

Preparation to Adulthood Evidence Sheet

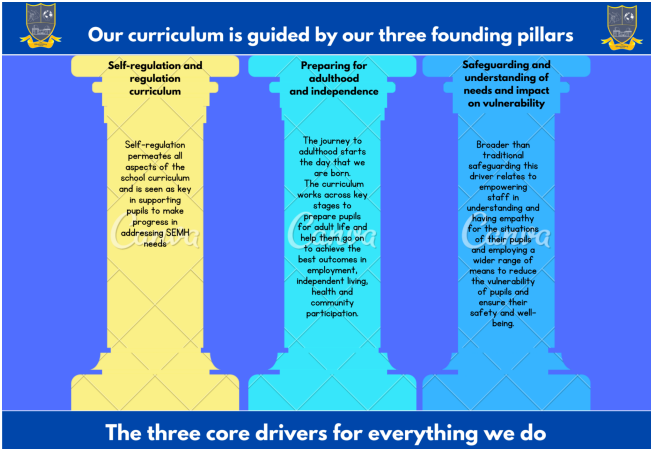
“The journey to adulthood starts the day that we are born.”

The SEND Code of Practice (CoP) states that everyone working with children and young people with SEN or disabilities across education (including early years, schools, colleges and 16 to 19 academies), health and social care, should support children and young people with SEN to prepare for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation.

Preparation for Adulthood must be a focus in reviews of any support plans and EHC Plans from year 9.

Area	Evidence	Where can I find it?
Education and Employment	<p>The School Curriculum</p> <p><u>We are not a mainstream school.</u> We are a special school for children whose needs cannot be met in mainstream settings.</p> <p>The overwhelming majority of our pupils have moved to us from good and frequently outstanding schools. For this reason our classroom practice does not seek to imitate what you might see in a local primary or secondary classroom. Instead we use a specialist relationship based approach that integrates knowledge about adverse childhood experience, special education and the way children learn.</p>	Curriculum Maps School Vision SEF In Classrooms Assemblies

Area	Evidence	Where can I find it?
	<p>Our curriculum (and everything we do as an organisation) is currently guided by our three founding pillars:</p> <p>Self-regulation and regulation curriculum (concept of self-regulation permeates all aspects of the school curriculum and is seen as key in supporting pupils to make progress in addressing SEMH needs)</p> <p>Preparing for adulthood/independence For older pupils this may have a careers/world of work focus but it also, across the age range encompasses self-help, citizenship and learning the knowledge and skills to function in life</p> <p>Safeguarding and understanding of needs and impact on vulnerability Broader than traditional safeguarding this driver relates to empowering staff in understanding and having empathy for the situations of their pupils and employing a wider range of means to reduce the vulnerability of pupils and ensure their safety and well-being.</p>	

Area	Evidence	Where can I find it?
	 <p>Our curriculum is guided by our three founding pillars</p> <p>Self-regulation and regulation curriculum Self-regulation permeates all aspects of the school curriculum and is seen as key in supporting pupils to make progress in addressing SEMH needs.</p> <p>Preparing for adulthood and independence The journey to adulthood starts the day that we are born. The curriculum works across key stages to prepare pupils for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation.</p> <p>Safeguarding and understanding of needs and impact on vulnerability Broader than traditional safeguarding this driver relates to empowering staff in understanding and having empathy for the situations of their pupils and employing a wider range of means to reduce the vulnerability of pupils and ensure their safety and well-being.</p> <p>The three core drivers for everything we do</p>	
	<p>Practical Literacy Practical literacy is crucial for children with Special Educational Needs (SEN) for several reasons. Practical literacy skills, such as reading and writing, are fundamental for effective communication. They allow SEN children to express themselves, understand others, and participate fully in social interactions.</p> <p><u>Reading</u> As a school, we follow the Ruth Miskin Read Write Inc. programmes to help us to deliver the knowledge and skills required to boost and secure our children's phonetic reading abilities, as well as comprehension, writing, spoken English, spelling, punctuation, grammar and handwriting. Pupils who join us in year 3 and 4 with gaps in their reading knowledge will access Read Write Inc. Phonics whilst pupils in years 5 and above will access Read Write Inc. Fresh Start. Fresh Start is a fast-track catch up programme for pupils aged 9+ who are working below expectations in reading, did not meet national expectations at the end of KS2 or students with SEND who have gaps in their learning.</p>	<p>Communication Curriculum AR English lessons Literacy interventions Curriculum Maps</p> <p>Functional Skills Level 1 and 2 English</p>


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	<p>All pupils at The Observatory School are engaged in the Accelerated Reader programme. All staff have accessed in-school training in how to make best use of the programme in order to support the progress of pupils. We have a dedicated library at our Vyner Campus and children at our Leasowe Campus have access to reading books through class reading areas. Children complete a Star Reading assessment six times per year which provides a baseline and growth data for teachers to use to support their planning. Upon completion of a reading book, all pupils will complete a quiz. Dependant on the result of the quiz, the pupil will progress or regress through book levels ensuring books they are reading are pitched at a level they are able to comprehend.</p> <p>We are proud to have a dedicated HLTA who works 1:1 with pupils requiring intervention at the Vyner campus to support their literacy whilst also managing our school library. Pupils accessing 1:1 support engage in the Fresh Start phonics programme where they access phonic intervention utilising age-appropriate resources. Any KS2 pupils requiring reading catch up access our short-term, intensive, Read Write Inc. Phonics programme to in-fill any gaps in their learning as a result of missed learning due COVID and other factors. The aim of this programme is to accelerate their progress and ensure they are able to access our age-appropriate English curriculum in full, within the shortest time-frame possible. This programme is delivered through a streamlined structure, with pupils accessing small group, developmentally appropriate teaching.</p> <p>Some pupils require additional literacy intervention as identified in their EHCP or teacher assessment. This is provided through in-class intervention delivered by teachers and support staff. These interventions are personalised to ensure we meet the needs of all pupils.</p> <p>To access reading, some children will require additional support. This is provided by teacher, teaching assistant or assistive technology such as read & write which converts</p>	

