



# **Self evaluation and Improvement Plan 2018 / 19**

Autumn 2018

## Our Self-Evaluation and Improvement Plan

At Greenside our self-evaluation of practice and provision informs improvement planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders informs the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement. This is a working document and is regularly (at least each term) reviewed and updated. The Self-Evaluation and Improvement Plan is considered at each curriculum sub-committee as well as at meetings of the full governing body.

## Our Whole School Curriculum...

- At Greenside we deliver a broad, relevant and highly personalised curriculum.
- The learner is at the heart of what we do.
- We believe in Learning, Achieving Together.
- The Education, Health, Care (EHC) plan of each child determines what we do.
- We work in partnership with parents and carers to ensure progress & celebrate achievement.
- Our curriculum is based on 4 aspects:  
"My Body; My Communication; My Thinking; My Wellbeing"
- Teaching strategies are based on the abilities, interests and needs of each young person.
- Our values of: respect, creativity and collaboration inform all aspects of our work.

## Our School Ethos...

- Governors and school leaders seek to facilitate a reflective culture.
- Constructive challenge and creative ideas from everyone are welcomed, valued. These inform whole school planning.
- Together, we strive for consistency of approach, without stifling creativity, flair and experimentation.

## Greenside School is...

- **A creative school:** A creative, collaborative approach promotes innovation. Music, dance, drama and art enables learning and achievement.
- **A co-located school:** We are co-located with Barnwell High School. We work in partnership to enable outstanding, inclusive learning opportunities for learners of each school.
- **An enterprising school:** Our social enterprise, an old-fashioned sweet shop and ceramic studio, provides a learning hub in the heart of our local community.
- **An accredited school:** The quality of our specialist provision for learners with autistic spectrum condition (ASC) has been externally recognised by The National Autistic Society (NAS).

## Contextual Information

Greenside is Hertfordshire County Council special school for learners with severe as well as profound & multiple learning difficulties. Many learners have additional complex needs including those with autistic spectrum condition, medical needs, physical and sensory impairments. All learners have Education Health Care (EHC) plans Greenside is funded for 140 places.

The number of learners attending Greenside has increased significantly since 2010. (2010 = 107; 2014 = 115; 2015 = 130; 2017 = 138; 2018 = 140). The increase followed the development of further accommodation in 2014, when a neighbouring secondary school closed. These facilities are now shared by Greenside and Barnwell High School. In September 2018 Greenside had 6 children looked after, 2 learners are supported at home due to their medical needs.

The percentage of learners with Autistic Spectrum Condition (ASC) has increased (approximately 30% 2000; 40% 2010 to 60% 2018). The school recognises the specific needs of these learners. Specialist resources and teaching strategies have been developed, as well as extensive and on-going training. In addition, the school has been proactive and effective in supporting parents, carers and families. This has included collaboration with local associations for parents of children with ASC. The school hosts meetings, runs workshops, has guest speakers and well as informal meetings for parents and carers.

Greenside has an experienced staff team, turnover is low. There are good routes for progression. For example, since 2000, Greenside has worked in partnership with The University of Hertfordshire to provide opportunities for teaching assistants to progress to gain full teaching qualifications. 12 colleagues have joined the teaching profession.

In 2014, following the closure of a neighbouring school, part of Greenside School co-located with Barnwell School. This has enabled exceptional opportunities for inclusive learning and social activities. Greenside shares the science laboratories as well as the gym with Barnwell School. Some learners from Greenside have their lunch with mainstream peers at "The Barnwell Bistro." In September 2017, Greenside entered into a leasing arrangement with Barnwell and has converted a former caretakers house into teaching accommodation for part of our Post 16 provision. In 2018, the 2 schools have made a joint staff appointment. The shared librarian will enable further inclusive learning opportunities.

In 2012 a social enterprise was established at The Hyde shopping centre (½ mile from Greenside). "The Greenside Studio" is business selling sweets as well as providing a ceramic studio. This social enterprise enables work related and self-help learning opportunities in the heart of the local community.

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## 1. Outcomes for Learners

- ***Outcomes for the vast of learners at Greenside are at least "good," because in excess of 70% achieve their aspirational targets as a result of good and outstanding teaching.***
- ***Outcomes for learners in Early Years Foundation Stage (EYFS) are outstanding because the vast majority (in excess of 80%) make outstanding levels of progress from their very low starting points.***
- ***Outcomes for learners in the school's Post 16 provision are "good."***

### How evidence is gained

Analysis of...

- Early Years Foundation Stage (EYFS) learning profiles and journals
- Progress towards achieving The Education Health Care Plans (EHCP) outcomes
- Progress information gained from "The Evidence For Learning" app (which relate to progress indicators proposed in the Rochford Report 2017).
- Progress in structured schemes such as Lexia reading.
- Progress made against Performance Indicators for Valued Assessment & Targeted Learning (PIVATS)
- Destinations of learners leaving school at the age of 19.
- Progress in meeting Individual Education Plans (IEP) targets.
- Progress in communication plans
- Progress in behaviour support plans

In addition, comparison of progress and outcomes with other SLD special schools (within the LA; regionally and nationally) are made. Termly learner progress meetings are undertaken led by members of the senior leadership team (SLT). Learning walks, lesson visits and formal lesson observations by senior leaders, governors, Hertfordshire Improvement Partner (HIP).

### Judgements relating to Outcomes for Learners.

- Analysis of learner performance data shows that there is no difference in rates of progress or levels of achievement (statistically) between the following groups: Gender, learners receiving a free school dinner (FSM), learners for who English is an additional language (EAL) as well as children looked after (CLA). (see PIVATS analysis July 2018).

- Teachers undertake on-going review of progress and interventions are put into place if a learner is not meeting their targets.
- Since 2017, the school has been effective in supporting parents and carers to contribute to collecting evidence and celebrating progress and achievement through the use of the Evidence for Learning app.
- The use of a specialist teaching strategies such as Intensive Interaction, Sensory Integration, Treatment and Education of Autistic and related Communication handicapped Children (TEACCH), Picture Communication Exchange System (PECS) and Social Communication, Emotional Regulation, Transitional Support (SCERTS) for learners with severe ASC has led to learners making further progress in both their learning abilities and in the reduction of behaviours that present risk.
- Learners with profound and multiple learning difficulties (PMLD) benefit from a tailored approach to assessment, the use of Route for Learning has helped to track the small steps of progress made. Since 2017 Greenside has engaged the Bamboozle drama company who have coached staff in the use of immersive teaching approaches. This has had a significant impact in promoting the level of engagement for the vast majority (in excess of 90%) of learners who have PMLD.
- The vast majority of learners (in excess of 85%) make outstanding progress in swimming; both within our own warm water pool and through a partnership with a public pool in Biggleswade. All learners have the opportunity to swim within the year and many have regular weekly sessions.

