



# School Improvement Plan.

2018 -2019.

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# Our Place Schools School Improvement Plan 2018 – 2019.

*“If a child cannot learn in the way we teach, we must teach in a way they can learn.”*

Based on a quote from Ignacio Estrada, as cited in McInerney, 2015.

## Introduction.

Following the Ofsted inspection in June 2018 and the final report received in September 2018, it is clear that things need to change in school for the better. Ofsted graded the school’s Overall Effectiveness as ‘Inadequate’.

The original Ofsted Action Plan has been merged into this School Improvement Plan (SIP), and it will be used as a robust tool in assessing how we intend to raise standards of education in our school. This plan will put our thoughts and plans into real life action, so that our pupil’s needs and outcomes for learning will improve.

The school needs to make significant marked improvements in the provision we offer our pupils, as there are many areas for development and improvement, a priority order needs to be made. This document will aid this. This SIP is to ensure school makes progress over the next year.

The main influential factors which guide this SIP are as follows:

- The Children Act 1989, section 87(1) and 2004: Where a school or college provides accommodation for any child, it shall be the duty of the relevant person to safeguard and promote the child’s welfare, and the Children Act 2004, section 10(2): Wellbeing.
- The Equality Act 2010: Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.



- Social justice: distributing resources fairly and treating all students equitably so that they feel safe and secure -physically and psychologically.
- The Children and Families Act 2014: giving greater protection to vulnerable children...better support for children... and a new system to help children with special educational needs and disabilities. For children coming into the care system, the new 26-week time limit for care proceedings will reduce unnecessary delays. Virtual School Heads will champion their education; children in residential care will live in safer, better quality homes.
- The SEND Code of Practice 0-25 years: explaining the responsibilities of Local Authorities, educational establishments such as early education settings, schools and academies together with health organisations to those with special educational needs in accordance with the Children and Families Act 2014.
- Mandatory and guidance documents issued by DFE, such as 'The Independent School Standards, advice for 'Independent Schools' March 2018, 'Residential Special School, National Minimum Standards' 2015 and 'Positive Environments Where Children Can Flourish', March 2018 plus differing Local Authority (LA) advice.
- The improvement points stated by Ofsted in their report.
- The initial Ofsted Action Plan was submitted in December 2018 to the Department For Education (DFE) following the report being issued. This SIP incorporates the initial aims, with on-going evaluation of those aims, plus the additional priority aims that have been identified since the Ofsted Action Plan was written.
- The School's vision and aims / intentions going forward.



### Monitoring, Evaluation and Review.

Usually a SIP is evaluated at the end of the school year when the targets should have been met, however, as the school needs to act immediately to make positive changes and record our sustained pace and impact, this SIP will be reviewed every month by myself, school staff and the newly appointed Board Of Governors. It is a 'working', live document which will be annotated at least monthly to record progress in meeting our aims.

At Our Place Schools the success of our SIP will be evaluated in a number of ways:

- ✓ Recording and reporting of monitoring.
- ✓ Feedback from our pupils themselves.
- ✓ Our knowledge of our pupils.
- ✓ The increase of self-esteem in pupils and staff.
- ✓ Achievement of outcomes set for individual pupils (Assess, plan, Do, Review Cycle).
- ✓ Pupil progress.
- ✓ Better Planning for curriculum delivery.
- ✓ Lesson observations.
- ✓ Work scrutiny.
- ✓ Networking with other providers.
- ✓ Engaging positively with regulators.
- ✓ Consultation with / feedback from our staff, parents, Board Of Governors, Social Workers, Virtual School Teachers, LA representatives etc.
- ✓ At least six Monitoring Visits (announced and unannounced) over the course of an academic year, with subsequent reports - made by the Governing Body / Social Workers / other agencies.
- ✓ Audit tools.

The objectives set are listed under four main headings, from the current Ofsted Framework. These are the headings Ofsted will use when they inspect us again. These headings are:

- Effectiveness of leadership and management.
- Quality of teaching, learning and assessment.



- Personal Development, behaviour and welfare.
- Outcomes for pupils.
- Sixth Form Provision.

### School Context.

Our Place Schools is registered with Ofsted as an Independent Residential Special School, approved to provide education for children with Special Educational Needs and Difficulties (SEND), aged 8 years up to the age of 19 years. All of our pupils have an Education Health Care Plan (EHCP), and all of our pupils fall into the category of Child in Looked After (CLA). Due to the fact that our pupils are all CLA, the Social, Emotional and Mental Health (SEMH) needs of our children play a huge part in their ability to learn and develop.

We currently have 8 pupils educated on site. At present our pupils come from Worcestershire, Herefordshire, Sandwell, Wiltshire and Bromley Local Authorities.

Our pupils have a range of Special Educational Needs and Difficulties (SEND) in the areas of: Communication and Interaction including Autism, Cognition and Learning, Social, Emotional and Mental Health, and Sensory Impairment.

Many of our pupils have suffered trauma and some show attachment difficulties due to the Adverse Childhood Experiences (ACE's) which they have lived through. Their starting point in education has not been a solid one, as many have missed key milestones or have had interruptions in their learning and development. Some pupils have not been supported in fostering a good self-esteem, self-concept or self-identity. Some of our pupils have not had the positive childhood experiences required to access deep learning.

Attainment on entry for all of our pupils is well below the national age related expectations.

Our staff work in an extremely specialist environment with the most vulnerable and challenging pupils, it can be a physically tiring role and emotionally draining at times. By nature of the school, staff have to be resilient in every sense of the word.

This academic year the school has a new experienced Senior Leadership Team: Head of Education and two Deputy Heads of Education. The majority of the rest of school's staffing structure is made of differing ranges of experience, qualifications and newly qualified staff.



On site, we have shared provision of the Head of Behaviour, and work with a team of Multi-Disciplinary consultant professionals: Speech and Language Therapist, Occupational Therapist, Clinical Psychologist and Advocate.

For other details please see our School Evaluation Form (SEF) and website.

### School Intentions / Aims.

At Our Place Schools we aim to provide a holistic, progressive, individually bespoke and creative curriculum which has our pupil's wellbeing (as defined by Section 10(2) of the Children Act, 2004) at the centre of all we do.

We aim that our curriculum will be pioneering - designed to influence our pupils so that they can achieve positive, happy and as independent lives as possible as they transition into adulthood.

Our main focus is that when Ofsted make their monitoring visit to (and subsequent full inspection of) our school, they will see a very different school to the one they visited in June. We would like the 'inadequate' grading replaced with a more deserving grade that we will rightfully deserve following the raised standards we will be achieving as a school by then. These changes will not have been made in order 'just' to receive a better grading from Ofsted, but to reap the rewards taking on board their advice will have made to the education of the pupils we teach. I feel so strongly that our pupils (arguably some of the most vulnerable and disadvantaged population in society) should receive and deserve the best education and care we can offer them.

The priority intentions are to;

- 1) Keep our pupils safe – to develop and maintain a robust Safeguarding culture.
- 2) Address and maintain our pupil's state of wellbeing, as defined by Section 10(2) of the Children Act 2004 – Physical and mental health and emotional well-being, Protection from harm and neglect, Education, training and recreation, the contribution made by them to society, Social and economic well-being.



- 3) Look after our staff's wellbeing. The staff will know they are valued and strategies will be put in place so staff can access support should they require it and more opportunities will be offered for Continuing Professional Development.
- 4) Develop a solid Senior Leadership Team, whose actions will improve the school and their roles will meet the requirements for fulfilling the school's compliance in The Independent School Standards as well as in relation to the SEND provision and CLA processes.
- 5) Improve the effectiveness of governance to ensure leaders are held to account.
- 6) Provide local authorities (who place pupils with us) accounts of how money has been used.
- 7) Develop a new curriculum to meet the individual needs of our pupils, and for some, to begin to address what has happened in their past to shape them for the bright futures that lie ahead of them.

