



## Report on IQM Inclusive School Award



**School Name:** St Mary's Catholic Primary  
Rockingham Close  
Uxbridge  
Middlesex  
UB8 2UA

**Head/Principal:** Miss Ann Shevlin

**IQM Lead:** Mr Simon Ellis

**Assessment Date:** 9<sup>th</sup> October 2020

**Assessor:** Jane Whitehurst

### **Sources of Evidence during the IQM Review Day:**

This review was undertaken remotely as a result of the current pandemic. The day was a series of virtual meetings with members of the school community using Zoom meetings. Evidence for the review included a detailed self-evaluation report and a range of documentation including Newsletters, School Development Plan, examples of planning documents, monitoring formats and schedules, photographs, minutes of meetings, staff development programmes. The school also organised a virtual tour of the school via a PowerPoint presentation. Other evidence used included the DFE website and the school's own website.

### **Meetings Held with:**

- Headteacher
- Assistant Head/IQM Lead
- Early Years Lead
- Teachers
- Support Staff
- Children – School Council, Eco Committee, Reading Gladiators
- Parents
- Governors



### Summary

St Mary's Catholic Primary is an excellent example of inclusive practice. The Headteacher, Assistant Headteachers and staff are passionate about the progress of all the children in their school. The children attain well at the end of Key Stage 2 and progress particularly in Maths over the last three years has been well above average. As a school with over 24 languages and a high deprivation factor the value of good language development is a key focus of the Leadership Team. Leaders commented that in Early Years almost "fifty percent of the new intake have no language and only communicate by pointing at things in the classroom". The team have therefore focused on further improving the children's skills with reading and writing addressing both areas through high quality "vocabulary and language development". Strategies that have been implemented include the introduction of Storytime Phonics in Reception, interventions that introduce objects, support for parents, linking an adult with a child for daily reading sessions, the development of reading corners in each classroom as well as the purchase of a new Library Bus. As the new strategies are in the early stages there was not yet evidence to reflect the overall impact of improvement.

As an inclusive school the importance of supporting children and families was extremely high during the COVID-19 lockdown and subsequent return to school. The school had invested in Purple Mash as an IT curriculum resource, prior to the pandemic. Staff planned sessions that parents could access with their children online and if unable to access provided hard copies. Staff had also planned learning using workbooks that children were able to take home in the immediate instance. Staff also supported individual children who needed extra support with specific differentiated activities. In Early Years the team focused on practical activities such as growing plants. Staff linked the plant growing to the children understanding the value of nurturing and caring for a living plant is as important as looking after yourself. Parents commented on "how well the school team listened to them during lockdown" even completing "EHCP annual reviews using Zoom and making sure all the paperwork was in place". The work and support that the staff team demonstrated during recent months reflect a number of the school aims including "everyone in the school community will work together to support each other". Throughout the virtual day the sense of St Mary's working together as a "family" was tangible reflecting the aim "to be a family with Jesus at the centre of everything we do".

Leaders reflected on the most appropriate way for pupils to transition both into and out of school during the COVID-19 pandemic. Year 6 pupils had the opportunity to take part in a virtual tour of their new schools. Staff were able to hold Zoom meetings with key staff as part of the transition timetable. In Early Years the Reception team shared pictures of the environment and sent letters to parents prior to the children starting school. Staff were intent on "making the experience as live as possible" planning a gradual introduction to the new term with stay and plays and then extending the day to lunchtime and finally an afternoon finish. Staff commented that the impact of the planned transition has been very positive with the "Reception children settling well". The rest of the school has also returned and a pupil commented "it is way more fun to be back in school than at home". The team focused on supporting individual children through phone calls as well as an individual welcome as they arrived in school. The school has also completed a Wellbeing Week as part of their Recovery Curriculum offer



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to pupils to support their emotional wellbeing. As a school that focuses on the individual progress of pupils, staff have baselined children in order to plan learning that quickly fills the gaps.

