



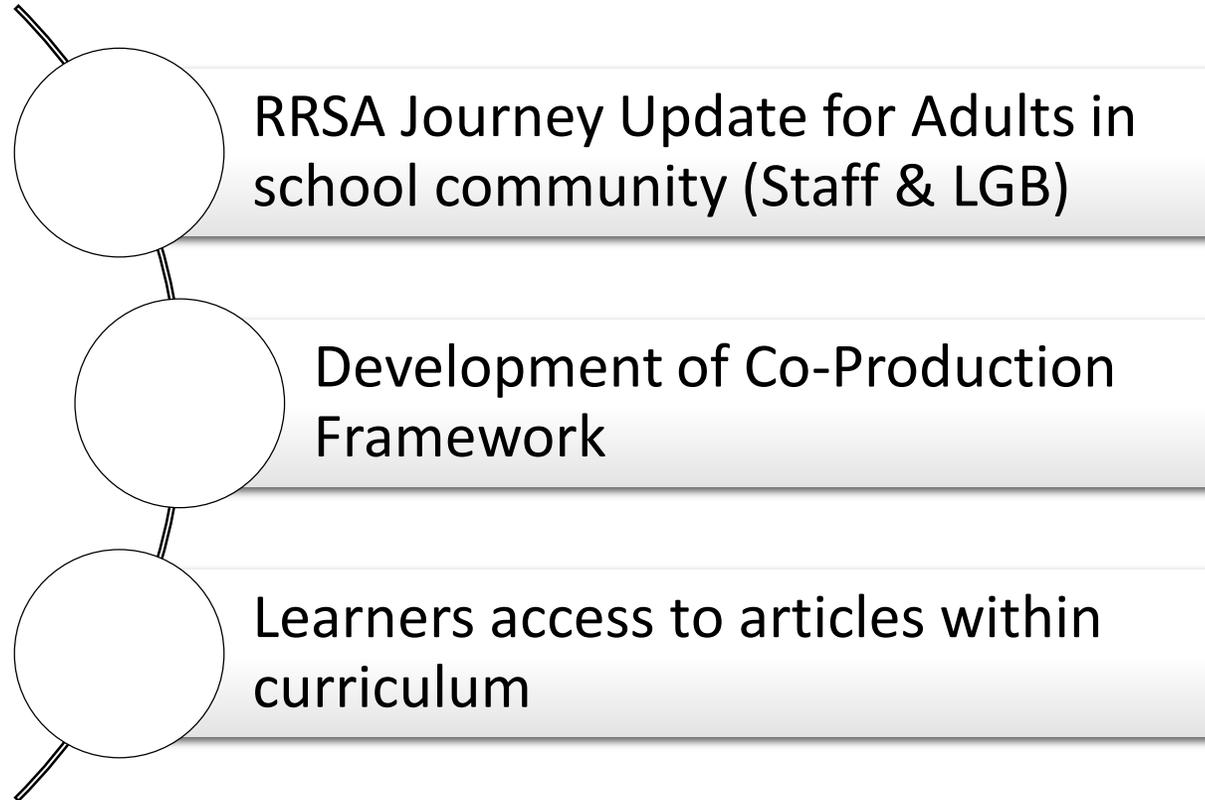
**CALTHORPE  
ACADEMY**  
Skills for the life we want



# Gold Accreditation

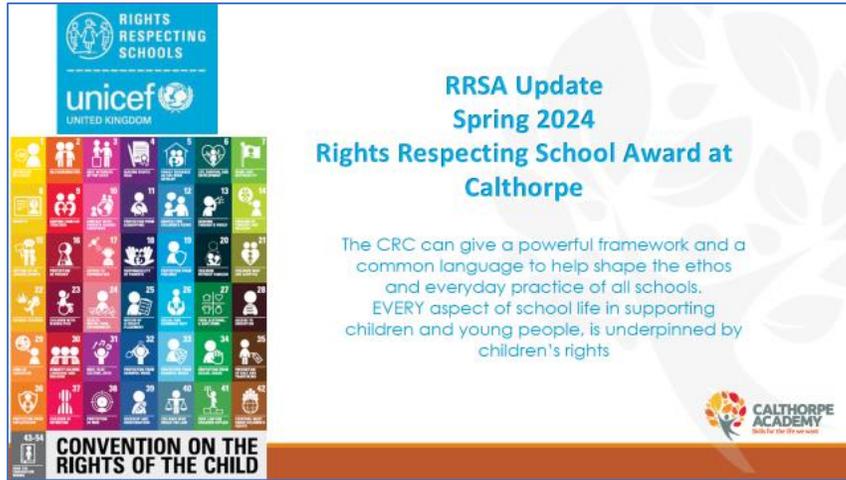
[Calthorpe Academy - Our Rights \(thrive.ac\)](http://thrive.ac)

# Strand A: Teaching & Learning about Rights (Contents)



# OUTCOME 1

Adults and the wider school community show a commitment to the CRC.



Our School charter provides clear rights respecting framework for both adults and children and young people about how we respect each others rights. This is displayed all across our school and on our website.

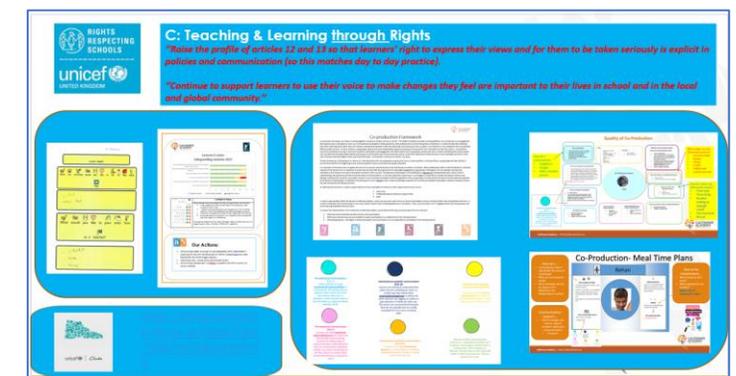
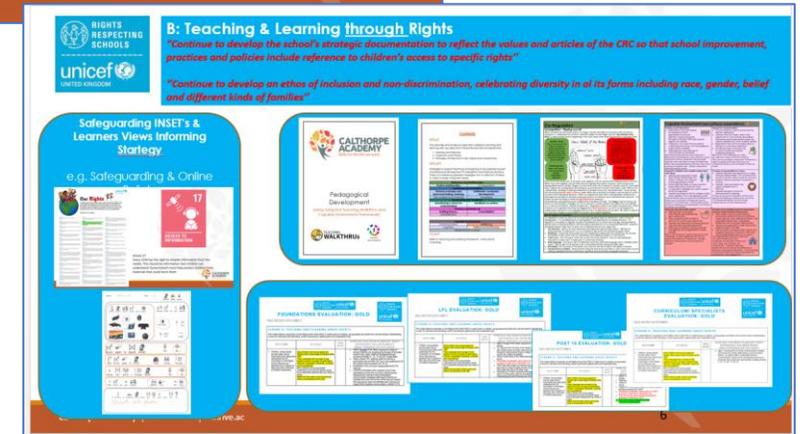
We use the school charter within refresher training and provided updates of the progress of our RRSA journey.

This has been shared through

- training for all staff & governors
  - with parents via Szapp and workshops
- Helping adults know and understand the CRC:



Parent governor- Alan



# OUTCOME 1

Adults and the wider school community show a commitment to the CRC.

## Development of whole school Co-Production Framework for gathering learners views

- identifying the communication skills of the learner
- How we support/opportunities for gathering learners views
- Tools to gain views
- Embedded within the Academy Development Plan Personal Development Target 1 "Improve our co-production strategy (better pupil voice)"



## Co-production Framework

Co-production put simply, just means "working together to produce a product, service or activity." The Health Foundation provides a working definition of co-production as an engagement that requires users to be experts in their own circumstances and capable of making decisions, while professionals move from being fixers to facilitators. It values the idea that individuals have direct lived experience rather than only relying on professional expertise in planning, delivering and reviewing services or support. Co-production is now accepted as key to developing effective public services. It is about children, young people, parents and carers being treated equally and playing a more powerful role in the public services they receive. Co-production should be considered as moving on beyond involvement, participation and engagement with SEND children and young people, parents and carers, towards something that is about people who use SEND services being treated equally and having a more powerful role in the services they receive, so that their experience of these services is more meaningful and more in tune with what they need (Birmingham SEND Local Area Partnership - Co-Production Framework & Charter, July 2022).

The key thinking was "nothing about us without us", that listening to and involving people using services is key to improving them, involving children, young people and their families in service improvements from beginning to end, and ensuring their voices can be heard and equally influential.

It is important to think about how we gather the views of our learners and the levels at which the learners are able to contribute. Often professionals need to make the decisions in the best interests of the learners but it is important to ensure that activities offer the opportunity for meaningful engagement as appropriate. Participation will vary between activities and individuals, not all learners will want to be actively involved in school councils. The approach to participation will be affected by a learner's age, developmental level, culture, level of understanding, life experience and their functional means of communication i.e. how they make their wishes known. At all stages it is important to consider the learners opinions and feelings, including them as actively as possible, however it may not always be possible to fulfil the aspirations of the young people involved and this will need to be discussed and explained to the learners as appropriate. Consideration should be given to how a learner's views, wishes and feelings are gained, how can they be enabled to participate in decision-making to achieve the best educational and lifelong outcomes.

At Calthorpe this framework is used to support learners to have meaningful involvement in their support and provision such as:

- Pupil Voice
- Wellbeing Passports, Behaviour Support Plans
- EHCP

In order to appropriately reflect the learners at Calthorpe Academy, various sources were used to focus on levels of participation such as Involving Children and Young People with SLCN – A Toolkit for Education (The Communication Trust, 2016), Seldom Heard Project (challenging Behaviour Foundation), "Stop, Look and Listen to me": engaging children and young people with severe learning disabilities (February 2021).

To support the implementation of Co-Production at Calthorpe Academy we provide the following Universal Support for all our learners:

- Staff have positive attitudes and allow time for active participation
- Staff ensure relevant resources are available to support participation to a suitable level for the individual learner
- Well-being passports – the degree of active participation and co-production will vary dependent on the abilities of the individual learner



# OUTCOME 1

Most children and young people are familiar with a wide range of Articles of the CRC.

**SMSC Thought of the Week: Summer 1 2024**

**Eid Doors Competition**  
Remember the criteria is.....  
• Bonus points for learners own work  
• EXTRA Bonus points for Children's Rights Articles that are linked to Eid.  
Voting shall take place Wednesday 10<sup>th</sup> at 1pm  
Top 3 doors shall win party food for a class party on the Friday!

**Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.**

**Rationale**  
Stage 2: PSHE and RSHE scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attitudes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, reasonably compassionate in society around them.

**Learning for Life Pathway (and learners exceeding Stage 1)**

**STAGE 2: PSHE/RSHE Curriculum**

**Introduction:**  
At Calthorpe Academy we believe that pupils in our school are growing up in an increasingly complex world, presenting many positive and exciting opportunities, but also many challenges and risks. It is our aim to deliver a PSHE curriculum that not only will tackle a range of issues, but equip them with essential knowledge and skills needed to keep them safe and develop their independent skills to be confident members of their community. Our school values are embedded within our school culture and underpin everything we do, ultimately, our aim is to prepare all our pupils for a better future.

This rationale covers the "Learning for Life" pathway and for those learners exceeding Stage 1 of the PSHE Curriculum.

The approach to teaching PSHE to learners with Severe Learning Difficulties (SLD), Autism Spectrum Disorder (ASD) and Profound and Multiple Learning Difficulties (PMLD).

We believe it is very important for pupils to be given the tools to be successful in their own right, focussed on their individual strengths. Through carefully planned and resourced lessons, supporting social, moral, spiritual and cultural development, we can provide them with the essentials of safeguarding issues and emotional well-being. We encourage pupils to become self-aware, using a range of active learning that encourages self-reflection, giving all pupils a voice and understanding of self. It is our duty to develop their individual identities and self-esteem while giving them the confidence to contribute to society in order to be an active and good citizen.

**PSHE/RSHE Focus Areas**

We promote 3 Key themes:  
**Family, Friendship and Safety**

Stage 2 of the PSHE Curriculum has 6 Key areas:  
Self-Awareness  
Self-Care, Support and Safety  
Relationships  
Healthy Lifestyles  
The World we live in

**Aims:**  
WE aim to provide pupils with:  
• Develop spiritually, morally, socially and culturally;  
• Acknowledge and appreciate difference and diversity;  
• Develop self-confidence and self-responsibility;  
• Value themselves and others;  
• Be, as much as possible, independent, responsible and active members of the school and the local community;  
• Learn to make informed choices;  
• Be participatory in a positive, democratic society;  
• Understand what constitutes a safe and healthy lifestyle;  
• To experience, form and maintain positive relationships;  
• Understand and manage their emotions;  
• Have opportunities to consider issues which may affect their own lives and/or the lives of others.  
• Acquire a wide and varied range of developmentally appropriate knowledge and skills that promote the three key themes of family, friendship and safety.

**Curriculum:**  
The curriculum has been developed using a number of curriculum models, associated review documents and support of external agencies including:

- The National Curriculum
- P-Level Descriptors
- The Rochford Review (2016)
- Equals Scheme
- The NSPCC - PANTS – Underwear Rule, Children's mental health, Safe Circle.
- The PSHE Association- have carried out case studies in a variety of SEND school to assess suitability, planned by experienced professionals
- The Sex Education Forum
- Birmingham Education Support Services
- SO SAFE
- Mentally Health Schools
- SEN Code of Practice
- United Rights Respecting Schools
- Liaising with Frank Wise School (an Outstanding SEND Provision)

Developmental approach to PSHE						
Stage 1 PSHE Curriculum	Stage 2 PSHE Curriculum			Supplementary Curriculum		
Non Subject Specific Pathways	A		B		C	(Advanced Skills Section)
	Learners who are engaging in the learning process	Learners accessing underpinning of learning	Learners who are accessing fundamental elements of learning	Learners who are increasing their understanding of learning	Learners who are understanding and beginning to apply their learning	Learners who are applying learning in different contexts
Learners who access PSHE curriculum through pre-requisite skills embedded in their curriculum Offers						
Foundations for Life	Learning for Life Pathway-					
Engagement for Life						

Children are taught about a wide range of Articles where appropriate.

- We teach 4 key Articles explicitly linked to our school charter
- We teach the wider Articles cross curricular where appropriate. (see PSHE curriculum overview and curriculum rationales)
- We teach assemblies linked to Rights weekly (see the calendars for SMSC Thought of the Week)
- Surveys and CIA reviews capture an improvement in the amount of Articles the children are aware of/ exposed to



**Religious Education**

The Religious Education scheme of work aims to help pupils develop spiritual, moral and social skills to understand humanity's varied religions and beliefs, exploring practical values, beliefs and rituals. At Calthorpe we aim to support the scheme in the development of their reflection skills in exploring and using their beliefs and rituals to their own experience and to questions of everyday life. It is important in developing character and learning towards the spiritual and moral development of our learners.

**Introduction:**  
We value all our learners equally but we also value each child's right to be different and to succeed in different ways. All of our learners are seen as people being understanding, with feelings and emotions. They are eager to get and contribute to school life, the local community and the world they live in. We respect children regardless of race, colour or creed and we believe by working together, all children whatever their needs are can be helped to experience and develop an awareness of the spiritual dimensions of life. They should recognise aspects of faith within their own lives and learn about the world around them. Religious Education is an entitlement of all pupils, whatever their faith or non faith.

**Aims:**  
WE aim to provide pupils with:  
For all learners we aim for a spiritual, moral, cultural, mental and physical development by learning from faith and about different religious traditions. At a school we follow the Birmingham Agreed Syllabus for Religious Education (2022).

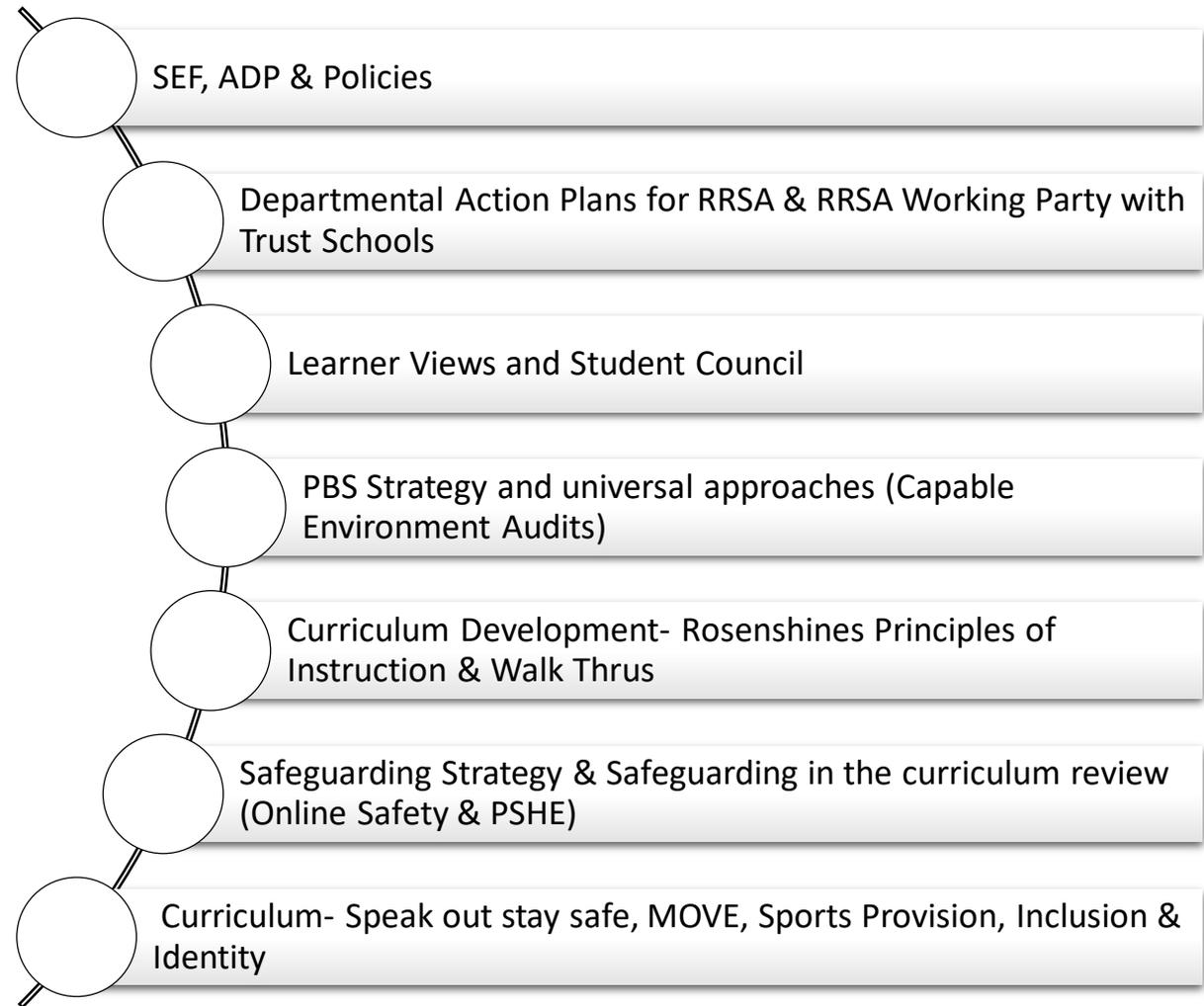
Develop spiritually, morally, socially and culturally;  
• Respond to and appreciate difference and diversity;  
• Develop self-confidence  
• Value themselves and meaningful interactions with others  
• Be, as much as possible, independent and included members of the school and the local community;  
• Learn to make positive and negative choices;  
• Staff who are responsive to our learners' communication  
• Be participatory in a positive, democratic society;  
• To lead a safe and healthy lifestyle with support;  
• To experience, form and maintain positive relationships;  
• Have opportunities to consider issues which may affect their own lives and/or the lives of others.  
• Acquire a wide and varied range of developmentally appropriate knowledge and skills that promote the three key themes of family, friendship and safety.  
• Enjoy all their rights as set out in the United Nations Convention on the Rights of the Child (UNCRC).

"The Agreed Syllabus has to reflect the fact that the religious traditions in Great Britain are, in the main, Christian, whilst allowing access to the beliefs and practices of the other principal religions represented in Great Britain- 2. The Birmingham approach is designed to be suitable for all children across our local authority, by making each one to be respected and understood."

"For pupils with ASD, SLD and PMLD, differentiation enables -to see and wonder in the world around all pupils to shine through simple, multimedia experiences.  
-The shared sense of community and connections with each other and the materials enable all to participate and experience the dispositions' value and flourish within their own capabilities."

(The Birmingham Agreed Syllabus for Religious Education 2022)

# Strand B: Teaching & Learning through Rights



# OUTCOME 2

In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.

