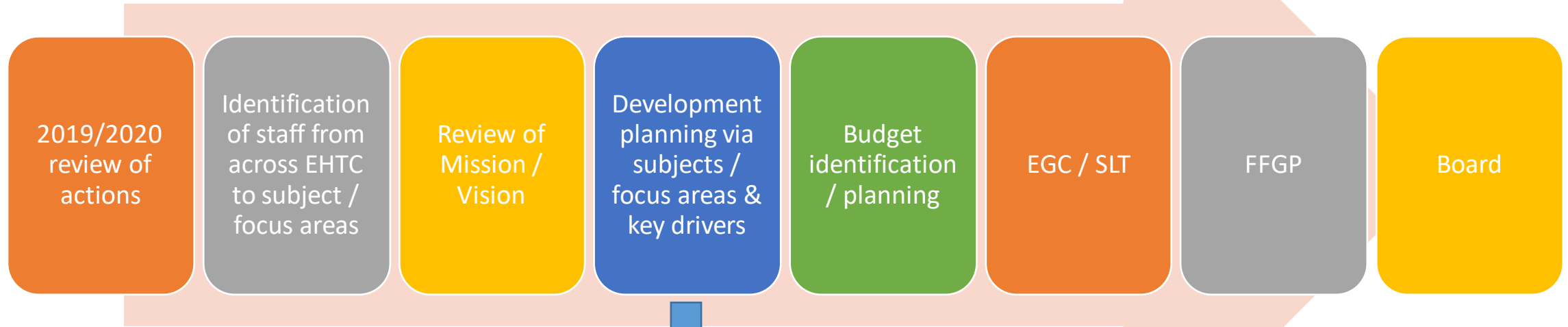


Development planning 2021

April 2021-April 2022



The Process:

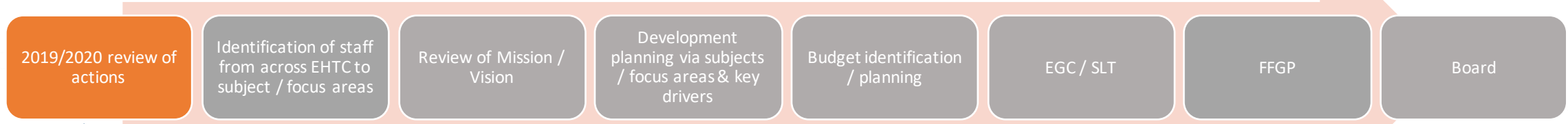


Organisational strategy (Aims 1,2,3,4)

Regulatory Frameworks (OFSTED / Safeguarding / H&S ...)

Quality Education - Knowing what works for our young people and what they need!





The School has undertaken a school evaluation review per subject area and highlights are captured in the following slides

The school has also commissioned a piece of work that highlights the journey of the school since its Requires Improvement judgement – this is digitising the information and will be added to the school website.

Ofsted Key Judgement Area – Quality of Education

2016

Moving from Requires Improvement

- Sam Newton and Laura Randles join The Children's Trust School as Head & Deputy
- Starting points established through audits of staff skill & knowledge / school wide resources / analysing pupil need
- External views sought against findings and a quality improvement plan was born... school was on its way in moving forward!
- Implementation of a new curriculum, planning, assessment & moderation framework
- All in school known as a 'Leader of Learning'
- Clinical leadership structure for therapy based across children and family service and the school, no direct school leadership post in place

2016/17

Re-Structure, Re-new and Re-energise!

- Restructure of the school team into 'classes' with a Qualified Teacher, a Senior and Support Assistants
- The school year structured into 'academic' terms
- Weekly training to upskill all staff in teaching, Learning and assessing complex children
- Began to re-shape and re-define education, health, therapy and care with focus to 'age respectfulness'
- Throughout the school painted, cleaned and invested in specialised equipment. Including each class space with a multi sensory suite
- Welcomed external scrutiny, challenge & support – brought Trustees into school
- By May 2017 secured 'Good with Outstanding leadership' with Ofsted

2017/18

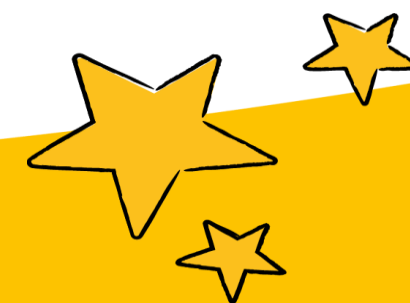
Embedding and Looking Forward!

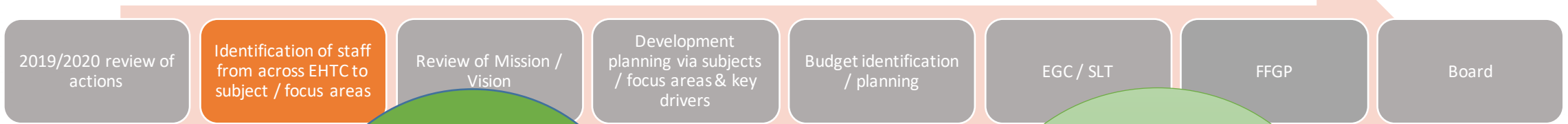
- Continued with the school journey with added vigour to embed all that had begun in 2016
- Engagement a key focus with Barford Review and use of the adult engagement scale to promote the positive 'supportive qualities' of engagement to learning
- Governors and staff undertook learning walks & peer visits to 'articulate the learning' across education, health, therapy and care
- Increased Trustees, Governors and wider organisation monitoring in order to inform them of our new practices, to seek challenge and offer support!
- External validation of judgements with Ofsted consultancy and PM/D Case & Essential service standards. External sharing of good practice with published PM/D tool 'Meaningful Time' and presentation Raising the Bar 1
- Staff upskilled in engagement / ICT and Augmentative tech / student wellbeing
- Melanie Burnough-Head of Therapy School appointed into school therapy leadership post
- Introduction of a multi-tiered approach (universal, targeted and specialist offer) for service delivery across all therapies
- Restructure of school therapy services to increase skill mix and specialisms within the team
- Senior B7 therapy roles established and to lead multi-disciplinary teams, now based on residential house provisions to increase integration of work across 24 hour curriculum approach

2018/19

Expanding and Growing!

