**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.
5. To develop a behaviour curriculum

**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.

**6TH FORM PROVISION** –**LEAD** **Dale Holden & Bridgeen Whittle**

**QUALITY OF EDUCATION –Dale Holden**

a) Refresh the current accreditation offer – exploring options for a single provider solution.

b) Embed college curriculum fully to incorporate the 4 areas of the Preparation for Adulthood framework.

c) Develop an assessment tool and tracking system to accurately identify the progress made by all students across functional skills subjects to appropriately recognise all steps of learning.

d) Introduce a formal systematic moderation process for accreditation files with robust intervention procedures.

e) To increase opportunities for students to develop their highly transferable essential skills, through delivering an evidence-based framework.

**LEADERSHIP AND MANAGEMENT –Dale Holden**

a) Production of a post 16 & 19 catalogue of options for potential/current students and families to have a clear picture of possible next steps.

b) Enhance the college’s ability to manage safeguarding incidents through engagement with relevant safeguarding CPD. c) Develop a pop-up retail unit in Warrington for students to access and engage in a range of enterprise activities as part of work experience and work-related learning.

d) Further development of, and engagement with, college parents’ partner engagement group to achieve the Leading Parent Partnership Award (LPPA).

**PERSONAL DEVELOPMENT – Bridgeen Whittle, Laura Bell**

a) Increase opportunities for students and staff to discuss their mental health and wellbeing as part of PSHE and general sessions.

b) Establish a systematic approach for the transition experience/opportunities for school students making their way to college in the following academic year.

c) Increase opportunities for students to engage in meaningful internal and external work experience/careers placements, providing additional opportunity to develop Preparation for Adulthood skills and skills for the workplace in line with the Skills Builder framework.

**BEHAVIOUR AND ATTITUDES – Lead Bridgeen Whittle**

a) Develop staff knowledge of autism & trauma informed practice.

b) Further enhance the student voice of college students and support them in having meaningful input across a range of issues impacting them and the college site.

c) To develop staff knowledge and understanding of the key processes and reporting associated with college health and social work partners.

**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** |
| 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.
 |
| **Objective 2** | **Actions** |
| 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 handwriting curriculum to ensure that there is a whole school approach and that we are teaching early writing skills and letter formation consistently across school.
* 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.
 |
| **Objective 3** | **Actions** |
| 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.
 |
| **Objective 4** | **Actions** |
| 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. (Moved back to internal system as it shows more progress).
 |
| **Objective 5** | **Actions** |
| 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.
 |

**LEADERSHIP & MANAGEMENT – LEAD Jo Mullineux & Lynne Ledgard**

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| **Objective 1** | **Actions** |
| 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.
 |
| **Objective 2** | **Actions** |
| 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.
 |
| **Objective 3** | **Actions** |
| 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.
 |
| **Objective 4** | **Actions** |
| 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.
 |
| **Objective 5** | **Actions** |
| 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.
 |
| **Objective 6** | **Actions** |
| 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 current KCSIE.
* 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.
 |
| **Objective 7** | **Actions** |
| 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.
 |
| **Objective 8** | **Actions** |
| 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).
 |
| **Objective 9** | **Actions** |
| 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.
 |

**Personal Development – LEAD Jo Mullineux & Lynne Ledgard**

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| **Objective 1** | **Actions** |
| 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.
 |
| **Objective 2** | **Actions** |
| 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.
 |
| **Objective 3** | **Actions** |
| 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*** |
| **Objective 4** | **Actions** |
| 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.
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**BEHAVIOUR AND ATTITUDES - LEAD – Michael Gaskell/Joanna Barnes**

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| **Objective 1** | **Actions** |
| 1. 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.
* Restorative practice training to be delivered.
 |
| **Objective 2** | **Actions** |
| 2. 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.
 |
| **Objective 3** | **Actions** |
| 3. 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.
 |
| **Objective 4** | **Actions** |
| 4.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;
 |
| **Objective 5** | **Actions** |
| 5. To develop a behaviour curriculum | * MG to research behaviour curriculums.
* MG to attend Zones of Regulation training.
* MG to write GLS behaviour curriculum.
 |

