



School Self-Evaluation for academic year 2024-2025

'Making the most of every day'

Ofsted Inspection September 2024

Baytree School received a graded inspection in June 2024. The inspection was rigorous and focussed on the following curriculum spotlight areas:

- Early reading and communication
- Physical Curriculum
- PSHE
- Art Curriculum

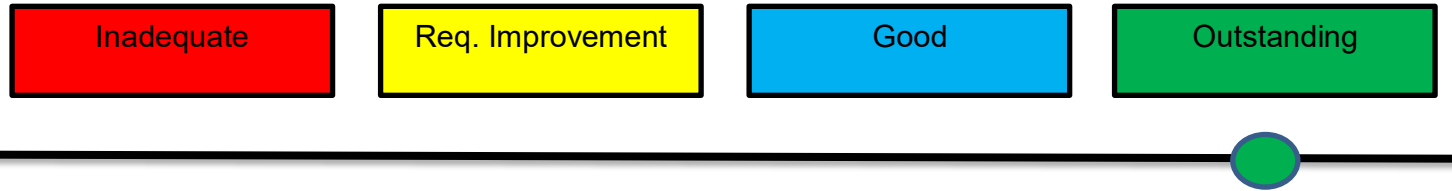
Each curriculum focus consisted of discussions with the subject leaders, class visits, work scrutiny, meeting with learners to share their learning and class teacher discussions. Other significant areas of focus and scrutiny, included:

- Safeguarding
- Learners Behaviour and attendance
- Early Years
- Sixth Form
- Careers
- Teacher wellbeing
- Governance

Baytree School was graded ‘Outstanding’ across all areas with the inspection team concluding that:

The education that pupils receive at Baytree School is exceptional. The school’s ambitious sensory and subject-specific curriculums, education, health and care plan (EHC plan) targets and dedicated staff team ensure no limit to pupils’ achievements. The ‘golden threads’ of communication and independence help pupils secure their voice and important life skills. Nothing is left to chance. Every moment in school provides pupils with meaningful opportunities to learn and triumph. Pupils thrive and ‘make the most of every day’.

Curriculum



Intent

Ofsted September 2024

'The education that pupils receive at Baytree School is exceptional'. Ofsted (2024)

Developing our learners' Communication and Independence skills remain the key priority and intent of our curriculum. Our 'Golden Threads' run throughout all elements of the curriculum- as we recognise that developing our learners' Communication and Independence skills is essential in ensuring their success on the next steps beyond Baytree School. The 'Golden Threads' are captured within the curriculum continuums and through the outstanding progress learners have made against their Communication and Independence Outcomes, see pupil progress 2024-25. This was reflected during the recent Ofsted inspection.

'The 'golden threads' of communication and independence help pupils secure their voice and important life skills. Nothing is left to chance. Every moment in school provides pupils with meaningful opportunities to learn and triumph. Pupils thrive and 'make the most of every day''. Ofsted (2024)

The intent of the Baytree School curriculum is to enable all learners to be active in their learning, develop independence and a means to effectively communicate needs, wants and wishes. Our curriculum strives to ensure all learners have the necessary skills and learning needed for their personalised next steps beyond Baytree School. All Learners at Baytree School receive a tailored and personalised curriculum which is motivating, challenging and ensures all are developing the next steps on their learning journey.

The Ofsted Inspection in September 2024 highlighted that:

'The school's ambitious sensory and subject specific curriculums, education, health and care plan (EHCP plan), targets and dedicated staff team ensure no limits to pupils achievements'. Ofsted (2024)

The Whole School Curriculum Leads (WSCL), whose role includes the enhancement and development of the curriculum offer within each department continue to ensure the sequential progression of each curriculum area through the Key Stages.

Curriculum teams are led by WSCLs, which have representation with teachers from each department and all areas of SEND, this ensures that all Subject Leaders have had access to key stage and the relevant SEND expertise whilst developing their curriculum area. EHCP and Subject Leaders have developed a clear rationale for each subject area through the Intent, Implementation and Impact (III) document's which share the school's Intent for each EHCP and subject area, its links to the curriculum, curriculum coverage, the progression and implementation of each EHCP area through each Key Stage and the desired impact intended for our learners. As a result of the growing teaching team, there will be a continued subject/EHCP lead restructure to enable all teachers to lead on a subject area and continue to drive outstanding curriculum design and pedagogy.

Baytree School strives to deliver all learners a tailored and personalised curriculum, which is motivating, challenging, **and ensures all learners are developing the next steps in their personalised learning journey.** A recent survey shared with Parents and Carers in June 2024 asked Parents and Carers how satisfied are you with the curriculum offer your child receives? 100% (37 total responses) of Parents and Carers who responded to the survey were overwhelmingly positive of the curriculum their child receives, either scoring a 5, being extremely satisfied (80% of responses) or a 4, very satisfied (20% of responses).

Parent and Carer feedback:

- I love the way maths & lessons are taught so that the children can understand easily. My child has definitely come out of his shell & is more vocal
- There is a lovely variety of lessons and experiences offered throughout the week.
- The curriculum is wide and varied and includes all holistic areas of care I want my child to be exposed to (community visits etc).
- The curriculum has improved this year with a huge input on physical education whilst still doing targets, topic work and life skills. It has been really well adapted to suit the needs and interests of my child.

EHCP and Subject Leaders have ensured the curriculum has remained broad and balanced but assessing learners' progress continues to be against their EHCP medium term outcomes, which are set out in five key areas:



Therefore, a curriculum is created for each learner, which focuses in the areas that matter most to them in their development, and assessing against their personalised next steps. Class Teachers work extremely hard to ensure that each learner's curriculum although challenging, is still motivating and fun. From the recent parent questionnaire, **100% of parents and carers responded that their child was happy at school.**

Class Teachers have assessed learner's progress against their EHCP Medium Term Outcomes utilising MAPP to support the judgements. The final teacher assessments were made in July 2025. Learner's EHCP medium term outcomes are co-produced with parents and multi-professionals through the annual review process which ensures outcomes are challenging, streamlined and focussed with all having a clear understanding of the trajectory of learning that each young person is embarking on, by setting outcomes for one year (Medium Term Outcomes) and aspirational outcomes for 2/3 years (Long Term Outcomes). A member of the SLT has chaired a sample of the annual reviews and all annual review reports are read and checked by a member of the SLT to quality assure the outcomes set are challenging and as expected. This was echoed by **Parents and Carers, with 36 of 38 either very or extremely satisfied with the annual review process and over 90% of parents and carers were either very or extremely satisfied with the annual review report.**

Baytree School adopts high expectations for all learners with clear aspirational long-term outcomes, SMART yearly outcomes broken down into termly SMART targets which are then RAG rated by teachers at the end of each half term and sent home to parents and carers. To support class teachers developing SMART progressive and sequential termly targets, EHCP and Subject Leaders have developed and implemented clear progression documents.

During the Ofsted inspection in September 2024 the **inspectors highlighted that “since the previous inspection, the school has refined pupils’ EHC plan short-term targets. Staff training, a shared understanding of leaders’ expectations and regular staff team meetings ensure that pupils’ targets are now precise”**. Ofsted (2024) This is reflected by parents and carers with 37 of 38 finding the evaluated termly targets we send home helpful in informing the next steps of their child’s learning.

Ongoing support for target setting is well established across Baytree School. This process is facilitated through termly staff meetings, learning walks, and running record moderation. Further support is provided by the Whole School Curriculum Leads, with a focus on assisting teachers in revising unmet targets to ensure they remain both achievable and appropriately challenging, while also maintaining a motivational focus.

Our Early Years curriculum focus is on developing a learner’s self-awareness, self-help skills, social interaction and communication skills through a play-based curriculum that encourages learning through exploration and immersive experiences. This equips our learners with the necessary skills needed to transition into our middle years’ department where outdoor learning is a key part of our curriculum. It allows the learners to connect, explore and experience the world around them and transfer and apply their learning to ‘real life’ out in the community. Our curriculum ensures continuity and progression giving learners depth of learning as they progress through Baytree School.

The secondary curriculum model places a greater emphasis on developing specialist interests and building community links and moving towards preparing for adulthood. The focus is on continued progress for learners whilst supporting them through the emotional and physical changes associated with adolescence and growth. This is extended further in Key Stage 4/5 when the curriculum focuses on extending independence, access and autonomy, building on learner’s strengths and interests with relevant, personalised and ambitious accredited learning through AQA awards and Duke of Edinburgh awards. The curriculum celebrates learner’s achievements whilst broadening experiences and deepening learning to ensure learners gain the necessary skills for their planned next step beyond Baytree School.

During 2024/2025 Baytree School commissioned visits from the Schools, SIP to provide external support and challenge on a number of different key areas and developments. The visits focused on the areas below, the SIP provided thorough visit notes which are shared with the governing board where all actions and areas of development are considered and acted upon appropriately.

- Whole School Curriculum Lead Role
- Personal Development: Extra-curricular provision
- Target setting and engagement
- Department Pedagogies
- Learning Walks – Subject focus

Ongoing Actions and Next Steps

- Establishing four supportive curriculum teams – supporting teachers within their new roles to ensure confidence and consistency in delivery
- All subject leaders and EHCP leads are responsible for ensuring that all schemes of work are regularly reviewed, with resource requirements identified in a timely manner. This process should take into account both sensory and subject-specific needs.
- Implement the use of the revised ‘Routes for Learning’ document to enhance support for sensory learners across the school.
- Skills Progression documents to be reviewed as part of our ongoing curriculum development - Whole School Curriculum Leads to support this to ensure the creation of clear, practical documents that effectively inform target setting and identify meaningful, next steps in learning.
- Develop a structured document to clearly identify the designated academic year for each subject within the ‘Research and Development’ cycle.

- Develop and produce an expectations document outlining the required timelines and actions for the 'Research and Development' cycle.
- Develop a targeted action plan for learners who experience difficulty remaining in the classroom, outlining strategies to ensure they are able to access and engage with their learning effectively.
- Whole School Curriculum Lead is responsible for updating the Curriculum Team Action Plan to clearly outline subject-specific goals and targets.
- Continued review and moderation of learners short-term, medium and long-term targets - adapted precisely to support learners to progress against their personalised curriculum.
- Subject/EHCP leads to be able to successfully articulate their subject area and deliver training.
- **MOVE Programme: Pilot Group to be expanded across both sites alongside development of criteria for inclusion into the programme. This is to be carried out in close partnership with therapy assistants and specialists
- Review of assessment policy and procedures for core subjects.

Priority areas for Development

- Review of Baytree curriculum training offer to ensure it meets the needs of the current cohort and supports outstanding teaching.
- Whole School Curriculum Leads to ensure successful implementation of curriculum pedagogies across both campuses.

Implementation

Each individual learner has a personalised provision map which identifies the input and support they require to succeed and achieve their next steps of learning. This information is captured under each of the EHCP areas and provision comes from their EHCP and is agreed by multi-professionals and parents / carers at the annual review; this includes information such as preferred communication systems and the therapeutic input. All learners therefore receive a consistent approach in the delivery of their personalised and tailor-made curriculum ensuring progression in all areas.

The curriculum is delivered through the Baytree core subjects of English, Maths, PSHE and Physical Development, the foundation subjects encompass Geography, History, Art / DT, and Music are delivered through a thematic approach with a carefully planned termly theme which builds upon previous learning and progresses through the Key Stages. The Science and RE curriculum are taught weekly and discretely. The curriculum is delivered via a range of specialist pedagogical approaches including the use of Attention Autism, Sensory Processing and Sensory Circuits. Most recently, in September 2024, a new curriculum area titled 'Play and Social Skills' was introduced – this has ensured all learners throughout the school have the curriculum delivered in their most impactful approach.

To enhance learning opportunities, Subject Leaders planned and implemented a number of immersive opportunities and weeks to raise awareness, spark enthusiasm and celebrate the subject; these enrichment weeks have included Science, Reading, Maths, Mental health, communication and Sports Week. RE/SMSC focused immersion days occur throughout the school year to reflect cultural events throughout the local and wider community. Class Teachers feedback the positive experience and impact these immersive weeks have had on their learners.

The Whole School Curriculum Leads provide expected curriculum coverage for all departments to ensure consistency and greater opportunities. The Whole School Curriculum Leads, developed a model template timetable for all class teachers to utilise. This ensures learners receive a consistent broad and balanced curriculum and that all sessions have a clear focus. Teachers follow long-term planners which have been created by the EHCP and Subject Leaders. Class Teachers work within their departments to create joint planning – through the moderation of planning, Senior Leaders noted that this has supported and improved the quality of the planning as well as supporting to actively reduce teacher workload.

Alongside the formal curriculum, learners receive a bespoke therapeutic curriculum dependent on individual needs. This may include Music Therapy, Rebound Therapy, Hydrotherapy, Sensory Diets as well as personalised therapy programmes incl. physiotherapy / SALT programmes. From September 2024, we have continued to employ a play therapist supporting across both sites, 1 day a week with individual learners and small groups to provide personalised play and interaction opportunities. These particularly support learners who have been identified as needing extra support and intervention following pupil progress meetings via the multiagency intervention allocation meeting. The therapeutic curriculum is intertwined with the formal curriculum and links directly into the learner's next steps with multi professionals supporting in the creation of learner's Medium Term Outcomes. The therapeutic and intervention curriculum offer has continued to develop and offers a wide range of bespoke therapy sessions for those learners needing additional input which have been identified in pupil progress meetings. These sessions include: sensory food sessions (which have supported learners with food aversions to try different foods), Hot Wheels club (to develop the skills needed for using a powered chair), an AAC group 'Natter and Chatter' (supporting with learners with AAC devices to communicate and interact with each other) and Ramblers (supporting learners to develop their mobility skills within and beyond the school environment).

The implementation of the annual Monitoring Cycle was delivered through the termly Raising Achievement Plan (RAP). This included regular planning and work scrutiny, learning walks and deep dives. Monitoring was undertaken by Senior Leaders, Subject Leaders, Class Teachers and Governors to ensure consistent high expectations were delivered to all learners. Feedback was provided with identified strengths and even better ifs to support continuous school improvement. Termly curriculum updates continue, conducted by the curriculum lead. Each subject lead delivers an overview of their curriculum intent, implementation and impact as well as sharing their curriculum action plan and any updates to all class teachers. This ensures all class teachers are familiar with the pedagogy and expectations in each curriculum area.

