

Why?

What needs to change or develop?

Learners

- Non standardised approach to personal development learning opportunities, environments and teaching and learning (including Communication).
- Unequal opportunities for targeted support/ intervention.
- Lack of focus on EHCP targets/ outcome.
- Inconsistent use of behaviour for learning strategies.

Parents

- Uncoordinated approach to EHCP reviews and evaluation of outcomes by Health and Social Care.
- Inconsistent feedback/ information to parents from identified agencies.

Staff

- Unclear practices/ guidance on personal development strategies including behaviour for learning.
- Inconsistent understanding of Healthy Growth, Emotionally Friendly Schools, Communication.
- Inconsistent presentation of classrooms to suit learner need.

Systems

- Limited evidence/ capture of the whole child development and opportunities.
- Unclear information in policies related to PD.
- Uncoordinated approach to the evaluation of EHCP process.
- Behaviour for learning policies require revision (including Achievements).

Leadership

- Underdeveloped areas in school (Trim Trail, walking track, sensory room).
- Inadequate support in school in terms of EHCP process for Pastoral and leadership.
- Retraining of PI (Approach) no longer sustainable.

- What?

Actions / Activities

Communication

Embed a clear and consistent approach to communication through specific targeted interventions, programmes and environments.

Environment

Improve the use of under developed spaces to present as useable, purposeful and impacting positively on personal develop and learner outcomes.

Curriculum

Refine the PSHE/ RSE/ Citizenship curriculum offer for all phases of learning (including personalisation of learner attainment and need) to identify key intent, vocabulary, skill and knowledge development, opportunities, exposure; ensuring a sequential approach to learning.

Healthy mind and body, fitness

Further refine the implementation and capture of healthy growth sessions; intervention and through the curriculum.

EHCPs

Strengthen the implementation of learner targets and the capture of outcomes to ensure a personalised approach to education, health and care.

Pathways

Sharpen systems/ support of Pathways to Success to provide a balanced offer for all learners, ensuring their needs are met. Behaviour for learning (including Approach) Embed behaviour for learning approaches across school.

Assessment

Improve the use of testing, assessment data and capture to effectively inform and evidence quality first teaching, interventions, targeted support and progress.

- How?

Strategies to achieve

- Circle time/ Chat group- programme review, guidance, and implementation.
- Intensive Interaction. **(CPD spending plan)**
- PE Sports Grant- Trim Trail course. **(PE Sports Grant strategy plan)**
- Communication Friendly Spaces bags and protocol/ principles. **(SaLT spending plan)**
- Emotionally Friendly Schools CPD/ practice. **(In-house cover)**
- PSHE/ RSE/ Citizenship LTP/ Schemes of work.
- Forest School opportunities. **(PP Strategy Plan)**
- EHCP termly evaluation.
- Review and capture of Pathways Interventions- individual/ group (active nurture, Mini DoE, fitness club, walking club).
- Landgate Mile.
- Healthy Growth Week. **(PE DIP / Theme Week spending plan)**
- Swimming/ Cycling. **(Swimming spending plan)**
- Growth Mind-set.
- Review of achievement, PE and PSHE policy, behaviour for learning.
- Zones of Proximity across school. **(AF time – In-house cover)**
- Feasibility of new role- EHCP coordinator. **(Aspire staffing costs)**
- Capture of EHCP outcomes.
- Implement flexible seating ideas. **(Environment spending plan)**
- OT- development of classroom environment/ layout. **(OT spending plan)**
- Review of classroom environment, displays and teaching and learning policies.
- PECS/ TEACCH. **(In-house CPD)**
- Capture of personal development (assessment/ evidence).
- Measure progress towards curriculum (engagement).
- Review use of diaries, class dojo and school reporting.
- Development of the community walking track, sensory garden and outdoor classroom. **(Capital Grant funding)**
- Further development of sensory room. **(Curriculum Enhancement / Environment spending plans)**
- Outdoor store. **(Environment spending plan)**
- Autism framework used to inform development of learner targets.

- How well?

Success Criteria

Short Term

- Curriculum plans highlight an overview of sequential learning from early years to college in PSHE/ RSE/ Citizenship.
- Robust systems including policies, resources, schemes and timetabling embedded consistently.
- Classrooms present as purposeful, engaging, accessible and communication friendly.

Medium Term:

- Learners access purposeful and innovative spaces/ environments.
- Improvement in learners on target/ achieving their end of year targets including progress towards EHCP outcomes.
- Assessment (including testing information) is used effectively to inform teaching and learning at all levels.
- Learners access a wide range of interventions/ support to improve their progress across the curriculum and personal development.
- Pathways 2 Success model is clear and functional.
- Behaviour for learning (including Achievement) policies are implemented and appropriate.

Long Term:

- Improvement in achievement and attainment across areas of PSHE/ RSE/ Cit.
- Learners make deep and sustained progress across the curriculum.
- Learners are highly engaged with the school curriculum and opportunities.
- The curriculum evidences breadth and sequential learning from early years to college.
- Learners develop key vocabulary, knowledge and skills across all phases of learning.
- Consistent high quality teaching, learning and assessment through the delivery of the curriculum.
- Environment presents as purposeful, supporting learner acquisition of transferable skills.

- and so what?

Impact

Voice:

- Learner's needs in sensory and communication are well met.
- Learners have agency in self-referral to appropriate support mechanisms.

Assessment data:

- PD is effectively captured through subject specific learning, Autism Framework, work evidence (inc. e-evidence).
- Learners make deep and sustained progress across school.
- % of learners meeting their PSHE/ RSE targets has increased.
- Learners make good progress towards their EHCP outcomes.

Work sampling:

- Learners work is of high quality and evidences the PSHE/ RSE curriculum.
- Learner's employability journey is effectively captured.
- Learners make progress in line with their high expectations.
- Learning is captured regularly and progress overtime can be observed.

Timetabling:

- Learners access regular and timetabled learning opportunities for personal development, including daily routines, interventions and curriculum teaching and learning.

Environment walks:

- Classrooms present as high quality and focused learning environments.
- Environment present as consistent across school.
- Environments provide space/ resources for learners to self-regulate.
- Zones of Regulation is effectively used throughout school and provides learners with opportunities to self-manage.

Learning walks:

- Learners access daily opportunities for personal development.
- Learners make progress within their Communication programme (Circle time, chat group etc.).

EHCP process:

- The evaluation and review show that school provide targeted support to encourage learners to work towards their EHCP targets/ outcomes.
- Coordinated approach between education, care and health strengthens support for learners.
- Learners are making progress towards their outcomes.
- EHCP outcomes are seamlessly embedded into the progress capture (assessment) of the learner.
- Learner's needs are being well met.
- Learners are correctly placed, provision meets need.
- High quality support (multi agency) is provided for each individual child.

As a result learners make excellent progress towards their individual outcomes, effectively preparing them for key stage transitions and adulthood.