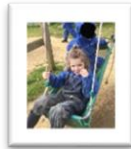
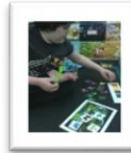


**ANNUAL REPORT
JULY 2021**



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HAVE WE MADE?**
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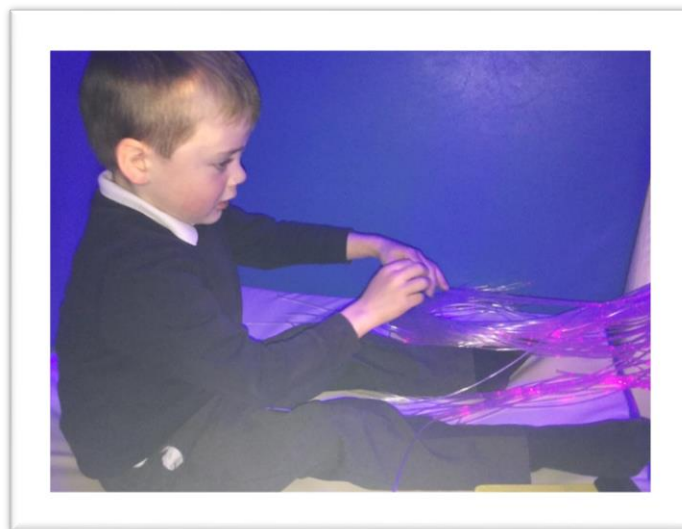
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THE EDITH BORTHWICK SCHOOL

ANNUAL REPORT 2021



About our school

We are a highly successful community all age special school for students aged 3-19 years old with severe and complex learning difficulties including autism. The original Edith Borthwick School was purpose built in Bocking in 1976, and was designated a 'New Model Special School' by Essex Local Authority in 2006. In September 2015 we moved to our brand new, purpose built school in Braintree which offers superb facilities. We currently have a 235 pupil placement capacity.

A key feature of our school is the provision of a high quality education programme tailored specifically for individual needs. Meeting individual needs follows a route of Education Health Care Planning, with personalised plans engaging with a wide range of supporting agencies.

The school has a large workforce with a large dedicated staff team who constantly strive to ensure that each learner can maximise their potential. Our wide range of specialist staff and facilities ensures that appropriate support and guidance is available for all students across the full curriculum/age range.

Where appropriate, Parents/Carers are equally well supported with a strong team of Family Key Workers, who provide close working between home and school, and ensure that there is underpinning support to enable joined up learning programmes covering both social and academic aspects.

We take great pride in our learning community, and value the excellent quality of relationships between all members. I look forward to seeing you in school and know that you will find happy students, and a most welcoming environment.

A WORD FROM THE HEAD



Dear Parents and carers

As the end of another academic year approaches, it is a natural time to reflect on the year we have had and begin to look forward to the year ahead.

It has been an incredibly difficult year, and hopefully now there is cause for optimism. Part of my role is to confront the reality and prepare for the challenges ahead. Many of our learners in school have been negatively affected by the lockdown and pandemic. Many have struggled to access online learning, mental health difficulties are becoming more prevalent and staff and families have been under enormous stress and pressure.

Now may be the time where we can look forward with both optimism and pragmatism. I am incredibly proud of our whole school community for the resilience, strength and togetherness we have shown throughout the last year. I have been truly humbled by the amazing dedication and support of our incredible staff team and also the community spirited response from our families.

Our learners have once again stepped up, showing their flexibility, upbeat nature and joy for life. So as we move into a new school year, let's meet our learners where they are and support them in the way they need to progress, grow and flourish.

I would like to extend my best wishes to our wonderful leavers, I hope you all continue to thrive in the next chapter of your lives. We have loved working with you.

Hope you all have a relaxing and very well deserved summer break.

Many Thanks

Dan Woodman

CHAIR OF GOVERNORS

Dear Parents and carers

It has been an extra ordinary year for our school community and as you would expect the governors have not been able to visit the school in person. All of our monitoring visits have been through Zoom and Teams. However I am delighted to say that we are making good progress against all of our goals in spite of Covid. I am humbled by the dedication of all our staff; from the senior leadership team, teachers, TA's, Therapists, Lunchtime assistants, catering staff, premises team, accounts, admin... In every department I have heard stories of our staff putting in extra effort to help us through this difficult time, so thank you all.

Our learners too have been brilliant! It is so difficult when routines change and lockdowns happen but they have risen to the challenge. Behaviour and attainment are in a good place and without question our learners are the heroes and heroines of this year, well done!

Our school is a community and this difficult time has proved how much we need each other. As we come out of lockdown I encourage you all to get involved whether in coffee mornings, school events or with Friends of Edith Borthwick. I promise a warm welcome for you!

Have a great summer and stay safe.

Kind regards

John Vinter

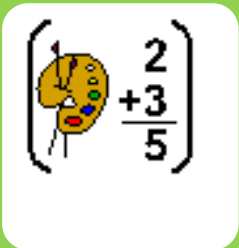
WHAT DIFFERENCE HAVE WE MADE?



Teaching & Learning

We developed and improved our remote learning offer for all through Evidence for Learning.