**EARLY YEARS – LEAD – Laura Owen**

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| **Objective 1** | **Actions** |
| 1.To develop learning through play in the EYFS. | To provide early play skills training for TAs in the EYFS department. Staff to receive support from play therapist/learning through play training. To continue to provide quality resources for use in continuous provision.  |
| **Objective 2** | **Actions** |
| 2.To continue to increase the engagement of parents of pupils in the EYFS with their learning.   | Continue to ensure that parents have access to EFL and are able to contribute to learning journals by loading activities onto EFL.  Ongoing training for new staff to use EFL.  |
| **Objective 3** | **Actions** |
| 3. To continue to increase the forest school provision to include EYFS classes. |  To train further TAs to be Forest School leaders.    |
| **Objective 4** | **Actions** |
| 4.To move learning journals to EFL.  | 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. Class teachers to ensure new parents area able to access EFL at the beginning of Autumn term.  |
| **Objective 5** | **Actions** |
| 5. To implement a new long term topic overview to enhance our curriculum. | LO to work with JB to develop a new long term topic overview to enhance the curriculum and ensure topics are meaningful and engaging for our pupils.EYFS staff to give feedback at the end of each topic and amendments made if needed. ***Target added July 23*** |

**ASD PROVISION – LEAD Joanna Barnes/Michael Gaskell.**

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| **Objective 1** | **Actions** |
| 1. Continue to develop the SCERTS offer within school for pupils with ASD.  | * JB/MG/RT/EB/HW/GS 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
* SD to attend SCERTS training as part of teaching and learning role
* JB to look into SCERTS soft data and to move SCERTS data onto EFL.
 |
| **Objective 2** | **Actions** |
| 2.Complete reaccreditation through the NAS | * JN/JB to complete NAS audit and complete relevant paperwork
* JN/JB to complete coordinator days to ensure standards are maintained throughout school and 6th form
* JN/JB to liaise with Jonny Knowles (NAS)
* JB to apply for Beacon status award
* JB to look into NAS accredited training to see if any are relevant for our staff CPD and to keep up to date with autism practice
 |
| **Objective 3** | **Actions** |
| 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
* ASD engagement class is monitored, and training is sourced. JB to ensure curriculum and assessment is appropriate for this class.
 |
| **Objective 4** | **Actions** |
| 4.Employ a full time OT to help develop further, the sensory provision we provide our  pupils with autism | * Job is advertised and interviews held.
 |
| **Objective 5** | **Actions** |
| 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.
* Head of autism to direct SHINE in creating an action plan for supporting parents with other areas e.g. restrictive diets.
 |

**Post 16 PROVISION – LEAD Dale Holden & Bridgeen Whittle 2023 -24**

**Quality of Education –Dale Holden**

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| **Objective** | **Actions** |
| a) Refresh the current accreditation offer – exploring options for a single provider solution.  | * Undertake a thorough review of the current accreditation offer – swot analysis.
* Explore the accreditations offered by similar providers in the area.
* Explore a range of providers and the potential courses which could be incorporated into the college offer.
* Collect student voice in relation to desired course options.
* Begin the process of/buy into a new accreditation offer.
 |
| b) Embed college curriculum fully to incorporate the 4 areas of the Preparation for Adulthood framework. | * Amend the current medium term planning template to include space for links to the 4 areas of Preparation for Adulthood.
* Provide staff CPD in relation to the 4 areas of Preparation for Adulthood.
* Include appropriate monitoring/checks are performed as part of MTP monitoring system.
 |
| c) Develop an assessment tool and tracking system to accurately identify the progress made by all students across functional skills subjects to appropriately recognise all steps of learning.  | * Identify a new external assessment tool to support the accurate tracking of student progress in functional skills.
* Review the current target setting and tracking system and identify reasons why it is no longer suitable.
* Develop a new system which incorporates individualised target setting for functional skills strands.
* Establish key date reviews for annual targets throughout the academic year (once per term)
* Create a new progress reporting format to clearly demonstrate the progress made by students in functional skills strands.
* Change reporting format from a FW/GL split to represent the whole college.
 |
| d) Introduce a formal systematic moderation process for accreditation files with robust intervention procedures. | * Identify new internal moderation leads for Open Awards and OCR accreditation.
* Provide CPD for tutors relating to the evidence requirements for OCR and Open Awards – what a good one looks like.
* Establish a yearly moderation calendar for internal moderation with clearly defined moderation points.
* Establish midyear check/moderation with GL examinations officer.
 |
| e) To increase opportunities for students to develop their highly transferable essential skills, through delivering an evidence-based framework. | * All staff to access Skills Builder CPD.
* Embed information from training into supporting students to understand and demonstrate the 8 essential skills.
* Planning will demonstrate what essential skills the pupils will be working on
* Use of evidence base to inform teaching and learning.
* Use of Skills Builder Framework to develop a sequential approach to skill development.
* Use of skills vocabulary across all aspects of teaching to embed understanding of the skills
 |

