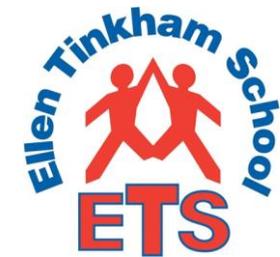




INCORPORATING



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Development and Innovation Plan

April 2016 – April 2017

**EVERYONE WILL BE THE BEST THAT THEY CAN BE
EVERYONE HAS A VOICE
NO-ONE IS EXCLUDED**

Monitored via SLT and Governor Monitoring Strategies
Evaluated via termly Executive Head's Report to Governors
Also see Subject and Service development Plans and Business Plan for 16-25 College

Key Priority: Access. Learners become increasingly resilient because they are able to try new things and find solutions for themselves. Fully accessible, indoor and outdoor challenging and creative learning environments are further developed, to support “free-flow”, exploratory learning. This enhances communication and relationship building by providing contexts and opportunities.

(Notes: “Allow Time”; art projects; cardboard box city; use of corridors and shared spaces; redevelopments; Bodley House; staff awareness of developing language alongside play).

A significant aspect of this key priority is linked to the development of the new 16-25 facility at Bodley House and upgraded facilities in the schools. There is a comprehensive business plan in place to describe and manage these developments, which will be monitored by the CBT governor committee and led by the CBT leadership team.

School vision statement: “Everyone has a voice”						
What has to be done?	When?	Who will be responsible?	What do we have to do to achieve it?	What will it cost?	What do we need?	What improvement will we see?
A1 Learners are more resilient to change	April 17	Empower Teams	Learners are supported to reduce their fear of change by understanding that it can be positive. A “Change” symbol will always be built into every visual timetable, using the known protocol whereby initial introduction to “change” supplants a less favoured activity with a preferred one.	Within budget	Staff meeting time to reinforce best practice in visual timetable use	Learners become more resilient to change and motivated by trying new and exciting things, Visual timetables remain a useful tool to manage time and do not become restrictive to individuals because they do not allow for the reality of changes, new opportunities or special events.
A2 Learners are more resilient to noise	April 17	Enrichment Teams	The use of decibel monitors (via apps on iPads), in classrooms and other learning areas will be used to monitor sound levels. Learners will be encouraged to actively engage with this process and begin to take responsibility for reducing sound. Those who are least resilient to sound can use the process to set personal “resilience targets”, or to use ear defenders or employ self-regulation strategies.	£50 for apps per school	IT departments investigate and purchase apps Team meeting time to share and discuss their use 1:1 time with key learners to discuss use	Learners have responsibility and influence over their learning environment and for ensuring that it is conducive to work. Learners are empowered to be positively assertive and to exert positive control while understanding that they are part of a community of people who have a range of need and expectations.

A3 All staff understand the significance and impact of sensory processing issues and the need for learners to develop organisational skills.	April 17	Enable Teams	A training programme available to all staff across the federation will ensure there is a heightened understanding of sensory processing issues and responses and that organisational skills development is included in learning opportunities across the age ranges.	£400 (teacher time)	Time for training (twilights/ workshops on training days/ key stage team meeting sessions)	As a result of increased staff awareness and skill, learners are better able to self-regulate and are more likely to be "in a place to learn". Achievement is therefore enhanced because learners are ready to learn.
A4 Continue to strengthen the voice of families through involvement in school development and through increasing family knowledge of and engagement in, advocacy systems	Dec 16	Advocacy leads	<ul style="list-style-type: none"> • Facilitate the continuation and strengthening of the Learn to Live family development groups • Ensure the groups are fully appraised of all Learn to Live developments and that their own work is similarly shared • Facilitate opportunities to participate in development work beyond the federation, sharing innovations with other schools and settings and participating in presenting at conferences alongside federation staff 	External consultant to lead family group £1k	Additional senior leader time to add to capacity Possible external consultant link to align family groups and facilitate their ongoing development	Families work closely with the schools, building mutual trust and enhancing the capacity to develop highly effective co-constructed services. Learners are able to make better progress in their learning because services and systems to support them are coherent across home and school
A5 Strengthen the voice of learners in school decision making	Dec 16	Lead Advocates	<ul style="list-style-type: none"> • Student councils produce an item for the Heads report to governors • Student councils have an Action Plan • The student councils link via Federation Council representatives, who plan joint events • Student councils are consulted on the building developments in the schools • Advocacy leads in the federation schools facilitate the development of a SENtient student body 	Student council budgets £250 each	Student council meeting time Advocacy lead time Transport/ ICT to allow joint federation council to meet	Learners across the school are aware of the work and significance of their elected representation group. The student council makes tangible decisions and has a direct link to the governing body.

