Hyndhead Special School

Achieving Excellence and Equity

Standards and Quality Report and Improvement Planning for Session 2022 -2023

<table>
<tr><td colspan="6" align="center">**Standards and Quality Report**
Achieving Excellence and Equity</td></tr>
<tr><td colspan="2">**Setting/School Roll (including ELC/ASC)**</td><td colspan="4">27</td></tr>
<tr><td colspan="2">**FME**</td><td colspan="4">32%</td></tr>
<tr><td>**Attendance (%)**</td><td>87.4%</td><td>**Authorised Absence**</td><td>10.8%</td><td>**Unauthorised Absence**</td><td>1.8%</td></tr>
<tr><td colspan="2">**Exclusion (%)**</td><td colspan="4">0%</td></tr>
<tr><td colspan="2">**Attainment Scotland Fund Allocation (PEF and SAC)**</td><td colspan="4">**£15 928 + 15% Top Up of £2 389**</td></tr>
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Context

Our Setting

Hyndhead Special School is a stand-alone special school in Buckhaven. We are part of the Levenmouth Academy Cluster of schools and nurseries as well as the Cluster of Fife Special Schools. Hyndhead is a small special school for pupils aged 3 – 18 with complex additional support needs. Our school ethos is positive, welcoming and nurturing supporting pupils whose barriers to learning are significant. We offer small group settings allowing for greater personalisation and choice within the curriculum, tailored and individualised to match the needs of the individual learners. Classes are arranged according to need. Our staff are committed and enthusiastic in meeting the needs of our learners. We plan for and support curricular and personal learning while ensuring that learner's individual health needs, wellbeing and personal care are supported and respected.
Our aim is for pupils to have a happy and rewarding experience in school aiming and for them to achieve to their potential.

Our communication approach is Total Communication, using speech alongside Alternative and Augmentative Communication strategies and Devices (AACs), Picture Exchange Communication systems (PECs), Signalong, Canaan Barrie on Body Sign System, Hand over Hand techniques, Eye Gaze. Objects of Reference. We use teaching approaches and strategies to support individual learning needs, these include sensory based curriculum and may incorporate the principles of the TEACCH approach, as appropriate for learners with autism
We plan learning to ensure appropriate pace and level; breadth, challenge and application and note progression for learners. Parents and carers are integral to our planning and review processes. Good communication, sharing of information and discussion around learning is important to us. We engage with our local community to maximise outdoor learning opportunities to enhance, extend, apply skills, transferring learning to real life contexts.

Shared Vision, Values and Aims
- Welcoming
- Holistic approach to learning and teaching
- Stimulating learning and teaching environment
- Children and young people feel happy, safe and secure
- Empowerment and aspiration
- Respect
- Dignity
- Building independence
- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

Improvement for Recovery Priority Work Session 2021 – 2022

Focused Priority 1
Young People in the Senior Phase will experience the world of work.
All learners in the upper senior phase will have a relevant and meaningful experience of work

NIF Priority • Improvement in employability skills and sustained, positive school leaver destinations for all young people. **NIF Drivers** • Assessment of children's progress • School improvement • Performance information **Actions and Aims** • Support learners to engage and achieve success linked to SQA National Units. • Through partnership work with Brendan Walsh, Fife Council Disability Employment Co-ordinator, create a bespoke programme matched to individual's needs and interests • Learners to experience of the workplace and working as part of a team • All participating learners will experience what is expected of them in an adult environment / workplace. • The transition project will allow learners to engage in learning in a different environment to school and achieve success. • Project will support transition to adult services.	**HGIOS4 Quality Indicators** 3.1 Wellbeing, Inclusion and Equality 3.2 Attainment over time, Equity for all learners 3.3 Increasing Creativity and Employability, Increasing Employability Skills 2.7 Partnerships, The development and promotion of partnerships, Collaborative learning and improvement, Impact on Learners 2.2 Curriculum, Skills for Learning Life and Work

Progress:
• Professional Learning - Class Teacher and Pupil Support Assistants linked with Disability Employment Coordinator and the Supporting Employment Service in Term 1 to learn about the project, its aims and benefits.
• Benefit for Learners – Four Learners identified to take part in Developing the Young Workforce Strategy Transition Project. Initial meetings with learners via two Microsoft Teams sessions (using learner's developing technology skills) to learn about their areas of interest.
• Partnership work - Bespoke programme for Hyndhead Learners devised by School and Disability Employment Coordinator, who then found work experience and volunteering possibilities.
• Class Teacher identified SQA National Units "Finding out about the World of Work" and "Experiencing a Work Activity".
• Face to face engagement weekly in class to find out about world of work. Visits from workers in different jobs. e.g. Firefighters, Nurse.

• Learners engaged in work experience/placement with:

  ✓ Buckhaven Community Trades Hub
  ✓ Hair and Beauty
  ✓ Buckhaven Salvation Army Community Coffee Morning Café
  ✓ CLEAR Buckhaven Community Garden.

Impact:
- All pupils happy to engage in project
- Most progressed in team building, problem solving and work-based tasks.
- All had increased confidence taking part in planned activities.
- Social interaction and peer relationships developed for all pupils by them contributing and working together with peers and members of the teams in the work placements.
- Pupils developed as successful learners, confident individuals, effective contributors and responsible citizens.
- All pupils taking part passed SQA National 1 units in Personal Development: Finding Out about the World of Work and Personal Development: Experiencing a Work- Related Activity.
- All pupils consolidated skills learnt across the curriculum and these were reflected in the wider range of SQA Units achieved.
- Pupils developed as successful learners, confident individuals, effective contributors and responsible citizens.
- Leadership roles emerged for most pupils observed in transferring their skills to the school context.
    1.) Painting projects using skills learnt: Planning, preparing and painting colourful geometric graphic boards for use as screens in staff toilet, identifying their personal work areas and school display board.
    2.) Working together as a team to plan, prepare resources/visuals and construct a dinosaur landscape over 3 display boards for a class peer's work area.
    3.) Planning and Organising a School Tuck Shop. Publicity campaign with posters. Pupils reasearched recipes, purchased items, worked out costings and pricing of items for sale, baked items for sale, set up sale table, customer interaction, taking of money, giving of change.

