

## School Development Plan 2021-22

Development Areas	Update	Lead	Progress	Notes
1. Develop teaching of reading with a focus on higher level readers and MSI learners.	<ul style="list-style-type: none"> <li>Reading schemes (dandelion readers and dandelion launchers)</li> <li>Literacy items for MSI students identified and ordered, students have individual resources to support their needs.</li> <li>A reading overview has been completed with classes to inform developments</li> <li>World book day was well supported with numerous resources, idea, vouchers and certificates available</li> <li>Training delivered on; new reading schemes, high frequency words, Phonics stages 1 &amp; 2</li> <li>A overall literacy mid-year report was produced and passed over to new literacy lead.</li> <li>New specialist literacy curriculum lead.</li> <li>Library developments completed and ongoing with support of the AT team. 6 AT reading boxes completed you tube links for training for staff and students.</li> <li>Reading sensory nook in the library to support literacy strategies and a new sensory nook being installed also in the library due to its success.</li> <li>AT are working with the school literacy lead and teachers to develop complimentary reading aids. Pen friends, switches to make audio book accessible, spark-up readers, specialist VI equipment, word wand to consolidate reading skills, Tonies box to support choice and storytelling using ORs and yoto to support choice and storytelling with visual cards</li> <li>Clicker to complement board maker.</li> </ul>	CS		<ul style="list-style-type: none"> <li>Especially for high level and MSI students – individual resources</li> <li>Low tech reading scheme is planned, following research 2 schemes are being trailed by 2 classes. Following the trial the teachers will al review as a group.</li> <li>Carrie is the new literacy lead – a very experienced literacy co-ordinator.</li> <li>Sensory Nook for the library has arrived – receiving good feedback looking at more for the new school library space.</li> <li>Library has been relocated to provide a quieter space.</li> <li>Students work experience in place to support the library and making books.</li> </ul>
2. RSE development with a focus on peer on peer sexualised behaviour and incidents.	<ul style="list-style-type: none"> <li>Training has been undergone by school curriculum lead</li> <li>Whole school sex education training by specialist.</li> <li>Individual sex education plans for all students in place and communication has been sent out to all parents.</li> <li>Training to the whole school and curriculum training to and from curriculum lead</li> <li>Governor training on RSE.</li> <li>The implementation of the new school wide RSE policy, which was developed with parental consultation, has made sure as a school we are in line with DfE requirements.</li> <li>Inclusive relationship and sexuality training is now delivered at the point of induction to all new starters.</li> <li>Increased awareness of what the RSE curriculum means to our students and how it requires delivery focusing on a holistic and sequenced approach.</li> <li>The mini mouth matters project has meant there has been additional active supports scripts around tooth brushing.</li> <li>There has been an overall increase in education for our students around oral hygiene, which is visible from looking at Earwig records.</li> </ul>	BMc		<ul style="list-style-type: none"> <li>The policy is has been re written. There are lots of changes following Government reports stating a lot of sexualised behaviour and peer on peer abuse is being seen in schools.</li> <li>There are new sections on Behaviour watch</li> <li>Individual Sex Education plans are being created</li> <li>This will be part of the induction training for all staff</li> <li>Bernie White ran training for staff</li> <li>Belinda McKenzie is the new curriculum lead for PHSE and Sex Education and is delivering induction training for all staff.</li> <li>A letter has gone out to parents this month regarding the plans and approach to be taken in teaching Sex Education from primary age.</li> <li>Parents have been involved in the production of plans</li> <li>Bernie White has been involved in the creation of legislation regarding masturbation. Our teachers have be given training regarding this and how best to support our students understanding.</li> <li>Close work with parents to support students RSE</li> </ul>
3. Preparing for the new school – curriculum enhancement in the new school building, what learning is being missed and capitalising on new opportunities. Independence through active support.	<ul style="list-style-type: none"> <li>Visit to a new Manchester school</li> <li>Decant plan has been developed and discussed ELT</li> <li>Ongoing school design meeting</li> <li>Curriculum plan to prepare students for the move all student have individual transition to new school plan</li> <li>Change champion meeting set up every other week for school team to be involved in new school developments.</li> <li>School team planning classrooms.</li> <li>Theme day with all students around the new school</li> <li>All students have an individual transition plan to support their move to the new school.</li> <li>Classes for the New Year and school have been set and shared / co-produced with school team.</li> <li>New school is a part of the curriculum, students are involved in the planning and having visits to the new school.</li> </ul>	SLT		<ul style="list-style-type: none"> <li>Bring together a change champion group to support the move into the new school.</li> <li>Student and staff over to the new school.</li> <li>Staff to have Friday visits to the new site</li> <li>When the school staff have planned the furniture parents and students will be involved in looking at samples.</li> <li>Parents have co-produced outside play equipment and the AT rooms in the school.</li> </ul>
4. Empowering the workforce to be proactive in problem solving and innovative practice. Involving all staff with clear processes. Working reflectively as a team to resolve problems collaboratively.	<ul style="list-style-type: none"> <li>3 school zones – staffing each class with minimal staffing level and level 3 s in each zone to work together to ensure staff is deployed across the zone</li> <li>Creating career progression for staff.</li> <li>HLTA to shadow whole school staffing.</li> <li>3 coaching culture training in budget. 2 staff on level 5</li> <li>Meeting with head of HR to review processes to empower line managers.</li> <li>Teachers meeting are balanced out across the year with subject leaders.</li> </ul>	SLT		<ul style="list-style-type: none"> <li>HR partner to work in a more strategical way.</li> <li>Set up a change champion group at school.</li> <li>For the HofS to have target around school communication;</li> </ul> <p>How to bring this in following COVID, staff' voice being heard both in conversations and how visible they are. To give clear messages, concise messages passed on. Report in a way to best inform the audience.</p>