During the ungraded Ofsted inspection in June 2023, Inspectors found that "a small number of pupils' short-term targets are not adapted precisely enough. They can be in place for extended periods of time." This prompted extensive monitoring of running records across the academic year and previous academic year, by teachers, subject leaders, senior leaders and Governors. When the school was re-inspected by Ofsted, Inspectors feedback, "The school is relentless in its drive for pupils to flourish beyond Baytree School. Since the previous inspection, the school has refined pupils' EHC plan short-term targets. Staff training, a shared understanding of leaders' expectations and regular staff team meetings ensure that pupils' targets are now precise. Education, intervention and therapy staff teams use their in-depth knowledge of pupils to consider what they can do to adapt each pupil's bespoke curriculum and provision". Ofsted (2024) *Baytree School*

Governors have played a significant role in the continual monitoring process and feedback their findings to the governing board through reports, this has included feedback from learning walks as well as progress updates from Senior Leaders on curriculum areas and school development priorities. Governors play a critical role in not only providing the whole Governing board with oversight but also providing leaders the necessary challenge and support to drive improvements. See Governor monitoring reports for greater detail.

Throughout the year, Learning Walks have focused on Art, Physical Development, Maths, PSHE, Play and Social Skills (social interactions) and Communication. Feedback was provided to teachers focussing on 'what went well' and any 'even better ifs.' A few examples of feedback detailed below:

Strengths	Even Better Ifs
<p>Communication</p> <ul style="list-style-type: none"> • Age-appropriate communication across the school – individual departments pedagogical approach clearly evident. • Lots of evidence of individualised communication systems including: AAC, auditory scanning, communication books, lanyards • Learners modelled use of playground chat mats. • Staff demonstrated knowledge of how to support communication – describing reason for auditory scanning as well as the process to support. • Colourful semantics is being used across the school. 	<p>Communication</p> <ul style="list-style-type: none"> • Communication aids are out and accessible at all times for all learning sessions and modelled by adults. • Ensure Makaton is used to support verbal communication • Facilitate opportunities for learners to interact with each other independently (chat mats / face to face contact / seating arrangements / reduce adult intervention) <p>Ensure that communal areas are equipped with Chat Mats to support pupil communication and interaction.</p> <p>Maths: resources and Maths rich environment</p>

Maths: resources and Maths rich environment

- Learners are engaged in their learning and appeared to be happy
- Learning in each class is related to department pedagogies:
Early years- continuous provision is evident, play based learning and learning is learner led
Middle years- creative, target focused work
Upper school- functional, related to shopping, cooking
- Maths resources are linking learning to their topics, e.g. Early Years- Three little Pigs
- Maths topics seen in sessions, e.g. shape.
- A range of different learning resources are used which are relevant to learners, e.g. 1:1 work, symbols, number lines,
- Range of resources used e.g. symbols,
- Creative ideas and activities being used to engage learners
- Activities related to learner outcomes

Environment

- Most classes have number lines in the classroom.
- Some maths related signs / symbols around classes related to pedagogies e.g. functional / life skills signs in Upper school.

- Groupings / positioning of learners could support learners with different activities / related to target work
- Ensure in functional maths sessions, the focus is on the maths not the activity, e.g. number skill.
- Maths environment- are all displays prominent / accessible for learners?
- What does the environment look like for our sensory learners? e.g. activities throughout the day to have some focus on maths.
- Extend Maths resources to support teachers and learners of all ability levels.

Implementation of the RAP and Monitoring Schedule ensures leaders have a clear oversight and provide the necessary support where needed, this has contributed to learners making significant progress. See Pupil Progress Report.

Our Golden Threads – Communication & Independence

Developing our learner's communication and independence skills remains at the heart of the curriculum and is always a whole school priority. The communication team have implemented core termly Makaton signs, as well as department termly topic Makaton signs. A number of staff took part in stage 1 Makaton training and LSAs undertook INSET training on daily Makaton signs, including weather, emotions, days of the week. Each learner now has a communication profile, please see example below.



Name: E

How I communicate

- I am a happy, expressive and confident communicator. I am a chatter box!
- I use chat mats, speech, Makaton and body language to express my feelings.

Help Me Understand

- Model new vocabulary and corresponding resources: chat mats and word banks
- Please encourage me to use low tech strategies to further my thinking and focus my communication
- Please use Makaton alongside spoken language - especially when introducing new vocabulary

Access Needs (*visual, hearing or equipment needs if applicable*)

- Please encourage me to keep my hearing aid on as much as possible

Motivators

- Praise, positive feedback, fun activities, social learning environment, music and games and a role in class such as take the register back every day.

We continue to commission additional Speech and Language Therapy (SALT) above the universal offer for two days a week where the SALT will support specific allocated learners through targeted sessions – the learners are identified through the multiagency intervention allocation meeting. The SALT delivers additional training and CPD to class teams and this academic year has also provided whole staff INSET training on communication approaches such as colourful semantics, social stories and the importance of visual schedules and learner voice.

Opportunities for learners to further develop their independence skills have been implemented this academic year and have included KS4 and 5 opening Baytree Community Café at our Clevedon site. The also serves to develop links with our immediate community. In addition to this, learners have participated in work experience placements within local cafés such as The Strawberry Line Cafe and have engaged with other classes, undertaking responsibilities across the wider school community. All learners have access to the Sensory Immersion room (Sensory Lounge). The Sensory Lounge has provided significant impact in supporting learners develop their independence skills in the following ways:

- Providing learners, the opportunity to independently explore, experience and engage with other settings, environments and worlds.
- Provides learners with the opportunity to independently regulate and manage their own behaviours through access to calming low arousal environments.
- Provides learners with the opportunities to develop the necessary life skills through interactive simulations in a safe setting. This has included a cohort of P16 learners developing their travel training skills, initially virtually learning how to safely board and navigate a train and having successfully learnt these skills have subsequently transferred these skills into safely travelling on a real train.

Secondary and post 16 learners have weekly access to the school flat (Weston) and the Life Skills room (Clevedon). Both environments provide real flat experience, which is accessible for all learners to develop their personalised independence outcomes and develop the skills needed to be safe and independent within a home environment. This has resulted in many learners leaving Baytree and transitioning successfully into supportive living.

This academic year the drive deck has been used by individual learners and small groups. This piece of equipment enables learners in manual wheelchairs to independently propel themselves using their preferred means of switch. Learners have all enjoyed the experience, made progress in independently operating the drive deck to move forward and backwards and change direction. It has also supported in the assessment of learners in getting their own powered chair.

Raising standards in supporting learners develop social and play opportunities has continued to be a priority over the past academic year. Building on last year's Play Therapist-led training, the subject lead for Play and Social Skills, in collaboration with the Physical Development lead, has continued to expand and enhance the accessibility and range of provision—particularly during playtimes. Learner engagement and peer interactions have continued to increase; however, this remains a key area for development and will continue to be prioritised moving forward.

A further priority has been the development of the Schools Careers curriculum. The Curriculum Lead, has made significant progress in further enhancing the careers curriculum. All learners from EYFS to KS5 have experienced the careers curriculum which has included career exploration, employer visits, Talentino programme for KS3-5, visits from college providers and personalised work experience opportunities, (see progress against Gatsby Benchmarks – June 2025). This academic year our Careers work was recognised with the successful award of the 'Green Careers Champion Award 2024-25'. A carers and transitions event was run in May 2025 where colleges, providers, social care and other agencies ran stalls and provided guidance and information to parents, carers and learners. The event was well attended and feedback from families has been very positive.

Ongoing Actions and Next Steps

- Continued review and moderation of learners short-term, medium and long-term targets - adapted precisely to support learners to progress against their personalised curriculum.
- Continuing frequent moderation of running records to ensure all EHCP areas are equally recorded
- Pupil progress meetings to be held with class teachers and the Headteacher or Deputy Headteacher to discuss all individual learners that are identified as off track in any area of learning and together plan and devise interventions that Class Teachers can implement within the classroom environment and identify those that would benefit from targeted intervention from the Intervention Teaching Assistant / Therapy Assistant or the Play Therapist.
- Provide EHCP Leads with all identified off track learners.
- EHCP Leads to meet with Class Teachers in September 2025 to discuss and support with identifying interventions and strategies to support learner's progress.
- Outreach Team will provide targeted intervention to identified individual learners and small groups to support progress.
- Use of multi professionals and the school's specialist TAs will be utilised where deemed appropriate for targeted intervention, this may include the use of music therapy, access to a sensory OT, 1-1 or small group intervention sessions.
- Target setting and evaluation support for new teaching staff
- Successfully implement the Baytree Curriculum across both Campuses.
- Subject/EHCP leads to successfully articulate the Intent/Implementation/Impact of the curriculum area.

Priority areas for Development

- Subject leads to review the curriculum delivery/resources from EYFS – POST 16 across both campuses to ensure reflective of pedagogy and key stage.

Early Years SEF 2024/25

The Early Years Department at Baytree school encompasses learners in their Reception year through to approximately the end of Key Stage 1. The department has grown this academic year with three classes at our Weston Campus and two within the Clevedon Campus, with a third opening September 2025.

Our EYFS curriculum is highly motivating because it comes directly from the children's interest, promoting learning through a pedagogical approach of play and exploration. The curriculum remains flexible and adaptable as all of our learners follow an individualised curriculum based upon their EHCP outcomes. These outcomes are produced in collaboration with families and multi professionals during annual review meetings thereby ensuring all learners receive an ambitious, challenging and appropriate curriculum. Running records have reflected the sequential steps in development that our early years learners have made against their targets throughout the year. Teachers have been supported, through termly department meetings, to ensure these targets not only build successfully on learners' prior learning but that on a termly basis they are adapted to prioritise continued progress or are broken down into more specific, achievable steps

In our Early Years department, children learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The three prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

These prime areas are most essential for children's healthy development and future learning. As children grow, the prime areas will help them to develop skills in four specific areas. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Most of the learning in the Early Years Foundation Stage is achieved through playing and exploring whilst being active and creative, both indoors and outside.

In Early Years there is a mix of adult-led, child-led and child-initiated activities. All Early Years teachers ensure that there are appropriate and stimulating multi-sensory activities available through continuous provision and that learners have the opportunity to re-visit and re-fine their interaction and exploration within such activities.

Learners in the Early Years Department begin their journey towards literacy by developing their listening and recognition skills through Monster Phonics Phase 1. This is a playful and fun approach that can be carried out as a whole class session but also easily adapted when learners require a more 1:1 approach. Phase One phonics concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which will then progress into Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. This ensures that our learners have a firm foundation of skills to build upon as they progress onto Phase Two phonics and beyond. By referring back to our EYFS learner outcomes for Reading Focussed targets we can clearly see that adopting this approach has enabled 86% of the learners to be on track or to exceed their reading focussed outcome!

Cognition and Learning		
Reading focussed outcome		
Off track	On Track	Exceeding
2	32	3

This academic year a continued priority has been in developing 'play and playfulness' amongst the learners and supporting staff alike. This has been enabled through the introduction of Loose Parts Play and a focus upon the schemas of play. The pedagogical approach for loose parts is to enable children to undertake their own learning using everyday objects rather than 'toys'. Loose parts present variables that support a particular type of experimental play; meaning there is no one way for a child to explore and thereby supporting their own self-discovered individualised schema of play. The importance of 'Bucket Time' has remained a priority, resulting in newly appointed teachers attending full training for Attention Autism.

Learners' progress continues to be monitored throughout the academic year through an assessment schedule that includes completion of the DEYO (Differentiated Early Years Outcomes) –for our Reception learners (example of progress below) and an assessment profile (MAPP) for our older EYFS learners. All Reception aged learners have a learning journal which is a record of observations against the progress made against the Early Learning Goals captured within photos and observations. These are sent home at the end of the academic year for families to enjoy and cherish.

<i>Area of Learning</i>	<i>Early Learning Goal (ELG)</i>	<i>Term 1</i>	<i>Term 3</i>	<i>Term 6</i>
Communication and Language	ELG 01 Listening and Attention	24	40	49
	ELG 02 Understanding	22	33	42
	ELG 03 Speaking	19	39	55

During this current academic year, 19 learners have been welcomed into the Early Years department. All reception learners receive a personalised transition plan which commences prior to starting at Baytree School. This is devised in partnership with the Class Teacher, relevant nursery settings, portage and families to ensure a successful transition. The transition plans are under constant review to ensure they are continuing to be successful – often learners transition to full time attendance quicker than planned as the routine and structure of the school day is beneficial to both the learner and their family.

We have fostered positive relationships with our new and established parents and carers. This is evident through their attendance to our 'Come and Share My Learning' sessions which happen three times per year and the numbers who have come along to our parents' evenings. Annual feedback from the Parent and Carer survey continues to be positive and well responded to. An example of parent comments from the Parent feedback

“We were happy with the transition. Both from a communication perspective, and from visiting the school. The class wasn't there until the September as they were at the other BTS site. Our daughter was able to visit at the same time as another child in her class which was helpful.”

“The experience was fantastic thank you!”

Parent’s and carers of learners new to the school are also invited to an informal coffee morning during the first term. This is an opportunity for them to meet some of the Early Years Team and to begin to make connections with other families also attending the school. A short presentation is shared outlining the early years curriculum and our assessment procedure (The DEYO). Parents and carers are also able to ask questions and requests for support/training. ‘Stay and Play’ sessions are offered to all new learners who were joining Baytree School, to ensure a smooth transition in September 2025. These took place during the summer term and happened in the classroom the learners would be joining in September.

This academic year, home learning opportunities have continued to be provided to those learners whose complex health needs have been a barrier to school attendance. The home learning sessions have ensured the learners have not missed out on their learning and good relationships are maintained between families and school.

We foster excellent relationships with other professionals e.g., Occupational Therapists, S<, School Nurse, Physiotherapists, Teachers of the deaf, VI/MSI specialists and Paediatricians, welcoming them into our classes and input into target writing, learner profiles and the creation of the Medium Term Outcomes - which progress against is detailed below.

Learner Progress Within EYFS

Learners have been making outstanding progress during their time in our early years department, the rate of progress aligns with that of the whole school progress – see Impact section for more detail.

