Elm Tree Primary School

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School Development Plan

2023-2024

‘At Elm Tree we work together to give all children a place to thrive’

This is achieved by:

Trust, Acceptance, Respect, Resilience, Inclusivity & Friendship

**Contents**

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| **Area** | **Target** | **Lead** |
| Quality of Education | To continue to improve and adapt our cohesive curriculum, underpinned by impactful assessment methods, across the school and fully implement it. | Emma Watkins  Emily Cuthbertson  Charlotte Walker  Subject Leaders |
| To improve all staff pedagogy on cognitive and metacognitive theory and practice to support learning. | Emma Watkins |
| To plan and implement an updated CPD programme for all staff on the school vision and curriculum drivers to ensure pedagogical links to teaching and learning. | Emma Watkins  Team Leaders |
| To improve learning and knowledge of all through developing high quality, strategically aligned staff pedagogy, including the use of moderation. | Dave Lamb  Emma Watkins  Team Leaders |
| Personal Development | To improve curricular attainment, raise self-worth and value and make positive contributions to British society. | Team Leaders |
| To improve participation and connections with the local school clusters and build stronger links with the wider community. | Team Leaders  School Council |
| To provide further Therapeutic inputs and improve outcomes for all pupils at Elm Tree. | Emma Watkins  Jane Brownbill  Keeley Wainwright  SALT + OT |
| Behaviour & Attitudes | To ascertain the correct diagnosis for each and every child as part of a multi-disciplinary team – with both internal and external professionals.  To develop a programme that can be shared with parents and pupils regarding their personal diagnosis and how it relates to them personally, with the inclusion of social stories and peer to peer support. | Team Leaders  Teachers  MDT  Parents |
| Improve self regulation and the child’s understanding of behaviour, emotions and feelings and therefore enhancing the child’s access to academic education.  Improve the child’s support plan to directly link with the Path To Success. | Dave Lamb  Team Leaders  Teachers  Team Teach Tutors  Pupils |
| Leadership & Management | To ensure a robust strategic approach to change factors. | Senior Management Team |
| To create strong leaders at all levels. | Senior Management Team |

**Overview**

Elm Tree’s vision is to be the best provider of outstanding provision for special needs pupils in the country. Such provision is characterised by quality experiences, creative, engaging, and personalised curriculum provision that is different to previous failed placements, and a range of supportive systems and processes that are qualified as exceptional and innovative. In short, the best provision possible and with a national reputation for such quality and outcomes.

We aim for every child to experience an outstanding education whilst at Elm Tree ensuring that they make progress in every area of their development. We will achieve this by:

* By providing a holistic, dynamic and adaptive curriculum that meets needs and develops alongside the children.
* Ensuring that every child has a strong and respectful relationship with the adults that work with them.
* Providing a safe and secure environment which allows children to relax, have fun and enjoy themselves.

All members of Elm Tree community are valued.

* By challenging children to succeed in all areas of school life
* Ensuring that pupils understand that we all make mistakes, and that success comes in many forms. This may include improved behaviour, subject progression, and could be related to relationships and trust.
* By employing and developing high quality staff that are dynamic, flexible, creative, and determined to meet the needs of pupils in all situations and at all stages of development
* By working with other parties to ensure we get the very best out of the children in our community and beyond. This includes parents, other professionals such as the Educational and Clinical Psychologists, School Nurse, SEND Officers and Speech and Language & Occupational Specialists.
* We model the fact that we never stop learning and engender a love of learning for all, as this is vital for our children and us in the ever-changing society that we live in.

**Strategic Development Priorities**

Elm Tree’s key drivers are:

**Curriculum Innovation**

In order that our pupils may have successful lives in the locality or further afield, they need the knowledge skills, motivation, resilience, independence, and adaptability for current and future situations. Our annual 'refresh and re-think' process related to all aspects of school life including the curriculum, will allow our school to be at the forefront of best practice in the country.

**Progress**

Ensuring that most of our learners make outstanding progress when compared to starting points and context. Progress will consider a range of measures which may include academic levels/results, behavioural improvements, engagement, attendance, social interaction, mental health, and family related measures.

