22, to ensure breadth/depth of all experiences and outcomes, moving forwards. Teacher planners have been created for use from August 2022 to support consistency.
- Forward Planning review dates, including individual teacher discussion with SLT, have been agreed for Session 2022 – 23.
- A range of planning approaches are used to meet learners' individual needs. Teaching staff are issued with Daily Planners at the start of each session.



- The Senior Leadership Team engage with SIMD, LAAC, wellbeing and attendance data as part of ensuring any potential issues for individual children and young people can be identified in a timely manner. Targeted support is then planned and actioned to ensure learners holistic needs are appropriately met.
- SQA coursework from S4 is tracked through a Senior Phase tracking system (excel document) which was developed during Session 2021 – 22. This enables all teachers to accurately review and build on prior learning and attainment.
- The school are now tracking Individual Education Plans from P1 – P7/S1 – S6.
- The school will allocate 1.5 hours in the Working Time Agreement during session 2022 – 23 for Professional Learning linked to a universal CEC Tracking and Monitoring system that will be introduced during the session.

### ***Next Steps***

- To introduce a robust tracking system across the school which enables identification of attainment data for targeted groups. (CEC Universal tracking system)
- To complete a review of the curriculum to ensure it is relevant for learners across the school and that it reflects cultural awareness and sensitivity. To ensure the curriculum demonstrates a collective commitment to equality, equity and children’s rights – and to ensure the new Curriculum is designed across the 4 contexts of learning and all curricular areas.
- To further develop opportunities for learners to engage in digital learning - and for staff to engage in professional learning to support the effective use of digital technologies in learning, teaching and assessment
- To create an updated ‘Teaching and Learning Strategy’ to ensure approaches across the school, and plans for staff training, support the development of Digital and Outdoor Learning provision
- To gather data about teacher participation rates in the Edinburgh Learns ‘Teaching Charter’ and discuss digital strengths/gaps through the PRD process
- To introduce Learning Journals across Primary and Secondary departments.

# Ensuring Wellbeing, Equality and Inclusion

## Themes

- Wellbeing
- Fulfilment of Statutory Duties - including presumption of ASN for Looked After Children, unless assessed to the contrary, and specific arrangements for support to improve outcomes
- Inclusion and Equality

## Our Illustration

### Wellbeing

- Staff are aware of the individual needs of learners. Across the school, staff have good knowledge of the health and communication needs of our learners. As part of ensuring individual needs are met consistently, all individualised support plans are shared with parents and reviewed annually. Plans are updated during the school session, as required.
- The school has introduced the role of Moving and Handling Co-ordinator to ensure quality of care. The Moving and Handling Co-ordinator and Depute Head Teacher (Primary) have completed 'Moving and Handling Champion' training.
- Principal Teacher remits across the school were reviewed for August 2021, with further review ahead of August 2022.
- Ongoing staff training impacts positively on the wellbeing of learners; and in their ability to access learning experiences. The school works in partnership with Allied Health Professionals to ensure ongoing training in areas such as Postural Management, Inclusive Communication, 'Eating, Drinking and Swallowing' (EDS); and the role of EDS Co-ordinator has been introduced as part of the remit for the Principal Teacher (Health and Wellbeing). All staff are trained in supporting learners with Moving and Handling as soon as practicably possible after induction. The Head Teacher has developed guidance for collaborative development of Moving and Handling Plans across the school. This has been shared with other schools across the City of Edinburgh.
- An Induction Programme is in place for all new staff; and this is delivered over a 7 week period by Allied Health Professionals. This training is based on practical support for learners; and the knowledge and skills developed by staff impacts positively on learners across the school.
- The Speech and Language Therapist delivered Signalong Training for targeted staff, working alongside a school Nursery Nurse; and the Nursery Nurse will be funded to complete 'Signalong Tutor Training' during Session 2022 – 23.
- Partnership working is a key strength at Braidburn; and a range of Allied Health Professionals are actively involved with our learners to support wellbeing.
- Partnership working with Educational Psychologists, a Family Support Worker is effective; and these partnerships have directly supported the wellbeing of children and staff:

- Educational Psychologists have supported individuals and teams in meeting the needs of individual learners.
- The Family Support Worker has supported targeted families across the school in the context of home routines, regulating of emotions, improving quality family time, emotional support for parents, supporting transitions and difficulties with diet and food. In some cases, resources were provided to families. The Family Support Worker has supported in establishing a Community Room within the school – and has hosted coffee mornings/'Have your say' opportunities for parents to raise questions/wants and wishes for the school.
- The school continued to work closely with Friends of Braidburn to enrich learning experiences for children across the school. Friends of Braidburn provided £12 900 funding in the financial year April 2021 – April 2022.
- Friends of Braidburn worked to arrange a School Fair; an annual event for the school and local community. This event was cancelled during Session 2021 - 22 due to the COVID restrictions, however a date has been identified for Session 2022 – 23. Friends of Braidburn and the Parent Council will work together to deliver a Family Ceilidh in November 2022, at no cost to families.
- Staff know learners very well; and this has made an impact in terms of developing an inclusive learning environment across the school where children and young people learn and achieve. Families are supported well during key transitions and are given a Transition Pack to support their children and young people in engaging at the start of the new school session. Our learners are valued; and are included in the life of our school. Learners are at the centre. Class teachers are aware of any Care Experienced learners, learners in SIMD 1 / 2 and EAL learners in their class; and they respond to their needs through careful planning.
- The school has worked tirelessly to develop systems to ensure the needs of all children are communicated in a formalised manner; and every learner has an individual Planning Folder stored within their Base Classroom. Electronic copies of all plans are saved in individual learner Planning Folders. Staff are clear about the needs of individuals; and children and young people are supported consistently well, resulting in children being increasingly engaged in learning.
- Communication across the school community is very good. It enhances learning experiences and ultimately supports children and young people in achieving. The staff team have developed a Communication Charter, as part of a collegiate exercise; and some staff have developed charter documents to support communication across individual Class Teams. The school will work with the Parent Council to develop guidance that promotes greater consistency in home/school communication.
- The school has 'Communication Friendly Status' – with recognition for 'Outstanding' visual supports in the environment.
- The Communication Development Group have worked to upgrade and replenish resources for tactile timetables and objects of reference across the school – helping many children anticipate, sequence events, understand when activities are finished and make choices.
- The Senior Leadership Team meet formally with Allied Health Professionals on a 6-weekly rotation during an Agenda led meeting. This enhances partnership working across the school. Dates for meetings during Session 2022 – 23 have been confirmed in the school calendar.
- Class teams across Primary and Secondary departments engage in weekly dialogue in the context of supporting learners within the classroom.

- Support staff representatives join monthly Agenda led team meetings – with opportunities for discussion regarding health and safety in the school, and encouragement to share good practice. Minutes are shared across the staff team.

### **Fulfillment of Statutory Duties (with specific reference to Looked After children)**

- Promoted staff complete training for the Intensive Contact Workforce every three years. All staff are aware that promoted staff have completed training for the Intensive Contact Workforce; and know who the designated child protection co-ordinators are in school.
- All staff in school who have direct contact with children participate in face-to-face training sessions for the Specific Contact Workforce every two years. (Additional training sessions are arranged / booked, as required). Child Protection Policy booklets are shared with all staff, including new staff as part of the induction process.
- All staff understand their responsibilities in the context of child protection; and all staff have engaged in appropriate training. All staff are reminded of their child protection duties through an annual update.
- The school have reviewed attendance procedures to ensure accurate and robust data is gathered and that the appropriate interventions are used, where required. This has improved the accuracy of our attendance data and ensured all stakeholders understand the importance of attendance in school. Child Protection procedures are initiated, if required in relation to absence from school.
- SLT monitor attendance falling below 85%; along with LAC attendance. Targeted interventions have supported learners and families in improving attendance; and supports such as linking in with other professionals, provision of social stories, use of PEF to support taxi journeys and review of 'in school' strategies, have been put in place.
- Secondary Staff will record attendance directly on SEEMIS during Session 2022 – 23.
- Volunteers, students and new staff are made aware of their child protection duties, as part of their induction. Signs are displayed throughout the school; showing names / posts of Designated School Manager for Child Protection.
- SLT complete other relevant identified training opportunities and cascade information to staff, as relevant.
- All SLT have completed training in Managing Allegations of Abuse against Staff.

### **Inclusion and Equality**

- A range of strategies and resources are implemented to increase the range of opportunities for achievement for learners facing a range of additional challenges. Disability is not a barrier to participation and achievement. Learners are well supported to do their best and to overcome barriers to success.
- As part of ensuring that every Braidburn child, irrespective of background, gender, race and disability is part of a resilient and positive learning community where they feel they belong, learn, are supported and can experience skills, all school policies are developed in the context of relevant 'Inclusion' documentation. This document includes Edinburgh Learns: Inclusion and Included alongside 'Engaged Involved in Edinburgh'; and reference is made to these documents on our Policy booklets.