Embedded Children's rights articles within our school policies and used to review and amend our practice.

We have identified which rights are embedded within our ADP-used previous RRSa review to inform PD1

## Priorities – Overview

## ADP

<b>Leadership and Management</b>	<ol style="list-style-type: none"><li>1. Review and improve our CPD strategy.</li><li>2. Plan successful integration of Oakland Park School.</li><li>3. Strengthen our Local Governing Board.</li><li>4. Formalise and develop our staff wellbeing strategy for the Academy.</li></ol>
<b>Quality of Education</b>	<ol style="list-style-type: none"><li>1. Develop further our pedagogical practice using the Walkthrus and Rosenshine principles.</li><li>2. Update and improve our Curriculum for Food Technology, Computing and Performing Arts.</li><li>3. OFSTED based target: Design a pathway transition strategy including a model to bridge the gap between curriculums.</li><li>4. Based on data analysis for Summer 2, focus on underperforming curriculum areas and population of learners, with a plan for improvement in performance</li></ol>
<b>Behaviour and Attitudes</b>	<ol style="list-style-type: none"><li>1. Attendance focusing on our vision (To be above national average).<ol style="list-style-type: none"><li>a. Action Plan for 23-24</li><li>b. Early Interventions based on previous data set</li><li>c. Monitoring target group</li></ol></li></ol>
<b>Personal Development</b>	<ol style="list-style-type: none"><li>1. Improve our co-production strategy (better pupil voice).</li><li>2. Increase parental engagement with home learning.</li></ol>

**Leadership & Management:**  
Articles 3, 28,29

**Quality of Education:**  
Articles 3, 17, 23,28,29, 31

**Behaviour & Attitudes:**  
Articles 3, 5, 18

**Personal Development:**  
Articles 2, 3, 4, 12, 13

[Calthorpe Academy - Policies and Documents \(thrive.ac\)](https://thrive.ac)

[Calthorpe Academy - UNICEF - Rights Respecting School \(thrive.ac\)](https://thrive.ac)



# OUTCOME 2

In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.

## Departmental Reviews & Action Plans

**FOUNDATIONS EVALUATION: GOLD**

RAG RATED OUTCOMES

**STRAND A: TEACHING AND LEARNING ABOUT RIGHTS**

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living.

OUTCOME	AT GOLD	RAG RATE	HOW HAS THIS BEEN ACHIEVED? WHAT EVIDENCE DO YOU HAVE?
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.	Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers and the concepts of rights being inherent, inalienable, indivisible, universal and unconditional. Most children and young people understand how local and global issues and sustainable development are linked to rights. Adults and the wider school community show a commitment to the CRC.		<ul style="list-style-type: none"> <li>SMSC thought of the Week: exposure to range of articles; learners are exploring the thought and ideas to their rights. Staff are facilitating learning across Articles 11, 12, 13 and 20 in lessons.</li> <li>Nature project: PE pathway staff are working partnership with the WGL Life Trust in the dew of the outdoor school provision (24, 24, 6).</li> <li>Embedded in the curriculum target guidance 1 Pathway.</li> <li>Most children and young people are capable enough to understand how local and global issues and sustainable development are linked to rights. Learners have individualised communication strategies staff support learners facilitate their voice across the school day and their expressive views and facilitates their voice support their responsive communication. Article</li> </ul>

**LFL EVALUATION: GOLD**

RAG RATED OUTCOMES

**STRAND A: TEACHING AND LEARNING ABOUT RIGHTS**

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living.

OUTCOME	AT GOLD	RAG RATE	HOW HAS THIS BEEN ACHIEVED? WHAT EVIDENCE DO YOU HAVE?
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.	Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers and the concepts of rights being inherent, inalienable, indivisible, universal and unconditional. Most children and young people understand how local and global issues and sustainable development are linked to rights. Adults and the wider school community show a commitment to the CRC.		<ul style="list-style-type: none"> <li>SMSC thought of the Week: exposure to range of articles.</li> <li>LFL learners form the body of the Student Council: they plan charity events and learn about the impact raising money for charity events have on children within school community, locally and globally.</li> <li>Utilise UNICEF Article of the Week about global crisis/ issues.</li> <li>Embedding Sustainable Living Goals into TWU curriculum: meet GNI &amp; TWU LABS, SCS.</li> <li>IPGIE: discreetly taught and planned opportunities to learn about a range of rights and the concept that they have rights that cannot be taken away.</li> <li>Development of rights respecting language 1 have the right for: for those who have the conceptual understanding (BLANN'S Derbyshire) (Articles 2.3, 12, 13).</li> </ul>

**POST 16 EVALUATION: GOLD**

RAG RATED OUTCOMES

**STRAND A: TEACHING AND LEARNING ABOUT RIGHTS**

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living.

OUTCOME	AT GOLD	RAG RATE	HOW HAS THIS BEEN ACHIEVED? WHAT EVIDENCE DO YOU HAVE?
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.	Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers and the concepts of rights being inherent, inalienable, indivisible, universal and unconditional. Most children and young people understand how local and global issues and sustainable development are linked to rights. Adults and the wider school community show a commitment to the CRC.		<ul style="list-style-type: none"> <li>SMSC thought of the Week: exposure to range of articles.</li> <li>Learning group identify across UNICEF Article of the Week issues.</li> <li>Impact of the Show share and globally accessing their rights embedding Sustainable Living curriculum: meet GNI &amp; TWU.</li> <li>Post 16: how are adults show awareness reference to CR 2.3, 12, 13, 14, 15, 16, 17, 20, 23, 24, 25.</li> </ul>

**CURRICULUM/ SPECIALISTS EVALUATION: GOLD**

RAG RATED OUTCOMES

**STRAND A: TEACHING AND LEARNING ABOUT RIGHTS**

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living.

OUTCOME	AT GOLD	RAG RATE	HOW HAS THIS BEEN ACHIEVED? WHAT EVIDENCE DO YOU HAVE?
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.	Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers and the concepts of rights being inherent, inalienable, indivisible, universal and unconditional. Most children and young people understand how local and global issues and sustainable development are linked to rights. Adults and the wider school community show a commitment to the CRC.		<ul style="list-style-type: none"> <li>SMSC: Development of school communication strategy (Co-production model) staff training (Communication Media), up skilling staff to understand learners communication needs across all pathways and how to maximise their responsive opportunities enabling Articles 3, 12, 15, 28, 17, 29, 23.</li> </ul>



RRSA Lead has led a working party and support schools within the trust in initiating their Rights Respecting Schools (RRS) journey, aiming to achieve the Bronze: Rights Committed award.

This process aligned with several articles of the Convention on the Rights of the Child (CRC) and fosters a culture of respect and empowerment.



[Kingsbury Academy - Rights respecting schools award- Kingsbury achieves Bronze! \(thrive.ac\)](https://www.thrive.ac.uk/Downloads/Kingsbury-Academy-Rights-respecting-schools-award-Kingsbury-achieves-Bronze!)

[download.asp \(thrive.ac\)](https://www.thrive.ac.uk/Downloads/Kingsbury-Academy-Rights-respecting-schools-award-Kingsbury-achieves-Bronze!)

[download.asp \(thrive.ac\)](https://www.thrive.ac.uk/Downloads/Kingsbury-Academy-Rights-respecting-schools-award-Kingsbury-achieves-Bronze!)

# OUTCOME 3

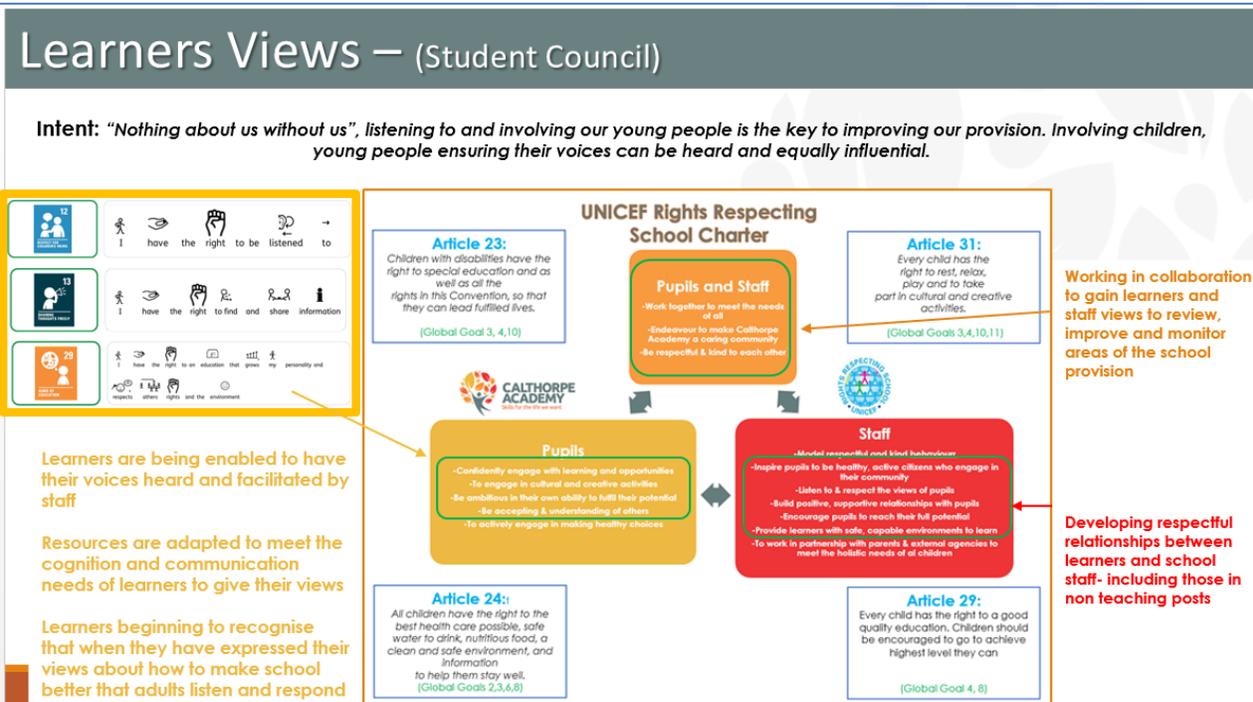
Relationships are positive and founded on dignity and a mutual respect for rights



## National Story Telling Week

Kitchen Team & Student Council collaboration on menu design !