### **Outcomes for learners will be judged better when: -.**

- Analysis of learning is ongoing and outcomes are evidenced throughout the day so that barriers are quickly identified and planning ensures that these are rapidly overcome.

# Improvement Plan

## 1. Outcomes for Learners

Specific target <i>Will be better when:</i>	Actions	Success measures	Lead	Time and Cost	Progress Update
<p>Analysis of learning is ongoing and outcomes are quickly evidenced throughout the day so that barriers are identified and planning ensures that these are rapidly overcome.</p>	<p>Develop the use of the Evidence for Learning App to enable parents and carers to contribute to the gathering of evidence.</p> <p>Review / evaluate current practice relating to planning for individual learners - Identify examples of innovative / outstanding practice.</p> <p>Consult; prepare policy and guidance.</p> <p>Review home / school communication – develop further to enable greater emphasis on progress and achievement</p>	<p>Planning for individual learners is concise – judgements of progress are well evidenced and justified.</p> <p>Planning enables outcomes set in each EHCP to be realized and measured. Evidenced through at least 85% learners achieve their targets.</p> <p>Professional judgements using the revised Routes for Learning tool are used to recognise, celebrate and monitor the small steps our learners make. Evidenced through the Efl app. for learners with PMLD.</p> <p>Analysis of progress is frequent and accessible for all that work with the learner, barriers to learning are effectively recognized; strategies to support change are quickly put into place. Evidenced through termly reports.</p>	<p>DV / AT DB / LS</p>	<p>i By Dec'18 Release time (cover £1k).</p> <p>ii By Dec '18 meeting time</p> <p>iii By Feb '19 Release time £2k</p> <p>iv By March '18 5 x pm sessions Overtime £1k</p> <p>vi By March '18 Meeting time</p>	<p>Evidenced through LWs, observations and PMR</p>

## 2. Quality of Teaching, Learning and Assessment

- **The quality of teaching is judged to be at least "good" overall.**
- **The vast majority of lessons (in excess of 70%) are judged to be "good." Many (In excess of 20%) are judged to be outstanding. There is a reduction in the number of lessons that "require improvement." (RI) Effective support is always provided to secure improvement.**
- **The quality of teaching at EYFS is "outstanding."**
- **Teaching and Learning at Post 16 is "good."**

There is evidence that effective training, coaching and support has secured a steady improvement in the quality of teaching and learning.

2015 / 16				2016 / 2017				2017 / 18												
Number of lessons seen	Outstanding		Good or better		Requires improvement		Number of lessons seen	Outstanding		Good or better		Number of lessons seen	Outstanding		Good or better		Requires improvement			
	132	43	33%	129	88%	3		2%	168	62	37%		166	99%	2	1%	219	84	39%	218

### How evidence is gained...

- Formal lesson observations and an analysis of impact of feedback
- Informal observation of learners
- Paired observations and learning walks (subject / aspect leaders and SLT paired with teachers)
- Governor visits and paired observations with external education advisers / inspectors.
- Analysis of progress data including the use of the Evidence for Learning assessment tool.
- Parent's comments - at EHCP meetings, parent's evenings, Home/School diaries and parent questionnaires.
- Comments from visitors and specialists,
- Moderation sessions with colleagues from other special schools
- Staff feedback – staff meetings/steering group meetings / learner progress meetings / individual performance meetings, questionnaires
- Feedback from visiting professionals, including Margaret Goodchild (Lead of Greenside School's 2013 OfSTED inspector) Mary Rayner (HMI of Greenside School's 2016 OfSTED inspection) both since engaged as education consultants; Richard Hill, Herts Improvement Partner (HIP).

## Judgements relating to the Quality of Teaching and Learning

- The quality of teaching is at least good overall.
- The majority of teaching is creative, innovative and inclusive; it inspires learning and enables progress and achievement.
- There are high levels of engagement.
- The quality of relationships between adults and learners is exceptional;
- The majority of learners enjoy lessons; there is sufficient levels of challenge.
- Assessment is rigorous and informs planning.
- The majority of lessons are well organised and resources are of a high quality.
- Relationships between staff and learners are a strength of the school, which promotes high levels of engagement, with a focus on learning, progress and achievement.
- Creative teaching approaches are used by staff to enable high levels of engagement and motivation. This has been an area of particular focus for Continuous Professional Development for all class staff since September 2017, with the engagement of The Bamboozle drama company who have enabled improvement in immersive strategies.
- The use of augmented communication and signing by some teaching assistants, as well as ensuring the learning potential in all settings is fully realised, has been identified as an area for further development.
- Judgements of inadequate practice are very rare (none since June 2015).
- Aspects of teaching that require improvement are always fully acted upon through action planning, coaching, additional training and support leading to improvement.
- There is evidence that the impact of specific developments and training has led to learners demonstrating relatively high levels of independence e.g training in communication; intensive interaction; sensory integration and sensory diets has supported learners with ASC to extend their engagement in learning activities particularly in self-help and work related learning. Use of visual cues in the classroom.
- Effective differentiation and a personalised curriculum, together with the vast majority of staff displaying a very good understanding of the learning styles of each young person as well as their emotional, communication, and sensory needs, enables good and often outstanding levels of progress and achievement.
- Assessment for Learning (AfL) strategies used throughout lessons means that teaching strategies are adapted, learning opportunities identified and the quality of practice enhanced.

