

School Improvement Plan

2023/24

**“Hello to Here”**

**(Using assessment information to inform Teaching & Learning)**

**To be read alongside**: **SST Improvement Plan**

**Key Intentions of the School Improvement Plan 23-24**

**Intent 1 – Quality of Education**

**All learners will access a curriculum relevant to their needs and delivered by well-trained and responsive adults**

* *To develop a deeper understanding of how to develop curriculum opportunities that allow opportunities for learner- led discovery, initiation and play*
* *To develop a deeper understanding of how learning intentions develop a process model style of teaching,” Informed Scruffy*
* *For all the learning team understand and refer to the core developmental levels associated with PMLD learners i.e. Pre Intentional, Intentional and Formal”*
* *To continue to ensure data from assessment explicitly supports the Learning Journey for every learner*
* *To continue Conductive Education Clinics for advice and guidance to teams and to identify where specific interventions are required*
* *To develop learning teams understanding of the impact of Hearing Impairments on learners*
* *To widen the impact of music and using music to control adults across the school and ensure support is embedded in the ImPACTS curricula documentation*
* *To implement the developments of the Intensive Interaction strand to inform assessment and class practice*
* *To develop core descriptions of PMLD learners to include how they are able to self-regulate at different developmental levels*
* *To review the Fine Motor assessment, curriculum and teaching points to reflect learning from SCRUFFY trilogy*
* *To look at expanding the three levels of PMLD to four or five, establishing possibly an Early Intentional and an Early Formal stage to support staff’s understanding*
* *To continue review of key curriculum areas to reflect a SCRUFFY and less target based approach to teaching and learning*
* *To research the development of smell and how it can support learning for learners with PMLD*

**Intent 2 – Behaviour and Attitudes**

**All learners’ involvement in the learning process will be challenged and supported**

* *To continue to prioritise the relationship between well-being levels and involvement in learning*
* *Continued identification of learning resources by teachers earlier in the planning cycle to have full year impact*
* *Continued early identification and planning of effective spending to support pupil premium and LAC*
* *Continued improvement and access to resources to support learners with HI*
* *To improve team awareness and ability to support learners to develop self regulation skills and techniques*
* *To develop range of activities that allow learners to self-discover through well matched activities*
* *To develop staff skills of responsive teaching and learning by implementing new Engagement Scale for Staff*
* *To improve involvement levels for all learners by considering learning environment as part of the planning process*
* *To develop all learning staff’s skills to present “materials for provocation” i.e. invitational learning*
* *To monitor use and understanding of potential of colour tents to support CVI learners*

**Intent 3 – Personal Development**

**The holistic needs of each learner, within the context of their family, will be developed through a transdisciplinary approach**

* *To continue raising awareness of the unique contexts of each family and respect the diversity of faiths, cultures and traditions of each*
* *To explore the impact complex health has on learners, families and the staff*
* *To review the post/ job specification Family Link prior to appointing new person in this role*
* *To continue Island EHCP Annual reviews and develop teacher understanding of the context of the child in their family*
* *To continue work on supporting families at transition points for their child*
* *Maintaining high standards of Health and Safety for learners and staff*
* *To ensure whole transdisciplinary team contribute effectively to safeguarding*
* *To introduce Professional working space for transdisciplinary team*
* *To provide training for teaching team on Advance care Planning and difficult conversations*
* *To work with Education Psychology service to develop more appropriate learning Outcomes and provision recommendations for learners with PMLD for inclusion inf EHCPs*

