

BRAIDBURN SCHOOL

Standards and Quality Report Session 2020 - 2021



Everyone working together to help us learn, feel safe, make choices, show our feelings and be the best we can be

How Good is our School?

Context of the School

Braidburn School provides a positive learning environment for learners aged 3-18 years where the presumption of mainstream cannot be met. Our learners require a significantly modified learning environment. The needs of learners are primarily associated with learning disability and visual, sensory and health and medical needs. A significant number of learners have a diagnosis of autistic spectrum disorder (ASD).

The work of the school is supported by one Head teacher and two Depute Head teachers. Three full time Principal Teachers have responsibilities in the context of Attainment, Behaviour Support and Health & Wellbeing. The school employs 23.6FTE teachers, 6.73FTE, nursery nurses, 44.09 pupil support assistants, 0.75FTE school administrator and 0.45 FTE business manager. The school recruited a full time BSL Development Worker during Session 2020 – 21.

Braidburn delivers Bright Start nursery provision; and the school will have the capacity for supporting eight children in the nursery class from August 2021. In line with Scottish Government plans for Early Learning and Childcare expansion, the nursery will introduce a delivery model which will increase provision of service from 600 hours per year to 1140 hours for all nursery children.

The maximum school roll is 128 learners. The school roll in August 2021, including children attending our nursery provision, will be 119. During session 2020 - 21 the Primary Department comprised nine classes. The Secondary department comprised a further five classes, two of which supported learners in the Senior Phase. Moving into Session 2021 – 22, the Primary department will comprise eight classes; with seven classes in the Secondary – two of which will support learners in the Senior Phase.

Braidburn is a multi-disciplinary school; and partnership working is a strength across our setting. Our team of Allied Health Professionals colleagues includes Speech and Language Therapists, Occupational Therapists and Physiotherapists. Medical personnel are on campus and we welcome visiting health specialists for clinics.

Facilities in Braidburn include specialist classrooms, a soft play room, Interactive play zone with library, sensory area, sensory circuits room, therapy rooms, medical suite, dental room, hydro-therapy pool, gym facilities and a conference room. The North facing playground has been developed, ensuring access to high quality outdoor learning experiences for all learners

Our School Vision, Values and Aims

Vision

'Everyone working together to help us learn, feel safe, make choices, show our feelings and be the best we can be'.

Values

- Teamwork
- Inclusive Communication;
- Our multi-tasking staff;
- Our diverse and holistic approach towards meeting the needs of all learners so they can be the best they can be.

Aims

- To promote independence and communication within our positive and nurturing environment so our young people leave school with confidence and the ability to enjoy life.

Leadership of Change

Themes

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Our Illustration

Developing a shared vision, values & aims relevant to the school and its community

- The Senior Leadership Team (SLT) provides strong leadership at all levels and SLT continue to promote whole school engagement with the school's Vision, Values and Aims.
- The school established a Health and Safety Working Group in 2020, with representation from EIS, Unison, AMEY and NHS. The school was delighted to welcome a parent on to this group in March 2021. The work of the Health and Safety Group has focussed on all areas of Health & safety in school; and as part of this, has addressed COVID-19 related issues and infection control protocols.
- Minutes from all Health and Safety Group meetings are shared with all staff – along with regular 'Briefing' information documents. A Health and Safety noticeboard was located centrally within the school.
- The school engaged in a City of Edinburgh COVID-19 Assurance programme, alongside a Health and Safety (COVID) Audit during Session 2020 – 21. Feedback was very positive, highlighting the exemplary practice in place to minimise risk of infection. School 'Infection Control' documentation was shared across the city as an example of good practice.
- SLT ensured staff teams remained connected throughout all periods of school closure during COVID lockdowns.
- Staff continue to take ownership of school improvement priorities through leadership opportunities as part of driving forward the vision for the school. As an example, staff have taken ownership of, and work together, in Development Groups.
- Staff at all levels across the school are given the opportunity to join Development Groups. The work of school development groups was ongoing` despite COVID restrictions – and staff continued to work on school improvement priorities throughout the session.
- Staff have continued to work in partnership with Allied Health Professionals to drive forward school improvement. Allied Health Professional were involved in Renewal Planning; and provided ongoing support throughout all COVID closures.
- The staff team have a very good understanding of the unique context of the school.

