



Chelsea Community Hospital School

School Improvement Document

2022/23

Priority Areas for Development in 2022/23

Focus Area		Priority	Staff Responsible	Costing
1	Quality of Education	To ensure that all staff have up-to-date knowledge and resources in SEN to ensure that they can meet a wider range of special educational needs	SP	
2	Quality of Education	To complete an application and subsequent action plan to work towards gaining Arts Mark Platinum Award in which the arts will be embedded across the curriculum for all students.	SD/SP	
3	Leadership and management	To devise and embed a CCHS Staff Wellbeing Strategy.	MS	
4	Leadership and management	To liaise with the bi-borough to ensure long term premises and provision for community pupils	JS/MS	
5	Leadership and management	To plan for a smooth transition of the education provision from CCHS at Royal Brompton Hospital to Evelina Hospital School	JS	

Focus Area: Quality of Education

1. Priority 1: To ensure that all staff have up-to-date knowledge and resources in SEN to ensure that they can meet a wider range of special educational needs	2. Member of Staff Responsible: Sarah Pfutzner		
3. What is already in place?	<p>Staff are aware of our SEN policy and practices. All staff have a good knowledge of Quality First Teaching strategies. The majority of staff have had access to a broad range of training in SEN (e.g. NI curriculum, sensory stories, social stories, use of visuals and transitional objects, switch use, SpLD specific strategies) Many staff are experts in specific areas of SEN (e.g. SMEH, PMLD, ABI, Makaton, ASD)</p>		
4. What are the expected outcomes?	<p>For learners: Learners will have access to a highly trained staff who can offer quality first teaching to meet their needs. Learners with complex needs will have access to inclusive, accessible lessons guided by staff that have extensive knowledge of their learning and medical needs.</p>		
	<p>For staff and other stakeholders: Staff will have an opportunity to refresh their skills in SEN New staff will have the opportunity to upskill in SEN Staff will have access to a broader range of resources to support their SEN teaching</p>		
<p>5. To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> - Whole school SEN Audit to identify key training needs for staff and to identify key areas for development of SEN curriculum, resourcing and accessibility. - CPD activities to include: Whole school INSET to refresh staff in key areas of New staff SEN induction INSET Helen Williams to have a half day a week release time to spend at hospital sites (one site per term) to support staff with supporting the education of students with PMLD, ABI and complex needs Specific staff to have access to specialized training through the LA offer – e.g. SCERTS, Anxiety in students with Learning Difficulties, etc. Learning mentors to access specialized mental health mentoring training – 4-day course 	6. By when? July 2023	7. Who else is involved? Helen Williams – SEN Teacher SEN Focus groups which will have representatives from staff from all sites.	

<p>- Enrichment of the SEN Curriculum offer through goals identified on the Arts Mark Platinum statement of commitment which aims to ensure inclusivity and advocacy for students with SEN</p>		
<p>8. How will progress be monitored? - Termly meetings with SMT and SEN focus groups</p>		
<p>9. What evidence will be gathered to monitor progress towards outcomes? - Intermittent staff feedback (formal and informal) - Student and parental feedback - Monitoring of database lesson records to see progress</p>		
<p>10. What evidence will be gathered to show evidence of impact of this priority? - Staff feedback on support given throughout the year – annual SEN Audit - Lesson observations from all sites - Arts Mark entries that demonstrate inclusivity and advocacy of students with SEN in the projects</p>		
<p>11. What are the cost implications of any of the actions? - Costs for updating SEN resources - Costs for specialized mental health mentoring training – 4 day course</p>		

