



INCORPORATING



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Development and Innovation Plan January 2015 – January 2016

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

**Evaluated via termly statement in Executive Head's Report to Governors
Also see Subject and Service development Plans**

Key Priority: Access. Children, young people and families are empowered to have more control over their day-to-day lives because they have access to strategies that help them to understand and manage issue and changes. As a result, children, young people and families develop their emotional resilience and this supports better learning. (eg. Good Choices Planning, decision making assessment, family learning, advocacy support for families, self-help and self-regulation strategies, learning environments that support this happening).

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? | Who will check it and what will they look at? | What improvement will we see? | How and when will it be evaluated? |
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| A1 IT including iPads are used effectively to improve access to learning and family involvement | Sep 15 | Curriculum Lead | <ul style="list-style-type: none"> - Electronic copies of pupil plans are available on a password protected area of the website.(See L6) - iPads are increasingly used to support home: school communication - Regular IT training is in place for families and staff - There is research and training carried out to ensure iPads are not being used to substitute personal communication aids and that they are not being purchased as such, unless assessment by a suitably qualified professional deems it appropriate. | Link to L6 plus £1k for IT resource | See L6 Additional iPads Training time Meeting time to keep staff team involved | Spring full govs: Interim progress via HT report. Parent govs via evidence of changes. | Learners have access to the most recent technology and are motivated to communicate and learn. Families are offered easier communication systems via technology | Evaluation report in Autumn 15 HT report Govs need to be assured that every child has access to appropriate IT and that families have improved access to information about their child. Also, insurance implications/ costs are known |
| A2 Learners are resilient. A2i Children and young people are supported and empowered to | July 15 | E-Team for access to learning issues (Enable) | <ul style="list-style-type: none"> - Learners develop their organisational skills, through use of sequencing, problem solving and cause and effect resources - Staff understand sensory processing and know how to support learners to self- | £200 per school (staff time) | Meeting time, planning time Consultation with ICS LD team | SLT, via monitoring teaching standards | Learners are more independent and are able to learn because, their basic needs being met, they can focus and process information. Increasingly, learners can communicate | Person centred review "What's Not Working"/ "What's Working" statements |

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| <p>understand themselves better. They develop and access, strategies to build resilience and to self-regulate, giving them greater control over their day-to-day lives.</p> | | | <p>regulate by providing opportunities and by adjusting the learning environment</p> <ul style="list-style-type: none"> - The arousal cycle is introduced and learners supported to understand what Red, Amber and Green on the cycle, look and feel like for them and the strategies they can employ to “get back to Green” - Protocol devised by behaviour support lead, advocacy lead and members of the student council, to be followed should there be an upsetting incident in a class. This should include a soothing activity and an opportunity to express how everyone is feeling. | | | | <p>when something is wrong and to regulate their emotions. Learners feel safe and supported and can reengage with learning after being given support to “return to Green”. Learners who witness another pupil who has struggled to effectively manage their emotional state, are given the opportunity to explore and understand it within a safe and well managed process. Learners are treated with care and respect at all times because their behaviour is well understood and because staff understand the root causes of behaviour</p> | <p>from children, young people and families, show greater evidence of resilience. Sept 15</p> |
| <p>A2ii Learners are more resilient to change</p> | <p>“”</p> | <p>“”</p> | <ul style="list-style-type: none"> - 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. | <p>Within budget</p> | <p>Staff meeting time to reinforce best practice in visual timetable use</p> | <p>SLT, via monitoring teaching standards</p> | <p>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.</p> | <p>Person centred review “What’s Not Working”/ “What’s Working” statements from children, young people and families, show greater evidence of resilience. Sept 15</p> |

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| A2iii Learners are more resilient to noise | "" | "" | - 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. | £50for 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 | SLT, via monitoring teaching standards | 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. | Person centred review "What's Not Working"/ "What's Working" statements from children, young people and families, show greater evidence of resilience. Sept 15 |
| A3 All staff understand the significance and impact of sensory processing issues and the need for learners to develop organisational skills. | Jan 16 | As above (Helen M to lead training) | - 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) | SLT, via monitoring teaching standards | 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. | Person centred review "What's Not Working"/ "What's Working" statements from children, young people and families, show greater evidence of resilience. Sept 15 |
| A4 Continue to strengthen the voice of families through involvement in school development and through increasing family | Dec 15 | EHT | -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 | 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 | Ongoing reports from groups to full govs on their work and its' impact on school procedures | 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 | Link Governor to feed back to governor evaluation day. |

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| knowledge of and engagement in, advocacy systems | | | innovations with other schools and settings and participating in presenting at conferences alongside federation staff | | their ongoing development | | systems to support them are coherent across home and school | |
| A5 Families are more involved in school life because there are support structures to empower families to be effectively involved | Dec 15 | Children's services lead | <ul style="list-style-type: none"> - Parent led seminars are run regularly to support the development of person centred thinking - Family advocacy is developed, building on the advocacy champion model - Support for families with learning needs is available (see A4) - A café is run on parents evenings, with link people from key aspects of school life (governors, work experience, inclusion, Learn to Live, children's services, therapies) so that families can find out more in an informal way - Therapy team provides regular input into family newsletters – "top tips" in OT, physio SaLT | £200 resources from Learn to Live budget | Organisation for family café Meeting time Advocacy lead time | Parent gobs to be involved in seminars and feed back to Govs exec. | Learners make better progress because they benefit from closer liaison between home and school. Difficulties that arise are more easily resolved, there is better communication about learning targets and the support that would maximise learning. Learners home and school understand each other well and know how to generate the best possible circumstances for the individual learner to be the best that they can be. | Evaluation report in Autumn 15 EHT report |
| A6 Strengthen the voice of learners in school decision making | Oct 15 | Lead Advocates | <ul style="list-style-type: none"> - Student councils have a budget, access to a link governor and produce an item for the Heads report to governors. - Student council decisions and discussions are shared with learners via newsletters and special assemblies - The student councils link via Federation Council representatives, who plan joint events - Advocacy Champions | Student council budgets £250 each | Elections supported by class teams Advocacy champion training Student council meeting time | Termly item in heads report from student council | 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. | School council to report to Govs Autumn 15 via a presentation |

