



Development Plan 2017-2020



Development Plan - 2017 - 2020

Introduction

Greenside School Development Plan (SDP) is a working document to be used as a management tool to ensure continual school improvement. The SDP reflects the views of all members of the School community as well as the values, goals and the context of our school.

The plan is in four parts:

- **Part 1** provides the improvement plan covering the period 2017 to 2019, and identifies specific targets, actions, lead people and estimated cost.
- **Part 2** provides a school's Accessibility Plan,
- **Part 3** considers planning for the accommodation, facilities, resources and includes the school asset management plan
- **Part 4** identifies long term aims, based upon consideration of the context, strengths, needs and priorities.

Greenside is ...

- A co-located school – with Barnwell Middle School working in partnership to provide learning opportunities for all
- A creative school – we work in partnership with specialist to provide innovative opportunities in music, dance, art and drama
- An enterprising school – we have a shop in the heart of the local community
- A specialist school in cognition and learning and outreach provider – we work in partnership to support mainstream provision
- Accredited by the National Autistic Society - we work in partnership with the NAS in the UK and internationally to support the development of specialist provision.

Our Values

Our partnerships with the other schools and the wider community enhance the quality of life, extend learning and understanding for all. We strive to give all our learners the best possible opportunities to enable each to reach their potential. We maintain that learning should be positive, creative, rewarding and enjoyable for everyone. These values are summarised in our mission statement...

“Working as one Learning Together”

PART 1

SCHOOL IMPROVEMENT PLAN 2017 – 2020

The main elements of the School Improvement Plan build from the findings of the last OfSTED Inspection (July 2016), School Self Evaluation, which includes outcomes of the parent questionnaire and staff survey, feedback from the staff steering group as well as recommendations of The Rochford Report (October 2016).

In 2016 OfSTED said that Greenside continues to be a good school. Learners behaviour was described as “impeccable”. There were 2 main recommendations:

- *"Systems for tracking learners' progress are further developed to ensure that all aspects of learners' learning and personal development are incorporated in one place, so provision is rapidly adjusted to meet learners' emerging needs"*
(Addressed in 1.1 and 1.2 of action plan)
- *"The recording of behaviour includes analysis of the triggers for incidents where physical intervention is necessary and this information can then be used by staff to support Learners to manage and overcome challenges that may lead to a deterioration in their behaviour".*
(Addressed in 3.1)

In addition the plan addresses the findings of the SEF, these relate to the main elements that influence overall effectiveness:

