



INCORPORATING



Development and Innovation Plan

April 2019 – April 2020

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, Service, Teaching School and Business Plans

Key Priority: Access (Intent): Learners are empowered to develop coping and self-help strategies, through increased self-awareness. Resilient learners are better prepared to face new challenges, manage change, demonstrate effective social interactions and increased independence. Families and school work together to reduce anxieties around transitions and acceptance of change.

School vision statement: “No-one is excluded” (the Principle of our organisation)

What has to be done?	Who will report?	What do we have to do to achieve it?	Cost and resources?	Who will check it and what will they look at? (Monitoring reports)	What improvement will we see?
A1 Mental Health Champions are established to lead on a Mental Health Strategy for staff and learners, and to support Mental Health key staff across the federation.	Summer EHT; Joint SLT	Establish job descriptions for and expectations of a Mental Health Champion. Identify dedicated time to carry out the role. Agree how to identify key staff to form a Mental Health Champions’ team across the federation. Establish network of key staff and communications plan. Arrange appropriate training and development opportunities for Champions, including visiting other schools/settings and linking with others in a similar role.	SLT 1 x day per week. Key Staff termly meeting. Training for MH leads £400 per school	Student Council: One of the Senior Leaders will be the Mental Health Champion for learners. They will arrange things to help everyone stay calm and happy. When you are really worried and afraid, you don’t learn or work very well so this is important. You may be able to think of a better title for this job. SLT: JDs in place, time identified and key priorities in place. Govs: Clearly established role of Mental Health Champions with knowledge and understanding of the issues and the credibility to put a strategy in place.	Because there is a named person with responsibility for Mental Health, strategies to support become more than good intentions. The MH strategy has knowledgeable, allocated leadership. Links with the Student Council ensure learners are aware of the role and the significance of good mental health to their learning.

<p>A2 A Mental Health Strategy to embed a culture of resilience, is developed and implemented across the federation. There are strands in the strategy to support staff and learners.</p>	<p>Autumn</p> <p>MH Champs;</p> <p>T&L;</p> <p>HR Mngrs</p>	<p>Research best practice across other establishments. Establish a working party to work on the strategy. Develop impact measures for the strategy and for the work of Mental Health Key staff, linked to learning and staff effectiveness.</p> <p>Focus on establishing consistent approaches that empower learners to communicate about their mental health.</p> <p>Liaise closely with HR managers to link in with staff wellbeing and staff training strategy.</p> <p>HR Managers train in Mental Health First Aid, arrange twilight sessions on managing your own Mental health for staff and establish counselling across all 3 sites. Liaise with families to ensure impact at both home and school. Establish family Champions to co-construct the strategy.</p> <p>Ensure Resilience Framework is embedded</p> <p>Establish effective communications plan to roll out strategy without overloading staff and increasing workload. Ensure there are “quick wins” that will provide tangible benefits easily and quickly.</p> <p>Include a celebration strategy so that improvements as a result of the strategy are noticed, appreciated and maintained.</p>	<p>Development time.</p> <p>T&L and CBT agenda time.</p> <p>Resources £500</p>	<p>Student Council: Staff want you to be able to let people know if you are feeling upset, worried (anxious) or afraid. It is important that everyone can do this so that they can be helped to feel better. When you tell staff you are very frightened or worried, they know how to or who can, help you.</p> <p>SLT: Strategy developed, based on research and best practice. It is achievable, sustainable and linked to improved outcome for learners.</p> <p>Govs: The strategy is in place. There are clear links to improved outcomes for learners. On learning walks, there is evidence of the strategy being put in place. Learners can articulate support they receive to manage stress, fears and anxiety.</p>	<p>A culture of resilience is increasingly evident: Learners are able to communicate about their mental health. Learners demonstrate that they are empowered to understand their mental health and have self-help strategies. Staff demonstrate a greater understanding of the mental health of learners and the impact they can have on this. Staff stress levels are reduced and attendance increased as a result of better meeting the mental health needs of learners.</p>
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<p>A3 A Resilience Framework is established, incorporating assessment and support systems with individual Resilience targets in place for learners, to support their access to learning</p>	<p>Spring</p> <p>MH Champs; T&L</p>	<p>The Resilience Framework while distinguishable, is threaded through the Curriculum offer. Tangible Resilience activities and strategies that teachers can incorporate into their planning, are available as a resource. There is a Resilience staff training strategy in place. Use Fagus curriculum package to augment Framework with teaching resources.</p>	<p>Fagus resource £500 per school</p>	<p>Student Council: Being able to cope when you are worried or frightened, having a go at new things and sticking at things that are hard is called Resilience. Staff will support you to be more resilient so that you can learn more because you can deal with things even if they are tricky. SLT: Monitoring of impact of individual resilience targets on learning. Govs: There is a shared language about Resilience evident across the settings. Better access to learning and individual progress can be seen and linked to individual targets to enhance resilience.</p>	<p>Part of the MH Strategy, there is a mechanism in place to identify areas for support; gauge progress and target resources and appropriate intervention in addressing resilience as a barrier to learning and engagement.</p>
<p>A4 Parent groups are established to support and develop positive mental health strategies</p>	<p>Spring</p> <p>MH Champs; Family/ children support leads</p>	<p>Mental Health Champions to communicate with families to enlist support. Liaise with Parent governors for support. Liaise with Parent and Learner Support Services in each school for advice and support. Liaise with advocacy leads. Establish a group to co-construct Strategy,</p>	<p>£50 resources for groups per school</p>	<p>Student Council: Your families will be involved in the Resilience work that you are doing, so they will understand what you mean when you talk to them about it. SLT: Family co-construction groups in place and empowered to participate and influence change and development of MH strategies. Govs: Evidence of shared language utilised by all stakeholders. Able to meet with family groups to discuss their input.</p>	<p>Co-constructed strategies to support mental health and well-being are more effective because they respond to the reality of lived experiences across our organisation. There is increased family engagement because families are directly involved in developing new initiatives.</p>

