



HEDGEWOOD SCHOOL DEVELOPMENT PLAN 2016 – 2017

Updated November 2016

INTRODUCTION

This plan is the result of consultation and conversations with staff, parents and governors. Key improvement targets have been identified for the next stage of Hedgewood's development. Progress against these targets will be reviewed termly and at each governing body meeting, with new priorities set for school improvement.

Development Priorities

- 1. To ensure every pupil continues to make good progress, typically two levels of progress per key stage, from their individual starting point and that leadership at every level has a positive impact on pupil progress.**

Governors are updated on pupil progress on a regular basis. Information about pupil progress is on our website (Pupil Progress Folder).

- 2. To ensure safeguarding practice is updated through regular refresher sessions for all staff, at least termly**

Practice is regularly updated to meet national requirements e.g. FGM, CSE, Prevent and the duty to report, as well as in response to local and community issues.

- 3. To continue to achieve the progress milestones towards National Autistic Society accreditation.**

Currently our school is a year into the accreditation process. We have had two very successful and positive monitoring visits

from the NAS assessor. We have completed the key areas of 'Commitment' and 'Consultation' focused on understanding the autistic person. Our next monitoring visit is 28th November 2016. Accreditation should be complete, following a final in-depth review, by the end of the Spring term 2017 (see NAS Folders).

4. To increase the resilience and capacity of the staff team (in addition to that of pupils and families) by using every opportunity to develop their leadership skills.

This will expand our capacity to meet the increased demands of our growing pupil population as well as the increasing complexity of pupils' and families' needs. It is also part of our succession planning.

This drive to increase resilience is evident in our increasing investment in the Family Support Team, the employment of our own Assistant Psychologist and a Mental Health Champion. Our close involvement with LD CAMHS, our highly successful parent training to support a range of sensory and communication issues and our NAS Early Bird Plus training, is evidence of our on going commitment to build family resilience. Building pupils' and families resilience includes our collaboration with NAS Healthy Minds our commitment to delivering Family Group Therapy and our sharp focus on Positive Behaviour Support (See Training log/JDs/advertisements).

5. To continue, and further develop, our longstanding commitment to the training and outreach support for our primary mainstream colleagues.

We are currently evaluating 'where' and 'how' we can best assist local schools to 'Diminish the Difference' between pupils with autism and other pupils. This review is in light of the changing context; a direct outcome of the Local Authority's restructure (and reduction) of its ASD support team.

6. To work closely with the Local Authority to manage the change in the designation of the school (to being primarily for pupils with Autism) as well as an extension of the school's age range.

Council members have agreed to carry out a feasibility study that will include the Local Authority evaluation of the capacity and suitability of the school site.

MISSION STATEMENT

Working together to create a safe and happy learning environment

We know that respecting differences, caring about others and the environment is important, because **together we do make a difference.**

As a pupil at Hedgewood School, your achievements will be celebrated and you will be respected and valued as a person.

You will be encouraged to become confident, resourceful and reflective. We always aim to make your learning exciting and enjoyable.

Our condensed mission statement:

Work hard. Be nice. Be happy.

REMINDER OF ACTION POINTS FROM LAST OFSTED – DECEMBER 2012

1. **Ensure teachers make the best use of teaching assistants, particularly in whole class situations, to ensure that learning is of the highest quality for all pupils.**

ACTION:

- Teaching assistant training progress discussed and refreshed 2016, in line with CPD policy.
- Targeted training and induction for teaching assistants on: communication issues; sensory issues; Positive Behaviour Support and Attention Autism. These have all impacted positively on: TA's understanding of autism; TA's ability to communicate with, and support communication-challenged pupils [*TA's can now communicate through Signalong, Communicate in Print 2, use of Quick Talkers and Proloquo2Go*]; TA's understanding and positive management of challenging behaviour.
- Thorough induction and training of all teachers on the leadership, deployment and management of all teaching assistants in their team. Senior leaders explicitly state (and frequently revisit) clear expectations for the teacher's role and the teaching assistant's role in each lesson, as well as outside the classroom.

- 2. Develop the skills of team managers in using lesson observations (as well as other methods) to check the quality of teaching. Ensure that this evaluation is used to raise the quality of teaching, planning and assessment and that it supports increased pupil engagement and progress.**

ACTION:

- Team managers conducted a series of joint observations ‘buddied’ by senior leaders in 2013/2014. This is now on going practice to ensure that middle leadership skills are developed and honed in new team managers.
- Team managers conducted both joint and solo observations mentored and coached by senior leaders 2014/2015. This is on going practice.
- Development of team managers has focused on the scrutiny of pupils’ Learning Journeys as a means of evaluating individual pupil’s progress. Team managers interrogate pupil assessment information, pupils’ Learning Journeys as well as looking at the quality of each pupil’s learning experience when evaluating the quality of teaching.
- Team managers are adept at identifying areas for development including gaps in teachers’ skills and understanding. They also identify areas for development in teaching assistants and other professional colleagues. Team managers liaise with senior leaders to develop specific training to address these gaps. The highest priority is given to training that will increase the understanding of autism and how to accelerate pupil progress.

HEDGEWOOD SCHOOL DEVELOPMENT PLAN

2016 - 2017

Focus: Safeguarding

- Updating staff and governor training on Safer Recruitment.
- Staff appointed using updated Safer Recruitment protocol.
- Revisit Safeguarding/Child Protection procedures with all staff at the start of the Autumn term and then termly, in line with Keeping Children Safe in Education 2016 Part 1. Guidelines for identifying CSE, FGM, extremism and radicalisation will also be revisited (Prevent and duty to report) along with our Whistle Blowing policy and modern British values.
- Re-checking the Single Central Register and signing at each Finance, Resource and Personnel Sub-Committee meeting.
- Headteacher continues to check and sign all DBS information for all staff employed.
- Re-checking the DBS status for TAs not on permanent contracts twice annually [September and again in the summer term].
- Induction to ensure that all staff are familiar with school's key policies and protocols for safeguarding and child protection (ASD awareness and basic Signalong, Safeguarding including The Prevent Duty and FGM, Whistleblowing Policy, as well as a digest of Allegations Against Staff form part of our staff induction).
- All volunteers and work experience placements DBS checked and briefed on school's key policies and protocols
- Checking that all new staff are signed up to protocols for social media, computer and mobile phone use.
- Mental Health Champion appointed.

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Train all staff on current Safeguarding, including The Prevent Duty, CSE and FGM and refresh as necessary.	In house training by Designated Safeguarding Leads.	By October Half Term	SLT	HT/DLSs	All staff operate Hedgewood Safeguarding protocols and systems as specified. All staff are Prevent, FGM and CSE aware.	Procedures running well. Detail on referral sheets improved October 2015. Evaluations show that 100% of staff were confident in their understanding of keeping children safe in education and FGM.

