

**School Development Plan 2023/24**

Our School Development Plan (SDP) has been created using last year’s pupil attainment data and stakeholder feedback and aims to ensure the best possible outcomes for pupils at Red Gates School.

The plan clearly identifies how each intended outcome will impact each stakeholder and what their responsibilities are towards ensuring it is achieved. The plan is used to inform key role action plans across school.

The plan will be reviewed each half term and RAG rated to ensure successes are celebrated and future actions are identified.

**Glossary**

SEND – Special Education Needs and Disabilities

SEN – Special Educational Needs

ASD – Autistic Spectrum Disorder

ADHD – Attention Deficit Hyperactivity Disorder

LISS – One of Red Gates pathways, standing for Learning, Independence and Social Skills

EYFS – Early Years Foundation Stage

SOLAR – Online assessment programme, all class based staff upload evidence of learning towards intended outcomes. Parents have access to their child’s assessment page.

TA – Teaching assistant

TA4 – Higher Level Teaching assistant, responsible for covering teachers

SLT – Senior Leadership Team

LMT – Leadership and Management Team

CSA – Communication Support Assistant

LTSA – Lunch Time Support Assistant

EHCP – Education Health Care Plan

HCP – Health Care Plan

PP – Personalised Plan. Document containing individual targets for each child.

