**QUALITY OF EDUCATION – LEAD Sarah Delaney (Maintain the quality of education within the school as Outstanding)**

1. To ensure that we react in a positive manner to any dips in pupil performance as a result of covid-19.
2. To review the curriculum offer at all Key Stages to ensure it meets the needs of all pupils and meets the Intent, Implementation and Impact criteria.
3. To continue to review our systems for monitoring the quality of teaching to ensure they are efficient & effective.
4. To review and refine assessment data systems for tracking pupil progress to ensure efficiency & impact.
5. To further develop the use of Evidence for Learning across the school with a particular focus on parental engagement.

**LEADERSHIP AND MANAGEMENT – LEAD Jo Mullineux & Lynne Ledgard (Maintain the quality of leadership and management within the school as Outstanding)**

1. To continue to offer the appropriate staff the opportunity to attain National Professional Qualifications
2. To support and embed the newly formed classes in operation from September 2021.
3. Ensure the school supports any Early Career Teachers.
4. To review strategies to improve communication with our Stakeholders
5. To continue to support Staff & Pupil well-being and mental health.
6. To ensure that the school continues to have robust systems to support the safeguarding of all pupils and staff.
7. To continue to build relationships and improve SEN provision in mainstream providers across Warrington & beyond.
8. To establish networks by collaborating with other special schools to compare outcomes and share best practice.
9. To maintain the outstanding quality of governance at GLS.

**PERSONAL DEVELOPMENT – LEAD Jo Mullineux and Lynne Ledgard (Maintain the quality of personal development within the school as Outstanding)**

1. To ensure that the needs of all pupils are effectively addressed after the lockdown periods.
2. To ensure that school continues to have an effective Careers Programme in line with statutory guidance.
3. To ensure that pupils understand how to keep physically and mentally healthy including healthy relationships.
4. To continue to promote equality, inclusivity and the development of responsible citizens.

**BEHAVIOUR AND ATTITUDES - LEAD – Michael Gaskell/Joanna Barnes (Maintain the behaviour and attitudes within the school as Outstanding)**

1. Improve the restoration process following behaviour and/or PH incidents.
2. To continue to monitor and review systems & processes of recording behaviour incidents.
3. Improve our attendance figures to 95% attendance for all pupils.
4. To develop more opportunities to capture the voice of the pupil.

**EARLY YEARS – LEAD – Laura Owen (Maintain the quality of early years education within the school as Outstanding)**

1. Continue to increase the forest school provision to include early year’s and lower school classes.
2. To continue to increase the engagement of parents of pupils in the EYFS with their learning.
3. To develop learning through play in EYFS.
4. To move learning Journey’s to EFL so that assessment is in line with the wider school.

**ASD PROVISION – LEAD Joanna Barnes/Michael Gaskell (Maintain the quality of ASD provision within the school as Outstanding)**

1. Continue to develop the SCERTS offer within school for pupils with ASD.
2. Complete reaccreditation through the NAS
3. Continue to develop our ASD provision to ensure our Advanced status remains
4. Employ a full time OT to help develop further, the sensory provision we provide our pupils with autism.
5. To develop an outstanding OT provision throughout GLS.

**SIXTH FORM PROVISION – LEAD Neil Bothwell (Maintain the quality of the sixth form as Outstanding)**

**Quality of Education**

1. To develop and define 3 distinct curriculum pathways within college and link to Preparation for Adulthood
2. To develop a more user friendly college assessment systems for Pathways 1 and 2 based on a credit system
3. To raise the attainment of Speaking and Listening across the college
4. To conduct more rigorous moderation around accreditation to show evidence of progress and impact of learning.
5. To further embed Evidence for Learning to assist us in demonstrating progress, engagement and curriculum coverage

**Leadership and Management**

1. To develop the role of middle leaders and senior leaders within college
2. To develop the training and CPD development programme for staff, including induction
3. To introduce additional accredited programmes for students to strengthen the college offer:

Functional Skills – Maths, English and ICT

Independent and Supported Travel Training

1. To ensure safeguarding procedures are up to date to create a culture of continuous monitoring to support all staff and students to keep safe
2. To be actively involved in post 19 developments

**Personal Development**

1. To develop and embed Preparation for Adulthood framework through careers education and work experience
2. To redefine our Duke of Edinburgh Award offer by developing wider life skills and link to Tutor and Leisure group options
3. To enhance the tutor group and leisure activities to involve off site activities to promote a return to community use and community learning
4. To raise the profile of Mental Health and RSE across the college, embedding the use of EfL to record and evidence these across the curriculum.
5. To review and strengthen transition procedures and practise for students moving into college at 16 and out of college at 19

**Behaviour and Attitudes**

1. To develop the role of the Student Council so that students are more confident about their place within the college and know their responsibilities and rights
2. To create more opportunities to support the sensory needs of students
3. To develop the internal and external college facilities

**SEF Focus: QUALITY OF EDUCATION – LEAD Sarah Delaney/Lynne Ledgard (Maintain the quality of education within the school as Outstanding)**

