



## Three Ways School Improvement Plan September 2019 - July 2020

### **Our SIP references the following sources:**

Self Evaluation Document, 2018/19 SIP, Previous Ofsted Inspection Report, 2018/19 Pupil, Parent and Staff Questionnaires, Subject and Area Action Plan Reviews, 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, National and local safeguarding updates, School Improvement Partner feedback.

## Influencing Factors:

**School layout:** Due to the current demand on school placements, the Governors have capped school placement at 220 and we continue to use our specialist rooms as classroom teaching spaces. We hope to continue to work closely with the local authority and other local multi-academy trusts to consider site expansion options e.g to work with a local primary school to develop satellite provision to cater for the future placement demand as we have no other available site expansion options.

**Finance:** The Governors have agreed the three year budget forecast in place for 2019-2022, recognising that whilst Three Ways has worked hard to maintain a healthy budget, increasing staffing costs, pension contributions 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. We will continue to monitor the suggested new government funding for education and how it impacts on our delivery.

**Medical support:** Three Ways School now has a significant number of pupils on medication. We recognise that as the school has responsibility for supporting pupils with a wide range of complex medical needs we have expanded the Curriculum Access Team and appointed Aimee Jesson to work alongside our assigned Virgin Care School Nurse Sallie Derrick and Kirsty Glanfield our Multi-Agency Lead to ensure our medication policy is effectively delivered and monitored. Training continues to be an important focus across of departments to ensure high standards. The CAT team also lead on all equipment needs across school and multi-agency liaison and clinic delivery.

**Changes in Curriculum:** During 2019/20 we will continue to develop our semi-formal (SLD) curriculum and schemes of work. We will have a specific area in our School Improvement Plan to focus on curriculum development. We continue to 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. As a generic special school we constantly keep our approach to English and Maths interventions under review to ensure we are meeting the needs of an ever changing cohort.

**Assessment and tracking:** During 2018/19 we implemented a system where Plans for Learning were centralised in a Pupil Tracker document to ensure EHCP outcomes on Communication, Physical and Sensory, Social, Emotional, Mental Health and Cognition are embedded into our daily delivery. We have updated our B Squared Assessment package with implementation from September 2019 to align with National Assessment change e.g. no P-Scales. We will continue to use Routes for Learning and MAPP to base our outcomes on and follow EQUALS schemes of work. Differentiated National Curriculum targets continue to be used for personalised formal

curriculum for some pupils. We continue to use AQA, ASDAN, OCR, Duke of Edinburgh Qualifications to ensure breadth of qualification and challenge for all of our pupils. Teachers and Leadership Teams will be working on the implementation of the new B Squared Assessment Package of Engagement Steps and Progression Steps.

**Our cohort:** Our cohort is mixed and diverse and includes pupils with PMLD/SLD/MLD/ASC and associated social, emotional and behavioural support needs, 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. 2019/20 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.

**Staffing:** Three Ways School has a keen interest in staff training. During the last three years, we have had 5+ Teaching Assistants who have undertaken foundation degrees, distance learning degrees and further qualifications. A number have secured Play Therapy and Social Care job roles, alongside moving onto teaching and nursing further qualifications. These promotions and internal promotions, alongside retirement have meant we have a number of new team members for 2019/20. We have two Newly Qualified Teachers and sixteen new TAs working 8.30-3.30 and 10-2 shifts. For this reason, staff training and class support will be a key focus of the academic year so ensure high standards of delivery are maintained at all times.