Strategic planning for continuous improvement

- There is clear and effective strategic planning for improvement involving all staff, parents, and partners; and the priorities in the school's improvement plan are closely aligned with the NIF.
- The school improvement plan is co-created and owned by staff. This ensures active engagement and focus on improvement for our children and wider school community. Our teaching staff are all involved in Development Groups, with each group taking forward an Action Plan in the context of an identified area for improvement. Support staff, parents and AHPs are invited to participate in these groups.
- Primary Department IEPs are now clearly linked to the new Curriculum Core Principles of Effective Communication, Skills for life, Enjoyment of life and learning. Targets are based on skills development.

[Edinburgh Learns: Standards and Quality Reporting and School Improvement Planning](#)



- The school's Self-Evaluation calendar is linked to a Risk Assurance programme; and this ensures a regular and robust programme of evaluation and improvement.
- Individual Risk Assessments and Positive Behaviour Support plans are in place, where required, to ensure individual learner needs are met through use of consistent approaches – and the consistent strategies shared through these documents are supporting our children and young people to achieve.
- A Parent version of the SQIP is shared with all parents and carers. The Parent SQIP is also shared as part of a Transition Information Pack shared with the families of all learners transitioning into and through the school.
- Senior Phase learners are very well prepared for life beyond school. Our annual 'Next Steps' Fair was cancelled this year due to COVID restrictions – but we hope to offer this again during Session 2021/22
- The strong, needs led Induction Programme, delivered in conjunction with Allied Health Professionals, will be reintroduced in 2021. Although in-person training was postponed due to COVID restrictions, AHPs developed and shared electronic training materials for staff.
- For a number of years, until Session 2018/29, 100% of Braidburn school leavers moved on to positive and sustainable destinations. Unfortunately, our hopes for clarity in terms of securing post school destinations for our leavers this year, have not been realised once again; and despite meticulous planning, we do not have onward destinations confirmed for all leavers.

Implementing Improvement and Change

- The pace of change has been impacted by COVID closures.
- The school has engaged in two visits by City of Edinburgh Council senior managers. Feedback was received following the first visit.
- The Senior Leadership Team remain pro-active in promoting leadership opportunities for all staff. This is a key strength of the school.
- All staff receive a Transition Information Pack; and this supports staff in preparation for the session ahead. Information in the pack is updated / developed throughout the year; and relevant additional information added to the pack, as required. This pack is an active part of our teaching teams' professional practice; and staff are aware that information is shared in dynamic working documents. (Information is also shared electronically). Details around improvement planning are included in the Transition Packs to enable staff to prepare for the Development Groups in which they will be involved.
- Staff continue to take leadership roles in a range of school developments and initiatives. All teaching staff are involved in school improvement Development Groups. All staff are consulted on school improvement as part of Development Group time on Inservice days; with planned sessions arranged for groups to share progress; alongside opportunities for professional dialogue across the staff team and opportunities for support staff to contribute to the work of each group.
- Some Development Groups have continued to make use of 'Impact Statement' documents, to measure progress.

Next Steps

- To develop the weekly Assembly Awards system based on the school's Vision, Values and Aims. A generous donation from a friend of our school, following her 101st Birthday, will be used to purchase a range of trophies and awards to celebrate achievement at Braidburn.
- To achieve greater consistency in measuring the impact of school improvement with the re-introduction of Development Group 'Impact Statements' for all Development Groups. Dates for sharing Impact Statements with staff, parents and stakeholders to be identified in school calendar

- To increase the involvement of learners in school improvement.
- To provide opportunities for all teachers to develop skills in leading a class team.
- To display the school's journey to improvement on the Strategic Board located in the school entrance, ensuring opportunities for staff, parents, partners and visitors to access this information; and to consider ways to share this information digitally.
- To introduce a Principal Teacher remit in the context of Behaviour Support
- To support teaching staff to become familiar with the new Teacher Charter framework for Professional Learning and Development (The Teacher Charter).