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	<p>text to speech, provides a screen reader, magnifies text where required and provides alternative access arrangements such as different coloured backgrounds etc.</p> <p><u>Writing</u></p> <p>Pupils are given the opportunity to write at length across our curriculum. We want our pupils to write like scientists, geographers, mathematicians etc. We expect all pupils to spell simple words and high frequency words confidently and where support is required to achieve this, we plan for early intervention.</p> <p>As educators, we provide learning across subjects that allow for pupils to write for a range of purposes and/or audiences. Our pupils are taught how to order their writing as well as sequence their thoughts and ideas before transferring them to writing. Planning, drafting and editing is a key skill that all pupils are taught during their time at The Observatory School. This process gives pupils the opportunity to ensure their writing is grammatically correct. Teacher feedback will move learning forwards; providing pupils with time to 'purple-pen' their work, fixing misconceptions. Grammar intervention is generally provided through in-class support and may utilise online learning platforms such as Learning By Questions.</p> <p>We provide scaffolded handwriting support where required. Through the use of 'Play Dough Disco', our children develop the muscular strength required in their hands in order to write with stamina. Pupils practise their letter formation using our 'bubble hand-writing' approach.</p> <p>Strong literacy skills open doors to future opportunities, including higher education, employment, and personal fulfilment. By investing in practical literacy, our pupils are better prepared to pursue their goals and aspirations as they transition to adulthood</p>	

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	<p><u>Digital Literacy</u></p> <p>Digital literacy allows our pupils to access a vast array of educational resources tailored to their needs. It opens up opportunities for them to explore various topics, learn at their own pace, and engage with materials in ways that suit their learning styles. Digital literacy is embedded across the curriculum and the pupils become more independent learners as they progress through the years. They use digital tools and resources to research topics of interest, solve problems, and seek support when needed. This fosters self-confidence and autonomy in their learning journey. We have a set of iPads which teachers and TA's can book out to use in their lessons along with laptops.</p> <p>Overall, digital literacy equips our pupils with the skills and competencies they need to thrive in a technology-driven world, empowering them to learn, communicate, and succeed both academically and socially.</p>	
	<p>Numeracy</p> <p>The Observatory School employs a multifaceted approach to support pupils with Special Educational Needs and Disabilities (SEND), by integrating STAR Maths, Freckle, and the White Rose Mathematics curriculum. This comprehensive strategy aims to address individual learning needs while fostering a supportive and inclusive learning environment. Year 9, 10 and 11 pupils are also supported with exam board specific resources such as Pearson active teach to support them in undertaking the Edexcel GCSE qualification.</p> <p>We apply the White Rose Mathematics curriculum throughout the lower and upper campuses providing a structured and consistent approach, which is excellent for its accessibility and flexibility. This curriculum provides a structured framework for teaching mathematical concepts, allowing teachers to adapt lessons to accommodate individual learning styles and abilities. For our pupils with SEND needs, this ensures that foundational mathematical skills are taught in a way that is both engaging and tailored to their specific</p>	<p>Knowledge Curriculum Maths lessons Numeracy interventions PSHE Functional Skills Level 1 and 2 Maths</p>

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	<p>needs.</p> <p>To complement the White Rose Mathematics curriculum, the school utilises STAR Maths and Freckle, educational platforms designed to provide personalised learning experiences. STAR Maths offers comprehensive screening assessments to identify areas of strength and weakness in mathematical understanding. This data-driven approach enables teachers to pinpoint specific areas where pupils may require additional support.</p> <p>Freckle further enhances this personalised approach by delivering adaptive learning activities tailored to each pupil's individual skill level and learning pace. By adjusting the difficulty of tasks based on real-time performance data, Freckle ensures that pupils receive targeted intervention aimed at their focus skills highlighted by the STAR diagnostic screening. For pupils significantly behind age-related expectations, this adaptive technology is invaluable in building confidence and closing learning gaps at a pace that suits their needs.</p> <p>The integration of technology into these interventions not only increases engagement but also facilitates ongoing progress monitoring. Teachers can track pupil progress in real-time, allowing for timely intervention and adjustments to support strategies as needed. This real-time feedback loop ensures that pupils receive the support they need precisely when they need it, fostering a proactive approach to addressing learning challenges.</p>	
	<p>Pathways to Employment</p> <p>Pathways to employment for our pupils can vary depending on the individual's interests, abilities, and support needs.</p> <p>Please see https://www.theobservatoryschool.wirral.sch.uk/careers-guidance/ for our curriculum map for CEIAG.</p>	<p>Careers Folder CC Reports CC Evaluations Website</p>