HT – Head Teacher

DH – Deputy Head Teacher

AHT – Assistant Head Teacher

SBM – School Business manager

FLO – Family Liaison Officer

AAC – Augmentative and Alternative Communication

TEACCH - The TEACCH method provides pupils with structure and organisation

PECS – Picture Exchange Communication System

SoW – Scheme of Work

ZoR – Zones of Regulation

T&L – Teaching and Learning

FoRGS – Friends of Red Gates School

SaLT – Speech and Language Therapist

OT – Occupational Therapist

CPD – Continued Professional Development

ECT – Early Career Teacher

ECF – Early Career Framework

CPOMS – Online safeguarding platform

Behvaiour Watch – Online behaviour recording platform

SLP – Specialist Learning Partnership

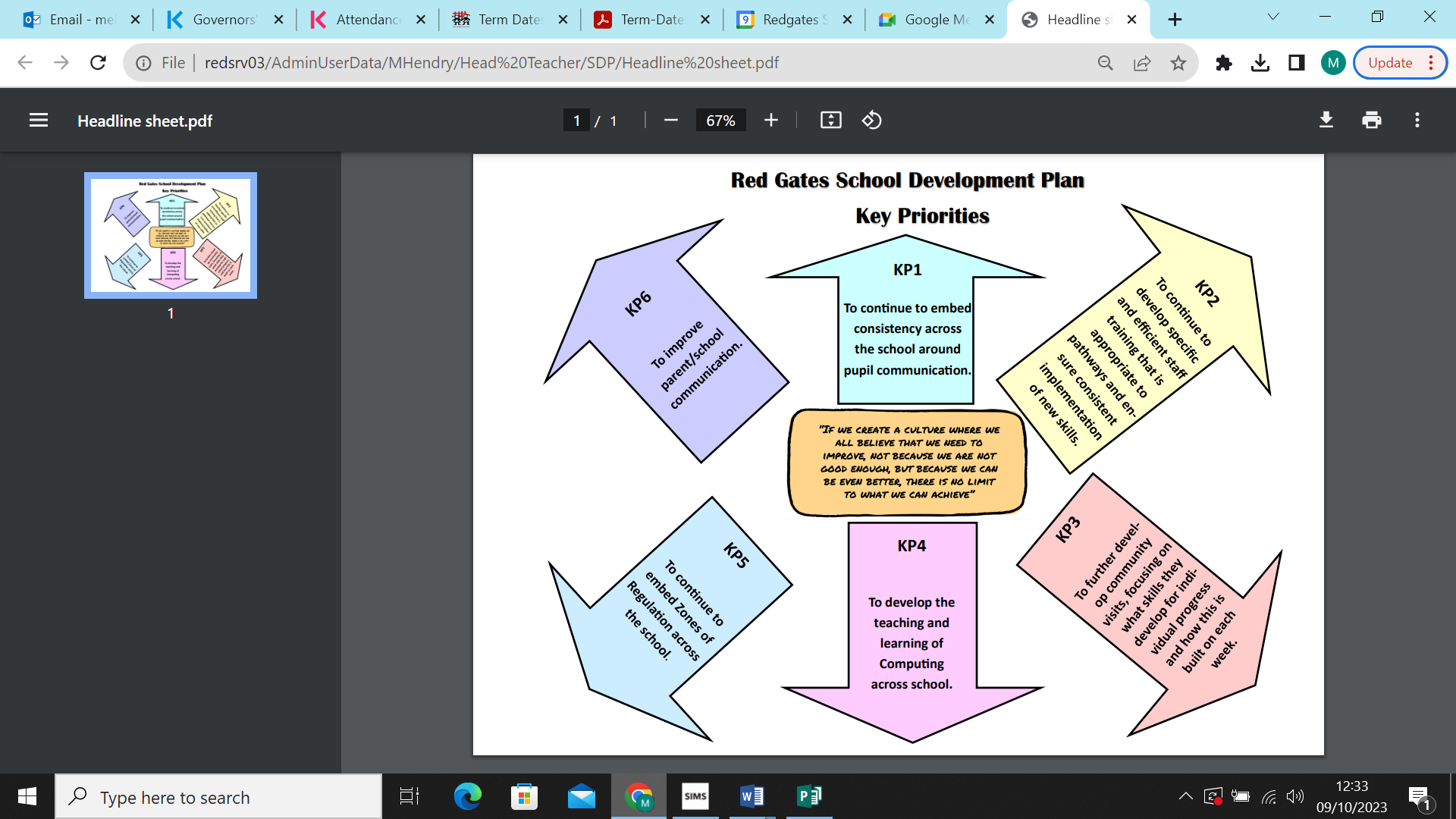
SEP – Selsdon Education Partnership

**RAG rating code:**

**Green** – Objective met

**Amber** – On track to meet objective by end of school year

**Red** – Actin needed to ensure objective is met



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 1: To continue to embed consistency across the school around pupil communication** | | | | | |
| **Pupils** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| All pupils to have access to their preferred method of communication at all times to ensure they are able to communicate their needs and wants. | * Teachers to work with SaLT and communication assistants to establish pupils preferred method of communication at an appropriate level. * Staff to prioritise the use of the pupils preferred method while continuing to use a total communication approach to ensure best possible outcomes. | * Pupils will have the resources and support to be able to communicate independently at all times throughout the school day. | * Communication support assistants to complete regular communication audits. | VW | Teachers meeting with SaLT re: expectations and joint working.  Dinner AAC updated to ensure pupils have access to appropriate AAC to choose their own dinners.  T&L observations highlighted effective use of AAC in the majority of classes. |
| **Leaders** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To plan and deliver effective and appropriate communication training sessions for staff. | * Use data analysis and staff survey feedback to devise training programme. * To write a Communication ‘Non Negotiables’ for staff with expectation for all staff * Plan for individual needs of staff groups in order to best support pupils progress. | * Pupils able to communicate their needs and wants across the school day, promoting independence and self-regulation. * All staff competent in communicating with pupils across school. * Staff developing skills in communicating with pupils at the level they are working with. | * Staff training sessions dedicated to communication CPD. * SaLT input. | MH | Staff training adapted to staff needs (OoR, Symbols, Makaton) delivered by CSAs, Makaton Champion and Communication SL (Nov. 2023)  EYFS staff training on Intensive interaction and People games delivered by SaLT (Oct 2023)  Makaton Tutor delivered training for Office and Catering Staff (Feb 2024).  SaLT delivered staff training on Key Words (Feb 2024) |
| **Teachers** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To ensure pupils have constant access to their preferred method of communication throughout the school day through planning and team management. | * Teachers to collate communication information for pupils in class and share with class team. * Teachers to ensure communication is central to planning. * Teachers to complete further training in leading their team | * Pupils using their preferred method of communication both in and out of the classroom. * Staff confidently using appropriate methods of communication. | * Effective team management training. * Individualised AAC | VW | Staff training adapted to staff needs (OoR, Symbols, Makaton) delivered by CSAs, Makaton Champion and Communication SL (Nov. 2023)  EYFS staff training on Intensive interaction and People games delivered by SaLT (Oct 2023)  SaLT delivered staff training on Key Words (Feb 2024)  Children to have access to AAC when taken outside into learning spaces such as Forest School.  AAC in specialist rooms and across all areas of school to encourage and support communication and interactions. |
| **Teaching Assistants** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To confidently support pupils to communicate using their preferred method of communication across the whole school day. | * TAs to attend training appropriate to the cognitive levels they support. * TAs to apply new knowledge to their practice. | * Pupils have access to their preferred method of communication at all times and develop skills in communicating their needs and wants. | * Individualised ACC * Differentiated training sessions | VW | Staff training adapted to staff needs (OoR, Symbols, Makaton) delivered by CSAs, Makaton Champion and Communication SL (Nov. 2023)  EYFS staff training on Intensive interaction and People games delivered by SaLT (Oct 2023)  SaLT delivered staff training on Key Words (Feb 2024) |
| **Support staff** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To have basic skills and confidence to communicate with pupils using their preferred method of communication when interacting. | * Non-class based staff to receive basic training in how to communicate with pupils, appropriate to their role. | * All staff at Red Gates able to communicate in an effective way with pupils at a basic level to promote pupil independence and confidence. | * Training for non- class based staff. | MH | Makaton Tutor delivered training for Office and Catering Staff (Feb 2024).  Makaton signs to be delivered to LTSAs (Spring 2) |
