



Self-Evaluation Form

Introduction

Bedelsford school provides innovative education for learners aged between 2 and 19 years in Kingston Upon-Thames. The school specialises in educating pupils with a wide range of physical disabilities including those with profound and multiple learning difficulties, moderate learning difficulties, and complex health needs. However, we are a changing population and many of our pupils now have complex learning difficulties and disabilities. There are currently 131 pupils on roll, broken down as follows:

Primary / Early Years Department	EY	9 pupils
	KS1	16 pupils
	KS2	37 pupils
Secondary / Sixth Form Department	KS3	22 pupils
	KS4	23 pupils
	KS5	24 pupils

Of the pupils on roll, 40% (52) are girls and 60% (79) boys. Just over 35% (47) have English as an additional language. 32% (42) of pupils are white British, 14% (18) are of any other white background, and 9% (12) are of Indian background, 6% (8) are of Pakistani background, and 5% (7) are of black African or Caribbean background. Just under 35% (45) of pupils at Bedelsford are classed as disadvantaged, being either in receipt of the Pupil Premium grant, or classed as a Looked-After child. Just over three-quarters of pupils at Bedelsford have mobility needs and either use a wheelchair and / or an adapted walking aid.

Since 2020, ten Bedelsford pupils have died. Whilst these very sad episodes were all fully consistent with the expectations of the medical professionals working with each pupil, it nevertheless presents a significant challenge in terms of support for each pupil's family, as well as support for pupils, staff and the wider school community. A comprehensive Bereavement policy has been produced to ensure that pupil deaths are sensitively managed in the best way possible.

Main Strengths

Reading, literacy and communication	The school has two daily reading sessions that every class follows – taught reading in the morning and reading for pleasure at the end of each day. We also work very closely with speech and language therapy colleagues ensuring that reading, communication and wider literacy development are actively promoted throughout the whole of the curriculum at Bedelsford.
Trans-disciplinary work	A broad range of therapy is available for pupils at Bedelsford. Therapy-based interventions are skilfully used throughout the school to inform and enhance the educational offer.
MOVE	Bedelsford was recently designated as a MOVE Centre of Excellence – an external recognition of our ongoing commitment to enabling pupils' meaningful participation in their own lives through learning independent movement. In recognition of the standard of our practice, staff delivered a presentation at the international MOVE conference in November 2023.
Safeguarding, attendance and pupil wellbeing	In the context of ever increasing risks to young people, staff work hard to ensure that pupils are safe. Rigorous training and a healthy safeguarding culture contribute to a highly effective safeguarding environment.

Developmental Priorities

Addressing recruitment & retention of staff	Ensuring that we are making full use of the OHCAAT <i>People Strategy</i> results, as well as results from other feedback from staff, parents and pupils to develop a staff recruitment and retention action plan
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Reviewing the overall school curriculum to ensure that we maintain high standards as the school grows	This work will include, but not be limited to, reviewing the curriculum pathways, reviewing the schemes of work to ensure that they are fully aligned with the overall curriculum intent, reviewing and expanding the breadth of accredited options for older students to include GCSE options for more able learners, reviewing the range and quality of assessment data captured through Evidence for Learning to ensure that it continues to provide clear pictures of how each pupil is getting on, and reintroducing biennial residential visits for older students to non-UK destinations
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Quality of Education – Overall Effectiveness: Outstanding

We constructed our curriculum by starting at the end – taking the barriers we know our leavers have previously faced post-Bedelsford and designing a curriculum which targets those communicative, cognitive, physical, and social barriers. The resulting overall intent of the curriculum at Bedelsford is to **enable pupils’ meaningful participation in their own lives**. Our ambitious curriculum provides blended sensory, therapy-led education for learners on our pre-formal (64 pupils (49%)) and semi-formal (51 pupils (39%)) pathways, as well as challenging more able learners on the formal curriculum pathway (16 pupils (12%)). We have identified a small group of particularly high-performing pupils currently in KS3 and in July 2023 gained centre recognition with OCR which will allow us to offer GCSE accreditation for these learners. Our curriculum is structured as follows:

<p>Trans-Disciplinary</p> <p><u>Therapy:</u> Speech and Language Therapy, Occupational Therapy, Physiotherapy, Drama Therapy, Music Therapy</p> <p><u>Wider Trans-Disciplinary Team:</u> ELSA, School nursing team, MOVE</p>	<p>Education</p> <p><u>Core Subjects:</u> English, Maths, PSHCE, P.E.</p> <p><u>Foundation Subjects:</u> Science, RSHE, History, Geography, R.E., Computing, D.T., MFL, Music</p>
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Having English, Maths, PSHCE as P.E. as the ‘core’ subjects in our Education offer underlines our commitment to enabling pupils’ meaningful participation in their own lives through the prioritisation of reading, writing, communication, numeracy and high quality physical education. Bedelsford teachers have developed carefully-sequenced programmes of study for each area, ensuring that the teaching of knowledge and skills in those areas is coherently planned and sequenced.