Articles 12, 13, 24, 27, 31



### Implementation:

- Meet twice every half-term.
- At meetings, they will have the chance to discuss and implement ideas that could help improve the school.
- These might be problems that need to be solved or new ideas.
- Conduct learner surveys across Learning for Life Pathway to gain wider learner views
- Data shared with school leaders- data used to improve school provision
- Members of the School Council- consulted on the changes that have taken place

### Student Council

### Impact

### Current & Next Steps

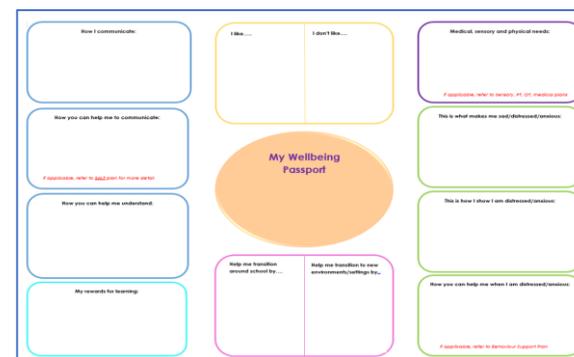
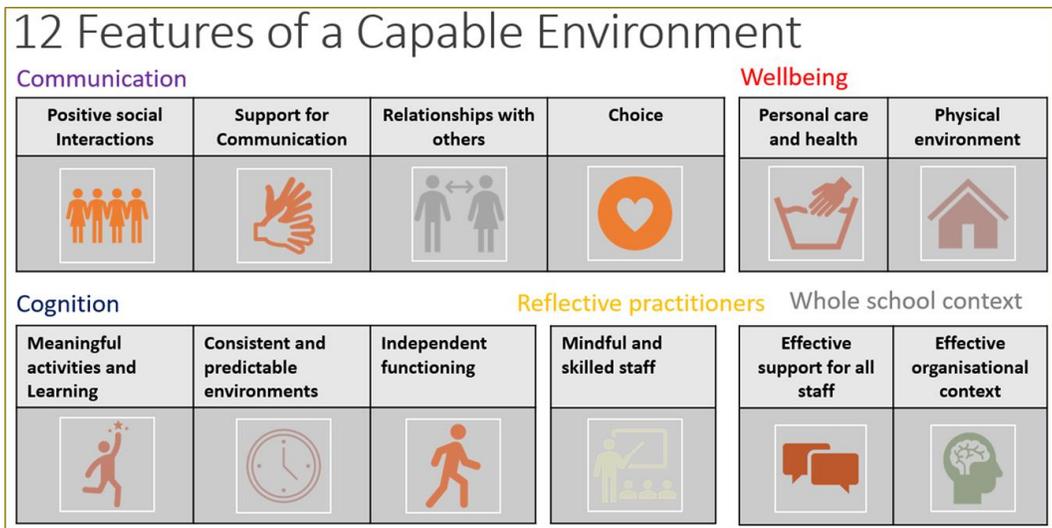
- ADP Target: PD 1- Improve our co-production strategy (better pupil voice)
- Research into complementary practices to further develop coproduction for learners with complex communication needs
- Use these complementary practices to develop a more structured coproduction strategy to meet the needs of all learners e.g. non verbal ASD PMLD

Date:	Agenda items	Key staff
Aut 1	Review of the School Library & Secondary Playground- share views survey other learners	Teresa- Reading Andrew- Outdoor learning
Aut 2	Winter Celebrations	Tom- LFL Extended Lead
Spr 1	Planning Interfaith Celebrations Planning National Story telling week	Jenny from Ladywood Interfaith project, Laura W Kitchen Staff- plan the menu & Teresa
Spr 2	Review of school dinners- share views survey other learners	Laura L- Dave & Alan Laura W
Sum 1	Planning how to raise awareness of child safety week Post 16- plan prom	DSL's- Safeguarding Laura W- PSHE Sarah- Extended Lead Post 16
Sum 2	Plan end of year celebrations	Extended Lead Tom Craig & Laura- Performing Arts

Calthorpe Academy | <http://calthorpe.thrive.ac>

# OUTCOME 3

Relationships are positive and founded on dignity and a mutual respect for rights



## CRC Articles Accessed

### Article 3: Best Interests of the Child

•**Prioritising Well-Being:** Ensuring all actions and decisions made regarding behaviour support are in the best interests of the child, promoting their overall well-being.

### Article 12: Respect for the Views of the Child

•**Involving Students:** Actively involve learners in the development of their behaviour plans and respect their views and preferences in decision-making processes.

### Article 23: Children with Disabilities

•**Inclusive Support:** Providing appropriate behavioural support that accommodates the needs of children with disabilities, ensuring they can participate fully in school life.

### Article 28: Right to Education

•**Enabling Learning:** Ensuring that behaviour support strategies help maintain a positive learning environment, enabling all learners to access and benefit from education.

### Article 29: Goals of Education

•**Holistic Development:** Promoting the development of learners' personalities, talents, mental and physical abilities to their fullest potential through supportive behavioural strategies.



### Engagement for life Capable Environments Audit – Universal support

Behaviour happens as a result of the interaction between a person and their environment. As part of a PBS approach, adapting the environment (both the social and physical environment) has been shown to improve quality of life and also prevent many instances of behaviours that challenge. Below are some evidence based features of what helps an environment to be capable and why these are important.

Feature of capable environment	Pathway Expectations	Why it is important	RAG rating	Reflection and examples of how this is implemented in your class
<b>Positive social interactions</b> <ul style="list-style-type: none"> <li>We use positive language and are always responsive</li> <li>We ensure interaction and attention is given proactively throughout the day</li> <li>We respond to all attempts to communicate</li> <li>We model communication through a learner preferred means without expecting or insisting upon a response</li> <li>We support positive adult and peer to peer interactions</li> </ul>	<ul style="list-style-type: none"> <li>We use positive language and are always responsive</li> <li>We ensure interaction and attention is given proactively throughout the day</li> <li>We respond to all attempts to communicate</li> <li>We model communication through a learner preferred means without expecting or insisting upon a response</li> <li>We support positive adult and peer to peer interactions</li> </ul>	Most people like positive social interactions. Behaviours maintained by social attention will be reduced if positive interactions are provided. Learner is more likely to cope with demands when they are presented by staff who they have a good connection with.	We are good at this as we use many examples of positive social interactions such as, intensive interaction and having our learners work with their most fond member of staff (keyworker). We also take our learners out on a weekly basis to interact with different social environments and other children.	
<b>Support for Communication</b> <ul style="list-style-type: none"> <li>We give learners the means, reason and opportunity to communicate               <ul style="list-style-type: none"> <li>Means – way of communicating</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>We give learners the means, reason and opportunity to communicate               <ul style="list-style-type: none"> <li>Means – way of communicating</li> </ul> </li> </ul>	Behaviours that challenge can often be used as a means of communicating. They can be avoided or reduced if the learner is able to express what.	We are good at this as we use many different techniques to help support our learners when it comes to communication such as communication boards to make a choice when deciding.	

# OUTCOME 3

Relationships are positive and founded on dignity and a mutual respect for rights



**CALTHORPE ACADEMY**  
Skills for the life we want

**Contents**

**Why?**  
The rationale and evidence base that underpins teaching and learning with low levels from influential educational researchers.

1. Learning and Memory
2. Cognitive Load Theory
3. Principles of Instruction in SEN (taken from Rosehrine)

**What?**  
Strategies to support teaching and learning to be explored as part of professional development to strengthen and improve practice. There is no hierarchy between strategies, but a collection of ideas to meet a range of learners needs.

Behaviour and Relationships	Co-Regulation
Positive Relationships	Establishing and Modelling
Worked examples and backward fading	Deliberate vocabulary development
Task analysis and chaining	Promoting
Questioning and check for understanding	Feedback as actions
Building fluency	Practice and Retrieval
Consolidation	Consolidation

**Capable Environments**

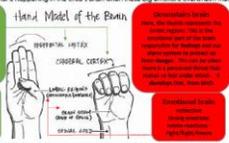
Communication	Wellbeing
Capable	Reflective practitioners
Whole School Context	

**How?**  
Refer to Teaching and Learning Framework - Instructional Coaching

**Pedagogical Development**  
(Using Adapted Teaching Walkthrus and Capable Environment Framework)




**Co-Regulation**  
**Dysregulation – "Tipping your lid"**  
When we become very angry, stressed, or angry it can be very difficult to process what someone is saying to us, understand our emotions, and think clearly. Dr Dan Siegel uses the "Hand Model of the Brain" to demonstrate what's happening in the brain when these emotions overwhelm them.



**Stapher's brain:** This is a model of the brain showing the frontal cortex, amygdala, hippocampus, and other areas. The frontal cortex is responsible for decision-making, problem-solving, and self-control. The amygdala is responsible for emotions. The hippocampus is responsible for memory.

**Hand Model of the Brain:** The brain is divided into two hemispheres: the left and right. The frontal cortex is at the top, the amygdala is in the middle, and the hippocampus is at the bottom. The brain is also divided into four quadrants: the top-left, top-right, bottom-left, and bottom-right.

**Capable Environment (see pathway expectations)**

**Support for communication**

- Communication is used at a level that the learner understands.
- Learners have the means, reason and opportunity to communicate and express themselves and of appropriate means are used as needed (e.g. visual, auditory, tactile).
- Expectations are communicated clearly to learners in a way they understand.
- All staff are clear on the best way to communicate with learners.
- Behaviour that challenge can often be used as a means of communication. They can be avoided or reduced if the learner is unable to access what they want and understand what is communicated to them by others.

**Support to establish and maintain relationships with others**

- Learners are supported to build and maintain relationships with others or interact with others at a level appropriate to them.
- Active steps are taken to support positive relationships and to build new ones.
- Communication methods are used to support emotional regulation.
- Learners are taught to ask for a break or help when needed. This is recognized by staff.
- Positive relationships can reduce the likelihood of behaviour of concern that require the support of a familiar adult. Positive relationships enhance learning and self-worth and reduce loneliness and isolation.

**Personal care and health support**

- Staff are able to recognise when learners are experiencing pain or discomfort.
- They recognise health conditions and how to support these effectively.
- Learners are supported to develop personal care skills and substantial responsibility.
- Staff establish regular and positive self-management and independence when possible.
- Pain or discomfort are used to behaviours that challenge. If health needs are met this can reduce the likelihood of behaviour. (those personal care routine to be as positive as possible).

**Positive physical environment (Secure Active Learning Environment)**

- Staff create a positive active learning environment taking into account individual needs (lighting, noise, heating/ventilation, ventilation) and free from unnecessary distractions with movement opportunities.
- Learners are supported to meet their sensory needs throughout the day.
- Staff are able to recognise when learners are experiencing sensory modulation difficulties.
- and possible triggers and how to support an appropriate physical environment can lead to behaviour that challenge. (e.g. movement, if there is too much noise, too crowded, too hot/cold etc.). If sensory needs are met all of this can reduce the likelihood of behaviour and support regulation. Small changes to the environment can have a big impact on behaviour and engagement.