- Outcome of IT audit against need, skills and training resulted in AAC team
- With expanding early years offer EYFS consultant supported the development and growth of school nursery
- Upskill of staff to yoga for the special child
- Further development with colleagues in core school houses to support their approaches with learning across 24 hours
- Introduction to the total communication approach, on body signing: Tossels
- We began to discuss our ambition to expand and grow in a





EYFS
Caroline
Ellen
Rebecca S
Sharon
Rebecca F

Cognition
Molly Eira
Miriam Louise
Ruhee Paula
Hayley **Katy B**
Mike Donald

Post 16
Karla
Sarah Coral
Julie
Ben
Steve Tina

Physical
Phil Lynn Vicky
Jenna Paige Sue
M Sue G
Savannagh Ellie
Tim Davies

KCSIE
Sam Newton
Launa Randles
Steve Nash
Michelle Okudu
Denise Matthams

Music
Franz
Scott
MT
Charlie
Sasha Duffit

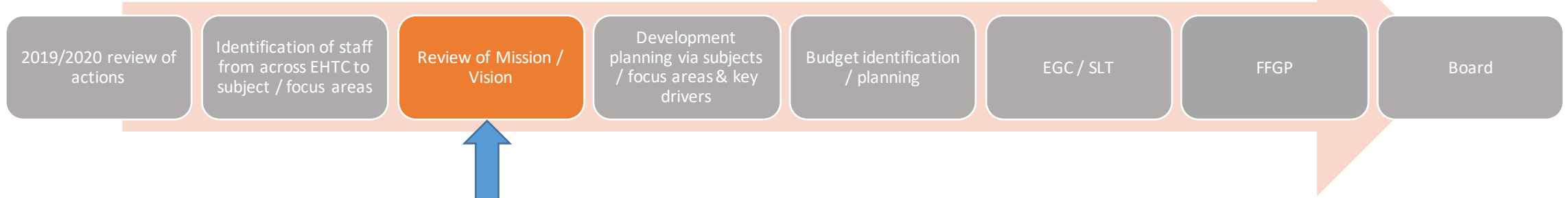
Communication
Maz & Ciara Anna
S Joan Ashlea
Janice Katy o'S
Linda Zoe **Dalton**
Leong

Leadership
Sam Newton
Launa Randles
Maz Hanlon
Mel Burroughs
Toby Mullins

ECT
Anne F
Marc Dan
Maria Frank
Lucy Elaine
Sarah W

PSWEB
Coral & Sarah
Kerry Sue Clare
Wenna Amanda
Tara MT





Mission = Why do we exist?

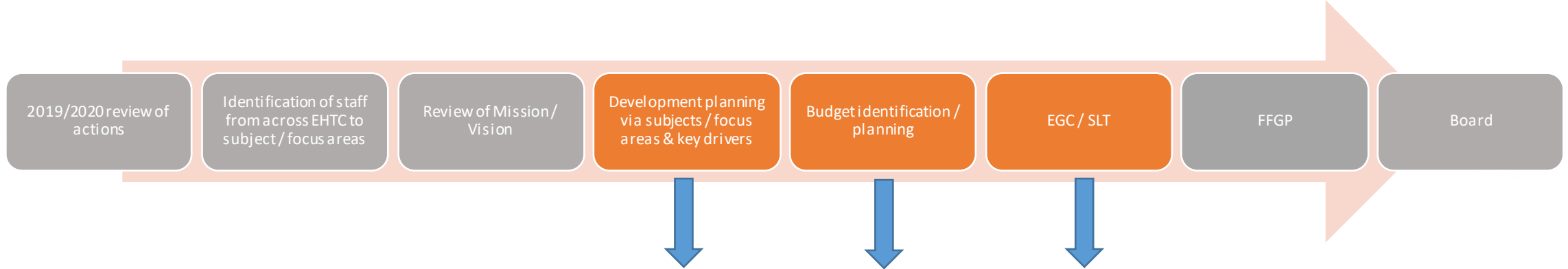
Vision = What The desired future position – the next 5 years?

Mission:

To support children to live the best life possible achieving excellence in EHTC

Vision:

The Children's Trust School will be a growth orientated, National Centre of Excellence for children and their families - in a state of the art building promoting innovative, researched best practises through visionary, integrated EHTC



Development plans for the following areas were identified as required:

1. Communication, language, Literacy
2. Cognition
3. Physical
4. Personal Social Emotional Well Being
5. Environmental Control Technology
6. Sixth form
7. Music
8. EYFS

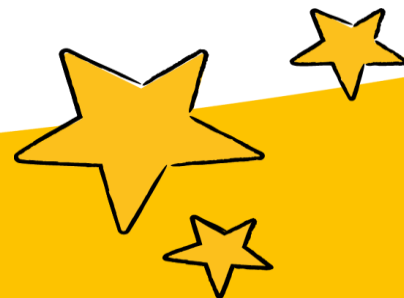
9. Keeping Children Safe In Education
10. Behaviour and Attitudes

11. Growth & Development

1-8 Quality Education / Personal Development

9-10 Safeguarding / H&S

11 Leadership and Management



Example proforma provided at INSET to curriculum groups

September 2019 - April 2021 – EVALUATION

Evaluation summary

What has been achieved - What is the evidence of this?

April 2021 – April 2022 – VISION STATEMENT FOR
COMING YEAR

Vision statement - describes the desired future position

Consider:

What your team want to be achieving for ALL?

How this step supports towards the school 5 year vision ?

