

Personal Development 2020 – 2022

FINAL REVIEW – July 22

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| <p>Leads</p> | <p>Symon Cooke (Head teacher) Maarit Eben (Deputy Head) Connie Sinclair (SENDCo) Tom Stobie (Lead practitioner for Behaviour/Team Teach Trainer) Ros Proyart (Wellbeing Coordinator/ Team Teach Trainer) Dominic Geraghty (Behaviour Watch Coordinator/ Team Teach Trainer) Gemma Mackey (Pupil Support) Danni Pike (Pupil Support) Gary Cooper (Pupil Support) Kelly Boahene (Family Support Worker) Kellie Relf (Deputy Designated Safeguarding Officer/After School Club lead) Jonny Cottrill (Assistant Head) Eleanor Boshier (Specialist TA for Outdoor Learning) Karen Emery (Administration) Andrew Green (Lettings, Communication and Development)</p> |
| <p>Strategic Aims</p> | <p>3.1 Continue to remove barriers to learning 3.2 Maximise pupil engagement and happiness, re-engaging with school post lockdown 3.3 Support pupils appreciation of, and sense of belonging to, the natural world 3.4 Improve outcomes for pupils by supporting, directing and empowering parents/carers to seek and secure support 3.5 Ensure an increasing number of pupils have access to short break activities and resources that support the core of our offer – social and emotional, communication and physical development opportunities.</p> |

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| Aim | Key Tasks | Person/s Responsible | Timescale | Evidence | Next Steps (For 2021/22) |
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| 3.1 | Provide a placement for a child psychotherapist. | TS & SC | Jan 21 | Identified pupils to access psychotherapy sessions. | March 21 – in place. Pupils allocated |
| 3.1 | Establish peer supervision for colleagues delivering emotional/nursing support to pupils. | CMG & TS | Apr 21 | Regular, fortnightly meetings arranged in which expertise can be shared and pupils causing concern, discussed; ELSAs, Theraplay practitioners, Wellbeing Practitioner and Child Psychotherapist collaborate in their work and feel fully supported in their roles. | <p>July 21 – to be re-arranged now that Covid restrictions are easing. NB. Not a priority – had no bereavement/prolonged illnesses amongst pupils. Needs to be formalised</p> <p>Dec 21 – need to extend beyond bereavement inc The Nest/DSL/SLT. Priority for training also.</p> <p>March 22 – as part of Bereavement Policy review</p> <p>CMG/RP in discussion with Child Bereavement UK, partly discussing best support for staff.</p> <p>July 22 – as March 22. Bereavement training booked Oct 22</p> |
| 3.1 | Establish a consistent system for raising causes of concern and applying the appropriate support/intervention | CS & TS | Apr 21 | SENDCo to chair twice termly meetings with Behaviour Support and Personal Development/Well-being teams – pupils evaluated/outcomes measured, monitored and allocated interventions | <p>March 21– fortnightly triage meetings (CS/TS/RP/KR). Form designed and shared with staff. New steps – embed and evaluate July 21</p> |
| 3.1 | Firmly establish group Theraplay sessions for pupils struggling with low self-esteem and the forming of positive relationships with peers as a targeted intervention | TS & GM | Apr 21 | Effectiveness of group Theraplay sessions evaluated and evidenced. | <p>July 21 – NB. GM maternity leave. TS – Class priority during and post lockdown 2 & 3. Aim to form groups across classes. Theraplay activities to be utilized during class group times – 2021/22</p> |

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| | | | | | Dec 21 – Lead practioner full time Jan 22 Mar 22 – embedded with 4 classes |
| 3.1 | To ensure that class based staff are aware of the pupils in their class with English as a second language and have appropriate support plans in place | SLT | Feb 22 | Whole school audit. Action plan inc. special events for summer term, staff training, whole school displays and resources to be shared with staff. | Dec 21 – significant piece of work for SLT Term 3/4 March 22 – Summer term priority July 22 – Priority for next academic year. Twilight session reqd. List collated. |
| 3.2 | Continue to strengthen the skill and expertise of support staff in using wellbeing strategies to support pupils' learning. | RP | Ongoing | Experiential learning opportunities run at regular intervals; good practice observed through learning walks and monitoring programme. | July 21 – on going. RP training being disseminated. On-going priority for support staff inc mental health 2021/22 Dec 21 – Plan for extending team 2022/23. Linked to RP appraisal. Mental Health training sourced and booked March 22 – staff starting to access training. April INSET day allocated. Well being practioner capacity being discussed re budget. July 22 – on-going with expanding school and increasingly complex pupils |
| 3.2 | To ensure that coronavirus catch up funding is appropriately directed to supporting individual pupils and parents with the return to school and programmes of potential blended learning | JC, CS, RP, KB & SC | Nov 20 | Appropriately individualised home learning programmes in place for all pupils. Plan for spending of catch up funding. Staff and resources to support individuals with individual situations, maximising engagement. | March 21 – Catch up funding allocated and reviewed March 21. Next steps – full review and data to support July 21 |
| 3.2 | Continue to strengthen the delivery of wellbeing for pupils with PMLD by delivering relevant aspects of | RP & CMG | Ongoing | Guidance in regards to best practice for this cohort of pupils, established, modelled | March 21 - On going |