Comments from Pupils:
- "A firefighter visited us. I used the smoke alarm and tried on a helmet."
- "We thought about skills and qualities for working. I am hardworking, patient and caring."
- "I enjoyed visiting the Community Trade Hub. I worked as a painter."
- "This is one of my favourite work experiences, painting shapes using masking tape and emulsion at Buckhaven Hub."
- Plumbing Skills "I enjoyed seeing how the water worked its way through the pipes."
- "I liked learning things that electrician's do to sort out and be safe with electrical equipment."

Comments from Partners:
- "X works closely with J in the kitchen who often provides positive feedback on X's attitude and performance. "
- X seems to really enjoy his volunteering at Salvation Army and seems to thrive in that environment."

Impact on pupil confidence
- "All pupils becoming familiar with new people"
- "All pupils involved in new activities."
- "All pupils taking instructions from new 'boss.'"
- "Most pupils are learning new relevant skills."

Impact on skills development
- "Most pupils have gained lifelong skills".
- "Most pupils familiar with health and safety when gardening or painting."
- "Most pupils using numeracy and literacy in real life context, café and tuck shop."

Impact on social skills
- "All pupils more confident interacting with a variety of different people."
- "Most pupils transferred skills in to school."
- "All pupils accepting and communicating with new and different people of all ages and abilities"

Impact on readiness for transition
- "All pupils understanding of behaviours appropriate to new and different settings."
- "Most pupils showing willingness and ability to do jobs/tasks independently in school."
- "All pupils shown ability to express opinion of skills/dislikes in the world of work."

Next Steps:
- Continue partnership with Disability Employment Coordinator and the Supporting Employment Service.
- Engage next cohort of Senior Phase pupils in Transition work through Developing the Young Workforce Strategy Transition Project.
- Embed a Developing the Young Workforce Strategy Transition Project as part of our ongoing preparation for pupils in the Senior Phase.
- Develop the Young Workforce across the school via IDL inter disciplinary learning and topic work.

Focused Priority 2
Review Curriculum Rationale, Vision, Values and Aims

NIF Priorities / NIF Drivers / Actions	HGIOS4 Quality Indicators
NIF Priorities • *Improvement in attainment, particularly in literacy and numeracy* • *Closing the attainment gap between the most and least disadvantaged children and young people* • *Improvement in children and Young People's health and wellbeing* **NIF Drivers** • School leadership • Parental engagement • School improvement • Assessment of children's progress **Actions** • Professional Learning – Staff team to research what constitutes a good curriculum rationale • Prepare a draft update to our school curriculum rationale • Review our vision, values and aims to ensure they reflect our school and post covid recovery • Share draft with parents and partners as consultation towards update of our vision values and aims. • Vision, values and aims reflected in planning of pupil experiences and learning outcomes, contributing to a relevant and meaningful curriculum for all learners supporting continuous improvement, progression and transference of knowledge and skills.	1.3 Leadership of change. Professional engagement and collegiate working 2.2 Curriculum Rationale and Design. Learning pathways 2.3 Learning, Teaching and Assessment Planning Tracking and Monitoring 2.4 Personalised Support 3.1 Ensuring wellbeing, equality and inclusion. Wellbeing. Inclusion and Equality 3.2 Raising attainment and achievement Attainment over time Overall quality of learner's achievement 3.3 Digital Literacy

Progress:
- Online research by all staff – Work on curriculum rationale and views of all school staff on gathered over two in-service days.
- Views collated ready to produce draft of updated vision, values aims for consultation with parents/partners.
- Whole Class Planning Meeting time introduced to School Calendar to regularly discuss teachers class planning, pupil experiences, learning outcomes, observations, evaluations and next steps in learning.

Impact:
- Pupils personal achievements are reflected daily with parents via see-saw.
- Pupils self-esteem and sense of achievement as successful learners are boosted by end of day reflections, displays on Wow Wall, Classroom/Corridor displays.
- Assessment is for Learning Wall and Learning Skills for Life board in one class evidencing progression of experiences and outcomes
- Responsive planning mechanisms for staff in place in all classes to record observations which inform next steps for planning and tracking
- Almost all comments from classroom observations highlight areas of personal progress and achievement for individual pupils.
- Most classes are using self-evaluation strategies to enable pupils to evaluate and comment on their learning. Pupil self-evaluations in use across the school for most pupils: i.e. Traffic light self-evaluation, thumbs up / smiley face evaluation after task, self-assessment/staff assessment, collective thinking for topic and IDL planning with evaluation at end of topic
- In all teachers planning our curriculum rationale is reflected in the planned experiences and learning outcomes for learners.
- For most pupils their planning and evaluation show relevance, progression and achievement, this was validated in comments from learning partnership.

Comments from Learning Partners:
Curriculum Rationale:
- "Clear involvement of all staff, both as individuals and class teams."
- "Staff thoughts and values/priorities for Hyndhead are very consistent, so there clearly is a shared vision and shared values in existence."
- "You have already identified the next step as collating those responses and sharing with parents and partners for their thoughts and input."

Planning:
- "The planning clearly reflects the vision and values highlighted in your Curriculum Rationale work."
- "There is detailed, individualised planning, with assessment and evaluation built in."
- "You have a similar 3 year Nationals plan to us. Perhaps Pupil/parent choice could be included. I have shared our choices sheet.
- "You have already identified that your next step is to ensure planning is all meaningful in supporting assessment and next steps."
- "Individualised targets for all learners"
- "Most evaluated plans have clear next steps for learners"
- "Evidence of staff involvement in curriculum rationale development"
- "Evidence that all learners are receiving a BGE"
- "Staff want the best for Hyndhead families"

General comment:
- "I am hugely impressed by what your team have managed to accomplish this year so far, given the high levels of absences and lack of teachers you have had. This shows a real commitment to Hyndhead's improvement story and the children's learning."