A central diagram consisting of eight yellow hexagons arranged in a circle, each containing a teaching strategy and its associated acronym and number. The strategies are: DELIBERATE VOCAB DEVELOPMENT (E&M | 72), CONSOLIDATION (P&R | 130), BUILDING FLUENCY (P&R | 130), SAY IT AGAIN BETTER (Q&F | 98), FEEDBACK AS ACTIONS (Q&F | 106), WORKED EXAMPLE & BACKWARD FADING (E&M | 68), and DELIBERATE VOCAB DEVELOPMENT (E&M | 72).

## CRC Articles Accessed

### Article 3: Best Interests of the Child

**Implementation:** Ensure all instructional strategies prioritize the best interests of the child, focusing on their educational and personal development.

### Article 12: Respect for the Views of the Child

**Implementation:** Incorporate student feedback in lesson planning and adjust teaching methods to accommodate their preferences and needs.

### Article 23: Children with Disabilities

**Implementation:** Adapt Rosehrine's principles to meet the diverse needs of children with disabilities, ensuring they have equal access to quality education.

### Article 28: Right to Education

**Implementation:** Utilize effective teaching practices to ensure all students receive a quality education that meets their needs and promotes their academic achievement.

### Article 29: Goals of Education

**Implementation:** Promote the development of students' personalities, talents, and abilities to their fullest potential through effective instructional practices.

## Deliberate Vocabulary Development

- The process of learning new words needs to be considered deliberately and explicitly as part of teacher instruction.
- Learners with the weakest prior knowledge and most limited vocabulary will find this more difficult; new words do not just 'sink in'.
- Without deliberate practice, new words are likely to be forgotten easily.
- These steps support a deliberate vocabulary development process for all learners.



Concrete



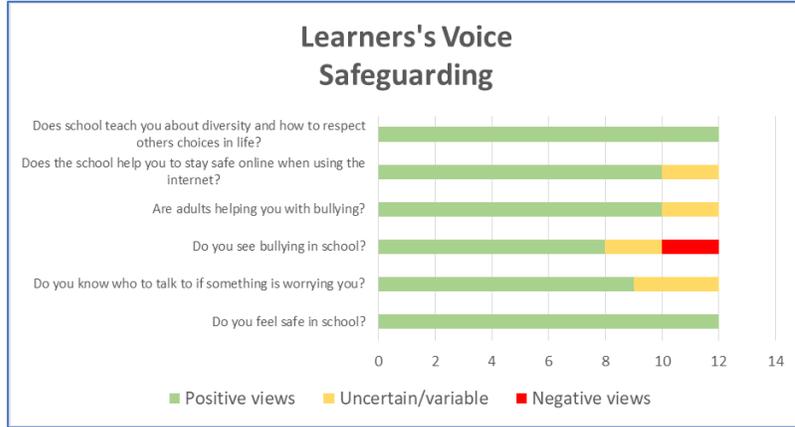
Pictorial



Abstract

# OUTCOME 4

## Learners view on Safeguarding



Children and young people are safe and protected and know what to do if they need support.



## Duty Bearer Actions:

- Reemphasis of Speak Out Stay Safe within Safeguarding CPD for staff in relation to the context of Peer on Peer abuse in our setting & referral process for staff
- Anti-bullying week- bullying is to be addressed within assemblies in learning for Life with the emphasis of NSPCC's Speak Out Stay Safe framework and PSHE Stage 2 lessons.
- Odd Socks day- whole school enrichment event

1. Pupil Voice Safeguarding Questionnaire: How do you feel? (Green, Yellow, Red)

2. Do you feel safe in school? (Green, Yellow, Red)

3. Do you know who to talk to if something is worrying you? (Green, Yellow, Red)

4. Do you see bullying in school? (Green, Yellow, Red)

5. Are adults (Staff) helping you with bullying? (Green, Yellow, Red)

6. Does the school help you to stay safe online when using the internet? (Green, Yellow, Red)

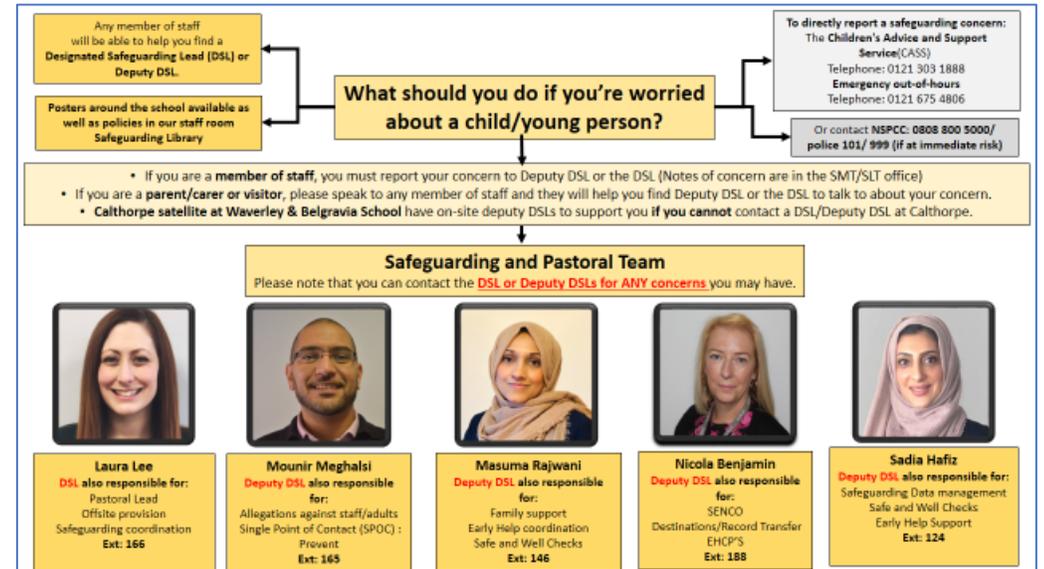
**Our rights We can**

- Speak out
- Besafe
- Be happy
- Get help

**Staff Badges and Lanyards**

Reminder to all staff to wear your badge in a way that is visible – this helps to safeguard students by helping us understand who is on site.  
**Do not lend your badge to other staff or visitors to use.**

- Staff who are employed and have a regular staff badge should wear the grey lanyard.
- Visitors who do not have a DBS will require supervision at all on times on site. This may include parents, learner siblings and contractors for repairs.
- Visitors who have a DBS don't require supervision such as NHS staff who have provided their DBS information and Agency staff (TA's or Teachers).
- Staff who have forgotten their badge and have had to temporarily sign in should wear a blue lanyard.

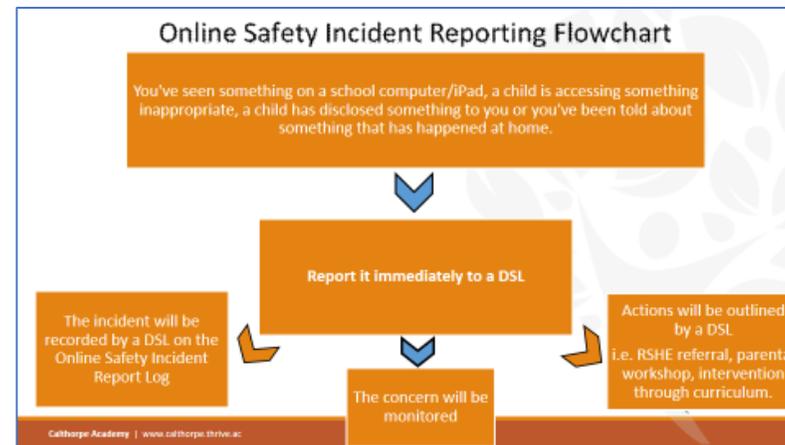


# OUTCOME 4

Children and young people are safe and protected and know what to do if they need support.

## Online Safety Review

We conducted an Online Safety Review of our policy and processes.



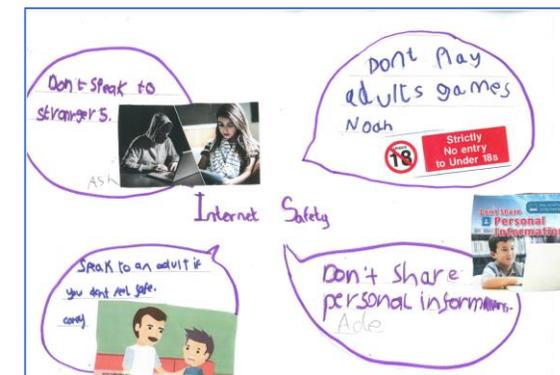
Online safety incident log			
Date:	Description of the incident (Where, Who, How, What)	Action taken (Safeguarding? MyConcern?)	Name and signature of staff member recording the incident
20/02/2024	chatting online, chatting to strangers on Instagram	Spoken to mother Spoken to Kyle RSE/PSHE referral Intervention through the curriculum Details on MyConcern	Mesuma Rajwani /ECSL/
19/02/2024	Viewing cartoon PCNM which has inappropriate (sexual) content on YouTube.	MFA (d/dsl) spoke to HME (Headteacher) advised to speak to ABE (ICT). Yusuf Lone will have an iPad with no access to safari/youtube apart from children's youtube Class staff will keep monitoring. NEE (d/dsl) has spoken to Details on MyConcern.	Mesuma Rajwani /ECSL/ attended to the concern Sadia Hafeez /ECSL/ recorded the incident onto the log

### Why did we do the review?

- We noticed an increase of parental support RSHE referrals in relation to online safety at home
- To ensure the policy was inline with Statutory guidance for RSHE and KCSIE

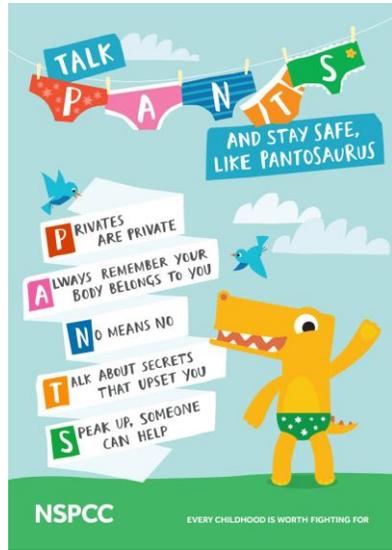
### Impact:

- Learner voice: Online Safety Survey identified learners levels of understanding of online safety and how to speak out and stay safe. Learners views were used to review the online safety section of the PSHE curriculum. Curriculum development of how to stay safe, mental health and wellbeing & screen time
- Referral system in place for staff to follow & monitoring
- Staff Online Safety training delivered by DSL



# OUTCOME 4

Children and young people are safe and protected and know what to do if they need support.