*To develop, using a range of media platforms family information pages/blogs*

**Intent** **4** –**Leadership and Management**

**The wellbeing and personal development opportunities of all staff will be prioritised**

* *Continuation of reviewing teacher workload and wellbeing of all staff*
* *To support teachers to develop leadership and management skills to empower their class teams using Situational leadership Model*
* *Updating all Safeguarding Leads and staff training including Governors with responsibility for Safeguarding*
* *To continue to support and develop Early Career Framework teachers providing supervision, mentoring and training as required for Year 2 ECT*
* *To continue to work with the LA to address significant funding concerns particularly health related funding and provision*
* *To develop all the team to be self evaluative and look at the skills they have and areas for development*
* *To ensure that awareness of the needs of the learners and the emotionally impact this can have on staff is embedded in Induction and Basic training*
* *To use the format of return to work meetings to ensure mental health /well being check ins are included*
* *To develop team awareness of the impact of disabilities on the families we work with particularly their mental health and well being*
* *To support new senior leader and two middle leaders in their new roles*
* *To review current Performance Management systems and transfer to electronic system*
* *To introduce a wellbeing session for staff out of school hours*
* *To support staff who are embarking on Level 3 qualifications*

**Intention 1 – Quality of Education**

**All learners will access a curriculum relevant to their needs and delivered by well trained and responsive adults**

* *To develop a deeper understanding of how to develop curriculum opportunities that allow opportunities for learner- led discovery, initiation and play*
* *To develop a deeper understanding of how learning intentions develop a process model style of teaching,” Informed Scruffy*
* *For all the learning team understand and refer to the core developmental levels associated with PMLD learners i.e. Pre Intentional, Intentional and Formal”*
* *To continue to ensure data from assessment explicitly supports the Learning Journey for every learner*
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* *To continue review of key curriculum areas to reflect a SCRUFFY and less target based approach to teaching and learning*
* *To research the development of smell and how it can support learning for learners with PMLD*

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| **What we have already done**  **2022 - 23** | **What we intend to do this year**  **2023 - 24** | **Our long term intentions** |
| * Reviewed Early Control (EC) assessment and curriculum ensuring pre- intentional learning levels are described * We have looked at how we can assess musical control within EC * Completed the RSE curriculum and involved whole teaching team in final read through * Completed a trilogy of INSET days on SCRUFFY, raising whole team understanding and confidence in playful practice * Produced a usable guide for deciding on communication methods for formal learners * Implemented the use of “eye levels” through the whole school * Completed a draft of “hearing levels” to be trialled over next academic year * Provided training for ECTs on Conductive education and offered in class support sessions * Produced a guide for when and how eye gaze technology can impact learners and discussed limitations * Teachers are now writing analysis of data when submitting workbooks and detailing influences on outcomes * We have rewritten and provided both internal and external training on using ACA | * Look at the presentation of developmental levels and how these can be communicated to the whole team to ensure they are referenced throughout a learner’s day * To improve descriptors of learning levels to include the development of self regulation and support needed at each developmental level * Monitor and support embedding of learner led teaching and development of responsive learning environments * Review our three stages of PMLD and look at breaking down one or two of the areas to support the team to match need with learning opportunity * Continue to ask teachers to review data but also to share progress of learners with class team to reinforce developmental understanding * Maximise opportunities to develop learners functional physical development using physio and conductive educationalists skills * Introduce a coding to explain hearing level and therefore environmental needs for each learner * Implement a new assessment that looks at supporting learners to develop control from pre- intentional levels upwards * To use qualified Intensive Interaction practitioner to develop in class skills and use of music to support learning * Provide time for Sensory lead to research use of smells and aromatherapy for our learners * Continue process of reviewing curriculum support materials to support SCRUFFY, process model teaching and learning | Our assessments and curriculum offer will be continually reviewed, researched and developed to meet the population of current learners  Our learners will have opportunities to lead learning and we will focus on the process of learning that demonstrates progress through motivating and playful curriculum opportunities  All staff will be trained and understand the developmental levels used to assess learners and understand the main teaching requirements of each level of need  Data collected by the school will be used to influence and review the curriculum delivered and monitor individual learners access to a relevant EHCP  Assessment and evidence collection will make use of technology to reduce the overall work load of the teaching team |