**Well-Being**

All members of our community will have access to support and advice when they need it. Our provision makes an incredible difference and is monitored, tracked and evaluated. For many it is life changing!

**Evolution**

This is an essential feature of our leadership strategy so that we met the needs of our pupils today but also in the future.

**Staff Development**

The key component to our success is our staff. We want the best to be able to deliver the best experience. There is a need to developing support, challenge, and an adaptable mindset for change.

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| **Area:**  Quality of Education | | | **Target:**  To continue to improve and adapt our cohesive curriculum, underpinned by impactful assessment methods, across the school and fully implement it. | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| To refine curriculum strategy with a key regard to knowledge acquisition. | Build upon the ‘core essential knowledge’ mapped out for our ever changing Elm Tree Learners.  Curriculum continues to be refined to ensure memory load, prior knowledge and remembering are prioritised as a part of learning sequences.  Continue to work with subject leaders to identify key knowledge and plan this accordingly for all pathways. | EW | Aut ‘23 | n/a | Staff continue to teach well planned, sequences of learning with clear essential knowledge identified to support pupil learning and recall.  Fully implemented MTPs with key vocab for teachers to use when planning teaching and learning.  Children recall knowledge beyond their current topic e.g., last week, last term, last year.  Children will make excellent progress which is appropriate to their starting point. |  |
| To implement and update clear progression documents which include revisiting of skills. | Continue to work with Subject Leaders to complete a document to demonstrate revisiting of knowledge.  Reading spines from subject leaders | EW  SL’s | Spr ‘24 | n/a | Children will continue to access a strongly developed curriculum which ensures depth and breadth of content with cross-curricular links, considering local contexts and filling gaps.  Children will make marked progress from their starting points, regardless of individual need. |  |
| Subject Leaders continue to develop and monitor the usage of substantive and disciplinary knowledge for each subject. | Subject leaders have accessed training on disciplinary knowledge for their subject and have shared strategies with staff.  Staff have had training to understand substantive and disciplinary knowledge and are aware of strategies and what this looks like in practice.  Teachers plan and ensure children are aware of the disciplinary knowledge being taught alongside the substantive knowledge.  Planning clearly shows both substantive and disciplinary knowledge are considered and meaningfully planned for. | EW  SL’s | Spr ‘24 | n/a | Knowledge and skills progression maps will clearly define the learning that takes place, ensuring consistency across departments.  Children are developing disciplinary knowledge of e.g., being a geographer, historian, artist, scientist, reader as well as core substantive knowledge.  Pupil voice shows children can talk about disciplinary knowledge they need to ‘work like a..scientist / mathematician’ etc. |  |
| Improve formative assessment methods to support showing pupil progress and impact. | Further develop CPD on formative assessment to support teachers identifying where children are at, the knowledge at starting and ending points and how to assess for on-going learning.  Developing graffiti wall principles to support formative assessment and support learning / prior knowledge recall. | EW | Spr ‘24 | TT | Staff utilising on-going AFL strategies as a part of their daily pedagogical strategies.  Graffiti walls evidence across the curriculum as a strong feature of Elm Tree assessment principles.  Teachers have a deeper understanding on how formative assessment supports the teaching and learning process. |  |
| To develop deeper understanding of schema and how learning builds and connects to support teacher pedagogy. | Training on schema theory and how learning builds and connects.  Modelling and curriculum support to develop within teaching practice.  Developing graffiti walls to support evidencing the building of schemas. | EW | Spr ‘24 | TT | Staff voice and learning observations shows that teachers are developing in the understanding of schema and how this links to curriculum and sequences of lesson design.  Evidence of pupils’ graffiti walls showing the building of schema and progression of learning sequencing. |  |
| To develop knowledge of SOLO taxonomy within staff and how this can be linked to ‘schema’ (see above) to support formative assessment methods. | Staff will have comprehensive training on schemas, SOLO taxonomy and linking this to formative (and summative) assessment.  Subject leaders to have training specific to how this looks in their own subject and to deliver this to other staff once secure.  Teachers are adapting sequences of learning and / or strategies to support personalised learning based on children’s schema. | EW | Spr ‘24 | TT | Staff voice and learning observations shows that teachers are secure in practical ways to make sure that children are learning and remembering more.  Graffiti walls will be linked to the SOLO taxonomy to support strong assessment principles and practice evidenced in classrooms, pupil recording and learning observations.  Children will move from pre-structural understanding through the stages of SOLO taxonomy, as their own individual needs allow them to. Teachers articulate how they use this individualised information to support each pupil. |  |
| To work with subject leaders to plan cultural capital reading experiences across subjects for reading overview. | Subject lead to discuss specific literature which will be used within other subjects.  Consensus to be made and planned into foundation reading spine. | EC | Aut ‘23 | £5k | Children will experience the ‘best that has been thought and said’ through literature within foundation subjects. |  |
| Staff will use all opportunities to enhance phonics teaching and learning across the day. | Regular checks of phonics intervention – monitoring calendar in place  Updated LW scheme aspects monitored  Phase 1 aspects monitored across school  New staff trained fully. | CW | Spr ‘24 | n/a | Staff will feel confident and be well trained delivering strong daily interventions. |  |
| **Procedure for Monitoring Progress:**  Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews.  External SIP consultancy inc monitoring (TT Education). | | | | | | |
| **Intended Impact:**  Children will continue to make clear progress, regardless of their individual needs and starting points. There will be a clearly sequenced, effectively planned and assessed curriculum so that our children know more, can do more and can remember more. Assessment methods show impact of the curriculum innovations and improved teaching practice. | | | | | | |

