



# DEVELOPMENT PLAN

## 2017 - 2018

The School's last OFSTED inspection was over 3 years ago [July 2014] and we expect a visit during this academic year.

MONITORING & EVALUATING  
Governing Body sub-committees in blue

TLA = Teaching, Learning & Assessment; PDBW = Personal Development, Behaviour & Welfare; F = Finance;  
LM = Leadership & Management

Senior Leadership Team [SenLT]; external advisor [WC] and key staff in red.

KEY DATES FOR REVIEW

Tuesday 26<sup>th</sup> September; Tuesday 31<sup>st</sup> October; Tuesday 20<sup>th</sup> March; Tuesday 3<sup>rd</sup> July

## **INTRODUCTION:**

Last year's School Development Plan [SDP] focused on establishing the School in its new building; developing our Leadership structure, in particular the two new posts of Assistant Heads and the new Assessment Co-ordinator; establishing two separate, needs-based timetables and increasing the personalisation of assessment and the curriculum; increasing the impact of Speech and Language Therapy on the students' communication skills; continuing to develop Governors' knowledge and understanding of all aspects of the School's policy and practice.

This year we are focusing on:

- **Continuing to develop the Leadership structure, in particular appointing a replacement Headteacher on the retirement of the current Head in July 2018.**
- **Continuing the development of a personalised curriculum, with a focus on foundation subjects.**
- **Continuing to develop the impact of Speech and Language Therapy on students' communication and independence skills.**
- **Reviewing and further developing our support and training for families.**
- **Restructuring the Boards of Trustees and Governors, to provide a single Board.**

### **OUR MISSION....**

We focus our work on preparing students with special needs for the challenges they will meet when leaving school. We recognise that it is the development of social, language and thinking skills which enable our students to express themselves, to understand and to function optimally in the world. We also believe in the power of collaborative practice. Together, we face challenges, celebrate achievement and aspire to do our very best.

**We deliver our mission in three essential ways.**

**Firstly**, we provide a safe and nurturing environment where students feel secure and are confident and eager to learn.

**Secondly**, we create a highly specialised and individualised curriculum with speech and language at its heart, empowering students to learn.

**Thirdly**, we establish close working relationships between parents, carers, students and staff to support learning and behaviour at home as well as at school.

**1. Continue to develop the Leadership structure, in particular appointing a replacement Headteacher on the retirement of the current Head in July 2018. LEAD PERSONS: Headteacher; SenLT; Governors, Trustees & subcommittee Chairs; External Advisor**

ACTIONS	OUTCOMES	SUCCESS CRITERIA	WHO	BY END OF
<p><b>1a</b> Chair of Trustees, SLJ and WC canvas views from staff, students, Governors and parents to formulate job description and person specification for Headteacher advertisement. Shortlisting and interviewing follow</p> <p>SLJ to advise Governors &amp; Trustees of structure and nature of a co-head arrangement</p> <p>Assistant Heads to undergo preparation for Headship training.</p>	<p>The advertisement and associated documentation clearly conveys the unique ethos of the School, as well as its success in educating students with complex special educational needs. Appointment is achieved</p> <p>There is a/are competent school leader[s] in place for September 2018.</p> <p>The Assistant Heads are prepared to lead the School in a temporary or permanent capacity, should a new Headteacher not be available by September 2018.</p>	<p><b>The School transitions calmly and seamlessly to a new leadership structure.</b></p> <p><b>All Senior Leaders are confident and competent in leading all aspects of school improvement.</b></p>	<p>LM</p> <p>LM SLJ/WC</p>	<p>July 2018</p> <p>July 2018</p>
<p><b>1b.</b> All arrangements are in place to proceed with the appointment and induction of the successor to the School Business Manager, to be known as the School Office Manager.</p>	<p>Business manager appointed June 2018 and induction procedures completed.</p>	<p><b>The new School Office Manager is confident in taking up his/her post in Sept 2018</b></p>	<p>LM AS/SLJ</p>	<p>July 2018</p>
<p><b>1c.</b> Acting Head of Therapy to be provided with external supervision; WC to work with LT and JP prior to LT's departure at October half-term and after that.</p> <p>Head of Therapy to be advertised in the Spring Term: job description to be reviewed and person spec created.</p>	<p>Acting Head of Therapy is clear about her increased role and responsibilities, particularly in relation to her working partnership with the TLA Committee</p> <p>Head of Therapy is appointed and Induction procedures take place.</p>	<p><b>There is a confident and competent Head of Therapy in place to take up the role at the start of the summer term.</b></p>	<p>LM SLJ</p>	<p>April 2018</p>

