



Self-evaluation/school improvement summary 2018

School Context

A Non-Maintained Special School for up to 64 boys between the ages of 7 –19.
Currently we have a total of 62 boys on roll; 23 who are non-residential, 8 part residential and 31 are residential.
The vast majority of our students are white British; 54 in total.
All our students have a Statement or EHC Plan which categorises Social, Emotional and Mental Health as the primary complex difficulty/need.
100% of our students have co-existing conditions and ADHD, ASD, FASD, OCD and Attachment Disorder are common diagnoses amongst our referrals.
89% of our boys present with communication and interaction difficulties, including challenges with processing.
All our children display aspects of Conduct Disorder on arrival with verbal and physical aggression often to the fore.
The average number of ACE's per child is 2.6; with over a ¼ of our students having 4 or more trauma factors.
The average suspected number of ACE's per child is 3.2.
On average, our students have 52% of the listed vulnerability factors.
18% (11) of our boys are Looked After.
16% (10) of our boys are Fostered/adopted/ Special Guardianship
50% (31) of our boys are eligible for Free School Meals.
45% (28) of our boys receive Pupil Premium.
44% (27) of our children are from single parent families.
Many of our students face additional challenges. 35% (22) have CP files; which are active, have a child protection plan and are described as a Child in Need.
74% (46) of our referred students have *failed* in previous school settings. A significant proportion of our students are referred because their behaviour has been too challenging for mainstream and some special school settings.
Most of our boys have missed significant amounts of school prior to their arrival. 65% have been out of any formal schooling for 3 months or more.

Staffing

The school has an established, experienced and stable team of staff across all departments. Turnover is very low. The Senior Leadership Team, Residential Care Staff, Teachers and Learning Support Assistants make up the most experienced groups within the school. Contact staff are made up of 81 staff, 18 who are part time. All staff receive significant CPD irrespective of and are encouraged to embark on further and higher level study. Absence is low. Attendance reaches 98.11% and where serious illness is removed from statistics, attendance is 99.13%. The Bradford Factor is used to manage short, frequent, and unplanned absence. Supply cover is not used as a general rule. Occasionally the school approaches agencies for specific roles i.e. a Lithuanian learning support specialist or a hearing specialist. Any agency staff are approved through trial days; where the match is a positive one, the school is keen to approve positions and create school contracts.