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| **Area:**  Quality of Education | | | **Target:**  To improve all staff pedagogy on cognitive and metacognitive theory and practice to support learning. | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| To ensure staff understanding of childhood and learning development to support curriculum planning, teaching and learning. | Child development training so staff understand how children learn and can apply this to curriculum, teaching and learning.  On-going support to enable staff to use this knowledge when planning lessons and learning. | EW | Aut ‘23 | TT | Staff understand and can articulate how children and learning develops.  Staff planning and learning organisation shows that childhood development is being considered within the classroom.  Staff understand how children develop and what this might look like in different children’s learning needs. |  |
| To build a deeper understanding and improved framework for developing strategies based on the EEF Metacognition and self-regulation work. | Staff will receive training on metacognition and cognition and strategies to support the use of these in classrooms.  Models and coaching to support how this looks within class and teaching and learning experiences.  Clear CPD library links to current educational practices to be built. | EW | Spr ’24 | TT | Staff will understand the strategies needed to allow successful metacognition.  Children will understand how to ‘learn how to learn’. This is the most effective way for children to prepare for further learning in their lives. Children will know more and understand more due to the implementation of teaching metacognition skills. |  |
| To train staff in Bosanquet model of scaffolding. | Staff will have training in this area.  Staff will be given time to reflect and act using this model.  Subject Leaders will work with staff to look at good practice and how this can be adapted to work in our unique environment. | EW  SL’s | Spr ‘24 | TT | Staff will be aware of levels of questioning and scaffolding.  Staff will use their own professional judgment to provide scaffolding and remove accordingly to promote children’s independence.  Children will become much less reliant on staff support and use their own knowledge and understanding to move their own learning forwards. |  |
| To develop staff knowledge of different forms of scaffolding and how this can be used in lesson design. | Staff training on the different forms of scaffolding and examples provided of what these might look for within the classroom. | EW | Spr ‘24 | TT | Planning / practice shows evidence of scaffolding techniques.  Children can talk about their learning. Staff can articulate the types of scaffolding used and why. |  |
| **Procedure for Monitoring Progress:**  Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews.  External SIP consultancy inc monitoring (TT Education). | | | | | | |
| **Intended Impact:**  Children have learning matched appropriately to their needs both for learning and developmental needs. Staff plan age and stage appropriate sequences of learning, adapting to individual need which enables every child to thrive and be ready for the next stage of the learning at Elm Tree and beyond. | | | | | | |