<p>A6 Keeping safe via improved communication skills. Children and young people can communicate effectively, can express their views clearly and positively and are better able to safeguard themselves.</p>	<p>Sept 16</p>	<p>Comm leads (within Enable Teams)</p>	<ul style="list-style-type: none"> • Clarity of best practice approaches to developing communication is further embedded, using the Golden Rules as a starting point. Key Stages build key vocabulary to assist learner understanding • There is an absolute understanding across the federation that all behaviour is communication, so an assumption that more positive ways to communicate are required as a key strategy in responding to less positive behaviour • There is a focus on the use of symbols, objects of reference and sign, to support verbal communication. Signs of the week, signing sessions for families and regular staff input on total communication will enhance skill levels across all teams • In PSHE, there is a focus on the language of “keeping safe” as taught by the Child Assault Prevention team, ie “stop”, “I don’t like it” “walk away” “tell an adult”, linked to the work of the pupil safety teams (see e-safety film, ETS website) 	<p>£200 each school resources</p>	<p>Meeting/ training time Sets of resources Time to create resources</p>	<p>Learners are better able to access learning because they experience consistent and functional communication that they are supported to understand through a range of means within a high quality total communication learning environment. Learners become increasingly confident and effective communicators and are able to self-advocate because they have the means to be heard. A total communication environment is evident, with visual clarity and appropriate use of verbal and visual language.</p>
<p>A7 There is a high quality and effective business plan in place to support the capacity growth of the federation. There is a strategy in place to</p>	<p>April '17</p>	<p>CBT</p>	<p>Maintain and Update Business Plan for Growth Explore DCC buildings currently surplus to requirements for their potential to provide additional capacity Plan for occupation of new building:</p>	<p>See draft business plan</p>	<p>See draft business plan</p>	<p>See draft business plan</p>

support the effective use of additional buildings to provide additional capacity			<ul style="list-style-type: none"> • Capital project plan • Staffing structure, to include leadership and admin support • Benefits to students exercise • Community consultation exercise 			
A8 Teachers are skilled to teach the most vulnerable students and there is clear evidence of equity in access to provision	April 17	DHT/HOS	<p>A cross-federation team develop sensory teaching and learning development sessions, based on best practice and what has been proven to work.</p> <p>An audit of teaching and learning determines whether teaching time for sensory learner is equitable</p> <p>“Amnesty conversations” in staff meetings supports teachers to discuss difficulties effectively ensuring tangible learning for sensory learners and is a forum for sharing “What Works” ideas.</p> <p>Ensure the highlights of these conversations are captured and shared across the federation.</p>	Within budget	E-team meeting time. Joint federation meeting time. Identified sensory lead in each school.	<p>There is truly equitable provision in place across the federation, so that all learners have access to excellent teaching.</p> <p>All teachers feel confident and empowered to deliver high quality learning opportunities for the most complex learners, demonstrating the highly specialised nature of our provision.</p> <p>Sensory learners make progress that is at least as good as their peers.</p>
A9 Keeping safe via decision making. Children and young people are supported to make preferences, then choices, then decisions. A decision making assessment process and learning pathway supports the development of decision making skills. Good Choices Plans are used to address particular issues with poor	Jan 17	Learn to Live core group	The Learn to Live Decision Making Hierarchy is used to generate an assessment process with suggestions to support learners in moving up through the levels of decision making. This tool to be developed and refined with the support of the family Learn to Live groups	£500	Development meeting time Family L2L meeting time Staff meeting time to disseminate	<p>Children and young people have opportunities to make increasingly complex and significant decisions because they are supported through the process of understanding the responsibility and consequences of choice and decision making.</p> <p>Children and young people are better able to lead their own learning because they know how to make positive and effective preferences, choices and decisions.</p>