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| **Objective 1** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To ensure that we react in a positive manner to any dips in pupil performance as a result of covid-19. | * To continue to analyse pupil progress data termly in order to respond quickly to any pupil underperformance.
* To work with the National Tutoring Programme to delivery Maths tutoring to accelerate the progress of our most able mathematicians.
* To develop a School Led Tutoring programme to further enhance learning recovery.
* To map out how the recovery fund has been allocated and report to stakeholders.
* To increase our capacity to offer a range of therapies/therapeutic activities.
* To continue to offer high quality speech and language and phonics intervention programmes.
* Senior Leaders to liaise closely with the Family Support & Behaviour Team to act on any dips in pupil wellbeing, behaviour or attendance.
* Ensure the school phonics and reading offer is well resourced and accessible.
 | TermlyAcademic Year 21-222021-24By Jan 2022By Jan 2022OngoingOngoingBy July 2022 | LBLLLL/MALLLL/BLSC/CD/BVSLTKJW | JM/LL / governorsJMJMJMJMJM/LLJM/LLJM/LL | TimeNational Tutoring Programme Costs School Led Tutoring GrantRecovery Premium GrantPupil Premium GrantTimeTime + resources costs | * All pupils catch up on lost learning in areas of subject specific learning and within the hidden curriculum (SEMH, life skills, play skills, communication skills).
* School continues to respond quickly to dips in progress caused by any instances of self isolation, school contingency measures, staff absence, local or national lockdowns, with a range of intervention strategies.
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| **Objective 2** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To review the curriculum offer at all Key Stages to ensure it meets the needs of all pupils and meets the Intent, Implementation and Impact criteria. | * Subject Leaders to continue to carry out a range of monitoring activities (learning walks, work scrutinies, progress data analysis, pupil voice, EFL/Tapestry monitoring), offering high quality feedback to staff and using findings to drive the development of their subject.
* Subject leaders to annually review their subject policy and Long Term Plan to ensure it meets the needs of pupils and requirements of our curriculum.
* SLT to continue to carry out a range of monitoring activities to quality assure the implementation and impact of the curriculum.
* Review the Key Stage 4 curriculum to ensure it is broad and balanced, meeting statutory requirements as well as offering accredited courses.
* To ensure that our pupils that are closest to age related expectations, have opportunities to close the gap between themselves and peers in mainstream settings.
* Enhance our Forest School and outdoor learning provision to ensure all pupils across school have access.
* Enhance our PE and outdoor learning provision.
* To review our phonics curriculum to ensure that there is a whole school approach and that we are using a DfE approved scheme of work.
 | TermlyAnnuallyTermlyBy Easter 2022OngoingOngoingOngoingAutumn 22 | Subject leaders/JM /LBSubject LeadersSLT/LBSubject Leaders /MK /LF /LLLB/SLT/ class teachersForest Sch LeadersVRKJW | JM / LL/ GovernorsJM / LL/JM / LL/ GovernorsJM / LL/ GovernorsJM/LLJM/LLLLSD/JM/LL | Time + supply costsTimeTimeTimeTimeTime + training, resource costsTime + training, resource costs | * GLS will offer a Curriculum that is exciting, relevant, creative & meets the needs of all pupils.
* Pupils enjoy coming to school and love to learn.
* Green Lane Pupils leave school with a broad skill set, ready to become responsible citizens, contributing positively to society, whilst living as independently as possible.
* Pupils will build on phonological knowledge using a whole school approach.
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| **Objective 3** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To continue to review our systems for monitoring the quality of teaching to ensure they are efficient & effective.  | * SLT to continue to carry out a range of monitoring activities (learning walks, formal observations, work scrutinies, progress data analysis, pupil voice, EFL/Tapestry monitoring), offering high quality feedback to staff and using findings to drive the quality of teaching and learning.
* Subject leaders to present their findings to governors following termly monitoring activities.
* Staff to liaise with leaders around appropriate Performance Management Targets that support individual development as well as supporting whole school development.
* Staff to progress through the pay scale by measuring their performance against Teacher Progression Objectives, taking into account feedback from quality assurance activities.
* ECT mentors to deliver a high quality induction period for ECTs.
* Ensure that systems are in place to moderate assessment judgements and quality of pupil work.
* Green Lane staff will support trainee teachers on placement at Green Lane. This includes enhancement and block placements from local teaching hubs and universities.
 | TermlyTermly4 times per yearAnnually By July 2023TermlyTermly | SLTJMSLTJM/LLSD/LMcKS / subject leadersSD | JM/LL/ governorsJM / governorsPerformance ManagersJM/ governorsJMJM/LLJM/LL | TimeTimeTime / Training costsSalary costsTime + cover costsTime | * There will be a rigorous system for monitoring the Quality of Teaching at GLS which will ensure teaching remains outstanding.
* Any staff underperformance will be addressed quickly, in a supportive manner.
* Pupils make outstanding progress in both formal learning, accreditation and personal development.
* Staff reflect on and review their practise, identifying areas for further improvement and making beneficial changes that have a direct impact on T+L within their class group.
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| **Objective 4** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To review and refine assessment data systems for tracking pupil progress to ensure efficiency and impact. | * To keep up to date with developments in Bsquared Version 5 and share relevant findings.
* To regularly feedback to staff with relevant updates on Bsquared Version 5.
* To liaise with SD/LL/LB with regards to enhancing assessment at GLS, it’s analysis and the overview of assessment.
* To investigate the financial implications of extending use of Bsquared Version5.
* To establish a new assessment team to review and refine assessment, pupil progress and data analysis.
* Develop and embed systems to monitor progress for those pupils working on the engagement model.
* To track progress in phonics using the Essential letters and Sounds assessment tool.
 | OngoingTermlyOngoingBy July 2022By July 2022By July 2022By July 2023 | MAMAMAMAMAKJWL0/JB | LLLLLLLLLLLLLL | TimeTimeTimeTimeAny costs associated with new assessment system | * Assessment systems capture progress for all pupils and allow us to respond to any underperformance quickly.
* Pupil progress data provides evidence of outstanding teaching, learning and personal development.
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| **Objective 5** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To further develop the use of Evidence for Learning across the school with a particular focus on parental engagement.  | * To communicate and support parents to access the Evidence for Learning Family App.
* To provide more evidence for parents of pupils in KS3 and 4.
* To promote the use of Evidence for Learning at school events, such as parents evening.
* To seek parents’ views and opinions regarding Evidence for Learning via a questionnaire.
* To attend Evidence for Learning network events in order to share good practice.
 | By July 2022From Autumn 2 then ongoingOngoingBy Easter 2022Ongoing | DTTeachersAll staffDTDT | LLLLLLLLLL | Communication costsTimeTimeTimeTime and supply cover costs | * The collection of evidence of pupil progress will be more efficient, effective & robust with a reduction in staff workload & time & a more meaningful and effective method of reporting to stakeholders.
* Teachers and parents/carers are able to work together more effectively in supporting pupils.
* All stakeholders can celebrate pupil achievement and progress at school, home and in the community.
* An increasing number of parents/carers upload their own evidence of their child applying skills in practical contexts and generalising it everyday life.
* Teachers model what parents can do to support their learning at home, using strategies that are specific to their child.
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**MANAGEMENT – LEAD Jo**

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| **Objective 1** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To continue to offer the appropriate staff the opportunity to attain NPQs  | * As part of their PM reviews staff will, where appropriate, be encouraged to seek further professional leadership training.
* Staff to agree a school based mentor and agree focus of the project linked to school developments.
* Staff to be supported with time and resources to complete project, where needed.
 | Over the year | JM | Governors | Supply costs for face to face days | * We will have highly skilled staff that are willing and able to take on more leadership responsibilities.
* Pupils benefit from staff with specialist skills and qualifications.
* Staff benefit from working with staff with specialist skills and qualifications.
* There are a range of staff with specialist skills that can offer support to pupils with SEND across Warrington.
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**LEADERSHIP & MANAGEMENT – LEAD Jo Mullineux & Lynne Ledgard**

