



**beatrice tate** school

# School Improvement Plan (SIP)

Summer 2022



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## School Improvement Plan – Priorities and Implementation Objectives (2022-2025)

INTENT - What do we want to achieve?		Ofsted framework link	IMPLEMENTATION OBJECTIVES – How will it be achieved?
SIP 1	In line with the school's long-term strategic vision, we will develop the physical, human and cultural capacity of the school to ensure continuous improvement during increased demand for student places, including the ambition to assist the Local Authority in establishing education provision for young adults with severe and profound and multiple learning difficulties up to the age of 25.	1. Overall effectiveness 5. Leadership and Management 6. Sixth-form	<i>Review and restructure workforce roles and responsibilities to ensure capacity and improvement at all levels</i>
			<i>Investigate and research existing models of Post-19 provision, including structures, funding models, curricula</i>
SIP 2	We will further develop an ambitious, dynamic, and learner-focussed curriculum delivered along multiple pathways to enable all students to achieve their personalised learning objectives in relation to education, social, emotional and physical health, school/community engagement and independence, so they make the most of their opportunities when they leave school.	2. Quality of Education 4. Personal Development 6. Sixth-form	<i>Continuously review the curriculum offer to ensure that it maximises opportunities for individuals to achieve their agreed learning outcomes</i>
			<i>Ensure effective curricula and resources in place to enable all students to achieve their personalised learning objectives</i>
SIP 2.1	We will develop our outward-looking and engaged school community, and in so doing, deliver outstanding teaching and learning supported by the continuous professional development of teachers, teaching assistants, leaders and governors, administration, premises and other support and professional staff.	2. Quality of Education	<i>Develop opportunities with external partners to enhance the school's offer in all areas: teacher training; teaching and learning; curriculum; behaviour and attitudes; personal development; post-16; post-19; admin; premises; multi-agency teams.</i>
			<i>Further develop school systems to ensure Performance Development drives improvement at all levels of the school line management structure</i>
SIP 2.2	We will ensure all learners are challenged and continue to make as much progress as possible by the ongoing development of world-class facilities supported by effective technology, including continuous development of the ARR system.	2. Quality of Education	<i>Ensure the provision of ICT across the school and within all curriculum areas is effective in engaging learners so that they continue to achieve their agreed and emerging learning outcomes</i>
			<i>Ensure all teachers and school based multi-agency staff effectively use the assessment, recording and reporting system (ARR system) to demonstrate the impact of their provision on student learning outcomes</i>
			<i>Continuously review ARR systems to ensure they are effective in assessing, recording and reporting learner progress and informing practice through formative and summative assessment</i>

INTENT - What do we want to achieve?		Ofsted framework link	IMPLEMENTATION OBJECTIVES – How will it be achieved?
SIP 3	We will ensure effective collaboration between our learners, their families, school and multi-agency teams to develop timely and personalised interventions (e.g. behaviour support, therapy support, parental engagement and outreach support) so that all learners achieve their personalised learning outcomes by minimising gaps in progress brought about by barriers to engagement, learning and attendance.	3. Behaviour and attitudes 4. Personal Development 6. Sixth-form	<i>Continue to develop effective systems to ensure students are provided with meaningful opportunities to have a voice in school wide decisions.</i>
			<i>Further develop effective collaborative working practices with multi-agency teams (health, social care, LA SEND) commissioning officers to ensure provision of services and support continue to meet the needs of students now and in the future.</i>
			<i>Develop systems to ensure the implementation, tracking and evaluation of all behaviour support programmes are effective in minimising barriers to engagement and learning.</i>
			<i>Maintain and develop collaborative working relationships with providers of post-school provision.</i>
			<i>Establish and maintain school-led systems for moving and handling assessment, monitoring and training.</i>
			<i>Extend collaborative working relationships with Stephen Hawking School Outreach team, Phoenix Outreach team, as well as primary and secondary school SENDCOs.</i>
			<i>Establish and deliver a high standard of community and parental engagement, and outreach support.</i>
SIP 4	School leaders and governors will continue to develop their strategic roles to ensure the school and the Governing Body fulfils its statutory duties, including the requirements of the DfE White Paper and proposals outlined in the SEND Green Paper, so that the education that the school provides has a positive impact on all of its students.	5. Leadership and Management	<i>School leaders and Governors will ensure that the school is well placed to continue to provide outstanding resources and curricula so that the education that the school provides has a positive impact on all of its students.</i>
			<i>The Governing Body will implement a Governor training programme designed to meet the DfE competency framework.</i>
			<i>The Governing Body will improve Governor engagement in national priorities to further develop their informed decision making, including the implications of the Education White Paper and SEND Green Paper.</i>
			<i>The Governing Body will increase Governor engagement with parents, staff and students.</i>