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| | | | across the federation assist in promoting the work of the student council | | | | | |
| A7 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. | Sept 15 | Comm leads (within Enable Team) | <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) | £200 each school resources | Meeting/training time Sets of resources Time to create resources | Learning walk. Evidence of consistent use of sign. Evidence of a total communication environment with visual clarity and appropriate use of verbal and visual language. | 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. | E-team report to govs via EHT report, Autumn 15 |

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| <p>A8 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.</p> | <p>Jan 16</p> | <p>Learn to Live core group</p> | <ul style="list-style-type: none"> - 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 | <p>Learn to Live funding (£500)</p> | <p>Development meeting time Family L2L meeting time Staff meeting time to disseminate</p> | <p>Learning walk. Evidence of learner decision making and provision of opportunities through planning, conversation, leading of own learning.</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>Learn to Live report to Govs Autumn 15</p> |
| <p>A9 The importance of reading in order to access person centred approaches is acknowledged and support provided to families who struggle with literacy</p> | <p>May 15</p> | <p>Advocacy Lead</p> | <ul style="list-style-type: none"> - Direct support is provided to targeted families, including a “read-through” service to ensure families understand written plans - Family literacy sessions are provided, both to support families with literacy needs and to provide families with ideas and strategies to encourage and develop their child’s reading - Large print (18 font) and symbolised versions of | <p>£250 resources £250 time</p> | <p>Advocacy Lead time Literacy Lead time Children’s services lead time Meetings to plan and deliver services</p> | <p>Assistant head: family engagement with support offered. How do families feel about support? How are they accessing</p> | <p>Reading has a very high profile across the whole school. Families are supported to improve their own skills and to those of their child so that learners have increased opportunities to develop their reading. Through enhanced access through literacy, families and learners are better able</p> | <p>Summer term 15 FGB. Evaluation evidence in EHT report</p> |

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| | | | <ul style="list-style-type: none"> plans will be made available - A strengthening of the understanding of the power of symbolised text as a route to reading leads to more extensive and routine use of symbols - A spoken version of weekly newsletters will be made available on the website - Link with adult literacy specialists to provide additional support/ training | | | it? Are there training implications | to make the most of the opportunities available to them and are empowered to be more proactive in self - advocacy because they are better able to access written information | |
| <p>A10 Improvements to the learning environment enhance access to learning</p> <p>A10i There is improved access to outdoor learning for EYFS and KS1 children</p> <p>A10ii Acoustic panels and “quiet bays” reduce noise, especially in busy, communal areas</p> <p>A10iii The experience of mobility for wheelchair users is improved and procedures clarified into a single standard of best practice across the federation.</p> | Jan 16 | Premises Manager | <ul style="list-style-type: none"> - Apply for grant funding (JC) for EYFS improved access to outdoor learning: - BB: Waterproof shelter to outside area and upgraded outdoor play space - ET: Access to outdoor area from Rainbow classroom and upgrade covered learning space - Noise reduction: - BB: focus on dining room. Acoustic panels/ fabric panels/ movable screens to create quiet bays - ET: Acoustic treatment to noisy rooms, especially Building 1 - Wheelchair user experience. - 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; | <p>£15k (BB)</p> <p>£15k (ET)</p> <p>(Project depends on grant funding)</p> <p>£2k per school capital project money</p> | <p>Grant funding via successful bid</p> <p>Available capital funding</p> <p>Premises Manager time to source contractors</p> | <p>Equalities Act</p> <p>Learning walk, Exec gobs to appoint reps.</p> | <p>The schools are both entirely and comfortably accessible to all learners. 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> | <p>Updated accessibility plan presented to governors Autumn 15</p> |

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| | | | 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 | | | | | |
| A11 Keeping safe via high quality, updated, shared protocols to ensure the complex medical needs of learners are well understood and consistently met so that learners with complex health needs can maximise the amount of time they are in school. | March 15 | Premises Manager and HR Managers | <ul style="list-style-type: none"> - Ensure all medical profiles for the most complex children and young people, are up-to-date and written in terms that non-medical, education staff can fully understand. - Ensure all staff supporting those with the most complex medical needs, have the support and training they need, to feel confident in this very challenging role. - Ensure staff receive emotional support and the acknowledgement that working with medically fragile learners can feel personally challenging | £18k (ET) Additional nursing and training support | Additional nursing support, particularly for ETS FE where there are a number of exceptionally fragile young people Training Access to counselling support/support network | Staff gobs read a selection of protocols for clarity, accuracy and coherence and whether current | Staff are confident in meeting the highly and increasingly complex, medical needs of children and young people, who as a result, have continued access to learning and enrichment opportunities | July 15. Audit of protocols |
| A12 Further refine transition processes. By the end of KS4, all specialist reports to be updated so that all are less than 2 years old, and passed on to the Post-16 Transition Lead. These to include speech and | July 15 | KS4 lead | <ul style="list-style-type: none"> - Audit of individual student's specialist reports and when they were last updated. - Identification of any "gaps" in information to be highlighted at KS4 "Listen to Me" review. - Specialist teams within school to have time allocated, to focus on students in transition and ensure information/ reports are up-to-date and responsive to transition needs. | Within budget | Reallocation of time to allow focus on transition in time for KS4 reviews KS4 lead and FE transition lead liaison time | SLT via appraisal process. Gobs via random checks on KS4 transition passports | All Post-16 learners have relevant and up-to-date information in preparation for their transition. Students are not waiting for specialist reports required for funding/ transition applications, thus potentially impacting on access. Anxiety for families is significantly reduced because the process goes more smoothly. | Report on transition within EHT report to governors Autumn 15. |

