

# HEDGEWOOD SCHOOL DEVELOPMENT PLAN 2018 – 2019

## Development Priorities

1. To ensure every pupil continues to make at least two levels of progress with the more able aiming for three levels of progress, from their individual starting point.
2. To progress with the LA, the re-designation of the school from 'Complex Moderate Learning Difficulties including Autism' to for example, 'Autism including Complex Communication Needs.'
3. To increase the resilience and capacity of the staff team in the management and education of more complex autistic persons.
4. To continue, and further develop, our longstanding commitment to the Training and Outreach support for our primary mainstream colleagues.
5. To continue to develop curriculum & learning opportunities that engage and motivate all our pupils.
6. To extend our support for mainstream primary schools working with challenging autistic pupils.

## 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, independent, resourceful and reflective. We always aim to make your learning exciting and enjoyable.

**Work hard. Be nice. Be happy.**

## REMINDER OF ACTION POINTS FROM LAST OFSTED – January 2017

- To ensure that the most able including most able disadvantaged achieve as well as they can.
- Ensure that information on the school's website explicitly covers all the required areas as per DfE guidelines including those relating to the impact of additional government funding on pupil outcomes.

# HEDGEWOOD SCHOOL DEVELOPMENT PLAN 2018 - 2019

## Focus: Safeguarding

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Ensure pupil medical needs are managed effectively.	Consult with parents / families / school nurse/ medics; as necessary to achieve full information.	Key medical / medication information is made available to all relevant staff to allow for appropriate administration according to medical guidelines.	
2. Refresh Governing Body Safeguarding.	Revisit training for Governing Body.	Governors aware key responsibilities.	
3. Ensure School Keeper updates Health and Safety training.	SK schedule of courses related to a) Working at heights.	Enhancing safety of staff and pupils.  Increased School Keeper confidence.	
4. Ensure SK books all regular safety checks booked onto calendar for year ahead.	Book in contractors as appropriate.	School site maintained safely for use throughout the year.	
5. Establish telephone contact with all areas.	Install VOiP	Staff & pupils kept safe. Access assured.	

# HEDGEWOOD SCHOOL DEVELOPMENT PLAN

## 2018 – 2019

### Focus: Personal Development, Behaviour, Welfare & Family Services

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Extend support for families of very challenging pupils.	<p>Continue to utilise skills of Intensive Pupil Support Team in holiday respite work &amp; extended school activities.</p> <p>Extend role of I.P.S.T to meet development priority 6</p>	<p>Pupil developing social/communication skills. Parents supported. Key pupils remain calmer. Increased family resilience.</p>	
2. Ensure Family Services team can meet the increased demand for support.	<p>Review staffing rotas to support Breakfast Club, After School Club &amp; Saturday Club.</p>	<p>Families able to access appropriate support promptly.</p>	

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
2a. Ensure ASD initial awareness raised for new staff and that continuous autism focused development/learning is available.	<p>Training on social communication and social interaction deficit.</p> <p>Train TEACCH Trainer.</p> <p>Develop focused CPD programme for staff team.</p>	<p>Increased understanding of autism, pupil motivations and behaviour.</p> <p>Improved staff /pupil interactions both in class and on the playground.</p> <p>Improved support for challenged families.</p> <p>Value for money.</p>	
2b. Increase team capacity in supporting very challenging ASD behaviours both at Hedgewood & in mainstream primary school.	<p>Extend Intensive Pupil Support Team to meet pupil need.</p> <p>Continue training with CAMHS/LD Team.</p> <p>Brief SMT on Establish Essentials for Living curriculum for those pupils who are not served by our current wider curriculum.</p> <p>Set up EFL base.</p> <p>Train relevant staff.</p> <p>Extend EFL training to whole team.</p> <p>Work with LA on early intervention.</p> <p>Adapt premises.</p> <p>Invest in SCERTS.</p> <p>Train Studio 3 trainer.</p>	<p>Enhance team awareness and understanding of how functional analysis improves social skills and enhances learning and well-being in all pupils but especially respect of very challenging pupils.</p> <p>Enhance pupil's life skills.</p> <p>Improved pupil engagement &amp; potential for well-being.</p> <p>Raise staff confidence.</p>	

	Continue to develop Well-Being and Mental Health awareness and support for our community.		
3. Quality assure TEACCH across the school.	Targeted training on TEACCH systems. 3 & 5 day TEACCH training courses arranged for identified staff. Train TEACCH trainer.	Improved TEACCH systems leading to greater pupil well-being, co-operation and engagement.  Value for money.	