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| **Objective 2** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To support and embed the newly formed classes in operation from September 2021/Sept 22-23 | * Staff in new classes to be assigned a mentor (either an ECT mentor or senior leader).
* Staff to access training in relevant areas.
* Use senior and subject leader monitoring activity, as well as pupil progress data, to monitor the quality of education and provide supportive but constructive feedback.
* Use the performance management structure to focus professional development objectives to the needs of both staff and pupils in the new classes.
* Subject leaders to ensure that all new staff have access to curriculum plans and appropriate resources.
 | By July 2021OngoingTermlyAnnually with review datesBy July 2021 | JMLMc / SD/ CSK /JNLMc / SD/ CSK / JNSubject Leaders | JMLL/JMLL/JMLL/JM | TimeTime, training and Cover costsTimeTimeTime and resources budget | * New staff feel confident and well supported and deliver high quality teaching.
* Staff develop expertise in areas pertinent to their class.
* Subject and senior leaders feel confident that the pupils in the new classes are experiencing outstanding teaching and making progress.
* Staff are supported to develop their skills.
* Staff deliver a high quality, engaging and broad curriculum that is well resourced.
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| **Objective 3** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| Ensure the school supports any Early Career Teachers. | * Identify ECT mentors organise training.
* Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021.
* Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
* Provide regular structured mentoring sessions and targeted feedback.
* Organise regular observations and follow-up discussions with prompt and constructive feedback.
* Organise termly professional reviews of progress, at which objectives are reviewed and revised in relation to the relevant standards and their current needs and strengths.
* Arrange opportunities to observe experienced teachers, either within the school or at another school with effective practice.
 | By July 2021By July 2023OngoingOngoingOngoingTermlyOngoing | SD/LMc | JM | TimeAdditional PPA Cover | * The Early Career Teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.
* Pupils at Green Lane School benefit from high quality teaching.
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| **Objective 4** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To review strategies to improve communication with our Stakeholders | * Begin writing a regular newsletter or blog from the Head teacher.
* Regularly review the website to ensure that it is engaging, the content is up to date and that information is easy to find.
* Have a presence on social media to celebrate work and share key information.
* Subject leaders to share their monitoring findings with governors.
* Increase parental engagement in EfL by ensuring all classes regularly upload, evidence is set to live and development of the parents app.
* Use online questionnaires to seek feedback from stakeholders.
 | TermlyOngoingBy July 22TermlyOngoingOngoing | JMEMLL+key staffSubject leadersStaffStaff | JMJM/LLJMJM/LLDT/SLTSLT | Paper costsWebsite costs / timeTimeTimeSubscription costs + timeTime | * Increase parent and pupil engagement with the headteacher, school activities and celebrations and key messages.
* The website meets statutory expectations, is accessible and provides useful information.
* Social media allows us to celebrate work, provide key information quickly and signpost stakeholders to further help or support. Pupils engage with their families and friends over their school day.
* Governors are knowledgeable about subject leaders and the quality of our curriculum. They are aware of success areas and developing areas.
* EfL is used by a large proportion of parents. Home/school links are strong with evidence for learning used to support parents at home as well generalisation of pupils skills.
* Improved systems, reduction of workload, improved levels of staff and pupils wellbeing and strong home/school relationships.
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| **Objective 5** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To continue to support staff & Pupils well-being and mental health. | * Prioritise staff mental health
* Give staff the support they need to take responsibility for their own and other people’s wellbeing
* Give managers access to the tools and resources they need to support the wellbeing of those they line manage
* Establish a clear communications policy
* Give staff a voice in decision-making
* Drive down unnecessary workload
* Champion flexible working and diversity
* Create a good behaviour culture
* Support staff to progress in their careers
* Include a sub-strategy for protecting leader wellbeing and mental health
* Hold ourselves accountable, including by measuring staff wellbeing.
* All staff to receive training on mental health to develop a common approach and language. Training to include how emotional literacy, mental health, behaviour and Adverse Childhood Experiences all link
* Create a Mental Health Team (MHT) to support the delivery of the strategic action plan.
* Pupils to receive planned and regular assemblies on mental health awareness and well-being activities
* Ensure that displays and noticeboards reflect the school’s mental health approach and offer of how the school promotes and supports mental health.
* Create a display for staff and pupils on where to access help and guidance both in school and out of school.
* PSHE medium term plans to be reviewed in line with current guidance, with input from pupils and school need. Also, to be reviewed, links between physical well-being and mental health, including getting enough sleep.
* Create a whole school approach, using a Pyramid of Need type approach which aligns resources and assets to support escalating difficulties.

