

## **New Struan School Improvement Plan 2021 -2022**

### **Context**

New Struan School is an independent day and residential school located in Alloa for pupils between the ages of 5 and 19. We cater for pupils across the autism spectrum with different levels of communication, social understanding and sensory needs. Currently we have 18 pupils from 11 different local authorities.

Our vision is to enable our pupils to become included, confident learners in the community. We know that young autistic people can be successful learners and we strive to provide the structured and supportive environment which enables them to reach their full potential. Our school population is diverse and so the focus of our work has many strands which are linked by our vision and values. As our young people each have their own learning pathway it is vital that our school improvement work remains responsive to the needs of the cohort we have at any given time.

New Struan School is part of Scotland's national autism charity, [Scottish Autism](#) which enables autistic people to lead happy, healthy and fulfilling lives.

### **Process**

As part of our cycle of self-evaluation for self-improvement we look at the quality of the provision we deliver for all of our young people. Pupil voice is strong within the school with the needs and preferences of our community driving the priorities we set. We also have strong relationships with our families and local authority partners whose views we seek through consultation and at regular reviews. Additionally we work closely with our colleagues across Scottish Autism and contribute to the overall vision and delivery of services within the organisation.

We use the evaluation tools available through Education Scotland to shape and guide our priorities and our improvement plan uses the How Good is Our School 4 (HGIOS4) framework.

**Improvement Priority:** Development of our Learning for Sustainability curriculum including our work on the United Nations Convention on Rights of the Child (UNCRC)

**Why?** Our young people and their families tell us how important it is that their rights are understood and upheld. It is important that they are able to make the connections between what we do at New Struan and why, including what their entitlements and responsibilities are across their adolescence. The UNCRC has been part of our work as a rights respecting school for many years and has now been enshrined in Scottish Law. We build this into our curriculum through our approaches to Learning for Sustainability. This is about knowing and understanding the world as it is and equipping young people with the confidence, values, knowledge, attitudes, capabilities and skills that will enable us to contribute to making a better world.

**How Good Is Our School 4 linked indicators:**

- 1.5 Management of resources to support equity
- 2.4 Personalised Support
- 3.1 Ensuring wellbeing, equality and inclusion

**National Improvement Framework Priority:** Improvement in children and young people's health and wellbeing

Planned Actions

- Rights Respecting Champions identified
- An audit carried out to identify gaps in our current approaches
- Re-launch our Rights Respecting School approaches, including our whole school charter
- Teacher's planning references LfS and RRS

Planned Outcomes

- Rights Respecting Schools reaccreditation
- Our school community are aware of their rights and how we uphold them
- Increased opportunities in our Learning for Sustainability pathway linked to accreditation opportunities for our young people

**Evaluation January 2022**

- Audit carried out and the school is now reaccredited as a Rights Respecting School
- The working party are now focused on developing a learning pathway around the rights and recording this in an interactive way that will have meaning for our young people

**Improvement Priority:** Develop further educational experiences and accreditation opportunities for all learners  
**Why?** Our young people each follow their own individual curriculum pathway and so we must continue to look at how we deliver our curriculum and the opportunities for accreditations and awards based around them and their individual needs.

We work to create an environment that enables learning and have recognised that for some young people any school environment, however well adapted, causes stress. As all young people have the right to an education that meets their needs we are developing a project aimed at delivering education out with a school environment.

How Good Is Our School 4 linked indicators:

- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equity and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing Creativity and Employability

National Improvement Framework Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Planned Actions

- Develop the range of National Qualifications we offer at National 1-4
- A teacher to attend the seminars on the new qualifications arrangements
- Become registered to deliver ASDAN qualifications
- Deliver Project Upswing

Planned Outcomes

- Continued progress in the number of accreditations our young people gain
- Increased teacher confidence in moderating and validating
- Offer an educational pathway to three young people who were previously not accessing school

**Evaluation January 2022**

- Project Upswing is up and running with 2 young people. Assessment is underway for a third young person.
- New Struan was chosen by the SQA to be audited and evaluated. The evidence has been compiled for uplift.
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**Improvement Priority:** Review and enhance our transition plans with a focus on our school leavers

**Why?** Transitions are a challenging time and we know that they can have a huge impact on the wellbeing of and outcomes for all of our young people. Many of our young people will continue to require a high level of support throughout their lives and the point of leaving school marks a transition to adult services and changes to the professionals who know them best. Many of our young people reside with us and are entitled to enhanced support until they are 25 as part of The Promise Scotland.

Our admissions process is robust and we have introduced a 12 weeks assessment period at the beginning of placement. We find that information we receive about our young people is different depending on the local authority and the allied professions involved and we would like to standardise this during the 12 weeks to ensure that we are able to make the transition in to our school as positive as possible.

How Good Is Our School 4 linked indicators:

- 1.1 Self-evaluation for self-improvement
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equity and inclusion

NIF Priority: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Planned Actions

- Audit the information we have received during recent referrals and transition
- Develop an assessment and report format for the 12week assessment period
- A scoping exercise for the development of a transition service

Planned Outcomes

- A clearer process and expectation for our partners at the point of referral and transition from school
- A report that draws on our SaLT, OT and Studio III partnerships which will inform the young person's plan and individual learning pathway
- Better transitions and more positive outcomes for our school leavers and their families

**Evaluation January 2022**

- The audit of information we receive has highlighted the value and quality of our own assessment report and Child's Plan
- We are piloting a transition pack for leavers with input from our therapists and consultants to aid local authorities in their planning
- Initial stages of the scoping exercise for a transition service are underway with our local authority partners and parents

**Evaluation February 2022**

- In discussion with our counselling psychologist we have introduced the Vineland Assessment of Adaptive Functioning at admission and in preparation for transition