



## Development and Innovation Key Priorities

September 2020 – January 2022

**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 1: ACCESS** - We recognise the impact of unmet sensory needs on learner wellbeing and emotional health. We demonstrate a commitment to ensuring basic human needs (as described by Maslow), are addressed, in order to support readiness to learn.

<b>Led By:</b>	Mental Health Strategy Team
<b>Input from:</b>	Enable Team; CDMT; Assistant Heads

Teams to plan the following actions:

**(Covid-19 related)**

- Ensuring ALL learners have access to their full entitlement, including those with complex medical needs. Devise solutions to the difficulties of access to standard school provision.
- Learning from Covid-19. Very few incidents and vastly improved behaviours during lockdown school placements. Better-than-expected reactions to transitions and changes from vast majority of children. Explore reasons for this. Low numbers? Quieter environment? Very high staffing ratio? Less challenge? More time to explore and play? Less tired because not rushing about to do too much? Very few transitions in the day? Preparation by families and positivity of families in getting children back into school?
- How could school change to reflect this and retain some of the elements that have worked so well?
- Recovery curriculum developed and effective.
- Blended learning further develop, ensuring accessibility for all learners.

**(Pre-existing)**

- Further development of Hub and Adventurous Learning provision: self-regulation programmes.
- Opportunities for acceptable and carefully monitored risk-taking.
- Communication for healthy, meaningful relationships.
- Identifying “self” and recognising key people.
- Extending limited diets through a structured programme.
- A systematic and respectful learning sequence is developed linked to intimate care. More emphasis on toilet training as a key learning goal, given its’ impact in future life opportunities.
- Influencing poor sleep patterns through learning how to relax and wind down; having energetic busy days and fresh air; exploring the SAS insurance policy Pupil Wellbeing App (Zumos).

<b>What has been done:</b>	
<b>What difference has it made?</b>	
<b>Views of students:</b>	

**KEY PRIORITY 2: CURRICULUM** - The curriculum is entirely focussed on ensuring learners have the knowledge and skills that will support access to their right to full citizenship, whatever this means for each individual. All adults make the most of every opportunity throughout the day, in all sorts of settings, to deepen and reinforce core knowledge and skills through contextualised learning.

<b>Led By:</b>	T&L
<b>Input from:</b>	CBT; Empowerment Team; Class Teams

Teams to plan the following actions:

**(Covid-19 related)**

- Recovery curriculum in place with training and support for staff and families.
- High quality phonics delivery based on a clear sequenced plan, understood by all. Development time for Leads to create and deliver training, especially to Teaching Assistants.
- Same for maths.
- Home Learning offer and blended learning continues to be developed and further improved, to include the development of a single, federation on-line learning site and the development of an on-line learning policy. Use of Oak Learning Academy to support content and curriculum coverage.
- Use of Evidence for Learning (EFL). Sessions for families – maximise the kick-start to family use of EFL that Covid-19 created.

**(Pre-existing)**

- All staff understand and can articulate how a sequenced curriculum leads to the acquisition of knowledge in long-term memory.
- Everyone in the federation community is committed to and ambitious for, children and young people to fully use and apply their knowledge and skills functionally as part of a structured personalised learning plan, in order to live the best life possible.
- We are all ambitious in ensuring the curriculum provides opportunities for real choice and decision making; developing and demonstrating independence; understanding and developing positive relationships and recognising the rights and responsibilities of full citizenship.
- Our expectation is that everyone will play a meaningful role in society. This includes actively working towards opportunities to achieve paid employment.
- Highlighted agreed strands in the sequenced curricula, the “building blocks” of knowledge and practical application of learning and how the balance between the two aspects develops from EYFS to FE.

<b>What has been done:</b>	
<b>What difference has it made?</b>	
<b>Views of students:</b>	

**KEY PRIORITY 3: LEADERSHIP - Leaders at every level use all learning opportunities, communications and interactions, to model, support and reinforce, positive and healthy relationships between all members of the community.**

<b>Led By:</b>	T&L
<b>Input from:</b>	CBT; CDMT; Communication Leads; PSHE Leads; ICT Team; Online Learning Lead

Teams to plan the following actions:

**(Covid-19 related)**

- The importance of connectivity and high quality communication via good IT systems.
- Accessing blended learning model.
- Changes to teaching and monitoring through IT.
- Development of Teams on “Teams”.
- Development of CPOMS to hold pupil files.
- Using IT and virtual technology to maximise leadership capacity.
- Development of a monitoring tool for online learning.

**(Pre-existing)**

- Achieving demonstrably co-constructed learning targets with families and learners, through the Laurel Trust research project and the associated family forum groups. Securing the next steps for the project in terms of wider roll-out and further learning/development.
- The development of a toolkit to support the Mental Health Strategy and Personal Well-Being Framework.
- The Employment Model is fully developed into a sequenced development programme of knowledge, skills and opportunities from EYFS to FE.
- A set of protocols and principles for respectful and effective communication with families is developed and established, through working in partnership with families.
- Working in partnership with families, further opportunities to support are developed. This is likely to include providing the “Timid to Tiger” course for families.

<b>What has been done:</b>	
<b>What difference has it made?</b>	
<b>Views of students:</b>	