



# **School Improvement Plan 2019/2020**

Intent, Implementation, Involvement and Impact

To be read alongside: **SSET Improvement Plan**  
**Post 16 Improvement Plan**  
**Early years Improvement plan**

## Key Intentions of the School Improvement Plan 19 - 20

### Intent 1 – Quality of Education

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

- To complete assessment and curriculum updates with a focus on the developing relevant and challenging learning opportunities for all
- To raise the level of understanding and analysis of data collected and how to use to inform improvements
- To ensure training, review and monitoring supports development and takes account of overall work load of staff
- To continue to develop responsive teaching styles and engagement levels across the whole team

### Intent 2 – Behaviour and Attitudes

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

- Improved identification of learning resources by teachers earlier in the planning cycle
- Early identification and planning of effective spending to support pupil premium and LAC
- Development of outdoor learning spaces and opportunities
- Embedding of Involvement Indicators and training of all new staff
- Improved awareness and interventions for behaviour for communication
- Improved awareness and interventions for sensory seeking behaviour

### Intent 3 – Personal Development

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

- Improved engagement with and support for Families using the new Family Link post, with a focus on engaging social care
- Raised awareness of signs and symptoms of poor mental health in staff and learners
- Strategies for developing resilience for staff and learners developed
- Review of the EHCP Review processes to engage families and other professionals
- Focus on Feeding Plans and developing a school based feeding team
- Continues development of Music as a vehicle for communication across the whole school
- Maintaining high standards of Health and Safety for learners and staff

### Intent 4 – Leadership and Management

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

- Focus on reviewing teacher workload and wellbeing of all staff; development of wellbeing champions across the school
- Rigorous improvement plan of HR procedures including recruitment, DBS, contracts and payroll procedures
- Review of leadership structure to look at middle leaders and role of HLTAs
- Embedding use of Rosewood Teaching Standards and Learning Assistant Standards
- Updating all Safeguarding Leads training including Governors with responsibility for Safeguarding
- LGB to access training both in house and by LA on safeguarding, wellbeing and new Ofsted framework

## Intention 1 – Quality of Education

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

- To complete assessment and curriculum updates with a focus on the developing relevant and challenging learning opportunities for all
- To raise the level of understanding and analysis of data collected and how to use to inform improvements
- To ensure training, review and monitoring supports development and takes account of overall work load of staff
- To continue to develop responsive teaching styles and engagement levels across the whole team
- To develop increased Gross Motor learning opportunities looking at principles of Conductive Education

What we have already done 2018 - 19	What we intend to do this year 2019 - 20	Our long term intentions
<ul style="list-style-type: none"> <li>• All staff trained on the underpinning principles of Intensive Interaction</li> <li>• All staff trained on responsiveness and playfulness styles of teaching</li> <li>• Extended Cognitive Curriculum written in draft by teachers from RWS and GO</li> <li>• Additions and developments written and introduced in PSEWB Self Advocacy</li> <li>• Evaluation of the physical Skills curriculum and assessment has identified need for a Functional Movement strand</li> <li>• Staff questionnaire has identified training requirements to ensure access to ECT</li> <li>• Completed the assessment for SRE</li> <li>• Introduced Cognitive assessment and evidence collection on Earwig</li> <li>• Reviewed Key Skill leadership teams</li> </ul>	<ul style="list-style-type: none"> <li>• Use the principles of Conductive Education to increase functional movement skills for all learners</li> <li>• To develop the content of the assessment and write a curriculum for Extended Communication</li> <li>• Trial and embed new Fine Motor assessment</li> <li>• To complete the review and write new assessment for Extended ECT</li> <li>• To complete the curriculum for SRE</li> <li>• To assess all learners on the Earwig platform by the end of the academic year</li> <li>• To introduce evidence collection, with sharing permissions with families at each learners EHC Annual Review</li> <li>• To ensure all teachers understand the Data findings for individual learners and their curriculum responsibilities</li> <li>• Review the Assessment and Curriculum for Interaction Strand</li> <li>• To ensure all staff understand the criteria and priorities of the new Inspection Framework</li> </ul>	<p>Our assessments and curriculum offer will be continually reviewed, researched and developed to meet the population of current learners</p> <p>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</p> <p>Data collected by the school will be used to influence and review the curriculum delivered and monitor individual learners access to a relevant EHCP</p> <p>Assessment and evidence collection will make use of technology to reduce the overall work load of the teaching team</p>