<p>A5 Enhanced Transition protocols are developed, based on known best practice and on learning from family and learner lived experiences.</p>	<p>Autumn</p> <p>Transition leads;</p> <p>T&L</p>	<p>Collect and collate “What Went Well/ Even Better If” information about transitions (end of KS, end of school, home to school, etc) from:</p> <ul style="list-style-type: none"> - Families - Learners - Staff <p>Use this information to re-work transition plans/ protocols and to inform MH Strategy and Staff Development Strategy</p> <p>Devise new planning protocol for transitions, including a timeline to share with families so that expectations of school, family and other agency input are clear.</p>	<p>Transition Lead time. Support team time.</p> <p>Learner and family questionnaire.</p> <p>Staff meeting time to discuss transitions (key stage meeting time)</p>	<p>Student Council: If you are moving between classes or lessons, moving to a new class, school or college or if you are leaving school, you will feel prepared because you have been told all about it and you have had the chance to talk about what may be worrying you.</p> <p>SLT: Effectiveness of timeline and assurance that the offer is realistic and deliverable. More effective learning due to not losing learning through transition anxiety.</p> <p>Govs: Effective transition resulting in positive moves to next steps. High levels of learner and family satisfaction with transition processes.</p>	<p>Systematically and self analytically collecting lived experience information about “What Went Well and Even Better If” in relation to all transitions, ensures our transition responses are relevant and effective, rooted in proven best practice and responsive to learning.</p>
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Key Priority: Curriculum (Implementation): A strong focus on Communication through the Curriculum Framework, facilitates resilient learners. Understanding others and being understood, supports the transfer of skills, personal well-being and positive social interactions.

