



School Improvement Plan 2021/22

H Health – Mental & Physical
O Opportunities- Learning and Development
P Partnership – Families and Professionals
E Engagement of Learners and Staff
F Fun
U Unspecified
L Learner- led

“ In every job that must be done there is an element of fun” – Mary Poppins

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

Key Intentions of the School Improvement Plan 21-22

Intent 1 – Quality of Education

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

- To ensure curriculum opportunities allow opportunities for learner- led discovery, initiation and play
- To use learning intentions to develop a process model style of teaching, "Informed Scruffy"
- To ensure data from assessment explicitly supports the Learning Journey for every learner
- To establish Conductive Education Clinics for advice and guidance to teams and to identify where specific interventions are required
- To embed Conductive education into Upper school, while strengthening approach across the whole school
- To implement Sexuality and Relationships Education (SRE) assessment and complete curriculum development
- To develop understanding and awareness of the impact of Cortical Visual Impairment (CVI) on learners
- To continue work on vocalisation development
- To review the use of technology to access learning, with a particular focus on the use of eye gaze and other augmentative aids
- To write and develop staff skills in deciding augmentative communication strategies for learners who are Formal in their ImPACTS Communication Profile

Intent 2 – Behaviour and Attitudes

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

- To implement new Learning Intentions Profile
- To implement new recording and media evidence system that focuses on the process of learning
- To embed the language of engagement into observations, discussions and recording of learning intentions
- 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
- Improved awareness and interventions for behaviour for communication and sensory seeking behaviour
- Improved access to resources to support learners with CVI

Intent 3 – Personal Development

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

- To raise awareness of the unique contexts of each family and respect the diversity of faiths, cultures and traditions of each
- To develop family involvement in a range of activities by considering diversity of need particularly for families that are traditionally less involved in school based social activities
- To continue work with Family Link to develop areas where families could be supported to implement education and therapy principles into home life
- To re-evaluate and seek professional services to improve our communication and education offer to learners and their families with English as an Additional Language (EAL)
- To build on the foundations made in the role of Family Link to support all families to navigate support services effectively
- Continued awareness of signs and symptoms of poor mental health in staff and learners
- Continued review of the EHCP Review processes to engage families and other professionals and use of Data to support families to challenge progress
- To review and develop family support materials for transition through the EHCP process from children's to adult services
- 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

- Continued focus on reviewing teacher workload and wellbeing of all staff; development of wellbeing champions across the school
- Embedding use of Rosewood Teaching Standards and Learning Assistant Standards
- Updating all Safeguarding Leads and staff training including Governors with responsibility for Safeguarding
- To finalise and implement training profiles, including updating Induction Plan and changing Basic training into a rolling programme
- To review policies and process with HR, including updating safer recruitment training and rewriting interviews to reflect ethos and ambition of the school
- To continue to actively participate in the Kick Start programme
- To support and develop Early Career Framework teachers providing supervision, mentoring and training as required
- To review transition into adulthood and information packages to support families developed
- For Designated Safeguarding Lead to extend remit to cover Vulnerable Adults and Looked After Children

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What we have already done 2020 - 21	What we intend to do this year 2021 - 22	Our long term intentions
<ul style="list-style-type: none"> • Extend physical activities across the school using CE (Rebound and Hydro were impacted by COVID restrictions) • Established that a bridge to support teachers choosing an augmentative communication system was required at the end of the ImPACTS formal stage prior to accessing the Extended Communication Profile • Completed the revisions of the Fine Motor assessment and curriculum and all teachers were involved in improvements • SRE assessment completed and introduced to teaching team • Reviewed the Earwig platform and designed an in house version that was fit for purpose • CE training started in Early Years and whole school INSET on establishing functional movement • Vocalisation Strand in the Communication assessment has been revised 	<ul style="list-style-type: none"> • To complete Extended ECT curriculum • RSE curriculum to be finalised • Review the Assessment and Curriculum for Interaction Strand • Continue research and development of Vocalisation Strand • Complete a guidance document to support staff to decide Formal Communication strategies • Raise whole school awareness and knowledge to support learners with Visual impairments • Introduce Conductive Education Advice Clinics for teachers to access support • Use language of learning, as per The Engagement Model to support observations, teaching and learning • To embed new recording via Learning Intentions • To improve knowledge, skills and understanding of Eye Gaze technology 	<p>Our assessments and curriculum offer will be continually reviewed, researched and developed to meet the population of current learners</p> <p>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</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.	Complete Extended ECT Curriculum	Four development days have been allocated for the work to be completed	January- April 22	LW	<ul style="list-style-type: none"> • Raised awareness of resources and curriculum • Reassessment of SLD learners improving quality of Learning • Intentions/planning • SLD learners have access to a range of technology that supports all aspects of learning <p>Structured teaching of IT will support community sessions to generalise IT use</p>	
2.	RSE curriculum finalised	Five development days have been allocated (two and half per teacher)	September- Dec 21	GK AR Working in partnership with GO Post 16	<ul style="list-style-type: none"> • 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 	