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	<p>We have careers embedded across the curriculum with all subjects linking to possible career pathways. Careers is also strongly linked to our PSHE curriculum. Our curriculum provides tailored support and guidance to pupils as they explore their interests, develop skills, and prepare for future employment and life beyond school.</p> <p>We have external advisors visit each week.</p> <p>Careers Connect work with The Observatory School to provide impartial careers information for our pupils. Careers education, information, advice and guidance (CEIAG) is available to all pupils from Year 5 through to Year 11. A careers programme of study is delivered through our Life-skills and PSHE/PSD lessons which is supported by form time activities and numerous opportunities for business, college and community exposure, visits, activities, experiences, assemblies and discussions.</p> <p>We have a designated member of the Pastoral Team, whose focus is working with pupils across both sites on Careers education. Provide guidance, resources, and support to students as they navigate their career paths. Organise workshops, further education visits to colleges and other post 16 providers, invite guest speakers, or offer one-on-one sessions to help students explore their interests, skills, and future goals. This kind of support can be invaluable in helping students make informed decisions about their academic and professional futures.</p>	
	<p>Practical Communication</p> <p>There are many examples of good communication skills. Some examples are good eye</p>	<p>Socials Curriculum Maps IEP's</p>

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	<p>contact, active listening, remembering names, remaining calm, friendliness and reading non-verbal cues. Due to their needs, many of our pupils struggle with many of these skills, and our curriculum aims to address these, through one of our three founding pillars.</p> <p>Self-regulation and regulation curriculum (concept of self-regulation permeates all aspects of the school curriculum and is seen as key in supporting pupils to make progress in addressing SEMH needs.</p> <p>NHS data states that 81% of young people with SEMH and/or behavioural problems also have Social, Language and Communication Needs (SLCN), but this often goes unrecognised. SLCN can be hard to detect as it is often overshadowed by SEMH needs. Young people with SEMH are often talkative but may lack skills to:</p> <ul style="list-style-type: none"> ● Understand complex language ● Talk about feelings ● Negotiate or explain reasons behind their thinking <p>SLCN may be labelled as poor attention or lack of cooperation. Many of our children are assessed in Blanks Levels, and language is adapted to meet their levels of identified communication. Staff have been trained to ensure they are skilled in addressing pupils' varying levels of Blanks Level need. It is recognised that a child's level of understanding can vary based on their levels of regulation, and staff are equipped to change the level of language that they use during periods of dysregulation</p> <p>More information about Blanks Level information can be found via the following link.</p> <p> Observatory Training Slides for SALT Blank Training Nov 2023.pptx</p> <p>Visual Supports: Classes use visual supports such as social stories, visual timetables, and cue cards to help pupils understand social expectations and navigate social situations</p>	

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	<p>more effectively. Some pupils use widgets to support them.</p> <p>Religious Education and Cultural Awareness Learning about different religions and cultures is important for our pupils to live in the wider community. Religion is often deeply intertwined with culture. Learning about different religions helps pupils understand the beliefs, practices, rituals, and values of diverse cultures, fostering empathy, respect, and appreciation for cultural diversity.</p> <p>Education about different religions encourages tolerance, respect, and understanding among people with diverse beliefs. It helps reduce prejudice, stereotypes, and discrimination based on religion, promoting social cohesion and harmony.</p> <p>In an increasingly interconnected world, understanding different religions is crucial for being an informed and responsible global citizen. It allows our pupils to navigate cultural differences, communicate effectively across diverse communities, and engage in respectful dialogue and cooperation.</p> <p>We do this through our RE curriculum (The World Around Us) and also through our International work - for which we were awarded a TES award. https://www.theobservatoryschool.wirral.sch.uk/international-work/</p>	<p>RE Curriculum Website (see link)</p>
<p>Independent Living</p>	<p>Promoting independent living skills with our pupils is crucial for their development and future success. Here are some strategies on how we support our pupils throughout their day to day experience in school.</p> <ul style="list-style-type: none"> ● Structured Daily Routines: We have established consistent daily routines that include time for self-care activities, schoolwork, leisure, and socialisation, this is 	<p>Relationship and Behaviour Policy Lesson Observations Pastoral Support School Council Careers</p>


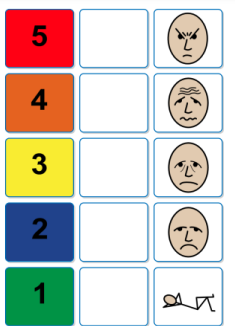
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	<p>strongly reflected in our Relationships and Behaviour Policy which sets out clear relentless routines across both sites. Clear routines help our pupils understand expectations and develop time management skills.</p> <ul style="list-style-type: none"> ● Self-Advocacy and Communication: We teach our pupils to express their needs, preferences, and concerns effectively. They are encouraged to communicate with teachers, peers, and other adults, advocating for themselves in various situations. The School Council empowers pupils to make their voice heard, our school counsellors work with their peers to ensure everyone has a voice and everyone is listened to. ● Goal Setting and Planning: We support pupils in setting realistic goals for themselves and creating action plans to achieve them. We break down long-term goals into smaller, manageable steps, celebrating their progress along the way. This is particularly evident in our careers program and our pupils IEP targets. ● Positive Reinforcement: Our Relationship and Behaviour policy uses positive reinforcement to encourage and praise our pupils for their efforts and achievements in developing independent living skills. Positive reinforcement helps build confidence and motivation to continue learning and growing. ● Flexibility and Personalised Support: We recognise that each pupil has unique strengths, challenges, and learning styles. Teaching is adapted to meet individual needs, providing tailored support and accommodations as necessary. Our sensory, social and guardian curriculums also reflect the different needs of each child. 	
	<p>Managing Money At the Observatory School, numeracy plays a pivotal role not only in mathematics lessons but also across various curriculum areas, particularly in enhancing pupils' understanding of personal finance. Through a multidisciplinary approach, numeracy skills are integrated into different subjects, fostering a holistic comprehension of financial literacy.</p>	PSHE Numeracy/Mathematics Policy Functional Skills Level and 2 Maths

