



Glenwood School

Together we will;
respect, achieve and make good choices

Glenwood Residential Special School

Staff Induction and Development Approach

May 2022

Introduction

At Glenwood School we aim to provide all staff with introductory activities that give them every opportunity to be successful and safe in their new roles. We want all staff to become highly skilled over time and to make a positive difference for learners. This induction programme allows new members of staff to have the best start on their journey to becoming highly skilled practitioners in close-working teams. The very first message all new staff will here will be about core values and non-negotiable code of conduct towards learners and their families:

THE GLENWOOD WAY

Expectations of all Staff

Leaders set the bar high

There is an atmosphere of excitement and passion for the young people in the school which underpins a relentless drive for improvement; the school is committed to helping learners to be as fulfilled and independent as they can be; making the very greatest possible impact on progress and quality of life.

Each learner is a well-known and highly valued individual

Staff are persistent in gaining a detailed knowledge of each young person and how they make the very best progress by constantly exploring their strengths and potential; our job is to grow and develop happy, safe and secure people and we are successful in nurturing a sense of self within a social world; this involves the ability to foster and enjoy relationships and interactions with others.

Parents/carers and families are at the heart of the school

The whole family's needs are considered alongside those of the learner because this directly relates to the young person's welfare and sense of wellbeing; a strong, trusting relationship is formed with the family from the very start and is a true partnership.

Every member of the Glenwood community matters

All staff, learners, families and visiting professionals can make an important contribution to progress and are valued members of the team; different does not mean lesser and so in this way everyone is of equal worth and everyone's part in the bigger picture is equally important.

Achieving independence that fits every individual's situation and potential

In the context of working together we seek to minimise dependence and support learners to be as self-reliant as they can be; this also applies to parents/carers and the wider family.

These are fundamental beliefs of the school and the practice which we prioritise to ensure vigilance and depth of understanding for learners:

- Going beyond keeping safe and protecting to improving wellbeing and making a positive difference to our learners
- Learners having the right to say “No” and “I don’t like that”; and to be listened to
- Seeing things through the learner’s eyes
- Gaining the learner’s cooperation, not compliance, so that they can learn about how best to do things
- Ensuring the learners can develop relationships of trust with adults as all will have some level of support throughout their lives
- Creating a very safe environment for every learner which must be personalised and is sometimes very different for individuals
- Being very good at observing what learner behaviours tell us; we notice, and are interested in, the slightest change
- Successfully building self-esteem and confidence in every learner whatever their starting point
- Learners being active participants in all aspects of life at Glenwood; they are not ‘done to’
- Relentlessly searching for solutions when they are not immediately obvious; we work extremely creatively to find ways forward
- Always owning both the difficulty and the responsibility to find a solution; never blaming the learners
- Making sure strategies and solutions work for learners at school, at home and wherever they are
- Recognising that the pressures and challenges which affect the family have a significant impact on the progress and wellbeing of the learner. Supporting the relationship between learners and their parents/carers to be positive and assisting a happy home-life.
- Standing with families in every aspect of life and through every challenge
- For those people with the most complex and physical/sensory needs we do everything we can to make things right for them to learn by paying the greatest attention to their basic needs and rights to be comfortable, protected and cared for. We know nobody will learn if their position is poor or if they are in pain.
- Asking the right questions to ensure that wellbeing needs are met and reducing the impact of barriers to learning
- Being brave about prioritising what is important and most relevant for individual learners
- Thinking ahead, pre-empting and preparing in order that the learner’s time is not wasted; detailed thought is put into achieving the right groupings in which learners will make the best progress
- Growing a deep and expanding knowledge of SEND and EYFS goals as this enables us to do things differently
- Learning continues beyond lessons into every aspect of the school day
- Teaching fits around how our young people best learn and make progress; which means we are committed to innovation and flexibility around each individual
- Prioritising learning not “doing”
- Using a range of ‘contexts’ which lend themselves to what we want to teach - as vehicles for providing learning and developing individual skills through interesting and exciting experiences

- Ensuring the learners feel they are liked, valued and doing well
- Preparing and enabling learners and their families to take part in activities that play a part in family life
- As our learners progress through the school, we provide an increasing range of experiences in the local community in preparation for adulthood and the next stage of their lives in and outside of school.
- Continuously assessing and re-assessing what progress can be made and what outcomes can be achieved; striving to gain the best possible quality of life for the learner
- Planning holistically; based on a very detailed knowledge of the learner's strengths and needs at any point in their journey
- Devising a curriculum that remains focused on priority needs but can change as the learner gets older and develops interests and aptitudes.
- Assessing, in addition to knowledge and skills; learning styles, nature of support, equipment and sensory information to ensure there is a holistic picture of what needs to be in place for taking the next steps to be successful
- Flexibility to change our approach with a learner if it is not working well enough
- Relentlessly interrogating and asking whether the progress being made with learners is the best it can possibly be
- Having challenging conversations about how time is being most usefully spent; the learner's time is precious and should never be wasted; every lesson, activity and experience must be relevant to every learner;
- Constantly asking "so what?"