- Staff have received training in using AfL, which has resulted in improved use of AfL techniques in lessons across the school. Participation in the Herts AfL project has enabled examples of good practice from other schools to inform and develop practice.
- Staff demonstrate high levels of empathy with learners. The use of de-escalation strategies means that learners are helped to deal effectively with their emotional needs.  
Learners' spiritual, moral, social and cultural development and the promotion of British Values are outstanding and are embedded throughout the school.
- Outstanding use is made of the opportunities provided by Greenside's co-location with a mainstream secondary school (Barnwell). The quality of teaching is enhanced through the use of specialist facilities including: science, food tech, drama, dance and gym.
- Learners' spiritual, moral, social and cultural development is effectively promoted throughout the school day. The school has fostered an atmosphere of calm, fulfilment and enjoyment school and an environment conducive to effective learning.
- Learners have access to appropriate communication methods (such as BSL, PECs, communication books, symbolic timetables and other augmented systems). Speech and Language therapist work alongside class staff teams, leading to improved outcomes for learners in relation to their communication targets.
- The quality of teaching is maintained in the absence of the teacher, through the use of experienced staff who are familiar with the learners.
- Staff with a specialist in teaching: PE, music, drama, dance and swimming leads to improved learning outcomes for all learners.
- Specialist classes for learners with ASC ensures that the needs of learners who have sensory processing difficulties, higher levels of anxiety and complex communication difficulties are met in a highly individual and effective way. Particular progress has been made in learners gaining self-regularly skills.
- Teachers use of appropriate technology in lessons such as height adjustable tables, eye-gaze, touch-operated screens / interactive whiteboards / iPads and use of a wide range of software and resources to meet individual needs and help to promote learning and successful outcomes.
- Relationships between staff and learners are warm and purposeful. Excellent behaviour support across the school ensures minimum disruption to learning. The effective use of a computer based recording system (CPOMS) enables senior leaders and behaviour specialist, to be aware of specific issues and ensure that appropriate and effective support is provided. The quality of relationships between staff and learners is excellent and enables proactive, emphatic support which is effective in reducing anxiety and promoting self-regulation.

- Staff work in partnership with parents and carers enabling them to be involved in learning, ensuring that skills are transferred from school to home.
- Teachers respond effectively to the views and aspirations of parents/carers setting and amending priority targets and giving advice and guidance to parents/carers in order to maximise learning. Attention is paid to the individual's ability to transfer and generalise skills and this increases autonomy as adults.
- Skilled and experienced Teaching Assistants (TAs) operate as a part of a team with the teachers in each class to enable the achievement of good and often outcomes for the learners.
- All TAs receive regular in-house training during the school day which is relevant to the needs/teaching of learners and enables individual needs to be met.
- Good working relationships with therapy staff and other professionals working on site support learners' development effectively.
- EHC outcomes are effectively used to inform personalised planning and practice.
- The support provided when aspects of practice are regarded as requiring improvement is effective as evidenced by the impact on the quality of teaching and learning outcomes.

### **EYFS**

- Teaching and learning at EYFS is judged to be "outstanding."
- The vast majority (in excess of 85%) of teaching is outstanding
- All staff have high expectations of learners.
- Staff are effective in promoting the early development of skills and progress in all areas of learning and provides an excellent foundation for continued progress throughout the school.
- The vast majority of learners demonstrate a sense of fun and enjoyment.
- Particular care is taken in ensuring that the individual medical, physical and sensory needs of each child is planned for and addressed in differentiated practise.

### **Post 16**

- Teaching and learning at Post 16 is judged to be at least "good"
- The majority (in excess of 80%) of practice is at least "good" and much is "outstanding."
- Teaching reflects both the chronological age as well as the development understanding of each young person.
- Learners are given opportunities to demonstrate independence, to problem solve and think for themselves.
- There are very high levels of engagement and enjoyment.

- Effective liaison with parents, carers, Connexions enables access and transition to FE colleges and other suitable post school, provisions. Staff are creative in the way in which they involve individual learners in this process.
- Work related learning opportunities, including work experience placements enable learners to have 'real life' experiences which prepares them for opportunities of their adult life. (in June 2018 4 former learners were known to be undertaking supported internships).
- A strong focus on learning in the community promotes independence, confidence and self-esteem, for example use of a public pool, accessing local shops day and residential trips.
- The school provides a range of vocational learning opportunities such as the use of a forest school, a farm, as well as the school's social enterprise "The Greenside Studio."

**The quality of teaching and learning will be judged as better when:**

- Better use is made of augmented communication including use of sign vocabulary, symbols, switches and electronic communication aids to promote engagement, communication, independence. (2.1)
- Visual cues are constantly used to support transitions in all settings – including outside of the classroom. (2.2)
- The organisation of learning environments promotes and enables higher levels of independence and engagement. (2.3)
- The deployment of teaching assistants is improved in order to enable high levels of engagement, enjoyment, progress and achievement (2.4)
- The personalised curriculum, known as "My Curriculum" (My Body; By Communication; My Thinking; My Well-Being) is fully embedded and improves the quality of planning, practice and assessment. (2.5)
- Effective, coaching training, mentoring and support enables higher proportion lessons are judged to be outstanding. (2.6)

## Improvement Plan

### 2. Quality of teaching and learning

Specific target <i>Will be better when</i>	Actions	Success measures	Lead	Time and Cost	Progress Update
<p>2.1 Better use is made of augmented communication...</p> <p>i. Use of switches and electronic communication aids to promote engagement, communication, independence.</p> <p>ii. Use of sign vocabulary</p>	<p>i. Audit current resources / practice. See examples of outstanding practice Prepare and implement action plan (see attached).</p> <p>ii. Establish communication team (MB; DH; SC). Prepare policy, explaining the importance of signing and expectations of all class staff. Provide structured signing workshops Communication team undertake regular learning walks, providing coaching and feedback</p>	<p>i Class teams are confident, effective and consistent in the use of high quality switches and communication aids. - The vast majority of learners (at least 95%), who require an augmented communication aid make at least good progress and many make outstanding progress. ii. The communication team are effective in their support for class staff and MSAs - Workshops and training opportunities are tailored to the needs of colleagues. - High standards of signing are established and maintained throughout the school. - Signing supports learners to progress in all areas, especially communication and independence.</p>	<p>i. LC</p> <p>ii MB / LS</p> <p>iii DB / MK</p>	<p>i By July '18 Release time - £1k Meeting time</p> <p>ii By Dec '18 Release time £750 Meeting time Overtime for TA's and MSAs £750</p>	<p>i. Action plan prepared by LC July 18, presented to gov working group.</p>
<p>2.2 Use of visual cues to support transitions both in all settings – including outside of the classroom.</p>	<p>Prepare guidance for class staff, explaining the importance of symbols and expectations regarding their use. Deliver workshops and support in preparing high quality resources Monitor / feedback use of symbols across the whole curriculum.</p>	<p>2.2 Staff understand the importance of constantly using visual cues through the day, in all contexts. - Learners are supported effectively and enabled to make smooth transitions. - Learners are supported to communicate effectively. - All evidenced through LWs, observations and PMR.</p>		<p>By Dec '18 Release time £750 Meeting time Overtime for TA's and MSAs £750</p>	