## School Improvement Plan – Priorities and Action Plan (2022-2023)

SIP 1 - In line with the school's long-term strategic vision, we will develop the physical, human and cultural capacity of the school to ensure continuous improvement during increased demand for student places, including the ambition to assist the Local Authority in establishing education provision for young adults with severe and profound and multiple learning difficulties up to the age of 25.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Progress Review RAG
<b>Review and restructure workforce roles and responsibilities to ensure capacity and improvement at all levels</b>	<ul style="list-style-type: none"> <li>Establish key-posts to redistribute leadership responsibilities in key areas e.g. Admin Officer, HLTA (Moving and Handling), AHT and HLTA (Outreach and Community Engagement)*</li> </ul>	WH, AL, AHTs	April 2023	Surplus – STFF-RES	See Surplus Plan 2022-2025	Staffing structure reviewed and published  All necessary capacity enhancements implemented and in place to facilitate extension programme of works. Key posts in place: Admin Officer; Phase HLTAs (x3); AHT and HLTA (Outreach and Community Engagement)	GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Embed Performance Development procedures at all levels to build and reinforce skills, competence and guarantee ongoing capacity<sup>0</sup></li> </ul>	WH, AL, AHTs, Teachers, SBM, SPM	December 2023	BlueSky Education annual subscription  Training and Development budget	£760  £36,300	All staff and Governors Performance Development (PD) objectives set on BlueSky  Staff training and development linked to professional standards  Half-yearly and yearly reviews indicate vast majority of PD objectives achieved	GOV BOD, WH  See Line Management structure	
	<ul style="list-style-type: none"> <li>Establish an ongoing commitment to teacher training and development by supporting staff who meet eligibility criteria to engage in initial teacher training through partnership with LETTA<sup>1</sup></li> </ul>	WH, AL	Annually - June	Bursaries for successful LETTA applicants limited to 2 per year  Mentor training and cover	£20,000  £2,000	Teacher mentors completion of training  LETTA students completion of ITT course  Recruitment and retention of TAs and Trainees	GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Develop effective collaborative learning partnerships to ensure they engage staff in challenging their own practice<sup>2</sup></li> </ul>	WH, AL	July 2023	Teacher cover (12 days)	£3000	Collaborative learning partnerships in place  Contribution to achievement of PD objectives  Staff reflection and challenge of own practice demonstrated through feedback, impact on teaching and learning and student progress	GOV BOD, WH	