Next Steps:
- Further develop opportunities for pupil peer and self-assessment.
- Continue good practice already in place and embed these in our planning cycle processes.
- Further develop peer moderation among teachers and pupil support assistants to support evaluations and identify next steps in learning.
- Re-establish pupil/parent choice for National Units selected. Refer to Hyndhead's previous model and to exemplar choices sheet shared by learning partnership school to support this.
- Introduce to one curricular area use of Fife Special School Collaborative Tracker with all Teachers to provide baseline, chart progress and inform planning.

Focused Priority 3
Use of ICT and digital technologies in school to support learning and communication

NIF Priorities	**HGIOS4 Quality Indicators**
Improvement in attainment, particularly in literacy and numeracy *Closing the attainment gap between the most and least disadvantaged children and young people* *Improvement in children and Young People's health and wellbeing* Use of ICT and digital technologies in school to further support learner's communication and support learners to demonstrate skill in using devices and as a tool for sharing knowledge and learning with others. Learners use ICT to support and enhance learning. Children and Young people in Broad General Education and Senior Phase will increase use of technology including assistive devices to support communication, to demonstrate skill and share knowledge and learning with others. As successful learners and confident individuals, use of technology will increase. Learners' targets will reflect a relevant and meaningful curriculum, personalised to encourage growth and progression. **NIF Drivers** - School Leadership - Teacher Professionalism - School Improvement **Actions** - Learners to be taught the many functions of iPads. - iPads to support learning in numeracy, literacy, personal research, recording learning experiences through photography and video, coding - Support learners to use iPads as a tool for sharing knowledge and learning with others. - Smartboard and Interactive televisions used as part of curriculum planning - Learners' technology targets will reflect a relevant and meaningful curriculum, personalised to encourage growth and progression.	3.1 Wellbeing, Inclusion and Equality 3.2 Attainment over time Overall quality of learner's achievement. Equity for all learners 3.3 Increasing Creativity and Employability, Creativity skills. Digital innovation, Digital Literacy, Increasing Employability Skills 2.2 Curriculum, Development of the Curriculum, Skills for Learning Life and Work

Progress:
- All classes are using ICT to support and enhance learning.
- Most children and young people in Broad General Education and Senior Phase use technology including assistive devices to support communication, to demonstrate skill and share knowledge and learning with others.
- All pupils now have access to iPads, although a minority of pupils find it hard to differentiate and transfer use from leisure to learning.
- Almost all pupils more engaged in ICT
- Most classes are using iPads for research, learning games, taking photos/videos
- Staff in senior phase have been assessing pupil skills, aptitudes and next steps in their use of iPad/iPod/PC/Use of Glow and emails
- One class has been introducing coding
- Two classes successfully engaged with online music sessions over Teams, one weekly class group session and two weekly individual sessions for two pupils
- All classes are using see-saw, learning journal shared with pupils and with families through photos and videos
- Two members of staff joined Fife Digital Cultures Programme supported via the Pedagogy Team. They have shared information with all staff and have devised and sent out an end of year

- Microsoft Teams audit form to all staff in order to ascertain our Digital Culture / Literacy success, challenges and areas for development as a school.
- Staff investigating if we could use IDL Cloud, Clicker or Nessy to support Literacy
- Interactive White Boards used in all classes for numeracy, literacy social studies, current affairs and health & wellbeing topics, music and songs
- Unfortunately, intermittent wifi signal has impacted consistent ipad access for one class
- Loss of specialist ASN apps since iPads were upgraded has reduced available resources
- Limited opportunities in two classes to use iPads and learning apps with individual pupils (personalisation and choice) due to periods of high staff absence staffing – so more group / class lessons

Impact:
- Positive impact on open communication and building of relationships between home and school Almost all families are engaging with see-saw, commenting on the learning journals, photos and videos and sharing activities with school from home.
- Most children are reflecting on learning photos on seesaw at the end of the day.
- The Majority of Pupils in Senior Phase working towards SQA Units achieved National 1: Information Communication Technology: Working with Communications Technologies
- Most learners skills with digital technology is progressing, reinforcing their learning and allowing for transfer of knowledge and skill in numeracy and literacy
- ICT has supported a few pupils' engagement in Maths, which they were previously reluctant to participate in – resulting in SQA National 1 unit achieved
- All classes report pupil voice being heard through their preferred communication methods of devices which is supporting engagement / choice / transition.
- Almost all pupils across two classes including senior phase are more independent, learning either on their own or in pairs – discussion and activity with minimum adult intervention. They are sharing ICT with peers and sitting together to engage
- Almost all pupils across two classes including senior phase are using iPads to take videos/photos & manipulate the images. Their Digital Literacy skills are improved – Finding information, creating posters etc, communication information. The pupils are proud of their work and share this with their peers
- All pupils in one class who were introduced to Top Marks, SumDog and Doorway are now confidently accessing these apps for learning on iPads /Laptop and /or PC. This is providing consolidation of numeracy skills in addition to increasing confidence in use of technology
- Two classes commented that pupils choose to use apps for writing skills and to reinforce learning in numeracy and maths at their personal 'choosing' times.
- Almost all classes reported progression in learning as pupils engaging with Interactive White Board for numeracy and literacy activities. Counting songs, doorway activities highlighted.
- A few children have benefitted from the use of touch screen monitors to complete work allowing independence and use for selecting personal choices on You tube/ maths games.
- Most pupils who were introduced to the use of switches for cause and effect are consistently using these as part of their learning to select preferences for Counting songs and to request certain activities "again". A few are engaging with switch operated toys finding the button to activate them.
- In one class all pupils are using a range of graded AACs for differentiate activities matching their needs during morning group and literacy lessons. Pupils are more settled and engaged in learning at these times.
- A few pupils in each of three classes are developing their pre-early numeracy and literacy skills enhanced by using apps on the iPads

Next Steps:
- Actively support the few parents who are not routinely engaging with See -Saw
- Share the benefits of talker devices with parents and encourage their use between home and school to support interactive discussion sessions especially during morning group and end of day reflections.
- Further develop Digital Culture, to enhance digital literacy across the school, by taking this forward as a Focused Priority for next session. Incorporate the findings of the Audit as a baseline for moving forward with improvements in this area.

