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| ***New Struan School***  *Included, confident learners in the community*  **Standards and Quality Report 2022 to 2023** |

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| **About our school**  New Struan School is an independent day and residential school located in Alloa for pupils between the ages of 5 and 19. We cater for pupils across the autism spectrum with different levels of communication, social understanding and sensory needs. We currently have 18 pupils from 10 different local authorities.  Our vision is to enable our pupils to become included, confident learners in the community. We know that young autistic people can be successful learners and we strive to provide the structured and supportive environment which enables them to reach their full potential.  New Struan School is part of Scotland’s national autism charity, [Scottish Autism](http://www.scottishautism.org/) which enables autistic people to lead happy, healthy and fulfilling lives. |
| **School Improvement Priorities 2022 to 2023**   * Continuing our Learning for Sustainability curriculumincluding our work on the United Nations Convention on Rights of the Child (UNCRC) * Refreshing our curriculum rationale with a focus on learning and play rooted in an understanding of the unique developmental profile of each of our learners. * Continue to develop our practice and shared understanding of the Low Arousal Approach and consider how this shapes our community and the life of our school. |
| **What has gone well?**  We have had three very successful transitions into our school community over this academic year with two being residential and one day placement. As a team we have been reflecting on our transition planning at admission and ensuring that admissions are well paced and completely focused on the needs of the young person and their family.  Our young people have achieved a number of SQA Units and accreditations including awards in National 3 and National 4 (see appendix 1 for the 3 year analysis). We also have young people achieving accreditation in ASDAN, High 5 and Dynamic Youth Awards. There also continue to be a range of positive destinations for our young people including a move to a new home for one in his own community and a fulltime college placement for another. Our progress tracking data at BGE (see appendix 2) also shows that 83% of our young people are working at or exceeding their individual targets across Literacy, Numeracy and Health and Wellbeing.  Learning for Sustainability and in particular our approaches to the UNCRC continues to be an integral part of the life and work of the school. Whilst we had planned these as a strand of focus it has become clear that our curriculum and approaches have these woven in throughout all our development. We can see the success of this work in our tracking of engagement and in the progress and achievements our young people make in their individual curriculum experiences.  Play pedagogy was a significant area of focus across the year and we adopted the 4 E’s approach to implementation (Explore, Experiment, Expand and Embed). This has allowed us to move at a sensible pace for staff to ensure quality and depth of understanding. In order to track progress towards individual milestones and learning we have consolidated our use of BSquared and report on this to families and partners through Evidence. Our Depute Head teacher has now completed the Froebel in Childhood course which continues to inform the practice we are developing. Across this year, we have been part of the Thrive Outdoors ASN pilot to help improve inclusive community play. This has led to many links with community businesses, 3rd sector organisations and collegiate work to develop our Open Ended Play provision in our school grounds. We have been part of producing a podcast with a series of 3 episodes to capture the work of all charities involved in project. Our Depute Head Teacher presented as part of this group at the International Play Conference which was held in Glasgow this year and 2 teaching colleagues also attended across the 3-day event.  We wanted to ensure that our skill in offering contexts for learning was reflected in our education planning. Teachers were consulted and examples of responsive planning in settings out with our own were perused. We created a format which demonstrates the context but also the holistic value of this and links to planned accreditation opportunities. Working with the digital team, this is now going to be contained on ACP which gives more access to all working with the YP to understanding their learning opportunities and targets, making supporting the 24hour curriculum more cohesive. As we continued to focus on meaningful learning, we also took stock of our accreditation pathway and offering. This led to this being refreshed with the needs of our current population and national discussions influencing content. A new Senior phase pathway has been developed and next year will be about embedding this and ensuring clarity of this across our team and school community.  Our Low Arousal Approach continued to develop over the course of the year. We have looked carefully at the rhythm of the school week and year and made adjustments to the curriculum offerings and ways we offer experiences to ensure that there is a balance between maintaining our optimal environment and the opportunities we offer. Our families have supported us to consider how we mark significant events such as graduations and our residential trips in the best way for each of our young people. We have also reintroduced key experiences as our school drama show by developing a new partnership with a local theatre and further therapeutic offerings such as Pony Therapy at our school. We are planning to continue to work in this way going forwards. We continue to see an overall rise in engagement and reduction in the number, frequency and intensity of incidents. Support plans have been of a high quality this year as we adopted a key worker approach and discussed the detail of the information they should contain and staff engaging in moderation and feedback sessions around these.  