



Three Ways School Improvement Plan September 2018 - July 2019

Our SIP references the following sources:

Self Evaluation Document, 2017/18 SIP, Previous Ofsted Inspection Report, 2017/18 Pupil, Parent and Staff Questionnaires, Subject and Area Leader Reports, Whole School Data Report, Pupil Premium and Sports Funding Reports, Gatsby Benchmarking Analysis, Headteacher Reports to Governors, SATS, Phonics and Exam Results, Pupils EHCP's, Local and National Guidance and Policies

Influencing Factors:

Change of school classroom layout: Due to the demand for school placement, during August 2018, the IT Room and the Art Room have been remodelled to be used as form bases. Unfortunately, the planned temporary build classrooms are unable to go ahead due to difficulties with property leases. Consultation in progress (Department for Education led process, working alongside Regional Schools Commissioner), with regard to capping our pupil admissions number at 220 for this site.

Finance: The Governors have agreed the three year budget forecast in place for 2018-2021, recognising that whilst Three Ways has worked hard to maintain a healthy budget, increasing staffing costs and financial demands for specialist equipment alongside building maintenance means that we need to continue as a team to think about cost effective solutions to maintaining high standards and keeping our focus on teaching and learning at all times. We feel that the role of our fundraising manager, Lucy Beattie will help in ensuring we maximise our income to develop new projects and research and continue to challenge and explore best practise.

Medical support: Three Ways School now has a significant number of pupils on medication. We recognise that as the school has responsibility for signing medication in and out, administering medication and pump feeds, we have appointed Kirsty Glanfield to work alongside our assigned Virgin Care School Nurse Sallie Derrick to ensure our new medication policy is effectively delivered and monitored. Training continues to be an important focus across of departments to ensure high standards.

Changes in curriculum: With the implementation this coming academic year of our new semi-formal (SLD) curriculum, we will focus on staff training, learning walks, work scrutiny and staff coaching and support in order to ensure the effectiveness of this curriculum on the pupils' learning and impact on progress. We recognise the importance of personalised curriculum in a generic setting and are keen to explore a range of approaches to make learning meaningful and functional for all pupils, whilst maintaining challenge for all.

Assessment and tracking: The school has been developing several different ways of tracking and assessing, with Plans for Learning forming the key assessment for our pupils in order to personalise our curriculum, basing outcomes on Routes for Learning, MAPP outcomes and differentiated National Curriculum targets. We continue to use a range of assessment tools and will be training in MAPP in September 2018. We are working closely with EQUALS and will be operating as a regional hub for training and development. We are pleased to be working with Peter Imray to further develop our curriculum and training.

Our cohort: Our cohort is mixed and diverse and includes pupils with PMLD/SLD/MLD/ASC and associated challenging behaviour alongside pupils with complex physical and medical needs. Some of our class groups are diverse in need type and require a high level of personalisation and curriculum differentiation. Our curriculum access team and Multi-Agency team work closely with these classes to ensure effective curriculum access. 2018/19 sees pupils joining Three Ways School throughout the Primary and Secondary departments in many age groups which again impacts the class groupings used in the previous academic year.

