

HEDGEWOOD SCHOOL DEVELOPMENT PLAN 2018 – 2019

Development Priorities

- **To ensure every pupil continues to make at least expected progress according to their pathway, and for pupils on the core adapted curriculum to make at least two levels of progress with the more able aiming for three levels of progress, from their individual starting point.** impact
- **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.’**
- **To increase the resilience and capacity of the staff team in the management and education of more complex autistic persons.** It will deliver for or pupils and NAS/Ofsted and references EfL and Foundations for Life curriculum
- **To continue, and further develop, our longstanding commitment to the Training and Outreach support for our primary mainstream colleagues.** NAS/ Ofsted expectation
- **To continue to develop curriculum & learning opportunities that engage and motivate all our pupils.** The 3Is
- **To extend our support for mainstream primary schools working with challenging autistic pupils.** NAS/Ofsted expectation and an expanding local need

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. See section on Leadership and Management

HEDGEWOOD SCHOOL DEVELOPMENT PLAN

2018 - 2019

Focus: Effectiveness of Leadership and Management (including Curriculum)

In regard to the curriculum, we are clarifying intent, ensuring implementation and evaluating impact so that 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.	Website GDPR compliant. Pupil Premium detail on website to be refreshed to reflect targeted PP initiatives
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.	Regular curriculum meetings focused on the 3is Intent Implementation Impact Second EFL class established (Leopard & Panda)
3. Develop 3 new curriculum pathways.	SLT clarify intention of each specific pathway and its content and breadth.	More meaningful and relevant provision reflecting pupil need for lifelong learning.	SLT developed content of pathways. SLT led curriculum focus to evaluate and adapt 2 year cycle themes, reflecting breadth of coverage and accessibility for pupils.
4. 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.	On- going as above. Governors agreed to link across several areas with learning managers We have opted for a team approach to curriculum development and volunteering governors have been slotted into the teams.

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
5. Improved Teacher understanding of assessment opportunities.	Timetabled half termly moderation meetings. In house training. Team meeting discussions. Link with Quest Schools on assessment.	Increased understanding of progression and evidencing of 'soft data'	Moderation is part of new teacher induction. Moderation meetings (pupil progress) are spread over 12 days and three terms & are empowering teachers. Also pupil progress is a focus of early CPD this autumn term via writing ILPs (target setting) and analysing pupil progress data/pupil progress meetings. Autumn term training on new end of Key Stage assessment and reporting arrangements in place for 18/19. We are maintaining our training links with the Quest schools.
6. Develop outdoor learning potential.	Appoint Learning Manager.	Pupils engaged more. Creativity bolstered. Development of key learning skills.	Still in research mode Outdoor Learning Areas to be attached to each class. See EOI
7. 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. Try for AET Hub status	Increased teacher / staff knowledge and skills. Increased progress and attainment.	All staff programme being shaped for next year to include safeguarding, GDPR, SCERTS, TEACCH, Alert Programme, Attention Hedgewood, Studio 3., EFL and we will respond to the whole Staff training questionnaire circulated by Mrs Pipe. Training dates set and circulated for year ahead. CPD to date has covered areas in 4 above, as well as refresher training from the community nursing team on Asthma and Anaphylaxis. We are confirmed as the Hillingdon AET hub from April 2019

