

Priority 1 To review and develop aspects of our curriculum in light of national drivers and our own priorities					
Persons Responsible	Tasks	Time Scale	Resources	Cost	Criteria for Success and outcomes for pupils
Gill Howard, teachers	1. To plan and deliver an audit of SMSC coverage across the school, resulting in a new policy and map of SMSC. To involve staff in the creation of this.	Summer 16	Staff meeting time and development time		Audit of SMSC undertaken and map produced.
Samantha McMillan	2. To review the provision of Collective Worship across the school, ensuring that there is a focus in every assembly.	Autumn 16	Subject Leader time		Improved planning for and delivery of Collective Worship.
Gill Howard, teachers	3. To develop a Thought of the Week for each class to reflect on in class time and tutor periods.	Autumn 16	SL time and resources. Staff meeting time		Thought for the Week shared every week across the school.
Gill Howard, teachers	4. To promote the opportunities for classes to deliver weekly (or more often) Circle Time to help support pupils in their SMSC development and emotional wellbeing.	Spring 16	Training time		Circle Time training for staff results in greater confidence to deliver and support pupils' wellbeing.
Andrew Morris, Gill Howard, Jacques Steventon	5. To develop robust e-safety policy and practices to support all pupils and staff in their understanding and responsibilities.	Summer 16	Development time	£500	Comprehensive e-safety policy is developed and shared.
Gill Howard, Jacques Steventon	6. To undertake the 360° Audit tool in order to produce an action plan for e-safety development.	Summer 16	Release time	£250	360° Audit tool for e-safety completed and action plan produced.
Gill Howard, Jacques Steventon	7. To produce an Acceptable Use Agreement for all pupils and staff and visitors.	July 16	SL time		AUA produced and shared with all staff, pupils and visitors.
Gill Howard, Jacques Steventon	8. To arrange training for all staff in Safer Internet use from the Dorset Safer Schools Team.	July 16	Staff meeting time		Training in safer internet use completed by all staff.
Gill Howard, Extended Schools lead	9. To seek opportunities to enhance the extended school provision for pupils in order to provide a greater range of clubs outside school hours. To trial the introduction of Drama and Arts activities and workshops.	Autumn 16	Extended Schools lead		Range of clubs developed through the year to provide greater opportunities for pupils.
Gill Howard	10. To extend the opportunities offered in the weekly Carousel of activities, increasing the time they are delivered (Pupil Voice priority)	Autumn 16	Staff ideas and time		Wider variety of activities in weekly Carousel which changes termly.

Background to Priority 1

- It's now two years since the new National Curriculum was introduced in September 2014. At the time we reviewed the new guidance for each curriculum area, and undertook an auditing exercise of which aspects of the curriculum were most suitable for our pupils.
- We have a strong curriculum across all key stages which includes the development of independent living skills, work related learning, horse riding, educational visits, social skills development and a variety of therapeutic approaches.
- As Ofsted inspection criteria change over time, there is also a renewed emphasis on other aspects of child development. The new Ofsted framework provides particular emphasis on Spiritual, Moral, Social and Cultural development, something which we feel is a strength of the school. The new Promoting British Values guidance forms a part of this. We wish to ensure that this is well documented and reflected, and sits at the core of our ethos.
- Last year, the mental health of our pupils was a priority on the School Development Plan, and we wish to continue to develop our provision to meet these needs at every opportunity.
- Safeguarding our pupils remains our highest priority and this is an area which is constantly evolving due to national and local guidance and legislation. Our pupils needs make them particularly vulnerable to dangers online and in the real world. The PREVENT Duty also informs how we will develop our practice in this area.

Priority 2 To replace current systems for gathering and analysing data with a more suitable product, and agree a system for levelling of pupils					
Persons Responsible	Tasks	Time Scale	Resources	Cost	Criteria for Success and outcomes for pupils
LMT Kevin Viney, teachers Kevin Viney	Data collection system 1. Develop Assessment File for each teacher and new policy and procedures. 2. Assessment Manager to undertake research into various assessment products, contacting local and other schools to discuss their use and impact.	January 16 Summer 16	Subject Leader time, staff meeting time Subject Leader time	£2000	Every teacher has assessment file and policy. Information from schools and providers informs our choices of assessment package. Significant discussion has taken place to inform decision on assessment. Teachers are presented and able to discuss views on new assessment package. Research into other schools and providers informs decision about use of levels. Results of research discussed with staff and relevant to needs of pupils. Working group of teachers develops use of levels for the future. New assessment arrangements trialled and discussed regularly.
Kevin Viney, LMT Gill Howard, Kevin Viney	3. Kevin Viney to present information to the Leadership Team to further discuss the best product for gathering pupil data. 4. Gill Howard and Kevin Viney to present proposed assessment package to teaching staff for discussion and agreement. 5. Purchase new package and input data from current system.	Summer 16 Autumn 16 Autumn 16	SL time, LMT meeting time Staff meeting time		
Kevin Viney, Gill Howard	Levelling pupils progress 6. Research alternatives to using National Curriculum levels, through discussion with assessment providers and colleagues in other special schools.	Spring 17	SL time, school visits		
LMT, teachers	7. Identify best way of providing levels for pupils' at Yewstock and discuss with teaching staff.	Spring 17	Staff meeting time		
LMT, Kevin Viney, teachers	8. Develop a working party of teachers to ensure suitability of assessment for all pupils. Implement the changes needed to assess pupils against new level descriptors.	Summer 17	Meeting time		
LMT, teachers	9. Trial new arrangements and gather feedback from teachers through the year to ensure suitability.	Autumn 17	Meeting time		