Self-evaluation Summary	Date: September 2019	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><b>Leadership and Management</b></p> <p>There are rigorous safeguarding procedures in place –with Safeguarding training and My Concern tracking and fortnightly safeguarding meetings with school nursing. 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.</p> <p>The school has implemented a new semi-formal curriculum based on EQUALS schemes, 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 and social media supports community cohesion</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>	<b>1</b>	<p><b>Areas for Development</b></p> <p>Update new staff and Governors to different areas of school improvement/Subject areas</p> <p>Learning Walks, work scrutiny, plans for learning monitoring.</p> <p>Training for new teachers to ensure effective implementation of curriculum</p> <p>Induction of 3 new teachers and 16 new TA/SA team members</p> <p>Support new Head of Dept: secondary</p>
<p><b>The Quality of Education</b></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> <p>Curriculum Action Plan in place to review Phonics/Reading/Writing/Communication and Maths delivery – whole school – new TLR roles in place to review</p>	<b>1</b>	<p><b>Areas for Development</b></p> <p>To continue to develop IMPACT statements to review work/projects</p> <p>Further development of Data Analysis – transition to new B Squared programme/Analysis of progress seen through Pupil Assessment Trackers</p> <p>Phonics Review completed</p> <p>Reading Delivery Review completed</p>
<p><b>Behaviour and Attitudes/Personal Development</b></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>	<b>1</b>	<p><b>Areas for Development</b></p> <p>Further develop Sex and Relationships delivery</p> <p>Train a second MAPA in house trainer to extend capacity for training and support</p>
<p><b>Overall Effectiveness</b></p> <p>Taking account of their low starting points, almost all pupils make consistently strong progress, developing secure knowledge and understanding.</p> <p>Internal and external moderation of our data ensures that we make sound judgments about pupil progress – excellent feedback from Early Years and KS2 Moderation</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>Strong community links and engagement</p> <p>Successful Outreach Service and Community Café extending opportunities for pupils with SEND at Three Ways and within our wider community</p> <p>Positive engagement and feedback from BANES local area SEND Inspection 2019</p> <p>Effective accreditation in place where required as part of formal curriculum – high expectations for all pupils</p>	<b>1</b>	<p><b>Areas for Development</b></p> <p>Further careers development in line with Gatsby Benchmarks Review</p>

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

- **Whole School Priorities:**

- To review curriculum to ensure effective delivery for all pupils within our generic setting
- To ensure that Pupil Assessment Trackers and the new B Squared Data effectively capture pupils progress in Cognition, Social Emotional and Mental Health development, Communication and Physical and Sensory development
- To ensure staff training is effective in maintaining delivery and developing new projects and that close multi-agency delivery continues to thrive
- To ensure staff wellbeing in order to continue to support our 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. Workload review and analysis is on-going to ensure a positive balance for all staff.

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:	
	<b>Not started</b> <b>Some progress</b> <b>On Course</b> <b>Completed</b>

Objectives	Staff Lead/Gov Lead	Actions/Strategies	Timescales Budget – if needed	Training needs	Impact and Evidence	Progress Rating
Outcomes Training One Page Profile Training	Jo S Julie Knight	Book staff meeting time for teachers: Outcomes Training and One Page Profiles update		Staff Meeting time	To ensure high quality outcomes and effective one page profiles in place for all pupils	Training Completed by Julie Knight with staff
Pupil Assessment Trackers  Vocational Tracker	Katie B Dept Heads  Marion L Teachers	To ensure all pupils have a Pupil Assessment Tracker in place to evidence learning Implementation of new tracker for Yr 9 onwards		SLT/MLT moderation session	Effective delivery and monitoring of EHCP outcomes Embedded Multi-Agency Approach Vocational outcomes embedding into EHCP plans	
English Curriculum Review	Lizzie P Sammy H Katrina A      Katrina A Flo H Lucy H	To baseline all pupils/new pupils - Phonics To review phonics/ reading policy teaching and resources New Teacher/TA Training for phonics Review Reading delivery and tracking Transfer Reading resources to large cupboard (bottom of Sec stairs) Review sensory story delivery and Storysharing Training/Coaching in Story Sharing	Term 1 2019       Term 1 2019	Phonics Training      Story Sharing Training	Effective curriculum offer for all pupils in place  Personalised learning opportunities and resources to ensure best progress    Additional 4 Staff trained in Story Sharing practise	