The vision statement should be concise

April 2021 – April 2022 – VISION STATEMENT FOR
COMING YEAR

Top 3 development priorities for subject specialist area
Consider: the overall vision



Supporting document provided to staff

Examples of values:

Accurate
Reliable
Best
Products
Responsive
Highly
Specialized
Industry Standard
Solution-oriented
Special Expertise
State-of-the-art
Supportive
Teamwork
Effective
Proactive
Profitable
Progressive
Growth-oriented
Respect for the Individual
High energy
Committed
Visionary
Technology driven
Excellent
Integrated

What values
are required?

Vision - The Children's Trust
School will be a growth
orientated National Centre
of Excellence in a state of
the art building promoting
innovative, researched best
practises through visionary
integrated EHTC

Who are we
here for –
CFS / School /
Internal /
External

Consider the range of needs across the organisation – to step
towards National Centre of Excellence / integrated / we need to
begin looking outward as well as considering internal needs

We need to begin to adopt a 'systems leadership' approach = ie
we are all leaders of learning We are all responsible for
process of **systems**-level change. ... We are all catalyzing,
enabling and supporting widespread action / change

Progress data ... we have increased numbers in formal / concrete

What do they
need?

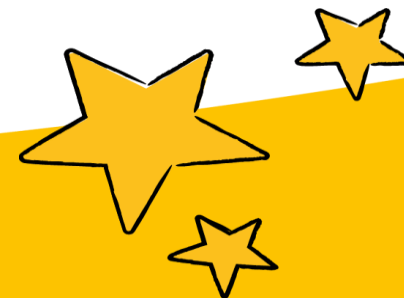
Across the contexts – home /
school / residential / in
different environments

What
innovative
'products' /
'services' can
we offer -

Think about who internally / externally can
be linked with

How research / Evidence based practise
will need to be linked

How do we begin to move outside our
'business as usual'



Example provided to staff – Please note that these are high level – detail / action plans fall out from these

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Area: KCSIE 2020

September 2019 - April 2021 – EVALUATION

SUMMARY:

1. March 2020 – Established a structured and systematic monthly monitoring approach to provide quality assurance & governor oversight of the effective safeguarding KCSIE policies, procedures and training.
2. Successful external scrutiny of safeguarding procedures via NSPCC and Surrey Education Providers statutory audit of safeguarding arrangements – over 92% compliance with planned & RAG rated action plan to meet full compliance – completed CCRAAG monitoring visit undertaken Feb 2021
3. INSET and ongoing training / 100% staff SG supervision strengthened the culture and ethos of safeguarding within everyday life for all children and young people.
4. School maintained an open and safe and service through all COVID national lockdowns. Wellbeing, risk safe operations & success criteria outlined in school COVID operational guidance – January 2021 version 4
5. DSL restructure identified pastoral support (2 people from outside the teaching staff for DSL responsibility

April 2021 – April 2022 – VISION STATEMENT FOR COMING YEAR

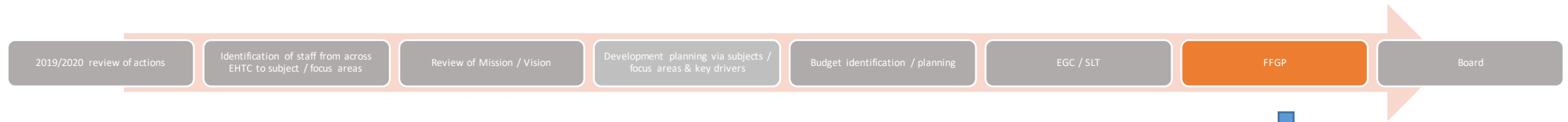
Vision statement / Intent :

We are committed to working together across organisational and professional boundaries to ensure risks are minimised, well managed and children are protected from harm and abuse in a modern Britain.

April 2021 – April 2022 – VISION STATEMENT FOR COMING YEAR

Top 3 priority areas:

1. To ensure compliance and leadership are effective from Floor to Board
2. Maintain a safe service
3. Be solution focussed on improving attendance and timekeeping

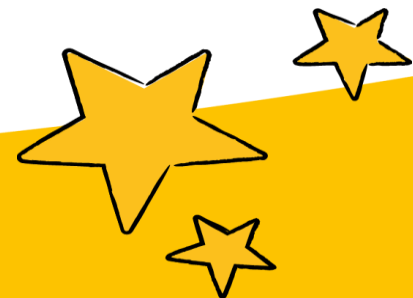


Staff identified budget requirements to fulfil the 3 priority areas

Please note that the school does not hold budget for Training, IT equipment and related licences, etc therefore resources identified for these areas have to be passed to organisational budget holders

Example:

Required resource	Cost	Budget holder?
DSL new to role DSL module 1 & 2	£300	Training - £300
Safer recruitment	£95 x 2	Training - £190
NASS/Safeguarding – Carolyn Eyre	Average cost £60 x 4	Training - £240
Safeguarding DSL online webinar	£120	Training - £120
Surrey DSL Network	No cost	No cost
Supervision – Talking Heads	£90/hr x3 staff - 11 months 11X270 = 2.970	Training - £2.970
DSL group Supervision	No cost – Internal social worker facilitating	No Cost
External NSPCC/KCSIE audit 2021 by Carolyn Eyre	£800	School
Andrew Hall resources	£179.96	School



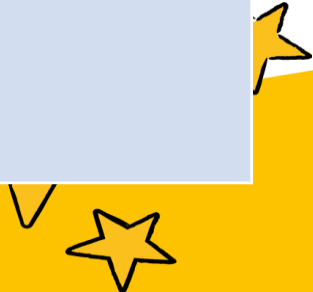
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SAFEGUARDING VISION / STATEMENT OF INTENT