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. (Continued)						<p>April 2016 further four training sessions for newly recruited staff and one refresher for the whole staff team.</p> <p>12 Sept 2016 – Safeguarding Training for all new staff.</p> <p>October 2016 – Refresher 2 for established staff.</p>
2. Increase Safeguarding capacity as school is an expanding school	Train two further Senior Staff as Designated Safeguarding Leads for increased coverage and succession planning.	Nov.16	HT	AHTs/DSL	Safeguarding is enhanced with more Designated Safeguarding Lead availability and more capacity for decision making.	<p>The management of Safeguarding has a significant increase in capacity since September 2015.</p> <p>DSL NSPCC course booked for November 2016.</p>
3. Ensure all visitors and student /volunteer placements have a clear	<p>a) Create a Safeguarding Protocols booklet for Visitors and Student / Volunteer placements.</p> <p>b) School mentor to</p>	Autumn Term 15 & refresh Autumn 16	AHTs	HT/AHTs	Safeguarding procedures and good practice enhance pupil well-being and welfare.	Booklet for Visitors and Student / Volunteer placements completed and is signed by all visitors and students/ volunteers.

understanding of school's Safeguarding procedures.	inform					
4. Ensure all medical care plans are checked with parents for accuracy.	Consult with parents / families / school nurse/ medics; as necessary to achieve full information by October 2016.	Autumn Term	SLT	HT	Key medical / medication information is made available to all staff to better assure pupil safety at break times, on visits and on transport.	All pupils' Medical Care Plans are updated and signed by parents – October 16 6 May 2016 - All school refresher training on managing Asthma and Anaphylaxis. Sept 2016 – Epilepsy Personal Care Plan training for staff on 14 Sept 2016. Two further epilepsy training sessions planned
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
5. Refresh GB Safeguarding training and information including legislative changes.	Training and reference pack prepared for GB.	On going	DSLs	HT	Governors aware of Ofsted inspecting Safeguarding criteria and key messages from Keeping Safe in Education 2015.	Keeping Safe in Education 2015 – Part 1 distributed to Governors October 2015. Updated KCSE 16 distributed to GB October 16 with amendments. Governor training refreshed October 2016.
6. Ensure beginning and end of day routines run safely.	Transport rooms / staff allocated. Ask SEN Transport to check school arrangements	By end of Sept 2016.	AHTs/SMT	HT	Safe and timely transitions to transport are achieved – pupils and staff kept safe.	April 2016 – Terri Loran, Health and Safety Advisor commended practices and care of children at beginning and end of day. October 2016 LA SEN

						transport officer's review of end of day embarkation arrangements.
7. Ensure accurate information on pupil height is conveyed to SEN transport regarding booster seats.	Update pupil height information re booster seats on transport. Up date this termly.	Sept 2015.	Teachers/Admin	HT	Safer travel on transport to school.	SEN transport contacted by email with up-to-date pupil height information regarding booster seats September 2016.
8. Clarify Safeguarding procedures at Hedgewood.	Produce Safeguarding Flowchart.	Autumn Term & On going	AHTs	DSL/TMs	Strengthen Safeguarding systems and practice.	Safeguarding Flowchart presented to Governors for scrutiny and comment.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
9. Embed Prevent strategy, British values and FGM/CSE awareness.	SMT discussion LA / DfE & Ofsted guidance. Staff discussion / Admin alert. Explore information and awareness raising for parents.	Autumn Term	DSLs	SMT	Protect potentially vulnerable children and groups and enable appropriate support to be available.	Policies and Curriculum updated to incorporate new advice from DfE: October 2015 and September 2016 Also covered in refresher Safeguarding training; updates also included in Headteacher's Report to Governing Body. GB informed in October 2016 about September 2016 changes to KCSIE.
10. Identify new pupils who have eating and drinking issues.	SALT team to identify any need for Dysphagia Specialist to support pupils, staff and parents.	Autumn Term 2016	Therapy team	TMs	Include advice in Pupil Profile. Create food passports as necessary to enhance pupil safety.	All 'Food Passports' reviewed. Need for Dysphagia support identified. Dysphagia support accessed.

<p>11. Ensure Individual Support Plans and associated risk assessments are in place.</p>	<p>Identify pupils who need Risk Assessments and Individual Support Plans. Checked by SLT. Engage with support.</p> <p>Regular liaison with Lead FSW; Appropriate training and support identified and actioned</p>	<p>Autumn Term</p> <p>Ongoing</p>	<p>All Teachers</p> <p>SLT</p>	<p>SLT /TMs</p> <p>DSL</p>	<p>Enhance safety for pupils on and off site. Pupil well-being & self- regulation supported through strategies in Individual Support Plans.</p> <p>VP attendance is good VP progress is good VP pupils feel safe VP families more resilient and less anxious</p>	<p>All Individual Support Plans and Risk Assessments in place. The relevance of all RAs under constant review.</p> <p>‘Vulnerable Pupils’ is a standing item on agendas for Team Meetings and then brought to SMT Meetings Monitoring and support for vulnerable pupils is quality assured.</p>
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
<p>12. Assure pupil safety on Educational Visits.</p>	<p>a) Teachers to identify level of risk and ways of minimising risk. b) Extend EVC training for key staff</p>	<p>As per year planner.</p>	<p>All Teachers</p>	<p>SLT /TMs</p>	<p>Pupil safety is enhanced. Staff vigilance increased. Risk Assessments for Educational visits are mandatory, are shared and are under continuous review:</p> <p>Off -site Risk Assessments and protocols for all visits fully in place. RAs shared with Social Care colleagues [respite]. RAs shared with voluntary sector colleagues [Hillingdon Autistic Care and Support].</p>	<p>Staff clear on Safeguarding process and protocols.</p> <p>Pupil safety enhanced at other learning locations.</p>

13. Ensure School Keeper updates Health and Safety training.	School Keeper to book on courses related to a) working at heights and b) IOSSH.	As per schedule.	School Keeper(SK)	HT	Enhancing safety of staff and pupils. Increased School Keeper Health and Safety policies and protocols across the school.	a) Working at Heights Course completed. b) School Keeper booked on pending IOSSH Course.
14. Ensure all regular safety checks booked onto calendar for year ahead.	Book in contractors as appropriate.		SK	HT	School site throughout the year.	Health and Safety checks booked in by School Keeper. Already completed are Legionella and play equipment checks.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
15. Ensure all regular premises and minibus safety checks are completed and recorded.	SLT to check with School Keeper.	On going	SK	SLT	Premises and school minibus are safe and fit for use.	All checks in place. Documentation in order. MOTs arranged. Servicing arranged.

