



# Self - Evaluation October 2024

## Introduction

Self - evaluation at Greenside is an on-going process which informs school development and should be read in conjunction with the School Development Plan (SDP).

The 4 areas of the Ofsted framework are used as the structure for the school's self-evaluation.

Evidence is gathered through:

Outcomes of learning walks, observations and the analysis of learner progress meetings, Evidence for Learning (EfL) tool, Education Health Care Plans (EHCP) reviews, Child Protection Online Management System (CPOMs) and attainment data inform judgements, as well as external judgements, OFSTED, Herts Health and Safety Officers audit (Feb '23); Professional Partner Virtual Schools; Herts County Council Safeguarding audit (Nov '22 & July '23); Pupil Premium audit (Sept '23/Feb 24). Visits from our Hertfordshire Improvement Partner.

The impact of training and continuous professional development are also reflected in our evaluation, together with reports and feedback from external advisors.

The self-evaluation informs the schools development plan and should be viewed in association with this document

## Key

- = Judgment
- = Evidence
- ✓ = Impact
- = Next steps

## 1. The Quality of Education

### *Overall judgement – Good*

<b>Curriculum / Teaching and Learning</b>	
<b>Provision and Evidence</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>➤ Greenside offers a relevant and personalised curriculum.</li> <li>➤ Progression pathways are in place thematic approach is used in the main part of the school (up to PfA)</li> <li>➤ Teaching activities enable high levels of engagement, learner participation, progress and achievement</li> <li>➤ Planning and practice expectations have been shared with all class to leads to inform constancy of practice.</li> <li>➤ Therapeutic practice meets sensory processing and emotional needs</li> <li>○ Observations; learning walks; feedback visitors and advisors.</li> <li>○ Learner progress meetings - EHCP reviews / EFL.</li> <li>○ Evidence for Learning Assessment tool – demonstrating process from each starting point.</li> </ul>	<ul style="list-style-type: none"> <li>✓ High levels of differentiation and engagement.</li> <li>✓ The majority of learners' made good, and many outstanding, process in key areas: communication, emotional wellbeing; physical and sensory development; decision making.</li> <li>✓ Learners demonstrate high levels of independence – related to their learning, physical, sensory and emotional development.</li> <li>✓ Develop maths, literacy and Relationships Sex and Health Education (RSHE)</li> </ul>
<p><b>SmartBox autumn 2023</b> Greenside is a Grid 3 school (use of core boards)</p> <p><b>HIP comments – autumn '22</b> “...opportunity for the new leadership team to audit the curriculum in terms of purpose, structure and content.” Therapeutic practice regarded as a “key strength” by HIP</p> <p><b>Ofsted judgement Jan 2020</b> “good” “Staff have high expectations.”</p>	<p><b>Next steps - see School Development Plan (SDP)</b></p> <ul style="list-style-type: none"> <li>• For each pathway to differentiated targets for improvement</li> <li>• To develop our maths curriculum for our focus pathway in line with mainstream thinking</li> </ul>