Focus Area: Quality of Education

<p>1. Priority 2: To complete an application and subsequent action plan to work towards gaining Arts Mark Platinum Award in which the arts will be embedded across the curriculum for all students.</p>	<p>2. Member of Staff Responsible: Shaun Dolan & Sarah Pfutzner</p>		
<p>3. What is already in place?</p>	<p>The school current has the Arts Mark Gold Award which has allowed the school to embed a diverse strong arts programme across all sites</p>		
<p>4. What are the expected outcomes?</p>	<p>For learners: Learners will have access to a broader arts curriculum which will be guided by their interests. Learners will be encouraged to take the lead in their arts learning, to be the expert and to lead on advocacy-based arts projects.</p>		
	<p>For staff and other stakeholders: Staff will have an opportunity to participate in an Art Mark activities which will develop their skills Staff will have the opportunity to learn from and participate in joint arts activities with other hospital schools. A wider range of arts organisations will work with the hospital school.</p>		
<p>5. To achieve the expected outcomes we will: (Include CPD activities)</p> <p>- Our Arts Mark statement identifies 3 key areas to focus on:</p> <ol style="list-style-type: none"> 1. Developing our arts provision at our new community site. This will have an emphasis on empowering students to take the lead on their arts learning. 2. To share our arts practice with other hospital schools both in London and through our connections with hospitals across Europe through our connections with HOPE 3. To use the arts to raise awareness of inclusion and diversity. To empower all students with acute medical and mental health needs and complex learning needs to use art to advocate for themselves and causes they are passionate about <p>- CPD activities to include:</p> <p>Whole school INSET to introduce the project aims and get feedback about how best staff and learners can contribute</p> <p>Arts Mark Focus groups to action plan and implement each stage of the project</p> <p>Staff members to have an opportunity to go to termly Arts Mark SEN network meetings</p> <p>Staff members to have an opportunity to present their work to the wider hospital school community through HOPE and other hospital networking organisations</p>	<p>6. By when?</p> <p>July 2024</p>	<p>7. Who else is involved?</p> <p>Arts Mark Focus groups which will have representatives from staff from all sites.</p> <p>Martin Dixon will create a dedicated website to record our progress</p>	

<ul style="list-style-type: none"> - Student workshops to be led by the students, dedicated arts weeks (e.g. Mantle of the Expert) - A designated website that will document our Arts Mark Platinum journey will be created 		
<p>8. How will progress be monitored?</p> <ul style="list-style-type: none"> - Termly meetings with the coordinators, Shaun Dolan and Sarah Pfutzner, with the support of key representatives from all sites and Lynne Brackley, our appointed Arts Mark consultant - We will be accredited the Arts Mark Platinum Award from the Arts Council 		
<p>9. What evidence will be gathered to monitor progress towards outcomes?</p> <ul style="list-style-type: none"> - Evidence of arts activities across all school sites will be uploaded by staff to the dedicated Arts Mark website 		
<p>10. What evidence will be gathered to show evidence of impact of this priority?</p> <ul style="list-style-type: none"> - Student and staff feedback will be gathered at key points of the project – initial stages, mid-stage review and at the end of the project. 		
<p>11. What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> - Costs for arts materials and inviting outside organisations for workshops 		

Focus Area: Leadership and Management

1. Priority 3: To devise and embed a CCHS Staff Wellbeing Strategy.	2. Member of Staff Responsible: Marie Sherlock		
3. What is already in place?	<ul style="list-style-type: none"> • A caring ethos for staff which also reflects the CCHS caring ethos for pupils; i.e. it recognises that everyone's needs are different and will be different at different times in their lives • Yearly anonymous staff wellbeing survey • Yearly action plans based on themes emerging from staff questionnaire • Staff Wellbeing Policy • Staff wellbeing folder with relevant information to support staff wellbeing • Yearly inset session to inform staff of developments in the area of wellbeing and related to supporting policies • Appropriate review and consultation with all members of the CCHS community of policies which support an relate to staff wellbeing • Access to reflexology sessions on a rota basis • LA education psychology provide supervision for Bayswater, the site for CCHS Community Pupils • Access to group reflective practice with the psychology teams at the individual hospital trusts. 		
4. What are the expected outcomes?	<p>For learners: Learners will have access to a staff that have their wellbeing supported by their school which ensures that learners' personal, social and emotional needs can be met within the context of a hospital school. In an ever-changing setting such as a hospital, learners will have access to a core staff that are constant and consistent. Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment</p> <p>For staff and other stakeholders: A school that has a clear ethos of care and compassion for all, pupils, parents/carers, CCHS staff and wider colleagues. Clarity for staff on the policies, processes and procedures across the school that support staff wellbeing. Trust and confidence within staff that policies and procedures are applied fairly and consistently across all members of the CCHS community.</p>		
<p>5. To achieve the expected outcomes we will: (Include CPD activities)</p> <p>Ongoing questionnaire with analysis of outcomes, identifying key themes</p> <p>Action plans to address key themes prepared for start of Academic Year</p> <p>Review of CCHS induction process across six sites and development of policy to support the mobility of staff, their expertise and experience across sites post pandemic.</p>	<p>6. By when?</p> <p>Summer Term 2022</p> <p>September 2022</p> <p>Summer 2023</p> <p>Spring 2023</p>	<p>7. Who else is involved?</p> <p>Marie Sherlock and Jackie Hudson HR Governor</p> <p>Michelle Sellars, Jags Kaul and site coordinators.</p> <p>Marie Sherlock, all staff and governors.</p>	

