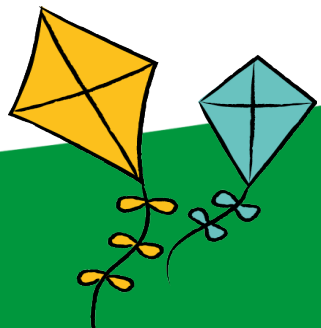


School Development Plan 2019 – April 2021

The fundamental purpose of the Children's Trust school development plan is to enable all within the school to achieve the highest possible level of effectiveness in meeting the educational, health and care needs of all our learners.

The school development plan interlinks with the broader organisational strategy.



School Development Planning

Aims –

To ensure that all staff, parents / carers, Governors & Trustees know that:

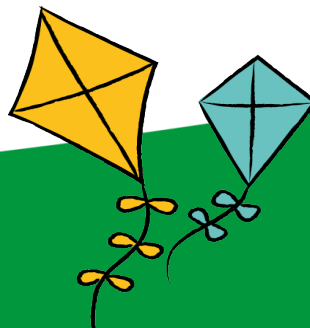
- Our SDP is interlinked with TCT Organisational Strategy and informs Business Planning
- Our SDP stems from the rigorous and ongoing self evaluation journey – builds on strengths and informs future planning
- The previous SDP actions have been monitored and reported in a School Evaluation Report showing the 'journey of improvement' since 2016.

To ensure that all staff, parents / carers, Governors & Trustees can:

- Contribute their thoughts / ideas under proposed core headings

To ask all staff, parents / carers, Governors & Trustees :

- What they think may be missing / could be changed
- To promote the learners voice / opinions on what is missing /could be changed



SCHOOL DEVELOPMENT PLAN / ORGANISATIONAL STRATEGY

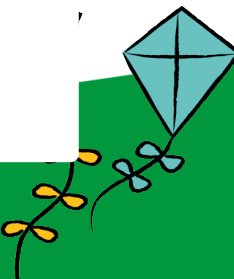
‘Educational Excellence’ a core strand of the new TCT Strategy

The motto of setting the new School Development Plan (SDP) and the TCT Strategy is to

‘THINK ACROSS BOTH AND FOR ALL NOT SIMPLY ABOUT THE SCHOOL’

WHAT WE DID:

- Through the school evaluation SMT drafted a brainstorm of needs / provision gap / strategic need (summary slide 4)
- Identified ‘themes’ - **EMBED EXCELLENCE! - SCALE UP / GROW! - BE INNOVATIVE - ENHANCE QUALITY OF LIFE & PARTICIPATION - BE A RESPONSIBLE SCHOOL & EVIDENCE OUR IMPACT (slide 5)**
- Match themes to Educational Inspection Framework Key Judgement Areas (slide 6)
- Devise action plans to
- Match action plans to the Core & Essential Service Standards ‘supporting people with profound and multiple learning disabilities’ (slide 13)

