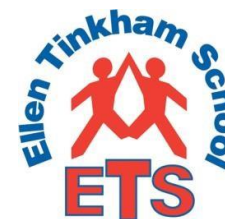




INCORPORATING



# Development and Innovation Plan

April 2017 – April 2018

**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 Key Stage, Teaching School and Business Plans**

**Key Priority: Access.** Every learner has an effective means to communicate and understands the power of communication to impact on the world around them. Learners become more resilient because they have the means to express their response to change and the potential to influence choices and decisions.

<i>School vision statement: "Everyone has a voice"</i>					
What has to be done?	Who will be responsible?	What do we have to do to achieve it?	Cost and resources?	Who will check it and what will they look at?	What improvement will we see?
<p><b>A1</b>  <b>Learners are more resilient to change through improved transitions</b></p> <p>Evaluation Report to Governors: Spring 2018</p>	Empowerment Teams and CBT	<p>Renew signage across the schools: more targeted, less of it, better presented.</p> <p>Environmental clutter reduced and storage improved/ better used.</p> <p>Clarify and target verbal language.</p> <p>Improve use of total communication techniques and environments to provide information.</p> <p>Use person centred toolkit to underpin the importance of really knowing the learners.</p> <p>Staff to role model clear, uncluttered communication.</p> <p>Liaise with Enable Teams in development of Interaction Policy.</p>	<p>Within budget</p> <p>Staff meeting time to reinforce best practice in transition information</p>	<p>Govs: Clarity of learning environment.</p> <p>Scrutiny of behaviour logs shows reduction in incidents triggered by sensory overload/ transition (CBT).</p> <p>SLT: Improved engagement in learning.</p> <p>No time lost in lessons through behaviours linked to transitions/sensory overload.</p> <p>Learning environment supports learning</p>	Learners become more resilient to change and are motivated to try new and exciting things, because the fear of change is reduced through effective communication, leading to better understanding.
<p><b>A2</b>  <b>Learners are more resilient to noise because there are self-regulation spaces and protocols in place for their learner-led use</b></p> <p>Evaluation Report to Governors: Spring 2018</p>	Enrichment Teams and CBT	<p>Enrichment teams to audit school buildings in order to identify under-used areas for re-designation.</p> <p>Student council involvement, facilitated by advocates, to furnish these small spaces and set the "ground rules" for their use.</p> <p>Communication and decision making teams to monitor use and gauge impact on learners.</p>	<p>IT Depts investigate and purchase decibel apps.</p> <p>£50 per school</p> <p>"Calm/quiet" spaces to be identified and established</p> <p>£200 per school (capital)</p>	<p>As above.</p> <p>Discussions/agenda items to consider monitoring information at CBT and T&amp;L and Governors CBT</p>	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.

<p><b>A3</b>  <b>All staff understand the significance and impact of sensory processing issues and the need for learners to develop organisational skills</b></p> <p>Evaluation Report to Governors: Spring 2018</p>	<p>Enable Teams and HR Managers (training elements)</p>	<p>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.</p>	<p>£400  Time for training (twilights/ workshops on training days/key stage team meeting sessions)</p>	<p>As above</p>	<p>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.</p>
<p><b>A4</b>  <b>Continue to strengthen the voice of families through involvement in school development and through increasing family knowledge of and engagement in, advocacy systems</b></p> <p>Evaluation Report to Governors: Spring 2018</p>	<p>Advocacy leads</p>	<ul style="list-style-type: none"> <li>• Facilitate the continuation and strengthening of the Learn to Live family development groups.</li> <li>• Ensure the groups are fully appraised of all Learn to Live developments and that their own work is similarly shared.</li> <li>• 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.</li> </ul>	<p>External consultant link to align family groups and facilitate their ongoing development  £1k</p>	<p>Govs: Attend a learner review at each setting. Attend a family development group. Attend PTFAs and parents evenings. Find meaningful engagement and decision making. SLT: Family feedback following reviews shows positive impact. Family participation evident in developments</p>	<p>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.</p>