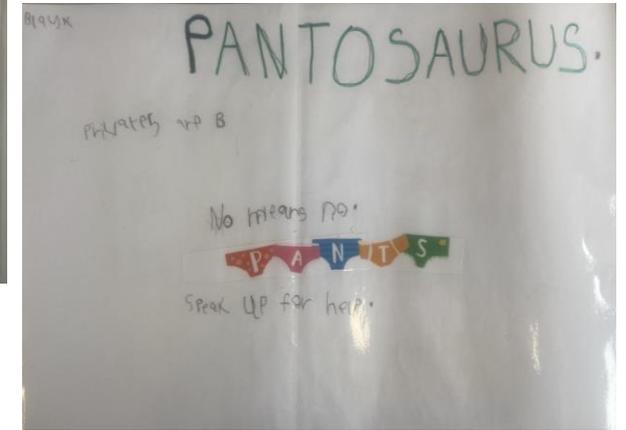


Steggy likes to hold hands and touch his friend Pantosaurus but Pantosaurus does not like to be touched. Is there anything that Steggy could say or ask Pantosaurus about holding his hand?

Pantosaurus doesn't want to be touched by Steggy.

- Is it **alright** for Pantosaurus to not want to be touched?

- What could Pantosaurus say to Steggy?



## CRC Articles Accessed

### Article 3: Best Interests of the Child

•The "Talk PANTS" campaign prioritises the safety and well-being of our learners, ensuring their best interests are always considered by teaching them how to protect themselves from abuse.

### Article 12: Respect for the Views of the Child

•Encourages our learners to voice their concerns and express their feelings, ensuring they are listened to and taken seriously.

### Article 13: Freedom of Expression

•Supports our learners' right to seek, receive, and impart information about their bodies and personal safety.

### Article 19: Protection from All Forms of Violence

•Directly addresses the need to protect children from sexual abuse and exploitation by teaching them how to recognise and report inappropriate behaviour.

### Article 34: Sexual Exploitation

•Provides learners with the knowledge and tools to protect themselves from sexual exploitation and abuse.

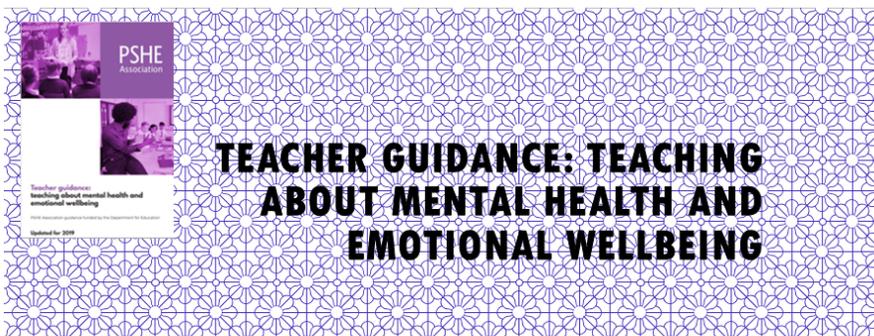
### TALK TOUCH TRIANGLE

TALK TOUCH TRIANGLE

- Close friend**: Illustration of two people talking.
- Call my OK Helper**: Illustration of a person talking to a group of people.
- No Consent**: Illustration of a person with a red 'X' over their head and a speech bubble with a red 'X' over it.
- Private**: Illustration of a person in a blue shirt.
- Special Hug**: Illustration of two people hugging, with a star above them.
- Change Clothes**: Illustration of a person changing clothes, with a red shirt and blue shorts shown next to them.

# OUTCOME 5

Most children and young people describe how the school provides information and support for a range of physical, mental, social and emotional needs.



## TEACHER GUIDANCE: TEACHING ABOUT MENTAL HEALTH AND EMOTIONAL WELLBEING

### A Curriculum Guide of Mental Health & Wellbeing at Calthorpe 2023-24

1. Statutory Guidance- where it sits within our ethos
2. Teaching about Mental Health and Wellbeing
3. Where Mental Health sits within our PSHE offer within Curriculum Pathways
4. Resources
5. Mental Health and Wellbeing Support for Staff
6. \*Updated guidance (PSHE Association 2021)



## TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

At Calthorpe children's social and emotional wellbeing is a priority. Our learners must learn to develop healthy lifestyles.

### Mental Health and Wellbeing Support at Calthorpe

#### Individualised Support Plans:

- **EHCP Targets:** Each student has an EHCP that includes goals for their mental health and wellbeing, tailored to their specific needs.
- **Wellbeing Passports:** Each learner has an individualised wellbeing passport to facilitate their voice and meet their needs
- **Therapeutic Interventions:** Access to therapies such as speech and language therapy, occupational therapy, physiotherapy and referral access to external agencies for counselling services or support

#### Specialized Staff and Training:

- **Qualified Professionals:** We employ trained professionals including Senior Mental Health Lead, access to Educational psychologists, Specialist Positive Behaviour Support Staff.
- **Ongoing Training:** Continuous professional development for staff on mental health issues, trauma-informed care, and disability awareness.

#### Inclusive Environment:

- **Safe Spaces:** Provision of quiet areas or sensory rooms, sensory circuits within classes where students can retreat and manage stress or sensory overload.
- **Positive Behaviour Support:** Implementing strategies that promote positive behaviour and provide support for emotional regulation.

#### Parental and Community Involvement:

- **Family Support Services:** Offering counselling via Malachi and workshops for families to help them support their child's mental health.
- **Community Partnerships:** Collaborating with local health services and organizations to provide comprehensive support. Access to weekly FTB Clinics held at school with trained Learning Disability Nurses.

#### Mental Health Programmes:

- **Social and Emotional Learning (SEL):** Programs that teach students skills for managing emotions, setting goals, establishing relationships, and making responsible decisions.
- **Peer Support Systems:** Initiatives such as buddy programs or peer mentoring to foster a supportive school community.

#### CRC Articles Accessed

##### Article 2: Non-Discrimination

•Ensures that all children, regardless of disability, have equal access to mental health and wellbeing support without discrimination.

##### Article 3: Best Interests of the Child

•All decisions and interventions are made with the child's best interests as the primary consideration, ensuring their overall wellbeing.

##### Article 6: Right to Life, Survival, and Development

•Supports the child's development by providing mental health services that contribute to their holistic growth.

##### Article 12: Respect for the Views of the Child

•Encourages students to express their thoughts and feelings regarding their mental health and wellbeing, ensuring their voices are heard and considered in planning their support.

##### Article 23: Children with Disabilities

•Directly supports children with disabilities by providing tailored mental health and wellbeing services that promote their full participation and development.

##### Article 24: Health and Health Services

•Ensures children have access to necessary health services, including mental health care, to attain the highest possible standard of health.

##### Article 28: Right to Education

•Facilitates access to education by addressing mental health barriers that might hinder a child's ability to learn effectively.

##### Article 29: Goals of Education

•Promotes the development of the child's personality, talents, and mental and physical abilities to their fullest potential, including emotional and psychological aspects.

##### Article 31: Leisure, Play, and Culture

•Supports mental health through the provision of recreational and cultural activities that contribute to emotional and social development.

Parents Views Surveys Autumn & Spring Data 2023-24						
	Agree		Disagree		I don't know	
	Aut	Spr	Aut	Spr	Aut	Spr
My child is happy and feels safe at this school	96.6%	98%	0.6%	2%	2.8%	0
Do you think the curriculum is appropriate for your child?	92.7%	95%	0.8%	1%	6.4%	6%
My child makes good progress at this school	92.4%	93%	0.8%	1%	6.7%	6%
The School responds to any concerns I raise	95.8%	94%	2.0%	2%	2.2%	4%



# OUTCOME 5

Most children and young people describe how the school provides information and support for a range of physical, mental, social and emotional needs.

## CRC Articles Accessed:

**Article 23 (Children with Disabilities):** MOVE directly supports this article by ensuring that children with disabilities can enjoy a full and decent life in conditions that ensure dignity, promote self-reliance, and facilitate active participation in the community.

**Article 24 (Health and Health Services):** The programme aligns with the right of the child to the enjoyment of the highest attainable standard of health by promoting physical activity, which is essential for maintaining health.

**Article 28 (Right to Education):** MOVE supports inclusive education by providing the necessary tools and strategies for learners with disabilities to participate effectively in educational activities.

**Article 31 (Leisure, Play, and Culture):** MOVE ensures that children have the opportunity to engage in play and recreational activities, which are vital for their development and well-being.



**Silver:** rewards a great standard of MOVE provision that is sustainable and has whole-school commitment.



# OUTCOME 6

Nearly all children and young people interviewed describe how everyone is included and valued and can describe how becoming rights respecting contributes to this

## Achievements



'Extensive opportunities for young people to develop leadership skills and gain other appropriate accreditation to support their transition into the wider workforce and adult life.'

Sue Wilkinson - AfPE



Showing a commitment to developing their PE, School Sport and Physical Activity (PESSPA) for improved pupil health and wellbeing'

Sport Birmingham



Calthorpe Academy has taken part in over 8 Inter-competitions through the schools games in the 20/23 academic year against other schools in the partnership.

School Games application

Enhancing our physical education provision and improving access to sport and physical activity Calthorpe has been essential for the holistic development of our learners. By aligning with key CRC articles, we ensure that it upholds the rights of children with disabilities, providing them with the opportunities and support they need to thrive physically, mentally, and socially.

### CRC Articles Accessed:

#### Article 23: Children with Disabilities

- Inclusive PE:** Ensuring that children with disabilities have access to inclusive and adaptive PE programmes that cater to their individual needs.
- Promoting Participation:** Encouraging full participation in physical activities, contributing to the child's overall development and well-being.

#### Article 24: Health and Health Services

- Physical Health:** Providing opportunities for physical activity that promote physical health and help prevent lifestyle-related illnesses.
- Mental Health:** Recognising the role of physical activity in supporting mental health and emotional well-being.

#### Article 28: Right to Education

- Access to PE:** Ensuring that PE is a fundamental part of the educational curriculum and accessible to all students.
- Quality Education:** Providing high-quality PE instruction that is tailored to the needs of SEND students.