To make the improvements so desperately required here, a team effort is called for and an inevitable a period of change. The improvements will not be made over night, but over months and it will require a positive 'can do' attitude. As a staff we will need to promote the school in a positive light and draw attention to the positive changes we plan for. We will begin to change the perceptions of the school and promote it as a school that we are all proud of, and most importantly a school that aims to educate our pupils to Outstanding standards.



# School Improvement Plan.

## 2018 -2019.





Aims for academic year: 2018 – 2019.

Effectiveness of leadership and management: To urgently improve leadership and management.

Intention / Aim	Implementation / Actions	Success Criteria / Outcome	Impact / Evidence	Costs & resources	Person(s) responsible	Completion date
<p>To ensure Our Place Schools Safeguarding protocols are compliant and followed via knowledge of key documents, including re-visiting and reviewing relevant documents.</p>	<p>To adhere to key documents for guidance: 'Keeping Children Safe in Education' 2018, DFE Secure Access, DBS and NSPCC Safer Recruitment etc.                      -Regular monitoring checks will be carried out to ensure statutory guidance is followed.</p>	<p>We will have a robust Safeguarding System in place, ensuring all staff have been suitably checked before working within our school and home.                      -A new policy will be in place.                      -Staff will have knowledge of and adhere to the policy for protocol.                      -Head of Education (HOE) to become DSO, as well as current DHOE.</p>	<p>-An Action Plan has been devised from information in Section 175 of Worcestershire Children's Safeguarding Board Report (WSCB).                      -Policy has been updated January 2019.</p>	<p>Approx 4 hours of SLT time to complete Action Plan.</p>	<p>HOE (DSO), DHOE (Deputy DSO) &amp; designated Safeguarding Governor.</p>	<p>September – on-going.                      Action Plan completed December 2019, SCR checks on-going.</p>
<p>To ensure the Safeguarding Policy is fit to be utilised by school staff.</p>	<p>-The Safeguarding Policy to be updated and amended to include school procedure.</p>		<p>-A new amended and updated Safeguarding Policy is in place.</p>	<p>Total training fee for HOE &amp; DHOE to attend training.                      -Approx 3 hour of SLT time to amend policy and</p>	<p>HOE (DSO), DHOE (Deputy DSO) &amp; designated</p>	<p>04/10/18. Achieved.</p>



<p>To ensure the Safeguarding Policy is being followed at all times, and record any concerns in a timely manner (ie: by the end of the school day).</p>	<p>-2 members of SLT to become DSO's, strengthening the Safeguarding culture.</p> <p>-Safeguarding training to be included in induction meeting of new Board of Governors.</p>	<p>- All Board of Governors will have knowledge of what Safeguarding is and awareness of Keeping Children Safe in Education 2018. Any concerns / investigations / notifications of potential Safeguarding incidents will be</p>	<p>-HOE will have DSO certificate after training completed.</p> <p>- 2 DSO's will allow us to be more confident in carrying out our duties, we will be able to discuss situations arising and act promptly and accordingly.</p> <p>- HOE attended course (04/10/18) and is now DSO.</p> <p>-Staff will feel confident in using the Safeguarding Policy process.</p> <p>-Concerns / investigations and notifications of safeguarding concerns are being raised and dealt with in a timely manner. <a href="#">Safeguarding Log.</a></p>	<p>deploy to staff / folders.</p> <p>Cost of training plus BOG time.</p>	<p>Safeguarding Governor.</p> <p>Chair of Governors &amp; new members of the Board of Governors / designated Safeguarding Governor.</p> <p>DSO &amp; DDSO.</p>	<p>Achieved 04/10/18.</p> <p>20/09/18. Achieved, Safeguarding training given on to Governors (20/09/19).</p> <p>Autumn Terms 2018 &amp; on-going.</p>
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<p>All records of actions to keep pupils safe are followed through to conclusion.</p>	<p>-SLT to ensure that processes for logging actions are followed re: Health and Safety, safeguarding policies, incident logs, notifications. SLT to liaise with each other and other stakeholders e.g parents, care</p>	<p>conducted following our policy guidelines.</p> <p>-All notifications of safeguarding incidences are communicated to internal or external agencies e.g Local Designated Officer (LADO), parents or Social Workers this within a timely fashion.</p> <p>Pupils will be better kept safe.</p>	<p>- Safeguarding Log. -A safeguarding incident was raised within school, and LADO was notified. His response was that 'The setting have supplied all the required documentation to allow this matter to be dealt with in a timely way'. (14/03/19).</p> <p>New actions, any on-going actions and closure / finish of actions are discussed at weekly staff and SMT meetings to SMT can feed back to their teams to ensure consistency.</p>	<p>Approx 6 hours of SLT time.</p> <p>SLT time.</p>	<p>DSO &amp; DDSO</p> <p>SLT, all staff.</p>	<p>Autumn Terms 2018 &amp; in-going.</p> <p>Achieved and on-going (14/03/19).</p> <p>January 2019.</p> <p>Achieved and on-going.</p>
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<p>All record-keeping of recruitment checks is kept up to date and is regularly reviewed and monitored.</p>	<p>staff, social workers etc.          -SLT to check actions are being followed 'on ground level', if not, adhere and advise staff of protocol.          -DSO &amp; DDSO to 'close' specific safeguarding incidents when they have been investigated and actions put in place to act on / minimise the incident happening again.</p> <p>-Monthly Single Central Register (SCR) checks to be implemented.</p>	<p>-We will have every member of staff on the SCR, with completed checks – outstanding evidence will be sought.</p> <p>-Governors will be added to our SCR (24/01/19).</p> <p>We will have a noticeboard in a</p>	<p>Monthly SCR checks being maintained. 1<sup>st</sup> was 15/10/18.</p> <p>Complete SCR checks have been made on all school staff.</p> <p>All Governors are now on the SCR and checks have been completed.</p> <p>A Safeguarding notice board now fully accessible in</p>	<p>1 hour every month for 2 SLT members to make checks</p> <p>HR time, 1 hour per week.</p>	<p>Human Resources (HR) &amp; HOE (DSL).</p> <p>HR &amp; HOE</p> <p>Deputy DSL and all staff.</p>	<p>Achieved and on-going.</p> <p>Achieved March 2019.</p> <p>November 2018. Achieved</p>
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	<p>The development of a staff Safeguarding Notice Board (for staff to seek information).</p> <p>Safeguarding issues / concerns arising will be addressed as required but also planned into weekly SMT meetings, monthly at Safeguarding Review meetings and every 2 months at the Board of Governors meeting.</p> <p>A new Teacher's planning proforma to be devised to include; 'Learning to Keep Safe'.</p>	<p>high footfall area that staff can turn to seek policy, process and information.</p> <p>The Education and Care staff will all be better informed of potential / arising safeguarding issues / concerns for our YP and so act appropriately and efficiently to keep our YP safe.</p> <p>Teachers will actively plan to include individual learning outcomes for our pupils: teaching them how to keep themselves safe during different activities and environments. This will link into long-term outcomes set</p>	<p>the Education Base. The board was implemented in early November 2019 and is constantly monitored &amp; updated.</p> <p>Safeguarding and wellbeing is on the agenda of discussion items at all listed meetings. HOE has started to record in her reports to the Board Of Governors the number of safeguarding incidents logged and dealt with since the previous meeting.</p> <p>The addition of 'Learning to keep safe' has been added to our termly planning overview &amp; Teachers are planning for how to teach our YP to look after themselves. Reference as started to be made to EHCP outcomes.</p>	<p>3 hours of SLT time to populate noticeboard.</p> <p>Approx 8 hours per month of SLT meeting time.</p> <p>Included in above.</p> <p>2 hours of SLT time to make new proforma.</p>	<p>HOE, DHsOE and all staff.</p> <p>HOE</p> <p>All staff</p>	<p>November 2018</p> <p>October 2018.</p> <p>Achieved March 2019.</p> <p>October 2018. Achieved November 2018.</p>
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		by their EHCPs and shorter-term PEP outcomes.				
	To attend Worcestershire Safeguarding Children Board PREVENT Training.	Attendance will ensure we are up to date with new/changed information re: safeguarding and the government counter-terrorism strategy.	-Attendance at training.	2.5 hours of DDSO time.	DDSO.	Achieved 28/02/19.
	To complete online Safer Recruitment Training.	Completion will ensure we are confident in Safer Recruitment.	-Information gained will shape / give us confidence in how we recruit staff. -Certificate on completion.	Approx 12 hours of SLT time.	DSO & DDSO.	Summer term 1.
	To attend DSL Conference/Network meeting.	Attendance will ensure we are up to date with new/changed information re: safeguarding	-Attendance at meeting, share information with staff and implement any best practice advice. Gain reassurance that we are ensuring a robust safeguarding culture.	Approx 4 hours of SLT time. 4 x £27.19 = £108.76.	DDSO.	19/06/19
To have an effective Whistleblowing Policy.	-The Whistleblowing Policy will be amended and updated to ensure it	We will have an effective Whistleblowing Policy that all staff can refer to and	A copy of the Whistleblowing policy is attached to our Safeguarding Noticeboard in our	Approx 1 hour of SLT time.	DDSO, all staff.	October 2018. Achieved. October 2019.



