

Abbey Hill School & Performing Arts College CPI Approved Training Centre VERIFICATION REPORT 2018

LICENSING OUTCOME: RELICENSED

Based on the findings detailed within this report the license to operate as a CPI Approved Training Centre is granted on a rolling 12 monthly basis for a further 3 years until 06 July 2021.

1. Executive Summary

As a provider of training accredited by the British Institute of Learning Disabilities (BILD) it is important that ATC organisations have in place systems and processes that meet the requirements of the BILD Code of Practice (2014). In the past CPI has reviewed compliance with specific criterion in the Code, however, given the national and international focus on restraint reduction and avoidance it is appropriate to review what systems are in place to support such a reduction and by default meet the Code's requirements. To this end the self-assessment tool and subsequent discussion focused on the practices of the organisation in relation to six key factors that are acknowledged as having a significant impact on an organisation's willingness and ability to reduce and where possible avoid the use of restrictive practices. These include, leadership and governance; performance measurement; learning and development; providing personalised support; customer focus and involvement and continuous improvement.

The school has always been a strong advocate for MAPA® training and we are delighted the new Head Teacher is able to appreciate the positive impact that MAPA® training has within the school. We were left in no doubt about the commitment of the ATC to reduce the use of physical interventions. The positive culture within the school, underpinned by strong ethos and values promotes the proactive support of individuals and the multidisciplinary approach serves to identify and meet their individual needs. We noted a number of areas of good practice which are noted in the report and as such there are no recommendations or conditions attached to the relicensing of Abbey Hill School as a MAPA® Approved Training centre (ATC).

The launch of the Pivotal MAPA® for Schools Programme (August 2018) will provide the ATC with a more specific education/child-based training programme. Content will be covered on the instructors next certification renewal event and will be available for staff training following that event.

The ATC was well prepared for the visit with an array of evidence to support the statements and comments made on the self-assessment document and we thank you for your open discussion. We understand that an agreed support day (for 2017) has not yet taken place but has been rescheduled for Tuesday 11th September 2018.

Considering the group of schools likely move to academy status and the changes to the programme CPI suggest we meet with representatives from each of the schools to discuss available training and licensing options. The Account Manager will be in touch with the ATC Coordinator to arrange a mutually convenient date and time.

2. Good Practice

The visit highlighted a number of areas of good practice:

- i) Clearly articulated ethos and values, that compliment those reflected in the MAPA® programme, underpin the positive culture within the school where all individuals, pupils, parents and staff are valued.
- ii) The commitment to on-going improvement and development is evident with external validation from the National Autism Association for excellence in the provision of support for children with Autism and as a Centre of Excellence for inclusive practice and an on-going commitment to developing educational inclusion.
- iii) The strong links with other professionals and the multi-disciplinary approach, ensures that every effort is made to meet the education and support needs of the children and young people at the school which in turn contributes to a reduction in the need for physical interventions.
- iv) There is no doubt about the schools' commitment to the provision of individualised person-centred support for all pupils within the school as evidenced in the multi-disciplinary approach and the support for the emotional wellbeing of the children through the Pupil Support Team.
- v) The change in structure of the Board of Governors, creating 'link' governors with specific responsibility for oversight of specific topics will enable a more detailed understanding and allow governors to positively challenge practice to support the on-going development and improvement of the school.
- vi) The collection and collation of physical interventions data appears robust and provides detailed analysis to support on-going learning and development.

3. Conditions

We use the term condition in the context of meaning a change in practise, approach or system/process that is needed to meet a requirement within the BILD Code of Practice (2014). A condition will result from a standard not being met or only partially met.

We do not feel it necessary to impose any conditions on the relicensing of Abbey Hill School as a CPI Approved Training Centre.

4. Recommendations

At this time, we do not feel it necessary to make any recommendations.

5. Summary of Findings

Below is a summary of the discussion points in relation to the 6 key factors that strongly drive and influence restraint reduction within organisations

	Key Factor	Comments
1	Leadership and Governance	<p>An Ofsted report published just prior to our meeting and based on a visit the previous month continues to rate the school as 'good'. The report comments positively on many aspects of the school including the catering for the personal and social development of students.</p> <p>A new head teacher was appointed at the start of this academic year and is continuing a person-centred approach to supporting the children at Abbey Hill to 'aim high and be the best they can'.</p> <p>We understand that the school's ethos and values were developed in conjunction with staff, pupils and governors at the school. They are well articulated and focus on respecting everyone as an individual and underpin everything that the school does. They are on the website and can be found in and around the school.</p> <p>We were advised that a new structure for the Board of Governors is currently being implemented which will support the oversight of specific topics (e.g. behaviour) by specific governors. This will enable a more detailed understanding and allow governors to positively challenge practice to support the on-going development and improvement of the school.</p> <p>The Leadership team is aware of the specialised support some of the pupils need and works closely with other agencies and professionals to help ensure that the needs of all pupils can be met.</p> <p>Leadership acknowledge the importance of giving voice to all stakeholders, pupils, parents, staff and governors and is committed to listening to all.</p>
2	Performance Measurement	<p>There appears to be robust incident/physical interventions reporting process in place. The data is collated and reported half-termly and presented regularly to the Board of Governors. The data tracked over the last four years clearly indicates a reduction in the use of physical interventions. This can be attributed to a better understanding of individual need, being more proactive in meetings those needs and having trained staff that are more confident in de-escalating situations, preventing them getting to the point of needing to hold a pupil.</p>