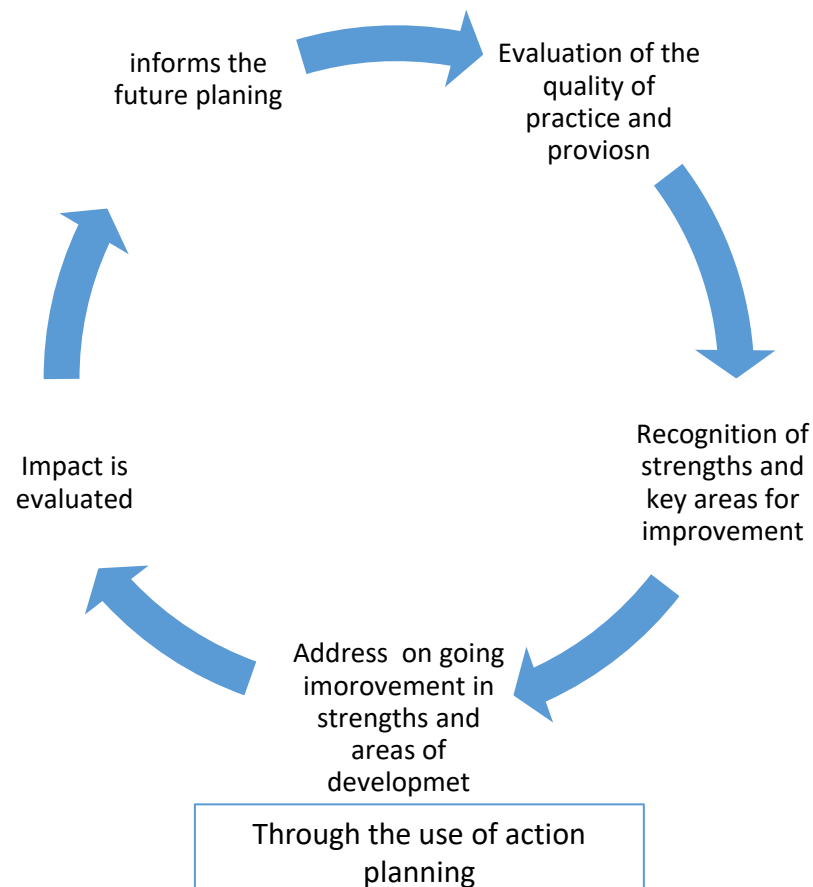


The Journey of the School Evaluation Plan allows for the school to grow, strengthen and continually bring about improvement in our education provision.

The Children's Trust school evaluation and development planning is an ongoing cycle requiring input from all key stakeholders.

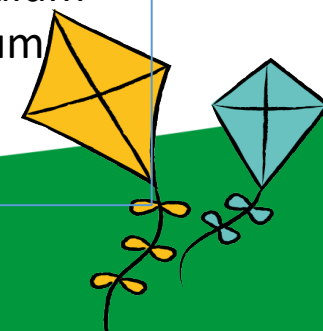
Identified Strengths from SEF 2018/2019

1. The IMPACTS personalised curriculum
2. Leaders of Learning engagement scales - The use supportive qualities
3. Curriculum strength in music and technology



Identified improvement areas

1. New initiative – early years with the opening of the nursery.
2. New initiative – introduction of Tassels to enhance communication
3. Health and wellbeing – introduced with Jo.Grace September INSET
4. March 2020 – start of the streamlining of curriculum action plan – curriculum subject specialists



Aim

EMBED EXCELLENCE!

We will further strengthen our ability to deliver high quality learning, teaching and outcomes.

Identified themes for the SDP 2019 2020

Aim

SCALE UP / GROW!

We will progress our ambitions to grow our School numbers and have an integrated view of all YP who access our site.

Aim

BE INNOVATIVE !

We will further develop specialist approaches to promote learning, engagement & progress.

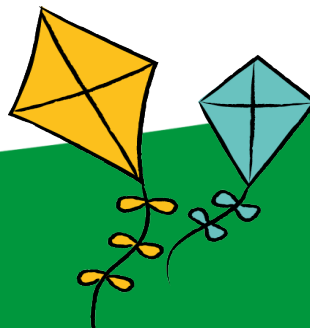
Aim

ENHANCE QUALITY OF LIFE & PARTICIPATION

We will actively plan to provide opportunities for our YP and their families to participate in School, organisational and community. We will develop a means to evidence the impact on their quality of life.

Aim

BE A RESPONSIBLE SCHOOL & EVIDENCE OUR IMPACT



Ofsted – Educational Inspection Framework (EIF)

Key Judgement Areas

MDT approach to the formulation of the SDP action plans

EIF judgement area	Identified action plan
Quality of education	Curriculum LR/MH
	Music with Technology FA
	Digital Action Plan LR/MH
	Early Years CDH
	Sixth form KA/MH
	Physical – GetOutsideAnd Learn CP

EIF judgement area	Identified action plan
Personal development	Participation in the Community KA
	Enrichment CR
	Recognition and Awards LR
	ECO school AF
	ARTSMARK CR/ST
	Millie's Mark KH
	Quality Mark for participation CR
	Health and mental wellbeing LR/ST/CR

EIF judgement area	Identified action plan
Behaviour and attitudes	Keeping Children Safe In Education LR
	Positive behaviour support CR
	Attendance & Punctuality LR

EIF judgement area	Identified action plan
Leadership and management	Continuing professional development LR
	External validation Action Plan – LR
	CPD Action Plan LR
	Parent Partnership LR/DF
	Stakeholders SN/LR
	Core Business SN
	Keeping Children Safe In Education LR (DSL)

Contextual Information – The majority of learners at The Children's Trust School present as pre-intentional, intentional and formal. A few learners sit within the extended curriculum. Therefore a number of action plans overlap Ofsted key judgement areas of Quality of Education and Personal development.