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	<p>In mathematics lessons, pupils engage in practical exercises involving budgeting, calculating interest rates, and analysing data relevant to personal finance scenarios. By applying mathematical concepts to real-life situations, pupils develop essential skills such as budget management, understanding percentages, and interpreting financial graphs and charts.</p> <p>In subjects like geography and history, numeracy skills are utilised to examine economic trends, analyse demographic data, and understand the historical context of financial systems. This interdisciplinary approach broadens pupils' perspectives on personal finance by highlighting the connections with various aspects of society and culture.</p> <p>By embedding numeracy within diverse curriculum areas, The Observatory School develops pupils with the necessary tools to navigate the complexities of personal finance confidently. Through hands-on experiences and interdisciplinary learning, students develop a comprehensive understanding of finance and managing money, empowering them to make informed decisions and achieve financial well-being in the future.</p>	
	<p>In the Home</p> <p>Preparing our pupils for independent living is crucial for their long-term success and well-being. We prepare them for this in many ways, including:</p> <ul style="list-style-type: none"> • Life Skills Curriculum: We teach skills for independent living in the home across different subjects such as science, numeracy, food technology and PSHE. Skills such as cooking, cleaning, budgeting, time management, personal hygiene, and basic household maintenance are covered. For example pupils in science learn how to rewire a plug and in numeracy learn how to manage their time and finances. • Practical Learning Experiences: We thrive to provide as many practical learning experiences as possible - through our residential and overnight visits. We are very 	<p>Design Technology Curriculum Socials Curriculum PSHE Curriculum School Values</p>

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	<p>proud of the experiences we offer pupils and use them to promote independent living skills. Pupils learn how to do their own washing, cook a meal for a group and day to day independent living skills.</p> <ul style="list-style-type: none"> • Gradual Independence-building: We gradually increase pupils' independence and autonomy over time, starting with small tasks and responsibilities and gradually expanding to more complex skills and situations. We provide encouragement, support, and feedback as they gain confidence and proficiency in independent living skills. <p>By implementing these strategies and providing comprehensive support, The Observatory School empowers pupils to develop the skills, confidence, and resilience needed to live independently and navigate the challenges of adulthood successfully.</p>	
	<p>Living Arrangements</p> <p>We teach pupils about different living arrangements through PSHE and RE. It is important that pupils understand the options available to them when they leave school and to also experience how different people live. This is to ensure that pupils have the freedom and control over their own life choices. Our curriculum covers the different options available to them and also to give them experiences to broaden their horizons - for example our residential trips abroad.</p> <p>BSquared Steps for Life also covers this topic.</p>	<p>PSHE RE International/residential visits</p>
	<p>Social Interactions</p> <p>Improving social interactions among pupils with Special Educational Needs (SEN) requires a multi-faceted approach that considers the unique needs and challenges of each individual. We encourage and support social interactions by:</p> <ul style="list-style-type: none"> • Structured Social Activities: We have structured social activities such as group 	<p>Classroom Observations Offsite Visits Socials After School clubs</p>

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	<p>games, cooperative projects and activities every Wednesday and Friday. These activities provide opportunities for our pupils to practise social skills in a supportive environment and foster positive interactions.</p> <p>https://www.theobservatoryschool.wirral.sch.uk/wp-content/uploads/2024/04/Dungeons-and-Dragons-social-2.pdf</p> <p>https://www.theobservatoryschool.wirral.sch.uk/wp-content/uploads/2024/01/Art-Social.docx.pdf</p> <p>https://www.theobservatoryschool.wirral.sch.uk/wp-content/uploads/2024/04/Weightlifting-Social-Club.docx.pdf</p> <ul style="list-style-type: none"> ● Positive Reinforcement: Across the schools we use positive reinforcement to encourage and reward desired social behaviours. Pupils are praised for demonstrating good social skills, such as sharing, taking turns, and showing empathy towards others. These are celebrated on our Recognition Boards. ● Visual Supports: Classes use visual supports such as social stories, visual timetables, and cue cards to help pupils understand social expectations and navigate social situations more effectively. Some pupils use widgets to support them ● Small Group Settings: Our small class sizes provide opportunities for social interaction in small group settings, where pupils can feel more comfortable and supported. Small groups allow for more personalised instruction and opportunities for meaningful interaction. Each class has a teacher and at least one TA at all times. Some pupils have 1:1 support. ● Emotional Regulation: From the moment pupils start at The Observatory School they are taught how to use strategies for managing their emotions and coping with social challenges. This helps them to recognise and label their emotions, and 	

