

***FOX WOOD***

***SCHOOL IMPROVEMENT PLAN***

***1ST APRIL 2023 –***

***31ST MARCH 2024***

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| 1. **Leadership and Management – Lead Lucinda Duffy**   **Link Governors: Trish Chapman, Andrew Hill**   1. **To further strengthen leadership capacity across school and college, increasing opportunities for all Leaders to further develop and demonstrate their skills and areas of responsibility, ensuring continued growth and development in all aspects of school and college life.** 2. **To play a central role in embedding the Local Authority’s SEND reforms vision, increasing the capacity for young people with SEND within Warrington.** 3. **To create a bespoke training package entitled “Are you part of the solution?” to create a culture that further supports transparency, whistleblowing and safety for all.** 4. **To proactively develop links, learn from, and share best practice with specialist settings across the country, to strengthen networking opportunities and forge relationships that are beneficial to school and the wider SEND community.** 5. **To create a training package for business/community settings, promote this and lead training for settings as part of induction for work placement opportunities, support of the local community, and formal outreach.** | **2. Quality of Education – Lead Lianne Buchanan**  **Link Governors: Mike Frost, Jon Howard**   1. **To develop quality assurance measures using pupil tracking to ensure that pupils’ needs are being met and they are making positive progress.** 2. **To develop a peer coaching model for Subject Leaders to enable them to effectively lead and upskill colleagues to plan and deliver a broad and rich curriculum.** 3. **To research and develop a Musical Hydrotherapy offer for our pupils to combine sound practice within sensory swimming sessions.** 4. **EYFS - To further develop Continuous Provision in line with recent research evidence to ensure that pupils are challenged.** |
| 1. **Behaviour and Attitudes – Lead Jade Ashton**   **Link Governors: Phil Brammeier, Martin Smith, Dale Holden**   1. **To further develop the role of School Council and Pupil Voice across school, ensuring that our pupils’ needs, wishes, views and aspirations are at the heart of our offer** 2. **To evidence the value and impact of our commitment to providing pupils with the best possible access to education.** 3. **To gain a better insight into behavioural incidents, and to ensure that lessons are learned, and support is enhanced for all pupils** 4. **To effectively implement the use of TEACCH across school and college to gain a more consistent approach for pupils.** | 1. **Personal Development – Lead Louise Messham**   **Link Governors: Jenny Southward, Andy Bowen, Graeme Nixon**   1. **To ensure that pupils have opportunities to further develop real life job skills and secure knowledge about interests that they have in line with careers education.** 2. **To ensure that pupils have opportunities to further develop life skills and preparation for adulthood by accessing a broad and balance PSHE curriculum offer** 3. **To develop and track pupils’ independence and self-help skills from KS1-KS5 inputting analysing and tracking data to show good levels of progress in personal development.** 4. **To ensure that pupils have access to tailored therapeutic opportunities which will support social, emotional and mental health needs.** |

**FOCUS AREA: Leadership & Management SLT LEAD: Lucinda Duffy**

1. **To further strengthen leadership capacity across school and college, increasing opportunities for all Leaders to further develop and demonstrate their skills and areas of responsibility, ensuring continued growth and development in all aspects of school and college life.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| Create ‘task and finish’ Leadership opportunities for specific tasks which can be completed by Senior or Middle Leaders, giving them the opportunity to develop their skills and confidence, whilst creating greater leadership capacity across school and college. | End of Summer Term 2023 | Identified ‘task and finish’ focus projects, linked to whole school priorities are addressed and there is clear and recorded impact of the benefit of this. | Identified whole school priority areas are worked on by enthusiastic and ambitious leaders, ensuring that the daily experience of all pupils and staff is improved. | Lucinda Duffy | SLT  Governors | Management Time for Leaders. |
| Ensure that Subject Leaders are confident to articulate their vision, plans and aspirations for their curriculum area, and can effectively monitor the impact of this approach, taking steps to identify and appropriately highlight strengths and weaknesses. | End of summer Term 2023 | Subject Leaders are encouraged to identify any CPD needs, and to source opportunities to further develop and enhance their understanding, skills and confidence.  Subject Leaders are able to complete a ‘deep dive’ exercise highly effectively and with confidence.  Subject Leaders can identify, and appropriately challenge and support, strengths and weaknesses in their subject area. | Articulate Subject leaders feel further empowered to lead with passion and confidence – ensuring that all aspects of pupils’ curricula are further enhanced and improved. | Lianne Buchanan | Lucinda Duffy and Govs | Subject Leader Time.  DHT Time. |
| Strengthen and ensure clarity around the role and responsibility of the SENCo, and ensure that time is allocated to fulfil this. | December 2023 | SENCo and Headteacher have met to discuss the role and responsibilities of the SENCo, and ensure that this is clarified for all staff.  SENCo has taken responsibility for the planning of Annual Reviews, and has delivered training to staff in relation to the process and paperwork.  There is a clear pathway and timeline for handling placement requests, which is shared with all relevant stakeholders. | Pupils will benefit from a highly trained and skilled SENCo who has a good knowledge and understanding of best practice, who is actively involved with the Local Area SENCo networks, and who knows how to support and challenge others, to ensure that all staff are striving to find the most effective ways to assess, plan for, and monitor the progress of all pupils. | Lianne Buchanan, | Lucinda Duffy and Govs | HT Time  DHT Time (in school and to attend SENCo network meetings, etc.) |
| Ensure that Governors have opportunities to gain a greater understanding of their role in our setting, greater opportunities to actively contribute to school life, and that the Governing Body has a purposeful succession plan underway. | December 2023 | Governors have had bespoke training that increases their understanding and confidence within the role.  Governors engage with Senior Leaders in responsibility area SIP discussions.  Governors provide feedback in relation to their SIP area at Full Govs termly.  Governors have had the opportunity to shadow a range of roles, and to provide feedback in relation to this. | Pupils will benefit by the school having Governors with an increased understanding and confidence in their roles who are more engaged with all aspects of school life, ensuring that there is greater scrutiny and more sharing of ideas and possibilities which will have a positive impact on standards and expectations for all pupils. | Lucinda Duffy, Trish Chapman and Mike Frost | Govs, SLT and School Improvement Partner | Senior Leaders Management time (and Governors Time.) |

