



Report on IQM Inclusive School Award



School Name: Fawbert and Barnard Infants' School

School Address: Knight Street
Sawbridgeworth
Hertfordshire
CM21 9AT

Head/Principal: Mr Lee Wells

IQM Lead: Mrs Aimee Jones

Assessment Date (s): Thursday 18th May 2023

Assessor: Mary Hewitson

Meetings Held with

- Headteacher
- Deputy Headteacher
- Inclusion Co-ordinator
- Parents
- Speech and Language Therapist (SALT)
- Class Teachers
- Subject Leaders
- Phase Leader
- Early Career Teacher (ECT)
- Learning Support Team
- School Business Manager (SBM)
- Governors
- Breakfast and After school Club Team
- Telephone conversations with the IQM Lead (before and after the assessment)

Background Information

The school is new to the Inclusion Quality Mark process and as such has not been previously assessed for the Inclusive School Award. However, the IQM lead member of staff (supported by senior leaders) considered that the school already met the criteria for Centre of Excellence (COE) status. The Assessment Day and this report therefore have focused on the basic 8 IQM elements as well as the criteria for Centre of Excellence. I confirm that it is my view that the school fully meets the criteria for Centre of Excellence status.

Senior Leaders have already agreed proposed COE targets demonstrating their commitment to the process. They are fully committed to attendance at IQM Cluster Group meetings and are excited by the prospect of working with other COE and Flagship schools. Senior Leaders and all staff at the school have the professional capacity to



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share outstanding practice with other IQM schools and are totally committed to sharing their own learning and expertise.

Fawbert and Barnard Infants' School has two forms of entry and a 30 place Nursery Class. Most pupils remain in the school until the end of Year 2 and then transfer to the nearby Junior school. The area has low levels of deprivation, and the school is situated on the border of two counties, Hertfordshire, and Essex. Consequently, according to the home post code of pupils, senior leaders work with two Local Authorities (LAs) for various services, including support for children with Special Educational Needs and Disability (SEND) and Education Health Care Plans (EHCPs).



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Overall Evaluation

Although the Senior Leadership Team (SLT) members at Fawbert and Barnard Infants' School have only worked together for approximately two years, they have established an inspirational learning environment. A shared vision underpinned by clear workable structures has created a values-driven environment, responding to the needs of the entire school community. It is led by the most creative, yet humble Headteacher who works closely with his Deputy Headteacher and the Inclusion Co-ordinator, supporting and responding to his innovative vision. The 3 leaders form an exceptionally strong team and have developed carefully considered structures to support their School Development Plan (SDP). Inclusivity is at the heart of all decisions and has become a trigger for practical action, reflecting the values that drive the whole-school community. Staff, Governors, parents, and the pupils themselves respect the dignity of every person in the community so that inclusion is not just a dream for the future but exemplified in a tangible way every day. The Headteacher has a highly visible presence around the school which builds confidence and a united sense of purpose. He is leading the school in a Herts for Learning Pilot Safeguarding Project and has incorporated language detection software to identify potential safeguarding related conversations.

The Deputy Headteacher is responsible for maintaining an overview of Mental Health and Wellbeing within the school community. She has completed counselling training and works closely with outside agencies regarding safeguarding concerns. At a school level she works closely with the Inclusion Co-ordinator and the Personal, Social, Health and Economic (PSHE) Lead to ensure that systems are in place to support pupils, staff, and parents. Most recently, following the social isolation of pupils during the Covid pandemic, a wellbeing library responding to the emotional needs of pupils has been created. Appropriate children's books have been researched and now provide age-appropriate reading opportunities addressing issues such as anxiety, friendship, loss, and family separation. Some have been donated by parents and others purchased by the school. Content has been scrutinised and books have been allocated to specific year groups as appropriate. The Deputy Headteacher organises play therapy sessions for pupils with specific needs, which often include craft activities, play dough and puppets. She meets with parents when there are concerns about a child's mental wellbeing, spending time to identify the cause of a child's anxiety or distress.

The Subject Leader for PSHE works closely with the Mental Health and Wellbeing Team to support the concept of wellbeing. She is training to become a Child and Young Adult Counsellor and is a member of the Mental Health and Wellbeing Team. The PSHE curriculum follows SCARF, a teaching resource which ensures coverage of this important subject. Recently, a special Friendship Week took place and included Junior school pupils.

