



Priority 1	Curriculum - Continue to develop the Yewstock Curriculum to ensure relevant intent, appropriate implementation and meaningful impact for all pupils.				
Persons Responsible	Tasks	Time Scale	Resources	Cost	Outcomes for pupils will be improved through:
Clive Padgett Chris Chadwick Claire Donohoe (Curriculum Development Lead) Subject Leaders	1. Deputy Head and Curriculum Development Lead to hold staff consultation to look at 'What we hold dear' for our pupils. 2. Curriculum Development Lead to conduct Parent/Carer and Pupil surveys around curriculum- what do we want our pupils to know, be able to do, and get out of their time at Yewstock? 3. Curriculum Development Lead to liaise with individual Subject Leaders to ensure curriculum frameworks are relevant, appropriate and meaningful as well as sequential through the school. 4. Organise Subject Cluster Groups and collaborative staff meetings to review curriculum and assessment. Review opportunities for arranging learning into differentiated learning groups resulting in increased effectiveness of teaching. 5. Curriculum Development Lead and Deputy Head to update Subject Leader pack. 6. Curriculum Development Lead to liaise with Deputy Head for timetable changes and structure of school day. 7. Arrange for grouping of subjects on EfL assessment system. 8. Curriculum Development Lead work with Deputy Head to update Curriculum Brochure to reflect curriculum developments. 9. Curriculum Development Lead to work with Assessment Lead to create Curriculum & Assessment handbook for staff. 10. Review accreditation arrangements for English (KS4) to provide a pathway which extends the most able children	Summer 2022  Autumn 2022  Spring 2023  Autumn 2022  Autumn 2022  Autumn 2022	Staff meeting time & additional time for Curriculum Development Lead  Subject Leader meeting time with Curriculum Development Lead  Timetable meeting time for Curriculum Development Lead & Deputy Head  EfL time for Curriculum Development Lead & Assessment Lead  Handbook time for Curriculum Development Lead & Assessment Lead		1. 'What we hold dear' woven into curriculum. 2. Parents/Carers and Pupils have ownership in Yewstock Curriculum. 3. Subject Leaders' Curriculum frameworks are relevant, appropriate and meaningful as well as sequential. 4. Subject Leaders are grouped appropriately for relevant collaboration to lessen workload and make cross-curricular links. 5. Subject Leader packs meaningful and aid Subject Leads with tasks. 6. Timetable and structure of day allows for meaningful lessons and activities. 7. Subject frameworks on EfL grouped appropriately. 8. Yewstock Curriculum Brochure updated. Curriculum & Assessment handbook for staff available. 10. KS4 accreditation extends most able

**Background to Priority 1**

At Yewstock School, we are committed to providing a curriculum which prepares our children and young people for a happy, productive and fulfilled adult life. We do our utmost to ensure that every pupil makes the best progress they can whilst providing the highest standards of care and nurture so that they develop into well-rounded individuals with a passion for learning and a strong foundation on which they can progress into adulthood with the ability to make choices and have control. We recognise that curricula are dynamic and must change with current research, updated guidance and most importantly, the needs of our pupils. After making a change in our Assessment tracking system to Evidence for Learning, staff discussed the existing relevance of our curriculum and began to ask the bigger question, 'What do we hold dear for our pupils?' We looked at what we teach- 'core' subjects, independence and personal skills and preparation for adulthood and cultural capital experiences, how we teach- organisation of subjects, pupil groupings, timetable and structure of the day and the impact on pupil learning - ensuring deep understanding and appropriate progression.