<p>decision making that is leading to negative outcomes.</p>						
<p>A10 Improvements to the learning environments enhance access to learning. A comprehensive business plan is in place to plan and manage the process of federation growth and development</p>	<p>April 17</p>	<p>CBT</p>	<p>Development of new 16 – 25 provision at Bodley House Redesign of Early Years/ Key stage 1 and 2 areas at ET, to include access to outdoor learning space for all EYFS/KS1 learners Redesign of Early Phase indoor and outdoor spaces at BB Proposal developed for 16 – 25 at BB See Business Plans and ICT Strategy Plan</p>	<p>School capital project money. LA capital support linked to growth plans</p>	<p>Business plan</p>	<p>Facilities are significantly enhanced and fully accessible. Facilities support highly effective learning. Families and learners know they are valued because the facilities are of a high standard. Transition between phases is enhanced because areas are designed to meet the needs of each phase</p>
<p>A11 The experience of mobility for wheelchair users is further improved the single standard of best practice procedures across the federation, is fully embedded.</p>	<p>April 17</p>	<p>CBT</p>	<ul style="list-style-type: none"> • BB: drop kerbs to areas in car park. Reduce uneven surfaces. More training for Mobility Champions • Both: reduce uneven surfaces wherever possible; improve independent access wherever possible; deepen and strengthen mobility best practice so that there is consistently high quality mobility support available to all wheelchair users. To include joint Mobility Champion training • Advocacy work with wheelchair users, to ascertain their experience in terms of consistent support, comfort, ease of access and independence 			<p>Wheelchair users experience a consistently comfortable and predictable experience of mobility support. Learning is enhanced because they are physically comfortable and can access the building with ease. Dignity and respect for the individual is of the highest priority to all members of the school communities, at all times. When supporting a wheelchair user, that individual has the undivided attention of the person supporting them.</p>

A12 There is a communication strategy in place, to ensure all learners have an effective voice in all settings	Feb 17	Lead SLT	<ul style="list-style-type: none"> • In-house speech & language therapy lead ensures consistent approaches and staff training is in place across the Federation with input allocated to the settings to facilitate it • The role of advocacy and advocacy champions is clearly defined and obvious, within classrooms • The ICT strategy links to communication in terms of assistive technology, with a Bring Your Own Device policy for older students (16+) 	£300 per school	SALT action plan	All learners have equitable access to appropriate and relevant means of communication
A13 Healthy lifestyles are promoted, to give learners the best foundation for life and learning	Sept 16	Energise & Enable Teams	<ul style="list-style-type: none"> • Regular, 10 minute “bursts” of fresh air exercise throughout the day • Focus on hydration with staff training on its importance and impact on health • Awareness of and compliance with statutory food policy 	Within budget	E-team agenda time	An holistic approach to wellbeing will promote better capacity for learning, instilling good, life-long habits for a healthy lifestyle will help to prepare learners for adult life

Key Priority: Curriculum. Learners become better problem solvers through teaching that is responsive to the potential of creative learning environments to trigger rich, deep, personalised learning. Engagement, motivation and opportunities to explore and experiment are supported by a curriculum that is flexible, coherent and challenging.

(Notes: Zones and themed spaces? Important question: How do we ensure learners with mobility impairments are able to explore in a self-directed way? The importance of knowing learners well enough to understand their reactions and what learning “looks like” for each individual).