**FOCUS AREA: Leadership & Management SLT LEAD: Lucinda Duffy**

1. **To create a training package for business/community settings, promote this and lead training for settings as part of induction for work placement opportunities, support of the local community, and formal outreach.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| Actively engage with Schools Forum, WAPH Executive, Warrington Special Schools Group, and at a range of Board Meetings to represent school and the SEND Community. | Ongoing | Fox Wood and the SEND Community are appropriately represented at all forums and boards.  The reputation of Fox Wood School is maintained and elevated, and the impact of this across Warrington can be evidenced. | Fox Wood will be at the forefront of leading best practice, and innovation, for SEND ensuring that the school (and therefore our pupils) will be able to benefit from this, and that Senior Leaders will be inspired and motivated too. | Lucinda Duffy | SLT | HT Time |
| Meet with representatives from the Local Authority to gain greater clarity around their vision and areas for development following the Local Area SEND Review. Proactively look to support the actions linked to this. | Summer 1 2023 | Fox Wood will take an active part in improving SEND provision within Warrington, ensuring that referrals from pupils is only for those pupils who really require a specialist placement. | Pupils with SEND will be signposted to the correct settings, and will receive appropriate support, reducing demand for places at Fox Wood.  Fox Wood will be at the forefront of leading best practice, and innovation, ensuring that the school (and therefore our pupils) will be able to benefit from this, and that Senior Leaders will be inspired and motivated too. | Lucinda Duffy | SLT  Govs | HT Time |
| Enhance and further develop outreach offer to support other settings in making progress related to identified development areas, | Revised Outreach offer to be launched Sept 23 | Fox Wood will take an active part in improving SEND provision within Warrington, ensuring that referrals from pupils is only for those pupils who really require a specialist placement. | Pupils with SEND will be signposted to the correct settings, and will receive appropriate support, reducing demand for places at Fox Wood.  Fox Wood will be at the forefront of leading best practice, and innovation, ensuring that the school (and therefore our pupils) will be able to benefit from this, and that Senior Leaders will be inspired and motivated too. | Lianne Buchanan | Lucinda Duffy | DHT Time |
| Gather and analyse data around impact of our school on improving practice for pupils with SEND. | January 2024 | Fox Wood will take an active part in improving SEND provision within Warrington, ensuring that referrals from pupils is only for those pupils who really require a specialist placement. | Pupils with SEND will be signposted to the correct settings, and will receive appropriate support, reducing demand for places at Fox Wood.  Fox Wood will be at the forefront of leading best practice, and innovation, ensuring that the school (and therefore our pupils) will be able to benefit from this, and that Senior Leaders will be inspired and motivated too. | Lianne Buchanan and Dale Holden | Lucinda Duffy | DHT Time |