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| **Area:**  Quality of Education | | | **Target:**  To plan and implement an updated CPD programme for all staff on the school vision and curriculum drivers to ensure pedagogical links to teaching and learning. | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| Children across school will be aware of expectations across school, regardless of pathway. | Staff will take part in training aligned to the school vision and values.  Children will be aware of out school vision and values and how this looks in practice.  Vision and values committee set up | EW | Aut ’23 | n/a | Staff will be fully aware of the school vision and values.  Staff will understand the vision and implement this within daily practice.  Children across school will be aware of expectations across school, regardless of pathway. |  |
| To increase staff pedagogical and subject knowledge. | Staff to have training on pedagogical approach.  Subject leaders to have specific CPD relating to own subject and relay this to other staff. | EW | Spr ‘24 | £5k | Staff will have strong pedagogical knowledge.  Staff will have strong specific subject expertise which they can share with staff.  Specific impact on classroom practice leading to secure improvement on teaching and learning and improved pupil outcomes. |  |
| **Procedure for monitoring progress:**  Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews. | | | | | | |
| **Intended Impact:**  Strong CPD will lead to improved teaching and learning within classes across school, leading to improved pupil outcomes across the curriculum. | | | | | | |

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| **Area:**  Quality of Education | | | **Target:**  To improve learning and knowledge of all through developing high quality, strategically aligned staff pedagogy | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| To align CPD to the schools’ wider strategic strategy. | Strategic planning of CPD, aligned to SDP and planned across the year.  To work with TT Education to develop a series of CPD Pathways (ECT, L2, L3, Senior teachers, Teachers and SLT) to support on-going professional learning and pedagogy expertise.  Pathways to include key areas for learning identified through monitoring and evaluation cycles, for each workforce role.  CPD pathways to include links to TT’s CPD library, additional reading / research thus allowing further personalisation for individuals.  Strategic planning of twilight sessions linked to SDP. | DL  EW  AHT’s | Spr ‘24 | TT | CPD and SDP align cohesively to support strategic development alongside workforce development.  Staff feedback from training is positive (75% good or better).  75% staff have accessed TT CPD library.  End of pathway assessments show improvements in practice and pedagogy.  Evidence from monitoring of consistently effective and / or highly effective teaching and learning. |  |
| To introduce instructional coaching as part of the CPD approach. | To train SLT and nominated TAs in Instructional Coaching (2-day programme).  To develop an Elm Tree Coaching Policy to underpin the introduction of the programme. Decisions made around timings, sequencing, format agreed.  To gain motivation for the coaching programme at Elm Tree as a part of high quality CPD support.  Introduce an instructional coaching programme to support and develop staff.  Supervision for coaches to ensure high quality, consistency and ability to discuss with experienced instructional coach to develop, embed and refine coaching practice. | Aut ‘23 | EW | TT | 9 identified coaches have been trained to support teachers and staff across the school.  Coaching policy and delivery programme in place and being accessed.  Positive feedback from staff receiving the support.  Visible impact from areas staff are being coached in. |  |
| To improve staff moderation skills in reading, writing and maths to support ambitions for pupils leaving ARE Y6. | Training for staff to understand where children are working in line with the wider national curriculum standards and expectations, to support ambitions for end of year six.  Moderation meetings organised as part of team and / or twilight meetings.  Staff to create portfolios showing their understanding of children’s standards and link to curriculum and planning to narrow the gaps. | Spr ‘24 | EW  AHT’s | n/a | Moderation sessions have taken place in reading, writing and maths.  Staff have increased awareness of ‘expected standards’ of work across reading, writing and maths.  Staff use increased knowledge to inform raising expectations and challenge in lessons, observed through monitoring and evaluation cycle. |  |
| **Procedure for Monitoring Progress:**  Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews.  External SIP consultancy inc monitoring (TT Education). | | | | | | |
| **Intended Impact:**  High quality training enables staff to improve and develop their knowledge and become highly effective practitioners, which supports children to make exceptional progress, achieve and succeed. Staff are ‘leaders at all levels’ and positively impact outcomes within their roles. There exists a clear commitment to deepen teachers’ pedagogical understanding of content knowledge within their subject / discipline. | | | | | | |