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
8. Ensure Performance Management impacts positively on performance and pupils' progress.	<p>Formal termly lesson observation cycle, 'Drop in' observations & Learning and Environment walks. Regular monitoring of planning and BSquared progress data (Core Curriculum) and ILP progress data by SLT/SMT.</p> <p>Termly triangulation through scrutiny of teachers' planning, progress data and pupils' work.</p> <p>Enables further targeted CPD.</p>	Improved quality assurance. Timely qualitative feedback for staff resulting in continuous improvement and enhanced pupils' progress.	<p>The Autumn term '18 information will be in a new format that enables a view of teacher performance over time, as requested by GB.</p> <p>To be completed by 31st October and tabled for governors FP&R sub. Identified CPD will be programmed into the yearly training schedule.</p> <p>New reporting format in place for teachers</p> <p>TA PM about to be launched and is SMT observation focus for this term</p>
9. Increase Governing Body confidence and effectiveness over key responsibilities.	<p>GB training needs & opportunities to be identified.</p> <p>Buy in to GS training package</p> <p>Refresh The Key for governors as a source of information.</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>	<p>GDPR training pending</p> <p>New governors attended number of courses</p> <p>GB provided with GDPR update in summer term</p> <p>Training for Hedgewood DPOs this half term</p> <p>New SLA just arrived</p>
10. Ensure key SLT & SMT roles are filled.	Advertise & recruit.	<p>Key systems & structures maintained.</p> <p>Development identified</p>	<p>SLT restructure completed by governors: April 2018.</p> <p>AHT appointment has already greatly enhanced leadership capacity.</p> <p>Key Stage 2 Manager in post-January 2019</p>
11. Clarification of safeguarding role of Governing Body	Arrange any necessary Safeguarding training to keep abreast of legislative changes.	Governors safeguarding procedures absolutely clear. Effectiveness of safeguarding procedures is evident.	<p>Safeguarding delivered for all bar one governor at this moment.</p> <p>New legislation 2018 updates circulated</p>

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
12. 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.	Coaching impact reported as very positive. Coaching statements to be gathered from those involved- feedback given from all receiving coaching (Autumn 2018). Coaching sessions programmed for this coming year especially for those tasked with leading curriculum teams.
13. Extend support for our most challenging pupils.	Develop life skills based curriculum and facilities.	Develop maximum independence in real world situations.	Essentials for Living development progressing very positively. Link governor will be able to report back once the programme is in place and all initial assessments are completed. (SP).
14. Meet the upgraded requirements and responsibilities of the GDPR and the Data Protection Act 2018	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.	<ul style="list-style-type: none"> • All area security surveys completed and actioned. • DPO appointed • School DPO links actioned • Information Asset Register completed • Parent privacy statements written and published • Staff Privacy Statement written and published • ICO registered • DP policy in place • Website contact dpo@hedgewood.org • Parents contacted regarding permissions for photographs • DPO further training for our two DPO officers from Turn It On very positive.

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Focus: Personal Development, Behaviour, Welfare & Family Services

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
<p>1. Extend support for families of very challenging pupils.</p>	<p>Continue to utilise skills of Intensive Pupil Support Team in holiday respite work & extended school activities.</p> <p>Extend role of I.P.S.T to meet development priority 6.</p>	<p>Pupil developing social/communication skills.</p> <p>Parents supported.</p> <p>Key pupils remain calmer.</p> <p>Increased family resilience.</p>	<p>Extended school based IPSW outreach support suggested to the LA...some interest. JD and training need to be detailed and actioned.</p> <p>IPST expanded to achieve best outcomes for challenging pupils.</p> <p>EfL teachers trained with CAMHS LD on a progressive programme and by BS on on EfL course materials. TAs mentored by key staff.</p>
<p>2. Ensure Family Services team can meet the increased demand for support.</p>	<p>Review staffing rotas to support Breakfast Club, After School Club & Saturday Club.</p>	<p>Families able to access appropriate support promptly.</p>	<p>FSW vacancy arose April 2018.</p> <p>FSW JD adjusted and evaluated by Schools HR.</p> <p>Vacancy advertised May 2018.</p> <p>Appointment from September 2018. (On staff list)</p>

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
<p>2a. Ensure ASD initial awareness raised for new staff and that continuous autism focused development/learning is available.</p>	<p>Training on social communication and social interaction deficit. Train TEACCH Trainer. Develop focused CPD programme for staff team.</p>	<p>Increased understanding of autism, pupil motivations and behaviour. Improved staff /pupil interactions both in class and on the playground. Improved support for challenged families. Value for money.</p>	<p>Training the Studio 3 Training completed (DO) Summer 18 and Autumn term 18 roll out of programme of Studio 3 to all staff. Three TAs have been accepted for SCITT places which we will support as part of R&R 'growing our own teachers.' Access Masters Courses via National College of Education (funded from Apprenticeship scheme). We have applicants for four courses. Induction for new staff last week of August.</p>
<p>2b. Increase team capacity in supporting very challenging ASD behaviours both at Hedgewood & in mainstream primary school.</p>	<p>Extend Intensive Pupil Support Team to meet pupil need. Continue training with CAMHS/LD Team. Brief SMT on Establish Essentials for Living curriculum for those pupils who are not served by our current wider curriculum. Set up EFL base. Train relevant staff. Extend EFL training to the whole team. Work with LA on early intervention. Adapt premises. Invest in SCERTS. Train Studio 3 trainer. Continue to develop Well-Being and Mental Health awareness and support for our community.</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. Enhance pupil's life skills. Improved pupil engagement & potential for well-being. Raise staff confidence and understanding of low arousal responses to challenging behaviour</p>	<p>See 1 above We have appointed two further IPSWs and one has left leaving five in total. I expect this number to rise when we know more about our September intake. This will be because they are likely to be EFL pupils who are very labour intensive. Studio 3 trainer established. X2 three day courses in Autumn term, 24 staff trained</p>