Leaders have established good systems and structures to enable the school to promote its inclusive values. Leaders have developed a clear monitoring plan that reflects the high expectations they have of the staff team. The impact of the rigorous approach to monitoring enables leaders to regularly self-evaluate and then to reflect on planned developments across the school. As a team they have developed a monitoring template that focuses on three areas - teaching and learning, visual support and behaviour support. Leaders traffic light each of the areas to highlight progress and understanding of teacher needs and developments. It is a very clear approach that enables leaders to be focused, identifying potential CPD needs as well as maintain accountability of the whole team. Subject Leaders have been developed to create an improved distributive leadership approach across the school and maintain whole team focus on developments and impact. Staff commented that they felt supported by the Leadership Team and have benefitted from the opportunities that they had whilst the school was a Teaching School.

The school is based in Uxbridge and was established one hundred and twenty-five years ago which creates the challenge of a Victorian building. The team have created a range of learning environments that meet the needs of the children. The entrance to the school includes a reflective courtyard that encourages the children to have a quiet moment within their day. The outside areas have been divided to reflect the different phases of the primary years and in each area, staff have considered how to promote learning opportunities. An excellent example would be the wooden house on the Key Stage 1 Playground that enables children to continue to develop their imaginative and story-telling skills once they leave Reception. The Key Stage 2 Playground also offers a quiet area for children to use at lunchtime to “play boardgames, read or just have time to chat together”. Internally staff have made best use of the rooms providing an IT suite as well as classrooms that are consistent in displays. This consistency reflects the rigour and high expectations of the leaders with staff committed to using the non-negotiables that were created together as a whole school team. The school team were also very proud of the one hundred- and twenty-five-year celebration that had occurred in February 2020, sharing photos and accounts of the Victorian day that children had taken part in.

Leaders have spent time adapting their curriculum to reflect the needs of the pupils of St Mary's. The school buys into a number of different curricular models that are then adapted to ensure that the pupils learn about their local environment as well as the wider world. An example of the adapted changes would be looking at the History curriculum which consider significant historical people in the local area as well as ensuring that pupils make local visits. As a school the team have identified as part of their curriculum intent that they want to offer children “life experiences outside of school though local visits, visitors and workshops in school”. The school development focus of vocabulary has encouraged teachers to use Knowledge Organisers to support children in understanding the planned learning in the Foundation subjects. Pupils were positive about the opportunities they have had to visit different locations and to take part in events such as the WE celebration at Wembley Stadium.



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I am of the opinion that the St Mary's Catholic Primary School fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time.

**Assessor:** Jane Whitehurst

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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



### Element 1 - The Inclusion Values of the School

It was evident from each conversation held with the staff team, children and Governors that inclusion is at the core of the school ethos. The inclusion policy statement of intent identifies that it “values the individuality of all pupils...to provide an education that meets the specific needs of individuals and groups of pupils...with the ultimate aim of enabling pupils to flourish in adult life”. Each member of the team articulated the importance of working together and the sense of “family” that exists at St Mary’s to support and develop the children as individuals. Each member of staff recognised the responsibility they had for individual needs. To maintain the commitment to the vision and aims of the school, leaders with the whole staff team review the mission statement and values annually alongside key policies such as behaviour. The impact of both the review of the mission statement and policies is that there is a consistent understanding and articulation of the aspirations and expectations of the school and they remain as central to the school ethos.

Leaders are passionate about training and improving skills recognising the value of a highly skilled teaching team. Until recently the school was a National Teaching School which enabled it to develop teacher expertise both through direct training and through staff self-reflecting as they supported and trained new teachers. Both teaching and support staff valued the opportunities that they had been able to access to develop their skills. St Mary’s has been able to develop a highly skilled support team who have been trained in interventions such as Precision teach and Catch up Numeracy. The termly staff training log reflects the continued emphasis leaders have on professional development with whole school training on curriculum subject knowledge such as real PE, working scientifically, Google Classroom as examples of the passion the team has to improve skills. The school has stepped back from the role of a teaching school although leaders have retained close links with schools and other professional bodies so that they can maintain the high standard of professional development. Governors commented that the impact of the training they had noted had been both the “Headteacher being able to take on an Executive Head role because of the capacity that had been built across the team with teachers taking on responsibility as well as Teachers and Teaching Assistants sharing ideas and training which has led to a well-developed staff team”.