Curriculum and Timetable	<p>Our curriculum is essentially built around the needs of our children and young people who present with complex needs. It is devised to match their needs as accurately as we can in focussing on addressing their fear of failure, their social and emotional difficulties, their mental health and special education needs and the need to be resilient and ready for life beyond the end of our drive.</p> <p>There are opportunities for early and abundant accreditation and the academic curriculum also has a strong vocational element allied to Literacy and Numeracy. Despite low baselines on entry, our curriculum expands to encompass GCSE in KS4. Entry Level and Functional Skills are also studied. Students in KS2/3 are introduced to Unit Awards. Several of our students are provided with bespoke individualised learning packages and some students have 1:1 support to enable them to access their learning during the day and during residential care time (students receiving 1:1 support has increased by 77% in 12 months). A specific 35-minute literacy, language and numeracy (LLN) session three mornings a week provide a variety of structured learning activities designed to help students engage in the learning. The flexibility of our timetable and the breadth of our staff skills ensures we can provide a broad and balanced curriculum and adapt our offer on a needs basis; it also facilitates skills, talents and interests. We offer our students a wide range of learning opportunities, outside the traditional mainstream curriculum. (<i>Skills for Life/Careers Tasters/ Learn a New Skill day/Leeds Theatre in Education/Pass it on music project/the Storyteller</i>). Topics covered in KS2/3 cover a breadth of subjects with a key focus in literacy through visits, workshops and real life experiences. There is an extensive and varied programme of extra-curricular activities encompassing creative, physical and artistic skills and languages. This is also supported through two activity sessions per day after more formal education is available to our residential students and to our part residential and day students on a needs basis. Whilst home study in a traditional sense is not a compulsory feature, students in the farmhouse (KS2/3) are given home study tasks in relation to termly topics and students in KS4 are encouraged to take home/into residential houses specific tasks to support their learning in preparation for formal examinations.</p>
Assessment	<p>Our means of assessment blends specifically with our curriculum, students' needs and the experiences they need to acquire. The move away from levels has given us the opportunity to develop a bespoke package of assessment which provides clearly defined steps within each stage. This ensures we capture <i>all</i> progress made from individual starting points through to destinations. Within a 12-week assessment period, baseline assessments are undertaken across education, care, health and therapy. Assessment serves a multitude of purposes, as well as identifying gaps and next steps, we use our information and data to reflect on the impact of our interventions and progress made against EHCP outcomes. Whilst KS2 data is requested, many of our students do not have prior attainment. A mixture of bespoke and <i>off the shelf</i> screens, baselines and assessment methods are used for care, health and therapy.</p> <p>Students are entered for SATs based on individual academic performance and emotional readiness. The school is <i>data informed</i> and performance data is only a starting point- a useful indicator of a need for further discussion and investigation of the context and story behind.</p> <p>Our formative assessment represents the primary form, with ongoing monitoring based on questioning, dialogue, feedback and support. The key to demonstrating progress at <i>this</i> school is supported by the importance of on-going monitoring and feedback which is integral to teaching and learning and captured by a variety of methods, often suited to individual needs.</p> <p>Summative assessment is used to give us a snapshot, at a point in time, to track progress from individual starting points (against end of year expectations broken down into stages, such as 351 = stage 3 with 51% completed) and stored on our information management system (SID). An indication of 1/ suggests students have visited a strand within a subject stage and 2/ that students are secure in knowledge and consistent application. This said, we know that our students will always need to revisit many aspects of their learning due to their SEN, learning barriers and SEMH needs; despite this, our students access qualifications in KS3/4, and 5 through college courses often studied in the local area.</p> <p>Due to a high percentage of our students with significantly low starting points and <i>disadvantage</i>, as well as the small learning groups, it is often not relevant or beneficial to look at cohorts of students as focus is on individual <i>progress</i> (not solely attainment). <i>Expected progress</i> over time is therefore difficult to define accurately, however short term targets do reflect next steps of expected progress and allows flexibility to revisit areas as necessary. Our system does however allow for comparative data and the Senior Leadership Team sample data and information to ensure there is a relentless determination to drive forward improvement across education, care, health and therapy. Initial progress may not be rapid and catch up with peers does not always occur, yet our expectations remain high in all areas of progress.</p> <p>Numerical pupil outcomes, published in performance data, is therefore not relevant in judging school effectiveness and Attainment 8 data is not relevant in the main due to the lack of KS2 data, the fact that cohort numbers are less than 5 and that our students need a broader offer in order to meet their needs.</p>
Other features	<p>The school works actively with 12 Local Authorities across east and mid north of England. We currently have students from Barnsley, Bradford, Calderdale, Doncaster, Kirklees, NE Lincs, Lincs, North Yorkshire, Rotherham, Leeds, Manchester and Wakefield. Students are admitted throughout the school year.</p>
Key Foci since last Inspection	<ul style="list-style-type: none"> • Students make good progress in their writing • Students are shown the next steps to improve their work through effective, purposeful feedback • Students are given time to demonstrate that they can accomplish the next step needed to improve their work • Checks on students' work and progress are consistent across learning groups and subjects. Monitoring is robust and identifies further improvement.
Key literacy foci/practice/monitoring	<ul style="list-style-type: none"> • Students read every day • KS2 students read widely • KS3/4 students read for interest, functionality and purpose (qualifications)