<b>Objective</b>	<b>Action to Achieve Objective</b>	<b>Expected Impact on Learning Outcomes</b>	<b>Notes on Progress and Date</b>
4. Refresh and quality assure 'Attention Hedgewood'.	Arrange training for all new and targeted staff on Attention Hedgewood.	Improved staff understanding of 'Attention Hedgewood' objectives.	

<p>5. Ensure all break times are positive experiences and develop opportunities for respite and holiday activities.</p>	<p>Review all outdoor areas/Refresh Play Cabins.</p> <p>Provide play training for teaching assistants.</p> <p>Develop Lunchtime Lego Club for pupils.</p> <p>Develop Lego therapy.</p> <p>Create Trim Track.</p> <p>Create sensory garden Create soft play area</p> <p>Look to maximise outdoor area for play and social interaction.</p>	<p>More pupils able to access a range of appropriate play/social experiences.</p> <p>Play is available to all.</p> <p>Pupil social &amp; communication skills enhanced.</p> <p>Pupil cooperative skills enhanced.</p> <p>Families supported</p>	
<b>Objective</b>	<b>Action to Achieve Objective</b>	<b>Expected Impact on Learning Outcomes</b>	<b>Notes on Progress and Date</b>
<p>6. Improve parental-child interactions.</p>	<p>Offer range of ASD training to parent/carers.</p> <p>Online support and updates via. SeeSaw telephone app.</p>	<p>Increase in parental resilience.</p> <p>Speed up responses</p> <p>Enables photographs to be sent.</p>	



	LM for IT to set up	Data protected	
7. Increase the school's capacity to respond to pupil and family Mental Health issues.	Research ways to support and build resilience in families. Explore partnership working with Local Authority. Extend NAS trainers for Early Bird plus & Healthy Minds.	Enhanced well-being and support systems for pupils and families. Greater degree of understanding of autism and related issues. Parents have opportunity to meet and share experiences.	
8. Signalong workshops for parents.	Train a further Signalong trainer to meet demand.	Improved communication at home. New staff able to be trained Improved interactions	
9. Meet ongoing TEACCH training needs of our school staff.	Train TEACCH trainer.	Maintain essential classroom systems.  Value For money.	
10. Ensure Outreach and all aspects of a training and development programme are devised,coordinated,	Appoint suitably qualified member of staff to new role.( anticipate 2-3 days per week)	All training and development is maximised to the benefit of the pupils, families and local learning community. Quest school partnership strengthened.	

delivered & evaluated.		Yeading school links developed.	
11. Develop independence/life skills in all our pupils.	Invest in Essentials for Living (EFL).	<p>Develops key 'life in the community' skills.</p> <p>Improve 'outcome' for highly complex &amp; challenging pupils.</p>	
12. Increase opportunity for fun, play, socialisation and well-being.	Trim Track Sensory Garden Soft play area Spider Swing	<ul style="list-style-type: none"> <li>-Enhanced development of social skills.</li> <li>-Supports physical fitness.</li> <li>-Extends PE activity options.</li> <li>-Enables gender issues to be partly adressed</li> </ul>	

# HEDGEWOOD SCHOOL DEVELOPMENT PLAN

## 2018 - 2019

### Focus: Effectiveness of Leadership and Management (including Curriculum)

**In regard to the curriculum, we are aiming to clarify intent, ensure implementation and evaluate impact to ensure all our pupils are engaged as deeply as possible across a breadth of opportunity.**