Leaders have developed a rewards approach across the school that encourages the children to develop their understanding of the expectations of the school ethos. Achievement is celebrated weekly through the presentation of the Star of the Week Certificate to a pupil from each class. Children receive the award if they demonstrate positive behaviour, outstanding learning or for modelling the mission statement “with Jesus we learn through faith and love”. Children are also able to achieve a Red-Letter Award based upon their helpfulness or attitude to helping others which further encourages them to demonstrate the vision and values of the school. The school has a House Points System which also rewards positive attitudes, behaviours and good work. Children were positive about the opportunities available to them to celebrate achievement commenting that “if you do a really good job your teacher will give you a reward” as well as the continued Celebration Assembly even the virtual one.

Leaders have developed appropriate systems to ensure they have effective policies in place. Recent developments have included an Access audit which led to an updated



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three-year Accessibility Plan. Governors have established a new Safeguarding Committee which leaders report to and contributes to the school self-evaluation. The Senior Team has developed a monitoring approach which contributes to self-evaluation and leads to the development of the new School Improvement Plan. The school has a Pupil Premium Strategy in place although a recommendation would be to update the website to reflect the new three year planned developments.

### Next Steps:

- To update the Pupil Premium Strategy on the website.
- To highlight further opportunities to support Pupil Premium children including the recording and tracking of their progress.
- To explore the language of learning in relation to the school values.



### Element 2 – The Learning Environment, Resources and ICT

As a building that is one hundred and twenty-five years old the team have had to think creatively to provide effective learning environments for the 21<sup>st</sup> century. Leaders had created a PowerPoint to showcase the school environment including the internal and outside spaces that demonstrated how they have been able to meet the needs of a modern school. It was evident from both the PowerPoint and the discussion with the Senior Team that the children are able to access a range of resources to support their learning. Photographs demonstrated the range of well labelled resources in each classroom. Other resource included the “provision of visual timetables, Now and Next boards as well as workstations for individual children.”

Displays are created that celebrate learning as well as providing a learning resource for pupils. The team have been focusing on the development of vocabulary and an action has been the display of “Key words by the white board as well as words of the week displayed”. The children liked “the maths wall as it has key words on it including definitions of the words.” Other comments include the value of having examples of good pieces of work on the wall, to promote a positive attitude to learning and independence the children are encouraged to develop a Growth Mindset approach. In each classroom a display encourages the children to recognise that mistakes are good as well as using three before me as part of the work on growth mindset.

Outside the team have considered carefully how they can make best use of the space. Each of the Key Stage areas provide a range of opportunities for the children. Reception and Nursery work together as an Early Years Unit. The outside environment provides opportunities for both gross and fine motor skills development with a climbing area as well as bikes and scooter track. The provision of an outside cabin enables staff to plan opportunities for creative and imaginative skills development. The value of role play and creative skills has been extended to the Key Stage 1 playground with a further cabin to promote role play and storytelling. The Key Stage 1 area includes a table tennis that the children had requested. The Key Stage 2 playground has been planned to include a small football and basketball pitch as well as a range of marking that the children planned. The impact of the commitment to the outside has enabled the pupils to have a football team as well as achieve a Gold Award for Sport further demonstrating leader’s commitment to inclusion.

The school has created a range of spaces internally to provide support rooms for interventions. To further encourage the children with reading the team have spent time fundraising so that they can purchase a double decker bus that can be used as a library. This will then release the current library as an extra teaching space. It was evident from conversations with both staff and children that they were very much looking forward to the arrival of the new bus and the opportunity to reinforce the value of reading with both parents and pupils.

The team have invested in developing Google Classroom as an online teaching tool. Each classroom has an interactive whiteboard. Other IT resources include laptops to support pupils with fine motor difficulties as well as a class set of Ipads. It was evident from the conversations that the importance of adapting the provision and resource for individuals was a key commitment of leaders.



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### Next Steps:

- To complete the conversion of the library to a SEN support/sensory room.
- To develop the “quiet area” outside Year 6 classroom as a sensory space including opportunities for gardening.
- To continue to review learning environments to ensure they are providing effective provision that maintains high standards and good progress for all children.



### Element 3 – Learners Attitudes, Values and Personal Development

Leaders have developed a consistent approach to behaviour with a clear Behaviour Policy that is regularly reviewed. The policy is focused on encouraging children to make “good relationships, so that people can work together with the common purpose of helping everyone to learn”. Children commented that “each year the teachers go through the rules”. They confidently described the traffic light system that the school uses to encourage the children to make “good choices”. The children were very positive about the impact of the strategy reflecting that in their eyes there was “no bullying and that everyone is happy...we can learn without feeling sad...we always show respect for each other and are never mean”. Governors also commented that the children are “so respectful of each other and kind” providing further evidence of the impact of the behaviour strategy and the ethos of the school.