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	All staff using Intensive Interaction techniques	<ul style="list-style-type: none"> <li>• Use of Development time</li> <li>• Staff meeting time to raise with teachers</li> <li>• Lesson Observation focus</li> </ul>	Twilights	ZE NS and TB	All learners will have communication responded to and extended	
2	All class staff will have completed training in functional rolling and sitting and will be implementing as appropriate into daily routines and activities	<ul style="list-style-type: none"> <li>• July 19 INSET</li> <li>• Lead teacher to monitor and support in classes</li> <li>• Development time to write new strand</li> </ul>	From July 6 <sup>th</sup> 2019	NP, JS	<p>Increased motivation for learners to complete movement</p> <p>Increased awareness of physical development and link to learning</p>	
3	Refined assessment with Curriculum designed for Communication development with SLD learners	<ul style="list-style-type: none"> <li>• Agree writing team with GO</li> <li>• Development time allocated</li> <li>• Liaison time agreed for staff involved</li> <li>• Joint launch across both schools on the Earwig platform</li> <li>• INSET input on Total</li> </ul>	Autumn Term 19 - Summer 20	JA GO Staff	<p>Total communication systems evident in all classes with SLD learners</p> <p>Staff consistently using signing and symbols to support learners assessed as requiring Total Communication</p>	

		Communication and functional communication				
4	Awareness of Fine Motor development shared across teams	<ul style="list-style-type: none"> <li>Development day</li> <li>Staff meeting</li> <li>Class meetings</li> </ul>	Autumn Term	SM Teachers	New assessment implemented as part of Annual Report Fine Motor development linked to cognitive development more explicitly	
5	Refined assessment with Curriculum designed for ECT/IT development with SLD learners	<ul style="list-style-type: none"> <li>Agree writing team with GO</li> <li>Development time allocated</li> <li>Liaison time agreed for staff involved</li> <li>Joint launch across both schools on the Earwig platform</li> </ul>	Autumn term – Spring Term	LW SC MW GO Staff	SLD learners have access to a range of technology that supports all aspects of learning  Structured teaching of IT will support community sessions to generalise IT use	
6	Refined assessment with Curriculum designed for SRE development with SLD learners	<ul style="list-style-type: none"> <li>Agree writing team with GO</li> <li>Development time allocated</li> <li>Liaison time agreed for staff involved</li> <li>Joint launch across both schools on the Earwig platform</li> </ul>	Autumn term – Spring Term	GK AR GO Staff	SLD learners will be supported to develop positive and safe friendships  SLD personal safety awareness will be prioritised  Staff attitudes to age respectful practices developed	
7	Staff skills, interests and expertise will be fully utilised to review assessment and curriculum work	<ul style="list-style-type: none"> <li>Development day schedule published with key outcomes</li> </ul>	Autumn Term	ZE and all KS Leaders	A responsive, well researched and relevant curriculum offer for all learners	