**FOCUS AREA: Leadership & Management SLT LEAD: Lucinda Duffy**

1. **To create a bespoke training package entitled “Are you part of the solution?” to create a culture that further supports transparency, whistleblowing and safety for all.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| Meet with LADO, and Safeguarding Supervisor to discuss what we wish to achieve through the “Are you part of the solution?” training package, and to seek their input/views/advice / expertise around this. | Summer 1 2023 | The outline plan for a bespoke induction Safeguarding package that is readily accessible has been created.  A questionnaire has been produced, distributed and analysed to gain a better understanding of what information a range of services/staff would find useful. | This will further enhance the importance of Whistleblowing for all of our pupils and staff, will lead to a better trained, more informed and alert workforce, and a more positive school culture.  This will ensure a more positive, safe and supportive environment for all pupils, at all times. | Lucinda Duffy and Lianne Buchanan | Trish Chapman (Safeguarding Link Gov) | Management and meeting time for HT, and DHT |
| Research if there are any online resources or courses that will support and enhance the **“**Are you part of the solution?” training package. | May 2023 | Research undertaken and any online resources reviewed and their relevance/value considered. | This will further enhance the importance of Whistleblowing for all of our pupils and staff, will lead to a better trained, more informed and alert workforce, and a more positive school culture.  This will ensure a more positive, safe and supportive environment for all pupils, at all times. | Lianne Buchanan and Rachael Johnston | Lucinda Duffy and Trish Chapman (Safeguarding Link Gov) | Time and possible cost of any online resources that are suitable to complement school made resources. |
| Design and produce the **“**Are you part of the solution?” training package. | July 2023 | A bespoke package to further promote whistleblowing and best practice within Safeguarding has been created with input from specialists. | This will further enhance the importance of Whistleblowing for all of our pupils and staff, will lead to a better trained, more informed and alert workforce, and a more positive school culture.  This will ensure a more positive, safe and supportive environment for all pupils, at all times. | Lucinda Duffy, Lianne Buchanan and Rachael Johnston | Trish Chapman (Safeguarding Link Gov) | Management and meeting time for HT, DHT, and time for Pastoral Support Officer. |
| Deliver/facilitate delivery of the “Are you part of the solution?” training package. | September 2023 | A bespoke package to further promote whistleblowing and best practice within Safeguarding has been created with input from specialists.  Feedback for elements of the package is positive, and changes in practice are described or witnessed. | This will further enhance the importance of Whistleblowing for all of our pupils and staff, will lead to a better trained, more informed and alert workforce, and a more positive school culture.  This will ensure a more positive, safe and supportive environment for all pupils, at all times. | Lucinda Duffy, Lianne Buchanan and Rachael Johnston | Governors (all Governors to be invited to training.)  Staff feedback to also be sought. | Staff and Management Meeting Time |
| Create a resource that can be accessed by new staff/staff who may need a ‘refresher’ in this area. | November 2023 | A bespoke package to further promote whistleblowing and best practice within Safeguarding has been created with input from specialists. | This will further enhance the importance of Whistleblowing for all of our pupils and staff, will lead to a better trained, more informed and alert workforce, and a more positive school culture.  This will ensure a more positive, safe and supportive environment for all pupils, at all times. | Lianne Buchanan and Rachael Johnston | Lucinda Duffy  Trish Chapman (Safeguarding Link Gov) | Management and meeting time for HT, DHT, and time for Pastoral Support Officer. |

**FOCUS AREA: Leadership & Management SLT LEAD: Lucinda Duffy**

1. **To proactively develop links, learn from, and share best practice with specialist settings across the country, to strengthen networking opportunities and forge relationships that are beneficial to school and the wider SEND community.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| Research nationally into Specialist provisions recognised as supporting positive outcomes for CYP with SEND. | Summer 2 2023 | Plan devised which highlights research done, and links made, and which maps visits to Specialist provisions over the Autumn Term. (Plan to be updated termly and informed by previous visits/specific foci.) | Ensuring that Fox Wood staff have a leader who is at the forefront of research into best practice will ensure that all pupils have a highly skilled, confident and motivated staff team who are constantly learning, analysing, refining and improving their offer for pupils. | Lucinda Duffy | Cole Andrew (SIP Advisor)  Governors | Headteacher’s time |
| Further develop links with specialist settings within the North West, arranging visits and co-working opportunities. | Summer 2 2023 | Strong links with local partners to enhance SEND practice – planned opportunities to visit local specialist provisions, and then share learning from this with SLT | Ensuring that Fox Wood staff have a leader who is at the forefront of best practice, and always alert to the possibility of reverse learning, will ensure that all pupils have a highly skilled, confident and motivated staff team who are constantly learning, analysing, refining and improving their offer for pupils. | Lucinda Duffy | Cole Andrew (SIP Advisor)  Governors | Headteacher’s time |
| Develop links with identified specialist settings nationally, arranging visits and co-working opportunities. | Autumn 1 2023 | Strong links with national specialist settings to enhance SEND practice – planned opportunities to visit these specialist provisions, and then evidence of sharing learning from this with SLT | Ensuring that Fox Wood staff have a leader who is at the forefront of best practice, and always alert to the possibility of reverse learning, will ensure that all pupils have a highly skilled, confident and motivated staff team who are constantly learning, analysing, refining and improving their offer for pupils. | Lucinda Duffy | Cole Andrew (SIP Advisor)  Governors | Headteacher’s time, travel and possibly accommodation costs (\*to be kept to a minimum) |

**FOCUS AREA: Leadership & Management SLT LEAD: Lucinda Duffy**

1. **To create a training package for business/community settings, promote this and lead training for settings as part of induction for work placement opportunities, support of the local community, and formal outreach**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| Continue to develop links with key Business Champions and host a local Business Network breakfast meeting, in conjunction with ‘The Pledge.’ | Spring 2 2023 | Increased awareness from local businesses of Fox Wood and the SEND Community | Better understanding of our pupils and their potential within the local community, leading to more accessible business environments and local facilities, and the possibility of related fundraising/revenue to further enhance pupils’ experiences and learning opportunities. | Lucinda Duffy | Andy Bowen (Careers Link Gov) | Headteacher’s time |
| Create a training package to support local business/community settings, with their input to ensure that this meets their needs, and supports them in supporting those with SEND. | Summer 2 2023 | Increased understanding of the support and information business’ and community settings require to enable them to support, value and engage enthusiastically with our pupils and the wider SEND community. | Better understanding of our pupils and their potential within the local community, leading to more accessible business environments and local facilities.  Possibility of increased meaningful and enjoyable work placements and life skills development opportunities, leading to increased and enhanced confidence and self-identity of pupils. | Lucinda Duffy, Louise Messham and Rachael Johnston | Andy Bowen (Careers Link Gov) | Management time, training materials and meetings (\*to be hosted at The Bungalow) |
| Deliver training for local businesses – including those who are supporting work placement opportunities for pupils at Fox Wood and Woolston Sixth Form College | Summer 2 2023 | Training has been made accessible and delivered to local businesses, and feedback has been received and shared/acted upon | Better understanding of our pupils and their potential within the local community, leading to more accessible business environments and local facilities.  Increased meaningful and enjoyable work placements and life skills development opportunities, leading to increased and enhanced confidence and self-identity of pupils. | Lucinda Duffy and Louise Messham | Andy Bowen (Careers Link Gov) | Management time, training materials and meetings |
| Begin to develop a pathway of confidence for employers of people with SEND, whilst managing anxieties around risks and Equalities Laws | Autumn 1 2023 | Engagement from local businesses and forums to gain a better understanding of perceptions and potential barriers in relation to employing those with SEND.  Create case studies of successful work experience and contracted work placements to highlight what is possible.  Hold a Business links team-building event with KS 3, 4 and 5 pupils | Better understanding of our pupils and their potential within the local community, leading to more accessible work place environments.  Increased meaningful and enjoyable work opportunities, leading to increased and enhanced confidence and self-identity of pupils. | Lucinda Duffy, Louise Messham and Neil Bothwell in conjunction with Stuart Beardsworth and Sharon Bradshaw | Andy Bowen (Careers Link Gov) | Management time, planning time and hospitality costs for team-building event |