EYFS department

Cognition and Learning Reading focussed outcome		
Off track	On Track	Exceeding
2	32	3

Cognition and Learning Mathematics focussed outcome		
Off track	On Track	Exceeding
3	34	

Cognition and Learning Writing focussed outcome		
Off track	On Track	Exceeding
	18	

Independence focussed outcome		
Off track	On Track	Exceeding
1	34	2

Communication Expressive focussed outcome		
Off track	On Track	Exceeding
2	35	

Communication Receptive focussed outcome		
Off track	On Track	Exceeding
4	32	1

Physical (Fine) focussed outcome		
Off track	On Track	Exceeding
1	35	1

Physical (Gross) focussed outcome		
Off track	On Track	Exceeding
2	35	

SEMH focussed outcome		
Off track	On Track	Exceeding
4	31	

The data clearly shows that the majority of our learners are on track to meet their medium term outcomes, with some exceeding their personalised outcomes.

This outstanding progress is evident of the success of the curriculum offer and the play-based pedagogical approach clearly enables our learners to develop and learn new skills with confidence.

Ongoing Actions and Next Steps

- Target setting and evaluation support for new teaching staff
 - Successful induct 2 Early Years teachers new to the Baytree School EYFS department
 - Subject leads to review the curriculum delivery/resources from EYFS across both campuses to ensure reflective of pedagogy and Key Stage.
- Continuing frequent moderation of running records to ensure all EHCP areas are equitably recorded
- Continue to promote peer support in identifying strategies to support learners back on-track.
 - Pupil progress meetings to be held with class teachers and the Headteacher or Deputy Headteacher to discuss all individual learners that are identified as off track in any area of learning and together plan and devise interventions that Class Teachers can implement within the classroom environment and identify those that would benefit from targeted intervention from the Intervention and therapy team.
 - Use of multi professionals and the school's specialist TAs will be utilised where deemed appropriate for targeted intervention, this may include the use of music therapy, access to a sensory OT, 1-1 or small group intervention sessions.
 - EHCP Leads to meet with Class Teachers in September 2025 to discuss and support with identifying interventions and strategies to support learner's progress.
 - Outreach Team will provide targeted intervention to identified individual learners and small groups to support progress.
 - Outreach Team to continue to support transition times with Stay and Play sessions to happen the term before new learners are due to start

Priority areas for Development

- Research into alternative forms of baselining and recording development within the Early Years Objectives the evidence indicates the DEYO does not offer small enough steps of progress for all our learners
- In collaboration with the Play and Social Skills Lead, the Early Years department will be used to pilot Baytree's 'Venturing into Play' approach.

Sixth Form SEF

The Sixth Form at Baytree is made up of 12 learners in two classes- The Pier, across our two Campuses.

Post 16 prepares our learners for their personalised next steps into adulthood. Our vision is for all our learners to leave Baytree as prepared as possible for adulthood and their planned aspirational next step:

- To be able to make the most of employment opportunities and the world of leisure
- To be able to live as independently as possible and fulfilled a life as possible
- To feel valued members of their community and be able to actively contribute to their community.

The sixth form curriculum is personalised around each learner, their EHCP outcomes and their future next steps. This ensures all learners are developing the necessary skills needed for their next steps and for life after Baytree School.

The sixth form curriculum is based around Preparing for Adulthood (Independent living; Friends, Relationships and Community; Employment and Good Health). Examples of activities which learners engage in related to each of these areas are shown below. Learners gain AQA accreditation in each of the preparation for Adulthood areas and follow progressive pathways over their time in the sixth form to achieve accreditations relevant to them, their needs and goals. Learners also gain personalised accreditation in the areas of reading, writing, maths and communication.

Employment	Friends, relationships and community	Independent living	Good Health
<ul style="list-style-type: none">- Functional English- Functional maths- Weston College link course- Workplace visits- Work experience placements- School shop in local community- Enterprise- Volunteering- Using the community for independence and leisure- Careers Advice	<ul style="list-style-type: none">- Social activities in school, and the local and wider community- Accessing community facilities- Planning and running school events- Taking part in local, national and international events- Accessing community events- Community champions- Safety in the community- Joint Upper School activities (PE, assemblies, leisure)	<ul style="list-style-type: none">- Travel training- Use of Baytree lifeskills flat- Cooking- Shopping- Skills for the home- Financial management- Technology in the home- Safety in the home and community- Money skills	<ul style="list-style-type: none">- PE sessions- Community sports activities- Access to therapies- Personal, social and health education- Positive Relationships, relationships and Sex Education- E Safety- Bristol Bears Community Project sports activities and events

The continued development of functional skills is prioritised in the sixth form. All learners take part in functional Maths and English lessons regularly throughout the week.

All learners access the school flat or Life Skills room, where they engage in the development of independent living skills within a simulated home environment. This supports learners in developing the independent living skills they need for their next steps especially for learners moving into supported living or residential college provisions.

Learners take part in a comprehensive careers programme building upon knowledge and skills they have previously learnt throughout their time at Baytree. Within this there are careers lessons, careers visits, college and external providers visitors, enterprise sessions and opportunities to run a school shop in local community facilities. We also held our own careers and moving on fair which sixth form learners and families attended to support them in seeing the many different options available to them post school. There are good links with work experience placements in the local community and learners have regular weekly placements in areas of personal interest to them. Work experience placements have supported learners in developing their interests and career aspirations. One learner had weekly placements at the Strawberry Line Café and Bike repair; this was incredibly successful and built his interest in the areas and his confidence in communicating with unfamiliar adults in the workplace. These skills and interests are now being incorporated into his package of learning in Baytree college where he will be working in the campus café and with the hope he may ultimately have some form of voluntary employment in the local community.

The focus on the schools 'Golden Threads' of Communication and Independence remains at the heart of the sixth form curriculum as developing these skills in a more functional context and transferring them into the community has been vital in ensuring the success of learners' transition into their next steps / destination. Skills learners have gained have enabled them to take part in work experience in the local community and continue these placements after leaving Baytree as well as enabling learners to successfully transition into supported living.

A strength of the sixth form curriculum is the link course developed with Weston College. Learners in year 14 access one day a week (if appropriate) at Weston College as part of a transition programme of study. This supports us to identify, as part of a multi-disciplinary team, whether Weston College is the appropriate next step for the young person, and when it is, ensures successful transition to Weston College and a continuation of learning and programmes of study. Where it is deemed not appropriate, it supports in identifying the appropriate settings, this has been evident with learners transitioning to other provisions once leaving Baytree. From using the link course at Weston College, it was identified that this was not appropriate for one learner due to their complex health needs and we have been able to identify the correct provision at the new Baytree College. This has enabled us to ensure the learner has the right opportunities post Baytree.

Working alongside the transition team, we are developing the transition pathway available for learners in North Somerset post school. There are a lack of placements available in the sensory base at Weston College. As a result Baytree College will be opening in September 2025 to provide an alternative to Weston College which can support learners with complex SEND and focus on the individual and their preparation for adulthood in the community.

This year, we have continued our 'Moving On' curriculum for our learners in year 14 / their last year at Baytree. This curriculum has further emphasis on building the skills needed for each learner Post Baytree, e.g. confidence in using the community and accessing this safely, choice making in the community, use of leisure time, college and work placements and travel training. This year we have had 5 learners in year 14 and have successfully incorporated transition sessions with Weston College, Star College and Strawberry Line work experience. We have also increased community links, particularly developing links around the new Clevedon site, for instance in opening up the Baytree café to the local community and visits to the Clevedon Thursday market. Learners have visibly built confidence in accessing the community independently and communicating with people from and in the community. This will give them further confidence and skills in accessing the community post school.

We have introduced the Silver Duke of Edinburgh Award into the sixth form from September 2023. Learners in Key Stage 4 work towards their Bronze Duke of Edinburgh Award, so this is a natural progression for our learners moving up the school. Learners in years Post 16 this year have been working on the physical and volunteering sections of the Silver award and have chosen the activities they would like to take part in. Activities have included: fundraising coffee mornings and enterprise sales for charities, hydrotherapy, community walks, Bristol Bears physical games. 6 learners in year 13 and 14 completed their three day Silver Expedition along the Strawberry Line and **achieved their Silver Duke of Edinburgh Award.**

. Post 16 Pupil progress data against EHCP outcome

Cognition and Learning Reading focussed outcome		
Off track	On Track	Exceeding
2	10	

Cognition and Learning Mathematics focussed outcome		
Off track	On Track	Exceeding
1	11	

Cognition and Learning Writing focussed outcome		
Off track	On Track	Exceeding
	9	

Independence focussed outcome		
Off track	On Track	Exceeding
	11	

Communication Expressive focussed outcome		
Off track	On Track	Exceeding
2	10	

Communication Receptive focussed outcome		
Off track	On Track	Exceeding
2	10	

Physical (Fine) focussed outcome		
Off track	On Track	Exceeding
2	10	

Physical (Gross) focussed outcome		
Off track	On Track	Exceeding
	12	

SEMH focussed outcome		
Off track	On Track	Exceeding
3	9	

With the learner and their next steps at the centre of the curriculum, learners make outstanding progress against their medium term EHCP outcomes within our P16 department, which aligns to the whole school progress data, with the vast majority on track to achieve their MTOs by their next annual review. There are however no learners exceeding their EHCP outcomes. This indicates that learners are known really well by staff and outcomes being set are appropriately challenging for learners. There will however be a focus for aiming beyond expected progress for our learners in Post 16.

Learners also achieve a number of personalised and progressive AQA unit awards. The awards are linked to each learner, their EHCP outcomes and build upon skills and learning which prepares learners for their planned destination.

The AQA units achieved by one of our leavers this year is shown below.

Example of leaver AQA awards achieved

Academic Year	Year	Reading	Writing	Speaking and listening	Maths	Independent living skills	Employability	Good health	Community participation
2022-2023	12	72982 Reading and following simple instructions	105801 Writing for different purposes	LE5809 Initiating and responding to conversation	113406 Recognising and using money up to £5 with support	108209 Preparing drinks and snacks	113318 Completing a class based job	75473 Safe personal relationships and lifestyles	70176 Shopping skills with assistance
2023-2024	13	111219 Functional English: Reading with support	110454 Everyday English: writing with support	111224 Functional English: Speaking, listening and communicating.	120334 Understanding money	93077 Selection and preparation of snack meals with assistance	74575 Team work in a mini enterprise	73430 Health and wellbeing (unit 3): healthy lifestyles	75042 Accessing the local community
2024-2025	14	75541 Reading common signs	112509 Using a keyboard with support	72984 Listening to and following simple instructions	121549 Understanding money and budget	108557 Making a simple meal with support	113111 Completing jobs with support	73435 Health and wellbeing (unit 5): introduction to community	105902 The local community

Priority areas for Development

- Ensure that all Post 16 staff have a clear understanding of the intent and implementation of the Post-16 curriculum offer, department pedagogical approach and associated expectations
- Ensure linked learning and social opportunities across both Weston and Clevedon Campuses
- Increase links to work placements, leisure and life skills for learners in the Weston and Clevedon Campuses.
- Focus on aiming for beyond expected progress against EHCP areas.
- Develop the transition pathway with clear signing posting to options available post Baytree and the opening of the Baytree College.

Impact / Achievement

Please read in conjunction with the Baytree School Measuring Impact document.

Class Teachers carried out the final MAPP assessment in July 2025. Using this MAPP assessment class teachers indicated and made a professional judgement for each learner based on if they were off track / on track / or exceeding their medium term outcomes by their following annual review. Class Teachers met with the Headteacher or Deputy Headteacher to discuss those identified as off track. An intervention identification meeting was held in Term 6 following the pupil progress meetings – this meeting was attended by senior leaders, outreach and intervention team and therapists incl. Play Therapist and SALT. The meeting was utilised to review the learners currently receiving intervention and assign those deemed off track to receive the relevant intervention and therapeutic input.

To reflect the high ambition and the bespoke personalised curriculum all Baytree School learners receive, the Governing Board made the decision to revise the Baytree School Progress judgements in July 2022 to ensure greater challenge and aspiration.

Baytree Percentage Bandings (% of learners on track to achieve or exceed their personalised medium term outcomes)

Expectation percentages	Inadequate	Requires Improvement	Good	Outstanding
On track to achieve personalised medium term outcomes	35% and below (Previously 30%)	36-64% (Previously 31-59%)	65-84% (Previously 60-79%)	Above 85% (Previously above 80%)

See Learner Progress Report 2024-25

The pupil progress information collated from the teacher judgements indicated the following:

- **Despite the significant growth of learner numbers following the expansion onto a second campus in February 24, the vast majority of learners are on track to either achieve or exceed their personalised medium term outcomes with outstanding progress being made across all of the EHCP areas.**
- Since September 24 we have had 28 new starters join Baytree School across both our Weston and Clevedon Campus – **making 24% of our current learners new to the school from September 24.** Due to a comprehensive transition offer, learners have settled and have progressed incredibly quickly.
- All learners identified as off track in the February were discussed via pupil progress meetings with the class teacher and a member of the senior leadership team. Individualised strategies and interventions were identified and have been implemented following a multi-professional Intervention allocation meeting. The strategies and interventions have been successful in supporting learners back on track to achieve or exceed their personalised outcomes.
- Consideration around target setting is being had for our sensory learners. Currently all learners are set x6 termly targets, however, due to the small steps of progress, leaders are discussing and exploring moving to a x3 termly targets per academic year. Targets will still link to learners EHCP Outcomes, but, will reflect learners rates of progress and
- Although we recognise our aim is to reach beyond expected progress, the learner progress and routine monitoring is indicating learners outcomes being set are SMART and aspirational – they are coproduced with multi professionals and families through the annual review process.