School vision statement: “No-one is excluded”						
What has to be done?	When?	Who will be responsible?	What do we have to do to achieve it?	What will it cost?	What do we need?	What improvement will we see?
<p>C1 Philosophies of the characteristics of effective learning are embedded throughout the schools, impacting positively on the learning of all because of the heightened emphasis on the process of learning.</p> <p><u>Motivation</u> Learners learn through intrinsic motivation and the development of good secure relationships</p> <p><u>Engagement</u> Pupil-led learning is assured through the provision of learning opportunities in a subject context,</p>	April 17	Curriculum Lead (AHT) HR managers (CPD)	<ul style="list-style-type: none"> - TA training package developed, to include an assurance of TA understanding of the characteristics of effective learning - Staff meeting time to explore, research and discuss - What does learning look like for individual? Development of Learner Profiles 	Planning Time £600 per school £200 Books per school	Books - characteristics of effective learning How children learn Creative ideas for Learning	Learners are motivated, engaged and able to apply decision making skills to maximise their learning. Through a consistent focus upon engagement, exploration, motivation and encouragement of curiosity, a lifelong love of learning is the legacy of attending Learn to Live Federation Schools. At EYFS/ KS1 the firm foundations for readiness to learn are generated. Through KS2, there is a focus on supporting curiosity, courage and creativity through exploring and encountering new learning opportunities. At KS3, decision making skills, enhanced by the provision of secure and encouraging learning experiences, environment and support, allow learners to be empowered to lead their own learning. Throughout KS 4 and 5, the legacy of the love of learning is used to enhance functional skills

<p>facilitating exploration and the development of learning at the level of the individual.</p> <p>Critical Thinking Learners take a more proactive role in their own learning. Instead of being presented with things they may need to go and get things for themselves, using their prior learning experiences to make decisions about how to approach a task/ solve a problem.</p>						<p>so that young people are confident life- long learners, who are skilled decision makers.</p>
<p>C2 Learners are increasingly empowered to assess their own learning, through the development of decision making skills. Learners in KS3 and above become accustomed to thinking about “What am I learning about?” “What do I need to do?” “What help do I need?” “How well have I done?” “What do I need to do next?”</p>	<p>Jan 17</p>	<p>Empower teams</p>	<p>Development team Discussion about self- assessment Develop tools for learners to use, differentiated for sensory, explorer and academic learners. Trial with learners. Discuss with student council</p>	<p>£100 resources each school</p>	<p>Student council time Advocate time Development team time Staff meeting time</p>	<p>Learners are empowered to fully utilise their decision making skills through self- assessment, so that their motivation to learn is enhanced by the capacity to be involved in their own target setting.</p>

C3 Embed the Golden Rules for Sensory teaching and learning	April 17	VI lead	<ul style="list-style-type: none"> • A sensory differentiated level is evident in planning • All staff know the Golden Rules of high quality sensory teaching and learning • Class teams know how to engage sensory learners and what engagement in learning looks like for each individual in their class • Sensory learners access a broader range of the curriculum because of high quality planning for their learning 	Within resources	Meeting time Training time	Learners with the most complex sensory needs have learning opportunities that are consistent, coherent, relevant, meaningful and accessible, thus maximising their potential for learning and minimising the potential for negative responses. All staff understand the principle of high quality sensory teaching and learning and know to support learners effectively
C4 Ensure all Key Stage 4 students across the federation, have the opportunity to access appropriate work experience and courses leading to recognised accreditation or qualification	Sept 16	DHT/HOS	<ul style="list-style-type: none"> • Standardise use of WJEC Entry Level Pathways across both schools • Introduce ECDL (European Computer Driving Licence) course • Continue to develop range of experiential work experience opportunities both in-house and external to schools. 	£2k (1k per school) curriculum budget	Meeting time with KS4 leads Time to explore, purchase and prepare for delivery of new courses	Students are better prepared for the expectation that they will gain paid employment because they have recognised and useful accreditation and qualifications and relevant experience of being in work settings.
C5 There are themed enrichment weeks throughout the year to support breadth of learning in humanities and arts subjects, to inspire a love of learning and creativity and an appreciation of and respect for, the rich diversity within modern Britain.	Sept 16	Enrichment Teams	<ul style="list-style-type: none"> • An annual calendar of themed weeks is produced to enrich the curriculum • Enrichment Team are responsible for facilitating, by drawing up a programme for the week, sourcing visiting experts/ resources, providing extended learning ideas and designing a sharing event at the end. 	£2k curriculum budget resources	Enrichment Team meeting time Staff meeting time to agree timetable	Learners are exposed to new and inspiring learning opportunities via themed weeks. Curriculum coverage is enhanced in ways that are meaningful and memorable. Opportunities for creativity and learner-led exploration are increased. As a result, learners are challenged to try new things, are exposed to new ideas and learning. Better use is made of the school facilities both indoors and outdoors, to enhance creative learning