The school has established a number of curriculum weeks to further encourage the children to develop positive values. There is a Friendship Week which encourages the children to extend their friendship circle. Children described being “given a name and you have to try to be as nice as you can to that person”. The importance of good mental health is celebrated through Mental Health days and weeks. The return to school and the focus on the recovery curriculum including emotional wellbeing has been a high priority for the team. Leaders commented on regular discussion regarding children’s emotional wellbeing with a traffic light system in place amongst the staff team to address any concerns. The team has continued to address social and emotional issues through its continued use of the Jigsaw PSHE programme. The team are currently developing the use of Mindfulness as a further strategy to address emotional wellbeing.

Children are encouraged to develop their sense of responsibility with the opportunity to take on a range of roles. The school has a School Council as well as an Eco Committee. The children were able to explain that “quite a few people want to be a school councillor so there has to be a vote”. The return to school in bubbles has led to some challenges with regard to the school council meeting. The Year 6 members had managed a meeting and had asked other classes to write down ideas for One World Curriculum Week. The Council encourages the children to consider how to raise funds for local causes such as homelessness, the foodbank and the global issues regarding water. One of the activities the children had undertaken was a sponsored walk that helped them to understand how far some children have to go to collect water for their homes. The Eco Committee focuses on looking after the environment. The members of the group were very clear regarding their responsibility for encouraging pupils to “turn off lights to save electricity, save water and reduce the use of paper”. The school also has a Head boy and Head girl system in place to encourage the development of leadership skills. Children would normally have access to a varied range of extra-curricular clubs that promote both fitness, co-operation and creativity.

#### Next Steps:

- To ensure pupil premium pupils are accessing extra-curricular clubs.
- To develop a Year 6 Career day that promotes aspirations.



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- To review the impact of the updated Behaviour Policy – suggested text Paul Dix  
When the Adults Change Everything changes.
- Continue the development of emotional wellbeing and personal development from the Early Years through to the end of Key Stage Two.



### Element 4 – Learners Progress and Impact on Learning

Historically children achieve well at St Mary's at the end of Key Stage 2. In 2019 the majority of children met expected standards and twenty percent achieved greater depth. Leaders have focused on using data and evidence to adapt the teaching and use interventions to ensure children attain well. Systems have been established from baseline entry tests to regular termly testing to review the impact of teaching. The school has a tracking system and regular meetings with teachers review the progress of pupils as well as identifying the most appropriate teaching strategies for individuals. The value of accurate assessment of speech and language as children enter the school has led to the use of language link as an assessment tool. Staff are able to accurately identify gaps in vocabulary and focus on developing those skills with the children. It was evident from conversations with both leaders and staff that effective systems are in place to track the progress of the pupils and adapt the learning as required. The impact of the pandemic with children not in school for almost six months has been addressed through careful assessment of need. Staff have noted that the gaps in children's learning are in reading and writing rather than maths and so the teaching has been adapted to reflect these needs. The Year 1 team have adapted the learning to reflect the children's loss of time in Reception from March to the summer.

The value of effective transitions led the team to carefully consider the needs of "specific children as they returned to school". A member of staff spoke to parents and in some cases following the conversation welcomed children as they arrived in school as part of the transition back in September. Leaders commented on the positive impact of the approach with children quickly feeling secure in school. Children also reflected on the positive aspect of being back in school with comments such as "way more fun and learn a lot from the teachers". The leadership focus on each individual achieving well through regular reviews of the data has encouraged focused interventions led by the support staff. Support staff have regular training to ensure they are able to meet the needs of individual children. Members of the team spoke with enthusiasm about the training they had received as well as the team approach that enables them to talk to any member of staff regarding advice or strategies to use with the children. The value of effective feedback and focused targets contributing to children attaining well has been recognised by the school team. Children were able to describe their writing success criteria and target sheet that they have in their books. They also reflected on the feedback which included "what went well and even better if." They liked the opportunity they had to use the Marvellous Books to practice "before actually doing a question". The children commented on the support that they have from teachers following their own self-assessment using the feedback code of happy and serious faces "teachers help them in the next lesson sometimes their partner helps or the Teaching Assistant".