|  | **INTENT** | **IMPLEMENTATION** | **TIMESCALE**  **When** | **LEAD &**  **OTHERS**  **Who** | **PLANNED IMPACT** | **ACTUAL IMPACT** |
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| 1. | Two INSET days focusing on deeper understanding of developmental levels and SCRUFFY | * INSET DAYs 30/10 & 26/1 or 7/5 | Autumn term onwards | KL, ZE, NW | * All levels of the learning team to use developmental levels to inform practice * Staff are confident to build in opportunities for learner led activities |  |
| 2. | Review of curriculum guidance to reflect understanding of process model | Allocation of development days:   * Cognitive -2 days * Vocalisation-2 days * HI/VI-2 days * II – non class based time allocation | Autumn term onwards | KL to lead and work with:  IT  NF | * Quality of teaching and learning improved across all classes |  |
| 3. | Complete review of Fine Motor Assessment and Curriculum to support functional use and understanding of fine motor development | 4 development days allocated 2 of which will be joint working | Autumn term – assessment  Spring Term- curriculum | KL and JB | * Improved assessment * ECT 2 introduced to curriculum leadership work |  |
| 4. | Raise the understanding and link to developmental levels of how children learn to self-regulate and the role of an adult in developing learning opportunities | 2 joint working development days | Autumn Term & Summer Term | KL to lead with:  TB and HV | * Staff know how to get additional support on Communication issues |  |
| 5. | Focused research and development work for learners with HI | TLR allocated time  Part of January INSET | Autumn term | NW | * All learners have Hearing Levels assessed * HI Environments evidenced via learning walks |  |
| 6 | Conductive Education and Functional Movement | * Clinics (one for school and one for Lower school) per term led by Qualified Conductor-Leadership Time * Development of Basic Training sessions for Sherborne -3 development days | Academic Year | KL  KL & BW | * Continued use of conductive education principles to support functional movement * Newer staff to be introduced to movement opportunities through Sherborne techniques |  |
| 7. | To write support EC Curriculum to reflect assessment work achieved last year  To embed responsive music training into assessment and curriculum for all learners | * Development days allocated x2 solo * 2 joint working with ECT 2 * 1 joint working day | Autumn & Spring Term | LW  LW/RT    LW/GE | * Increased understanding of control of adults and environment for earliest developmental levels * ECT 2 introduced to curriculum leadership work * Music embedded in curriculum |  |
| 8. | Develop use of Intensive Interaction and skills of teams to implement  To model interactive and responsive music use across classes | * 2 days teaching time allocated to provide in-class support * Time to agreed for sharing knowledge of approaches * Music basic training session developed | Autumn Term  Autumn Term  Spring Term | TB  TB/GE | * Modelling of interaction styles to influence staff practice * Confidence and skills to use music for control improved |  |
| 9. | To broaden wider learning teams understanding of assessment data and how this informs learning intentions | Discussion on Data as part of annual Data quiz  Staff meetings on situational leadership to review knowledge shared | September 23 and throughout year | ZE, SC KL & teaching team | * Teachers are confident to discuss data with team and reflect on data as part of teaching process |  |
| 10 | To review developmental levels and how these can be extended to four or five but also presented in a way that enables all learning team to develop deeper understanding | Leadership time  Review initially of Communication and journey through Formal to Concrete-  2 joint development days  1 INSET development day |  | KL  KL/GK | * GK to deliver part of an INSET day |  |
| 11 | To research how early vocalisations move to speech sounds | Development day allocation x2 | Summer Term | NF | * Teachers meeting to look at potential for improving curriculum areas |  |
| 12 | To research using smells and aromatherapy benefits learning | TLR time | Summer Term | NW | * Teachers meeting to look at potential for improving curriculum areas |  |
| 13 | To research development of vestibular sense and how this informs curriculum offer | Leadership and TLR time | Spring Term | KL NW | * Teachers meeting to look at potential for improving curriculum areas |  |
| 14 | To look at great Oaks Curriculum and how this can dovetail forwards the ImPACTS work | Leadership time | All year | KL working with AV from GO | * Greater shared working and understanding of approaches across both schools |  |
| **Monitoring** –Jane Williams Georgie Knight (LGB)  External monitoring: Mark Sims & Mick Waters (SIP) | | | | | | |  |  |  |  |  | Rosewood expectations for Learning Assistants explicit and used between class teachers and team and used to inform supervision and appraisal. |