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HEDGEWOOD SCHOOL DEVELOPMENT PLAN 2016 – 2017

Focus: Personal Development, Behaviour and Welfare.

Whilst there has been a significant increase in the complexity of pupil need, the behaviour and welfare of pupils continues to be outstanding. The high quality of adult/pupil interaction, carefully constructed and consistent routines for individuals as well as the thoughtful systems and structures to reduce anxiety, enable our pupils to access learning safely. We maintain a log of any incidence of bullying or racism, should they arise. We do have many autism related 'misunderstandings' that we use to improve the social understanding, communication and interaction skills of our pupils.

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Assess the impact of our Summer School.	Capture and evaluate pupil voice. Capture parent view.	Autumn	Extended School Manager	HT	Pupil enjoyment – engagement evident.	The Summer School Portfolio tabled for Governing Body 24 th September 2015 evidenced high levels of pupil and parent

1b. Extend support for families of very challenging pupils.	1b. Trial intensive respite over the Summer 2016.	August 2016	Ext School Manager / Lead FSW	HT/GB	Key pupils remain calmer and families more positive	satisfaction. Sept 2016 - Summer Portfolio tabled for Governing Body meeting 29 th September 2016 evidenced high levels of pupil and parent satisfaction.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
2. Ensure ASD awareness raised for new staff.	<p>Training on social communication and social interaction deficits</p> <p>Summer/Autumn 2016 – SMT (JP) provided updated autism training for new staff.</p> <p>Two senior staff Elklan ASD trained. All staff complete Elklan (Autism communication training).</p> <p>All Teachers and TAs to receive training from LD CAMHS Team on Positive Behaviour</p>	<p>Autumn</p> <p>On going</p> <p>Spring 2016</p> <p>Autumn 2016</p>	SMT	SMT	<p>Increased understanding of autism, pupil motivations and behaviour.</p> <p>Improved staff/pupil interactions Calmer learning environments</p>	<p>Staff understanding of behaviour triggers improved, confirmed through SMT observations.</p> <p>Improved staff -pupil interactions both in class and on the playground confirmed by SMT observations.</p> <p>More positive interactions observed Staff calmer Pupils calmer</p>

	Support				Improved support for challenged families.	
2b. Support for extremely challenging behaviour.	2b. Create Intensive Pupil Support Team and access extra training from CAMHS/LD Team.	Autumn 2016			2b. Enhance team awareness and understanding of Positive Behaviour Support across the school in respect of very challenging pupils. Improve pupil engagement socially linked learning.	Improved staff -pupil interactions both in class and on the playground confirmed by SMT observations.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
3. Ensure TEACCH system is understood by new staff.	Targeted training on TEACCH systems. (Team Managers / Assistant Headteachers). b) 5 day TEACCH training courses arranged for identified staff.	On going	SMT/JP	SMT	Improved TEACCH systems leading to greater pupil well-being, co-operation and engagement.	SMT observations show adapted TEACCH structure in place and working effectively across the school – TEACCH courses booked for new staff.
4. Refresh and quality assure 'Attention Hedgewood'.	Training arranged for all new and targeted staff on Attention Autism (Hedgewood) (Gina Davies). SALT team refresh Attention Hedgewood.	On going	SALT/Gina Davies	SMT	Improved staff understanding of 'Attention Hedgewood' objectives.	Classroom observation noted uplift in pupil attention and improvement in learning across the school.

5. Provide more creative opportunities for pupil voice and social engagement / interaction.	Identify budget: engage music/performance person. Set up Lunchtime Drama Club. Expand work with Yeading Collaborative of Schools Continue engagement with Junior Citizenship project. Engage with Ealing MENCAP & TFL on pupil Travel Training. Utilise local library.	ASAP	SMT	HT	Improve pupil engagement and enjoyment of play acting, singing and working together. Improved social interactions. Pupils more readily communicate their feelings. Drama club is thriving – April 2016 – Two hugely successful sell out evening performances plus another for the whole school in the wb 25 th April.	Parent and staff feedback indicated a positive effect on communication skills (speaking and listening); Pupil confidence increased. Pupil engagement with learning improved. Pupil interest in Drama Club has grown. Will enable pupils to widen their social contacts.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
5. (Continued).	Increase use of Botwell Leisure and Community centre. Expand Lunchtime Clubs to include a) Choir and b) Lego. Expand Extended School provision to include music instruction (keyboard lessons).	ASAP ASAP			(Lion King) Performance at the Beck Theatre (in June) as part of the Yeading Collaborative of Schools. Pupils aware of appropriate use of Leisure centre facilities, enables great family time. Pupils 'more active' and enjoy learning through swimming, PE, Gymnastics and Cricket	Pupils' basic safety and confidence on the roads has increased. Pupils' awareness of 'stranger danger' improved. Pupils able to attend leisure centre with parents. Pupil's enjoyment of learning and participation in group activities has increased. Website/Show reviews.
6. Identify and provide	Resume and refresh Saturday Study Club	On going	SMT / Ext School Manager	HT	Promote further love for learning and enhance	May 2016 – Staff and Parent feedback for

opportunities for pupils with the capacity for extra study.	10am – 1pm. Consult staff, pupils and parents.		attainment. Identified pupils reach potential	Saturday Study Club indicates a very positive impact on attitude to learning, improved communication skills and real progress that can be evidenced in Learning Journeys. Extended School Manager.
6b. Establish 'Progress' Class for more able pupils. Increase challenge for 'more able' pupils.	Identify budget Create space Employ staff Identify budget for term trial Employ staff	September 2016. Autumn 2016	
6c. provide for weekly interventions for most able across the school.	Evaluate	Spring 17				
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
7. Improve Social Interaction and communication opportunities for most needy pupils.	Resume and refresh <u>Saturday Play Buddies</u> . Consult staff, pupils and parents.	Autumn Term	Ext School Manager	SMT	Improved social skills and communication.	Saturday Play Buddies is very popular with both pupils and parents who have specifically reported an increase in communication and social engagement eg. at

						home with other family members and in the community. Extended School. Managers/parents.
8. Improve Social interaction / communication opportunities for most needy pupils.	Resume and refresh After School Clubs. Identify team, activities and budget. Consult parents and pupils.	Sept / Oct.	Ext School Manager	HT	Pupils and families supported.	Tuesday / Wednesday clubs commenced second half of Autumn Term. Clubs provide a range of practical learning and social interaction opportunities that are developing co-operation skills and overcoming sensory issues.
9. Increase family support	Open Breakfast Club	asap	Ext School Manager	HT		Breakfast Club popular especially for those parents with complex morning arrangements.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
10. Ensure all pupils receive positive play experiences, focused play opportunities to support pupil well-being and social interaction.	Refresh outdoor play areas, identify budget. Identify play zones for differing pupil needs and interests.	August / Sept start	Ext School Manager	HT	Play zones established. Challenging pupils given positive play experiences. All pupils get 'choice' of a range of play activities from quiet to active.	Low arousal play area and play zones allow key identified pupils to self-regulate and 'play' more alongside or with.
11. As above.	Review all outdoor	Autumn	Play Lead	SLT	More pupils able to access	The Thematic play areas