School vision statement: “Everyone will be the best that they can be” (The Purpose of our organisation)

What has to be done?	Who will report?	What do we have to do to achieve it?	Cost and resources?	Who will check it and what will they look at? (Monitoring reports)	What improvement will we see?
<p>C1</p> <p>Communication is a fundamental human right and “Everyone has a Voice” is a core value of our Federation. This is demonstrated through a re-worked and re-launched Communication Strategy to ensure everyone having a voice is non-negotiable.</p>	<p>Spring</p> <p>Empowerment Teams and SaLT</p>	<p>Communication Charts are used effectively as a working document.</p> <p>Clear Communication curriculum and assessment strands are embedded in current and developing Frameworks.</p> <p>A staff training strategy for Communication is in place, ensuring all staff have a deep understanding of early communication.</p>	<p>Meeting time.</p> <p>Resources £500 per school</p>	<p>Student Council: All the children and young people can communicate with everyone, whether they can speak or not. All the staff in the school can communicate well with all of you. They make sure you can understand in the right way for your age, or in the way you need.</p> <p>SLT: Class monitoring to look for use of communication charts, total communication and communication-friendly learning environments.</p> <p>Govs: An “Everyone had a voice” learning walk shows effective communication that is consistent across the settings. Learners are empowered to “talk” about their learning in a range of ways.</p>	<p>The Federation Communication Strategy is re-worked and re-launched to ensure the collective expertise of our organisation is maximised and that a “back to basics” communication approach ensures a focus on use of sign; functionality, consistency and staff knowledge and understanding of best practice.</p>

<p>C2 The personalised curriculum for each individual is constructed from their EHCP targets with assessment linked to the annual review. This ensures provision is relevant and complies with the commissioning of service as described by the Code of Practice.</p>	<p>Autumn T&L</p>	<p>Apply for grant money to enable the Teaching School to carry out work across a number of schools, to generate a system whereby the EHCP provides the root of the personalised curriculum. A working party across the Teaching School is formed to create the system. Links with the LA and with NASEN provide additional support for the model.</p>	<p>Travel to Laurel Trust training day £200. Time to complete application forms. Teaching School input for development work</p>	<p>Student Council: When you go to your annual review, there will be more chance to talk about your learning and your targets. You will know what you need to learn next to reach the goals you and your family want you to achieve. SLT: A model is generated that can be replicated in any setting for SEND for individual or groups of learners, providing a comparable, equitable model for assessment. Govs: A tangible model is produced that can be seen in action through teacher planning and in annual reviews.</p>	<p>Streamlining teacher workload through single, individual assessments linked directly back to EHCP, enabling schools to demonstrate the extent of individual progress and drive up the currently variable quality of EHCP outcomes. Not assessment for assessment's sake, but targeted, impactful assessment of individual outcomes co-constructed by families through the EHCP process. Linking learning to the Code of Practice impacts positively on the whole learner and can be tracked through statutory process.</p>
<p>C3 The curriculum offer is re-designed, cross-referencing EYFS, NC and PFA curricula, under the 4 Key areas of the Code of Practice. Developmental "Waypoints", drawn from established developmental research and knowledge, are clearly identified and used to</p>	<p>Spring Empower-ment teams</p>	<p>Work collaboratively across the federation to collate a range of resources to generate developmental "waypoints" drawn from published curricula. Generate a subject-based developmental continuum with clear "waypoints" for assessment. Links with English and Maths hubs to keep abreast of most recent best practice in mainstream settings. Links with Special teaching schools nationally to ensure awareness of best SEND practice. Phonics audit from English Hub.</p>	<p>Meeting time 4 x days for 4 x teachers for English and the same for Maths 2 x days for PSHE leads (x2) (£2,000)</p>	<p>Student Council: You will know what you need to learn next and you will know that you are learning things that are important for your future because teachers will be able to show you why you need to learn things in a certain order. SLT: There is an equitable offer in place for all students that is not reliant on individual teacher expertise. In-school and cross-federation variation is minimalised. Govs: A highly coherent and consistent curriculum offer. Upskilled staff deliver learning consistently and</p>	<p>Teachers have clarity on "next steps" regardless of age of phase, through developmental continuum resources that provide individual learning pathways that are consistent and equitable. Staff are clear about pedagogy and are ambitious for learners because they can see the impact of teaching and learning. Our</p>