- Reading schemes for KS2/3
- SPaG focus across subjects
- A reward scheme recognises reading (bookmarks/stickers); students choose a book of their choice
- Phonics and early reading intervention; regular training is in place; CPD on writing to ensure scaffolding which supports progress
- Literacy intervention/support is in place and evidences the work and outcomes
- Subject Leads and LG teachers liaise with literacy support (as above) to ensure consistency
- Magazines/reading rooms in houses
- Books for/of interest are available in classrooms
- Books/artefacts are borrowed through Calderdale's Library Scheme to provide visual/tactile aids to support topics
- Staff from across the school are reading buddies during LLN
- Residential Care uses discreet opportunities through activities
- Reading club stimulates interest in reading and links in with theatre trips
- Reading in the park/at local amenities during residential care time
- Key subject vocabulary
- SaLT/OT in class and 1:1 intervention to improve language acquisition, reception of grammar etc.
- Ruth Miskin-11 trained staff to deliver
- Replica Post Box as a visual prop
- Rapperman Poet/Story telling workshops/Living History Vikings
- Assessed writing is one means of assessing independent writing
- Use of memorable experiences (visits and visitors) to help with purposeful writing and connection
- Literacy shared drive-resources/good practice etc.
- Large reading book to represent how many books have been read in the school (in progress)-link to book marks
- Move away from genre, more about a purposeful writing focus
- Hook-visual/literacy/kinaesthetic/brainbox start to lessons
- Foci on using specific resources i.e. Pobble365, Images to Inspire, Purple Mash, Revise Wise, Literacy Shed, Twinkle, First News/Writer Igniter, The Day etc.
- Writing structure/frames consistent expectations across all subjects
- Resources...creative writing prompts.com; Writer Igniter (slot machine); Images to Inspire: Literacy Shed: Pobble365
- Reading age assessments are completed within the first few weeks post admission and six months thereafter
- Space for a mini library in the farmhouse-access for the two middle classes too
- Purposeful displays in classrooms
- In practical subjects...PE/DT focus on oracy
- Parents and guidance- specifically on supporting reading
- ½ termly monitoring-learning observations/work sampling/learning conversations/learning walks across all learning groups and subjects
- Weekly learning visits
- ½ termly data drops and sampling/class teacher response to progress and development (sustained or better).

1 Overall Effectiveness

Overall: 1

Summary	The school continues to improve rapidly with whole school improvement particularly in relation to outcomes for students being at the heart of everything it does. The leaders and Governors vision and ambition for the school is clear and there is a culture of high expectations...most things are possible. The quality of teaching, learning and assessment is good, if not better; deliberate and effective action is solid and this ensures that T & L is improving at pace. The school has used the opportunity of creating its own assessment methods to good effect. The curriculum is based on students' needs and its breadth is a strong quality; this ensures students receive a balanced approach to their social, emotional and mental health challenges and make significant progress. Safeguarding is effective, captures its community's vulnerability and promotes action from all stakeholders and partners. A wide range of SMSC strategies, well embedded and often discrete, enables students to thrive; this is a safe and happy school. Philosophy and aligned practice of <i>always learning</i> is well embedded across the school community. The school is thoughtful, creative and insightful. The school is a specialist provision, providing support and expertise to local, regional and national partners because it should.
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Strengths