<p>To ensure the Whistleblowing Policy is being followed at all times, and record any concerns in a timely manner (ie: by the end of the school day).</p>	<p>is fit to be utilised by school staff.</p> <p>-All Staff to read and understand the new Whistleblowing Policy. -The policy is monitored to see that it is correctly implemented when necessary. -A copy of the Whistleblowing Policy to be given to new staff during their Induction Training.</p>	<p>feel confident in following.</p> <p>The policy is used.</p>	<p>Education Base and a hard copy has been given to all school staff to read.</p> <p>The Whistleblowing policy has been updated and amended.</p> <p>-A copy of the Whistleblowing Policy is given to new staff during their Induction Training.</p>		<p>Director.</p> <p>HR</p>	<p>Achieved, January 2019.</p> <p>September – ongoing. Achieved</p>
<p>All staff to be confident in using Management of Actual or Potential Aggression (MAPA) Programme.</p>	<p>-1 day MAPA refresher training for all school staff. -Alternate monthly update sessions included in staff meetings.</p>	<p>When necessary, all staff to be able to use physical interventions, within the guidelines set by MAPA.</p>	<p>19/10/18: All school staff attended MAPA refresher training.</p> <p>The Head of Behaviour is now working within the Education Base. The Head of Education is The Head of Education's Line Manager (7<sup>th</sup> January 2019).</p>	<p>Cost of hall hire. -3 x SLT time for 6 hours. -3 x Teachers time for 6 hours. -4 x TA time for 6 hours. - 6 hours HOB time for 6 hours.</p>	<p>All staff plus HOB</p>	<p>19/10/18. Achieved and ongoing.</p>