**FOCUS AREA: Quality of Education SLT LEAD: Lianne Buchanan**

1. **To develop quality assurance measures using pupil tracking to ensure that pupils’ needs are being met and they are making positive progress.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| Develop a system to track individual pupils following a case study model. | Summer 1 2023 | System is in place to track pupils using a case study model, 3 sample pupils collated, evidence chain established, linked targets created from therapeutic plans | Pupils will benefit from the integration of targets and outcomes from different professionals into IEP’s, clear assess, plan, do, review cycle for therapeutic plans will benefit pupils | Lianne Buchanan | Lucinda Duffy | Time |
| Track a sample of pupils across each key stage and pathway and evidence how their needs are being met as well as their progression. | Summer 2 2023 | Using sample pupils, track progress through EfL and identify wider progression opportunities, meet with the class team – what are the next steps for that pupil, identify how this can be achieved. | Pupils will benefit from a thorough review of their therapeutic targets and ensuring that these are interwoven into IEP’s and practised daily. Wider progression opportunities will be identified for pupils. | Lianne Buchanan | Lucinda Duffy | Time |
| Physically track a sample of pupils to review their actual educational experiences across the day. | Autumn 2  2023 | SLT and subject leaders will track the case study pupils over a day and review their educational experiences. Class teams will benefit from the feedback and the provision can be adjusted as required to meet needs better. | Pupils will benefit from a review of their educational experiences across the course of a day, how do the different groupings/intervention they receive have a positive impact on their learning? What do they need more/less of in order to help them to make increased progress? | Lianne Buchanan | Lucinda Duffy | Time |

**FOCUS AREA: Quality of Education SLT LEAD: Lianne Buchanan**

1. **To develop a peer coaching model for Subject Leaders to enable them to effectively lead and upskill colleagues to plan and deliver a broad and rich curriculum.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| SEND Specific Teacher Skills Audit created to ascertain a baseline for teachers | Summer 1 2023 | SEND specific Teacher Skills Audit created and completed by all teaching staff, subject leader specific training needs identified | Pupils will benefit from teachers and subject leaders who are aware of their strengths and areas for development, a culture of trust and reflective practice will be created | Lianne Buchanan | Lucinda Duffy |  |
| SIP to train subject leaders in the principles of coaching | Summer 2 2023 | Subject leaders trained in coaching, coaching triads set up, subject leaders taking it in turns to coach one another | Pupils will benefit from teachers with increased knowledge, skills and understanding in their subject area who can plan and deliver a broad and rich curriculum offer | Lianne Buchanan | Lucinda Duffy | Funding for SIP training |
| Triads meet, plan and engage in observation of each other on a regular basis | From Autumn 1 2023 | Subject leaders will have regular meeting time each half term to include observations of each other | Pupils will benefit from peer observations of their learning opportunities and further developments identified within the feedback | Lianne Buchanan | Lucinda Duffy | Time |
| Supportive community and reflective practice established and maintained, created by a coaching culture | Autumn 2 2023 | Coaching will give staff ownership of their professional development and identify areas where they need training and support | Pupils will benefit from the well trained and supported teachers and subject leaders who are able to plan and deliver a broad and rich curriculum offer and support colleagues effectively | Lou Messham | Lianne Buchanan |  |
| Subject leaders will be confident and able to lead and support their colleagues effectively to deliver their subject to a high standard | Spring 1 2024 | Subject leaders will benefit from peer observations and increased knowledge of how their subject area is taught and assessed within the different curriculum pathways, they will be aware of different resources and how these are used to support pupils | Pupils will benefit from a well-planned and well-resourced broad and rich curriculum offer incorporating a wide range of teaching and learning approaches and activities | Lou Messham | Lianne Buchanan |  |