- In February significant number of learners were off track with their Reading and Maths outcomes – this was addressed as a whole school focus alongside individual learners deemed off track receiving personalised interventions and strategies. As a result of this targeted work over 90% of learners are now on track to achieve or exceed their Reading and Maths MTOs.
- **A Termly Intervention Allocation Meeting has been implemented this academic year involving the intervention and outreach team, senior leaders and therapists to work collaboratively in targeting the intervention and therapy support to learners deemed ‘off track.’**
- The Intervention assistant and Therapy assistant have continued to lead intervention groups, including Chatter and Natter (communication group aimed at our secondary learners), hot wheels group (supporting learners to develop skills to utilise powered chairs and/or self-propel) and the Baytree Ramblers – encouraging learners to develop their gross motor skills as well as delivering intensive individual intervention and therapy sessions. The impact is evident within learners progress against their individualised outcomes and a decrease in the number of learners deemed off track across the majority of EHCP areas.
- We have continued to commission additional SALT input from Sirona above the core offer and alongside our Intervention Assistant have utilised this provision to target learners deemed off track with their communication outcomes.
- We have continued to commission a Play Therapist for one day a week, who has continued to work alongside our Thrive practitioners, focussing on developing learners play and supporting their SEMH – The impact is evident in the outstanding progress learners have made with their SEMH outcomes.
- Additional music therapy is being commissioned with now x4 days per week of music therapy being delivered across both campuses and a dedicated day for our outreach learners. The impact is evident in the outstanding progress learners have made against their outcomes

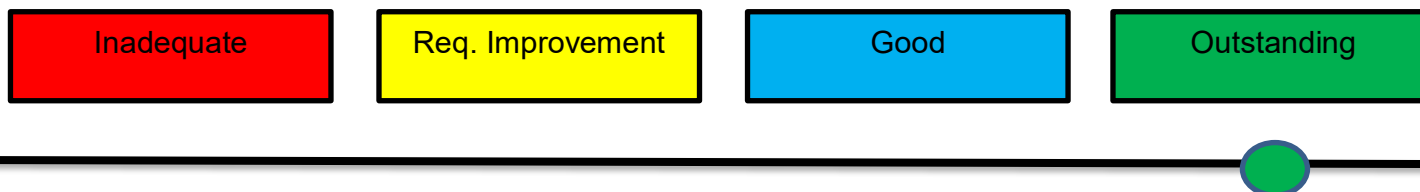
Ongoing Actions and Next Steps

- Pupil progress meetings to be held with class teachers and Senior Leaders to discuss all individual learner’s that are identified as off track in any area of learning and together plan and devise interventions that class teachers can implement within the classroom environment.
- **AHTs will take over leading the pupil progress meetings with class teachers and will lead on reporting on progress to the Governing Board.**
- **Continue to utilise a Termly Intervention Allocation Meeting to deploy the intervention, outreach team and commissioned therapists to ensure a collaborative approach to deployment.**
- Provide EHCP and subject leads with all identified off track learners.
- EHCP / Subject leads to meet with class teachers to discuss and support with identifying interventions and strategies to support learner’s progress.
- **Intervention assistant and outreach team will provide targeted intervention to identified individual learners and small groups to support progress.**
- **Intervention assistant and outreach team will target learners identified as pupil premium and deemed off track to achieve their medium term outcomes.**
- **Thrive instructors will work with identified individual learners.**
- Use of multi professionals and the school’s specialist TAs will be utilised where deemed appropriate for targeted intervention, this may include the use of **music therapist, access to a sensory OT, 1-1 or small group intervention sessions.**
- Continue to prioritise raising standards- aim for beyond ‘on track.’
Ensure outcomes and termly targets are challenging through strategic moderation and scrutiny.
- Support AHTs to lead the pupil progress meetings with class teachers and will lead on reporting on progress to the Governing Board.

Priority areas for Development

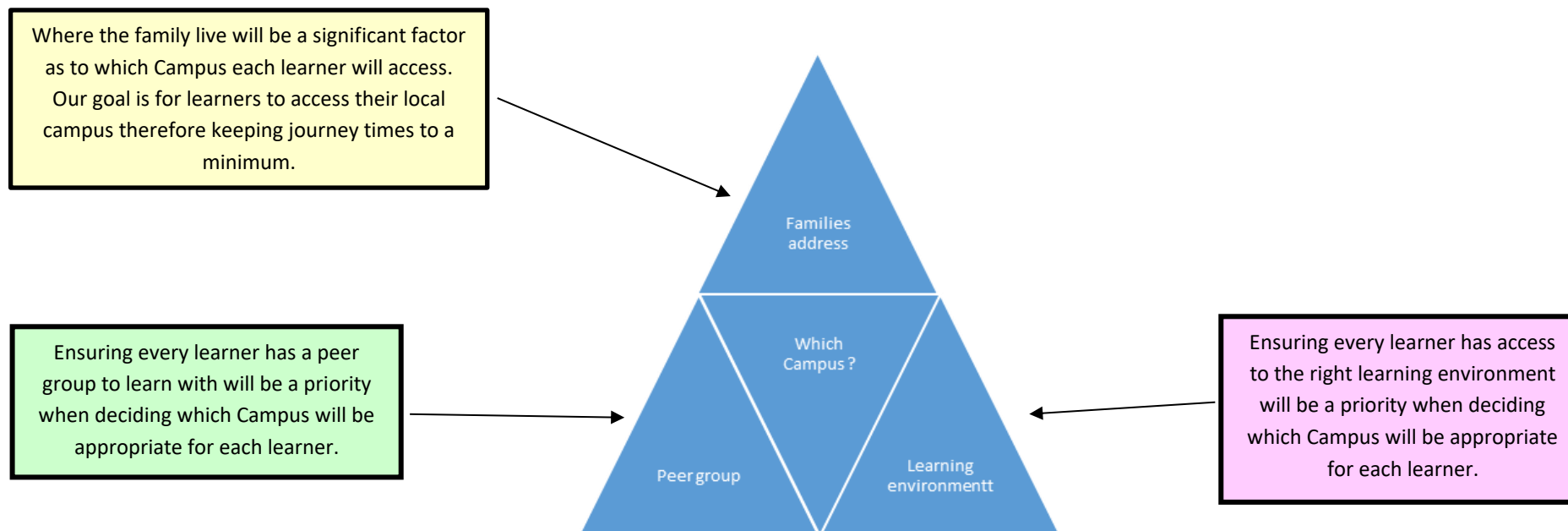
- Prioritise robust monitoring to ensure high standards of provision are delivered equitably across both Campuses.
- Redevelop target setting to ensure appropriate for our sensory learners and EOTAS learners.

Leadership and Governance



Evidence and Impact

- The Leadership Team and the whole school community have all strived to ensure all learners receive the best possible provision – this was reflected within the graded **Ofsted inspection in September 2024, with the school judged as Outstanding across all areas.**
- This academic year saw the successful growth of our Clevedon Campus which opened in February 24 initially with 19 learners across EYFS and Middle School. From September Clevedon opened a KS3/4 Class and a Post 16 class, taking learner numbers to 41 at the Clevedon Campus and 119 on roll.
- To ensure successful growth, senior leaders spent significant time in planning and preparation– this included financial planning, curriculum design and resourcing and a growth and recruitment strategy.
- The Clevedon Campus expanded with identified learners transitioning from our Weston Campus to our Clevedon Campus as well as a cohort of new learners – there was a clear rationale as to which learner would attend which Campus – articulated in the graphic below:



- **XX members of staff (both teaching and non-teaching) were recruited throughout the last academic year.** All of which were recruited strategically as part of the **recruitment strategy to aide the growth of the school across both Campuses.**
- Senior Leaders have worked closely with the local authority to plan the growth and pupil numbers for September 24 and again for September 25.
- This supported to ensure a smooth transition for learners and ensured new members of the staff team were inducted and upskilled.
- All new starters receive a personalised transition plan before starting at Baytree School. We have found this ensures learners settle quickly, this is also feedback by parents and carers with **100% of families felt the transition was personalised and worked for their child** with one parent commenting **“The transition was perfect for my child”** and another commenting **“The transition at the time was great, especially liked the booklet we got with photos of staff, the class room etc”**
- Ensuring the quality of provision at our Clevedon Campus was equitable with that of our Weston Campus was a real priority since opening in February 24 and during the Ofsted inspection, the inspectors reported **“A second campus opened in February 2024. The school’s exceptional standard of education and provision is replicated across both sites.”**
- One of our priorities when opening the Clevedon Campus was to manage the growth of learner numbers whilst meeting the local areas SEND needs without compromising the high quality provision. We worked closely with the LA around place planning and managing the new learner numbers to ensure sustainable growth.
- Following the January 25 Special School panel, a further 35 learners are planned to join Baytree School from September 25 – this is a significant increase and will be the schools largest September intake and will take the number on roll to 148 – this required significant recruitment with 24 new members of staff recruited throughout the academic year in readiness for September 25 taking our total **staff number to 155.** This is allowing the time for thorough inductions and staff training to take place and ensure a smooth transition for learners.
- The table below shows the growth over the last 3 academic years – although the growth has been significant it has been strategically planned for and successfully implemented, evidenced by the outstanding Ofsted Judgement.

Sept 23	Feb 24 – Clevedon Campus Opens	Sept 24	Sept 25
86 learners on roll	97 Learners on roll	119 learners on roll	148 Learners on roll

- The table below shows the breakdown of learner numbers across the Campuses and the number of learners supported via EOTAS packages.

	Number of learners from September 25
Weston Campus	86
Clevedon Campus	62
Post 19 EOTAS Learners	6
EOTAS Home Learners	3
Potential AP learners	2

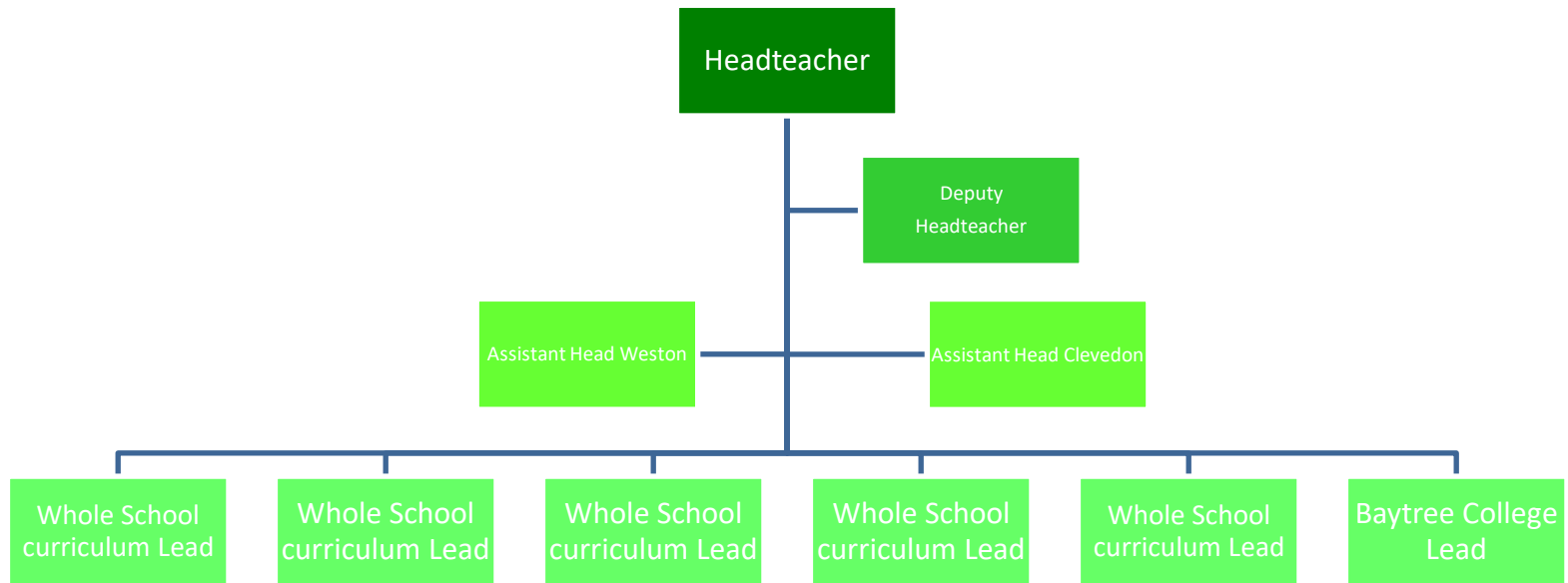
- Discussions were had with Weston College, who due to demand on spaces had no capacity within their Sensory resource base to provide our Year 14 leavers education provision from September 2025.
- After discussions with the LA a business case was put together and agreed for **Baytree School to support Post 19 learners through personalised EOTAS packages on a trial basis for academic year 2025-26.** The Post 19 provision will be run out of the Campus building and after successful recruitment lead by a member of the teaching team and a group of existing staff.

- The introduction of a Post 19 provision supports the local Further Education offer within N-Somerset and also helps to mitigate the requests for out of authority College provision, therefore supporting the safety valve work and the pressure on the high needs budget.

Senior Leadership team

- To ensure successful growth of our Clevedon Campus a strategic recruitment plan was implemented. This included the appointment of an additional Assistant Head resulting (AHT). With an AHT in post at both the Weston and Clevedon Campus responsible for the operational leadership.
- Following a review of the Department Lead role, the decision was made to adjust the responsibility to focus on the development and implementation of the curriculum. The rationale was leading a department across two campuses was not effective or realistic for leaders with a teaching responsibility and with the AHTs in post the operational leadership was well managed. This shifted the focus for the department leads to leading the curriculum and the curriculum teams to ensure the curriculum was developed cohesively across campuses alongside providing additional leadership support to the Campus they are based at.
- At the end of the academic a further x2 department leaders were appointed internally, providing additional leadership capacity to the Clevedon campus support with the current and future significant growth. The structure below shows the leadership structure from September 25.
- As stated above a College Lead was appointed internally on a temporary TLR until August 2026 to join the Leadership Team whilst a Post 19 provision is trialled.

Leadership Structure from September 2025



MAT and Academisation

- Baytree School alongside x4 local special schools were in the process of taking an application to the Regions Advisory Board to develop a new specialist Trust (Achieve MAT). Families and stakeholders had been consulted with. However, during the due-diligence process a number of the schools withdrew their interest. Unfortunately, through discussion with regions group, it was felt the application was no longer viable.
- The Governing Body will continue to consider the options around academisation over the course of the next academic year.