#### Article 31: Leisure, Play, and Culture

- Play and Recreation:** Ensuring that all children have the opportunity to engage in play, recreation, and leisure activities, which are crucial for their development.
- Cultural Participation:** Promoting inclusive participation in cultural and sports activities, fostering a sense of belonging and community.

[Enhancing physical education provision and improving access to sport and physical activity in school \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



# OUTCOME 6

The school is actively working towards (or is sustaining) a strong culture of inclusion and is able to show how this is underpinned by non-discrimination.



July 2024 we have maintained our IQM Flagship status during our recent review of the end of our 3 year inclusion project which had focussed on the following developments:

1. Continuing to working with employers to make reasonable adjustments for learners with SEND
2. Creating further opportunities with local mainstream provisions for themes related to sports, arts, enrichment, charity days, and rights respecting.
3. Supporting other providers and sharing good practice
4. Further developing our Curriculum Pathway Strategy using research informed practice to inform our offer and CPD of staff at Calthorpe

As an IQM (Inclusion Quality Mark) Flagship School, a prestigious accolade that highlights Calthorpe's exceptional commitment to inclusivity and educational excellence. The IQM Flagship Status is awarded to schools that demonstrate not only consistent high standards in inclusive education but also a willingness to share best practices and contribute to the wider educational community. This achievement reflects our dedication to ensuring every learner, regardless of their background or abilities, has access to high-quality education and support.



## Interpathway Inclusion



[download.asp \(thrive.ac\)](https://thrive.ac/download.asp)

[download.asp \(thrive.ac\)](https://thrive.ac/download.asp)

[Calthorpe Academy - Academy News \(thrive.ac\)](https://thrive.ac/news/calthorpe-academy-academy-news)

The logo for Calthorpe Academy features a stylized tree with orange and red leaves on the left, and the text "CALTHORPE ACADEMY" in bold blue letters with "Skills for the life we want" in smaller orange text below it.

**CALTHORPE ACADEMY**  
Skills for the life we want

**Inter Pathway Cohesion**  
(IPC strategy)

#### Vision statement

Inter pathway inclusion opportunities are important for ensuring interaction within the academy, increasing learners understanding of each other. This facilitates social cohesion, promoting social mobility and the expansion of cultural capital.

The UN rights of the child stipulate in article 23, that every child with a disability should enjoy the best possible life in society, to be as independent as possible and participate actively in the community (UN 2020). This is reflected in our quest to ensure that all learners develop the 'skills they need for the life they want' regardless of needs, backgrounds, beliefs or age.

Learners broaden their learning responses by gaining new skills from each other, including appropriate group behaviour and consideration of the needs of their peers. Furthermore, inter pathway inclusion provides the opportunity for learners to discover who they are in the context of others.

#### Aims

- Increase peer-related interaction irrespective of need
- Provide access to cross curricula pathway enrichment opportunities to further broaden/extend learning
- Provide extended social communities that complement pathways

#### Where are we currently

From conducting ethnographic research across the academy, the following insights were gained:

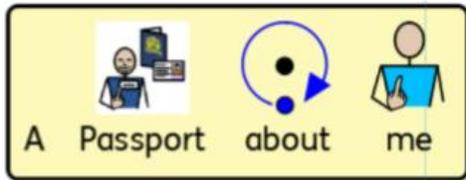
- Planned integration sessions across pathways occur in some groups- one example is a child from E1 joining E1 for morning sessions to increase her social interaction opportunities or a child in L6 joining E5 as part of a transition process to potentially transition pathway.
- Integration is often a by-product of another situation- for example wheelchair users who were unable to go swimming in the community then join an Engagement class during the time and also join in their hydrotherapy session as well. It is also noted that these learners tend to join an Engagement class on their own and manual handling needs are seen to be best met.
- Transport in the mornings appears to be a source of some cross pathway. Her siblings with examples from learners across all pathways dropping their friends off to class with their peers. The same can be seen of home time when some learners will find their friends from their class before making their own way to their transport.



CALTHORPE ACADEMY

# OUTCOME 7

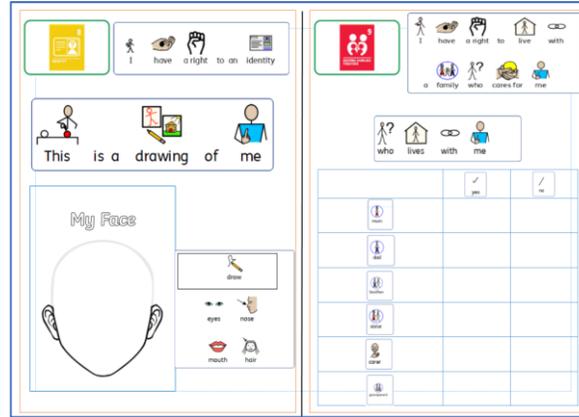
Nearly all children and young people explain how they play an active role in their learning.



In line with our Stage 2 of the PSHE Curriculum we have developed The World Around Us resources and schemes of work which develop learners understanding of their identity and learning about protecting identity on-line (e-safety) in communication on and offline.

This has helped to enable learners to develop their self awareness, identity of where they live, different types of families of their peers in class and who can help them within the school community.

This has helped learners to readily apply the skills and knowledge they have learnt and apply it to their everyday contexts an understand the contexts of their friends around them. E.g. Learners making self referrals to DSL's



Learners in each curriculum pathway are decorating their pathway banners for our summer carnival!



**Curriculum in Action Reviews:**  
Learner's views are consulted during the process of reviewing the curriculum

# Strand C: Teaching & Learning for Rights



# OUTCOME 8

Most children and young people describe how their participation has a significant impact on school improvement.



**Impact:**  
 Learning in the natural environment (LINE) on the learner attainment and personal development. In addition, learning in the natural environment can bring improvement in other key desirable outcomes such as:

- Social, Health and wellbeing*
- Connection to nature
  - Concerned active citizens
  - Socially confident and connected learners
  - Resilience

- Learner Engagement*
- Enjoyment of lessons
  - Engagement with learning
  - Behaviour
  - Attainment



Figure 15: The pathway to raised attainment through outdoor learning

The aim is to use every available space in the outdoor learning environment to stimulate learning and facilitate the generalisation of skills learned in the classroom.

This is important for the learners personal development and mental wellbeing.



Personal Development																					
	Term 1				Term 2				Term 3				Overall								
	Exceeded		Achieved		Not Achieved		Exceeded		Achieved		Not Achieved			Exceeded		Achieved		Not Achieved			
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%			
<b>Overall</b>	24	28.6	50	59.5	10	11.9	84	28	33.3	48	57.1	8	9.52	84	15	17.9	56	66.7	13	15.5	84



# OUTCOME 8

Most children and young people describe how their participation has a significant impact on school improvement.



The Zones of Regulation is based on years of field-based clinical experience by program author, Leah Kuypers, who saw a need to teach regulation showing learners ways to connect and apply skills in context, while incorporating theories, best practices, and evidence. All of this culminated in The Zones of Regulation.

The Zones of Regulation methodology and teaching approach is built upon leading neuroscience and cognitive theories, integrating evidence-based practices:



Relationships Managing Feelings			
Multi-stage Progression	Progression Steps	Teaching Ideas	Core Vocabulary & Resources
<b>Area 3: Managing feelings</b>			
<b>Expressing simple feelings</b>	A	<ul style="list-style-type: none"> <li>To demonstrate happy and sad feelings.</li> <li>To be able to respond with curiosity to stimuli about feeling happy and sad.</li> <li>To match images of happy and sad faces to images or symbols.</li> <li>To sort happy and sad facial expressions.</li> <li>To communicate feeling happy and sad through words or signs.</li> <li>To identify happy and sad during zones of regulation emotion check-ins.</li> </ul>	<p>Happy, sad, feelings, feel, good, not so good, where, body, look, manage, important, concern, thoughts, help.</p> <p><b>Resources:</b> <a href="#">\Curriculum\PSHE\STAGE 2 PSHE Curriculum\STAGE 2 Resources\Relationships</a></p>
		<p>SosAFEI – Stage 1/Step 1.H Concept: Happy SosAFEI – Stage 1/Step 1.J Concept: Sad/Hurt NSPCC – Speak Out Stay Safe Explore activities that make me happy. Look at pictures of happy/sad faces</p> <p>Zones-of regulation- be supported to identify and communicate feelings. Experience ways to regulate emotions with support.</p> <ul style="list-style-type: none"> <li>Emotion collages using images</li> <li>Building happy and sad faces using natural materials.</li> <li>Pulling Happy and sad faces in the mirror or taking happy and sad selfies on the iPad.</li> <li>Sorting photos of happy and sad onto the zones.</li> <li>Matching photos of happy and sad</li> <li>Using happy and sad lollipop stick to communicate happy and sad.</li> <li>Sharing books and stories matching happy and sad to the characters.</li> <li>Watching tv programmes identifying happy and sad characters</li> </ul>	<p><b>Primary:</b> Relationships Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Health Mental wellbeing Internet safety and harms</p>

*“I stick my face on how I feel and tell Sharon (TA) and she helps me to take a break” Kerry Ann L2*

*“ It has helped the learners to understand their feelings better. We use this as part of our morning routine to introduce and model the language linked to their feelings. We then use this throughout the day to help them with their emotions ” Class Teacher L2*

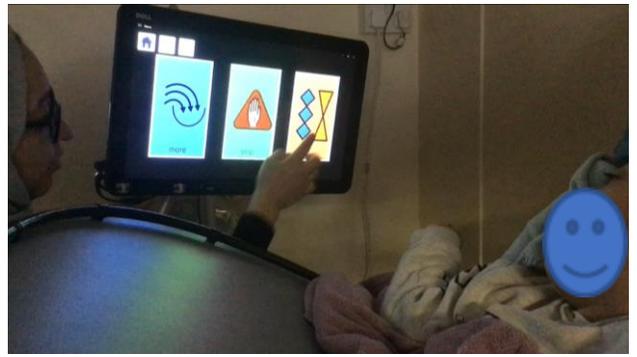


- Impact:**
- Increased self-awareness and social and emotional skills
  - Taught through PSHE curriculum and wider application in everyday contexts at school and home to support learners with expressing their feelings and identifying regulation needs and strategies
  - A common language for communication, problem solving, and emotional understanding
  - More time spent on learning instead of on behaviour management
  - A healthier, more inclusive school climate

PSHE														
Term 1					Term 2					Term 3				
Exceeded	Achieved	Not Achieved			Exceeded	Achieved	Not Achieved			Exceeded	Achieved	Not Achieved		
Num	%	Num	%	Num	Num	%	Num	%	Num	Num	%	Num	%	Num
46	37.4	68	55.3	9	7.32	123	31	25.2	77	62.6	15	12.2	123	19
<b>Overall</b>														
46	37.4	68	55.3	9	7.32	123	31	25.2	77	62.6	15	12.2	123	19

# OUTCOME 8

Children and young people know that their views are taken seriously.