Self-evaluation Summary	Date: September 2018	Overall Effectiveness Grade
<p>Three Ways School is an Outstanding Special School for pupils with Education, Health and Care Plans (EHCPs). We are an all range special school for 220 pupils aged 4-19 years old. The pupils have a range of special educational needs and disabilities (SEND), including learning disabilities, autism, communication difficulties, physical disabilities, sensory processing and challenging behaviour. We have expertise in meeting a wide range of needs.</p>		
<p>Effectiveness of Leadership and Management Grade</p> <p>There are rigorous safeguarding procedures in place – this will progress further with ongoing My Concern training and regular safeguarding meetings. Through its thorough quality assurance system, leaders and governors have an accurate understanding of the quality of education. This helps them plan, monitor and improve all key aspects of the school’s work.</p> <p>CPD is focused on school priorities and has a positive impact on teaching and learning. Twilight training ensures all staff are involved. The school has implemented a new semi-formal curriculum, which provides a wide range of opportunities for pupils to learn.</p> <p>Teachers’ roles and subject lead responsibilities have been developed in line with the new curriculum – TLR English and Maths focus</p> <p>Website provides regular and accessible information.</p> <p>Teaching and Support Assistant staff have a wide range of additional responsibilities to promote and develop pupil learning e.g. THRIVE/Play practitioners/Library/Work Experience etc.</p> <p>System in place to ensure effective use of pupil premium and sports funding.</p> <p>Policies in place and reviewed and monitored</p> <p>Effective Outreach Service Brighter Futures supporting local Bath schools and ensuring SEND support for local area pupils to ensure focus on curriculum access.</p> <p>3 Café Kitchen running to provide a training environment for young people with SEND to access workplace training and qualifications.</p>	1	<p>Areas for Development</p> <p>Align new staff and Governors to different areas of school improvement/Subject areas</p> <p>New system for Subject Co-ordinators to align with new curriculum</p> <p>Learning Walks, work scrutiny, plans for learning monitoring, training for teachers to ensure effective implementation of new curriculum</p> <p>Induction of 4 new teachers and new TA/SA team members</p> <p>Further development of Data Analysis systems</p>
<p>Quality of Teaching, Learning and Assessment Grade</p> <p>Teaching and support staff show expertise in personalising learning to meet the complex needs of all pupils.</p> <p>Teachers know their pupils exceptionally well and have consistently high expectations of all pupils.</p> <p>Through triangulation of observation, work scrutiny and data analysis, teaching and learning is judged as Outstanding</p> <p>Pupils are ably supported by SALT, Music Therapy, Sensory OT who work closely with the Curriculum Access Team to ensure impact in teaching and learning.</p> <p>Plans for Learning system in place and linking to EHCP outcomes to ensure curriculum personalisation and progress.</p> <p>We have a range of assessment frameworks in place to support pupils – Routes for Learning/MAPP/Differentiated N.C</p> <p>Staff, Pupil and Parent/Carer questionnaires undertaken annually – outstanding feedback. All future ideas channelled into school improvement plan.</p>	2	<p>Areas for Development</p> <p>To measure the impact of the new Curriculum.</p> <p>Develop parents’ access to DoJo to extend involvement in day to day learning.</p> <p>To continue to develop use of Evi-Sense</p> <p>To undertake MAPP training and discuss implementation plan</p>
<p>Personal Development, Behaviour and Welfare Grade</p> <p>Pupils’ attitudes to all aspects of their learning are consistently positive leading to good progress.</p> <p>Staff receive effective training around behaviour management with a focus on de- escalation and pupil self-management through MAPA training</p> <p>Personalised reward systems are in place to encourage good behaviour – these are individual to classes/pupils. Incidents of challenging behaviour are effectively analysed and outcomes acted upon. The school’s open culture promotes all aspects of pupils’ welfare.</p> <p>Pupil voice is active at a school council level. Pupils lead areas of staff interview and take a lead in Play development e.g. play buddy system.</p> <p>THRIVE training for all staff and THRIVE practitioners embedded across school to ensure emotional health and wellbeing is a priority across school.</p>	1	<p>Areas for Development</p> <p>Further develop Sex and Relationships delivery plans for PMLD/SLD pupils – work with Peter Imray/EQUALS scheme development/initiatives around new national guidance</p> <p>Reduce the number of physical incidents towards staff in school – data focus on Lesson 5 post lunch / heightened behaviour post play and need for regulation</p>
<p>Outcomes for Pupils Grade</p> <p>Taking account of their low starting points, almost all pupils make consistently strong progress, developing secure knowledge and understanding.</p> <p>Progress of disadvantaged groups (PP, CLA) is in line with other groups.</p> <p>Robust internal and external moderation of our data ensures that we make sound judgments about pupil progress</p> <p>Pupils develop a wide range of skills, which prepare them well for the next stage of their educational career and beyond.</p> <p>Storysharing in Annual Review meetings and class practise to ensure the voice of all pupils in meetings and class sessions, enhancing pupil contribution in meetings.</p> <p>Effective accreditation in place where required as part of formal curriculum.</p>	1	<p>Areas for Development</p> <p>Workskills Centre development to ensure further links with external employers</p>

