

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Foreland Fields School
Headteacher:	Adrian Mount
RRSA coordinator:	Sarah Thorp
Local authority:	Kent
School context:	Foreland Fields is a school for children and young people with profound, severe and complex needs including autism spectrum disorder. There are 275 pupils aged 3-19 on roll. All pupils have an EHCP, 50% of pupils are eligible for Pupil Premium funding and 11% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, RRSA coordinator and pupil voice lead
Number of children and young people spoken with:	20 children and visited 4 different classes on the tour of the school
Adults spoken with:	1 teacher/parent, 3 parents, 2 governors and the chair of governors
Key RRSA accreditations:	Registered for RRSA: 20 th January 2016 Silver achieved: 10 th May 2017 Gold achieved: 23 rd January 2021 Gold reaccreditation: 26 th January 2022
Assessor:	Iddanella Sarmiento
Date:	28 th January 2025

REACCREDITATION OUTCOME

Outcomes for Strands A, B and C have all been achieved.

Foreland Fields School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

The assessor would like to thank the children, the Senior Leadership Team, and staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good range of digital evidence.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

Strengths of the school include:

- The extent to which rights are explicitly linked to all areas of the school's work and are visible on displays, embedded within policies and prominent in school communications.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the ethos and values of the school, supported by regular training for staff.
- Strong relationships with parents/carers and families, alongside well-established partnerships within the community, enhancing rights knowledge for all, including outreach support and satellite provision.
- The caring and nurturing culture of the school that focuses on the best interests of each child, linking all decision-making to Article 3 enabling the school to offer a personalised approach to the curriculum.
- Pupil voice that is valued highly with school council representatives in each class giving opportunities for all young people to put their suggestions forward and for these to be acted upon, which has been strengthened by the school's extensive work on supporting pupils' speech, language and communication needs (SLCN).

Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

- Ensure there is a clear plan in place to ensure the sustainability of the excellent rights respecting practice. Consider attending the [RRSA training courses](#) such as Strengthening Global Citizenship.
- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability. Consider using the [Article of the Week](#) resources to support staff when planning activities.
- Continue to deepen awareness of global issues using the UN Sustainable Development Goals or the [World's Largest Lesson resources](#) and encouraging pupils to develop and lead campaigns that highlight the connection between local challenges and global concerns.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the Local Authority and other schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>The United Nations Convention on the rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child wellbeing, school improvement, global justice, and sustainable living.</p>	<p>Children’s rights are fully embedded into the ethos, values and culture of the school and members of the school community agreed that rights are an integral part of the school. Articles from the UN Convention on the Rights of the Child (CRC) are visible throughout the school on displays, classroom doors, in planning, within policies and on the whole school vision, which is displayed in the main reception. The RRSA lead said, <i>“Since our last accreditation, we have really focused on our values and ethos.”</i> Children’s rights are at the forefront of all school practices and they drive all school improvement; staff attend weekly briefing sessions where the right of the week is shared and an opportunity to reflect on a Spotlight resource is given. A teacher shared, <i>“We even receive staff training during our induction as new members of staff.”</i> Children and young people learn about rights through the curriculum and activities they take part in are explicitly linked to articles in the CRC. The RRSA lead explained, <i>“In EYFS, we use pupil voice to inform our pupil passports, their ‘big ideas’ are child-led with a focus on the right to play.”</i> The school’s approach to individualised learning, which is based upon a range of curriculum pathways, has been guided by the best interests of each child. The headteacher said, <i>“We always put the child at the centre...the decision was made with Article 3 in mind, we adapted the curriculum and removed what was not working for our pupils.”</i> The various pathways, which are designed to meet the individual needs of the pupils in each class, are explicitly linked to articles in the CRC, ensuring that every child can access an education that is meaningful and appropriate to them; The Adventurers’ Pathway is linked to Article 12 and the Explorers’ Pathway is linked to Article 3. Staff, parents and governors spoken with during the visit were extremely positive about the school’s focus on rights. A parent said, <i>“Staff have a way to truly listen to our children, they have their voices heard and can express themselves.”</i> Another parent shared, <i>“When I drop my child off, I know she’s in a safe and happy place...they really encourage independence; my daughter knows her rights.”</i> A governor added, <i>“Children are at the centre of all decisions here.”</i></p>
STRAND B	Highlights and comments
<p>Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people, and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that</p>	<p>The school is committed to the best interests of each child. All decision-making is reviewed and resolved through rights and the school community is based on equality, dignity and respect for all. Since the last accreditation, an emphasis has been placed on supporting the speech, language and communication needs (SLCN) of all pupils to ensure children and young people can express themselves and participate in their learning. A parent shared, <i>“The teachers take their time to understand the children and pick up on those cues like facial expressions or body language.”</i> A governor added, <i>“The child-centred approach means teachers are able to find out their interests and passions and tailor learning to the individual.”</i> The school’s SLCN lead promotes literacy throughout the school; the RRSA lead explained, <i>“We really push reading skills; we want to prepare pupils for life beyond our school gates.”</i> A teacher added, <i>“Every child gets what they need; all sessions are adapted to support each child’s differences,”</i> highlighting how the principle of equity is central to</p>