<p>C6 All learners become better problem solvers through teaching that is responsive to the potential of creative learning environments to trigger rich, deep learning through engagement motivation and opportunities to explore and experiment</p>	<p>April 17</p>	<p>Empowerment teams</p>	<p>Engagement Profiles are developed, based on observation and reactions, to better understand and recognise motivation, engagement and involvement in individual learners. Frankish assessment are used to explore emotional development levels where learners appear “stuck” in developmental stage of engagement and involvement (such as “casting” and repetitive scribbling that is not intentional representative mark-making).</p>	<p>£500 per school</p>	<p>Meeting focus group and minuting time</p>	<p>There is evidence of learners at every level leading their own learning through inspired opportunities to explore and experiment and to extend independent assimilation.</p>
<p>C7 All teachers across the federation are producing high quality learning opportunities for all, to maximise student potential.</p>	<p>April 17</p>	<p>T&L</p>	<p>Partnership planning and moderation across the federation embedded through planned opportunities. Teacher teams have 1 x day per term to plan together T&L leaders monitor medium term planning on a weekly rolling programme</p>	<p>£7k per school (cover)</p>	<p>Identified time for all teachers</p>	<p>Termly monitoring of teaching shows that learners are increasingly independent and motivated in their learning. Teachers are valued, inspired and inspiring because they have quality time to work together to plan creatively.</p>
<p>C8 Teacher planning is further developed, to support the continuous provision model</p>	<p>April 17</p>	<p>T&L</p>	<p>Nutshell planning is further refined and widely used to ensure plans always have the “at least” requirements and always assist TAs in gathering relevant evidence of learning. Planning to capture the “continuous provision” model is further developed:</p> <ul style="list-style-type: none"> • Targets/ assessment/ expected learning plan • Logistics plan • Activities plan 	<p>Within budget</p>	<p>Staff and key stage meeting times</p>	<p>Teaching is always at least good and highly effective because it is planned in order to ensure learning is expected and recognised. Teaching is always well planned because the model for planning is efficient and manageable, ensuring teachers are able to plan effectively while retaining a work life balance that enables them to have the energy to be inspiring.</p>

<p>C9 There are robust systems in place, to assess the progress of learners, to ensure we know if learning is “good” or “outstanding”, compared to the learning of similar pupils attending other schools and settings</p>	<p>April '17</p>	<p>Asst Head: assessment</p>	<p>Liaise with mainstream settings to ensure the system dovetails with the new NC. Liaise with SENTient Trust to explore a new system to replace NC levels Liaise with SWALSS to spread any updated system wider than Devon and to facilitate National benchmarking. Embed the system across the Federation, ensuring there is regular moderation to standardise the system SENTient benchmarking exercise to ascertain a sense of what constitutes aspirational expectations</p>	<p>£500 (meetings. Admin support)</p>	<p>Liaison time Meeting time and venues Staff meeting and E-Team times for development</p>	<p>Teachers are confident that they are able to accurately gauge pupil progress because there is a robust system in place that is fully understood and workable across the federation.</p>
<p>C10 A bespoke electronic system is developed to further enhance Home:School Agreements</p>	<p>April 17</p>	<p>T&L</p>	<p>The ICT team across the Federation will work together to create a bespoke package to track and further enhance the use of Home:School Agreement data. Based on the “Tapestry” system, it will enable families as well as teachers, to upload evidence and track their child’s progress online (including via mobile phone)</p>	<p>£8k per school (£1k cover and £7k resource)</p>	<p>Resources; assessment; ipads for teachers; time for 3 x ICT specialists to work together</p>	<p>Learning is more precisely tracked and evidence easily collected and collated, with families actively involved in the process. As a result, school, families and learners have an even clearer understanding of their learning against the Home:School Agreement skill set. The system is motivating for learners as they are more involved in their own assessment and progress.</p>

Key Priority: Leadership. Deep and ambitious learning is assured because leaders at every level have a profound understanding of the significance of PROCESS, in generating learning. Teams are led effectively to ensure all opportunities for learning are fully exploited. Specialisms and aspects of learning are effectively led within teams by skilled and knowledgeable people, working towards clear expected outcomes. A tangible culture of leadership is embedded across the system driven by the ethical vision.