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
3. Quality assure TEACCH across the school& meet ongoing TEACCH training needs of our school staff.	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.	Training the TEACCH trainer in progress (JP) Teachers identified for 5 day TEACCH course x 2 (JF) [£1295 course costs + £100 travel] TEACCH awareness training for staff team planned for this half term. (21.9)
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.	Part of Teacher and TA induction and refreshed by SALT team throughout the year.
5. Ensure all break times are positive experiences and develop opportunities for respite and holiday activities. Increase opportunity for fun, play, socialisation and well-being.	A] Review all outdoor areas/Refresh Play Cabins. B] Provide play training for teaching assistants. C] Develop Lunchtime Lego Club for pupils. D] Develop Lego therapy. £750 E] Create Trim Track. £7.5k F] Create sensory garden. 5k G] Create soft play area. £5k H] Look to maximise outdoor area for play and social interaction.	More pupils able to access a range of appropriate play/social experiences. Play is available to all. Pupil social & communication skills enhanced. Pupil cooperative skills enhanced. Families supported	<ul style="list-style-type: none"> • Outdoor play under constant review eg provision of shade as necessary. • Play training on hold for the time being • Lego club • Sensory garden in Phase two and we have received £1250 already for works completed from Heathrow. • The trim track is being revised and upgraded.

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
6. Improve parental-child interactions.	<p>A] Offer range of ASD training to parent/carers.</p> <p>B] Online support and updates via. SeeSaw telephone app.</p> <p>C] LM for IT to set up.</p>	<p>Increase in parental resilience.</p> <p>Speed up responses.</p> <p>Enables photographs to be sent.</p> <p>Data protected.</p>	<p>A] On-going throughout the year and in summer holidays.</p> <p>Autumn term parent survey for Earlybird+ needs.</p> <p>Spring term 1-parent Earlybird+ course started</p> <p>[B&C] all classes now utilising and have received training and support from LM IT. Parental response to SEESAW is very good Early Bird+ in progress this term</p>
7. Increase the school's capacity to respond to pupil and family Mental Health issues.	<p>Research ways to support and build resilience in families.</p> <p>Explore partnership working with Local Authority.</p> <p>Extend NAS trainers for Early Bird plus & Healthy Minds.</p>	<p>Enhanced well-being and support systems for pupils and families.</p> <p>Greater degree of understanding of autism and related issues.</p> <p>Parents have opportunity to meet and share experiences.</p>	<p>EOI to LA</p> <p>Could be through to round 2</p> <p>No news as yet.</p> <p>Agreed 'in principle'-further input from Planning Dept.</p> <p>Could be in first tranche</p> <p>Final decision by members</p> <p>As detailed in HT report Autumn 2018</p>
8. Signalong workshops for parents.	<p>Train a further Signalong trainer to meet demand.</p>	<p>Improved communication at home.</p> <p>New staff able to be trained</p> <p>Improved interactions.</p>	<p>Trainer trained (AA)</p> <p>10 week programme planned for staff</p> <p>Autumn term (2) 2018-currently running for 12 staff</p>

