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| **Leads**  **Additional Support** | Maarit Eben (Deputy Head)  Cass Minette George (Assistant Head)  Ellie Webb (Assistant Head)  Jonny Cottrill (Assistant Head)  Katie Gray (Assistant Head)  Connie Sinclair (SENDCO)  Gosia Stendiuch (Reading / Phonics Lead)  Helen Bardsley (Careers Lead)  Hayley Johnson (Sixth Form Coordinator)  Tom Stobie (PACE Practitioner – Lead)  Clare Farmer (Qualifications & Assessment Specialist TA)  Michaela Thacker (Physical Development Specialist TA)  Kelly Boahene (Family Worker)  Sally Birchenough (IT support)  Andrew Green (Communications and Promotions) |
| **Strategic Aims** | 2.1 Ensure that every pupil works towards meaningful and relevant learning outcomes in the core areas of the curriculum: Social & Emotional Development, Communication, Physical Development, Cognition/Maths, Literacy, PSHE (including Work-Related Learning)  2.2. Provide an innovative solution to work-related learning in times of a global pandemic and Covid restrictions  2.3 Ensure all pupils receiving discrete English and Maths lessons are enabled to fulfill their literacy and numeracy potential  2.4 Develop the use of individualised learning plans across the school  2.5 Ensure robust implementation and monitoring of curriculum programs  2.6 Increase confidence and accuracy of formative assessment judgments  2.7 Ensure clarity of vision with regards to the curriculum  2.8 Ensure that EHCPs are fit for purpose and fully implemented  2.9 Update the school’s digital assessment tool, The Interactive Learning Diary (ILD), to reflect curriculum changes and to enable parental engagement in times of remote learning / blended learning  2.10 Introduce individualised remote learning plans to ensure efficient education of pupils during the global pandemic  2.11 Increase pupil choice at KS4/5 across all pathways  2.12 Further define pathway profiles, increase awareness of the pathway offer and accuracy of pupil placements  2.13 Develop best practice linked to outdoor learning across the school  2.14 Improve curriculum access for our pupils with sensory processing difficulties  2.15 Improve access to learning through the use of appropriate IT |

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| **Aim** | **Key Tasks** | **Person/s Responsible** | **Timescale** | **Evaluation**  **(RAG Rate July 2021)** | **Next Steps**  **(For 2021/22)** |
| 2.1 | Introduce the ‘Early Development for Every Child’ Framework (from Ontario) to replace existing skills ladders within Social & Emotional Development, Communication, Physical Development and Cognition (a new element) | ME, CMG, EW, KG, JC | October 2020 | The new framework introduced gradually; opportunities for discussion at pathway meetings. Pupils baselined against the new framework. |  |
| 2.1 | Introduce and embed a new framework for teaching PSHE and RSE (from The PSHE Association/SEND) | ME, EW | December 2020 | The framework introduced gradually, with the aim of being in place fully in January 2021. Opportunities for shared planning and discussion; monitoring scheduled for Spring 2021. |  |
| 2.2 | Set up ‘The Thoughtful Bubble Company’ to ensure internal work-related learning / enterprise opportunities during Covid restrictions and in post-lockdown era | HB, ME | December 2020 | ‘The Thoughtful Bubble Company’ set up within the Tycoon Enterprise Framework by December; opportunities available for pupils on all pathways during the academic year. |  |
| 2.3 | Establish a departure point (Ontario/Cognition) for a discrete Maths curriculum and define a progressive skills ladder for the subject, linked to the White Rose scheme of work (Life Skills & Practical Skills / First Steps and Foundation Pathways) | ME, KG | December 2020 | A Maths ladder in place, cross referenced against White Rose Maths units. A more consistent Maths approach across the school (including language for learning), evident through subject monitoring. Class leads using this document as a planning tool. |  |
| 2.3 | Clarify a seamless skills/qualifications/accreditations continuum for Literacy, Maths and Science on the Independent Learning and Living Pathway | ME, JC, KG, CF | July 2021 | A clear progression in place for Literacy, Maths and Science on the Independent Learning and Living Pathway. |  |