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	<p>provide tools such as deep breathing exercises or calming techniques to regulate their emotions in social situations. The use of emotional regulation techniques is graduated and as pupils progress through the school they become more independent with how they use their strategies.</p> <ul style="list-style-type: none"> ● IEP's: Each pupil has an individual education support plan with a specific social skills target. Pupils work closely with teachers, support staff and other professionals to address each pupil's unique needs and challenges. ● Peer Mentoring: In some cases we pair pupils with peers who have strong social skills to serve as mentors. These mentors can provide support, guidance, and positive role modelling to help their peers develop social skills and confidence. <p>Please see the link below which is about one of our social activities: https://www.theobservatoryschool.wirral.sch.uk/very-impressive-pupils-set-up-their-own-dungeon-and-dragons-social-activity/</p>	
	<p>Emotional regulation</p> <p>As one of our three founding pillars, emotional regulation underpins everything that we do. Pupils who are dysregulated are not in a state of readiness for learning, and so this becomes our prime directive to restore calm and balance for each individual child, to enable them to reach their full potential. We recognise that all pupils have their own personalised circumstances that can, at different times of the day, week, term and year, affect their ability to learn in different ways. Our regulation curriculum is designed to help pupils to recognise their emotions, the different feelings in their body as they experience a range of emotions and to develop a bank of strategies which they can apply as they</p>	

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	<p>develop into adulthood, which will allow them to manage their emotions in a safe and productive way.</p>  <p>The regulation curriculum looks slightly different for pupils at different stages of their learning journeys. In KS2, the prime directive is to teach our pupils to identify a range of emotions, and use our regulation curriculum to identify a small selection of strategies that they know help them to restore balance to their bodies. This process is heavily modelled and scaffolded by adults who are familiar to them, and whom they trust. Each classroom will display a regulation chart (as pictured below), which helps pupils to relate their emotions to their state of (dys)regulation and think about, with the help of their key adults, which strategies work for them. The displays are centralised to encourage the use of language and to enable pupils to become familiar with the systems on a non-personal level. Individual regulation charts during this phase are not required, but are encouraged where pupils are able to access the systems confidently and securely.</p>  <p>Pupils in KS3 and 4 each have their own regulation charts, which encourage pupils to think carefully about the strategies that they can employ more independently as they grow in levels of dysregulation, so that they can effectively manage</p>	


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	<p>their emotions as they experience a wider range of scenarios that might challenge their emotional abilities both in and out of school. Strategies are still flexible through the implementation of this method, as we recognise that different scenarios elicit different emotions, and therefore require different responses and therefore, strategies. However, we do recognise that not all pupils (or groups of pupils) develop at the same pace, and flexibility is encouraged, where required, for staff to consider which approach is most appropriate for the pupils they work with.</p>	
	<p>Self Care Teaching self-care to our pupils is crucial for their overall well-being and development. Here are some examples of how we teach self care across the curriculum.</p> <ul style="list-style-type: none"> ● Modelling Self-Care Behaviours: staff model healthy self-care behaviours by prioritising their own well-being and openly discussing their self-care routines with pupils. Demonstrating practices such as setting boundaries, managing stress, engaging in hobbies, and seeking support when needed can help normalise self-care behaviours. ● PSHE/Theme Days: The PSHE curriculum covers self care and personal hygiene. We also have Theme Days which cover both emotional and physical self care. ● Creating a Supportive Environment: We create a supportive and non-judgmental environment where pupils feel comfortable discussing and addressing their hygiene needs. We encourage open communication and be sensitive to any underlying issues or challenges that may be affecting their hygiene practices. Sanitary products are supplied for our female pupils ● Involving Families and Caregivers: We collaborate with families and caregivers to reinforce hygiene practices at home. We provide resources, tips, and strategies for promoting good hygiene habits outside of school. Encouraging open communication between school and home ensures consistency and support for our pupils. ● Personalised Support: We Recognise that each pupil has individual needs and 	<p>Pastoral Support PSHE Curriculum Theme Days</p>

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	<p>preferences when it comes to personal hygiene. We personalise our approach by considering factors such as sensory needs, developmental level, cultural background, and personal preferences.</p> <ul style="list-style-type: none"> ● Providing Hygiene Products: We provide hygiene products to those who need them. We also have links with Red Box Wirral who provide the school with free sanitary products, which we give to those who want them. ● Uniform Support: We provide new uniforms for pupils who need items. We also wash and clean uniforms for some pupils to make sure they are in school with a clean uniform on. 	
Community and Relationships	<p>Community Engagement: We Encourage pupils to participate in community activities and volunteer work to develop a sense of belonging and social responsibility. This can help build their self-esteem and confidence while also providing opportunities for social interaction and skill development. Examples of how we do this are:</p> <ul style="list-style-type: none"> ● <u>Tam O'Shanters Farm</u> - pupils volunteer at the farm and work with them with various different jobs including gardening, cleaning and feeding the animals. https://www.theobservatoryschool.wirral.sch.uk/project/adams-go-to-the-farm/ ● <u>Swimming</u> - pupils in the lower school have swimming lessons, there is also an opportunity for older pupils to complete a swimming qualification with the community. ● <u>First Tech Challenge</u> - our STEM team have been involved with competitions and projects where they have competed against other schools and worked with mentors from industry. https://www.theobservatoryschool.wirral.sch.uk/our-super-stem-team-compete-in-cambridge/ ● <u>Erasmus/eTwinning/Turing</u> - historically pupils have taken part in european projects via eTwinning and Erasmus. Pupils have worked with schools from all over Europe, collaborating on group activities. Some also had the opportunity to visit partner schools via our Erasmus exchange. We are looking into the new government Turing 	