**Pupil Voice: Student Council Meeting**  
Autumn 1: Date: 10<sup>th</sup> & 24<sup>th</sup> October 2024

**Focus:** Children in Need Anti-Bullying Week

<p><b>13 Children's Rights Articles:</b></p> <p>"Children have the right to share freely with others what they read, think and feel, by reading, writing or in any other way unless it harms other people."</p>	<p><b>Fundamental British Values:</b></p> <p><b>Individual Liberty:</b> To promote freedom of choice and the right to respectfully express views and beliefs.</p>
---	---

Questions	Learners Views and Co-Production	
	Student Views (LFL)	Staff Facilitators (EFL & FFL)
<b>Reading:</b> What are your views on the school library?	All the student council reps have filled in a survey about how they feel about reading, student council reps have expressed they all enjoy reading, they have accessed the school library and mobile library on different occasions.	
What could make it better?	They would like to order more books around: Football <ul style="list-style-type: none"> <li>Hair and makeup</li> <li>Super potatoes</li> <li>Picture books</li> <li>Sensory books</li> <li>Musical books</li> <li>Talking books</li> <li>PJ Mask books</li> <li>Car books</li> <li>Doll books</li> <li>Health books</li> <li>Beppa Pig</li> <li>Spiderman</li> <li>Box for book's that are returned</li> </ul>	
<b>Outdoor Learning:</b> What are your views about the secondary playground?	All the student council reps enjoyed discussing the secondary playground facilities and what different equipment the school should order. At the end of the meeting the student council reps took back a couple of playground surveys to let their peers in their classes fill in their views regarding the secondary playground.	

**Learner's Views on Reading Autumn 2023**

Question	Positive views	Negative views
Have you visited the mobile library?	9	1
Have you visited the school library?	10	1
Do you like reading?	10	1

Which books do you like?	Which books would you like for the school library?
<ul style="list-style-type: none"> <li>Beppa Pig</li> <li>Spiderman</li> <li>Any</li> <li>Picture books</li> <li>Colouring books</li> <li>Sensory books</li> <li>Adventure books</li> <li>Magazines</li> <li>Any books</li> </ul>	<ul style="list-style-type: none"> <li>Colouring books</li> <li>Music books</li> <li>Talking books</li> <li>PJ Mash Books</li> <li>Football</li> <li>Books about cars</li> <li>Super Potatoes</li> <li>Books about dolls</li> <li>Football</li> <li>Health and beauty books</li> </ul>

**Implementation:**

- Meet twice every half-term. At meetings, they will have the chance to discuss and implement ideas that could help improve the school. These might be problems that need to be solved or new ideas.
- Conduct learner surveys across Learning for Life Pathway to gain wider learner views
- Data shared with school leaders- data used to improve school provision
- Members of the School Council- consulted on the changes that have taken place

Icons: Have meetings to make the school better, Show visitors around school, Listen to what other pupils think, Help to plan fun days, Help pupils to learn about their rights.

**Student Council**

**Impact**

**Current & Next Steps**

- ADP Target: PD 1- Improve our coproduction strategy (better pupil voice)
- Research into complementary practices to further develop coproduction for learners with complex communication needs
- Use these complementary practices to develop a more structured coproduction strategy to meet the needs of all learners e.g. non verbal ASD PMLD

Date:	Agenda Items	Key staff
Aut 1	Review of the School Library & Secondary Playground- share Views survey other learners.	Teresa- Reading Andrew- Outdoor learning
Aut 2	Winter Celebrations	Tom- LFL Extended Lead
Spr 1	Planning Interfaith Celebrations Planning National Story telling week	Jenny from Ladywood Interfaith project, Laura W Kitchen Staff, plan the menu & Teresa
Spr 2	Review of school dinners- share views survey other learners Planning Eid enrichment day	Laura L- Dave & Alan Laura W
Sum 1	Planning how to raise awareness of child safety week Post 16- plan prom	DLL's- Safeguarding Laura W- PSE Sarah- Extended Lead Post 16
Sum 2	Plan end of year celebrations	Extended Lead Tom Craig & Laura- Performing Arts

**Our Actions:**

- Reading lead has met with learning for life classes to determine the reading levels of all learners and to further identify books for reading for pleasure#
- Learners attended a shopping trip to peters book store to choose more books for school library and 6<sup>th</sup> form common room and collect order of books
- Pupil premium used to purchase books
- Impact-more learners accessing the school library



# OUTCOME 9

Children and young people engage in action to campaign and/or advocate for the rights of children locally and globally. Most children and young people understand their role as global citizens.

## Sports Leaders

Learners from the Post 16 Learning for Life pathway have been visiting schools in the local area to deliver sports sessions. They have had the opportunity to teach a range of different ages, teaching from year 2 to 5. They are currently visiting two schools (Regents Park and Clifton).



## CRC Articles Accessed

### Article 3: Best Interests of the Child

- The Sports Leadership programme is designed to promote the best interests of the child by enhancing their physical health, personal development, and social inclusion.

### Article 12: Respect for the Views of the Child

- It has encouraged our learners to express their opinions and take an active role in decision-making processes related to sports and physical activities.

### Article 23: Children with Disabilities

- Ensured our learners with disabilities have access to inclusive sports programmes, promoting their right to participate fully in recreational activities.

### Article 24: Health and Health Services

- Promoted physical health and well-being through regular participation in sports and physical activities.

### Article 28: Right to Education

- Integrated sports leadership training into the curriculum, enhancing learning opportunities for SEND learners.

### Article 29: Goals of Education

- Supports the development of learners' personalities, talents, and mental and physical abilities to their fullest potential through sports and leadership training.

### Article 31: Leisure, Play, and Culture

- Ensures that all learners involved (including other settings) have the opportunity to engage in play, recreational, and cultural activities.



## School Games and Active 30

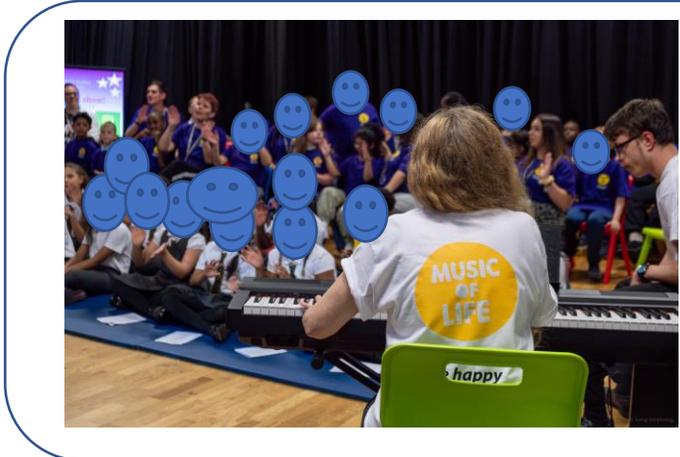
Learners have been competing against other schools in various sporting events such as Boccia, Curling, Multi- skills and Athletics against other mainstream and SEN schools.

Learners have had the opportunity to take part in activities (non-competitive) with other schools such as the MOVE festival and Chance to Shine.

In conjunction with your School Games Hubsite (Clifton SGO) Calthorpe are delivering Active 30 sessions to encourage young people in Primary Settings to be active within the school day and beyond. They will deliver to target audiences where the need is great, based on governmental socio-economic data.

# OUTCOME 9

Children and young people engage in action to campaign and/or advocate for the rights of children locally and globally. Most children and young people understand their role as global citizens.



In a heart-warming display of unity and talent, our school choir joined forces with pupils from St Ann's Catholic School for an unforgettable evening concert to celebrate Music of Life's 20 year anniversary.

The concert was held at the packed Calthorpe Creative Arts Studio, the event celebrated the power of inclusivity and the joy of music. The concert, themed "I Sing Out Loud" featured a variety of performances that showcased the remarkable talents of both our Learning for Life learners and mainstream pupils. The event aimed to foster a sense of community and understanding, breaking down barriers and highlighting the unique contributions of each learner.



<https://www.calthorpe.thrive.ac/news/?pid=56&nid=2&storyid=49>

[Calthorpe Academy - World Down Syndrome Day \(thrive.ac\)](#)



# Additional comments from school and wider community

*“Provision, supported by excellent, unique and innovative resources and rewards, which enables very young children through to late teenagers access to develop their fundamental movement skills, handling of objects, understanding of their own body and health and levels of self-care and independence. Extensive opportunities for young people to develop leadership skills and gain other appropriate accreditation to support their transition into the wider workforce and adult life.”*

**AFPE Quality Mark, July 2023**

*“Very special things are happening at Calthorpe Academy. This community is driven to make every moment count for pupils with special educational needs and/or disabilities (SEND). The school is determined that those needs will not limit pupils’ achievements or enjoyment of school and the world around them.”*

**Ofsted, October 2023.**

*“The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months.”*

**Inclusion Quality Mark (UK) Ltd, July 2024**

## Parent’s Views on their child’s progress at Calthorpe this year:

- School is the most positive thing in F's life. He enjoys recreating what he learns in school. He thoroughly enjoys painting and numeracy. This creates a positive mood for F at home.
  - T is beginning to talk more at home, which is a positive thing.
  - R can transfer himself from being on the floor to the chair on his own
  - S is behaving really well out in the community now - not presenting with challenging behaviours anymore.
- I enjoys engaging in cooking and tells her mom that she likes learning new recipes. Mom stated I has become really helpful in helping at home with cooking and tidying up. I has recently stated she enjoys doing work experience at Tescos and making her own packed lunch.
  - S concentration has improved and he spends more time looking at adults when they speak to him.
  - I seems more alert and is making steady progress with his movement of hands/arms.
- B is happy to go to school now and she looks forward to getting in the taxi each morning and comes home happy too.
  - T has been communicating whilst using gestures. Talia will calm much quicker than before especially when she knows something isn't available.
- S uses speech more at home now. He colours/paints in books now previously was doing this on walls! He tries reading books. He seems a lot calmer. He is beginning to make requests e.g. tea, biscuits, banana, yoghurt. He can change TV channels and uses remote!
  - A is more independent in his care skills such as brushing his hair and brushing his teeth.
- ‘C’ is now helping more around the house and folding her own laundry. She also becoming more independent in scenarios such as sorting her own food. Her writing has also improved.
  - We are happy with S's progress and wish for her to prosper at Calthorpe and home