

# Isebrook SEN College

## School Development Plan 2017 – 2018



Effectiveness of Leadership and Management	Autumn 2017 Update	Success criteria
<p><b>School and MAT Priority</b></p> <p>Through effective staff support (professional development and performance management) and CPD staff are able to effectively support students to meet their outcomes</p>	<ul style="list-style-type: none"> <li>• Teacher appraisal completed</li> <li>• Re-alignment of line management to ensure:</li> <li>• Clear lines of support</li> <li>• Clear line management</li> <li>• Appraisal responsibilities</li> <li>• Alignment of support staff appraisal to follow-on form teacher appraisal so that school development is consistently translated throughout all roles</li> <li>• Developing induction package of support for new staff to include relationships, communication, ASD etc (this will inform a package of staff meetings in spring term)</li> <li>• Staff identified for teacher training AO route and in place for named teachers through Pilgrim Partnership</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• <i>All support staff performance management completed</i></li> <li>• <i>CPD model across the school and MAT to support succession planning – identifying possible leaders of the future and offering routes for personal development</i></li> <li>• <i>Trustees and governors have defined training support to enable them to fulfil their roles and effectively</i></li> <li>• <i>Develop system for feedback and implementation as necessary</i></li> </ul>	<ul style="list-style-type: none"> <li>• CPD model in place across the school and MAT so that support is in place for all staff at every level</li> <li>• Succession plans in place to secure leadership at every level so that outcomes for students are maximised</li> <li>• Coaching and mentoring is embedded, linked to a joined up appraisal cycle with different support mechanisms</li> </ul>
<b>Key Performance Indicator</b>	<p>All staff have identified CPD plan by end term 3</p> <p>CPD Model designed with MAT leadership and agreed</p>	
<p><b>Responsibility</b></p> <p>Kevin Latham, Simon Bishop, Tracy Hall</p>	<p><b>Budget</b></p> <p>Leadership meeting time</p>	<b>Monitoring</b>

<b>Effectiveness of Leadership and Management</b>	<b>Autumn 2017 Update</b>	<b>Success criteria</b>
<p><b>MAT Development</b></p> <p>Ensure vision and values so that they run through to practice</p>	<p>Development of new websites for schools and MAT and ensure the vision and values are clear for all.</p> <p><b>Next Steps:</b>  <i>Staff survey carried out to find staff views on MAT</i>  <i>Staff completed visioning / values activity (Shared with parents / carers at consultation evenings)</i></p> <p><i>Leadership focus on being present and supporting, try to thread through everything we say / do</i></p> <p><i>Planned programme for reviewing the school's vision and values with all stakeholder groups:</i></p> <ul style="list-style-type: none"> <li>• <i>Staff</i></li> <li>• <i>Governors</i></li> <li>• <i>Students</i></li> <li>• <i>Families</i></li> </ul> <p><i>Plan a programme for communicating and embedding the vision and values in all aspects of the school's work</i></p> <p><i>School prospectus</i></p>	<ul style="list-style-type: none"> <li>• Reviewed vision and values with all stakeholders</li> <li>• All stakeholders feel valued and supported across MAT: <ul style="list-style-type: none"> <li>○ Students</li> <li>○ Families</li> <li>○ Staff</li> </ul> </li> <li>• Articulated vision and values through updated fully costed school excellence plan</li> </ul>
<b>Key Performance Indicator</b>	<p>Vision and Values session with directors Term 3</p> <p>Programme for communicating and reviewing vision and values agreed by directors by end of term 4</p>	
<p><b>Responsibility</b> Kevin Latham</p>	<p><b>Budget (MAT Growth Fund)</b>  Website development - £6000  Prospectus - £1000</p>	<p><b>Monitoring</b></p>