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	<p>Scheme to hopefully start our international school links again.</p> <ul style="list-style-type: none"> • <u>Residential Trips</u> - Pupils have had the opportunity to take part in overnight trips to Barnstondale, Collomendy and The Conway Centre. Pupils work closely with the organisers staff and have also involved working with other pupils. https://www.theobservatoryschool.wirral.sch.uk/pupils-at-the-observatory-school-embark-on-unforgettable-residential-trip-to-colomendy/ • <u>Community Litter Picks</u> - Pupils have been involved in The Big Clean Up, by Keep Britain Tidy. They have completed community litter picks within the local area. https://www.theobservatoryschool.wirral.sch.uk/project/eco-warriors-daley/ • <u>Tranmere Project</u> - Identified pupils have the opportunity to work with Tranmere Rovers on a community project. • <u>Hooves for Healing/Horse Riding</u>- Our PP+ pupils have had the opportunity to work at a local stable - with the focus being on good mental health. Pupils work with the staff at the stables to care and look after the horses, as well as receiving therapeutic intervention at the same time. • <u>Leasowe Leisure Centre</u> - Pupils • <u>College visits</u> - 	
	<p>Volunteering/School Fairs/School Events</p> <p>We hold two school fairs per year. We have one at Christmas and one for summer. For our pupils it is an opportunity for them to socialise in a safe environment. They also have the opportunity to spend money and volunteer to work on a stall. Some pupils use the fair as an enterprise project and have made things for their own stalls to sell and raise money for charity.</p> <p>https://www.theobservatoryschool.wirral.sch.uk/pupil-raises-over-100-for-birkenhead-kennels/</p> <p>Families of our pupils are invited to the fair and it is a great opportunity for our pupils to show the best of The Observatory School. We have had very good feedback from external</p>	<p>Website News Stories Summer/Christmas Fair planning and feedback</p>

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	<p>stall holders and families who have attended, commenting how positive their experience was and how well mannered the pupils are.</p> <p>We also hold our school Christmas Dinners where we invite families and guests to join our pupils. It is a popular event and the pupils love the entertainment (singers) we offer each year. Other events we have held include Jubilee and Coronation parties, Sports days, Art Exhibitions and our international partners visiting us.</p> <p>Pupils have also volunteered in local residential homes. Activities they have completed have included decorating rooms for Christmas, reading stories, making cards and even organising a game of bingo!</p> <p>https://www.theobservatoryschool.wirral.sch.uk/project/pupils-help-out-at-a-residential-home-for-the-elderly/</p> <p>Take a look at some of our events using the links below.</p> <p>https://www.theobservatoryschool.wirral.sch.uk/summer-fair-2023/</p> <p>https://www.theobservatoryschool.wirral.sch.uk/gcse-art-exhibition-2023/</p> <p>https://www.theobservatoryschool.wirral.sch.uk/pupils-shine-at-the-new-horizons-observatory-show/</p>	
	<p>Legal and criminal justice system</p> <p>Amy Scott could you complete this please with links to citizenship from the PSHE curriculum?</p> <p>Values...PSHE...School Police officer... School rules</p>	PSHE/Citizenship
	<p>School Council</p>	

Area	Evidence	Where can I find it?
	<p>We value the benefits of operating a School Council. The School Council represents the whole school. We feel they benefit the whole community and as a school we operate as a community. Through our School Council and class council work it is hoped that we can develop a balance and wholeness, helping to make our community more harmonious to live in. Our School Council work will enable pupils with positive attitudes to exert a positive influence. Everyone will benefit from the work of the School Council.</p> <p>https://www.theobservatoryschool.wirral.sch.uk/school-council/</p> <p>https://www.theobservatoryschool.wirral.sch.uk/school-council-applications/</p>	
	<p>Accessing services</p> <p>To ensure we have a holistic approach to meeting individual pupil needs, we work closely with the following additional agencies, though this list is not exhaustive:</p> <ul style="list-style-type: none"> ✓ NHS Speech and Language ✓ Bernardo's – Anger management ✓ Health Service in Schools, Youth worker (NHS) ✓ School Nurse (NHS) ✓ Child and Adolescent Mental Health Services (CAMH's) ✓ Occupational Therapists, including Sensory Integration 	Pastoral Team
	<p>Keeping safe online</p> <p>In an ever changing digital world it is essential that we are teaching pupils about how to be safe online. There are many risks our pupils face, such as online bullying, possible</p>	Computing PSHE

Area	Evidence	Where can I find it?
	<p>predators, being exploited to name just a few. By incorporating the following strategies into our curriculum and school culture, we aim to equip pupils with the knowledge and skills they need to navigate the online world safely and responsibly.</p> <ul style="list-style-type: none"> ● Classroom Instruction: Teachers dedicate time to discussing the importance of online safety and provide guidance on best practices for staying safe online. They may cover topics such as creating strong passwords, recognising phishing attempts, and understanding privacy settings on social media platforms ● Curriculum: Online safety is embedded into various subject areas, such as computer science, PSHE, or digital literacy across the school. This ensures that pupils receive consistent education on the topic across different subjects. ● Guest Speakers and Workshops: We often invite guest speakers to talk about online safety. This has included talks from the school's police officer, HSIS Barnardos and School Vision. We have also held our own Safer Internet Day activities where pupils worked in groups to plan and film an online safety video for others to watch. See link  Final safer internet day.mp4 ● Parental/Carer Involvement: We also organise events through parent groups and provide resources to educate parents about online safety through the school website and ClassDojo so they can support their children in navigating the digital world safely. ● Internet Filtering and Monitoring: We utilise internet filtering and monitoring tools to block access to inappropriate content and monitor students' online activities while on the school network. We also use AB Tutor to monitor pupils' use of the computers when on the school network. 	
	<p>School Values Our school values articulate the moral and academic expectations for everyone in the</p>	<p>Website - Curriculum Overview</p>

