KTS Academy

Self Evaluation Summary
September 2015

Phase: EYFS/KTS 1

4. Personal development, behaviour and welfare GRADE(1-4).....1.....

- The vast majority of our pupils behave very well. Pupils who can display some challenging behaviours, linked to their SEN, have a support plan in place to ensure behaviour is consistently managed and monitored. Support plans are often written in conjuction with our in-house behaviour specialists and other agencies, ensuring specialist input is given, where needed. This year 33% of pupils in KTS1 have a behaviour support plan. The Team Teach Team are available to support individuals and are able to offer advice if needed. The behaviour team also holds monthly 'Behaviour clinics', where teachers are able to go along and discuss any behaviour issues with specialists, including members of the Challenging Behaviour Team from LDCAMHS and our own 'in house' specialists.
- Staff work closely with families and other agencies (eg – LDCAMHS/CAMHS, Sensory Integration OT) to put consistent boundaries and strategies into place. Support plans are shared with parents and other agencies where appropriate.
- Staff are aware of the importance and impact of modelling appropriate behaviours for our pupils and this is evident throughout the phase.
- Personalised resources to support emotional development and behaviour are provided such as emotions fans, First and Then symbol strips, personalised timetables and 'working towards...' reward strips.
- Pupils are encouraged to behave well and a reward system to celebrate this is in place within the phase. In addition, classes also have their own reward systems.
- Pupils enjoy coming to school - "totally adores going to school", "loves school" (comment used many times on our parent/guardian views sheets) and unauthorised attendance is better than the National Average at 1%. Authorised absences (7.2%) are mainly due to the many medical appointments that our pupils need to attend. School now holds a range of clinics within school (paediatrician, psychiatric, orthotic) to enable ease of access for families and familiarity for pupils so these clinics are potentially less stressful, and to support attendance so that pupils do not miss out on full/half days of schooling due to attending clinics elsewhere.
- Safety is a high priority within the phase due to the early developmental levels and SEN of our pupils. The vast majority of our pupils are unaware of dangers and need very close supervision throughout the day. A high staff ratio supports the vigilant supervision of pupils to ensure their safety. Pupils are further supported to adopt safe behaviours through direct teaching, appropriate adult modelling and visitors into school such as Road Safety and Fire Safety Officers.
- The phase environment is kept safe through risk assessments and daily safety checks. Thorough Risk Assessments are in place for any out of school visits.
- The vast majority of EYFS staff are trained in Food Hygiene and three are Paediatric First Aid trained (or equivalent). Staff are trained in Feeding and Drinking by a dysphagia specialist SALT and Moving and Handling by our in-house trainers.
- Safeguarding is a major priority and is in line with the EYFS statutory requirements and whole school policy and procedures.
- Our last three Ofsted inspections identified pupils care, welfare, safety and behaviour as outstanding.

Any Action Points / Developments

1. **Moderate identified areas with The Cleveland Unit.**
2. **Set up a 'working party' to moderate MAPP and decide how we will collate and report on achievements over time.**
3. **Look into Equals 'Small Steps' and look to incorporate with our own 'in house' EYFS assessment.**
4. **Support NQT in developing her CPD in EYFS**
5. **Develop outdoor areas**