<p><b>1d.</b> An existing staff member is appointed as deputy assessment co-ordinator who will shadow the Lead co-ordinator from October 17</p>	<p>The deputy understands and can carry out all of the school's assessment procedures. She/he understands the reasons for them, and develops a creative approach to changes which may enhance the assessment processes.</p>	<p><b>There is a fully-trained and experienced deputy for the role of Assessment Co-ordinator.</b></p> <p><b>If required the Deputy Assessment Co-ordinator is competent to become the Lead Assessment Co-ordinator.</b></p>	<p><b>LM SenLT</b></p> <p><b>LM AC/SenLT</b></p>	<p><b>January 2018</b></p> <p><b>January 2018</b></p>
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**RESOURCES: Staff CPD £35k; External advisor £5k; Advertising £10k**

**2. Continue the development of a personalised curriculum, with a focus on foundation subjects.**

**LEAD PERSONS: Headteacher; SenLT; Governors, Trustees & subcommittee Chairs; External Advisor.**

ACTIONS	OUTCOMES	SUCCESS CRITERIA	WHO	BY END OF
<p><b>2a.</b> The Assessment co-ordinator leads regular moderation, which ensures all assessment is accurate. Walkabouts led by the SenLT take place every Module.</p>	<p>All classes have an assessment folder that allows staff, parents and professional visitors to see where students are in their learning.</p>		<p>TLA SenLT</p>	<p>Each module</p>
<p><b>2b.</b> Fortnightly Best Practice [BP] meetings for all teaching staff focus on the planning and delivery of Foundation subjects. SenLT members focus on Foundation subjects in their weekly Walkabouts. The programme of internal moderation meetings for all staff teaching examination subjects continues.</p>	<p>Achievement in all Foundation Subjects, and specifically ICT &amp; Science, is improved due to personalised planning, regular assessment and high-quality teaching.</p>	<p><b>The School provides an outstanding, highly personalised education for all students, where attainment &amp; progress consistently meet or exceed targets.</b></p>	<p>TLA SenLT</p>	<p>July 2018</p>
<p><b>2c.</b> Science and ICT are added to the moderation, assessment of Foundation subjects.</p>	<p>All staff understand assessment procedures and know the next steps in learning for the children they teach.</p>		<p>TLA AC/SenLT</p>	<p>Throughout the year</p>
<p><b>2d.</b> The AC identifies any students who are under-performing, arranges &amp; records intervention and support, and monitors progress.</p>	<p>All PPG students achieve as well or better than their peers in Number.  84% of all students achieve their targets by the end of the year.</p>		<p>TLA AC/SenLT</p>	<p>July 2018</p>
<p><b>2e.</b> The Annual Review cycle is moved to Module 1, making the reviews more relevant to the school year.</p>	<p>Targets are reviewed and set at the start of the Academic Year.</p>		<p>TLA AC/SenLT</p>	<p>End Module 1</p>
<p><b>2f.</b> The Progress meetings [inc. New Start meeting] are moved to Modules 4 and 6.</p>			<p>TLA SenLT</p>	<p>Sept 2018</p>

**RESOURCES: Staff CPD £35k; External advisor £5k**

**3. Continue to develop the impact of Speech and Language Therapy and Occupational Therapy on students' communication and independence skills.**