Priority 2	Further improve outcomes in Maths: Embed a teaching and learning approach at Yewstock that aims for pupils to develop deep understanding of maths through Mastery.				
Persons Responsible	Tasks	Time Scale	Resources	Cost	Outcomes for pupils will be improved through:
Clive Padgett Chris Chadwick  Claire Donohoe (Curriculum Lead) Caroline Latimer (Maths Lead)  Dawn Hoey Rebecca Sedgewick Amanda Ayliffe Claire Stuart  LRC Intervention Team (DG / GV)	<ol style="list-style-type: none"> <li>1. Join the <b>Mastering Number programme</b>.</li> <li>2. Join a NCETM Mastery Readiness Work Group: The work group will focus on sharing information, developing best practice and resources. Leads to attend NCETM conference, explore NCETM resources, SWALSS, Jurassic Hub &amp; TADSS groups.</li> <li>3. Create action plan to ensure WRM consistency and development across the school, devise a programme of staff training across 22-23.</li> <li>4. Develop effective and consistent use of SumDog &amp; TTRS across the school: Identify students in lower school to access these sites.</li> <li>5. Develop Talk4number, ensure staff understand how 'oracy' links to Talk4Number so that sense and meaning underpinning Maths (checking how pupils have interpreted something) make sense of it) matches the collective (what everyone else thinks/interprets) and it's talking about it that does this.</li> <li>6. Ensure that pupils identified for further interventions in LRC and school tutoring programme have opportunities for pre-teaching &amp; consolidation, staff record evidence in student's books and EfL for consistency. Ensure that key staff are skilled and trained to complete a programme of diagnostic testing and assessment, baseline Maths outcomes are recorded using EfL.</li> <li>7. Consolidate Maths resources across the school for all staff to access to learning resources, including manipulative equipment – resources to be stored centrally in PPA rooms.</li> <li>8. Celebrate maths learning through creation of a displays in school hall and college studio. Links to key stage and celebration assemblies. Plan 'Maths Days' across school - key stage focus.</li> </ol>	Summer 2022  Autumn 2022  Autumn 2022 Autumn 2022  Autumn 2022  Autumn 2022  Through to July 2022	Additional subject leader time is identified on the Yewstock School timetable.  Subject Leader time  School staff meeting  School staff meeting  LRC Development time with SL  Additional subject leader time is identified on the Yewstock School timetable.		<ol style="list-style-type: none"> <li>1. Pupils will spend significant time developing deep knowledge of the key ideas that are needed to underpin future learning in Maths.</li> <li>2. All of our children, whatever their start point, have the necessary foundation knowledge to grasp more advanced concepts.</li> <li>3. A teaching and learning approach is embedded at Yewstock that allows pupils to develop deep understanding of maths rather than being able to memorise key procedures or resort to rote learning.</li> <li>4. Mastery of mathematical concepts means a pupil at Yewstock can use their knowledge of concepts to solve unfamiliar word problems, and undertake reasoning, using the appropriate means and this will support our wider curriculum aims where 'preparation for life' is one of our Yewstock core values.</li> </ol>

**Background to Priority 2**

The development of effective leadership in Maths learning at Yewstock will remove barriers and put in place structures to support change and teacher professional development in relation to teaching for mastery. We will develop classroom culture and attitudes to mathematics that support a teaching for mastery approach, both on the part of teachers and pupils. Yewstock will identify lead teachers who will work with the school's leadership team and the Mastery Readiness Lead to drive whole school developments. The Maths Subject Lead will receive Professional Development and attend networking events. In addition, the Mastery Readiness Leads will develop, implement and review an action plan alongside school staff. The action plan will focus on areas related to the five Catalysts of Change (Systems, Arithmetical Proficiency, Vision and Culture, Mathematical Mindsets, Subject Expertise). <https://www.jurassicmaths.com/teaching-for-mastery/>