- Investigate use of SWAY and Microsoft Forms as mediums to share information and gather views
- Continue to embed skills established this year and look to further develop use of technology (high tech and low tech) to support all learners access and participate in their curriculum and demonstrate their learning and skills development.

Attainment of Children and Young People (Primary and Secondary)

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	All pupils have not achieved Early Level (00)	All pupils have not achieved Early Level (00)	All pupils have not achieved Early Level (00)	All pupils have not achieved Early Level (00)
P4	All pupils have not achieved Early Level (00)	All pupils have not achieved Early Level (00)	All pupils have not achieved Early Level (00)	All pupils have not achieved Early Level (00)
P7	50% have not achieved Early Level (00) 50% have achieved aspects of Early Level (00.1)	50% have not achieved Early Level (00) 50% have achieved aspects of Early Level (00.1)	50% have not achieved Early Level (00) 50% have achieved aspects of Early Level (00.1)	50% have not achieved Early Level (00) 50% have achieved aspects of Early Level (00.1)
S3	All pupils have not achieved Early Level (00)	All pupils have not achieved Early Level (00)	All pupils have not achieved Early Level (00)	All pupils have not achieved Early Level (00)

Evaluative statement of attainment over time.
All learners have a spiky profile in terms of CfE levels. This varies for all learners according to their level of learning disability and individual additional support needs. A direct comparison cannot be made year on year with different cohorts of learners. Most learners will demonstrate progress in levels of engagement, although their overall CfE attainment may not change year on year.
The criteria applied to Mainstream School population to identify "gaps" cannot be applied to Special School populations.

Outcomes for Young People (Senior Phase)

SQA NATIONAL UNITS   6 learners in Senior Phase
6 learners presented for National 1 units
3 of the 6 learners also presented for National 2 Units

Presented			National Unit	Pupils		National Unit	Pupils	
Number of learners presented for SQA National 1 Units	6		National 1 PERSONAL ACHIEVEMENTS	2		National 2 FOOD, HEALTH and WELLBEING	6	
Number of learners presented for SQA National 2 Units	3		National 1 COMMUNICATION PASSPORTS	4		National 2 LIFESKILLS MATHEMATICS	3	
Total Number of National 1 Units passed	103		National 1 INFORMATION AND COMMUNICATIONS TECHNOLOGY	5				
Total Number of National 2 Units passes	9		National 1 PRACTICAL CRAFT SKILLS	5				
Range of SQA National 1 Units passed per pupil	13 to 19		National 1 SCIENCE IN THE ENVIRONMENT	10				

Presented			National Unit	Pupils		National Unit	Pupils	
Range of SQA National 2 Units passed per pupil	2 to 5		National 1 RELIGIOUS AND MORAL EDUCATION	6				
Average Number of SQA National 1 Units passed per pupil presented	17		National 1 Number of units passed: SOCIAL SUBJECTS	6				
Average Number of SQA National 2 Units passed per pupil presented	3		National 1 Number of units passed: NUMBER SKILLS	17				
			National 1 Number of units passed: COMMUNICATION	10				
			National 1 LIFE IN ANOTHER COUNTRY	6				
			National 1 FOOD PREPARATION	6				
			National 1 PERSONAL DEVELOPMENT	20				
			National 1 PHYSICAL EDUCATION	6				

Attainment of SQA National 1 and 2 units.
This Session all of our learners have exceeded the average number of SQA National 1 Units passed last session.
2020-2021 – 6 learners presented at SQA Nat 1. Average of 9 SQA National 1 Units passed per person.
2021–2022 –6 learners presented.at SQA Nat 1. Average of 17 SQA National 1 Units passed per person.

This session 3 of the 6 learners were also presented at SQA National 2. Average of 3 SQA Nat 2 Units passed p.p.

Although a significant increase in levels of attainment, for which pupils should be acknowledged for their level of engagement and application, this in part is reflective of the level of learning disability and type of additional support needs of the cohort of candidates.

This session also, for the first time in over 5 years, candidates were presented at SQA National 2 level and achieved some units.

Well done to all of our SQA candidates.

Post School Destinations

We have 3 school leavers at the end of this session.
Although all destinations are not confirmed, it is expected that all leavers will begin with individually planned Community Based Adult Support Services. It is hoped that as Adult Support Services with a Base building for daily access begin to reopen/have availability, a minority of the leavers will access these services.

We wish all of our school leavers well for the future.

Evidence of significant wider achievements

- A group of learners took part in Riding for the Disabled at Balcormo. They travelled with support on unfamiliar hired transport, met and related to new people and adapted well to the stable environment. They very much enjoyed meeting and riding the horses and learning about their care. They practised their communication skills and followed instructions from the instructor. We saw a boost in the learners' confidence as the term progressed. This is an activity that the pupils might now enjoy out with school.

- Learner now able to safely go for walks out with school grounds and is able to access and explore local community. Learner shows that they are listening to and following instructions. Learners in one class have progressed to pairing with a class peer on walks in the local community supported by one staff member.

- Wider achievements in mobility have a shown a marked improvement in orientation and trailing skills which will support outwith school. A learner's skills in using their walker have progressed greatly. They clearly enjoy the freedom and independence this affords both inside and outside school. A learner's skill and confidence in using their specialised racing bike have improved greatly. Their skill level may make them a suitable candidate to join a disability bike club.

- As the local community is opening up post covid, groups have successfully ventured out in our school minibus and safely accessed some of the accessible playparks. A group of learners have been a great support to the younger members of our school community, supporting them in play indoors and in the playground and helping to soothe them through using their nurturing skills. One learner was a ray of sunshine, building friendships across the school through use of their much-improved language and verbal communication skills to engage with people. Learner enjoying engaging with others through trips to the park and play in the sensory garden.
  A learner now able to safely go for walks out with school grounds and is able to access and explore local community. Learner shows that they are listening to and following instructions. Learners in one class have progressed to pairing with a class peer on walks in the local community supported by one staff member.