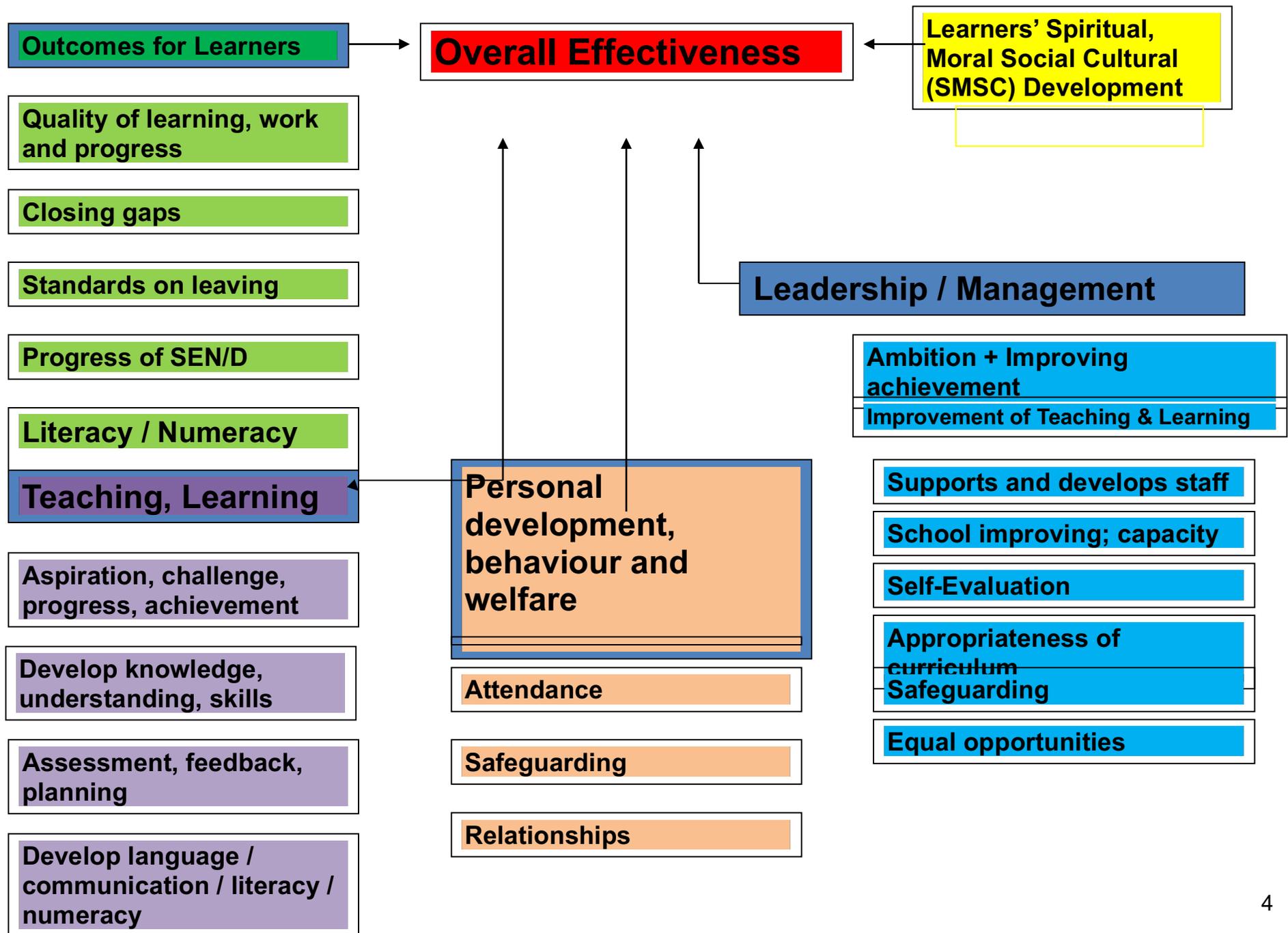
1. Outcomes for learners
2. Quality of teaching, learning and assessment ;
3. Leadership and Management;
4. Personal development, Behaviour and welfare.

Definition of terms:

Vast majority = More than 90%

Majority = More than 75%

Many = More than 50%



1. Outcomes for Learners

Statement of Intent: All Learners make outstanding progress towards challenging targets

Specific target	Actions	Lead	Costs	Time scale	Impact / Success Criteria	Monitoring and Evaluation
1.1. Develop rigorous, effective means to recognise, assess, share and celebrate progress, ensuring that systems for tracking learners' progress in all aspects of learning and personal development are incorporated in one place, so provision can be adjusted to meet emerging needs.	<ul style="list-style-type: none"> I. Review current formal and informal ways of assessing progress. II. Identify aspects we wish to keep and build upon III. Identify aspects that are not effective or relevant IV. Teachers visit other schools to see examples of outstanding / innovative practice. V. Teachers attend conferences relating to assessment and curriculum development. VI. Consider how the Rochford report relates to Greenside School. VII. Develop the use of the Evidence for Learning App. – linked to the 4 areas of the SEND Code of Practice 	SLT	Time Conference costs £1K Cover / release costs £4k	By Sept 18	There will be a shared understanding of: What progress means at Greenside School? What does it look like? How do we enable / promote progress? How do we measure progress? How do we record progress? How do we know that learners are making enough progress? How do we know that our learners are making as much progress as others in different settings? How do we judge progress to be: “inadequate; requiring improvement; good or outstanding?”	Fixed agenda item of weekly SLT meetings – update on progress. Feedback from staff and parents on the clarity, usefulness of the finished documents Feedback from external consultants: Margaret Goodchild and Maria Landy