The work of the Inclusion Co-ordinator is woven into every area of school life. She has developed workable systems to track pupil progress and curriculum coverage which greatly assist the work of subject leaders. Her commitment to the sharing of knowledge means that teachers have increased confidence in leading training sessions themselves and appreciate having their skills as educators developed and acknowledged. The



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Inclusion Co-ordinator is relentless in her determination to achieve the best outcomes for pupils with additional needs and because of the geographical location of the school on the border of two Counties, she must respond to different systems and expectations. Parents recognise her efficiency and determination and feel confident that she will never cease to work for the very best outcome for their child.

The social demographics of the area in which the school is situated might suggest that the needs of families and pupils within the school community are less significant than those in areas of greater deprivation. However, this theory can be challenged when the needs of a number of pupils within the school are considered. Senior leaders have welcomed pupils with the most significant additional needs so that they can experience the genuine support and care they deserve. The energy, determination, and relentless pursuit of the Human Rights of children by the Inclusion Co-ordinator, means that positive outcomes are being achieved. Pupils are defined by who they are as individuals and their additional needs are seen as an essential, whole-school and community responsibility.

The school employs a SALT who is a well-established member of the staff team. Over time her role has evolved and has greatly contributed to staff awareness and understanding of the complexities of speech and language development and its impact on learning. She works directly with children and their parents, or in an advisory capacity for staff and commends the school for its open and collaborative approach. She stated that 'this school really understands what a SALT can do i.e., improve communication, remove barriers to learning, help children adjust to difficult social situations and unleash potential. In her own words she described the school as 'My Nirvana'.

Leadership and responsibility are distributed in a sensitive way so that as far as possible within the busy life of a school, the workload is manageable. For example, subject leaders have been allocated time away from their own teaching responsibilities to evaluate and understand the delivery of their subject areas within classroom teaching. This is over and above the designated planning, preparation, and assessment time (PPA). Tools to support their work have been selected and developed so that every subject leader is using the same approach to monitor and evaluate coverage and progression. Outcomes are cross referenced and shared with senior leaders, so that the inclusion and provision for all pupils and especially those with vulnerability is regularly assessed. The additional needs of VIPs i.e., 'Very Important Pupils' are highlighted, so that all staff can focus on the educational, emotional, and social needs of individual children.

The teacher responsible for leading learning in Mathematics described how she monitors progress of pupils across the school. She meets regularly with class teachers and the support staff so that any gaps in learning can be identified and addressed. Pupils with identified additional needs are a key focus as are those who are in receipt of Pupil Premium Grant (PPG). When necessary, interventions are put in place and the impact of these is measured and shared with senior leaders. (This model is applied by all subject leaders).



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Another teacher described the profound needs of a child in her class and how she has adapted classroom practice to include him. By changing timetabling and approaches to learning all children are included and those who do not have additional needs have become accepting and supportive of those who need individualised provision. Special interests are valued, so that a child with an exceptionally strong tendency to develop a persistent focus on a particular topic, can involve other pupils in the learning through discussion, investigation, and creative activities. An Early Career Teacher (ECT) is enjoying her teaching responsibilities within the Early Years Foundation Stage (EYFS) and is very well supported by the Early Years Leader.

The school looks beyond its immediate environment and a member of staff is developing international links to widen experiences for pupils. Links have been made with a primary school in Dubai and during a Zoom call, pupils were taught how to sing the Happy Birthday song in Arabic. A 'Continent Culture Day' comparing North and South America has taken place and links with Uganda are planned in the future.

Support Staff feel highly valued and appreciate that they are regarded as important members of the teaching and learning team. They are invited to attend relevant training and are paid if this takes place outside of their normal working hours. They appreciate that training materials are posted on the internal network enabling them to 'catch-up' if they have missed particular information. They are also regularly updated during their Core Professional Development Meetings on information shared earlier with teachers. They have established excellent working relationships and agreed that they support one another and have developed a caring 'family feeling' within their team. They greatly appreciate the thank you cards that appear in their pigeon-holes and most especially the 'golden ticket' which enables them to have a paid half day off from work at an agreed time.

