



The Observatory School Inclusion Report

Aims	Outline of Programmes	Impact of Programmes	Barriers	Next Steps
<p>1) To reengage our SEBD pupils (with diverse learning needs) with the wider community, encouraging real and meaningful links and interactions.</p>	<p>Extended curriculum Theme Days:</p> <ul style="list-style-type: none"> - Disability - Multicultural - Music - Healthy Lifestyles - Heroes. 	<p><i>Extended Curriculum Theme Days:</i> Whole days, where the timetable is collapsed to enable pupils to focus on a particular theme. The impact of each one is profound. Disability Awareness Day allowed pupils to develop a greater understanding and empathy of issues pertinent to disability and in particular living with physical disabilities. The pupils now have access to a set of sport wheelchairs purchased by the school for PE and rewards session.</p> <p>The Multicultural Awareness Day resulted in a reduction of racial incidents (currently zero). The discussions which arose from the day provided pupils with an understanding of different cultures and the difficulties some ethnic groups have faced throughout time. The African drumming was particularly successful with the school continuing with one session per week. A testament to this is one year 11 boy, who carries the 'coffee bean' around with him every day since the event!</p>	<p>Cost of visitors.</p> <p>Curriculum time.</p> <p>Pupil engagement.</p> <p>Resources.</p> <p>Time.</p> <p>Transport.</p>	<p>Continue with and develop theme days. Dovetail into our SMSC programme and into our work related curriculum.</p>
	<p>Establishing links with community groups and organisations.</p>	<p>Links established with the following:</p> <ul style="list-style-type: none"> - Guide Dogs - Work experience - Enterprise projects - Radio City (96.7) - Local parish church - Wirral Civic Award <p>Links with other community stakeholders and groups have been instrumental in the reengagement of pupils – Guide dog liaisons have seen improvements in both their attitude to learning and also themselves. The links with Radio City have supported the school charity FOTOS to improve the home life of some of our most vulnerable families.</p>		<p>Build on established links, continuing to break down engagement barriers with the community.</p>
	<p>Assembly visitors, e.g. Wirral Youth for Christ and the Anthony Walker Foundation.</p> <p>Summer/Christmas School Fairs.</p>	<p>Pupils are able to learn key social skills by interacting with the local community within a safe and familiar environment. Pupils appreciate and understand the concept of cost. The money they raised has been used to fund trips abroad to Madrid and Paris.</p>		<p>Link foreign trips more closely with the curriculum and work related learning.</p>

<p>2) To introduce & develop differentiated and relevant curriculum opportunities for all of our SEBD pupils, encouraging engagement in learning and developing academic skills. This will support them in widening out to opportunities presented from external sources.</p>	<p>Virtual School Programme.</p> <p>African drumming music intervention.</p> <p>Wheelchairs in PE.</p> <p>Reward trips.</p> <p>Pupil laptops.</p> <p>Coloured paper / books & overlays.</p> <p>YMCA gym.</p> <p>Examination scribes 1-2-1.</p> <p>Staff literacy training.</p>	<p>The Virtual School Programme is designed to focus on pupils who cannot (or typically have refused to) attend school for a variety of reasons, including health and safety (including child protection and risk matters), family turmoil or medical reasons (the list is not exhaustive). The overwhelming majority of pupils placed on this programme have seen an increase in their achievement and attendance.</p> <p>Routine screening for Irlen's syndrome has resulted in significant improvement in the literacy skills of children. However it has meant that pupils need access to a wide variety of coloured resources. The improvement in the legibility of handwriting and in the reading ages is remarkable.</p> <p>Reward trips reinforce the behaviour system in school thus having a positive impact on behaviour which directly correlates with achievement overall.</p> <p>Whole school staff literacy training has embedded literacy skills into each subject area. This constant reinforcement has been a contributing factor to improved reading and spelling ages amongst pupils.</p>	<p>Staffing cost for VSP.</p> <p>Costs for African drumming.</p> <p>Cost of wheelchairs.</p> <p>Cost of laptops.</p> <p>Additional costs for coloured paper and resources.</p> <p>Staff training for screening tests.</p> <p>Staff time.</p> <p>Trip costs.</p> <p>Additional staff costs for 1-2-1 exam scribes plus training costs.</p>	<p>Increase the number of accreditation pathways in the VSP to ensure comprehensive coverage of NC in KS3/KS4 and equal enrichment opportunities for pupils studying within the programme.</p> <p>Irlen's Syndrome testing to be completed during initial visit for all future pupils.</p> <p>Further embedding of access arrangement provisions early in pupils' school career.</p> <p>Whole school examination week to embed examinations as a form of assessment into all pupils' experience of school, whatever their age.</p>
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<p>3) Provision of expert member of staff to provide extensive support for all pupils and families.</p>	<p>A member of staff is now employed as Pastoral Manager. All multi agency meetings are attended.</p> <p>Transition links with primary SEBD school.</p> <p>PASS assessment (Pupil Attitude to Self & School).</p> <p>Anti Bullying Training.</p>	<p>Our Pastoral Manager provides full and compressive coverage of all Multi Agency Involvement meetings for all pupils and their families / carers. This joined-up, cohesive process provides up to date and relevant information to all key staff, thus ensuring all pupils are catered for appropriately and sensitively.</p> <p>Our Pastoral Manager leads on our school bullying policy and related areas. Targeted CPD in this area and dissemination to all staff has resulted in a decline in bullying behaviour amongst pupils.</p>	<p>Cost of full time Pastoral Manager.</p> <p>Training Costs.</p>	<p>Appointment of a Year 11 enrichment TA charged with sustaining academic progress throughout Year 11.</p>
<p>4) Provide Behaviour Management training for school staff (our internal staff and external training for other schools) and student teachers through Liverpool Hope University.</p>	<p>We have four members of staff involved in Behaviour Management training.</p>	<p>Feedback from Liverpool Hope University has been, without exception, 100% positive. It has led to increase in our school being selected as a preference for trainee teachers to attend here for their placements both in PGCE and Undergraduate courses in education.</p> <p>Our external behaviour management training has been oversubscribed and future dates are already in discussion.</p>	<p>Training Costs.</p> <p>Staff time.</p>	<p>Setting of future dates for behaviour management training. Working within local schools, providing in-house support.</p> <p>Extending our university student training sessions to other local universities.</p>