Learning, Teaching and Assessment

Themes

- Learning and Engagement, including use of digital technologies
- Quality of Teaching
- Effective use of Assessment
- Planning, Tracking & Monitoring

Our Illustration

Learning and Engagement

- Positive relationships between staff and young people have developed from a shared belief in our school values of:
 - Teamwork
 - Inclusive Communication;
 - Our multi-tasking staff;
 - Our diverse and holistic approach towards meeting the needs of all learners so they can be the best they can be.
- Young people are listened to; and they contribute ideas to support their ongoing learning.
- Staff are skilled at motivating young people to engage in their learning. Teachers use creative teaching strategies, including the use of play, in delivering quality Teaching and Learning experiences..
- Teaching staff have been involved in the development of a new skills-based curriculum. The curriculum, and it's rationale, are clearly linked to the school Vision, Values and Aims. This work will continue next session and information will be shared with all stakeholders.
- Many children enjoy recognition and celebration of their learning achievements. Opportunities to celebrate success are built into school assemblies. Bubble assemblies have taken place throughout the session, where COVID guidance has permitted.
- A wide range of digital technologies are used to maximise communication and engagement in learning. During the COVID closure the school community stayed connected through the use of a variety of digital platforms including the Website, Twitter, Facebook and Microsoft Teams.
- All learners now have access to digital devices and Wi-Fi at home to support engagement in home learning
- The school's commitment to keeping connected with families and supporting Home Learning during COVID closures continued; and further supports were put in place, including use of Microsoft Teams to deliver live 'Circle Time' activities;
- Teaching and support staff have engaged in collaborative time using the CIRCLE document, with a focus on classroom environments. Class teams implemented their own identified actions which resulted in more accessible and child friendly learning spaces.
- Planning of learning activities enabled learners to build on prior learning; and learning was personalised to suit learners' needs. Staff continued to promote young peoples' independence and encouraged individuals to take responsibility for some aspects of their learning. An appropriate range of supports is in place for all children and young people;

- The school has worked with the Deaf Support Team to develop an Action Plan to support collaborative working

Quality of Teaching

- Staff have a shared understanding of the features of effective learning in the context of lessons that are well planned and structured, with appropriate levels of challenge and support for individuals. Learners experience a range of learning environments and creative teaching approaches.
- A Digital Strategy has been written for the school. A wide range of digital learning resources have been purchased through PEF funding to support learning. Learners have access to a wider range of digital technologies to enhance learning, teaching and communication.
- Staff aim to make learning relevant to young people - and often link learning to real life experiences. A strong focus on skills development across the school encompasses skills for life, learning and work; and this is at the core of the new curriculum.
- Learners have opportunities to work towards personalised targets through IEPs which are regularly evaluated and extended, where required, to ensure appropriate teaching input. IEP documents in the Primary department were developed in line with the Core Principles of the new Curriculum.
- The school has funded a practitioner to complete Forest Schools training with a view to supporting developments in Outdoor Learning.

Effective use of Assessment

- A range of evidence is used to support assessment judgments and identify next steps. Assessment at Braidburn is a dynamic process and 'Assessment is for Learning' strategies are used by teaching staff. National benchmarks are used to support assessment judgments (including milestones). This is linked to the Core Principles of the new Curriculum.
- The school planned a Virtual SQA moderation event for special schools across Edinburgh in January 2021; however this cancelled as other schools were unable to attend and Braidburn staff moderated internally.
- Staff know the individual learners very well and continually make sound professional judgements on progress.

Planning, Tracking and Monitoring

- Staff plan learning using a range of forward planning documents that are appropriate to both class groups and individual learners.
- Throughout COVID, staff have worked effectively to plan collegiately and creatively, ensuring they meet the needs of learners.
- A range of planning approaches are used to meet learners' individual needs. Teaching staff are issued with Daily Planners at the start of each session.
- The Senior Leadership Team engage with SIMD, LAAC, wellbeing and attendance data as part of ensuring any potential issues for individual children and young people can be identified in a timely manner. Targeted support is then planned and actioned to ensure learners holistic needs are appropriately met.
- Pupil Equity Funding (PEF) has been targeted to enable both planned interventions and support for ongoing needs as they arise. PEF has supported the purchase of resources to develop a consistent approach to teaching emergent literacy / numeracy for targeted children. PEF has supported purchase of resources to support digital learning. Engagement of a trained play therapist has supported through creating a space for targeted children to emotionally regulate.
- SQA coursework from S4 is tracked through a Senior Phase spreadsheet.