<b>Investigate and research existing models of Post-19 provision, including structures, funding models, curricula</b>	<ul style="list-style-type: none"> <li>Engage with representatives from SEND, CLDS and NHS North-East CCG to explore and evaluate options for the establishment of Post-19 provision</li> </ul>	WH, AL, DR	April 2023	Cover for AHT/DHT (6 days) <sup>3</sup> TH Higher Education Grant	£1,500	Options for Post-19 provision presented to GB	GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Present research findings and options to Governing Body to establish a legally and financially separate entity</li> </ul>	WH, AL, DR, Gov Bod	July 2023	Senior Leadership Team (SLT) time	nil	Present research findings and options to GB	GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Meet eligibility criteria for consideration to receive EFA funding including LA high needs place referencing for at least 10 student places</li> </ul>	WH, AL, DR, Gov Bod	July 2024	SLT time	nil	Meet eligibility criteria for consideration to receive EFA funding	GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Develop the key stages of the due diligence process for the establishment of special post-16 institutions including: legal status &amp; background information; financial health assessment and quality of provision</li> </ul>	WH, AL, DR, Gov Bod	July 2024  September 2025	SLT time	nil	The key stages of the due diligence process for the establishment of special post-16 institution achieved  Post-19 college established	GOV BOD, WH	

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IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Progress Review RAG
<b>Continuously review the curriculum offer to ensure that it maximises</b>	<ul style="list-style-type: none"> <li>Restructure Subject Leadership including allocation of Assistant Headteachers and Deputy Headteacher as Curriculum Strand</li> </ul>	WH, AL, AHTS	October 2022	SLT time	nil	Subject/Curriculum Leadership Structure in place  Curriculum Schemes and Maps relevant to all learners needs	WH	

<b>opportunities for individuals to achieve their agreed learning outcomes</b>	<i>leads to drive continual review and improvement of the curriculum.</i>							
	<ul style="list-style-type: none"> <li>Develop appropriate curriculum pathways for Post-16 learners, to ensure effective transition to Post-19 provision, including pathways for employment for targeted individuals.</li> </ul>	AL, DR	April 2023	SLT time and WRL/Careers lead cover	£1,000*	WRL/Careers Curriculum Schemes and Maps relevant to all learners needs.  Pathways in place for learners to engage in Post-19 education, employment or training.	WH	
	<ul style="list-style-type: none"> <li>Review Schemes of Work, Curriculum Statements and Curriculum Maps in relation to the Subject Leadership restructure.</li> </ul>	All Subject Leaders	Annually - Spring Term	PPA and Teacher Meeting time	Subject Action Plans	Schemes of Work, Curriculum Statements and Curriculum Maps maximise opportunities for all learners to achieve their agreed learning objectives	WH, AL	
<b>Ensure effective curricula and resources in place to enable all students to achieve their personalised learning objectives</b>	<ul style="list-style-type: none"> <li>Review Communication curriculum framework to ensure continuity and progression.</li> </ul>	AL, AHTs, Communication Subject Leaders	December 2022	SLT and Communication leads time	Subject Action Plans	Curricula and resources in place to enable all students to achieve their personalised learning objectives	WH, AL	
	<ul style="list-style-type: none"> <li>Review and improve WRL/Careers offer to explore pathways to employment for targeted students.</li> </ul>	AL, DR, RM	April 2023	SLT time and WRL/Careers lead cover	See * above	WRL/Careers Curriculum Schemes and Maps relevant to all learners needs.  Pathways in place for learners to engage in Post-19 education, employment or training.	WH, AL	
	<ul style="list-style-type: none"> <li>Develop and embed the Mental Health and Well-being strategy and the Equalities strategy across the curriculum.</li> </ul>	AL, AHTs	April 2023	See MH&WB action plan  See Equalities action plan	nil	MH&WB Lead in place  MH&WB strategy in place  Updated Equalities strategy in place	GOV BOD, WH, AL	
	<ul style="list-style-type: none"> <li>Review PSHE/RSE/SMSC offer in relation to Tutorial Time, Citizenship and whole school events.</li> </ul>	AL, AHTs	April 2023	See Tutorial Time action plan	Subject Action Plan	Curricula and resources in place to enable all students to achieve their personalised learning objectives in relation to PSHE/RSE/SMSC	WH, AL	
	<ul style="list-style-type: none"> <li>Ensure social safety and online safety strategies are implemented and effective across the curriculum and Phases.</li> </ul>	AL, DR, EB	April 2023	See PSHE/C, Safeguarding and ICT action plans	Subject Action Plans	Curricula and resources in place to enable all students to achieve their personalised learning objectives in relation to PSHE and ICT	GOV BOD, WH, AL	
	<ul style="list-style-type: none"> <li>Ensure consistency in MOVE strategies and practice across Phases.</li> </ul>	AD, EK	April 2023	See PFC-PSMD action plan	Subject Action Plan	Curricula and resources in place to enable all students to achieve their personalised learning objectives in relation to PSMD	WH, AL	