<p><b>A5</b>  <b>Strengthen the tangible voice of learners in school and strategic decision making</b></p> <p>Evaluation Report to Governors:  Spring 2018</p>	<p>Lead Advocates and CBT</p>	<ul style="list-style-type: none"> <li>• Student Councils produce an item for the Head's report to Governors.</li> <li>• Student Councils have an Action Plan.</li> <li>• The Student Councils link to plan joint events.</li> <li>• Student Councils are consulted on developments in the schools.</li> <li>• Advocacy leads facilitate the further development of the SENtient student body.</li> <li>• Advocates and learners consider the development of a separate College Student Council/Students Union.</li> </ul>	<p>Student Council budgets £250 each</p> <p>Student Council meeting time. Advocacy lead time. Transport/ ICT to allow joint working/events</p>	<p>Govs: Attend Student Council (CBT). Student Council to present to FGB. SLT: student voice reflected in and advocated at County Groups (eg Engagement sub-committee of SEND Improvement Board)</p>	<p>Learners across the federation are aware of the work and significance of their elected representation group. The Student Council makes tangible, respected decisions and has a direct link to the governing body. Through high quality advocacy, learners are empowered to have positive impact on LA policy development.</p>
--	-------------------------------	--	--	--	--

<p><b>A6</b>  <b>Keeping safe via improved communication skills. Children and young people can communicate effectively, can express their views clearly and positively and are therefore better able to safeguard themselves</b></p> <p><b>Evaluation Report to Governors: Autumn 2017</b></p>	<p>SaLT lead</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> </ul>	<p>£200 each school for resources</p> <p>Meeting/training time. Sets of resources. Time to create resources</p>	<p>Govs: Safeguarding monitoring and audit. Govs ascertain that learners know how to keep safe and who to go to. CBT scrutiny of risk assessments for info on how learners are supported to be safe.</p> <p>SLT: Safeguarding audit activities look for protective factors and learner empowerment. Scrutiny of behaviour recording for learner voice. CBT sample risk assessments. Monitoring of practice shows evidence of total communication to support learners in keeping safe</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><b>A7</b>  <b>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 decision making that is leading to negative outcomes</b></p> <p><b>Evaluation Report to Governors: Spring 2018</b></p>	<p>Self-selected Development Team</p>	<p>The Learn to Live Decision Making Hierarchy is used to generate an extensive strategy toolkit, linking the Decision Making level with practical activities and approaches. This leads on to the development of an assessment process with pathways 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.</p>	<p>£500  Development meeting time.  Family L2L meeting time.  Staff meeting time to disseminate</p>	<p>As above</p>	<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. 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><b>A8</b>  <b>A clear and coherent Interaction Policy and Guidelines are in place, setting out ground rules and a communication pledge, based on the “Communication 5 Golden Rules”. This underpins a consistent baseline provision and standard for communication best practice across the federation</b></p> <p><a href="#">Evaluation Report to Governors: Autumn 2017</a></p>	<p>Enable Team and HR Managers (training elements)</p>	<p>Devise operational “ground rules” linked to the 5 Golden Rules. Ensure staff understand the importance of focussing communication on the teaching and learning/subject area. Bring draft ideas to staff meetings for wider discussion. Devise support/ training for wider staff teams. Communication Champions in each class?</p>	<p>Within budgets. Enable meeting time. Staff meeting time. Team meeting time</p>	<p>Govs: Policy and guidelines to T&amp;L. Attend an Enable meeting at each school to see debate, creativity and range of responses.</p> <p>SLT: Policy and guidelines to T&amp;L. Evidence in monitoring of communication champion work and consistent approaches to as communication best practice “core offer”. Total communication culture is evident</p>	<p>Consistent practice, emphasising the absolute importance of improving communication and interaction and of developing transferrable communication skills, leads to more thoughtful communication interaction between staff and learners. As a consequence, learners are better able to transfer communication skills, understand the significance of communication and process information consistently.</p>
--	--	--	---	---	---

