



**Woolgrove School**

# **SCHOOL DEVELOPMENT PLAN**

**2021 - 2022**

LIVE, LAUGH & LEARN TOGETHER



## ONE YEAR OVERVIEW PRIORITIES – 2021/22



**We aim that the school will continue to implement a Recovery Curriculum (see ‘Loss and Life for our children and schools post pandemic’ – Barry Carpenter <https://www.evidenceforlearning.net/recoverycurriculum/#mentalhealth>**

### Curriculum & Class Organisation (in place since Sept 2019) – 3<sup>rd</sup> year

- Embed new class organisation and new curriculum pathways across the school: pre-formal (PF), semi-formal 1-2 (SF1-2) and formal (F) classes. Particular focus on SF pathway.
- Continue to develop and refine curriculum content and new topics and progression/sequence of learning across pathways
- Tailor curriculum and learning to children's interests and talents
- Increased emphasis on life skills, building character, cultural capital and 'Play and Learn'
- Ensure that all staff and children, where appropriate, know what is being taught and why

### Understanding the World

- New topics and learning opportunities – new personalised curriculum
- Continue to develop use of outside learning – all classes to be regularly using the wildlife area
- Celebrate HM The Queen's platinum jubilee

### Staff CPD

- Tailored CPD for all staff to ensure consistent approach to teaching and learning across the school
- Whole staff training: mental health awareness
- Increased opportunities for collaboration/ dissemination of knowledge and good practice and consolidation
- Updated Ofsted EIF, building character, curriculum mapping and deep dives
- Monitoring impact of staff CPD

### Assessment

- Re-baseline all pupils (September 2021) and review/set new targets. Information to inform catch up funding priorities
- Implementation of new EYFS framework (from Sept 2021)
- Develop consistent use of observations in PF/SF1-2 classes
- Introduction of engagement scales and AET communication framework
- Continue to ensure wider use of life skills assessment for all pupils
- Continue to strengthen links between classroom formative assessment and EHCP targets

### Maths

- Maths supplementary (KS1) linked to vocabulary.
- Broadening/deepening of core maths skills and knowledge (whole school)
- Monitor planning and delivery to ensure needs of all pupils are met

### Expressive Arts

- Learning teams to monitor planning, delivery and resources for new topics and curricula

### Computing and technology

- Increased use of technology for communication, where appropriate, and recording of written information for pupils with fine motor / recording difficulties
- Online safety and e-safety awareness

### Communication and Literacy

- Develop a consistent approach to communication across the school (NAS report, May 2019)
- Focus on increasing progress in speaking and listening (whole school)
- Ensure symbols, communication books, augmentative communication aids, etc are used effectively and consistently across the school = communication levels and needs of all pupils are met
- Staff training and weekly pupil lessons in signing in all classes
- Use of Kaspas to encourage engagement and communication for more complex ASD pupils
- Better outcomes for children with Down Syndrome (reading, sp & l, maths core and supplementary)
- Develop and deliver a Literacy Catch Up Programme for identified pupils
- Promote the effective teaching of phonics and spellings across the school.
- Implement handwriting programme 'Handwriting without Tears'
- Continue close monitoring of progress of all pupils in Literacy appropriate support accordingly to raise attainment.

### Well-being

- Whole school focus on supporting return/transition to school for pupils, staff and parents with a focus on well being
- Liaising with MHST service to develop working role in school to support parents and pupils
- Targeted support for pupils with SEMH by PSW
- Support for staff – SLT/Well being team
- Targeted support for parents by FSW
- Monitoring of staff well being through termly wellbeing survey
- January 2022 inset on staff wellbeing (pm)

## DRAFT MAIN PRIORITIES (Continued)

### Outreach

- Maintain high standard of service to schools in DSPL1, keeping DSPL1 management group updated through regular meetings
- Work in partnership with Greenside School to jointly provide outreach to DSPL 2
- Establish provision for secondary schools within DSPL1
- Implement systems and procedures in-line with Local Authority requirements as per SLA agreement and with COVID restrictions