	<ul style="list-style-type: none"> <li>Achieve ArtsMark status within the Creative Arts curriculum</li> </ul>	AL, AW	April 2023	See Creative Arts action plan	Subject Action Plans	Curricula and resources in place to enable all students to achieve their personalised learning objectives in relation to Creative Arts	WH, AL	
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SIP 2.1 – We will develop an outward-looking ethos and engaged school community, and in so doing, deliver outstanding teaching and learning supported by continuous professional development of teachers, teaching assistants, leaders and governors, administration, premises and other support and professional staff.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Progress Review RAG
<b>Develop opportunities with external partners to enhance the school's offer in all areas: teacher training; teaching and learning; curriculum; behaviour and attitudes; personal development; post-16; post-19; admin; premises; health; social care.</b>	<ul style="list-style-type: none"> <li>Continue to develop and enhance partnerships with Initial Teacher Training (ITT) providers e.g. London East Teacher Training Alliance (LETTA).</li> </ul>	WH, AL	July 2023	See <sup>1</sup> above	See <sup>1</sup> above	Teacher mentors completion of training LETTA students completion of ITT course Recruitment and retention of TAs and Trainees	GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Develop and lead collaborations and learning partnerships with other schools, including other SEN schools and providers e.g. Tower Hamlets Education Partnership (THEP); Tower Hamlets Special Schools Learning Partnership (THSSLP); Pan London PMLD Partnership (Point 5).</li> </ul>	WH, AL	July 2023	See <sup>2</sup> above	See <sup>2</sup> above	Collaborative learning partnerships in place Contribution to achievement of PD objectives Staff reflection and challenge of own practice demonstrated through impact on teaching and learning and student progress	GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Continue to develop partnerships with SEND Post 19 providers, including 19-25 SEND colleges.</li> </ul>	AL, DR	July 2023	See <sup>3</sup> above TH Higher Education Grant	See <sup>3</sup> above	Partnerships Post-19 providers established and/or strengthened Professional reflection and challenge of own practice demonstrated through impact on teaching and learning and student progress	GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Develop international partnerships e.g. UCL Copenhagen.</li> </ul>	WH, AL, AHTs	April 2023	Partnership research and development study trip <sup>4</sup>	£800	International partnerships established Professional reflection and challenge of own practice demonstrated through impact on teaching and learning and student progress	GOV BOD, WH	



	<ul style="list-style-type: none"> <li>Review impact of and further develop collaborative working relationships with the multi-agency team: education, health and social care e.g. Special Schools Health Education and Social (SSHES).</li> </ul>	AL, AHTs	July 2023	SLT time	nil	Effective multi-agency team working demonstrated by case progression, reduction in barriers to learning, impact on teaching and learning and student progress.	WH	
<b>Further develop school systems to ensure Performance Development drives improvement at all levels of the school line management structure</b>	<ul style="list-style-type: none"> <li>Engage all staff and Governors in Performance Development (PD) systems to enhance performance objective setting, evidence collation, performance monitoring and review i.e. BlueSky Education</li> </ul>	WH, AL, AHTs, Teachers, SBM, SPM	July 2023	BlueSky Education annual subscription Training and Development budget See <sup>o</sup> above	See <sup>o</sup> above	All staff and Governors Performance Development (PD) objectives set on BlueSky Staff training and development linked to professional standards	GOV BOD, WH See Line Management structure	
	<ul style="list-style-type: none"> <li>Establish and maintain yearly PD cycles for <u>all school-based staff</u>, and Governors, including mid-year reviews.</li> </ul>	WH, AL	December 2023	SLT time	nil	Half-yearly and yearly reviews indicate vast majority of PD objectives achieved	GOV BOD, WH	