| **Parents/families** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To have the skills, knowledge and resources to be able to communicate with their child using their preferred method of communication. | * Targeted parent workshops planned to meet individual needs. * Leaders to explore ways of ensuring parent workshops are accessible to all, including the use of translation. | * Pupils able to effectively communicate with their families out of school. * Pupils supported to generalise and consolidate learnt skills. | * Appropriate AAC to be sent home with pupils. | VW | Where need for symbols and social stories identified to support communication at home resources made by Behaviour team  Communication Support Assistants (CSAs) delivering bespoke 1:1 parent workshops as needed on appropriate communication e.g. Widgit Go (ongoing)  Social stories made to support home cultures, e.g. visiting a temple |
| **Governors** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To develop knowledge and understanding of the range of ways pupils communicate and what progress looks like. | * Governors to attend planned engagement sessions to develop knowledge and understanding. | * Governors have a sound understanding of how pupils at Red Gates communicate and what challenges they face. * Governors able to provide appropriate support and challenge to the school. | * Governor engagement programme | MH | Governor visits and engagement programme supporting govs to develop their understanding of pupils communication levels and needs. |
| **Community** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To have a basic knowledge and resources to communicate with pupils from Red Gates when out in the community. | * Outreach lead to work with local businesses frequented by Red Gates pupils to offer training and support on how to communicate with our pupils. | * Red Gates pupils able to communicate their basic needs and wants with unfamiliar people in the community, generalising learnt skills. | * Training sessions for members of the community. | DS | Initial meeting with Kingsmead Equestrian Centre to discuss community project (Autumn).  Training to be delivered to Kingsmead staff Spring 2024. This will include general SEND awareness, how ZoR can be used to support pupils when out in the community and useful Makaton signs.  Information regarding intentions of community project has been sent to local Co-Op; awaiting a reply. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 2: To continue to develop specific and efficient staff training that is appropriate to pathways and ensure consistent implementation of new skills.** | | | | | |
| **Pupils** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| Pupils to meet at least 80% of targets. | * Leaders to use T&L observation outcomes to identify pathway specific training required. * Termly target tracking meetings to identify gaps and actions required to support pupils to meet targets. | * Pupils will have access to a range of appropriate strategies to support their progress. * Pupils will continue to have access to a high quality, individualised curriculum. | * Differentiated CPD programme for staff. * Termly target tracking meetings. | MH | Autumn term T&L observations all teaching good or better.  Target tracking identifying interventions and actions needed. |
| **Leaders** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To provide adapted training sessions for specific strategies and interventions for all staff. | * Use staff survey analysis, appraisal analysis and data analysis to plan CPD programme. * LMT to explore most effective way of delivering specific staff training e.g. pathway, cognitive levels, staff experience. * Plan for ongoing monitoring of implementation and impact. * SLs to attend subject leader training through SLP. | * Pupils meeting targets across all areas. * All class based staff to confidently lead learning tailored to individual needs. * High staff morale. | * Differentiated CPD programme for staff. * Staff CPD survey. | MH | Core curriculum subject leads attended SLP Network Meetings (virtual) – Need to add feedback from Core SLs.  Maths training to look at new Scheme of Work and working in a more cross curricular way. Also questioning to extend pupil learning |
| **Teachers** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To plan for specific strategies to support pupils to meet their targets. | * Teachers to lead class team to understand planning and intended outcomes, highlighting specific strategies used. * Teachers to highlight skills gaps within team. * Teachers to attend SLP subject leader meetings. | * Pupils motivated and engaged in appropriate activities to ensure they are supported to reach their potential. * Class teams working effectively to best support pupils. | * Effective team management training for teachers and TA4’s. | VW  AHTs | Maths training to look at new Scheme of Work and working in a more cross curricular way. Also questioning to extend pupil learning  Teachers to use cross-curricular approaches in computing lessons to include Writing.  ICT schemes of work to have a cross-curricular approach with ideas of how to support pupils learning and engagement in core subjects. |
| **Teaching Assistants** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To deliver specific strategies when supporting pupils and record evaluations of learning on SOLAR.  To develop understanding of assessment and SOLAR levels. | * To attend specific training sessions, taking responsibility to choose the most relevant training. * Implement new learning into practice, identifying any development gaps. | * Pupils supported to engage in an appropriate curriculum that meets their individual needs. * SOLAR reflects impact of specific strategies and interventions. | * Regular moderation sessions for staff. | VW | Maths training to look at new Scheme of Work and working in a more cross curricular way. Also questioning to extend pupil learning |