### Leadership and Management

- To continue to support new subject leaders and newly established learning teams
- Governors and leaders to continue to work within the constraints of Covid 19 taking into account and acting on government guidance as appropriate
- Induction of new governors
- Governors and leaders to understand the new Ofsted inspection framework and the resulting impact of CV19 on the inspection process
- Governors to monitor wellbeing of both staff and pupils
- Governors to monitor pupil progress, allocation of funding, including continued use of catch up funding, and in the common aim of achieving outstanding
- Revisiting school's ethos and vision statement (all staff/governors) Jan inset day

### Autism/Sensory

- Sensory profiles for all pupils
- Use of sensory boxes in all classes
- Ensure continued regular use of sensory approaches embedded into the curriculum e.g. sensory stories, massage, Tap Touch, etc
- Use of Kasper robot for some pupils with ASD
- Ensure continued use of communication aids such as communication books.
- Liaise with SaLTs to roll out the use of vocabulary boards across the school

### Physical Development

- Continue to provide daily exercise/movement opportunities prioritising health and fitness of pupils affected by the impact of previous lockdowns
- Continue to develop the outside areas / play equipment across the school in order to promote pupil engagement in outside activity
- Establish "post lockdown" Woolgrove Swimming sessions:

### To work in partnership with:

- Parents/carers to support return to school in September, home learning (if still necessary), curriculum evenings, behaviour solution circles, coffee mornings, etc all done virtually or via telephone
- Governors on return to school in September and monitoring our recovery curriculum
- Other special schools – Herts and Eastern region
- Letchworth/DSPL 1-2 mainstream schools
- DSPL 1 – Woolgrove staff to support with /deliver area training to mainstream schools
- Greenside School through joint outreach for DSPL 2
- The Valley School and its new head teacher
- North Herts Schools Sports Partnership
- Local community – Letchworth Partnership, Jackman's
- Other external agencies/professionals including HCC, HfL, HIP, NAS, advisory teachers, EP, SALT etc

### Premises

- Work with LA on CIF expansion bid for future submission (Dec 2022) to increase pupil numbers back up to 125
- Improving outside areas – investigate fundraising options for astro turf for sensory garden/replacement of large fixed play equipment

### Middle Leaders

- Curriculum mapping across the school (3<sup>rd</sup> year)
- Deep dives
- Implementation and impact of research projects of identified middle leaders through NPMQL training
- Peer observations

## THE SCHOOL AIMS

Woolgrove seeks to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

- To raise people's self-esteem, so that they are able to make the most of their **A**bilities and talents,
- To foster a sense of curiosity and a love of learning, so that all will develop a determination to achieve and **S**ucceed,
- To work in **P**artnership with parents, other schools and wider community, to promote a more inclusive education system and a sense of citizenship,
- To promote **I**ndependence and encourage intellectual, emotional, spiritual and healthy growth, so that everyone can become lifelong learners,
- To work together in an atmosphere of trust and mutual **R**espect, so that all feel equally safe and valued,
- To provide a challenging and **E**nriching curriculum which addresses individual needs.



***LIVE, LAUGH & LEARN TOGETHER***



## VISION

**Woolgrove School seeks to respond positively to the challenge of change and build on its reputation for successful innovation in the field of special education by:**

- being a self-evaluating school as a means of constantly improving the quality of education and raising pupils' achievements
- providing an appropriate education for all pupils whatever their individual difficulties and needs so that each child feels valued and able to achieve
- continuing to ensure CPD is given a high profile in order to develop staff expertise and raise standards
- expanding the identity of Woolgrove School, Special Needs Academy which caters for pupils with autism, speech & language difficulties, moderate learning difficulties and a wide variety of other special educational needs
- working in partnership with other mainstream schools to develop the Outreach Service and meaningful integration projects promoting inclusion and benefiting all pupils
- working in partnership with other mainstream and special schools, both within the County and beyond, in order to raise standards
- ensuring provision includes extra curricular activities which pupils find engaging, supportive, and fun
- keeping informed of current research in the field of SEND, considering evidence produced and assessing the relevance to pupils within Woolgrove so that helpful improvements in provision may be implemented