Specific target	Actions	Lead	Cost	Time scale	Impact / Success Criteria	Monitoring and Evaluation
1.3. Develop a clear and effective policy and practice that links EHC reviews; IEPs; assessment, planning, assessment of progress, reporting, monitoring of progress – linked to the 4 areas for the SEND Code of practice	<p>II. Liaise with LA to establish what is possible to amend in the process and what is not.</p> <p>III. Establish small working group to look at practice in other LAs – prepare proposal for consultation.</p> <p>IV. Share proposal with LA and gain advice from education consultants</p> <p>V. Prepare policy and guidance.</p> <p>VI. Coaching and peer mentoring supports and enables consistent practice</p> <p>VII. Review – feedback from teachers / tutors informs revision of policy and guidance.</p>	SLT	<p>£2k release cover</p> <p>£350 consultancy</p>	From by Sept 18 Review summer term 2019	<p>Effective – simple – coherent link between EHC’s IEPs, Reporting, Evaluation.</p> <p>Shared understanding of policy and guidance by staff; LA; parents and other professionals.</p> <p>Personalised approach is regarded as a model of outstanding practice.</p>	<p>Feedback from all stakeholders including staff; parents and LA.</p> <p>Review by SLT and named governors</p>
1.4. Improve post school outcomes for learners aged (19 – 25 years) – linked to supported internships and community based learning.	<p>II. In partnership with colleges and other develop opportunities for leavers from Greenside (19 – 25 years).</p> <p>III. Consult with the proposal to develop a service known as Green shoots</p> <p>IV. Implement Green shoots action plan</p> <p>V. Contribute to the development of specialist provision for learners with PMLD in North Herts</p>	DV / JJ	Time	From Sept 17	<p>Exceptional post school opportunities are provided for all learners.</p> <p>Excellent liaison and partnership with all stakeholders – including: learners; parents; Connexions; transition workers; colleges; LA and service providers</p>	Review by named governor(s).

2. Quality of Teaching

Statement of Intent: Teaching and learning is rigorous, creative and fun. As a result Learners make outstanding progress.

Specific target	Actions	Lead	Costs	Time Scale	Impact	Monitoring and evaluation
Develop the quality of teaching to ensure that the majority of practice is judged as outstanding based on OfSTED criteria	<ul style="list-style-type: none"> I. Senior leaders undertake supportive lesson visits—focusing on specific aspects of practice II. Performance development targets are clearly linked to professional development opportunities. III. Teachers and tutors are given opportunities to see examples of outstanding practice. IV. Senior leaders support teachers who are outstanding to act as peer mentors / critical friends for named colleges. V. Teachers / tutors are supported in reflecting on the quality of their own practice. VI. Senior leaders coach and support and develop the practice of specialist assistants 	SLT	<ul style="list-style-type: none"> £3k Release costs £1.5k course / training costs 	By Sept 2018	<p>A culture of high expectations that all practice is outstanding is embedded throughout the school.</p> <p>Teachers are effective in supporting each other – acting as critical friends</p> <p>Senior leaders are effective in identifying and acting on practice that is not outstanding.</p> <p>Learners are happy, motivated, challenged and making outstanding progress</p>	

3. Personal development, Behaviour / Welfare

Statement of Intent:

- *Stimulating teaching of an engaging curriculum promotes outstanding behaviour.*
- *The highest possible safeguarding practices and standards ensure the well-being of each pupil.*
- *Every pupil feels safe and secure.*
- *Learners enjoy school; they are enabled to establish fulfilling relationships and to achieve their potential.*

Specific target	Actions	Lead	Costs	Time scale	Impact	Monitoring and Evaluation
3.1 Ensure that the recording of behaviour includes analysis of the triggers where physical intervention is necessary and this information is used by staff to support Learners to manage and overcome challenges that may lead to deterioration in their behaviour.	I. Review and revise recording, reporting and monitoring of learners behaviour. II. Named person reviews class incident books and central records – identifying patens and triggers III. Behaviour support plans reflect potential triggers	HD SC	Time	By Sept 17	Consistent and effective methods of assessment, planning, monitoring and evaluation Support positive practice, reduce risk of harm and enable learners to access learning	Lesson observations Learning walks Lesson visits Professional dialogue. Feedback from learners, Feedback from staff. Analysis of review RPI data Analysis of recorded incidents Analysis of assessment and support plans

4 Leadership and Management

Statement of Intent: Governors and senior leaders demonstrate an ambitious vision for the school and high expectations for what every pupil, teacher and assistant can achieve, and set high standards for quality and performance