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| <p>language reports; sensory processing; VI; sensory recommendation. Any reports not updated to be actioned for urgent update at end of KS4 “Listen to Me” review.</p> | | | | | | | <p>Personal programmes are planned effectively in response to information that is reliably up-to- date. (Need up-to-date information for Transition from Children’s to Adult’s Services as well as from school) This level of preparation avoids “flash points” where some of the school specialist services, have massive increase in their workload in response to transition information requirements very late on in the final year at school.</p> | |
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EVALUATION (SLT. Chair of Governors and SIP):

March

May

July

Key Priority: Curriculum. There is a whole school focus on the core skills of English and Maths as these are keys to successful learning. In particular, reading and writing for ALL children, with those eligible for Pupil Premium having a significant priority for additional learning opportunities. Such opportunities inspire children and encourage trying new things, supporting core subject learning. (*Pupil Premium Gap/Access lead role; physical access issues; sensory learners and objects of reference; clarity around when mark making becomes meaningful; library development; communications audit update and actions and new communication assessment; clear understanding of learning styles; strategies to cope with new things and with changes, opportunities to test own resilience and coping strategies*).

Core Curriculum Targets (target reflects average achievement across all key stages) :

English: 80 % pupils will achieve or exceed their personal target

Maths: 80% pupils will achieve or exceed their personal target

Science: 88% pupils will achieve or exceed their personal target

(nb Actuals from 12/13 show an expected dip in students achieving and exceeding personal targets, due to enhanced rigour in teacher moderation and assessment procedures including tighter use of P-Level descriptors. Some re-levelling of pupils also took place. This does not constitute negative progress. Actuals from 13/14 show enhanced achievement against targets in all areas, in both schools. Personal IEP data is also collected to demonstrate lateral progression).

| School vision statement: "No-one is excluded" | | | | | | | | |
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| 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? | Who will check it and what will they look at? | What improvement will we see? | How and when will it be evaluated? |
| C1 The named lead for Pupil Premium monitors all aspects of school activity to ensure pupils eligible for pupil premium have at least equitable access to all available and relevant opportunities. Pupil data is monitored to ensure there is no achievement gap. If there is a gap, rigorous measures are taken to address it. | See L9 | See L9 | See Leadership Target L9 | See L9 | See L9 | (See L9) All Governors monitor pupil premium spending and expect to see the difference it is making | Pupils eligible for pupil premium receive targeted support and opportunities to ensure their individual learning potential is maximised. No-one in this group is ever "lost in the system" because there is a named lead with significant time and responsibility, to oversee their learning and advocate on their behalf. | See L9 |

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| <p>C2 The Learn to Live person centred model, with its central set of 7, "Core Promise" rights, is thoroughly embedded in the design of each learner's individual education package. This is reflected in their EHCP</p> | <p>Jan 16</p> | <p>Key Stage leads Finance managers</p> | <p><i>(See Learn to Live Model)</i> Every learner will have in place, all aspects of the Core Promise (Listen to me process and action plan; personal profile; personal communication system; clear individual resource plan; decision making process/ Good Choices plan access; Home:School agreement; Inspiring learning opportunities)</p> | <p>£5k (from Learn to Live funding)</p> | <p>Consultant time for family groups Family group meeting time Support services time Staff meeting time</p> | <p>Learn to Live Family groups will monitor use of the core promise. SLT monitoring of standards will look for how this is reflected in the quality of provision and learning.</p> | <p>The Federation very effectively adheres to the principles of person centred, high targeted provision and family involvement, as described in the Code of Practice. Every learner has a costed, individual learning pathway and their needs, talents and ambitions are heard and respected by the schools and reflected in their provision. As a result, learners make exceptional progress towards leading fulfilling lives</p> | <p>Learn to Live research project findings reported to full governors Autumn 15. SLT monitoring to full gov's termly</p> |
| <p>C3 Philosophies of the characteristics of effective learning are embedded throughout the schools - aimed specifically at 'b' group pupils but impacting positively on the learning of all because of the heightened emphasis on the process of learning. <u>(See maths development)</u> It is important to emphasise that all 3 strands are essential at every key stage, but each key stage has a particular focus strand, as follows:</p> | <p>Autumn 2015</p> | <p>Curriculum Lead (AHT) HR managers (CPD)</p> | <p>Staff meeting time to discuss philosophies and thinking Development team (as above) Look at and adapt planning - EYFS - KS2 -KS3. Development team discuss and expand on assessment information, ensuring a detailed holistic picture of each learner's learning and development during transitions and a clear baseline assessment process to demonstrate where they have "come from" in terms of learning. Development of the adult role in learning. Training to show how adults can extend learning through challenge, showing/ demonstrating ideas, using the language of</p> | <p>Planning Time £600 £200 books</p> | <p>Books - characteristics of effective learning How children learn Creative ideas for Learning</p> | <p>SLT - through observations. An increase in Engaged, motivated pupils throughout the school.</p> | <p>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</p> | <p>Autumn 15 Learning walk to update exec before FGB EHT report</p> |