<p>The Senior Leaders will demonstrate good skills and knowledge appropriate to their role so that the Independent School Standards (ISS) are met consistently.</p>	<p>-Staff who may not feel as confident in using MAPA effectively, or whom HOB, and SLT feel need extra training will be offered / asked to repeat their training again.</p> <p>-Our Place Schools to form a new Senior Leadership Team (SLT) structure.</p> <p>-SLT will take on additional roles e.g Designated Teachers for CLA,</p>	<p>-A stronger, experienced and knowledgeable SLT will share strategies that promote good practice within an SEN school.</p> <p>-All staff will have a very clear understanding of who is their line</p>	<p>When necessary, all staff will use physical interventions, within the guidelines set by MAPA to protect themselves and pupils.</p> <p>The appointment of a new Head of Education, and an additional Deputy Head of Education – both experienced in working with young people with SEND.</p> <p>A new staffing structure has been devised and a visual copy of this has been made</p>	<p>Cost of hall hire. 6 hours HOB time &amp; 6 hours of teacher time.</p> <p>Cost of new HOE full time position. Cost of new DHOE full time position. Continued role of other DHOE.</p> <p>Original staffing structure, approx.</p>	<p>HOB and 1 member of staff.</p> <p>Director, HR.</p> <p>SLT</p>	<p>As required. Achieved.</p> <p>September 2018. Achieved, and on-going. September 2018.</p> <p>September 2018. Achieved and on-going.</p>
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<p>The Board of Governors and SLT to be familiar with the Independent School Standards and share</p>	<p>SENDCO, DSL, On-Line Safety Co-ordinator, Curriculum Lead &amp; Assessment Lead. -SLT will put in place a new school staffing structure.</p> <p>-SLT to adhere to the ISS monthly to ensure movement towards compliance.</p> <p>-Our Place Schools to form a new Board of Governors.</p>	<p>manager and who they are line managing. -Staff will be more accountable for the team they lead. -The additional roles associated with running an efficient SEN School will be covered by the SLT. -SLT will assess how best to team staff together (skills best matched to particular needs of the pupils) and introduce a clear line of management.</p> <p>Our school will be compliant with the ISS.</p> <p>A new Board of Governors will ensure school staff are supported and where necessary and will question /</p>	<p>(including photographs of staff), it is regularly amended to show changes in school - and shared with parents, Our Place staff, Social Workers and the LA Virtual Schools. 10/01/19. -SLT are role models to the rest of the staff. -SLT offer advice to staff on all areas of school life. Specific meetings and 1-1's are held to share experience, knowledge and request actions to be implemented.</p> <p>The ISS are being referred to.</p> <p>A new Board of Governors have been appointed, September 2018. The first Board of Governors meeting</p>	<p>3 hours to discuss and devise.</p> <p>3 hours per month for HOE monthly checks.</p> <p>Currently 3 x external members costs.</p>	<p>SLT / HOE</p> <p>HR, Director, HOE, Board of Governors.</p>	<p>September 2018. Achieved and on-going. September 2018. Achieved and on-going.</p> <p>September 2018. Achieved and on-going.</p> <p>November 2018. Achieved and on-going.</p> <p>September 2018. Achieved.</p>
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<p>knowledge of with whole school staff.</p> <p>Improve the effectiveness of governance.</p>	<p>-New Governors will be invited to take specific roles e.g Designated Safeguarding Governor, Designated Governor for CLA etc</p> <p>A copy of the Independent School Standards will be shared and discussed.</p> <p>To supply Governors with a report (including overview of school</p>	<p>challenge staff re: important decisions being made in terms of the school making improvements to its provision. -There will be compliance within the differing areas of the independent school standards.</p> <p>Specific Governors to oversee standards are raised within identified areas in school will ensure nothing is missed, provide another individual to evaluate, challenge and give support.</p> <p>All staff and Governors will have a shared knowledge of the ISS to be met.</p> <p>Governors can question HOE over any part of school</p>	<p>was held on 20/09/18, with an interim meeting on 23/11/19.</p> <p>A Governor for Safeguarding has been appointed, A Governor for CLA has been appointed.</p> <p>All governors will have knowledge of the ISS.</p> <p>-Governors will have a clear idea of what is going on in school.</p>	<p>As above. As above.</p> <p>As above plus costs of printing ISS.</p>	<p>Director, HOE, Board of Governors.</p> <p>Proprietor, Director, HOE &amp; Board of Governors.</p> <p>HOE, Governors, H&amp;S</p>	<p>September 2018. Achieved 24/01/19 Achieved 21/03/19.</p> <p>March 2019.</p> <p>Achieved and on-going 24/01/19. H&amp;S attended Governors meeting on 21/03/19.</p>
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<p>To support staff in the period of 'Change'.</p>	<p>development, SLT's input in driving the development along and impact, safeguarding data, health and safety information and outcomes for pupils) prior to each time of meeting. This report will then be discussed at the meetings.</p> <p>A filing system to be put in place for YP's and school documents.</p> <p>-Workshop to be created on 'Leading and Managing Change' for SLT. -SLT to lead staff by giving clear messages of what is required to improve the school.</p>	<p>life, they can check the school is safe.</p> <p>All historic, inherited paperwork to be sorted out and filed coherently.</p> <p>There will be huge changes in school: new staff, new leadership, new ethos, new strategies to support learning, new expectations placed on staff.</p>	<p>Governors will evaluate SLT's impact on the school's improvement.</p> <p>-Governors have made dates to come into school when the pupils are in, to discuss how to make subsequent monitoring visits.</p> <p>All pupils have their own files for Assessment, recording &amp; reporting (AR&amp;R), with a new contents order. All pupils who should have a Child Protection File have one.</p> <p>-Staff morale will increase. -Staff will feel supported during the transition period in school. - The Actions Proposed are well under way in school. Staff are consulted</p>	<p>Approx 3 hours of SLT time.</p> <p>1 whole week of 1 SLT member time.</p>	<p>SLT</p> <p>SLT and all staff.</p>	<p>Achieved 04/04/19. 02/05/19. 03/05/19.</p> <p>September 2018. Achieved October 2018 and on-going.</p> <p>September 2018. Achieved, Autumn terms 2018 on-going.</p> <p>Achieved, December 2019.</p>
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	<p>-SLT to lead by example.          -'Change' meetings to be scheduled, to support staff in the feelings they may have during the process (18/10/18).          -Employee Assistance Programme (EAP) to be offered to all employees for advice and support in any of life's issues.</p>	<p>-Staff will have a knowledge of what underpins our ethos and curriculum (going forward).          -Staff will be clear in knowing what is expected of them.          -Staff will know what they need to be showing / demonstrating when we hold appraisals.</p>	<p>and included in all decisions, providing them with more ownership on the way the school is moving forward. - Staff appear happier and more engaged in their roles, and have areas of interest. The positivity of staff has given the pupils a more vibrant curriculum.          -SLT make sure staff are offered regular time to talk about the changes taking place. The staff know they can talk to SLT at any time.          -EAP is up and running for staff to access. Staff have details of this resource.          -Role profiles have been created and shared with staff.</p> <p>-Head of HR, Education and</p>	<p>Cost per staff member per year.</p> <p>Cost of approx. 8.5 hours of HR time to write.</p>	<p>Training Leader, HR &amp; HOE.</p> <p>HR.</p> <p>HR and all staff.</p> <p>HR &amp; HOE.</p> <p>HR, all staff.</p>	<p>Achieved, meeting on 15/11/18.</p> <p>Achieved 29/11/18</p> <p>Achieved, November 2018.</p> <p>Achieved, October 2018.</p>
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			<p>Deputy Head of Education met with staff individually to discuss new role profiles and individual's strengths, interests and areas for development and training.</p> <p>-Meetings with HR, the new job profiles and the start of our staff appraisal system (individual staff 1:1's) have drawn staff's attention to the professional standards they should be working towards.</p> <p>-All staff have a Performance Management template to complete.</p> <p>Staff meeting to launch Performance Review cycle.</p>	<p>Cost of 3 hours of HR time, plus 6 hours of SLT time.</p> <p>Cost of 3.5 days of HR time writing Performance Review documents, 30 minutes of HOHR time, 30 minutes of 3 x SLT time,</p>	<p>HR, SLT &amp; staff.</p> <p>Head of HR.</p> <p>HR, all staff.</p>	<p>Achieved, 15/11/18.</p> <p>Achieved, 28/03/19.</p> <p>Achieved, 28/03/19.</p> <p>Achieved, 21/11/19.</p>
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<p>To have meaningful policies in place for the Curriculum, SEND, Assessment, Behaviour / Relationship (to include Emotional Literacy and Self-Regulation) and e-safety.</p> <p>To ensure all stakeholders in pupil's lives have an up-to-date knowledge of school improvements, curriculum, planning, staffing and contact detail</p>	<p>HOE has written a list of additional policies the school is lacking, and that need writing.</p> <p>Policies will be written by members of the SLT who have good knowledge and skills in the specific area.</p> <p>Parents, social workers, virtual schools and caseworkers will be emailed this annotated SIP, curriculum policy, planner and current staffing structure.</p>	<p>Staff will have knowledge of key documents that have been referred to in writing their role profiles for our school.</p> <p>-The school will have meaningful policies (including the key ones) that staff, parents / carers can access. Staff will adhere to them. Policies will be uploaded to the school website, where the public can access them.</p> <p>All stakeholders will have up-to-date knowledge of key information in school. Stakeholders have the opportunity to ask questions, make comments on</p>	<p>- Hard copies of Teacher and TA standards are now easily accessible in our Education Base.</p> <p>-Weekly on-going Teacher meetings refer to relevant guidance.</p> <p>Appropriate meaningful policies will be in place for all interested parties to refer to.</p> <p>Stakeholders will feel more familiar with what is happening in school.</p>	<p>30 minutes of 3 teacher's time. 30 minutes of 3x TA time. Approx 1 hour of HOE time.</p> <p>Approx' 20 hours SLT time.</p> <p>Approx 3 hours of HOE time to send emails out.</p>	<p>HOE, all staff.</p> <p>SLT, Director.</p> <p>HOE</p>	<p>Spring Terms 2018. Achieved January 2019.</p> <p>Spring Term 1. Achieved 24/04/19.</p>
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for the Chair of Governors.		the school's improvement.				
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## Quality of teaching, learning and assessment.

Intention / Aim	Implementation / Actions	Success criteria / Outcome	Impact / Evidence	Costs and resources	Person(s) responsible	Completion date
<p>A new school vision, ethos and curriculum policy will be written; to include the well-being of our pupils and the Social, Emotional and Mental Health (SEMH) of our CLA will be at the heart of all we do. This will include lowering anxiety levels in our pupils and may include our school becoming an 'Attachment Aware School' and/or a 'Trauma Informed School'.</p>	<p>-A new visual 'model' to show how the school vision is being developed will be designed.</p> <p>-A new ethos and curriculum will be written to encompass the importance we place on the well-being of our pupils. Developing the Emotional Literacy and Emotional Regulation of our pupils will be paramount.</p>	<p>-The new vision, ethos and curriculum policy will ensure that Well-being, as described by the Children Act 2004 is at the centre of all we do.</p> <p>-All staff will have a good knowledge of the provision our school should be offering, the current level of provision we are offering and what we as a team are going to do to raise standards going forward (our on-going Ofsted Action Plan, AET Action Plan, &amp; developing SIP).</p> <p>-The possibility of using the Thrive</p>	<p>-A visual Curriculum Vision Map has been created to show the vision going forward, the frameworks and provisions that we have and would like to adopt in our school – to address the needs of our cohort of pupils.</p> <p>-We have a clear definition of what pupil Wellbeing is, and the strategies that we would like to use to promote and maintain this.</p> <p>-This has been shared with shared with parents, Our Place staff, Social Workers and the LA Virtual Schools.</p> <p>10/01/19.</p>	<p>Coat of HOE &amp; SLT time in creating the vision, approx. 6 hours.</p> <p>SLT time in sharing the vision with staff and Governors. Approx 7 hours.</p> <p>Total TA time in discussing vision, approx 8 hours.</p> <p>Total quotation for The Thrive</p>	<p>HOE, HOB, HR, Multi-Disciplinary Team (MDT) and all staff.</p> <p>HOE &amp; Director.</p>	<p>November 2018.</p> <p>Achieved November 2018.</p> <p>Achieved 24/01/19.</p> <p>The Thrive Approach quotation</p>