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
3.	Research into Vocal development	Two development days allocated	Sept- October 21	EB	<ul style="list-style-type: none"> • More detailed understanding of the development of vocalisation will improve assessment • Staff will have improved skills for encouraging and responding to early vocalisations • Links made with music research already undertaken in school 	
4.	Guidance on formal Communication available to all teachers	Project agreed with commissioned SaLT Four development days allocated Proposed project for Middle leadership course	Sept 21 – January 22	KL	<ul style="list-style-type: none"> • When a learner is assessed as “Formal” teachers will have guide and understanding of potential augmented modes of communication that would support a learner’s assessed skills profile 	
5.	Refinement of evidence collected to inform families of their child’s learning journey	<ul style="list-style-type: none"> • Twilight Staff Meetings to discuss media • Introduction of Class DoJo • Change to data presented at Annual reviews 	Autumn term 21	ZE SC JS	<ul style="list-style-type: none"> • Media is used more effectively to inform learning • Media is shared to support families understanding of their child’s progress and learning priorities 	

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
					<ul style="list-style-type: none"> Reduced teacher workload 	
6	Conductive Education Clinics established	<ul style="list-style-type: none"> Upper Two clinics (one for school and one for Lower school) per term led by Qualified Conductor 	Academic Year	KL	<ul style="list-style-type: none"> Continued use of conductive education principles to support functional movement 	
7.	Improve access and use of Eye gaze technology across the school	<ul style="list-style-type: none"> Twilight staff meetings scheduled to establish working party 	Academic Year	NS NW Teachers	<ul style="list-style-type: none"> Use of eye gaze for functional vision and communication implemented for relevant learners 	
8.	Language of Engagement Model used to focus observations of learning	<ul style="list-style-type: none"> INSET day 4.09.21 Regular agenda item on Staff meetings Learning walks 	Academic Year	ZE Teachers	<ul style="list-style-type: none"> Language reflects learning to learn and is centred on the pupils effort and progress 	
9.	New planning format used to focus team on whole learner and their profile of need.	<ul style="list-style-type: none"> INSET day 4.09.21 Regular agenda item on Staff meetings Learning walks 	Learning Intentions by October half term Focus for whole year	ZE teachers	<ul style="list-style-type: none"> Increased linking of individual targets and focus on learning process 	
10	Learners have increased opportunities to lead learning, initiate and playfully engage with their world	<ul style="list-style-type: none"> INSET day 4.09.21 Regular agenda item on Staff meetings Learning walks 	Academic Year	ZE teachers	<ul style="list-style-type: none"> All staff understand SCRUFFY targets Staff are confident to build in opportunities for 	

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
					learner led activities	
11	Staff training, research on the assessment and presentation of learning to support learners with Cortical Visual Impairment (CVI)	<ul style="list-style-type: none"> • Post graduate course to be completed by a member of the team • INSET day 28.03 • Twilight sessions • 5 Development days allocated • Intervener course booked September 21 	Academic Year	NW NS	<ul style="list-style-type: none"> • Underpinning knowledge of CVI for all staff • Implementing assessment information in daily activities • Use of colour preference embedded across the school • Improved assessment of CVI 	<ul style="list-style-type: none"> •
<p>Monitoring –LGB Jane Williams Georgie Knight External monitoring: Southampton SIO Margaret Swift SIP – Pat Hunt</p>						

Intent 2 – Behaviour and Attitudes

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

- *To implement new Learning Intentions Profile*
- *To implement new recording and media evidence system that focuses on the process of learning*
- *To embed the language of engagement into observations, discussions and recording of learning intentions*
- *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*
- *Improved awareness and interventions for behaviour for communication and sensory seeking behaviour*
- *Improved access to resources to support learners with CVI*