- The Local Authority Inclusion statement has been shared with all staff, raising the Inclusion agenda across the school.
- The school has continued to use Pupil Equity Funding (PEF) to support vulnerable learners. Staff and parents are now aware of the ways in which PEF is used across the school.
- PEF has supported purchase of resources to promote digital learning. PEF has supported the engagement of a Family Support Worker who has worked with a number of targeted families and worked alongside SLT in establishing a school Community Room.
- Learners' wider achievements are celebrated collectively through our weekly assemblies. Moving forward, the assembly award system will be in context of the school values.
- Wellbeing Wednesdays were successfully introduced in the Secondary department during Session 2021 – 22. Staff facilitate a focus on their own health and wellbeing, along with the wellbeing of young people, in a number of ways; including adult class team check ins, wellbeing focus during Circle Time sessions, physical wellbeing and promotion of self-care through exercise, relaxation, massage, pamper sessions (including haircuts) and mindfulness; along with positive reinforcement of personal attributes. Environmental videos with calming classical music are used as a strategy to support a calm and relaxed atmosphere in the department. Some staff have rolled out these positive interventions across the wider week.
- The school has a strong partnership with Merchiston Castle School. Students from Merchiston were unable to volunteer in person this year, but Merchiston School made a generous donation; and we look forward to welcoming their volunteers back to Braidburn from 14 September 2022.
- The school has formed a partnership with George Watson's College. Staff and students from George Watson's college are planning to engage in joint working to support learners in the Braidburn Senior Phase SQA Art Class.
- The school has a partnership with Firrhill High School and Oxbgangs Primary School, and the schools will recommence work on a Strategic Action Plan for 'Firrhill Village schools during Session 2022 - 23; with joint Pupil Meetings taking place.
- Communication with parents and carers is good. The school will work with the Parent Council during Session 2022 – 23 to establish guidance to promote greater consistency in home/school communication. All learners have a 'Home School Diary' which is updated daily, as a method of regular home / school communication. The Head Teacher circulates regular parent Newsletters; and regular SLT communication is maintained with parents, as appropriate, via phone call, email and letter. The school website is updated regularly. The school's Twitter platform is updated regularly. Nursery continued to use Learning Journals during session 2021 – 22; and our Primary/Secondary department will introduce these during Session 2022 – 23.
- The method of requesting funding from Friends of Braidburn remains in place – with a requirement to outline proposed impact for children and young people through purchase of resources. This, ultimately, ensures that funding from Friends of Braidburn is needs led.
- One learner currently accesses a shared placement within a mainstream provision.
- All learners at school are well prepared for life beyond school. From Nursery through to Senior phase, children and young people develop skills for learning, life and work. Skills development will be a focus in reviewing the curriculum - as part of supporting young people into onward sustainable destinations. Post School opportunities are promoted in an annual Careers Fair attended by special schools from across the city. Partnership working with the Young Adult Disability Team offers additional support for families and young people moving into post school provision.
- Staff continue to access mandatory Equalities training

- The school has reviewed operational procedures around Child and Young Person's Plan meetings, to ensure a more consistent approach. Some changes to systems are in place; and an information booklet, outlining this has been shared with all parents.
- The HT and DHT (Secondary) delivered GIRFEC training to all teaching staff in October 2021. Staff are well versed in GIRFEC and this has a positive impact on children and people - with robust plans in place and close teacher monitoring of outcomes ensuring impact. This will be developed next year, through further staff training.
- A robust induction for a newly appointed Family Support Officer will have a focus on GIRFEC.
- The SLT have met with the Educational Psychologist and Quality Improvement Manager as part of an Inclusion Review meeting - and next steps in partnership working for Session 2022-2023 have been agreed and documented.
- Secondary Assemblies

### **Next Steps**

- To complete work towards gaining the Silver Rights Respecting Schools Award as part of promoting wellbeing across the school
- To ensure Wider Achievement opportunities are skills led, tracked, and Outcomes based – and that achievement of Awards are considered when planning Wider Achievement opportunities.
- To ensure weekly Assembly awards are linked to the school's values.
- To monitor and track care experienced young people and those living in poverty using the wellbeing indicators
- To introduce 'Wellbeing Wednesdays' throughout the Primary department
- To work with the school's Educational Psychologist to secure outstanding Intellectual Disability diagnosis for all learners awaiting this, as part of ensuring accessibility to services that require confirmation of assessed disability.
- To develop staff confidence, understanding and skills in managing dysregulated behaviour and challenging situations



# Raising Attainment and Achievement

## QI 3.2

### Themes

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall Quality of learners achievement
- Equity for all learners, including specific reference to Looked After children and other Equity cohorts