<p>respects the rights of both educators and learners and promotes wellbeing.</p>	<p>the school's culture. The school is also recognised as Makaton-friendly, with visual supports displayed around the school, and it continues to hold its Centre of Excellence award through the Balanced System, which aims to develop the SLCN provision within the school.</p> <p>Each child's right to the best possible health is realised, with a team of NHS nurses working within the school, alongside staff, to support children with their physical health and wellbeing ensuring minimal disruptions to their learning. A parent shared, <i>"The way the nurses did my child's blood test in school was amazing, not a tear in sight."</i> Children take part in a wide range of activities, including swimming, and have access to two specialist rooms to support the physical development and sensory integration needs of pupils. Older pupils shared how they have fundraised to purchase resources such as an air fryer, <i>"We are going to sell these Valentine boxes to make more money to buy more resources...we have learned how to make 3 ingredient recipes which will help us stay healthy so we can make our own meals when we are older."</i></p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring children experience their rights.</p>	<p>Pupil voice is valued highly. The school has an active School Council, with representatives from each class who meet regularly to discuss school improvement. Pupils have successfully brought about change in the school; a child said, <i>"When I was in the School Council, I had an idea about butter because the jacket potatoes didn't have any, and my idea came true...we also asked for different flavoured yoghurts, and we have those now."</i> Another pupil shared, <i>"We asked for a bigger car park because we needed the space."</i> Pupils have also introduced lanyards for sixth formers, outdoor exercise machines and extra-curricular clubs. Pupils are responsible for choosing the fundraising and awareness days the school takes part in, such as Fairtrade Fortnight, Jeans for Genes, Down Syndrome awareness and Children in Need. Some of the school's secondary-age pupils have participated in the Kent Youth County Council elections, advocating for children's rights and raising awareness of issues that matter to them, including challenges they face and the importance of inclusion. Pupils also continue to contribute to NHS-adapted publications through the Easy Read scheme, helping to make important information more accessible for all.</p> <p>Community engagement is a strength of the school; it has recently opened 'The Hive', a hub for children and adults with special needs or disabilities, in conjunction with Kent County Council, to support independence and develop key skills for the SEND community. The headteacher said, <i>"We feel passionate about support post-school, at 19 it all stops; we have invested in this community provision that is fully accessible and can be used by the local community."</i> The school also actively works with the local community to foster a greater understanding of the needs of its pupils; the school's Makaton tutor has helped the local shopping centre become Makaton-aware and the local Asda welcomes pupils regularly to build relationships with children and their families to enhance post-school support and opportunities. The school also works closely with local business to expand work experience opportunities; the RRSA lead explained, <i>"Some of the work experience placements have already led to offers of employment."</i> The school has also collaborated with East Kent College to support the development of a suitable PMLD provision ensuring pupils have access to appropriate further education opportunities.</p>