- The leadership team monitor effectiveness and impact on student outcomes (including groups) across education, care, health and therapy with relentless rigour. A culture of high expectations and aspirations are embedded to ensure continual school improvement. The school has maintained 13 consecutive outstanding Ofsted social care judgements
- A high degree of structure and organisation with increased rigour around the development of systems, monitoring, assessment and tracking has impacted significantly on student outcomes. Leaders take quick action to secure and sustain improvement in teaching, learning and assessment. Engagement is strong (REAL) and progress is good for the majority, with many making excellent progress, academically, socially and emotionally. REAL data (engagement) indicates a 71.5% positive score
- Teaching and assessment is at least good. Well planned and meticulous detail of understanding about students' needs quickly addresses and dissolves barriers, and where students are not making expected progress, action is taken to ensure highest academic achievement and outcomes
- A significant review of behaviour *management* has seen the introduction of PBS as a means of engagement and mood management. There has been a 50% reduction in serious incidents (including restraints); Individual Learning Behaviour data suggests that 56% of students are achieving targets consistently
- Attendance reaches an average of 94.7%; school persistent absence is 16.69% compared to 28.2% nationally; a sample of 5 students suggests an % increase of**Awaiting data*... compared to pre-admission statistics
- The breadth and balance of the curriculum is a strength of the school and provides endless opportunities for learning. Creative and sporting activities are embedded in the school and students' skills, interests and aspirations are moulded into pathways which ensures all our students are ready for the challenge of college or further education/apprenticeship/work; a small percentage of students are able to access Higher Education, including University. Destination data over the last 3 years suggests that of the 27 leavers we were able to make contact with, 66% have remained in FE and 7% were in HE
- Our students present with on average of 2.6 adverse childhood experiences which indicates significant trauma. A quarter of our students present with 4 or more ACEs. HoNOSCA data suggests our students present with moderate to severe behaviour, impairment, symptomatic and social problems. The piecing together of life experiences to consider function and psychological and developmental delays and needs is a primary investigative tool; together with an integrated approach (Education, Care, Health and Therapy)-a focus on reducing the impact of adverse childhood experiences through strategies which help students to manage and reduce barriers to learning and promotes mental health and well-being
- A holistic approach to our students emotional and psychological development, our multi-disciplinary family support team actively training in systemic practice helps by supporting families (currently 65%), which in turn helps students apply their emotional learning in different contexts so facilitating positive changes, including engagement. Parent surveys indicate a rise of 62% in terms of behavioural improvement
- Governors play a central and focused role in support and challenge. A move towards more regular progress checks and work between the Governors and SLT ensures impact on student outcomes
- SaLT/OT/Psychotherapists create a sensitive mix of integrated classroom-based interventions and 1:1 sessions; this reduces the impact of learning barriers and increases access to learning opportunities and a greater sense of positive mental health. Using SaLT and OT data- 82.5% of students are making progress in reception of grammar; 71.6 % make progress using ABC assessments and 50% of students make progress in motor integration, visual perception and co-ordination; a sample of 5 boys indicates a Happiness increase of 13.5% following re-assessment
- Literacy and numeracy etc. threads through the curriculum. 100% of our students sustain or make progress in their reading; assessed writing indicates that 75.5% of students make sustained or better progress; 98% of students are making progress in English and 96% in maths and science; 45% are achieving their SPaG targets consistently
- The Learning Leaders team across three areas of middle leaderships (education, care and therapy) are the change agents for continual improvement; this ensures meticulous planning and a quick response to daily challenges. Feedback from visitor surveys highlights the significance of the positive, calm and happy mood across school
- Safeguarding is robust and effective; the multi-disciplinary child protection team ensures prompt action to ensure quality of care in school is outstanding; there is always a co-ordinated response where multi-agencies are involved (often with the school as lead) to ensure actions are in the best interests of our students
- A thoughtful and wide ranging compendium of activities and events promotes the development of SMSC and helps to prepare students for life in modern Britain. The social and emotional aspects of learning reflect a consistent focus on threading new and varied experiences into the curriculum across education and care
- Residential care helps scaffold the school day providing support which enables good attendance and engagement. Of those students experiencing serious incidents, there is 100% improvement and reduction over time
- There is a rigorous programme of training and professional development and regular reviews of performance in relation to targets set; staff attendance reaches 98.11% and where serious illness is removed from statistics attendance rises to 99.13%; retention is high with 30% of staff having over 10 years' service, 51% over 5 years, this is an average of 7 years for our current population
- The school is outward facing, providing placements for university students, having key roles within national organisations, providing training and support for local and regional schools and contributing to improving SEMH outcomes nationally by actively sharing examples of clinical observations, effective practice and its underpinnings in current research.