Pastoral team to establish support processes already in place for each level of need. Pastoral team to begin activities should there be any gaps of need e.g. coaching for students, FTB support, other external agencies* Create a screening process in order to develop a vulnerability map to monitor and support pupils.
* Trends from worries/concerns to be inserted into assembly planning and PSHE curriculum, circle time. Assembly themes to be reviewed overall, including class assembly.
* SMHL will attended local mental health commissioning group/community event to understand what local support services are available (or delegate to member of pastoral team if appropriate)
* Ensure that staff are aware of the processes and procedures for referral and accessing targeted support
* To set -up a task and finish group to look at ways of reducing workload.
* To develop a staff well-being group who can influence the direction of staff well-being within school.
* Create a staff well-being and workload policy which is co-produced with staff and based on staff questionnaires and feedback.
* SMHL to set up table and be available at parents evening to discuss schools’ approach to mental health and talk about any MH challenges
* Provide information and support for parents around MH and Wellbeing via the school website
* Create timetable of workshops for parents and carers
* Pupils are asked about and involved in the development of curriculum and school systems relating to mental health
* All pupil’s receive feedback on the actions taken as a result of questionnaires and pupil voice activities.
 | Ongoing from September 2021Sept 2022Sept 22WeeklyDec 2022Dec 2022Sept 2022 Sept 2022Sept 2022Dec 2022Jan 2023Jan 2023Dec 2022 – Jan 2023Dec 2022Dec 2022June 2023Oct 2022Jan 2023April 2023  | LLSMHLSMHL, Pastoral, PSHE, Outdoor learning, TA repSMHLClass staffMHTPSHE curriculum leadSMHL and pastoralSMHLForm TutorsPastoral teamSMHLForm TutorsPastoral teamSMHLSMHL, SLTSLT and staff volunteersstaff volunteersSLT and staff volunteersPastoral teamSMHL Staff volunteersSchool council and SMHL | JMSMHL and governorsSMHLSMHLMHTMHTSMHL, MHT, PSHE leadSMHL, pastoral team SMHL, pastoral teamSMHL, pastoral team,SMHL and SLTSMHLSMHL and HTSMHLSMHLSMHL | Time Twilight/INSET time. SL for MH timeTime to meetTime to prepare content Time to prepareTime to preparePSHE lead PPA and management timeSMHL and pastoral timeClass timePastoral team time, SMHL pastoral timePastoral time to add onto my concernSMHL – timeKey Stage meeting timeSLT and staff coverCosts involved with wellbeing events.SMHL/Pastoral team time (possible cover costs)Activity costsSchool council time | * GLS has a commitment to the mental health and wellbeing of all staff.
* All staff understanding the importance of wellbeing and everyone’s roles and responsibilities, including their own.
* All staff feel valued and that their wellbeing and mental health matters.
* Staff can articulate what resilience and mental health is and will use the understanding to spot the signs of mental health difficulties and know how to deal with it.
* The team delivers a full mental health offer that supports staff and pupil wellbeing.
* Pupils complete weekly wellbeing activities delivered through assemblies.
* Good work is displayed throughout the school. Wellbeing supported through physical environment.
* Staff and pupils are aware of where they can support or advice.
* Lessons are taught with up to date, current knowledge relevant to school context.
* Pyramid of need created, mapping out the various interventions needed at each stage.
* Screening tool will inform the pyramid of need. Interventions are mapped to vulnerable children who require support
* CPOMS records will show action is being taken to address emotional needs.
* Support from prevention activities is tracked and monitored every half termly
* SMHL has an improved understanding of local MH services and begun to develop a relationship with local providers
* Staff respond quickly to MH concerns so that timely support is put in place.
* Staff talk about improved workload and the actions which have been taken
* Staff speak positively about improvements in work related well-being and the actions taken from SLT to improve this.
* Parents can articulate a greater understanding of the school’s approach to mental health and well-being
* Better MH outcomes for families and the community
* Pupils and staff have a good understanding of the challenges and subsequent actions which have been taken.
* Greater awareness of well-being and mental health at school council level
* Improved openness of pupils sharing mental health difficulties.
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| **Objective 6** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To ensure that the school continues to have robust systems to support the safeguarding of all pupils and staff. | * Update the Safeguarding policy and all associated policies, to be compliant with KCSIE 2021.
* All members of the safeguarding team to complete Advanced Safeguarding training.
* Seek feedback from pupils and parents regarding behaviour, welfare and safety. Respond appropriately to findings.
* Have a rolling programme of training activities that keeps staff and governors up to date with safeguarding.
* Set PM targets for members of the safeguarding team, that build on GLSs current offer.
* Safeguarding to become a component of KS meetings.
* Create a pupil friendly safeguarding policy.
* More staff to train in Safer Recruitment.
* Members of the safeguarding team to receive supervision.
 | Sept 2021Sept 2021OngoingYearlyYearlyOngoingAut 2021By July 22By July 22 | LLSafe-guarding TeamBL/LLBL/ES/ COBL/ES/COSLT ESNB/LLBL/ES/ CO | JM / GovsJMJMJM/LLLLJM/LLLLJMJM/LL | TimeTime + Training costsTimeTime + Training costsTimeTimeTimeTime + Training costs | * GLS has a clear systems and approaches to safeguard and protect all pupils, and is understood by all staff.
* GLS has a team of highly skilled and knowledgeable staff, responsible for safeguarding and child protection.
* Pupils feel safe in school and know who to talk to regarding any concerns or disclosures.
* Key safeguarding updates are cascaded to all staff via KS meeting and email (Andrew Hall).
* Members of the safeguarding team are supported in their mental health and wellbeing.
* Recruitment and vetting processes are thorough with regards to safeguarding.
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| **Objective 7** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To continue to build relationships and improve SEN provision in mainstream providers across Warrington & beyond. | * Continue to lead SEND reviews and expand the number of trained GLS staff.
* Continue to offer outreach support to mainstream schools with a range of focus areas.
* Continue to sit on the LA Panel
* Continue to help develop the future workforce by taking school direct student teachers on placement as well as delivering training.
* Continue to offer SEN experiences in primary and secondary.
* Enhance our CPD offer, supporting mainstream colleagues with SEND training.
 | By Dec 2021OngoingOngoingOngoingOngoingOngoing | JM/LLJM/MG/SD SD/ GS/LLSD/LMcSDJM/SD | JMJMJMJMJMJM | Cover costsCover costsCover costsTimeTimeTime, cover costs | * Mainstream schools provide high quality SEND provision across Warrington.
* Pupils with SEND attending mainstream schools make progress in all areas of the curriculum.
* Pupils with SEND attending mainstream schools are happy with their social, emotional and mental health needs being well catered for.
* More teachers across Warrington have had direct training in SEND.
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| **Objective 8** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To establish networks by collaborating with other special schools to compare outcomes and share best practice. | * Join the North West Special School Alliance and attend planned events.
* Continue to attend termly meetings with Warrington special schools.
* Continue to support and encourage staff to have wider professional roles beyond their role at Green Lane (e.g. Governors, Trustees, Panel members, NAS assessors).
 | By Easter 22TermlyOngoing | JMJMJM/SD | JMJMJM | TimeTimeTime | * The progress of pupils continues to be outstanding when measured against the progress of pupils in other SEND provisions.
* GLS has a range of schools to collaborate with, that offers CPD opportunities for staff that benefits GLS pupils.
* GLS has the opportunity to support other SEND provisions which will positively influence outcomes for more pupils.
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| **Objective 9** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To maintain the outstanding quality of governance at GLS.  | * Engage governors in more training relevant to the role.
* Complete a governor audit.
* Review the current roles and responsibilities of governors.
* Elect a new parent governor.
 | By July 2022 | JM | AL | Time + training costs | * Governors have specialist knowledge that is relevant to their role and creates a depth of understanding of the school.
* Governors engage in all aspects of governance with some governors being assigned to specific areas.
* Governors monitor the quality of education and proactively support the headteacher and other staff.
* GLS to have a full complement of governors.
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| **Objective 1** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To ensure that the needs of all pupils are effectively addressed after the lockdown periods. | * Family Support team to support individual pupils to improve attendance and work with those families reluctant to return to school.
* Family Support team to identify those families needing Social Care intervention (such as Early Help) and continue to work alongside a range of other professionals to support pupils and families.
* Analyse behaviour and attendance data and impact on learning and for this to be a focus of KS meetings.
* Use behaviour watch to spot trends in behaviour and identify where pupils need further support.
* Ensure pupil’s mental health and wellbeing is monitored closely.
* Offer more therapeutic interventions.
 | OngoingOngoingHalf termlyHalf termlyOngoingFrom Sept 21 | ES/ BL/ COES/ BL/ COMGMGAll staffBL | JM/LLJM/LLJM/LLJM/LLJM/LLLL | Time + pupil premium grantTime + pupil premium grantTimeTime + subscription costTimeRecovery Grant | * Whole school attendance is back up to 95%
* All pupils attend school, make progress and thrive.
* Behaviour at school is outstanding with pupils supported with their behaviour when needed.
* Pupils access a range of therapies (such as play, art, Talkabout, horticulture and play skills) in response to individual concerns.
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**Personal Development – LEAD Jo Mullineux & Lynne Ledgard**