1 – Outstanding 2- Good 3- Requires Improvement 4-Inadequate




- **Whole School Priorities:**






- To evaluate the new curriculum against the desired outcomes
- To ensure that there are appropriate tracking and assessment systems in place to measure individual pupils' progress in EHCP outcomes and their curriculum progress. To continue to develop a multi-agency approach to setting and monitoring outcomes.
- Further develop staff and governors' understanding of their practice, roles, responsibilities and accountability to ensure positive impact on pupils' learning
- To ensure staff wellbeing continues to build an outstanding team of specialist practitioners to enhance learning opportunities for all. This includes training opportunities for all staff, a supportive and coaching environment to build skills and a positive place for our pupils to learn, grow, celebrate success and achieve the best possible outcomes.



Senior and Middle Leaders will review progress, using feedback from the staff team, against the objectives set below. This will be done on a termly basis and progress will be rated to ensure that school improvement is well led and appropriate challenge is implemented to ensure the impact required.

Progress Rating:	
	Not started Some progress On Course Completed







Outcomes for Pupils: Curriculum and Assessment




Objectives	Staff Lead/Gov Lead	Actions/Strategies	Timescales Budget – if needed	Training needs	Impact and Evidence	Progress Rating
To review EHCP documents annually and ensure differentiated setting and monitoring of outcomes. To embed Multi-Agency practise into this process.	JS/All teachers JDu lead SLT/MLT support Marion Lowe	Complete MAPP training – all teachers and SLT Review Plans for Learning template Review Annual Review proformas to feed into EHCP review process	2018-19	EHCP training for new teachers – Marion L Multi-Agency working for EHCP – JDu to lead for new staff	MAPP training completed Routes for Learning and MAPP informing outcome development Monitoring of Plans for Learning Learning Walks feedback on PFL delivery Work Scrutiny RAP meetings	
To develop and embed systems and processes for teacher accountability for individual pupil progress - consider updates for EHCP paperwork to align with new curriculum for specific pupils	SLT MLT development through RAP meetings Marion Lowe – Review paperwork	Termly 6/1, 2/3, 4/5 SLT/MLT review assessment progress (RAP) meetings with form teachers and subject leaders Develop Evisense tracking	2018-19	New paperwork systems shared through staff meeting time – ML/JS	All teachers and TAs aware of pupil progress and outcomes SLT/MLT aware of any concerns or referral/intervention needs	
To develop Teaching School delivery structure (Wellsway MAT/Palladian MAT/Three Ways School)	Jo Stoaing – updated fed back to Govs/Staff team	JS to attend initial planning meeting and feedback to Govs/Team Action plan to be developed by teaching school team	2018-19 development Initial planning meeting for JS Term 1 2018	/	Teaching School development Impact on CPD and pupil support monitored for local area	