	areas.	Term.			a range of appropriate play/social experiences.	enable pupils to interact socially and to learn to share space & equipment supported by staff.
12. As above.	Identify any specialist play & communication assists for outdoor play. Use SLT/OT advice; cost any recommendations. Whole school Elklan interaction training.	Autumn/ Spring Terms.	BS/SALT/OT	AHT/HT /SMT	Identifiable improvement in co-operative play and improved interactions between adults and children.	Staff more confident in play interactions. Whole staff Elklan trained.
13. As above.	Provide play training for teaching assistants. Establish Lunchtime Playskills Club for pupils.	Ongoing	Play Lead	SMT	Play is available to all. Communication enhanced. Social skills developed.	May 2016 – TA training impacts as pupils engage in guided group play sessions (eg duck duck goose) at playtime to build and develop play skills: TA's modelling actions and language as well as utilising assessment and evaluation skills.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
14. Improve parental understanding of autism and related management skills.	Offer ASD training to targeted and interested parents. 1. NAS Early Bird Plus. 2. NAS Healthy Minds.	Summer Term 2016 Autumn Term 2016 Spring Term	DO/NB BS/AS	HT	Increase in parental resilience and involvement and develop capacity to support their child's learning and development.	Parent Survey Sept 2016 to establish the support and training needed from the Family Support Worker Team.

		2017				
15. Create indoor play and social learning spaces.	<p><u>Phase 1</u> Adapt Starfish, Squirrel and Zebra classes.</p> <p><u>Phase 2</u> Adapt Aquarium, Tiger, Otter and Badger classes.</p>	August for Sept start.	Class Teachers	HT	Increased play and social interaction opportunities.	Play, communication and social skills have noticeably improved which has impacted positively on early learning allowing more personal space and access.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date

<p>16. Increase the school's capacity to respond to pupil and family Mental Health issues.</p>	<p>Research ways to support and build resilience in families. Explore partnership working with Local Authority. Engage Governors. Identify funding. Appoint dedicated staff member. Appoint Mental Health Champion. Engage with LD CAMHS via referral Forum; identify Training provider for FGT; Family Support Workers run regular Coffee Afternoons: Parent training from school therapy team Trial & evaluate Summer holiday Respite Support.</p>	<p>Ongoing</p>	<p>HT</p>	<p>Governing Body</p>	<p>Enhanced well-being and support systems for pupils and families. Greater degree of understanding of autism and related issues.</p> <p>Parents have opportunity to meet and share with a wider range of parents.</p>	<p>LD CAMHS interventions are enabling engaged parents to feel that they can cope better (ie have improved resilience); Coffee Sessions are mutually supportive and well attended.</p> <p>SLT/OT training has impacted at home.</p> <p>Assistant Educational Psychologist role is embedded in school September / October 2016.</p> <p>Family Group Therapy Team (AEP and 2 FSWs) develop impact plan.</p>
<p>17. Develop a Positive Behaviour Support response to more complex pupil challenge.</p>	<p>Create Intensive Pupil Support Worker Job description Advertise posts Interview Appoint</p>	<p>Autumn term 2016</p>	<p>GB/HT</p>	<p>SMT</p>		

HEDGEWOOD SCHOOL DEVELOPMENT PLAN 2016 - 2017

Focus: Effectiveness of Leadership and Management (including Curriculum)

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Ensure website contains appropriate information regarding curriculum.	Prepare digest. Forward to website provider.	Autumn Term.	SMT	HT	Key School information available to all.	Website Ofsted compliant and continues to be updated. Current and prospective parents report positively on the website design, accessibility and content.
2. Consolidate and extend curriculum work.	LMs to identify changes and adjustments necessary to ensure curriculum meets pupil needs and interests.	Ongoing.	SMT	HT	Enhanced, high quality learning experiences Improved pupil satisfaction, well-being and self-esteem.	Pupil engagement with learning enhanced.
3. Increase coherence and relevance across the curriculum.	LMs adjust policies.	Ongoing.	SMT	SMT	More focused and meaningful learning opportunities to develop deeper understanding and generalisation.	'Pupil Happiness Audit' June 2016 indicated a high level of pupil satisfaction with school and learning.
4. Improved Teacher	Timetabled moderation meetings.	Ongoing.	AHTs/ TMs/	SMT	Increased understanding of	'Drop in' Observations focused on learning.

understanding of assessment opportunities.	In house training Team meeting discussions		LMs		progression and evidencing of 'soft data'.	Learning indicates increased capacity to accurately assess for next steps.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
5a. Continue Curriculum development.	5a. Weekly Wednesday morning focused Curriculum meetings for Learning Managers	Ongoing Autumn 16	AHTs/TM/LMs	SMT	Improved delivery of Curriculum.	a. Ownership of Curriculum areas established; training and resources shared across subjects and teams.
5b. Investigate outdoor learning potential	5b. Investigate Appoint Learning Manager	Spring 17				b. Increase pupil interest and engagement.
6. Provide focused professional development opportunities.	Pupils' progress and staff performance discussed at Thursday SMT meetings; CPD identified; courses booked. Training booked includes Phonics, and Positive Behaviour Support Training. Key staff have attended external courses on sensory curriculum, play development, iPad training.	On-going	SMT	HT	Increased teacher/staff knowledge and skills, increased progress and attainment.	External training cascaded to team and has improved practice eg. Use of Sensory Stories Lesson observation indicates Phonics training has had an immediate impact on practice, increasing pupil engagement; PBS training has already made staff interventions

						more thoughtful and effective.
7. Enable team to extend curriculum (content and skills).	Ongoing Wednesday morning curriculum meetings.	Spring	LM/SMT	HT/AHTs	Improved planning and delivery; Improved pupil engagement & outcomes.	Lesson observations indicate increase in learning progress and positive impact on engagement.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
8. Achieve next stage of NAS accreditation to enhance our autism service to pupils and families.	Successfully complete the 'commitment' element of the NAS standards.	Ongoing	SMT/ SLT and OT Teams/all staff	HT	Staff understanding of autism deepened: increased capacity to support pupils. Increased positive engagement of pupils. Pupils'/Families' mental health / well-being issues addressed. Pupils'/Families'Staff's resilience increased	Monitoring visit and date, see feedback monitoring visit November 2016.
9. Ensure Performance Management impacts positively on performance and pupils' progress.	Formal termly lesson observation cycle. Weekly 'Drop in' observations. Weekly Learning and Environment walks. Regular monitoring of planning & B Squared progress data by SLT. Termly triangulation through	Ongoing	SLT/TMs	HT	Improved quality assurance. Timely qualitative feedback for staff resulting in continuous improvement and enhanced pupils' progress.	Observations indicate that staff feel supported to make adjustments to practice and this has had a positive impact on pupils' engagement.

