



Development Plan - 2018 / 19

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.

Our mission statement:
Learning. Achieving. Together

Creativity, respect and collaboration are at the heart of our school community.

Greenside provides a highly personalised curriculum.

The 4 main areas of our curriculum are:

My Body; My Communication; My Thinking; My Wellbeing.

These areas are not taught separately, they underpin planning, assessment as well as the celebration of achievement and progress.

Greenside is a safeguarding community where:

Everyone Sees. Everyone Hears. Everyone is Responsible

Greenside is very fortunate to be co-located with Barnwell School. This partnership enables exceptional opportunities for inclusive provision which is of benefit for learners of both schools.

Plan Contents-

Priority areas for development:

Part 1 – Teaching and Learning

Strand 1 - Wellbeing

This priority is in its initial planning stage – it will take longer than one year to complete. Within the plan it outlines our current thoughts and objectives for the rest of this academic year

Page 2 – Thoughts from a SLT discussion

Page 3- Strand action plan – updated 7.6.18 with progress

Strand 2 - Assessment

This priority has been developed to be achieved over the 2017-18 academic year – split into three parts

Page 4: Thoughts from a SLT discussion

Page 5-8: – Strand action – updated 24.5.18 with progress

Page 9-11 – monitoring enquiries – highlighted by progress on 7.6.18

Part 2 – Page 12: Accessibility plan

Part 3 – Page 13: Accommodation, facilities and resources

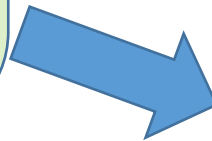
Part 4 – Page 14 -15: Long term vision at Greens

PART 1- Teaching and Learning

Well-being – What do we want to achieve?

Now

- 1 of the 4 strands in EHCP
- CPOMS recordings on “emotional distress”
- Personalised targets for learners in EHCP
- A strand in EYFS& PIVATS
- Multi-agency input inc CAHMS & PALMS
- Current school Curriculum/ SoW PSD strands
- Sensory spaces use & limited Rebound therapy practise



What we want to achieve

- Assessing progress in well-being
- PMLD learners – acknowledgement of tolerance/posture management
- Engagement in relevant action research project
- Improved awareness of “others” practice eg Haywood grove School, Jo Grace, Paul Issacs, Jamie
- Staff to understand self-regulatory strategies & approaches
- Strategies/ creating environments to self-regulate in the classroom
- Pairing with other schools in similar settings
- Training for staff behaviours greater understanding & implementation of strategies for conscious/ subconscious behaviours

Strand 1**Wellbeing***Objectives:*

- *To be able to assess progress in well-being*
- *To set up an action research project*
- *To audit assessment systems (nationally) to explore which framework may be suitable for use at Greenside*
- *To audit what Greenside currently do/have in place for wellbeing for learners*

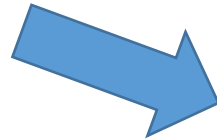
Short Term Plan (by end of summer 2018)

Aim	Why	Task	Responsible	Time	Evaluation/Monitoring
To baseline the use of assessment tools for wellbeing	So we can be sure to use an appropriate tool for assessment that supports a learners progress in wellbeing	<ul style="list-style-type: none"> ➤ PIVATSS analysis ➤ PSD curriculum ➤ EYFS PSD/ RfL ➤ Well-being audit (use NAS tool) 	Dawn to share the NAS audit tool Alex to share the tools for wellbeing Michelle to share the EYFS strand	May 2018 June 2018 June 2018	
To develop an action research plan in small groups	To discover which approaches/tools are best to use in school, from an evidence informed view point	<ul style="list-style-type: none"> ➤ Identify partner schools ➤ Identify leads with interest ➤ Case studies with set format 	Samuel Pepys and/or Waverley – team from within school Hilary to share ssmag case study format PMLD group leads to identify and implement case studies	July 2018 May 2018 July 2018	
Raising awareness of external professionals practice	To develop and improve practice within school relating to wellbeing	<ul style="list-style-type: none"> ➤ Book in speakers ➤ Run in house training ➤ Immersive experience training 	Dawn to book a range of speakers for 2017/18 Luke to share details of the wellbeing strand of MA Dawn to share AET training for wellbeing Sarah to lead MSA training	All year June 2018 June 2018 April 2018	

Assessment – What do we want achieve?