Next Steps

- To introduce a robust tracking system across the school which enables identification of attainment data for targeted groups; and as part of this to explore options for introduction of EDICT
- To develop and ensure learners have regular opportunities to participate in Outdoor Learning experiences, delivered across a range of Curricular Areas
- To review and share the new curriculum to ensure it reflects cultural awareness and sensitivity; and that it demonstrates a collective commitment to equality, equity and children's rights – and to ensure the new Curriculum is designed across the 4 contexts of learning and all curricular areas; and that it is relevant for all learners across the school.
- To further develop opportunities for learners to engage in digital learning - and for staff to engage in professional learning to support the effective use of digital technologies in learning, teaching and assessment
- To ensure opportunities for staff to develop relevant skills and confidence in the 4 aspects of the Edinburgh Learns Teaching Charter

Ensuring Wellbeing, Equality and Inclusion

Themes

- Wellbeing
- Fulfilment of Statutory Duties - including presumption of ASN for Looked After Children, unless assessed to the contrary, and specific arrangements for support to improve outcomes
- Inclusion and Equality

Our Illustration

Throughout the session the Senior Leadership Team have worked collegiately with City of Edinburgh Council (CEC) managers to support wellbeing across the school community as a result of staff absences and shortages. The school is continuing to work with CEC on this matter. The school engaged in two supportive visits from CEC managers during the session - and will address areas for development in collaboration with CEC

Wellbeing

- Staff are aware of the individual needs of learners. Across the school, staff have good knowledge of the health and communication needs of our learners. As part of ensuring individual needs are met consistently, the school has reviewed all individual Risk Assessments and Behaviour Support Plans.
- The school has introduced the role of Moving and Handling Co-ordinator to ensure quality of care.
- Principal Teacher remits across the school have been reviewed for August 2021, with tasks for one PT remit developed in the context of 'Behaviour Support' across the school.
- Ongoing staff training impacts positively on the wellbeing of learners; and in their ability to access learning experiences. The school works in partnership with Allied Health Professionals to ensure ongoing training in areas such as 'Eating, Drinking and Swallowing' (EDS); and the role of EDS Co-ordinator has been introduced as part of the remit for the Principal Teacher (Health and Wellbeing). All staff are trained in supporting learners with Moving and Handling as soon as practicably possible after induction. The Head Teacher has developed guidance for collaborative development of Moving and Handling Plans across the school, in partnership with the CEC Moving and Handling team. This has been shared with other schools across the City of Edinburgh.
- An Induction Programme is in place for all new staff; and this is delivered over a 7 week period by Allied Health Professionals. This training is based on practical support for learners; and the knowledge and skills developed by staff impacts positively on learners across the school.
- The Speech and Language Therapist delivered Virtual Signalong Training for all staff; and staff attending this achieved a certificated award at the end of this course.
- Partnership working is a key strength at Braidburn; and a range of Allied Health Professionals are actively involved with our learners to support wellbeing.

- Partnership working with Educational Psychologists, a Play Therapist, Family Support Worker and the School Chaplain is effective; and these partnerships have directly supported the wellbeing of children and staff:
 - Educational Psychologists have offered 'Wellbeing Clinics' for staff; and have supported individuals and teams in the context of bereavement.
 - The Play Therapist has offered weekly 'Drop in' sessions for staff, as individuals and in class teams, providing a space for staff to 'offload'; and an opportunity for Consultation around supporting children and young people if they are having a difficult time. The Play therapist has advised around support strategies and creative exercises to support behaviours. This has provided staff with a space to talk and reflect; and supported self-esteem and confidence in the context of behaviour support strategies.
 - The Play Therapist links directly with families as part of her role; working together with parents as part of facilitating interventions for targeted families and developing supports for families within the wider school community.
 - A Family Support Worker has supported targeted families across the school in the context of home routines, regulating of emotions, improving quality family time, emotional support for parents, supporting transitions and difficulties with diet and food. In some cases, resources and/or toys were provided to families.
- The school continued to work closely with Friends of Braidburn to enrich learning experiences for children across the school.
- Friends of Braidburn worked to arrange a School Fair; an annual event for our school and local community. This event was cancelled again this year due to the COVID school closure.
- Staff know learners very well; and this has made an impact in terms of developing an inclusive learning environment across the school where children and young people learn and achieve. Families are supported well during key transitions and are given a Transition Pack to support their children and young people in engaging at the start of the new school session. This best practice has been shared city wide. Our learners are valued; and are included in the life of our school. Learners are at the centre. Class teachers are aware of any Care Experienced learners, learners in SIMD 1 / 2 and EAL learners in their class; and they respond to their needs through careful planning.
- Class teams reviewed learning environments through the use of the Circle document which supported learners to engage in the most independent way.
- The school has worked tirelessly to develop systems to ensure the needs of all children are communicated in a formalised manner; and every learner has an individual Planning Folder stored within their Base Classroom. Electronic copies of all plans are saved in individual learner Planning Folders. Staff are clear about the needs of individuals; and children and young people are supported consistently well, resulting in children being increasingly engaged in learning. Staff are able to improve outcomes for learners eg through use of strategies developed by the SCERTS group.
- Communication across the school community is very good. It enhances learning experiences and ultimately supports children and young people in achieving. The staff team have developed a Communication Charter, as part of a collegiate exercise; and some staff have developed charter documents to support communication across individual Class Teams. The school has been awarded 'Communication Friendly Status' – with recognition for 'Outstanding' visual supports in the environment; and to achieve this was required to produce significant evidence as follows:
 - A completed '5 Good Communication Standards' checklist for every learner in our school;
 - Examples of completed communication profiles / passports;
 - Details of training provided for staff and parents;
 - Visual support project evidence;