Staff ensure that the delivery of the curriculum is engaging and well-matched to the needs of each pupil. They do this by making highly effective use of our assessment system – *Evidence for Learning* – an online platform that collects evidence against individual outcomes which are directly linked to each pupil’s Individual Learning Intentions which are linked to EHCP outcomes. Parents and carers can also contribute evidence towards these, creating a comprehensive picture of how each pupil is doing in a range of contexts. As a result, all pupils at Bedelsford achieve exceptionally well.

Behaviour & Attitudes – Overall Effectiveness: Outstanding

Pupils at Bedelsford enjoy learning and take pride in their achievements at school. Attendance is currently at 82%, however, we are working closely with the Education Welfare Officer to provide targeted support to individual pupils and families to minimise the impact that this has on learning. For example, we regularly facilitate health appointments on the school site and we have established a ‘Hybrid’ curriculum which provides high quality learning to those pupils unable to regular attend school through a combination of regular home visits by staff, remote lessons delivered by staff, and through the use of external providers such as the *Wownow club*.

Relationships between pupils and between staff and pupils are respectful and positive. There are no recorded incidents of bullying or harassment and low-level incidents are managed intelligently, taking into account the needs of the pupil(s) involved. Bedelsford pupils often face considerable difficulties and challenge in their everyday lives; despite this, they remain motivated and persistently upbeat in their attitudes towards themselves and each other.

Personal Development – Overall Effectiveness: Outstanding

The curriculum at Bedelsford goes well beyond the expected. The past three summers have seen additional summer school provision being provided (2021 = 14 pupils for five days, 2022 = 9 pupils for five days, 2023 = 45 pupils for seven days). During 2022-2023 we introduced an after-school club for pupils which was attended by 13 pupils across the year. Parents and carers have also been given access to the school pool for weekly swimming sessions. These experiences are carefully planned to ensure that they complement and enhance pupils' learning.

Physical Education is considered a 'core' subject at Bedelsford reflecting our prioritising the physical health of pupils. We have recently expanded the number of staff who are ELSA trained to ensure that pupils' mental health and wellbeing is appropriately supported. Fundamental British Values, an understanding of equality of opportunity and diversity, and an understanding of how to be responsible, respectful, and active citizens are promoted extensively throughout all the curriculum at Bedelsford. Our older pupils follow a carefully-planned Careers programme that takes into account their profile of need whilst ensuring that the school is compliant with the eight Gatsby benchmarks.

Leadership & Management – Overall Effectiveness: Outstanding

There is a comprehensive CPD programme in school for all staff, ensuring continual improvements to the curriculum. We are particularly proud of the development of staff through teacher-training: we have a number of staff now employed as teachers who started at Bedelsford working as learning support assistants, evidencing the consistently high quality CPD delivered at Bedelsford.

Staff at Bedelsford are generally happy. In the wider context of schools taking on increased social care and health responsibilities, senior leaders work hard to ensure that staff are listened to and supported. We are currently rolling out the use of AI-supported technology to reduce staff workload. Governance is effective: we are fortunate to have a committed local governing body team who regularly visit the school, providing friendly but critical support and guidance.

Safeguarding at Bedelsford is a particular strength. We have a comprehensive programme of ongoing safeguarding CPD for all staff, including bespoke CPD for those staff who are not class-based. All of the safeguarding team receive regular DSL-level training from Andrew Hall. We regularly review safeguarding concerns alongside pupil attendance and behaviour data to ensure that we have a coherent and robust risk-assessment process. In the context of increasing complexity of safeguarding challenges, we work closely with the Children with Disabilities team in Kingston, maintaining strong relationships with leaders in that team, ensuring that we are very well placed to ensure meaningful and high quality support is provided to pupils and families as and when needed.