Next step: Action plans plotted against the school development plan's identified themes.

Aim

EMBED EXCELLENCE!

We will further strengthen our ability to deliver high quality learning, teaching and outcomes.

Linked specifically to the Organisation strategy we will :

- Develop clear pathways for young people to move from brain injury rehabilitation to School and from School to adult services. 3.7
- Develop specialisms across the School teaching body and share knowledge externally. 3.5
- We will support the development of the Staff Wellbeing Strategy – 'Zest'
- Transform IT systems (HR, payroll, CRM, EPOS, ER).

How will we know if we have been successful?

• External validation Action Plan – LR leadership & Management

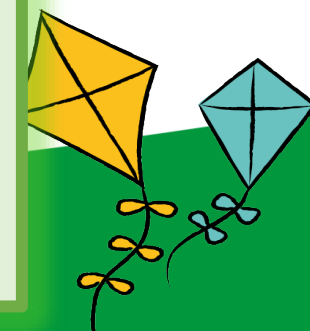
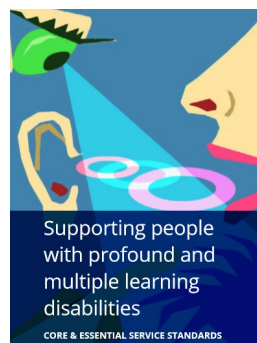
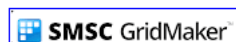
- We will develop an EHTC Committee – Interdisciplinary & cross site rather than Education / Clinical separate
- Feed back from parents and carers, visitors & specialist professionals
- Un announced learning walks, peer & pair visits– Governors & Trustees SMT and action plan leads
- Unannounced externally led lesson observations by SMT and school improvement partner – Zoe Evans & external advisors/ Inspectors
- Externally validation of Safeguard Audit
- Link into Reg 44 visits
- Moderation in Curriculum & Accreditations

• CPD Action Plan – LR leadership & Management

- Centrally held capture of all training
- We will have a combined education, health and therapy based induction / competency programme.
- Coaching, mentoring and supervision training
- Supportive qualities of the adult through adult engagement scale
- All staff will have resilience training
- OCN for PMLD
- Succession Planning - actively support staff talent development / upskill to professional qualifications

Quality of Education divided into lead action plans to drive our ability to deliver high quality learning, teaching and outcome

- Quality of Education MPACTS Curriculum action plan LR/MH – whole SMT/school review in Spring 2020
- Quality of Education in early years
- Quality of Education in sixth form
- Quality of Education using music / physical / creative / digital /ECO
- Quality of Education is complemented with learners' broader development over enrichment offer Eco / community / health & wellbeing



School Improvement Plan 2019



Aim

SCALE UP / GROW!

We will progress our ambitions to grow our School numbers and have an integrated view of all YP who access our site.

Linked specifically to the Organisation strategy we will :

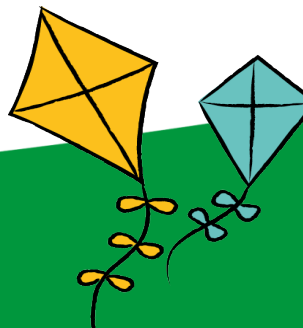
- *Build a new, state-of-the-art School that meets the need of current and future cohorts 3.1*
- *Develop School business development and influencing plan.- stressed boroughs / low tribunal areas / FIS 3.2*
- *Increase CYP to primary phase 3.4*
- *Expand commissioning opportunities & Have a transparent costing offer*



How will we know if we have been successful?

Core Business Action Plan – Leadership and Management

- Placements team / admissions and transitions unified
- We will at least maintain pupil numbers but seek to increase the numbers of CYP we support via other means
- We will change the contracting of those that find themselves 'long term' in CFS to gain education with us (where applicable)
- External landscape view
- Marketing plan – Taddies / Nursery / School
- Close fee gap
- CFS – Under 5s



Linked specifically to the Organisation strategy we will :

- *We will scope and develop a business case for a Forest School*
- *We will develop a digital strategy*

Aim

BE INNOVATIVE !

We will further develop specialist approaches to promote learning, engagement & progress.