| **Support staff** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To complete safeguarding training and basic communication training. | * Leaders to plan basic communication training session for non class based staff. * Leaders to monitor interactions of non class based staff and impact on pupils ability to communicate with a wider range of people. | * All staff at Red Gates comfortable and confident to interact and communicate with pupils. * Pupils generalising communication, social and independence skills. | * New training programme for non class based staff. | VW | Training planned for Spring 2.  Makaton Tutor delivered training for Office and Catering Staff (Feb 2024). |
| **Parents** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To support pupils to generalise and consolidate learnt skills through using individual strategies at home. | * Planned family learning and parent workshops to upskill parents and families to support their child. * Leaders to explore further ways of making parent training more accessible to all. | * Parents confident and knowledgeable to complete a range of appropriate strategies at home with their child. * Pupils have opportunities to generalise and consolidate skills outside of school. | * Parent/family workshops and training programme. | DS | A program of workshops has been devised for Autumn/Spring. Content includes core topics as well as topics suggested in last year’s feedback for families.  Translators can be booked to allow Red Gates families to access training provided.  Meeting planned to discuss how parent training could be delivered virtually; uploading to school website. |
| **Governors** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To confidently and knowledgably question and challenge leaders on pupil progress and quality of teaching and learning. | * Governors to attend dedicated trainings sessions to develop knowledge and understanding. * Governors to spend time in class to observe practice. | * Leaders feel supported and appropriately challenged by governors in order to best support pupils and improve outcomes. | * Governor engagement programme. | MH | Governor Engagement programme in place, offering governors with a range of events and training sessions. |
| **Community** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To attend specific training sessions to develop knowledge and understanding of the needs of pupils at Red Gates. | * Outreach lead to work with local businesses frequented by Red Gates pupils to offer training and support on how to communicate with our pupils. | * Red Gates pupils able to communicate their basic needs and wants with unfamiliar people in the community, generalising learnt skills. | * Training sessions for members of the community. | DS | Social stories devised to support RG pupils and other SEND users to access riding centre. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Objective 3: To further develop community visits, focusing on what skills they develop for individual progress and how this is built on each week.** | | | | | | | | | | |
| **Pupils** | | | | | | | | | | |
| **Target** | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | | | **Evaluation** |
| Pupils to develop functional skills in real life situations. | * Pupils demonstrating greater independence, behaviour and communication skills in different settings. * Pupils exposed to real life situations and able to generalise learnt skills. | | * All pupils have access to relevant and regular community visits. * Pupils demonstrate learnt skills in a variety of different settings. | | * Walking reins * Harnesses * School phones * Oyster cards | | AHTs | | | A great variety of community visits in place across school appropriate to strengths and needs of each class.  Some of our choir performed at two venues in December. The Whitgift Shopping centre and Peony Court care home. After the performance at the care home, children had a snack and were able to interact with residents, building communication and conversational skills in different settings. (Emma A) |
| **Leaders** | | | | | | | | | | |
| **Target** | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | | | **Evaluation** |
| To continue to build school reputation and relationships with businesses and organisations in the community. | * Further develop community visit risk assessments and training for teachers and leaders completing them. * Leaders to reflect on levels of trained first aiders for community visits. * Explore use of volunteers to support community visits. | | * Risk assessments all compliant. * Positive school reputation increased within the community. * Community visit policy reflective of current practice. * Equal access to community visits for all pupils across school. | | * Risk assessment training * Increase amount of school bus drivers | | MH | | | 6 additional staff trained as first aiders across school.  Risk assessment training provided to teachers. |
| **Teachers** | | | | | | | | | | |
| **Target** | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | | | **Evaluation** |