2 Leadership & Management		Overall: 1
Summary	<p>The school has a culture of high expectations and the senior leadership team and governors share a vision of continual drive for improvement. The curriculum is designed by matching students' needs (including their individual starting points, their social and emotional difficulties, their mental health needs and the need to be resilient and ready for life beyond the end of our drive); the curriculum ensures breadth and balance and evaluation ensures a primary focus on students' outcomes across education, care and health which impacts on students' personal development, behaviour and welfare. Extra-curricular opportunities, embedded within the 24hr curriculum, ensure opportunities are always available to extend knowledge and improve skills. There has been a significant drive to secure and sustain improvements to teaching, learning and assessment and Governors are not only effective in discharging their core statutory functions: they provide monitoring which is robust. Safeguarding is highly effective; the Child Protection Team's approach is child-centred, proactive and reflects children's needs and, circumstances and best interests; there is a strong focus on early help and an integrated response to children's welfare and well-being.</p> <p>The school has undergone some changes to its leadership including the appointment of a new Principal. This has been a staged transition supported by an External Provider undertaking a development programme with both middle and senior leaders. A new organisational purpose and strategic framework/plan is in place which assimilates to practice and to a more staged strategic thinking and aspiration. Pupil Premium is reported upon and analysed in respect of attainment and progress and comparable data with other students is a standard feature on the school's information management system (SID).</p>	
Whole School Target(s)	<ol style="list-style-type: none"> 1. Education, Health and Care data is meaningful, targeted and informs planning, interventions and evidence outcomes. School wide information, including data, are streamlined and there is a seamless link from admission through to destination. 2. Maximise the use of our existing resources to expand our 'core offer' and create opportunities for growth (with consideration to whole school capacity). In addition, raise awareness of our 'specialism' to a broader stakeholder base. 3. A review of governance, which clarifies systems for making decisions and ensures a strong and transparent relationship between trustees, governors, SLT and school staff. Key focus areas encourage <i>challenge</i> from governors and this ensures the best possible outcomes are achieved for students and maximises further improvement across the school. 	
3 Quality of Teaching, Learning and Assessment		Overall: 2
Summary	<p>Our curriculum is designed around the needs and complexities of our children, most who have experienced significant trauma and as a consequence they have either been out of schooling for significant periods and/or have not been ready for the challenge of learning in a traditional mainstream setting. There is therefore an expectation for all teachers to have the ability to deliver the skills required for reading, writing, communication and mathematics and, to have the knowledge required to deliver their primary subject and understand barriers to learning, including communication and sensory challenges and ACEs. Subject content is introduced progressively, support, guidance and feedback is timely and teachers are determined students achieve well. Resources and teaching strategies reflect the challenges students face and high expectations of all attitudes to learning is a constant focus by all staff. Whilst it will always be a challenge, students over time, begin to enjoy learning and begin to accept that they can succeed and recognise their efforts; they begin to develop a sense of determination and a platform for greater resilience. SMSC/PSE/SRE/RE/British Values are delivered through literacy, topic and form time. Students' behaviour is managed effectively and clear rules are consistently applied. Opportunities to embed learning through extra-curricular activities, and off-site visits to create links to real life, ensure learning is effective and meaningful. Our formative assessment represents ongoing monitoring in the form of questioning, dialogue, feedback and support. Summative assessment is used to give us a snapshot at intervals in time to track progress from individual starting points. Parents and carers are kept abreast of progress through several means of communication and feedback.</p>	
Whole School Target	<ol style="list-style-type: none"> 1. Teaching across the 24hr curriculum demonstrates improvement. Quality needs-led feedback, accurate assessment and challenging moderation informs planning and drives forward progress. Students can demonstrate some awareness of the progress they have made and can use some strategies to help maximise their potential for learning. 2. Use of Pentagulation (learning observation/work sampling/learning conversations/learning walks and assessment activities) prompts action to enable continual improvement. 	
4 Personal Development, Behaviour and Welfare		Overall: 1
Summary	<p>All staff, and effective strategies, promote high standards of behaviour. For most students, all with complex needs, there is a sustained improvement in behaviour from their individual starting points. The school's open and trust laden culture promotes all aspects of students' welfare. Students understand how to keep themselves healthy and safe and they begin to make better choices over time. A Positive Behaviour Support approach equips students with the attributes and skills required to make sense of the world and define their place both within the school community and in the wider society. Attendance is at least good or better (94.71%). The attendance of students who have previously had exceptionally high rates of absence rises towards the national average. The school provides bespoke therapeutic support from a specialist team comprising of creative psychotherapists, speech and language and occupational therapists, family welfare practitioners and counsellors, educational psychology and consultancy from Forensic Psychology and Specialist Sex Education and Relationships partners. A significant focus on becoming the best you can be is at the heart of all</p>	

