

Standards and Quality Report – Content Features

How good is our leadership and approach to improvement?

(1.1, 1.2, 1.3)

- During 2022-2023, Carlibar Communication Service (CCS) has supported 84 pupils (75 pupils last session). 3 pupils were referred during the school year. 46 pupils were supported on a full-time basis (full time to 0.8), 11 attended for the majority of their school week (0.6-0.7) and 22 have a part time placement (0.2-0.5).
- 5 pupils have increased the time they are supported in the CCS during the session and 13 pupils have increased the time in their Primary school.
- 19 PSADU pupils have been supported within one of the four sessions. 10 of the 20 pupils will be full time CCS pupils in Primary 1 and 5 will attend the new Communication service at Carolside Primary. 3 pupils will return to the PSADU in August 2023 and be joined by 13 pupils who will transfer from the satellite at Arthurlie Family Centre.
- 7 Primary 7 pupils will leave this session moving onto the next part of their journey. 6 pupils will transition to the Williamwood Support Service.
- We welcomed Jennifer Craig as Deputy Head Teacher who will take responsibility for learning and teaching of the majority of CCS classes.
- Staff attended further Attention Autism training also known as Bucket Time. Stage 1 and 2 has been successfully used in the PSADU and some classes.
- Communication Help through Assistive Technology (CHAT) delivered a training session for teaching staff around Augmentative and Alternative Communication (AAC). Staff felt the session focused on information rather than practical strategies on how to use AAC however others felt they were able to reflect on their practice and confirm that there are many ways in which low level AAC such as talking buttons, visuals, Makaton and objects of reference are used in daily practice.
- As part of their own continued learning, some staff members have completed a variety of modules on AAC
- There has been an increase in the use of visuals, objects of reference and talking buttons used within daily practice to support pupils' communication, involvement and understanding. This includes the introduction of switches and objects of reference in shared rooms to support transition and visuals to aid independence when travelling around the school building.
- All staff received an update training session on Social Use of Language (SULP). It was commented upon that this allowed class teachers to reflect on the importance of teaching skills explicitly. It has been highlighted that it may be beneficial for staff to observe other professionals as part of their development and consider supporting pupils at their level and not class group.
- Teaching staff joined colleagues for the February in-service day at Isobel Mair School as part of the authority moderation event. Staff felt this allowed for relevant and meaningful dialogue with professionals working in a similar setting.
- Due to the number of pupils accessing the service the authority has introduced a fourth bus to transport children to and from school.
- A working party have introduced a Milestone Tracker as an active planning and assessment document using Education Scotland benchmarks for learners with complex additional support needs to identify skills, levels of engagement and support.

Next Steps:

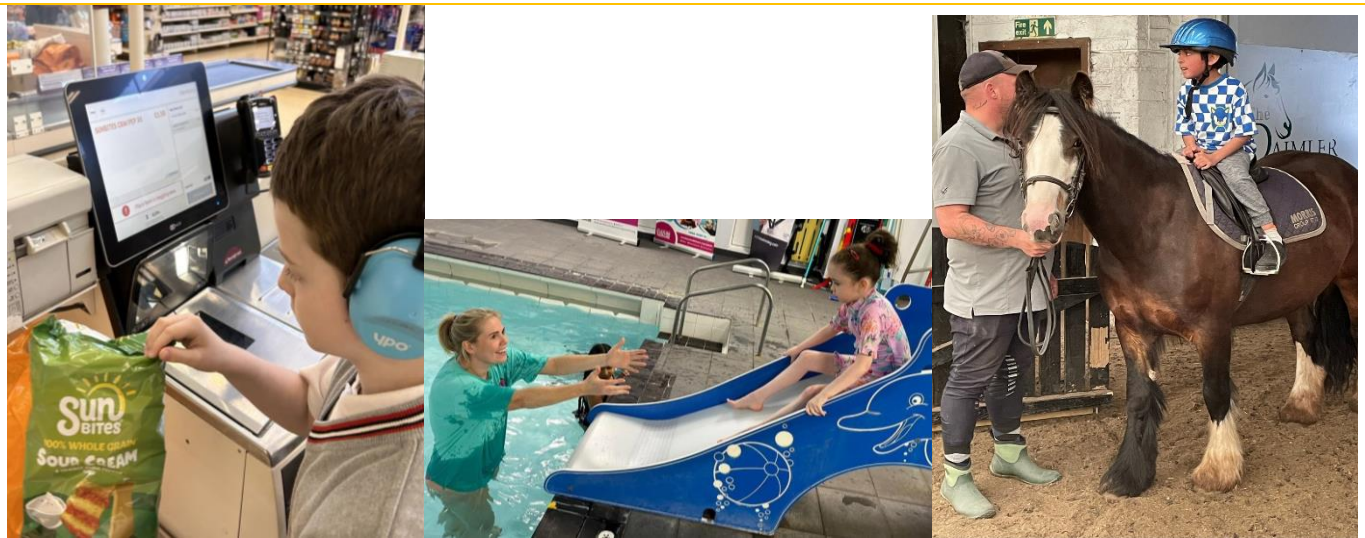
- Update Handbook and website
- Planned Distributed Leadership calendar within collegiate agreement
- More flexibility in the selection and options with Es and Os within moderation event.
- Invite pupils to attend annual reviews and/or obtain comments for their wellbeing plan
- Link Seesaw posts to individual targets as evidence to support CWP evaluation.
- Implement and evaluate the Framework as a document to plan and evaluate progress

- All classes to have an accessible planning folder with pupil information.
- Implement the use of Milestones Tracker created this session.
- Working party to develop the Milestones Tracker to include H&WB assessment around pupils' engagement and support levels
- Ensure consistent use of planning documents within the department

How good is the quality of care and education we offer?