<b>'High quality opportunities for community based learning'</b>	
<ul style="list-style-type: none"> <li>➤ Shared use of facilities and inclusive learning activities at Barnwell Middle school – including shared dining re-established in Oct '23</li> <li>➤ Colocation / shared use agreement with Barnwell Middle School in place, 3 classes located at Barnwell</li> <li>➤ Post 19 learners with PMLD enrolled with North Hertfordshire College (NHC) based at 2Learn – service level agreement in place. – none currently</li> <li>➤ Social enterprise “The Greenside Studio”.</li> <li>➤ Use of Church Farm (4 groups a week KS2 / 3 / 4 /5).</li> <li>➤ Use of Hartham swimming pool.</li> <li>➤ Horse care for learners with PMLD <ul style="list-style-type: none"> <li>○ Feedback from learners and parents.</li> <li>○ Learner progress meetings - EHCP reviews / EfL.</li> <li>○ Evidence for Learning Assessment tool – demonstrating process from each starting point.</li> <li>○ EHCP reviews.</li> <li>○ Feedback from therapists, social workers and careers advisors.</li> <li>○ Case study of 2Learn students</li> <li>○ Farm as a post school outcome for school leavers</li> <li>○ Feedback from services for young people (LDD team)</li> <li>○ Feedback from 0-25 team</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Learners demonstrate greater levels of independence, confidence, self-esteem, decision making and problem solving.</li> <li>✓ Learners demonstrate resilience, ability to complete tasks and work collaboratively.</li> <li>✓ High levels of engagement / motivation.</li> <li>✓ Learners demonstrate enjoyment / sense of fun.</li> <li>✓ Development of communication skills.</li> <li>✓ Development of travel skills.</li> <li>✓ Community based learning enhances understanding of “stranger danger”.</li> <li>✓ Successful transition to post school provision</li> <li>✓ Range of post school outcomes</li> </ul>
<p><b>HIP comments – autumn '22</b></p> <p>“key strengths identified from visit – community learning and inclusive practice”</p> <p><b>Ofsted</b> = “Pupils access a variety of opportunities to develop and practice skills in the community outside the school.”</p>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Revise and develop use of the social enterprise</li> <li>• Develop extended work related learning opportunities (with local businesses)</li> <li>• Develop links with support internship and supported employment providers</li> <li>• In partnership with LA consider further development of provision with Barnwell School</li> <li>• Develop extended learning opportunities –lunch time clubs</li> </ul>

<b>'Planning within the themes provides challenge and motivation to learners at all levels'</b>	
<ul style="list-style-type: none"> <li>➤ Quality of curriculum planning.</li> <li>➤ Quality of resources.</li> <li>➤ Choice of themes reflects learners' interests.</li> <li>➤ Learning pathways enables sequencing</li> <li>➤ Individual targets inform and enables the assessment of progress.               <ul style="list-style-type: none"> <li>○ Observations; learning walks; feedback from visitors, advisors.</li> <li>○ Feedback from learners.</li> <li>○ Quality of resources.</li> <li>○ Quality of collaboration in planning.</li> <li>○ Leadership / support provided by area leads.</li> <li>○ Presentation of the learning environment.</li> <li>○ Learner progress / achievement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning opportunities relate to the interest, age, level of understanding and needs of each learner.</li> <li>✓ Effective differentiation.</li> <li>✓ Class staff plan collaboratively – share ideas, good practice – which informs the quality of teaching and learning.</li> <li>✓ Effective planning enables appropriate levels of challenge. Learners are motivated, high levels of learner engagement.</li> <li>✓ Medium term planning enables breadth and sequencing.</li> </ul>
<p><b>Ofsted</b> = “Pupils access a variety of opportunities to develop and practice skills in the community outside the school.”</p>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Review Literacy skills bank</li> <li>• Evaluate use of the Little Wandle reading scheme</li> <li>• Develop use of Intensive Interaction</li> </ul>

<b>'Provision of Augmentative and Alternative Communication (AAC) is effective'</b>	
<ul style="list-style-type: none"> <li>➤ Communication specialist and communication assistant work with Speech and Language Therapist to provide assessment guidance and support throughout the school.</li> <li>➤ Communication needs inform class groups.</li> <li>➤ Range and quality of communication resources – tailored for needs of each class base.</li> <li>➤ Range and quality of training for staff.</li> <li>➤ Support to parents and carers.</li> <li>➤ Use of intensive interaction.</li> <li>➤ Quality of personalised communication plans.</li> <li>➤ EKLAN communication training delivered and used across the school for teachers, tutors and assistants</li> <li>○ Feedback from parents.</li> <li>○ Use of core boards tailored to the needs of each learner.</li> <li>○ Use of British Sign Language (BSL)</li> <li>○ Use of visual communication to support transitions.</li> <li>○ Effective collaboration with speech and language therapists.</li> <li>○ Number of staff gaining accreditation in the EKLAN training programme.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Progress in communication skills – enabling access to the curriculum.</li> <li>✓ Staff develop skills and understanding in this key aspect.</li> <li>✓ Core boards used by learners to expressed wants, needs as well as initiating engagement.</li> <li>✓ Progress individual learners have made in the use of the Eye-Gaze communication tool.</li> <li>✓ Signing supports learners to engage and be effective communicators.</li> <li>✓ Intensive interaction embedded throughout the school, supports engagement and communication.</li> <li>✓ EKLAN informs planning and practice</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>● Introduce use of talking mats</li> <li>● Provide further training in Intensive Interaction</li> <li>● Train 2 trainers in Intensive Interaction</li> <li>● Develop use of British Sign Language (BSL) further</li> </ul>
<p><b>HIP comments – autumn '22–</b>  “Highly effective provision to support the development of pupil communication.”</p> <p><b>OfSTED</b>  “They develop communication skills well.”</p>	