Governors

- All Governors have a strategic responsibility with assigned areas of monitoring in relation to priority areas of development (see Governor Responsibility 2024/25 and Governor Role Descriptors), this provides Governors with clarity of role, opportunities to appropriately challenge and support and ensures streamlined practice.
- Governors continue with either a curriculum responsibility with a link with an EHCP Lead or a School Development Priority with a link with a School Leader.
- To ensure Governors have oversight and are monitoring the progress of developments, a Governor monitoring schedule was implemented and Governors systematically met with leaders and actively joined in with monitoring exercises including learning walks and running record scrutiny. Governors compiled detailed reports of their findings to share with the Governing Board on the areas of their responsibility e.g. progress of the curriculum developments, safeguarding review, progress against SDP milestones, H&S, equalities etc. The Governing Board provide skilled challenge and support to leaders. See Governor monitoring reports for greater detail.
- This academic year all Governors were invited to attend a training day, which included a presentation from Guy Chappell, CEO of Specialist Partnership Trust. Guy lead a session around the function of a Trust and the role of an FGB within a Trust. Governors feedback was incredibly positive. The training day also included curriculum updates from the Department Leads and a presentation by the Schools Health Lead on the Healthcare needs of the school. The day provided governors real insight into the current working practices and areas of development.

EHCP and Subject Leaders

- EHCP and Subject Leaders continue to have annual action plans with clear milestones to ensure the successful development of each curriculum area.
- Working within Curriculum Teams has supported the significant progress and enhancement of the Baytree curriculum. Each Curriculum Team has representation from each department and SEND expertise, this ensures Subject Leaders have access to Key Stage and SEND expertise, advice and feedback. As a result the developments to the curriculum have been positively received and brought maximum impact to learners.
- The Curriculum Teams continue to ensure the Baytree curriculum is progressive, sequential, meaningful and relevant to all learners.
- The Curriculum Teams provide a support network and to encourage EHCP and Subject Leads to work in partnership to develop their subject areas.
- The Curriculum Teams successfully ensured the creation of the III docs, subject continuums, progression documents and relevant and appropriate schemes of work.

See Curriculum Teams for 2024-25 below (this will be reviewed in line with new teachers starting in September 2025):

Team 1	Team 2	Team 3
Led by Curriculum Leader	Led by Curriculum Leader	Led by Curriculum Leader
PSHE	Communication	RE / SMSC
Physical Development	Maths	Topic- Art
Literacy	Topic – humanities	Music
Play and social skills	Attention Autism and	Outdoor curriculum lead
Science	sensory processing lead	
	ICT / online safety	

- The Curriculum Teams are led by the Department Leads who provide ongoing support and supervision for the EHCP and Subject Leaders including supporting with the development of the action plans.
- Identified EHCP and Subject Leaders have met with School Improvement Partners (SIP) and undertaken deep dives into their subject area to support the development of the curriculum. See feedback detailed within the SIP feedback reports.
- The EHCP Leaders have a link Governor who will support and challenge the leader to ensure the objectives within the action plan are met and are having the desired impact on the learners. Governor's feedback progress within the Governor Effectiveness meetings.
- EHCP and Subject Leads following a previous curriculum review are continuing to complete the schemes of work. These are being completed with the support of the curriculum teams.
- Regular monitoring of planning, work scrutiny and regular observations were carried out and constructive feedback provided to colleagues. (In line with the monitoring cycle and termly RAP) Subject Leaders carry out learning walks biannually (with the exception of Reading and Maths which will continue to be annually), this will provide subject leads with one year planned learning walk and the following year planned research where CPD will be researched and provided. Further details found in EHCP and Subject Leader expectations document.
- From September 2023, Senior Leaders made the decision to remove formal lesson observations and replace this with lesson visits as part of a wider learning walk. This felt more appropriate and aligns with the Ofsted inspection, observing teaching and learning across the school in a series of lessons provides greater insight and removes unnecessary stress and pressure to the staff team.
- Internal moderation continues to be implemented to ensure challenge and high aspirations are being identified within all learners' personalised termly targets and EHCP medium term outcomes.

Ongoing Actions and Next Steps

- Timetable termly visits from SIP to monitor and challenge provision and provide support.
- Governors will meet systematically with School Leaders and EHCP Leads to focus on impact of developments.
- Governors will report back to the governing board on the progress of their areas of responsibility in line with the Governors monitoring cycle.
- Head, Deputy and AHTs to attend relevant conferences in order to network, share and bring back outstanding provision to Baytree School.
- EHCP/Subject Leads to form links and network with appropriate colleagues from other school settings in order to share best practice.
- RAP and monitoring cycle to be implemented and reviewed termly to ensure rigour and challenge amongst all staff.
- Ensure levels of engagement, challenge and aspirations remain high for all stakeholders – 'AIM HIGH & FLY!'
- Engage with other special schools to share best practice – Reciprocal Evaluation Days to look at school specific SDP priorities.
- EHCP/Subject Leads to research, plan and lead curriculum training to their peers and then to the whole school in identified INSET days.
- INSET curriculum training days to be planned.
- DHT to lead supervision sessions with the AHTs to ensure they have the necessary support and guidance.
- AHTs to lead supervision sessions with the Department Leads to ensure they have the necessary support and guidance.
- Governors to be offered opportunity to attend relevant training sessions for the area of focus.
- Governors engagement day to be planned and delivered to provide updates on the developments.
- All staff will complete safeguarding update training throughout the academic year in line with training programme.
- Headteacher to provide school improvement support in the role of SIP to a number of special schools.

Priority areas for Development

- Continue to strategically grow the Clevedon Campus whilst ensuring equitable high quality provision is maintained.
- Ensure rigour in monitoring the quality of provision across both Campuses to ensure consistent high quality provision is maintained.
- Ensure clarity of roles and responsibilities for the growing leadership teams.
- Work closely as a Governing body working party to explore academisation options.

Developing Teaching

Professional Development

Over the course of the academic year, significant investment has been placed in ensuring all staff receive meaningful and purposeful professional development.

All staff receive a comprehensive annual CPD programme which includes face to face and virtual training:

- Safeguarding – initial training and termly training delivered by the DSL.
- Person specific and relevant healthcare training delivered by the inhouse Healthcare lead and external trainers: first aid, asthma, epilepsy, admin of medication.
- Positive behaviour support training: 12 hour face to face Introductory and Foundation training is delivered within the first term of starting for new staff members and annual refresher training provided thereafter.
- Dysphagia refresher training delivered by SALT
- Online training via Educare
- All new teachers to Baytree completed the SWALSS training at the start of the academic year to support them in developing their understanding of supporting learners with complex SEND:
 - Leading a large send team
 - New to SLD/PMLD
 - New to supporting behaviour

These training courses are an opportunity for the teachers to network with other teachers from other special schools and develop their CPD.

Over the course of the year and in preparation for September 2025 and the opening of 2 new classes in Weston: Knightstone and The College, and 2 new classes in Clevedon; Purple and Orange class, has seen a huge increase in recruitment of support staff and 4 new teachers. All new members of staff have a robust induction when starting at Baytree School led by a member of SLT:

- DHT – teachers
- AHT – support staff
- Business manager – admin and site team

In April 2025 there was a planned Curriculum day where staff were able to choose the relevant training from a wide range of workshops targeting the needs of the learners at Baytree:

- Sensory processing OT – led by Sensory OT Anne Marie Baker
- VI/Hi/MSI training – led by the Sensory Support Service
- Intensive interaction and Early Communication – led by Baytree Outreach lead
- Phonics and early reading – led by Baytree subject leads
- Autism, play and communication – led by Chris Barson (Hirstwood Training)
- SCERTS training – led by SALT
- Baytree Total Communication – led by subject lead
- Autism lived experience speaker
- Comic strip conversations and social stories – led by Chris Barson (Hirstwood Training)

- Thrive – led by the Thrive instructor

The training was delivered through workshops to ensure that all staff feel confident in supporting the wide range of learners needs within the class. Feedback from the training day was overwhelming positive and staff felt confident in being able to transfer the training and skills into the classroom:

(Feedback from the inset day from Baytree staff)

'Adam Baker was amazing. It was fascinating hearing from an Autistic Speaker who conveyed how it feels in his world, how he receives information and processes the same. What affects him in his life and how he overcomes issues dealing with sensory issues of taste, smell, noise etc.'

'Good session that recapped key points based on my current knowledge. Good level of practical involved with some useful pieces of research.'

'Really thorough and interesting training with great resources. It was useful to be able to discuss in groups how the training linked to learners in your class.'

'Insightful and beneficial, spring boarding from what already know. It provided engaging and logically structured content which is easy to follow and understand. Offered practical tips and can only enhance current practices (especially with regards to consistency, supporting advice and deepening understanding). Valuable strategies to effectively support and advise team.'

'Help expanding learners learning and different ways to approach the learning.'

'It makes you think about how you interact with the children and I will be using some of the techniques in class.'

'Will have a huge impact on how resources are now prepared as well as executed.'

Identified staff also received the following training throughout the year:

- Attention Autism training – new teachers
- Positive Behaviour Instructor training – AHT – this will continue to develop and grow the behaviour team across both campuses with both AHT leading on this.
- MOVE (move opportunities via education) – our therapy lead and a core group of staff completed the training for MOVE and 2 learners completed their first steps in the programme and received their certificates at the end of year celebration assembly. The impact of this programme will ensure that staff feel confident when supporting learners are developing their physical gross motor skills
- Two Class Teacher completed the SWALLS Leadership course which provided opportunities to network with special school aspiring leaders and a reciprocal visit to another special school to observe different practice which has enhanced their teaching practice and provided with the skills for career progression into leadership posts.
- EHCP and Subject Leaders and DSL have actively participated in the SWALLS subject networks and training events where they have been able to share and bring back best practice – which is informing the developments of their curriculum areas and departments.
- One member of staff was supported to complete her SCITT training with CLF and is now employed as a class teacher in Purple Class.
- 3 members of staff completed their HLTA training which was funded by the school – this has now led to one being employed as a HLTA and another as a TA within the school.

Due to the challenges which arise our clinical psychologist continues to deliver termly training to identified groups of staff to enable them to feel equipped to manage the challenges within the school which arise:

- Healthcare lead/Outreach lead

- Assistant headteachers
- Whole school department leads
- Outreach/intervention team
- Healthcare team

Staff Wellbeing and workload

- A clinical psychologist continues to work closely with the Senior Leaders, Class Teachers and Support Staff to support their wellbeing. The School continues to buy into an 'Education Support' wellbeing package which provides staff with ongoing 24/7 support. The DHT sends out a termly well being signposting email to all staff at Baytree
- Staff feedback through the recent survey that of 37 out of 38 (97%) felt confident knowing where they could access well being support.

feedback from the staff questionnaire 2024/25

I feel comfortable with all aspects and feel I can approach everyone for and wellbeing needs.

I think communication and support is excellent.

- The DHT continues to meet with the Department Leads for informal supervision sessions to provide ongoing support and guidance.
- Teacher workload continues to be an area of focus and this year joint planning and streamlining of assessment systems were continued. The Leadership Team will continue to actively work with teaching staff to ensure workload is appropriate and manageable.

Safeguarding

Ensuring we have the highest level of Safeguarding continues to be Baytree School's highest priority. This was reflected in our Outstanding Ofsted judgement in September 2025 where Safeguarding was deemed effective.

There continues to be a significant emphasis on robust training package for Safeguarding at Baytree School which includes but is not exhaustive:

- face to face North Somerset and Baytree School training,
- online Educare training modules
- termly safeguarding team training and updates
- advanced training for DSL, DDSL and the safeguarding team
- 3 x year reporting to governors
- 3 x year meeting between DSL/safeguarding governor to review the SCR and safer recruitment – this is updated on the safeguarding report to governors

The safeguarding team holds a weekly face to face safeguarding meeting where updates will be shared with the safeguarding team. This has been an impactful meeting to ensure that all are aware of developments and actions for learners who are identified as CIN/CP or Early Help.

As the school grows there has been a significant growth in input from social care and learners identified as CP/CIN/LAC. This will continue to grow alongside the growth of the school. The DSL will continue to lead on safeguarding but will triage cases out to the safeguarding team who will be responsible for individual learners and supporting their families.

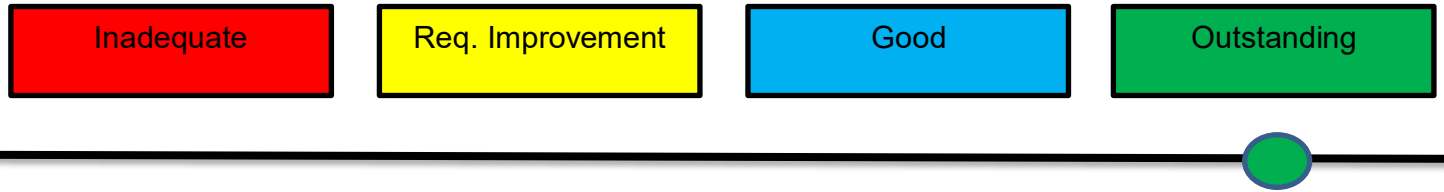
With the continued growth of the school this has meant that the recruitment team has grown and the recruitment procedures for the school have been adapted to ensure it continues to be robust:

- recruitment leads – DHT/Business manager
- responsible for recruitment of teachers – HT/DHT
- responsible for recruitment of support staff – admin team/AHT

The AHT and admin team have completed their 'Safer Recruitment' training this academic year.

- Both parents and learners echo the strong culture of safeguarding at Baytree School, with 100% **(37%) reporting they felt their child was safe at School.**
- The Safeguarding Lead completed the LA annual audit of Safeguarding and the findings were shared at the FGB.
- The Deputy Head continues to lead half termly multi professional meetings which focus on ensuring targeted support and joint agency collaborative working to support learners and their families.