<b>Effectiveness of Leadership and Management</b>	<b>Autumn 2017 Update</b>	<b>Success criteria</b>
<p><b>SCHOOL DEVELOPMENT PRIORITY (Leadership)</b></p> <p>The curriculum offered at Isebrook meets the needs of all students, offering the opportunities for development of skills and knowledge to prepare them for the next stages in their life, with an assessment scheme that not only accurately identifies next steps in learning but celebrates success.</p>	<ul style="list-style-type: none"> <li>• Learning walks, lesson observations, planning and work scrutiny undertaken</li> <li>• Develop personalisation through review of annual review process and capture of aspirations etc</li> <li>• Sixth form curriculum reviewed in line with DfE guidelines</li> <li>• KS3 curriculum themes planned and reviewed</li> <li>• Review the curriculum in consultation with all stakeholder groups</li> <li>• Developed KS3 and 14-19 curriculum maps</li> <li>• Developed Employment Strategy developed</li> <li>• Occupational Studies offer incl accreditation (construction etc)</li> <li>• Developed transition pathways for 14 – 19 including work with Tresham</li> <li>• Develop and extend the curriculum offer of ‘Learning Outside the Classroom’ (LOtC)</li> <li>• Grow and develop use of the Studio in order to extend student enterprise and employability skills and gain accreditations</li> <li>• Map use of PP funding using Provision Mapping</li> <li>• Online assessment programme to manage skill development</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• <i>Employability LTP and MTP to be written</i></li> <li>• <i>KS3/4 leaders meet with AHT to plan 3 year cycle</i></li> <li>• <i>Further develop accreditation opportunities for occupational courses</i></li> <li>• <i>Explore extended 16-19 offer through consortium</i></li> <li>• <i>Online assessment to be further investigated through Behaviour Watch / SILSAF</i></li> </ul>	<ul style="list-style-type: none"> <li>• Restructured curriculum that meets the needs of all groups of pupils in the school - see excellence plan</li> <li>• Long term curriculum maps in place</li> <li>• Linked learning model for KS3</li> <li>• Post 16 curriculum with transition pathways, ensuring that EHCP Outcomes for young adulthood are achieved along with appropriate accreditation / qualifications</li> <li>• Further innovate and support curriculum enhancements for students in receipt of Pupil Premium</li> </ul>
<b>Key Performance Indicator</b>	<p>Curriculum maps published for all key stages by Feb ½ term</p> <p>Assessment scheme in place by end Term 3 for staff to use</p>	
<b>Responsibility</b>	<b>Budget</b> Assessment programme - £3000	<b>Monitoring</b>

Effectiveness of Leadership and Management	Autumn 2017 Update	Success criteria
<p><b>MAT Development</b></p> <p>Ensure resources are efficiently and effectively deployed to meet needs of the school</p>	<p>Finance policies updated and agreed H&amp;S Audit completed and actioned</p> <p><b>Next Steps:</b> <i>Review roles &amp; responsibilities &amp; job descriptions e.g. subject leaders, TA roles, and through PM processes.</i></p> <p><i>Project manage and plan forwards re pupil and staff movement and accommodation (e.g. plan in place for filling new building)</i></p> <p><i>Staff – review roles / responsibilities, performance management / professional development, to include Chief Operations Officer to manage business of schools in MAT</i></p>	<ul style="list-style-type: none"> <li>• A positive balanced budget is achieved, and Financial policies and procedures are fit for purpose and support the school’s development</li> <li>• The Health &amp; Safety &amp; Financial Audit are positive</li> <li>• Efficient use of staffing and teaching resources</li> <li>• Effective leadership structure in place.</li> <li>• Premises – new build progressing to meet growing needs of school</li> </ul>
<b>Key Performance Indicator</b>	Roles reviewed and recruitment planned by Easter 2018	
	Building use planned, quoted and any plans agreed by governors	
<b>Responsibility</b>	<b>Budget (MAT Growth Fund)</b> £1500	<b>Monitoring</b>

<b>Effectiveness of Leadership and Management</b>	<b>Autumn 2017 Update</b>	<b>Success criteria</b>
<p><b>Environment</b></p> <p>Ensure new build meets the needs of the learners at Isebrook for September 2018</p>	<ul style="list-style-type: none"> <li>• H&amp;S audit completed and shows all safety needs covered</li> <li>• Reviewed use of present school environment to meet changing needs of students:               <ul style="list-style-type: none"> <li>○ Therapies</li> <li>○ Reception</li> <li>○ Classrooms</li> <li>○ Outside areas:                   <ul style="list-style-type: none"> <li>▪ Playgrounds</li> <li>▪ Possible Forest School area</li> <li>▪ Horticulture extension to ‘workshop’ mobile</li> </ul> </li> </ul> </li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• <i>Buildings works quoted</i></li> <li>• <i>New build team to look at:</i> <ul style="list-style-type: none"> <li>• <i>Décor</i></li> <li>• <i>Furniture</i></li> <li>• <i>ICT</i></li> <li>• <i>Resources</i></li> <li>• <i>External areas</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Health &amp; Safety of staff and students protected</li> <li>• New build completed and resourced ready for September 2018</li> <li>• School environment is welcoming and meets the needs of all students</li> </ul>
<b>Key Performance Indicator</b>	<p>Building use planned, quoted and any plans agreed by governors</p> <p>Classroom plans (new build &amp; existing) in place by end Term 3</p>	
<b>Responsibility</b>	<p><b>Budget</b></p> <p>£4500 per room in new build</p> <p>£2000 premises +</p>	<b>Monitoring</b>