#### Next Steps:

- To continue to focus on all groups of children to ensure they make expected or accelerated progress – more able boys writing, achievement in phonics.
- To ensure there is a consistency to tracking and recording groups progress, particularly pupil premium and ensuring interventions consistently show impact



### Element 5 – Teaching and Learning (Monitoring)

Leaders have established effective systems to improve the quality of education across the school. Staff have focused performance management targets that develop teacher's skills of pedagogy as well as contributing to all children attaining well. The combination of targets and the systems that leaders have established to monitor progress towards the achievement of the targets contributes to the overall review of learning and teaching in school and the impact of whole school developments.

Leaders have established high expectations of inclusive practice with the development of a focused observation checklist as well as non-negotiables expectations for the learning environment. The checklist enables both leaders and staff to focus on targeted support for teacher's development as well as celebrating good practice. Areas that are considered include teaching and learning such as questioning, promotion of independence, level of scaffolding and differentiation, visual supports and behaviour supports.

The impact of careful planning and high-quality differentiation is reflected in the overall outcomes of the children. Leaders have introduced Chilli challenges in maths to promote understanding and application of learning. Children commented on the positive aspect of the challenges as it enabled them to "keep going and try the harder questions to test our knowledge".

The staff team have introduced Reading Gladiators to "challenge and motivate readers who are reading or have the potential to read at greater depth". The children in the club are able to read books that extend their reading repertoire and from a range of genres. The children were positive about the impact of being able to read a variety of books as a group and with their family.

The school has reviewed and developed its curriculum to enable children to "make links between different subjects creating curriculum cohesion and enabling pupils to link their learning appropriately". As a team they have recognised that children did not always retain the knowledge they had been taught so they have planned a curriculum that is knowledge rich. Leaders have focused on teaching fewer topics so that they can focus on the depth of knowledge that they want children to retain. The introduction of Knowledge Organisers has begun to enable children to develop subject specific vocabulary as well as key knowledge that children are expected to retain. Leaders have also made the curriculum relevant to the children at St Mary's by beginning to adapt and change the content to reflect the local, national and wider world.

#### Next Steps:

- To adapt all medium-term plans according to local context and develop further opportunities to develop pupil knowledge and understanding of a wider range of vocabulary across the curriculum.
- A suggested text to consider would be A Broad and Balanced Curriculum in primary schools Susan Ogier.



### Element 6 – Parents, Carers and Guardians

The school has established a range of systems to communicate with parents. The website offers a wide range of information with a clearly identified section that is specifically for parents which includes the recent Newsletters, information on clubs, uniform, attendance medical and First Aid as well as information about joining the school. The importance of working in partnership with parents is promoted through termly parent meetings as well as weekly homework tasks. Parents commented that the staff “always offer support at meetings if it is needed or give suggestions”.

Parents are encouraged to attend the school and Stay and Play in the Early Years with Doughnuts for Dads and Muffins for Mums. The school also offers maths weeks and reading weeks when parents are encouraged to attend and experience their child’s learning. Parent information sharing sessions are also available.

Parents spoke positively about the communication they receive from the school commenting that they “receive emails, newsletters as well as texts” that help them to keep up to date with school life. They were also incredibly complimentary about the staff’s willingness to listen and help “whenever I need help, they listen”. They are “like my family” was a regular comment that parents voiced during the review. The school’s own parent questionnaire also reflected the positive attitude the parents have to the school with parents between 98% and 100% agreeing or strongly agreeing with the statements. Leaders have responded to parental concerns with actions such as introducing an extra parent meeting.

The efficiency of leaders in organising meetings and responding to paperwork quickly was a key message that parents noted. Parents clearly felt valued as partners and that they understood the reports and information that they were receiving.

Parents are highly committed to the school with the PTA regularly organising events to fundraise for the school. Governors commented that the “PTA are very strong in the school”. An example of that strength and the impact of their fundraising is the purchase of the new Library Double Decker Bus.

#### Next Steps:

- To further develop opportunities to encourage parents to attend curriculum information events in school.
- To update the parents on current developments in school.