Parents described reassuring experiences as for many the school has become a lifeline for the future of their children. Simple actions such as the presence of senior leaders at the school gate and more formal meetings about the needs of individual children, have reassured them of the school's commitment to inclusion. Some parents described the complex needs of their children. They described how senior leaders met with them prior to the admission date to reassure them that they had considered needs and that they had already planned supportive action. One parent who had experienced negativity in a previous setting said, 'it doesn't feel like my child is a burden anymore' and another described how she felt that during Covid times her child had been lost within the LA system; however, because of the diligence of the Inclusion Co-ordinator at this school provision across the various agencies had been restored. Parents described life changing medical conditions and disabilities experienced by their children, but they have confidence in the staff team. Leaders demonstrate their determination to access a high level of support and understanding from outside agencies, as well as constantly reviewing capacity for effective support within the school.

Parents appreciate the Breakfast and After School Club which operate within school buildings. Although the facility is managed independently the school commitment to inclusion is respected and the service adheres closely to the school values.

Teachers are given supportive encouragement to lead information sessions for parents. Whilst these are often delivered in a face-to-face situation the slides or video recordings are posted on the school website so that parents who were unable to attend the in-



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house session can access information. The Inclusion Co-ordinator has delivered several workshops for parents focussing on areas such as:

- Trauma and Attachment
- Speech Language and Communication
- Sensory Strategies to Support Everyday Routines
- Self-Regulation

Similarly, parents receive regular Inclusion Newsletters which are also available on the website. These address many topics such as dyspraxia, anxiety, autism, and signing. They give parents support with issues that their children may be facing at home, as well as insight into provision and approaches within the school.

The school has an excellent working relationship with the Junior school that most pupils join after Key Stage 1 (KS1). Teachers from both settings meet regularly, they visit each other's schools and liaise closely to ensure the transition process is a positive and seamless experience for the children. Curriculum decisions are openly discussed and both Headteachers are totally committed to the support they can give to both schools. Parents appreciate this close relationship which is exemplified by the existence of one Parent Teacher Association serving both organisations. Parents and staff from both schools work together to organise social and fundraising events and money raised is distributed according to the needs of each school.

Governors who met with me during the Assessment Day play an extremely active role in the life of the school. They are passionate about their role as 'critical friends' and supporters of the school and appreciate the improvements that the current leadership team has made. Statutory duties linked to Pupil Premium Funding, and Safeguarding are fulfilled and meetings with parents ensure that parental views are heard. One Governor is a regular classroom helper listening to pupils read, keeping her in touch with classroom practice. Governor visit forms are completed regularly and demonstrate detailed observations and challenging questions for the school. For example, during one visit Governors asked, 'How do you know the school's actions are having an impact?' and during another visit Governors focussed on the support and monitoring of vulnerable pupils. During the Assessment Day Governors gave extra information about the links with the Junior school and described activities that continually strengthen links between the schools. For example, Fawbert and Barnard pupils hold their Sports day and an annual picnic on the Junior school field and teachers from Key Stage 2 (KS2) visit to teach the Year 2s before they move up. Similar systems (such as Provision Plans) have been devised by staff from both schools working together, thus enhancing continuity. Pupils from both schools shared a trip to the Houses of Parliament as part of their work on democracy.

Pivotal to the success of the school is the Office Team which is highly valued by school leaders. The Business Manager and her assistant have an astute understanding of the challenges faced by many parents and know how to diffuse difficult conversations with kind and helpful responses. They offer help and support to parents who find it difficult to disseminate information and give kindly reminders to assist anyone who is struggling with dates of payments, form filling, parental permission slips, etc. They show great empathy and extend their understanding to pupils with additional needs. The Business Manager who met with me on the Assessment Day has accessed British Sign Language



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(BSL) training. She has taught staff and pupils some basic signing during school assemblies and parents have been made aware how signing is used in school.

The Inclusion Co-ordinator has prepared meticulously for this assessment and has provided a great deal of information confirming the school's overwhelming determination to meet the needs of every child. She is part of an exceptional leadership team whose passion and commitment to inclusion cannot be overstated.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award.

The school has submitted an Agreement to Participate in the Centre of Excellence programme committing it to annual reviews for the next 3 years and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools. The Action Plan which has been submitted reads very well and gives us an insight into the future plans of the school. As such the school meets our Centre of Excellence criteria and I am happy to confirm that **Fawbert and Barnard Infants' School** has also achieved Centre of Excellence status at this time.