		<p>Approach would allow us meet the Autism and SEMH needs of our pupils.</p>	<p>-Currently quotes are being sought for 3 members of our education team to become Thrive Childhood Practitioners - developing the Thrive Approach throughout school as well as the use of the online portal to record progress.</p> <p>-A quotes for Continuing Professional Development (CPD) for our whole education team to have 3 hours of The Thrive Approach Training is being sought.</p> <p>-HOE, SENCO &amp; HOB booked to start Thrive Childhood Years Practitioners training on 30/04/19.</p> <p>-Head of Education has begun writing</p>	<p>Approach training for this year.</p> <p>Total staff cost for 4 hours.</p>		<p>agreed and training booked, 08/03/19.</p>
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<p>Standards of teaching and learning will be raised.</p>	<p>-The introduction of the Autism Education Trust Standards (AET): implement initial audit and devise a first Action Plan. -A staff Training day will be used to introduce and implement the initial audit: through discussion, and judgements made via observation and evidence.</p> <p>Devise and use planning templates for: Termly topic overview &amp; weekly planning.</p>	<p>-A baseline (including sensory) audit of current practice will be evidenced. -An Action Plan will be in place to adhere to, raising standards.</p> <p>Staff will have a uniform template to record how they are planning for their pupil's learning.</p>	<p>the new Curriculum Policy. -SENCO has begun writing SEND policy.</p> <p>-School staff, HOB and Training Manager spent 4 hours completing our initial baseline audit and devising an Action Plan. -Speech and Language Therapist and Occupational Therapist led the AET Sensory Audit. -We now have a baseline for how we are currently meeting pupil's sensory needs in the school building.</p> <p>Staff now have planning proformas to populate for their key pupils. These proformas have been amended several times to ensure they are</p>	<p>Total staff cost including SALT &amp; OT for 4 hours.</p> <p>Widgit Online: £100</p> <p>Approx 8 hours SLT time to devise.</p>	<p>HOE, HOB, HR, MDT and all staff.</p> <p>SLT to devise and Teachers to complete. TA's to adhere to.</p>	<p>November 2018.</p> <p>Achieved, and on-going 05/11/18.</p> <p>Achieved, 07/01/19, 12:30 – 2pm:</p> <p>Achieved, November 2018.</p>
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	<p>Teachers plan for and implement more challenging learning in numeracy and literacy for more able pupils</p>	<p>- Teachers will have discussions with SMT about how to plan for and implement more challenging learning for some pupils. -This will be evidenced in teacher's planning.</p>	<p>purposeful documents for all to read. -A Long term Topic Cycle planner for 2018 – 2019 and whole school weekly timetable have been devised also.</p>	<p>Cost of hourly teacher rate.</p>	<p>SLT &amp; teachers.</p>	<p>September 2018. Achieved, and on-going.</p>
	<p>Daily Briefings and weekly meetings to discuss issues around teaching and learning.</p>	<p>Daily conversations with staff re; education offers a forum to communicate effectively with all.</p>	<p>-More able pupils will be more engaged in their learning. -Pupil progress will be improve during assessment.</p> <p>-Daily Briefings are extremely beneficial to ensure information and ideas are shared. -Weekly whole-school staff meetings (Thursday 3:30pm – 4:00pm) are used to share information, share documents to be</p>	<p>Total staff cost for ¼ hour each morning.</p> <p>Total staff cost for 30 minutes each week.</p>	<p>HOE &amp; all staff.</p>	<p>September 2018. Achieved and on-going.</p>

<p>-Devise and implement a clear assessment process.</p>	<p>To embed the TEACCH principles in our classrooms for pupils with more complex Autistic traits.</p> <p>-Weekly Teacher meetings scheduled to meet and discuss planning.</p> <p>-One of our DHOE is undertaking 'Assessment' as a main study area for her NPQH qualification. LT will</p>	<p>Our pupils will have a more structured approach in how their tasks are presented, delivered and how the pupils function in their classrooms. There will be a clear start and finish to tasks, working left to right.</p> <p>2 x DHOE lead sessions in guiding Teachers in completing their planning, sharing knowledge etc.</p> <p>-A clear baseline assessment will be in place for all the current pupils we have on roll.</p>	<p>read or allocate time towards specific things such as planning, the AET Standards etc</p> <p>Pupils will be more engaged and independent in their learning.</p> <p>-Teachers attend meetings (Tuesday, 3:30-4:00pm), this has been invaluable in drawing Teachers attention to all areas of their role.</p> <p>LT has made assessment templates to record pupil data.</p>	<p>Staff time in costs.</p> <p>Cost of 30 minutes of 2 x DHOE, 3 x Teachers time weekly. Approx 3 weeks of 1 x SLT time to organise and set-up new process.</p> <p>Cost of NPQH fees.</p>	<p>HOE, DHOE, FB &amp; LJ.</p> <p>2 x DHOE, 3 x Teachers.</p> <p>SLT to devise, all staff to implement / be aware of.</p>	<p>July 2018 and on-going.</p> <p>September 2018. Achieved and on-going.</p> <p>December 2019. Achieved, November 2019.</p>
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	<p>be our 'Assessment Lead' going forward.</p> <p>-Pupils will be assessed using P Scales for English, Maths, Knowledge &amp; Understanding and creative and Expressive.</p> <p>-Fortnightly internal moderation meetings will be held.</p>	<p>-A clear assessment process will enable Teachers to identify current attainment levels and plan for next steps in learning for individual pupils, to include setting clear learning intentions to address EHCP, PEP and My Plan outcomes.</p>	<p>-Assessments are being implemented and beginning to shape Teacher's planning going forward and help set clear EHCP, PEP and My Plan outcomes.</p>	<p>Cost of 1 week of Teachers time.</p>	<p>Teachers.</p>	<p>-Achieved, &amp; on-going November 2018.</p>
	<p>-3 scheduled Assessment Weeks throughout the school year.</p> <p>-Teachers will complete baseline assessment on all new admissions, within 6 weeks of them starting with us.</p>	<p>-Over a period of time we will be able to see and present data to evidence pupil's progress and development.</p> <p>-Teachers have completed baseline assessment on 1 new admission, within 6 weeks of starting with us.</p>	<p>-Teachers complete baseline assessment on all new admissions, within 6 weeks of them starting with us.</p> <p>-We now have a clear baseline assessment in place for all the current pupils we have on roll.</p> <p>-We have completed 2 out of the 3 summative assessment weeks,</p>	<p>Cost of 3 weeks per year of 3 Teachers time.</p>	<p>SLT and Teachers.</p> <p>SLT, teachers &amp; TA's.</p>	<p>-Achieved, &amp; on-going November 2018.</p> <p>Autumn Term, Spring Term and summer Term.</p> <p>-Achieved, &amp; on-going January 2019.</p>



	<p>-Monthly internal 'work' scrutiny meetings will be held to discuss pupil's attainment /annotations.</p>	<p>-Through discussion the teachers will all have a shared understanding of what evidence equates to a level of assessment.</p>	<p>plotted for this academic year. -We will be assured that 'in house' we are assessing and moderating our pupils 'work' in line with each other.</p>	<p>Cost of 1 member of SLT time for 30 minutes. 30 minutes of Teacher time x 3.</p>	<p>1 member of SLT and Teachers.</p>	<p>Achieved, &amp; on-going February 2018.</p>
	<p>-Monthly external moderation meetings to be attended.</p>	<p>-Through discussion with teachers from other settings, our staff will all have a shared understanding of what evidence equates to a level of assessment. -Our staff with have gained confidence in their professional judgements.</p>	<p>-We will be assured that we are assessing and moderating our pupils 'work' in line with other schools who have a similar cohort.</p>	<p>Cost of 2 members of SLT time for 12 hours total. 9 hours of teacher time,</p>	<p>SLT and Teachers.</p>	<p>-Achieved, &amp; on-going January 2019.</p>
	<p>-The formation of an effective Team Around the Child (TAC) meeting process, to include a recording document 'My</p>	<p>-The 'My Plan' will contain multi-disciplinary outcomes (and strategies, teaching ideas to meet the outcomes) to be</p>	<p>-We will have an assessment process that is person-centred, outcome driven, that all 'stakeholders' in the</p>	<p>Cost of approx 37.5 hours SLT time to devise the assessment cycle and plan.</p>	<p>SLT, Teachers and TAs.</p>	<p>-Achieved, &amp; on-going January 2019.</p>