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Ensure website contains appropriate information.	Prepare digest. Forward to selected website provider.	Key School information available to all. Improved 'shop window' for the school.	
2. Consolidate and extend curriculum work.	LMs to identify changes and adjustments necessary to ensure curriculum meets pupil needs and interests.	Enhanced, high quality learning experiences. Improved pupil satisfaction, well-being and self-esteem.	
3. Increase coherence and relevance across the curriculum.	LMs adjust policies.  Continue links with Quest Partnership schools on curriculum.	More focused and meaningful learning opportunities to develop deeper understanding and generalisation.	
4. Improved Teacher understanding of assessment opportunities.	Timetabled moderation meetings.	Increased understanding of progression and evidencing of 'soft data'.	

	In house training. Team meeting discussions. Link with Quest Schools on assessment.		
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5. Develop outdoor learning potential.	Appoint Learning Manager.	Pupils engaged more. Creativity bolstered. Development of key learning skills	
6. Provide focused professional development opportunities.	Create bespoke progressive Hedgewood professional development module. Utilise joint training opportunities with Quest Schools. Utilise therapy team skills. Utilise staff team skills. Utilise external providers. Review CPD 17/18. Set CPD programme 18/19.	Increased teacher / staff knowledge and skills. Increased progress and attainment.	
7. Ensure Performance Management impacts positively on performance and pupils' progress.	Formal termly lesson observation cycle, 'Drop in' observations & Learning and Environment walks. Regular monitoring of planning and BSquared progress data by SLT/SMT. Termly triangulation through scrutiny of teachers' planning, progress data and pupils' work.	Improved quality assurance. Timely qualitative feedback for staff resulting in continuous improvement and enhanced pupils' progress.	

	Enables further targeted CPD.		
8. Increase Governing Body confidence and effectiveness over key responsibilities.	<p>GB training needs &amp; opportunities to be identified.</p> <p>Link with Quest schools for training and development.</p>	<p>Governing Body confidence and capacity improved.</p> <p>Governing Body are up to date with training.</p>	
9. Ensure key SLT & SMT roles are filled.	Advertise & recruit.	<p>Key systems &amp; structures maintained.</p> <p>Development identified.</p>	
10. Clarification of safeguarding role of Governing Body.	<p>Arrange any necessary Safeguarding training to keep abreast of legislative changes.</p>	<p>Governors safeguarding procedures absolutely clear. Effectiveness of safeguarding procedures is evident.</p>	

11. Increase the team support potential of leadership and management at all levels.	Continue coaching for all key staff in support roles.	Improved reflection on roles and responsibilities and improved team work.	
12. Extend support for our most challenging pupils.	Develop life skills based curriculum and facilities.	Develop maximum independence in real world situations.	
13. Meet the upgraded requirements and responsibilities of the GDPR	Allocate the DP responsibilities Conduct initial DP audit. Organise training Cascade training to staff and governors Formulate DP action plan	Pupil, family and staff data is kept safely	

## HEDGEWOOD SCHOOL DEVELOPMENT PLAN 2018 - 2019

## Focus: Quality of Teaching, Learning and Assessment

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
<p>1. Improve outcomes for pupils achieving P8 or L1 at end of KS1.</p>	<p>1. Examine targets and challenge across KS2.</p> <p>2. Advise on strategies, enrichment and development opportunities.</p> <p>3. Work with Quest schools</p>	<p>Overall uplift in progress rates for this cohort of pupils.</p> <p>Target:</p> <p>50% of focus cohort to make at least expected progress.</p> <p>10% of cohort to make more than expected progress.</p>	
<p>2. Ensure new teachers understand and can use school assessment system.</p>	<p>New teacher induction training on use of BSquared via Hedgewood induction programme.</p>	<p>New teachers are quickly able to use assessment system to plan effective learning for pupil progress.</p>	
<p>3. Ensure quality pupil progress data is available for scrutiny.</p>	<p>Ensure teacher assessment data is entered at the agreed times to be available for scrutiny by SLT.</p>	<p>Assessment system shows progress for specific areas of need for pupils with ASD / complex communication needs.</p> <p>Teachers able to track pupil progress and identify targets to promote progress.</p>	