**Intent 2 – Behaviour and Attitudes**

**All learners involvement in the learning process will be challenged and supported**

* *To continue to prioritise the relationship between well-being levels and involvement in learning*
* *Continued identification of learning resources by teachers earlier in the planning cycle to have full year impact*
* *Continued early identification and planning of effective spending to support pupil premium and LAC*
* *Continued improvement and access to resources to support learners with HI*
* *To improve team awareness and ability to support learners to develop self regulation skills and techniques*
* *To develop range of activities that allow learners to self-discover through well matched activities*
* *To develop staff skills of responsive teaching and learning by implementing new Engagement Scale for Staff*
* *To improve involvement levels for all learners by considering learning environment as part of the planning process*
* *To develop all learning staff’s skills to present “materials for provocation” i.e. invitational learning*
* *To monitor use and understanding of potential of colour tents to support CVI learners*
* *To develop whole learning teams understanding of palliative care needs and how this may influences learning opportunities*
* *To ensure deeper understanding of complex health needs and how this improves our understanding of educational provision for PMLD learners*

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| **What we have already done**  **2022-23** | **What we intend to do this year**  **2023 - 24** | **Our long term intentions** |
| * Reinforced and consolidated a firm commitment to the “Rosewood Way” * Evidenced via monitoring that learner well being is well understood and impacts day to day interactions * Introduced a shared approach to the annual review that allows for more parental involvement and allows school to gain more understanding of the child within the family setting * Produced a resource must have list based on process model and responsive teaching styles * Developed a guidance for formal communication assessment to share with learning team and parents to understand communication approaches * All team have a greater understanding of dystonia both the impact it has on the child but also how to support child * Continued to ensure Pupil Premium spending has impact over the whole academic year | * Monitor how postural management and functional movement is implemented across the school * To look at how learners are motivated to use physical skills * Focus observation and Learning walks on the learning environment and how it matches development needs of the learners in each class * Purchase basic class equipment list in Autumn term that supports responsive learning environments * Develop learning teams understanding of acoustic environments * Ensure that the use of colour tents are meeting learners needs * Develop deeper understanding of invitation presentation of resources and the impact of the learning environment on control and involvement in learning * To develop understanding of self-discovery/occupying activities and when/how these should be used with learners * Discuss changes and use staff engagement scales as part of monitoring throughout the year | Learners involvement in the process of learning is recognised and considered at all times  Barriers to learning whether Behavioural, Health Social or Sensory are challenged and appropriate interventions designed to overcome these  To proactively manage attendance and work with families and external respite, hospital and other providers to maintain consistent access to education  Relationships and interactions between staff and learners will reflect the school’s ethos to “Be who the learner needs you to be” i.e. Hello to Here |

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|  | **INTENT** | **IMPLEMENTATION** | **TIMESCALE**  **When** | **LEAD &**  **OTHERS**  **Who** | **PLANNED IMPACT** | **ACTUAL IMPACT** |
| 1 | To ensure all staff understand complex health needs and imperative for quality education for PMLD | * INSET day | 4/9/23 | ZE/SC | * Shared understanding of complex health needs and open conversations of the impact this has on learners, staff and families |  |
| 2 | All learning staff trained to meet complex health needs | * Health INSET day | 5/9/23 plus additional training for individual learners as and when required | Commissioned health team & all staff | * Skilled and responsive workforce ensuring basic needs can be met at all times |  |
| 3 | To ensure every class is resourced to support high quality teaching and learning | * Resources have been identified and teachers to review needs for their class by end of September | Autumn 23 | All teachers | * Targeted spending on resources that have maximum impact on learning outcomes |  |
| 4 | Individual learners identified as PP or LAC have additional resource needs identified for maximum benefit over the year | * Resources identified by end of September | Autumn 2023 | SC/KL  LGB | * Targeted spending on resources that have maximum impact on learning outcomes * Governors informed of plans |  |
| 5 | Resources for supporting learners with HI are considered | * INSET day 26/1 | Spring 24 | NW KL | * Acoustic environments and modifications are made as required in every class |  |
| 6 | Introduce and understand new Engagement Scales for Staff | * INSET 4/9/23 | Autumn Term | ZE | * All staff are aware of expected standards and supported to evaluate own practice and discuss improvement plans |  |
| 7 | Deeper understanding of how to involve learners and present activities invitationally | * INSET 4/9/23 | Autumn Term  Focus of Autumn term learning Walk | SC KL & ZE | * Increase in involvement levels and awe & wonder |  |
| 8. | Monitor and promote use of colour tents as required by individual learners | * Sensory lead teacher has been given time to promote | All year | NW | * Ensuring previous development work is embedded across the school |  |
| **Monitoring** – Kerry Barclay & Corrina Burner (LGB)  External monitoring; Mark Sims & Mick Waters (SIP) | | | | | | |