Teaching Learning and Assessment	Autumn 2017 Update	Success criteria
<p><b>SCHOOL DEVELOPMENT PRIORITY (Personalisation)</b></p> <p>Staff to use effective differentiation techniques so that all students, especially girls, are able to access learning and make at least good progress</p>	<ul style="list-style-type: none"> <li>• Student interventions identified and in place</li> <li>• Audit of Quality 1<sup>st</sup> Indicators completed and teacher meetings planned</li> <li>• Teacher appraisals completed with support identified as required</li> <li>• Learning walks, lesson observations, planning and work scrutiny undertaken <ul style="list-style-type: none"> <li>○ Specific support identified and support plans in place</li> </ul> </li> <li>• Whole school staff training and teacher training sessions led by AHT</li> <li>• Specific staff needs identified and support put in place</li> <li>• Teacher meetings introduced</li> <li>• Teacher leading project analysing girls progress as part of NPQSL</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• <i>Provide training for staff on quality first teaching for SEND pupils</i></li> <li>• <i>Peers to share best practice at departmental and whole staff meetings</i></li> <li>• <i>Undertake SEN audit to feedback regarding how well staff are meeting students' needs</i></li> <li>• <i>Inspiration day planned – ex students inspiring present</i></li> <li>• <i>Review alternative curriculum offer and impact</i></li> </ul>	<p>Girls make as good progress as boys in English and maths</p> <ul style="list-style-type: none"> <li>• Students make progress through levels</li> <li>• Students know what their targets are where appropriate</li> <li>• Students gain accreditation appropriate to aspirations and goals</li> <li>• Students are engaged in learning</li> <li>• Students self-regulate and so incidents of behaviour are reduced</li> </ul>
<b>Key Performance Indicator</b>	<p>Training completed</p> <p>Monitoring of L&amp;T show effective differentiation</p>	
<b>Responsibility</b>	<p><b>Budget</b></p> <p>TSA fee - £2000</p>	<p><b>Monitoring</b></p> <p>Phillip Burch</p>

Personal Development, Safety & Welfare	Autumn 2017 Update	Success criteria
<p><b>SCHOOL DEVELOPMENT PRIORITY (Personalisation)</b></p> <p>Students are supported to manage their emotions and social interactions through individualised supports</p>	<ul style="list-style-type: none"> <li>• Student council in place by end Term 1</li> <li>• Curriculum review and vision for PSHE written as a driving subject to develop social / emotional skills/ sessions for PSHE / SRE <ul style="list-style-type: none"> <li>○ Met with SRE consultant and planned activities</li> </ul> </li> <li>• PE2020 'My Personal Best' to support building resilience and mental health and wellbeing</li> <li>• My Personal Best coverage mapped across curriculum and assemblies</li> <li>• Teacher and student self assessment introduced</li> <li>• Safeguarding updates throughout the year – recording / reporting</li> <li>• Policy and procedures re-written and updated</li> <li>• Leaders renewed DSL and Safer Recruitment training</li> <li>• Behaviour:</li> <li>• Policy being reviewed and named Relationship policy <ul style="list-style-type: none"> <li>○ Staff training delivered</li> <li>○ Restorative Approaches displays in all classrooms</li> </ul> </li> <li>• Behaviour Watch review of use to include rewards etc</li> <li>• Well-being and relationships training delivered training day Jan 2018</li> <li>• Enrolled on Well-Being Award for school</li> <li>• Teacher links with Wren Spinney to support learners</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• <i>Student questionnaire written and completed</i></li> <li>• <i>Zones of Regulation shared and introduced through school and shared with parents</i></li> <li>• <i>LGBTQ awareness and day to be planned and delivered</i></li> <li>• <i>SOVA training booked and being delivered to all staff</i></li> <li>• <i>Transitions support to be planned and offered</i></li> <li>• <i>Complete self-audit for Well-Being Award</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students feel safe at Isebrook</li> <li>• Students are supported to access learning</li> <li>• Students' learning is not disrupted by other's behaviour</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Theme days for mental health awareness (Stamping Out the Stigma) and e-safety (Be Appy) to be delivered</i></li> </ul>	
<b>Key Performance Indicator</b>	Student questionnaire by end Term 3	
	Zones of Regulation training delivered by VL	
<b>Responsibility</b> Tracy Hall	<b>Budget</b> Reward shop - £1000 Training budget for DSL training through TSA	<b>Monitoring</b>



