



Assessor's Evaluation for the IQM CoE Award



School Name The Anchor SENDfriendly Centre
3 North Road
Block E
Plumstead
London

SE18 1BS

Head/Principal Ms Cynthia Burnham

IQM Lead Ms Christalla Aggeli

Date of Review 28th June 2024

Assessor Mr Robin Jones-Ford

IQM Cluster Programme

Cluster Group Four Seasons

Ambassador Ms Pat Wood

Next Meeting To be confirmed

Meeting Focus To be confirmed

Cluster Attendance

Term	Date	Attendance
Summer 2022		
Autumn 2022		
Spring 2023		
Summer 2023		
Autumn 2023	29th November 2023	No
Spring 2024	20th February 2024	No
Summer 2024	13th June 2024	No

The Impact of the Cluster Group

Due to a change of staff at The Anchor SENDfriendly Centre, there was no representation at the Autumn and Spring meetings. The information has been updated on the system to include both the IQM Lead, Christall Aggeli and teacher, Cristina Petitti. We spoke about the importance of attending future meetings and about the additional Special Educational Needs and Disabilities (SEND) support meetings that Sarah Linari runs, which are likely to be very useful.



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Evidence

The school submitted a review of their Action Plan as their evaluation of progress, which was reviewed, as was the school's website.

Meetings with:

- Founder.
- Proprietress/IQM Lead.
- Headteacher.
- Post-16 Specialist Teacher.
- Two members of Support Staff.



Summary of Targets from 2023-2024

Target 1:

To Create an inclusive environment for children with clinical disabilities.

Next Steps:

- To continue to seek out therapies which will benefit our children and cater to their needs.
- To continue to evaluate the resources we have and provide resources specific to the children's needs.

This target was met.

Target 2:

To showcase the diversity within SEND.

Next Step:

- To continue to develop our resources and staff knowledge to support and showcase diversity within SEND.

This target was met.

Target 3:

To conduct research on various religious holidays celebrated by different communities and religions.

Next Step:

- To hold local events for religious holidays in the community.

This target was partially met and will be carried over into the new plan.

Target 4:

Providing care for children with medical/complex needs.

Next Step:

- To continue to train staff in all the medical needs of the children we have on site.

This target was met.



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Target 5:

Creating a comprehensive communication strategy to effectively reach our target audience. Using a mix of channels such as social media, local newspapers, community events, workshops and collaborations with local organisations.

Next Steps:

- To promote our support with the hospital in the local newspaper.
- To use social media more as a platform to reach out to different people.
- To hold a local event to showcase what we do as a company and to support the community.

We discussed that this was a very broad target with many different elements. We talked about identifying more specific target audiences and adding in details of the collaborations, the changing of the website and the community events.

This target would be considered met, when the document had been updated to include the additional evidence they brought to the discussion.



Agreed Targets for 2024-2025

Target 1:

To conduct research on various religious holidays celebrated by different communities and religions.

Comments:

We identified specific religions to focus on – drawing on community representation and being more specific on what they would do in relation to the chosen religions in the setting. We also talked about the importance of clear end dates for sections to ensure they can follow on within the school year.

Target 2:

To host parent workshops to celebrate their different cultures and learn from them.

Comments:

We talked about a clear timeline, such as completing the parent survey by a set date which would allow the school to move on to use the results to inform setting up the cultural workshop, etc.

Target 3:

To support the local hospital by taking on children who have been discharged from long-term medical care.

Comments:

We discussed links with the previous target.



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Overview

In the course of the day I spent at The Anchor SENDfriendly Centre, I had a number of meetings. I was accompanied on a learning walk/tour of the school by the IQM Lead and I spent time with and talked to children in their class settings. I had requested to meet with parents, but this was not facilitated. I had asked to talk with a Governor; however, it was explained that there is not currently a Governing Body and that the establishment of one is a work in progress.

The Anchor SENDfriendly Centre (TAS) is a small independent educational facility that supports young individuals aged 0 to 25 with Special Educational Needs and Disabilities (SEND). Their mission is to 'unlock the unique potential of each child by celebrating achievements, fostering growth and empowering bright futures.' TAS specialises in multi-sensory education, catering to students with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD). All of the students have an Education, Health and Care Plan (EHCP) and an Autistic Spectrum Disorder (ASD) diagnosis.

The first meeting of the day was with the founder and proprietress/IQM Lead, during which we talked about the journey and context of the school and went on to go through last year's Centre of Excellence (CoE) targets and discussed the action plan for next year. During our review of last year's targets, it was noted that there were elements on the cover page not completed. It was agreed that the IQM Lead would update/complete the document and resubmit it to IQM.

The conversation covered various aspects of providing support and education for children with SEND, including the importance of creating an inclusive environment, positive behaviour support and specialised resources. The school leaders emphasise the need for personalised care, staff training, the significance of effective communication and collaboration with external professionals to meet the diverse needs of children with clinical disabilities. The establishment of specialised programs, such as music therapy and on-site medical support, is highlighted as key to enhancing the learning experience for the neurodivergent individuals they support.