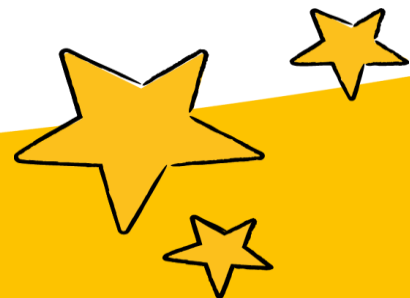
We are committed to working together across organisational and professional boundaries to ensure risks are minimised, well managed and children are protected from harm and abuse in a modern Britain

Strategy – Developm ent Plan The ‘roadmap’ / actions	Planned intent / Link to organisational strategies – aims 1,2,3,4?	Planned impact / outcomes	Implementation (staff / pupil / parent contributions)	Research / External Links / External validations / External accreditation	Timescales / Who / Interdependencies ie links across the organisation	Evidence of impact
Ensure compliance from board to floor						
Maintain a safe service			Proforma of the action plan which provides the detail per priority			
Be solution focussed on improving attendance and timekeeping						



The following slides are the current draft development plans for each of the identified areas as described in slide 6

1. Communication, language, Literacy
2. Cognition
3. Physical
4. Personal Social Emotional Well Being
5. Environmental Control Technology
6. Sixth form
7. Music
8. EYFS
9. Keeping Children Safe In Education
10. Behaviour and Attitudes
11. Growth & Development



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Subject Area: Communication, Language and Literacy

Pupil progress data 2019-2020

Pupil Progress 219 - 2020		CLL
NPD	No previous data	25%
	<2% MDT Review	22%
	<6% Expected	34%
	>6% Above Expectations	9%
	>20% Exceptional	9%

September 2019 - April 2021 – EVALUATION

Evaluation summary:

1. 100% learners have CLL baseline data on Earwig platform. Technology reducing overall workload of the teaching team & digitising paper.
2. Strengthened the Total Communication approach via initial positive INSET – 82% strongly agreed topic important to role
3. Implementation of on body signing system – Tassels – driven via NPQML project. Rated good to outstanding in learning walks -therapy whole class outcome
4. Tassels impact showcased at British Association of Childhood Disabilities Conference
5. Weekly Makaton Circle established with cross site invite and input.
6. External sharing of practice at National level 'communication matters conference' 29th Nov 2019, London
7. ≤ 2 % retention of CLL target carried over to new academic year 2020 -2021

April 2021 – April 2022 – VISION
STATEMENT FOR COMING YEAR

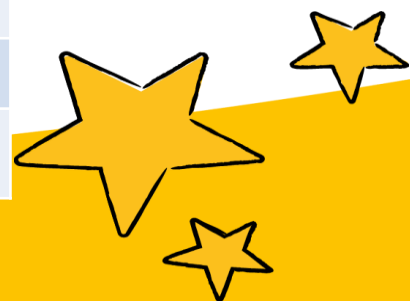
Vision statement - describes the desired future position:
The Children's Trust School will identify, offer and use individualised modes of communication, language and literacy for children and young people supporting the upskill of EHTC staff in communication across the waking day and plan for Accessible Communication Approaches across the organisation.

April 2021 – April 2022 – VISION
STATEMENT FOR COMING YEAR

Top 3 priority areas:

1. To formulate a communication, language and literacy register capturing modes of each young person
2. To audit and plan a Total Communication Approach plan to upskill staff across EHTC.
3. To provide and report upon 1 piece of evidence based research per term to inform new innovative practises & gain recognition at National Award

CLL - Required resource	Cost	Budget holder?
TRAINING		
Makaton training – renew of Regional Tutor license	£120	Training
Study day for Tutor	£49	
Tutor guidelines	£100	
Participants workbooks	£16:50 / £18 /£18 / £18	
Richard Hirstwoord	£96 X 6	Training
Reading – pre linguisticskill training		
RESOURCES		
Renew Makaton founder status	£90	School – CLL specialist subject
Renew standing subscriptions - Twinkl cost	£120	School – CLL specialist subject
PODD Boardmaker 7	£490	School – CLL specialist subject
Identified resource for extended communication	£400	School – CLL specialist subject
Auditory list maker	No cost	
Total communication approach informative display / 4 canvas	£ 325 £ 240	School – CLL specialist subject
Reading/ phonic for older learner	£300	School – CLL specialist subject
Phase 2 phonics for younger learners	£300	
Sensory story	£80 X 10 (one per class) - £800	
OTHER DEPARTMENTS		
Potential input from SLT consultant across site – tribunal purposes	Is this allocated in JD?	JC



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Subject Area: Cognition

Annual pupil progress & outcome data 2019-2020

Pupil Progress 219 - 2020		Cog
NPD	No previous data	25%
	<2% MDT Review	22%
	<6% Expected	38%
	>6% Above Expectations	9%
	>20% Exceptional	6%

September 2019 - April 2021 – EVALUATION

Evaluation summary:

1. Successful business case to implement pupil progress & outcome assessment platform -Earwig
2. 100% learners have baseline data on platform.
3. 100% Education, Support, Therapy staff trained in Earwig.
4. Earwig use launched November 2020. By Feb 2021 = 265 digitised assessments - By 2nd March 2021 = 527
5. Pilot for engagement model launched with 100% of learners having a profile completed.
6. Researched and developed the extended cognitive personalised offer (science & maths) to support the learning and functional use of associated skills.
7. Continued to raise environmental awareness through a virtual ECO offer / outdoor 'gardening' enhanced wellbeing for young people through COVID lockdown –linked to sustainability aim 4 of strategy.
8. Annual pupil achievement evidenced creative achievement towards ARTSMARK.
9. ≤ 2% - MDT review with targets being retained to next academic term

April 2021 – April 2022 – VISION STATEMENT FOR COMING YEAR

Vision statement - describes the desired future position:

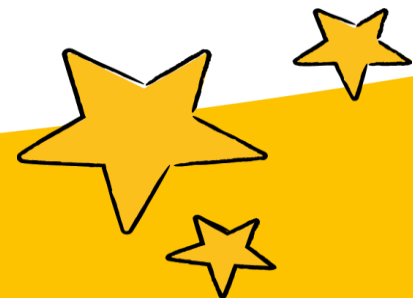
The Children's Trust School will embed the engagement model and identify progress with input across EHTC
We will use our data to gain accreditations and validations

April 2021 – April 2022 – VISION STATEMENT FOR COMING YEAR

Top 3 priority areas:

1. To lead internal scrutiny of the engagement model profiles across the school.
2. To plan actions, resources and training required for all staff across the waking day to input to learning journeys on Earwig platform.
3. To lead in gaining external validation / accreditation in ECO / UNICEF/ ARTSMARK

Cognition - Required resource	Cost	Budget holder?
TRAINING		
Richard Hirstwood – sensory festival / online sensory training	£24 per attendee – festival X3 £31-42 per attendee x5	Training
INSET - Les Staves – Very Special Maths – practical guidance for teaching maths to pupils with very special needs	£800	Training
Coaching support for engagement model / consultancy support – Barry Carpenter	Awaiting cost	Training
UNICEF – Training Registration and achieving Bronze: Rights Committed Silver: Rights Committed	£140 £50 + VAT £75 + VAT	Training School – UNICEF lead School – UNICEF lead
Extended curriculum resource	£300	School – Cog subject specialist
RESOURCES		
ARTSMARK – creative central resource	£600	School – Cog subject specialist
ECO – central resource	£400	School – ECO lead
Resource : Developing Thinking and Maths skill for pupils with severe or complex learning difficulties	£25	School
Raising the Bar – National Conference – PMLD standards	Awaiting cost – 3 attendees	Training
OTHER DEPARTMENTS		



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Subject Area: Physical

September 2019 - April 2021 – EVALUATION

Evaluation summary:

1. Single individualised moving and handling passport implemented, providing input around risk assessment and specialist equipment use for each CYP.
2. CPIPS data collected, postural assessments completed and 24 hour postural management plans in place
3. School development action 'Get Outside And Learn – GOAL' maximised physical engagement. Action plan lead tracked engagement through 2 peer visits, completed individual physical learner audit / fine/gross & GAS collected data – noted CYP maintaining physical progress and identified need to support essential & safe physical interventions through COVID national lockdown
4. Extended specialist approaches including extended @Great Waves weekend family swims & specialist rebound therapy sessions offered. Hydrotherapy risk assessed March 2020 and closed with the heightened risk of COVID-19 transmission
5. Parent voice:- within COVID lockdown, increased the range of physical wellbeing activities through partnership work – Panathlon challenge / special yoga
6. Upskill of 2 school staff in qualification 'yoga for a special child'

April 2021 – April 2022 – VISION STATEMENT FOR COMING YEAR

Vision statement - describes the desired future position:

We will maximise opportunities for fine and gross motor development across the 24 hour waking day evidencing and sharing impact

April 2021 – April 2022 – VISION STATEMENT FOR COMING YEAR

Top 3 priority areas:

1. To produce and lead a plan that identifies the required actions to enable Education, Health, Therapy and Care staff to input to children's physical outcomes across 24 hours.
2. To evidence best practise through research, publication & conference externally
3. To expand and integrate the Schools physical offer to CFS by 1 activity / term

PHYSICAL - Required resource	Cost	Budget holder?
TRAINING		
Yoga resource and training Level 2 training	£2000	Training
Rebound training http://www.reboundtherapy.org/courses/open/	£2410 Quote from previous rebound training 2019	Training
RESOURCES		
Wedges & mats	£3000	School
Physical resource New age Kurts/ table cricket/ ploy-bat/ boccia/ table tennis	£1,407.04	School
Physical wellbeing/enrichment – outdoor pursuits Camping / Riding / Rockclimbing /abseiling / Canoeing / Low zip wire	£5000	Enrichment
Great Waves – school swim	4 sessions / wk @ 7.3hrs x 38wks £28.99 / instructor @ 2reqd	School
OTHER DEPARTMENTS		
Special yoga – identified research	Application for school funding	n/a
Boccia after school club	£1200	Non-Staff Costs: School Therapy 24 Hour Curriculum 2020-2021 Budget
Panathlon Challenge	£2000 £250 x 2 instructors x 4 sessions	Non-Staff Costs: School Therapy 24 Hour Curriculum 2020-2021 Budget
Great Waves Swimming – school	£10.920 £35.00 excluding VAT x 2 instructors @3hrs / wk	Non-Staff Costs: School Therapy 24 Hour Curriculum 2020-2021 Budget



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Subject Area: PSWEHB

PSWEHB Pupil progress 2019 - 2020

Progress 2019/2020	PSEWB
<2% MDT Review	16%
<6% Expected	6%
>6% Above Expectations	3%
>20% Exceptional	50%
NPD	No previous data

September 2019 - April 2021 – EVALUATION

Evaluation summary:

1. Coordinated psychosocial approach to Positive Behaviour Support/ Early Help. 4 CYP within pilot.
2. Established educational supervision meeting for all school staff informing PDR (92% complete with 6 monthly review)
3. Maintained safe & meaningful enrichment service throughout COVID-19 – measured against SMSC gridmaker
4. Re-shaped the school curriculum with the underpinning principles of Barry & Matthew Carpenter's approach 'The recovery curriculum' key focus being – physical and emotional wellbeing.
5. Successful implementation of the happiness profile for children from KS1 (Feb 30% complete) – parental / class / residential setting/ MDT input
6. Happiness profile & pupil voice informed decisions made at monthly school council
7. Joanna Grace INSET – Sensory Engagement for Wellbeing

April 2021 – April 2022 – VISION STATEMENT FOR
COMING YEAR

Vision statement - describes the desired future position:

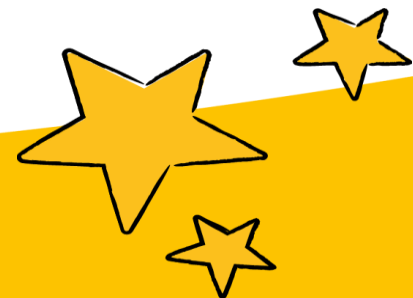
Provide inspiring, meaningful & personalised opportunities for each child and young person to live their best quality of life – building resilience, confidence, physical and mental health

April 2021 – April 2022 – VISION STATEMENT FOR
COMING YEAR

Top 3 priority areas:

1. To lead the implementation of RSE curriculum and the spirituality offer across waking day
2. To plan actions, resources, training and research to enhance physical, wellbeing & mental health
3. To lead in the collation & analysing of quantifiable data from happiness profile to inform meaningful programs that consistently improve quality of life

PSEWHB Required resource	Cost	Budget holder?
TRAINING		
Coaching & mentoring	Estimated cost - £1000	Training
Mental health training	£95 X 3	Training
Joanna Grace 'engagement for mental wellbeing' part 2	£900	Training
RESOURCES		
Enrichment program Outdoor pursuits	£10, 000 £5000	School Play & leisure Fundraising
Forest school – set up resourcing	£2000	School
Inclusion Mark	£100	School
Happiness profile boxes	£2,250	School
Staff wellbeing	£3000	HR
OTHER DEPARTMENTS		
Wellbeing cards/toolkit	£3000	Fundraising
Outreach Coral Romain PERMA training to residential houses	£780 (3 days)	Gemma Costello
PBS	£780 (3 days)	Gemma Costello



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Subject Area: ECT

ECT Pupil progress 2019 - 2020

Progress 2019/2020		ECT
	<2% MDT Review	28%
	<6% Expected	19%
	>6% Above Expectations	19%
	>20% Exceptional	9%
NPD	No previous data	25%

September 2019 - April 2021 – EVALUATION

Evaluation summary:

1. Audit of ECT skills across school staff identified training needs.
2. Allocated home working tasks to increase skill for basic ECT training
3. Successful business case written and presented – secured £1840 and funding for 42 tablets for virtual learning / earwig assessments
4. Secured platform and initial consultancy for Earwig
5. Successful implementation of digital platform removing paper based assessment.
6. Schoolzine platform implemented for newsletter and communication with parents, staff and other stakeholders.
7. Audit of pupil resources available versus needed undertaken to identify class resource needs

April 2021 – April 2022 – VISION STATEMENT FOR
COMING YEAR

Vision statement - describes the desired future position:

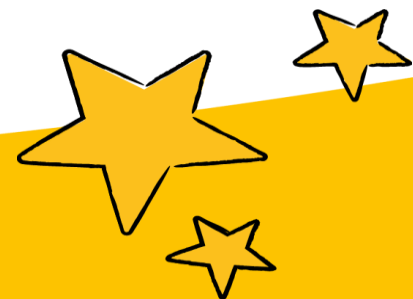
To plan ECT focused training for families and staff which has measurable impact and to provide, modern and relevant ECT equipment that is used in innovative ways to engage giving opportunities for learning and a basis to share best practise internally and externally.

April 2021 – April 2022 – VISION STATEMENT FOR
COMING YEAR

Top 3 priority areas:

1. To provide at least one ECT focussed Family Learning Opportunity per half term (via Schoolzine, Webinars, Links, Face to Face etc)
2. To develop a training / upskill plan for staff against audit.
3. To secure ECT resources per class, monitor impact and share best practise at least once per half term (internally and externally)

ECT Required resource	Cost	Budget holder?
TRAINING		
RESOURCES		
ECT/ICT equipment per class request	£1200 per class x 8	School – ECT subject specialised
Schoolzine annual subscription	£1440 / yr	
Earwig Platform	£1845 / yr	
OTHER DEPARTMENTS		
Plasma screens	£41.000	IT



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Subject Area: Sixth Form

P16 Pupil progress 2019 - 2020

P16 Pupil Progress 2019 - 2020	CLL	Cog	Cog +CLL+SA+ECT
No previous data	0%	0%	0%
<2% MDT Review	44%	44%	0%
<6% Expected	56%	44%	11%
>6% Above Expectations	0%	11%	78%
>20% Exceptional	0%	0%	11%

September 2019 - April 2021 - EVALUATION

Evaluation summary:

1. Implementation of safe service for COVID-19 placed post 16 young people across 3 teaching bubbles – all CYP baselined as 'intentional learner' with above expectation pupil progress in CLL & Cog being 78%
2. Since September 2019 8 successful transitions - onward destinations being Martha Trust / High Hurlands / Haberdashers / Orchard Manor / Home / choice support – 3 transitions have been delayed due to restrictions of COVID-19
3. ASDAN qualifications paused in March 20 re-established in September 2020
4. Safe & onsite enterprise & virtual community sessions continued with Nutfield Priory Garden centre and Vesta - outreach Vesta to whole TCT community
5. 100% of sixth form young people baselined data on Earwig platform

April 2021 - April 2022 - VISION STATEMENT FOR
COMING YEAR

**Vision statement -
describes the desired**

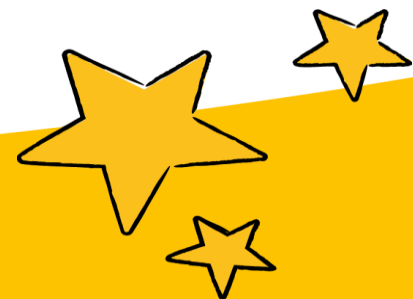
To consistently & extensively promote an age respectful, personalised & ambitious learning offer - giving the young people access to wide, meaningful, rich set of learning opportunities to enable a successful preparation for adulthood