How will we know if we have been successful?

Quality of Education - Music with Technology Action Plan – FA

- *We will expand 'Sounds of Intent'*
- *We will expand the use of 'Resonance Tales'*
- *We will have the fundraising to open a radio station*

Quality of Education Physical Action Plan – CP

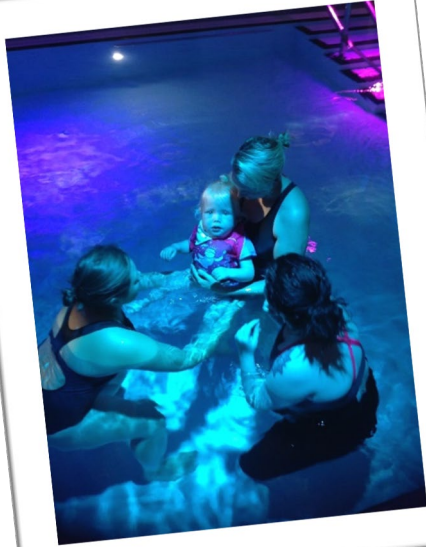
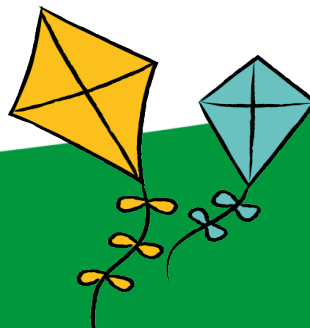
- *We will make 'Get Outside and Learn' (GOAL) a priority – STP change*
- *We will embed new innovations from the previous year eg Great Waves*
- *Rebound therapy*

Research & External Sharing of Practise

- *Research on all actions plans*

Quality of Education Digital Action Plan – MH

- *Systems and processes* X- ref to AAC
- *X-ref to curriculum*
- *X-ref to music tech*





Aim

ENHANCE QUALITY OF LIFE & PARTICIPATION

We will actively plan to provide opportunities for our YP and their families to participate in School, organisational and community. We will develop a means to evidence the impact on their quality of life.

Linked specifically to the Organisation strategy we will :

- *Provide support for the whole family around the young person. 3.6*



How will we know if we have been successful?

• Community Participation Action Plan – KA/CR

- *We will support the Participation Strategy*
- *We will have an identified lead to work cross site*
- *We will have local links to support inclusion*
- *We will have taken part in the annual 'Shops Challenge'*
- *We will actively plan community links / visits throughout 48 weeks*
- *We will gain an Inclusion Quality Mark*
- *We will have advocacy and legal services for users*
- *Educational visits within the community support the ambitious, meaningful curriculum*

• Quality of life & Enrichment – CR

- *Educational visits within the community support the ambitious, meaningful curriculum*
- *Success, achievement and evidence through the SMSC+ gridmaker*
- *will actively plan enrichment throughout 48 weeks*

• Parent Partnership Action Plan – DF/LR

- *FLO*
- *Workshop / newsletter / sharing practice*
- *Enhanced quality of life, and life opportunities for the child and young person with his/her family*
- *Parents/carers/families are prepared for their next stage*

• Health & mental wellbeing action plan – LR/ST

Family Information

In this section ▼

Family Information Service > Support and

Family Centres

Find your nearest family centre

-- Please select a borough/district --

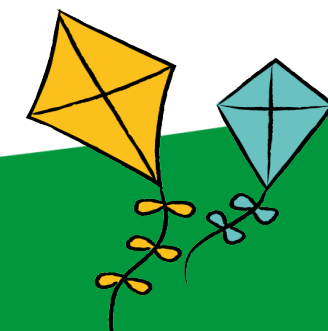
Family Centres in Surrey

[Elmbridge](#)

[Epsom and Ewell](#)

[Guildford](#)

[More »](#)



School Improvement Plan 2019



Aim

BE A RESPONSIBLE SCHOOL & EVIDENCE OUR IMPACT

Linked specifically to the Organisation strategy we will :

- We will contribute to the annual report of the organisation
- We will have secured a site wide budget to coordinate social, play, leisure activities