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| <p><u>Motivation - EYFS/KS1</u> Children learn through intrinsic motivation and the development of good secure relationships</p> <p><u>Engagement - KS2</u> Child led learning is assured through the provision of learning opportunities in a subject context, facilitating exploration and the development of learning at the level of the individual.</p> <p><u>Critical Thinking - KS3</u> All of the above continues, but the focus moves toward more critical thinking, with learners taking 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. Learners are thus taught how to learn through being motivated engaged and critical thinkers, well on their way to being life-long learners.</p> | | | <p>thinking, providing narratives for what is happening, modelling and exploring alongside. Scripts detailing language to support learning are created for TAs.</p> <p>The process of decision making is further explored and understood by all staff and families.</p> <p>All developments are shared with families as partners in supporting learning</p> | | | | <p>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 so that young people are confident life- long learners, who are skilled decision makers.</p> | |
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| <p>C4 Hold a joint “Library Week” (potentially around World Book Day) to re-energise use of the school libraries and to encourage a life-long love of reading. Refresh reading books by swapping group readers between the federation</p> | <p>July 15 (launch in March)</p> | <p>Empowerment Team Literacy lead</p> | <p>Complete upgrades of libraries Re-look at the packages available from Devon School Library Service to see if there is an affordable option Purchase book bags for all primary age children Install automated “booking out” systems in both libraries, that children can use Purchase updated audio book/ story systems Make a joint bid for grant funding to maintain and enhance libraries Use National Libraries for loan of books and audio books via apps on iPads Install story chairs</p> | <p>£4k (2 per school)</p> | <p>Admin time for bid writing Staff lead to complete library upgrades Planning time for events</p> | <p>Govs visit both schools (learning walk) during library week</p> | <p>Children understand that books and reading are engaging and fun, are motivated by books and have a strong desire to read. This interest is refreshed because “new” books are regularly made available by swapping books between schools. Children engage in story- telling, enhancing their communication skills and vocabulary Learning is enhanced because children have better access to literacy Families are engaged in reading with their children because children are taking home books that motivate them and sharing the book will be an expectation</p> | <p>EHT report to governors, Summer term 15</p> |
| <p>C5 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?”</p> | <p>Autumn 15</p> | <p>KS3 lead</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 student council budget</p> | <p>Student council time Advocate time Development team time Staff meeting time</p> | <p>Learning walk. Governors ask learners about their learning: how well they are doing, what they have learned and what they need to do next Empowerment team monitor development of learner self- assessment</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> | <p>End Autumn 15 EHT report.</p> |

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| “How well have I done?” “What do I need to do next?” | | | | | | processes. | | |
| C6 Embed the Golden Rules for Sensory teaching and learning | July 15 | VI leads | <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 | SLT. Teaching Standards monitoring shows evidence of high quality planning and delivery of sensory learning | 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 | Evaluation via learning walk evidence triangulated with EHT report on teaching standards . Summer 15 |
| C7 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 15 | 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 | Governor learning walk to include discussions with KS4 students. SLT monitoring of provision and pupil data | 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. | Heads Report to Governor Evaluations process Summer 15 |
| C8 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 | Sept 15 | DHT/ HOS | <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 | £2k Curriculum budget resources | Enrichment Team meeting time Staff meeting time to agree timetable | E-Team monitoring for equity of access to opportunities, use of Enrichment Team resource ideas, impact on motivation and engagement of | 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 | Autumn 15 Evaluation to Executive value for money/ outcomes Evidence |

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| <p>and an appreciation of and respect for, the rich diversity within modern Britain.</p> | | | <p>designing a sharing event at the end.</p> | | | <p>learners</p> | <p>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> | <p>seen during learning walk</p> |
| <p>C9 There is a sense of “joint ownership” of, responsibility for and knowledge of shared resources across the schools via a coherent centralised system. Increasingly, resources are shared across the federation, thus gaining best value for money</p> | <p>Dec 15</p> | <p>Premises manager and finance managers</p> | <ul style="list-style-type: none"> - Finance managers to work on systems to audit/ track shared resources, possibly an electronic system, supported by storage systems - A library system is established to enable teachers to book resources in and out, while enabling Finance managers to monitor their use and to keep a central record of all the resources available across the federation. | <p>£1k time £1k storage and software</p> | <p>Time for managers to work on systems, source storage and appropriate software and set up systems</p> | <p>Finance governor: evidence of best value in terms of resources use/ spend. No waste/ duplication</p> | <p>Resources are better used to support learning. There is better value for money because resources are used well and duplication is reduced. Teachers know the resources available to support learning as they are planning, so assisting the production of creative and well-resourced learning opportunities. Learners are motivated by high quality relevant and readily available resources</p> | <p>Finance governor monitoring feedback to full govts Summer 15</p> |

EVALUATION (SLT, Chair of Governors and SIP):