**Intent 3 – Personal Development**

**The holistic needs of each learner, within the context of their family will be developed through a transdisciplinary approach**

* *To continue raising awareness of the unique contexts of each family and respect the diversity of faiths, cultures and traditions of each*
* *To explore the impact complex health has on learners, families and the staff*
* *To review the post/ job specification Family Link prior to appointing new person in this role*
* *To continue Island EHCP Annual reviews and develop teacher understanding of the context of the child in their family*
* *To continue work on supporting families at transition points for their child*
* *Maintaining high standards of Health and Safety for learners and staff*
* *To ensure whole transdisciplinary team contribute effectively to safeguarding*
* *To introduce Professional working space for transdisciplinary team*
* *To provide training for teaching team on Advance care Planning and difficult conversations*
* *To work with Education Psychology service to develop more appropriate learning Outcomes and provision recommendations for learners with PMLD for inclusion inf EHCPs*
* *To develop, using a range of media platforms family information pages/blogs*

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| **What we have already done**  **2022 - 23** | **What we intend to do this year**  **2023- 24** | **Our long term intentions** |
| * Introduced a family focused annual Review style * Introduced Island Planning at each key transition point * Celebrated transition from Primary to secondary with families * Sent out and analysed parent survey * School have continued to fund interpreters for family meetings as well as Annual reviews * Whole school INSET completed that included manual handling, Health & Safety and personal health responsibilities * Continued support for respite services to support learners and their families * Supported five families who lost a child this year * Supported the wider community to manage grief and anxieties surrounding the deaths * Worked with palliative team to develop deeper understanding and challenge support available to education teams * Delivered an INSET day to whole team on managing trauma and how we share difficult news * Held MDT Safeguarding meetings before each holiday to look at contact and visits required or happening for all families of concern * Trialled successfully MDT Annual Review that covered CiN Meeting and CHC planning in one meeting | * Improve our skills in review meetings to ensure family voice is heard and supported to be heard by the school and the wider professional team * To continue work with Palliative team to walk alongside families * Provide teaching team with training to understand advance care planning * To access NHS training on holding difficult conversations * To review post of family Link, to look at key duties, missing support and develop an appropriate job description and person specification * To evaluate island plans that have been completed and share as a teaching team how to ask some of the more challenging future questions * Ensure all staff understand the delegated health & Safety responsibilities given to lead staff * Introduce electronic accident & incident recording formats * Improve the quality of EHCP for PMLD learners working with the EP service and SEND team to write Outcomes and Provision * To use the information from the parent survey to develop bespoke information sharing on areas identified by families | To develop Family focused working with and between all professionals involved with the school and individual learners  To develop effective and sustainable use of health colleagues to develop effective EHCPs for all learners  To develop working arrangements that are sustainable with colleagues from Social Services  To ensure transition planning and points of change are well considered and balance Best Interest and Family Involvement  To offer support to families to navigate services and advocate for families when required  To ensure all learners are seen as individuals and their learning, health and social needs are reflected in their EHCP with due consideration to well being  To ensure all learners and their families are treated with dignity and respect aligned to the British Values the school holds on equality and diversity |