Now

- Different strands
- Teachers assessing
- Not all staff assessing progress
- Lacks personalisation
- Very complicated
- Does it demonstrate learning?
- Everyone is doing it differently



What we want to achieve

- Element of personalisation
- Comparable quantitative data
- Planning to be informed by assessments
- Structure for moderation
- Parents to feel assessment is useful
- Support learners making gains
- All staff to understand assessment progress

Strand 2**Assessment**

To Develop and improve our assessment processes to ensure we are recording the true progress a learner makes. In turn supporting our vision of showing progress through 'My body', 'My thinking', 'My Communication' and 'My Wellbeing' for all learners.

Planning and Assessment*Objectives:*

- *Improve structure and process for assessment (Clarity of expectations) (ST)*
- *Ensure assessment is better informing personalised planning (MT)*
- *Refine short/medium term planning (MT)*
- *Ensure greater consistency (MT)*
- *Establish a structure for moderation internally and externally (LT)*
- *Improve parents understanding of structure and purpose of assessments (LT)*

Short Term Plan (1)

Aim	Why	Task	Responsible	Time	Evaluation/Monitoring
Establish school based system	So that all the small steps of progress a learner makes can be tracked	<ul style="list-style-type: none"> ➤ Clarify school system to the used ➤ Populate new system ➤ Write new assessment policy 	Alex	Before half term – (30.10.17) 13.11.17 25.5.18	Improved structure and process for assessment <ul style="list-style-type: none"> ➤ A structure in place defined by a set of guidelines for teaching staff ➤ All are using system ➤ SLT can articulate how system is operating
Support staff understanding	So that all staff are able to understand what the learners outcomes are and so all learning can be tracked	<ul style="list-style-type: none"> ➤ Introduce and explain expectations to staff ➤ Support staff to ensure familiarity with system 	Alex	30.10.17 + two training sessions 2 nd half Autumn term, needs more time – Sum 1 (completed May 2018)	
Establish impact	So that we can be sure that our assessment system is working	Carry out monitoring enquiry	SLT	Governors completed Teach meeting – 19.1.18 External deputy? – to organise with Ruth at Ivel Valley –completed May 2018	