<p>provide the assessment markers indicating individual expected progress. The Resilience Framework is threaded through the new curriculum offer so that it can be tracked and monitored.</p>				<p>can talk confidently and coherently about their subjects. A well-balanced knowledge-based curriculum offer can be easily evidenced, that can be seen to lead to the development of skills for life after school.</p>	<p>students are not at any disadvantage in terms of curriculum offer because we keep abreast of curriculum developments.</p>
<p>C4 The curriculum offer at Key Stage 5 is even further personalised through the development of Personal Employment Pathways. Building up over time, individual strengths, independent skills and areas where support is needed, are collated into a CV-style document. Learning to keep safe beyond a controlled and structured setting and knowing how and when to seek assistance are key skills.</p>	<p>Autumn FE/ Transition Leads</p>	<p>Building further links with employers to provide a range of opportunities, including more extended internships rather than short work experience placements. Provision of high quality advocacy and job coaching to break down the knowledge and skills that need to be worked on and identifying job opportunities that would support this learning. Increased timetabled time for work-related learning and a closer linkage with work-related knowledge and skills in the curriculum offer. Increased examples of negotiated agreements with older learners, to take more responsibility for their needs (such as carrying/ administering own medication). Links with the 19-25 CIC to explore “hub and spoke” business model, potentially supporting learners to be self-employed where they have a particular skill or talent. Use of past pupils who are in employment to talk to learners about their experiences and be a positive role model to be aspirational. Support staff to understand learner agreements around reduced direct support so that the aspiration to be independent is actualised.</p>	<p>Transition Lead time</p>	<p>Student Council: Most of the FE students go out to work. They talk about what their job is going to be when they leave school or college. They can tell you what they need to learn to get the job they want. Sometimes they come back to school to speak to you about it. SLT: Internships and paid employment opportunities are in place. Personalised Employment Pathways are in place, owned by learners and found by employers to be useful. Learners and families are speaking in PCRs about future employment. Govs: There is evidence in KS5 of learners going out to work. Learning is clearly linked to work skills. Learners talk about their work and their future plans. KS4 learners are aware of the expectation to go to work in KS5 and know that they are engaged in work experience to find out their strengths and preferences.</p>	<p>Building on the individual medium terms plans that are already in place at KS5, there is a renewed focus on the knowledge and skills required to access paid, sustained employment. This requires increased levels of resilience to problem solve and persevere; an understanding by the learner of the knowledge and skills required to access the employment they are working towards and the support to get there. There is an increased expectation around independence and the understanding that some preferred activities are hobbies rather than work. There is an expectation that learners will be getting a job when they leave education.</p>

<p>C5 There is continued emphasis on the importance of offering a broad range of opportunities, both inside and outside of the classroom.</p>	<p>Summer</p> <p>Enrichment teams; Enable teams</p>	<p>Continue to ensure outdoor and adventurous learning opportunities are on offer.</p> <p>Extend the Hub activities across all settings, to support learners with sensory processing needs.</p>	<p>Enrichment and Empowerment team meetings</p>	<p>Student Council: There are lots of new and exciting things to try in school. There are trips and residential that help you to feel confident and grown up because you get to do things you didn't know you could do. Staff trust you and you feel brave enough to try different things.</p> <p>SLT: There is a reduction in incidents reported on CPOMS because learners are more regulated. PCR feedback continues to be positive about the range of activities on offer. Parental feedback is positive about the self-confidence and resilience of their children as a result of engaging in these activities, as well as an increased willingness to try new things.</p> <p>Govs: There is evidence of a broad and rich offer to learners, designed to enhance their learning by widening their experiences and their sense of personal achievement.</p>	<p>Person centred annual review information very clearly demonstrated the importance of the range of learning opportunities that engage different learners, in different ways. Not all learn best in the classroom and some learning happens by stealth in outdoor and active learning opportunities. These elements are key in supporting resilience, self-confidence and relationship building so must not be lost.</p>
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Key Priority: Leadership (Impact): Leaders at every level are responsible for fulfilling the Vision, ensuring positive impact on the life chances of learners. Empowered learners are the **best that they can be**: Effective communication strategies ensure **everyone has a voice**: Dynamic and inspiring leadership across the Learn to Live Federation ensures **no-one is excluded**.