<p><b>A9</b>  <b>There is a communication strategy in place, to ensure all learners have an effective voice in all settings. The federation adheres to a Total Communication principle that includes consistent methods to support verbal communication and underpin understanding</b></p> <p><a href="#">Evaluation Report to Governors: Autumn 2017</a></p>	<p>T&amp;L</p>	<ul style="list-style-type: none"> <li>• In-house Speech &amp; Language Therapy lead ensures consistent approaches and staff training is in place across the federation with input allocated to the settings to facilitate it.</li> <li>• The role of advocacy and advocacy champions is clearly defined and obvious, within classrooms.</li> <li>• The Communication and Interaction Policy is implemented consistently.</li> <li>• Makaton/sign is used consistently to support verbal communication.</li> <li>• There is a training programme in place to ensure all staff have regular signing updates.</li> <li>• The ICT strategy links to communication in terms of assistive technology, with a Bring Your Own Device policy for older students (16+).</li> </ul>	<p>£300 per school.  SaLT action plan</p>	<p>Govs: As above.</p> <p>SLT: As above. Plus, strategy to T&amp;L for discussion</p>	<p>All learners have equitable access to appropriate and relevant means of communication because it is their right.</p>
---	----------------	---	---	---	---



**Key Priority: Curriculum.** A rich and varied curriculum provides all learners with opportunities to use and develop functional communication skills meaningfully. This further enhances learner resilience, relationship development, independence and critical thinking skills, vital because this is their right.

<i>School vision statement: "No-one is excluded"</i>					
<b>What has to be done?</b>	<b>Who will be responsible?</b>	<b>What do we have to do to achieve it?</b>	<b>Cost and resources?</b>	<b>Who will check it and what will they look at?</b>	<b>What improvement will we see?</b>
<p><b>C1</b>  <b>The Learn to Live vision is embodied in ambitious learning based on the continuous provision model. Assessment and evidence systems are fully updated to support this model, aligning with recommendations in the Rochford Report and ensuring all learning, for learners at every level, is acknowledged and its' impact understood. Targets are relevant, challenging and realistic, supporting accurate assessment</b></p> <p><a href="#">Evaluation Report to Governors: Autumn 2017</a></p>	<p>Empowerment Teams and T&amp;L</p>	<p>A cross-federation team of teachers meet to consider the implications of Rochford and the implications of removal of P-Levels. This includes a system to address the Pre-Key Stage criteria "gap", using the Engagement Profile. Model some ideas/ recommendations. Test and report back. Trial updated systems across schools. Finalise new system and embed. Explore an IT option for assessment capture.</p>	<p>£2k teacher time (split between schools). Potentially up to £10k for IT package.</p> <p>Teacher meeting time. Staff meeting time. Attendance at relevant conferences. Linked resources</p>	<p>Govs: Attend Empowerment teams for updates on assessment changes. Presentation on assessment at T&amp;L.</p> <p>SLT: T&amp;L receive regular updates on assessment developments and test out effectiveness via teaching standards monitoring</p>	<p>Updated learning evidence and assessment systems ensure learner progress is fully understood and identified. Progress and next steps can easily be conveyed to families and increasingly, to learners. All types of progress are accurately and reliably monitored.</p>

<p><b>C2</b> <b>Pupil Premium</b> <b>Eligible learners are making progress that is at least as good as the rest of the cohort, in all aspects of learning, including that captured in the skills-based data</b></p> <p><b>Evaluation Report to Governors: Spring 2018</b></p>	<p>Commissioning lead</p>	<p>Deep scrutiny of the data is carried out, with threads of investigation to discover why the PPE group are showing a gap in the skill set data for “Working with others” and “Problem Solving and Communication”.</p> <p>Current interventions are investigated for their potential to impact in these areas.</p> <p>New interventions are put in place to address the gaps at learner level, using a person centred analysis of individual needs.</p>	<p>Pupil premium unallocated finds for new interventions.</p> <p>Commissioning lead and pupil premium champion meeting time.</p> <p>Staff meeting time</p>	<p>Govs and SLT: scrutiny of learner data termly at T&amp;L. Meet with commissioning lead and PPE lead termly to discuss any achievement gaps, emerging trends and how impact is determined. Termly reports into HT report.</p>	<p>The most disadvantaged learners do not have any “hidden” achievement gaps. All potential areas of the impact of disadvantage on learning are known and addressed. Pupil Premium money is exceptionally well targeted to ensure equity.</p>
<p><b>C3</b> <b>Learners are increasingly empowered to assess their own learning and to identify their own support needs, through the development of the Enabling Model, linked to enhanced decision making skills</b></p> <p><b>Evaluation Report to Governors: Spring 2018</b></p>	<p>Enable teams and T&amp;L</p>	<p>The Decision Making Hierarchy is used as the basis for a wider enabling strategy, using enhanced choice and decision making skills to support learners in developing self-awareness and self-help strategies.</p> <p>A model is developed and supporting strategies linked.</p> <p>Systems to assess resilience and provide personalised development ideas for Home:School Agreement targets are put in place.</p>	<p>£100 resources each school.</p> <p>Student Council time.</p> <p>Advocate time.</p> <p>Enable team time.</p> <p>Staff meeting time</p>	<p>Govs: Model presented and discussed at T&amp;L. Attend Enable meetings to see discussion and progress of concept and expected impact.</p> <p>SLT: Discussion and development of model at T&amp;L. Evidence of enhanced resilience through learner participation and via Listen to Me</p>	<p>Learners are empowered to fully utilise their decision making skills through self-assessment and self-evaluation. Their motivation to learn is enhanced by meaningful involvement in designing personal learning journeys. Resilience is enhanced because learners are empowered.</p>