**SIP 2.2 – We will ensure learners are challenged and continue to make as much progress as possible by the ongoing development of world-class facilities supported by effective technology, including ARR software development.**

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Progress Review RAG
<b>Ensure the provision of ICT across the school and within all curriculum areas is effective in engaging learners so that they continue to achieve their agreed and emerging learning outcomes</b>	<ul style="list-style-type: none"> <li>Establish annual audits of the effectiveness of ICT (hardware and software) across the curriculum offer and its impact on learning outcomes.</li> </ul>	DR, AD	July 2023	See Communication PFC and ICT SFC and FC subject plans	See Subject action plans	Impact of ICT (hardware and software) across the curriculum on teaching and learning and student progress	WH, AL	
	<ul style="list-style-type: none"> <li>Ensure the provision of ICT within the expansion programme to be commensurate with ICT across the existing school premises, including additional procurement if necessary.</li> </ul>	WH, PC, IT Consultant	July 2023 tbc	Surplus Plan – Strategic expansion (SUR-BT)	Estimate £15,000	Provision of ICT within the expansion project commensurate with ICT across the existing school premises	GOV BOD, WH	

	<ul style="list-style-type: none"> <li>ICT curriculum leads to engage with external agencies, including LA SEND IT Consultant and Speech and Language Therapists, to ensure individualised ICT is targeted and effective in engaging learners and supporting learning.</li> </ul>	DR, AD	April 2023	Pupil Premium, Year 7 Catch-Up	£3,000	Learner specific ICT is targeted and effective in engaging learners and supporting learning.	WH, AL	
<b>Ensure all teachers and school based multi-agency staff effectively use the assessment, recording and reporting system (ARR system) to demonstrate the impact of their provision on student learning outcomes</b>	<ul style="list-style-type: none"> <li>Establish a programme of induction for all newly appointed Teachers and Teaching Assistants in the purpose and functions of the ARR system as a formative and summative assessment and reporting tool.</li> </ul>	AL, DR, HLTA	December 2022	SLT time	nil	Teachers and Teaching Assistants understand the purpose and functions of the ARR system as a formative and summative assessment and reporting tool.	WH, AL	
	<ul style="list-style-type: none"> <li>Promote the ARR system to external partners, practitioners and professionals as part of the School's learning partnership and collaboration priorities, including exploration of sharing and/or marketing the system.</li> </ul>	WH, AL, DR, EB	April 2023	SLT time See 4 above	See 4 above	External partners, practitioners and professionals understand the purpose and functions of the ARR system as a formative and summative assessment and reporting tool.  Options for sharing or marketing platform reported to GB	GOV BOD, WH	
<b>Continuously review ARR systems to ensure they are effective in assessing, recording and reporting learner progress and informing practice through formative and summative assessment</b>	<ul style="list-style-type: none"> <li>Review the ARR system's functionality and effectiveness in assessing, recording and reporting.</li> </ul>	DR, EB	Annually - January	SLT time	nil	Functionality and effectiveness of the ARR System reviewed and action plan for improvements developed	WH, AL	
	<ul style="list-style-type: none"> <li>Develop an action plan for improvements and enhancements to the ARR system to ensure it provides accessible and meaningful progress data e.g. Learning/Progress Chronology.</li> </ul>	WH, AL, DR, EB	March 2023	SLT time Surplus Plan - Assessment Recording and Reporting and Progress Data (SUR-ARR)	£10,000	Improvements and enhancements to the ARR system in place to ensure it provides accessible and meaningful progress data e.g. Learning/Progress Chronology.	GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Liaise with software developers to deliver improvements, including ongoing software testing and trouble-shooting.</li> </ul>	DR, EB	April 2023	SLT time	nil	Improvements and enhancements to the ARR system in place to ensure it provides accessible and meaningful progress data e.g. Learning/Progress Chronology.	WH, AL	