<p>Review of CCHS Performance Management Policy, to include wellbeing questions. Due to the nature of our setting, which enables primarily team teaching, devise and introduce a method of observation that 'captures' and records outstanding teaching and pupil support to work alongside formal observations.</p> <p>Training for new performance managers and refresher training for existing performance manager.</p> <p>Review of staff questionnaire in light of any potential issues arising during the past year in preparation for issue in Summer term.</p> <p>Analysis of response and key themes with action plans for academic year 2023/4</p>	<p>Spring 2023</p> <p>May 2023</p> <p>July 2023</p>	<p>Marie Sherlock, performance management team, comprising of SMT, UPS 3 members of staff and key support staff.</p> <p>Jackie Hudson and Marie Sherlock</p> <p>SMT</p>
<p>8. How will progress be monitored?</p> <p>During SMT meetings</p> <p>As part of performance management reviews</p> <p>As part of sickness and absence reviews</p>		
<p>9. What evidence will be gathered to monitor progress towards outcomes?</p> <p>Policy review recorded in FGB meeting minutes</p> <p>CCHS Inset Programme</p> <p>SMT Minutes</p> <p>Comparison of staff questionnaire replies with previous year's replies</p>		
<p>10. What evidence will be gathered to show evidence of impact of this priority?</p> <p>Staff Questionnaire</p> <p>Action Plans</p> <p>Performance Management Reviews</p> <p>Staff retention</p> <p>Staff Exit Interviews</p> <p>Return to work interviews</p>		
<p>11. What are the cost implications of any of the actions? Currently the cost relates to reflexologist.</p>		

Focus Area: Leadership and Management

1. Priority 4: To liaise with the bi-borough to ensure long term premises and provision for community pupils	2. Member of Staff Responsible: JS/SP
<p>Context: Young people with a mental health diagnosis who have been unable to attend school have been successful at Bayswater Children’s Centre over the past two years. After LABOUR winning the election there is a plan to use the ground floor for a young children’s Centre, which is an excellent ambition they also want to use the two upper floors for meeting rooms and offices. This will mean that the 20 young people who have been inpatients in psychiatric units, have attempted suicide and had very sad and troubled lives – need another space for their education. At present due to our student’s extreme anxiety (the majority of our students have autism) and the impact of the isolation caused by the pandemic and painful bullying at school, they need to have access to small individual spaces to be able to learn, as well as small classroom spaces so that we can continue with our enriched curriculum, which includes, a broad and balanced curriculum, music, art, culinary skills, psychology, PHSE, and GCSE exams. As well as Key Teachers each student has access to a highly experienced learning mentor to help them with their education concerns, also a careers officer who helps them focus on their future success when they transfer to the next stage of their life. One of our students who has been in and out of psychiatric units for many years came with an EHC plan that provides finance for a support worker to be with her constantly, such is her vulnerability. She is not alone with this need. We have been able to help so many young people begin to recover – we have shown that with well-trained experienced staff in the right environment we can prevent suicide and these young people becoming adult casualties. The CAMHS Teams, who we work very closely with have said many times that our specialised service has been an excellent addition to their psychological support and has been deemed very successful over the years.</p>	
3. What is already in place?	<p>Community pupils are currently based at the Bayswater Centre - we have two classrooms large enough for 10 students in each, a kitchen, 3 toilets, 1 room for relaxation when a student is very distressed, and to have access to a learning mentor to talk to, a room for small groups of 2/3 to reduce anxiety – a school bus one day a week, for access to PE and exercise. One of the classrooms is mainly for key stage 4 curriculum. the second classroom is mainly used for key stage 3 curriculum, and is also used for music and art. This enables students who have missed school (some for 3 years) to have access to an enriched curriculum to improve their understanding of the world and to open up their chances for the future. We also have a small balcony where students and staff grow vegetables and experience the joy of gardening.</p> <p>THIS IS ONLY AVAILABLE UNTIL AUGUST 2023</p>
4. What are the expected outcomes?	<p>For learners: Pupils will have a clear understanding of the long term provision and premises for their education from September 2023.</p> <p>Each pupil will have the opportunity and support to reach their educational potential in a safe and secure educational setting.</p> <p>Each pupil will have the opportunity to take the exams appropriate to their abilities in a timeframe which takes account of the education they have missed due to their medical and mental health needs.</p> <hr/> <p>For staff and other stakeholders: Parents/carers, staff, governors and MDT colleagues will be clear about the provision and premises from September 2023 for this very vulnerable group.</p> <p>Parents/carers to continue having access support from teaching staff with education planning for the future, EHC plans and reviews and with the day-to-day issues of parenting young people with complex mental health needs.</p>