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
10. Ensure Performance Management is able to identify both excellent performance and under-performance so that appropriate action is taken by SLT as part of our constant striving for excellence.	SLT respond to evaluation of performance and manage any identified weakness with a PM Support Plan: SMT identify development opportunities for strongly performing staff; GB informed and scrutinise this information.	Ongoing	HT/SMT	HT/GB	High quality teaching and learning ensured. Early identification and managing under-performance to improve pupils' outcomes. Recognition of training needs. Opportunities for career development and performance improvement. Governing Body better able to make salary recommendations.	GB evaluated PM data January 2016 Specific performance questions raised by GB for SLT. SLT subsequently reported back to GB on actions taken.
11. Increase Governing Body confidence and effectiveness over key responsibilities.	<p><u>Phase 1</u> Key responsibilities of Governing Body clarified in writing. GB training opportunities to be identified especially around Safeguarding, PM and evaluation of Pupil Progress Data. Create GB training and skills spread sheet. Governing Body to review updated Curriculum Policies.</p>	Ongoing	GB	HT	GB confidence and capacity improved. GB are up to date with training.	Quality of GB 'challenge' improved to consistently robust. GB Teamwork improved. GB training and skills audit completed. Focus on key issues improved through interrogation of SDP/SMT

	GB to continue to use SDP and SEF as key progress documents.					
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
12. Raise Governing Body's profile with parents.	'Advertise' GB's roles and responsibilities on website. Issue Annual Governance Statement. Ensure regular GB 'presence' in school. Publish required governor profiles.	Autumn / Ongoing	GB/Clerk	HT	Increased community awareness of GB role.	October 2015 – Annual Governance Statement on School website. Parents' feedback to this increased information positive.
13. Identify any 'missing' Governing Body skills.	Audit GB skills and competencies.	Ongoing	Clerk	HT	More job satisfaction for GB. Greater clarity around governor's role; GB functioning increasingly effective. Audit guides governor recruitment.	'Gaps' filled by training or recruitment. Audit indicates that GB has quite a broad range of relevant skills.
14. Clarification of Safeguarding role of Governing Body.	Arrange Safeguarding training in relation to pupils and staff (ongoing to keep abreast of legislative changes)	Ongoing	AHTs/DSL	HT	Safeguarding procedures absolutely clear. Effectiveness of safeguarding procedures is evident. GB confident that vulnerable pupils have high priority in school.	All GB training refreshed in respect of both the September 2015 and September 2016 legislative changes for safeguarding.

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
15. Clarification and re-emphasis of priority given to CP, LAC, CIN and TAF pupils.	Chair of GB confirmed as CP Governor. Vice Chair confirmed as LAC Governor. November/December 2015 Governors attend Safeguarding training.	Autumn Term	HT	GB	Governors clear on Safeguarding role including CSE, Prevent & FGM.	GB aware of FGM; CSE; Prevent; British Values; SMSC. Nov/Dec 2015 all Governors attended Safeguarding training.
16. Increase Governing Body's effectiveness in key areas.	Set up Governor File November 2015. Each governor has individual file containing School Governance Handbook, Safeguarding and Child Protection Policy/ Keeping Children Safe in Education statutory guidance. Individual training and skills spreadsheets. Identify technology to improve efficiency of GB meeting.	Autumn Term	SMT/ Clerk	HT	Governors well briefed and possess full knowledge about key responsibilities. Adoption of technology at Governing Body and Committee Meetings has enabled more efficient meetings with savings on time and paper.	Sept 2015 – Ongoing GB 'Visits File' tabled at each meeting and Governors complete log when they have visited school. November 2015 – Governors have own individual file with appropriate documents. Jan 2016 – White board and individual tablets used at GB meetings.

HEDGEWOOD SCHOOL DEVELOPMENT PLAN 2016 - 2017

Focus: Quality of Teaching, Learning and Assessment

Progress from end of KS1 to end of KS2 - July 2015

Cohort of pupils from academic year 2014-2015 demonstrates the increased complexity of the pupil population and increased number of pupils with ASD and complex communication needs.

(based on Progression Document 2010-2011 and expected 2 levels of progress)

English – 84% made expected progress and 38% made more than expected progress

Maths – 83% made expected progress and 50% made more than expected progress

Progress from end of KS1 to end of KS2 – July 2014

(based on Progression Document 2010 – 2011 and expected 2 levels of progress)

English – 75% made expected progress and 50% made more than expected progress

Maths – 92% exceeded national average and 50% exceeded expected levels of progress

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Improve outcomes for pupils achieving P8 or L1 at end of KS1.	1. Examine targets and challenge across KS2. 2. Advise on strategies, enrichment and development opportunities. 3. Use Observation Folders and Learning Journeys to assist	Autumn 2015	AHTs/TMs /LMs for English/ Maths	SMT/LM /TM Teachers	<p>End of KS2 outcome data 2016 indicate an uplift overall in progress rates for this group of pupils.</p> <p>Target: 50% of focus group to make at least expected progress.</p>	<p>Case studies for most able set up to include booster and enrichment opportunities – October 2015.</p> <p>Case studies in place for those pupils not making expected progress. Spring 2016.</p>

	tracking of coverage and quality. 4. Case Study for higher achieving pupils.				10% of focus group to make more than expected progress.	Case studies for 'disadvantaged pupils' Spring 2016.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
2. Ensure new Teachers understand and can use school assessment system.	New Teacher induction training on use of BSquared.	October Half Term and ongoing.	AHT(A)	SMT	Focused induction guidance on assessment supports good teaching and progress for pupils. New teachers are quickly able to use assessment system to plan effective learning for pupil progress.	New Teachers introduced to BSquared assessment system. New Teachers using assessment systems.
3. Ensure teacher assessment data is entered at the agreed times to be available for scrutiny.	AHT assessment to remind and monitor.	At set times as indicated on Year Planner	AHT	HT	Assessment system shows progress for specific areas of need for pupils with ASD / complex communication needs. Teachers able to track pupil progress and identify targets to promote progress.	Assessment data entered for Foundation subjects. Curriculum 14 merged. New Pupils baselined. Observation folders track progress to date. Monitoring Learning Journeys & pupil progress provides opportunity to moderate quality of assessments entered.
4. Incorporate 'Autism Progress' assessment system alongside current BSquared.	Purchase 'Autism Progress' and embed in school assessment system for all pupils with autism and communication needs.	As soon as available.	AHT(A) TMs	TMs/SMT Teachers	System will support teachers to plan for progress in specific areas associated with social interaction and communication difficulties. Data scrutiny outcomes shared and discussed with staff and Governing Body.	'Autism Progress' likely to cost iro £7000 to include upgrade of operating system.