The induction programme is designed to empower staff and present them with opportunities to begin engaging in the process of Continuous Professional Development (CPD). We recognise that becoming fully trained to work at Glenwood School takes more than an induction programme but we also acknowledge that good induction is essential for long term success and we are committed to this. We prioritise essential safeguarding training as part of the induction programme so that new staff are fully aware of their duties in keeping children safe.

- 1.1 This policy applies to all employees and also, as appropriate, to volunteers, agency staff and governors who will all receive a tailored induction programme which will include appropriate information, training, observation, and mentoring. Safeguarding Children and Child Protection will feature prominently in every induction programme.
- 1.2 The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee, volunteer or governor to the duties of the post, and to the school as a whole, provide the foundation for successful and safe contribution to the school. The Induction Programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible.
- 1.3 The induction process will
- Provide information and training on the school's policies and procedures
 - Provide Child Protection training and assess its effectiveness

- Enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of learners, parents/carers and the wider community
- Contribute to the colleague's sense of job satisfaction and personal achievement
- Explain the 'Glenwood Way' to ensure that all staff, other professionals, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations
- Identify and address any specific training needs

1.4 The induction programme will include:

- an induction checklist of the policies, procedures and training to be covered
- details of other relevant individuals with responsibility for induction and improving knowledge, skills and understanding; the appropriate 'go to' person
- constant reference to meeting learner's priority needs will shape each person's development programme;
- support to enable staff to answer the 'Glenwood Reflective Questions' in a clear and evidenced way

Management and Organisation of Induction

2.0 Responsibility for Induction is held by all senior leaders who, in addition to providing essential training and access to learning and development, all carefully listen and observe for any gaps in knowledge, skills, understanding or confidence that might impact on learners. Staff development needs are very finely matched to the needs of individual learners and groups of learners and there is constant vigilance in picking up any kind of development need in a timely and effective way.

Leaders at all levels have a central role in ensuring the high quality of experience for learners is maintained, and that great progress is made, because of the rapid development of knowledge, understanding and skills across all staff.

2.1 Leaders should

- Make arrangements to ensure that a new member of staff, volunteer or governor is welcomed and familiarised with The Glenwood Way.
- Ensure that an Induction, Learning and Development Programme is provided, delivered and evaluated according to the general and specific learning and development needs of the individual and their specific role
- Clearly signpost 'go to' people according to emerging development needs
- Recording all essential formal training centrally.

Managing change successfully:

Glenwood is addressing a period significant change in terms of an astounding new school building, a significant increase in learner numbers and many new staff; managing change effectively is an ever-present task for our school community; we approach this through:

- Being bold and brave enough to do things differently is an important attribute we nurture in existing and new staff
- Ensuring our induction programme is structured so that time is used efficiently and effectively and access to support and guidance is streamlined. The directory of 'go to' people is designed to make the very best use of staff time.
- For specialist spaces this will involve external trainers.
- There are high expectations of commitment from day one; coaching and learning ensure that commitment and hard work are matched with knowledge and skills that are pertinent to learners.
- Growing our wider CPD outreach to the Local Area; expert staff will not only develop rapidly themselves but build the skills to pass on their skills effectively to others.
- Maintaining our contribution to SCITT programmes
- We will 'keep checking' with families and other professionals that their experience of the new school building is positive

Working in partnership with our families

Work in partnership with our families:

Our partnerships with families begins before learners start at the school and continues throughout (and often beyond) their time with us.

Nurturing meaningful and respectful partnerships with families is a key skill staff are required to develop:

- Senior leaders model meetings and conversations with families from the outset
- Staff have a structured learning conversation to guide the collaboration with families
- There is a carefully structured approach to communicating progress, next steps and wow moments
- This approach enables staff to make a strong connection with EHCP outcomes and annual review process with the family

The very best outcomes for our learners at the centre:

- We forge a strong link between our CPD and induction programme and the changing needs of our learners and their families
- Promoting excellent learning, progress and achievement is our core purpose
- The application of training to be relevant to our learners' needs; if it doesn't help them we don't do it.

Maintaining rigorous safeguarding that impacts on positive outcomes:

Formal training for safeguarding but in addition our practice and ethos reflect our

No stone left unturned approach.

Safeguarding in its widest sense is a central element to our daily work:

Doing nothing is never an option

Sustaining and strengthening our expertise:

A generic training programme would not be good enough at Glenwood. Our knowledge, skills and expertise have to grow according to the needs of our learners and their families. Each new learner brings a unique set of strengths, preferences and needs that require a specific response.