Background to Priority 2

- The new National Curriculum was introduced in September 2014 but the requirement for a national system of levelling was removed. Schools are left with the means of assessing pupils' progress through any measures they see fit. This has led to confusion and uncertainty nationally. A range of alternative products quickly became available for mainstream schools and pupils, but the tracking of pupils with SEN was not thought through and remains challenging. P Scales still exist but are also due to be removed.
- We believe that accurate assessment of pupils' achievements is a crucial factor in ensuring their progress. We recognise that one model does not fit all and that we teach a wide range of pupils, some of who are difficult to assess due to the nature of their needs.
- At Yewstock we made a decision not to change our assessment practices until we were confident that we had a system which would be effective. We decided to speak to providers of published packages and other special schools in order to research the best solution for our school.

Priority 3 To develop and maximise use of resources to support sensory learning and integration					
Persons Responsible	Tasks	Time Scale	Resources	Cost	Criteria for Success and outcomes for pupils
LMT, Christine Chadwick, Vickie Saunders, Andrew Morris	1. Identify outside spaces in need of development and opportunities for sensory learning and experiences. Purchase additional resources for all classes through discussion with Jane Reeves.	Spring 17	Specially purchased resources, time to develop	£500	Outside spaces have been developed to maximise sensory learning experiences for pupils.
Christine Chadwick	2. Refurbish rowing boat and move to garden to create a sensory storytelling environment.	Summer 16	Planning and creating time	£100	Storytelling boat has been created and used for sensory stories.
	3. Review the use and success of the Rainbow Room. Create plan to further develop the area according to needs of pupils (Christine Chadwick).	Autumn 16	Subject Leader time		Action plan created for development of Rainbow Room, resulting in improved outcomes.
	4. Identify pupils to receive interventions in Sensory Integration and track progress using referral criteria, evaluating at the end of the programme to assess impact.	Summer 16 onwards	Subject Leader time		Identified pupils have received SI programme which is evaluated for impact.
Gill Howard, Christine Chadwick	5. Arrange time for Jane Reeves, specialist OT, to assess identified pupils and provide specialist training for staff working with them in order to meet their sensory needs.		Dedicated time from Jane Reeves	£400 per half day	Jane Reeves provides regular support for identified pupils and programmes for staff.
	6. Review facilities in the hydrotherapy pool to ensure suitability for pupils with sensory difficulties. Purchase new facilities and refurbish as necessary.	Autumn 16	Resources and refurbishment	£500	Hydrotherapy pool is refurbished to ensure suitability for pupils with sensory needs. Resources purchased.
Vickie Saunders, Christine Chadwick	7. Develop sensory resources for use in assemblies to ensure relevance for pupils with sensory needs. Integrate with Reflection and Thought for the Week to make this a more sensory experience.	Autumn 16	Purchased resources and time to plan	£250	Assembly resources are created and used successfully to improve integration for pupils.

Background to Priority 3

- Sensory resources have been developed across the school over the past few years. In September 2015 Christine Chadwick took on the role of lead for Sensory Integration, and staff received training in this. We developed a dedicated space which we called the 'Rainbow Room', which has been used to provide specific SI activities for identified pupils. Due to staff changes it has been difficult to provide dedicated support time to this, and an increase in pupils numbers has meant that the room has had to move, and be re-developed. We set aside funding to employ Jane Reeves, a specialist OT working in Sensory Integration, to observe and work with identified pupils in order to develop Sensory plans and diets.
- The hydrotherapy pool was developed in recent years to include sensory lights and music. Some refurbishment is needed to make the changing rooms comfortable for all pupils.
- We have large areas of unused space in the school grounds which can be maximised for supporting sensory learning and activities.
- It is a challenge in whole school assemblies to cater for the wide range of needs of the pupils and make this relevant for them.