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| **Objective 2** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To ensure that school continues to have an effective Careers Programme in line with statutory guidance. | * Review the current Careers offer and ensure it meets the Gatsby Benchmarks
* Create a provision map for Careers/work related learning from reception up to Year 11.
* Address any gaps in provision.
* Ensure the website is kept up to date with statutory requirements.
* Ensure that pupils have access to employers in a variety of ways during their time at GLS.
 | By July 22By Easter 22By July 22OngoingOngoing | AJ/SDAJ/SDAJ/SDAJ + KS leads | LLLLLLJM/LLLL | TimeTimeTimeTimeCover costs, travel costs | * Pupils have access to a career programme that fulfils statutory requirements.
* Pupils build up employment skills over time.
* Pupils receive guidance around further learning and employment.
* Pupils successfully transition to new provisions after Y11 or Y14.
* Pupils leave GLS with the skills needed to access further learning.
* Pupils gain access to employment or volunteering in the future and contribute positively to society.
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| **Objective 3** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To ensure that pupils understand how to keep physically and mentally healthy including healthy relationships. | * Ensure the RSHE curriculum supports personal development in a range of areas.
* Ensure the PE curriculum supports good physical and mental health.
* Ensure the Computing curriculum teaches pupils to keep themselves safe online.
* Ensure the Citizenship curriculum teaches pupils to understand their local/national/international community and to contribute positively to society.
* Plan in themed days across the year to ensure full curriculum coverage.
* Allow the school council to raise concerns and issues and act on feedback.

***See action in Leadership and Management Section also*** | OngoingBy July 2022OngoingOngoingOngoingTermly | SVRVRDTSVRSVR/ DTLL | LLLLLLLLLLLL | Curriculum costs + time | * Pupils understand the importance of exercise and healthy eating, they enjoy being active and continue this into adulthood.
* Pupils stay safe online and know what to do if they have a concern about themselves or others.
* Pupils develop the skills to be a good citizen and contribute positively to society.
* Pupils understand what a healthy relationship is and are able to experience loving relationships in the future.
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| **Objective 4** | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| To continue to promote equality, inclusivity and the development of responsible citizens. | * Ensure that our curriculum supports British Values and teaches pupils about the law and democracy.
* Pupils to take part in election processes in order to nominate school council members and head pupils.
* Work towards achieving the Silver Wise Up Award, strengthening their understanding of bullying and hate crimes.
* Introduce some basic first aid training into the curriculum.
* Create links with the emergency services to support pupil understanding of their roles within society.
 | OngoingAnnuallyBy December 2022From September 2022From September 2022 | SVRKS leadsSVRSVRSVR | LLLL/JMLLLLLL | Curriculum costs + time | * Pupils leave school with a good understanding of the law and services within their local community.
* Pupils leave school having experienced an election process, with some pupils understanding this process within local and national government.
* Pupils understand that bullying and hate crime is unacceptable.
* Pupils have some knowledge around first aid, with some pupils able to provide basic first aid.
* Pupils feel like a valued member of their community and contribute positively.
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**BEHAVIOUR AND ATTITUDES - LEAD – Michael Gaskell/Joanna Barnes**

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| **Objective**  | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| Improve the restoration process following behaviour and/or PH incidents.  | * Utilise the behaviour watch tool to identify pupils with the most incidents;
* Review documentation to ensure restoration forms a key element to the plan;
* Provide targeted intervention and training on the restoration process with identified class teams, relevant to the individual child;
* MG to develop resources to support restorative and debrief process, post incident.
* MG to liaise and support staff on restorative process, planning and intervention.
* Official restorative practice training to be resourced.
 | Ongoing | MG/JB | JM/LL | Behaviour Watch Licence CostsCover for behaviour lead to work on specific tasks | * Students causing concern quickly identified and appropriate steps taken;
* Restorative practice to form a significant part of interactions with students;

Staff feel more confident in having restorative conversations; |
| To continue to monitor and review systems & processes of recording behaviour incidents. | * Produce termly headline data reports for SLT and Governors on behaviour and positive handling;
* Provide staff training to ensure that all staff are confident and competent in recording incidents;
* Identify key trends and, in consultation with SLT, plan targeted interventions to support and develop identified areas for development;
* Reporting guidance document for staff to be created and distributed.
 | Ongoing | MG/JB | JM/LL | Cover for behaviour lead to carry out monitoring; | * Trends and concerns quickly identified;
* Quality of monitoring and recording remains high;

Support for students who are struggling is put in place;  |
| To Improve our pupil attendance figures to 95%. | * Re-introduce termly/half-termly attendance reports for SLT, governors and teaching staff to identify pupils with low attendance;
* Clarify a staged process of actions to address low attendance;
* Liaise with Family Support/Safeguard Team to assist to develop strategies and key interventions in conjunction with LA attendance officers where necessary.
 | Ongoing | MG/JB and Safeguarding Team | JM/LL | Cover for staff to carry out monitoring; | * Attendance data is more closely monitored;
* Steps taken to address low attendance;
 |
| To develop more opportunities to capture the voice of the pupil. | * Encourage the use of pupil voice tasks during monitoring days;
* Utilise information from these tasks to address concerns;
* Encourage pupil voice through mediums such as school council;
 | Ongoing | MG/JB Safeguarding, PSHE Lead | JM/LL | Cover for staff to carry out monitoring; | * Pupil voice remains a high priority at GLS;
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**EARLY YEARS – LEAD – Laura Owen**