- A list of standardised song signifiers and objects of reference used throughout our school;
 - An Inclusive Communication policy;
 - Joint Education and SLT Communication Development Group minutes.
- The Communication / SCERTS Development group are taking forward a plan to achieve 'Gold' in the context of the 'Visual Supports Project'. The group have led the incorporation of PCS symbols into more school documentation, and the promotion of visual supports for interaction (eg symbol strips / boards for school transport). Use of core vocabulary boards has been established – and core boards are now in classrooms. Partnership working with Speech and Language Therapists, who are on this Development Group has resulted in the production of videos which have been shared on Twitter and the school website. A considerable amount of work has been taken forward in the context of 'Going for Gold' with much work still to be done.
 - The Head Teacher meets formally with Allied Health Professionals on a 6 week rotation – with an agenda led meeting. This enhances partnership working across the school.
 - Primary Class teams engage in weekly dialogue in the context of supporting learners within the classroom.

Fulfillment of Statutory Duties (with specific reference to Looked After children)

- Promoted staff complete training for the Intensive Contact Workforce every three years. All staff are aware that promoted staff have completed training for the Intensive Contact Workforce; and know who the designated child protection co-ordinators are in school.
- All staff in school who have direct contact with children participate in face-to-face training sessions for the Specific Contact Workforce every two years. (Additional training sessions are arranged / booked, as required). Child Protection Policy booklets are shared with all staff, including new staff as part of the induction process.
- All staff understand their responsibilities in the context of child protection; and all staff have engaged in appropriate training. All staff are reminded of their child protection duties through an annual update.
- SLT monitor attendance falling below 85%; along with LAC attendance. Targeted interventions have supported learners and families in improving attendance; and supports such as linking in with other professionals, provision of social stories, use of PEF to support taxi journeys and review of 'in school' strategies, have been put in place.
- Volunteers, students and new staff are made aware of their child protection duties, as part of their induction. Signs are displayed throughout the school; showing names / posts of Designated School Manager for Child Protection.
- SLT complete other relevant identified training opportunities and cascade information to staff, as relevant.
- All SLT have completed training in Managing Allegations of Abuse against Staff.

Inclusion and Equality

- A range of strategies and resources are implemented to increase attainment and range of opportunities for achievement for learners facing a range of additional challenges. Disability is not a barrier to participation and achievement. Learners are well supported to do their best.