| To plan for individual needs and progress for class community visits. | * Explore ways of sharing community visit expectations with pupils at appropriate levels e.g. use of social stories. * Subject leads to explore how subject specific skills can be matched to community visits. * Plan for community visits appropriate to individual needs e.g. whole class, small group, mixed classes. | | * Subject SoW include examples of how community visits can support outcomes and skill progression. * Life skill assessment framework for community visits reflective of skill progression. | | * Whole school timetable for community visits | | Subject leads | | | Where appropriate includes elements of Literacy (writing) and other uses of AAC for children to communicate an intention related to the trip (to include different tools to support writing/mark making).  A much wider variety of community visits taking place across pathways each week.  Developing and sharing social stories about going on community visits.  Linking community visits to a learning focus, often topic, focusing more on linking to core subjects.  Increasing awareness of danger on community visits by practicing in school grounds, for example using the new bike area to practice stopping at the pedestrian crossing then transitioning the skills into the community. |
| **Teaching Assistants** | | | | | | | | | | |
| **Target** | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | | | **Evaluation** |
| To know and understand intended learning outcomes for pupils on community visits. | * Record learning and progress from community visits on SOLAR to evidence generalisation. * TAs to ensure they are prepared for community visits e.g. dressed appropriately, having AAC ready. | | * Pupil progress from community visits evident on SOLAR for teachers to use to plan next steps. * Open communication between class teams. | | * High quality teacher planning * AAC | | DH | | | TAs regularly uploading evidence to SOLAR from community visits.  TAs have better understanding of learning intentions and risk assessments for individual community visits. |
| **Support staff** | | | | | | | | | | |
| **Target** | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | | | **Evaluation** |
| CSAs to provide support and guidance on how to best prepare pupils for community visits.  Behaviour team to provide support and guidance on how to best support pupils on community visits. | * CSAs to work with class teams to ensure appropriate AAC is in place to ensure pupils are able to communicate during community visits. * Behaviour team to ensure behaviour documents include and are supportive of community visits. | | * Pupils able to communicate basic needs, wants or comments during community visits. * Pupils equipped to start self-regulating on community visits. | | * Appropriate AAC. * Behaviour support plans. | | VW  CC | | | CSAs have supported class teams to have appropriate AAC lessons during visits. |
| **Parents** | | | | | | | | | | |
| **Target** | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | | | **Evaluation** |
| To share places in the community that are important to their family to be incorporated into school community visits. | * Complete parent survey on what effective community visits look like to parents. | | * Parents more confident to take their children out in the community. | | * Social stories * Survey Monkey * AAC to use at home | | VW | | | Survey due to be sent to families Spring 2. |
| **Governors** | | | | | | | | | | |
| **Target** | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | | | **Evaluation** |
| To develop understanding of the impact of community visits for pupils at Red Gates. | * Outreach lead to join governor meeting Spring term to update on progress, impact and next steps. | | * Governors skilled and knowledgeable in all aspects of the curriculum. | | * Outreach lead to join governors meeting. | | DS | | | Update on progress, impact and next steps will be shared with governors. |
| **Community** | | | | | | | | | | |
| **Target** | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | | | **Evaluation** |
| To develop an understanding of pupils at Red Gates and the positive impact of them completing community visits. | * Where appropriate and needed, Red Gates to inform establishments of visits and expectations. | | * A variety of establishments in the community happy to welcome Red Gates and support pupil’s progress. | | * AAC appropriate to need in place in community establishments. | | DS | | | Training on useful Makaton signs will be included in Spring training for Kingsmead staff. |
| **Objective 4: To develop the teaching and learning of Computing across school.** | | | | | | | | | | |
| **Pupils** | | | | | | | | | | |
| **Target** | | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | **Evaluation** | |
| Pupils to engage in motivating lessons that support pupils to meet their targets. | | * Staff to explore motivators for pupils and incorporate these into planning. | | * Pupils developing social skills by participating in turn taking computing activities. | | * Motivating computing resources. | | GC | New, motivating resources purchased to support T&L.  New sign in and out system in place for resources. | |
| **Leaders** | | | | | | | | | | |
| **Target** | | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | **Evaluation** | |
| To lead a collaborative whole school reflection and rewrite of our Computing curriculum. | | * Lead training sessions that focus on reviewing current Computing practice. * Provide training for staff on what resources we have available to support learning. * CPD programme Spring 2 – Computing * T&L obs 23/24 focus on ICT. | | * An effective Computing curriculum that supports pupils to reach their potential. * Links to communication result in improved Computing and Communication skills. * Pupils have access to an exciting Computing curriculum. | | * Release time for ICT lead to collate and create new curriculum. | | MH  GC | ICT lead working with SLT to reflect on current curriculum and SoW.  Spring 2 training programme planned. | |