Assessor: Mary Hewitson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

Strengths:

Pupils learn about individual difference and how lives can be adversely affected by poor communication. British Sign Language (BSL) is used during some assemblies to help pupils appreciate the need for different ways of communicating. They have experimented with basic signing and understand how beneficial it is for those with communication difficulties.

Each half term the school organises 'drop-in' sessions for parents of pupils with additional needs. The Inclusion Co-ordinator leads the sessions and parents can talk about coping with challenges at home. Staff explain how extra provision for children both within and outside of the school can improve learning and wellbeing. The half termly newsletters for parents of pupils with SEND offer further information and support.

All subject leaders monitor vulnerable groups within their subject area which enables cross referencing analysis with the class teacher. In this way individual strengths of pupils and areas for greater progress can be identified.

The progress, individual provision, attendance (and other relevant data) of those in receipt of PPG is held in one accessible report. Inclusion Action Plans focus on different areas of need. For example, EAL (English as an Additional Language), SEND, PPG and Accessibility.

The Inclusion Co-ordinator attends all Pupil Progress meetings to maintain an overview of all pupils (including those working at Greater Depth).

VIP (Very Important Pupil) monitoring visits take place on a weekly basis by members of the SLT. Discussions that follow include 'pupil voice' with questions linked to inclusion.

The Inclusion Co-ordinator is trained in Therapeutic Approaches to Behaviour (THRIVE) and shares her learning at staff meetings. The Thrive Approach is a trauma-sensitive, developmental, and dynamic approach to develop the social and emotional skills within the children. It is through this approach that Thrive aims to achieve its goal of a world where the social and emotional needs of children are well understood and met.

PPA (Planning Preparation and Assessment) time is organised so that year group staff can work together at an agreed time. In this way professional dialogue can inform planning and ensure equity across year groups.

An Autumn Term workshop for parents focussed on Speech and Language provision within the school. This was made accessible to all as it was delivered face-to-face but recorded and made available on the school website.



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Two members of staff (the Inclusion Co-ordinator and Deputy Headteacher) are trained Families First Practitioners which allows access to a greater range of external professional support. All families who have chosen to take part in the Families First programme have given highly positive feedback.

The principles of 'Zones of Regulation' have been adopted at a whole-school level to support children in understanding and regulating their emotions. Mental Health Kitemark accreditation started in September 2022 and has involved all staff as a joint initiative.

The Inclusion Lead hosts half termly pastoral workshops. These are face to face and recorded so that all parents have access to them. Workshops have focused on self-regulation, communication and language, and sensory needs. The workshop themes are suggested by the parents.

Leaders engage with Inclusion. It is a standing item on the SLT weekly meeting agenda to ensure all members of SLT are aware of priorities and can monitor/touch base with key children and families. This ensures continuity.

Staff wellbeing is a high priority and recently inset focussed on staff resilience. This was led by the Bounce Forward Company.

Next Steps:

- Shining a light on our staff, parent, and family networks – reinforcing our commitment to diversity, equality, and inclusion. (Developing more parent events).
- Focusing on the accessibility plan and how barriers within the site can be overcome (purchasing EVAC chairs so all areas of the site are accessible).



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Element 2 - Leadership and Management and Accountability

Strengths

Safeguarding is a standing item on all Governor Visit forms. Inclusion is a standing item on weekly SLT meetings so that all senior leaders are kept up to date.

A safeguarding question of the week is sent out to all staff each week. This is followed up through teams submitting answers or members of SLT asking individuals. Any gaps or concerns are then addressed immediately.

The school is participating in a pilot safeguarding programme with the LA accessed through SLT.

January 2023 INSET on staff 'resilience' led by the Bounce Forward Company. Mental Health and Wellbeing staff survey completed Summer 2022 and followed up with all staff in September INSET – Staff social plan for the year devised as a staff group. There is a staff wellbeing notice board in place.

A LA benchmarking tool is used for evaluating SEND. This is compiled jointly between the Inclusion Co-ordinator and Governors.

An annual CPD timetable is created with the involvement of all teaching staff. It is a fluid document open to adjustment according to needs within the school. All staff have access to the National College and its webinars for professional development. There is a rigorous induction process for new staff and an Inclusion specific induction Handbook.