They emphasised the dedication and innovative approaches of the individuals working in their setting. By prioritising inclusivity, personalised care and collaboration, they strive to create a supportive environment that caters to the unique needs of their children. We discussed how sharing best practices and resources further enhances the quality of education and support provided. The discussion also touched on the challenges faced by parents in finding suitable schools and the importance of sharing best practices and resources within the education community.

Next, I met with the Headteacher, who is new in post, and a post-16 teacher. We talked about the school's inclusive practices and values. They emphasise the importance of teamwork, student enjoyment in learning, individualised support and progress tracking. They mention using assessments like Early Years Foundation Stage (EYFS) and the Key Stage 1 (KS1) National Curriculum (NC) expectations. They are in the process of implementing the 'Equals Curriculum' program for individualised learning and focusing on life skills alongside academics. We also discuss post-16 pathways, work placements and partnerships with other schools.



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We talked about developing a 'basket of assessments' to track all aspects of the children's development. From looking at the website and information about the Equals Curriculum, this should largely be covered by the different strands of that program. The website also talks about the use of Engagement Models within the school setting. The school system of having targets for the children that relate to their EHCP targets posted in a one-page summary format, which keeps the targets live, is good practice. Furthermore, the staff's daily logs relating to the progress they have seen build a picture of the children's progress over time.

When the Headteacher was asked to choose an area she was most proud of she said, "I think the value is in the learning, the feedback that we get from the parents and the progress that the students are making."

The importance of ongoing professional development, collaboration and learning from other schools is also emphasised.

From this conversation, it is clear that the school is on a journey and that the early stages of setting up a provision are hard and there are some steep learning curves. The school is building its network of connections and collaborations. We talked about partnership working with Willow Dene School and how having staff from all levels visiting schools that are more established, will enhance their practice and thinking. The school is currently applying for registration as an examination centre so that they will be able to offer entry-level qualifications. The staff are working hard to ensure the children's needs are met, that they are engaging with their programs and that they are making progress.

Next, I met with two members of the Support Staff during which the conversation highlighted the school's commitment to inclusion, diverse staff backgrounds, training for handling various situations, emphasis on social interaction, strong relationships with children, teamwork among staff, support mechanisms and recognition for children's achievements.

We discussed the range of training that the staff received and felt was effective. We particularly talked about communication support. Training Including:

- Understanding the client group.
- EHCPs and meeting needs/expectations.
- Communication support:
 - Picture Exchange Communication System (PECS) boards/folders.
 - Some simple gesture support and Makaton,
 - Now and next boards.
 - Visual timetables.
- Positive handling.
- First aid.
- Manual handling.
- Intimate care.
- Specific medical care (as appropriate).
- Use of the sensory/immersion rooms.



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The Support Staff felt that the school's approach creates a positive and inclusive environment for the children, focusing on individualised care and meeting diverse needs. The use of certificates and recognition motivates children and emphasises the importance of achievements.

When asked what made the school a model of good practice regarding inclusion, one said, "it is the staff". We talked about the diversity of the staff group and how important it is for the children to see themselves reflected in the staff group in terms of culture and need. There are staff who are happy to acknowledge their additional needs including specific learning difficulties and neurodivergence. Staff relationships with the students and families and sharing of lived experiences add to the richness of the experiences offered in the school. They also talked about the positive impact of two newer elements:

- 1. Family-style dining** - where they all come together for lunch. This has led to a greater level of socialisation and enhanced communication with peers for a significant number of young people.
- 2. Daily sporting activities** - promotion of daily sporting/physical activity has had a positive impact on the mental health, engagement in school and socialisation of the students.

The final meeting of the day was with the IQM Lead to look at the evidence of ongoing work to uphold the IQM eight elements of inclusive education. The conversation revolved around the importance of values, leadership, management, accountability, curriculum development, assessment practices and the transition to adulthood for students in a school setting. The discussion also touched on the significance of staff wellbeing, respite and the need for a balanced approach to workload.

We discussed making the use of pathways a bit clearer in the documentation and on the website – possibly including a visual representation. We talked about in future reviews allowing the parents/carers to tell their story and sing the school's praises, that the parent voice is a really powerful part of the narrative to showcase the school's achievements and impact. We discussed the collaboration with the Royal Navy College. This is a groundbreaking partnership where the Royal Navy College is coming in throughout the school year to enrich the curriculum and experiences of the children at The Anchor SENDfriendly Centre. The school should look to how they can have an impact on the Royal Navy College and, in turn, support them to make the exhibits/attractions as inclusive and accessible as possible.

The eight IQM Elements and the values that underpin them are evident in the school. There is a need to focus on clearly communicating the narrative that shows the breadth of what they do and involving parents.

I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.



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Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read 'J. McCann'.

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