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
9. Ensure Outreach and all aspects of a training and development programme are devised, coordinated, delivered & evaluated.	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. Yeading cluster school links developed.	<ul style="list-style-type: none"> • JD written, • Evaluated • JD to FP&R • GB reviewed JD and supported the role (full time) which has already impressed the NAS. • LM appointed
10. Develop independence/life skills in all our pupils.	Invest in Essentials for Living (EFL) and Foundations for Life Curriculum.	Develops key 'life in the community' skills. Improve 'outcome' for highly complex & challenging pupils.	<ul style="list-style-type: none"> • EFL curriculum in place and developing. • Staff feedback Tuesday 19th June • Governor update 28th June • The feedback from CAMHS LD is extremely positive. • Foundation for Life Pathway identified content and assessment protocols

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.	Ensure September information is accurate and also stored securely <ul style="list-style-type: none"> • Asthma and Anaphylaxis awareness raising for whole staff team September 17th • All medical Care plans being checked and sent home for approval by half term
2. Ensure pupil safety is managed through effective risk assessment.	Update risk assessments to thoroughly identify need and strategies.	High risk behaviours are identified and managed as to reduce risk to a minimum. All staff are aware of procedures in place to respond to high risk behaviours. Barriers to learning are reduced to promote progress for pupils.	Risk assessment format reviewed and adjusted to improve clarity. Training given to teaching team on effective risk assessments and their implementation. Risk assessments updated by January 2019 for SLT checks.
3. Refresh Governing Body Safeguarding.	Revisit training for Governing Body.	Governors aware key responsibilities.	Achieved April 2018 We will need to alert governors to the September changes and upgrades in the key safeguarding documents Sept 2018 All gobs training refreshed (-1)
4. Ensure School Keeper updates Health & Safety Training.	SK schedule of courses related to A) Working at heights	Enhancing safety of staff and pupils. Increased School Keeper confidence.	IOSH course completed by SK 25 May 2018 <ul style="list-style-type: none"> • This will need to be repeated as school keeper has changed

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
5. Ensure SK books all regular safety checks	Book in contractors as appropriate.	School site maintained safely for use throughout the year.	
6. Establish telephone contact with all areas.	Install VOiP	Staff & pupils kept safe. Access assured.	Installed Whit - £6668.87 <ul style="list-style-type: none"> System has enhanced communication and pupil safety. Extended Autumn term to include all classes
7. Refine Safeguarding procedures	Acquire on line system	Ensures chronology is secure with an expanding and complex school	'Safeguard' to be viewed June 25 th but was postponed to 19 th September. After the demonstration we believe that this is the system best suited to our needs. The cost is about £900 annually. <ul style="list-style-type: none"> Safeguard purchased and to be SIMS synced
<ul style="list-style-type: none"> Ensure compliance of SCR in line with new regulations 	External check vis experienced consultant DSL refresh	Full SCR compliance once to do list completed	<ul style="list-style-type: none"> Scrutiny occurred on September '18. & Spring. SCR fully compliant by 28th September All new staff received Level 1 training-14th September
<ul style="list-style-type: none"> Ensure whole school staffing have up to date awareness of current Safeguarding responsibilities and any changes in legislation. 	New staff Level 1 Safeguarding training Existing staff yearly refresher and workshop training	Staff aware of key responsibilities and improved confidence to safeguard children effectively.	<ul style="list-style-type: none"> Refresher training for existing teachers and TA's- 14th September Workshop training x 3 (Sept 18) Premises/Admin staff/LSAs refreshed SCR checked for full compliance September (to be repeated January 19) Updated Safeguarding training register Safeguarding and CP policy updated to reflect September 2018 changes-distributed to staff, uploaded on website Latest KCSIE (Sept18) section 1 distributed to all staff Lead DSL & Deputy DSL training refreshed 8th November.