April 2021 - April 2022 - VISION STATEMENT FOR
COMING YEAR

Top 3 priority areas:

1. To secure community links for all sixth form young people, monitor impact and share best practise on internal & external platforms (Schoolzine / inspire / loop / external publication)
2. To lead action plan that identifies actions, resources and training to support the families & young people (from year 9) in preparing for a successful transition into adulthood.
3. Scope a 'bridging the gap' offer for post 19 with no EHCPs – take ideation to Innovation panel (aim 1)

Sixth Form - Required resource	Cost	Budget holder?
TRAINING		
RESOURCES		
ASDAN annual subscription	Annual £285 Registration £5 per learner x 13	School
ASDAN books	ASDAN book per learner £5.70 x 9 (£51.3)to £8.70 x 4 (£34.8) Total = £86.1	School
ASDAN certificates	£5.50 per certificate x 40 = £220	School
ASDAN – prom	£300	School
Enterprise – work experience	£100	School
P4A journals	£150	School
Community link Gatton Trust ‘Air on our Faces’	£1870	School
Coffee shop		
OTHER DEPARTMENTS		



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Subject Area: Music

September 2019 - April 2021 - EVALUATION

Evaluation summary:

1. Increased SOI expertise with SH completing PGcert July 2020 – increased SOI delivery to across all key stages
2. Designated music hub established (2019) mini music hub identified (2020) to facilitate music therapy simultaneously with SOI
3. Successfully maintained over 48 weeks face to face/virtual/social distanced music education offer across all key stages/bubbles throughout COVID-19.
4. Certificates for music progress / wellbeing and achievement awarded to each CYP July 2020. Music certificates submitted to evidence for ARTSMARK.
5. CYP (key stage 1 – 5) SOI baseline transferred from SOI website to Earwig platform.
6. External validation from Mary Paterson (Resonant Tails) and Stephen Long acknowledgement of music being classed as strength.
7. External publication – PMLD link winter 2020 'The importance of music education at The Children's Trust school' – generated request of partnership working Drake/Us in a Bus
8. CedarSuperSound 'Heroes' released Jan 2021 – raised £65

April 2021 – April 2022 – VISION STATEMENT FOR
COMING YEAR

Vision statement - describes the desired future position:

Our music department will enrich life with music by providing an innovative and fully inclusive provision enabling children to make and enjoy music and be creative in an environment that promotes interaction, engagement and quality of life.

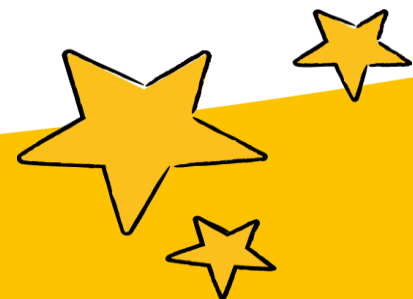
It will reach out internally and externally sharing best practise.

April 2021 – April 2022 – VISION STATEMENT FOR
COMING YEAR

Top 3 priority areas:

1. To develop the use assistive technology in music offer showcasing impact once per term / annual review
2. To evidence best practise through publication
3. To increase our reach and offer – internally for CFS and externally - Workshops, training and collaborating to enhance our work (Us In a Bus, Drake Music, Carrie Lennard, Resonant Tails).

Music - Required resource	Cost	Budget holder?
TRAINING		
CPD for music Surrey Music Hub	£120 (3 CPD sessions x 2)	Training
RESOURCES		
CedarSuperSound CD Jackets – quantity 150	£300	School – music subject specialist
Range of instruments Music hub Range of instruments mini hub	£500 £1991 plus delivery cost	School – music subject specialist
Acoustic panels – from studiospares	£34.99 x 5	School – music subject specialist
Music canvasses – for hub & mini hub	£60 x 6	School – music subject specialist
Ukulele	£30 X6	School – music subject specialist
Consumables – battery / guitar strings / cleaning specialised product / leads	£400	School – music subject specialist
Repair – guitar guitar epsom	Set up fee £60 – followed by £250	School – music subject specialist
Camera – Cannon EOS 2000D	£469	School – music subject specialist
OTHER DEPARTMENTS		
CedarSuperSound business cards	£40	Marketing comms



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Subject Area: EYFS

EYFS pupil progress against EHCP outcomes

No data	1 CYP
Emerging	18%
Developing	63%
Met	19%

September 2019 - April 2021 – EVALUATION

Evaluation summary:

Taddies supported 6 families – March 2020 a pause in offer – received further 4 enquiries
The school nursery officially named 'Tadworth Tots' Tadworth Tots remained open for 4 keyworker and vulnerable children during COVID -19 on school site / 2 further children attending virtually.
Growth of Tadworth Tots September 2020 by 3
Early years transitions supported - placements Woodlands/ Brooklands / The Children's Trust School
Increased Early staff upskill – NNEB qualification x 1 / EYFS 'Ofsted Ready' x 2 / early years conference x 3 maths in the early years x2
Pupil outcomes shared with families through Tapestry / Schoolzine newsletter / keyworker meetings
Sourced early years earwig assessment platform – 100% of early years staff trained in earwig platform.
Concrete examples – Then & Now profiles for 100% learners
September 2019 – 1YP gains supported ambulant mobility (progress from bottom shuffling) – by March 2021 – independent mobility walked length of school corridor

April 2021 – April 2022 – VISION STATEMENT FOR COMING YEAR

Vision statement - describes the desired future position:

To create an inclusive and engaging environment in which children feel safe, valued and supported, which allows them to achieve their full potential and begin a lifelong love of learning

April 2021 – April 2022 – VISION STATEMENT FOR COMING YEAR

Top 3 priority areas:

1. To re-establish EYFS community offer - 'Taddies'
2. Improve and create an engaging and accessible outdoor area for all.
3. Undertake bespoke hands-on educational training for staff, i.e. ASD, child development, phonics.