March

May

July

Key Priority: Leadership. Clear and coherent systems and structures support leaders at every level, to facilitate high quality, collaborative decision making. Therefore, teams across the school and the federation, are empowered to work effectively, efficiently and respectfully both within schools and with other agencies. *(Tangible culture of leadership is evident; management framework clear and effective; Senior Leader Team development and succession; enhanced understanding of significance of management as well as leadership; decision making tools development, ethical vision drives development; middle leadership strong and empowered; effective protocols and strategies for effective communication between teams and between agencies are in place; advocacy for children, young people and families threaded across all aspects, strengthened Advocacy Champion concept to include families; emotional resilience for staff via use of Learn to Live tools).*

| School vision statement: "Everyone will be the best that they can be" | | | | | | | | |
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| 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? | Who will check it and what will they look at? | What improvement will we see? | How and when will it be evaluated? |
| L1 Further refine "Linking Evidence", so embedding the transparent and developmental system linking performance, appraisal, development priorities and (for teachers), pay progression | Oct 15 | EHT | <ul style="list-style-type: none"> - Evaluate use of Linking Evidence in 13/14 and refine based on feedback - Adjust Linking Evidence for use by non-teaching senior and middle leaders - Confirm and strengthen UPS threshold process, to include standardised information regarding UPS expectations and an interview and presentation process for candidates | Within budget | Joint SLT meeting time. Exec govs agenda time | Pay committee reports to exec and development of pay policy | Governors have a highly transparent tool, with benchmarking capacity (due to it being in use for more than one year), for use in making decisions on pay progression for teachers. Leadership at all levels is held to account using the same set of parameters and expectations. Whole federation performance and innovation is | Staff performance report to full govs, autumn 15 |

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| | | | | | | | effectively quality assured through staff development. UPS teachers are used efficiently to provide high quality leadership and support to develop practice. Learning is enhanced by a staff team empowered to be consistently outstanding because everyone knows what this looks like. | |
| L2 Every key stage across the federation has clarity of purpose under the collective school vision so that there is coherence in terms of skills and knowledge, expectations and ethos. Every key stage ensures there are strong links with families, that families are fully involved at every key stage and that reporting about learner progress is relevant and meaningful | May 15 | Key Stage leads | <ul style="list-style-type: none"> - Key Stage mission statements set out the ethos and expectations for each stage, the skills and knowledge that will be a focus, the training and expectations of staff. - Key stage clusters monitor their provision to ensure they are adhering to the expectations of their mission statement. - Impact measures linked to mission statements are used to assist in quality assuring the particular ethos and requirements/ expectations at each key stage by clearly stating desired outcome for learners. Lead teachers are accountable for reporting back to senior leaders and governors. - Regular key stage cluster meetings are used to develop and action, key | Within budget | Key Stage cluster meetings in staff meeting timetable Lead teacher identified for each key stage (UPS role) | SLT via appraisal and standards monitoring | Quality of provision across the age range is equitable and all learners have equal access to very high quality provision so that no learner is disadvantaged. Provision at each key stage, while equitable, differs according to age, stage, transition needs and expectations, with preparation for the next stage being a clearly understood requirement so that learners are always well prepared to make the most of opportunities at every key stage. | Report from key stage leads via EHT report to FGB Autumn 15 |

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| | | | <p>stage improvement plans/ FDIP actions.</p> <ul style="list-style-type: none"> - Every key stage organises regular family participation opportunities and there is a focus on keeping families involved and informed. | | | | | |
| <p>L3 There is clarity about the role and function of “Middle Leadership” so that this group are empowered to maximise their potential to ensure improvement</p> | Dec 15 | EHT | <ul style="list-style-type: none"> - Subject leadership within “E-Teams” to be further refined and developed, taking into account changes to National Curriculum, pupil data, Pay Policy evidence gathering and school/ federation self-evaluation information. - Middle leaders are all expected to engage in reflective practice and to include an impact measure in their development plan - Middle leaders are expected to engage in coaching and in the training and development of teaching and non-teaching colleagues. - Middle leaders are given opportunities to lead whole school, or whole federation, improvement within a supportive distributed leadership model. Coaching is used to develop and support leadership development - Aspects of middle leader development are included in regular staff meetings | £1500 impact studies | Staff meeting time Leadership “tools” and development sessions Impact study resources | SIP monitoring visit May 15 to focus on strength of middle leadership and impact of middle leaders on school improvement. Report from SIP for Gobs | <p>Middle leaders know who they are, what is expected of them and how to demonstrate the impact of their work and expertise. Through the engagement of middle leaders in reflective practice and impact measurement, the federation is increasingly rich in research based development. Middle leaders operate in a supportive distributed leadership model, where there is a culture of coaching. This is a safe environment in which to develop leadership. The federation has infinite capacity to improve because it is the responsibility of a broad section of the school teams, to effect change through leadership in teams. The team approach</p> | <p>Pay Committee feed back to FGB. Identify evidence of leadership development via the HT reports, learning walk evidence and SIP reports</p> |

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| | | | | | | | to subject leadership increases the capacity for innovative and courageous responses to development needs because “E-Teams” create a shared, reflective and supportive forum for improvement. Learners benefit from high quality research-based developments, where their learning is the key priority for innovative and creative leaders across the entire federation. | |
| L4 There is clarity about the role and function of Governors so that that the positive impact of governance on standards across the federation is maximised. | April 15 | Chair of Govs | <ul style="list-style-type: none"> - Ofsted Governor training resource is used (facilitated by Chair) - Governors attend LA training - Training feedback/ training item is a standing item in full governor agenda - Governors regularly contribute to school newsletters - Governors have their own area on the website - Governors devise their own “manifesto” similar to those devised by key stage cluster teams - Governor monitoring systems within the federation governance | £500 governor expenses / training | Regular training availability updates Updated website Governor availability Agenda time | FGB to use skills matrix (March) to determine skills, gaps and training needs SIP monitoring via scrutiny of governor monitoring process | Everyone is clear about the role and function of governance, so that governors are empowered to be highly effective in their leadership. Learners benefit from high quality governance that is focussed upon standards. Governors know the school well, understand school improvement initiatives and are actively engaged in monitoring and holding to account on behalf of learners and | Review of FDIP actions at FGB July 15. Specific agenda item under “Governor Training” Governor effectiveness feedback from SIP in report to full govs summer term |