Impact of Local/National resources to support recovery within your setting (additionality of staffing)

Additionality in staffing (teaching/support)	0.6FTE teaching support

Having additional staffing this session allowed us to respond to the one request for assistance, where one of our experienced teachers arranged a block of support for a nursery and staff in their support of a youngster. This supported the nursery with professional learning, information, strategies and development of resources which would benefit the youngster and build capacity within the nursery. Although the main support was to release staff in response to requests to engage in outreach support, having a member of staff based at Hyndhead supported continuity of service during times of significant staff absence, in delivery of the curriculum and support for learning. As a consequence, better outcomes for learners, supporting recovery from covid.19 mitigations, supporting health and wellbeing of learners and fostering engagement and readiness to learn.
Teacher judgement, staff observation and all individual evaluated learning plans and pupil annual reports have highlighted success in learning and progression in majority of curricular areas.

School/Setting Name <u>Hyndhead Special School</u>

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	**2019 – 2020**	**2020 - 2021**	**2021- 2022**	**Inspection Evaluation** *(within last 3 years)*
1.3 Leadership of change	Good (4)	Good (4)	Good (4)	
2.3 Learning, teaching and assessment	Good (4)	Good (4)	Good (5)	
3.1 Ensuring wellbeing, equity and inclusion	Very Good (5)	Very Good (5)	Very Good (5)	
3.2 Raising attainment and achievement	Good (4)	Good (4)	Good (4)	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	**2019 – 2020**	**2020 - 2021**	**2021- 2022**	**Inspection Evaluation** *(within last 3 years)*
1.3 Leadership of change	N/A	N/A	Good (4)	
2.3 Learning, teaching and assessment	N/A	N/A	Good (4)	
3.1 Ensuring wellbeing, equity and inclusion	N/A	N/A	Good (4)	
3.2 Securing children's progress	N/A	N/A	Good (4)	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2019 – 2020	**2020 - 2021**	**2021- 2022**
Quality of care and support			
Quality of environment			
Quality of staffing			
Quality of leadership and management			

Session 2022 -2023   Hyndhead Special School Improvement Plan

National Improvement Framework Priority:
Improvement in attainment, particularly in literacy and numeracy.
Improvement in children and young people's health and wellbeing.

Focused Priority 1: Communication - Review Communication Policy and Practice

Who will change?
Learners will be more confident. Their communication will show an improvement / progression in receptive and expressive language skills

What will change?
All staff will have a clear understanding of alternative and augmentative communication methods and systems supporting literacy and how they can promote and develop communication for children and young people. The Total Communication environment will be more visible across all classes and shared areas in school. For most learners, we will see a progression in communication exchange child:adult and child:child. The majority of families will have increased confidence in using alternative and augmentative communication methods and systems to support literacy.

How will it change?
Review and update Total Communication policy to reflect the communication needs of all learners. Establish learner's baseline using the Special School's Tracker from which to progress. Planned interventions using Model for Improvement and Visible Learning-Impact Cycle approaches.

HGIOS4 Quality Indicators

Key QIs
3.2 Raising Attainment and Achievement
3.1 Ensuring Wellbeing, Equality and Inclusion

Other Relevant QIs:
1.3 Leadership of Change
1.5 management of Resources to promote Equity
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.4 Personalised support
2.5 Family Learning

Focused Priority 1   Communication - Review Communication Policy and Practice

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All learners' communication needs will be reflected in our Communication Policy and Practice. Majority of learner's communication exchange (expressive and receptive) will show a progression from Term 2 to Term 4 related to the SMART literacy target identified in learner's Personal Learning Profile Of all learners who use/will use communication devices, majority will use these appropriately on a daily basis – during morning group and literacy lessons Learners will benefit from symbolisation around the school/class. Learner's preferred mode of communication will be visible	Review and Update Communication Policy Audit Staff to identify training needs Link with Speech and Language Therapist re pupils on their caseload to collaborate over baseline assessment for communication Use Special School's Tracker to identify pupils' literacy baseline with a focus on in listening, talking and communication, then repeat in Term 4 to show progress. All learners' literacy/communication target in Personal Learning Profiles linked to baseline evidence/ next steps. One class to employ model for improvement.	Two staff members to work with HT to review and update existing Communication Policy in consultation with all staff and to identify training needs. ClassTeachers to discuss long-term communication targets with Class Team and include these in PLPs. CTs and PSAs to engage in intensive interaction and support of pupils in implementing work towards achievement of targets To promote leadership at all levels, those staff with particular knowledge / skill in communication methodology /systems / use of AACs, will plan input for other staff.	Updated Policy and Guidance available to all staff Baseline assessment established and progress measured for each learner. Identified using Tracker and SALT assessment Termly review of targets. Staff evaluation of short term targets in Forward Plans. Data from Model for Improvement Direct observations of staff team and parents. Survey parents around PLP literacy/communication target Moderate communication policy with one at least other special school and SALT	Term 2: Begin review of current Policy and Guidance. Establish Baseline and propose Long Term Communication Target for all learners in consultation with parents. Terms 1 and 2: identify staff training needs via audit questionnaire. Terms 1,2,3,4 Engage staff, as required, in professional learning around communication methodologies and AACs. Term 4 Review Pupil Long Term Targets in PLPs Moderate policy with one other Special School on Learning partnership Share policy with parents Collegiate time identified through Working Time Agreement and time afforded on School Calendar and Inservice Days 4 and 5

Ongoing Evaluation

This priority will be updated as part of on-going cycle of self-evaluation which will include:
Model for Improvement, Class Teachers and Pupil Support Assistants collating evidence through observations, to demonstrate the impact on learning outcomes) Termly Planning Evaluations and Next Steps, Learner Self and Peer Evaluations, Parent evaluations, Model for Improvement. Evaluations against Key Qis,

National Improvement Framework Priority:
Improvement in attainment, particularly in literacy and numeracy.
Improvement in children and young people's health and wellbeing.

Focused Priority 2: Digital Cultures Programme 2022 – 2023 – Developing Digital Culture at Hyndhead School

Who will change?
Learners will be trained and more confident in the use of digital tools. Staff will feel better supported in providing digital opportunities for learners.