Enhance careers guidance External advice Careers session for parents Gatsby benchmarks implemented Enhance business links to extend work experience offer	Pippa Harding Katie Brockway / Steph Harper Lucy Beattie/Lesley Kinver	Completion of Gatsby Benchmarking audit and action plan Parent/Carer training Pupil advice sessions Partnership/Collaboration with Fairfield Farm/Fosse Way Schools on impartial careers advice work	Careers Meeting Term 1 2018 – PH to organise and create action plan with team listed	Further careers training if required for PH/Secondary team	Fairfield Co-ordinating meeting dates Gatsby Action Plan in place and shared Monitor exit locations of leavers to ensure we maintain 100% to further education/employment	
Whole school approach to DOJO to share school life with Parents/Carers	Paul Gaskell Training lead	Teaching team training to implement system Parent/Carer letters issued	Initial training – Term 1 2018 Letters issued Term 1 2018 Ongoing review 2018/19	Parent training requests	Parents requests a modernised communication system via questionnaire. Impact: comparison on parent/carers communication post 2018/19 questionnaire	
Learning walks and coaching sessions as required, to support new staff to implement curriculum and assessment to ensure high standards	SLT/MLT	New staff to be allocated mentors / NQT mentor in place – KB KA – PG, JMW-KB/AW, TP-PG, AC-SH, AM-JDu New teachers induction – JS – completed	Term 1 2018 onwards	Staff training as required	Class interventions/coaching recorded to feed into further training requirement discuss at SLT/MLT	
Extend TA/SA appraisal team – UPS teachers to support MLT/SLT delivery	SLT/MLT UPS Teachers	Undertake all TA/SA appraisals to ensure high standards of training offer/support/induction and career progression	Term 3 2019 onwards	Appraisal training	Rigorous appraisal system in place to ensure coaching and career progression opportunities for all	
Subject and Area leads to construct action plans to track 2018/19 areas for development	KB curriculum lead All Subject and Area Leads	KB to email all area leads Action Plans to be on system by end of September 2018	End of Sept. 2018	Area leads to feed training needs to LK	All area leaders actively monitoring progress and areas for development	






To review school clubs offer	Sarah Cottle	Review current club offer to ensure breath and range Market clubs / Contact Club Providers Re-design staffing for clubs. 4 fixed term (1yr) contracted posts to be advertise to extend After School Club team Club offer to go on school website (Josh W to support)	Term 1 2018 onwards	Any relevant training needs to be signposted to Lucy Knibb	Effective staffing structure in place Successful clubs running to promote friendship, new learning opportunities and developing independence.	
Parent/Carer training	Lucy K	Parent requests for Sing and Sign Makaton Ideas for learning activities at home Behaviour Management – use MAPA de-escalation training (non-physical) EHCP training – Marion to lead a session with SEND team? THRIVE sessions Puberty/SRE	Budget for Refreshments Budget for Sing and Sign trainer (?) All other training offered by in-house practitioners	Explore training an in-house sign and sign practitioner?	Information taken from Parent/Carer Questionnaire 2017/18 Parents keen to trial training during after school club time alongside day time training	





Effectiveness of Leadership and Management and Governance



Objectives	Staff Lead/Gov Lead	Actions/Strategies	Timescales Budget – if needed	Training needs	Impact and Evidence	Progress Rating
To work with the Governing body to ensure their Governance continues to be outstanding	JS/AH/Mike Roberts All Govs	Annual Governor Action Plan in place for 2018/19	Term 1 2018 Monitoring ongoing	/	Governors meeting all statutory duties Clear Governance in place to ensure we continue to build on outstanding practise	
	JS/AH/Mike Roberts All Govs	Strategic Plan finalised and actioned	Term 2 2018 Monitoring ongoing	/	Clear strategic direction guiding school development and finance	
	AH/TT	Research and Design Governors skills audit to be undertaken to review future needs and training required	Term 1 2018 Training needs delivered during 2018/19	Training TBC post audit	Governing body has relevant expertise in all areas	
	TT/SKL/SH/LK	All Governors to undertake KCSIE 2018 update training	Term 1 and 2 2018	Training led by SKL/SH – TT to book date TBC	All governors updated in current statutory guidance	
	JS/TT All Govs Subject/Area Leads	All policies reviewed according to review schedule Governors allocated to Subject/Area leads to further develop connections with school and monitoring impact of specific areas.	Term 1 and 2 2018	Staff Meeting time	Effective policies in place All HR policies reviewed and updated. Consultation with unions undertaken and agreed.	
	JS	Jo to lead briefing on Who are the Governors, What is	Briefing Time Term 1	Briefing Training	Increased awareness	






