



Assessor’s Evaluation for the IQM Flagship Project



School Newfield
Oldbank Lane
Blackburn
Lancashire
BB1 2PW

Head/Principal Rachel Kay

IQM Lead Jennifer Riley

Date of Review 28th June 2024

Assessor Ms Sue Wight

IQM Cluster Programme

Cluster Group TEAM NW B

Ambassador Ms Sarah Linari

Next Meeting Autumn Term – to be confirmed

Meeting Focus To be confirmed

Cluster Attendance

Term	Date	Attendance
Autumn 2022	24th November 2022	Yes
Spring 2023	17th March 2023	Yes
Summer 2023	23rd June 2023	Yes
Autumn 2023	21st November 2023	Yes
Spring 2024	14th March 2024	Yes
Summer 2024	7th June 2024	Yes

The Impact of the Cluster Group

Newfield School actively participates in their Cluster Group. They have attended both online and in-person meetings, using many of the related training within their practice and sharing ideas with their staff:

The IQM Co-ordinator attended a session on the Office for Standards in Education, a lot of useful information in preparation for Newfield.

They have also shared good practice with other colleagues in the Cluster Group, for example delivering a presentation to the group about Mobility Opportunities Via Education (MOVE) which ensures children have opportunities to develop physical independence as much as possible.



Assessor's Evaluation for the IQM Flagship Project



Networking with colleagues from other provisions has provided additional ideas on personal development, independent living curriculum and further information on Wellcomm, which is already in use at Newfield.

Evidence

Discussions with:

- Headteacher.
- Deputy Headteacher.
- Teachers.
- Higher Level Teaching Assistant (HLTA).
- Counsellor.
- Parents.
- Pupils.
- Family Wellbeing Co-ordinators.

Additional Activities:

- Tour of the school.
- Scrutiny of website and social media.
- School Development Plan (SDP).



Assessor's Evaluation for the IQM Flagship Project



Evaluation of Annual Progress towards the Flagship Project

The school's progress from the previous year is based on the project focus of 'Re-establishing links to the community and promoting positivity about disability'. During the Inclusion Quality Mark (IQM) assessment of the school's progress towards completing this project, it was evident that the links with the community have been utilised in the form of visits to local shops, Appletree Respite Centre, libraries, family hubs, restaurants and parks. Appletree Respite Centre works in partnership with Newfield and offers respite and overnight provision to pupils from eight years old. The visits make this Centre familiar to pupils if they were to access it.

Older pupils benefit from many activities in the community as part of their preparation for adulthood and transition out of Newfield at 19 years old. These include working on a farm and shopping which enables them to prepare food for themselves. They also take part in annual residential trips, which include a residential farm and trips in the Lake District, where the young people will spend a week taking part in outdoor adventure activities.

The Family Wellbeing Co-ordinators have continued to support parents as well as forge links within the local community. They are employed full-time, so there is support available in the school holidays. Their roles are varied to the needs of the families at Newfield and extend to providing transport to medical appointments, attendance at social care meetings and home visits and arranging training sessions for parents. These training sessions extend to parents who do not have children at the school. The sessions include 'Dads and Lads', due to the under-representation of males at events. This safe space has allowed them to talk with representation from Andy's Man's Club, the Cygnet programme for parents of children with Autism and 'Riding the Rapids', which offers advice for parents whose children display challenging behaviour. The school was deservedly reaccredited with the Leading Parent Partnership Award, which acknowledged all the support the school offers to parents.

The school has worked tirelessly to promote positivity about disability. They were reaccredited for the Wellbeing Award for Schools in April 2024, which celebrated the work done on independence and wellbeing for pupils, families and staff. The work completed in this area has included therapeutic classrooms where pupils feel safe and calm, wheelchair dancing in partnership with Stonyhurst College, MOVE trainer training, that ensures children have opportunities to develop physical independence as much as possible and making use of outdoor learning spaces to promote health and wellbeing.



Assessor's Evaluation for the IQM Flagship Project



Agreed Actions for the Next Steps in the Flagship Project

Project Title:

'Further developing links to the community and embedding independence and trauma-informed working throughout school, including the development of therapeutic classrooms – all to promote positivity about disability'.