		<ul style="list-style-type: none"> <li>• New teams developed</li> <li>• New Inspection framework shared</li> </ul>				
8	All assessment data will be collected electronically to enable data scrutiny to inform Key Skill leads and individual teacher responsibilities	<ul style="list-style-type: none"> <li>• All assessments will be on electronic platform and be introduced alongside the Annual Review Schedule</li> <li>• Staff meeting time to support teachers</li> <li>• Training provided for analysis</li> </ul>	Autumn - Summer Term	JS MW SC ZE  All teachers	Accurate data on individual learners can be used to inform planning, trends and support development of curriculum materials, identify training and support transdisciplinary working	
9	Refinement of evidence collected to inform families of their child's learning journey	<ul style="list-style-type: none"> <li>• Staff training on using Earwig app during Twilight sessions</li> <li>• Parent agreement discussed at Annual Reviews</li> <li>• Time spent on evidence reviewed</li> </ul>	Autumn - Summer Term	JS MW SC ZE  All teachers	<p>Opportunities to reduce teacher workload considered in the training and introduction of the app</p> <p>Evidence can be shared with families</p>	
<p><b>Monitoring</b> –LGB Jane Williams Georgie Knight External monitoring:</p>						

## Intent 2 – Behaviour and Attitudes

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

- Improved identification of learning resources by teachers earlier in the planning cycle
- Early identification and planning of effective spending to support pupil premium and LAC
- Development of outdoor learning spaces and opportunities
- Embedding of Involvement Indicators and training of all new staff
- Improved awareness and interventions for behaviour for communication and sensory seeking behaviour

What we have already done 2018 - 19	What we intend to do this year 2019 - 20	Our long term intentions
<ul style="list-style-type: none"> <li>• All staff have completed training and been involved in writing Involvement levels for individual learners</li> <li>• Lesson Observation schedule now includes referencing Involvement as meeting the expectations of high quality teaching at Rosewood</li> <li>• Recording against the IEP targets now includes a reflection on involvement levels</li> <li>• Involvement Indicators for individual learners are displayed in all classrooms</li> <li>• The relationship between a staff members engagement and the learners involvement is part of Lesson Observation schedule</li> <li>• Invested in an outdoor learning area</li> <li>• Targeted spending of Pupil premium to develop resources to support named learners</li> <li>• Worked with Rose Road Association supporting recording against EHCP targets</li> <li>• Two staff attended Sensory integration course</li> <li>• Monitored attendance at Governor meetings</li> <li>• Implemented Behaviour plans for individual learners</li> <li>• Worked proactively with families to improve attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Embed Involvement Indicators</li> <li>• Monitor use and quality of Involvement Indicators as part of Observation schedule and Governor Learning walks</li> <li>• Teachers to lead new teams to recognise Involvement Indicators and how to respond to these for each learner</li> <li>• Use of Involvement Indicators in recording will form part of the work scrutiny by SLT</li> <li>• Begin to use and evaluate resource needs to ensure all learners can access Outdoor learning areas</li> <li>• Develop intervention strategy to target initial Pupil Premium spending in the Autumn Term</li> <li>• To train all staff in Sensory Integration and most recent work on processing development</li> <li>• To develop a more robust understanding of Behaviour as a form of Communication and develop interventions and skills to implement support plans</li> </ul>	<p>Learners involvement in the process of learning is recognised and considered at all times</p> <p>Barriers to learning whether Behavioural, Social or Sensory are challenged and appropriate interventions designed to overcome these</p> <p>To proactively manage attendance and work with families and external respite, hospital and other providers to maintain consistent access to education</p> <p>Relationships and interactions between staff and learners will reflect the school's ethos to " Be who the learner needs you to be"</p>