		their role, What do their meetings involve, Key responsibilities, How to contact Governors, new link Governors to in-school areas.		Key point to be circulated via email to all staff	Need shown through staff questionnaire	
Multi-Academy Trust exploration	JS – feedback to staff team All Govs	Jo Stooling to attend Palladian joint Headteachers meetings Jo Stooling to attend Enable Trust Partnership meetings to consider SEN partnership MAT model and take part in Headship development programme	JS – Meeting time	/	To experience alternative MAT models and consider pathways for Three Ways School towards future MAT participation	
	Explore site expansion options	To work with the local authority and local MATS to consider options for site expansion.	2018/19 JS – Meeting time	/	Where possible: Plan in place for September 2019/20 for site expansion – this could be achieved by working with another school and creating satellite provision or expansion of current site.	
Clear new line management structure in place for 2018/19 to account for new roles	JS/KB – Line Management structure KB – appraisal systems JS – Pay Panel with Govs	Clear line management structure in place and shared Staff appraisal systems in place and actioned to timescales (in order to meet Payscale Governors recommendation meeting)	Term 1 2018 Staff updated at staff meeting 12.09.19	/	Clear line management system in place to support team and ensure effective action plans, whole school delivery and high pupil progress expectations for all.	





Develop Subject/Area lead roles.		TLR responsibilities: clear job description in place and monitored. Staff meeting time allocated to Subject/Area leads for planning/work scrutiny/training Time to meet with Govs allocated to area leads.	Term 1 2018 onwards Term 2 2018 onwards	Specific area training requests to be submitted to Lucy Knibb	Subject Area leads ensuring progress and coaching new staff Effective resourcing and training in place	
Annual Calendar shared on Microsoft 365 as work plan for all staff to plan year. Key dates added to website and sent out to parents in advance .	Katie Brockway Admin Team support	All dates for 2018/19 to be added to 365 calendar Training for staff who haven't accessed 365 calendar app Dates shared with parents via newsletters	Term 1 2018 onwards Staff meeting 12.09.18	365 training as requested by individuals rather than scheduled	Effective organisation and opportunity for staff and parent/carer advance planning	






Social, Emotional, Behavioural and Mental Health Development. Safeguarding and Welfare						
Objectives	Staff Lead/Gov Lead	Actions/Strategies	Timescales Budget – if needed	Training needs	Impact and Evidence	Progress Rating
Safeguarding – See completed local safeguarding board developed audit and Action Plan for targets	Jo Stooling Rodney Hodgeman	2017/18 audit completed and development targets set. Complete 2018/19 audit	2017/18 audit completed New audit completed by Dec. 2018	JS / KB attending local area safeguarding meetings	Statutory duty met Effective systems in place	
Updating safeguarding policy re: KCSIE2018 updates Updated body map added to paper recording copy	Jo Stooling	Policy written Ratified by Governors Issued to all staff and parents On School website	3 rd Sept. 2018 Training on 03 and 04. Sept 2018. Training date for Govs TBC	JS lead as DSL	Clear system in place All staff aware of KCSIE 2018 updates	
My Concern training for new teachers/TAs and SA's	Katie Brockway/Paul Gaskell	All staff on My Concern system My Concern data monitoring undertaken (KB/PG)	Date TBC	Staff meeting time	My Concern collating safeguarding information to ensure clear chronology to support referrals and multi-agency working.	
Appoint new trainers and train all staff in updated training package to be KCSIE 2018 compliant	JS lead SKL/SH training leads	SKL and SH to undertake Train the Trainer Safeguarding training SKL to plan update sessions for Brighter Futures team and site/3 Café Kitchen team/Governor team	Training completed by SKL and SH New training with updates commenced 03.09.18	SKL/SH time to lead training Training cost for SH/SKL courses	Ensure all staff, governors, admin and site teams have updated safeguarding training.	
Implement fortnightly safeguarding meetings	JS/KB/JDu and Sallie Derrick	Fortnightly meeting to monitor safeguarding needs and referrals/support required	KB to set meeting dates and issue to JS JDu and SD	Meeting time	To ensure effective multi-agency collaboration in safeguarding procedures	