Personal Development



Evidence and Impact

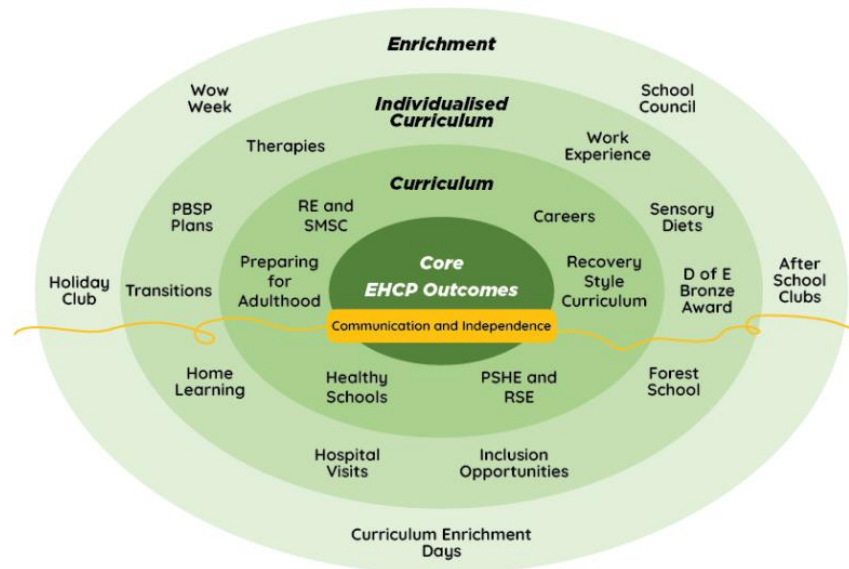
At Baytree School we strive to provide all learners with the skills and ability to manage their independence, mental health, wellbeing and develop positive and respectful relationships through our broad, progressive and personalised curriculum.

All Learners at Baytree School receive a tailored and personalised curriculum which is motivating, challenging and ensures all are developing the next steps on their learning journey.

Below shows the school carefully planned and mapped personal development offer:



Implementation



- EHCP and Subject Leads continue to research extensively and implement meaningful and aspirational curriculum frameworks, which have enhanced the curriculum offer at Baytree School for all learners. The implementation of these frameworks continues to support teachers in mapping their subject area across the key stages to ensure progression – all frameworks have been adapted to meet the needs of all the learners at Baytree School. This will be a continued focus for 2025/26 with the successful first year of the Clevedon Campus and the change in cohort of learners send.
- The start of each new academic year we implement a whole school topic across (following a recovery style curriculum) both the Weston and Clevedon Campus with a shared focus. Each subject area from EYFS-post 16 is planned and resourced by the Curriculum Leaders to allow both new and experienced teachers to focus on building relationships and establishing routines. As an SLT we felt this was an important factor and has built upon the success of reducing the planning burden for teachers during significant periods of change.
- Moving up afternoons were well planned on each campus and for those transitioning between campuses – learners had the opportunity to visit their new class, meet new friends and teachers. Learners starting at Baytree School in September 2025 also joined us for the moving up afternoons as part of their bespoke transition programme – this was very successful. Each learner’s transition was personalised to their needs and led by the outreach assistants who liaised closely with families and schools to ensure this was successful.

Baytree School continues to ensure all learners have the opportunity to experience the amazing and memorable.

- During the final 2 weeks of July 2025 Baytree School enjoyed a ‘WOW’ week – this is an opportunity for all learners to celebrate successes, experience the amazing and memorable and enjoy WOW moments together as a whole school community.
- During the WOW weeks learners enjoyed:
 - Save the Ocean Day – this included an ocean themed explorodome experience, trips to the beach, junk modelling and a host of ocean based activities designed by class teams – A fantastic start to the wow celebrations and enjoyed by all.
 - Wizard day – Lead by our outreach team with a circus of activities run in the main hall on both sites alongside classroom activities to get our learner’s imaginations flowing.
 - Glow Fusion – A real party day with Bubble experience, a rave tent, face painting and glitter tattoos, neon painting and the chance for every learner to make a neon t-shirt to wear on the day and take home after to remember the fun.
 - Community heroes day – this included visits from both the police and fire departments as well as dressing up and investigating future careers.
 - Party day – parties arranged across departments to celebrate the fantastic achievements of our learners this year and an opportunity to engage in shared play across departments.
 - Spa Day – a chance to relax and be pampered with tac pac sessions, dance massage, yoga and manicures and pedicures! Also a relaxing lead up to the leaver’s picnic to share food and drink with friends and staff.
 - ✚ Sports day – this was run on both campuses with huge attendance from families – the teachers dinosaur race was a fun addition! We made the strategic decision to
 - ✚ Celebration assembly – this was held on both campuses and well attended by families – this was an opportunity to celebrate the successes of all our learners in school, at home and those who are supported by our Outreach Team.

WOW week is something which will continue to develop at Baytree School to ensure all learners receive a memorable and positive end to the school year, learners’ accomplishments are celebrated and enhanced community involvement.

- Each department held 3 parent engagement events across the academic year which were all well attended by families across the school and campuses:

- Early Years Department – come and share my learning,
- Middle School Department – curriculum focused coffee events,
- Upper School/POST 16 Department – community themed coffee events; an example of this was a Macmillan coffee morning.

These events will continue as part of the Baytree Parent engagement offer in September 2025.

- Department Leads provided each family with a yearly department curriculum overview in September 2024, with the core vision, topics, events and key dates – this will be implemented again in September 2025 to ensure that all families have a clear overview of their child’s curriculum.
- Very successful after school family discos was organised and very well attended by families. This year also saw the 4th successful year of running the ‘silent fireworks display’ which is open to all families of the wider send community. This continues to be a hugely successful and popular event for families and is always extremely well attended.
- Over the summer holidays 2025 we supported Brandon trust to run a successful and invaluable holiday club open to the majority of learners at Baytree School delivering a range of fun and exciting activities. This is currently run on the Weston Campus – this has now been funded by North Somerset which will ensure that this service can continue to run for families providing much needed respite. The decision was taken to cease the delivery of holiday club due to the increasing size of the school and the significant additional workload that running the club places on the SLT. This will allow the SLT to focus on the continued enhancement of provision at Baytree school in this period of significant change.
- Baytree Clevedon Campus opened its gardens/play equipment on certain days over the summer holidays which has been well received and attended by families – this will be something we continue to offer our families.
- The careers leader successfully organised 3 provider access events were held at Baytree School by Bridgewater College, Weston College and Burleigh Inclusive over the year and were well attended by families and learners from KS3-5.
- A Transitions Fair in May 2025 which was open to all families of learners in Baytree, Westhaven and Ravenswood School ensuring that the wider send community was invited. This was attended by the following providers and agencies and was well attended by families:
 - Star College
 - Bridgewater College
 - Burley Inclusive
 - Reflect
 - Oakwood Residential College
 - St Roses and St Martins
 - Foxes College
 - Westhaven School
 - North Somerset Parent Carers Working Together
 - Department for Work and Pensions
 - SEND and You
 - City of Bristol College
 - Uncle Pauls Chilli Farm

Post 16 learners from Baytree and Westhaven also attended the Fair – with some learners from Baytree running the coffee and tea stall! This was such a successful event in supporting families during the transitions process and next steps for our learners that we will be running it again in 2025/26. Conversations with families post the event has seen them attending visits to Colleges for them and their young person.

- See careers action plan for September 2025-26 for planned careers events and provider access events which is planned and implanted by the careers leader and the careers subject lead.

Ofsted September 2024:

“An effective careers programme starts in the early years. Visitors from an extensive network of local businesses come to speak with pupils. From Year 8, pupils complete work experience placements. Sixth-form students study for qualifications from a broad and balanced vocational curriculum. They frequently visit their chosen post-19 destination. Transition to their new college or residential provision is highly successful. Over time, pupils of Baytree School attain remarkable outcomes.”

Ofsted June 2024

'Pupils are rightly proud of their school council. It enables them to have an active role in the school. Pupils are encouraged to, and are confident in, expressing their opinions and views. They are equipped with the strategies they need to do this with increasing independence. Pupils support each other in challenges and difficulties they face'.

- The department leads led school council each half term with a specific focus. There is a representative from each class and they are rightly proud and wear their school council badges!
- With the opening of the Clevedon Campus there has been a joint school council virtually where they decided on a range of themes throughout the year. The council decided on Easter themed resources to for the planned Easter events. They also decided which activities and fun events they would like to do for red nose day, as well as making decisions on the events that they would like to take part in for wow week this year.
- Department leads will continue to organise and run school council meetings and ensure minutes from those meetings are shared with the class teams.

The Healthy Schools Lead successfully completed the North Somerset Healthy Schools Award for the 5th Year. A quote from the report in July 2025 stated:

“We would like to congratulate everyone at Baytree who has been involved in your Healthy Schools journey this year helping children to understand how to live happier, healthier lives.”

The identified focuses for the Healthy Schools award in 2024/25 were:

- **Enhancing cross-site learning**

The success of the work of the school was acknowledged in the report, stating:

“Cross-site learning has increased considerably with more children having the opportunity to learn at both sites. School carefully identifies children that would benefit from this, and a rota has been put in place to make sure this happens. For some children this fulfils a social need helping them to maintain friendships and to use their communication skills to tell their friends about their week. For other children this enables use of specialist support sessions in the new therapy rooms for activities such as rebound therapy or hydrotherapy.”

- **Enhancing the schools extra-curricular curriculum**

A quote from the report states:

“A variety of new lunch clubs have been set up across both sites. Some clubs are through external providers, whilst others are staff led. The children now have the opportunity to enjoy activities such as PE games, dance, Music, cookery, cycling, sensory trays and parachute games. 44 children in total have been involved in lunchtime clubs with other children enjoying the additional play opportunities provided by staff who are timetabled to support at lunchtime. School is looking to adapt this provision next year to make it more sustainable. “

- The PE/Physical Development Lead has continued to review, research and develop the PE/Physical development offer at Baytree School. Bristol Bear Community Foundation Curriculum continue to deliver our PE programme – the Lead has worked closely with the BBCF Lead to develop the framework and adapt it to meet the needs of the learners at Baytree School both sensory and subject specific.
- The PE/physical lead cover successfully received the Gold Sports Mark through North Somerset and the aim is to achieve the Platinum Award at the end of the next academic year.
- All learners continue to have access to regular physical activity through the planned curriculum offer across both campuses:
 - Horse riding/equine therapy
 - Rebound therapy
 - Hydrotherapy
 - Swimming
 - Sensory processing OT programmes – for identified learners
 - Planned Physio/OT programmes devised by the physiotherapists and occupational therapists
 - Formal PE sessions for both sensory and subject specific learners
- Learners across the school also took part in a range of intra-sport events with other schools in Bristol and North Somerset from EYFS – POST 16, for example sensory sport events at Bristol Rugby, All Aboard water sports for learners in KS3/4, inclusive cycling, sports leadership award for KS5. is an area, which will continue to be expanded and developed during 2025-26 to ensure all learners are offered opportunities to experience a range of sports across both campuses.
- Where identified through pupil progress meetings and the intervention identification meeting, learners are assessed by a specialist sensory occupational therapist to create bespoke sensory diets to enable and prepare for ‘readiness to learn’. Training has been delivered by the subject lead with a focus on sensory diets/circuits to support teams to prioritise maximising sensory diets and how they are successfully utilised for the learners. The sensory OT will continue work with the school team during 2025/26 and has currently allocated 2 learners a term to observe and write sensory diets for learners which can then be implemented by the team.

The intervention/therapeutic curriculum

The intervention and therapeutic leads working closely with external professionals continue to ensure the highest quality of provision is available for our learners and enables targeted and focused support.

Intervention groups have been extremely successful and since February 2024 they have ensure the successful implementation of these groups across both campuses and the upskilling of the class teams.

- Sensory food group for learners with food aversions – this is a small daily group supported by the speech and language therapist. Learners have hugely benefited from his group and within a few months learners are now eating full meals who were not doing so before.

- 'Hot Wheels' power chair group to support the development of the skills required to operate a power chair, this is supported by confident power chair users in school demonstrating their skills to learners! Baytree also purchased a second 'drivedeck' to enable learners at both campuses to have access which enables wheelchair users to operate and have control of where they are going! This has been hugely successful and will be used to enable learners to develop the skills needed to have access to their own power chair in the future- if appropriate.
- Eyegaze communication group which allows peers using AAC to chat, communicate and have fun with one another- this group is led by a speech and language therapist.
- Baytree Ramblers – A hugely successful weekly session run at both campuses to support learners to develop their walking and movement skills. This session has been fantastic for our learners and increased their ability to navigate independently across site and in the wider community.
- Rebound trampoline sessions – a core group of staff have had rebound therapy training and a focus for the therapeutic lead is to ensure this is successfully running across both campuses.
- A hydro therapist provides weekly hydro sessions for individuals, developing hydro therapy plans for the class teams to implement.

Inclusion

Baytree Outreach team

The Baytree Outreach Team has grown again this academic year and continues to support both learners attending Baytree School, supporting learners with SEND in Mainstream Schools and have been commissioned by the LA to support learners through bespoke EOTAS packages for children who are not well enough to attend school. Examples of the work the Baytree Outreach Team include:

- The Outreach team provide home learning sessions for learners who are not well enough to attend school full time. The team provide a learning session that compliments the curriculum the learners receive at School. Home learning sessions are identified as part of the attendance action plan.
- Music therapy sessions delivered within the home to compliment our home learning offer, this was provided to learners who had music therapy within their EHCP provision and for those we felt would greatly benefit.
- The School Outreach Lead carries out hospital visits for all learners who are admitted for long periods. The Outreach Lead will (if appropriate) read a story or share a sensory story. The Outreach Lead will provide a wellbeing pack for the family and provide support during the difficult time.
- The Outreach Team carry out door step checks and visits to learners who have had periods of absence – this has supported in ensuring high levels of safeguarding are in place.
- During the Ofsted inspection, inspectors felt the support provided to learners unable to attend was of equally high quality as those attending **“The education of pupils is highly ambitious and skilfully designed to meet pupils’ academic, social and emotional needs. This offer is for all pupils, whether they are in school or part of the highly effective outreach provision.”**
- The Outreach team have been commissioned by local primary schools to provide support through observation for individual learners with SEND. The rationale is to support these learners to thrive within their educational setting. **Over the course of the academic year the Outreach Team supported 22 learners across 15 schools and a group of learners in a hub.** This demand shows the positive impact the outreach visits have on improving SEND provision in mainstream schools. After each observation a detailed report with a list of recommendations is provided. Feedback from the Schools has been incredibly positive.
- We have continued to ensure our Outreach team support the children and young people with the greatest need by attending the N-Somerset Inclusion panels where we share our expertise with SENCOs and are commissioned to support those at risk of placement breakdown.
- The Outreach Team have been commissioned to support 3 learners who have significant health needs and are too unwell to attend a school setting. As part of an EOTAS package the Outreach Team deliver 2 learning sessions a week which are incredibly well received by the learners and their families.
- From September 24 our Outreach team were commissioned to deliver an EOTAS package for one of our Year 14 leavers, who due to his complex health needs is unable to attend the local FE provision. To ensure this learner is not left without any provision our Outreach team delivered a comprehensive home learning package which includes weekly home learning sessions, music therapy session and a hydrotherapy session. This learner will join our new college provision in 2025 and we will continue to support them via a bespoke package.