		Handwriting Advice tool designed			Staff supported to give pupils challenge/extension guidance	
Teaching School Training opportunities	Jo Stoaling Jo S/Lucy K LK/VC + B Futures staff Katie B	Developing Brighter Futures links SEND Review Training Sharing best practise Use of SLE's Development meetings Involvement in ITT school direct planning	Term 2 2019		Three Ways School marketing Brighter Futures skill set through Teaching School  Effective SEND Review support to local schools  Effective ITT Support in place	
Enhance careers guidance External advice Careers session for parents Gatsby benchmarks implemented Enhance business links to extend work experience offer	Pippa Harding Katie Brockway / Lucy Heaton/Steph Harper Lucy Beattie/Lesley Kinver  Lucy B/Pippa H	Review of Gatsby Benchmarking audit and action plan Impartial advice being led by Youth Connect, Bath Team  Work with Local Enterprise Partnership and Bristol Team in place to develop careers SEND best practise  Explore development of an Internship Scheme in Partnership with Fosse Way and Leonard Cheshire	Careers Meeting Term 1 2019 – PH to organise and review action plan with team listed		Gatsby Action Plan in place and shared Monitor exit locations of leavers to ensure we maintain 100% to further education/employment Supported Employment Impact Statement Embed Youth Connect work	
Do Jo training for new staff Ongoing DO-Jo monitoring  Explore home learning links to DoJo	Paul Gaskell Training lead	Teaching team training to implement system Parent/Carer letters issued	Initial training for new staff – Term 1 2019 Letters issued Term 1 2019	Parent training requests	Parent Carer Survey feedback was positive on DoJo use during 2019/20 Continue further development	

Embed EQUALS scheme delivery and create curriculum overview document for all areas	Subject Leaders MLT/SLT  Katie B to lead					
Learning walks and coaching sessions as required, to support staff with curriculum and assessment to ensure high standards	SLT/MLT	New staff to be allocated mentors NQT mentors in place – LH/PG New teachers induction and buddy system in place	Term 1 2018 onwards	Staff training as required	Class interventions/coaching recorded to feed into further training requirement discuss at SLT/MLT	
Review of TA appraisal paperwork. TA team to lead review with Katie Brockway	TA Rep Group KB to lead	Review paperwork to ensure system accurately supports training/development and wellbeing	Term 2 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 2019/20 areas for development Subject and Area Leads to construct IMPACT statements	KB curriculum lead All Subject and Area Leads	KB to email all area leads Action Plans to be on system by end of September 2019  Impact statements in place to monitor curriculum offer and develop new subject/middle leadec skill/confidence in curriculum conversations and curriculum design	End of Sept. 2019	Area leads to feed training needs to LK	All area leaders actively monitoring progress and areas for development for their curriculum area  Monitoring progress against new B Squared programme – Engagement Steps and Progressions steps	
To continue After 3 School Club delivery	Sarah Box-Cottle	Review current club offer to ensure breath and range Market clubs /	Term 1 2019 onwards	Any relevant training needs to be	Effective staffing in place Successful clubs running to promote friendship, new	

		Contact Club Providers Advertise for After 3 staff		signposted to Lucy Knibb	learning opportunities and developing independence. Inclusive Sport promoted and developed – Wheelchair Basketball, Adapted Martial Arts, Tae Kwon Do, Adapted Bikining, Duke of Edinburgh Bronze and Silver Groups in place	
Parent/Carer training	Lucy K Sharon C Simone J Sallie D	Parent requests for Makaton Ideas for learning activities at home Behaviour Management – THRIVE sessions  Home THRIVE assessments and Home personalised behaviour plans to be trialled on a 1:1 basis to ensure effective personalisation	Budget for Refreshments All other training offered by in-house practitioners		Information taken from Parent/Carer Questionnaire 2018/19	
Parent Carer Support	Sharon C Lucy K	Coffee Morning Sessions planned Sharon C to support families with THRIVE implementation and local service access/networking/grant applications/referrals	Training as required for role		Parents well supported Accessing Early Help and Local Offer/Rainbow Resource Supporting parents to have the best possible access to services to be able to support young people to attend and access school	