**FOCUS AREA: Quality of Education SLT LEAD: Lianne Buchanan**

1. **To research and develop a Musical Hydrotherapy offer for our pupils to combine sound practice within sensory swimming sessions.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| Research Musical Hydrotherapy options and training providers. | Summer 1 2023 | Due diligence to be carried out - consult other special schools, ascertain options and quotes for training and equipment, feedback to SLT and governors | Pupils will benefit from suitable trained staff who will draw upon an informed approach with a clear evidence base. | Lianne Buchanan | Lucinda Duffy | Time |
| Staff will be trained in the research and methodology of Musical Hydrotherapy. | Summer 2 2023 | Part 1 of training completed with staff team who lead sensory swimming lessons, plan created for roll out in September for appropriate pupils | Pupils will be identified based on the theory from the evidence base and staff will plan out a clear routine and structure using this research to meet different pupils’ needs. | Janet Hilton | Lianne Buchanan | Approx. £2500 for training and underwater speakers |
| High quality underwater speaker system installed. Staff team will deliver sessions with trainers | Autumn 2 2023 | Staff will complete training as Musical Hydrotherapy Practitioners. They will deliver sessions with the trainers to find the most appropriate strategies and techniques for each pupil. | Pupils will benefit from an agreed protocol for musical hydrotherapy session to ensure consistent delivery, and from staff who have completed high quality training and are Musical Hydrotherapy Practitioners. | Janet Hilton | Lianne Buchanan |
| Staff will plan and deliver weekly Musical Hydrotherapy sessions to pupils. | Spring 1 2024 | Sound practice will be combined with a mindful musical focus within sensory swimming activities to deliver weekly individualised sessions to identified pupils. | Identified pupils will benefit from weekly individualised sessions which will promote deep relaxation and introspection and a break from the need to respond to stimuli and gravity. | Janet Hilton | Lianne Buchanan | Time |

**FOCUS AREA: Quality of Education SLT LEAD: Lianne Buchanan**

1. **EYFS - To further develop Continuous Provision in line with recent research evidence to ensure that pupils are challenged.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| EYFS team to further research and develop Continuous Provision in line with evidence-based approaches to promote independent active learning. | Spring 2 2023 | Regular research by staff team, shared team planning as a working document (Early Excellence).  Clear focus on independent choice making and active learning. | Shared knowledge and understanding will ensure that Continuous Provision is carefully planned and matched to pupils’ interests and learning needs.  Pupils will have the freedom to be independent choice makers and to take control of their own learning. | Sam Scott and EYFS staff team | Lianne Buchanan | EYFS team time after school |
| Staff to monitor pupil interests and engagement and use this information to plan next steps | From Spring 2 2023 | EfL to be used to capture observations to inform future planning. Assessment and overhaul of provision completely at least 3 times per year, informed by observations and group interests. | Pupils will engage with wider learning activities; learning will be scaffolded to challenge their thinking and embed concepts.  Pupils will make increased progress in their curiosity and independent and active learning skills. Continuous observation and assessment will inform child led curriculum development. | Sam Scott and EYFS staff team | Lianne Buchanan | EYFS staff team meeting time |
| To further develop adults as facilitators and challenge common play behaviours to provide options for pupils to progress to a higher level activity. | From Summer 1 2023 | EYFS Teacher to train TA’s to scaffold and support learners effectively and to identify emerging, mid-level and high-level activities for each pupil. Next steps to be planned for pupils to progress to a higher level activity. | Pupils will benefit from adults understanding their interests and developing their ability to revisit old explorations and to follow their interests into new ones. Pupils will benefit from higher level activities which will further promote their independent and active learning. | Sam Scott and EYFS staff team | Lianne Buchanan | EYFS staff team meeting time |

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| **FOCUS AREA: Behaviour and Attitudes SLT LEAD: Jade Ashton**   1. **To further develop the role of School Council and Pupil Voice across school, ensuring that our pupils’ needs, wishes, views and aspirations are at the heart of our offer** | | | | | | |
| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| School council  To reintroduce termly school council meetings which include a specific agenda to discuss important topics and pupil suggestions. Minutes to be shared with SLT and acted on accordingly. | Autumn 2 2023 | Meetings will be held regularly with all school council reps to discuss and develop specific areas within school. Class will support pupils before the meeting to complete their suggestions and bring to the meeting with appropriate communication aids to fully take part in meetings. | Pupils voice will be heard and acted on accordingly. Regular meetings will give pupils opportunity to discuss things that are important to them and support them in the understanding their suggestions are important. This will also support pupils socially to meet and communicate with other learners. | Laura Akers | Jade Ashton | Time planned for meetings each term and time to plan and prep resources needed for pupil voice and meetings. |
| Kindness Champions  To develop the kindness champion role, including regular meetings and discussions and nominations to celebrate kindness around school with a focus on pupil voice. | Autumn 2 2023 | Meetings will be held every term where kindness champions will discuss and develop their role to demonstrate consistent expectations around school. Pupils will vote and nominate others pupils who they feel deserve recognition and discuss important issues that they feel need address in order to continue with our Anti-Bullying work. | Pupils will celebrate kindness and support others to treat others respectfully. Kindness Champions will be given further responsibility within their role and opportunities to voice their opinions and suggestions about kindness within Fox Wood. | Jade Ashton | Jade Ashton | Time planned for meetings each term and time to plan and prep resource needed for pupil voice and meetings.  Kindness resources prepared and uses effectively across school. |
| Awareness Days  Pupils will develop their involvement within the yearly awareness days using the voting proformas. Pupils will have the opportunities to plan the day and be responsible for the fund raising through their own ideas and plans. | Autumn 2 2023 | Pupils will complete the contribution proforma by voting in the most appropriate way, discussing ideas and planning the awareness day to raise awareness about their focus and fund raise where appropriate. Pupils will have responsibility and given opportunities to get creative and celebrate how they see best. | Pupils will be given opportunity to learn about specific topics and understand struggles that people face everyday and how we can make a difference. Pupils will be given opportunities to share ideas, plan fun creative activities and receive feedback about their plans. | Teachers – Responsible for their awareness days. | Jade Ashton | Budget for awareness days to include resources and activities for pupils to choose how to raise awareness.  Time to plan and prepare with classes before the day. |
| Theme Weeks  Theme weeks will be focused on pupil voice through evaluations and suggestion sheets linked to the theme. Ensure the weeks are filled with activities pupils have chosen/ want to experience. | Spring 1 2024 | When planning theme weeks staff to provide all pupils with opportunity to make suggestions linked to the theme and how they would like to participate. This will be used within the planning of the week. Evaluations will continue to be shared after the week to receive feedback which will then feed into the planning and preparation for the following year. | Themed Weeks will be more appropriate for pupils as they will have voiced their wishes linked to the specific theme. Pupils will be given opportunities to discuss what they like/ do not like about the week and how this can be changed to be more successful and pupil focused. | Curriculum Teams | Jade Ashton  Louise Messham | Planned Curriculum Team meetings.  Preparation of pupil suggestions and evaluations.  Budget for Theme weeks to ensure trips/ visitors / activities can be included where appropriate. |