### Element 7 – Governors and Management

Governors were very clear regarding their role and the impact of the team in developing and retaining “inclusion as a key priority for the school”. Governors are keen to be fully involved in the school contributing to the development of school policy based on the Access Audit as well as drafting the SEND and inclusion policy with the Senior Team. Leaders have established good systems of reporting to Governors including regular meetings to review the SEND Action Plan. As a group they regularly visit the school spending time in classrooms on curriculum afternoons as well as meeting Subject Leads in their role as Link Governors. Governors commented on the positive impact of attending school as it added to their depth of understanding of the needs of the children and the team.

Governors recognised the commitment and focus on Senior Leaders with the continued range of “ideas that were developed as well as the patience and focus towards families and children”. Governors have a clarity of understanding of the needs of the school and recognised the central role inclusion has on ensuring the school meets the needs of the community. They were able to comment on the key strengths and areas of development the school has identified such as the planned developments in the “new curriculum including the impact of the new library bus and associated development for the space released by the change for SEND children as well as the continued focus on staff development”.

Governors have been allocated key roles to support inclusive practice including SEND, Pupil Premium and Safeguarding. The value of effective committees has led to the development of six committees including a new safeguarding one to ensure that the Governors are fully aware of the work within the school. A particular strength they noted within their own group was that of having “two strong financial Governors” who were able to oversee the careful management of the budget. Governors have continued to attend meetings virtually over recent months as well as focusing on training needs. The value of support from external agencies has remained a high priority with leaders in the school. The team have encouraged visits from external companies to review practice across the school as part of their self-evaluation. As a teaching school they have established good links with schools and are planning to retain many of the partnerships as they move forward. To address the needs of individual children, leaders have accessed external agencies such as Speech and Language and Occupational Therapy to ensure they are able to offer the most inclusive practice across the school.

#### Next Steps:

- To continue to develop Governor expertise through training.
- Subject Leaders to further develop their Governor understanding of the outcomes and progress in subject areas through reports and meetings.
- To continue to engage in external self-review to ensure high quality practice across the school.



### Element 8 – The School in the Community

The school is aware of the range of community resources available and has used these to enhance learning over time. Children have been able to access enrichment activities through extra-curricular sports clubs such as Chelsea football, gymnastics, basketball, netball and cross-country running. The value of creative activities such as Art club, guitar, drumming, recorder, violin and piano tuition has also been promoted across the school. The school team commented on the positive impact of partnerships with other local schools who take part in sporting competitions/events. Leaders shared examples of Borough Sports, swimming gala, cross country competitions and the netball/football leagues. The team were very proud of their involvement in inclusive events for pupils with SEN describing as example the New Age Kurling and Table Cricket competitions.

The school has good links with the feeder Catholic secondary school and the school benefits from a range of transition activities, joint teacher training and whole school community masses. The school also works with 3 local special schools who offers outreach and training related to SEND. Leaders commitment to training and research has led to their involvement with a research project with Brunel University and SEN schools in the LA, with a focus on developing inclusive practice through the use of video technology (Iris Connect).

As a local school within the parish and local community, the team are involved in planning shared masses, productions and carol singing events. The school has been involved in various projects organised by the Groundwork. These have ranged from recycling projects (including visits to a local quarry), traditional Victorian brick making to contribute towards a local feature, mosaics to decorate the recreational ground adjacent to our school to designs for play equipment in a nearby park. As a long-established staff team, teachers are aware of the opportunities available to promote external educational resources and are encouraged to organise regular visits out of school. Various groups have visited the school to offer educational workshops including BT Volunteers with a focus on good communication skills, community police and the London Fire Brigade offering fire safety workshops to Years 2 and 5 and Year 6 taking part in a Citizenship Open Day at Brunel University.

Parents are signposted to a range of groups offering support for pupils and parents with SEN. Examples shared included support for pupils with Autism including Early Bird, Early Bird + and HACS training and parent workshops. Leaders encourage all SEN pupils to be actively involved in all parish/community events including First Holy Communion preparation, visits to Church and participation in masses, carol services and fundraising. All staff commented on how pupils are actively encouraged to take part in community events.

#### Next Steps:

- Consider further way to promote engagement with the community through surveys and use the information to evaluate and develop practice.