



PEN-Y-CWM SPECIAL SCHOOL

SCHOOL DEVELOPMENT PLAN 2018-19

- 1: Wellbeing – specifically unstructured times eg Lunchtime
- 2: Secondary Phase Development
- 3: Specialist Provision
- 4: Towards Independence
- 5: DCF – Successful Futures

Target 1 – SLT with TLR Wellbeing

WELLBEING

PRIORITY TARGET

To develop pupil wellbeing targeting specifically unstructured times of the day and key transitions such as start and end of day.

- Advertise and appoint an existing teacher with the remuneration of a TLR 3 for one year.
- TLR holder to negotiate and liaise with ESLT to add to and further develop this action plan in order to target improvement over 1 financial year.
- TLR holder to identify sustainable model, with the understanding that as with all projects of this nature sustainability is cyclical.

ACTIONS	SUCCESS CRITERIA	FINANCE	ACTION BY	INTERIM DATES	REVIEW
Internally advertise and appoint TLR holder for wellbeing.	Applicants received and staff member selected to build upon and deliver wellbeing action plan in conjunction with ESLT.	Grant Funding of £5000.00	SLT	Interview June 2018	Complete
Work on dining hall routines and staffing. Audit of dining	Clearer understanding of the needs of pupils across the	£1500.00	SB TER EH SH – EC – Lunchtime supervisors.	Summer half term review.	Continued by TLR.

<p>hall arrangements. Purchase of equipment and introduction of new routines.</p>	<p>age range. More cohesive set-up and layout of the space. Appropriate furniture, equipment and sundries for staff attending dining hall. Better communication and smooth running of pupils collecting meals in line with kitchen staff. Clear transition from first to second lunchtime sitting.</p>			<p>Items identified and ordered May 2018. Items in place by July 2018.</p>	<p>Completed and furniture ordered and received. Autumn term – additional changes including numbers for 1st/2nd including seating plan for 2nd sitting.</p>
<p>Start and End of Day transition. Due to increased numbers of parents and carers' collecting pupils at the end of the day, the exit arrangements need updating. This is likely to further increase given increased numbers of pupils in school.</p>	<p>Distinct area, procedure and protocols for pupils arriving and leaving the school site by whichever mode.</p>	<p>Resources to be identified by TLR in additions to this action plan and financed from Grant.</p>	<p>TLR leadership of Teaching staff and support staff.</p>	<p>September 2018</p>	<p>November 2018</p> <p>Completed with line painting to create safe space for exit. Changes to parents collection area use of Gym for exit. Escort and driver additional safeguarding training on site with SD.</p>
<p>To continue to develop activities for unstructured times like playtime and lunchtime, and increase support for the management of celebrations, trips, outings. Link with Outdoor learning action plan.</p>	<p>Identified team of practitioners with all phases represented. Positive impact to be evidenced both in staff feedback and pupil satisfaction at these times. Less incidents reported and fewer disruptions.</p>		<p>Headteacher/DHT/AHT/TA</p> <p>TLR plan to identify need. TA team to support outdoor learning.</p>	<p>Termly updates to ESLT, to identify target pupils.</p>	<p>Ongoing and evaluated by April 2019</p> <p>Separate action plan for unstructured times by TLR3 – progress excellent against targets. Ca pupils used as monitors.</p>