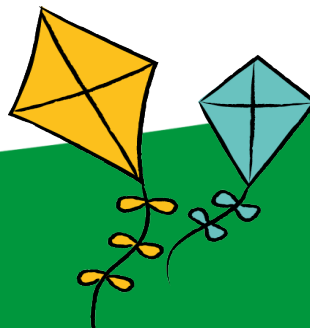
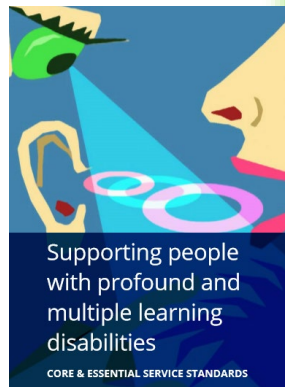


There are three award levels, beginning with the IQM Inclusive School Award. Two higher award levels are available to schools that continue to grow and develop their practice in conjunction with other like-minded schools – IQM Centre of Excellence Award and IQM Flagship School Award.



How will we know if we have been successful?

- **Stakeholders Action Plan – LR/SN leadership & management**
 - Getting, analysing and planning change
 - Parents / carers
 - Professionals – visitor form / Annual review
 - Governors / Trustees – learning walks
 - Staff – survey / PDRs / evaluations from courses & INSET
 - Regulatory
 - IRAR – Compliments and Complaints
 - Pupils as 'consultants' – pupil voice
- **Keeping Children Safe In Education Action Plan – LR Personal development and Leadership and management**
 - S/G Audit NSPCC
 - S/G supervision
 - Bite size plan
 - IRAR & sharing Learning Outcomes
 - Safer recruitment / SCR
 - We will secure 'Millie's Mark'
 - We will work with the Surrey Safeguarding Children Partnership – whole family approach
- **Attendance & Punctuality Action Plan – LR behaviour & attitudes**
- **Awards and Recognition Action Plan - LR**
 - Eco – Bronze / Silver - + Quality of Education
 - Artsmark + Quality of Education
 - Quality Mark for participation
 - CHKS
 - Core and Essential Standards



School Development Plan Action Plans

The key principle aims set out within the school development plan are addressed within a number of action plans.

The action plan reflects on previous school evaluation and considers what is new, in development and embedded. It allows for careful thought to be given on improving strengths and areas of development and how this will be achieved.

All action plan leads have been asked to expand their thinking' Think across both and for all not simply about the school '

Each action plan identifies the following

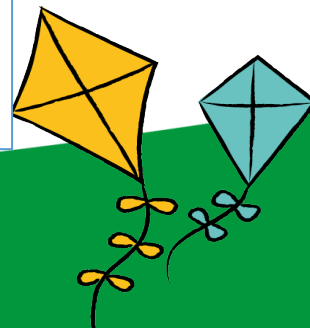
- Action plan lead/s
- The aim and Ofsted Educational Inspection Framework (EIF) judgement area
- Identified costs and allocated budgets
- Overview of status (from SEF 2018 2019) at the start of the 2019/2020
- Why this action plan is an area new/develop/embed
- Research
- External sharing of practise
- Personal development
- Core & Essential service standards
- Future ambitions
- Intent/implementation/impact - action
- Dependencies
- Attached appendices as required
- Termly self evaluation identifying strengths and areas of development

Action Plan – September 2019

SDP Action Plan	Mental Health/ wellbeing Strategy
Project Lead:	Launa Randles/Sarah T/ Coral across site HR Alice Foster
Aim	ENHANCE QUALITY OF LIFE & PARTICIPATION We will develop a means to evidence the impact on their quality of life.
Ofsted Judgement Area	Personal development
Identified Costs:	INSET and training costs – rebound/positive stories Cost of identified resources following Jo Grace Inset Coaching for teachers and identified leaders of learning
Allocated Budget & Cost Centre:	Yoga for a Special Child level 1 – cost from Burdett Yoga for a special child level 2 – runs from 28.3.20 to 4.10.20 at cost of £2000 Music cards – met by Burdett Rebound/positive stories – Burdett April 2020 – about me bags/sensory Coaching cost £