School vision statement: “Everyone has a voice” (The People in our organisation)

What has to be done?	Who will report?	What do we have to do to achieve it?	Cost and resources?	Who will check it and what will they look at? (Monitoring reports)	What improvement will we see?
<p>L1 The Vision statement is used as the basis for “Proud of our Community” projects in each federation setting.</p>	<p>Autumn</p> <p>CBT;</p> <p>Advocacy leads;</p> <p>Energise Teams</p>	<p>Class teams to share a “Wow of the week” with both leadership teams.</p> <p>Increased use of intranet to share information, such as to introduce new staff members, making them feel valued as a new team member and ensuring learners know who everyone is.</p> <p>Introduce a variety of staff activities to promote health and well-being (netball, yoga, school choir).</p> <p>Staff discussing their club activities inspires and supports learners to also “have a go” at extended curriculum opportunities.</p> <p>Student Councils gather information from across the settings about “Proud of our Community” activities they would like to be involved in.</p>	<p>HR wellbeing budgets (£500 per school)</p>	<p>Student Council: Staff will be happy and talk to you about the “Proud of our Community” activities they do. There are competitions between our schools and you can support your “teams”. You can suggest team sports and activities that you would like to see and be involved in.</p> <p>SLT and Govs: Staff data shows a reduction in staff absence. Staff questionnaires show reduced stress levels. Staff feel valued and supported.</p>	<p>There is an enhanced and tangible sense of community at each of the federation settings, highlighting shared values and individual identities. Learners, families and staff feel invested and united under the values of the vision statement, improving the emotional well-being of all thus enhancing learning.</p>
<p>L2 There is an overarching Staff Development Strategy in place; implementing, developing and sharing best practice.</p>	<p>Spring</p> <p>HR Mngrs;</p> <p>TSA lead</p>	<p>Middle leadership development has high priority, with a focus on the importance of team structure and leadership, to develop team resilience.</p> <p>The Teaching School CPD offer is fully developed and used as the basis of our staff development activity.</p> <p>All Federation development initiatives have a corresponding staff development element in the strategy.</p> <p>Links with the EEF research and development initiatives through the TSA.</p>	<p>Training budgets.</p> <p>HR Manager time.</p> <p>TSA lead time</p>	<p>Student Council: The staff know all about how to support you to learn and to be the best you can be.</p> <p>SLT: Monitoring shows an upskilled workforce, reflected in high quality teaching and learning and in pupil outcomes. Retention of staff is improved, with staff training and taking on enhanced roles. Recruitment is improved, with candidates actively seeking high quality CPD.</p>	<p>There are better outcomes for learners because the schools are learning communities, where expectations are high, where learning is for all and celebrated. Staff know that they have specialist skills and knowledge and are proud of being part of highly trained, effective</p>