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| **Area:**  Personal Development | | | **Target:**  To improve curricular attainment, raise self-worth and value and make positive contributions to British society. | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| Staff training on the focussed development in our learners.  Development of Whole School Citizenship policy inclusive PSHE. | CPD development  Personal development curriculum  PSHE monitoring  Assessment frameworks  Thrive group and individual assessments | EW  CW | Spi ‘24 | n/a | Pupils will develop in all areas of the PSHE - B-Squared assessment.  Personal key skills will be enhanced and observable across the whole school.  Pupil’s will have an increased understanding of how they best learn and be engaged in development of these skills. |  |
| To make positive contributions to British society. | Involvement in community projects.  Fundraising and charitable work.    Promote awareness of local, national & international issues.  To embed the use of picture news across school and ensure it is impactful. | SB  AHT’s | Sum ‘24 | n/a | Class discussions/debates.  School charity and fundraising events.  Increased awareness of all pupils of local, national & international issues. |  |
| To enhance academic attainment and meta cognition for all pupils. | Knowledge and understanding about British values and citizenship topics.  Developing skills and aptitudes.  Supporting values and dispositions.  Reduce learning barriers and support children with personal learning styles and development. | SB | Aut ‘23 | n/a | EfL evidence and progress.  Reduction in work avoidance / negative behaviours & improved engagement in curriculum. |  |
| **Procedure for monitoring progress:**  Lesson observations, pupils work, book scrutiny, learning walks, assessment data, meetings, Subject Leader file, staff feedback, pupil interviews, moderation. | | | | | | |
| **Intended Impact:**  Curriculum subjects contribute to pupils‘ personal development. Pupils develop a sense of being responsible, respectful and active citizens that play a part in a wider community. To develop pupils’ characters to improve personal traits, dispositions and virtues. Improve confidence, resilience and knowledge. | | | | | | |

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| **Area:**  Personal Development | | | **Target:**  To improve participation and connections with the local school clusters and build stronger links with the wider community. | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| For each class to take a focus charity and raise money or awareness for the chosen charity | Each class will vote for a charity they feel strongly about.  Children can research local charities to the school for us to support  Children can plan school events or awareness days where they can fund raise for the charity.  1-2 classes a month and evidence of this can be placed on the website | AHT’s  Pupils | Aut ‘23 | n/a | Each class will contribute in a charitable way to a local or national organisation.  Children will develop an awareness of others and develop empathy skills. |  |
| Classes will take some responsibility and help to plan the way Elm Tree Celebrate the event  Children will have an awareness of how their actions have helped others. | Create a monthly events calendar that outlines any significant celebration days that link to citizenship or community cohesion and will enrol in the activities for this event for example, coffee mornings for Macmillan or red nose day etc. | AHT’s  Pupils | Aut ‘23 | n/a | Children will feel pride by supporting a charity that they are interested in or that is important to them. |  |

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| Developing positive links with local community & educational settings.  Make links with other schools for work moderation purposes. | Provide opportunities for teachers and senior leaders for visits, liaison, and communication.  Share good practise examples.  Coordinate and facilitate links and opportunities for liaison. | SB  AHT’s | Sum ‘24 | n/a | Increase in community participation events.  Enhanced school profile. - Evidence on school website and increased communication with parents / staff and Governors.  Raise local profile of school.  Regular work moderation meetings |  |
| Pupil parliament involvement. | Active involvement with SHARES  Encourage democratic process of school representatives through school council reps. | SB | Spi ‘24 | n/a | Increased attendance and contribution to meetings and outcomes.  Sharing PP across whole school - assemblies |  |
| Intra and inter school sporting events | Liaise with subject leads to attend or promote access to events.  HLTAs to run events | SB | Sum ‘24 | n/a | Increased participation in sporting events. |  |