<p><b>C4</b>  <b>Linked to Engagement Scale and Profile developments, the Golden Rules for Sensory teaching and learning are fully embedded</b></p> <p>Evaluation Report to Governors: Spring 2018</p>	<p>VI lead and HR Managers (training elements)</p>	<ul style="list-style-type: none"> <li>• All staff know the Golden Rules of high quality sensory teaching and learning.</li> <li>• Class teams know how to engage sensory learners and what engagement in learning looks like for each individual in their class.</li> <li>• Sensory learners access a full and appropriate range of curriculum because of high quality planning for their learning.</li> </ul>	<p>Within resources.</p> <p>Meeting time.</p> <p>Training time</p>	<p>Govs: Agenda item at T&amp;L. Evidence of impact on learning walk.</p> <p>SLT: Evidence of impact via monitoring of teaching. Consistent standards and strategies are in place</p> <p>Pupil data shows those with most complex needs are making very good progress</p>	<p>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, know how to support learners effectively and know how to recognise and assess this highly individual learning.</p>
<p><b>C5</b>  <b>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</b></p> <p>Evaluation Report to Governors: Spring 2018</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.</p> <p>Frankish assessments 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>Focus group and meeting time</p>	<p>Govs: Scrutinise teaching standards reports for learner-led strengths. Scrutiny of Head’s Reports for evidence of expected impact via range of activities and for impact of learning environment on learning (CBT).</p> <p>SLT: look for learner problem solving and self-directed learning in drop-ins and dip-ins</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><b>C6</b>  <b>All teachers across the federation are producing high quality learning opportunities for all, to maximise student potential</b></p> <p>Evaluation Report to Governors:  Spring 2018</p>	T&L	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.	£5k per school (cover).  Identified time for teachers to plan together	Govs: Use Head's Reports to scrutinise differences/similarities between schools.  SLT: Use of "5 Cs" to gauge standards; resonance between planning and teaching	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><b>C7</b>  <b>Teacher planning is further developed, to support the continuous provision model</b></p> <p>Evaluation Report to Governors:  Autumn 2017</p>	T&L	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: <ul style="list-style-type: none"> <li>• Targets/assessment/expected learning plan.</li> <li>• Logistics plan.</li> <li>• Activities plan.</li> </ul>	Within budget.  Staff and key stage meeting times	As above. Also, Govs: Planning exemplars presented for discussion at T&L committee	Teaching is always 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><b>C8</b>  <b>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</b></p> <p>Evaluation Report to Governors:  Spring 2018</p>	<p>T&amp;L</p>	<p>Liaise with the SENTient Trust to explore a new shared system to update assessment in response to Rochford  Liaise with SWALSS to spread any updated system wider than Devon and to facilitate National shared language and systems.  Embed the system across the federation, ensuring there is regular moderation to standardise the system.  SENTient Trust moderation exercise to ascertain a shared sense of what constitutes aspirational expectations, to ensure a common language and consistently rigorous approaches to assessment.</p>	<p>£500 (meetings, admin support)  Liaison time.  Meeting time and venues.  Staff meeting and E-Team times for development</p>	<p>Govs: Consider “5 C’s” and linking evidence in conjunction with evidence seen, alongside SLT.  Participate in standards discussion with SLT. Updates at T&amp;L and termly reports on learner data to FGB.  SLT: T&amp;L ensure robust discussions in-house and across a range of schools, to clarify shared understanding of “Good” and “Outstanding”</p>	<p>Teachers are confident 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>
---	----------------	---	--	---	---