**Communication – £1,500**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To increase staff confidence and ability to sign.	Purchase chat a sign books for classrooms to support teaching signs	HoD , Literacy and communication team Class teachers	£120	Non-verbal children who communicate through signing provided with signing sheets with their reading book to support staff and parents to teach children the signs to enable them to read the text.  Staff to access resources to enable them to develop resources and deliver sessions.	Summer 2022 SLT/ Literacy Subject leader Reading progression records.
	Teachers to deliver weekly signing sessions to their classes to teach key vocabulary		Training costs		
To increase signing skills and use across the school	To deliver signing training to MSA's, parents and staff  To run a sibling signing sessions at least once per year.	Signalong tutors  Julian/Vicky	Supply cost	Staff, parents, MSAs and siblings given opportunities to attend signing training. Open to local schools to off- set costs.	Summer 2022 SLT Evaluations of course
To increase the Augmentative Communication systems used across the school to develop children's communication skills	To continue to implement and monitor the implementation of Woolgrove Object, Photo, Symbol Communication system and the Woolgrove Communication book deliver training to enable staff to use this as part of their teaching and learning.  To purchase objects of reference and containers to support communication	SLT  Literacy and communication team Class teachers	Training time and cost of making resources (printing and laminating)  £600	Increase of staff able to fully implement the Woolgrove Object, Photo, Symbol Communication System, Communication books and iPad apps and ability to support other staff.  Children's communication needs fully met and communication systems being used across the school and in different areas of the school and for a variety of communication needs (not only snack)	Lesson drop ins, learning walks, observations.  Summer 2022 SLT Literacy and communication team
	To increase the use of the Attention Autism programme across the school.	Communication and Literacy Team  SLT Communication and Literacy Team  SLT Nursery Nurses	Training time Possibly purchase additional set of materials?  £200		

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<p>To develop a core board to be used across the school and at home to develop communication skills</p>	<p>Staff and parent training on communication needs</p> <p>Develop a core board and make A3 versions for all classes and small versions for children to have at home</p> <p>Staff and parent training on how to use core boards</p> <p>Research how to produce playground signs with the core boards and if possible make signs and put up</p>	<p>Communication and Literacy Team</p>	<p>Supply costs Cost of making resources. Cost of signs for each outdoor area (£2000)</p>	<p>Core boards being used across the school and at home for some pupils</p>	<p>Summer 2022</p>
<p>To develop strategies to increase attention and listening skills for all children and increase staff knowledge of different approaches.</p>	<p>To ensure teachers and TAs complete Wellcom assessment materials and how these can be used as an alternative to Blank Level for the youngest/most complex needs</p>			<p>Staff feel involved and share suggestions and ideas to develop communication skills</p> <p>SALT involved in process</p>	<p>Autumn 2021</p>
	<p>To train pre-formal and EYFS teachers and TAs on the Intensive interaction programme so that this is used in classes to support communication and interaction</p>	<p>Communication and Literacy Team</p> <p>SLT</p>	<p>Training time £200</p>	<p>Attention Autism being used for all children who need to develop listening and attentions skills. Elements of attention autism evident in all classes. Progress increasing in attention and listening</p>	<p>Spring 2022</p>
	<p>To train all teachers and TAs on the Identiplay approach.</p> <p>To purchase resources to support the delivery of Identiplay</p>	<p>Communication and Literacy Team</p> <p>SLT</p>		<p>Class teachers and TAs using the materials to assess children and use this information to support teaching and learning.</p> <p>Teachers sharing information with parents to support at home</p>	