Specific target	Actions	Lead	Costs	Time Scale	Impact	Monitoring and evaluation
4.1 Review and revise the structure of the senior and middle leadership team to ensure that there are clear roles, responsibilities to enable the development of outstanding provision and practice.	<ol style="list-style-type: none"> I. Undertake an audit of the leadership and management needs of the school. II. Consider the structures of other schools – consider in the context of the needs of Greenside III. Draw upon the opportunities presented through HD undertaking her NPQH IV. Develop revised structure, identifying clear roles and responsibilities V. Provide training / professional development opportunities for teachers who want to take on leadership responsibilities, now or in the future. 	SLT + named governor	Time Training £3K	by July 17	Outstanding leadership enables; <ul style="list-style-type: none"> - Clear direction, - Efficient use of resources - High morale - Positive support - High quality provision - Excellent practice - Exceptional progress by all learners Provision is rapidly adjusted to meet learners' emerging needs	Feedback from stakeholders to named governor(s). Monitoring visits by educational consultants – Maria Landy and Margaret Goodchild

Specific target	Actions	Lead	Costs	Time Scale	Impact	Monitoring and evaluation
4.2 Governors and senior leaders are able to make an informed decision regarding the school's constitutional framework (LA / Single Academy / Lead School in a multi – Academy Trust or part of a Multi Academy Trust) in order to ensure and enable the long term success of the school	<ul style="list-style-type: none"> I. Governors and senior leaders attend local and regional training / briefings / meeting re developments relating to Academy II. Head attends 2 national events on Academy status III. Head meets with the Head of Barnwell School and maintains regular contact regarding Academy status IV. Head meets and maintains regular contact with Heads of other special schools V. Head prepares report for governors outlining the issues and making recommendations for Greenside 	DV / DS	Time	From 2017	Governors and SLT are able to make an informed choice	<ul style="list-style-type: none"> Feedback from governors Feedback from staff Feedback from parents
4.3 Establish an outstanding outreach service:	<ul style="list-style-type: none"> I. Consult with LA II. Consult with DSPL III. Meet with Outreach managers IV. Named teachers undertake training sessions. V. Ensure role and scope of the Greenside service is clear, shared and understood by all stakeholders. VI. Launch service 	DV	Time	From April 17	<p>Greenside staff are enabled to share specialist knowledge and practice.</p> <p>Greenside provide high quality support for mainstream schools.</p> <p>Professional development opportunities are extended</p> <p>Profile of the school is raised</p>	

PART 2

ACCESSIBILITY PLAN

Starting points

As a special school our vision is to ensure that all Learners are encouraged to develop their potential to be happy, motivated, confident and valued members of the school and the wider community. We achieve this by developing our understanding of individual needs within an ethos of mutual value and respect, effective safeguarding procedures and high expectation. We offer a stimulating, broad, balanced, relevant and differentiated curriculum, which meets Learners individual needs, recognizes their effort and celebrates their achievement. We achieve this through a variety of teaching and learning experiences and strategies, with emphasis on communication and relationships, our analysis of attainment and our increasing use of ICT across the curriculum. We provide a safe and stimulating learning environment. We achieve this through risk assessment, health and safety procedures, appropriate attention to Disability Discrimination Act (DDA 1995) requirements, the management of resources, premises contracts and displays.

Improving the physical environment of the school

The development of the physical environment is a high priority of the accessibility plan. All future building plans must:

- Ensure that the design of the building and of the grounds enables access.
- The interior of the school is designed to maximise independent movement around it.
- Sensory trails around the building so that Learners will have more awareness of where they are and therefore increased independent mobility.

Our priorities for the development of the accessibility plan 2017 / 18 are:

- Develop specialist accommodation for Learners with complex emotional needs
- Provide a hoist for the school's main sunken trampoline
- Develop use of specific approaches e.g. switches, sensory specialist equipment and eye gaze.
- Guide Dogs to provide further training for staff to enable wider use of Buddy Dog
- Maintain strong links with University of Hertfordshire in the research of the use of "Kaspar" (robot teaching tool) to support Learners with ASC

PART 3 – ACCOMMODATION, FACILITIES and RESOURCES

(See also Asset Management Plan)