- As part of ensuring that every Braidburn child, irrespective of background, gender, race and disability is part of a resilient and positive learning community where they feel they belong, learn, are supported and can experience skills, all school policies are developed in the context of relevant 'Inclusion' documentation. This document includes Edinburgh Learns: Inclusion and Included alongside 'Engaged Involved in Edinburgh'; and reference is made to these documents on our Policy booklets.
- The Local Authority Inclusion statement has been shared with all staff, raising the Inclusion agenda across the school.
- The school has continued to use Pupil Equity Funding (PEF) to support vulnerable learners. Staff and parents are now aware of the ways in which PEF is used across the school; enabling staff to make the link between PEF planning to raise attainment in Literacy and Numeracy.
- PEF has supported purchase of resources to promote digital learning. Engagement of a trained play therapist has supported through creating a space for targeted children to emotionally regulate.
- PEF has supported the engagement of a Family Support Worker who has worked with a number of targeted families, helping families to manage the stress of lockdown and the impact it was having.
- Learners' wider achievements are celebrated collectively through our weekly assemblies. Moving forward, the assembly award system will be in context of the school values.
- The school has purchased a range of trophies and awards to celebrate achievement – donated by a good friend of the school following her 101st Birthday. During COVID school closure, families had opportunities to share learning with HT, DHTs and class teachers. Some families have shared pictures of home learning on Facebook; and the school have shared pictures of home learning on Twitter, with parental permission. Families stayed connected, even although the school has been closed.
- The school has a strong partnership with Merchiston Castle School. Students from Merchiston were unable to volunteer in person this year, but Merchiston School made a generous donation; and we look forward to welcoming their volunteers back to Braidburn next session. The school has a strong partnership with Firrhill High School and Oxfangs Primary School the schools work together on a Strategic Action Plan for 'Firrhill Village schools; with joint Pupil Meetings taking place.
- Communication with parents and carers is very good. All learners have a 'Home School Diary' which is updated daily, as a method of regular home / school communication. The Head Teacher circulates regular parent Newsletters; and regular SLT communication is maintained with parents, as appropriate, via phone call, email and letter. The school website is updated regularly; with daily updates made during the COVID school closure. Social media platforms (Twitter and Facebook) are updated regularly; with daily updates during the school closure. Teaching staff maintained weekly contact with all parents during the COVID closure periods, using communication methods such as email, phone and video call to stay in touch. SLT also remained in regular contact with targeted families. Nursery continued to use Learning Journals; and our Secondary department will trial these during Session 2021 – 22.
- The method of requesting funding from Friends of Braidburn remains in place – with a requirement to outline proposed impact for children and young people through purchase of resources. This, ultimately, ensures that funding from Friends of Braidburn is needs led.
- Opportunities to develop family learning, including delivery of a weekly 'Parenting' course, were planned, but were once again postponed during the COVID closure.
- One learner currently experiences in the context of shared placements with mainstream.
- All learners at school are very well prepared for life beyond school. From Nursery through to Senior phase, children and young people develop skills for learning, life and work. This focus leads the curriculum and supports young people into onward sustainable destinations. This will be further

developed next session with the implementation of a new curriculum created collegiately with all staff and senior leaders. Post School opportunities are promoted in an annual Careers Fair attended by special schools from across the city. Braidburn also hosts the City- wide Parental Engagement Group, supporting parents with all aspects of their child's life. Partnership working with staff from the 'Transition Support Project' offers additional support for families and young people moving into post school provision.

Next Steps

- Complete work towards gaining the Silver Rights Respecting Schools Award as part of promoting wellbeing across the school
- Ensure the United Nations Convention on the Rights of the Child is taken into account through use of the Children's Rights and Wellbeing Impact Assessment
- Ensure Wider Achievement opportunities are skills led, tracked, and Outcomes based.
- Ensure Opportunities for achievement of Awards are considered when planning Wider Achievement Opportunities.
- Ensure weekly Assembly awards are linked to the school's values.
- Implement new curriculum and ensure relevance across the school.
- To plan for class team meetings across the Secondary department

Raising Attainment and Achievement

QI 3.2

Themes

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall Quality of learners achievement
- Equity for all learners, including specific reference to Looked After children and other Equity cohorts

Our Illustration

Attainment has been impacted this session as a result of significant difficulties with inadequate staffing levels/staff absence. The school is currently working with CEC to find solutions to the staffing problems.

Attainment in Literacy and Numeracy

- The school has developed opportunities for learners to engage in literacy experiences through planned creative sensory approaches; and through access to a school library area created in the context of 'How Good Is Our School Library,' located within an interactive play zone.
- Parents developed a range of sensory story bags for use across the school.
- Learners are making progress in literacy and numeracy using benchmarks and milestones (pre-early and foundation).
- Throughout the school there is a focus on developing skills for learning life and work. Skills in literacy and numeracy are developed through purposeful learning through play and sensory opportunities eg access to sensory circuits, interactive play hub and staff training. There is increased engagement in purposeful play in the new hub.
- The Primary Department Curriculum Pathways model has been developed by Primary staff, and this will be further developed, going forwards, to ensure relevance across all stages.
- The school now looks forward to introducing the City wide tracking system, EDICT (adapted to be able to tell the story of attainment and achievement at Braidburn) that will measure all progress made by every learner, throughout all stages of their learning at Braidburn.
- Principal Teacher remits across the school have been reviewed for August 2021, with tasks for one PT remit developed in the context of 'Attainment', including Tracking, across the school,
- The school is an Inclusive Communication School. Teaching and Support staff are very skilled in a range of communication approaches including the use of symbols, sign, objects of reference signifiers and song signifiers. Individual and 'Now and Next' timetables will be introduced for all children and young people from August 2021.
- Teaching and support staff are developing skills in Signalong, and staff at all levels, who are new to the school, have the opportunity to attend Signalong courses at levels 1 and 2. These training opportunities are delivered by Speech and Language Therapists. Staff who developed BSL last year are now using it across the school– supporting learners with BSL to engage in learning.
- The school has recruited a BSL Development Worker who will have an overview of support for learners using BSL across the school.