**LEAD PERSONS: Headteacher; SenLT; Governors, Trustees & subcommittee Chairs; External Advisor**

ACTIONS	OUTCOMES	SUCCESS CRITERIA	WHO	BY END OF
<p><b>3a</b> HoT to give an inset on language/questions levels and on ways to support students and to challenge them throughout the school day. All SLTs will set, review and evaluate, on a termly basis. SMART goals are shared with parents and teachers.</p>	<p>Relevant staff and parents understand students' communication targets, and each student's progress through their targets.</p>	<p><b>Students will meet 80% of their communication targets in order to support outstanding progress in learning across the school year.</b></p>	<p>TLA HoT/SenLT</p>	<p>July 2018</p>
<p><b>3b.</b> SLTs to pilot an assessment and corresponding outcome measurement for one approach, Attention Autism, and trial on new students.</p>	<p>All SLTs and LSAs who plan and direct lessons based on the Attention Autism approach have received regular INSET and use the approach competently and confidently</p> <p>An assessment procedure for measuring Attention and Listening skills for new students is designed and in place.</p>	<p><b>An assessment will be in place and all new students baselined where relevant.</b></p>	<p>TLA HoT/SenLT</p>	<p>July 2018</p>
<p><b>3c.</b> All SLTs to complete Proloquo to Go online training. All SLTs will moderate progress of students accessing AAC through newly established links with Special School.</p>	<p>Assessment of students using AAC will be established and monitored and evaluated</p> <p>Relevant referral is made promptly where a concern is raised.</p>	<p><b>Case studies will demonstrate the use of AAC in supporting students to access the all area of the curriculum.</b></p>	<p>TLA HoT/SenLT</p>	<p>July 2018</p>
<p><b>3d.</b> SLTs will include questions on EDS in case history when a new student is enrolled. A standard screening/observation will take place on enrolment of the students EDS.</p>	<p>Training in 'Management of EDS with children', designated in the budget, has taken place. The trained SLT has provided an inset for SLT team.</p>	<p><b>Evidence that students with Eating/Drinking and Swallowing [EDS] difficulties are appropriately supported.</b></p>	<p>TLA HoT/SenLT</p>	<p>July 2018</p>

<p>SLTs to give inset on their role in supporting EDS for children with complex needs.</p> <p><b>3e.</b> SLTs will share communication tips on a termly basis on the SLT section of website. Communication tips for families are shared regularly on the website.</p> <p><b>3f.</b> OT to give an inset for all staff on the benefits and use of the sensory room.</p> <p>OT will meet with class teams and identify students who will benefit from sensory input using this space</p>	<p>All SLTs are confident in working with students with EDS.</p> <p>SLTs will have hosted their first Clinical Excellence Network meeting for SLTs working in Special Schools.</p> <p>Relevant students, assessed by OT, will have individualised plans to address their sensory needs, and goals will be set in order to increase their readiness for learning and progress in the classroom.</p> <p>OT will meet with class teams and identify students who will benefit from sensory input, using this space.</p> <p>Students who have been prioritised for this therapy space will have a structured plan of intervention.</p> <p>The Sensory Room is used confidently by staff to the benefit of students</p>	<p><b>They can talk about the differences they are experiencing.</b></p> <p><b>Evidence that students continue to benefit from a collaborative approach to communication development. Feedback is positive, and families report increased knowledge of ways in which they can support their child's learning and language development.</b></p> <p><b>Students who experience difficulties with sensory integration will benefit from individualised programmes that incorporate the use of the school's new sensory room and make exceptional progress from their starting points</b></p>	<p><b>TLA HoT/SenLT</b></p> <p><b>TLA HoT/SenLT</b></p>	<p><b>Throughout the year</b></p> <p><b>End Modules 1 &amp; 6</b></p>
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**RESOURCES: Staff CPD £35k; increased OT £13k; External advisor £5k**

**4. Reviewing and further developing our support and training for families.**  
**LEAD PERSONS: Headteacher; SenLT; Governors, Trustees & subcommittee Chairs; External Advisor**