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| | mindfulness, M technique and massage through sensory story and play. | | | and shared; enhanced 'happiness' for our most vulnerable pupils supported. | |
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| 3.3 | Continue to develop outside spaces as a learning and therapeutic environment, beyond the horticulture garden area | TS, ME, EB, GC & AG | Ongoing | Funding and labour sourced. Pupils regularly afforded the opportunity to learn and practise skills transferrable to a home/work environment. Pupils demonstrate greater engagement with and interest in the natural world. | July 21 – draft plan in place. Funding sourced in a couple of cases. Fortnightly meetings – ME, EB, AG & SC. Wheelchair swing in place and well used/enjoyed. Orders and comms. initiated Dec 21 – plan for first playground to be developed summer 22. Development of sensory trail ongoing March 22 – AG/JC/SC plan linked to OPAL audit of outside spaces. Reading garden completed. July 22 – on-going challenge. Community project in Dove playground. Priority is MUGA in April 23 |
| 3.3 | Develop staff confidence in the creative use of individual, outdoor play spaces to support pupils' learning. | TS, EB, GC, JC, & ME | Ongoing | Whole school inset and twilight sessions delivered; positive impact evidenced through learning walks, pupil progress data, anecdotal evidence on ILD, and monitoring schedule. | July 21 – INSET days lost/reprioritized due to lockdown. Next steps – future learning walk? TS to support individual classes. Dec 21 – January INSET day booked – whole staff led by JC/EB March 22 – OPAL project launched. April INSET day planned. July 22 – April INSET impact? Long term project. |
| 3.3 | Increase year-round accessibility to the outdoor learning environment. | TS, ME, EB & GC | Spring 21 | Staff confident in ways of facilitating outdoor learning through the seasons; | July 21 – has not been a point of focus due to |

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| | | | | learning walks and monitoring evidence effective and regular use of the outdoors. | energies channeled to C19 plan and lockdown challenges Dec 21 – OPAL project booked inc. initial sessions and planning (JC) March 22 – OPAL project on-going. Budget allocated. Resources ordered July 22 – TS/SC clear plan required via OPAL. |
| 3.4 | Regularly survey parents' priorities for support and deliver, tailored to their identified needs. | KB, CS & SC | Ongoing | Termly survey and evaluation completed – Term 1 Home learning. Evidence of tailored support. | March 21 – Home learning survey completed and extremely positive. Summer term survey completed |
| 3.4 | Ensure regular communication and pathways for communication for parents, enabling access to events, support, etc. | KB, AG & SC | Ongoing | Website advertises events that parents can attend in a timely fashion; Avenue parents regularly accessing external support within the community. Regular updates, inc. coronavirus restrictions from Head teacher. Active social media pages. | July 21 – on going priority. C19 and lockdown priorities. 2 way communication and relationships have improved significantly. Community support stalled – C19 Next steps – community access. Social media significantly improved. Reading Families Forum event booked – Aug 21 Dec 21 – significant physical challenge with restrictions, anxieties, etc. re COVID 19 ongoing. March 22- COVID 19 restrictions have been on-going. Weekly newsletter in place. Positive feedback from Parent survey. Excellent attendance at |

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| | | | | | Parents Evenings x 2. Social media more active. July 22 – Newsletter well established. On-going challenge |
| 3.5 | To offer increased 'after school' social inclusion opportunities | SC & KR | Apr 21 | Pupils from all bubbles regularly accessing activities to support health and wellbeing; pupils experience social inclusion | July 21 – not possible at present due to C19 bubbles. Summer term after school club (2 days pw) established. After school bike club booked for Sept 2021 |
| 3.5 | Increase the offer of short breaks and clubs available at the school during each school half term, Easter and summer breaks. | SC, KE & AG | Ongoing | Two short breaks clubs running during each school holiday. Advertised via social media and school website. | July 21 – Easter drama and RFC clubs very successful. Summer holidays booked – drama and RFC (5 weeks) |
| 3.5 | Enhance the social inclusion potential of our current youth club provision by offering spaces to non-Avenue pupils and extending the range of sporting/leisure activities that can be offered. | KB, SC & AG | Ongoing | Funding streams researched and secured; regular social inclusion opportunities enjoyed; activities in place to support a healthy life style. | July 21 – not possible at present due to C19 bubbles. Re-established in June/July – 2 sessions. Dec 21 – steady and consistent attendance. Not yet advertised wider. March 22 – not considered achievable or appropriate at present July 22 – as previous. Staffing capacity |
| 3.5 | Facilitate increased wrap-around support for pupils and families by improving access to the school facility – internal and external. NOT ACHIEVABLE | AG | April 21 | School facilities (soft play, school field, etc.) to be made available as a safe space for individual families – group and individual basis. | July 21 – not possible due to C19 restrictions. Summer – lettings re-established and consistent. Re-visit 2021/22 Dec 21 – physical and staffing capacity challenges. Initial individual parties and Christmas disco – poor attendance esp. from other schools |

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