## 2. Behaviour and Attitudes

### Overall judgment – Outstanding

<b>'Positive, solution focused, therapeutic approach, high exceptions, flexibility in practice, specialist learning environments'</b>	
<b>Provision and Evidence</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>➤ Staff understanding of learners sensory processing, emotional and environmental needs.</li> <li>➤ Adaptations to the learning environment.</li> <li>➤ The success of the implementation of a “small garden” approach.</li> <li>➤ Increase in the level of engagement.</li> <li>➤ Use of creative activities such as music, drama therapy and massage to change emotional states.</li> <li>➤ Therapeutic Support Team is proactive – delivering outstanding training, guidance, support for staff and parents.</li> <li>➤ Effective Well-being Team.</li> <li>➤ High quality risk reduction plans.</li> <li>➤ Proactive – solution focused support</li> <li>➤ Effective multi-agency practice.</li> <li>➤ High quality of interactions between staff and learners.</li> <li>➤ High quality of relationships between learners.</li> <li>➤ Use of RPI is structured and effectively monitored.               <ul style="list-style-type: none"> <li>○ Exclusion and bullying data.</li> <li>○ Monitoring of use of Restrictive Physical Interactions (RPI).</li> <li>○ Analysis of the use of RPI.</li> <li>○ Robust recording and monitoring procedures in place.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ The vast majority of learners enjoy school, they are settled and happy.</li> <li>✓ High levels of engagement in learning.</li> <li>✓ High quality interactions between adults and learners promote positive relationships and effective communication.</li> <li>✓ Learners make positive relationships with peers.</li> <li>✓ Learners are able to access the curriculum.</li> <li>✓ Learners are given experiences, opportunities and strategies to enable them to regulate their emotions.</li> <li>✓ Learners are confident and exercise choice.</li> <li>✓ Parents and carers feel supported – advice is of value.</li> <li>✓ Reduced use of RPI.</li> <li>✓ Reduction of risk following adaptations to the learning environment (including the use of the “small garden approach”).</li> <li>✓ Staff receive effective training, guidance and support – develop knowledge and understanding of learning and emotional needs.</li> <li>✓ Staff demonstrate an understanding of emotional needs</li> <li>✓ The causes of behaviour is analysed and addressed.</li> <li>✓ Exclusions are low (1 permanent exclusion 2020 1 fixed term exclusion 2022 - no incidents of bullying or racist behaviour recorded since 2011).</li> <li>✓ Effective communication with other agencies including educational psychologists, social workers, nurses and paediatricians supports families and promotes consistent practice.</li> </ul>

<ul style="list-style-type: none"> <li>○ Feedback from Herts Steps LA officers.</li> <li>○ Analysis of behaviour support plans – use of RPI's.</li> <li>○ Observations of learners interacting with adults and one another in a wide range of contexts including play and in the wider community.</li> <li>○ Feedback from external advisors (over many years – demonstrating that outstanding practice in this area is embedded).</li> <li>○ Learner progress meetings.</li> <li>○ Quality of advice, guidance, assessment, risk reduction planning provided by the behaviour support team.</li> <li>○ Learner progress meetings / EHCP reviews / parents evenings / informal feedback / EFL.</li> <li>○ Monitoring use of incidents</li> </ul> <p>-----</p> <p><b>HIP comments – autumn '22</b>  “The school has highly effective systems and provision to support pupils with challenging behaviour and anxiety.”</p> <p><b>Ofsted</b>  “Pupils are polite and well behaved”</p>	<ul style="list-style-type: none"> <li>✓ Effective, consistent, prompt responses to specific incidents by the behaviour team supports staff and is effective in reducing risk.</li> <li>✓ Monitoring and analysis of the changes following the implementation of different strategies is robust and effective.</li> </ul> <hr/> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Review use and monitoring of CPOMs</li> <li>• Develop the learning environment to meet the sensory needs of individual learners</li> <li>• Undertake an in-depth study of use of RPI's in 2024</li> <li>• Develop training in “Therapeutic Thinking.”</li> <li>• Ensure effective training for all new staff</li> </ul>
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### 3. Personal Development