				<p>Govs: Staff training data shows the range and quality of CPD on offer. Staff talk about their access to good quality training and are proud of their development as professionals. This impacts positively on outcomes for learners and generates a high-functioning learning environment where everyone is a learner.</p>	<p>teams. Families know that staff have the skills and knowledge to support their children and young people and are confident that the schools provide best practice in a specialist field.</p>
<p>L3 EHCP outcomes are used effectively, as the starting-point for personalised learning journeys. Use this model strategically to generate reliable data to show both individual progress and provision effectiveness.</p>	<p>Spring</p> <p>T&L;</p> <p>T&L</p> <p>Govs</p>	<p>Through the TSA, using EEF or Laurel Trust grant funding, generate a robust personal learning journey planning model, using the EHCP outcomes as the starting point. Following PCRs, gather data demonstrating the % of learners meeting or exceeding expected outcomes against developmental “waypoints” on learning continua. Use of “waypoints” and agreed success criteria will establish the extent to which learners are making progress.</p> <p>Use this data across the learner population to establish the extent to which the schools are meeting or exceeding the outcomes they have been commissioned to provide. Compare data sets with other schools and settings in the TSA project. Share learning and best practice.</p> <p>Refine personal learning journeys and link to top-up funding, so potentially creating individual learning budgets.</p> <p>As the EHCP is a statutory process, it would not be considered an “internal” data set by Ofsted and may be a viable and meaningful National, comparative measure.</p>	<p>T&L and T&L</p> <p>Govs meeting time</p>	<p>SLT and Govs: The EHCP-based developmental model is developed and in place. A set of data is produced as part of the annual review process. This reduces teacher workload. The data can easily be compared with that of other schools and settings, regardless of the complexity of their cohort, because the basis remains ‘individual outcomes’. SLT and Governors are able to gauge the extent to which the federation schools are meeting or exceeding their commissioned expectation to deliver against EHCP targets. They can also test their effectiveness against other SEND schools and settings.</p>	<p>The new Ofsted framework is currently not permitting the use of school internal data as part of the inspection. While it is easy to demonstrate that pupils have made progress, it is potentially very difficult to prove whether this is expected, better than expected or exceptional progress, without comparative data. Using the new curriculum design model, with the EHCP as the basis of personal learning journeys and developmental “waypoints”, it will be possible to create strategic data sets, comparable across all SEND settings, to show the extent to which settings are meeting the commissioned outcomes of EHCPs.</p>

<p>L4 Strategies are in place to reduce teacher and staff workload and to better understand and pro-actively manage, stress across all staffing groups.</p>	<p>Spring</p> <p>HR Mngrs;</p> <p>T&L;</p> <p>MH Champs</p>	<p>Federation-wide stress risk assessment to be carried out to baseline and define initial priorities to address.</p> <p>Embedded mental health support systems are generated for staff experiencing work-related stress and anxiety. There are realistic escalation processes for those with issues beyond the scope of school-based support.</p> <p>Use of the DfE materials assist in reducing teacher workload.</p> <p>All new initiatives are mindful of workload and seek to streamline systems.</p> <p>HR Managers attend Mental Health First Aid training and link into Mental Health Strategy.</p> <p>Governors proactively monitor teacher workload and work-related stress.</p>	<p>£200 per person for training (x2 per school)</p>	<p>SLT and Govs: Scrutiny of staff risk assessments and questionnaires provide an overview of the issue. Over time, there is a reduction in staff self-reported stress. Staff seek support which is effective. An initial increase in reported stress is likely, as is a significant reduction, with tangible strategies put in place.</p>	<p>Reduced absence levels, lower staff turn-over, enhanced recruitment and retention, improved staff resilience when managing challenging situations. HR Managers are confident in supporting staff with mental health and stress/ anxiety issues, have strategies to support and know how and where to signpost staff for more support. As a result, provision for learners is enhanced because staffing levels are more consistent.</p>
<p>L5 SLT and Governors better utilise the effective monitoring that is in place to systematically focus on the impact of teaching and learning processes across the federation.</p>	<p>Summer</p> <p>Joint SLT;</p> <p>Govs</p>	<p>FDIP becomes the agenda for Joint SLT meetings. Key Stage development plans become part of each Key Stage agenda. In this way, regular evaluative feedback can be passed to SLT without increasing workload.</p> <p>All key processes, to develop and ensure best practice, are analysed and updated to ensure that as well as a clear process, there is a “so what?” in terms of further actions/responses to ensure improvements in teaching and learning. Processes aren’t just something we do in response to issues, but are embedded in continued development of best practice and practitioners.</p>	<p>Within resources</p>	<p>SLT and Govs: Critical analysis of all processes and systems to demonstrate how they impact on the development of excellent teaching and learning.</p>	<p>By ensuring all our processes have an impact on teaching and learning, everything we do is targeted and meaningful and can be linked directly to learner progress and opportunity.</p>