Specific target <i>Will be better when</i>	Actions	Success measures	Lead	Time and Cost	Progress Update
<p>2.5 The personalised curriculum, known as "My Curriculum" (My Body; By Communication; My Thinking; My Well-Being) is fully embedded and improves the quality of planning, practice and assessment.</p>	<ul style="list-style-type: none"> <li>i. Audit curriculum documents, identifying those that are relevant to the "My Curriculum."</li> <li>ii. Prepare medium term planning using thematic approach / schemes of work as appropriate.</li> <li>iii. Monitor and support implementation of themes / schemes</li> </ul>	<ul style="list-style-type: none"> <li>i. Curriculum documents on the school's network are well organised; relevant and support planning.</li> <li>ii Use of an embedded, well-resourced curriculum enables outstanding progress evidenced through EfL app</li> <li>iii Teachers, tutors and TAs are well supported in their planning, which impacts on the quality of their practice and learning. Evidenced through LWs, observations and PMR.</li> </ul>	<p>FS / MK / SB</p>	<ul style="list-style-type: none"> <li>i. By Nov '18 Meeting time. Release time £350</li> <li>ii. By March '19 Meeting time. Release time £350</li> </ul>	<p>Initiated by MK in April '18</p>
<p>2.6 Effective, coaching training, mentoring and support enables A higher proportion lessons are judged to be outstanding. (From 39% to 50%)</p>	<p>2.6</p> <ul style="list-style-type: none"> <li>i. Exempla of descriptors linked to national professional standards is reviewed and updated.</li> <li>ii The focus of the performance management process will be on improving quality of practice,</li> <li>iii Training, coaching, mentoring is tailored to the requirements of each member of the class team.</li> <li>iv SLT performance targets link to improving quality of teaching.</li> <li>v SLT; UPS and TLR teachers work with external consultants (MR; RH) to inform judgements of teaching practice.</li> <li>vi. Learning walks, lesson visits and structured observations inform constructive, feedback – which is followed up to review / evaluate impact</li> </ul>	<p>2.6</p> <ul style="list-style-type: none"> <li>i. Ambitious targets have clear success measures and enable development of outstanding practice</li> <li>ii. Training, coaching and mentoring is effective and impacts on practice</li> <li>iii. Senior leaders are effective in making informed judgements</li> <li>iv. The extended leadership team are rigorous in driving up standards ensuring that at least 50% of practice is outstanding</li> <li>v. Effective monitoring embeds outstanding practice</li> </ul>	<p>UPS teachers</p>	<ul style="list-style-type: none"> <li>i. By Sept '18 Meeting time</li> <li>ii. From Oct '18 Meeting time</li> <li>iii. From Nov '18 £2k</li> <li>iv. From Sept '18 Ed consultant fees £3k</li> <li>v. By May '19</li> <li>vi. By Nov '19</li> </ul>	<p>Draft shared with SL Aug '18</p>

### **3. Leadership and Management**

- **The quality of leadership and management is “good” overall.**
- **In the EYFS the quality of leadership and management is judged to be “outstanding”**
- **At Post 16 the quality of leadership and management is judged to be “good”**

#### **How evidence is gained...**

- Evaluation of progress made against targets in the school development plan.
- Feedback from staff questionnaire
- Feedback from parent questionnaire
- Learner voice meetings / individual views
- Analysis of the quality of teaching and learning
- Analysis of learner progress against their ECHP outcomes
- Evaluation of how governors hold the school to account
- External evaluations including: HIP; OfSTED; Educational consultants
- Analysis of progress made by teachers and assistants in meeting performance management targets
- Evaluation of training and professional development activities and their impact on learning and outcomes
- Benchmarking use of resources / financial planning
- Minutes of staff steering group
- Minutes of governor’s meetings
- Training records for staff and governors
- External quality assurance through the NAS accreditation

#### **Judgements relating to leadership and management**

- Governors and school leaders have created and embedded an ethos of ambition and creativity ensures aspirational outcomes for learners to be achieved.
- A culture of continuous reflection, evaluation and review is in place that enables everyone to contribute to sustained development and improvement. Everyone at Greenside contributes to the leadership of our school.
- Senior leaders share the challenge of bringing out the best in everyone; securing a consistency of approach, without stifling creativity and flair, enabling others to take responsibly and demonstrate leadership.

- There is a shared drive for improvement throughout the school. This is demonstrated by the rigorous focus on achievement and progress for all learners.
- Evidence demonstrates that the quality of teaching is improving and that the majority of practice is highly effective across the school. As a result, learner progress is rising across the curriculum.
- School leaders and governors are focused and proactive in ensuring that progress and achievement improves.
- Safeguarding is effective, robust and is well led by school leaders in partnership with named governors. As a result, this contributes to good outcomes for learners. There is no difference in outcomes for Children Looked After and other learners.
- The provision of high quality training and professional development opportunities linked to robust performance management targets for all staff enables improvement and learner progress.
- Strong and continuous focus on raising standards in key areas are addressed in the school's development plan priorities for the school, which in turn aims to improve teaching, learning and progress.
- Governors are knowledgeable and committed to securing excellent outcomes for all learners. They have a diverse and mixed range of skills and experiences.
- The termly reports provided by the Headteacher to the governing body ensures that governors are fully aware of the strengths and weaknesses of the school. Governors effectively use this information to ask challenging questions in order to hold senior leaders to account.
- Parent partnership work has improved since the last inspection (June 2016) to ensure parents are more included in the life of the school and are supported appropriately. Parents' views are sought regularly.
- Communication with parents and carers is effective and is achieved through a variety of channels including parent workshops, coffee morning, newsletters and the school website, questionnaires, home / school books; open door policy as well as the shared use of the Evidence for Learning app.
- School leaders make good use of the network of contacts and knowledge of provision available in the local authority, established over many years. This includes hosting 2 parent support groups; providing regular training workshops; providing a range of visiting speaker as well as providing informal meetings.
- The school works effectively with a range of other professionals to enable parents to support learner achievement and progress. This includes hosting a range of medical services and clinics acting as an effective hub which is valued by parents and carers.
- School leaders ensure that the performance development process promotes high quality of practice.
- Performance development is linked to the priorities in the school development plan.