Overview of current status	Why is this an area new/develop/embed?
Integrated school/therapy model which is child focused Previous INSET	Ensure the mental health and well-being of our pupils is a high priority for all staff and senior leaders
Mental health and well-being has been a key focus for school staff including recognition, personal development and updating	Ensure the mental health and well-being of our staff is a high priority Working in partnership with across site wellbeing & engagement officer within the people's team of The children's Trust (Alice Foster)

working environment/conditions	Develop coaching support for teachers and identified leaders of learning Develop the resilience training/support for staff teams
Inset Day 2019 – Jo Grace Sensory Engagement for Mental Health and Well Being	To embed the key messages delivered by Jo Grace, including: <ul style="list-style-type: none"> • Staff evaluations and own goals set • Transition journeys (within school and/or house) • About Me Bags • Golden Rules • Choice room
Yoga for a special child facilitated by upskilled member of staff	To expand the offer of yoga for a special child
Shared understanding of the adult supportive qualities to engagement levels of CYP Addressed at PDR	Embed supportive qualities for all leaders of learning
PERMA quality of Life facilitator in post Twilight session highlighting the how The PERMA model can be applied both to staff who support the young person and the young person themselves and seeks to create a culture of promoting strengths rather than focusing on weaknesses.	Develop the role PERMA quality of life as the important building blocks of well-being and happiness. Embed PERMA through enrichment activities and designated calendar weeks PERMA to support the ARTSMARK application
SOI Music card content established and in use with The Children's Trust school	Embed the core values of Positive Behaviour Support – and Active Support that have been identified as supporting the promotion of Improved Quality of Life. To expand the use of published 'music cards' across site and with external agencies



Core & Essential Service Standards – matched on identified action plan

Supporting people with profound and multiple learning disabilities

CORE & ESSENTIAL SERVICE STANDARDS

Organisation

Standard 1: Leadership

Standard 2: Quality

Standard 3: Staff
development

Standard 4: Physical
Environment

Standard 5: Communication

Standard 6: Health and
Wellbeing

Standard 7: Social,
Community and Family life

Individuals

Standard 1: Communication

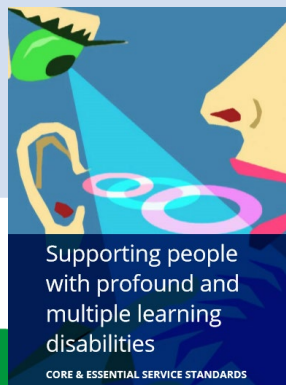
Standard 2: Health and
Wellbeing

Standard 3: meaningful/Quality
Relationships

Standard 4: Social and
community Life

Standard 5: Meaningful Time

Standard 6: Transitions



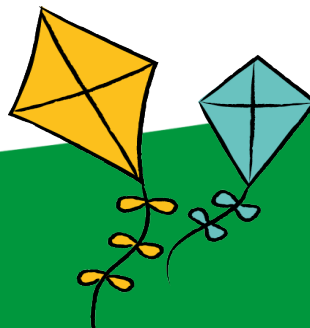
The Children's Trust School in Surrey was introduced to the concept of the PMLD Core & Essential Service Standards in early 2017.

Advocating the core & essential standards through the school development plan ensures all children and young people at The Children's Trust have access to consistent high-quality meaningful learning.

Each action plan identifies given standards so evidence can be collated and impact evaluated.

This in turn informs future planning. Shortfalls being addressed, challenging misconceptions, celebrating success and developing thoughts to drive and bring about more improvement in our ever growing education provision.

The standards fit with the Key Judgement areas of Ofsted



Monitoring & evaluating actions undertaken / impact / strengths / next steps of action



Each action plan leader undertakes a termly review to acknowledge completed actions / change to action plan and actions for next term. Reflective questioning & evaluating the impact informs the future planning.

Reflective pedagogy includes:-

What is coming through as top three strengths from your action plan?

Is there an identified 'weakness' / 'area of development' within this action plan?

Do you have enough time to implement these changes? What is the impact of these changes?

The reflective review of each action plan is monitored by SMT and summarised

RAG to monitor undertaken review

Key Area	Action plans Leads	Action plan completed	Autumn Reviewed by Dec 2019	Spring Reviewed - March 2020	Summer
Quality of education	Quality of curriculum LR/MH			Done by LR	
	Music with Technology FA			Done by FA	
	Digital Action Plan MH			Done by MH	
	Early Years CDH			Reviewed by LR Needs to be reviewed by EYES team	
	Sixth form KA/MH			Microsoft team meeting to complete	
	Physical - Get Outside And Learn CP			Reviewed by CP	
Behaviour and attitudes	Keeping Children Safe In Education LR Also acts in leadership and management			To be reviewed by DSL SW Head of safeguarding	
	Positive behaviour support CR	Audit to be done to address action plan		Done by CR	
	Attendance & Punctuality LR			Reviewed by LR EGC	
Personal development	Participation in the Community KA			Done by KA	
	Enrichment CR			Done by CR	
	Recognition and Awards LR			Requires input from leads leading to recognition	
	ECO school AF			Comparison to be on eco plan - to check by LR	
	ARTSMARK CR/ST/DF			Reviewed by DF And ST & LR	