(Notes: High Quality Support for Learning document to inform new Excellent Practitioner Development Packages for TAs. INSET day to develop this strand? World Café tool to generate discussion: What does this statement mean for you? Remember the importance of learner outcomes and the long-term impact of learning to set the context of learning and the “next steps”. Alistair Bryce-Clegg? Try to book for federation conference day?)

School vision statement: “Everyone will be the best that they can be”						
What has to be done?	When?	Who will be responsible?	What do we have to do to achieve it?	What will it cost?	What do we need?	What improvement will we see?
L1 There is consistently effective communication between governors, families and students	Nov 16	Chair of Govs	<ul style="list-style-type: none"> Governors have an annual Full Governing Body agenda item “How we communicate with families”. There is scrutiny of attendance at meetings, school events, visits and responses to school communications Governors focus on destinations of young people and meet with older learners to find out more about transition, ambitions and post-school plans. Members of the student council are supported by a governor to attend PTFA Governors carry out advocacy champion training 	£200 gov training	Gov availability for meetings/ training Training arranged and held Student council members to attend PTFA	Governors are closely involved in the “fabric” of each school, offering their unique role to support learners and families to participate in monitoring activities. Governors add to the information available to them in order to rigorously hold senior leaders to account for quality of provision. Learners make better progress because the principles of advocacy and meaningful participation are threaded through every aspect of school life.
L2 A developmental, cumulative 3 year TA training and development package	April 17	HR Managers	<ul style="list-style-type: none"> Develop modules within the framework already devised. Modules include: Leading teams; Understanding learning and 	£500 staff time	HR Manager time Link with Marjon for accreditation	There is a strengthening culture of leadership across the federation, at all levels. All staff understand, recognise and expect, high quality leadership and management

<p>is in place. Through collaboration with Marjon, participants have the option of working towards gaining a degree by the end of year 3. Years 1 and 2 compulsory for all TAs. Optional foundation degree opportunity through Marjon. Year 3 optional research year (paid at HLTA rate for the year), leading to conversion to a full degree.</p>			<p>pupil engagement;</p> <ul style="list-style-type: none"> • Facilitating effective support for learning; • Dealing with conflict and challenging conversations; • Understanding pupil data; • Dynamic risk assessment; • Incident and accident reporting; • Coaching skills • Devise delivery plan. Arrange and run sessions. • Use federation website to host information/ discussion groups for participants • Liaise with Marjon for participants wishing to carry out Foundation Degree 			<p>across the distributed leadership system. Learners benefit from a highly effective and positive environment where teams are empowered through good leadership and highly skilled staff with a deep understanding of best practice. Resources are well used through good management and through the skill of staff. There are no fluctuations in quality across the federation.</p>
<p>L3 Further develop and strengthen senior leadership frameworks for the longer term future of the federation, to include very clear succession planning</p>	<p>Autumn 16</p>	<p>Chair of Govs</p>	<ul style="list-style-type: none"> • Review current structure for effectiveness and efficiency. • Formalise current structure • Determine federation leadership needs going forward, to highlight promotion opportunities for young leaders being developed within the system. 	<p>Within budget planning</p>	<p>Courageous senior leaders who are prepared to map out their retirement plans. Highly effective young leaders who are keen to enhance their career</p>	<p>The future strength and stability of the federation is assured. Ongoing improvement of the high quality federation is assured. Families are reassured and continue to have high levels of trust in the leadership of the federation.</p>
<p>L4 Further development and refining of the NQT programme, with a view to offering specialist NQT and</p>	<p>Dec 16</p>	<p>HR managers</p>	<ul style="list-style-type: none"> • Feedback from monitoring of teaching regarding professional development interventions and teaching strengths most strongly linked to learner progress and overall school 	<p>£200 (shared) resources</p>	<p>HR manager time Meeting time</p>	<p>Newly qualified teachers feel empowered to be specialist teachers in a highly specialised setting. They have access to an intense, motivating and highly effective development and training</p>