Early Years Overall Effectiveness: Outstanding

Close collaboration with families, and other professionals enables us to establish high quality learning journeys for all pupils for the beginning of their educational journey, nurturing the support of their individual needs from the very start. We understand the crucial role we play in supporting our youngest pupils and their families during these foundation years and recognise the importance of promoting each child's individual development and valuing their unique learning style.

Alongside working harmoniously with other professionals and therapists to collaboratively contribute to an early assessment of our youngest pupils' needs to inform their Education Health and Care Plan and tracking the early progress they achieve to meet their individualised outcomes, we use *Birth to Five Matters* to support the implementation of the Early Years Foundation Stage curriculum and track progress. This is achieved through the use of observational evidence which is recorded, assessed and reviewed to ensure outcomes remain meaningful and achievable, and any variances are identified and supported. The curriculum is creatively adapted to suit the needs of all children, placing maximum value on inclusive, accessible and motivating activities which promote holistic early learning opportunities. These are delivered by staff who are skilled in creating a nurturing learning environment and who are experienced in using a balanced approach to promoting independence alongside meaningful support. Activities are carefully planned to allow safe and purposeful access to play based opportunities across the seven areas of learning within the Early Years classroom and outdoor environments, interwoven with adult led focus activities which support pupil's early personal, social and emotional skills and provide total communication rich opportunities to interact with others. There is a principal focus on promoting early communication opportunities in the early years,

providing our youngest pupils with an abundance of communication resources, methods and creatively presented activities, to provide them with the channels to access and choose a communication pathway which best suits their needs and abilities.

Once pupils have completed the early years foundation to their educational journey at Bedelsford, they are assessed as to which curriculum pathway would best support their transition into Key Stage 1 and to join a suitably appropriate peer group to meet their social and learning needs. Sharing our understanding of how each learner actually learns with subsequent educational and transdisciplinary staff is crucial to providing our pupils with transitions which are fluid and natural and which gives them the opportunity to build upon the skills they have learned during their early years.

Key Stage 5 Overall Effectiveness: Outstanding

The two main areas of focus across the KS5 curriculum are applying skills learnt between Early Years and Key Stage 4 to practical situations through a futures-focussed curriculum and work experience and preparing students and stakeholders for life after Bedelsford. Our challenging and aspirational KS5 curriculum ensures that students leave with a portfolio of at least four accreditations. We expect students on the Formal curriculum pathway to undertake English and Maths exams at or above Entry 2. Our students work towards portfolio-based qualifications in Life and Work Skills that prepare them for their future in a holistic way by developing the skills required for independent living and support or voluntary employment.

Students experience multiple different work environments, and access various community services, where they are supported to develop the greatest independence possible. We provide our students with the broadest range of experiences possible through the Duke of Edinburgh Award Scheme, where they are encouraged to choose their own skills, sports, and volunteering opportunities to develop. Students also work towards the Trinity College Art Award to experience a wide selection of cultural experiences, and to enable them to showcase their own creativity and skills. Our range of accreditations and futures-focussed curriculum inspires our students to take pride in their work and to believe in themselves and in a positive future. All Formal students achieved English and Maths qualifications at Entry, and half achieved English qualifications at Entry 3 in 2022 (the last year in which we had Formal students in Year 14).

Individualised and personalised guidance on future transitions is provided in all annual reviews of EHCPs from Year 9 onwards. From Year 12 onwards specific advice on future destinations is provided in all EHCPs. Bedelsford has strong links with future destinations both inside and outside our Multi-Academy Trust and supports students and stakeholders through every step of the transition process. The current likely destinations for our students remain post-19 SEN provision, however selection of a destination is always individual to each student and we work to ensure that we retain links to many appropriate providers.

We consistently provide students with the best possible experience of culture and wider society whilst they are with us. We arrange annual residential trips with our leavers to enable them to develop independence and experience wider culture, as well as the Duke of Edinburgh expedition which is run alongside Kingston College and in partnership with the Duke of Edinburgh Award so that the needs of our students and the requirements of the Award can be met together. Our students are given opportunities to participate in theatre productions, operatic compositions, art gallery presentations, and a variety of different enterprise projects, all in addition to the accreditations which underpin our curriculum. Our Sixth Form provision allows students and stakeholders to leave us at 19 confident that they have received the best possible preparation for their future.