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## 2018 - 2019

### Focus: Effectiveness of EYFS – Progress – Quality and Standards

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Further develop outdoor play 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 to include equipment & staffing.	Improvement in early interaction and attention development for learners with more complex and challenging needs.	
2. Ensure positive outcomes for all EYFS pupils with autism and complex communication needs.	TEACCH structure and communication focus embedded in EYFS provision. Staff TEACCH trained.	Increased outcomes in attention, social interaction and communication skills. Increased capacity to learn and 'readiness for next steps in learning'.	



# HEDGEWOOD SCHOOL DEVELOPMENT PLAN

## 2018 - 2019

### 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	Expected Impact on Learning Outcomes	Notes on Progress and Date
1. Enhance learning experience.	1. Adapt key rooms to facilitate learning and social interaction.	Enhanced play and work spaces to enable better delivery of learning. Increase pupil motivation.	
2. Replace worn out class sink units on rolling holiday programme.	Cost per unit £500. Obtain materials, plumber quotes.	Improve storage appearance and functionality.	
3. Enhance classrooms / reduce Health and Safety risk re. slips, trips and falls.	Replace carpets on rolling programme. Cost of materials/labour to tender.	Reduce Slips, Trips and Falls / improve environment/deaden noise.	
4. Improve toilet facilities for pupils, room facilities.	Obtain quotes.	Improve functionality of toilets for pupils.	

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
5. Preserve outside timber.	Obtain preservative – timetable work.	Improve safety and longevity of structures	
6. Reduce play area flooding.	Create trench for drainage. Plant Conifers / Willow. Obtain materials.	Improved play area drainage.	
7. 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.	To create a well maintained, positive, working and learning environment for pupils, staff and visitors.	
8. Ensure IT connectivity for learning.	Ensure all areas have access to good wifi.	IT is accessible for pupil learning. Reduced frustration.	
9. Resurface/remark playground & improve drainage.	Quotes to be obtained	Improves outdoor play	
10. Improve Hall appearance.	Obtain quotes to sand and seal floor.		

11. Improves H&S & 'look' of school.	Re-carpet worn areas.		
12. Improve the ambience in school.	Re-decorate as necessary		

# HEDGEWOOD SCHOOL DEVELOPMENT PLAN 2018 - 2019

Focus: Budget:

Objective	Action to Achieve Objective	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.	Identify skill gaps and organise appropriate training.	
2. Ensure all pupils are making good progress.	Ongoing Governors monitoring of Performance Management.	Pupil progress is assured in line with individual targets, any performance issues are addressed and training needs identified.	
3. Identifying the priorities and pressures on the Budget for the financial year 18 /19.	Evaluate effectiveness of current budget.	Enable the Governing Body to set monitor budget effectiveness and impact. Ensure school can deliver quality learning experiences. Ensure safety of pupils and staff.	
4. Ensure FP&R committee is properly functional.	Review of FP&R committee agendas, responsibilities and processes.	Ensure most efficient use of Governing Body time and energy.	

5. Ensure future financial viability of school.	Investigated options with Governing Body. Set up Hedgewood satellites in local schools using Deanesfield as template for action.	Ensure school can perform effectively. Ensures schools future viability. Provides staff development opportunity and aids staff retention.	
6. Further explore ways of supporting pupils, families and schools by increasing capacity.	Review Family service roles and effectiveness.  Appoint an Outreach and Training Manager	Enhances Family support.  Assists mainstream schools & LA in their inclusion drive.	
7. Continue to extend parental choice, our community contribution & add to the local offer.	Maintain Deanesfield satellite provision (subject to a programmed review).	-Enables effective early intervention for ASD pupils. -Supports families. -Helps to assure future of Hedgewood. -Acts as prototype for other satellite provision further extending Local Offer.	
8. Expression of interest in respect of Capital Funding Bid.	As per bid.		