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	New staff team to review and where necessary write involvement indicators for individuals	<ul style="list-style-type: none"> <li>Twilight INSETS</li> <li>Class meeting time</li> </ul>	Autumn 19		All staff understand the motivation, level of challenge and what achievement looks like for every learner	
2	Observation focused on Involvement levels to inform professional dialogue and challenge with teachers and their teams	<p>Focus in each of three LGB accompanied Learning Walk</p> <p>Focus for two of the three formal observations</p>	Autumn Spring and Summer Learning Walks Autumn and Summer formal Observations	ZE SC JA  LGB	All Governors fully understanding involvement in learning and the importance to each learner All teachers and staff will use Involvement Indicators to support observations, recording and assessment	
3	Use Pupil Premium evaluation to develop whole school and individual strategies	New strategy to be proposed following SLT and LGB review	Autumn 19	SC LGB	Targeted interventions directed to disadvantaged learners	
4	Maximise use of Outdoor learning spaces	Focused discussions on resource needs and sharing ideas	Autumn term	ZE and whole team	Learners engage in outdoor learning that supports involvement and progress	
5	Improved understanding of Sensory Processing	<ul style="list-style-type: none"> <li>Development Day time</li> <li>Staff meeting time</li> <li>INSET</li> </ul>	Spring 2020  INSET 1/5/20	TBU SM SC	Staff awareness and first strategies discussed to inform if curriculum changes are required	
6	Improved understanding of child development and functions of behaviour	<ul style="list-style-type: none"> <li>Communication INSET</li> <li>Staff Meeting time</li> <li>Development Day time</li> </ul>	INSET 14/2/20	ZE JA SC	Understanding of Communication development is developed to cover increased learning range of the school population	
7	Total Communication planning supported in relevant classrooms	<ul style="list-style-type: none"> <li>Support time By SLT for Hub 2; Class4; Caterpillars and Butterflies</li> </ul>	From Autumn 2019	ZE SC	Communication opportunities, including those working at a symbolic level are challenging and understood by staff teams	
<b>Monitoring</b> – LGB Liz McCaughey Colleen Grice External monitoring;						



### Intent 3 – Personal Development

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- Improved engagement with and support for Families using the new Family Link post, with a focus on engaging social care
- Raised awareness of signs and symptoms of poor mental health in staff and learners
- Strategies for developing resilience for staff and learners developed
- Review of the EHCP Review processes to engage families and other professionals
- Focus on Feeding Plans and developing a school based feeding team
- Continues development of Music as a vehicle for communication across the whole school
- Maintaining high standards of Health and Safety for learners and staff

What we have already done 2018 - 19	What we intend to do this year 2019 - 20	Our long term intentions
<ul style="list-style-type: none"> <li>• Recruited to a Family link post</li> <li>• Launched Early Years music project</li> <li>• Completed a two year project with the Orchestra of the Age of Enlightenment and developed music as a communication strategy</li> <li>• INSET on staff mental health awareness with a focus on what is normal stress</li> <li>• Teachers have lead EHCP Annual Reviews and developed a new report format</li> <li>• New feeding plans were introduced by health but training implications need to be addressed</li> <li>• Reviewed with Therapy and nursing team and new meeting structure in place for next academic year</li> <li>• Continued support for respite services to support learners and their families</li> </ul>	<ul style="list-style-type: none"> <li>• Use the Family link post to develop engagement strategies</li> <li>• Develop signposting for support services</li> <li>• Train all staff to be aware of own mental wellbeing and how to be kind to self and others</li> <li>• Use information and support services to highlight when a learners main need is Mental health related</li> <li>• Via implementing involvement indicators be more aware of motivators and supportive learning strategies for each learner</li> <li>• Work with LA to support review process to make more family friendly</li> <li>• To use “ professional emails” to ensure MDT awareness of review outcomes</li> <li>• Review work load and presentation of reviews</li> <li>• Review how effectively we can use commissioned Speech and language</li> </ul>	<p>To develop Family focused working with and between all professionals involved with the school and individual learners</p> <p>To develop effective and sustainable use of health colleagues to develop effective EHCPs for all learners</p> <p>To develop working arrangements that are sustainable with colleagues from Social Services</p> <p>To ensure transition planning and points of change are well considered and balance Best Interest and Family Involvement</p> <p>To offer support to families to navigate services and advocate for families when required</p>