- A high level of provision of CPD for staff develops their specialist skills and knowledge which results in improved quality of provision and outcomes for the learners.
- School leaders provide effective support and training for school staff, other schools, parents and professionals through coffee mornings and advice sessions each week, to enable others to develop a greater knowledge and understanding of working with Special Educational Needs and Disabilities (SEND). This has provided the majority of teachers the opportunity to regularly work in mainstream schools, effective support and training has been provided for them in this role which has proved to be a very valuable form of professional development.
- The school provides an outreach service for local primary schools. Evaluations and feedback are very positive. Outreach has also provided valuable opportunities for teachers to further their own continuous professional development.
- School leaders value staff wellbeing. They have been effective in reducing teacher workload, for example reducing requirements for written planning, putting systems in place for passing on resourcing tasks. The introduction of a debrief team has been very supportive for all class staff.
- School leaders have ensured that the core and essential service standards for supporting people with PMLD are met. This has been of particular value in enabling teachers and assistants working in specialist PMLD classes to meet health, personal care, postural care and communication needs of all learners with PMLD.

**The quality of leadership and management will be judged as better when:**

- The extended leadership team is fully embedded, with clear lines of responsibility, accountability and line management. (3.1)
- Teaching outcomes improve as a result of effective support from senior leaders. (3.2)
- The accuracy of evaluations improve as a result of increased capacity of school leaders to make robust judgements. (3.3)

## Improvement Plan

### 3. Leadership and Management

Specific target <i>Will be better when</i>	Actions	Success measures	Lead	Time and cost	Progress Update
<p>3.1</p> <p>The extended leadership team is fully embedded, with clear lines of responsibility, accountability and line management.</p>	<ul style="list-style-type: none"> <li>i. Areas of additional responsibility, duties and line management are agreed, shared and implemented</li> <li>ii. School leaders prepare action plans which inform the development for their specific aspect and inform the planning of resources (including non-contact time.</li> <li>iii. Performance management targets and process reflect action plans</li> <li>iv. Action plans are implemented &amp; evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>i. Devolved leadership is clear, school leaders demonstrate consistency of approach without stifling creativity.</li> <li>ii. Planning is ambitious, rigorous,</li> <li>iii. SDP is completed effectively.</li> </ul>	DV	<ul style="list-style-type: none"> <li>i. By June '18 Meeting time</li> <li>ii By July '18 Meeting time</li> <li>iii From Oct '18 Meeting time</li> <li>iv By June '19 Meeting time</li> </ul> <p>Release time £550</p>	<p>Working document in place</p> <p>appointments made May '18</p> <p>Actions plans shared with Gov working groups. July '18</p>
<p>3.2</p> <p>Teaching outcomes improve as a result of effective support from senior leaders.</p>	<ul style="list-style-type: none"> <li>i. Programme of coaching, support and training is linked to the performance management targets of each member of staff</li> <li>ii. Mid-year reviews support colleagues to reflect on their personal progress.</li> <li>iii. Observations, lesson walks and analysis of learner progress data informs judgements regarding improvements</li> </ul>	<ul style="list-style-type: none"> <li>i. The capacity and capability of leaders to make accurate judgements on the quality of practice and provision is developed by engaging in relevant training; performance development targets and review with an external education consultant; paired learning walks and monitoring of judgements</li> <li>ii. Senior leaders share judgements in partnership with other SLD schools</li> </ul>	DV	<ul style="list-style-type: none"> <li>i. Performance management targets and review for senior leaders is undertaken by an external consultant (Mary Rayner) £1,4k</li> <li>ii. Training and CPD opportunities relate to targets</li> <li>iii. Senior leader partner with SLT in other SLD schools to moderate judgements.</li> </ul>	<p>Performance management for SLT undertaken Sept '18.</p> <p>Targets set. Review date confirmed Feb '19</p>

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Specific target <i>Will be better when</i>	Actions	Success measures	Lead	Time and cost	Progress Update
<p>3.3 The accuracy of evaluations improve as a result of increased capacity of school leaders to make robust judgements.</p>	<ul style="list-style-type: none"> <li>i Paired learning walks, lesson visits structured observation (with MR / RH)</li> <li>ii Constructive, rigorous feedback – guidance for improvement provided for the class team.</li> <li>iii Training opportunities / coaching provided tailored to identified priorities for individuals / small groups</li> <li>iv On-going cycle of monitoring, evaluation, feedback and development</li> </ul>	<ul style="list-style-type: none"> <li>i. School leaders gain a shared, objective view of quality of practice and outcomes</li> <li>ii. Class teams are enabled to reflect on, and improve practice</li> <li>iii. Extensive CPD impacts practice and outcomes</li> <li>iv. Improvements are embedded. A culture of reflection and development is established.</li> </ul>	AT	<ul style="list-style-type: none"> <li>i. By Oct '18 Meeting time</li> <li>ii. By Oct'18 Meeting time</li> <li>iii. From Oct '18</li> <li>iv. Release time and fees £5k</li> </ul>	

## 4. Personal Development, Behaviour and Welfare

- **Personal Development, Behaviour and Welfare is “outstanding” throughout the school.**

### How evidence is gained...

- Focused learning walks
- Lesson observations
- Informal lesson visits
- Feed-back from psychologists, therapists and visitors
- Feed-back / reports from LA officers
- Feed-back / reports from educational consultants
- Views of parents
- The views of learners.
- Feedback from visitors of community groups
- Feedback from visitors representing different faiths, denominations
- An analysis of recorded incidents (COMPS)
- Evaluation of the impact of specific plans to support individual learners
- Safeguarding audit (including regular monitoring of the Single Central Record).
- Health and safety audit
- Feedback from governor visits
- Support individual learners and their families.
- Monitoring of Restrictive Physical Intervention (RPI) book.
- Parent comments and Questionnaire Responses
- Children Looked After reviews
- Governor’s annual audit of safeguarding policies and practice.
- Virtual School Self Evaluation
- Monitoring of attendance
- Monitoring of exclusions
- Monitoring of incidents of bullying
- Monitoring of racial incidents