| 2.3 | Increase the skill and expertise of staff (both teaching and support) to deliver ReadWriteInc and White Rose Maths | ME, CMG, EW, KG, JC | July 2021 | External training provided; good practice observed through planning scrutiny and learning walks |  |
| 2.3 | Explore the potential of using the RWI ‘Literacy and Language’ program for pupils on the Independent Living and Learning Pathway / in Sixth Form | ME, JC, GS, HJ, CF | April 2021 | Webinars attended and the potential of ‘Literacy and Language’ for our school discussed with class leads on the pathway as well as within SLT.. |  |
| 2.4 | Embed the use of individualised learning maps on The Nurture and Engagement Pathway | CMG | October 2020 | Learning maps in place; discussed regularly at Pupil Progress Meetings and observed in use during monitoring. |  |
| 2.4 | Introduce Personalised Learning Plans, PLPs, for students in The Sixth Form (Years 12 and above) | ME, HJ | October 2020 | PLPs in place for all pupils; reviewed during post-transition reviews, following PPMs and through informal discussions. |  |
| 2.5 | Introduce a subject monitoring cycle (in the first instance for Maths, Literacy and PSHE) and a clear protocol for carrying out learning walks, planning scrunity and feedback linked to monitoring | ME, CMG, EW, KG, JC | February 2021 | A timeline of actions including planning scrutiny, a teacher ‘confidence and skills survey’, learning walks and feedback. A policy / protocol written up. |  |
| 2.6 | Arrange regular opportunities for internal moderation, within pathways, in core curriculum areas | EW, KG, JC, CMG | On-going, linked to monitoring cycle | Regular moderation dates in the calendar, linked to subject monitoring where possible. Arranged in bubbles / micro bubbles whilst under Covid restrictions. |  |
| 2.7 | Produce ‘Curriculum Intent’ Statements for all areas of the curriculum, defining a vision, strands and relevant pedagogy | ME, CMG, EW, KG, JC & AG | April 2021 | Intent statements produced and shared with staff and governors. Updated on school website. |  |
| 2.8 | Update EHCP outcomes for pupils in line with the new Early Development for Every Child’ framework where relevant | CS, ME | On-going | Outcomes brought in line with developmental continuum (Ontario model); greater coherence between curriculum outcomes and EHCP outcomes. |  |
| 2.8 | In times of Covid restrictions and a ‘bubble system’, ensure provision in Section F of each pupil’s EHCP is fully implemented in classes | JC, CMG, EW, KG | February 2021 | All pupils receive their full provision; where bubble restrictions hamper efforts, alternative ‘outside-the-box’ solutions are put in place |  |
| 2.8 | Systematically record progress made towards EHCP outcomes | CS | On-going | Analysis of whole school data enabled; comparison made across pathways and between different cohorts of pupils. |  |
| 2.8 | Establish a protocol for reviewing adulthood plans on a regular basis | CS, ME, HB | December 2020 | Adulthood plans annotated and updated in liaison with class and family |  |
| 2.9 | Ensure the ILD is up to date with core curriculum | KG, JC, EW, CMG | December 2020 | ILD in full use with core curriculum (S&E Development, Communication, PD, Cognition / Maths, Literacy/Phonics, PSHE including Work-Related Learning). |  |
| 2.9 | Create a system for tracking data either on the ILD or Excel and analyse pupil progress over time for individuals and cohorts of pupils | KG, JC, EW, CMG | July 2021 | Data tracker in place for individual pupils; comparison and analysis of selected cohorts’ progress completed. |  |
| 2.9 | Open the ILD for parents, ensuring they are able to view evidence of their child’s progress and also upload photos and videos from home | EW, CMG, JC, KG | June 2021 | Home evidence uploaded for pupils; a simple user guide available for parents. |  |
| 2.10 | Introduce a Remote Learning policy and produce individualised remote learning plans for all pupils | CS, ME, class leads | October 2020 | A remote learning strategy drawn up and shared with class teams and families. Questionnaire sent out to families to build home learner profiles and determine parental preferences regarding the most suited provision. Individual plans for all pupils. |  |