GOVERNOR MONITORING STRATEGY

- Learning walks for each of the three key priority areas. Chairs of Board and Committees to liaise to arrange dates.
- Liaison with SIP to consider evidence for monitoring.
- Data scrutiny.
- Planned items in Executive Head's reports.
- Monitoring to be a regular agenda item in meetings. Responsibilities shared between Executive Committee and Full Governors meetings.
- Link Governor reports.
- Federation Development & Innovation Planning Day. Use of previous 3 x Executive Head's reports and overview of governor monitoring to provide overall evaluation of April 2019 – April 2020 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 gather key information.
- 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 other sources	TOTALS
		£	£	£	£	£	£	£	
Access	A1		800						£2,900
	A2			1,000					
	A3			1,000					
	A4			100					
Curriculum	C1			1,000					£3,200
	C2		200						
	C3	2,000							
Leadership	L1				1,000				£1,800
	L4		800						
									£7,900

FORWARD PLANNING:

- Succession planning for further SLT change.
- Further development of Wayside Crescent site and linked ETS consultation.
- Significant improvement of Hollow Lane site facilities.
- Opportunities for equitable KS4/5 provision at Bidwell Brook School and possible consultation.
- Increasing numbers across all sites.
- Development of 19-25 at/near Bidwell Brook School.
- Further development of 19-25 in Exeter/somewhere with sustainable business plan and re-designed SLA.
- Keep abreast of further national changes and developments in assessment and curriculum.
- Further develop Teaching School offer and effectiveness. Develop links with network of special school teaching schools across South West.

GLOSSARY

AHT:	Assistant Headteacher	L2L:	Learn to Live
BB:	Bidwell Brook School	L2L College:	Community Interest Company providing 19-25 service
ETC:	Ellen Tinkham College based at Wayside Crescent, Exeter	LA:	Local Authority
ET/ETS:	Ellen Tinkham School	LD:	Learning Disability
EYFS:	Early Years Foundation Stage	MSI:	Multi-Sensory Impairment
CAMHS:	Child & Adolescent Mental Health Services	NC:	National Curriculum
CBT:	Core Business Team (Commissioning, Finance, HR, Health & Safety, Premises), one of two Senior Leadership cross-federation teams	NQT:	Newly Qualified Teacher
CCW:	Community Care Worker	OT:	Occupational Therapist/Therapy
CDMT:	Communication & Decision Making Team	PCP:	Person Centred Plan
DfE:	Department for Education	PCR:	Person Centred Review
DHT:	Deputy Headteacher	Physio:	Physiotherapist/Physiotherapy
EEF:	Education Endowment Fund	PFA:	Preparing For Adulthood
EHCP:	Education Health & Care Plan	PPE:	Pupil Premium Eligible (learners)
EHT:	Executive Headteacher	PPG:	Pupil Premium Group
E-Teams:	Subject leadership teams:	PSHE:	Personal, Social and Health Education
	- Empowerment - Core Subjects;	QTVI:	Qualified Teacher for the Visually Impaired
	- Enrichment - Foundation subjects: humanities and arts;	RAG:	Red/Amber/Green system used for monitoring
	- Enable - Access to learning via therapies, specialist services;	RSC:	Regional Schools Commissioner
	- Energise - physical learning, outdoor and adventurous learning, work experience, residential	SaLT:	Speech and Language Therapist/Therapy
EFA:	Education Funding Agency	SEND:	Special Educational Needs and Disabilities
EYFS:	Early Years Foundation Stage	SENTient:	The Co-operative Trust of Devon Special Schools to which we belong
FFE:	Furniture, Fixtures and Equipment	SIP:	School Improvement Partner
FGB:	Full Governing Body	SLT:	Senior Leadership Team
HLTA:	Higher Level Teaching Assistant	SLA:	Service Level Agreement
HR:	Human Resources	SMSC:	Spiritual, Moral, Social and Cultural
HSA:	Home:School Agreement	SW SSTA:	South West Specialist School Teaching Alliance
HT:	Headteacher	TA:	Teaching Assistant
ICS:	Integrated Children's Services	T&L:	Teaching and Learning, (one of two cross-federation Senior Leadership Teams)
IT:	Information Technology	TSA:	Teaching School Alliance
KS:	Key Stage	TSC:	Teaching School Council

as at 11.6.19