Priority 4 To continue to develop professional development and school support through TADSS and National Support School					
Persons Responsible	Tasks	Time Scale	Resources	Cost	Criteria for Success and outcomes for pupils
LMT, John Collins	TADSS 1. To strengthen TADSS bids by gathering information representing Yewstock, and use this information to compare practices across the 5 TADSS schools in order to develop our own.	Ongoing	Time		Information is gathered and shared in order to strengthen TADSS bids.
Gill Howard, teachers, TAs	2. Offer programme of Learning Walks for TADSS partner schools, and ensure opportunities for Yewstock Staff to gain experience in other settings.	Spring 17	DH time	£500	Programme of learning walks has taken place and staff have had opportunity to attend other schools. SK and GH attend all Board Meetings. TADSS information is disseminated regularly. All TADSS activity is recorded.
Seán Kretz, Gill Howard	3. Continue to take an active role in TADSS developments by attending Board meetings.	Termly	Meeting time		
John Collins	4. Ensure information is disseminated and shared with relevant staff, and that TADSS activity is recorded.	Ongoing	TADSS lead time		
John Collins	5. Gather information from Committee leads to ensure sharing of relevant information and overview of TADSS activity.	Ongoing	TADSS lead time		
John Collins	NSS 6. Continue to offer NQT induction, working with other partner special schools.	Ongoing	Time		
LMT	7. Develop opportunities for training of mainstream school staff and record all training given.	Ongoing	Arranging training	Costs	Programme of training offered to mainstream schools.
Gill Howard	8. Offer local pyramid SENCo support meeting each term to run at Yewstock, in order to support those in mainstream with advice and training.	Autumn 16	Meeting time	Refreshments	Pyramid SENCo support meeting runs termly at Yewstock.
Dawn Green	9. Continue to develop and grow the North Dorset Support Staff Network through termly meeting.	Autumn 16	Meeting time	Refreshments	NDSSN meeting runs termly at Yewstock.
Seán Kretz	10. Seán Kretz to undertake appropriate NLE work with schools.	Ongoing	NLE time		Seán Kretz undertakes appropriate NLE work.

Background to Priority 4

- We have been active TADSS partners for several years and are in our second year as a National Support School and NLE. We have given and recorded a range of support and training, and wish to continue to grow this support where appropriate within the new educational landscape. Head Teacher Seán Kretz sits on the Wessex School Improvement Partnership Board and has a privileged position with an overview of School Improvement work across Dorset. He has continued to support a small number of special schools in their development, and also with performance appraisal for Head Teachers.
- In 2015 John Collins took on the role of overseeing TADSS activity within Yewstock and tracking developments across the five committees. He is also an NQT induction tutor and has worked with a number of other schools to support them.

Priority 5					
Developing Pupil Voice priorities on behalf of all pupils					
Persons Responsible	Tasks	Time Scale	Resources	Cost	Criteria for Success and outcomes for pupils
Seán Kretz	1. Create and advertise a TLR role to develop Pupil Voice across the school.	Sept 16			TLR role specific to Pupil Voice is advertised and appointment made.
Pupil Voice lead, Mandy Morgan	2. Arrange monthly Pupil Voice meeting with agenda and minutes, in order to track impact of discussions. Arrange minute taker and distribute minutes to all classes.	Autumn 16	Meeting time	£200 budget to promote work	Monthly PV meetings take place, with agenda and minutes shared.
PV lead	3. Organise specific task to focus on agreeing a set of school rules, to be shared through assemblies.	Autumn 16	Assemblies		School Rules developed through PV discussion.
PV lead, Jacques Steventon	4. Produce symbolised version of school rules to be shared in classrooms, on website and playgrounds.	Spring 17	Staff time		Symbolised printed version of rules produced.
Pupil Voice	5. Review previous ideas from Pupil Voice and feedback from Pupil Surveys in order to develop provision, resources and activities most appropriate to pupils.	Spring 17	Meeting time		PV group produce action plan for developing ideas.
PV lead, Pupil Voice	6. Agree roles and function of Head Boy and Girl in supporting Pupil Voice and developing responsibilities for pupils. Areas identified include a wooden playhouse for younger pupils, music for Canopy area and at lunchtimes, soft matting in playground and painted games, outside bins and benches at College, trampoline rota and drinks machine.	Spring 17	Meeting time		Clear roles for Head Boy and Girl. Development of identified areas.
Pupil Voice	7. Investigate possible out of school event or fundraising activity to provide some funding for future Pupil Voice initiatives.	Summer 17	Meeting time		PV social or fundraising event has taken place.
PV lead	8. Review the work and create plan for further development, potentially linking with TADSS schools.	Summer 17	PV lead time		Work of the PV lead is reviewed and future actions planned.

Background to Priority 5

- We are always seeking new ways to develop the voice of our pupils, to shape the provision that is offered to them for their education and also their social and emotional well-being. We have run a School Council for a number of years, and in 2015 this changed to Pupil Voice in an effort to recognise the importance of pupils' contributions to their schooling. A group of nominated pupils were active in undertaking a curriculum exercise, looking at ways they would like it to develop. We also introduced the positions of Head Boy and Girl and Deputies in 2014, and they have undertaken a number of responsibilities across the school, most notably in interviewing new staff and showing visitors around the school on Open Days and at special events.
- We have recognised the importance of a group of pupils representing those across the school and being asked for their honest views, but also the challenge in leading this well and ensuring it is a regular feature of the work we do. With this in mind we are offering a development opportunity for a teacher to lead this initiative and develop the impact of Pupil Voice across the school.