Regular pupil progress meetings are attended by the year group teams, the Inclusion Lead and members of the SLT. The progress of groups is enhanced through coaching conversations, often focusing on planning, the delivery of interventions and the deployment of the support staff team.

The school employs a private SALT to work 3 hours a week working with children and delivering staff training. All support staff have the opportunity to work alongside the SALT to observe her sessions which supports their follow up work in the classroom.

All subject leaders have taken part in 'How to lead your subject' training delivered by the LA (3-part session) to develop confidence in all subjects. All staff are 'partnered' with a link subject member from the Junior school. This removes isolation within a subject and also helps staff to look at the bigger picture of expectations within subjects.

The Inclusion Governors meet with the Inclusion Co-ordinator at least once every 6 weeks for formalised updates and activities such as joint learning walks to observe policy in practice.



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The Inclusion Co-ordinator formally feeds back to the full governing body at every meeting through two documents i.e., SEN Progress Tracking and Updates, and Pupil Premium Progress Tracking and Updates. This ensures all Governors, regardless of their role are kept informed of the key priorities for inclusion.

Governors complete a Governor Visit form when they visit the school. The final section of this is entitled 'Key Issues/Questions to Provide Challenge.' This is then shared with a member of staff and the Headteacher.

An Inclusion Newsletter is sent out half termly and contains a section where Inclusion Governors do an update.

Vulnerable Groups is a standing item on all Governor Visit forms regardless of link subject. All Governors' comment on this.

The Inclusion Co-ordinator attends Governing Body meetings to update all members of the Governing Body on key priorities for the term.

Each Governor Visit form contains a 'vulnerable children comments' section which is reviewed by the Inclusion Lead and actioned appropriately.

Governors follow 4 main visit types: the school in action, classroom visit/learning walk, school improvement focus and quality assurance.

The Inclusion Co-ordinator is a visible presence across the school, modelling teaching within classes. Individual tracking and monitoring (progress) system in place for every child in receipt of PPG.

Every child in receipt of PP has a subscription to the Book Trust Letterbox Club package to link with the school priority of further promoting a love of reading. Parent feedback for this has been highly positive.

Next Steps:

- Continue to enable and empower curriculum leaders and its evolution.
- Continue to embed subject leads as leaders of vulnerable groups, ensuring this information is transferred through to link governors.
- Staff to develop an effective work life balance that works for them, through constantly revisiting the core purpose of all actions and the impact and this will have on the quality of education provided to the children.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaptation

Strengths

Subject progression maps are available for every subject, ensuring teachers and support staff are clear on what to teach and why. This ensures clear progression of taught skills. The Inclusion Co-ordinator has created vulnerable groups progression documents to show a systematic process to the curriculum. This work focusses on children who are in year groups for their chronological age but functioning at a different cognitive level, and for those who have had significant absence from school.

Through the mindfulness sessions and Personal, Social and Emotional Development (PSED) Interventions such as Lego club, the curriculum addresses pupil's social and emotional skills. Working with the SALT the Inclusion Co-ordinator is creating a support group for pupils who present needs typical of those with a diagnosis of autism spectrum disorder (ASD). This work has a focus on personal identity.

There is an emphasis on speaking and listening skills when pupils join the school. All pupils are screened by the Inclusion Co-ordinator using Wellcomm resources and provision is put in place in response to outcomes.

The 'Zones of Regulation' approach has been adopted in order to develop emotional literacy. This further develops the LA therapeutic approach to behaviour by the addition of key emotional vocabulary.

Subject progression maps are available for every subject, ensuring teachers and support staff are clear on what to teach and why. This ensures clear progression of taught skills. Road Maps have been created for every subject in parent friendly language sharing the skills and knowledge learnt by the children at each stage.

A number of provisions and interventions are in place including - Lego Club, Colourful Semantics, Protective Behaviours, PSED (Anxiety and Anger), RWI Tutoring, Essential Maths, and Precision Teaching. Interventions are monitored and the impact on pupil progress evaluated to ensure the provision continues to meet the needs of the children.

Assemblies include visits from a wide range of members of the community so children can relate skills to the wider world. For example, when completing a history project Year 1 were visited by an Historian, and the PE Lead secured a whole-school assembly from a professional athlete. Parents are invited in for 'end of topic' celebrations every half term to celebrate learning.