Teaching across the school is consistently at least good and is often outstanding.



Curriculum

Three learning pathways have been further defined and there is a clear curriculum offer in place for all.

Our curriculum continues to be 'experience rich', with plans to further improve this next year.

Personal Development aspects of the curriculum have been reviewed by Development Teams across the school.



Assessment

The vast majority of learners make good progress against their individual learning goals.

Parents and families show a high level of satisfaction regarding the progress their child is making.



Behaviour & Attitudes

Learners' feel well known and valued at the school.

Almost every learner enjoys coming to school and thinks they are making progress

Numbers of incidents of difficult behaviour have reduced considerably.

[illegible]

Our Personal and Social Support strategies focus on what our learners need to access learning and it's been great to see our universal therapeutic strategies, such as movement breaks and visual support making a real difference.

A large laptop screen is the central focus, displaying the text "REMOTE LEARNING" in bold black letters on a yellow background. The screen also shows various educational icons: a bar chart, a line graph, a function $f(x)$, and a pie chart. Surrounding the laptop are several stylized figures of people in various poses, some sitting on the laptop's bezel and others standing around it, all appearing to be engaged in learning or work. The background is a solid teal color with faint white outlines of mathematical symbols like $y = x^2$, $f(x)$, and \sqrt{x} , as well as a pencil and paper icon.

We have seen this training having an impact in classes 😊

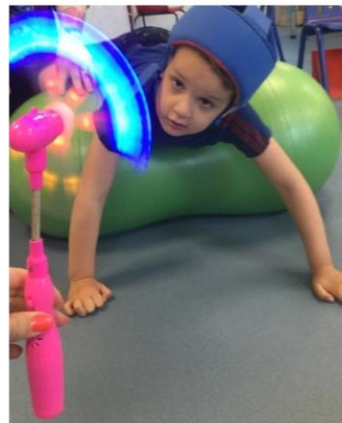
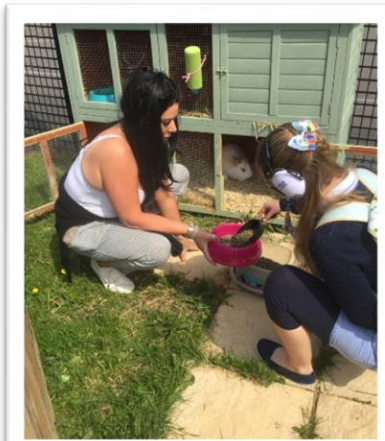
ENRICHMENT



This year has once again seen lots of exciting and fun opportunities to enrich the curriculum. This has proved to be more difficult than usual due to COVID restrictions, however we have managed to access a host of our usual activities including swimming, forest school, specialist Sports coaching, Pet therapy, Animal care, Horticulture, Outdoor pursuits, the Wilderness Foundation, Cheeky chimps, Rainbow Rural Farm and Community Sport! Thanks to all of our supporting groups.



Next year we hope to further increase learner experiences by reintroducing residential visits, college, horse riding and more day visits to all sorts of fun educational destinations.



This year saw more groups accessing Duke of Edinburgh schemes of work including hobbies and volunteering. We have not been able to complete expedition, but this is all planned for next year 😊



Whilst it has been very difficult to undertake work experience in the usual way, we have been inventive as usual and have had work placements here at school, alongside community groups and at The Wilderness foundation

OUTCOMES



We use Evidence for Learning as a tool to capture personalised evidence against priority targets. This enables us to measure and show progress in all areas.

In September we will launch this for all parents so you can also capture evidence from home and see the termly learning progress on the app – watch this space for further details!

The overall picture is very positive.

Almost all personal learning targets set see expected or better progress.

It is very pleasing to see that the majority of personal learning targets see good or better progress and that learners are achieving well.



Termly Learning Reports & Conferences

Despite the disrupted year we have still managed to share termly learning reports and meet to discuss these, albeit virtually!! We are looking forward to being able to see you in person soon!!

These reports do, once again, show the amazing progress our learners are making.

Learner Destinations

This year we have 14 leavers who will be accessing a range of exciting provision/opportunities, including:

- College
- Social care specific packages

Good luck to them all!!



Attendance Matters

88.9%

Our whole school attendance is 88.9%* (Up to 19/6/20)

We have missed our 95% target, however it has been a particularly difficult year in regards to COVID!

EVERY SCHOOL DAY MATTERS – Let's make our attendance even better next year!

Parent Survey

We use this feedback to help to shape our school development plan moving forward

Thanks to all that completed this year's survey. Overall the feedback has been positive, the fact that when asked if their child was happy at the school, an overwhelming majority responded agree or higher and that the vast majority of parents surveyed felt their child feels safe at the school.

83 parents responded to the parent questionnaire and this feedback has been invaluable to see our strengths and where we can improve. Your views are valued!

Strongly agree Agree Disagree Strongly disagree

My child is happy at Edith Borthwick.

My child feels safe at Edith Borthwick.

My child make good progress at Edith Borthwick.

My child's progress is explained to me in a clear way that I understand.