- Learners are supported in engaging in quality learning experiences, developing listening skills and in interacting with others and taking turns in a communication rich environment across our school. There is a focus on skills for learning, life and work – to be taken forward for further development next session in context of new curriculum.
- Learners are supported in communicating their wants and needs; and in making choices through access to a range of visual supports, song / object signifiers and communication systems.

Attainment over time

- Attainment over time is tracked in a variety of ways, due to the complexities of our children's needs. This includes tracking levels of engagement and support in addition to linear skills progression.
- Due to the restrictions caused by COVID, as a school we have made the decision to analyse data in September. We will create an Achievement Report at this time; and will share this across the school community.

Overall quality of learners' achievement

- Learners' wider achievements are celebrated collectively through weekly assemblies eg 'Star / Friend of the week', Artist of the week, DHT awards. Awards next year will be linked to the school values.
- Targeted learners accessed sessions at 'The Yard' during school closures
- All learners accessed a range of opportunities delivered on site throughout the session- through partnership working with Active Schools , the Water of Leith Centre.
- All learners took part in 'virtual' opportunities delivered by Drake Music and The Today Team; and some learners accessed 'Music for All' sessions, funded by Friends of Braidburn.

Equity for all learners, including specific reference to Looked After & Equity

- We work to reduce barriers for learners impacted by poverty. Class staff are aware of LAC / EAL / Equity learners in their class groups. We have worked conscientiously to minimise the impact of cost on learner experiences. Visits to The Yard are now significantly subsidised. Parents / carers are not asked to make any financial contribution in practical subject areas. Parents and carers in SIMD 1 and 2 are not asked for any financial contributions.
- We host social events for families – eg ceilidh at no cost to parents / carers. We host social events for children -Events, including discos for our Secondary learners / Primary parties are at no cost to parents / carers. As a result, all learners have equal opportunities to access every learning opportunity offered.
- Families are asked to make a donation towards the full cost of some excursions; and are not asked for fixed contributions so as not to exclude any learners from these wider experiences.
- Young people at Braidburn are supported in preparation for life beyond school in partnership with the Young Adult Disability Team and other agencies. We have not been able to confirm onward and sustainable destinations for all our leavers this session. Appropriate positive destinations have not yet been confirmed for all. The school is engaging with CEC, who are reviewing current issues around onward destinations for young people with complex needs.

Next Steps

- Introduce and Implement a robust tracking system
- Ensure we are tracking skills through wider achievement
- Ensure Wider Achievement is accredited
- Implement new skills based curriculum and ensure it is relevant across the school

Curriculum

Curriculum Rationale

Our Braidburn learners have a range of complex, long term additional support needs and therefore require a significantly modified learning environment. The needs of our learners are primarily associated with learning disability (with or without autism spectrum disorder), and significant visual/sensory, health and medical needs. Our Curriculum consists of Core Principles that will be experienced by all our learners – we believe this is at the heart of what we do in order to ensure they are equipped with essential communication, life skills and aptitudes and live their best lives possible. Beyond this, we have a range of learning pathways that our learners will access. These pathways provide a flexible framework where we will engage learners in high quality learning contexts and experiences pitched at their individual levels.

Most importantly, this journey will be in partnership with families and wider support teams.

The structure of our Curriculum

Core Principles: Forming the umbrella across our Curriculum Rationale, we understand that our principles are part of daily learning for many of our learners, and we plan for this accordingly. However, each term, our whole school community will focus on 3 overarching skills, one from each of our core principles. This learning will be woven into all aspects of whole school life and classroom experiences.

Core principles		
Effective communication	Skills for life	Happy, enjoying life and learning

Learning Pathways: Within a planned cycle of assessment, moderation and tracking, each individual learner will encounter learning experiences in one or more of the pathways. The pathways provide a flexible framework for targeted work and learners may move between the pathways according to changing needs.