Fawbert and Barnard follows Montessori practice with 4 accredited members of staff. This approach runs through the school but most specifically in EYFS. In 2023 all staff received CPD on Montessori principles. A Member of the Year 2 team has completed a week long accredited outdoor learning course and is currently working towards her accreditation. All KS1 groups have dedicated 'learning garden' time each week.



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Every new topic begins with a memorable experience. For example, when learning within the topic 'Moon Zoom', Year 1 pupils were visited by a pop-up planetarium. When learning about 'Towers, Tunnels and Turrets' Year 2 went to Colchester Castle. When learning about 'Why do chickens lay eggs?' Nursery had the opportunity to look after eggs prior to them hatching for a week.

The choice of books read to the children is planned for the year ensuring that children are exposed to a wide range of age-appropriate vocabulary. Careful planning prevents duplication and books are linked to class topics wherever possible. Staff are encouraged to be flexible and creative with their timetables. Following staff training some teachers have recently introduced 'Attention Autism' activities. 'Secret Reader' has been introduced across the school. This is dedicated time when a parent or other family member comes in and surprises the class by reading to them. This activity sometimes reflects the different language spoken at home.

Next Steps:

- Continue to develop understanding of Inclusion to cover pupils working at GDS across all subjects.
- Continue to embed the Mastering Number National Centre for Excellence in the Teaching of Mathematics (NCETM) programme to strengthen understanding of number, and fluency with number facts.



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

Teaching and Learning- Learning Environment, Planning Resources - Pedagogy

Class teacher planning is mindful of the needs of individuals – children who require movement and brain breaks etc. Sessions include ‘Get up and Go’ so that pupils never remain seated for too long. Some children (VIPs) have their own tailored individual curriculum and are monitored by members of the SLT ensuring appropriate support and provision. All staff have received training on reasonable adjustments, and these are incorporated into every lesson.

ActivAll boards have recently been installed. These are used at break and lunchtimes as well as individual lessons. They are also used to support movement breaks for individuals. With this resource pupils are able to participate in local and national initiatives and games.

Support staff are given plans before lessons. They take part in fortnightly CPD training during the school day led by members of the SLT. These sessions reflect learning at teacher staff meetings. All planning comes from individual subject progression maps, planned by the subject leads, so we are confident that what is being taught is appropriate.

Teachers have joint PPA time, so planning is able to be moderated across a year group. Every subject has a ‘Top 10’ document that has been created by subject leaders outlining their Top 10 Tips to ensure inclusivity across all subjects.

Working walls are used effectively and all staff have received training on communication and sensory friendly environments. Four members of staff are accredited Montessori practitioners.

Parent workshops for Inclusion are held half termly, and each one is recorded and uploaded to the website being accessible for all. Subject leaders also present at least one subject workshop for parents annually, also available on the website. As part of the RE curriculum different visitors host assemblies and workshops, for example, the Imam from the local Mosque, the representative of the Bridgebuilder Christian Trust, and a local priest).

School staff have worked with Herts Catering to introduce ‘Continent’ themed Days’ reflecting the diversity of families. For example, a focus on Ukraine included the sharing of traditional food and children with Ukrainian heritage led sessions for their peers. This approach is to be developed and is likely to involve the art and music subject leads in the future.

Next Steps:

- Introduce and embed the outdoor learning curriculum.
- Introduce and embed topic webs and retrieval grids for every topic.



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Element 5 – Assessment

The Essential Maths scheme ensures that gaps are addressed through individual intervention. 3 ‘data drops’ a year are analysed by SLT, and appropriate actions taken. Subject leaders are provided with L&M (Leadership and Management) time used for assessing and interpreting data for their subjects. Inclusion Co-ordinator has individual tracking sheets for all vulnerable pupils (PPG and SEN) to monitor progress at an additional level.

Individual Provision Plans for children on the SEN Register reviewed and shared 3 times each year. All EYFS parents have access to Evidence Me, where weekly ‘parent share’ observations are posted. These include a narrative, next steps, and an image. Termly Target Sheets are shared with parents at parents evening.

The ‘Zones of Regulation’ consistently used as a whole-school approach. Teachers promote an ‘ask 3 before me’ type approach to develop independent learners (e.g., have you checked the resources on your table, have you checked the wider resources, have you asked a learning partner etc.).

In the moment feedback and marking. Individual Curriculum Rationale for all children working in a different way to show their presenting needs and the best strategies to support them. Individual Provision Plans make clear the specific needs of individual children on the SEN Register.