To support staff with Continuing Professional Development (CPD).	Plan', where long term outcomes via the EHCP will be highlighted as well as shorter term outcomes via the PEP and LAC Review.	reviewed within a 6 week period, working towards the EHCP, PEP and LAC outcomes. The process will be an 'Assess, Plan, Do, Review' on-going cycle.	individual's life will have input into. -All stake-holders will have a clear understanding of the individual pupil's long-term and short-term outcomes, strategies and provision to encourage meeting the outcomes and time period stated.			
	-At least termly lesson observations (half-termly for our NQT) will be implemented.	-Lesson observations by SLT will provide constructive feedback to teachers re: how to improve their practice, to ensure high standards of teaching are being implemented and also the opportunity to offer praise and encouragement to staff.	-SLT will have a good understanding of what is happening in classrooms and will provide teachers with feedback to develop their practice. -The quality of teaching will be improved. -Our pupils will have improved learning experiences.	Cost of 2 hours of SLT time per teacher.	SLT, teachers, and Governors.	-Achieved, & on-going January 2019.
	-Staff to visit a variety of settings e.g local	-Staff will attend training that will develop their knowledge and	-Staff have visited a local Pupil Referral Unit and a mainstream primary	Cost of 1 member of SLT time x 4 hours.	1 x SLT, 2 x Teachers, 3 x TAs.	-Achieved, & on-going February 2018.



	<p>mainstream and SEND provisions. -Staff to look at differences, 3 points in each that impressed them or that they would like to trial or find out more about.</p> <p>-There are further plans for staff to go on more education visits elsewhere.</p> <p>-LT to complete studies towards National Professional Qualification for Headship (NPQH).</p>	<p>skills in specific areas, as well as fulfilling roles that have been identified in our school vision model. -Staff will be excited and enthused to see other settings, gain ideas to trial here in school. -Staff morale will increase as they feel they are being invested in. -Staff will feel supported during the transition period in school. More staff will visit the PRU &amp; Special School.</p> <p>LT will gain her NPQH award.</p>	<p>school to observe differing practice and environments.</p> <p>- 2 Teachers spent the day at a local Special School to observe teaching and learning in a differing context.</p> <p>LT's studies for her NPQH are in Assessment and Budget – both areas of development for our school, her learning and liaison</p>	<p>Cost of 2 Teachers time for 8 hours. 3 TA's time for 12 hours.</p> <p>Cost of 17 hours of Teacher time.</p> <p>4 hours of teacher time. 4 hours of HOB time.</p> <p>Cost for course fees.</p>	<p>2x Teachers.</p> <p>SLT, HOB &amp; 1 x Teacher.</p> <p>Director, DHOE, HOE.</p>	<p>Achieved, &amp; on-going February 2018.</p> <p>September 2018 – on-going. Achieved September and November 2018.</p> <p>December 2019.</p>
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	<p>-Our Newly Qualified Teacher attends regular training as part of completing her Induction year package.</p> <p>-A School Improvement Officer from Worcestershire County Council encouraged SLT to nominate Faye for the Worcester News NQT Newcomer of the year award.</p> <p>One of Teachers is studying for his 'Certificate in Education and Training'. Level 5.</p>	<p>Faye will gain a letter stating she has finished her Induction Year.</p> <p>SLT nominated Faye for the award.</p> <p>MM will gain a certificate of course completion.</p>	<p>with another school with provide us with good practice to model our improvements on.</p> <p>Faye will deploy what she learns during her Induction Training days in school, we will benefit from new ideas / strategies.</p> <p>Faye may win the award.</p> <p>MM will deploy what he learns during his college days in school, we will benefit from new ideas / strategies.</p>	<p>Cost of course fees. Approx 6.5 days, plus cost of 1 x support staff to cover Teacher absence.</p> <p>30 minutes of SLT time.</p> <p>Cost of approx 11 days: plus 1 x support staff to cover Teacher absence.</p>	<p>Teacher, HOE, DHOE.</p> <p>DHOE.</p> <p>Teacher, DHOE.</p>	<p>July 2019.</p> <p>Achieved March 2019.</p> <p>July 2019.</p>
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	<p>-We are currently looking at costings to adopt The Thrive Approach in school (including 3 hours of CPD training for all staff, and 3 x members of staff becoming Childhood Practitioners).</p> <p>-All staff to participate in Visual Impairment (VI) training.</p>	<p>A decision will be made re: if Thrive is an approach we would like to adopt in school.</p> <p>-All staff will have attended training and gained confidence in Sight Guided training.</p>	<p>-HOE has joined Thrive as a member.</p> <p>-We have accepted Thrive's quotation for training listed here.</p> <p>Staff will be able to safely guide one of our pupils with a VI.</p>	<p>HOE time in research, approx 8.5 hours.</p> <p>Total course fees.</p> <p>Fees for Babcock International training plus cost for hall hire.</p>	<p>HOE &amp; Director.</p> <p>Director &amp; HOE.</p> <p>All staff.</p>	<p>Achieved November 2018.</p> <p>Achieved 08/03/19.</p> <p>Achieved 25/02/19.</p>
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## Personal Development, behaviour and welfare.

Intention / Aim	Implementation / Actions	Success criteria / Outcome	Impact / Evidence	Costs and resources	Person(s) responsible	Completion date
All staff are trained well to manage pupils' wide range of behaviours, and feel confident to manage potentially difficult situations.	All staff to read, know and understand pupil's Behaviour Support Plans (BSPs).	-Staff will feel confident in knowing how to manage pupil's behaviour. -Staff will provide consistency in their ways of managing pupil's behaviour.	There will be a decrease in the number of pupil incidences recorded.	-Cost of 8 hours of HOB time to write first individual pupils BSP. -Approx 3 hours of HOB time to review individual BSP after 2 weeks. -1 hour of HOB time to review individual's BSPs, every 3 months.	HOB, HOE all staff.  DHOE and all staff.	October 2018. Partially achieved. On-going.
	-An informal quiz to be planned to see how much knowledge the staff have retained.			1 hour of DHOE time to plan quiz, 30 minutes of staff time: 3 x Teachers, 5 x TA time & 3 members of SLT time.	All staff.	Achieved. Completed October 2018.
	-Daily 'Briefings' to be implemented to share arising issues/concerns re: pupil behaviour.	Any issues arising can be discussed and resolved quickly and efficiently, in a professional forum.	Staff have continued dialogue re: pupil's behaviour.	Cost of ¼ hour each day of all staff's time.	HOB, HOE all staff.	September 2018. Achieved.



	<p>-HOB to join one of our weekly staff meetings at least once per term to discuss any changes /concerns to BSPs.</p> <p>All staff to know and understand pupil's Individual Risk Assessments and Individual Risk Assessments for Physical Interventions.</p>	<p><b>-HOB is now working within the Education Base. HOE is HOB's Line Manager.</b></p> <p><b>-HOE is no longer HOB's Line Manager.</b></p> <p>Any issues arising can be discussed and resolved quickly and efficiently, in a professional forum.</p>	<p>Staff have continued dialogue re: risk assessment.</p>	<p>3 hours of HOB time, £39.</p> <p>-Cost of 8 hours of HOB time to write first individual Risk Assessment.</p> <p>-Approx 3 hours of HOB time to review individual Risk Assessment after 2 weeks.</p> <p>-1 hour of HOB time to review individual's Risk Assessments, every 3 months.</p>	<p>HOB, HOE, all staff.</p>	<p><b>Achieved 07/01/19</b></p> <p>September 2018 and on-going. <b>Achieved.</b></p>
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## Outcomes for pupils.