Summary of action plan formularised on SDP action plan tracker

Music with Technology FA	Be innovative - develop specialist approaches to promote learning, engagement & progress Music educational offer for ALL - not simply the school	Established a permanent designated Music Hub Music lessons timetabled for all CYP in school Planning intentions are from clear accurate baselining - identifies SOI targets & needs to make music accesible. Music accreditation started through sensory ASDAN - music outcomes presented in annual review report Music evidenced within SMSC for enrichment offer Resonant tails offer with all CYP in the school	PMLD link article submitted 'The importance of music at The Children's Trust School' Fun Friday offer for nursery - extended reach to 3CYP SH undertaking SOI placement and baselining 4 new children and young people FA baselined further 2 CYP Resonant Tails very successful- external validation report Resonant Tails offered parental workshop at the start of enrichment focus 'my voice' - Play team attended to use across site Music cards published and in use with school CYP	Creative thinking in the delivery and recording the measured impact of music on wellbeing for all children & young people during the time of COVID 19 certificates for creative music achievement for pupil achievement assembly 2019 2020- virtual delivery to parents / stakeholders PMLD music article accepted
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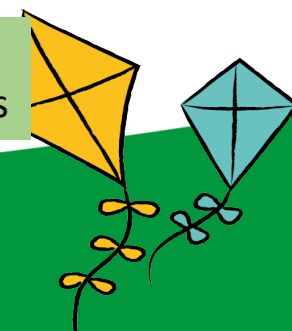
Quality Assurance

KCSIE – nominated Safeguarding governor monthly quality assurance meeting

Governor visit monitoring report to EGC

Board / EGC committee / quarterly review submitted report

SEF journey 2016 – 2020 updated
Continue to build on our strengths



School Development Plan Action Plans & COVID 19

During the COVID19 lockdown the school remained opened with careful essential face to face delivered alongside the virtual platform to do our best endeavours to meet the educational offer for all our young people.

We set up a virtual learning platform for those directed to shield at home

Staff CPD was established through identified home working curriculum project days

We did not close but took our staff across to School residential houses and kept others in the building for our day pupils.

On March 20th when Lockdown was initially called we immediately planned to teach in a more flexible way but always to 'best endeavours' – aiming to continue to support pupils to work toward targets

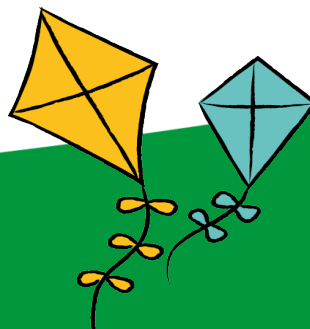


The Quality of Education – curriculum action plan was streamlined into the subject specialist areas

From staff interest & skill set curriculum subject specialised groups were identified

Through home/school curriculum project day staff are connected through curriculum subject specialist groups.

The curriculum subject specialist working groups reshaped the core curriculum action plan and the SDP from Autumn 2020 until April 2021



School Development Plan re-shaped curriculum subject specialist Action Plans

EYFS

Subject specialist
action plan
5 staff

Cognition

Subject specialist action
plan
8 staff
& named governor

Post 16

Subject specialist
action plan
7 staff

Physical

Subject specialist action
plan
9 staff
& named governor

Head of school
Head of therapy
& nominated
curriculum
governor
with overview

Music

Subject specialist
action plan
4 staff
& named parent
governor

Communication

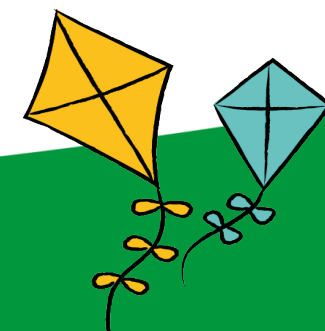
Subject specialist action
plan
9 staff

ECT

Subject specialist
action plan
7 staff
& named governor

PSWEB

Subject specialist action
plan
9 staff



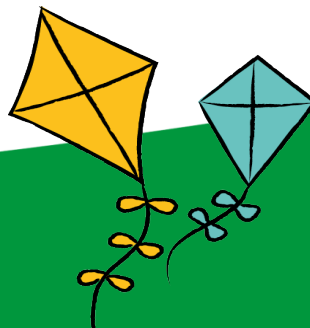
Quality of Education / Personal development subject specialised action plans