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| Social Media  To include videos half termly including pupil voice about a chosen topic which will demonstrate the wide range of communication aids and opportunities that are in place here at Fox Wood. | Spring 1 2024 | Staff will support pupils to use their most appropriate communication aids to create a simple short video showing how these are used effectively in school to discuss something important to them, something that is happening or how they use communication effectively in school. | Parents will have further understanding of pupil communication to be able to support their children further. Pupils will be given further opportunities to show their amazing work and discuss topics that are important to them and ensure everybody knows how they communicate. | Class Teachers | Jade Ashton  Laura Akers  Jade Ashton | Time to record videos and publish.  Time to plan and prepare. |

**FOCUS AREA: Behaviour and Attitudes SLT LEAD: Jade Ashton**

1. **To evidence the value and impact of our commitment to providing pupils with the best possible access to education.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| To create and track case studies for individual pupils who access specific therapies in order to access their education. | Spring 1 2024 | Case studies will be created for pupils who have access to sensory and physical therapies tracking their progress within the therapy and their access to education. Evidence will be collected to show success and progress. | Progress will be tracked and monitored to ensure pupils are accessing the correct therapies for their needs in order to fully access their education and show their full potential**.** | Forest School Leads  Rebound Trained Staff  Anita – OT  Jade Ashton  Move Team | Jade Ashton | Time allocated for therapy and intervention sessions to take place including cover for staff to lead the sessions.  Resources bought for specific sessions and pupils. |
| To further develop the use of the session planning and evaluations consistently through all physical and sensory therapies. | Spring 1 2024 | All sensory and physical sessions will be recorded on the impact planning session sheets including reason for the session, planning of the session and the impact this has had on the pupil and their learning. | Evidence will be shown for each pupil through their therapy sessions and why this supported them to access their education. These will be monitored, and pupils will be offered choices to continue with the therapy where appropriate**.** | Rebound Trained Staff  Move Team  Forest School Staff  Anita – OT  Jade Ashton | Jade Ashton  Jane Hinkins | Specific time to complete evidence information.  Resources for sessions to ensure most effective therapy is in place for individual pupils**.** |
| To further develop the MOVE curriculum with specific pupils and create an evidence based guidance and assessment to be completed to show progress. | Spring 1 2024 | The MOVE curriculum will be further developed and implemented within the curriculum for effective use with identified pupils. Staff will evidence how this is used and the impact for pupils. | Pupils will make effective progress using the MOVE programme within their physical ability but also to access their education to their best ability**.** | Jane Hinkins and MOVE Team  Class teams of identified pupils | Jade Ashton  Jane Hinkins | Resources needed for specific tasks through MOVE programme  Time to evidence progress made**.** |
| To evidence the use of sensory steps within every day education and the sensory integration area and how this ensure pupils can access their education to their best ability. | **S**pring 1 2024 | Evidence will be gathered using EFL and reviews of sensory steps with Anita to ensure these are the most effective strategies in place and that strategies are consistently used to ensure pupils can access their learning. | Pupils will use their sensory steps effectively to ensure they are in a calm alert state in order to access their full curriculum every day to their full potential. | Class Teachers  Anita OT | Jade Ashton | Anita to have allocated time to observe and support classes to use sensory steps and review as required.  Budget to order equipment and items from sensory steps |