Intention / Aim	Implementation / Actions	Success criteria / Outcome	Impact / Evidence	Costs and resources	Person(s) responsible	Completion date
A proforma will be designed to record how the money provided for each pupil is being spent and accounted for.	-Research will be required before implementation of a proforma eg The Key for School Leaders website, differing LA guidance.	-A very clear proforma will be devised and used to record data.	-A very clear Assess, Plan, Do, Review cycle has been devised to work alongside our newly formed TAC meeting / My Plan proforma (November 2018).	Cost of approx 8.5 hours of SLT time. Approx 3 hours of SLT time per pupil.	HOE, DHOEs.	February 2019 Achieved and on-going.
	-All internal parties will meet to discuss how best to record incoming and outgoing costs per pupil.	-Start to populate Individual pupil's Provision Maps (Worcestershire LA pupils first). Worcestershire pupil's Provision maps are completed for the Autumn Terms 2018.	-1st new TAC meeting and My Plan proforma completed 17/01/19. -Individual draft Provision Map devised w/c: 17/12/19. -04/01/19: Worcestershire LA Finance representative visit: Support Officer & Senior Casework officer. Both were pleased with the discussions we had	Cost of approx 3 hours SMT time.	Director, Finance Manager, Head of Procurement and HOE.	Achieved, 04/01/19. February 2019.



<p>Our new proforma will be updated regularly (short-termly) to reflect any changes to the provision the individual pupil receives, thus the cost these changes incur.</p>	<p>-When a new admission starts at school, their income will be recorded in the new proforma, and any expenditure ongoing. -Pupils who are currently already on roll will have their allocated money accounted for going forward.</p>	<p>A very clear proforma will be in place that can be easily and regularly populated to show evidence of how money provided for each pupil is being accounted for.</p>	<p>and took hard copies of Provision Maps, My Plan and cycle away with them. We are awaiting written feedback.</p> <p>Worcestershire LA Finance representative visit. -Individual draft Provision Map devised w/c: 17/12/19. -Work has begun in populating individual pupil's Provision Maps (Worcestershire LA pupils first). 21/01/19. -(04/01/19) Worcestershire pupil's Provision maps are completed for the Autumn Terms 2018. -04/01/19: Worcestershire LA Finance representative visit:</p>	<p>Cost of approx 1 hour of SLT time per pupil.</p>	<p>HOE, DHOEs.</p>	<p>February 2019. Achieved and on-going-04/01/19.</p>
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<p>Our new proforma will be updated regularly (<b>short-termly</b>) to reflect any changes to the provision the individual pupil receives, thus the cost these changes incur.</p>	<p>-When a new admission starts at school, their income will be recorded in the new proforma, and any expenditure ongoing. -Pupils who are currently already on roll will have their allocated money</p>	<p>A very clear proforma will be in place that can be easily and regularly populated to show evidence of how money provided for each pupil is being accounted for.</p>	<p>Support Officer &amp; Senior Casework officer. Both were pleased with the discussions we had and took hard copies of Provision Maps, My Plan and cycle away with them. We are awaiting written feedback. Pupil Provision maps were completed for the Spring Terms 2019 and have been sent to Caseworkers, Virtual Schools.</p> <p>Worcestershire LA Finance representative visit. -Individual draft Provision Map devised w/c: 17/12/19. -Work has begun in populating individual pupil's Provision Maps (Worcestershire LA</p>	<p>Cost of approx 3 hours of SLT time per pupil.</p> <p>Approx 1 hour of SLT time per pupil. 9 hours x £27.19= £244.71.</p>	<p>HOE, DHOE.</p> <p>HOE, DHOEs.</p>	<p>April 2019.</p> <p>February 2019. Achieved and on-going-04/01/19.</p>
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<p>An annual account of income received and expenditure incurred by the school (in respect of each pupil) will be provided to the local authority, and on request, to the Secretary of State.</p> <p>-The Higher Needs Form from Worcestershire LA will be trialled.</p> <p>-Once completed these forms will be shared with Worcestershire LA.</p> <p>-To design a process where teaching, learning and assessment is</p>	<p>accounted for going forward.</p> <p>-A very clear proforma will be devised, populated and shared regularly with the individual pupil's local authority, and on request to the Secretary of State.</p> <p>-A very clear proforma will be in place that can be easily and regularly populated to show evidence of how money provided for each pupil is being accounted for.</p> <p>-When a new admission starts at school, their income will recorded in the new proforma, and any expenditure ongoing.</p> <p>-The formation of an effective Team Around the Child</p>	<p>We will have completed the Higher Needs Form for our Worcestershire pupils.</p> <p>-Outcomes will be clear and concise so staff have a good</p>	<p>pupils first). 21/01/19.</p> <p>-If the Higher Needs Form is helpful to show transparency of money then it will be used for pupils from other counties.</p> <p>-The TAC meeting / My Plan process is now underway. The</p>	<p>Cost of approx 3 hours of SMT time to complete one form for each individual</p> <p>Cost of approx 3 hours of SMT time to complete one form for each individual.</p> <p>Cost of full time SENDCO.</p>	<p>Director, Accountant, Finance Manager, Head of Procurement and HOE.</p> <p>Director, Accountant, Head of Finance, Head of Procurement and HOE.</p> <p>HOE, DHOE &amp; SENDCO</p>	<p>February 2019 – The Higher Needs Form has been sought from Worcestershire LA. May 2019.</p> <p>February 2019</p> <p>- On-going. January 2019.</p>
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<p>linked effectively to pupil's Education, Health Care Plans (EHCP's), Pupil Education Plans (PEPs) and <b>LAC targets</b>. Leaders have an accurate overview of pupils' outcomes across the school.</p>	<p>(TAC) meeting process: including a formal invitation to be sent at least 2 weeks prior to the meeting and an agenda. All parties involved in a pupil's life will have input into the 'My Plan', including the pupil and parents. -Meetings to be held regularly, every 6 weeks. -The TAC meeting process will be unaccompanied by a recording document 'My Plan', where long term outcomes via the EHCP will be highlighted as well as shorter term outcomes via the PEP. -The 'My Plan' will contain multi-disciplinary outcomes to be reviewed within a 6 week period,</p>	<p>understanding of what outcomes are set, how they can be delivered, how often and what resources they need. These will be included into the planning for specific individuals. -Using the Assess, Plan, Do, review model, outcomes will be achieved or amended accordingly showing progress towards outcomes set by the EHCP and PEP.</p> <p>The process will be an 'Assess, Plan, Do, Review' on-going cycle.</p>	<p>first TAC meeting for one of our pupils was held 17/01/19. Dates have been scheduled into the calendar by our SENDCO until Easter 2019. -We have started to populate individual's My Plans. -We have designed a Provision Mapping Cycle (Assess, Plan, Do, Review) to refer to re: Provision Plan to be populated, alongside the My Plan document for each pupil.</p>	<p>Cost of SALT time per hour. Cost of OT time per hour. Cost of Clinical Psychologist time per hour.</p>	<p>SENDCO, SALT, OT, CP.</p>	<p>May 2019.</p> <p>Achieved and on-going. January 2019.</p>
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<p>SLT to attend regular Worcestershire Virtual School meetings.</p>	<p>working towards the EHCP and PEP outcomes.</p> <p>Termly SLT attendance at Worcestershire Designated Teachers for CLA meetings / conference.</p>	<p>By attending these meetings SLT will gain up-to-date knowledge / advice from county in terms of making better outcomes for our pupils. We will make connections with our local area.</p>	<p>A School Improvement Officer from Worcestershire County Council attended one of our PEP meetings, and asked if she include our Outcomes as 'Good Practice' on their website, and share these as examples to other schools.</p>	<p>Cost of SLT time per hour.</p>	<p>HOE &amp; DHsOE.</p>	<p>Achieved and on-going. Autumn 1, 10/01/19 and 15/03/19.</p>
<p>To design a proforma and populate weekly, that enables all internal parties to know what is going on in school, on a weekly basis.</p>	<p>-'What's On in School' to liaise with Care.</p>	<p>Everyone involved with the pupils on site will have a good knowledge of what the plans are in school for the week ahead. Everyone can join in our celebrations, should they wish and attendance to meetings will be better planned.</p>	<p>A weekly 'What's On in school' which is circulated to all staff on site.</p>	<p>Cost of HOE time, approx 30 minutes per week.</p>	<p>HOE.</p>	<p>Achieved and on-going, September 2018.</p>
<p>To use an electronic</p>	<p>-To use 'Schoolpod' as a means of recording pupil data</p>	<p>-Both school and home will input pupil</p>	<p>-Pupil data will be updated and easily accessible to all staff, in one place.</p>	<p>SLT time to input data.</p>	<p>Head of Marketing, HOE, DHOE, HOC, all staff.</p>	<p>October 2018. On-going 24/04/19.</p>