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| | | | <p>model, are thoroughly understood and established</p> <ul style="list-style-type: none"> - Roles and responsibilities under this model to be clearly communicated to staff teams across the federation and to families | | | es | families. | |
| L5 There is better communication between governors, families and students | Oct 15 | Chair of Govs | <ul style="list-style-type: none"> - Governors have an annual meeting with a single focus, on “How we communicate with families”, at which 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 | SIP Evidence of progress against listed actions. SIP visits in May and Nov | Governors are more 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 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 and federation, life. | SIP report back to FGB End Autumn 15 |
| L6 A Federation website is developed, to include family, password-protected areas; “chatroom”/ forum opportunities | Mar 15 | IT resource Leads | <ul style="list-style-type: none"> - Form an IT development team with a link from Governing body - Develop presentation, content and usability in liaison with families and students - Explore password protected areas for family access to reports | £1000 IT resources (£500 per school) | IT development team participants Link governor availability Meeting time | E-Safety Gov to liaise re security and access to site. Staff govs to monitor | Clear, concise, coherent , relevant and up-to-date information is easily available. Families, children and young people, staff and governors understand the benefits of the | Summer Term full govs. Website in place and demonstrated |

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| <p>linked to innovations and research projects; federation events and opportunities and links to both schools.</p> | | | <ul style="list-style-type: none"> - Link in with Learn to Live Model and website - Ensure there is a learner-led area - Ensure website is easily and regularly updated | | | <p>website development</p> | <p>federation because the website captures and shares information. The website is reliable because it is regularly updated, so can be a trusted communication device for the community. Family and learner areas encourage increased use of the website so that it becomes an integral part of day-to-day information sharing.</p> | |
| <p>L7 The federation fully utilises the unique potential of Governors to provide links with other organisations and aspects of the community, to the benefit of learners and families</p> | <p>Dec 15</p> | <p>Chair of Gobs</p> | <ul style="list-style-type: none"> - Governors take opportunities to represent the interests of learners and the federation, to increase social awareness of issues facing school leavers. - Senior leaders to ensure governors are fully appraised of issues facing the federation and school leavers, through evidence and monitoring systems | <p>Within resources</p> | <p>Item on gobs role in the community at FGB. Audit of gov networks linked to skills matrix Item on gobs role in the community at FGB. Audit of gov networks linked to skills matrix</p> | <p>Exec committee agenda item Spring Term</p> | <p>There is an increased social awareness of the issues likely to face young people with SEND that are beyond the considerable challenges already faced by this group of people. As a result of the influential voices of governors advocating for them in the community, there are enhanced post-school opportunities for school leavers</p> | <p>Feedback report from Exec committee at FGB Autumn 15. Link to L9</p> |
| <p>L8 A leadership programme specifically designed for</p> | <p>Sept 15</p> | <p>DHTs And HR managers</p> | <ul style="list-style-type: none"> - Develop a programme in modules, to include: - Leading teams; - Understanding learning and pupil engagement; | <p>£500 staff time</p> | <p>Development team agenda time</p> | <p>Joint SLT, Programme develop</p> | <p>There is a strengthening culture of leadership across the federation, at all levels. All staff</p> | <p>Within report on training to full gobs. Feedback on take-up and</p> |

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| <p>Senior and Higher Level teaching Assistants is developed and put in place.</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 - Identify participant groups across the federation. Arrange and run sessions. Use federation website to host information/ discussion groups for participants | | | <p>ment and quality of content</p> | <p>understand, recognise and expect, high quality leadership and management across the distributed leadership system. Learners benefit from a highly effective and positive environment where teams are empowered through good leadership and resources are well used through good management.</p> | <p>impact.</p> |
| <p>L9 The interests of pupils identified as vulnerable because they are eligible for pupil premium, Post-16 bursary or are Children Looked After, are specifically and robustly monitored and defended by a named leader with a Teaching and Learning Reward (TLR) responsibility for "Access to Opportunity".</p> | <p>April 15</p> | <p>EHT</p> | <ul style="list-style-type: none"> - An effective and capable middle leader is awarded a TLR and time to monitor outcomes and equitability of provision, on behalf of this group of children and young people - TLR post to act in a corporate "aspirational parenting" role, to advocate on behalf of this cohort - TLR role to track pupil data and all school activities and opportunities, to ensure priority access to this vulnerable group. Direct and frequent contact with this group, including observing in class, listening to reading, meeting with children and looking at assessment evidence | <p>£13.5k per school (from Pupil Premium grant from April)</p> | <p>Suitably qualified teacher selected. Clear job description developed. Role understood by whole community. Link governor. 1 x day per week.</p> | <p>Exec Govs scrutiny of Pupil Premium spending and learner achievement</p> | <p>Children Looked After and those eligible for pupil premium have a strong and effective advocate, who has the time and the permission to robustly monitor their progress and their access to the opportunities available to students across the federation. Often, the "achievement gap" in a special school setting is less obvious than in the mainstream sector. This post will relentlessly pursue equity and opportunity for this group, be ambitious and aspirational for</p> | <p>End of year report from TLR post, via Head's report to full govts, autumn term 2015</p> |