<p>To increase provision for pupils across the whole school in response to identified wellbeing needs.</p>	<p>Physical Literacy project to continue to be developed (PLPS)</p> <p>Outdoor environment to be enhanced via the 'Better out than in' project with Dr Coral Harper (principal Thrive trainer) see project detailed plan</p> <p>Therapy programmes to be significantly enhanced via Music Therapy, Aqua therapy, Rebound therapy. <i>(see specialist provision action plan)</i></p>	<p>PLC WG funding (cross consortia) £1650 income to fund project</p> <p>£18,000</p>	<p>SD as outdoor learning co-ordinator</p> <p>Dr Coral Harper and SLT</p> <p>Therapy specialist 'staff': Dr Coral Harper Sophie & Dawn (Hydro) Amy (Mus Th) Emma (Rebound)</p>		<p>Progress identified in unstructured times action plan. Mud Kitchen and story telling sessions as well as road line painted. Parachute games, air wands etc...</p>
<p>Through curriculum planning and delivery, further identify links for wellbeing through outdoor learning and PLPS</p>	<p>Extended periods of outdoor learning evidenced in timetables.</p>		<p>All teaching staff to extend outdoor learning and PLPS and this is clearly identified on timetables for September 2018. Twice per week in each class.</p>	<p>Timetables submitted and reviewed by SB Second week in September 2018.</p>	<p>Reviewed for accuracy November 2018 – by SD</p> <p>See TLR3 Action Plan</p>
<p>Healthy schools re-inforced</p>	<p>All classes fully on board with healthy snacks only. NL has pursued additional leaf in healthy schools and this work is still ongoing.</p>		<p>NL</p>		<p>April 2019 SRE and Hygiene leaf audit completed achieved. NL completed.</p>

Target 2 – ESLT lead – Primary and Tertiary phase leads to support

Secondary Phase Development – KS3 and KS4

PRIORITY TARGET

Review curriculum and delivery of thematic learning across all four classes.

As part of the systematic review of school development identify areas for development and implement change within this phase of the school.

- Identify improvements to the secondary phase to directly impact on pupil progress
- Further develop cohesive SOW with ‘markers’ for developmental engagement eg Writing
- Develop cohesive structure across the phase which incorporates KS4 to P16 transition
- Increase outdoor learning opportunities in line with the SDP for outdoor learning

ACTIONS	SUCCESS CRITERIA	FINANCE	ACTION BY	INTERIM DATES	REVIEW
Internal Advert for Secondary phase leader.	Appointment of new Secondary Phase leader by Governors		DBW and Governor panel	6 th June 2018	Completed by DSBW and Governor panel.
Audit of current working practice	Identify SWOT for phase. Gather pertinent documentation in order to map current provision.		Phase lead and Feedback to ESLT	July 5 th for analysis of current system.	End of Summer term if report to identifies recommendations for Sept 2018 DHT Completed SWOT Sept 18.
Develop a competencies list for staff working within KS3 and KS4	Identification of any specific areas of K&U for phase.	None	ESLT meeting		WB 24 th April 2017
Curriculum analysis	Through school curriculum document, identify requirement		Plan for new timetable devised – Led by Phase leader and negotiated	New timetable trials September 2018	Phase meeting to review – Half termly basis.

	<p>for level of prescriptive timetabling for the phase.</p> <p>Pupil leadership and opportunities for further development through cross phase mentoring modelled by P16 staff and students.</p>		<p>through SB for room spaces etc.</p> <p>Staff not to adapt timetable without agreement and discussion.</p>		<p>Timetables discussed in Phase meeting WB17/09. Class timetables to SLT – to be used for analysis.</p>
Curriculum Enhancement	<p>Introduce suite of accreditation at KS4.</p> <p>Must be in negotiation with ESLT. (some qualifications already identified and must be appropriate to feed into P16)</p>		Phase lead	Throughout 2018-19 academic year.	<p>Accreditation targeted through ASDAN in collaboration with P16 (from Sept 18). In addition IB introducing Signalong Qual. (from Sept 18) Food Hygiene and First Aid also targeted.</p>
Thematic learning	<p>Through the school procedures and policy for delivery of curriculum increase clear links with thematic learning approaches.</p> <p>Consideration of planning and delivery elements through team collaboration.</p>		<p>Possible creative approaches to using the staff to the maximum potential for collaborative planning and delivery.</p>	Enhanced by more structured Phase meetings 2018-19	<p>Review in ESLT on half termly basis.</p> <p>Themes aligned across whole phase July 18 – RH to consider more ambitious timetabling trial Jan 19.</p>
Transition	Through joint phase meetings ensure high quality information		Clear focus on transition staff meetings using 3		Review when documentation

	shared by Primary phase for pupils joining Secondary and ensure high quality information shared with P16 team.		staff meetings for all teaching staff to discuss each pupil and share profiles, PHP etc. Additional phase meeting to discuss internal moves.		evident in classrooms.
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POSSIBLE Target 3 – TER, SB

Specialist Provision

PRIORITY TARGET

To consider the development of the staff teams to specialise within teams to ensure consistent approaches and delivery of specific programmes such as Rebound and Aquatics.

