



School Improvement Plan

Last reviewed: 29th June 2021

VISION: We aim to prepare our children and young people for adult life so they have options and aspirations. They need to be confident and happy so they can thrive in the real world. Making a difference today for tomorrow.	MISSION: Concentrate on teaching knowledge and skills, cultivate personal attributes and develop the learning virtues of curiosity, creativity and collaboration. Use good thinking and learning to raise expectations for all. Learning happens everywhere in school, outdoors and at home.	VALUES: Passion Respect Optimism Understanding Determination
THREE YEAR AIMS: <ul style="list-style-type: none"> To create a culture of collaboration and shared ownership in which every child, young person and staff member is reaching their full potential and prepared for the next step in life. To ensure the school's curriculum is responsive and flexible so that it meets the needs of every person, encourages a love of learning and stretches our pupils so they can do and know more. For all teaching to be outstanding or improving strongly as a result of accurate monitoring, effective performance management and professional development. 		
Quality of Teaching and Learning RIGHTS RESPECTING STRAND A: TEACHING AND LEARNING ABOUT RIGHTS. Adults are familiar with a wide range of articles and understand their role as duty bearers to pupils with SEND: <ul style="list-style-type: none"> To ensure the wellbeing and learning experiences of pupils are positively influenced by a wide range of articles. To provide wellbeing and learning experiences that ensure the concepts of inherent, inalienable, indivisible, universal and unconditional rights are lived in school. To facilitate experiences and activities associated with developing understanding of local/global issues & rights. RIGHTS RESPECTING STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS Pupils with SEND: <ul style="list-style-type: none"> contribute to their learning where appropriate and enjoy the effects of others' learning. enjoy a wide range of their rights and this is reflected positively through children's learning, behaviour and wellbeing. benefit from fairness and equity principles put into practice by staff. trust staff and feel safe, as reflected in their ability to express themselves freely in their individual ways. 		
INTENT (how it will look)	IMPLEMENTATION	LEAD S O N D J F M A M J J PROGRESS / IMPACT (Evidence in brackets)
Pupils make the best possible progress through accessing the correct curriculum: they are given the opportunity to access the multi-sensory impairment curriculum; they complete accredited courses where appropriate	Pupils are baselined annually in order to select the correct curriculum	TP [Yellow] [Green] [Yellow] Pupils have been better grouped by need. Jan: Data collected for Autumn 2020, all pupils have recorded data or a baseline. IMPACT: Pupils are accessing the correct



														<p>curriculum, leading to accelerated progress (B²). This cannot be shown across all pupils as there isn't enough data until June data drop. June – End of year data is being collected and the impact of this is that progress from the autumn term will be built on and extended to show good annual progress overall.</p>
	<p>Research into the best options for accreditation is completed</p>	<p>RB</p>											<p>RB has identified best course to pursue, and it will be trialled next term. AQA Centre Approval achieved 11/12/20 New Policies in development 12/20. Jan: Reformed Functional Skills Qualifications(FSQ) in Eng, Maths, ICT identified as possible route forward with City and Guilds. Feb: Weymouth College have agreed to link with us to allow us to become a 'suffix centre' to deliver FSQ's. (Awaiting approval from C&G) IMPACT: This will not be shown until 2021/22 as the</p>	



	RWI progress to be closely monitored	KN																		Reading Leader has baselined all pupils in Spring Term. IMPACT: (See above) Pupils are working at the correct level in phonics, making learning more secure.
All teachers can use assessment, including the Engagement Model if necessary to precisely plan for next steps and to support robust monitoring of outcomes for pupils	Train all teachers and TAs in using the Engagement Model tool from DfE	GH																		EM training given. 2 teachers trialled process. Teachers have described knowing what to look out for now – they are able to record small steps in engagement more effectively enabling more accurate planning. IMPACT: All staff have this additional tool. Two pupils who have been assessed using the EM have shown small steps of enhanced engagement not observed before; teachers have reported this has helped with planning and having a universal language to use when discussing progress of pupils with PMLD.
	Subject Leads to have training and one to one support from assessment lead	TP																		Training happened. Subject leader folders distributed. Dep Head met key subject leaders to talk through analysis of data. Dec 20/Jan 21 some



													<p>Bsquared training delivered to teachers and subject leads but halted by Lockdown. Further training to be rolled out in Summer term (time to do this work has been reduced due to bubbles). IMPACT: Heavily impacted by restrictions – SLs not able to be away from class. June – Ability to deliver further BSquared training continues to be impacted by restrictions. Further guidance in the form of booklets has been distributed. Data meetings with subject leads will take place at the end of the summer term and early in the autumn term, making planning more precise thus increasing progress. CARRY FORWARD</p>
Development of inside and outside learning spaces to support physical and sensory development	Research/source EYFS equipment	GH/	TP/	RB/	SC								<p>Research by EYFS is underway. Task and Finish Group set up and met. Quotes coming in for work. Outdoor and indoor resources have been ordered for EYFS.</p>
	Research/source on-site Forest/Beach School												
	Plan with OT to improve sensory offer												