What we have already done 2020-21	What we intend to do this year 2021 - 22	Our long term intentions
<ul style="list-style-type: none"> • Outdoor learning was used throughout the year • Targeted spending on resources to meet learners protected by Pupil premium • Support given to Class with significant behaviour needs • Whole school INSET looked at Mental health and how behaviour can be an indicator of well being • Project launched with Specialist Speech and Language therapist looking at formal augmentative communication pathways 	<ul style="list-style-type: none"> • Look at shade options for full use throughout the day in hotter weather • Continue intervention strategy to target initial Pupil Premium spending in the Autumn Term • To review guidance and profile to support staff to decide on augmentative communication routes • CVI and the implications for effective teaching and learning • Look at the use of staff as Interveners for VI/HI learners 	<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>

<ul style="list-style-type: none"> • First session looking CVI completed and established colour tents in five classes • Booked Intervener training for a teacher • Booked teacher to undertake specialist PMLD qualification via Birmingham University 	<ul style="list-style-type: none"> • To develop how we use media to inform teaching and learning • To look at how we use and share media with families to inform them of progress and priority learning areas for their child • To clearly identify the behaviours/characteristics of learning to learn via the language of the Engagement Model 	<p>Relationships and interactions between staff and learners will reflect the school's ethos to "Be who the learner needs you to be"</p>
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	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	Increased opportunities for learner led interactions and engagement	<ul style="list-style-type: none"> • INSET day 4.09.21 • Teacher-led INSET day 1.11.21 • Regular agenda item on Staff meetings • Learning walks 	Academic year	ZE Teachers and Staff team	<ul style="list-style-type: none"> • Improved involvement levels for learners over the whole school day • Increased confidence and use of observations 	

					leading interventions by staff team	
2	Early identification for additional resources required to support learning both at class and individual level	<ul style="list-style-type: none"> Teachers to be asked to identify additional resources/opportunities as part of planning Staff meeting discussion on spending and impact 	Autumn 21	SC and Teachers	<ul style="list-style-type: none"> Targeted spending on resources that have maximum impact on learning outcomes 	
3	Continue targeted spending and early identification of additional resources and opportunities required for Pupil premium learners	<ul style="list-style-type: none"> Teachers to be asked to identify additional resources/opportunities as part of planning Staff meeting discussion on spending and impact 	Autumn 21	SC All teachers LGB	<p>Targeted spending on resources that have maximum impact on learning outcomes</p> <ul style="list-style-type: none"> Governors aware of impact 	
4	To ensure whole teaching team understand the impact and curriculum needs of learners with Cortical Visual Impairment (CVI)	<ul style="list-style-type: none"> Time allocated for lead teacher New VI external training as Intervener and to undertake post graduate qualification 		NS NW SC ZE	All staff aware and teacher's implementing in planning strategies to support CVI learners	
5	To ensure all learners are challenged and supported to achieve	<ul style="list-style-type: none"> SLT monitoring of quality of teaching and learning 	<p>Autumn Term *Observation and Planning scrutiny-focus Learning Intentions and SCRUFFY</p> <p>Spring Term – *Observation and joint LGB Learning walk Focus- Functional movement Opportunities</p> <p>Summer Term</p>	SLT LGB All Staff	<p>Expectation and delivery of high quality teaching and learning across all classes</p> <p>Language of learning used to reflect on learning intentions and interventions of staff</p>	

			*Observation and joint LGB Learning walk Focus- Learning Intentions and SCRUFFY			
6	To revisit Wellbeing levels and implement training on sensory wellbeing and mental health	<ul style="list-style-type: none"> Reminders INSET 4.9.21 Teacher led INSET 1.11.21 Staff meeting allocation 	Academic year	SC teachers	Levels of well being 5 and 1 for each learner Wellbeing recorded and reflected upon as part of observations of learning Learners with sensory seeking behaviours are understood by all staff	
Monitoring – LGB Liz McCaughey External monitoring; Southampton SIO Margaret Swift SIP – Pat Hunt						

Intent 3 – Personal Development

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

- To raise awareness of the unique contexts of each family and respect the diversity of faiths, cultures and traditions of each*
- To develop family involvement in a range of activities by considering diversity of need particularly for families that are traditionally less involved in school based social activities*
- To continue work with Family Link to develop areas where families could be supported to implement education and therapy principles into home life*