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| **Objective**  | **Actions**  | **Time span**  | **Led by**  | **Monitored by**  | **Cost(£s)/**  | **Impact**  |
| To continue to increase the forest school provision to include early years and lower school classes.    To continue to increase the engagement of parents of pupils in the EYFS with their learning.    To develop learning through play in EYFS.        To move learning journals to EFL.     | To train further TAs to be Forest School leaders.    Continue to ensure that parents have access to EFL and are able to contribute to learning journals by loading activities onto EFL.   To provide early play skills training for TAs in the EYFS department. Staff to receive support from play therapist.  To continue to provide quality resources for use in continuous provision.   Staff to receive training in how to use EFL effectively.  Parents given support and guidance to enable them to access and contribute to their child’s learning journal via EFL.   | Courses completed 2022   Ongoing from Autumn 2021    By Autumn 2022    Autumn 2022   | LO    LO     LO    LO  | JM & Governors    JM & Governors    JM & Governors   JM & Governors    | Training course Cover to release trained TAs  EFL subscription/ Time to complete and respond to parents   Training course, supply cover  | The use of forest school is extended and enhanced. Two TAs are now able to lead sessions for classes in EYFS and lower school.  Pupils continue to have a record of work produced and activities completed. Parents are involved further in their child’s education and are able to contribute to learning journals.  TAs in the EYFS receive good quality training in play. Pupils’ experiences of play are enhanced and their outdoor learning developed further. Staff to audit resources so that resources for continuous provision can be shared across the classes.   Children will have a wide range of observations, covering the 7 areas of the EYFS, recorded on EFL. Subject leaders will be able to look at evidence of coverage when moderating with greater ease. Parents will be able to access EFL throughout their child’s progression through the school.    |
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**ASD PROVISION – LEAD Joanna Barnes/Michael Gaskell.**

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| **Objective**  | **Actions** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Impact** |
| 1. Continue to develop the SCERTS offer within school for pupils with ASD.  | * JB/MG/RT to attend official SCERTS Training
* BH/MG to reinstate SCERTS parents group
* Teachers to hold termly SCERTS meetings with Parents
* SCERTS data to be collated termly by ASD Coordinator
* Autism provision TA's to attend SCERTS training discussion with SCERTS trained staff
 | By July 2022 By July 2022  Termly/Ongoing Termly/OngoingAutumn 22 | JB/MG  JB/MG JB/MG JB/MG JB/MG  | JM/Governors JM/Governors   JM/Governors  JM/GovernorsJM/Governors | Cost of 3 course placement | * Staff are more confident in their delivery of SCERTS.

 * Parents are able to work with pupils in school & the wider community, with staff support.
* Parents are aware of pupil targets and have ideas for their implementation.
* Progress in SCERTS is monitored by the coordinator and any issues with pupil progress are addressed immediately.
 |
| 2.Complete reaccreditation through the NAS | * JN to complete NAS audit and complete relevant paperwork
* JN to complete coordinator days to ensure standards are maintained throughout school and 6th form
* JN to liaise with Jonny Knowles (NAS)
 | By April 2022Termly/ OngoingOngoing | JB/MG JB/MG  | JM/GovernorsJM/GovernorsJM/Governors | * Cost of accreditation
 | * Paperwork is submitted.
* Standards are maintained throughout school and accreditation achieved
* Links with NAS are maintained and advice received is acted upon.
 |
| 3. Continue to develop our ASD provision to ensure our Advanced status remains | * New style paperwork is submitted before the deadline.
* ASD provision continues to be monitored daily/termly by ASD Lead
 | By April 2022Ongoing | JB/MG JB/MG  | JM/GovernorsJM/Governors | * £3000+
 | * Paperwork is submitted, including new sections. School continues to be graded as advanced.
* ASD Provision remain as an outstanding provider of Quality Education where pupils thrive.
 |
| 1. Employ a full time OT to help develop further, the sensory provision we provide our  pupils with autism
 | * Job is advertised and interviews held.
 | By January 2022 | JM/LL Governors | JM/Governors | * £30000+
 | * £30,000+ (dependent on candidate)
* OT is employed
* Staff continue to receive advice on how to implement programmes produced
* Pupils continue to receive OT
* Advanced status is maintained
 |
| 1. To develop an outstanding OT provision throughout GLS.
 | * Shine Therapy to develop OT provision pyramid.
* Shine therapy to complete OT assessments.
* Shine therapy to create OT plans for pupils in targeted and specialist tier.
* Head and Assistant Head of Autism to liaise with staff and Shine Therapy to support an outstanding universal OT approach throughout GLS.
* Head and Assistant Head of Autism to liaise and support Shine Therapy in delivering targeted training for staff and parents.
 | Summer 22/Ongoing into 2023 | JB/MG  | JM/Governors | * £30000+
 | * Staff continue to receive advice on how to implement programmes produced
* Pupils continue to receive OT
* Advanced status is maintained & OT Provision is relevant, Meaningful with impact for pupils and families.
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**SIXTH FORM PROVISION – LEAD Neil Bothwell**

**Leadership and Management**

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| **Objective** | **How** | **Time span** | **Led by** | **Monitored by** | **Success criteria** |
| a) To develop the role of middle leaders and senior leaders within college | * JHR to enrol on NPQ course in Behaviour and Culture and be supported by NB as her learning mentor
* AP to complete NPQSL course
* LB to enrol and commence NPQSL course and take on further management responsibilities
* All teachers in college to have PM targets linked to an area of whole college development
 | By October 2021By July 2022By March 2022By Oct 2021, and termly  | NB/AP | LD / JMGovernors | A more experience college staff team More staff taking on management responsibilities within collegeSuccession planning in the event that job roles change or periods of sickness |
|   |
| b) To enhance the training and CPD development programme for staff, including induction | * Revise annual training calendar and add more college specific training
* Increase elements links to ASD support to upskill staff members
* Medication and medical related training to be completed by all staff
* UPS3 teacher to be guided to mentor and support HT as an ECT.
* Revise the induction framework for all new staff to make sure staff are fully inducted and supported during their first year in college
* Research opportunities for staff to take on external CPD opportunities post COVID
 | By Sept 2021 and every half term From Sept 2021By Sept 2021 and ongoingBy March 2022 | NB | LD/ JMGovernors  | Hybrid of in house and virtual training package detailed for staff each termStaff feel more confident in meeting the needs of all studentsConsistent ASD and behaviour approaches across collegeNew staff are brought up to speed quickly and feel supported in their new job roles, keeping our staff retention high All students, and especially ASD student, thrive and make outstanding progress |
|  |
| c) To introduce additional accredited programmes for students to strengthen the college offer | * Review existing offer and see what other awarding bodies are offering
* Research further courses for the 3 pathways that will allow students to gain further relevant qualifications at the appropriate level
* Additional qualifications to be added at Entry 1 and above for Maths, English and ICT
* Assigned staff to complete Independent, Travel Training courses in preparation for delivering qualifications
* Reintroduction of independent and supported travel training programmes post COVID
* Evaluate the effectiveness of the programmes based on outcomes for students
 | By Oct 2021By Dec 2021By Dec 2021By March 2022By July 2022 | NB | LD/ JMGovernors | All students working on relevant and appropriate qualifications during their time at collegeMost students will have opportunity to participate in supported All students will leave college with the most relevant qualifications and experiences that will support with Preparation for Adulthood |
|  |
| d) To ensure safeguarding procedures are up to date to create a culture of continuous monitoring to support all staff and students to keep safe | * New DSLs assigned to college – AP and NB
* College leads to complete advanced safeguarding training
* College leads to attend weekly safeguarding meetings and report back to staff any updates in legislation from WBC and government
* Safeguarding training and Safeguarding for Adults training to be completed by all staff members
* All staff to read updated safeguarding documentation – Keeping Children Safe in Education
 | By Sept 2021By March 2022OngoingBy Oct 2021By Sept 2021 | AP | LD/ JMGovernors | All staff and students are kept safe.Staff are aware of the most up to date guidance and legislation.  |
|   |
| e) To be actively involved in post 19 developments | * College lead to work with LA in support of post 19 development within Warrington.
* Potential students identified that can be supported in Warrington instead of going out of area.
* Potential sites identified and reviewed
* Appropriate curriculum devised
* Clear links between Education, Health and Social Care
 | Ongoing through year  | NB | JMGovernors | All students remain in and learn to live in Warrington closer to family tiesStudents access a blended curriculum of education, health and therapy linked to Preparation for Adulthood framework |
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**Quality of Education**