Responsive marking ensures misconceptions are addressed within the lesson. Regular book looks (through VIP and subject monitoring) identify any areas that need to be revisited with regards to key themes and patterns across a year group. Learning Intentions presented in a variety of ways (verbally, visually, broken down further for individuals etc).

SEN action plan for 2022-2023 highlights learners’ awareness of targets as a focus for this year. All pupils can articulate their targets. The word ‘target’ may not be explicit, but they are able to articulate what they are working on. This is for both academic and personal development.

Planning shows opportunities for group, individual and partner work.

Working walls are used and embedded as part of core learning to develop independence in the learning process. Classroom environment used to develop independence in the learning process with EYFS Montessori layout.

Next Steps:

Continue to embed assessment strategies to capture subjects beyond books (use of ‘evidence me’ learning journals for individual subjects).

- Continue to develop subject leader confidence to ensure successful monitoring of all subjects, checking that subject book (and beyond) match what has been taught in the curriculum intent.
- Explore further training and assessment strategies to be used to support children working at pre/non-verbal, in preparation for new intake.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Music is used for calming effect (during EYFS child-initiated time, as children enter the classroom etc). Children are taught how to tidy up after themselves from Day 1 and adults have an expectation that they will do this consistently. This is modelled clearly until embedded. Montessori values underpin many of the decisions made across the school. Each class has access to a mindfulness box that children can always access if they are feeling overwhelmed.

Classroom staff consider visual impact: use of natural lighting, lighting on the boards etc. The Qube is used as an additional safe space at lunch time so that adults can respond immediately to any child who has moments of dysregulation.

The school has a wellbeing library, and an SEN library, with books on a wide range of topics (bereavement and loss, family differences, anger and anxiety, specific SEN needs). Parents can also access this if a teacher recommends a book etc. for an individual child. All books within the library were purchased by members of the school community via an Amazon wish list. EYFS has 'all about me' shelves and displays where difference is celebrated.

The half-termly inclusion workshop focuses on heightening parental awareness of difference (for example sensory processing, speech, language and communication, self-regulation). In February 2023 all pupils experienced a visit by Sean Rose, Olympic Para athlete. Pupils completed a PE session with him and took part in whole-school event that raised over £2300. The amount was split with half going towards the purchase of PE Equipment.

The School Council promotes the concept of democracy – school council voting box in the main lobby area where all children have the opportunity to vote at least once a half term. PSHE lessons and curriculum are adapted to meet the needs of the children. For example, when a child in the class suffered a bereavement, the session was adapted. School Values of Be Ready, Be Respectful, Be Safe are promoted.

Resilience is one of the traits that is focused on through the spider's web positive behaviour strategy - evident in all KS1 classes. All members of staff are STEPs trained, with two members of staff having attended the 'train the trainer' sessions. Steps refreshers happen at least once a year. School values ensure consistent vocabulary is used across the school (be ready, be respectful, be safe).

Autism Awareness Week celebrated with neurodiversity highlighted on an individual and whole-school basis. For 2022-2023 in line with the 'spectrum of colour' theme a whole-school rainbow was made of cut outs of children's hands.

Adults use the language of 'choices' to emphasize behaviours to ensure this is seen as separate to the child. Office staff are aware of a 'vulnerable pupils' list and pupils whose attendance is being monitored. If a call comes in from one of these families, or a pupil arrives late etc, a member of SLT is informed immediately so that support can be offered.



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Highly visible Inclusion Lead ensures that parents have access to an additional layer of support with regards to early identification and intervention. Pastoral Offer supports families who would not usually meet threshold for certain support services. This is available from school but also outlines how parents can access support independently as some families do not wish to share their individual circumstances but still require help.

Positive language and reinforcement used daily. For example, new 'emotion' words that are used in class are then added to Zones of Regulation display to show how they fit in with the wider remit of emotional literacy. All classes have access to a mindful area and a mindfulness box. Language of learning is 'I can't do it.... yet'.

Two types of lanyards are used to support the identification of visitors: Staff members (incl. Governors) wear blue lanyards. Visitors who have not gone through a school Disclosure and Barring Service (DBS) process wear red lanyards. The children are aware that an adult with a blue lanyard can be on their own around the building.