- To re-evaluate and seek professional services to improve our communication and education offer to learners and their families with English as an Additional Language (EAL)
- To build on the foundations made in the role of Family Link to support all families to navigate support services effectively
- Continued awareness of signs and symptoms of poor mental health in staff and learners
- Continued review of the EHCP Review processes to engage families and other professionals and use of Data to support families to challenge progress
- To review and develop family support materials for transition through the EHCP process from children's to adult services
- Maintaining high standards of Health and Safety for learners and staff

What we have already done 2020 - 21	What we intend to do this year 2021- 22	Our long term intentions
<ul style="list-style-type: none"> • Strengthened the work of the family link • Established networks for families to connect • Early Years music project was extended and team trained in extending musical exchanges • Consistent use of Involvement Indicators seen over three monitoring visits in all classes • Awareness and open conversations with staff on families on mental health and wellbeing concerns • LA agreed to review initial meetings with families as part of the co-production process • Some progress with manual handling competencies but impacted by COVID restrictions and avoiding extra staff in Bubbles • PEEPS updated • Teachers continued using professional email post reviews to ensure good communication • Communication with MDT has been maintained to a very high standard • Continued support for respite services to support learners and their families • Continue to refine Review meetings, looking at data and learning journeys • Improved the quality of Risk assessments across the whole school 	<ul style="list-style-type: none"> • Continued focus for staff to be aware of own mental wellbeing and how to be kind to self and others • Continue Work with LA to support Annual Review process to make more family friendly and encourage a learning focus • To ensure Transition reviews signpost families and support start of journey to adult services • Make links with a special school in Uganda to share expertise and cultural awareness • To develop all staff's awareness of the learners within the cultural, faith and community heritage of their family • Continue to develop the role of the Family Link and reintroduce more social activities for families to meet and support each other • Continue to ensure rigorous Risk Assessments around COVID and implications for learners with complex health needs 	<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>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>

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	To look at a range of strategies to improve engagement and communication with EAL families	<ul style="list-style-type: none"> INSET 4/09/21 Regular Staff meeting review 	Academic Year	SC Teachers Staff team	<ul style="list-style-type: none"> All learners to hear their own language Increased awareness of the cultural diversity Targeted support from Family Link Increased attendance of EAL families in school events 	
2	Planned school, community and home based engagement events to be organised	<ul style="list-style-type: none"> 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	
3	To develop family training/information training sessions	<ul style="list-style-type: none"> Audit and areas to be identified using Family Link 	From Autumn	PO SC	Families' understanding of techniques and approaches to support learning and development is supported	
4	Promote positive mental health and have available support to pupils, families and staff	<ul style="list-style-type: none"> Posters around school Check ins promoted across all levels of staff Availability of space to talk 	Academic year	SC PO KJ	Mental health is understood and supported by whole team	
5	School Risk assessments are to be reviewed and newer formats adopted that assess risk more effectively	Staff meeting time allocated H & S monitoring timetabled	Academic year	VM SL	All staff understand use and importance of Risk Assessment All teachers able to write Learner, activity and outing assessments	
6	Annual Reviews support families to understand the priorities an progress of their child/young person	<ul style="list-style-type: none"> Staff meeting DoJo introduced 	Academic year	ZE SC	New media communication system established with families Media at AR to represent learner as a whole not as	

					a series of individual targets	
7	Transition process for learners moving to adulthood is improved and supports learners, families and staff	<ul style="list-style-type: none"> • SLT one day per week to lead project • Staff meeting/ training time allocated 	Autumn Term staff meetings, improvement over the year	JR	<ul style="list-style-type: none"> • Information packs for staff and families • Clear pathways identified and key services contacted • Surveys of family needs used to improve outcomes for others • Effective transition into adult services 	
Monitoring –LGB Liz Murray External: Southampton SIO Margaret Swift SIP – Pat Hunt						

Intent 4 –Leadership and Management

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

- Continued focus on reviewing teacher workload and wellbeing of all staff; development of wellbeing champions across the school
- Embedding use of Rosewood Teaching Standards and Learning Assistant Standards
- Updating all Safeguarding Leads and staff training including Governors with responsibility for Safeguarding
- To finalise and implement training profiles, including updating Induction Plan and changing Basic training into a rolling programme
- To review policies and process with HR, including updating safer recruitment training and rewriting interviews to reflect ethos and ambition of the school