Safeguarding Lead and Deputy to undertake updated Keeping safe online training Information cascaded to team	JS and KB KB	Training undertaken Keeping Safe online day for whole school including parent event	Training date TBC	Release time for training Training cost £40.00 each	To ensure best practise is in place with regard to Keeping pupils safe online. Parents increased confidence in online safety	
New admin of medication policy and systems/training embedded across school	Kirsty G Judy Dumont Sallie D Lucy K	Kirsty Glanfield to complete whole school Teacher/TA/SA training KG to monitor in class practise Sallie Derrick to lead seizure awareness training Specialist training to be led by RUH/Lifetime nursing team	Trial undertaken Term 6 2018 Full training 04.09.18 Ongoing learning walks through academic year	INSET day time Further staff meeting/briefing time as required	To ensure high standards at all times with regard to administration of medications and medication systems. New policy ratified by governors. Due to be re-ratified due to updates	
Consider funding implications to appoint additional medical support team.	Jo S Governors	JS to receive updates from CAT team on new system and consider development required. Discussion with lead governors.	Ongoing review	Training requests will be submitted to Lucy Knibb	Increase medical support team to support complex needs pupils accessing school	
Develop PLAY role in school to enhance break and lunchtime discovery play opportunities.	Alma F Lucy K	Action Plan for area development Meeting time for Alma F and Lucy K Meeting time for Alma F and Anna M – LK to arrange	Term 1 2018 for action planning	Training needs to be delivered via Play action plan	Outstanding play opportunities in place to extend learning opportunities during playtimes and structured class play sessions 1:1 pupil/play support trialled to use engagement strategies to enhance classroom learning and focus	

Develop THRIVE role across school to maximise impact of social and emotional development.	Sharon C Lucy K	Action Plan for area Redevelopment of creative arts space to create a THRIVE base THRIVE tracking systems and progress monitoring in place	Term 1 2018 for action planning	Training needs to be delivered via THRIVE action plan	Pupils progress in emotional and social wellbeing and development tracked Pupils accessing learning in a calm and supported manner	
Update parents/carers/staff on updated behaviour policy	Paul Gaskell	Update policy in line with KCSIE 2018 guidance Ensure all behaviour documentation is inline with MAPA training embedded into policy Updated copy to Governors to be ratified Copy on website Copy on staff shared	Term 1 2018	MAPA training schedule for 2018/19 to ensure new staff are all trained and current staff undertake update training	Parents/Carers clear on behavioural expectations to ensure high standards and support and clarity of school systems.	




Brighter Futures Improvement Plan						
Objectives	Staff Lead/Gov Lead	Actions/Strategies	Timescales Budget – if needed	Training needs	Impact and Evidence	Progress Rating
Develop EP Trading Service	Kieran McCarthy/	Appoint new EP's to extend service offer. Market to local schools. Regular service review Price comparison monitoring against other local services	Sept. 2018 onwards	Induction to Brighter Futures for new EP's	Annual Brighter Futures Survey Future Bath Spa impact analysis	
Develop Website	Lucy Beattie/Kieran McCarthy/Luke Woodbury/Nicky Wells	To ensure the Brighter Futures website is current New photographs added to make site more current Training offer added Updated site marketed	Term 1 2018 Meeting with KM LB/NW/LW to plan action required Update completed by end of Term 1 2018	/	Site hold current details Site analytics show higher volume of site traffic Better communication with local schools in place Training marketed	
Marketing Plan for Service	Lucy Beattie/Kieran McCarthy	Meeting to plan marketing strategy Highlight areas for development	Term 2 2018 meeting LB and KM	/	Monitor current income. Track marketing interventions Review income	
Capacity Decisions for expansion	Kieran McCarthy Jo Stoaling	Meeting to review service offer/areas for development Consider 2019/20 plans and future opportunities	Term 3 2019 meeting KM/JS	/	Brighter Futures expansion plans are successful inline with agreed areas for development	
Annual Questionnaire to assess impact of service	Kieran McCarthy Nicky Wells	Review current questionnaire – use survey monkey at same time (Term 6 as school surveys are issued) Review feedback to implement in 2019/20 SIP	Designed Term 5 2019 Issued early Term 6 2019	/	Questionnaire challenges areas for development and celebrates progress. Information used effectively to develop service	