## Judgements relating to Personal Development

- Learners respond positively and with pride when their achievements are recognised and celebrated.
- The high quality of relationships between learners and staff are maintained throughout the school, as a result the vast majority of learners feel secure, confident and are able to engage.
- There is a culture of caring for others; respecting the feelings of others, demonstrating tolerance.
- A range of extended learning activities, including after school clubs and residential journeys, promote learner's confidence and independence. As a result many demonstrate high levels of autonomy.
- The caring culture of the school fosters positive, respectful, trusting relationships and friendships.
- Partnerships within the wider community enable opportunities for learners to practice and develop their ability to be good citizens.
- The views of learners are valued and acted on. This can be through formal, structured consultation such as learner voice meetings, or informal comments / observations that staff have heard or observed. Examples of learner's influence on planning and provision range from expressing a choice / preference in undertaking an activity; working with particular staff or peers; informing the choice of outside play facilities and resources; choosing the theme for the leaver's prom.
- Co-location with Barnwell School, together with a well-established partnership with Broom Barnes provides exceptional opportunities to develop inclusive learning opportunities, particularly in the areas of: literacy, dance, food technology, Personal, Social, Cultural and Emotional development.
- Excellent relationships with faith groups, churches and associations, enrich the content and delivery of RE. Assemblies enable learners to develop an understanding of a deeper, spiritual aspect of life; to experience uplifting feelings as well as sharing feelings of loss and disappointment in a safe and nurturing culture.
- The school has a special prayer and poem which communicate and reinforce the values of our school.
- Teachers and learners from Greenside lead assemblies at Barnwell School in order to place emphasis on the importance of understanding and celebrating differences and recognising the value of everyone.
- British values are taught and celebrated across the whole curriculum, promoting an understanding of democracy, rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs.
- Work by creative practitioners, and a trained drama therapist are effective in promoting the development of pupil's own ideas and is successful in enabling learners to demonstrate passion, imagination, pleasure as well as feeling of anxiety, frustration and anger in a constructive.
- Teaching resources and displays are of a high quality, reflect and celebrate the diversity of the whole community. This is monitored by senior leaders.

- Dance and drama, is led by specialists and provides outstanding opportunities for learners to access, enjoy, understand and appreciate a range of different cultures.
- The school engages people who have learning difficulties and who provide a positive role model and support outstanding practice in dance.
- Learner's understanding and awareness of diversity is supported and developed through the high quality teaching resources and displays around the school.

### **Judgements relating to Behaviour**

- The behaviour of learners is outstanding.
- Many visitors to the school remark on the behaviour and attitude of the learners. They are impressed by the calm and purposeful atmosphere.
- Learners are motivated to maintain positive behaviour, the vast majority enjoy taking part in learning activities and lessons.
- Class staff are highly effective in recognising and celebrating positive behaviour. Learners are seen to have positive attitudes to learning and their behaviour in the majority of lessons are good and often outstanding.
- Staff training in understanding and supporting emotional needs is extensive and effective. Training includes: Hertfordshire Steps (Assessing and understanding the meaning / purpose of a particular behaviour; assessment of risk; behaviour support planning; restrictive physical interventions (RPI). Sensory Integration; Sensory Diets; Intensive Interaction; Social Communication, Emotional Regulation and Transitional Support (SCERTS).
- Through assessment, planning and review, highly effective arrangements are made for those learners who have complex emotional needs including: adaptations to the learning environment; changes to the timetable and individualised curriculum, appropriate levels of adult support, specialist advice and provision of specific training.
- The positive, creative, reflective ethos of the school promotes effective collaboration. High quality relationships result in happy and secure young people.
- The behaviour support plans are clear, understood and implemented consistently. Parents and carers contribute to plans. As a result, they are effective in reducing risk, understanding of triggers and informing proactive, positive practice.
- Teachers and assistants work effectively as a team in implementing behaviour support plans, enabling progress and outstanding outcomes for the vast majority of learners.

- Teachers are highly effective in the support provided for parents and carers in dealing with difficult behaviours at home. When further support is required school leaders act to ensure that specialist services such as CAHMS and PALMS have the information they require.
- Staff work as a team to interpret the meaning (purpose) of a learner's behaviour from the perspective of the young person as helping the person to learn appropriate ways of meeting these needs.
- The schools' behaviour support policy emphasises the importance of de-escalation. Additionally, the policy incorporates procedures for Restrictive Physical Intervention's (RPI), as a result, the use of RPI is kept to a minimum and is carefully monitored by 2 named senior leads.
- Emotional progress is robustly analysed and any concerns are quickly ameliorated, through coaching, training, changes to the learning environment, staffing personnel, Staffing levels, peer group etc.
- Training and workshops provided by the specialist company "Bamboozle" has been effective in embedding staff to use non-judgemental commentary when feeding back to learners. This promotes intrinsic motivation, learners become more effective in understanding and self-regulating their emotions and behaviour.
- Teachers are proactive in their teaching of difference. This includes inclusive assemblies with learners from Barnwell School. There have been no racist or homophobic incidents since 2013. (The learners was repeating phases he had heard at home, effective support was provided which resulted in the learner demonstrating greater understanding and respect).
- Lunch time activities reflect learners interests and preferences and is effective in promoting positive relationships; reducing anxiety and enabling learners to make appropriate choices.
- No learner has been permanently excluded in the past 18 years (the last 1 fixed term exclusion was 2013).
- The vast majority of parent's report, in the annual survey, that the school deals effectively with behaviour through positive means.
- The vast majority of learners value and respect the school and its property.
- The adoption of an online recording tool, Child Protection Online Management System (CPOMS) has enabled effecting monitoring and analysis of incidents of harm at Greenside School.
- Staff are effective in recording incidents of harm and concern. School uses the system to record safeguarding concerns and meetings with professionals and first aid treatments. This informs planning and support.

- Class teachers have access to all incidents, and analyse for patterns and trends in behaviours. From this they adapt environments, implement de-escalation strategies to reduce risk and harm and in turn pupils are in a reduced anxiety state and engagement in learning. Below are case studies of how the information has impacted outcomes.
- As CPOMS informs SLT, behaviour team and class leads instantaneously the impact has been to improve awareness of frequency and details of harm and concern. Previously information was collated in class and audited ½ termly by behaviour team, the immediate accountability has meant staff are deployed more effectively to reduce harm and difficult situations.
- The creation of a debrief team has been very effective in supporting colleagues following an incident, providing an opportunity for reflection and consideration of changes that are effective in supporting the needs of learners and staff.
- Collaboration with parent support groups including Angels has enabled a range of training, workshops and conferences for staff, parents / carers as well as members of the wider community.

### **Welfare.**

- The safeguarding and child protection software, CPOMS is effectively used to record incidents and inform school leaders. 3 senior leads monitor incidents, and undertake regular analysis which inform effective actions that are effective in reducing the number of incidents for an individual learner.
- A wide range of risk assessments are in place and effective in ensuring the safety of learners, staff and visitors.
- A named lead for health and safety ensures effective communication and action in all areas relating to safety and wellbeing.
- Greenside is a safeguarding community. This is demonstrated in safeguarding policies and procedures that are robust and fully embedded in practice through the school. Each policy is reviewed and updated as part of a regular cycle. Senior leads together with governors follow rigorous procedures to ensure that all safeguarding policies are fully addressed.
- Safeguarding and health and safety are a core part of induction and training for staff and volunteers. Training includes Prevent Strategies as well as female genital mutilation (FGM).
- Rigorous and effective training and guidance are in place in relation to health and safety.
- Issues are identified and quickly acted upon in order to ensure the smooth running of the school.