What will change?
Staff will support learners in their use of digital tools to support learning across the curriculum and to develop and enhance communication skills.
Learners will add to their skill base in using digital technologies to access and participate in the curriculum.

How will it change?
Through engagement with The Digital Cultures Program (DCP) delivered by Fife Pedagogy. Two Class teachers, Cheryl Goodsir and Jaclyn Baxter (Leaders), will lead on this are of improvement. The Leaders will participate in the DCP course to equip them to support staff who in turn will provide learning opportunities for children and young people. to increase knowledge, understanding and skills in using digital tools moving forward into the second quarter of the 21st century.

HGIOS4 Quality Indicators

Key QIs
3.3 Creativity and Employability
3.2 Raising Attainment and Achievement

Other Relevant QIs:
1.3 Leadership of Change
1.5 Management of Resources to promote Equity
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.4 Personalised support
2.7 Partnerships
3.1 Ensuring Wellbeing, Equality and Inclusion

Focused Priority 2   Digital Cultures Programme 2022 – 2023 - Developing Digital Culture at Hyndhead School

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
An increase in knowledge, understanding and skills in using digital tools for pupils and staff moving forward into the second quarter of the 21st century.

All pupils will be able to access and use a variety of digital learning tools for education and communication both in school and in the community.

A clearly identifiable and sustainable Digital Culture will exist within the school.

Digital sharing of information and pupil progress with parents.

Digital method of gathering parent opinion and feedback | Leaders, Cheryl and Jaclyn, will collate feedback and reflect on the outcome of the audit tool they sent to staff to establish the existing culture and skillset within our setting.

Leaders will develop an Action Plan for moving our school forward.

Progression of Action Plan to provide targeted support for staff members.
Access to online sessions to explore current research and identify resources that Leaders can use to support staff in our context. Links made with Pedagogy Team to support this.

Embed Action Plan across the school, evaluating and identifying future developments. | Cheryl Goodsir and Jaclyn will progress with Strategic Actions planned and Digital Literacy Action Plan. HT will facilitate by identifying time and opportunities throughout the year. Digital Cultures will be a standing Agenda item on Teachers Meetings and Whole School Planning Meetings. HT will identify a budget to support the procurement of resources.

Teachers to discuss technology targets with Class Team and parents and include these in pupil curricular planning. CTs and PSAs to create opportunities for learners to work towards achievement of targets | Evidence of Digital Innovation across the school.
Digital Culture Policy and Guidance available to all staff

Baseline assessment established for each learner.
Identify this point on Curriculum Tracker

Evidence to be gathered – through direct observations, photographic/video evidence. staff and pupil self-evaluation/ curricular planning evaluations.

Use of a further Microsoft Form to audit progress, successes and outstanding areas for improvement. targets | Term 1
Collate responses from audit tool and create a Digital Literacy Action Plan
Update staff at Whole School Planning Meeting
Term 2
Implement Action Plan – signpost training.
Provide targeted support for staff members.
Research resources to support staff and pupil learning.
Identify any additional resources to be purchased.
Terms 3 and 4
Progress Action Plan, Arrange visit to see other school accessible use of ipads in class
Reflect on progress to date and learner engagement in use of digital tools.

Consider future developments to ensure a sustainable Digital Culture at Hyndhead. |

Ongoing Evaluation

This priority will be updated as part of on-going cycle of self-evaluation which will include:
Tracking of Program by Digital Cultures Leaders, Jaclyn Baxter and Chery Goodsir
Class Teachers and Pupil Support Assistants collating evidence through observations, to demonstrate the impact on pupil learning outcomes
Termly Planning Evaluations and Next Steps, Learner Self and Peer Evaluations
Evaluations against key Qis

National Improvement Framework Priority:
Improvement in children and young people's health and wellbeing.

Focused Priority 3: Arrangements to ensure Wellbeing, Equality and Inclusion
Linked to: The United Nations Convention on the Right of the Child
                 Relationships, Sexual Health and Parenthood for Children and Young People with Complex and Severe Learning Needs
                 Fife Behaviour and Relationship Strategy
Who will change?
Staff will have a better understanding of Children's Rights and how they link with the three key policy areas/reviews into practice to support children, young people and their families.
Learners will feel safe, respected and included. They will gain a better understanding of self and have an awareness of their rights.

What will change?
When reviewing and updating school policies and practices, including Child Protection, Behaviours and Relationships and Curricular area of Relationships, Sexual Health and Parenthood, Children's Rights will be reflected and embedded within these.
Focus within school on supporting and empowering pupil voice

How will it change?
Awareness raising among, pupils, staff and families.
Curricular activities planned for learners incorporating and reflecting children's rights
Work towards gaining recognition as a Rights Respecting School

HGIOS4 Quality Indicators

Key QIs
3.1 Ensuring Wellbeing, Equality and Inclusion
2.1 Safeguarding and Child Protection
2.4 Personalised Support
Other Relevant QIs:
1.3 Leadership of Change
1.5 Management of Resources to promote Equity
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.7 Partnerships

Focused Priority 3   Arrangements to ensure Wellbeing, Equality and Inclusion

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Our school community will have a shared understanding of wellbeing and in the dignity and worth of every individual. All of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.	Raise awareness among staff to ensure Wellbeing of Pupils by highlighting how our planning and practice should reflect the key changes to policy and practice as advised by Scottish Government and supported by Education Scotland and Fife Council Education Service. Make the links between UNCRC, Morgan Review and The Promise. Introduce to staff the new resource RSHP resource for Ch and YPs with Complex and Severe Learning Needs. Learners across the school will benefit from developing Class Charters. Learners in the Pupil Council will have an active role in championing wellbeing, equality and inclusion within their class and the wider school. Highlight the new FC Behaviour and Relationship Strategy (BRC) as it becomes available	HT to plan awareness raising. Class teachers to be aware of guidance RSHP, UNCRC and BRC and incorporate principles of these in to their planning of pupil learning experiences. NCCT Teacher to lead Pupil Council in their role as rights respecting advocates for their class and school. Kenneth Spence to share with parents, staff, and pupils why and what we are doing in order to achieve Bronze Award as a Rights Respecting School	Pupil wise survey Pupil voice supported through Pupil Council and Class Charters Evidencing criteria to meet the standards as a Rights Respecting School Evaluations within pupils learning planning Staff observations and photograph / video evidence to support achievement of learning outcomes.	Initial information sharing on August Inservice days. Term 1 and 2 All classes to have a focus on UNCRC and develop a Class Charter Term 2 Organise new Pupil Council Link with parents and staff re Rights Respecting School Term 3 Begin collation of evidence to support Rights Respecting School Award Terms 3 and 4 Incorporate new curricular resources into planning. Incorporate guidance within Behaviour and Relationship Strategy when updating learners Risk Assessments and Positive Behaviour Support Plans

	Kenneth Spence, ClassTeacher, will lead the school on improvement linked to UNCRC and work with schoolcommunity towards recognition as a Rights Respecting School. This role will be part of personal professional development.			