Priority 3	Further improve outcomes in English and Communication through development of a communication friendly school.				
Persons Responsible	Tasks	Time Scale	Resources	Cost	Outcomes for pupils will be improved through:
Clive Padgett Christine Chadwick  Jules Daulby Mandy Marks  Kate Winfield (communication lead) classroom teachers Speech and Language Therapists  JD and KW to lead Signalong champions	1.Sustain and embed Nuffield Early Language Intervention (NELI) to assigned pupils in KS1 / KS2, alongside extended language screening. Identify additional staff to be trained to deliver NELI. 2. Sustain and embed Word Aware - a whole school vocabulary approach using STAR (select, teach, activate and review) – Extend use across school using Science learning as a best practice approach. 3. Identify and deliver training for staff to qualify as Signalong Tutors. Extend Signalong skills to support our Total Communication approach: Launch Parent Signalong training group. 4. Extend Narrative approach to ensure it is embedded as a universal approach: staff understand and implement approach across learning (e.g. linked to safeguarding posters) SALT team to deliver whole school training 5. Review pupil access to assistive technology to enhance reading: access to Kindle resources and audiobooks allowing children a greater range and choice of reading materials. Make available access to Library Apps using school iPad resources. Provide voice recognition software to support pupils with physical disability. Ensure that staff across the school have training in the use of assistive technology in the classroom: Clicker 8, Immersive Reader, Dictate, Voice Recognition software, Eyegaze, switch technology, Word reader	Autumn 2022  Autumn 2022  To July 2022  Autumn 2022  Autumn 2022 to July 2023	NELI resources Language screening tool (iPad) screening tool from DfE and EEF Word Aware train the trainer course Books Signalong Resource Books. Course training fees.  Narrative resources  Kindle Resources Audio Books Library Apps Voice Recognition software Clicker 8, Immersive Reader, Dictate, Voice Recognition software,		1. Intensive early language screening and then intervention will improve language for our youngest children. Language is the precursor to reading and allows communication skills. 2. A universal approach to teaching vocabulary in an evidence-based will increase vocabulary learning for all pupils. 3. Family support will result in impact in all areas of learning and social communication for our pupils. 4. Narrative approach embedded in classroom practice will ensure those pupils with communication needs are receiving high quality communication teaching. 5. All Pupils have support from staff well trained and confident in supporting the use of assistive technology to encourage greater access to the Yewstock curriculum.

**Background to Priority 3**

All pupils are entitled to a communication friendly school. As a total communication school, we must offer Signalong to allow our pupils to access school life and the curriculum. Signalong benefits all our pupils as visual triggers to vocabulary allow enhanced communication. Communication aids are essential for some pupils to be able to communicate. It allows them to communicate at both home and school and will improve communication skills. Assistive technology will give our learners access to the tools that their peers have been able to take advantage of through innovations in technology. Assistive technology will encourage independent learning for pupils within our Yewstock school curriculum and beyond in preparation for life after Yewstock, they will develop the confidence and skills to succeed in later life.



Priority 4 Implement the MOVE programme to develop the functional skills of children and young people at Yewstock School with profound and complex physical disabilities.					
Persons Responsible	Tasks	Time Scale	Resources		Outcomes for pupils will be improved through:
Clive Padgett Chris Chadwick  Jeni Pike – MOVE co- ordinator	1.MOVE space allocated within school – Leader to devise timetable to provide regular physiotherapy support across the school in addition to working with the three identified pupils on the MOVE programme using the therapy room, Rainbow Room, Hall & outside environment whilst programme is embedded. 2.Provide budget for additional equipment: Camcorder / iPad (recording evidence) MOVE materials covered under annual membership: parallel bars, height boxes, therapy bench, steps (based on selection and assessment of pupils). 3.All staff to receive induction training with regard to MOVE programme and M&H. Specific hoist training offered to staff where mechanical intervention is required to facilitate movement. MOVE awareness sessions and Moving & Handling training run annually for all staff. 4.Develop a MOVE Policy, ratified by GB. 5.Identify pupils, carry out detailed MOVE assessment involving parents/carers, physiotherapist, OT, class teacher and MOVE co-ordinator. MOVE Assessment Profile for pupils regularly, progress evidenced using Evidence for Learning (EfL). 6.Complete Annual Quality Assurance Process. Work towards Move Quality Mark Status. 7.Arrange Bobath Therapy Assistant training for key staff (JP) 8.Co-ordinator obtain MOVE trainer status.	Autumn 2022  Autumn 2022  Autumn 2022  Autumn 2022 – Summer 2023  Autumn 2022 – Summer 2023	Move space allocation  Yearly annual membership (up to 12 pupils) Camcorder / iPad Resources  Staff meeting allocation  Leader (JP) development time is timetabled  Achieve Bronze Quality Mark Status		1.All pupils requiring support with movement have M&H care plan, risk assessment and PEEP written by M&H trainer. Care plans and MOVE profiles to be updated every six months. 2.Individual pupils improve their mobility skills of sitting, standing, walking, and transitioning – leading to improved health, independence, dignity and inclusion of the individual in the family and community. 3.Further outcomes for pupils include: Increased independence for individuals in moving about their environment. Increased choice making for individuals. Reduced lifting on the part of family members and support providers. Promotion of better health with increased upright positioning. Creating friendships with peers.