SIP 3 – We will ensure effective collaboration between our learners, their families, school and multi-agency teams to develop timely and personalised interventions (e.g. behaviour support, therapy support, parental engagement and outreach support) so that all learners achieve their personalised learning outcomes by minimising gaps in progress brought about by barriers to engagement, learning and attendance.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Progress Review RAG
<b>Continue to develop effective systems to ensure students are provided with meaningful opportunities to have a voice in school wide decisions.</b>	<ul style="list-style-type: none"> <li>Re-establish whole-school procedures and platforms to gather the views and voice of students via the Student Representative Council (SRC)</li> </ul>	KO	December 2022	See Tutorial Time/Citizenship action plan	See action plan	Student Representative Council established to gather the views and voice of students in whole school decision making	WH, AL	
	<ul style="list-style-type: none"> <li>Initiate systems and processes to canvas the views of students on school wide decisions e.g. Student Council representation, student surveys, student involvement in recruitment and selection procedures, student input into web-site design and content.</li> </ul>	KO	December 2022	See Tutorial Time/Citizenship action plan	See action plan	Systems and processes in place to canvas the views of students on school wide decisions	WH, AL	
<b>Further develop effective collaborative working practices with multi-agency teams (health, social care, LA SEND) commissioning officers to ensure provision of services and support continue to meet the needs of students now and in the future.</b>	<ul style="list-style-type: none"> <li>Ensure place projection data is reviewed termly, updated and communicated with relevant commissioning officers (LA SEND, Health including Therapies and Social Care).</li> </ul>	WH, AL	Ongoing-termly	SLT time	nil	Place projection data updated and communicated with relevant commissioning officers	GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Establish regular reviews of provision with LA SEND, Health and Social Care commissioning officers based on student place and individual EHCP needs projection data.</li> </ul>	WH, AL	Annually - June	SLT time	nil	Regular reviews of provision in place to ensure services and support continue to meet the needs of students now and in the future	GOV BOD, WH	
<b>Develop systems to ensure the implementation,</b>	<ul style="list-style-type: none"> <li>Ensure behaviour recording and analysis systems (e.g. Iris Adapt) are effective in capturing</li> </ul>	AL, EB	Annually - December	SLT time	nil	Behaviour recording and analysis systems (e.g. Iris Adapt) are capturing behavioural incidents accurately and in a timely manner.	GOV BOD, WH	