**FOCUS AREA: Behaviour and Attitudes SLT LEAD: Jade Ashton**

1. **To gain a better insight into behavioural incidents, and to ensure that lessons are learned, and support is enhanced for all pupils.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| Complete set up of new recording programme Behaviour Watch across school and college. Ensure all staff are trained to accurately record all incidents correctly and factually. | Autumn 2 2023 | Staff will be confident completing incident reports on the new programme in the correct area including facts and detail to create an accurate picture of the incident and debrief. | Incidents will be correctly recorded so these can be monitored, patterns can be identified and unknown triggers. Behaviour plans can then be updated and amended following incidents and staff supported to effectively deal with behaviours to ensure pupils can also manage their own feelings and self regulate. | Jade Ashton  Louise Messham | Jade Ashton  Louise Messham | Cost of Behaviour watch programme  Behaviour meeting time weekly and time to monitor incidents and action**.** |
| To use behaviour watch to further develop understanding of individual pupils, recording all incidents, interventions, actions and support in place to gain a whole picture of what each pupil needs to effectively manage their own behaviour and access their education effectively and calmly. | Spring 1 2024 | Behaviour watch will be set up to include all areas needed for each pupil so that during monitoring it is clear what is already in place, what is working and is not working and next steps to be included. | Pupils will have further support and more effective strategies in place to support them. Pupils will have a whole child profile recorded within one place for staff to access to develop further understanding of them and their needs. | Behaviour Team | Jade Ashton  Louse Messham | Cost of behaviour watch and license  Time to actively monitor and action regularly. |
| To hold regular behaviour clinics with staff to share effective strategies, resources and a whole school behaviour approach. | Summer 2 2023 | Jade will hold termly meetings  With staff from upper school, lower school and college to share effective strategies and resources when supporting behaviour. Staff will use the meetings to discuss any issues, successes and next steps. This will develop the whole school approach and ensure staff are confident to discuss how they support pupils behaviour. | A Whole school approach will further be develop for all staff across school and college to ensure there is consistency for pupils and all staff are confident with supporting both de-escalation and physical intervention where required. Pupils will learn how to support their own behaviour with the consistent approach from staff. | Jade Ashton and behaviour team | Jade Ashton and Louise Messham | Time allocated within meeting schedule after school. |
| To hold regular behaviour clinics for parents to discuss the importance of communication, effective strategies between school and home and importance of behaviour support**.** | Spring 1 2024 | Behaviour clinic to be planned and held regularly for parents to introduce behaviour at Fox Wood including what Team Teach is to support understanding of behaviour plans and strategies used. Discuss the importance of supporting strategies both home and school so parents can further understand the importance of behaviour support and working together**.** | Pupils will develop a more effective support package from both home and school, ensure strategies are more consistent, communication is more effective and further understanding of their needs and wants will be in place. | Jade Ashton and behaviour team. | Jade Ashton | Time planned to meet with parents regularly**.** |

**FOCUS AREA: Behaviour and Attitudes SLT LEAD: Jade Ashton**

1. **To effectively implement the use of TEACCH across school and college to gain a more consistent approach for pupils.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| To attend TEACCH training and feedback to whole school including college to implement consistent approach and ensure all staff are confident with the approach. | Spring 1 2024 | Jade will attend training and then feedback to whole school to ensure all staff are confident with the use of TEACCH within class. | Pupils will have more effective and consistent approach within lessons to TEACCH and develop independent skills within their work. Pupils will become confident with work tasks and organisation of their own belongings. | Jade Ashton | Jade Ashton | Cost of TEACCH course and time to feedback and implement with whole school including college.  Budget to buy baskets for TEACCH, blue screens and tables where classes do not already have this set up. |
| Teacher observations to be completed within lessons including TEACCH and feedback to be given. | Spring 1 2024 | Teacher observations will be completed within lessons where TEACCH is used. SLT will observe TEACCH within the class and provide feedback to staff how effectively this is being used and the next steps needed to further develop. | It will be monitored that there is a consistent approach withing school and college using TEACCH to support pupils to effectively further develop their skills. | Jade Ashton  Lucinda Duffy  Lianne Buchanan  Louise Messham  Lindsey Phillips  Dale Holden. | Jade Ashton  Lucinda Duffy  Lianne Buchanan  Louise Messham  Lindsey Phillips  Dale Holden. | Planned observations and time to deliver feedback.  Budget for any resources needed from recommendations of next steps. |
| To develop evidence of TEACCH effectively being used within school and shared on EFL and social media. | Spring 1 2024 | TEACCH will be successfully celebrated and evidence to share with parents on EFL and social media and how this is used to support pupils learning. | Pupils will be celebrated for their success and this will be shared with their parents. Teachers and look back to monitor progress and understand how to further support individual pupils with their work. | Class Teachers | Jade Ashton  Lianne Buchanan  Lucinda Duffy  Louise Messham | Planned time to evidence and share appropriately. |

**FOCUS AREA: Personal Development SLT LEAD: Louise Messham**

1. **To ensure that pupils have opportunities to further develop real life job skills and secure knowledge about interests that they have in line with careers education.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| Create an accessible careers library full of real life resources and signpost staff to maximise effectiveness. | Summer 2  2023 | -Portable careers library will be in place for all pupils to access  - Resources will be clearly labelled and job specific  -Targeted use for pupils from KS3 upwards with links to WRL and Careers education | -Pupils will experience real life job opportunities  -Pupils will have the opportunity to develop interests and skills in certain job roles  -Pupils will be informed of possible job roles post school | Joanne Harrison Richards  Lindsay Williams | Louise Messham | £300 resources |
| Plan and deliver job related skills workshops to KS3 pupils appropriate recording | Autumn 1  2023 | -Timetable all KS3 pupils into a job related workshop  -Pupil lead workshops around areas covered within the careers library  - Pupils to evaluate experience and select an area of interest | -Pupils will have quality experience of a range of jobs  -Pupils will be able to identify areas of interest from the experiences  -Pupils will be able to make informed choices about next steps in life  -Information will be used within the annual review process of Year 9 and above pupils. | Joanne Harrison Richards  Lindsay Williams | Louise Messham |  |
| Devise and create a job related skills portfolio for each pupil on EFL | Spring 1  2024 | -Proforma of record keeping devised and utilised by staff facilitating job related skills sessions  -EFL or paper-based portfolio of evidence created to reflect pupil interest & involvement | -Pupils will have a visual representation of experiences to share with other providers  -Pupils will have a record of skills they have tried and be able to identify areas of interest | Joanne Harrison Richards  Lindsay Williams | Louise Messham |  |