Ongoing Evaluation

This priority will be updated as part of on-going cycle of self-evaluation which will include:
Use Education Scotland's Children's Rights – Whole School Self evaluation document to identify strengths and gaps
Class Teachers and Pupil Support Assistants collating evidence through observations, to demonstrate the impact on pupil learning outcomes
Termly Planning Evaluations and Next Steps, Learner Self and Peer Evaluations
Evaluation against key Qis
Evidencing of meeting criteria as Rights Respecting School

Appendix C	Session 2022 -2023	Improvement Plan – PEF Plan

Amount of Pupil Equity Fund: £25 725 less 2.5% top slice – 643 Total Balance for 2022- 2023 £25 082

PEF Intervention 1

Attainment Fund Rationale Raise engagement in learning, sustain period of focus and engagement, improve communicative engagement and interaction	Cost of Intervention 1: £6 000 for Nordoff Robbins Music Therapy £1 000 for specialist musical equipment **Total: £7 000**

What is the rationale behind your identified actions?
We have pupils who find it difficult to sustain focus and engagement for a reasonable period of time.
Ongoing Music therapy has demonstrated improved communicative engagement and interaction leading to readiness to learn
What are your gaps?
We have several pupils who are displaying increased distressed and deregulated behaviours. This has an impact on their levels of engagement and ability to sustain focus on activities, including those related to literacy and numeracy.

Expected Impact	Interventions Planned	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Impact on learners Ongoing evaluation Dec /June
<u>**Intervention 1**</u> By June 2023, all identified pupils for intensive music therapy intervention will have improved wellbeing, their barriers to learning will have been reduced and communicative engagement enhanced.	1. Weekly music therapy sessions for identified pupils 2. Music therapist to work with a range of pupils across the school, this could be a combination of 1:1 and/or group sessions. The therapist would probably run 5 sessions during the day. 3. Individual planning reflecting targets. Strengths and difficulties and individual plans adapted termly. 4. Following introduction to therapist, skills analysis completed for identified pupils providing a baseline for tracking progress and impact.	• Individual pupil targets will be created and monitored based on a range of data sources including • Therapist's assessment • Staff direct observations • Pupil's view/voice • Tracker for Learners with Complex Additional Support Needs • Majority of identified pupils will sustain engagement in their learning for extended periods of time up to 30 minutes	

PEF Intervention 2			

Attainment Fund Rationale
Raise engagement in learning within the local community context.
Develop appropriate communication, interaction and keeping safe skills.
Development and Transference of Literacy and Numeracy skills.
	Cost of Intervention 2:
	£4 000 Staff training D1 and MiDAS Driving Licence and Certification
	£ 600 £100 per class to support learning in the community
	£1 000 to support engagement in large scale group activities (visits from drama, small
	                 animal groups etc), local attractions, museums, theatre/pantomime visits, use of
	                 public transport
	Total Cost: £5 600

What is the rationale behind your identified actions?
We aim to make learning meaningful, promoting learning for life and work in and beyond school. We aim to provide community based opportunities for pupils to transfer their learning to real life contexts.
We aim for pupils to be fully included within local community-based contexts
What are your gaps?
Due to their complexity of need, all pupils have difficulty engaging in community activities, e.g. shopping, public spaces, cafes etc.
This has an impact on their levels of engagement and ability to be safely included in every day tasks within the local community.
We have limited access to use of school minibus due to driver licensing requirements (younger workforce)

Expected Impact	**Interventions Planned**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Impact on learners Ongoing evaluation Dec/June**
Intervention 2 By June 2023, all pupils will have increased opportunities and experience of inclusion in community-based activities. Aiming to improve appropriate social interaction skills, and sense of wellbeing, equality and inclusion. Pupils will develop skills preparing them to access community facilities with their families	1. Providing a meaningful and sustainable curriculum for all pupils. 2. Prepare pupils for life out with school. Foster independence where appropriate. 3. Support families and family life by developing pupil skills and expectations within the community. 4. Availability of staff trained and qualified to drive the school accessible minibus allowing for visits in the wider community and beyond. 5. Individual planning reflected in targets set. Plans evaluated and adapted termly. 6. Annual Report to reflect progress pupil has made 7. Termly activities/educational visits to be identified for whole school participation or individual class participation as appropriate to the cohort of pupils.	• Class curricular and individual pupil targets will be created, monitored, evaluated and tracked using a range of data sources including • Staff direct observations • Pupil's view/voice • Pupil and staff evaluations • Pupils' confidence in community engagement will increase. • Pupils skills in keeping themselves safe will increase. • Transference of skills to home life	

PEF Intervention 3	
Attainment Fund Rationale Raise engagement and continuity in learning through supporting co-regulation/ self-regulation, positively impacting on communication and literacy.	**Intervention 3**: Staff Costs: PSA3 12 hours - £8 600 Staff Professional Development - £1 500 Relaxation/ self-regulation furniture/resources - £482 Alternative and Augmentative Communication Devices - £1 900 **Total Costs: £12 482**