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
1. Improve outcomes for pupils achieving P8 or L1 at end of KS1, identifying well-being as a target alongside academic learning.	<p>1. Examine target setting 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: 50% of focus cohort to make at least expected progress. 10% of cohort to make more than expected progress.</p>	<p>Progress data looking promising but will be finalised for Septembers GB meeting. Our data always has a range of anomalies that require contextual explanation as well as the reliability issue of judgements on quite small cohorts. The previous year's data indicated that we have to provide a different learning partway to our more 'academic' route: that we are doing via EFL and Foundation for Life pathways.</p>
2. Develop assessment within Hedgewood's three curriculum pathways.	<p>Introduce yearly Personal Curriculum Plans (PCP) to reflect long term pupil outcomes.</p> <p>Autumn 18-EFL pathway Autumn 19 Foundation for Life and Adapted Core Curriculum pathways.</p>	<p>Assessment of relevant targets according to pupil need. Uplift in progress rates for pupils on new pathways.</p>	<p>EFL assessment and Core Curriculum protocols already established.</p> <p>Investment in Assessment of Functional Living skills (AFLS) and Assessment of Basic Language Skills (ABLS) protocols (particular focus on Foundation for Life Curriculum).</p> <p>Foundation subject assessment protocols written (particular focus on adapted core curriculum pathway)</p>
3. Ensure new teachers understand and can use school assessment system.	<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>Part of teacher induction programme (summer 2018- we retained all our teachers this year) and on-going in teams and as whole staff with 1:1 tuition as necessary supported by moderation exercises. Teacher data analysis training this autumn half term</p>

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
4. Ensure teachers understand the established pre-key stage standards for end of Key Stage One and Two. (Core curriculum focus)	Training and development of staff understanding of links to ILP targets and planning for progress.	Most able pupils maintain trajectory of progression from Key Stage One.	Training given on standards progression from end of Key Stage 1 to end of Key Stage 2.
5. Quality pupil progress data is available for scrutiny.	Ensure teacher assessment data is entered at the agreed times to be available for scrutiny by SLT. PCP's and ILP's reviewed to monitor progress against outcomes.	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 for individuals and groups.	As above and data entered on or before 31st December 31 st March and 31 st July & checked by SLT. Last year's data in report from DHT to governors on the 20th September PP data updated for GB September
6. Teacher planning support	To ensure appropriateness of planning Provide guided feedback for teachers Annotated planning to AHTs every Friday/Monday	Contribute to teacher reflection and skills development. Quality assures planning & assessment cycle over time and contributes to pupil progress.	Feedback from planning has informed aspects of teacher PM targets for impact on teaching and learning.

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
7. Develop fully integrated therapy service.	Clarify contact time for therapy support to ensure full contact time with pupils. Review <ul style="list-style-type: none"> • Universal • Targeted • Acute needs across school. Develop effective recording systems of programmes. Continued staff training.	Maximise impact on teaching and learning leading to optimum progress for all pupils. Enhanced communication between therapy and class teams. Shared ownership of therapy goals embedded into class practice. Increased understanding and confidence of staff to implement therapy support programmes.	Full time direct class support now on a rolling weekly programme for all classes. More pupils seen by therapy teams. Regular meetings with SLT to review levels of need across school and identify targeted and acute support. Revision of recording strategies for programmes and evaluating impact, new class based therapy records for all pupils. Staff training on: Developing therapy into teaching and learning-Autumn Term and ongoing. All staff received training on sensory needs. Introduction to communication for new staff. Expressive communication training. Social stories training. Developing play is planned for Spring and Summer Terms.

HEDGEWOOD SCHOOL DEVELOPMENT PLAN

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.	'Value' assessment in progress(TT) On -going
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. All new pupils to school to undertake 'method of communication' assessment' and early identification of curriculum pathway.	Increased outcomes in attention, social interaction and communication skills. Increased capacity to learn and 'readiness for next steps in learning'.	Supported by the observations and SLT 'drop ins.' EYFS moderation June 18 by Local Authority- verifies school judgements and assessment procedures. EfL assessments are informing us in a detailed way of next steps.

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.	Several walls refurbished Whit '18 (plastered &/or painted) Several pupil specialist support areas refreshed
2. Replace worn out class sink units on rolling holiday programme.	Cost per unit £500. Obtain materials, plumber quotes.	Improve storage appearance and functionality.	On going Preferred kitchen designs being considered Est £20k
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.	Ongoing. Nothing at major in Whit holiday but SK compiling refurbishment register estimate £15K
4. Improve toilet facilities for pupils, room facilities.	Obtain quotes.	Improve functionality of toilets for pupils.	Panda class supplied with loos and cubicles est £5-6.5k
5. Preserve outside timber.	Obtain preservative – timetable work.	Improve safety and longevity of structures.	Partially achieved Whit to be completed summer term. Partially completed £2k

