

Personal Development 2022 – 2024

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(Reviewed 18.04.23/February 2024, July 08.07.24 PG/SC)

Aim	Key Tasks	Person/s Responsible	Evidence	Termly review comments	Next steps
3.1	Facilitate increased wrap-around support for pupils and families by improving access to the school facility.	NS/SC/KB	<ul style="list-style-type: none"> -at least termly events at school for parents to attend -parent input into events -access to school site outside of school hours (indoor and outdoor) -embed program of 'training' for parents 	<p>March 23 – Parent coffee mornings established and consistently attended. New starter mornings and visits planned. Post 16 Transition event May 23 planned.</p> <p>March 24 – School video tbc. AH in role (KC support) Events co-ordinator. Working with Pathway co-ordinators. Assemblies and events initiated. PTA advertised.</p>	<p>Final comment July 24</p> <p>July 24 – Despite AH/KB ongoing work – no sustained interest from any parent. SC/KB Initial discussion with BFfC re Government announcement for increased wrap around care. FoTAS – initial discussions.</p>
3.2	<p>To improve whole school attendance from 86.7% (2021-22) to 88% by embedding each aspect of the School Attendance Plan</p> <p>To ensure consistent practices, procedure and systems to maintain school attendance at at least 86.7%</p>	NS/KB/SC	<ul style="list-style-type: none"> -share Attendance plan with all staff and parents. -termly monitoring of attendance and reporting to pupils, staff, Trustees and parents - EWO feedback 	<p>March 23 – due to significant health issues of a number of the pupils this target is not achievable. Attendance plan shared. Attendance monitored.</p> <p>March 24 – overall % monitored fortnightly. Current consistent at 86.5%. Improvement not realistic. Positive feedback from ASW</p>	<p>Final comment July 24</p> <p>Weekly meetings Attendance Officer and Head. Each holiday request discussed to ensure consistency and fairness. Positive relationships and advice from ASW as required.</p>
3.3	To capture pupil voice to impact on school direction and aspects of school life that are important to them	EK/ME	<ul style="list-style-type: none"> -- School Council minutes - School Council attended by member of SLT - Pupil surveys - 'You said, we did' responses 	<p>March 23 – two school councils well established with clear direction offered by the pupils verbally and via surveys.</p>	<p>Final comment July 24</p> <p>School council established. Requires a review in September 2024 to discuss its impact</p>

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3.4	Through the OPAL project - Develop staff confidence in the creative use of individual, outdoor play spaces to support pupils' learning.	TS	<ul style="list-style-type: none"> -OPAL project audit of practice -Decrease in recorded incidents during less structured play/lunchtimes -formal and informal staff training -play champions in each pathway modelling excellent practice and sharing/signposting to resources -Learning walks – collate and share findings 	<p>March 23 – SC offered training to all support staff. Resources and facility earmarked for sand pit and digging area. One meeting play champions.</p> <p>March 24 – capacity challenge at leadership level. Initial work.</p> <p>Collaboration with Physical Development – SG/TS</p>	<p>Final comment July 24</p> <p>Continue collaboration with Physical Development – SG/TS. New facilities funded and in place. OPAL principles only to be adopted moving forward. To support T&L, supervision, risk management strategies. FoTAS to support funding and developing facilities</p>
3.5	Further support families and consistency of approach between home and school through the development of hybrid demonstration lessons , developing an improved understanding and continuity of approach and practice	KB	<ul style="list-style-type: none"> -Questionnaire parents and establish priorities -Clinic sessions - Monitor engagement -Individual pupil and family case studies 	<p>March 23 – Capacity issues, therefore not currently a priority</p> <p>March 24 – as above.</p> <p>Future target?</p>	<p>Final comment July 24</p> <p>Capacity issues impacting on re-prioritisation</p>
3.6	To develop improved knowledge and understanding of gender identity issues , better supporting individual pupils	NS	<ul style="list-style-type: none"> -Staff training program -Feedback from individual pupils -Curriculum and supporting material -Profile in school – displays etc. 	<p>PSHE curric – increased focus</p> <p>Staff training accessed in session with SIP and webinars</p> <p>Delete – very small percentage of school population</p>	<p>Final comment July 24</p> <p>Leadership team to discuss priorities in preparation for next SDP. Events planned, inc Culture/Diversity week and Pride event</p>
3.7	Further ensure that the voice of families is heard and impacts on individual pupil plans through having an appropriately trained interpreter at Annual Reviews for pupils with english as an additional language	NS/BP LE	<ul style="list-style-type: none"> - Interpreter scoured - monitor of attendance at Annual reviews - parent feedback monitored - individual case studies 	<p>Online interpretation offered. Staff support.</p> <p>Equality in meetings – all voices equal. Individual positive feedback</p> <p>Nov 23 - NS explore EAL resources and training.</p>	<p>Final comment July 24</p> <p>Limited resources available. Parental input in annual reviews is outstanding, supported by interpreters as required. Also applies to individual meetings</p>

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				Induction packs to be more accessible. First language training inc visuals and behaviour to be offered	throughout the year. Training option do be explored again next year via UoR. despite no uptake.
3.8	Continue to strengthen the skill and expertise of support staff, further embedding integrative well being wellbeing strategies (general and specific), developing improved consistency of approach to support pupils' learning and minimise barriers to learning to consistently support quality first teaching	TS	<ul style="list-style-type: none"> - Creating increased capacity within 'Wellbeing team' - whole school training - Drop in clinic sessions - Learning walks and observations - Staff questionnaire feedback - Support and review meeting minutes and feedback 	<p>March 23 - On-going. Intensive specific support packages offered.</p> <p>March 24 – requiring review and a strategy during summer term.</p> <p>Rewording - embedding approaches to fully support consistent quality first teaching</p>	<p>Final comment July 24</p> <p>Clear change of strategy during summer term to ensure 'well-being' underpins teaching and learning, regulation, engagement, etc.</p> <p>Practice being more consistent, beyond the Well-being coordinator – approaches embedded not stand alone. Always on-going. Sept 24 timetables -</p> <p>Greater focus on sensory regulation and allowing pupils time to practice wellbeing strategies</p> <p>Staff to implement bespoke strategies, supporting by coordinator. Yellow Pathway wellbeing option on Friday mornings.</p>
3.9	To ensure that each individual pupil with english as an additional language has improved access to each aspect of school life , with an individualised support plan	NS SLT	<ul style="list-style-type: none"> -Whole school audit shared with all staff. - working parties -parent questionnaire analysed -Action plan inc. special events, local community support, staff training, 	<p>March 23 - Equality and Diversity group established. NS to approach School Improvement at BfC for EAL support.</p>	<p>Final comment July 24 – changes in individuals at Leadership level and capacity resulted in this target not being prioritised</p>

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			-whole school displays and resources to be shared with staff.	March 24 – NS approached BfC, no support service available.	
3.10	To develop an improved awareness and understanding of different cultural backgrounds within the school, ensuring that the 'voice' of our pupils and parents is at the centre of our direction	NS/KB E&D team	-whole school audit shared with all staff - parent questionnaire -Action plan inc. special events, local community support, staff training, -whole school displays and resources to be shared with staff.	March 23 – fortnightly parent sessions re-established. Equality and Diversity group established. March 24 – Lead staff have completed E&D training.	Final comment July 24 – changes in individuals at Leadership level impacted. E&D group established –Policy, equality statements and training implemented. Whole staff training to be implemented. Possible transference into next SDP. Sept 24 – Pride event and Cultural/Diversity week planned