Another area of focus this academic session has been on exploring some of the friction that exists between low arousal practice and maintaining the pace and challenge of learning. We have used our levels of engagement scale, environmental audits, peer shadowing and incident data to inform our planning and to create our curriculum. The team have been developing a shared understanding of the optimal environment and conditions for learning. Some of this has been supported by embracing more of a Slow Pedagogical approach and developing staff’s understanding of the value this can bring to deepening learning and attuning well with pupil developmental needs.  As part of our ongoing commitment to supporting and championing our young people’s views and rights we have taken part in several consultations from Scottish Government including the ‘Let’s Talk About Education’ programme. Our young people met with a team of independent researchers to gather their views. The researchers also met with groups of staff. As a whole school we also prepared a response to the National Discussion consultation. Additionally, we have welcomed MSPs from across the parties to our school and shared with them the value of specialist schools. We have also used these opportunities to highlight the challenges our young people face particularly with equitable access to post school options and the lack of adult services. Our Headteacher gave evidence at the Children and Young People’s Committee in Parliament about the significant impact that the current situation with transitions to adulthood and lack of services has on our pupils and their families. |
| **Challenges and emerging priorities**  Post school transitions have continued to be a significant challenge for our young people and their families. This is because there is a very real lack of opportunities, services and options once our young people leave statutory education which is inequitable. A nationwide lack of adult placements and staffing crisis in social care are significant factors for our young people who will require scare throughout their lives. For one young person the lack of appropriate services contributed to a crisis which meant his placement ended when he was admitted to hospital. Scottish Autism will continue to campaign for the rights of our young people to a proper transition as we are acutely aware of how devastating the consequences of the current situation is. We also have a young adult whose placement we extended for a period of 6 months moving into his own home in July. Our flexibility and ability to work in true partnership with local authorities has facilitated the best outcomes for this young person and allowed one move rather than two.  We paused accepting new referrals between December and March due to the very challenging situation around a young person in our residences who was in a period of crisis. Since re-opening our referrals list, we have seen a continuing pattern of high numbers of referrals with 70% being for residential places. We have had a further 3 referrals for young people not currently in education placements. The nature of referrals continue to be for young people with multiple education placement break downs and very complex care and education needs which means we will continue to adapt and develop our model and practice.  We have also had three young people who have experienced significant mental health challenges over this academic session. In order to keep them safe and provide the best possible support we have brought in specialist training around acute mental health crisis and suicide. This work will continue next session and we are carefully considering how we can support the mental health of our young people who do not speak to communicate.  At a national level there is a drive to have only subject specialist teachers delivering accredited course in the Senior Phase. Within New Struan our population is increasingly following individual milestones rather than the traditional pathways through the education. As a result of this we have made the decision to review our Senior Phase offering and have begun work on a new pathway and furthering our links with partners such as colleges and local authority schools to broaden our offering. Senior phase changes due to policy etc. Alongside this we are also reviewing our moderation and verification policy and processes to ensure that we continue to provide a high standard of learning and teaching.  Following the national discussion about Education we are now moving into a period of reform. As part of national charity New Struan can amplify the voices of our young people and to advocate for their best interests in the changes to come. We will be actively engaging in the reform to be in a position of readiness for the changes to come |
| **Next Steps**   * Weaving Learning for Sustainability through all of our development work and practice which links explicitly to the UNCRC * Next steps with play pedagogy will be to further develop our practice through professional enquiry, case study approach, heuristic play and further development of block play * Our focus on taking forward the Low Arousal Approach will centre on the communication of our young people and their meaningful participation in planning their learning and making choices. * Ensuring our readiness for change due to Educational Reform and embedding our new approach to the Senior Phase |

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| **National Improvement Framework Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2020-2021** | **2021 - 2022** | **2022- 2023** | **Inspection Evaluation**  **August 2019** |
| 1.3 Leadership of change | Good | Good | Good | Good |
| 2.3 Learning, teaching and assessment | Good | Good | Good | Satisfactory |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good | Good | Good |
| 3.2 Raising attainment and achievement | Good | Good | Good | Satisfactory |