What is the rationale behind your identified actions?
We aim to support pupils to self-regulate behaviours and be happy and ready to engage / re-engage in their learning.
Through provision of intensive interaction and specific communication methodologies we aim to support pupils development of communication and social skills
What are your gaps?
We have pupils across all classes who display increased distressed and deregulated behaviours.
This can have a negative impact on their learning and the learning of the whole class.
Almost all of our pupils are at the early stages of developing communication and social skills.
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Expected Impact	**Interventions Planned**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Impact on learners Ongoing evaluation Dec/June**
Intervention 3 Learners in the early stages will engage more readily in their learning and in group activities with their peers. By June 2023, all class rooms will have an area where children can relax and be supported to co-regulate/ self-regulate distressed behaviours. Aiming to promote appropriate social skills, and sense of wellbeing, equality and inclusion. By June 2023, majority of children will have shown a progression within their communication targets	1. Engage supply PSA3 hours to support capacity for intensive interaction and co- regulation, self- regulation 2. Audit classroom facilities for areas of relaxation/leisure 3. Identify furniture/resources that would support self-regulation and feeling safe 4. Purchase appropriate resources 5. Linked with Focussed Priority 1 Communication in SIP 22-23 6. Carry out an audit of staff training needs 7. Engage staff in appropriate training routes e.g. PECs, Intensive Interaction 8. Purchase any communication devices or resources required to support pupil voice and communication 9. All learners to have a long-term communication target leading to improved outcome in their learning profile.	• Direct Staff observations • Decrease in reported incidences causing disruption to learning • Pupil voice – increased sense of wellbeing • Class curricular and individual pupil targets will be created, monitored, evaluated and tracked using a range of data sources including • Tracker for Learners with Complex Additional Support Needs • Model for Improvement	

Appendix D – Pupil Equity Financial Plan Session 2022- 2023

Projected / Anticipated Spend – Whole allocation of £25 725   2.5% Top Slice - £643

Top Slice: 643

Intervention 1:   7 000

Intervention 2:   5 600

Intervention 3: 12 482

Total Spend: £ 25 725

Pupil Equity Funding Projected Spend

School: Hyndhead Special School

PEF Allocation 2022/23: £25 725

Staffing		
Category	Brief Description	Cost
Staff Costs	PSA3 12 hours term time T2,3,4	£8 600
Staff Costs	Nordoff Robbins Music Theraspist	£6 000
Staff Costs	Professional Development	£5 500

Amount of spend planned : £ 25 725

Unallocated Spend : £0

Literacy and Communication		
Category	Brief Description	Cost
Resources and Equipment	Alternative and Augmentative Communication devices	£1 900

Top Slice		
Category	Brief Description	Cost
Fife Council	2.5% Top Slice	£643

Health and Wellbeing		
Category	Brief Description	Cost
Community Engagement	Community Outings Theatre, Animal visits	£1 600
Resources and Equipment	Musical instruments	£1 000
Sel-regulation equipment	Soft seating Fidget toys	£482

June 2021 - 22

Appendix E

Name of Establishment

Education Manager

Standards and Quality Report Session 2021- 2022

	Comments
Agreed adapted format for SQR 2021- 2022 has been used	
Context table completed Shared vision and values shared	
Improvement Work 2021- 2022 Progress noted Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	
Clear impact shown for children and young people • Quantitative or qualitative data to support this impact • Written evaluatively	
Limited number of next steps identified	
Attainment Overview/Evaluative Statement	
Attainment overview/Achievement of a Level/Outcomes for Young People • Successes and gaps identified • Destination trends (secondary)	
Wider achievement – impact on children and young people (evidence of skills developed rather than a list of achievements/experiences)	
Impact of Local/National resources to support recovery within your setting (additionality of staffing)	
Attainment Scotland Fund Evaluation (PEF/SAC) Progress: Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	
Impact • Quantitative or qualitative data to support this impact • Written evaluatively	
NIF quality Indicators are evaluated using six point scale (School)	

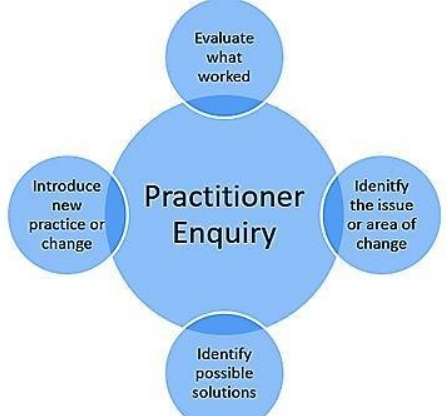|	
NIF quality Indicators are evaluated using six point scale (ELC)	
Care Inspectorate Grades included (where relevant)	

Improvement Plan Session 2022- 2023
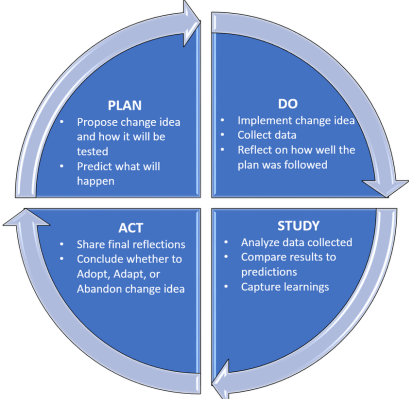
	Comments
Are priorities identified supporting recovery? • Do they cover school, ELC and ASC?	
Are relevant QI's identified for priority identified?	
Expected impact • Is this focused on children and young people • Is this written evaluatively • Is this linked to data	
Strategic Action/tasks identified: • High level • Realistic	
Responsibilities • Identified • At all levels	
Measure of Success (including Triangulation of evidence/QI Metholodgy) • Is there evidence that evidence will be gathered from different stakeholders and through different ways	
Timescales • Realistic	
PEF Plan	
PEF Financial Plan	

Appendix F

Measure of Success – QI Methodology

Quality improvement is about **giving the people closest to issues affecting outcomes the time, permission, skills and resources they need to solve them.** It involves a systematic and coordinated approach to solving a problem using specific methods and tools with the aim of bringing about a measurable improvement.

A few suggested approaches to consider are :

Approach	Description	Visual
Model for Improvement	Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.	
Visible Learning – Impact Cycle	Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence.	
Practitioner Enquiry/professional Enquiry Process		