	<p>Therapy services and maintain high level of personal development at lunchtimes</p> <ul style="list-style-type: none"> <li>• To continue to work with music services, community and youth music and music therapy providers to enhance the impact of music for communication and wellbeing for our learners</li> <li>• Continued development of Manual handling competencies</li> <li>• Revisiting content of PEEPS to reflect learner population</li> </ul>	<p>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</p> <p>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</p>
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	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	To initiate a review to look at ways our families would like to be supported	<ul style="list-style-type: none"> <li>Engagement strategy to be devised by new Post holder – Paula Oag under direction and liaison with DHT</li> </ul>	Autumn 19	SC PO	Parent voice heard	
2	Induction of new Family Link to include liaison with other support services; aim to collate names and service details	<ul style="list-style-type: none"> <li>Emails and calls with social care, parent partnership and SENDIAS</li> </ul>	Autumn 19 onwards	PO SC	Range of links and signposting to relevant services accessible to families	
3	Planned school, community and home based engagement events to be organised	<ul style="list-style-type: none"> <li>Developed strategy to be shared with SLT/ LGB and then implemented</li> </ul>	November 19 onwards	PO SC	Variety of events and opportunities for support networks to grow for families	
4	Raised awareness, understanding and empathetic handling of staff and learners with mental health issues	<ul style="list-style-type: none"> <li>External specialists to deliver training, screening questionnaires already completed</li> </ul>	2/9/19 INSET	SC	Mental health recognised and strategies for resilience development raised	
5	Support LA to review both application process for EHCP and the Review process	<ul style="list-style-type: none"> <li>Changes and ideas shared with LA</li> <li>Time to be given to meet and liaise with LA lead</li> <li>Evaluation of work required to complete process, look at dividing planning to before and immediately after the review lists</li> </ul>	From Autumn 19	ZE SC NS From LA Helen Sanger Teaching team Input from PO	EHCP process and reviews are accessible and meaningful to families	

6	Standardising the professional email set after a review and teachers being clear of where their professional boundaries finish	<ul style="list-style-type: none"> <li>• Time to discuss and evaluate the process and leading reviews</li> <li>• Conversation about professional responsibilities particularly regarding social care</li> </ul>	Autumn 19	ZE SC	Teachers to lead Annual reviews that are family/learner centred and facilitate Multi-professional conversation and information sharing	
7	Review the implications of increased number of pupils not being under Speech and Language therapy for feeding plans; establish a team approach	<ul style="list-style-type: none"> <li>• Review of boundaries and responsibilities</li> <li>• Establishing of meeting and timetable for meeting needs of SaLT caseload</li> </ul>	Autumn 19	SC leading with SaLT	Clear and safe feeding plans for all learners reviewed regularly with professional input when required	
8	Work with SOCCO: Youth Music and Southampton Hub to develop extended programme of music opportunities	<ul style="list-style-type: none"> <li>• Proposals written and funding agreed with LGB</li> </ul>	October 19	ZE	Increased use of music by all staff through liaison and training from professional musicians	
9	Continued prioritising and planning for music therapy on a needs led basis	<ul style="list-style-type: none"> <li>• Support for funding applications completed</li> <li>• Priority list of learners who would benefit from therapy developed</li> </ul>	September onwards	ZE with input from teaching team	Music for wellbeing, interaction and emotional development available on a need lead basis	
10	High standards of moving and handling that ensures all staff are aware of personal responsibilities to keep themselves and learners safe	<ul style="list-style-type: none"> <li>• Monitoring of changes in plans</li> <li>• Regular review of content when learner needs change</li> <li>• Training to ensure high levels across</li> </ul>	All year: Induction Weeks INSET July	SL and VM  SC	Exemplary standards of positioning and moving of learners by whole team	

		the whole school				
11	Fire evacuation procedures reviewed to meet changing learner needs	<ul style="list-style-type: none"> <li>PEEPS re written and developed to be available and relevant to the whole site</li> </ul>	PEEPS checked by teachers for new learners and at the point of Annual review or any class change	MW SC JA teachers	All staff fully aware of evacuation needs of every learner	
Monitoring –LGB Liz Murray Vicky Morgan External:						

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## Intent 4 –Leadership and Management