**Key Priority: Leadership.** Leaders at every level have a profound understanding of the significance of communication and decision making. They champion the right of every learner to be heard and are responsive to “learner voice” in all its manifestations with acceptance and respect, not judgement.


School vision statement: “Everyone will be the best that they can be”					
What has to be done?	Who will be responsible?	What do we have to do to achieve it?	Cost and resources?	Who will check it and what will they look at?	What improvement will we see?
<p><b>L1</b></p> <p><b>Governors are highly effective champions of the rights of learners to equitable opportunity and access to effective communication and decision making because they have high quality development opportunities and feel empowered to hold senior leaders to account</b></p> <p><b>Evaluation Report to Governors: Spring 2018</b></p>	Chair of Govs	<ul style="list-style-type: none"> <li>• Governors develop a high quality induction programme so that new governors have immediate impact.</li> <li>• Governors participate in the development and delivery of training and development opportunities for a network of governors, via SWALSS.</li> <li>• Governors attend the SWALSS conference.</li> <li>• Governors use an external consultant to provide support and challenge to develop their effectiveness.</li> <li>• Governors regularly meet with the Student Councils.</li> <li>• Governors focus on destinations of young people and meet with older learners to find out more about transition, ambitions and post-school plans.</li> <li>• Governors carry out advocacy champion training.</li> </ul>	<p>£800 Governor training. £500 SIP.</p> <p>Governor availability for meetings/ training/ development. Training arranged and held</p>	<p>Govs: SIP review of governance. CBT committee to review spending linked to learner opportunities and impact.</p> <p>SLT: Consider implications of SIP review in terms of strategic leadership and vision</p>	<p>Learners make better progress because the principles of advocacy and meaningful participation are threaded through every aspect of school life. This right is upheld at every level, including and especially, governance.</p> <p>Through direct links with learners, governors add to the information available to them in order to rigorously hold senior leaders to account for quality of provision. Governors have the skills to carry out their duties to learners and families with confidence. Monitoring and holding senior leaders to account goes beyond that which is statutory and enhances the relentless ambition of the federation to uphold the organisation vision.</p>