<p>5. To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> • Pupils to continue receiving the necessary planning and support to achieve their potential in their 2022-23 examinations • Governors and JS to meet with the bi-borough to discuss and get clarity about the plans for the provision for the pupils currently receiving their education from CCHS at the Bayswater Centre from September 2023. • Parent/carer and pupil views to be obtained • Visits to LA premises that may be suitable for CCHS provision for community pupils • Discussion with Ormiston Academies Trust who have been suggested as having the expertise and environment to take over the role of providing education for secondary aged pupils with medical and mental health needs. • Decisions to be shared with parents/carers and pupils by bi-borough representatives 	<p>6. By when? Ongoing</p>	<p>7. Who else is involved? Teachers and learning mentors RKCC and Westminster SEN</p>
<p>8. How will progress be monitored? JS and governors to attend meetings and discuss with SMT as fortnightly agenda item and at community pupil meetings</p>		
<p>9. What evidence will be gathered to monitor progress towards outcomes? Minutes of meetings</p>		
<p>10. What evidence will be gathered to show evidence of impact of this priority? Feedback from parents/carers</p>		
<p>11. What are the cost implications of any of the actions? The financial cost implications if provision moves to a new suitable space are relatively low. Redundancy costs if service moves to a new provider. Emotional cost and upheaval for pupils, their families and CCHS staff</p>		

Focus Area: Leadership and Management

<p>1. Priority 5: To plan for a smooth transition of the education provision from CCHS at the Royal Brompton Hospital to Evelina Hospital School</p>	<p>2. Member of Staff Responsible: JS</p>		
<p>3. What is already in place?</p>	<p>CCHs has been at the Royal Brompton for 30 years. Teaching staff very integrated into the MDT especially support around bereavement with the psychology team – long term experienced staff, <i>wellatschool.org</i> web site with information about CYSTIC FIBROSIS the main condition of patients / as well as impact on education of patients with heart disease,</p>		
<p>4. What are the expected outcomes?</p>	<p>For learners: Access to a similar type of provision as now available - five classrooms on Rose Ward designed so that students can be together but separated so that they are safe from infection, but not impacted by the experience of isolation, working with architects to replicate this situation.</p>		
	<p>For staff and other stakeholders: CCHS teaching staff to be offered a TUPE transfer to St. Thomas’s Hospital in Southwark to ensure continuity for patients and their families. CCHS staff to be offered a move to other CCHS sites if they do not want to transfer.</p>		
<p>5. To achieve the expected outcomes we will: (Include CPD activities) A smooth transition will be supported by:</p> <ul style="list-style-type: none"> • Planning meetings with the architects who are developing the new hospital • Regular meetings with the medical team at St. Thomas’ • Regular meetings between the teaching teams at CCHS and Evelina • Joint CPD with Evelina School staff to share expertise on conditions at RBH (CF, heart conditions) and Evelina (kidney disease) when Covid restrictions allow. • Regular monitoring of the views of staff • Supporting consultation with young people and parents/carers 	<p>6. By when? Ongoing</p>	<p>7. Who else is involved? Education staff at Evelina School Members of the MDT</p>	
<p>8. How will progress be monitored? JS to attend regular meetings and discuss with SMT as monthly agenda item</p>			
<p>9. What evidence will be gathered to monitor progress towards outcomes?</p> <ul style="list-style-type: none"> • Minutes of meetings • CPD planning • Policy development 			

10. What evidence will be gathered to show evidence of impact of this priority?

- Feedback from young people and parents/carers following transfer of provision
- Feedback on staff well-being during planning and following transfer

11. What are the cost implications of any of the actions?

Possible redundancy costs.

Review of Priority Areas for Development during 2022/2023

Focus Area		Priority	Date	Review
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2	Quality of Education	To complete an application and subsequent action plan to work towards gaining Arts Mark Platinum Award in which the arts will be embedded across the curriculum for all students.		
5	Leadership and management	To devise and embed a CCHS Staff Wellbeing Strategy.		
6	Leadership and management	To liaise with the bi-borough to ensure long term premises and provision for community pupils		
7	Leadership and management	To plan for a smooth transition of the education provision from CCHS at the Royal Brompton Hospital to Evelina Hospital School		