**FOCUS AREA: Personal Development SLT LEAD: Louise Messham**

1. **To ensure that pupils have opportunities to further develop life skills and preparation for adulthood by accessing a broad and balance PSHE curriculum offer**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| Work alongside new curriculum lead in PSHE devising a for robust action plan to drive the delivery of PSHE/SRE. | Spring 1  2024 | -Familiarise curriculum lead with outcomes of PSHE  -Create action plan to drive the development of PSHE  - | -PSHE will have a clear focus and development pathway  -Pupils will receive the best teaching practice to learn from  -Pupils will achieve individual outcomes in PSHE  - | Gemma Capper | Louise Messham |  |
| Re-visit LTP’s and ensure Curriculum covers PSHE/SRE and preparation for adulthood outcomes | Spring 1  2024 | -Curriculum coverage should be broad and balanced  -Curriculum should encourage the development of life skills and preparation for adulthood | -Pupils will be set challenging targets PSHE, preparation for adulthood and life skills  -Pupils will show progress across all areas  Pupils will develop independence skills through PSHE | Gemma Capper | Louise Messham |  |
| Evaluate impact of revised PSHE curriculum offer and evidence what this looks like for the pupils | Spring 1  2024 | -EFL monitoring the positive outcomes for pupils  - Peer teaching will demonstrate the quality first teaching  -Ensure outcomes meet the whole school target | -Pupils will receive quality first teaching in PSHE lessons  -Pupils will engage in PSHE and achieve targets set  -Pupils will develop a wide range of life skills and independence  -Pupils will develop preparation for adulthood skills. | Gemma Capper | Louise Messham |  |

**FOCUS AREA: Personal Development SLT LEAD: Louise Messham**

1. **To develop and track pupils independence and self-help skills from KS1-KS5 inputting analysing and tracking data to show good levels of progress in personal development.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| Purchase and install SkillsBuilder assessment tracker | Autumn 2  2023 | -All staff to have access  -Provide update to staff about requirements of completing data  -Data check at the end of Spring 1 2024 to ensure staff are inputting records of progress | -Source of assessment to monitor pupils progress  -Teachers will regularly monitor own data against outcomes set adjusting teaching opportunities to maintain progress  -Outcome of pupils will be reported to all stakeholders holding teachers to account on achievement | Dale Holden | Louise Messham | £450  Upgrade cost for SkillsBuilder |
| Complete MTP monitoring and life skills data for PD across school and scrutinise coverage of life skills, feedback to teachers | Spring 1 2024 | -Data drop in December will show a baseline for pupils  - Consideration if areas from the assessment tool should be inserted onto the data tracker | -Pupils will access a range of Preparation for Adulthood skills from KS1  -pupils will make good progress towards meeting outcomes set by teachers  -Teachers will deliver good quality provision maximising outcomes for pupils. | Dale Holden | Louise Messham |  |
| Analyse the data produced and update trackers in line with findings linking this to Preparation to Adulthood outcomes | Spring 1  2024 | -Curriculum pillar meeting to identify areas of assessment that will be inserted into the data trackers | -Pupils will be making progress towards to preparation for adulthood outcomes from KS1  -Life skills will be high on teaching agendas to reinforce positive outcomes | Dale Holden | Louise Messham |  |

**FOCUS AREA: Personal Development SLT LEAD: Louise Messham**

1. **To ensure that pupils have access to tailored therapeutic opportunities which will support social, emotional and mental health needs.**

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| **Task** | **By when?** | **Success Criteria** | **What difference will it make to pupils?** | **Lead** | **Monitoring** | **Budget implications?** |
| Create tracker to monitor pupil access and outcomes to interventions | Autumn 2 2023 | -Standardise the pre-therapeutic feelings of pupils  -Standardise the end of therapeutic intervention evaluation  - Create data graph to reflect outcome for pupils | -Pupils will have opportunity to share feelings and wishes  -Pupils will base line own thoughts and feelings  - Interventions will meet pupil need  -Interventions will be monitored for effectiveness in meeting pupil needs. | Dale Holden | Louise Messham |  |
| Create a centralised record of interventions and outcomes | Spring 1  2024 | -Create evidence file accessible to all intervention staff  -Uses standardised documentation to record pre and post feelings  -Include intervention data to assist staff in capturing progress being made by pupils. | - Pupils access interventions according to need  -File represents interventions attended and will show progress  -Overall effectiveness of interventions will be monitored | Geta Heaton | Louise Messham |  |
| Monitor outcomes for pupils and inform intervention providers of findings | Spring 1 2024 | -Create data showing progress from pre and post feelings for individual pupils  -Identify areas for development and make alternative suggestions to provision  -Share data with all stakeholders | -Pupil progress will inform next steps of intervention or reintegration  -Interventions will be tailored to meet individual pupil need  -Gaps in provision will be identified and addressed  -Stakeholders informed the pupils need is being met appropriately. | Dale Holden | Louise Messham |  |