- To continue to actively participate in the kick start programmes
- To support and develop Early Career Framework teachers providing supervision, mentoring and training as required
- To review transition into adult hood and information packages to support families developed
- For Designated safeguarding Lead to extend remit to cover Vulnerable Adults and Looked After Children

What we have already done 2020 - 21	What we intend to do this year 2021 - 22	Our long term intentions
<ul style="list-style-type: none"> • Teacher initiated review of Earwig led to change in direction in electronic data collection and media use • SIP was actively referred to by the staff team with shared focus on HOPE and relationships • All teachers have a laptop and access to network significantly improved • Evaluated the ImPACTS Key Skills and identified as a team key areas for development • Identified a teacher for middle leadership training and booked for National training • Reviewed and implemented changes to the Business Leadership Team • Restructured Governance Structure (see SSET Improvement Plan) • Managed and led continued improvement during COVID period, revising and implementing Risk Assessments as required • New Information Management System successfully introduced • Delivered report and met with LA regarding Top Up Funding and delegated Nursing tasks 	<ul style="list-style-type: none"> • Train another teacher to middle leadership level • Introduce the training Profiles for support staff to support professional development opportunities • Ensure new Safeguarding Policy is used and accessible to all Staff, Governors and volunteers • Improve staff access to the Basic training Modules • Review HR processes, in school and across the Trust • Provide support, mentoring and development opportunities to our Two Early career teachers • Ensure that staffing levels are sustainable and provide adequate levels to meet all learners needs • Develop support packages for staff and families working with learners through stages of transition into adult services • Provide appropriate guidance and safeguard our vulnerable adults on site 	<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 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> <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"> Class 4 to host placement KL to train as a mentor Planning and delivering sessions as part of ITE programmes 	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	<ul style="list-style-type: none"> Revisit previous analysis 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	<ul style="list-style-type: none"> Overview and discussions on what it means for our current approach INSET day 3/09/21 	From Autumn 2021	ZE	Excellence driven practice in an accountable framework	

4	Use of Rosewood standards for all grades to be clearly referenced in supervisions and appraisals	<ul style="list-style-type: none"> Allocated staff meeting time to discuss training profiles 	Throughout scheduled appraisal and supervision meetings	SC All teachers	Highly qualified support staff with a plan for career progression	
5	All Governors and Trustees fully informed of new SIP	<ul style="list-style-type: none"> Part of whole MAT strategy of LGB and Trustees understanding roles and responsibilities 	<ul style="list-style-type: none"> Joint training 	AE ZE	Accountability structure that can challenge standards confidently and influence change	
6	Continued focus on raising awareness, understanding and reporting of all Safeguarding and Child Protection issues	<ul style="list-style-type: none"> Face to face training for all staff Scheduled updates and follow up questions across classes Close liaison work with a range of agencies Safeguarding Team developed Governor training and monitoring visits 	All year	SC to lead PO ZE and NS (EYFS) LMc (Chair Gvs) LM (Lead Gov)	Strong culture of Safeguarding and rigorous procedures to ensure all learners are kept safe.	
7	HR processes and standards to be implemented across the trust implementing recommendations from KCSiE 2021	<ul style="list-style-type: none"> Staff training on KCSiE September 21 Educ care training for new HR assistant 	Autumn 21	ZE AE JF KJ	Robust and secure HR systems that support future developments of individual schools and the Trust	
8	Offer employment and training to young people via Kickstart scheme	<ul style="list-style-type: none"> Interviews, induction and training developed for all Kickstarters 	Throughout year	SC KJ	Development of a future workforce	
9	Development and support of Early Careers teachers	<ul style="list-style-type: none"> Mentoring training completed Experienced teacher linked to ECT 	Academic year	SC TB	Skilled, reflective practitioners are developed in house to impact positively on teaching and learning in the school	

		<ul style="list-style-type: none"> All training on new framework being undertaken by DHT 				
10	Teachers all aware of Transition Pathways into adult services	<ul style="list-style-type: none"> Additional SLT from GO purchased one day per week to lead project 	Academic year	JR teachers	Improved information for families Improved Person Centred Review process	
11	Designated safeguard lead to include leadership on Vulnerable adults	<ul style="list-style-type: none"> Specialist training 	Autumn term	SC	Strong culture of Safeguarding and rigorous procedures to ensure all learners are kept safe.	
Monitoring – Rob Burton External Monitoring: Southampton SIO Margaret Swift SIP – Pat Hunt						