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

- Focus on reviewing teacher workload and wellbeing of all staff
- Review of leadership structure to look at middle leaders and role of HLTAs
- Embedding use of Rosewood Teaching Standards and Learning Assistant Standards
- Updating all Safeguarding Leads training including Governors with responsibility for Safeguarding
- LGB to access training both in house and by LA on safeguarding, wellbeing and new Ofsted framework
- Development of wellbeing champions across the school

What we have already done 2018 - 19	What we intend to do this year 2019 - 20	Our long term intentions
<ul style="list-style-type: none"> <li>• Class teachers are completing supervisions for team</li> <li>• Completed work on content of Rosewood teaching standards</li> <li>• Reviewed teacher workload by looking at impact on outcomes for learners compared to teacher time</li> <li>• Two staff, Jenny Swain and Nora Peto have begun middle leadership training</li> <li>• Two staff were awarded the qualification and since given HLTA posts</li> <li>• Four new applications for training reviewed for next academic year for HLTA</li> <li>• Governor and Trustee skills analysis completed</li> <li>• Appointment of Safeguarding Governor and completion of Governor safeguarding visits to school</li> <li>• Joint Trustee and LGB training completed</li> <li>• New schools have joined ImpACTS and the format is now being put onto an electronic format</li> <li>• Newly appointed permanent clerk to LGB and Trust meetings</li> <li>• New DHT completed probation and making a positive impact on the school</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers will be acting as appraisers for their teams</li> <li>• Complete work on Learning assistant standards</li> <li>• Embed how work on teaching Standards can influence changes to teacher performance management</li> <li>• Review of Teacher workload</li> <li>• Develop a case and financial cost a model for middle leaders across the school</li> <li>• Train and develop the use of HLTAs across the school</li> <li>• Lead staff through a review of workload and look at an agreed process to continually monitor</li> <li>• Ensure all staff and Governors are fully aware of new Ofsted framework and implications for the school and any inspection requirements</li> <li>• Work with teams to look at developing a wellbeing approach and how to engage staff in activities/ strategies to maintain wellbeing</li> <li>• Ensure SIP reflects concerns and ambitions of the whole staff team</li> <li>• Improved IT strategy across the whole school</li> </ul>	<p>To become a Mental Health Aware school</p> <p>To achieve sustainable work life balance for all teaching staff</p> <p>To provide personal development opportunities to all staff</p> <p>To ensure we employ and retain a high quality staff team</p> <p>To empower and develop the Governing Body as critical friends reviewing the overall quality of Teaching and Learning in the school</p> <p>To improve two way challenge and conversation between the LGBs and Trustees</p> <p>Be open to and contribute to critical challenge from outside professionals/educators</p> <p>Ensure the school is a safe learning environment for all</p>

<ul style="list-style-type: none"> <li>• DHT Post 16 post is positively impacting the joint working of the two schools and ( see additional plan) positively challenging and developing pathways into adulthood</li> <li>• HT participated in numerous workshops working positively with LA and local Special Heads to introduce new funding/ banding system</li> <li>• HT engaged with Health commissioners and LA to look at linking needs of learners to commissioned services</li> <li>• Peer to Peer was not achieved due to paired school's circumstances but did initiate a review and proposal for joint working next academic year</li> <li>• Safer Recruitment procedures implemented and new staff file system established</li> </ul>	<ul style="list-style-type: none"> <li>• HR Manager to complete historic order and Risk Assess current HR records and personnel files</li> </ul>	<p>To ensure the school has a sustainable succession plan by identifying and investing in future leaders</p> <p>To continue to raise staff's personal responsibility for their standard of practice</p> <p>To continue to impact and influence the national agenda on the education of learners with PMLD</p>
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	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	Active participation in Southampton Inclusion Partnership a. Student teacher placement b. Contribution to teacher training programme	<ul style="list-style-type: none"> <li>Caterpillars and Class four to host trainee teachers</li> <li>Nora to train as a mentor and Jenny complete refresher</li> <li>Planning and delivering sessions as part of ITE programmes</li> </ul>	All year	JS NP SC ZE and JA	Developing a sustainable future work force skilled in meeting SEND	
2	To support NQT in Class 2; using Rosewood teaching standards to support development	<ul style="list-style-type: none"> <li>Links with NQT provider</li> <li>Mentors provided</li> <li>Supervision and access to extended Induction plan</li> </ul>	All year	SC	Developing a sustainable future work force skilled in meeting SEND	
3	Teachers as leaders of learning will take on the responsibility for managing the appraisal process for the Learning Assistants	<ul style="list-style-type: none"> <li>Review of supervisions</li> <li>Expectation set for time and content</li> <li>Looking and shared agreement on Learning assistant standards</li> </ul>	November 19	ZE SC teachers	Professional standing and responsibility of teaching team enhanced and professional dialogue amongst teams	
4	Ensure the high quality and standards of teaching and learning are balanced with the work load and sustainability for teachers	<ul style="list-style-type: none"> <li>Revisit previous analysis</li> <li>Look at duplications of paper and electronic storage</li> <li>Discuss the collection of evidence</li> <li>Review how</li> </ul>	From September 19 and ongoing through the year	ZE and teaching team	Highly engaged staff and high levels of learning involvement through a sustainable yet ambitious curriculum and assessment system	