	interaction and this is a mantra constantly reinforced across all areas of the school. Increasingly positive attitudes to learning begin to impact on progress over time. SMSC opportunities for development is a strong attribute of the school. Preparation for the next stage of education, employment, self-employment or training is a strong feature of the work undertaken and all students move to College; some students in year 13 are ready for the challenge of University.
Whole School Target	<ol style="list-style-type: none"> 1. Strengthen the environment which enables and fosters a culture which through support, modelling reflection and constructive advice deepens knowledge and expands professional experience across the workforce. 2. A whole school community approach and shared responsibility encourages us to challenge ourselves, our colleagues and peers. 3. A review of behaviour management systems ensures the school's ethos is at heart of our Positive Behaviour approach. A shared understanding and responsibility, consistently applied, drives forward outcomes for students across the school.
5 Outcomes for Students	Overall: 1
Summary	<p>All our students have SEN challenges, most are complex and these impact significantly upon their cognition and ability to apply themselves to several aspects of learning. Where our boys re-engage, they make definite and significant progress despite these complexities and in terms of distance travelled, they make outstanding progress. Catch up attainment in English and mathematics is good and, at times, rapid and the progress of our students (all who are disadvantaged) is moving towards that of other students with the same starting points. Beyond attainment, we see significant improvements in achievements which reflect excellent outcomes in terms of social, emotional and mental health.</p> <p>We continually strive to engage students and develop them into resilient learners with growth mind sets and whilst they still present spikey progress profiles, this is sustained over time. We view this aspect as needing our attention to effect greater improvement. Our boys are exceptionally well prepared for the next stage of their education/training through the breadth of the curriculum and positive experiences, and whilst still requiring support with RWCM, our destinations data shows that students go on to further learning and can sustain a placement through resilience in a more typical mainstream setting.</p>
Whole School Target	<ol style="list-style-type: none"> 1. Students make progress in their spelling, punctuation and grammar through targeted support and interventions. Education staff provide greater emphasis to students on their next steps to ensure they have consolidated before they move on. 2. Students are given more opportunities to produce extended writing.
6 16-19 Provision	Overall: 1
Summary	<p>We provide residential accommodation for up to 7 young people in our bespoke semi-detached houses on site. All of our 16+ students attend local colleges or access a personalised curriculum off-site designed to develop personal, social and employability skills. We do not provide education on site with the exception of support with numeracy and literacy. Leaders link with local colleges to ensure study programmes are challenging and build upon prior attainment, match skills, aspirations and realistic future plans; quality assurance checks are in place. Rates of retention are high and most students make sustained or better progress. Almost all learners progress to higher levels of study programmes and achieve qualifications relevant to their career aims; some students in year 13 are ready for the challenge of University. A small group programme designed to enhance life and living and social skills focusses on elements of budgeting and money management, shopping and cooking, using public transport, household tasks and maintenance, using community resources and on line safety and, safe and appropriate relationships.</p>
Whole School Target	<ol style="list-style-type: none"> 1. Students take responsibility for keeping themselves safe and healthy; they contribute to wider society in preparation for life after school.
7 Residential Care	Overall: 1
Summary	<p>Leaders have an ambitious vision and high expectations and bespoke programmes of support and experiences impact significantly on progress and sustained improvement over time from individual starting points. A child's happiness and safety is paramount. A belief that there are no limitations to a young person's potential for success, despite their very complex needs, ensures sustained improvement even where children have challenging needs. Relationships between adults and children are built on trust and progress is exceptional because of a culture of ambitious aspiration and positivity. Children enjoy a range of social, education and recreational opportunities both on the school's well-resourced site and through community based activities; this ensures they develop the skills and confidence they need to grow a positive self-view and learn strategies to enable greater emotional resilience. All children receive specialist help in all areas; our onsite therapy team (which includes the communication team) supports emotional and psychological development, helping to 'fill in' missing experiential aspects of development. Well-developed strategies to keep children safe and healthy and develop independence through guided choice in the early stages of placement ensures that students begin to make better choices. There is careful, sensitive and considered planning on entry and promotion of positive endings and significant work with families through Family Welfare Practice and Counselling and Key Workers. Proactive and creative safeguarding practice is well embedded and monitoring is undertaken by a team of four child protection leads (which includes the DSL). Effective working relationships with professional partners ensures inclusive and a timely response to challenges to ensure children's needs and best interests are at the forefront of all practice. Any shortfalls are addressed effectively. Children are helped to develop their skills, strategies and confidence to manage</p>

	<p>their own conflicts and begin to successfully manage their lives as adults. A restorative approach to challenges and conflicts reflects the school's focus on accepting responsibility, repairing and rebuilding relationships and learning from experiences. Monitoring the effectiveness of plans, the residential accommodation and site is robust; scrutiny is undertaken through internal leadership, Local Authority Monitoring visits and unannounced inspections. Excellent practice is shared regionally and nationally and the school is significantly involved in shaping practice for the future. Performance development/supervision/training and development reflects the staff teams consistent approach to the needs of children and stability within the staff team is very strong.</p>
<p>Whole School Target</p>	<ol style="list-style-type: none"> 1. Meaningful activities promote independence, learning and fun; all children are helped to develop interests, skills and talents and are prepared for the world of work, training or further education. 2. Care staff work closely with support staff to ensure facilities are maintained to a very high standard. 3. Progress is assessed and targeted intervention ensures students are prepared for life challenges and are more readily able to contribute within their communities.