Next Step:

- Continue to provide and develop workshops for parents to empower them to support with children's social emotional learning and development.



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Element 7 - Parents, Carers, Guardians

Parents are offered two consultation evenings a year. In addition to this, parents of children who are in receipt of PPG or SEN Support are offered an additional 3 meetings. The Inclusion Lead attends all parents' evenings so class teachers can direct parents for advice if appropriate.

Inclusion 'Drop Ins' run half termly. Parents do not need to book and can just turn up. For children in receipt of additional support extra transition meetings take place. These are attended by class teacher, parents, and the Inclusion Co-ordinator to ensure further positive transition and an information sharing process. Parents have immediate access to teachers through direct email communication; however, a code of conduct is in place for this to support staff wellbeing.

Inclusion 'parent workshops' are offered every 6 weeks, based on key themes occurring within school. Parents directly contribute to what they would like these sessions to focus on.

Each class sends home a weekly newsletter with key learning information. For children in receipt of further adaptations to their learning, individual communications are also sent.

At the end of every topic (each half term), parents are invited in to class for topic celebration, during which time they get to see their child's learning and speak with the class teacher.

The Inclusion Co-ordinator is present at the gate in the mornings and available via direct email to all parents. Letters for families who find it difficult to access English are translated and sent home. A new website feature offers a 'click here' button to translate from English to another language. The school actively invites parents in on a regular basis for example:

- Secret Reader (parents, grandparents, family friends can come in once a week and 'surprise' their child by being the secret reader. Some families also read stories in their home language).
- End of topic celebrations (every year group, every half term).
- Parents whose children work with the SALT attend sessions in school.
- Parents volunteer as library helpers and class helpers each week.
- Parents always have the option to volunteer on school trips throughout their child's journey with us.

All parent workshops are recorded following the session, addressing any questions that arise and posted on the school website.

Half termly inclusion workshops are hosted face to face and then recorded and uploaded to the school website. To date workshops have included: self-regulation,



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speech, language and communication, anxiety, sensory strategies to support every day routines.

Read Write Inc Parent Workshops are hosted by the English Lead once a half term. Twenty minute 'bite size' chunk information sessions are recorded and posted on the website. Throughout the course of the year, a workshop is held by every subject lead.

Parents have access to communication in a range of ways, including face to face open door policy (both for classroom staff and SLT), direct email communication to members of staff (office, SLT and class teachers), app messaging via Arbor, hard copies of letters sent home, google forms for feedback, school website with diary dates, weekly class newsletters.

Next Step:

- Continue to provide and develop workshops for parents to empower them to support children with social emotional learning and development.



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Element 8 - Links with Local, Wider and Global Community

SACRE faith boxes linked to the religions considered are borrowed. These contain artefacts and objects that the children can explore, bringing greater relevance to their Religious Educational learning.

The Inclusion Co-ordinator is an active member of the DPSPL-3 group, attending all briefings, Cluster Groups, and training. For example, Solution Circles held by the local Specific Learning Difficulty (SpLD) Team. Subject Leaders attend local (Sawbridgeworth and Bishops Stortford) Cluster Groups.

All children in receipt of PP are offered funding for external clubs. This is part of the blanket offer (in addition to the individualised tracking for each pupil). This also includes the offer of musical instrument tuition in Year 1 and Year 2.

Through the employed Sports Company, all children in receipt of PP, attend one additional 30-minute physical development session a week. The focus is developing resilience and perseverance. For example, the first half term target was supporting all children within the group to access the monkey bars in the playground.

As part of the Year 2 Outreach work, once a month a group of 10 children attend AllSorts, a local support group for people with mild and moderate dementia. As part of the wider school pledge the children take part in arts and crafts activities with members of this group.

Annually, following the school election, all members of the school council join with the feeder Junior School council and attend the Houses of Parliament for a workshop and tour focussing on democracy.

The school Pledge and entitlement document outlines all of the opportunities offered across the curriculum with regards to enrichment. Children have the chance to put themselves forward for additional responsibilities including Eco Warriors, Litter Pickers, School Council Member, Mental Health, and Wellbeing Advocates.

Next Steps:

- Publicise further the work that is done at Fawbert and Bernard not only within the local community but also more widely.
- Celebrate the diversity of the community through regular events.
- Consider long term plans for the conservation area as part of the Outdoor Learning Curriculum.