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| 1 | Continued focus on Transition points as part of Annual Reviews | Regular staff meeting reviews and checking of paperwork | All year | ZE/ SC Teachers | * Families feel supported to move through school and are better prepared for transition into adulthood |  |
| 2 | To develop teachers’ skills in communicating with families and tackling difficult subjects | Staff meeting led by Palliative Care specialists | TBC | ZE | * The AR meetings become a safe place for families to raise concerns and issues that can then be communicated with the whole team |  |
| 3 | Working with a group of families to look at post of Family Link and key aspects they feel are needed | * Family link to evaluate successes and look at opportunities within current operating conditions | Autumn and throughout the year | PO SC | * Variety of events and opportunities for support networks to grow for families |  |
| 4 | To develop family information/ training sessions based on the feedback form parent questionnaire | * Review existing material and write in accessible formats * Redesign and rewrite of school and Trust Website | From Autumn and throughout the term  Sept- Nov  (Launch tbc) | SC ZE KL  MW SC ZE | * Families’ understanding of techniques and approaches to support learning and development is supported * Website to be useful , informative and updated for families to meaningfully access |  |
| 5 | Promote positive mental health and have available support to pupils, families and staff | * Posters around school * Check ins promoted across all levels of staff * Availability of space to talk * Introduce debriefing sessions | Academic year | SC | * Mental health is understood and supported by whole team |  |
| 6 | Improve the quality and content of EHCPs for learners with PMLD | * Share possible OUTCOMES and PROVISIONS with EP service | Autumn 2023 | ZE KL | * EHCP reflect the needs of PMLD learners and are subsequently more family friendly/supportive |  |
| 7 | Extend research and look for specialist input to understand grief process and supporting families on palliative pathways | * Head to sit on Board for children and young people palliative care | From Autumn | ZE | * Staff feel they have the skills and understanding to support families * Improved signposting to support for families by school * School staff now how to get additional support |  |
| 8 | Health & Safety standards will continue to be improved over the year | * Regular audits * Meeting with COO * Training updates as required * Risk assessments reviewed * Attendance at Trust H& S meetings | All year | VD SL  From Oct JH | * The workplace ensure all staff and learners are kept as safe as possible via thorough system of monitoring and reviewing |  |
| 9 | Shared professional workspace | * Set up of a Professional working space * Redesign of the old teacher’s work room * Moving of Therapy equipment and resources to clinical room | Summer Holidays 23 and Autumn term  From October 23  Spring 2024 |  | * Improved transdisciplinary working * Reduction of number of staff working in the nurses room * Development of a new clinical space and potential for an 11th classroom from September 2024 |  |
| Monitoring – Charlie Pugh (LGB)  External: Mark Sims & Mick Waters (SIP) | | | | | | |

**Intent** **4** –**Leadership and Management**

**The wellbeing and personal development opportunities of all staff will be prioritised**

* *Continuation of reviewing teacher workload and wellbeing of all staff*
* *To support teachers to develop leadership and management skills to empower their class teams using Situational leadership Model*
* *Updating all Safeguarding Leads and staff training including Governors with responsibility for Safeguarding*
* *To continue to support and develop Early Career Framework teachers providing supervision, mentoring and training as required for Year 2 ECT*
* *To continue to work with the LA to address significant funding concerns particularly health related funding and provision*
* *To develop all the team to be self evaluative and look at the skills they have and areas for development*
* *To ensure that awareness of the needs of the learners and the emotionally impact this can have on staff is embedded in Induction and Basic training*
* *To use the format of return to work meetings to ensure mental health /well being check ins are included*
* *To develop team awareness of the impact of disabilities on the families we work with particularly their mental health and well being*
* *To support new senior leader and two middle leaders in their new roles*
* *To review current Performance Management systems and transfer to electronic system*
* *To introduce a wellbeing session for staff out of school hours*
* *To support staff who are embarking on Level 3 qualifications*