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Aims	Actions	Who?	Cost/Time	Success Criteria	Monitor When? Who? How?
To develop and deliver a Literacy Catch Up Programme for identified pupils for remaining period	<ul style="list-style-type: none"> <li>• Continue to deliver the Literacy Catch Up Programme for identified pupil (see separate Catch Up Plan 2021/2022).</li> <li>• Monitor progress of pupils and modify programme accordingly</li> </ul>	<p style="text-align: center;">LC</p> <p style="text-align: center;">LC</p>	<p style="text-align: center;">Cost of staff to deliver sessions (dependent upon CU funding) Cost of SL to plan and monitor</p>	<ul style="list-style-type: none"> <li>• Increased pupil progress from baseline assessment in Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Monitored by SLT/ and SK</li> <li>• Monitor progress on Classroom Monitor</li> <li>• Monitor half-termly</li> </ul>
Continue to promote the effective teaching of phonics and spelling across the school.	<ul style="list-style-type: none"> <li>• Update resources, ensuring engaging resources are available at each phase</li> <li>• Monitor effectiveness of phonics and spelling teaching across the school and provide appropriate support to staff identified.</li> <li>• Video and share exemplary phonics/spelling lessons.</li> <li>• Promote 'Woolgrove Active Phonics' and share good practice.</li> <li>• Ensure reading books are matched to pupils reading and phonic abilities.</li> </ul>	<p style="text-align: center;">SK</p>	<p style="text-align: center;">Resources £500</p> <p style="text-align: center;">Cost of SL x 3 days</p>	<ul style="list-style-type: none"> <li>• Increased pupil engagement and in phonics</li> <li>• Pupil progress in reading and writing</li> <li>• Staff confidence raised</li> </ul>	<ul style="list-style-type: none"> <li>• By end of summer term.</li> <li>• Monitored by English and communication team</li> <li>• Monitoring of timetables, lessons and work folders</li> <li>• Pupils show progress through assessment</li> </ul>
To implement handwriting programme 'Handwriting without Tears'	<ul style="list-style-type: none"> <li>• Share resources and plan and deliver training to staff</li> <li>• Monitor impact of new programme and provide further support and training if needed</li> </ul>	<p style="text-align: center;">LC / English Team</p>	<p style="text-align: center;">Cost of SL x 2 days</p>	<ul style="list-style-type: none"> <li>• Progress in mark making and letter formation for individual pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor by LC / English Team through work scrutiny / observations</li> </ul>
To monitor progress of all pupils across the school in Literacy and plan and deliver appropriate support accordingly to raise attainment.	<ul style="list-style-type: none"> <li>• Carry out regular monitoring through work scrutiny and CM.</li> <li>• Identify pathways, classes, specific groups or individuals not making appropriate progress</li> <li>• Plan and deliver appropriate support, training to raise attainment of identified pupils.</li> </ul>	<p style="text-align: center;">SLT &amp; English Team</p>	<p style="text-align: center;">Cost of minimum of x 3 SL days to monitor, plan and deliver training as appropriate</p>	<ul style="list-style-type: none"> <li>• Increased pupil progress</li> <li>• Increased staff knowledge and expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Monitored by SLT/ and SK every term</li> </ul>
To improve progress in speaking and listening across the school	<ul style="list-style-type: none"> <li>• Monitor data of individual classes and pupils and provide targeted support as appropriate</li> <li>• Continue to identify 'sticking points' from CM and prepare activities and assessment materials to support.</li> <li>• Liaise with SALT and provide whole school training on identified aspects.</li> <li>• Arrange specific Speaking and Listening opportunities across the school to promote this area of learning and provide further opportunities for learning.</li> </ul>	<p style="text-align: center;">SK / English Team</p>	<p style="text-align: center;">Cost of SL x 4 days</p>	<ul style="list-style-type: none"> <li>• Assessment data shows increased attainment</li> <li>• Staff knowledge and confidence increased</li> <li>• Increased provision/activities</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor by LC / English Team through work scrutiny / observations</li> </ul>



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### QUALITY OF EDUCATION **MATHS - £500**