- There is an appropriate first aid policy and there are above the expected number of qualified first aiders trained on site. First Aid incidents are recorded on CPOMS. Learners needs are fully met as a result supporting attendance and outcomes.
- In order to promote the safety of some learners, access control systems are in place in some classrooms and outside spaces. The use of such controls relates to an audited need for individual learners. This is monitored and reviewed (at least termly) by the Headteacher in partnership with the extended leadership team.
- School security is effective in ensuring that only authorised adults are on site as well as preventing learners from leaving the site without support.
- As a result of high quality and practical teaching strategies, learners have a good understanding of how to keep safe, eg through travel training they learn about how to keep safe, when working at the 'studio' and in the community. These experiences are carefully planned to promote learners' increasing independence.
- The e-safety policy is a clear. Training in e-safety is effective and forms part of the induction programme for all staff and volunteers. As a result, the rights of learners and the requests of parents and carers are fully adhered to.
- The school is General Data Protection Regulation (GDPR) compliant and staff are trained on how to safeguard learners personal details.
- The Single Central Record (SCR) is fully compliant with DFE requirements. Regular (at least each half term) audits are undertaken of the SCR and personnel files by senior leaders. Visiting educational consultants and LA contribute to the auditing of the SCR.
- Governors' training is regular and appropriate, including training in safer recruitment.
- One of the Assistant Heads is the school's Designated Senior Person (DSP), The other members of the Senior Leadership Team (SLT) provide 3 deputy DSPs. The prevent strategy is in place, with lead people identified to provide advice and act on extremism.
- The named governor with responsibility for safeguarding is a qualified social worker in the Children with Disabilities team. The named governor and undertake regular visits as well as contact an annual audit in collaboration with the DSP.
- Safeguarding training and updates are provided for all staff; volunteers and governors.
- Relevant safer recruitment checks in place. Senior leaders, relevant governors and administration staff have received training in this area.
- First Aiders and lifesaving staff are trained in the use of a defibrillator.

- Regular fire practice take place. All alarms are fully services' and tested each week. Fire risk assessments are in place for all parts of the school premises (including the Greenside Studio).
- Staff working with learners with PMLD are effective in using the training they have received (including Joanna Grace, Health professionals and UPS teachers), to ensure high standards of postural care needs are met.

## **Attendance**

- Rigorous and effective policies and practice are in place to monitor, record and follow up on each absence on a daily basis. As a result, senior leaders and class teachers have a clear understanding of the reason for an absence, and are proactive in supporting particular learners in order to improve attendance and secure good outcomes.
- The overall attendance figure for 2017 / 18 was 90.7%. This was an increase of from 89.0 % in 2016 / 17.
- The Greenside Learner Absence Flowchart that ensures all absence is followed up in timely manner.
- Some learners encounter particular difficulties in attending school, due to their complex medical conditions. Two learners are not well enough to attend school. As a result, a programme of education is provided, this is overseen by a senior lead. A senior leader oversees a team of staff, including music and drama specialist to ensure very high quality and consistent home learning provision. One of these learners has made outstanding progress. The other has demonstrated significant achievement.
- A clear policy is in place setting out how learners' medical needs will be met and the school nurses play a key role in meeting these needs, which is effective in enabling good attendance of learners with complex medical conditions and needs.
- The school receives support of two nurses for the majority of the academic year. The nursing team work in partnership with teachers and are proactive in providing highly effective support for parents and carers and play a key role in facilitating the attendance of those learners who have complex medical needs.

## **Personal Development, Behaviour and Welfare will be better when...**

- Greater use of augmented communication strategies enables learners with the most complex needs to make a contribution (4.1).
- Attendance is further improved through targeted support for parents and carers who have difficulty in supporting their child's emotional needs (4.2).
- Learners are able to use specialist sensory integration resources to self-regulate and explore. (4.3)

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## Improvement Plan

### 4. Personal Development, Behaviour and Welfare

Specific target <i>Will be better when</i>	Actions	Success Measures	Lead	Time and Cost	Progress update
4.1 Greater use of augmented communication strategies enables learners with the most complex needs to make a contribution	<ul style="list-style-type: none"> <li>i. Identify examples of innovative, creative practice in enabling young people with PMLD to have “a voice” and for their views to be known.</li> <li>ii. Develop opportunities for learner voice – including a school council in partnership with Brome Barns Primary School and Barnwell High School.</li> </ul>	The views of all learners, including those with the most complex needs are valued, understood and inform planning, practice and development. Evidenced through LWs, observations, evidence records in EFL app.	LS / AW	<ul style="list-style-type: none"> <li>i. By Feb '18 Time</li> <li>ii. By March '18 Time</li> </ul>	
4.2 Attendance is further improved through targeted support for parents and carers who have difficulty in supporting their child's emotional needs	<ul style="list-style-type: none"> <li>i Rigorous analysis of attendance data, identifying specific trends / patterns is completed weekly is line with attendance flow chart</li> <li>ii Review / audit current arrangements and support arrangements</li> <li>iii Prepare and implement action plan</li> <li>iv Evaluate action plan.</li> </ul>	Processes for monitoring and supporting attendance are rigorous, effective and proactive. Specific issues are understood and appropriate action / support provided. Overall attendance improves (from 90.7% to 92%)	DV	Time	Improving attendance is a performance target for Head set Sept '18

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Specific target <i>Will be better when</i>	Actions	Success Measures	Lead	Time and cost	Progress update
4.3 Learners are able to use specialist sensory integration resources to self-regulate and explore.	<ul style="list-style-type: none"> <li>i. Prepare plans for a specialist sensory integration room (new build)</li> <li>ii. Submit to planning department</li> <li>iii. Establish fund raising target and campaign</li> <li>iv. Detailed design, including specialist facilities.</li> <li>v. Provide training for staff</li> <li>vi. Open, review, monitor, evaluate impact.</li> </ul>	Learners develop sensory processing and self-regulatory skills, through structured, repetitive activities, in a high quality specialist facility.	DV / DB	<ul style="list-style-type: none"> <li>i By Dec '18 Time</li> <li>ii By April '19 £450</li> <li>iii From Nov '18 Time (Est target £150k)</li> <li>iv By Sept '19</li> </ul>	Aug '18 School liaising with 3 building companies and 2 specialist providers