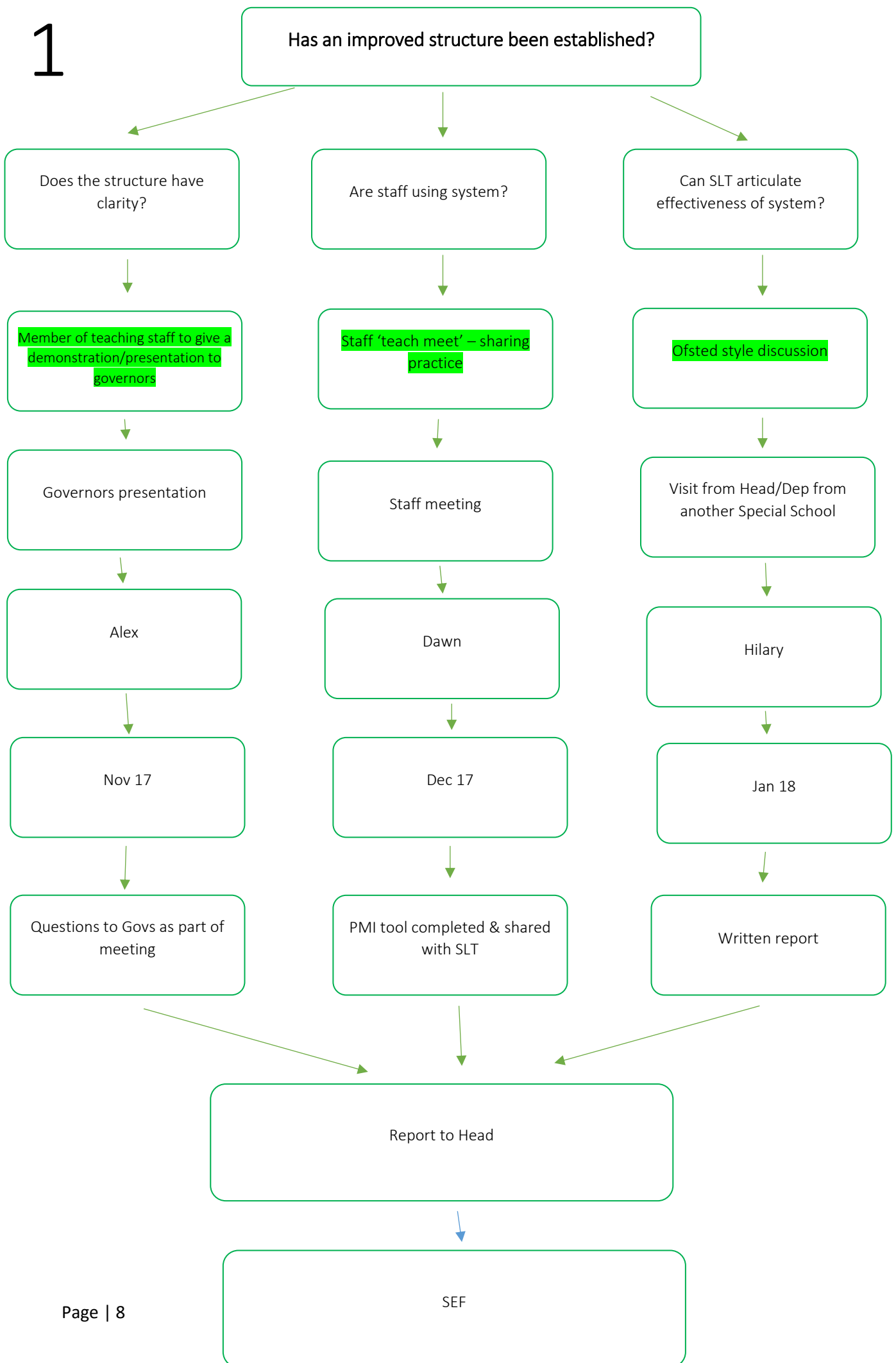
Medium Term Plan (2)

Aim		Task	Responsible	Time	Evaluation/Monitoring
Establish a culture change where staff are confident to use assessment to inform planning	So that our assessment informs the curriculum that is being taught in the classroom	<ul style="list-style-type: none"> ➤ Identify Qualified teachers who have been at school <3 years and explore expectations ➤ Explore principles of mentoring ➤ Establish mentoring program for all staff ➤ Review impact of mentoring 	SLT	Jan 2018 - Need to discuss within SLT what this will look like after fallout of coaching training – April 2018	Revised planning systems <ul style="list-style-type: none"> ➤ Staff understanding purpose of planning ➤ All class teams can articulate targets ➤ Staff can demonstrate steps taken towards understanding progress or barriers to progress
Establish a planning protocol	So that leads can have a structure of which to follow to support planning and assessment	<ul style="list-style-type: none"> ➤ Re-establish curriculum team ➤ Gather 'good practice' planning models ➤ Evaluate current planning and establish improvement recommendations 	Curriculum Team	March 2018 5 insets put towards this discussion – next steps to establish improvement recommendations	