Aim	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To successfully monitor planning and delivery to ensure needs of all pupils, including more complex, are met	<ul style="list-style-type: none"> <li>• Subject leader and deputy (SLs) to monitor planning termly</li> <li>• Carry out learning walks twice yearly term to highlight good practice and missed learning opportunities to capitalise on.</li> <li>• Work and planning scrutiny to take place termly to ensure all needs are being catered for and a range of teaching/accurate marking is taking place</li> </ul>	SLs to help with data SLs – Work scrutiny SLs – Planning scrutiny  SLs carry out joint learning walk	Half day cover x4	<ul style="list-style-type: none"> <li>• Pupils' needs are met and progress is evident throughout the maths areas</li> <li>• Differentiation evident through planning to stretch more able and support most complex</li> <li>• Pupils make good/outstanding progress</li> <li>• Improved planning across school which shows cohesion and consistency</li> <li>• New teaching ideas implemented throughout school</li> </ul>	SLT and maths leaders take part in work scrutiny termly Assessment data to be analysed termly by maths SLs Learning walk to be agreed between subject leaders and class teachers. Emphasis on 'casual' drop in. Focus on supplementary maths supporting LA pupils boosting maths communication.
Continuing professional development of joint SLs and staff	<ul style="list-style-type: none"> <li>• To attend training or relevant updates in subject. Related to new deepening knowledge of mathematic curriculum</li> <li>• Specific resource training where necessary to re-deliver training across the school e.g. Numicon</li> </ul>	SLs working in conjunction with CPD lead to find appropriate courses	Non contact time to attend training session £250	<ul style="list-style-type: none"> <li>• Develop understanding of curriculum content and strategies to deliver from SLs.</li> <li>• Deeper understanding of outstanding practice in specialist setting</li> <li>• Have a clear aim of what maths at Woolgrove should look like across the three styles of learning</li> <li>• Develop links with other Maths leaders to share practice, ideas and processes to improve our own.</li> </ul>	SLs monitor appropriate courses that are available  SLs contact leaders in other settings that show strong leadership for maths to develop links.

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Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
Further training on CM to develop knowledge of progress within core groups	<ul style="list-style-type: none"> <li>• Develop CM skills to be able to refine and indentify key groups and areas across the school that need support.</li> <li>• Identify key statements that seem to be challenging for children to achieve school wide and within streamed learning style.</li> <li>• Complete research in ways to achieve success for challenging statements</li> </ul>	SLs and assessment lead	Non contact time training  1 x half morning	<ul style="list-style-type: none"> <li>• SLs have a clear understanding of what the data reflects about the subject with the school</li> <li>• Core groups identified as making poor/good or accelerated progress</li> <li>• Innovative or new approaches to overcoming current challenges within subject</li> </ul>	Monitor When? Who? How?  SLs and Assessment termly  SLT feedback from data analysis and PP meet - termly.
To maintain, organise and categorise whole school resources	<ul style="list-style-type: none"> <li>• Maintain organisation of maths resource cupboard to ensure efficiency when selecting resources to teach concepts.</li> </ul>	All teachers / SLs	Non contact time to sort and catalogue resources	<ul style="list-style-type: none"> <li>• Better teaching through the use of new and improved equipment to meet the complex needs of the children more easily</li> <li>• Manipulatives used regularly to meet needs of pupils</li> <li>• Teachers using more and a wider range of resources to support learning due to easier access.</li> </ul>	Informal discussion with staff meeting lead by SL Learning walks and planning scrutinies completed by SLs highlighting use of resources.
To ensure progress in both areas of maths is good or outstanding.	<ul style="list-style-type: none"> <li>• Analyse data in order to identify maths learning where progress is limited</li> <li>• Staff training in identified areas of limited progress</li> <li>• Make action plan based on data analysis after Autumn data drop</li> <li>• Additional visit to different LD and SLD settings to develop teaching practices for both teachers and TAs</li> </ul>	SLs	Non contact time	<ul style="list-style-type: none"> <li>• Better understanding of outstanding supplementary maths teaching and learning</li> <li>• Staff trained and confident in supporting the development of supplementary language and core concepts.</li> <li>• Clear action plan – new teaching ideas or strategies - targeting key statements or strand of supplementary based on data analysis</li> </ul>	SLs, complete staff training on supplementary communication by spring term.  SLs make action plan in conjunction with maths governor and SLT.