		<p>additional PPA can be used and requested</p> <ul style="list-style-type: none"> <li>Peer to Peer focus across all Special schools to look at Workload/ expectations</li> </ul>				
5	Teachers all full aware of SIP and format and how it links to new Ofsted regulations	<ul style="list-style-type: none"> <li>Overview and discussions on what it means for our current approach</li> </ul>	Autumn 19	ZE	Excellence driven practice in an accountable framework	
6	All Governors and Trustees fully informed on new framework	<ul style="list-style-type: none"> <li>Part of whole MAT strategy of LGB and Trustees understanding roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Joint training February 2010</li> </ul>	AE ZE	Accountability structure that can challenge standards confidently and influence change	
7	Improve awareness of wellbeing and encourage staff to be aware of team needs and know when to intervene	<ul style="list-style-type: none"> <li>INSET training</li> <li>Wellbeing as part of class meetings and staff meeting agendas</li> <li>Wellbeing on LGB and Trustee agenda</li> <li>Investigate training staff member as Mental health First aider</li> </ul>	All year	All Staff	A variety of wellbeing systems and support opportunities are in place and staff feel valued	
8	Continued focus on raising awareness, understanding and reporting of all Safeguarding and Child Protection issues	<ul style="list-style-type: none"> <li>Face to face training for all staff</li> <li>Scheduled updates and follow up questions across classes</li> <li>Close liaison work with a range of agencies</li> </ul>	All year	SC to lead JA Post 16 lead PO ZE and NS ( EYFS) LMc	Strong culture of Safeguarding and rigorous procedures to ensure all learners are kept safe.	

		<ul style="list-style-type: none"> <li>• Safeguarding Team developed</li> <li>• Governor training and monitoring visits</li> <li>• Family Link trained to Level 3</li> </ul>		(Chair Govs) LM (Lead Gov)		
9	Strategic development plan for ICT use developed across the whole school	<ul style="list-style-type: none"> <li>• IT manager MW to develop strategy plan</li> <li>• Plan to cover network, website and educational use of technologies</li> <li>• Plan to feed in to MAT plan</li> </ul>	Plan by October 2019 implementation throughout the year	MW	Three year priority plan in place fully costed and reflects needs of learner population and administrative requirements	
10	HR Manager to complete historic order and Risk Assess current HR records and personnel files	<ul style="list-style-type: none"> <li>• HR review meetings scheduled weekly</li> <li>• RAG system used on historic files</li> <li>• Improvement plan detailed with time scales of improvement</li> <li>• Schedule of DBS re checks put into action</li> <li>• Improved Governor monitoring of SCR and personnel files</li> </ul>	November 19 Plan to be in place	JB SC	Improvement Plan to be actioned and no red areas of risk by Easter 20	
Monitoring – Rob Burton Kate Pearson						