My child is well taught at Edith Borthwick

Edith Borthwick ensure good behavior in school.

Edith Borthwick deals with Bullying effectively.

Edith Borthwick is well managed and led.

Edith Borthwick responds to any concerns I raise.

I feel supported at home by Edith Borthwick and the family workers.

During the 2021 lock-down, I received appropriate activities and or work for my child.

I would recommend Edith Borthwick to other parents.

100%

Your opinion Matters

THERAPY



TOTAL COMMUNICATION APPROACH

- Therapy team have developed a school AAC (Augmentative and Alternative Communication) pathway
- Core vocabulary boards
- Core vocabulary with flip fringe vocabulary created
- Outside play boards – in the process of being completed



DEVELOPMENT / TRAINING

- Training resources created for staff and parents
- Universal training and resources packs created
 - COVID-19 visual packs, social stories, returning to school
 - Core vocabulary boards
 - Home routine visual packs
- Specialist training – TEACCH, Attention Autism, Intensive Interaction, Colourful Semantics, Zones of Regulation, Social stories

LOCKDOWN

- Created home routine packs
- Made information more accessible to parents and wider community
- Created information sheets, videos, resources and activities for families to carry out at home via EFL
- Core vocabulary and communication boards for activities created and made available to use at home
- Individual support for parents, targeted advice to address specific sensory issues
- Designed and created transport packs



SENSORY

- Design and create sensory environments within school
- Class training on group programmes
- Individual programmes
- Training on sensory-motor strategies and movement
- Consultation re. new play equipment, risk assessments, clinical reasoning
- Management and input of multisensory cabin

ZONES OF REGULATION

- Whole school approach – lanyards, activities
- Whole school training
- Available resources
- Consultation on adaptation for levels
- Liaison with class groups
- Positive feedback for use of language and strategies



VISION & VALUES

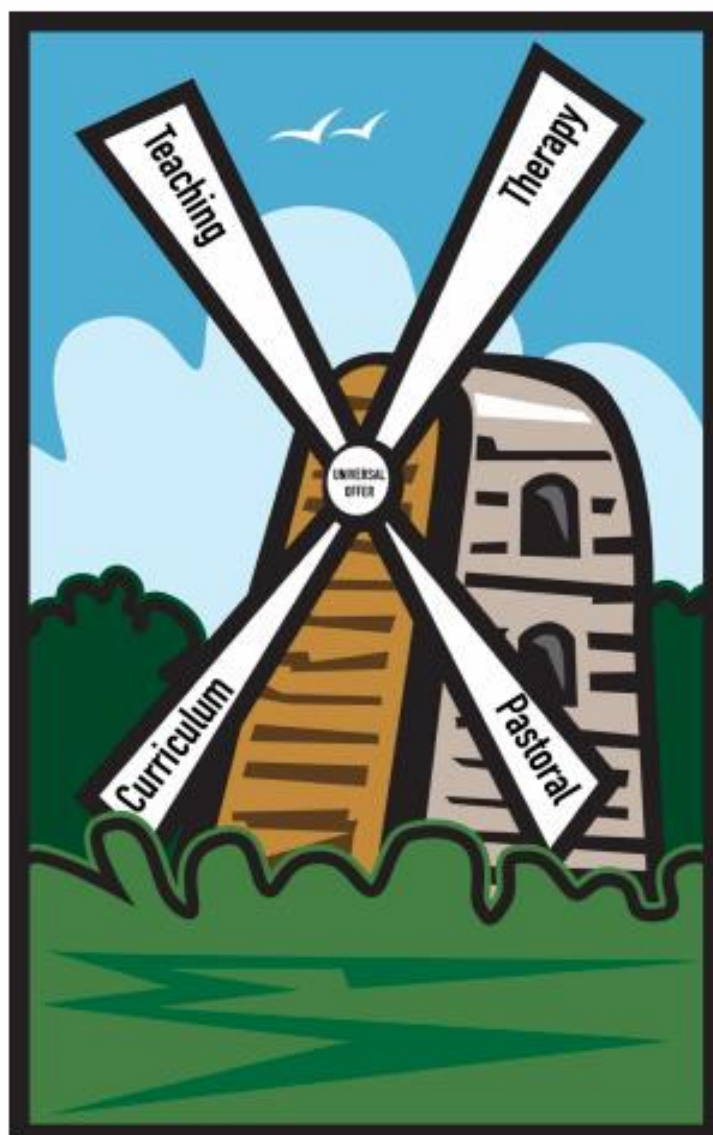


Our learners and staff embody our vision and values on a daily basis. We wrote our vision in collaboration with all our stakeholders and we believe the values above help us to achieve that.

It is these things that makes The Edith Borthwick School such a special place to learn and work.

We believe in each and every learner that attends the school and truly believe that every single one can have a positive impact in the world and lead a happy and fulfilled life.

School Development Priorities 2021/22



The Edith Borthwick School School development plan 2021/22

Our three key priorities this year are:

1. To develop our universal offer in all classes to ensure that learners are supported in exemplary fashion and learning time is maximised.
2. To increase the independence of our learners in all areas.
3. To develop and improve our capacity to meet current and future learners needs.