ACTIONS	OUTCOMES	SUCCESS CRITERIA	WHO	BY END OF
<p><b>4a.</b> Parents and families are encouraged to attend the school for meetings as far as they are able. Vulnerable, EAL &amp; hard to reach parents continue to be offered home visits.</p>	<p>Attendance at Annual Reviews is over 90%. All parents either attend parent/teacher meetings, participate in telephone consultations or receive a home visit.</p>	<p><b>The School can evidence efforts to support a growing independence in our most vulnerable families.</b></p>	<p><b>PDBW</b> <b>SenLT</b></p>	<p><b>July 2018</b></p>
<p><b>4b.</b> Key Teachers and Therapists remain available to parents by email or telephone throughout the year.</p>			<p><b>PDBW</b> <b>SenLT</b></p>	<p><b>Throughout the year</b></p>
<p><b>4c.</b> A deputy DSL is appointed and trained.</p>	<p>Families feel their children are safe at school; they know who to approach for help.</p>	<p><b>Parents, Carers and family members feel valued, included and listened to in their child's journey through school</b></p>	<p><b>PDBW</b> <b>SenLT</b></p>	<p><b>July 2018</b></p>
<p><b>4d.</b> Senior leaders are trained in the workings of the SENDIST and, if possible, attend a hearing.</p>			<p><b>TLA</b> <b>SenLT</b></p>	<p><b>Throughout the year</b></p>
<p><b>4e.</b> The School website is regularly reviewed and updated; Widgeo Pointer is installed.</p>	<p>Families access the website and use it to keep updated and feel involved,</p>			

**RESOURCES: Staff CPD £35k; External advisor £5k**



### 5. Restructuring the Boards of Trustees and Governors.

**LEAD PERSONS: Headteacher; SenLT; Governors, Trustees & subcommittee Chairs; External Advisor**

ACTIONS	OUTCOMES	SUCCESS CRITERIA	WHO	BY END OF
<p><b>5a.</b> The Board of Trustees and the Board of Governors take action to prepare for a merger of the two Boards.</p> <p><b>5b.</b> The Board draws together the knowledge and expertise of the two previous Boards, and ensures all Governors are up to date on all aspects of school governance.</p> <p><b>5c.</b> The School's Memorandum and Articles are re-written.</p> <p><b>5d.</b> Governors visit the school more frequently, and support regular school events [i.e. assemblies, Christmas show, School Birthday party etc].</p> <p><b>5e.</b> The School's unrestricted reserve policy and investment policy are reviewed.</p> <p><b>5f.</b> A Fundraising Committee is formed, to link with the investment policy, and with a focus on a possible move to new premises within the college's planned new development.</p>	<p>The new Board is fully in place and functioning effectively.</p> <p>The School's Memorandum &amp; Articles are up to date in terms of charity law, company law and best practice.</p> <p>Governors are more familiar to students and staff, through their school visits.</p>	<p><b>The School has a united, experienced and knowledgeable Board of Governors, focused on school improvement and offering challenge and support to the Head and senior staff.</b></p> <p><b>Governors have excellent meeting attendance rates, make a focused visit to the School at least twice a year and support at least one school event each year.</b></p> <p><b>Governors ensure a secure future for the School.</b></p>	<p>Main Board</p> <p>Main Board</p> <p>Finance</p>	<p>Autumn Term</p> <p>July 2018</p> <p>July 2020</p>

**RESOURCES: Governor training £TBA; Revision of Memorandum & Articles £5k;**

**SUBCOMMITTEE REPORTS WILL BE MADE AVAILABLE IN ADVANCE OF EACH MAIN BOARD MEETINGS, UNLESS A MEETING HAS NOT TAKEN PLACE. THE KEY POINTS OF THEIR REVIEWS WILL BE ADDED BELOW.**

<b>Subcommittee</b>	<b>Key points of review</b>
TLA	
PDBW	
F	