- The demand for our Outreach provision has grown each year and as a result we have successfully internally recruited a further Outreach and Intervention Assistant to work alongside our experienced team.

Hérons Moor Academy

- The Weston Campus is collocated with Herons Moor academy, this provides significant opportunity for inclusion for learners from both schools.
- Currently our EYFS and Middle School classes have a link class with Herons Moor, with the expectation that the class teachers devise appropriate inclusion opportunities. Over the course of the academic year, there have been some really positive and meaningful sessions, with some truly wonderful moments and friendships developed. This however, has been delivered inconsistently, therefore leaders from both schools will consider how to formalise and ensure the inclusion link really is being optimised.
- An annual inclusion timetable is developed by leaders from both schools, which includes, joint assemblies for key events, such as harvest or advent, classes joint working on projects or events such as Christmas decoration making, sharing stories for World Book Day and taking part in sporting events for sport relief.

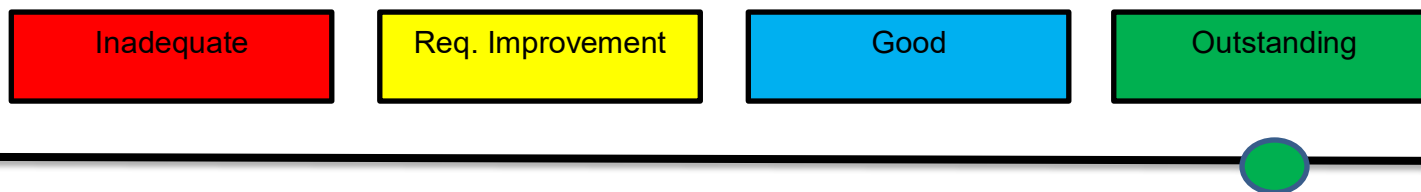
Ongoing Actions and Next Steps

- Continue to implement the Duke of Edinburgh Award for learners within KS4 and incorporate within the development of the KS4 curriculum, ensuring that all learners have access to all aspects of The Bronze, Silver and/or Gold Award. DofE Lead to liaise with other Special Schools leading DofE to share practice and consider how to further expand the activities and opportunities for our DofE programme.
- Continued implementation of bespoke Sensory Diet Programmes for identified learners created by a commissioned Sensory OT, including implementation of sensory circuits.
- Continue to increase opportunities for learners to experience new and exciting activities – themed whole school days, curriculum focused events for learners and parents/carers and regular whole school events which will be detailed within the RAP and led by the Department Leads and/or Curriculum Leads and the creation of a WOW moments fundraising committee.
- EHCP/Subject Leads to lead on curriculum days/weeks to raise profile of their subject and provide learners with those meaningful, curriculum, learning and WOW opportunities/experiences.
- Ensure all staff have a secure understanding and knowledge of the changes in KCSIE 2025 and how this impacts all learners and staff at Baytree School.
- Department Leads, Healthcare Team, Outreach Team will be supported through coaching/supervision sessions led by the clinical psychologist and Educational Coach. Teachers will continue to meet as a group for termly supervision sessions.
- Continue to implement the 'Healthy Schools' programme to support learners and the development of the curriculum and ensure learner voice is at the centre – supported by the Healthy Schools Lead.
- Build upon the successes of the Clevedon Orchard Café – which has been hugely successful in building links with our local community.
- Careers Leader to continue developing the careers curriculum to ensure all learners are provided with bespoke and personalised careers opportunities, which are meaningful and aspirational to them.
- Baytree School to continue to work closely with representative from WECA from September 2025 to ensure development of achieving 100% in all SEND Gatsby Benchmarks.
- To ensure learner voice is maintained through the Baytree School Council across both campuses and face-to-face joint school council with Herons Moor Academy and to play an active role in the SEND student council led by North Somerset.
- Continue to develop and enhance the extra-curricular opportunities for all learners across both campuses.
- Ensure effective handover from previous Physical development lead to new Subject lead in 2025 and continue to enhance the quality of provision
-

Priority areas for Development

- Develop and enhance community links at our Clevedon campus, and re ignite relationships with Heron's moor academy in Weston.

Behaviour and Attitudes



At Baytree School we actively seek to promote and maintain a positive ethos for all with high expectations of behaviour for all learners. Due to the complex nature of the learners at Baytree, many need significant support in the development of appropriate personal and social boundaries and behaviours. This learning forms an integral part of the school's curriculum, and we aim to support all Learners and students in learning to manage their own behaviour with the necessary skills and strategies. We will work together to teach, foster and ensure acceptable behaviours that will enable Learners to function as well as possible in the school environment, home and in the wider community. We aim to deliver a consistent proactive approach towards positive behaviour support which we share with families, professionals and the wider community.

The significant growth of Baytree school over the last two years has presented a significant challenge in maintaining and improving the quality of provision. Our aim is to grow sustainably and continue to improve as we do so. We are confident that we provide outstanding support to our learners and families in nurturing their emotional development but always seek to learn from experts and continue to modify and improve our practise to best serve our learners.

Evidence and Impact

- Ofsted September 2024

"The school's exceptional standard of education and provision is replicated across both sites. Routines and expectations for behaviour and learning are embedded. Pupils know and understand how to behave. If their behaviour changes, staff understand this to be pupils communicating something important to them. Staff work with parents and the pupil to respond and adapt their practice to meet the pupil's needs. This creates a calm and purposeful environment on both campuses."

We have continued to build upon our successes and have received the following feedback from inspectors following the OFSTED inspection:

- If there's any concern - we do whatever we can do
- No use of negative language
- Team approach to problem solving
- Appropriate for all learners
- Taught at a pace that is challenging but appropriate
- The attitude is that we know you can (learners) and we're here to help
- Support is delivered with kindness and respect
- **"Every adult has time for every child"**

"Parents and carers describe the relationship with the school as a partnership. Pupils leave the school equipped with the knowledge and skills to keep themselves safe":

- All staff are PROACTSCIP®-UK trained, a BILD accredited Positive Behaviour Support Programme which has been ***tailored to meet the needs of all our learners*** following a proactive and positive approach. The training is led by the Senior Leadership Team, which ensures high expectations, and a consistent message is delivered to all staff. PROACTSCIP®-UK training ensures that all staff feel confident and are competent in supporting not only learners who exhibit behaviours that challenge but also in meeting the needs of all our learners.
- All staff received face to face refresher training during 2024/25 and all new staff completed the 'Introductory and Foundation' training course led by in house instructors.
- The behaviour team continues to develop and grow, with our instructors continuing to deliver a higher than usual number of courses across the year due increasing size of our Clevedon Campus and the additional staffing to support increased learner numbers and changes to intake profile.
- All of our instructors have successfully passed the required yearly refresher updates and we now have a team of five PROACTSCIP®-UK instructors trained (one will complete training in 2025)– this will ensure the continued high-quality training and support for our staff and learners across both Baytree Campuses. In September 2025 there will be three instructors permanently based at both the Clevedon and the Weston site to ensure we are able to respond effectively to both incidents of crisis and in supporting teams to be proactive in their approach.
- The Behaviour Team is led on each campus by the Weston and Clevedon AHT who are the school behaviour support leads (and PROACTSCIP®-UK Instructor). The behaviour team meet half-termly to review training, staff needs, incidents of behaviour and support.
- In order to ensure we support our learners with behaviours that challenge we monitor strategies and support using Positive behaviour support plans. Baytree currently has 35 learners with PBS plans - 24 in Weston and 11 in Clevedon (not including Sept 2025 new starters).
- Behaviour Leads meet with Class Teachers to discuss the half-termly behaviour analysis and together agree proactive strategies to implement over the following term. The impact of this is seen in a reduction in the level of anxiety for the majority of learners, however seasonal factors and external changes continue to impact upon learners.
- **The Clevedon Site has now completed a full academic year, and the quality of positive behaviour support continues to be a strength on both sites as highlighted by the Ofsted report findings:**

"Pupils' behaviour is exemplary. Staff and pupils treat each other with kindness and respect. Pupils thoroughly enjoy school and attend regularly. Some pupils cannot attend school due to complex medical needs. However, the skilled and compassionate outreach team works with these pupils in the hospital or at home. This enables pupils to continue their education and remain part of the 'Baytree Family'.

- Baytree is a school that caters for children and young people with the most complex of needs across north Somerset. Our learners demonstrate significant behaviours that challenge, however we make use of a robust recording and reporting systems to alert us to concerns and investigate to produce a tailor made and sympathetic approach to supporting the learner.
- With all incidents being logged this gives a strong overview of how behaviour is being supported at Baytree School and what interventions as a school we may need to put in place to support and enable the learner manage their own behaviour. All staff are trained in the use of behaviour watch as part of the induction process and supported with specific laptops to ensure access to the system at all times. Class teachers are responsible for ensuring that all incidents are recorded appropriately, and strategic oversight is the responsibility of the AHTs on each site.
- Behaviour continues to be systematically recorded across both sites to ensure the information collected is of high quality and up to date. This then enables the behaviour leads to support class teams to implement effective strategies based upon evidence gathered. We have seen the impact of this in reductions in behaviours that challenge over time.

We know that our behaviour support and approaches at Baytree are effective because...

- Behaviour watch has continued to provide high quality information relating to both low and high level incidents at Baytree. Behaviour chronology reports are generated on a termly basis. These reports are shared with class teachers and the wider team to review the support available and to put in place additional strategies where required.
- Offline behaviour reporting was prepared prior to the move to two sites to ensure continuity of reporting in the event of computer failure. This back-up recording system is now in place at both sites to support offline working if required. This paperwork has been incorporated into the training that all staff receive to further enhance the quality of the sessions.
- The Behaviour Lead reports to Governors an analysis of incidents and the strategies being implemented to reduce incidents –information is shared with Governors for Behaviour, accidents and incidents; an additional safeguarding report also shares safeguarding information with Governors. Any use of physical intervention or formal seclusion is reported appropriately and named Governors are informed. Feedback from our Link governor Lisa Parker:

There seems to be several points of what I would consider to be best practice:

Training for staff on reporting behaviour concerns- this is so important and great that you are proactive in getting it right so that learners get the support and intervention that they need and staff are able to log incidents.

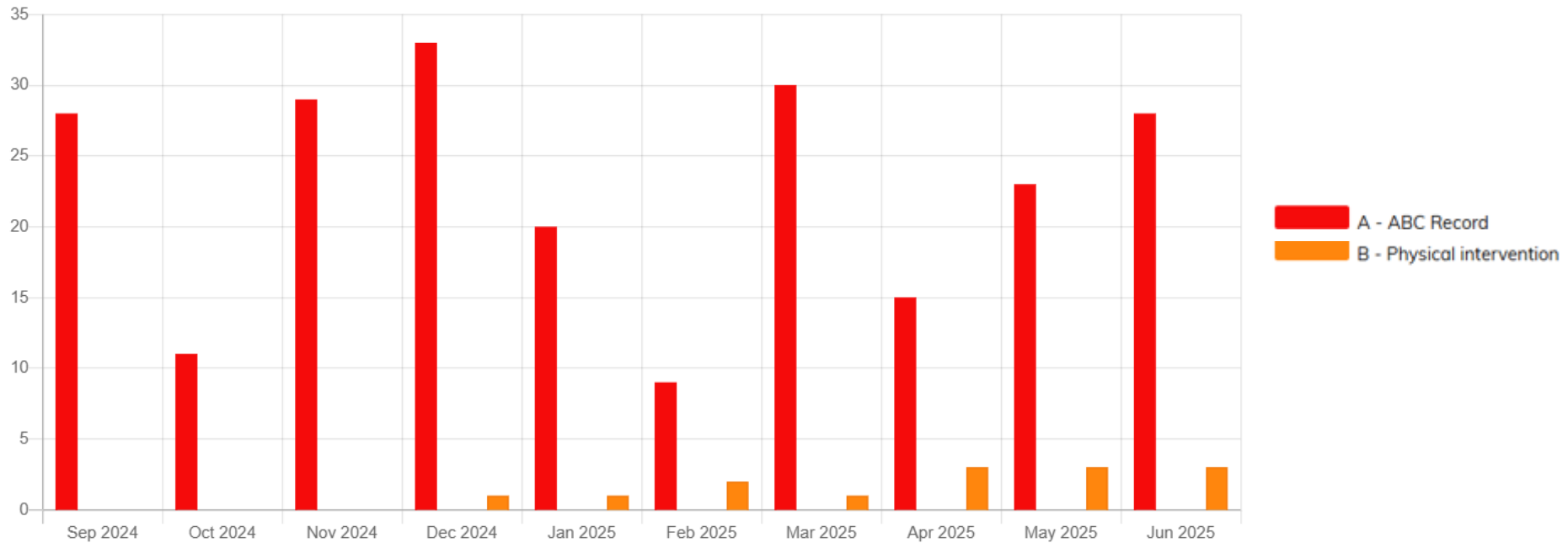
Updating documents before the end of term- so essential that information does not get lost during transition times.

Behaviour briefings and sharing of minutes- a sign of effective communication.

Thank you to leaders and staff for their hard work and commitment to learners.