Area	Evidence	Where can I find it?
	<p>school community, ensuring that every child is aware of what the school aims to achieve for them for their future lives. Furthermore, school values are instrumental in setting behaviour standards, reinforcing our school's Relationship and Behaviour policy.</p> <p>Throughout the year we focus on 7 core values. The Senior Leadership were assisted by the School Council in resolving that these were the most important values and our pupils work hard to achieve these.</p> <ul style="list-style-type: none"> ● Respect ● Kindness ● Patience ● Perseverance ● Compassion ● Responsibility ● Enjoyment <p>Respect is evidenced in the high value we place on the development of positive and appropriate relationships. We recognise that our pupils struggle to make safe and meaningful connections and aim to address this over time.</p> <p>Incorporating kindness into school on a daily basis, through actions as well as special events, helps create a foundation of compassion, empathy, and positive behaviour that extends beyond the classroom.</p> <p>Patience teaches children the value of not having what they want when they want it, a skill necessary for maturity. Patience can help develop the ability to think through and resolve problems; it can stop impulsiveness and improve behaviour.</p>	

Area	Evidence	Where can I find it?
	<p>Perseverance is demonstrated through our approach and our commitment to doing the right thing for our pupils in the long term. This includes tackling areas of personal development that have previously prevented pupils from accessing formal learning.</p> <p>Compassion We recognise that everyone is an individual, with their own life story and history, that makes them the person they are today. We recognise that all behaviour is a form of communication</p> <p>Responsibility is embedded in our practice as we undertake precise and diligent work to plan and deliver a curriculum that is carefully matched to our pupils' needs: starting with the work to engage them in learning - ending with the work that supports them to gain a range of relevant qualifications, underpinned by appropriate knowledge and skills.</p> <p>Enjoyment. It is important that our pupils enjoy their time at The Observatory School and have a positive experience of school and education. This will help them in their next stage of education or employment and help them to become lifelong learners.</p>	
	<p>Keeping safe in the community Ann Baird Could you complete this please?</p>	PSHE External services Assemblies Pastoral support Police support
	<p>HSIS - Health Services in Schools Our Health Service in Schools Youth Worker attends school once a week. During this time pupils are able to see her on a small group or 1;1 basis. The service is confidential</p>	

Area	Evidence	Where can I find it?
	and allows pupils the chance to access an outside agency within the school day. Pupils can talk to her about all health related issues. within this service pupils are able to access RSE support	
Good Health	<p>Diet We teach our pupils about a healthy diet with an approach that emphasises practical, hands-on learning and addresses individual needs and preferences of the pupil.</p> <ul style="list-style-type: none"> ● Hands-On Cooking and Food Preparation: Each year group has hand on cooking lessons throughout the term which have an emphasis on healthy eating. Pupils learn about what healthy and unhealthy foods look like. ● Addressing Emotional Eating: This is covered throughout the school and we do not give unhealthy foods as a reward or strategy. This is to ensure pupils do not see unhealthy foods as a comfort. Healthy snacks are available for break times if pupils require a snack during the day. ● Encouraging Exploration and Experimentation with Food: We encourage pupils to experiment with new foods and flavours in a supportive and non-judgmental environment. We provide opportunities for taste tests, cooking challenges, and recipe adaptations to accommodate individual preferences and dietary needs. Examples of this can be seen in cooking lessons, socials and theme days. ● Using Visual Aids and Demonstrations: Visual aids such as posters, charts, and diagrams to illustrate key concepts related to a healthy diet, such as the food pyramid, portion sizes, and nutrient-rich foods. Demonstrations in lessons show pupils how to prepare simple and nutritious meals and snacks. Evidence for this can be seen in food technology lessons and through our ASDAN Foodwise and BTEC Home Cooking Skills. ● Involving Families: We have a parent group and use ClassDojo to communicate with our families, and often share ideas around healthy eating. We also encourage pupils to share their recipes and cook at home with their families. Part of the BTEC 	PE PSHE Theme days Food Tech ASDAN Foodwise BTEC Food

Area	Evidence	Where can I find it?
	<p>course entails sharing a healthy meal plan with their families.</p> <p>RSE At The Observatory School, we recognise the importance of developing our relationships and therefore we dedicate one lesson a week to RSE, in particular the development of the positive relationships within the lives of our pupils. We follow the national curriculum, breaking the delivery into the areas below:</p> <p>KS2:</p> <ul style="list-style-type: none"> ● Friendships ● Families and close positive relationships ● Positive relationships and community ● Safe relationships ● Managing hurtful behaviour and bullying <p>KS3 and KS4:</p> <ul style="list-style-type: none"> ● Positive relationships ● Forming and maintaining respectful relationships ● Bullying, abuse and discrimination ● Consent, contraception and parenthood ● Relationship values ● Social influences ● <p>To complement this, we focus on building positive relationships within the My Happy mind program with a whole module dedicated to developing positive relationships and the core skills needed in order to do this.</p> <p>RSE is delivered a minimum of once a week to all pupils by the class teacher during their</p>	<p>RSE PSHE</p>