<b>tracking and evaluation of all behaviour support programmes are effective in minimising barriers to engagement and learning.</b>	<i>behavioural incidents accurately and in a timely manner.</i>							
	<ul style="list-style-type: none"> <li>Utilise behaviour recording and analysis systems (e.g. Iris Adapt) to identify the impact and effectiveness of behaviour strategies and Behaviour Support Programmes.</li> </ul>	AL, EB	Annually - June	SLT time	nil	Behaviour recording and analysis systems (e.g. Iris Adapt) are effective in identifying the impact and effectiveness of behaviour strategies and Behaviour Support Programmes	GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Develop a Behaviour Support action plan to ensure Teachers and Teaching Assistants have the skills to identify, analyse and develop effective behaviour support strategies and Behaviour Support Plans, via a rolling programme of Team-Teach training and individual targeted support.</li> </ul>	AL, EB	Annually - Rolling programme	SLT time	See Behaviour Support action plan	Teachers and Teaching Assistants have the skills to identify, analyse and develop effective behaviour support strategies and Behaviour Support Plans	WH, AL	
<b>Maintain and develop collaborative working relationships with providers of post-school provision.</b>	<ul style="list-style-type: none"> <li>Develop effective collaborative working with Post-19 College provision to ensure positive post-school transition practices and outcomes, including the sharing of good practice between providers.</li> </ul>	DR	Annually - June	SLT time See <sup>3</sup> above TH Higher Education Grant	See <sup>3</sup> above	Collaborative working with Post-19 College provision delivers positive post-school transition practices and outcomes	WH, AL	
	<ul style="list-style-type: none"> <li>Consolidate links with day-centres and other providers to ensure positive post-school transition practices and outcomes, including the sharing of good practice between providers.</li> </ul>	DR	Annually - June	SLT time See <sup>3</sup> above TH Higher Education Grant	See <sup>3</sup> above	Collaborative working with day-centres and other providers delivers positive post-school transition practices and outcomes	WH, AL	
<b>Establish and maintain school-led systems for moving and handling assessment, monitoring and training.</b>	<ul style="list-style-type: none"> <li>Establish and develop key school posts to lead and manage moving and handling assessment, monitoring and training, including HLTA roles.</li> </ul>	AD	October 2022	See <sup>*</sup> above Surplus – STFF-RES	See Surplus Plan 2022-2025	Key school posts established to lead and manage moving and handling assessment, monitoring and training	WH, AL	
	<ul style="list-style-type: none"> <li>Develop a Moving and Handling action plan to establish termly monitoring of moving and handling risk assessments and equipment.</li> </ul>	AD	Termly – Rolling programme	SLT time	nil	Termly monitoring of moving and handling risk assessments and equipment in place	WH, AL	

	<ul style="list-style-type: none"> <li>Develop a Moving and Handling action plan to establish a rolling programme of Moving and Handling training as well as individual targeted support as part of staff induction procedures.</li> </ul>	AD	Ongoing - Rolling programme	SLT time, HLTA time	nil	Rolling programme of Moving and Handling training as well as individual targeted support in place	WH, AL	
<b>Extend collaborative working relationships with Stephen Hawking School Outreach team, Phoenix Outreach team, as well as primary and secondary school SENDCOs.</b>	<ul style="list-style-type: none"> <li>Further develop effective collaborative working practices with Stephen Hawking School Outreach team and Primary school SENDCOs to identify prospective students across LBTH primary school settings.</li> </ul>	KO	Annually - April	SLT time	Outreach funded posts	Collaborative working practices established with Stephen Hawking School Outreach team and Primary school SENDCOs to effectively identify prospective students across LBTH primary school settings.	WH, AL	
	<ul style="list-style-type: none"> <li>Develop effective collaborative working practices with Phoenix School Outreach team to ensure students are placed in the most suitable provision at transition points.</li> </ul>	KO	Annually – April, June, September	SLT time	Outreach funded posts	Collaborative working practices established with Phoenix School Outreach team to ensure students are placed in the most suitable provision at transition points.	WH, AL	
<b>Establish and deliver a high standard of community and parental engagement, and outreach support.</b>	<ul style="list-style-type: none"> <li>Establish and develop key school posts to lead and manage community and parental engagement and outreach support, including AHT and HLTA roles.</li> </ul>	KO	October 2022	See *above Surplus – STFF-RES	See Surplus Plan 2022-2025	Key school posts established to lead and manage community and parental engagement and outreach support	LA, GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Identify learners on roll who experience ongoing barriers to attendance and develop effective intervention strategies, including regular home-learning visits, to minimise gaps in learning and progress.</li> </ul>	KO	October 2022	SLT time	Outreach funded posts	Intervention strategies, including regular home-learning visits, in place to minimise gaps in learning and progress.	LA, GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Re-establish an effective outreach provision to mainstream Secondary schools offering guidance, mentoring, training and collaborative support on a case-by-case referral basis.</li> </ul>	KO	December 2022	SLT time	Outreach funded posts	Outreach provision to mainstream Secondary schools in place	LA, GOV BOD, WH	
	<ul style="list-style-type: none"> <li>Continue to offer a variety of high quality family learning, training and information sessions for parents and members of the school</li> </ul>	KO	December 2022	SLT time	Outreach funded posts	High quality family learning, training and information sessions for parents and members of the school community in place	LA, GOV BOD, WH	