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| **Objective** | **How** | **Time span** | **Led by** | **Monitored by** | **Success criteria** |
| a) To develop and define 3 distinct curriculum pathways within college and link to Preparation for Adulthood | * Evaluate the current qualifications being offered and research alternatives with other awarding body for pre-entry level students
* Develop the curriculum offer for Pathways 1 and 2
* Visit other post 16 providers and see what they are offering for pre-entry level students
* Pilot any potential qualifications with target groups
* Link college curriculum fully to the 4 areas of the Preparation for Adulthood framework
 | By Sept 2021By Dec 2021By Dec 2021 | NB / Pathway leads | LD/ JMGovernors | The curriculum offered by college meets the needs of all current and future students The curriculum needs of our pre-entry learners are met more fully.The Preparation for Adulthood framework is embedded into everything we do in order to support students fully moving forward post college. |
|  |
| b) To develop a more user-friendly college assessment systems for Pathways 1 and 2 based on a credit system | * Develop an assessment tool to baseline students and ensure consistency of judgement
* Review Maths and English assessment criteria in order to refine the bank of objectives (Entry 1 and above)
* Respond to termly data by offering focussed support for those students not on track
* Develop a tracking system linked to accredited units to be use with those students at pre-entry level who are not making the expected progress against our internal monitoring system.
 | By Dec 2021By Dec 2021By March 2022 | NB / Pathway leads | LD/ JMGovernors | Relevant data systems in place that can be used to compare progress for different groups i.e. ASD vs. Non ASD, Girls vs. boys.Termly progress clearly linked to annual targets and showing students meeting / not meeting / exceeding targets.Planned interventions for those students not on trackStrong systems in place that allow consistent judgement of attainmentTargets set will be challenging for all students making sure that all students are making maximum progress. |
|  |
| c) To raise the attainment of Speaking and Listening across the college | * Staff to raise opportunities across the wider curriculum for S&L activities to be completed
* Develop use of current resources and IT packages
* Research relevant and age appropriate resources to enhance the current offer
* Develop own in house resources to support individual groups
* Continue to source appropriate reading materials to develop reading and speaking opportunities
* Develop opportunities for students to speak up in groups within college
* Continue to work with Oi Listen to develop further opportunities for students to develop their confidence to speak up
* Tutor and leisure group options to allow students to develop self confidence in speaking e.g. social skills groups
 | OngoingFrom Sept 2021Termly with different groupsFrom Sept 2021 | NB / APTeachers  | LD/ JMGovernors | All staff have increased knowledge of tools to support speaking and listening across the curriculum IT programs being used effectively by all staff to support studentsStudents self confidence and esteem raised through variety of opportunities Students accessing a wide variety of high quality resources. Speaking and listening data will show improvement term on term |
|   |
| d) To conduct more rigorous moderation around accreditation to show evidence of progress and impact of learning. | * OCR and Open Awards moderation to be assigned to 2 staff members
* New tiered guidance on expectations from all staff to be produced and shared
* Completed work files and ‘working on folders’ to be prepared for every student Moderation meetings for staff to moderate each other’s work to be built in every term
* Timetabled days each term for internal moderators to complete checking of all files
 | By Sept 2021By Nov 2021 and termlyTermly  | NB | LD/ JMGovernors | Staff confidence raised around production of their own work and assessments having seen the ideas of othersModeration process is smoother with clear outcomes for studentsMore staff experienced in the moderation process to cover for job roles change or periods of sickness |
| **Review** |
| e) To further embed Evidence for Learning to assist us in demonstrating progress, engagement and curriculum coverage | * Assign EfL co-ordinator role as part of Performance Management
* Co-ordinator to carry out refresher training for existing staff and new staff to get more detailed training where needed
* SLT and co-ordinator to carry out regular peer monitoring – half termly
* Co-Ordinator to liaise with EfL provider to look for ways to increase parental engagement – new Parent App
* Develop PLG for EHCP outcomes
* Increase use of student self-assessment in Pathway 3 and look for ways for Pathways 1 and 2 to share their assessments in a more appropriate way
 | By Oct 2021Half termlyBy Nov 2021By March 2022 | AP / LB | LD/ JMGovernors | Students more involved in self-assessment and self reviewIncreased evidence recorded, increased use of video clips to further support student review, engagement and self-assessment.Accurate record of engagement leading to more focused ‘next steps’ and linked progress.Students will have evidence of progress over time towards their EHCP targets Clear evidence of how EHCP targets filter down into practiceParent accessing the system more and showing responses and adding evidence of home based learning  |
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**Behaviour and Attitudes**