Context:

The project this year and beyond will develop the targets assessed in this section by furthering the progress made to increase community involvement by further developing pupil confidence and independence by eliminating barriers, increasing community links and pride and understanding of Newfield and children and young people with disabilities.

Target 1:

Independence community links.

Linked to whole school target – 'Learning outside the classroom enhances cultural capital, supporting students' wellbeing and independence'.

The school has started to embed links within the community for learners which promotes the development of independence skills and encourages community collaboration through improved communication through visits to local amenities and hubs.

Next Steps as discussed during the Flagship Review:

- Pupils will engage in enterprise and work experience in the local market, actively making disability more visible in the town, promoting awareness of Newfield and a better understanding of its role in the community.
- A range of providers will come into school to enhance cultural opportunities for all learners.
- Review and development of Post 16 offer.
- Maintenance of local allotment.
- Road safety training.
- Self-checkout training.
- Duke of Edinburgh Award accreditation.

Target 2:

Learning outside the classroom.

To continue to provide opportunities for children to address learning outside the classroom, making use of outside spaces around the school that promote independence and wellbeing.



Assessor's Evaluation for the IQM Flagship Project



Next Steps as discussed during the Flagship Review:

- Further development and enhancement of outdoor spaces around the school, including outdoor lunchtime clubs and extended provision from additional providers – Cook Stars, BRCT.
- Annual classroom days – twice per year.

Target 3:

Link with other schools and colleges.

To continue and re-establish links to local schools, nurseries and respite settings, to provide opportunities for pupils to collaborate with pupils of similar ages and develop an understanding of themselves and society. To give children chances to learn in different environments and experience and understand differences and disability - 'diffability'.

Next Steps as discussed during the Flagship Review:

- To provide sessions at Blackburn College and adult social care community pathway providers, for older students to have real-life experience of being in college to support transition planning.
- Develop new mainstream link schools.

Target 4:

Rights Respecting School Award (RRSA) local and international links.

Multiple events per year are organised to raise awareness and funds to support different charities and events.

Next Steps as discussed during the Flagship Review:

- Focus for 2024-2025 is to undertake reaccreditation from the United Nations Children's Fund (UNICEF), with a teacher leading on this with the RRSA Steering Group.
- Fundraising for an orphanage school in Kenya.
- Educating both Newfield and Kenyan children about similarities, differences and Children's Rights across the globe.

Target 5:

Trauma-Informed school.

The school has already introduced 'safe' and 'calm' therapeutic classrooms and has invested in the Thrive approach and Zones of Regulation.



Assessor's Evaluation for the IQM Flagship Project



Next Steps as discussed during the Flagship Review:

- To develop further classrooms as 'therapeutic classrooms' to enhance the offer for children.
- To promote understanding of the 'trauma' experienced as a result of disability on children/families/communities and how this can be better supported and managed to promote positive outcomes.
- To deliver disability awareness to mainstream schools and offer it to local businesses building an understanding of disability and demonstrating so much more than good practice.

Target 5:

Parental engagement.

The school already goes above and beyond to support its parents and would like to expand this offer further.

Next Steps as discussed during the Flagship Review:

- Involve parents to enable healthy behaviours and promote healthy families.
- Parental engagement sessions – parents will be invited to school to take part in activities with their children, including the MOVE program.
- Further development of Family Wellbeing Co-ordinator roles in both schools – family support groups, Parents, Teachers and Friends Association (PTFA), focus groups etc.
- Development of the 'Dads and Lads' group.
- Pupils and families have a greater awareness of what is available after leaving Newfield, hence improving the transition process from Newfield to post-19 provision for both pupils and parents.
- Development of a food larder and voucher scheme to support struggling families.

Target 6:

Continuous Professional Development (CPD) training and development offer - outreach and training.

Develop and formalise CPD training and development offers from Newfield both in-house and to other schools/settings.