#### *Overall judgment – Outstanding*

<b>'Staff demonstrate an outstanding understanding of learner's sensory processing, communication and emotional needs, including trauma, stress and anxiety'</b>	
<b>Provision and Evidence</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>➤ Each learner is valued as an individual and develop their sense of personal identity and worth.</li> <li>➤ Culture of respect for all by respecting each other.</li> <li>➤ When possible learners are empowered to take controlled and monitored risks so that they experience success and satisfaction.</li> <li>➤ Personal and social skills are developed through opportunities to be independent and creative.</li> <li>➤ Learners feel safe and secure.</li> <li>➤ Engaging and creative learning experiences based on a rolling programme of themes, contexts, and subjects.</li> <li>➤ Members of the therapeutic support team share a passion for therapeutic practice, understanding of sensory processing needs and communication. The team plan and deliver outstanding training. The team are proactive in following up training with coaching, guidance and support; embedding values, principles and outstanding practice; supporting learners with complex sensory, communication and emotional needs.</li> <li>➤ The learning environment is adapted for specific needs</li> <li>➤ There is an effective daily review of incidents recorded on CPOMs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Nurturing philosophy is embedded enabling high levels of engagement, achievement and progress.</li> <li>✓ High quality of interactions, relationships between staff and learners as well as between learners.</li> <li>✓ High levels of consistency of practice.</li> <li>✓ Members of staff teams demonstrate an excellent understanding of the needs of each learner.</li> <li>✓ Effective communication strategies support transitions.</li> <li>✓ Adaptations to learning environments are highly effective in reducing trauma, stress and anxiety of individual learners.</li> <li>✓ Appropriate actions and support is provided based on recorded incidents.</li> <li>✓ Learners demonstrate a range of strategies that are effective in self-regulating emotions and reducing the incidents of harm.</li> <li>✓ Learners make outstanding progress in swimming.</li> <li>✓ Relationships are built on trust and respect. Knowledge and understanding of adults enables a highly differentiated approach; enabling high levels of engagement and equalling progress and achievement.</li> <li>✓ Learners develop confidence, self-esteem, independence and autonomy.</li> <li>✓ Learners are able to express their emotions, wants and desires.</li> </ul>



<ul style="list-style-type: none"> <li>➤ Use of Restrictive Physical Interventions (RPIs) is effectively monitored, an analysis of their use is undertaken and reports shared with Governors.</li> <li>➤ Induction is effective in sharing the values, enabling new colleagues to gain an understanding of the importance of understanding sensory processing, communication and emotional needs.</li> <li>➤ Learners are enabled to “find their voice” using drama, music, dance, yoga as well as AAC.</li> <li>➤ Range and quality of creative practice – including for those unable to attend school. Quality of creative practice, including play therapist, artist, musician.</li> <li>➤ Feedback from creative practitioners.</li> <li>➤ High quality relationships between learners and adults. <ul style="list-style-type: none"> <li>○ Feedback from external advisors.</li> <li>○ Learner progress meetings.</li> <li>○ Quality of advice, guidance, assessment, risk reduction planning provided by the Therapeutic Support Team.</li> <li>○ Learner progress meetings / EHCP reviews / parents evenings / informal feedback / EFL.</li> <li>○ Monitoring use of incidents (recorded using CPOMs).</li> <li>○ Feedback from parents, mainstream provides (primary, secondary schools and colleges).</li> </ul> </li> </ul> <hr/> <p><b>HIP comments – autumn ‘22</b>  “...an excellent pastoral system in the school”  <b>OfSTED</b>  “By the time they leave school pupils gain the skills and knowledge needed to become confident and independent.”</p>	<ul style="list-style-type: none"> <li>✓ Learners have opportunities to make choices.</li> <li>✓ Staff demonstrate an understanding of therapeutic practices, which supports and enables learners to develop resilience and self-regulation.</li> </ul> <hr/> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Further training in understanding the effects of trauma</li> <li>• Development of Play Therapy to support emotional needs</li> <li>• Development of training staff in therapeutic approaches</li> <li>• Implementation of new induction programme</li> <li>• Deployment of Occupational Therapist to support understanding and practice in relation to sensory processing needs</li> <li>• Further training opportunities for parents, carers, family members and members of the wider community</li> </ul>
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#### 4. Leadership and Management