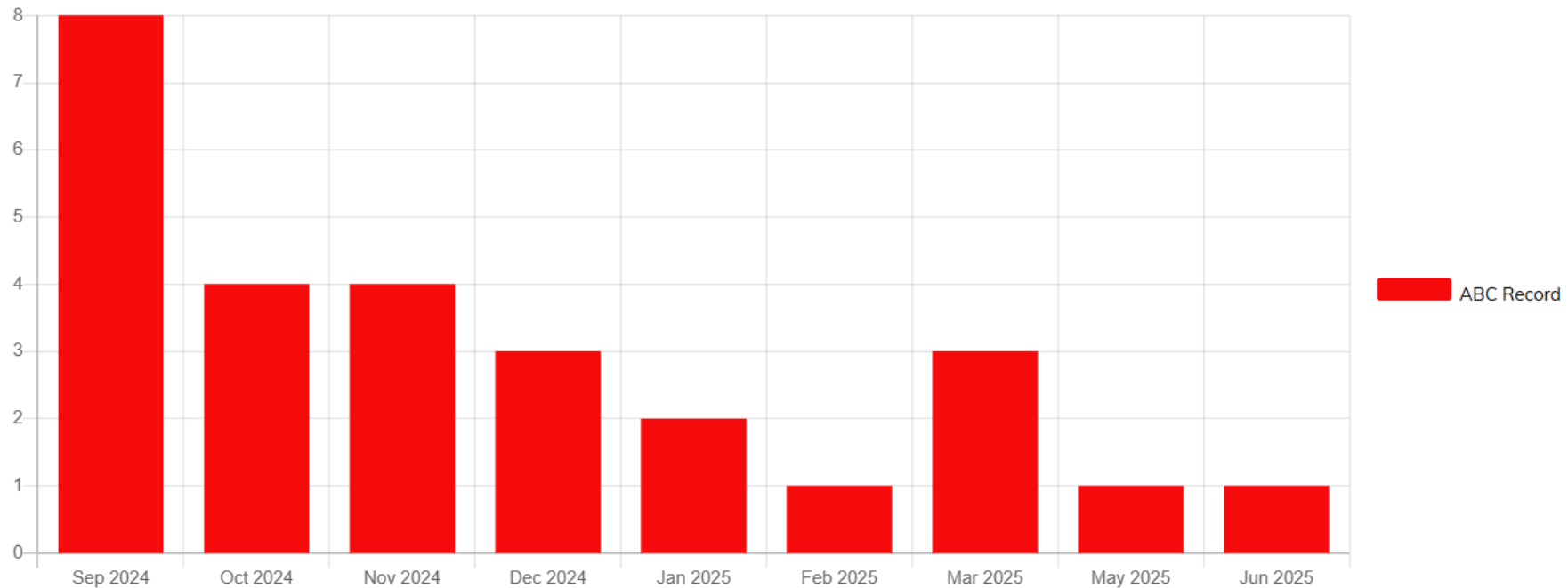
- **There have been 21 occasions over the academic year where the use of restrictive physical intervention been required as a last resort.** After every incident a full de-brief has taken place and strategies identified to support the staff team avoid these situations in the future. The majority of these events are linked to two learners who have significant behaviours that challenge, one learner left Baytree in July 2025 and one learner has significant support and involvement from social care.
- Restrictive interventions are used as a last resort where the safety of the learner or staff is at risk. The chart below highlights this with incidents of ABC chart (demonstrating significant behaviours that challenge) being far in excess of the number of occasions of restrictive physical intervention. This data highlights our commitment to providing a safe and nurturing environment for our learners and demonstrates (alongside formal written accounts of the incidents) our least restrictive and last resort approach to interventions.

Incidents Over Time - Month



- **A self-reflective culture is embedded across both sites** as class teams continue to regularly review what may need to change, what proactive strategies they can implement to ensure individual learner's anxieties are reduced both in the immediate and for long term increases in managing their own emotions and behaviours that challenge.
- **The chart below is a case study showing the impact of a consistent approach to positive behaviour support for one learner who has made significant progress in both the severity and frequency of incidents. Initially receiving weekly input from behaviour leads and now being supported by the class team.**

Incidents Over Time - Month

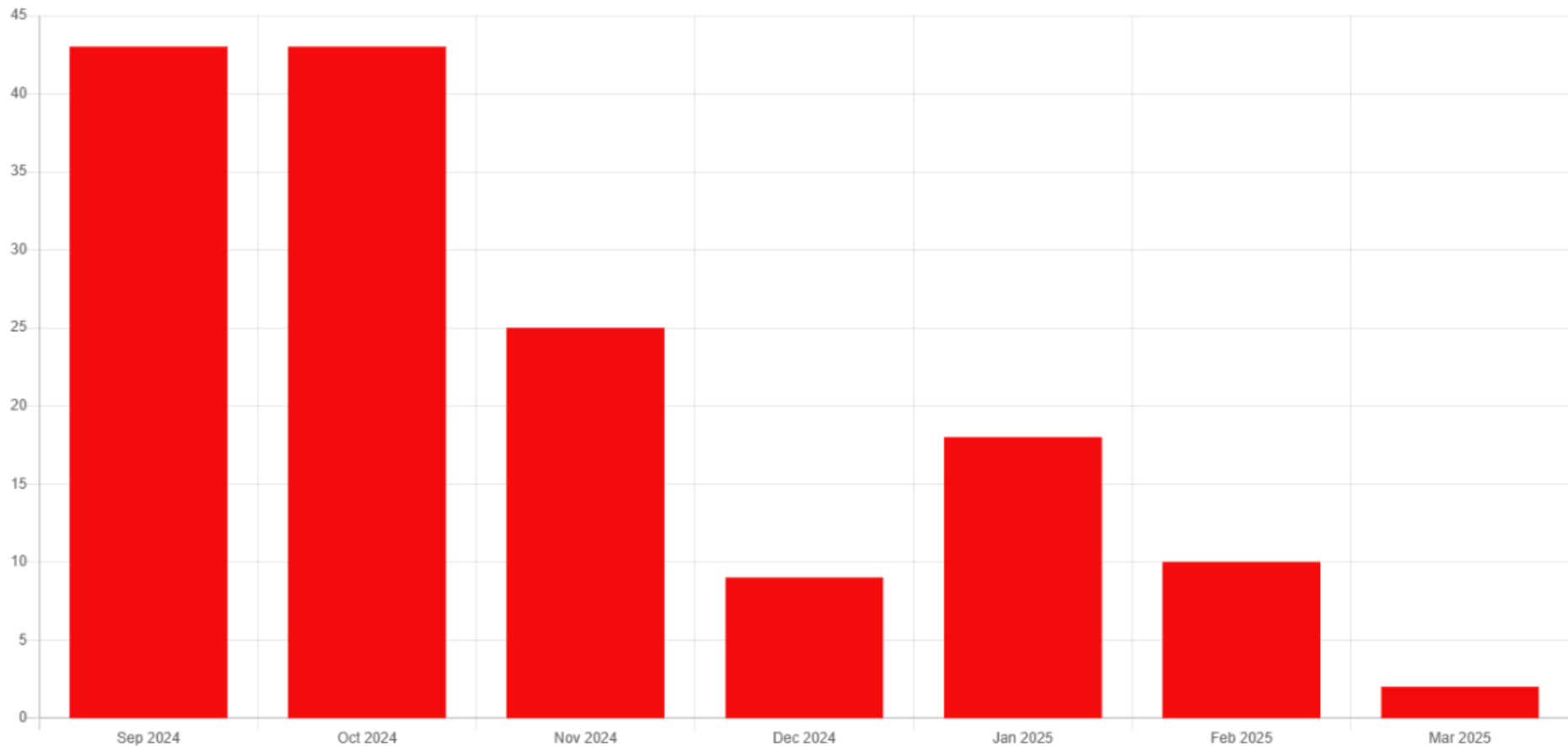


- We have continued to find that the stay and play sessions which offer our new starters an enhanced transition over multiple days and with parents and carers invited in to get to know us and the school has a significant positive impact upon the transition process. The chart below shows how behaviours over time reduce at a significant rate once they attend. This does not show a comparison with learners that have not received the enhanced transition however the reduction demonstrates the quality of relationships that have been established and the enhanced transition is undoubtedly a positive factor in terms of getting to know the learners well.
- Feedback from parents included the following comments:

“My child transitioned well into Baytree and was comfortable & happy to attend by week 3!”

“The transition at the time was great, especially liked the booklet we got with photos of staff, the class room etc”

“The experience was fantastic thank you!”



- The Behaviour Policy and the Physical Intervention Policy were reviewed and agreed by Governors in 2024/25.
- Baytree School have an active School Council with representatives from each class. The School Council have made decisions on issues important to all learners including ***having a voice in what lunchtime/after school clubs they would like, whether they feel safe and who they would talk to, what WOW activities they would like to take part in during whole school and joint school events*** and as well as being actively involved in the recruitment of new staff!

Finally, feedback we receive from parents following our survey gives us confidence that our initiatives have the impact we intend:

“Our son is well taken care of. He has trust in many members of staff who make him feel comfortable & safe.”

“I feel more than confident that my child is in safe and caring hands at school.”

“School are very vigilant and always call home to double check concerns regarding changes in behaviour, any physical injuries etc - or if she doesn't seem herself.”

“Baytree staff have been amazing with supporting my son and keeping him safe during crisis situations. The person centred approaches are evident and they do all they can to support individuals as well as their families”

“My Son takes a while to trust individuals but when he does, he responds completely differently to/around them! He is very definitely there with the Baytree staff!! The safety he feels allows him to be himself.”

Attendance

At Baytree School we recognise the importance of school attendance, as face to face learning ensures all learners are making the high levels of progress we expect, provide opportunities to develop friendships and enjoy all aspects of school life. Although we recognise the complex needs of our learners we strive to work creatively with each learner and their families to ensure high levels of attendance. For further information on attendance see Attendance Improvement Plan 2024/25.

Following our inspection, OFSTED inspectors made the following comments with regards to Attendance:

“Wherever possible pupils (learners) attend school”

“(where absent) Learners continue to receive education”

“Learners are prepared for the next step, whatever that might be”

“Staff have an attitude of "what more can we do?"

"Systems and processes are so well embedded that it looks natural"

Parent comment via OFSTED questionnaire " *I can't find the words to say how much I appreciate being part of the Baytree family*"

- At Baytree we continue to monitor attendance for every learner and record strategies to support those with lower than 90%. We have a significant number of learners with complex medical needs requiring significant periods of time in hospital for medical procedures related to the condition or for periods of illness. Learners of concern are reviewed on a weekly basis as part of the safeguarding meeting and appropriate support discussed and adjusted as appropriate. Twice termly a dedicated attendance review meeting is held to discuss all learners and review the support in place for all learners below 90%. Attendance figures are reported to governors on a termly basis.
- Our attendance for the year 2024/25 is **86% with the national average at 87.1% for all special schools. Taking into consideration the complexities of our learners this figure is a significant success.**
- Ongoing support from the Jaida Aldred (local authority Head of inclusion and Participation) in the form of targeted support meetings – no recommendations for improvement following the meeting and an invite to present our systems, processes and approach at an upcoming network event,
- Baytree’s outreach team continues to have a significant impact upon attendance, ensuring that our learners receive education when they are well enough to do so whether in hospital or at home. Parents and carers have reported overwhelmingly positively that the visits have been enjoyed by the learners and that they support learning and progress. Feedback from a parent who receives ongoing support from the outreach team: ***“I feel that the outreach service means that A never stops***

being part of the school community. His needs (as they change) are always at the forefront of provision, rather than him having to fit in (or not) to a rigid provision. As a family it gives us confidence that our child is valued, understood and invested in by the staff. The kindness and compassion shown to all members of the family in distressing times is truly amazing and sustains us all. This ultimately sustains A, as his whole support network is strengthened.”

- **To reflect the growing school the outreach team has increased in size to support our learners effectively when unable to attend school.**
- To ensure effective safeguarding of learners across both site attendance concerns form part of weekly safeguarding meetings.
- Exclusions are **very rare** with the **last exclusion being a 1-day fixed exclusion in November 2016.**

Ongoing Actions and Next Steps

- All new staff will complete the mandatory 12 hour 'Introductory and Foundation training course' within the first half term and all current staff will complete the annual refresher training in September 2025.
- Continue to build positive relationship with new starters and their families to ensure the support we offer is sensitive and appropriate for the learner and their families
- Respond to changes in legislation and adapt policies and practise in line with best practise.
- Transfer responsibility for attendance monitoring to Weston AHT for learners based at this site to maintain personalised approach to supporting learners and families as the school continues to grow.
- Baytree School Behaviour Teaching and Learning Policy reflects the restraint reduction standards 2019 and this information is disseminated to all staff through the school PROACTSCIP®-UK training.
- All staff to read the Safeguarding, Behaviour, and Physical Intervention Policy in September 2025.
- All new staff complete a robust induction programme within the first term of starting at Baytree School supported by the Assistant headteachers or Deputy headteacher.
- The continued development of the Behaviour Team at Baytree School to maintain up to date practise and ensuring the most appropriate members of staff are trained instructors.
- All staff complete refresher updates throughout the academic year in line with the training programme.
- Development of the Baytree training programme to include self-directed learning packages, half termly implemented by the Behaviour Team.
- Continued implementation and review of Behaviour Watch to support reporting, recording, analysis and support strategies across both sites.
- Continue to review and develop the inside and outdoor environment to ensure it is enabling for all learners.
- Class behaviour support packages to be developed reflecting PROACTSCIP®-rUK and Baytree School attitudes, values and beliefs. Development of training packages for all staff dependent on the learners they are working with: Safer working practices or Person Specific training.
- Behaviour Leads to monitor, evaluate and review incidents of challenging behaviour and meet termly with class teams to evaluate previous strategies and further develop proactive strategies to reduce incidents.
- Behaviour Team to develop the ongoing staff training needs through personalised training packages.
- Thrive assessments to be completed by the licenced Thrive practitioner and maintained for identified learners and class teams to deliver Thrive sessions where appropriate.
- Impact of Thrive sessions to be monitored via the Thrive online assessment process in partnership with SEMH outcome performance and behaviour analysis.
- Continued use of behaviour outreach including the use of Thrive assessments to support local mainstream schools delivered by the Outreach Team
- Ensure AHT Weston and Clevedon collaborate and share best practise effectively.
- Monitoring and reporting using rigorous systems and processes to actively reduce incidents of behaviours that challenge.
- Ensure new staff continue to receive high quality training via the induction programme in order to support learners proactively in the reduction of behaviours that challenge.
- Ensure positive behaviour support reflects the evolving needs of our learners as we continue to grow as a two site school.

- Increase the capacity of the Thrive team to support our learners emotionally and track progress of initiatives via Thrive online, behaviour monitoring systems and ECHP Social, emotional and mental health outcomes.

Priority areas for Development

- Actively ensure high levels of attendance for all learners.
- Monitor and support the continued development of the culture of behaviour support across both campuses with increasing numbers of learners and new staff and changing learner profile.