3 Café Kitchen Improvement Plan						
Objectives	Staff Lead/Gov Lead	Actions/Strategies	Timescales Budget – if needed	Training needs	Impact and Evidence	Progress Rating
Develop Marketing Café to ensure the workskills centre is financially viable	Lucy Beattie Mark Vicary Becky Stirling	Events planning meeting Undertaken financial review against menu planning with Amelia Hartley/Carol Young	Planning meeting LB/AH/JS initially LB to lead with café team	/	Successful marketing increasing revenue	
Events development for holiday periods to increase revenue	As above	Consider range of events to trial: Corporate events, sandwich delivery round.	Team as above to meet termly	/	Successful events in place to increase revenue Develop community hub	
Developing community employer links	Lucy Beattie Lesley Kinver	Meeting to consider links to extend work experience opportunities and transition venues post workskills centre	LB to update JS termly on business links	/	Community partnership impacting on variety of work placements and future employment opportunities for pupils	
Work placement timetable in place	Lesley Kinver with Steph H and Sec. Teachers	Pupils accessing placements and achieving H+S qual and AQA UAS courses	In place for Term 1 Cost of H+S course Cost of AQA UAS courses	H+Straining AQA UAS training for Dawn W	Pupils accessing high quality work placements and successfully completing work ready qualifications	

Site Development and Efficiency						
Objectives	Staff Lead/Gov Lead	Actions/Strategies	Timescales Budget – if needed	Training needs	Impact and Evidence	Progress Rating
General Data Protection Regulation led by Data Protection Officer	Amelia H Steve De Bruin - DPO	Training led by Audit West – Designated Protection Officer Steve de Bruin	Term 1 2018	Whole School Briefing	Staff competent in GDPR compliance Policy live and accessible on website and staff shared	
Lockdown training delivered	Jo S Amelia H	Team Briefing to be led by AH/JS	Term 2 2018	Whole School Briefing	Site is safe Staff team are competent in emergency procedures	
To finalise site maintenance schedule	Amelia H Phil M Gov: Graham Cottle	Walk school building Collation of current reports on building and work required Quotes for considered work e.g. Stage 1 flooring etc.	Term 2 2018 draft in place	/	Budget distribution is effective in meeting key site maintenance priorities	
School Website: continue to keep website fully updated	Jo S Josh W Admin Team support	SLT MLT to monitor website JW to update Current website upgrade on hold due to financial implications. Use website as it but ensure regular updates and current information.	Termly throughout 2018/19 Josh W to set update meeting dates each term with JS Budget – dependent on small changes required to current site	/	Effective communication with parents/carers/staff/pupils and wider community Website is compliant with statutory list of key items to be shared online.	
Explore online payment system for school meals and visits	Amelia H Carol Y Nia P	Team allocated to meet during Term 1 2018 and look at Parentpay and similar providers Meetings as required	Costings required for discussion with Governors	Once system is determined TBC	Effective finance system for payments into school in place	