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
6. Reduce play area flooding.	Create trench for drainage. Plant Conifers Willow. Obtain materials.	Improved play area drainage.	Part 1 completed Part 2 est. £3-4.5k
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.	As in 4 in Safeguarding section <ul style="list-style-type: none"> Legionella remedial work undertaken late August /Early September £1300 in relation to the standard annual water test. Also all blenders serviced.
8. Ensure IT connectivity for learning.	Ensure all areas have access to good wifi.	IT is accessible for pupil learning. Reduced frustration.	Achieved (EOI may require connectivity est £2.5k)
9. Resurface/remark playground & improve drainage.	Quotes to be obtained.	Improves outdoor play.	Quotes will be sought this year est £15k-20k
10. Improve Hall appearance.	Obtain quotes to sand and seal floor.		Summer holiday job. Work completed August £4502
11. Create private space for FS team and the new Trainer	Adapt training centre main room	Enable effective working and sufficient privacy	Materials and labour £1654
12. Improve aspect and lighting	Replace seven blown windows plus one broken window	Improved ambience	Materials and labour £615

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
13. Prepare for school meals transfer	Create serving area Obtain necessary crockery and cutlery.	Improved meals for pupils and staff. Opportunities for special days/events and holiday club support.	New kitchen servery fully functional as of January 2019. Cost savings identified in total costing of project (Report F, P and R Meeting Jan 19)
14. Ensure school stays open	5 yearly hardwire test	We stay open	£5-6k SK to obtain estimates
15. Ensure safe use of electrical appliances	PAT test [deferred from October 18]	All users are safe	Est £2.5k
16. Enable teachers and office staff to function effectively	Replace older hardware	School functions more effectively	Est £3600
17. Improve learning environment	Upgrade room lighting in corridor, staff areas, foyer & 8 classrooms	Pupils and staff have improved working areas	Est £ 15k
18. Enable school office to function	Replace Admin server	school functions efficiently	Est £4-5k
19. improve functionality of the reception area	Redesign & Cost up replacement	Better first impression	Est £3-4k
20. improve pupil play areas	Improve play area storage	Equipment preserved longer.	Est £2k
21. improve pupil learning experience	Create Outside Learning Areas (OLAs)	Expressions of interest sought	Est £10k (17 classes)
22. Enhance parent experience at beginnings and ends of day	Create canopy, shade and precipitation protection		Est £2-3k
23. enhance foyer/corridor safety and appearance	Re -carpet		

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.	New governors bring a range of relevant financial and HR skills. Update governor skills audit
2. Ensure all pupils are making good progress.	Key element of governor monitoring of Teacher Performance Management.	Pupil progress is assured in line with individual targets, any performance issues are addressed and training needs identified and costed to achieve greater impact.	On -going scrutiny of pupil progress data (see 1 and 3 in quality of teaching) and triangulation of planning, assessment data and observations. Our latest thought on effective governor oversight of the curriculum is to 'embed' governors in curriculum teams and is referenced in the HT autumn 18 report.
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.	HT provides GB with several summaries/updates of national and local issues. Referenced in HT report.
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.	<ul style="list-style-type: none"> • Terms of Reference reviewed 2018 • FP&R sub refreshed 2018

Objective	Action to Achieve Objective	Expected Impact on Learning Outcomes	Notes on Progress and Date
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.	Deanesfield working well. Am optimistic that we will be invited to extend lease for a further year. Deanesfield arrangement agreed 18/19
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.	FSW roles reviewed and advert placed in May 2018 Appointment made for September 2018.
7. Continue to extend parental choice, our local offer contribution & add to the local offer.	Maintain Deanesfield satellite provision.	-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.	As in 1 above
8. Expression of interest in respect of Capital Funding Bid.	As per bid.	As above	As in 7 in Behaviour and Welfare/Wellbeing section
9 Engage a decent school meal service provider.	Notice given to The Pantry as of 31 st December 2018. New provider identified. Create serving area (quotes x2) iro £8-9k (exc VAT) Obtain crockery etc iro£4-5k	- Expect decent food delivered with consideration. - Pupils happier and healthier	Savings iro £6.5k identified in total costing at completion, January 2019.
10. Maintain financial viability of school	Note developments locally/nationally on over - heating High Needs Budget.		