By September 2017

- Remodel soft play room (£13k - PSFA)
- Remodel primary play area (£23k Greenside trust)
- Resolve Heating issues (capital bid £13k school contribution if successful)
- Remodel former caretaker's bungalow on Barnwell site into teaching accommodation for Post 16 students (£55K)
- Develop garden on caretaker's bungalow on Barnwell site (£25k)
- Extend meeting room (£20k)
- Remodel withdrawal room (next to Oak class) to create a hygiene change area (£15K)
- Install H frame hoist in Oak class (£12k)
- Install ceiling hoist in hall (£6k)
- Power closure / lock to 2 external gates (£6k)
- Replace fencing in main playground (£3k)

By September 2018

- Develop new Car park (on the site of the former Shephall Infants School (Herts CC capital bid £410k), - £13k contribution from Greenside)
- Update swimming pool surrounding area. (Est £8k)
- Develop a Rebound Therapy room (Est £100k – PSFA project)
- Replace 17 seater mini bus (Est £15K)

PART 4

Long-term Vision for Greenside School...

The long-term vision for Greenside is based upon aspects that are widely acknowledged to be particular strengths and needs.

These are:

1. Creativity;
2. Inclusive practice and support for mainstream providers;
3. Community based learning, including vocational education.
4. Research and training
5. Multi-agency collaboration to support young people their parents and their families.

1. Creativity

Greenside will...

- Develop outstanding drama and music therapy and specialist provision.
- Be at the forefront of developing assessment and accreditation to acknowledge and celebrate creative achievement.

2. Inclusive Practice and support for mainstream providers

Greenside and Barnwell schools will...

- Work in partnership to deliver a range of innovative opportunities for outstanding inclusive practice that will be to the benefit of both sets of learners.
- The two schools will collaborate on a range of initiatives to enhance practice, enrich and extend training and development opportunities, develop collaborative practice with specialists, therapists and community groups, and work together to achieve high quality, accessible accommodation for both schools.

Greenside and the NAS will...

- Develop traded specialist support for Learners with ASC

Greenside and Woolgrove schools will...

- Work in partnership to provide an excellent outreach service for primary schools

2. Community based learning, including vocational education

Greenside will...

- Work in partnership with colleges and service providers to support and enable the best the long-term outcomes of all school leavers.
- Develop a community based vocational and social facility for young people who have severe learning difficulties.
- Work in partnership with North Herts College to provide Further Educational opportunities for young people with PMLD aged 19 – 25 years
- Enable young people with complex learning and emotional needs access paid employment

4. Research and training

Greenside will...

- Work in collaboration with partner organisations, including Stevenage special schools, Stevenage Educational Trust (SET); DSPL2; Barnwell and Broom Barns schools to enable further CPD opportunities for staff And parents
- In partnership with universities undertake further research, training and development of opportunities for young people with Special Educational Needs and Disabilities (SEND).
- In partnership with Universities enable progression for assistants to achieve full teacher qualifications by participating in the Schools Direct programme.
- Provide relevant and challenging professional development opportunities for all members of staff and governors

5. Multi-agency collaboration to support young people their parents and families.

Greenside will...

- Extend the range of services and opportunities for learners, parents, siblings and community groups.
- Increase opportunities for Greenside to be open outside the academic year and academic day.
- Staff will be specialists in their field and will work in partnership with other agencies including residential providers.
- Multi-agency collaboration will enable a range of extended training opportunities for learners, parents and carers.
- Work with social services and community groups to provide and develop opportunities for all learners during school holidays as well as after school activities.

Appendix

Explanation of abbreviations...

- LA = Local Authority
- SEND = Special Educational Needs and Disability
- DSPL = Delivering Special Educational Provision Locally (an LA initiative delegating aspects of the SEND budget to 5 local areas – Stevenage is DSPL 2.
- CPD = Continuous Professional Development
- PMLD = Profound and Multiple Learning Difficulties
- SLD = Severe Learning Difficulties
- NPQH = National Professional Qualification for Headship
- SLT = Senior Leadership Team
- DSL = Designated Senior Lead
- RB = Rob Grundy
- JJ = Jacky Joiner
- DV = Dave Victor
- SC = Sarah Culip
- JS = Jill Smith
- DS = Dave Smith
- HD = Hilary Davies
- ML = Maria Landy
- MC = Margaret Goodchild
- ML = Michael Levy
- DB = Dawn Brown