*Overall judgment – Good*

<b>'Outward looking culture of continuous, rigorous reflection, evaluation and review'</b>	
<b>Evidence</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>➤ Solution focused approach.</li> <li>➤ Parents' views are sought and acted upon.</li> <li>➤ Effective communication with staff.</li> <li>➤ Evidence of creativity and innovation</li> <li>➤ Evidence of the impact of whole school developments.</li> <li>➤ Quality of thought and understanding demonstrated by staff in meetings and practice.</li> <li>➤ Governors reports of visits.</li> <li>➤ Effective staff training and induction plan</li> <li>➤ Provision of a comprehensive staff well-being service</li> <li>➤ Development of teaching and learning accommodation               <ul style="list-style-type: none"> <li>○ Feedback from members of public and businesses</li> <li>○ Feedback from community based providers</li> <li>○ Quality of policies – whole school documentation.</li> <li>○ Observations; learning walks; feedback</li> </ul> </li> </ul> <p><b>HIP comments – autumn '22</b>            “The Wellbeing Support Programme is well used and has had a marked impact on staff wellbeing.” – “leadership has ensured that the school premises has continually adapted for the needs of pupils.”</p> <p><b>OfSTED</b>            “Leaders have high aspirations for pupils.”</p>	<ul style="list-style-type: none"> <li>✓ Shared drive for improvement; an ethos of ambition and creativity, which enables aspirational outcomes for learners to achieve is embedded.</li> <li>✓ High expectations.</li> <li>✓ A reflective culture enables ongoing improvement.</li> <li>✓ Innovative practice enables complex, changing, needs to be met.</li> <li>✓ Evaluation and development planning inform practice and enable improvement.</li> <li>✓ Governors are aware of the strengths and weaknesses of the school and they are able to make informed judgements.</li> <li>✓ Opportunities for staff to progress</li> </ul> <hr/> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Develop an embed new leadership team, during a period of change</li> <li>• Develop the role of Senior Teacher in the school</li> </ul>

<b>'Safeguarding procedures are robust embedded; quality of provision for Children Looked After and at risk'</b>	
<b>Evidence</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>➤ Greenside has an effective and trained team of Designated Senior Person (DSP's).</li> <li>➤ Safeguarding culture has been embedded</li> <li>➤ Proactive / effective multi-disciplinary practice.</li> <li>➤ Effective training and support.</li> <li>➤ Governors are effective in overseeing safeguarding.</li> <li>➤ Use of Pupil Premium</li> <li>➤ Safer recruitment practice and checks are effective.</li> <li>➤ The school site is safe and secure – unauthorised visitors are unable to gain access.</li> <li>➤ Effective collaboration with health and social services.</li> <li>➤ Proactive support for parents, carers and families – including provision of support meetings and workshops <ul style="list-style-type: none"> <li>○ Rigorous, regular scrutiny by Governors, senior leads and external agencies.</li> <li>○ External evaluation of the single central record</li> <li>○ Herts County Council Safeguarding audit (Nov '22)</li> <li>○ Virtual school audit.</li> <li>○ Safeguarding reports to governors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Concerns are dealt immediately; in a highly professional manor.</li> <li>✓ Proactive practice supports learners and families.</li> <li>✓ There are no differences in outcomes for Children Looked After and for learners for whom English is an additional language.</li> <li>✓ Staff understand and follow policies and practices.</li> <li>✓ Learners feel happy, safe and secure.</li> </ul> <hr/> <p><b>Next Steps</b> -To introduce a supervision/support for DSP team</p>
<p><b>OfSTED</b> “The arrangements for safeguarding are effective.” “Governors regularly check that processes are in place.”</p> <p><b>HCC Commissioned School Visit Report (Nov '22)</b> “...records show a clear and comprehensive summary of concern, timely responses to issues raised and how the school liaises with social services and other agencies... A detailed and tenacious approach to cases is evident when reviewing cases.”</p>	