	<ul style="list-style-type: none"> <li>• Teachers to work across classes. Curriculum learning walk.</li> <li>• Embed coaching culture.</li> <li>• Level 3s are leading on MDT meetings and including solution circles to MDTs.</li> <li>• AT network group</li> <li>• Learner voice network group</li> <li>• MSI network group</li> <li>• Audiology project group.</li> <li>• Clear KPIs for senior teachers, HLTS, level 3</li> <li>• Ongoing ethos of involving all staff in developments.</li> <li>• Moderation added to the annual schedule for peer moderation and then moderation and coaching conversations with senior leaders.</li> <li>• All level 3 have had training on solution circles to support the MDT process.</li> </ul>			<ul style="list-style-type: none"> <li>• Head teacher to attend the class meetings.</li> <li>• Open approach.</li> <li>• Staff are using solution circles and are working closely with the school SLT to move the school forward.</li> <li>• Curriculum leaders are leading their curriculum areas, doing WRAP meetings, learning walks, providing and having training and leading on curriculum meetings.</li> </ul>
<p>5. Student therapy and therapy input is embedded throughout the day in timetable with a clear purpose and flow.</p>	<ul style="list-style-type: none"> <li>• Principal audiologist the role with include service development developmental in reach work within class sessions to wider the scope of the service. The NHS England hearing check project has run with all students who fall outside of the audiology case load. – Training for TAs so they can complete hearing check.</li> <li>• Deep dives looking into key student's clarity of outcomes around embedded therapy.</li> <li>• Meetings between head of school and therapy leads to discuss staff training needs and strategy and incorporating Riding the wave as an MDT.</li> <li>• All school staff have therapy appraisal targets that have been set in conjunction with MTD team.</li> <li>• School teacher is undertaking play therapy course</li> <li>• Art psychotherapist working 2 days per week. Supporting university art therapist student.</li> <li>• Music therapist working 1 day a week.</li> <li>• All students' individual waves include therapy information and link to therapy plans.</li> </ul>	<p>TR SMT</p>		<ul style="list-style-type: none"> <li>• The school therapy team are a clear part of the school team, working in a proactive way alongside the whole team supporting the students.</li> <li>• MDT meeting and annual reviews are well represented by all professionals who work with students.</li> <li>• Riding the wave learning walk involving Valley school and governors evidenced embedded therapy throughout the school.</li> </ul>