**Background to Priority 4**

MOVE, Physiotherapy and Manual Handling complement each other, while MOVE is enabling the child to move, good manual handling is necessary to ensure these movements are done as safely as possible. MOVE helps to develop the functional skills of children and young people with profound and complex physical disabilities who have not learnt to sit, stand, walk or transfer by the age they would expect to or those who have lost these skills, to increase their independent mobility to the best of their ability. The programme’s central philosophy is that movement is the foundation for learning and underpins independent access to the curriculum. The individual and their family are placed at the centre of the programme and it is their goals the team focuses on. MOVE goals implemented in learning through the day.



Priority 5	Enhance Attachment and Sensory Support (BUSS)- to develop the practice and resources to support pupils across the school.				
Persons Responsible	Tasks	Time Scale	Resources	Cost	Outcomes for pupils will be improved through:
Clive Padgett Chris Chadwick  Josh Tun- Pe (Attachment Lead) TA Team  Stephanie Sanders (Complex Needs Lead)	1. Identify Attachment team leads (JTP+2xTA team). Ensure 22-23 timetable is developed to allow significant sessions for direct work with attachment. 2. Purchase a range of resources to support children in class and in nurture base: Trial 'Exploding me (angry) feelings' pack. 3. Completion of bespoke Attachment workspace (Nurture base) to house Attachment team. 4. Arrange for key attachment team staff to attend 'Five to Thrive' training (neuroscience, attachment theory and child development) 5. Arrange whole school information and training sessions alongside short video/ messages explaining the purpose of the new nurture base and how the support programme will operate. 6. Arrange for additional specialist OT to screen identified pupils and provide specialist training for staff working with them in order to meet their sensory / Attachment needs alongside Andi Loveridge (BUSS model). 7. Ensure class teams have regular sessions to complete individual Boxall profiles. 8. Complex Needs Lead to take lead role in developing Complex and Sensory Network Group to focus on developing practice across the school alongside key leaders (Attachment, ASC, Behaviour). Identify Leaders to join TADSS group for Sensory Support and share learning and ideas with staff. 9. Purchase a range of appropriate resources to aid sensory support of identified pupils and build a bank of resources. Identify appropriate resources to re-equip the sensory support space to be developed alongside the work of the specialist OT / Attch. Lead.	Summer 2022  Autumn 2022 Autumn 2022 Autumn 2022  Autumn 2020  Autumn 2022  Autumn 2002	1x Teacher 2x Teaching Assistant Team (Staffing budget)  Building costs supported by DCC, Outline costs for ground development from Capital spend budget  OT Resource funding  Staff meeting allocation Staff meeting for CSNN meeting  Resources to be identified and purchased (SS)		1. Pupils with identified Attachment needs are successfully in learning and make at least good progress. 2. Nurture base equipped and resourced. 3. Staff are equipped with the knowledge, insights and resources needed to develop the relationships that help children to flourish and learn. 4. All staff have opportunities to support the work of the attachment team through development of skills and knowledge (PDR target) 5. Pupils identified and screens completed by Specialist OT. 6. Boxall Profiles completed by class teams, action plans initiated. 7. SS to work with class teams to disseminate knowledge for in class strategy. Individual interventions delivered and assessed for impact on learning across the curriculum 8. Rainbow Room re-equipped and used effectively to support sensory learning.

**Background to Priority 5**

We wish to engage pupils with Attachment issues successfully in learning. Evidence based approaches such as the BUSS model (Building Underdeveloped Sensorimotor Systems in children who have experienced developmental trauma) show that pupils engage very effectively when there is a shared understanding of attachment and sensory issues. We know that the brain and central nervous system of a new-born baby is still at an early stage of development and babies need an attuned adult and lots of nurture and movement experiences to allow them to grow into their bodies. When young children are in neglectful and/or abusive environments they miss out on both aspects. This is significant because good bodily regulation and sensory support gives children a solid platform to negotiate the many developmental tasks of childhood: making relationships, play, understanding and managing their feelings and learning.