| 2.10 | Establish a system for reviewing the effectiveness of remote learning plans | CS, KB, class leads | On-going | Remote learning plans fit for purpose and in active use when pupils are at home due to a bubble / school closure or self-isolating due to contact; plans used as working documents and amendments clear. Evidence of home learning sent in by parents (emailed to class leads or put on the ILD) |  |
| 2.10 | Implement an updated Online Safety policy | KR, KB, KG, & JC | April 2021 | Parents, staff and pupils understand policy and expectations. Policy implemented. |  |
| 2.11 | Explore opportunities for a wider range of optional subjects/courses for pupils at KS4/KS5, in all pathways | ME, CMG, KG, JC, CF | April 2021 | Alternative qualifications researched and suggestions finalised in time for Options Evening. |  |
| 2.11 | Facilitate an ‘Options Evening’ for pupils in Year 9 | ME, CMG, KG, JC, AG & KB | June 2021 | An options booklet produced. A virtual options event held for Year 9 (and above) parents, in small groups (by pathway). |  |
| 2.12 | Write pathway policies, capturing the essence of each pathway with regards to outcomes and provision | JC, CMG, EW, KG | December 2020 | Pathway policies in place and shared with class leads. |  |
| 2.12 | Create a transition record for when a pupil moves pathways | EW, KG, JC, CMG | July 2021 | Pathway transition decisions formally recorded. |  |
| 2.12 | Use data / pupil profiles from the ‘Ontario’ developmental framework to inform pupil groupings and pathway decisions | ME, CMG, KG, JC, CF | On-going; July 2021 class list | Pupils placed within appropriate pathways and cohorts. Fluidity mid year well informed |  |
| 2.12 | Raise awareness of learning pathways amongst parents/carers | KG, JC, EW, KB, CMG | July 2021 | Pathway leaflets available; website content reviewed and up-to-date with varied information about not only pathway outcomes but about a day in the life of a pupil etc. on each pathway |  |
| 2.13 | Establish standards of best practice for each pathway in regards to outdoor learning and the use of outdoor spaces | ME, CMG, EW, KG, JC | December 2021 | Outdoor learning spaces regularly providing a context for the delivery of key curriculum outcomes, including Social & Emotional Development, Communication and Physical Development ie through play/games; outdoor activities structured visually for pupils with ASD; effectiveness evidenced through drop-ins, learning walks, planning scrutiny |  |
| 2.13 | Introduce The Duke of Edinburgh Award to all sixth formers | ME, HJ, MT | September 2020 | Weekly D of E sessions on the timetable, with a long term plan in place to cover Skills, Physical, Volunteering and Expedition |  |
| 2.14 | Complete sensory profiles for pupils, ensuring full understanding of each pupil’s barriers and ways to support optimal alertness levels | TS, Class leads | July 2021 | Completed sensory profiles; increase in positive learning behaviours observed through behavior data, informal and formal observation |  |
| 2.15 | Audit technology available within each class and how it is used | SB, CMG, EW, KG & JC | January 2021 | Audit carried out in discussion with class teachers. Audit shared with SLT. Plan in place to recycle equipment if appropriate. |  |
| 2.15 | Effectively use present technology to maximise access to learning and to develop communication for individuals and groups in each learning pathway | SB, CMG, EW, KG & JC | April 2021 | Training sourced and booked/accessed for appropriate professionals. Initial meeting with SaLT. Twilight sessions optimised to share skills/training/equipment. |  |
| 2.15 | Research technology and training available to support communication and access to learning | SB, CMG, EW, KG & JC | June 2021 | Initial meeting with Softegg. Discussions with other SEN schools. School visits. Attend fairs/presentations, etc. |  |
| 2.15 | Develop an IT subject development plan to include improved access to the appropriate up to date technology within each learning pathway/for individuals | SB, ME, TG, CMG, EW, KG & JC | June 2021 | Meetings with Softegg. Plan in place and shared with Finance Director for financial planning purposes. |  |

***See Separate Development Plans for Reading/Phonics, Sixth Form and Work-related Learning.***