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
5. Complete half-termly progress data alerts.	TMs check half termly on data concerns. Report to SLT.	Half termly Budget Sept 2016.	TMs	SLT	Increases quality of Teacher assessment and effective planning for pupil progress.	Alerts identify pupil needs and planned support, taking into account persistent absence. Identifies the need for reinforcement of learning over time.
6. To quality assure and support Team Manager work.	Timetable termly progress meetings with SMT.	Termly	SMT		Governing Body awareness of quality assurance of assessment data is increased. Teachers have ownership of assessment data and use it effectively to plan for pupil progress.	Individual pupil monitoring case studies set up as well as and class monitoring.
7. Ensure Curriculum Moderation meetings enable rigorous and robust judgements.	<ol style="list-style-type: none"> 1. Teams to collect sample work as advised by SMT. 2. Teams to interrogate judgements and analyse. 3. Teams to share analyses. 4. Book moderation meetings identified on year planner. 	Ongoing	AHTs/TM/LMs	HT	Ensuring continued accuracy of teachers' judgements leading to continual improvement in planning focus, pupil engagement and pupil progress.	<p>Writing and Number moderation in teams across the Spring and Summer 1st half term 2015/2016 completed.</p> <p>Measurement and Geometry – Summer 2nd half term 2015/2016 completed.</p>
8. Share end of KS2 progression data 2015 with Governing Body.	Data portfolio created. Data shared with Governing Body.	Sept 2015	AHT	GB	GB informed about progress data analysis outcomes, along with action taken to address any gaps.	September 2015 – GB presented with data on end of Key Stage 2 progress. GB informed of plans to increase progress rates for higher achieving children (Objective 1).

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
9. Share progress data with parents and families.	Data put on website in agreed tabular format.	Autumn 2015	AHT/ Admin	GB	Information on school results available for all.	Prospective parents comment on data being an aid when looking at website.
10. Provide parents with target and progress information at Parents' Evenings, Annual Reviews and End of Year Assessment.	Admin team to copy and distribute Individual Learning Plans and Therapy Targets to parents, along with feedback forms to gather parents' views about targets and progress against outcomes.	October 2015 March 2016 Annual Review schedule throughout the year.	Admin	SMT	Ensure parents have progress information and understand how to support their children. Ownership of targets by all.	Individual Learning Plan 1 and therapy targets sent to parents and shared at Parents' Evening – November 2015. ILP 1 review and ILP 2 shared with parents March 2016. Updated progress data and review of Statements/EHCPs and Therapy programmes at pupil Annual Review meetings throughout the year. Response from parents is positive on pupil progress. Parents' aspirations and pupils' views shared. October 2016 ILP and Annual Review 2016/2017 include enhanced opportunities for parents' feedback against outcomes.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date

<p>11. Enable our parents to have greater understanding of the therapy needs of their children.</p>	<p>Therapy Team provide training workshops.</p>	<p>Scheduled throughout school year.</p>	<p>Therapy Team</p>	<p>SLT</p>	<p>Ensure parents have greater understanding of how to support their children. Ownership of targets by all & increased support for learning and social development.</p>	<p>Alert Programme training Toilet training Sleep training Sensory Integration training Visual Support training Shape Code training Social Stories training PECS training Parents supported with the above training throughout the academic year. (See therapy training detail)</p>
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HEDGEWOOD SCHOOL DEVELOPMENT PLAN 2016 - 2017

Focus: Effectiveness of EYFS – Progress – Quality and Standards

EYFS Results 2015 – All pupils ‘emerging’ at end of EYFS

Pupil progress recorded using Development Matters Bands (Characteristics of Effective Learning / Enabling Environments / Use of Exemplification materials)

EYFS Results 2014 – All pupils ‘emerging’ at end of EYFS

Pupil progress recorded using Development Matters Bands (Characteristics of Effective Learning / Enabling Environments / Use of Exemplification materials) LA EYFS moderation (February 2014) – ‘high quality and detailed evidence to support accurate judgements and staff know children extremely well’.

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Incorporate B Squared ‘Autism Progress’ assessment system alongside Development Matters Bands / EYFS profile.	Purchase ‘Autism Progress’ and embed in school assessment system for all pupils with Autism and communication needs when on market.	Sept 2016	AHT	HT	Assessment system shows progress for specific areas of need for pupils with ASD / complex communication needs.	AHT’s revised programme.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
2. Further develop outdoor play ‘zoning’ for focused interaction activities for learners with more complex and challenging needs.	Research and assess level of support and physical adaptations needed for EYFS outdoor learning spaces.	Autumn 2016	TM	AHTs/HT	Improvement in early interaction and attention development for learners with more complex and challenging needs.	Play zones introduced in Early Years Sensory playgrounds. Observations of pupil engagement and the effectiveness of provision. Staffing levels adjusted to support ‘intensive interaction’ support.
3. Develop Teaching Assistants’ understanding and modelling of play skills for young children with Autism and	EYFS staff training on play development.	Autumn 2016	Play Lead	TM/AHT’s	Progress of early interaction and attention development for more complex learners.	CR and AR attended CPD training on play provision. KE develop play provision for both indoor and outdoor learning.

complex communication needs.						Positive impact on learning through progress in attention, interaction and communication skills.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
4. Ensure positive outcomes for all EYFS pupils with autism and complex communication needs.	TEACCH structure and communication focus embedded in EYFS provision.	Summer 2016	SLT	HT	Increased outcomes in attention, social interaction and communication skills. Increased understanding of the world, capacity to learn and 'readiness for next steps in learning'.	Quantitative and qualitative data for Development Matters Bands and BSquared evaluated through ongoing assessment shows good progress for all EYFS pupils. Planned incorporation of 'Autism Progress' when it is available will further support evaluation of progress data pertinent to the needs of our population. Systems and structures facilitate a seamless transition into Year One and the next phase of learning

HEDGEWOOD SCHOOL DEVELOPMENT PLAN

2016 - 2017

Focus: Premises

The Governing Body continues to adapt the learning environment so we can accommodate our growing number of pupils and meet the increasing complexity of our pupils' needs.