| **Teachers** | | | | | | | | | | |
| **Target** | | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | **Evaluation** | |
| To use Computing SoW to plan effective lessons to support pupils to work towards their intended Computing outcomes. | | * Complete training to enhance understanding of what progression in Computing looks like. * Teachers to lead class team to understand planning and intended outcomes, highlighting specific strategies used. | | * All staff leading learning in computing aware of intended outcomes and skilled at delivering effective sessions. * T&L observations demonstrate good or outstanding teaching and learning in Computing. | | * CPD programme dedicated to Computing – Spring 2 | | MH  AHTs | Teachers using cross-curricular approaches in computing lessons, evident in Aut. T&L observations.  ICT used to effectively support the teaching of phonics across pathways.  Through training and shared development of ICT scheme of work is aiming to have a cross-curricular focus linking core subject. | |
| **Teaching Assistants** | | | | | | | | | | |
| **Target** | | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | **Evaluation** | |
| Teaching Assistants lead Computing learning with confidence and skill. | | * Staff to implement new learning from training sessions into practice. * Staff to take responsibility for taking care of resources and reporting any damages. | | * Class based staff aware of intended learning outcomes and skilled at knowing what the next steps of learning are. * Pupils engaged in Computing sessions. | | * T&L observation programme to focus on Computing. | | VW | TAs using assessments to capture evidence to support children’s learning on SOLAR. | |
| **Support staff** | | | | | | | | | | |
| **Target** | | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | **Evaluation** | |
| IT technician to ensure all staff are capable and confident in using online programmes and platforms to support pupils progress.  ICT subject links to ensure resources are readily available and usable to support pupil progress. | | * Mini workshops available for staff to attend to build knowledge and understanding. * Weekly subject link time used effectively to ensure resources are available to support pupils progress. | | * Staff confident and capable to use online resources to support learning and progress. * Teachers able to plan and deliver effective lessons that support pupils to reach Computing outcomes. | | * Dedicated before school training sessions. * Subject link time. | | KC  GC | Communication Support Staff working alongside teachers and TAs to tailor resources using ICT devices and adopting to the needs of the pupils. | |
| **Parents** | | | | | | | | | | |
| **Target** | | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | **Evaluation** | |
| To develop understanding of online safety in order to best support and safeguard their children. | | * Online safety training offered to all parents. Target families identified and more emphasis placed on encouraging their attendance. * Factsheets sent home with all families to explain online safety, options for factsheets in different languages. | | * Parents equipped to ensure their children are safe when online and using apps. | | * Online safety training sessions. * Factsheets. | | VW  KC | Online safety factsheets sent home to families to support safer use of tablets. | |
| **Governors** | | | | | | | | | | |
| **Target** | | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | **Evaluation** | |
| To have a firm understanding of what the Computing curriculum looks like at Red Gates and what the intended outcomes are. | | * Governor factsheets to be extended to include more information on computing. * Governor visits to focus on computing. * Governors to meet with Computing lead to gain better understanding of T&L. | | * Governors confident in what Computing looks like at Red Gates and the importance of its place in our curriculum. | | * Governor factsheet | | GC | Governor engagement programme. | |
| **Community** | | | | | | | | | | |
| **Target** | | **Actions** | | **Intended outcomes** | | **Resources** | | **Lead** | **Evaluation** | |
| Staff working at frequently visited establishments confident to respond to pupils using Widgit Go’s! when in the community. | | * Training for staff from frequently visited establishments to include developing an understanding of what Widgit Go’s! are and how they are used. | | * Pupils that use Widgit Go! able to communicate with unfamiliar people in the community in order to generalise their skills. | | * Widgit Go! * Community training sessions. | | DS  CSAs | A demonstration on how Widget Go’s are used by pupils to aid commination will be included in Spring training for Kingsmead staff. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 5: To continue to embed Zones of Regulation across the school** | | | | | |
| **Pupils** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| Pupils to continue to develop their understanding of emotions and develop their skills in self-regulation. | * Pupils to engage in regular ZoR sessions. * Behaviour team and PSHE lead to monitor use of ZoR to ensure effectiveness and consistency. | * Pupils able to express basic emotions and needs. * Pupils to begin to identify strategies to use to self-regulate. | * Calming circles in each class. * Emotions symbols | CC | ‘And that’s okay’ ZOR story supporting pupils to begin to understand the different emotions, pupils have been able to use this tool across their school day and are now beginning to identify their own emotions.  New staff provided with ZoR training in induction.  Pupils developing awareness of other’s emotions and begin to help them to regulate. |