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| A whole school focus will be on creating a greener Elm Tree | Adults will explicitly teach children about the impact our actions have on the planet  School will engage in awareness days  School will make a conscious effort to be greener  School will enrol onto the fair-trade award and complete level 1 over the year | AHT’s  Pupils | Sum ‘24 | n/a | Children will have a deep understanding of the impact we are having on the planet and will recognise how to reduce the impact  As a school we will be greener with our attitude and make a conscious effort to recycle our waste rather than throwing it away  Over the year children will contribute towards school gaining the Level 1 Fair Trade award and children will feel sense of accomplishment upon completion. |  |
| As a school we will contribute to the wider community | Over the year each class will take a responsibility to support the wider community for example a litter pick up, or planting flowers etc, post Christmas cards etc. | AHT’s | Spr ‘24 | n/a | Children will contribute to the wider community and will see first-hand the positive impact their actions can have on the wider community.  Children will develop an awareness that they belong to the community and can make a positive change |  |
| **Procedure for monitoring progress:**  Calendar to be created for the events over the school year and classes to be appointed a month during which they will raise awareness for a charity etc. EFL, Parents, School Website. | | | | | | |
| **Intended Impact:**  Children will recognise that they belong to the community and that their actions can have a positive impact. Children will recognise that their actions have an impact on their environment and will develop a passion and interest on creating positive change. | | | | | | |

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| **Area:**  Personal Development | | | **Target:**  To provide further Therapeutic inputs and improve outcomes for all pupils at Elm Tree. | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| Provide further opportunities for pupils to access Creative & Therapeutic Interventions | Exposure to interventions and access for all pupils.  Employ a specialist Music Therapist.  Staff training using the Light & Sound room. | AHT’s | Aut ‘23 | £10k | Pupils have had access to creative and therapeutic interventions.  Sessions show positive holistic progress towards wellbeing and EHCP targets.  1 staff from every class to be trained to use Space room. |  |
| Elklan - whole school training to upscale staff on ELKLAN assessment and benefits  Staff training.  Train key staff  Hire full time SALT.    Children to make significant progress Blank Levels 3 and 4 (25%) of pupils to achieve competency at their current.  Children to develop their speech and language skills using the Functional communication checklist (% significant progress) | Training for Ta’s HLTA’s and Teachers  Identify staff for the role/training.  Implement use of Blank level guidance in all classes. Assessment every term. Support for all classes to deliver speech and language guidance. Assessment every term. | AHT’s  SALT  KW | Aut ‘23 | £10k | All teaching and support staff received the ELKLAN training - Competence with the assessment.  ELKLAN assessment specialist in each pathway  Pupils on Blank levels 3 and 4 to have made significant progress (25%). Children to show significant (25%) progress on the functional communication levels. |  |
| All children to have individual Thrive reports which are updated half termly by HLTAs, as well as group thrive assessments. |  | JB | Aut ‘23 | n/a | Pupil progress toward EHCP and PLP targets monitored termly. Right time - through Thrive online assessment x 3 a year.  Pupil progress toward EHCP and PLP targets monitored ½ termly. Reparative - Thrive online 6 weekly progress reviews.  Thrive working group to deliver training and support across school next academic year and to monitor Thrive across school. |  |
| **Procedure for monitoring progress:**  Lesson observations, pupils work, book scrutiny, learning walks, assessment data, meetings, Subject Leader file, staff feedback, pupil interviews, moderation. | | | | | | |

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| **Intended Impact:**  Children will make significant holistic changes to their academic, behaviour and personal development via highly individualised and specialised interventions identified via evidence led assessment. |