## 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 TT	Annual Governor Action Plan in place for 2019/20	Term 1 2019 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 reviewed	Term 2 2019 Monitoring ongoing	/	Clear strategic direction guiding school development and finance	
	AH/TT	Governors Audit completed 2018/19. Continue to look for HR/Finance specialisms to ensure succession planning	Term 1 2019		Governing body has effective succession planning in place	
	TT/KB	All Governors to receive Safeguarding policy with KCSIE 2019 update	Term 1 2019	KB to action at KCSIE 2019 update for Governors	All governors updated in current statutory guidance	
	JS/TT All Govs  Dawn S	All policies reviewed according to review schedule Reviewed HR policies issued to all staff Governors allocated to Subject/Area leads to further develop	Term 2 and 3 2019/20	Staff Meeting time	Effective policies in place All HR policies reviewed and updated. Consultation with unions undertaken and agreed.	

		connections with school and monitoring impact of specific areas.				
	JS	Jo to lead briefing on Who are the Governors for new staff + as a refresher What is their role, What do their meetings involve, Key responsibilities, How to contact Governors, new link Governors to in-school areas.	Briefing Time Term 1	Briefing Training Key point to be circulated via email to all staff	Increased awareness Need shown through staff questionnaire For refresher on Governor work	
Multi-Academy Trust exploration	JS – feedback to staff team All Govs	Jo Stoaing to attend Palladian MAT Meetings where appropriate Continue to build links/partnership working with Enable Trust Site development project with Wellsway Multi-Academy Trust	JS – Meeting time KB – Enable meetings	/	To continue to build positive working relationships with local MAT Partners	
Curriculum and Assessment Change  Ofsted – New Inspection Framework Training		Katie B to lead Curriculum and Assessment Update at Education Sub Committee To be issued to all Govs  Inspection training power point to be issued by Jo	Meeting time	/	To ensure Governors have all curriculum and assessment updates  Governors have clarity in expectation of new framework	KB Meeting date booked  Powerpoint issued

Update line management structure in place for 2019/20 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 2019 Shared with staff team	/	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 English and Maths TLR Posts  Termly TLR Meetings – led by JS/KB		TLR responsibilities: clear job description in place and monitored. Action Plans in place Feedback to Governors	Term 1 2019 onwards	Specific area training requests to be submitted to Lucy Knibb	Reviewed Phonics and Reading systems in place  Maths Mastery staff meetings completed	
Whole School Diary set in advance for parents – all events for academic year	Katie Brockway  Ali Filer	All dates for 2019/20 to be added to 365 calendar Dates shared with parents via newsletters Dates all on website	Term 1 2019	365 training as requested by individuals rather than scheduled – all dept. heads to ensure all staff are on email.	Effective organisation and opportunity for staff and parent/carer advance planning	
Succession Planning	KB  MLT/SLT	KB to undertake National Professional Qualification for Headship training to ensure sustainable leadership plans To expand number of SLE's and explore NLE accreditation			NPQH Completed  Development of SLE and NLE Structure	

<b>Social, Emotional, Behavioural and Mental Health Development. Safeguarding and Welfare</b>						
Objectives	Staff Lead/Gov Lead	Actions/Strategies	Timescales Budget – if needed	Training needs	Impact and Evidence	Progress Rating
Complete 2019/20 Safeguarding Audit	Katie Brockway Rodney Hodgeman	2019/20 audit completed and development targets set.	2019/20	KB attending local area safeguarding meetings	Statutory duty met Effective systems in place	
Updating safeguarding policy re: KCSIE2019 updates	Katie Brockway	Policy updated Ratified by Governors Issued to all staff and parents On School website			Clear system in place All staff aware of KCSIE 2019 updates	
My Concern training for new teachers/TAs	Katie Brockway/Paul GaskellNEW	All NEW staff on My Concern system My Concern data monitoring undertaken (KB/PG)	Immediate	Briefing Training time KB to ensure SKL and SH add to in house training	My Concern collating safeguarding information to ensure clear chronology to support referrals and multi-agency working.	Training booklets issued for new computer based programme
Katie Brockway to take over as Designated Safeguarding Lead - Stoaling as Deputy	Katie Brockway Jo Stoaling	Update policies Update staff and training Update door posters + audit				KB handover completed Posters around school updated New policy updated in place with KCSIE 2019 updates
Fornightly safeguarding meetings scheduled	JS/KB/KG and Sallie Derrick	Fornightly meeting to monitor safeguarding needs and referrals/support required	KB to set meeting dates and issue to JS KG and SD	Meeting time	To ensure effective multi-agency collaboration in safeguarding procedures	Meetings held