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| **Objective** | **How** | **Time span** | **Led by** | **Monitored by** | **Success criteria** |
| a) To develop the role of the Student Council so that students are more confident about their place within the college and know their responsibilities and rights | * Continued links with Oi Listen and other speak up partners to allow students to have opportunities to speak out and find their voice
* Student representation on committees – Health & Safety, Social committee, college development, wellbeing committee
* Surveys to be completed by students on areas of college life e.g. food in canteen, social nights, developments
* TAs nominated to support College Council to meet every half term and share their views
* College Council noticeboard assigned in college
* NCS programme for all 3 pathways
 | Termly with different groups By Dec 2021Half termlyBy Oct 2021By Dec 2021By Dec 2021 | NB / AP | LD/ JMGovernors | Students more aware of themselves and able to speak up and share their ideas.All students feel confident to share their ‘voice’Student self confidence and esteem is raised.Students have their say in the development of our college. Students feeling happy in college and also having people to talk to if they are having any difficulties.Students more aware of what support is out there for them and more willing to challenge inequalities Key messages promoted within the local community |
|  |
| b) To create more opportunities to support the sensory needs of students | * Enhance the use of the sensory room within college
* OT to work with individuals / groups based on greater need within college
* Liaise with OT to review sensory profiles and diets to support students with sensory needs
* Behaviour plans and procedures reviewed based on NPQBC course being completed by JHR
* Make sure all documentation is supportive of all needed – ASD practises improved after training
* Ready to Learn activities planned for start of morning and afternoon session
* Develop a rebound curriculum
 | By Dec 2021By March 2022By March 2022By July 2022 | NB /AP | LD/ JMGovernors | Students sensory needs being fully metStudents ready to learn in all sessions within collegeStaff have an increased awareness and understanding of sensory needs of studentsFunctional skills improveProgress data shows improvements for ASD cohort  |
|  |
| c) To develop the internal and external college facilities | * To develop the courtyard facilities now that students are out together in groups to promote social skills and playing together
* College Council to be met with and suggestions taken for further developments
* Courtyard canopy to be built to allow area to be used throughout the year regardless of weather
* Grass area at front of college to be developed to be used more by students
 | By Dec 2021TermlyBy Feb 2022By July 2022 | NB / AP | LD/ JMGovernors | College facilities are improved and enjoyed by the full cohort of students.College Council is fully involved in supporting the development of college.College facilities can be used more thoroughly through the year.Students have access to more areas outside of college to support their development  |
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**Personal Development**

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| **Objective** | **How** | **Time span** | **Led by** | **Monitored by** | **Success criteria** |
| a) To develop and embed Preparation for Adulthood framework through careers education and work experience | * Further develop opportunities within Woolston Learning Village for all students to participate in some form of work experience post COVID
* Develop a link business for each of the Pathway 3 courses
* Develop links with external employers to support with voluntary work in the local community.
* Staff to support students 1:1 with work placements as required
* Talentino programme to support with careers curriculum
* Volunteer work sessions within college kitchen for students to sign up to every lunchtime
* World of Work days built into college curriculum
* External companies to deliver work related talks and experiences for students on different pathways
 | By July 2022 | AP | LD/ JMGovernors | Bungalow open to customers and is safely run by the Café and Retail Course group.Pathway 3 course groups able to complete work related learning which leads to the maximum outcome for their accredited course.Pathways 1 and 2 to be more experienced working in the college kitchen as well as other jobs to support the running of the college.Students have increased understanding of the world of work All college students to have participated in some form of work experience opportunity either internally or externally to college.Students are best placed to take up opportunities of external work experience.Positive feedback from students, staff, employers and parents with regards to work experience being carried out by students.An improved careers service where students and parents receive impartial advice about all options open to themStudents leaving college and moving to providers that are geared up to support them in the best possible way  |
|  |
| b) To redefine our Duke of Edinburgh Award offer by developing wider life skills and link to Tutor and Leisure group options  | * Edofe - training and all staff to be skilled up to use the system by DoE staff
* Post COVID set up groups differently linked to the award students are working on
* Increase staff responsibility for recording assessor reports and evidence
* Employing temporary skilled staff to deliver activities that students have not participated in previously
* Develop expedition skills by holding workshops for staff
* Set expedition weeks for different pathways into college calendar
* Create more community links to enhance the opportunities offered to students
 | By Nov 2021By Dec 2021By July 2022By March 2022 | NB / CP | LD/ JMGovernors | Staff are more confident at managing the admin aspect of delivering DofE. Staff feel more confident when delivering practical sessions linked to expeditions which, in turn, will ensure that students are better prepared and more skilled up for expeditions.DofE enhances our work-related learning and careers package.Students access a wider variety of skills and activities that may involve more specialist trainers. |
|  |
| c) To enhance the tutor group and leisure activities to involve off site activities to promote a return to community use and community learning | * Listening to ideas from students as to activities they would like to try
* Post COVID – look for more opportunities off site to develop community learning and involvement
* Employing temporary skilled staff to deliver activities that students have not participated in previously
 | By Dec 2021By July 2022 | AP/ NB | LD/ JMGovernors | Student voice is listened to and they can share activities they would like to try.Students are accessing the community and using community facilities more confidently.Students are gaining new skills and potential interests that they may be willing to participate in outside of college.  |
|   |
| d) To raise the profile of Mental Health and RSE across the college, embedding the use of EfL to record and evidence these across the curriculum.  | * Increase opportunities for students and staff to discuss their mental health post COVID as part of PSHE and general sessions.
* Look for opportunities to enhance staff wellbeing through activities aimed at supporting their mental health
* TAs assigned to Mental Health Team as part of the Performance Management system
* Review and amend where needed the RSE curriculum
* Writing of student friendly guides to healthy relationships and friendships as part of Sexual Health themed week
* Mental Health week activities planned across the curriculum pathways by staff team
* Regular meetings with staff members to support them where needed
 | OngoingOngoingBy Oct 2021By March 2022By July 2022Ongoing  | AP | LD/ JMGovernors | All students feel confident to share their ‘voice’Staff and students will more readily recognise and acknowledge their own wellbeing and mental health. Students more aware of friendships and relationships linked to Preparation for Adulthood framework  |
|   |
| e) To review and strengthen transition procedures and practise for students moving into college at 16 and out of college at 19 | * Develop current transition into college at 16 to involve a full package of support to feeder schools
* Liaise with feeder school staff to share information and knowledge as how to best support students
* Involving students fully in all aspects of transition
* Develop further links with post 19 providers to support with transition out of college
* Support students on transition packages / visits post COVID
 | By Oct 2021By Dec 2021By March 2022By July 2022 | NB / CPTransition Team  | LD/ JMGovernors | Students are fully supported to enter college with as much preparation as needed allowing them to settle more quickly.All staff are fully prepared for students in their groups early in the year making it possible to additional preparation time. Students are fully supported to move on to their next providers and this will allow them to settle more quickly and be supported better by new staff members.Students are more confident about their next steps having been involved in the process fully. |
|   |