Outcomes for Pupils and Learners	Autumn 2017 Update	Success criteria
<p><b>SCHOOL DEVELOPMENT PRIORITY (Learning and Teaching)</b></p> <p>At least 80% of students making at least expected progress in English and maths through teachers effectively using AfL strategies</p>	<ul style="list-style-type: none"> <li>• Learning walks, lesson observations, planning and work scrutiny undertaken</li> <li>• English and Maths interventions in place</li> <li>• Student progress meetings completed <ul style="list-style-type: none"> <li>○ Analysis from meetings completed</li> <li>○ Further interventions identified</li> </ul> </li> <li>• Teacher meetings focussed on quality of teaching</li> <li>• Standardisation and moderation activities</li>   <li>• Link with KSA to ensure progress expectations are accurate and rigorous</li> <li>• CogMed (visual memory) introduced in pilot class being led by Therapist</li> <li>• Support for new teachers: <ul style="list-style-type: none"> <li>○ Meetings</li> <li>○ Induction discussions</li> <li>○ Plan for support</li> </ul> </li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• <i>Ensure Assessment of and for Learning are consistent through updated Assessment policy and procedures. The Assessment model and policy reflect Rochford recommendations</i></li> <li>• <i>Foster culture of high quality assessment for learning practice</i></li> <li>• <i>Establish a robust, standardised baselining procedure for assessment and diagnostic profiling, prioritising year 7 students</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers identify next steps in skills based learning for each student in their class to ensure they are prepared for the next stage in their learning</li> <li>• All students are engaged in their learning, challenged and are aware of their achievements and their next steps in learning</li> <li>• Teachers use consistently well-judged and inspirational teaching strategies, including setting appropriate homework</li> <li>• Teachers, supported by TAs, provide consistent, sharply focused and timely support and interventions which accurately match the individual needs of all students</li> </ul>
<b>Key Performance Indicator</b>	MALT, Reading and Spelling tests show impact of interventions	
	Review of Assessment completed and shows robust	
<b>Responsibility</b>	<p><b>Budget</b></p> <p>TSA fee - £2000</p> <p>Internal cover for Maths SLE</p>	<b>Monitoring</b>

Outcomes for Pupils and Learners	Autumn 2017 Update	Success criteria
<p><b>SCHOOL DEVELOPMENT PRIORITY (Communication)</b></p> <p>Isebrook SEN College is a total communication environment</p>	<ul style="list-style-type: none"> <li>• Priority shared with staff</li> <li>• Meeting with SAL to identify next steps</li> <li>• Key areas in school symbolised</li> <li>• Individualised support through Greenfields AAC support</li> <li>• 3x CSWs employed for individual students with specific training undertaken</li> <li>• Staff signing training led by HI service for Post-16</li> <li>• Specific signing support for Pathways</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• <i>Communication Group / Champions meeting</i></li> <li>• <i>Communication audit in conjunction with SALT and Greenfields</i></li> <li>• <i>Communication and CiP training</i></li> <li>• <i>Communication assessment developed and implemented to highlight student's skills and areas of difficulty to implement clear plans</i></li> <li>• <i>Audit resources and implement standardised approaches:</i></li> <li>• <i>Objects</i></li> <li>• <i>Symbols</i></li> <li>• <i>Dictionary</i></li> </ul>	<p>All students are able to communicate with everyone around them, enabling them to:</p> <ul style="list-style-type: none"> <li>• Access social interactions</li> <li>• Express their feelings and views, enabling them to feel safe</li> <li>• Access learning opportunities independently</li> </ul>
<b>Key Performance Indicator</b>	Individual students identified and support in place from AAC Team	
	Communication Group action plan	
<b>Responsibility</b>	<p><b>Budget</b></p> <p>SALT SLA - £6000</p> <p>Resources - £500</p>	<b>Monitoring</b>