| **Leaders** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| Regular training for all class based staff to ensure ZoR is embedded in practice across school. | * Regular monitoring to ensure consistency across school with the use of ZoR. * Training revisited throughout the year to ensure consistency and best practice. * Keep up to date with most recent research and best practice of ZoR. | * All pupils supported to use ZoR at a level appropriate to them to express their basic needs and feelings. * All class based staff to wear emotion symbols at all times. | * CPD programme * Emotion symbols. | MH | ZoR included in Induction program to introduce new staff to the program.  Refresher training revised to support staff – introduced through ‘workshop’ model to help differentiate for class needs.  ZOR training delivered in workshops enabled each member of the team to engage in a different workshop and bring their ideas back to team meetings, discussing strategies/ ideas which were beneficial for all children in each class. |
| **Teachers** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| All classrooms to be set up and resourced in line with agreed school protocol. | * Teachers to ensure classroom environments are set up appropriately for the needs of the pupils in class. * Teachers to plan for ZoR to be used throughout the day and lead team to ensure effective practice. | * Adults modelling use of emotions and strategies to support throughout the day. * Consistent practice across the school. | * ZoR training sessions. | CC | Teachers attended the ZOR training sessions as part of School Training Sessions which helped to implement the ZOR in their practice MC  Peer observations and actions provided by PSHE lead.  Teachers individualising the ZOR to meet the needs of pupils communication and understanding levels. |
| **Teaching Assistants** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To confidently support pupils to manage and regulate their emotions and behaviours. | * TAs to take responsibility to ensure pupils have access to the resources needed at all times. * TAs to observe good practice in other classes for own professional development. * To complete effective handovers at staff change overs to ensure consistent approach. | * TAs to feel confident to ask for support and further training when needed. * All staff to check in with pupils throughout the day to reinforce concepts and understanding. | * Peer observations * AAC | CC | Professional discussions took place between PSHE leaders and TAs.  Teaching Assistants attended the ZOR training sessions as part of School Training Sessions which helped to implement the ZOR in their practice. |
| **Support staff** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| All LTSAs to be aware of expectations of ZoR and skilled to support pupils with using ZoR during playtimes. | * LTSAs to attend training sessions to upskill. * To complete effective handovers at staff change overs to ensure consistent approach. | * LTSAs able to model labelling emotions to pupils and model strategies to support. * Support pupils to use identified motivators to support self-regulation. | * Training programme for LTSAs. * Motivators. * AAC. | CC | Training session for LTSAs planned for Summer term. |
| **Parents** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To develop understanding of different emotions and how they can impact their child’s behaviour and engagement in order to best support them at home. | * Parent/family workshops on ZoR open to all families. Targeted support for identified families. * Parent visits to focus on use of ZoR for parents to observe good practice. * Resources to be sent home for parents to use where needed. | * Parents able to support their children to appropriately express their basic feelings and learn strategies to use to self-regulated. | * Parent/family workshops. * AAC to be sent home for parents to use. | CC | ZoR on schedule of Parent workshops to be delivered Spring term  ZoR boards translated into Spanish for families to use at home following attendance to behaviour as communication workshop October 2023.  The copies of check in boards sent home to support children to communicate with parents about theirs feeling, emotions and strategies to regulate MC  Conversations with parents to support their understanding of the ZOR including check in board, co-regulation, regulation strategies. |
| **Governors** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| Develop a basic understanding of behaviour at Red Gates and how ZoR supports pupils to begin to self-regulation. | * Planned engagement sessions that focus on behaviour. * Planned visits to classes to observe. * Behaviour lead to present behaviour analysis at governor meetings. | * Governors have a sound understanding of what behaviour looks like at Red Gates. * Governors able to provide appropriate support and challenge to the school. | * Governor engagement programme. | MH | Link Gov visit and discussion with class teacher and PSHE lead on ZoR program in school.  Prior to visit governor met with PSHE lead to discuss the implementation of the ZOR and processes how to build consistency.  Link governor discussion with staff to discuss how it is implemented for children of all abilities particularly ED pupils. |
| **Community** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| Staff at horse riding centre to have a basic understanding of ZoR and resources to support pupils during riding sessions. | * Training session for staff from riding centre to upskill them to have a basic understanding of ZoR. | * Staff from riding centre skilled to support pupils during riding sessions. * Pupils able to generalise learnt skills outside of school. | * Training session for riding centre staff | DS | Training to be delivered to Kingsmead staff Spring 2024. This will include how ZoR can be used to support pupils when out in the community. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective 6: To improve parent/school communication.** | | | | | |