Headteacher to complete updated Safer Recruitment Training Governor to undertake training in Safer Recruitment	JS  KF	Training undertaken	August 2019  Sept/Oct 2019	Training cost £40.00 x2	To ensure best practise is in place with regard to recruitment	Training completed by JS
New staff to complete admin of medication policy training to ensure systems/training embedded across school	Kirsty G Aimee J Sallie D Lucy K	Kirsty Glanfield to complete whole school Teacher/TA/SA training KG/AJ to monitor in class practise Sallie Derrick to lead seizure awareness training Specialist training to be led by RUH/Lifetime nursing team	2019/20 Ongoing staff support 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. Policy review as required	Training completed on INSET days – Sept 2019
To induct new CAT team member Aimee Jesson and team to complete CAT Action Plan	Kirsty G Aimee J	Action Plan completed for Department development	Ongoing review	Training requests will be submitted to Lucy Knibb	Increase medical support team to support complex needs pupils accessing school	
Restructure PLAY role in school to enhance break and lunchtime Discovery play opportunities trialled	Lucy K New job role considered	Action Plan for area development Meeting time for and VC and LK Anna M – LK to arrange discussion time	Term 1 2019 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	

<p>Develop THRIVE role across school to maximise impact of social and emotional development. Intervention Groups and 1:1 delivery in place Baseline Tracking undertaken</p>	<p>Sharon C Lucy K</p>	<p>Action Plan for area THRIVE tracking systems and progress monitoring in place</p>	<p>Term 1 2019 for action planning</p>	<p>Training needs to be delivered via THRIVE action plan</p>	<p>Pupils progress in emotional and social wellbeing and development tracked Pupils accessing learning in a calm and supported manner</p>	
<p>Update parents/carers/staff on updated behaviour policy</p>	<p>Paul Gaskell</p>	<p>Update policy in line with KCSIE 2019 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</p>	<p>Term 1 2019</p>	<p>MAPA training schedule for 2019/20 to ensure new staff are all trained and current staff undertake update training</p>	<p>Parents/Carers clear on behavioural expectations to ensure high standards and support and clarity of school systems.</p>	

Brighter Futures Improvement Plan						
Objectives	Staff Lead/Gov Lead	Actions/Strategies	Timescales Budget – if needed	Training needs	Impact and Evidence	Progress Rating
Induction of new team members	Kieran McCarthy	Induction completed		As required	Effective staff team In place	
Website information updated Systems review	Amelia H Kieran M	To ensure the Brighter Futures website is current New photographs added to make site more current Training offer added Updated site marketed To ensure efficiency of whole delivery systems and future contracting		/	Accessible information available on website  New contracting systems in place Onedrive/Sharepoint exploration completed	
Training venue consideration  (Linked to this explore options for flexi-work spaces)	Kieran McCarthy Jo Stooling Amelia Hartley	Explore alternative local venues Explore costings Trial training sessions in alternative venues	2019/20	/	Effective work / training spaces available Community Partnership working with Mulberry Park	Mulberry Park Visit completed Venue booked for THRIVE training trials and FL supervisions
Annual Questionnaire to assess impact of service	Kieran McCarthy Nicky Wells Teresa Topping	Action questionnaire		/	Service users finding B Futures service efficient, accessible and maximising progress for service users	

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
GDPR Training for new staff	Amelia H Steve De Bruin - DPO	Training led by Audit West – Designated Protection Officer Steve de Bruin	Term 1/2 2019	Whole School Briefing	Staff competent in GDPR compliance Policy live and accessible on website and staff shared	
Lockdown training delivered (focus on new staff)	Jo S Amelia H	Team Briefing to be led by AH/JS	Term 1 2019	Whole School Briefing	Site is safe Staff team are competent in emergency procedures	
To continue to review maintainence schedule + complete site Health and Safety Review with Lead Governor	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 2 flooring for Secondary/Sixth Form/Creative Arts space	Term 2 2019 draft in place	/	Budget distribution is effective in meeting key site maintainence priorities	
To transfer the current website to a new updated template.	Ali F Jo S Amelia H	Upgrade completed New Photos Explore options for new video	2019/20	/	Effective communication with parents/carers/staff/pupils and wider community Website is compliant with statutory list of key items to be shared online.	
To ensure efficient transfer to new IT and Print system	Ade S Amelia H	Staff training/Email updates on return to school			Effective finance system for payments into school in place Cash free office achieved	
Update online payment system to include payment for school trips	Amelia H Carol Y Classteachers	Meeting time / Training time allocated Parental updates	Trial by Christmas 2019	TBC		
Redevelopment of Secondary Playground		Joint funding from Lord Taverners TBC New equipment sited and installed				