- Leads identified for subject specialist groups – teacher & therapist
- Subject Specialist groups include all leaders of learning from nurse team to therapist to specialised teacher assistants
- Action Plan devised to run to end of financial year – April 2021
- Action plan reflect Intent / Implementation / Impact
- Action plans respond to the temporary reshape of the curriculum to ensure safety and recovery of the whole school community
- From September 2020 the key drive being quality of life and wellbeing across all curriculum skill areas.
- Action plans reviewed at the end of academic term



Key focus areas

- Behaviour & attitudes – attendance and punctuality to school
- Leadership & management – parent partnership with the implementation of schoolzine platform
- Leadership & management – staff wellbeing
- COVID operational guidance



SCHOOL SELF EVALUATION SUMMARY – EXTERNAL VALIDATION SUMMARY

February 2016
Zoe Evans
Improvement
Partner

May 2016
Maria Landy
Ofsted consultant

December 2016
Surrey Quality
Assurance

February 2017
Surrey Quality
Assurance

May 2017
Ofsted
judgement

2018
Frank Price
Ofsted Consultant

Overall effectiveness	4
Leadership & management	
Outcomes	4
Teaching Learning Assessment	4
Personal development behaviour welfare	

Overall effectiveness	3
Leadership & management	2
Outcomes	3
Teaching Learning Assessment	3
Personal development behaviour welfare	3

Overall effectiveness	2
Leadership & management	1
Outcomes	2
Teaching Learning Assessment	2
Personal development behaviour welfare	2

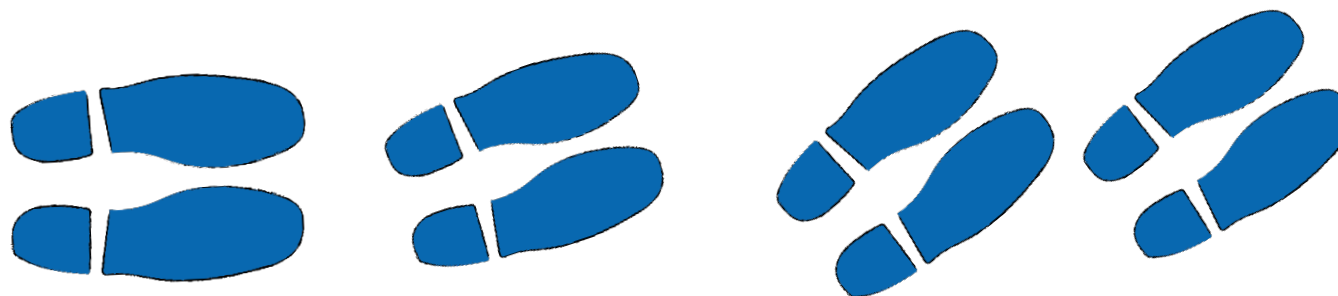
Overall effectiveness	2
Leadership & management	1
Outcomes	2
Teaching Learning Assessment	2
Personal development behaviour welfare	2

Overall effectiveness	2
Leadership & management	1
Outcomes	2
Teaching Learning Assessment	2
Personal development behaviour welfare	2

Overall effectiveness	2
Leadership & management	1
Outcomes	2
Teaching Learning Assessment	2
Personal development behaviour welfare	2

2019
Cathy Renwood
EYFS consultant

Overall effectiveness	
Leadership & management	1
Outcomes	
Teaching Learning Assessment	
Personal development behaviour welfare	1



New Ofsted Framework - September 2019

SDP 2018 to 2019 focused on the change of key judgements areas

2020
School Judgement
Seeking Ofsted validation

Overall effectiveness	
Quality of Education	2
Behaviour and attitudes	2
Personal development	1
Leadership and management	1