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| **Area:**  Behaviour and Attitudes | | | **Target:**  To ascertain the correct diagnosis for each and every child as part of a multi-disciplinary team – both internal and external professionals.  To develop a programme that can be shared with parents and pupils regarding their personal diagnosis and how it relates to them personally, with the inclusion of social stories and peer to peer support. | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| To correctively identify and gain access to the range of professionals external to the school environment within a timely manner. | Identify and pilot 3 independent companies that assist in correctly diagnosing children with a wide range of difficulties / barriers to learning. | AHT’s | Aut ‘23 | £10k | Work alongside a range of professionals that understand Elm Tree provision and have proven they can meet the school requirements and objectives in a timely manner. These professionals will include : Clinical Psychologist, Educational Psychologist, Specialist SALT, OT, Psychotherapist, Physiotherapists, Specialist Teachers and Counsellors. |  |
| To work within a multi-disciplinary team to identify children that may require further exploration into their difficulties and/or barriers to learning. | Team Leaders to analyse their current cohort and current category of need and explore any gaps, mistakes or historic information.  Team Leaders to explore issues with teachers and support staff.  Once identified discuss findings with parents and carers – ideally via the Annual Review process or Emergency review if required. | AHT’s  Staff | Aut ‘23 | n/a | Identify children that potentially do not have the correct category of need or diagnosis.  Work with a range of internal professionals to triangulate further discussions and explore further.  Involve and ascertain parents/carer and listen to their options and experiences. |  |
| To employ specialist professionals to deploy the appropriate assessments to ascertain appropriate and accurate category of need and diagnosis | Specialist triangulates the appropriate assessments with the child being central to the process.  Involvement of parents and carers | MDT | Sprin ‘24 | n/a | Children receive the appropriate category of need and / or diagnosis.Appropriate paperwork and EHCP are updated via the Annual Review.  Educational staff have a deeper understanding into the child’s SEND and ensure that the most appropriate strategies are used linked to their needs.  This will improve educational outcomes due to better engagement and improved strategies being deployed.  Improve Y6 to Y7 transition and identification of appropriate secondary school setting. |  |
| To develop a programme that can be shared with parents and pupils regarding their personal diagnosis and how it relates to them personally, with the inclusion of social stories and peer to peer support. | To sensitively explain SEND / diagnosis / SpLD to the child.  To offer a deeper explanation of their condition in a manner that sensitive to their age, understanding and maturity. | MDT | Sum ‘24 |  | To offer children a understanding of themselves and improve self-image and develop better self-regulation.  To improve holistic outcomes for all children once an accurate diagnosis is received.  To offer specific support to parents/carers once diagnosis is given. |  |
| **Procedure for monitoring progress:**  Lesson observations, pupils work, book scrutiny, learning walks, assessment data, meetings, pupil interviews. | | | | | | |

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| **Intended Impact:**  Children will make significant holistic changes to their academic, behaviour and personal development via highly individualised and specialised interventions identified once correct diagnosis is received. Children will have a deeper understanding of themselves. |

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| **Area:**  Behaviour and Attitudes | | | **Target:**  Improve self regulation and the child’s understanding of behaviour, emotions and feelings and therefore enhancing the child’s access to academic education.  Improve the child’s support plan to directly link with the Path To Success. | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| A child centred behaviour support plan. | Develop and re-design to current support plan so that it is child led, child friendly and appropriate to their age, understanding and aptitude. | SMT  TT Tutor | Aut ‘23 | n/a | A new layout that can be easily understood by children.  A toolbox of ‘bank’ strategies that can easily be used without being onerous. |  |
| All staff to have a deeper understanding into how to improve strategies to a deeper level to improve self regulation and resilience.  For children to understand the link between feelings, emotions and behaviour.  To have a ‘toolbox’ of independent strategies when feelings become overwhelming. | A deeper understanding of strategies at Level 2 and 3 of Stages of Crisis and improve outcomes that allows self regulation, choices and options for children to be empowered.  Develop strategies WITH the child and ALONGSIDE the child as part of the plan when the child becomes dysregulated. | SMT  TT Tutor | Spri  ‘24 | n/a | Children feel in control of their plan.  Children are empowered to self-regulate.  Children have their own ‘toolbox’ which is unique and personalised.  Improve resilience which allows greater access to the academic curriculum which will improve outcomes for the child.  Celebrate positive outcomes. |  |
| Directly link the behaviour support plan to the Path to Success. | The re-designed behaviour support plan links directly to the Path to Success e.g. Experience It, Play With It, Use It, Develop It & Connect It.  Allow learning to move from the 3 areas : Shallow to Deep to Profound  Build the toolbox around the 5 areas of development which are linked to the 3 areas of learning. | SMT TT Tutor  Staff | Spi  ‘24 | n/a | A new designed plan using the Path to Success terminology and language.  For children to view their level of progress on a visual basis.  Children being central to the plan – in control of their plan and make significant progress on their plan given to right support and guidance.  Potential use of Y6 Buddy systems to improve the Connect It element and peer to peer support. |  |
| **Procedure for monitoring progress:**  Lesson observations, learning walks, assessment data, meetings, staff feedback, pupil interviews, CPOMS. | | | | | | |