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| | | | <ul style="list-style-type: none"> - TLR to tackle underachievement through direct intervention, through working with E-Teams and through liaison with families, SLT and governors | | | | them and ensure there is no unwitting unfairness. Pupil Premium will be highly effectively allocated as a result, targeted where it is needed to support and enhance potential. | |
| L10 Establish developmental senior leadership frameworks for the present and for the short and longer term future of the federation, to include very clear succession planning | Autumn 15 | Chair of govs | <ul style="list-style-type: none"> - Review current structure for effectiveness and efficiency. - Adjust and formalise current structure - Determine federation leadership needs going forward, to include retirement plans for key senior leaders and to highlight promotion opportunities for young leaders being developed within the system. | Within budget planning | Courageous senior leaders who are prepared to map out their retirement plans. Highly effective young leaders who are keen to enhance their career | Exec govs. Staffing structure, leadership skill mix and skill needs across the federation | The future strength and stability of the federation is established. Ongoing and continuous improvement in a high quality federation of specialist schools is assured. Families are reassured and continue to have high levels of trust in the leadership of the federation. | Annual evaluation by governors (via SIP) linked to school effectiveness. |
| L11 A culture of coaching is embedded across the federation | Jan 16 | EHT | “GROW” model to be introduced through staff development sessions. Coaching for SLT to be put in place to support wider adoption across the school Coaching among teams to be supported and encouraged | Within resources | Staff meeting time Coaching time within team meetings | Regular updates re numbers of staff trained to Exec govs each term | Learners benefit from a self-improving and reflective school, where all members are actively engaged in the process of learning and improving. | Feedback to Govs via SIP reports on impact of coaching in terms of effective leadership across middle and senior leadership teams |
| L12 Establish School- | Feb 15 | EHT | Establish link with Mayfield School in Torbay, a school | £500 (£250) | (See separate planning and | Govs Exec. Spring, how it | Senior leaders across the federation strive | Govs Exec. Summer. |

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| <p>to-school support and challenge systems to ensure continued school improvement</p> | | | <p>very similar to ETS and with close ties due to location, with Bidwell. Work together to generate a creative and challenging set of parameters designed to capture the difference between a good and an outstanding school. Actively challenge, in a triad of school leaders, using an appreciative enquiry approach, to demonstrate these elements. Actively engage with the SENTient Trust in school monitoring processes, linked to the LA, to ensure best practice against Ofsted criteria.</p> | <p>each) for external verification from consultant/ LA advisor</p> | <p>development documents)</p> | <p>is being set up and developed Copies of planning document</p> | <p>relentlessly for outstanding practice across all aspects of the schools and know how to effect change and development to ensure improvement happens. All members of the federation are clear about what constitutes outstanding practice and how to achieve it. Learners have access to the best possible provision to achieve potential</p> | <p>Initial findings and next steps (ongoing so not a final evaluation)</p> |
| <p>L13 Further development and refining of the NQT programme, following evaluation of this year's programme</p> | <p>July 15</p> | <p>HR managers</p> | <ul style="list-style-type: none"> - Interviews with NQTs to gather feedback from current programme - Feedback from monitoring of teaching regarding key development requirements - Feedback from middle and senior leaders delivering modules - Updating, rewriting and refining programme | <p>£200 (shared) resources</p> | <p>HR manager time Meeting time</p> | <p>SLT as part of monitoring teaching standards</p> | <p>Newly qualified teachers feel empowered to be specialist teachers in a highly specialised setting, by the end of their NQT year. They have access to an intense, motivating and highly effective development and training programme, delivered by a range of colleagues. Learners are taught by young and enthusiastic teachers who have been well prepared and supported to be highly effective in meeting their exceptional needs.</p> | <p>Summer FGB. Monitoring data. Success of NQTs in completing NQT year. Feedback from NQTs on programme.</p> |

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| L14 A sense of unity, team building and respectfulness is engendered across the federation, through shared opportunities. | Sept 15 | 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 September 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 | Staff govts. Development of programme | 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. | Feedback to FGB on event at Autumn meeting, to include govts own experience of attending |
| L15 Small scale impact studies and reflective practice processes are used across both schools to drive up standards through innovative working and a culture of continuous improvement | Feb 15 | Exec Head | <p>The governing Body hold a small joint budget to fund impact study work and to commission monitoring reports from middle leaders. 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/ govts to use to commission enquiry question | Exec committee and SIP. Progress against target. Jan 16 | 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. | SIP and exec committee. Evidence of target completion and impact. April 15 |
| L16 Actively promote negotiation between SENtient Trust and Exeter | Jan 16 | Exec Head | <p>SENtient Trustees to meet with senior lecturers at Exeter University</p> <p>Establish a 3 x tier research partnership: Tier 1 – generic</p> | Trust funding | Action in the Trust workstreams | Exec committee and SIP. Progress against | SENtient Trust develops a highly effective research and development "arm" with the | SIP and Exec committee. Evidence of target completion |