To hold a transport on site planning meeting to ensure safety of all using the space at the beginning and end of the day due to volume of traffic.	Amelia H to co-ordinate meeting with all transport suppliers	Consider changes to arrival/exit times of taxis and minibuses or a staged arrival plan to ensure transport flow works on site	Term 1 2018 Budget to be discussed if there are site changes required	TBC	School car park is safe at the beginning and end of day arrival and exit points	
To implement new email systems for all TAs and SAs for further enhance communication	Ade Stuart Amelia H	Katie Brockway to meet termly with SAs to aid communication due to 10-2 hours	Establish new system Term 1 2018	365 email training for those new to system	Effective communication in place across school	
Tick sheet daily check system to be actioned to ensure checks on soap/paper towels/gloves in all pupil/staff/hygiene rooms	Amelia H Phil M/Martin and Cleaning team	Monitoring system in place	Starting Term 1 2018	/	Highest possible hygiene standards across school	
Redesign Primary and Secondary toilet areas with regard to urinals. Review flooring requirements in these rooms to modernise.	Amelia H Phil M Martin H	Phil M and Amelia H to seek quotes for redevelopment and modernisation Also flooring in visitors toilet area	Starting Term 1 2018 Works programme TBC	/	Space works more efficiently for pupils in a generic special school setting	
Temporary redevelopment of Art Room to classroom pending site expansion	Phil M Martin H	Purchase new equipment Move furniture Adaptations to class spaces – sink areas/outdoor space	Summer holidays ready for Term 1 start	/	Classroom base in operation and providing an effective learning environment	
Install new outdoor play shelter/sun shelter for 6 th form play space Develop Sensory Garden Space to incorporate project chicken!	Amelia H Phil M Martin H Martin H Amelia H Pippa H	Action quote received for outdoor play shelter funded by PTFA Ensure PTFA plaque is on shelter before its grand opening Operation chicken started	Term 1 2018 planning Works programme TBC	/	Outdoor play space functionally successful to increase play opportunities in 6 th Form	

Staff Wellbeing and Training

Objectives	Staff Lead/Gov Lead	Actions/Strategies	Timescales Budget – if needed	Training needs	Impact and Evidence	Progress Rating
Training schedule delivered to staff team to develop SEND specialisms according to staff appraisal needs/SIP development areas/staff questionnaire feedback	Lucy Knibb Judy Dumont	Plan 2018/19 INSET training	03.09.18: Medical training and induction 04.09.18: MAPP training 21.12.18: Sex and Rels SEND focus Twilight training plan	Training overviews displayed in staffroom and on 365 work plan	Training impacting on class delivery Monitored via learning walks Monitored via staff appraisal progress	
SLT and MLT to undertake ACAS training: conflict resolution to be able to support pupils, staff, families in effective resolution	Lucy Knibb	SLT and MLT to complete https://elearning.acas.org.uk	Dec. 2018	ACAS online learning LK to lead staff meeting and cascade information	Effective work place conversations to challenge and support all pupils/staff/families.	
Workload Review ongoing to ensure worklife balance is efficient. Class Teachers can request support time via SLT MLT if required to maintain effective balance.	Jo Stooling Katie Brockway	Staff meeting time allocated to key workload tasks to ensure effective use of time Work from home time can be requested from Headteacher /Deputy Head	Ongoing monitoring and review	Consider training as issues arise	Positive and well supported work force in place, enjoying their work and motivated by training and environment	

<p>Well-being committee established. Appoint lead</p>	<p>Appoint lead Teacher or TA/SA</p>	<p>Action Plan to monitor workload/support required/ Training needs/ Positive wellbeing events Access to Wellbeing College online Positive encouragement to career development and training for future opportunities through staff appraisal Organising a range of team events Celebrating staff achievements: Well-being board</p>	<p>First termly meeting end of Term 1 2018</p>	<p>LK to devise training plan with staff appraisal feedback overview from JS</p>	<p>Staff feel well-being is valued by the school. Staff approach SLT/MLT for support when required Open door policy in place Support and signposting for issues outside of the workplace that may impact work delivery in place.</p> <p>Staff feel valued</p> <p>Success is celebrated Positive school culture evident</p>	
<p>Team Coaching meetings – termly</p>	<p>SKL All MLT SLT</p>	<p>SKL to design schedule for team coaching. Each class to be allocated an SLT/MLT for an alternate Tues 8.30 class reflection meeting</p>	<p>To commence Term 2 2018 on alternate Tuesdays to briefings</p>	<p>/</p>	<p>Pupil issues raised for resolution/referral to services or further support Class team issues raised for resolution – may involve differences in opinion in approach used, ensuring breaks happen effectively, whole class discussion. A solution circles approach to be used.</p>	