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| **Intended Impact:**  Children will make significant holistic changes to their behaviour and personal development via highly individualised and specialised behaviour support plan. |

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| **Area:**  Leadership and management | | | **Target:**  To ensure a robust strategic approach to change factors. | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| To review strategic approach to support changing cohort needs and complexities. | Review need types and levels of incoming cohorts.  Visits to other Special Schools with complex need to view different strategies and approaches to inform leaders.  Leaders to have a clear understanding of the engagement model through self-reading, training and development.  Leaders to consider strategies for utilising the engagement model alongside other methods of assessment at Elm Tree.  Visits to other Special Schools to consider how the engagement model is used as a part of wider assessment strategies.  Key staff to trial engagement model approaches as ‘temperature checks’ before wider implementation. | SMT | Spr ‘24 | n/a | Clearer understanding of ‘new’ levels of need being catered for at Elm Tree.  Leaders have understanding of strategies to managing changing complexities at a strategic level e.g., financial, CPD, environment etc.  Engagement model is planned for to support wider assessment practices.  Staff can articulate an understanding of the engagement model.  Key staff have trialled engagement model assessment approaches |  |
| To establish a growth strategy to be resilient to changing market forces and social, political, financial and environmental pressures | Carry out a PEST analysis to consider areas for mid to longer term development, growth or change, to be resilient to education sector changes including SEND green paper, political changes.  SMT to develop strategic planning skills. | SMT |  |  | PEST analysis has been carried out and areas identified.  SMT shows evidence of action planning towards the areas identified. |  |
| **Procedure for Monitoring Progress:**  SMT meetings, visit feedback, action planning, PEST analysis, governor meetings, LA meetings, reports. | | | | | | |
| **Intended Impact:**  To ensure Elm Tree remains a resilient and agile organisation, which is able to adapt to changing factors and maintain high standards and outcomes. | | | | | | |

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| **Area:**  Leadership and management | | | **Target:**  To create strong leaders at all levels. | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| To create high calibre **leaders at all levels** who are able to influence and impact. | Ensure robust systems for appraisal / performance management to ensure clear lines of accountability and areas for professional growth.  Move performance management over to CPD tracker. Staff training as appropriate.  Provide CPD which is personalised to job roles and also individual need through the Elm Tree CPD pathways.  Ensure leaders at all levels are confident and can demonstrate, evidence and articulate impact.  Encourage staff to be part of monitoring activities to understand the process and requirements.  AHTs accessing NPQs and completing qualifications.  Seeking out wider and innovative SLT learning opportunities e.g., Masters level study. Cover / financial support available. | SMT | Aut ‘23 | n/a | Leaders at all levels have professional development opportunities and have engaged with these.  Staff voice and feedback is positive about CPD, and support offered at Elm Tree.  Leaders at all levels are confident, competent and capable when discussing the roles and impact (with both internal and external evidence).  AHTs have successfully completed or nearing completion of NPQs.  SMT (DHT / SAHT/AHT) have looked for wider professional development and can evidence e.g., masters level.  All staff to be using CPD tracker for performance management and organisation. CPD tracker evidence of CPD undertaken.  Performance management evidence. |  |
| **Procedure for monitoring progress:**  CPD strategy, CPD tracker evidence, meetings, coaching logs, SMT discussions. | | | | | | |
| **Intended Impact:**  To create strong leaders at all levels within the system, who are competent, capable and are able to effectively influence and impact within their role, to improve outcomes for staff and pupils. | | | | | | |