<p><b>L2</b>  <b>A developmental, cumulative 3 year TA training and development package is in place as part of the federation teaching school plan</b></p> <p>Evaluation Report to Governors:  Spring 2018</p>	<p>Teaching School lead</p>	<p>See Teaching School Plan and Business Plan.</p>	<p>Teaching School funding</p>	<p>Govs: Termly updates at T&amp;L. Nominated link governor, linking with HR managers, regularly updating FGB on roll-out and impact of package. "Sampling" by meeting with course participants.</p> <p>SLT: Compile regular reports on teaching school activity, effectiveness and impact, for DfE and FGB, (against key priorities in business plan)</p>	<p>There is a strengthening culture of leadership across the federation, at all levels. All staff understand, recognise and expect, high quality leadership and management within a distributed leadership system. Learners benefit from a highly effective and positive environment where highly skilled and knowledgeable staff demonstrate a deep understanding of best practice. The use of resources is maximised through the skill of staff. Teaching Assistants have the opportunity to develop their learning to degree level and are supported to aspire to go on to teacher training via partnership with an outstanding ITT provider. This further enhances Teaching Support as an emerging parallel profession.</p>
<p><b>L3</b>  <b>Further develop and strengthen senior leadership frameworks for the longer term future of the federation, to include very clear succession planning</b></p> <p>Evaluation Report to Governors:  Spring 2018</p>	<p>Chair of Govs and Exec Head</p>	<ul style="list-style-type: none"> <li>• Review current structure for effectiveness and efficiency.</li> <li>• Formalise current structure.</li> <li>• Determine federation leadership needs going forward, to highlight promotion opportunities for young leaders being developed within the system.</li> <li>• Ensure leadership development is integral to the federation CPD offer.</li> <li>• Ensure the distributed leadership system both identifies and empowers emerging leaders.</li> </ul>	<p>Within budget planning</p>	<p>Govs and SLT: Termly review conversation re leadership structures for future growth and development.</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><b>L4</b>  <b>Learners have their identified needs fully met because the federation has systems in place to accurately collate and track EHC Plans</b></p> <p>Evaluation Report to Governors:  Spring 2018</p>	<p>Commissioning Lead</p>	<p>Explore suitable IT packages with the potential to adapt for use in collating EHCP information. Generate a system to enable the federation to effectively use EHCPs as a service level agreement, whereby the Commissioning lead is able to easily track the provision and outcomes for each learner to ensure all identified needs are being met with affordable and impactful services.</p>	<p>£5k IT resources. CBT meeting time. Joint SLT meeting time. Possible identification of small Task &amp; Finish Group</p>	<p>Govs: CBT committee scrutiny of systems to ensure they accurately track services and these match identified needs. Transparent systems with clear “pathways” to services. Family liaison opportunities to gauge family satisfaction with response to EHCPs.</p> <p>SLT: Joint SLT monitor equity of access, impact of services and to ensure learners rights are upheld and family input respected</p>	<p>Families and the LA are absolutely clear about how the schools meet the learner needs as identified in EHCPs. If the needs of a learner exceed the core offer available, this is clear so that it can be addressed. Funding is spent on those services proven to be impactful. Any gaps in provision are quickly identified and addressed. The EHCPs are therefore a key commissioning tool for senior leaders and governors.</p>
<p><b>L5</b>  <b>School meals at all three federation sites are of comparable high quality, supporting learning by ensuring meals are nutritional, enjoyable and encourage learners to try new things</b></p> <p>Evaluation Report to Governors:  Spring 2018</p>	<p>CBT</p>	<p>Consider ways in which it would be possible to create a dining room at Ellen Tinkham School. Consider the benefits of bringing school meal production “in house”, with a federation kitchen manager. Ensure the College has age appropriate canteen style facilities and that the new training kitchen is used to the maximum benefit of learners. Explore the options that are possible and cost them. Decide on a way forward and action plan.</p>	<p>Business plan</p>	<p>Govs: CBT to review progress termly. Ascertain quality by trialling and by asking learners for their views, (via Student Council and advocates).</p> <p>SLT: Gather learner views during mealtimes across all 3 sites to check for consistent standards and learner views re “Even Better if”</p>	<p>Using the expertise in place at Bidwell Brook, where a chef is employed to lead the production and training kitchen, school meal services and training opportunities are of an equally high standard at Ellen Tinkham. This ensures the new facilities at the College are fully utilised and that the benefits of exceptionally high quality meals seen at Bidwell Brook are also available at Ellen Tinkham School and College.</p>



<p><b>L6</b>  <b>Small scale impact studies and reflective practice processes drive up standards through innovative working and a culture of continuous improvement</b></p> <p><b>Evaluation Report to Governors: Spring 2018</b></p>	<p>Exec Head and Chair of Govs</p>	<p>The Governing Body hold a small federation budget to fund impact study work and to commission monitoring reports from middle leaders.</p> <p>Leadership and practitioner 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>	<p>£1k (Teaching School Business Plan).</p> <p>Govs Exec Committee standing agenda item.</p> <p>Impact study proforma for staff to apply/Govs to use to commission enquiry question</p>	<p>Govs and SLT: Impact studies presented to a panel for discussion.</p> <p>SLT: evidence of use of impact studies to drive up standards, particularly in key priority areas identified in FDIP</p>	<p>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.</p> <p>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.</p>
---	------------------------------------	--	---	---	---

- 
- **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 Head's Reports and overview of Governor Monitoring to provide overall evaluation of the 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 Cafés and connecting with families via person centred reviews, using “what's working and what's not working” to gauge impact of developments.**