- Audit training and skills required including training cost.
- Identify target staff for specified posts.
- Action plan with timeline for adoption of teams.
- Timetable availability for all classes and identified pupils requiring support plans

ACTIONS	SUCCESS CRITERIA	FINANCE	ACTION BY	INTERIM DATES	REVIEW
Complete an audit and mapping exercise for Rebound, Aquatics, Personal Care, Driving etc.	Plan of all specialist areas identified and audit of staff requirements.	None	ESLT led by H&S lead to define requirements. Audit of classes completed but needs further development.		October 2018 Updates to usage of specialist rooms – twilight inset, reconfigured Food Tech SOW, numbers of pupils and Hydro staffing.
Develop set of training requirements.	Plan and schedule of training for all teams identified.		SB in contact with EAS special schools for full and thorough audit and training expectations and implication for PyC.	July 2018	Jan 2019 Building on INSET and training, continue with compilation of information.
Scheduling of time and timetables for identified teams.	Effective use of time for all teams with pupil		Identification and planning of staff and class	In Place for September 2018	Reviewed Oct half term 2018

	identification and parity of access for all phases.		timetables to ensure staff availability at key pinch points during the day. Appropriate delivery and cross phase access.		
Working methodology, roles and responsibilities and expectations of staff teams.	Clear protocols for working with planning and pupil progress clearly tracked in all areas.		Paperwork and lines of responsibility and accountability clearly defined for teams. Monitoring processes scheduled within standard year plan.	Sep 2018	March 2019
Policy review	Identify all pertinent policy documentation and complete systematic update of all appropriate documents.		SB to lead with collaborative working across ESLT and Clerk.	Identification of policies affected by Sept 2018	Systematic update over course of Autumn term 2018.
Parent and Staff leaflet	Development of leaflet to identify importance of enhanced curriculum and key goals for each area of specialist support.		ESLT to develop target one meeting for completion.		
Year 2 Development- Manual Handling and Risk Assessment specific to areas of specialist curriculum areas.					

Target 4 – ESLT lead - SB

Developing Independence

PRIORITY TARGET

To support enhanced curriculum opportunities already in place to track developmental milestones and levels of personal and social independence across the school

- Personal Care
 - Toileting
 - Dressing and Undressing
 - Health and Hygiene
- To target eating and handling of food, dinner hall skills etc
- Play and Social Skills
- Coordination to physical development. (Fine and Gross Motor Skills)
- Daily Activities
- Self-Expression

ACTIONS	SUCCESS CRITERIA	FINANCE	ACTION BY	INTERIM DATES	REVIEW
Audit	Identify current practice in school. Use PLAT assessments to identify pupil levels. Develop plan for progressing structured curriculum.	N/A	SB	May 2018	June 2018 Complete TER and SB

	(Outcomes – annual reviews and Care&Support meetings with parents have highlighted the need for tracking these elements, there also is a disparity with pupils independence at home in comparison to school. Parents views in meetings are often drawn towards personal care and independent skills over literacy and numeracy)				
Research	Gather information from a variety of sources. Identify most appropriate development milestones for pupils.	N/A	SB		June 2018 Completed by SB to deadline.
Policy Development	Create policy document appropriate for 3-19 pupils, with tracked developmental progress incorporated.		SW, SB, TER		Current review of existing policy and TIS recommended policy docs, to Dec 18.
Teaching Staff training	Deliver a staff meeting/training to introduce the policy document and curriculum plan. Class teachers to disseminate to teams during class debrief session.	N/A	SB to deliver on a Monday.		October 2018 Staff meeting 1 st October 18
External training by MDT	Opportunity for targeted teaching and support staff to attend training such as toileting – delivered by external staff. This training has been offered to parents in addition to consolidate a collaborative approach.	N/A	SB coordinating MDT staff.		Ongoing from April 2018 Toileting – CE OT, summer term 18. NHS training onsite Nurses – ongoing. CAMHS and ABUHB Link Skype support