### Our Illustration

#### Attainment in Literacy and Numeracy

- The school is an Inclusive Communication School. Teaching and Support staff are very skilled in a range of communication approaches including the use of symbols, sign, objects of reference signifiers and song signifiers. Individual and 'Now and Next' timetables will be introduced for all children and young people from August 2022.
- Teaching and support staff are developing skills in Signalong, and staff at all levels have the opportunity to attend Signalong training delivered by Speech and Language Therapists and a school practitioner.
- The school has recruited a BSL Development Worker who has an overview of support for learners using BSL across the school; and a Teacher of the Deaf will be recruited in August 2022.
- Learners are supported in engaging in quality learning experiences, developing listening skills and in interacting with others and taking turns in a communication rich environment across our school. There is a focus on skills for learning, life and work – to be taken forward for further development next session in context of the curriculum review.
- Learners are supported in communicating their wants and needs; and in making choices through access to a range of visual supports, song / object signifiers and communication systems.
- The school is looking forward to introducing a City wide tracking system during Session 2022 - 23, to measure progress made by every learner, throughout all stages of their learning at Braidburn.
- Principal Teacher remits across the school have been reviewed for August 2022, with tasks for one PT remit developed in the context of 'Attainment', including Tracking, across the school.
- Ongoing difficulties linked to COVID related staff absence – and a regular reliance on support from unfamiliar staff, impacted on attainment during Session 2021 - 22.
- The Parent Council have developed and produced a range of sensory story bags for use across the school; and Friends of Braidburn have allocated £1000 towards the purchase of multi-sensory books designed for children and teenagers with ASD, and visual/hearing impairment.

### **Attainment over time \***

- Attainment over time is tracked in a variety of ways, due to the complexities of our children's needs. This includes tracking levels of engagement and support in IEPs.
- The Secondary department track SQA attainment in the Senior Phase.  
*\*School's Value Added Report to follow*

### **Overall quality of learners' achievement**

- Learners' wider achievements are celebrated collectively through weekly assemblies e.g. 'Star / Friend of the week', Artist of the week, DHT and HT awards. Awards next year will be linked to the school values.
- Learners across the school accessed a range of opportunities delivered on site throughout the session- through partnership working with Active Schools, Drake Music, Youth Music Initiative.

### **Equity for all learners, including specific reference to Looked After & Equity**

- The school works to reduce barriers for learners impacted by poverty. Class staff are aware of LAC / EAL / Equity learners in their class groups. The school has worked conscientiously to minimise the impact of cost on learner experiences. Parents / carers are not asked to make any financial contribution in practical subject areas. Parents and carers in SIMD 1 and 2 are not asked for any financial contributions.
- The school works with Friends of Braidburn and the Parent Council to host a family ceilidh at no cost to parents / carers.
- The school hosts social events for children, including discos and parties, at no cost to parents / carers. As a result, all learners have equal opportunities to access every learning opportunity offered.
- Friends of Braidburn have allocated funding to support a range of resources and excursions.
- Families are asked to make donations towards the full cost of **some** excursions; but are never asked for fixed contributions, so as not to exclude any learners from these wider experiences.
- Young people at Braidburn are supported in preparation for life beyond school through partnership working with the Young Adult Disability Team and other agencies.

### **Next Steps**

- To introduce and implement a robust tracking system
- To ensure Wider Achievement is accredited, where possible; and that opportunities for skills development through wider achievement are tracked
- To complete the school's Curriculum review – and implement the reviewed curriculum model across the school

# Curriculum

## Curriculum Rationale

Our Braidburn learners have a range of complex, long term additional support needs and therefore require a significantly modified learning environment. The needs of our learners are primarily associated with learning disability (with or without autism spectrum disorder), and significant visual/sensory, health and medical needs. Our Curriculum consists of Core Principles that will be experienced by all our learners. We believe this is at the heart of what we do in order to ensure they are equipped with essential communication, life skills and aptitudes and live their best possible lives. Our Curriculum provides a flexible framework where we engage learners in individualised high-quality learning contexts and experiences.

Most importantly, this journey will be in partnership with families and wider support teams.

## The structure of the Curriculum

### Core Principles:

Forming the umbrella across our Curriculum Rationale, our core principles are embedded in all aspects of teaching and learning. Each term, the Primary and Secondary departments will focus on 3 overarching skills; one from each of the core principles. This learning will be woven into all aspects of whole school life and classroom experiences.