<b>'High quality opportunities for continuous professional development for all staff'</b>	
<b>Evidence</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>➤ Culture of high exception.</li> <li>➤ Opportunities for career progression.</li> <li>➤ Opportunities for Teaching Assistants to take on further responsibilities and gain qualified teacher status</li> <li>➤ Opportunities to undertake further qualifications including masters, doctorates.</li> <li>➤ Quality of induction programme</li> <li>➤ Quality of training relating to key aspects – Communication and therapeutic practice               <ul style="list-style-type: none"> <li>○ Evaluations of training.</li> <li>○ Monitoring the range of training.</li> <li>○ Monitoring quality of performance management.</li> <li>○ High level of relevant qualifications gained and being undertaken by staff.</li> <li>○ Number of assistants who gain teacher status.</li> <li>○ Quality of support for class leads.</li> <li>○ Number of staff able to lead high quality training and provide constructive feedback for colleagues.</li> <li>○ Feedback from training providers.</li> <li>○ Feedback from staff.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Opportunities for career progression is embedded.</li> <li>✓ Level of expertise and understanding demonstrated by staff.</li> <li>✓ High levels of team work – finding solutions.</li> <li>✓ High levels of innovation, flexibility and creativity.</li> <li>✓ High quality of practice in classes.</li> <li>✓ High quality of interactions between adults and learners.</li> <li>✓ Effective use of augmented communication systems is a growing strength of the school.</li> <li>✓ Number of Teaching Assistants who have gained qualified teacher status whilst employed at Greenside (<i>19 since 2000</i>)</li> <li>✓ Colleagues whose work is published.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Constantly implement the induction programme and evaluate its impact</li> <li>• Enable prompt – proactive training and support in aspects such as supported eating, use of specialist moving and handling and specialist equipment</li> </ul>

<b>'Outstanding management of Health and Safety (H&amp;S)'</b>	
<b>Evidence</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>➤ A qualified person leads health and safety, they ensure rigorous, highly effective monitoring of need and rapid response times to all issues raised,</li> <li>➤ A qualified First Aid Trainer leads an extensive First Aid Team.</li> <li>➤ Effective monitoring by Governors.</li> <li>➤ High quality risk assessments, policy and guidance documents.</li> <li>➤ High quality training and updates.               <ul style="list-style-type: none"> <li>○ LA Health and Safety audit report (outstanding).</li> <li>○ Quality of risk assessments.</li> <li>○ Robust monitoring of practice.</li> <li>○ Quality of training for H&amp;S lead.</li> <li>○ Monitoring quality of documentation.</li> <li>○ Evaluations of H&amp;S training.</li> <li>○ Joint monitoring visits by named Governor.</li> <li>○ Analysis of incidents recorded in accident book and CPOMs.</li> <li>○</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Robust safe practice is embedded.</li> <li>✓ Colleagues act as critical friends.</li> <li>✓ High levels of vigilance.</li> <li>✓ Learners and staff feel and are safe and secure.</li> <li>✓ Staff knowledge and understanding of health and safety, medical and safeguarding.</li> <li>✓ Effective team of paediatric and adult first aiders.</li> </ul> <hr/> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Implement any recommendations of H &amp; S report</li> <li>• Review fire alarm link with Barnwell School.</li> <li>• Review use of public swimming pools</li> <li>• Develop use of EVOLE – ensuring effective, on-going training for all staff.</li> </ul>
<p><b>Herts County Council H &amp; S audit (2023)</b>            Quality of the work of the Health and Safety lead described as “exemplary”            Practice at Greenside maintains “outstanding”</p>	

## **Key to acronyms used**

EHCP = Education Health Care Plan

EfL = Evidence for Learning (online assessment tool)

CPOMs = Online safeguarding monitoring tool

LADO = Local Authority Designated Officer