					meetings Summer term 18.
Create a P-y-C tracker and manual	Mirror layout of PLAT for Developing Independence tracker, subdivided into categories as outlined above, with RAG rating for each. (Intended Outcome – staff are aware of pupil individual skills and these are maintained and built upon, essential to avoid a tick box single evidence approach)	N/A	TER SB		November 2018 Under construction.
Use of tracker	Following training disseminated by teachers TA will be allocated to continue monitoring. All classes have all pupils identified in the tracker and allocated to TA staff in each class, as a specific role.				December 2018
Resource development	Handouts for class staff on each targeted area. Over time develop resource pack and flow charts for each developmental area identified.	N/A	SB plus additional staff where required.		January 2019 (possible post April 2019)
Parent resource development	Parent handout/Leaflet in school format for each area of development as outlined above.		SB, TER		April 2019 (possible post April 2019)
Annual Reviews and IDP	Pupil progress within this area should inform the IDP within the first term of use. Depth of additional knowledge demonstrated in the detail added.		Class teachers to add to IDP for MT use.		December 2018

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Target 5 – ESLT lead - TER

DCF

PRIORITY TARGET

To identify DCF opportunities within all areas of the curriculum.

- Using the school adapted DCF with selected progression areas.
- Identify DCF in all curriculum development files.
- Add tracking to LNF spider diagrams.

ACTIONS	SUCCESS CRITERIA	FINANCE	ACTION BY	INTERIM DATES	REVIEW
Adapt current tracking method to incorporate the DCF areas. Share with staff and amend as required.	Staff implementation of tracking sheet.		TER create document and share in staff meeting.	June 2018	October 2018 following one round of tracking. Completed June 18
Specify timescale for monitoring of DCF progression with LNF on Year plan	Staff to track progress on school tracking sheets. Sheets used on wall with one page profiles. When working areas change, sheets are added to the pupil file for monitoring over time.		Agreement in ESLT	Decision by ESLT July 2018	January 2019. Staff informed of termly monitoring in staff meeting 10/09/18. Added to year plan.
During curriculum focus Inset day and curriculum focus opportunities, curriculum leads to add mapped opportunities	Document available and evident in file.		All curriculum leads, phase leads and ESLT.	Dec 2018	Fully identified by April 2019.

for DCF within new curriculum areas.					
Consider via ESLT the addition of highlighting/copying specific pieces of work that evidence the elements of LNF DCF covered by the pupil in order to move on with the tracker.	Specific tab in pupil file for LNF and DCF. Alternative possible of separate file for LNF and DCF.		For all pupils, class lead can identify TA to lead on development within class.	December 2018.	

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Year 2 – Year 3 Proposed Plan

ACTIONS	SUCCESS CRITERIA	ACTION BY
Continue secondary phase development	Embed new themes, prioritise PSE SOW from ESLT. Broaden pilot of DCF.	ESLT led SB as acting phase lead in addition to AHT role.
Embed Triad working for following pilot and review.	Continue to refine the performance management system and schedule through use of ETF and triads for collaborative observations and support.	SB in contact with EAS special schools for full and thorough audit and training expectations and implication for PyC.
Phase 2 of specialist provision development.	Year 1 priority focus on Rebound and Aquatics. Continued aim to ensure wider use of facilities outside of school term time.	Feasibility study by admin manager.
Continue to develop cluster working practices with LA bases for ASD and complex needs. Using the PLAT collaboratively to have a common assessment model for standardisation and moderation purposes.	Evidence and exemplar packs from PyC used across LA. Use of EAS cluster information and feedback to verify accuracy of PyC exemplar to QA consistency and standards.	Led by TER and SHo with plans to broaden access for other staff once established as a collaborative and supportive working model.
Broadening of DCF across whole school and tracking system available in shared drive used for all pupils.	Lead practitioner for DCF identified will drive this initiative forward.	Data fed into holistic tracking managed and monitored by TER.
Review of LNF tracking within appropriate groups.	New lead practitioner identified following retirement of previous. Update to system if appropriate or collation of data to be fed into holistic assessment by TER.	Data fed into holistic tracking managed and monitored by TER.