ITT modules to the local SCITT			<p>standards</p> <ul style="list-style-type: none"> • Feedback from middle and senior leaders delivering existing NQT programme modules • Updating, rewriting and refining programme • Link with DPSCITT to organise delivery of specialist modules 			programme, delivered by a range of current practitioners. Learners are taught by young and enthusiastic teachers who have been well prepared and supported to be highly effective in meeting their exceptional needs.
L5 A sense of unity, team building and respectfulness is engendered across the federation, through shared opportunities.	April 17	HR Managers	<ul style="list-style-type: none"> • Whole federation conference, to include inspirational speakers and highly specialised, motivating workshops • Suitable venue and location to be decided • Committee to be established, led by HR managers • Training day in April 2017 to be used for "Federation Day" event • Follow-up events to emerge 	£4k (£2k each school. Training budget)	HR manager time. Committee members and meeting time	While acknowledging the unique qualities of each school, there is also a growing understanding of the character of the federation. Better working relationships and a greater understanding of good teamwork and what makes an effective team, leads to better outcomes for learners.
L6 Small scale impact studies and reflective practice processes drive up standards through innovative working and a culture of continuous improvement	Feb 17	Exec Head	<p>The governing Body hold a small federation budget to fund impact study work and to commission monitoring reports from middle leaders.</p> <p>Middle leader development programmes across the schools continue to support impact studies</p> <p>Joint reflective practice processes and opportunities are developed, including moderation, planning scrutiny and sharing, best practice exemplars, innovative ideas/developments and specialist skills and knowledge</p>	£500 from each school	Exec committee standing agenda item. Impact study proforma for staff to apply/govs to use to commission enquiry question	Governor leadership is further enhanced through the increased capacity in monitoring via impact studies. Middle leadership in further enhanced by carrying out the impact studies Leadership decisions across both schools are enhanced because they are based on rich data drawn from action research. The schools know what is most effective in promoting learning through routine research and reflection.
L7 There are collaborative working links between the Learn to Live	April 17	Exec Head	<p>Initiatives/developments are identified annually as priorities for small-scale research. These priorities are shared with ITT and SLT trainees at Marjon,</p>	£1k	T&L, CBT and Governors Agenda items	Students attending Marjon are able to apply for a small research grant in order to select one of the Federation's identified research priorities as the subject for their 3 rd

<p>Federation and Marjon University, to enhance staff development and training and to facilitate external research projects.</p>			<p>who can put forward expressions of interest in researching this area for their 3rd year extended study. The Federation will provide up to 2 x bursaries a year of £500 and will have full use of the research to further enhance development of innovative practice across the federation</p>			<p>year extended study. In this way, independent research is ongoing every year; an external high quality university has involvement in our initiatives, bringing new ideas and perspective. Our learners benefit from initiatives that are rigorously researched and further developed as a result.</p>
<p>L8 A new, high quality 16-25 college facility is in place, as an extension to Ellen Tinkham School, located nearby at Bodley House. There is a Community Interest Company in place to facilitate the commissioning of bespoke 19 – 25 provision, linked to the school’s further education offer for 16-19. The focus is on Work, Independence, Health and Well-being, Self - Direction and Community inclusion.</p>	<p>Sept 16</p>		<p>See business plan</p>	<p>Business plan</p>	<p>Business plan</p>	<p>Students with complex SEND have a wider choice of next steps because there is a person centred option available that will support their personal dreams and ambitions as well as meet their needs. This option will provide a local, work and independence-based personalised response that will impact on their ongoing access to taking their place in society as a valued, participating member.</p>

<p>L9 Upper Pay Range teachers provide consistent effective and supportive responses to new colleagues</p>	<p>Jan 17</p>	<p>EHT</p>	<p>Meet regularly with EHT (termly) to discuss support and improvement ideas/ initiatives that are developmental and positive Plan and agree intervention strategies where standards require improvement New colleague support in place and consistent</p>	<p>Within resources</p>	<p>Meeting time</p>	<p>There is evidence that new colleagues are quickly effective and enhancing current teaching provision. Termly monitoring shows that there is consistency across each school, in quality of teaching. Where improvement is required, intervention strategies are quickly and effectively put in place, are supportive and lead to rapid improvement.</p>
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GOVERNOR MONITORING STRATEGY