**Abbreviations:** DV = Dave Victor; AT = Alex Tomkins; DB = Dawn Brown; LS = Luke Simonds; UPS MK = Miriam Kirby; FS = Fran Stanyer; SB = Sian Bodenham; AW = Amy Warwick; SP = Sam Pegram; SC = Sarah Cullip; LC = Laura Cope. MR = Mary Raynor; RH = Richard Hill. CPD = Continuous Professional Development. SL = School leaders. PMLD = profound and multiple learning difficulties; ASC = Autism Spectrum Condition. LW = learning walks; PMR = performance management review. EfL = Evidence for Learning

## Overall effectiveness

**The school's overall effectiveness is judged to be Good.**

- Achievement and progress of learners is good as a result of the high quality teaching they receive.
- The vast majority of parents and carers express high levels of satisfaction.
- Safeguarding arrangements are effective.
- Multi agency practice is effective in supporting parents, carers and pupils.
- The school works effectively with parents / carers and other professional agencies to ensure that the vast majority of young people have an appropriate college placement or access to other opportunities when they leave school.
- The school is proactive in ensuring appropriate post-school placements.
- The vast majority of young people leave school to appropriate post school destinations.
- The school plays a strategic role supporting other schools and specialist provision.
- Senior leaders are active members of multi-professional groups seeking to further develop opportunities for young people aged 19 to 25 who have profound and severe learning difficulties in North Hertfordshire.
- Greenside has been at or beyond its funded number of pupils for that past 10 years.
- Greenside provides very good value for money.

# 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.
- Consider sensory needs of each learner.

## **Our priorities for the development of the accessibility plan 2018 / 19 are:**

- Develop use of specific approaches e.g. AAC, switches, sensory specialist equipment and eye gaze.
- Replace florescent tube lighting with LED, to assist ASC learners in sensory regulation.
- Guide Dogs to provide further training for staff to enable wider use of Buddy Dog
- Collaboration with the BBC to develop use of Virtual Reality to support learners with SEND

# Asset Management Plan

What?	Why?	When?	Benefits – known and assumed	Known or estimated cost	Funding source	Comments
Internal decoration	Maintain appearance and good order of the site	Rolling programme of works each holiday	Demonstration of pride in the school.	Caretaker(s) time and supply's £350	School budget	
External decoration	Protect wood. Maintain appearance	Rolling programme of works each holiday	Demonstration of pride in the school.	Caretaker(s) time and supply's £1,350	School budget	Full repaint of Black painted areas by professional decorators undertaken in a 5 year cycle (next 2020)
Remodel primary play area and improve drainage	Improve drainage, safety and reduce disruption	Summer 2019	Learners have full access to the play facilities throughout the year.	Est £17k	School budget	
Improve drainage at the front of the school	Improve drainage, safety, reduce disruption	Summer 2019	Staff, learners, visitors are able to access the site without going through heavy puddles	Est £25k	School budget	
Replace wooden fencing and gates main playground	Improve safety	Summer 2018	Improved security for staff, learners, visitors	Est £13k	School budget	
Develop new car park	Reduce congestion, improve access and safety	Spring 2019	All learners, parents, staff and visitors gain easier access to school. Reduced congestion for local residents	Est £300k	Herts Capital Programme £15k School budget	Plans submitted for approval July '18

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Repair adventure structure	Ensure safety of learners	Autumn 2018	Learners and staff	£2k	School budget	
Replace fire alarm system main school	System has enough capacity to enable further expansion.	Summer 2020	Safety of all stakeholders	£35k	School budget	First quote received July '18
Fixed wiring test	5 year cycle	Summer 2021	Safety of all stakeholders	£10k	School budget	Booked with IWL
Repair ramp to Green class	2 year cycle	Spring 2019	Safety of all stakeholders	£5k	School budget	
Replace Fluorescent lighting with ULD	Support the emotional needs of ASC learners	1 <sup>st</sup> phase summer 2018 2 <sup>nd</sup> phase summer 2019 3 <sup>rd</sup> phase summer 2020	All ASC learners and visitors	£50k (complete)	School budget	
Provide plaster walls in hall	Brighten the learning environment	Summer 2019	All stakeholders	£8k	School budget	
Provide plaster board ceilings in primary classes	Brighten the learning environment	Summer 2019	All stakeholders		School budget	
Replace safety surface roundabout	Improve safety	Autumn 2018	Learners, staff	£16k	School budget	
Replace tiling in swimming pool surrounding area	Brighten the learning environment Improve safety	Summer 2019	Safety of all pool users	£18k	School budget	

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# Asset Development Plan

## By September 2019

- Develop new Car park (on the site of the former Shephall Infants School (Herts CC capital bid £410k), - £15k contribution from Greenside) (Est £18k)
- Develop a Sensory Integration room (Est £150k – PSFA project)
- Hammock ASC play area.
- Provision of a immersive environment (Est £65k – Greenside Trust project)

## By September 2020

- Extend dining room (£200k)
- Develop Drama resource (£170k)
- Additional admin accommodation (£30k)

## By September 2021

- Replace swimming pool boiler (Herts CC capital bid)
- Remodel school entrance, reception and main office (£250k)

# 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 the use of drama therapy for learners with severe and profound learning difficulties.

## 2. Inclusive Practice and support for mainstream providers

Greenside and Barnwell schools will...

- Develop, creative, innovative, inclusive learning opportunities for secondary ages learners
- From September 2018 develop the shared use of a librarian.
- Extend range of inclusive lunch time and after school clubs
- Develop high quality, accessible teaching accommodation.

Greenside and the BBC will...

- Develop the use of virtual reality technology.

Greenside and Woolgrove schools will...

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

Greenside and Broom Barnes schools will...

- Develop, creative, innovative, inclusive learning opportunities for primary ages learners
- Develop training opportunities for staff

Greenside and local organisations for young people with special needs and their families will...

- Facilitate and enable training, support and guidance for young people, parents, carers, siblings and friends.

Greenside and The University of Hertfordshire will...

- Develop opportunities to gain initial teacher training (including mentor accreditation)

### **3 Community based learning, including vocational education**

Greenside will...

- 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
- Develop a learning / community hub in the heart of the local community.

### **4. Research and training**

Greenside will...

- Work collaboratively and creatively to extend and enable career progression.
- Work in collaboration with higher education providers and research specialists to conduct rigorous reviews into innovative aspects of practice and publish results.

### **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.
- Develop specialist provision for learners whose behaviour places themselves and others at exceptional risk of harm and / or injury.