**Leadership and Management –Dale Holden**

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| **Objective** | **How** |
| a) Production of a post 16 & 19 catalogue of options for potential/current students and families to have a clear picture of possible next steps. | * Assessment of current literature available from the college in relation to post 16 & 19 transition options.
* Develop a clear framework literature which sets out potential transition options for students for post 16 and post 19 moves.
* Develop professional links with the business development team at adult social care.
* Support the interview/selection process for a community care worker role (adult social care) to work closely with college to support post 16 and post 19 transition.
 |
| b) Enhance the college’s ability to manage safeguarding incidents through engagement with relevant safeguarding CPD. | * Member of staff to access Level 1 “Train the Trainer” safeguarding course (adults).
* Member of staff to access Level 2 safeguarding adults’ course.
* Key staff to access Working Together to Safeguard Children course.
* In-house training to be provided to support the accurate and appropriate use of the CPOMS system.
* College staff member to be identified as a Team Teach trainer; to complete this training; and deliver training sessions to college staff.
 |
|  c) Develop a pop-up retail unit in Warrington for students to access and engage in a range of enterprise activities as part of work experience and work-related learning. | * Identify potential pop-up shop locations and explore possibility for free occupancy.
* Explore enterprise offers made by similar providers in the area – visits to other providers.
* Identify enterprise project suitable to run from an external pop-up location.
* Set times for the pop-up to be open and timetable/schedule this for the year.
 |
|  d) Further development of, and engagement with, college parents’ partner engagement group to achieve the Leading Parent Partnership Award (LPPA). | * Establish dates for the parents’ forum to regularly meet throughout the year – once per half term.
* Identify opportunities to increase parental participation in college life.
* Have one “parent led” event facilitated by and held in college.
 |

**Personal Development – Bridgeen Whittle, Laura Bell**

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| **Objective** | **How** |
| a) Increase opportunities for students and staff to discuss their mental health and wellbeing as part of PSHE and general sessions.  | * Collect student voice regarding ways in which college can support their mental health and wellbeing.
* Conduct staff survey into mental health and wellbeing, identifying ways to support and improve this.
* Hold a termly mental health/wellbeing awareness day within college.
* Conduct termly CPD/teambuilding activities.
 |
| b) Establish a systematic approach for the transition experience/opportunities for school students making their way to college in the following academic year. | * Clearly define a transition schedule communicated to, and agreed by, both Green Lane and Fox Wood.
* Arrange for all transition documents/paperwork to be provided digitally via Fox Wood and Green Lane in addition to any hard copies.
* Identify a named college point of contact for transition arrangements.
 |
| c) Increase opportunities for students to engage in meaningful internal and external work experience/careers placements, providing additional opportunity to develop Preparation for Adulthood skills and skills for the workplace in line with the Skills Builder framework. | * Strengthen ties to industry through The Pledge network meetings.
* Develop a college LinkedIn social media account to support in creating links to industry.
* Provide opportunities for students to access industry in a range of ways including placement and structured visit.
* Embed the skills from the Skills Builder framework into the curriculum.
* Support students in identifying the link between the Skills Builder framework skills and PfA.
* Students given a wider range of work-based opportunities through which to develop the 4 areas of PfA.
 |

**Behaviour and Attitudes – Lead Bridgeen Whittle**

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| **Objective** | **How** |
| a) Develop staff knowledge of autism & trauma informed practice. | * Arrange appropriate CPD to support staff understanding of autism and best practices in supporting young people with autism.
* Arrange appropriate CPD to support staff understanding of trauma informed practice.
* Develop a room checklist of “must haves” in relation to resources to support young people with autism.
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| b) Further enhance the student voice of college students and support them in having meaningful input across a range of issues impacting them and the college site.  | * Woolston site Council – 2 college representatives to sit on this and feedback information to and from college.
* Liaise with staffing from main schools to set this up effectively.
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| c) To develop staff knowledge and understanding of the key processes and reporting associated with college health and social work partners. | * Develop links with social care teams around DOLS, capacity assessments, best interest decisions and skill up staff members to deliver these assessments.
* Identify frequently encountered external agencies and reports/paperwork – provide specific CPD to support staff to effectively complete documentation.
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