The continuing professional development of the staff must also reflect their experiences and approach to developing skills and practice coming from a range of diverse settings. We provide an exceptional quality of CPD by:

- Enhancing formal training (such as safeguarding) with crucial additional elements connected to our unique setting
- Promoting, developing and sustaining rich conversations about learners and learning
- Ensuring the Glenwood reflective questions are at the heart of evaluation and planning
- Addressing our 'is it good enough?' challenge continually.
- Sign-posting to 'go to' people (expert staff within and other professionals we work with) for support, guidance and innovation
- Using our staff meetings as a best practice forum
- Listening to and learning from our parents/carers
- Proactively encouraging career progression and utilising strengths and skills that we observe and seek out (both in our school and the wider local system).

Influence and be influenced by best practice in the Local Area

This has implications on the knowledge, skills and experience of Glenwood staff and leaders at all levels; confidence and skills to impart expertise to a range of settings across the organisation:

- Contribution to growing skilled staff across the local area through SCITT
- Influence on the development of the EHCP process from the headteacher
- Advice and guidance to mainstream and special school practitioners
- Advice and guidance to Local Authority teams about particularly challenging cases
- Views through the ESSET working party and sought by the director on issues which are hot topics for the SEND system across all services

The Induction Programme

Induction Programme

Induction programmes should be tailored to specific individuals; the broader categories below are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.

Induction and Development Checklist				
T=Training GT= 'go to person' H=Handbook P=Policy	Induction approach			
Managing Change Successfully				
Conduct – THE GLENWOOD WAY	T	GT	H	P
- The Glenwood way – Learners at the centre	✓	✓	✓	✓
- Professional expectations and boundaries		✓	✓	
- Confidentiality		✓	✓	✓
- Use of social networking				✓
- Daily operations (arrival, departure, breaks, lunchtimes)			✓	
- Communicating with parents/carers		✓	✓	
- Working in partnership with other professionals		✓	✓	
- Access to resources and facilities		✓	✓	
- Learner information (access and input)	✓	✓	✓	
- Approach to meeting individual needs		✓		
- Specific Job related training (administration, finance, site, kitchen)	✓			
Maintaining Rigorous Safeguarding				
Safeguarding children and young people	T	GT	H	P
- The Glenwood Way – Our Safeguarding Culture	✓			
- how to report concerns	✓		✓	✓
- Keeping Children Safe in Education	✓			✓
- dignity and respect issues	✓	✓		
- management of behaviour	✓	✓	✓	✓
- medical issues and medication	✓	✓	✓	
- moving and handling	✓	✓		
- acceptable use policy		✓		
- e-safety		✓		
- GDPR Awareness	✓		✓	✓
- off-site trips		✓	✓	✓
Health and Safety at Work	T	GT	H	P
- Essential reading and access to important information			✓	
- responsibilities of all staff			✓	
- Emergency evacuation	✓		✓	
- Accident/incident reporting/first aid	✓		✓	
- Hazard reporting			✓	
- Emergency panic alarms	✓			
- School security – access, ID checks etc.			✓	✓
- Specific Job related training (site, kitchen)	✓			
Staff wellbeing	T	GT	H	P
- The Glenwood Way – our support culture	✓	✓		✓
- 'go to' people		✓		
- Safety and security	✓		✓	✓
Working in Partnership with our Families				
Parents/carers and the extended family	T	GT	H	P
- The Glenwood Way – our strong connection with families	✓	✓		
- Induction and visits		✓		
- Learning conversations		✓		

- Continuing learning at home		✓		
-------------------------------	--	---	--	--

Induction and development checklist contd.				
Sustaining and Strengthening our Expertise	Induction approach			
Developing knowledge, skills and understanding	T	GT	H	P
- Communication: with and by learners	✓	✓		✓
- Importance of personal and social development		✓		
- TEACHH	✓	✓		
- Essex STEPs physical intervention	✓	✓		✓
- Sensory processing needs	✓	✓		
- Rebound therapy	✓	✓		
- Meeting health care and medical needs	✓	✓		✓
- Learning environments – specialist learning facilities	✓	✓		
Teacher/LSA Developing Learning and Teaching	T	GT	H	P
- High expectations		✓		
- How we monitor performance		✓		
- CPD opportunities		✓		
- Excellence Teams		✓		
- Teacher standards		✓		✓
Awareness Training	T	GT	H	P
- Epilepsy	✓	✓		✓
- Essex STEPS	✓	✓		✓
- Gastrostomy awareness	✓	✓		✓
- Epi-pen awareness	✓	✓		✓

The Very best Outcomes for our Learners				
Devising Curriculum and Planning	T	GT	H	P
- The Glenwood curriculum model	✓	✓	✓	✓
- Adapting and creating schemes of work		✓		
- Working with other professionals		✓		
- Personal Support Strategies		✓		
Evaluating and evidencing progress	T	GT	H	P
- Observing and recording changes as a class team	✓	✓		
- Assessment	✓	✓		
- Using assessment information (data and intelligence)	✓	✓		
- Using the APP	✓	✓		✓
- The Glenwood Reflective Questions	✓	✓		✓
- Prioritising and looking at the Big Picture	✓	✓		✓

May 2022