CORE PRINCIPLES			
Effective communication		Skills for life	Happy, enjoying life and learning
<b>Empowering</b> our learners to express their needs, opinions and feelings through effective communication partnerships		<b>Ensuring</b> our learners can access opportunities to develop appropriate skills for now and in their future	<b>Supporting</b> our learners to feel good and manage life's up and downs
<b>Overarching skills</b>	<ul style="list-style-type: none"> <li>➤ Listening and Attention</li> <li>➤ Choice (including Yes/No)</li> <li>➤ AAC – including VOCA, body language, signing</li> <li>➤ Literacy</li> <li>➤ Understanding – cause and effect</li> <li>➤ Social communication</li> <li>➤ Needs – wants – requests – help</li> <li>➤ Strategic Skills – persistence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building positive relationships with others</li> <li>➤ Personal safety</li> <li>➤ Emotional wellbeing</li> <li>➤ Physical wellbeing</li> <li>➤ Access and participation in wider community</li> <li>➤ Independence</li> <li>➤ Making choices</li> <li>➤ Literacy for life</li> <li>➤ Numeracy for life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participation in groups</li> <li>➤ Participation in celebrations</li> <li>➤ Experiencing different emotions</li> <li>➤ Sense of community</li> <li>➤ Trust</li> <li>➤ Achievement</li> <li>➤ Resilience</li> <li>➤ Curiosity</li> <li>➤ Creating memories</li> </ul>

## Skills for Learning, Life and Work

Skills for learning, life is a core principle. There is a focus on 'Skills for learning, life and work' through all planned learning.

## Equity and Best Value

### Pupil Equity Fund

*"Head teachers must develop a clear rationale for use of the funding, based on robust contextual analysis, including relevant data which identifies the poverty attainment gap in their schools; and plans must be grounded in evidence of which is known to be effective at raising attainment for children affected by poverty". Ref: PEF National Operational Guidance. Scottish Government*

### Best Value

Braidburn School received additional funding of £32,400 from the Scottish Government for Session 2018/19; and £44,000 for Session 2019/20. Pupil Equity Funding for Session 2020/21 was £47,783 and for Session 2021/22 was £47,783. Pupil Equity funding for Session 2022/23 is £47 775.

We identified a gap in terms of consistent engagement and participation in learning for our children and young people with complex additional support needs. We identified this through analysis of planning meeting minutes and observations. We worked to consider where we could close our gap and add greatest value with subsequent impact on attainment and equity in opportunity to succeed, in line with key priorities from the National Improvement Framework and School Improvement Plan.

In removing barriers to engagement in learning and working towards delivering equity for all we:

- Extended the contract for a Family Support worker to lead and facilitate interventions for targeted families and to develop supports for families within the wider school community.
- Created a nurturing and welcoming Community Room based within the school; and hosted initial parent coffee meetings/information sessions/'Have your say' sessions
- Purchased a SMART board to support family learning/information sessions in the school's Community room.
- Employed a Support for Learning teacher for 2 days each week, with a plan to support targeted interventions for children across Primary and Secondary departments.
- Purchased 'Dark Dens' and bean bags for every classroom, including specialist classrooms – to support regulation and de-escalation
- Provided Therapy Putty as a resource to support targeted children to emotionally regulate and to meet a wide range of hand function/strengthening needs.
- Extended mobile phone contracts to support class teachers in making phone contact with parents.
- Introduced a process to enable teaching staff to access funding for the purchase of resources to support targeted interventions

- Invested in resources to support bespoke interventions for targeted families, as required – including clothing, funding for transport to access the school building /medical appointments and funding for resources to support children and families outwith school.

### How are we doing? (June 2022)

See *Evaluated Pupil Equity Funding Plan (Attached)*

Going Forward, we will:	Lead
Invest in a range of 'Soft Start' resources to support positive transitions – with a box containing a range of predictable and preferred resources to be located in every class across the school	HT DHT1/2
Develop a bespoke sensory room – to create an additional space for targeted children to emotionally regulate	HT DHT 1/2
Monitor progress for targeted learners through evaluation of IEP targets and outcomes identified during CPM / YPPMs	DHT 1/2
Analyse Parental Involvement data	HT
Engage the services of a full time Pupil Support Officer, to take on the role of Family Support Worker during session 2022/23	HT DHT1/2
Analyse data collated by the Family Support Worker	PT 3
Develop a plan to maximise use of/access to the Community Room located within the school	DHT 1 / DHT 2/ HT / Family Support Worker
Create a uniform bank in the community room – with used and new school clothing available to families at no cost	Family Support Worker
Continue to provide supports, including funding for transport, to enable targeted families to access events in Braidburn School	HT

## Quality Indicator Grades

	School	Nursery	HMI/Care Inspectorate
<b>Leadership of Change</b>	3	3	
<b>Learning, Teaching &amp; Assessment</b>	3	3	
<b>Wellbeing, Equality &amp; Inclusion</b>	4	4	5 (2017)
<b>Raising Attainment &amp; Achievement</b>	3		