(2.2, 2.3, 2.4)

- Staff form strong nurturing relationships with all children and have a sound understanding of them as individuals.
- Each child's needs are planned for individually and learning is adapted accordingly. Staff have high expectations for our pupils' outcomes.
- Staff are able to recognise potential challenges and triggers and act quickly to diffuse situations. Class teams employ strategies consistently across the school day.
- Pupils' wellbeing needs are evaluated through regular review of progress which is shared with parents/carers and school.
- The introduction of SeeSaw as the main medium for communication has been received positively. It was shared that regular updates provide a way for families to observe what they have done which is especially important for many of our pupils with limited language. Parents/carers enjoy receiving photographs and updates and sharing these with their child. It was raised that although posts are seen, they are rarely commented upon by parents/carers.
- Most pupils have visited Reidvale Park in Glasgow which is an enclosed unit designed for children with additional support needs on a regular basis. Positive interactions and responses are shown with some pupils asking to go again. They enjoy opportunities to explore resources not available within school such as zip slides, trampolines, larger bikes.
- Some parents/carers have commented on an increase in confidence and observed social skills while visiting shops and parks in the local area following supported learning opportunities as a class.
- Two classes have accessed a block of swimming which has been an extremely beneficial context for developing a range of skills including interaction and independence. For one child it was their first time in a swimming pool.
- Many classes have reported on the positive experience, level of engagement and increased use of language as a clear indicator of the success of the weekly dance sessions.
- Two classes have recently attended horse riding sessions which we hope to continue next session.
- Some CCS staff members have formed part of the whole campus working party developing policies and documents around Nurture and Relationships.



- All parents/carers received an evaluated copy of their Child's Wellbeing Plan (CWP) at the end of December, and March and June.
- Families and home schools attended Primary 1 settling in and end of year parent/carer review meetings with the link psychologist.
- Reviews were planned to ensure collaborative planning for pupils on shared placements.
- More regular meetings were planned for a subgroup of the Parent Council with a mixed response. It has been agreed that due to limited engagement, more informal feedback and opinions will be gathered within the parent/carer connect sessions.
- We held two parent/carer training sessions focused on supporting your child's reading and phonics and a session by our link Speech and Language Therapist about language development.
- To support our Primary 7 and new Primary 1 parents/carers, we facilitated a connect events with parents/carers who themselves were in the same position last year.
- Representation was made at the recent authority led out of school consultation. The views of parents/carers were sought and presented to the group.

Next Steps:

- Consider ways in which classes can access the community and wider learning opportunities which have often been prevented due to risk assessments, availability of transport and staff numbers.
- Develop consistent and meaningful homework with a focus on social skills.
- Further develop use of total communication including switches, Makaton and objects of reference
- Implement CCS guidance to ensure more collaborative working with home schools for pupils on shared placements and Outreach.
- Extend use of SeeSaw as a two-way medium to encourage families to upload photos from home to be shared in class.
- Document evidence of CWP targets through pupil profiles on SeeSaw

How good are we at ensuring the best possible outcomes for all our children / learners?

(3.1, 3.2)

- Our annual CCS Coffee morning provided an informal opportunity for families to spend time with their children and socialise with other parents/carers. A total of £1,283 was raised which has funded the additional learning opportunities such as swimming, dancing and horse riding. Pupils led a festive singalong. Many parents/carers shared that they enjoyed being with their families. Some stakeholders shared that the event was too busy, stressful and have suggested splitting the morning into year groups.
- Many staff have created further coloured semantic resources to support the Oxford Reading Tree scheme purchased last session.
- The Parent Council have donated items to our playground including a bubble machine, beanbags, small toys and prams to enhance the children's experiences at playtimes.
- Wiggle Wednesdays have been a huge success with pupils loving dancing to favourite songs in the playground at lunchtime.
- A separate Sports Day event was held for pupils and families to complete a circuit of activities and join in a musical warm up.



- In partnership with the charity Avalon, a range of family events were held including a number of softplay sessions, a trampoline session and cinema event. These events were fully funded by Avalon.
- Parents/carers of pupils in the PSADU attended monthly coffee and chats and exchanged contacts. They spoke positively about the session and commented on how nice it was to meet each other.
- As requested, a CCS Family Facebook and Whatsapp group was established by a parent/carer
- With the aim of providing more planned opportunities for families to meet, connect and support each other, regular Connect sessions were facilitated during the day and on googlemeets however these were often only attended by 1 or 2 members therefore they did not continue through the session.
- Outreach staff members, head teacher and deputy head attended whole day Childhood trauma and behaviour conference delivered by MenCap.
- Two members of the Behaviour Outreach Team have been become Forest Schools leaders
- Outreach staff have engaged in the principles of Compassionate and Connected Classrooms training as part of the review and development of the service
- Members of the management team and staff members have been actively involved in a working group to consider the aims and vision of the development of the authority's enhanced nurture service to be named The Den @Carlibar

Next Steps:

- Establish regular working links between IMS and CCS
- Create a safe and secure setting for pupils identified through the ERG to be supported at the Den@Carlibar.
- Establish planning and guidance for pupils supported at the Den@Carlibar.