- **Learning walks for each of the three key priority areas. Chair and Vice Chair to liaise to arrange dates.**
- **Liaison with SIP to consider evidence for monitoring.**
- **Data scrutiny.**
- **Planned items in Executive Head reports.**
- **Monitoring to be a regular agenda item in meetings. Responsibilities shared between Executive Committee and full Governors meetings.**
- **Link governor reports.**
- **Federation Development and Innovation Plan Day. Use of previous 3 x heads reports and overview of governor monitoring to provides overall evaluation of April – April plan and to inform Self Evaluation update. Use of summer strategic data linked to forward planning in this document, (annual plan priorities come from pupil data, person centred review information and focus on development of best practice. Longer term strategic thinking to inform how to prioritise wider service/ provision development).**
- **Strategy day. Longer term strategic thinking and use of “trend” data to project future needs/ issues. Vision, leadership, culture and ethos focus.**
- **Governors will take opportunities to meet with families and to gather key information from families.**
- **Presence at parents evenings at the family café and connecting with families via person centred reviews, using “what’s working and what’s not working” to gauge impact of developments.**

FINANCIAL PLANNING

Funding for key priorities is reflected within the following budget lines:

Key Priority	Cover/ salaries £	Training/ consultancy £	Resources £	Curriculum/ specific budgets £	Capital projects £	Admin/ office £	External via fundraising or earnings £	Totals £ BB £25,650 ET £25,650
Access	800	2,100	700	500	Business Plan			4,100
Curriculum	17,200	1,000	14,600	6,200	Business Plan	1,000		39,800
Leadership		4,200	200		Business Plan	3,000		7,400

FORWARD PLANNING IDEAS:

- **Federation teams for development, incorporating the Bodley site**
- **Further development of the 3 distinct Rural Skills sites to provide 3 types of outdoor learning setting**
- **Toy Library. Possible work-related project for Bodley?**
- **“Self Image” – What am I good at? Why do I like it? What else could I try?**
- **SENtient developments**
- **Investors in People**
- **Marketing Learn to Live and further developments**
- **Developing catering business at BB and Bodley and supporting move at ET to bring catering back in-house**
- **Link with Okehampton College (Dartmoor Federation) to support identified SEND provision needs in West Devon area**
- **Teaching School application in the next round**
- **School growth. Consider responding to LA request for additional school in Tiverton/ Cranbook**
- **Continue to work on succession planning processes to ensure the ongoing leadership structure across the federation is secure and effective**
- **Theatre Group**

GLOSSARY

AHT = Assistant Headteacher

BB = Bidwell Brook School

Bodley = New 16-25 Ellen Tinkham college provision based at Bodley House, Exeter

CBT = Core Business Team (Finance, HR, Health and Safety, Premises, Commissioning). One of two Senior Leadership cross-federation teams

CCW = Community Care Worker

DHT = Deputy Headteacher

EHCP = Education Health and Care Plan

EHT = Executive Headteacher

ET/ ETS = Ellen Tinkham School

E-Teams = subject leadership teams (Empowerment: Core Subjects; Enrichment: Foundation subjects: humanities and arts; Enable: Access to learning via therapies, specialist services; Energise: physical learning, outdoor and adventurous learning, work experience, residential)

EYFS = Early Years Foundation Stage

FGB = Full Governing Body

HOS = Head of School

HR = Human Resources

HSA = Home: School Agreement

HT = Headteacher

ICS = Integrated Children's Services

IT = Information Technology

L2L – Learn to Live

LA = Local Authority

LD = Learning Disability

NQT = Newly Qualified Teacher

OT = Occupational Therapist/ Therapy

PCP = Person Centred Plan

PCR = Person Centred Review

Physio = Physiotherapist/ Physiotherapy

PSHE = Personal, Social and Health Education

RAG = Red/Amber/Green system used for monitoring

SaLT = Speech and Language Therapist/ Therapy

SEND = Special Educational Needs and Disabilities

SENTient = the Co-operative Trust of 10 Devon special schools (plus the Atkinson School, associate member), to which we belong

SLT = Senior Leadership Team

SMSC = Spiritual, Moral, Social and Cultural

T&L = Teaching and Learning. The other cross-federation Senior Leadership Team