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

Key Priority	Cover/ salaries £	Training/ consultancy £	Resources £	Curriculum/ specific budgets £	Capital projects £	Admin/ IT £	External via fundraising or earnings £	Totals: £33,900 (shared between BB & ET: £16,950 each)
Access	400 500 1,000 10,000	1,000	400 200	500 600	400 + Business Plan	100 500		15,600
Curriculum	2,000				Business Plan	10,000	Pupil Premium	12,000
Leadership		800 500			Business Plan	5,000	Teaching School Funding	6,300



## **Forward Planning:**

- **Further development of the three distinct Rural Skills sites to provide three types of outdoor learning setting;**
- **Extended opportunities for post-16 learners at Bidwell Brook, to include exploration of potential off-site development;**
- **Develop use of a “Resilience” Tool;**
- **SENTient Trust developments;**
- **Investors in People;**
- **Marketing Learn to Live and further developments;**
- **Developing catering business at Bidwell Brook and Ellen Tinkham School’s FE College and supporting move at Ellen Tinkham School to bring catering back in-house;**
- **Teaching School developments (captured in 4 x year business plan);**
- **Federation growth. Consider responding to LA request for special free school;**
- **Continue to work on succession planning processes to ensure the ongoing leadership structure across the federation is secure and effective;**
- **Theatre Group.**

## Glossary

<b>AHT:</b>	<b>Assistant Headteacher</b>	<b>IT:</b>	<b>Information Technology</b>
<b>BB:</b>	<b>Bidwell Brook School</b>	<b>L2L:</b>	<b>Learn to Live</b>
<b>ETC:</b>	<b>Ellen Tinkham College based at Bodley House, Exeter</b>	<b>L2L College:</b>	<b>Community Interest Company providing 19-25 service</b>
<b>ET/ETS:</b>	<b>Ellen Tinkham School</b>	<b>LA:</b>	<b>Local Authority</b>
<b>CBT:</b>	<b>Core Business Team (Commissioning, Finance, HR, Health &amp; Safety, Premises), one of two Senior Leadership cross-federation teams</b>	<b>LD:</b>	<b>Learning Disability</b>
<b>CCW:</b>	<b>Community Care Worker</b>	<b>NQT:</b>	<b>Newly Qualified Teacher</b>
<b>DHT:</b>	<b>Deputy Headteacher</b>	<b>OT:</b>	<b>Occupational Therapist/Therapy</b>
<b>EHCP:</b>	<b>Education Health &amp; Care Plan</b>	<b>PCP:</b>	<b>Person Centred Plan</b>
<b>EHT:</b>	<b>Executive Headteacher</b>	<b>PCR:</b>	<b>Person Centred Review</b>
<b>E-Teams:</b>	<b>Subject leadership teams:</b>	<b>Physio:</b>	<b>Physiotherapist/Physiotherapy</b>
	- Empowerment - Core Subjects;	<b>PPE:</b>	<b>Pupil Premium Eligible (learners)</b>
	- Enrichment - Foundation subjects: humanities and arts;	<b>PSHE:</b>	<b>Personal, Social and Health Education</b>
	- Enable - Access to learning via therapies, specialist services;	<b>RAG:</b>	<b>Red/Amber/Green system used for monitoring</b>
	- Energise - physical learning, outdoor and adventurous learning, work experience, residential	<b>SaLT:</b>	<b>Speech and Language Therapist/ Therapy</b>
<b>EYFS:</b>	<b>Early Years Foundation Stage</b>	<b>SEND:</b>	<b>Special Educational Needs and Disabilities</b>
<b>FGB:</b>	<b>Full Governing Body</b>	<b>SENTient:</b>	<b>The Co-operative Trust of 10 Devon special schools (plus the Atkinson School, associate member), to which we belong</b>
<b>HR:</b>	<b>Human Resources</b>	<b>SIP:</b>	<b>School Improvement Partner</b>
<b>HSA:</b>	<b>Home:School Agreement</b>	<b>SLT:</b>	<b>Senior Leadership Team</b>
<b>HT:</b>	<b>Headteacher</b>	<b>SMSC:</b>	<b>Spiritual, Moral, Social and Cultural</b>
<b>ICS:</b>	<b>Integrated Children's Services</b>	<b>T&amp;L:</b>	<b>Teaching and Learning, the second cross-federation Senior Leadership Team</b>