<p>programme to record pupil data.</p> <p>To ensure best use of Multi-Disciplinary Team (MDT) time and costings.</p>	<p>between school and home.</p> <p>-To shift MDT's management from Care to Education. -To assign MDT a new Line Manager (SENCO) and overseer (HOE). -To inform MDT of the changes in their management and how the new Assess, Plan, Do, Review cycle, TAC meetings, My Plan process and provision maps will record MDT's input towards agreed outcomes set for individual pupils.</p> <p>-To implement the AET Action Plan.</p>	<p>data (incident &amp; accident notifications, attainment levels) on a daily basis.</p> <p>-MDT will work directly with pupils modelling and offering advice to staff, offer SMART outcomes for pupils My Plan's, suggest resources and time allocation for the pupils to meet outcomes agreed.</p>	<p>The incident log, and 2 lots of assessment data have been recorded since September. The staff are using it to plan/set outcomes.</p> <p>-Meeting held with MDT. -All stakeholders in a pupil's life will have a clear understanding of Outcomes set for specific pupils. -With targeted MDT support pupils will make progress and this will be monitored, evaluated and recorded every 6 weeks.</p> <p>-All pupils will have their preferred</p>	<p>-Cost of approx 1.5 hour meeting to include HOE, SENCO, 4 x MDT, HOB, HOC time:</p>	<p>Director, HOE, SENCO, HOC, all staff.</p> <p>HOE, SALT, all staff.</p>	<p>March 2019. Achieved 18/03/19.</p> <p>Spring Term 2019.</p>
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<p>To embed a 'Total Communication Approach'.</p> <p>To include more singing / music in the curriculum.</p>	<p>-Regular input from SALT. -Look into training for staff in Makaton, PECS, AAC.</p> <p>To subscribe to SingUp.</p>	<p>-We will have strong Total Communication Approach in place.</p> <p>-Pupils will be exposed to and listen to differing genres of song/music to support their learning and development.</p>	<p>communication aids in place.</p> <p>-We have joined 'Sing-up' and have met with the Director of Learning from Severn Arts re: music and instrument training / incentives we can become involved with within the county.</p>	<p>Cost of annual subscription.</p>	<p>HOE, all staff.</p>	<p>January 2019. -Achieved 23/01/19.</p>
<p>To introduce school uniform.</p>	<p>-To liaise with Director and HOC re: logo and colour. -To visit local uniform stockists to look at samples / costings.</p>	<p>Pupils will have school uniform to wear in school.</p>	<p>-The wearing of uniform will provide pupils with a visual and sensory cue that it is school time – making the differentiation between school and home time. -Pupils will gain a sense of pride, unity and 'team-spirit' by gaining a sense of belonging.  -Pupils will have increased exposure</p>	<p>Cost of approx 5 hours of SMT time.</p>	<p>Director, Head of Procurement, HOE.</p>	<p>Start of Spring Term 1. Achieved January 2019.</p> <p>Spring Term 2019.</p>



<p>To increase pupil's engagement in reading / familiarity of books.</p>	<p>-To introduce Book Bags, daily reading book and diary to go home every evening.</p>	<p>-Pupils will have their own book bag, dairy and book to go home everyday.</p>	<p>to books and reading outside of school. -Annotations / comments will be written in the diary. -Pupils engagement with books will lengthen.</p>	<p>Price of a book bag: Cost of printing reading diary and books.</p>	<p>HOE, DHsOE, all staff.</p>	<p>Achieved, World Book Day 07/03/19.</p>
<p>To acknowledge pupil achievement.</p>	<p>To introduce 'Gathering' (our version of assembly).</p>	<p>-Pupils and staff will join together twice per week to sing songs, think of the week ahead and celebrate personal achievements with a certificate stating accomplishment.</p>	<p>-Pupil self-esteem will be raised through recognition of achievement. Pupils will experience joy for themselves and others. -This will act as an incentive to try their best, show resilience/honesty/perseverance etc.</p>	<p>Cost of approx 1 hour SLT time per week to make certificates, whole staff attendance at the 2 x 30 minute Gathering per week.</p>	<p>HOE, DHsOE, all staff.</p>	<p>September 2018. Achieved September and on-going.</p>
<p>To provide full-time TA support to our 2 new pupils.</p>	<p>To employ 2 additional Teaching Assistants.</p>	<p>-We will employ 2 new TAs who are experienced and qualified for the role. -The new TA's knowledge and experience will raise</p>	<p>2 new TAs have been through our interview and safer recruitment checks, they have been offered employment and are currently on their Induction programme to start in school on 29/04/19.</p>	<p>New TA salary.</p>	<p>Director, HR, HOE, DHsOE.</p>	<p>April 2019.</p>



		education standards for the pupils.				
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Sixth form provision.

<b>Intention / Aim</b>	<b>Implementation / Actions</b>	<b>Success criteria / Outcome</b>	<b>Impact / Evidence</b>	<b>Costs and resources</b>	<b>Person(s) responsible</b>	<b>Completion date</b>
To provide our older pupils with individual transition programmes into adulthood / next phase of life.	-To begin to include this into EHCP outcomes for pupils aged 13 years upwards. -Refer to 'Preparing for Adulthood Outcomes'. -Refer to NICE guidance for 'Transition from children's to adults' services'.	-Pupils will be better prepared for their next phase of life, with less anxieties. -Outcomes set for individuals in TAC meetings will be achieved.	-EHCP's will be amended to reflect needs and outcomes of individuals.	Cost of SLT time per hour and Teacher time per hour.	HOE, SENCO, DHOE, staff.	Summer terms 2019.



<p>Our most able pupils will be offered access to appropriate work experience, in line with their strengths and interests.</p>	<p>-To begin to include activities to promote the intention in our planning for and implementation with pupils. -To make better relationships with Virtual School Officers for our post 16 or 17-year olds – so their achievements, targets and aspirations can be discussed and a plan put in place.</p> <p>-As above. Research local apprenticeship or other training routes that may lead into future employment. -Research possible un-paid work experience to encourage their contribution to society.</p>	<p>-Pupils will engage with work experience.</p>	<p>-Paid employment may be offered. -Voluntary work may be offered. -Pupils will be able to make an informed decision if a particular line of work is right for them.</p>	<p>As above.</p>	<p>As above.</p>	<p>September 2018. Partially achieved for one pupil in September 2018. The pupil chose not to engage. Partially achieved for one pupil in March 2019.</p>
<p>Our most able pupils will be offered more challenging</p>	<p>-As above.</p>	<p>-Pupils will engage in more challenging</p>	<p>Pupils will attend lessons, complete</p>	<p>As above.</p>	<p>As above.</p>	<p>September 2018. Partially achieved for one pupil in September -</p>



accredited qualifications in a local college.		accredited qualifications.	courses and gain accreditation certificates.			October 2018. The pupil chose not to continue with chosen course of study.
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