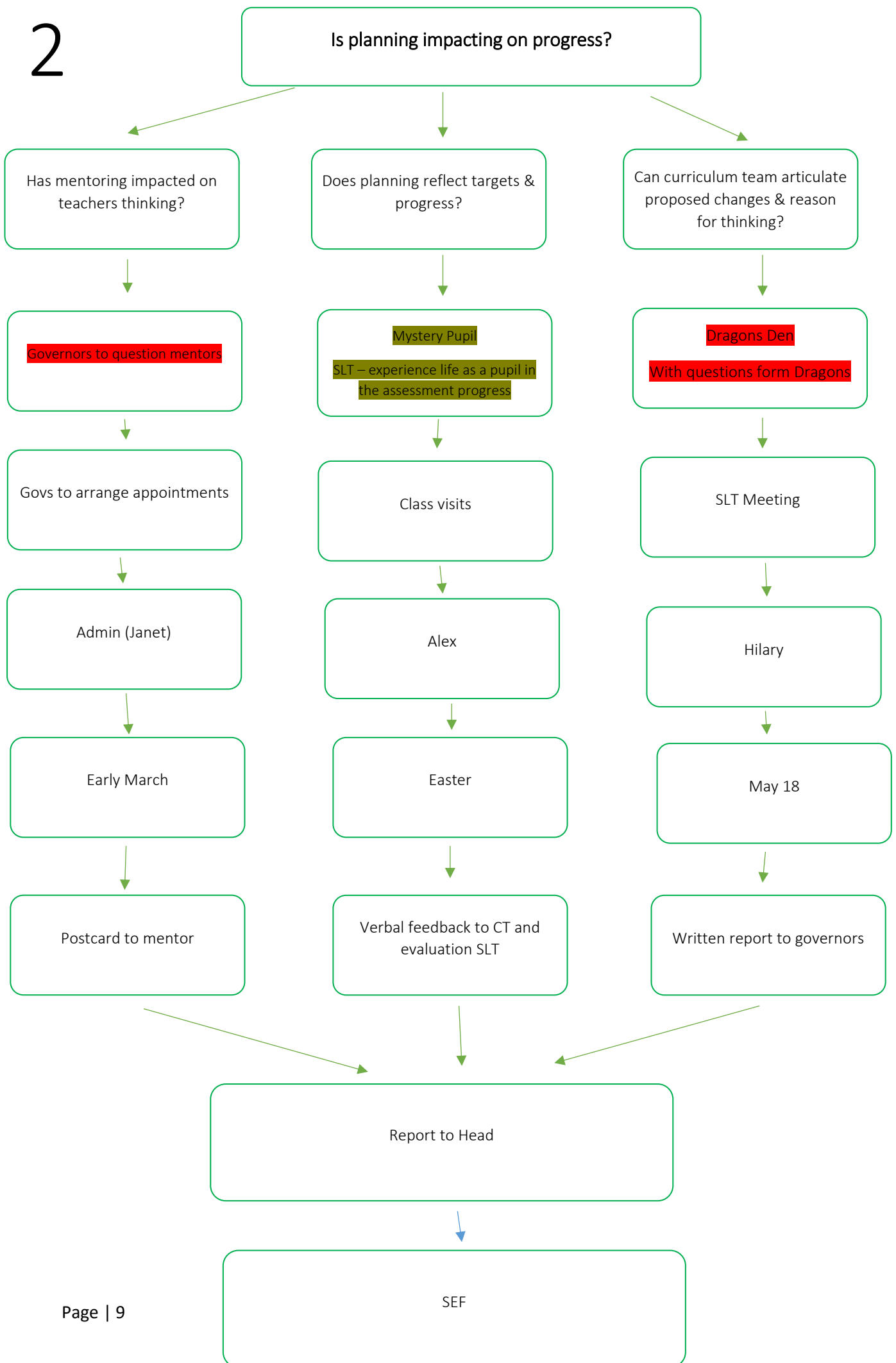
Long Term plan (3)