<p>Pupils are confident and aware of how they learn and how best to link ideas in order to be apply to apply the learning</p>	<p>Research trios to investigate how to promote metacognitive approaches and to trial and analyse impact.</p>	<p>GH</p>	<p>Red</p>	<p>Delayed due to time used for Covid meetings IMPACT: CARRY FORWARD</p>
<p>Pupils are excited to learn, are resilient to setbacks and take pride in their achievements through staff awareness of our therapeutic approach towards behaviour management including the emotional support teams in school</p>	<p>Dorset Steps training to continue termly with a focus on better utilisation of anxiety mapping</p>	<p>RB</p>	<p>Red, Yellow, Green</p>	<p>New staff trained 24/11/20 Acorns and Hazel classes have started to use Anxiety Mapping(AM) for specific students. (Oct/Nov) Laurel have received training in AM and are using with 2 students. (Jan) Steps clinics given to staff of all pupils causing concern. Analysis of Spring Term behaviour data has highlighted need in Laurel to use a 'small garden approach with student'. Each class received feedback and support alongside data. Intro to Steps given to parents/carers at coffee morning. IMPACT: Improved regulation by two pupils who may have not been able to remain in school. Staff are learning to use the Steps tools to effectively analyse behaviour with support of</p>



Personal Development

RIGHTS RESPECTING STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Pupils with SEND:

- are supported in a range of ways to be included and valued, with a positive impact on their lives.
- experience the positive impact in their lives of a range of physical, social and emotional support.
- know and trust that the school will act upon any concerns a child has about their rights not being met.

INTENT	IMPLEMENTATION	LEAD	S	O	N	D	J	F	M	A	M	J	J	PROGRESS / IMPACT
<p>From a young age, pupils are thinking about their future plans, are informed of options and are working towards achieving a level of independence so they can exercise choice and control</p>	<p>Whole staff training on total communication approaches</p>	<p>GH (Salt)</p>	█	█	█	█	█	█	█	█	█	█	█	<p>Training with JD (SALT) for identified teams in Aut. term. CAUK awarded to school. Successful bid for funding. Signalong training given to all staff.</p>
	<p>Create better opportunities for pupils to understand the range of jobs and work opportunities available to them</p>	<p>EN</p>	█	█	█	█	█	█	█	█	█	█	█	<p>Impact: Staff across school can be seen using a Total Communication Approach which will impact on progress and language development.</p> <p>Talentino meeting booked for late Jan.</p> <p>In town classroom booked for 2nd half spring term cancelled – summer term.</p> <p>Prout Bridge in Sep '21.</p>



	Achieve Rights Respecting Schools Gold Award	AE		<p>CARRY FORWARD RRS Videos and Ppt. created by lead. Support with Gatsby benchmarking is booked for 24.2.21. Talentino starter kit arrived and new careers action plan in progress as a result of most recent Gatsby Benchmarking. IMPACT: RRS Gold Award – affirmation of the culture of the school being person-centred. Pupil questionnaires show good engagement.</p>
Pupils develop skills and strategies to self-regulate to be in a 'just right state for learning' from a sensory and emotional perspective	Appoint Occupational Therapist	GH (OT)		<p>Andi Loveridge appointed 4 hours/week. Staff training 30.11.20 JAN: Andi has done specific work with all of the primary bubbles. IMPACT: Pupils with sensory needs have advice /programmes and are shown to be able to regulate more easily through reduced incidents on SIMS.</p>
	Training for all staff in sensory processing Purchase of resources			<p>Short staff meeting and individual team training by OT. Main training delayed to 3/9/21. IMPACT: Pupils with sensory needs have advice</p>



	<p>Culture established of providing additional time if needed.</p>													<p>sharing of strategies to remain healthy via email. JAN: Additional time has been tricky due to bubbles. Recovery curriculum (DfE presentation) shared in staff meeting. Member of SLT has been booked on Mental Health First Aid training. Mediation offered to all staff Friday mornings. Training in breathing techniques. IMPACT: Staff report feeling confident to come forward with issues. Good training this year and regular reinforcement at staff meetings.</p>
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Areas to be carried forward to next year's SIP:

- Pupils are confident and aware of how they learn and how best to link ideas in order to be apply to apply the learning (Growth Mindset)
- Development of Careers Education – Prout Bridge Youth Centre booked for September to July next year, 4 days a week.
- Governance (difficult during the Covid restrictions) needs refocusing to provide more challenge – involvement in SEF?
- Allocate link Governors to Subject Leads or 'Faculties'
- Subject Leader development work – 'Faculties' focus groups C+L, C+I, SEMH, S+P