EYFS Required resource	Cost	Budget holder?
TRAINING		
EYFS Practical phonic training	£90 plus VAT x3	Training
EYFS – lead to attend New EYFS framework	£60	Training
PODD training	£250 (per person) X 3	Training
Intensive Interaction	£140	Training
Nursery World online conference	£19 + VAT x 4	Training
Therapeutic Forest school training	Reduced cost £797	Training
The Early years Training hub – online hub	£20 x 4	Training
ASD – teach training	Freemantles - £750	Training
RESOURCES		
Early years number resource	£50	School
Circular outdoor play table	£200	School
Phonic reading books	£700	School
OTHER BUDGET HOLDERS		
Swing (wheelchair friendly & mainstream) Climbing equipment Fence – separate covered area from non covered area Slide Textured hump bridges	£1500 £1000 £400 £100 £150	Fundraising



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Area: Behaviour & Attitudes

Evaluation summary:

- From March 2020 school remained open throughout COVID period to meet EHCP outcomes.
- Educational offer reshaped with safe delivery on school residential houses, within the school building, on a virtual platform and via the use of educational resource packs (evidence COVID Operational guidance)
- Social distanced outdoor learning delivery planned and resourced to support CYP resilience to shielding via music and yoga.
- September 20 implemented 'recovery and reconnection' curriculum 'happiness profile' to focus on individual wellbeing, resilience & mental health. 20 Happiness profile completed.
- September 20 version 1 / March 21 version 5 of Living document COVID operations guidance
- New technology (tablets) donated and introduced to learners during Covid period.
- School council undertaken on monthly cycle via a virtual platform - addresses issues, wishes, concerns & celebrates achievement (evidence school council minutes)
- Learners with previous data - 85% expected or exceptional engagement to access learning targets for academic year 2019/20
- July 20 creative achievement from lockdown celebrated & shared. Launched 'schoolzine' platform to share achievement with family / stakeholders - 140 contacts
- Autumn 20 successful pilot of engagement model for all children and young people. March 21 reinstated SMT undertaking 'bubble' lesson observations - records indicate high levels of pupil engagement with their learning with teaching & learning 'good' & 'outstanding'
- Reviewed Behaviours of Concern policy March 21 integrated The PERMA model to PBS approach for The Children's Trust school
- 6 behaviour incidents / 0 with restraint - 5 pupils working with PBS plan
- Whole staff input to review 'Learning values for pupil charter' 'school mission' 'school vision'
- Monitoring of school attendance - Oct 20 - 6 CYP achieving target of 90% by March 21 15.
- Monitoring of timekeeping & raised awareness to maintain levels of punctuality
- Nov 20 established attendance and time keeping working party (evidence minutes)

April 2021 - April 2022 - VISION STATEMENT FOR COMING YEAR

Vision statement / Intent :

To consistently & extensively promote an inclusive commitment to all aspects of the child's learning.

April 2021 - April 2022 - VISION STATEMENT FOR COMING YEAR

Top priority areas:

1. Review, develop and enhance culture, behaviour and values that are child-focused.
2. Development of the Rights Respecting Schools Award to promote & embed children's human rights.
3. Embed effective quality assurance measures against attendance / punctuality/ attitudes to learning

September 2019 - April 2021 - EVALUATION



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Area: Leadership and management

Evaluation summary:

September 2019 – Feb 2021

Teaching and learning observations evidence 8 observations—3 rated 1 / 4 rated 2 / 1 rated 3 (Trainee)
6 peer observations enabled

Learning Walks undertaken—22 Trustees / EGC / SLT
Curriculum moderation focus on ECT—100% grades validated

2 External consultancy visits—Stephen Long

Sept 2019 – March 2021

19 pupils admitted

0 pupils off rolled

2 Complaints

50 Compliments

Reduced sickness absence management from peak of 10.4% to 3.90%

Quality INSET—Sept 2019 - 100% of 45 strongly agreed impact to job role (Joanna Grace)

Quality INSET—Sept 2019 - 90% of 29 strongly agreed impact to role (Development Planning)

Quality INSET—Sept 2019 – 87% of 29 strongly agreed impact to role (Aquatic therapy)

Quality INSET—Sept 2019 - 87% of 31 strongly agreed impact to role (KCSIE)

OCN -

5/7 staff gained professional qualifications—further 2 ongoing

Parent satisfaction survey—100% of 7 agree that there children are happy, safe and would recommend the

April 2021 – April 2022 – VISION STATEMENT FOR COMING YEAR

Vision statement / Intent :

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April 2021 – April 2022 – VISION STATEMENT FOR COMING YEAR

Top priority areas:

1. To enable growth increase (pupil admission number) from 44 – Material Change Application
2. To complete RIBA Stage 2 / 3 design for new build & decant planning
3. To gain organisational commitment to the definition of Transdisciplinary securing funding for an integrated service lead to scope projects
4. To broaden school development plans from BAU to broader influence towards integration of Education, Health, Therapy & Care with outcomes / satisfaction surveys & quality training evidencing impact
5. Governance—monitoring / visibility / terms / delegation & integration
6. Staff wellbeing and workload
7. To continue staff training and upskill developing an outreach service (internally across the organisation—externally beyond)

September 2019 - April 2021 – EVALUATION



L&M - Required resource	Cost	Budget holder?
TRAINING		
Consultancy / INSET	£1000/ day x 6 days	Training
NASS conference	£225.00 / person x 3 £675.00	Training
Clerking training	£350 / person x 1	Training
RESOURCES		
Outreach / Integration post	Upper 3 Teacher (in budget but new post)	School
SLA – Strictly 4S / Better Governor	£950/ year	School
OTHER DEPARTMENTS		
New build costs to RIBA Stage 3 agreed	£710K	Colin Kerr
Sonia Allen – time to support Material Change Application		Paul Farthing