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Adapt key rooms to facilitate learning and social interaction.	Extend Zebra, Giraffe, Badger and Squirrel class spaces. Quote and best value process for fabrication, carpets, IT, electrics, heating and lighting.	August/ for Sept	School Keeper (SK)	HT	Enhanced play and work spaces to enable better delivery of learning.	Zebra: £20,675 Giraffe: £13,975 Blinds: £2,992 Badger: £18,400 Squirrel: £18,400 All areas carpeted and included under 4. Heating and lighting works carried out.
2. Improve learning environment in Aquarium, Otter, Tiger and Dolphin classes.	Obtain quotes as above ready for new financial year.	Autumn for April 2016.	SK	HT	Enhanced play and work spaces enable better delivery of learning.	Quotes being sought. Sept 2016 – all areas adapted in house by School Keeper.
3. Replace worn out class sink units on rolling holiday programme.	Cost per unit £500. Obtain materials, plumber quotes.	Spring/ Summer	SK	SMT	Improve storage and functionality.	Sept 2016 - Round 1 completed, 4 classrooms.

4. Enhance classrooms / reduce all Health and Safety risk.	Replace carpets on rolling programme. Cost of materials.	August / Sept Ongoing	SK	SMT	Reduce ST and Fs / improve rooms.	£18,125 Phase 1 completed.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
5. Improve toilet facilities for pupils. Improve medical room facilities. Repair wall in Boys' toilets.	Replace toilet in Squirrel / Badger classes to enable access, plumbers to cost and install. Shower installation in medical room. Cost repair of wall.	Autumn Term	SK	SMT	Improve functionality of toilets for pupils. Improve facilities in medical room for pupils' use.	Squirrel and Badger class toilets replaced with appropriate size toilets. Shower upgrade in medical room. September 2015. Sept 2016 – Boys' toilets repaired and refreshed.
6. Improve gutter drainage.	Clear gutters, cost, purchase and insert Hedgehog brushes in key areas.	Autumn Term	SK	SMT	Improved Health and Safety for staff and pupils. Improved building drainage.	Gutters cleared. Hedgehog brushes in place to stop blockage by leaves.
7. Preserve outside timber.	Obtain preservative – timetable work.	Ongoing	SK	SMT	Improve safety and longevity of structures.	Phase 1 completed. Sept 2016 - Phase 2 completed.
8. Reduce play area flooding.	Create trench for drainage. Plant Conifers / Willow. Obtain materials.	Ongoing in vacations.	SK	SMT	Improved play area drainage.	Trench work begun. Sept 2016 - Phase 1 planting completed.
9. Improve staff toilets.	Obtain materials.	Ongoing	SK	SMT	To enhance working environment.	Sept 2016 – Ladies' and girls' toilets refreshed.
10. Refresh offices and training centre.	Obtain materials.	Ongoing	SK	SMT	To enhance efficiency and working environment.	Sept 2016 – 1 of 4 office areas completed. Training Centre programmed Autumn Term 2016.
11. Refresh Staff room.	Obtain materials.	Ongoing	SK	SMT	To enhance working environment and staff morale.	Sept 2016 – Phase 1 complete.

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
12. Maintain building integrity/safety.	Ensure major service checks are built in to the calendar / water testing / electrical testing / hoist tests / minibus MOT / air con services / play equipment / boiler tests and action any matters arising.	Ongoing	SK	HT	To create a well maintained, positive, working and learning environment for pupils, staff and visitors.	Sept 2016 – Legionella, Hoists, Air Conditioning, Minibus, Play Equipment, Boiler tests all completed.
13. Improve building security.	Upgrade alarm system. Identify vulnerable area via Alarm Survey.	Ongoing	SK	HT	Pupil, staff and visitor safety assured.	Phase 1 - £1,245. Sept 2016 - Phase 2 This became a very real Health and Safety issue.
14. Upgrade sensory room.	Survey / tender / install equipment.	August / Sept	SK	HT	To enhance pupil well-being and interaction. Pupils can use room appropriately and safely.	£9,231 Completed September 2015.
15. Improve working and learning environment for pupils and staff.	Identify areas / obtain quotes / install air conditioning.	Sept 2015/ August 2016	SK		Working and learning environment improved and staff and children with epilepsy safeguarded.	Phase 1 - £16,645. Phase 2 -
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
16. Upgrade distribution board for air conditioning.	Specify task / obtain quotes / install.	August for Sept	SK	HT	Working and learning environment improved.	£4,020 – June 2016 – Distribution Board completed.
17. Upgrade hall / stage lighting and audio.	Investigate possibilities / obtain quotes.	Autumn Term	HT		Improved pupil contributions in performances and assemblies.	£4,000 June 2016 – Stage lighting upgrade and work on hall.

HEDGEWOOD SCHOOL DEVELOPMENT PLAN 2016 - 2017

Focus: Budget

The overriding financial priority of the Governing Body is to ensure our school utilises sound financial planning, obtains best value for money while living within its means to provide the best education and support possible for our pupils, their families and all staff. Our finances are used to enable every pupil to achieve, increasing levels of attainment and the rate of progress. Governors are required to have rigorous financial oversight to ensure that this is achieved.

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Review the financial skills of the Governing Body.	Audit of Governors' financial skills and experience.	Annually	HT / Clerk	GB	Identify skill gaps and organise appropriate training.	Mr King, Chair and Mr Hill, Vice Chair attended Finance for Governors' Training – December 2015
2. Ensure all pupils are making good progress	Ongoing Governors' monitoring of Performance Management.	Ongoing	Chair / Vice Chair	GB	Pupil progress is assured in line with individual targets, any performance issues are addressed and training needs identified.	May 2016 – Disadvantaged Pupil attendance and progress data scrutinised at Governing Body Meeting.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
3. Ensure best value for money in respect	Ongoing review of all outside supplier	Ongoing	Chair / Vice	HT / Chair / Vice Chair	To ensure the school continues to receive best value for	January 2016 - Mr King reviewing photocopier

of all contractors.	contracts.		Chair		money and that contracts remain relevant to the school's strategy of continuous improvement.	contracts that are due for renewal. March 2016 – Photocopier contracts renewed in line with best value.
4. Identifying the priorities and pressures on the Budget for the coming financial year.	Evaluating effectiveness of current budget.	Ongoing Rolling Review	Vice Chair / HT	GB	Enable the GB to monitor budget effectiveness and impact.	Mr Hill, Vice Chair, meeting with Mr Goddard approximately every two weeks to identify priorities and pressures on Budget.
5. Review of Finance Committee Agenda and process.	Next meeting.	February 2016	GB	GB	Ensure most efficient use of GB time and energy.	Completed – January 2016.
6. Ensure future financial viability of school.	Investigated options with Governing Body.	ongoing	GB	GB	Ensure school can perform effectively.	GB discussions 30 June 2016 and 29 th September 2016.