| **Pupils** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| For families and school to have a more holistic understanding of pupils in order to best support them. | * Messages written in home/school books to be reflective of individual pupil’s day. * Parents encouraged to write in home/school books to share important information and updates. | * Pupil’s needs met across home and school. | * New home/school books | MH | More specific information shared between home and school in home/school books. |
| **Leaders** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To review current home/school communication and create new home/school book using stakeholder feedback. | * Leaders to monitor use of new home/school books, identifying and celebrating successes and areas for development. * Gain parent feedback on new home/school books and use feedback to reflect and action. * Review starter programme to ensure clear expectations of home/school communication for the beginning. | * Develop school social media presence to provide updates and alerts as well as celebrate successes. | * Plan difficult conversation training for teachers. | MH | New home/school books in use.  Monitoring has identified a better quality of messages being shared. |
| **Teachers** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To lead team to share information between home/school to ensure smooth handovers each day. | * All home/school books to include a copy of pupil timetables and SOLAR login information. * Teachers to use information from home/school books to amend daily planning as required to ensure appropriate support and strategies are in place for the day. | * Parents knowledgeable and capable to use SOLAR to keep up to date with their child’s progress. * Teachers use information shared from home to inform planning for the day to best support pupils. | * Team management training for teachers | VW  AHTs | Teachers actively and directly corresponding with parents using different form of communication incl. new home school books, letters, phone calls. 1:1 meetings.  Teachers share the collected information with teams and leaders when needed |
| **Teaching Assistants** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To write meaningful, relevant and honest entries in home/school books. | * Crib sheets available to all class based staff when writing home/school books. * Complete moderation exercise to reflect on and improve practice. | * Strong, professional relationships between home and school where parents are confident to ask for resources and support. * Parents and families able to use successful strategies at home. | * New home/school books. | MH | TAs report new home/school book format supports them to write meaningful entries. |
| **Support staff** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| FLO to continue to develop professional, empowering relationships with families. | * Plan for targeted parent/family learning sessions, using outcomes from CIN meetings and annual reviews. * Liaise with teachers to ensure effective sharing of information and delegation of actions. | * Families have trusting relationships with school. * Families are empowered to take responsibility for seeking support and assistance. * Families supporting each other through sharing of information. | * Parent/family learning programme. * Cover for leads where needed. | JM | FLO provides essential link between home and school.  FLO has provided invaluable support to parents with housing, transport, social care, food etc. |
| **Parents** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| Parents have a more honest and deeper understanding of how their child presents at school and how they can provide consistency. | * Feedback from part survey on communication used to inform new home/school communication books. | * Parents confident in what their children are doing at school and how they are developing. * All parents/families able to access important information. | * Translation services. * New home/school books. | MH | Culture of transparency between school and home environment evident. |
| **Governors** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To have a visible presence at school events. | * Governors to attend whole school events and engage in conversation with families. | * Governors to build relationships and gain honest views about school in a more informal way. | * Governor engagement programme. | MH | 4 governors attended our Christmas Play.  Governor attended parent workshop 20th Feb.  Governors attended engagement session on reading and maths.  Regular governor visits focusing on link areas of SDP. |
| **Community** | | | | | |
| **Target** | **Actions** | **Intended outcomes** | **Resources** | **Lead** | **Evaluation** |
| To develop parent understanding of how their child accesses the community. | * Staff to communicate openly and honestly about how pupils interact and behaviour in the community and share challenges and successes. * Teachers to work collaboratively with families to find successful strategies to use to support pupils in the community. | * Consistent approaches used to support pupils in and out of school. * Parents and families up to date with pupil progress and current challenges. | * Difficult conversation training for teachers. | MH | Evidence of open and honest communication about community visits in home/school books. |