Our CORE PRINCIPLES (*Underpinned by BTC)			
Principle	Effective communication	Skills for life	Happy, enjoying life and learning
Strapline	<i>Empowering</i> our learners to express their needs, opinions and feelings through effective communication partnerships	<i>Ensuring</i> our learners can access opportunities to develop appropriate skills for now and in their future	<i>Supporting</i> our learners to feel good and manage life's up and downs

Overarching skills	<ul style="list-style-type: none"> • Listening and Attention • Choice (including Yes/No) • AAC – including VOCA, body language, signing • Literacy • Understanding – cause and effect • Social communication • Needs – wants – requests – help • Strategic Skills – persistence 	<ul style="list-style-type: none"> • Building positive relationships with others • Personal safety • Emotional wellbeing • Physical wellbeing • Access and participation in wider community • Independence • Making choices • Literacy for life • Numeracy for life 	<ul style="list-style-type: none"> • Participation in groups • Participation in celebrations • Experiencing different emotions • Sense of community • Trust • Achievement • Resilience • Curiosity • Creating memories
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Skills for Learning, Life and Work

Skills for learning, life is a core principle. There is a focus on ‘Skills for learning, life and work’ through all planned learning. Progress will be monitored and tracked.

Equity and Best Value

Pupil Equity Fund

“Head teachers must develop a clear rationale for use of the funding, based on robust contextual analysis, including relevant data which identifies the poverty attainment gap in their schools; and plans must be grounded in evidence of which is known to be effective at raising attainment for children affected by poverty”. Ref: PEF National operational Guidance. Scottish Government

Best Value

Braidburn School received additional funding of £32,400 from the Scottish Government for Session 2018/19; and £44,000 for Session 2019/20. Pupil Equity Funding for Session 2020/21 was £47,783. Pupil Equity Funding for Session 2021/22 is £47,783.

We identified a gap in terms of consistent engagement and participation in learning for our children and young people with complex additional support needs. We identified this through analysis of tracking data, planning meeting minutes and observations. We worked to consider where we could close our gap and add greatest value with subsequent impact on attainment in Literacy, Numeracy and equity in opportunity to succeed, in line with key priorities from the National Improvement Framework and School Improvement Plan.

In removing barriers to engagement in learning, and working towards delivering equity for all we:

- Responded to feedback from families regarding barriers to supporting children and young people during periods of school closure, through the provision of Home Learning Activity Bags for all children and young people.
- Extended the contract for a play therapist to support in creating a space for targeted children to emotionally regulate.
- Engaged a Family Support worker to lead and facilitate interventions for targeted families, and to develop supports for families within the wider school community through development of a ‘Braidburn Family Network’.
- Purchased an Interactive Smartboard as part of the development of a Community Room to support family learning opportunities.
- Invested in resources to support a Digital Learning Strategy
- Extended mobile phone contracts to support class teachers in making phone contact with parents, in line with City of Edinburgh Council ICT Policy

How are we doing? (June 2021)

See Evaluated Pupil Equity Funding Plan (Attached)

Going Forward, we will:	Lead
Engage a Support for Learning teacher to lead targeted interventions across the school	HT DHT1/2
Monitor progress for targeted learners through evaluation of tracking data, IEP targets and outcomes identified during CPM / YPPMs	DHT 1/2 SFL teacher
Analyse Parental Involvement data	HT
Support staff in developing and in using digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment	Digital Learning Development Group
Monitor impact of resources to support digital learning	Digital Learning Development Group
Engage the services of a Family Support Worker for 2 days per week, during session 2020 /21	HT
Analyse data collated by the Family Support Worker	PT 3
Ensure staff are aware of approaches to Poverty Proofing the school day, including 'One in Five' training delivered by DHT (Primary)	DHT 1
Develop a nurturing and welcoming 'Community Space' within Braidburn School	DHT 1 / DHT 2/ HT / Family Support Worker
Continue to provide supports, including funding for transport, to enable targeted families to access events in Braidburn School	HT

Quality Indicator Grades

	School	Nursery	HMI/Care Inspectorate
Leadership of Change	4	5	
Learning, Teaching & Assessment	3	5	
Wellbeing, Equality & Inclusion	5	5	5 (most recent)
Raising Attainment & Achievement	3	4	