Area	Evidence	Where can I find it?
	<p>PSHE lessons - in most cases this is during the first lesson within the school day. We also have a 'socials' programme that is run twice a week across both sites. Pupils select an activity to participate with others across the school, developing their social skills and relationships with others, especially those not within their class.</p> <p>The Brook attend 1 day a week during the Summer Term to work in depth with year 9 pupils.</p>	
	<p>General Health</p> <p>Promoting general health among our pupils involves a multifaceted approach that integrates education, encouragement, and practical habits. Firstly, we foster a culture of physical activity, this includes incorporating regular physical education classes, encouraging active play during breaks, and organising sports events. Pupils in key stage 2 and year 7 also have swimming lessons with our swimming instructor..</p> <p>Additionally, we emphasise the importance of balanced nutrition through our food technology and PSHE curriculum. We offer healthy meal options in cafeterias, and involve pupils in gardening or cooking activities to teach them about fresh produce and meal preparation.</p> <p>Furthermore, we prioritise mental well-being. We provide access to counselling services, and create a supportive environment where pupils feel comfortable discussing their emotions. We also reinforce good hygiene practices, such as regular handwashing and dental care. Pupils are also taught about emergency services and what to do if they needed to seek help, also covered in PSHE is how to make and attend appointments.</p>	<p>PSHE Curriculum Theme Days Pastoral Records 1:1 Intervention</p>

Area	Evidence	Where can I find it?
	Smoking, drugs and alcohol Amy Scott could you complete this section please? I know you have done a lot of work around the Christopher Winter program	PSHE External support
	<p>Mental Health and Wellbeing</p> <p>We teach mental health and well-being to all pupils to support them with their overall development and resilience. Here are some effective strategies for teaching mental health and well-being:</p> <ul style="list-style-type: none"> Recognise and name emotions Link emotions to contexts Communicate emotions to others Understand others feelings and how to respond Recognise how things may have an impact (positive/negative) on mental health and emotional wellbeing. Manage (with support/independently) own mental health and emotional wellbeing. Know about different mental health conditions Learn what resilience is Build up resilience over time Use coping strategies (such as...) in difficult situations. Emotional regulation. Know when to ask for help and who to contact. Recognise own emotions and appropriately respond to others Use strategies to manage emotions. 	In classrooms On ER charts Through talking with pupils The school values
	Physical and sensory processing <u>Physical</u> <ul style="list-style-type: none"> • Use suitable and appropriate aids/ equipment/support/ technology safely to ensure the child's needs are sufficiently met to access learning and work. • Have the freedom to mobilise and move around the environment (with aids/ 	Observations Assessment Sensory room Sensory garden On Emotional

Area	Evidence	Where can I find it?
	<p>equipment/ support).</p> <ul style="list-style-type: none"> • Have the access to receive support from multi-agency professionals. <p><u>Sensory Processing</u></p> <ul style="list-style-type: none"> • Recognise sensory input that they find overwhelming or upsetting. • Recognise my own sensory needs and employ suitable strategies to ensure they maintain a calm and regulated state for learning. • Engage in sensory activities designed to support their regulation with adult support. • Identify and recognise my own 'triggers' of sensory behaviour. • Establish a preferred method of communication with colleagues, friends and family. 	<p>Regulation Charts On IEP targets</p>
	<p>Daily Exercise</p> <p>We take sport and fitness very seriously at The Observatory School and we have regular opportunities for our pupils to take part in daily exercise activities.</p> <p>We have:</p> <ul style="list-style-type: none"> • Break time activities such as football and basketball • Lunchtime football • Social sporting activities <p>Daily exercise can:</p> <ul style="list-style-type: none"> • support mental wellbeing • Improve fine motor skills • improve concentration 	<p>Website PE Curriculum On the playground Socials Curriculum</p>

Area	Evidence	Where can I find it?
	<ul style="list-style-type: none"> ● boost attainment ● increase staff morale and wellbeing ● lower obesity rate ● contribute to PE premium activity targets ● Help pupils to understand the importance of exercise moving into their adult lives. 	
	<p>My Happy Mind</p> <p>My Happy Mind is delivered within the school's PSHE curriculum once per week and by doing so, we aim to not just develop a pupils' mental health but also equip them with the skills to develop relationships and support them in difficult situations for years to come. My Happy Mind is grounded in positive psychology and neuroscience. We believe in teaching the science and embedding the habits around mental wellbeing, therefore giving pupils the understanding and tools to cope when times get hard. Pupils learn how to look after their brain in addition to recognising when their brain is working well, when their brain is feeling stressed as well as techniques to deal with any moments of stress.</p> <p>The My Happy Mind program gives the pupils the skills needed to understand their own emotions and wellbeing. Developing this emotional literacy helps them to navigate difficult situations, equipping them with skills that will support them for their entire life. My Happy Mind gives the pupils the ability to self regulate and to understand how their brain works. This enables them to go into situations, e.g. tests/going into school (especially after Covid) in a more calm and relaxed manner. The pupils learn how to self regulate, persevere, show gratitude and develop positive relationships.</p>	<p>PSHE My Happy Mind Books</p>