HEDGEWOOD SCHOOL DEVELOPMENT PLAN 2016 - 2017

Focus: Budget – Emerging Needs

Set out below are key areas where extra investment is needed from the Governing Body to ensure that we can achieve the best outcomes for all pupils.

Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Enhancing pupil support and safety at lunchtimes.	Employ 10 School Meal Supervisory Assistants (SMSAs) at a cost of	Jan – March 2016	AHT	JG	<ul style="list-style-type: none"> - Teachers have lunch break. - More efficient distribution of meals. 	10/02/2016 – Virement actioned after agreement at Governing Body meeting

	£38,000 per annum. Governing Body vire £9,500 to Staffing Budget 106.				- Rooms are effectively prepared for afternoon sessions.	28/01/2016. 15/04/2016 - Two SMSAs employed and two possible SMSAs trialling.
2. Focused support for Family and Pupil Mental Health issues both apparent and emerging.	Training provider identified (Emma Freud Centre) at a cost of £40,000 to include expert Educational Psychologist (EP), Assistant EP facilitation. Governing Body vire £40,000 to Staff Development 408.	Jan – March 2016	HT	GB	- Staff are more Mental Health aware. - Pupils and families are more 'resilient' social and academic learners. - Emerging pupil Mental Health issues are being better managed.	10/02/2016 – Virement actioned after agreement at Governing Body meeting 28/01/2016. 15/04/2016 – In negotiation with trialling provider on location and price.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
3. As above.	Employ 1.5 Family Support Workers - £38,000. Governing Body vire £9,500 to 102.	Jan – March 2016	HT	GB	- As above. - Family Support Workers able to support families in need. - Improved attendance.	10/02/2016 – Virement actioned after agreement at Governing Body meeting 28/01/2016. 15/04/2016 – 0.7 Family Support Worker appointed from 11/04/2016. 1.0 Family Support Worker Lead appointed from 23/05/2016.
4. As above, enable SMT to fulfil designated roles. Enable HP to manage EHCPs and Pupils' Files.	Employ Assistant Educational Psychologist - £40,000. Governing Body vire £10,000 to 102.	Jan – March 2016	HT	GB	- As above. - Safeguarding/CP issues co-ordinated. - EHCPs managed more effectively.	10/02/2016 – Virement actioned after agreement at Governing Body meeting 28/01/2016.
5. Extend Therapy Support	Employ and train two more Therapy Support	Jan – March	AHTs	HT	- Pupils and parents have increased access to therapy.	10/02/2016 – Virement actioned after agreement at

	Assistants - £50,000. Governing Body vire £12,500 to 104.	2016				Governing Body meeting 28/01/2016. 15/04/2016 interviewing potential candidates on 18/04/2016.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
6. Establish class of more able pupils. (including more able disadvantaged pupils)	Otter / Tiger / Dolphin - £50,000. Governing Body vire £50,000 to 301. Identify space – learning space adaptations and improvements. Recruit staff.	Jan – March 2016	HT	GB	- Pupils have improved learning and play opportunities. - Class is staffed and functioning.	10/02/2016 – Virement actioned after agreement at Governing Body meeting 28/01/2016. 15/04/2016 – Tiger and Otter adaptations completed over the Easter holiday. Impact on learning has been very positive. Further adaptations to Sunshine Class planned and drama base development is planned for Whitsun holidays. Sept 2016 – Drama Base completed and functioning. Adaptations to food tech area to accommodate more, more- able KS2 pupils to meet demand. Sept 2016 – adaptations completed. Sept 2016 - Staff recruited.
7. Reducing disadvantage for specific groups. Extend support for most challenging	Employ staff to support learning of disadvantaged groups - £45,000. Governing Body vire £11,250 to 101.	Jan – March 2016	HT	GB	- Improved outcomes for disadvantaged pupils. - Holiday respite for three very challenging pupils a great success.	10/02/2016 – Virement actioned after agreement at Governing Body meeting 28/01/2016. 15/04/2016 – recruiting for the above mentioned class this

pupils.	Identify pupils, contact families, identify staff and set dates.; evaluate and establish Intensive Pupil Support Team.					summer term (Teacher and TA's). Aug 2016 – respite provided and good feedback received.
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
8. Improve outdoor learning, social interaction / communication opportunities.	Playground refurbishment - £10,000. Governing Body vire £10,000 to 302.	Jan – March 2016	AHT	GB	- Pupils' socialisation skills improve over time. - More engagement opportunity for less 'social' pupils.	10/02/2016 – Virement actioned after agreement at Governing Body meeting 28/01/2016. 15/04/2016 – One play bay has been adapted for sensory needs. Low arousal play area development in hand. Play resources purchased and distributed; storage on order
9. Ensure that when therapy needs affect learning or pupil safety or communication, the appropriate equipment to hand.	Equipment identified and obtained - Governing Body vire £5,000 to 432.	Jan – March 2016	Therapists	HT	- Health and Safety improved. - Equipment supports learning and communication.	10/02/2016 – Virement actioned after agreement at Governing Body meeting 28/01/2016. 15/04/2016 – Occupational Therapy Team have compiled a sensory tool kit to support sensory passports and diets for each class. Resources ordered Summer 2016
Objective	Action to Achieve Objective	Target Date	Lead	Monitoring	Expected Impact on Learning Outcomes	Notes on Progress and Date
10. Enable more	Purchase Ipads, Laptops,	Jan –	IT	HT	- Increased access. - More focused hardware and	10/02/2016 – Virement

<p>access to IT across the curriculum.</p>	<p>Software, Applications - £40,000. Governing Body vires £40,000 to 412.</p>	<p>March 2016</p>	<p>Learning Manager</p>		<p>software. - More pupils' interest met so increased engagement with learning.</p>	<p>actioned after agreement at Governing Body meeting 28/01/2016. 15/04/2016 – 38 Ipad, cases and charges purchased. Two Ipad-charging bays purchased. TRAMS providing training for 3 key staff week beginning 18/04/2016. Training cascaded in Summer 2016. Ipad computing sessions part of Saturday Study Club. LGfL training for two key staff 11/04/2016 cascaded to staff team Summer 2016.</p>
<p>11.a)Ensure Admin Server back-up is efficient and daily b) Enable Disaster recovery for Curriculum server c) Replace curriculum server</p>	<p>a) Check with Turn it On b) Commission Compubits c) Commission Compubits</p>	<p>Autumn Autumn Summer 17</p>			<p>System security and viability assured As above As above</p>	<p>a) No extra cost b) Iro £2k c) Iro £8k</p>