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| **What we have already done**  **2022 - 23** | **What we intend to do this year**  **2023 - 24** | **Our long term intentions** |
| * Trained DHT on debriefing sessions and how to lead these * Trained new SLT member as DSL * Appointed new SLT & middle Leaders * Introduced Teachers and HLTA to the situational leadership model * Completed a series of leadership sessions with teachers and HLTAs working together * Undertaken work as part of the palliative network to look at the training needs of current educational workforce and to begin considering future needs * Supported SIP trainee on placement * Supported ECT 1’s and 2’s in school * Trained a new member of the team to act as professional mentor for current ECT 2 and future appointments * Invited nursing lead to leadership training * Worked with health and educational leaders to review current funding model and use of 1:1 funding * Provided training to Jigsaw team on PMLD needs and the needs of their families * Supported SALs and LAs undertaking Level 3 qualifications * Supported Post 16 trainee to complete course and take first post in school from September 23 * Introduce formal absence reviews and looked at the impact of MH in absences * Developed the whole teams understanding of developmental needs and their personal responsibility for their practice * ECT 2s both undertook curriculum work alongside an experienced teacher and delivered at teacher’s meetings * Delivered input to the Governing Body on SCRUFFY and plan for improving teaching and learning across the school * Trust policy list agreed | * Work with teaching team to review systems and expectations of teachers and staff * Support teaching team & HLTA’s to develop as Leaders of teams * Ensure all staff team are fully aware of duties and responsibilities under safeguarding/ KCSiE * Introduce electronic Performance Management system * Introduce electronic Policy review and audit process * Support our ECTs in 2 to succeed * Ensure health commissioners understand impact of health commissioned services and funding has on quality of T&L * Improve absence review meetings and raise profile of the purpose of the meetings across the team * Improve our communication, particularly at difficult times as a whole team and how we support each other | To become a Mental Health Aware school  To achieve sustainable work life balance for all teaching staff  To provide personal development opportunities to all staff  To ensure we employ and retain a high quality staff team  To empower and develop the Governing Body as critical friends reviewing the overall quality of Teaching and Learning in the school  To improve two way challenge and conversation between the LGBs and Trustees  Be open to and contribute to critical challenge from outside professionals/educators  Ensure the school is a safe learning environment for all  To ensure the school has a sustainable succession plan by identifying and investing in future leaders  To continue to raise staff’s personal responsibility for their standard of practice  To continue to impact and influence the national agenda on the education of learners with PMLD |

