

Link Priorities and SMSC journey at the Link Primary School – 2018-2019



VISION

To Always Feel Valued and to Value Others Always.

Where were we?

- ✚ The Link primary school has always put children and their emotional welfare at the heart of everything they do. The school achieved level 1 of the Rights Respecting Schools charter which shows that children's human rights were being celebrated and respected as covered in the articles of Unicef Child's Charter.
- ✚ There was a PHSE curriculum that covered all aspects of the Link Priorities and SMSC but was not user-friendly. The assessment process was slow and laborious, and progress was hard to demonstrate.
- ✚ The International Primary Curriculum started 4 years ago and is used as a tool to teach foundation subjects using topic-based learning. This has proved to be very successful as the topics offer a world-view and child-centred approach to learning.
- ✚ The School Council was not used properly as a platform for children's 'Voice'. The School Council raised money for charity e.g. Macmillan Coffee morning for Cancer research, but did not seem to be led by Student Voice, but more as a forum in which to organise social events at the school

Where are we now?

- ✚ After going on a Learning Walk around the school in the Spring of 2018 with some of the Senior Leadership Team, we discovered that explicit SMSC was evident in planning and provision mapping. However, there could have been more emphasis on culture in planning, using IPC.
- ✚ Implicit SMSC was evident in wall displays and reward systems e.g. reward jars for behaviour and Kindness pegs. In one class, every week a student was given the opportunity to talk about themselves and this was displayed on the wall and called 'All About Me'. In addition, many adults' child-centred approach to the students, encouraging them to talk about 'difficult feelings' also showed SMSC in every class around the school. One student talked about how the world began and another laughed while playing with the therapy ball with an adult, which showed spirituality. Another student said that his toy dog had to breathe deeply when he got angry in to handle his emotions. The toy dog depersonalized the behaviour from the child.

- ✦ In another class, a template of different aspects of a child's day was put in the home-school books e.g. areas of celebration and areas of concern. In addition, in this class, students had emotions symbols on their desks to choose from if having a difficult time communicating.
- ✦ Although there were spiritual parts to each child's day, including assemblies, this did not form part of the Link Priorities assessment procedure.
- ✦ The Link Priorities format has emerged from the previous form of PSHE assessment and is user-friendly. The Link Priorities are assessed and evaluated termly and have proved to be user-friendly.
- ✦ Data evaluation ensures that disadvantages are minimised.
- ✦ Provision mapping outlines what each student is entitled too on their EHCP. Each class builds their timetable around this therapy provision.
- ✦ EHCPs are now written with an emphasis on the needs, barriers and provision for each child.
- ✦ Each class as an individual set of class values adapted to meet the needs of that cohort of children. These values are displayed in all classes.
- ✦ The IPC has now developed into a Spiral Curriculum including health, e-safety and relationships. This is particularly relevant in terms of safe-guarding e.g. Prevent.
- ✦ A new 'sandwich' approach to marking has been introduced. This means that the students are evaluated against their understanding of the concept and process of each lesson and where each child gets stuck. The children are therefore given the opportunity for independent learning interspersed with teaching.
- ✦ The Link Priorities do not cover areas such as spirituality, physical health including exercise and food intake.
- ✦ Pictures of Me is an intervention that allows the students to value themselves and understand their diagnosis. This is an on-going and successful intervention.
- ✦ Generalising skills using off-site locations is an area that is rapidly developing.
- ✦ There is now a new cohort of students whose needs are an area for development.
- ✦ The Theory of Mind awareness and strategies used are a strength of the school.
- ✦ Zones of Regulation and Comic Strip Conversations are strategies that have just been introduced and are positive tools to be used with the new cohort of students.

Where do we want to be?

1. Adapt the Link Priorities to include health, fitness and food intake.
2. Adapt the Link Priorities to include Spiritual Development
3. Embed the Spiral Curriculum.
4. Develop the School Council to give Student Voice a platform.
5. In the next three years, a school annexe could be introduced where Demand Avoidant students would be able to access a 1:1 child-centred curriculum including strategies such as a running commentary by an adult, emphasis on developing self-esteem to enable learning and no direct demands.

How will we get there?

Target	Action	Lead	Timescale	Impact (by July 2019)
To adapt the Link Priorities to meet the needs of the new cohort of students.	Teachers' meeting in which the adaptations will be discussed.	Frances	Autumn term 2018/ Spring term 2019	Link Priorities will include health, fitness and food intake as well as Spiritual Development. These areas will be assessed and evaluated regularly.

To develop Student Voice in the School Council	The School Council will meet regularly and will be led by child-centred concerns and ideas.	Frances	Autumn term 2018	The School Council will develop the self-esteem of its members at the meetings and make them feel welcome. The Reps will communicate their ideas and feel respected and valued. The impact of this will be seen in the evaluation of the Link Priorities, IEPs and EHCPs.
To meet the needs of Demand Avoidant students.	A 1:1 curriculum will be developed to suit the needs of Demand Avoidant students.	Hazel and Pine Class Teachers	Autumn 2018	The Demand Avoidant students will begin to develop their self-esteem allowing them to engage with learning. This will be seen in the evaluation of EHCPs, IEPs and Link Priorities.