		<p>We understand the recording of incidents is currently a manually intensive process but the introduction of a new online recording system (Behaviour Watch) will expediate the reporting process and simplify the reporting and analysis of the data.</p>
3	Learning and Development	<p>All classroom staff (teachers and supporting staff) and the leadership team take part in the two-day MAPA® Foundation programme. The ATC Coordinator monitors attendance at training events and tracks when refresher training is due to ensure annual requirements to refresh are met.</p> <p>We were shown evidence of a wide range of additional training that is available for staff members continued professional development. Ofsted commented <i>"The extensive training package that you have for all staff ensures that staff are well trained and equipped to meet the needs of your pupils."</i> Staff are provided with time to reflect on practice and staff work in small groups to support and learn from each other. We understand that a consultation with staff has led to a change in the approach to supporting and developing staff with more of a focus on coaching.</p> <p>The weekly Pupil Welfare Meetings provide a forum for staff to raise any issues and concerns about individual pupils. This provides opportunities to support the staff member and discuss any actions that need to be taken to best to support the individual pupil.</p> <p>The School, already recognised by the National Autism Association for its excellence in the provision of support for children with Autism, is also an Inclusion Quality Mark Centre of Excellence and is working towards flagship status. It provides nationally recognised validation of the schools inclusive practice and on-going commitment to developing educational inclusion.</p>
4	Providing Personalised Support	<p>The provision of person-centred support demonstrates the school's commitment to supporting the student's education, social, physical and emotional growth.</p> <p>There is a wide age range at the school (3 to 19 years) as well as a wide range of educational standards and social and emotional functionality. As such the school has access to external expertise (including amongst others Child and Adolescent Mental Health Services, Occupational Therapists, Educational Psychologists and Social Workers) that enable very individualised support packages to be created to meet the needs of the child/ young person.</p> <p>The support helps staff develop a better understanding of the children, their conditions and the behaviours they may present, this puts staff in a</p>

		<p>better position to be able to meet their needs and potentially avoid the need to use physical interventions.</p> <p>All the students in the school have a one-page profile created by them with staff, to inform staff about what is important to and for them and identifying the best way they can be supported. We understand the school has recently hosted an open day for more than 50 businesses from the local area with a view to creating internships and genuine employment opportunities for the young people getting ready to leave school.</p> <p>The Pupil Support Team, made up of learning mentors focuses on supporting individuals' emotional wellbeing, raising children's self-esteem and helping them identify ways of regulating their behaviours. Classroom staff that identify pupils who might benefit from time with the Pupil Support team are able discuss opportunities at the regular Pupil Welfare meetings.</p>
5	Customer Focus and Involvement	<p>There is an acknowledgement that all stake holders, staff, students, parents and partner organisations have a role to play in reducing the use of restrictive practices and developing the ways of working within the school.</p> <p>Parents are represented on the Board of Governors and the school actively seeks to engage with parents running 'parent sessions' every half term that offer information and advice for parents on a range of subjects including behaviour support. Parent information leaflets, again covering a range of subjects, are accessible on the school website and information about children's' progress at school is shared at parents' evenings and regular telephone and routine daily contact with parents. Parents are informed about the use of physical interventions, what it looks like and when it might be used, and we understand that the use of a physical intervention is notified to a pupil's parents immediately.</p> <p>In addition, questionnaires are routinely sent to parents seeking general feedback and when necessary parent's thoughts on specific topics.</p> <p>The importance of giving voice to the students is appreciated with the creation of the student council, made up of elected representatives from each class who meet regularly to discuss issues affecting the school. The council decide what activities to run at lunch time and after school. Annual feedback is sought from all pupils and the most recent results were very positive with the majority of the children feeling safe and enjoying being at school.</p> <p>Pupils also have representatives on other groups and committees such as the anti-bullying group and the safety on line group.</p>

6	Continuous Improvement	<p>The importance of on-going learning and development is acknowledged by leadership and there are systems in place to ensure that lessons are learnt. Incident analysis, staff reflection, sharing best practice encourage pupils and staff to learn from their experiences to prevent a recurrence of behaviours.</p> <p>The leadership actively seek feedback from all stakeholders including pupils, parents and staff in order to understand the issues and concerns that people have so that appropriate actions may be taken and improvements made.</p>
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