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| <p>University to develop a research partnership</p> | | | <p>best practice in research and reflection. Promote the benefits of and understand the principles of research based developments. Hold an annual SENTient conference to showcase research projects. Tier 2 – target research projects in schools, leading to professional qualifications: use of University students, including Masters students, to carry out small scale research. Tier 3 – joint partnership bids for wider research, including national and international perspectives. SENTient to jointly commission with the University to research special school specific issues in the changing landscape (eg funding, special schools as a commissioned service, international best practice in transition and life chances/ opportunities for adults with SEND)</p> | | | <p>target.</p> | <p>integrity that comes from linking with a respected University partner. As a result, the Trust becomes increasingly adept at capturing and maximising innovative best practice, to the benefit of learners in SENTient schools. The Trust develops a National reputation for excellence in developing and maintaining high quality provision.</p> | <p>and impact. Jan 16</p> |
| <p>L17 Work with Social Care colleagues to establish a shared and collaborative response to the role of Lead Professional</p> | <p>Feb 15</p> | <p>Support Services lead</p> | <p>Work with Practice Managers for children and Young people who are on “Review Only” social care caseloads. Support services teams to work closely with newly co-located Community Care Workers, to identify the relevant cohort of young people and establish alert systems, using the Good Choices Plan, for times when these families require targeted help and support from social care, before returning to</p> | <p>Within budget</p> | <p>CCW time from social care Co-location office space provided by schools Support services time</p> | <p>SLT monitor through quality monitoring systems including appraisal. Benefits of joint working</p> | <p>Families whose children and young people are on “review only” or “helpdesk” have better access to social care support when they need it, because there are clear links between the newly created “Lead Professional” system in school and social care colleagues. Any issues can be flagged</p> | <p>Progress report to Exec Committee Jan 16</p> |

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| | | | school-held Lead Professional status. This introduces an essential element of safeguarding for these children and young people and creates a segue for families between “review only” and having a full time social care, Care Manager or social worker. | | | | up with co-located workers and a Good Choices Plan created to address the issues. Should this be insufficient to address the issues, the practice manager can step in to offer the family more intense care management from social care, while the issues are ongoing. Thus the system will be more sensitive and responsive to the changing needs of families who often have very complex issues to deal with, but for whom life, although complex, is usually reasonably stable. | |
| L18 The joint SLT will form a committee to produce plans for new 19-25 provision, based on the person centred ethos of the Learn to Live Movement | Sept 16 | EHT | Form a committee comprising senior leaders, middle leaders from FE and team members with business experience. Generate plans for a new and innovative style of 19-25 provision that is based on what young people and families actually want. Explore partnerships with other providers, suitable premises and models for registering and running the provision. Aim to set up new provision for Autumn 2016 | Grant funding Admin time to write bids and business plan (10k) General costs for meetings, resources. £500 | Time for group to meet. Dedicated admin time for bid writing and business plan development | Named governors to be involved in work of the group. Regular agenda item at Exec govts to update on progress. | Students who leave Bidwell Brook and Ellen Tinkham Schools 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 | Regular updates to Governors. Decision about ongoing governor involvement to be made when hosting entity is decided (eg charity or community interest company) |

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| | | | | | | | impact on their ongoing access to taking their place in society as a valued, participating member. | |
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EVALUATION (SLT, Chair of Governors and SIP):

March

May

July

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.**
- **Evaluation day (Autumn). Evaluation of January – January plan. 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 (Summer). Longer term strategic thinking and use of “trend” data to project future needs/ issues.**
- **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 £36,800 ET £51,800 |
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| Access | 400 400 500 | 15k(ET) | 1k 100 400 500 | 500 (student council) | 4k | | 30k (grant bid) 1k (L2L) 200 (L2L) 500(L2L) | £9,500 (of which £1,700 from L2L) £30k dependent on grant funding bid £15k ET only |
| Curriculum | 600 1k 1k | 600 1k | 1k | 2k 400 4k 100 (student council) | | | 5k | £16,700 |
| Leadership | | 1500 200 500 2k 4k | 500 | 500 (Govs) 2k (IT) 27k (Pupil Premium) | | 200 1k (Govs budget) 10k | | £47,400 |

FORWARD PLANNING IDEAS:

- Federation teams for development
- Governor-led Expert Groups for monitoring
- Toy Library (admin team)
- Woodland development
- “Self Image” – What am I good at? Why do I like it? What else could I try?
- Further collaboration developments: business plan linked to federation?
- SENtient developments
- Investors in People
- Marketing Learn to Live and further developments
- Developing catering business at BB and supporting move at ET to bring catering back in-house
- 19-25 provision set up and running
- Link with Okehampton College (Dartmoor Federation) to support identified SEND provision needs in West Devon area
- Teaching School application linked to ET gaining appropriate OFSTED grade
- School growth. Consider with LA, sufficiency of places and place requirements vs school physical capacity. Potential for shared capital project?
- Continue to work on succession planning processes to ensure the ongoing leadership structure across the federation is secure and effective.

Glossary

ICS = Integrated Children's Services

LD = Learning Disability

SLT = Senior Leadership Team

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)

HT = Headteacher

EHT = Executive Headteacher

HOS = Head of School

DHT = Deputy Headteacher

AHT = Assistant Headteacher

IT = Information Technology

OT = Occupational Therapist/ Therapy

SaLT = Speech and Language Therapist/ Therapy

Physio = Physiotherapist/ Physiotherapy

PSHE = Personal, Social and Health Education

SMSC = Spiritual, Moral, Social and Cultural

ET/ ETS = Ellen Tinkham School

BB = Bidwell Brook School

L2l – Learn to Live

FGB = Full Governing Body

JC = Jennifer Clough

EYFS = Early Years Foundation Stage

LA = Local Authority

NQT = Newly Qualified Teacher

CCW = Community Care Worker