Next Step as discussed during the Flagship Review:

- Deliver training to other schools on MOVE, Makaton, Communication, Disability Awareness and Autism.
- Deliver an outreach service within mainstream schools to develop additional links.
- Develop an in-house CPD offer, including an Early Career Teacher (ECT) program.
- Consider offering training online to reach national audiences.



Assessor's Evaluation for the IQM Flagship Project



Overview

Newfield is an all-through community special school that caters for 229 pupils aged 4-19 years old with a range of needs, including Autism, Communication and Interaction, Significant Learning Disabilities and Physical Disabilities. Some children are also receiving end-of-life care, which is managed with the utmost respect and support. The school serves a range of diverse cultures and needs within the surrounding community. The school is welcoming and has a friendly atmosphere, with a truly inclusive and aspirational ethos.

Newfield has 30 classes in group sizes of up to 10 pupils based on complexity of need. Progress is tracked and measured through B-squared, phonics trackers, Wellcomm and the purpose designed skills progression framework.

Pupils are grouped accordingly with peers at similar levels to themselves and are supported by teaching staff and Education and Health Care Assistants. The school has a health care team on-site to support in the administration of health care plans and training. The school also has a hydro pool, physiotherapy room, wheelchair access play equipment outside and a range of outdoor sensory spaces.

Improving lifelong outcomes for learners is the focus of the School Development Plan (SDP). The vision for Newfield is, 'An inspirational, safe and happy community ... empowering pupils to develop meaningful, relevant skills for life'.

Their guiding principle is to, 'Never do for a child what they can, could or should do for themselves.'

The SDP clearly states that, to enable successful lifelong learning, the key is to 'Regulate to Educate' This is based on Bruce Perry's neuro-sequential model. It was evident from my meetings and tour that the staff do connect with the pupils and nurture positive learning environments.

The staff I met with spoke highly of leaders and the journey the school is on to ensure all pupils are empowered to independently develop and prepare for lifelong learning. The Headteacher said, "you cannot carpet the world, but you can provide the slippers", which is very much the ethos of the school.

The staff I spoke with said they felt happy, valued and heard. The wellbeing of staff is prioritised.

Parents I met were happy and appreciative of the support the school offers, including the parenting groups, Family Wellbeing Co-ordinators and the communication they receive. They said that their children's independence skills had increased since coming to Newfield and were now able to feed and toilet themselves independently. The staff valued the views of parents and their feelings and made relevant referrals for additional support when required. Several parents felt they now had a support network around them, due to the parents they had met from the school and the staff support they received.

The pupils I met with were delightful and friendly and not only said they were happy with school but also presented as happy. When asked what they liked about their school, pupils said the support they received in lessons, and they got help if



Assessor's Evaluation for the IQM Flagship Project



they were worried about anything. They talked fondly of the trips they had attended including a residential trip to a farm, Pizza Hut, bowling, Roman Museum and curling. The words used to describe their school included, "fantastic", "cute" and "good". There are opportunities at lunchtime to get involved with clubs, which include a range of sports drop-ins. The pupils also told me about the 'Wow' assemblies every Friday where pupil receive awards for progress or acts of kindness. The learning outside opportunities were popular with activities like scavenger hunts and orienteering for maths lessons.

The Family Wellbeing Workers talked passionately about their role in supporting the community and it was evident that their roles are pivotal in delivering that holistic support to the families. Their involvement ranged from breakfast programmes, transporting pupils and parents to school and appointments, attendance at multi-agency meetings, chairing multi-agency meetings, supporting transition with careers events and signposting for support. They host a parent group to review what else is needed for the school, devise guides on career pathways and support with attendance and bereavement alongside social care for families who experience grief.

The Headteacher shared her view of what the pupils want from the staff at Newfield which is displayed around school in all classes.

What our children want from us:

- Listen to me and learn with me,
- Talk with me and not about me.
- Take time to understand me, find out what matters to me.
- Smile with me and laugh with me.
- Believe in me and never give up on me.
- Make things fun for me.
- Do things with me, not just for me.
- Always want the best for me.
- Let me get stuck and find the answers with me.
- Show me and then leave it to me.
- Always Reach the sky for me.

We may forget much of what it said to us but we will never forget how you make us feel.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Ms Sue Wight

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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