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|  | **INTENT** | **IMPLEMENTATION** | **TIMESCALE**  **When** | **LEAD &**  **OTHERS**  **Who** | **PLANNED IMPACT** | **ACTUAL IMPACT** |
| 1 | Active participation in Southampton Inclusion Partnership   1. Student teacher placement 2. Contribution to teacher training programme | * To support in delivering training module * To host student placements * To support interviews for future cohorts | All year | SC ZE KL | Developing a sustainable future work force skilled in meeting SEND |  |
| 2 | Ensure the high quality and standards of teaching and learning are balanced with the work load and sustainability for teachers | * Revisit previous analysis * Staff meeting time allocated for discussions * Discuss the collection of evidence * Review how additional PPA can be used and requested | All year | ZE and teaching team | * Highly engaged staff and high levels of learning involvement through a sustainable yet ambitious curriculum and assessment system |  |
| 3 | Teachers and class teams all fully aware of SIP Priorities | * Priorities shared as part of first INSET | 04.09.23  From Autumn 2023 | ZE | * Excellence driven practice in an accountable framework |  |
| 4 | All Governors and Trustees fully informed of new SIP | Part of whole MAT strategy of LGB and Trustees understanding roles and responsibilities | Joint training | AE ZE | * Accountability structure that can challenge standards confidently and influence change |  |
| 5 | Continued focus on raising awareness, understanding and reporting of all Safeguarding and Child Protection issues | * Face to face training for all staff * Scheduled updates and follow up questions across classes * Close liaison work with a range of agencies * Governor training and monitoring visits * Appoint new Safeguarding Governor | All year  12.09.23 | SC to lead    KL ZE | * Strong culture of Safeguarding and rigorous procedures to ensure all learners are kept safe. |  |
| 6 | Development and support of Early Careers teachers 2 | * Support for 2 teachers with YR2 extension * Support for Year 2 teachers | Academic year | SC KL  ZE | * Skilled, reflective practitioners are developed in house to impact positively on teaching and learning in the school. |  |
| 7 | All teachers and HLTA to continue training on leadership | * 3 staff meeting training sessions | Autumn term 2 sessions  Spring Term  1 session  Summer  1 session  Part 3 | ZE | * All teachers & HLTAs feel confident of leadership and ability to influence and develop a strong team * Teachers feel skilled to manage underperformance and seek appropriate support |  |
| 8 | Individual staff to evaluate skill level and begin to plan personal training needs | * INSET day –“What’s in your own bum bag” * Introduction of electronic performance management system | Autumn Term  launched | ZE, KL and all teachers | * Standardised use and shared understanding of language of ImPACTS * Deeper understanding of developmental levels |  |
| 9 | Policies to be reviewed in a more efficient format | * LGB & KS leaders to review policies they have ownership of | Over the year | SC KJ | * A manageable and effective system implemented across the Trust |  |
| 10 | Focus on MH well being | * Debriefing sessions launched * Absence reviews * Promotion of MH first aiders | Over the year | SC KJ  VD SL KL | * All staff have access to trained well being support |  |
| 11 | Supporting L3 qualifications | * Mentoring and support * Organising tutor visits and meetings * Allocation of time as required/agreed | Over the year | SC | * Continual development of a skilled workforce and offering career pathways for support staff |  |
| 12 | Supporting new leaders in roles | * Supervision meetings termly for each leader | Over the year | ZE | * Developing leadership structure and succession planning |  |
| Monitoring – Sarah Mayes (LGB)  External Monitoring: Mark Sims & Mick Waters (SIP) | | | | | | | |

Early Years Statement and Additional Priorities

**EYFS Updates September 2023**

The newly appointed Early Years Lead will be reviewing all aspects of the ImPACTS work and Schemes of Work to realign these to the new guidance. The whole school approach to assessment, planning and teaching & learning is in line with the core principles of excellent practice in the Early Years. The Improvement Plan includes the EYFS team, and members of the Early Years teaching team have development responsibilities for whole school improvement.

In addition, the EY lead will ensure all baseline assessments, requests for EHCPs and EYFS data are completed in accordance with national timescales and requirements.

The EY Lead will act as mentor to the ECT2 working in the EY department and work in partnership with the Assistant Head to ensure consistent standards, evaluations and expectations with the other ECT2 in main school.

The EY department has an open door policy with families and are working closely with families as they embark on their journey both as parents and as part of Rosewood. TAC meetings and more frequent support meetings are offered as is the availability of a “ Stay and Play” session on a Monday afternoon.

Post 16 Statement and Additional Priorities

**Preparation for Adulthood**

The underpinning philosophy and aspirational goal setting recommended in PfA has informed the whole school approach to Annual Reviews and our school use of Island planning at the end of each Key Stage. The whole school approach and understanding of what a good outcome for a young person should be when leaving school has informed aspects of the ImPACTS approach.

All Post 16 learners and those transitioning within school at KS5 will move to having their IEP written under the PfA headings. Transition and supporting families at this stage is essential and so the whole team have been given additional training to recognise, celebrate and guide towards points of transition that sometimes can be forgotten in a through age school.

The Head has attended national PfA training and used this to impact whole school practice. We are a nominated school with Southampton LA to pilot working from year 9 with PfA practitioners supporting families with transition into adult services.

The Post 16 team have access to a range of additional resources and know to signpost families who are struggling with the transition from both Children Social Care and Children’s health services.

Equality Objectives

* *To continue to ensure data from assessment explicitly supports the Learning Journey for every learner*
* *To improve involvement levels for all learners by considering learning environment as part of the planning process*
* *To ensure deeper understanding of complex health needs and how this improves our understanding of educational provision for PMLD learners*
* *To continue raising awareness of the unique contexts of each family and respect the diversity of faiths, cultures and traditions of each*