	community to engage positively with the school.							
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SIP 4 - School leaders and Governors will continue to develop their strategic roles to ensure the school and the governing body fulfils its statutory duties, including the requirements of the DfE White Paper and proposals outlined in the SEND Green Paper, so that the education that the school provides has a positive impact on all of its students.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Progress Review RAG
<b>School leaders and Governors will ensure that the school is well placed to continue to provide outstanding resources and curricula so that the education that the school provides has a positive impact on all of its students.</b>	• Approve updated School Improvement Plan (SIP) including Governor monitoring responsibilities	RC, WH	October 2022	SLT time GB time	nil	School Improvement Plan (SIP) including Governor monitoring responsibilities agreed and implemented	RC, GOV BOD	
	• Agree and implement SIP progress monitoring timetable via an annual Link Governor Visits Plan	RC, WH	October 2022	SLT time GB time	nil	SIP progress monitoring timetable agreed and implemented	RC, GOV BOD	
	• Ensure that the financial skills, knowledge and understanding of key staff and Governors is maintained and enhanced through appropriate Performance Development to support ongoing planning and financial management	RC, WH	July 2023	BlueSky Education annual subscription  Training and Development budget  See <sup>0</sup> above	See <sup>0</sup> above	Financial skills, knowledge and understanding of key staff and Governors is maintained and enhanced through appropriate Performance Development.	RC, GOV BOD	
<b>The Governing Body will implement a Governor training programme designed to meet the DfE competency framework.</b>	• Governors to complete the skills/competency audit against the DfE Competency Framework for Governance	RC, WH	October 2022	SLT time GB time	nil	Skills/competency audit against the DfE Competency Framework for Governance completed by Governors	RC, GOV BOD	
	• Governors to agree and implement an updated Governor Development Plan	RC, WH	October 2022	SLT time GB time	nil	Governor Development Plan agreed and updated	RC, GOV BOD	
	• Governors to agree priority areas of training to ensure all statutory requirements are met e.g.	RC, WH	October 2022	SLT time GB time	nil	Priority areas of training are agreed to ensure all statutory requirements are met	RC, GOV BOD	

	<i>safeguarding, finance, health and safety</i>							
<b>The Governing Body will improve Governor engagement in national priorities to further develop their informed decision making, including the implications of the Education White Paper and SEND Green Paper.</b>	<ul style="list-style-type: none"> <li>Ensure Governors are aware and engaged in national education reforms, proposals and debates by the sharing of information and engagement in online forums.</li> </ul>	RC, WH	Ongoing	SLT time GB time	nil	Governors are aware and engaged in national education reforms, proposals and debates so they can make informed decisions about the future of the school.	RC, GOV BOD	
	<ul style="list-style-type: none"> <li>Ensure Governors are aware of national education reforms and/or proposals and their implications for the school and it's Governance.</li> </ul>	RC, WH	Ongoing	SLT time GB time	nil	Governors are aware of national education reforms and/or proposals and their implications for the school and it's Governance.	RC, GOV BOD	
<b>The Governing Body will increase Governor engagement with parents, staff and students.</b>	<ul style="list-style-type: none"> <li>Agree an annual Link Governor Visits Plan that meets strategic needs but also includes interaction with parents, staff and students.</li> </ul>	RC, WH	October 2022	SLT time GB time	nil	<p>Link Governor Visits take place, are documented and visits reported to FGB meetings.</p> <p>Governors engage with parents, staff and students.</p>	RC, GOV BOD	