To implement traffic flow system to ensure new drivers follow 3pm gate closure and staged parking procedures to ensure traffic safety	Amelia H to co-ordinate meeting with all transport suppliers	Phil M / Martin H car park support for parking		TBC	School car park is safe at the beginning and end of day arrival and exit points	
To work with Wellsway Multi-Academy Trust in order to assist in site planning for the future e.g Post Studio School Closure	Jo Stoaling Amelia H	To ensure Aspire/New setting compliments the work of Three Ways To ensure strong partnership working To ensure efficient transport planning for the site To consider joint use of field area and plans for use			Whole site works efficiently in the best interests of all pupils attending	
All New staff to be added to Microsoft 365	Ade Stuart Amelia H	Information shared with all new staff to ensure effective communication systems in place for updates	Term 1 2019	365 email training for those new to system	Effective communication in place across school	
To explore routes for to recruit cleaners	Amelia H	Advertise additional hours to new staff Advertise on social media			Whole school site efficiency	
Consider TA job role for Horticulture Outdoor Education /responsibility	Jo S Amelia H	Responsible for outdoor sensory garden Responsible for Primary horticulture area Liaison role for take 2 operation chicken!	Term 1 2019	/	Effective use of spaces and curriculum use	
To fundraise for a new people carrier	Lucy B Jo Stoaling Amelia H	Fundraising campaign	Term 1 2019	/	Effective social media campaign Bids submitted	Achieved! New carrier on route!



## 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	Plan 2019/20 INSET training	02.09.19+03.09.19 INSET: Induction/Medical Training	Training overviews displayed in staffroom and on 365 work plan	Training impacting on class delivery Monitored via learning walks Monitored via staff appraisal progress	
Staff Wellbeing Group Meetings	Katrina A	Regular meetings in place All teams and departments represented Events planned				
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 Stoaling 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 Active Wellbeing Group Staff meeting time allocated for work tasks. Yoga Group/ Bike to School project	
Wellbeing group to design a group activity as part of a future INSET	Katie B Katrina A Jess M-W	Wellbeing Meetings to review events on offer		/	Effective planned event	
Code of Conduct updated and issued to all staff.	Dawn S Naomi D Jo S	Clear procedures in place for conduct for all staff.		/	Clarity for all staff on expected professional conduct	

Ensure practise and theory is current		Headteacher to attend and represent school on South West Area Leaders in Special Schools to continue to keep practise current and informed			New practise implemented to ensure school considers all new practise/research	
Training: New Data Lead in place – Paul Gaskell Working with Ali Filer Data Manager		Purchase of Engagement Steps and Progression Steps Data Implementation systems Timescale overview issued Training for new staff Assessment Policy Update Curriculum policy update to incorporate assessment changes eg no P Scales anymore	Assessment Package Cost (Taken from Whole Budget)	New System Training	Effective data system in place that captures progress Accessible to classteachers/Subject Leaders to monitor curriculum/groups and Departments	
Training new MAPA Instructor to support delivery  Training new Manual Handling Assessor to support whole school delivery and offer sustainability  Train Lead in Mental Health First Aid at school and pupil level		Explore Training courses in all areas  Allocate staff to send  Staff to then lead in house training Monitor Delivery and Impact  Training Cascade to Governors on Mental Health Support	TBC		Capacity to train staff in MAPA and ensure consistent and effective practise.  Capacity to ensure best outcomes for pupils with physical support needs Ensure staff safety and best practise  Further Develop Mental Health Support	