Aim	Why	Task	Responsible	Time	Evaluation/Monitoring
Review current formal assessment procedures	To ensure our methods of assessment arte relevant and appropriate for our learners	<ul style="list-style-type: none"> ➤ Establish team to explore effectiveness of PIVOTS against current practice ➤ Agree what formal procedure is needed to show effective progress ➤ Choose a summative assessment tool ➤ Establish guidelines for summative assessment 	SLT	<p>Completed Nov 17</p> <p>Spring term – Assessment cycle agreed and Assessment Policy drafted – Governors may 2018</p> <p>Guidelines for PIVATs produced- training given</p>	<p>Moderation and engagement of parents</p> <ul style="list-style-type: none"> ➤ An 80% of moderation agreed ➤ Is Parents questionnaire showing majority can articulate how assessments impact (compare with evaluation of EHCPs in Nov 2018)
Establish a moderation protocols and devise system	To ensure we quality assure our assessment system	<ul style="list-style-type: none"> ➤ Establish internal moderation team. Agree monitoring protocol for summer term ➤ Carry out termly moderation activity ➤ Establish external moderation group ➤ Set up moderation activity ➤ Review and feedback 	SLT	<p>First moderation completed 23.5.18</p> <p>As per Assessment cycle Post 16 – 25.6.18</p> <p>EY - TBC</p> <p>summer term set with other schools re post 16</p> <p>Summer 18 – Draft ‘Greenside Dashboard’ to be shared after Easter judgements</p>	
Improve parents understanding of progress through EHCPs	So that progress can be shared with parents and they can contribute any progress they see at home	<ul style="list-style-type: none"> ➤ Developing a ‘post EHCP’ questionnaire to gather current knowledge of EHCP for parents ➤ Review how EHCP progress is communicated to parents ➤ Evaluate responses to questionnaire in the summer term/against autumn term responses 	SLT (Sharon)	<p>Nov 17 (change to Dec 17) – feedback received</p> <p>Spring 18 –Pilot for Parent App in summer Term – 10 learners - Ongoing</p> <p>September 2018 – for better outcomes to be pushed to next year</p>	

1



2



3

How accurate and informative are assessments?

How useful for parents are school assessment practices?

Questionnaire to parents at EHCP meetings – results compared Nov-June

Parent questionnaire

Dawn

Nov – June

Whole school verbal feedback

How accurate are assessments?

External group to carry out investigation

'Inspection' review

Hilary

Summer term

Verbal SLT

How well are learners progressing?

SLT to evaluate HT report to Governors

Governors

Alex

Summer term

Feedback to Dave

Report to Head

SEF

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 2018 are:

- Further develop specialist accommodation for learners with complex emotional needs
- Enclose the school's main sunken trampoline
- Develop use of specific approaches e.g. switches, sensory specialist equipment and eye gaze.
- 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

By September 2018

- Replace boiler and heating system in the main part of the school.
- Develop garden on caretaker's bungalow on Barnwell site
- Extend Apples classroom
- Install access control system to the front of the school, linked to new set of doors; front gates
- Install access control system to Barnwell Bungalow.
- Install CCTV and intruder alarm to the Barnwell Bungalow
- Develop new Car park (on the site of the former Shephall Infants School (Herts CC capital bid).
- Remodel current Yellow class
- Develop learning accommodation on current Barnwell tennis court.
- Remodel Apple classroom
- Replace 17 seater mini bus (Est £15K)

By September 2019

- Update swimming pool surrounding area.
- Develop a Rebound Therapy room
- Develop meeting / family room.
- Remodel bungalow accommodation.

Asset Management Plan

2018 / 19

- Decorate internal toilets in main part of school
- Decorate food tech room
- Tree survey and resulting actions.
- Full fire risk assessment and resulting actions

2019 / 20

- External decoration of the main part of school.
- Decoration of teaching accommodation in main part of school.
- Fixed wire testing.

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 will...

- Develop high quality, specialist traded services

3. 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
- SLT = Senior Leadership Team
- DSL = Designated Senior Lead