QUALITY OF EDUCATION **Understanding of the World (UW) - £750**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<p>1. Monitor coverage of Understanding the World to ensure progression across topics and inclusion of science, history, geography and OL as well as consistency of provision across pathways.</p>	<p>1. Planning scrutiny 2. Work scrutiny 3. Deep dive with pupil discussion</p>	<p>JB, JC, EQ</p>	<p>1. 1 staff meeting per half term 2. 1 day SLs together 3. 1 day SLs together for deep dive ½ day for evaluation of dd</p>	<p>1. a) Planning scrutiny provides evidence of planning for history, geography and science and OL in all classes, as well as consistency of provision between partner classes. b) Planning scrutiny demonstrates that topic choices take into account topics covered in previous years to avoid repetition. 2. Work scrutiny provides evidence of coverage of history, geography, science and OL in all classes (over course of year). 3. Work scrutiny and pupil discussion shows that outdoors and environment area are being routinely used for learning</p>	<p>JB/JC/EQ</p>
<p>2. Encourage wider provision of practical science experiences</p>	<p>1. Deliver staff meeting focusing on exploration and practical science sessions 2. Monitor practical science provision through work scrutiny</p>	<p>1.JB, JC, EQ</p>	<p>1. -½ day for SLs to discuss and devise program for staff training -At least one staff meeting for delivery of training 2. 1 day for SLs 1. 3. Cost of resources £250</p>	<p>1. Training is delivered to staff with teaching role 2. Increased knowledge and confidence in the teaching of practical science is observed 3. Work scrutiny provides evidence of practical science sessions</p>	<p>JB/JC/EQ</p>
<p>3. Encourage wider use of outdoor learning and the environment area</p>	<p>1. Adapt PASSPORT TO THE ENVIRONMENT AREA to make it more accessible for pre-formal classes 2. Make staff aware of new resources for outdoor learning</p>	<p>1. JB, JC, EQ 2.</p>	<p>1. 2 x ½ day</p>	<p>1. Passport activities are more suited to pre-formal pupils 2. Work scrutiny provides evidence of new resources and passports being used outdoors</p>	<p>JB/JC/EQ Pre-formal class teachers Other subject teams SLT</p>

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<p>4. Hold Woolgrove celebrations for HM The Queen's platinum jubilee</p>	<ol style="list-style-type: none"> <li>1. Each class to plant a jubilee tree when trees arrive in November</li> <li>2. Celebrate with a school-appropriate event such as a picnic/pageant/horse parade/A day at the races/A day at the seaside in May/June</li> </ol>	<ol style="list-style-type: none"> <li>1. All staff and pupils</li> <li>2. All staff and pupils</li> </ol>	<ol style="list-style-type: none"> <li>1. cost of gardening tools £200</li> <li>2. day of cover for team to organise celebration day</li> <li>3. £300 for celebration day</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils take part in and communicate about planting and caring for their class tree</li> <li>2. Pupils begin to develop and understanding of how celebrations today commemorate events in the past</li> <li>3. Pupils take part in school events that mirror celebrations in the wider community</li> </ol>	<p>JB/JC/EQ Class teachers</p>
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QUALITY OF EDUCATION **Computing and Technology - £750 + £1,500 ICT resources**

Aims	Actions	Who?	Cost / Time	Success Criteria	Monitor When? Who? How?
<p>Ensure new computing curriculum is implemented after 2020/2021 disruptions.</p>	<p>Staff meeting – revisit new scheme of work &amp; Policy                      Staff to generate examples of cross curricular learning                      SF and LH to conduct Learning Walk / observations / planning and work scrutiny to ensure curriculum matches the needs of the children.                      Ensure all staff are referencing Computing by its correct name 'Computing' not 'ICT'</p>	<p>SF</p>	<p>Staff Meeting time.</p>	<p>Computing curriculum is appropriate for the needs of our pupils and being delivered effectively, with all three subject areas being covered half termly.                       Consistent approach and referencing of the subject.</p>	<p>Head                      SF                      Link                      Governor</p>
<p>Ensure all teaching and learning of computing is at least good and ensure all children make at <b>least good progress</b></p>	<p>Robust monitoring of computing; Learning Walk, lessons observed, planning scrutiny.</p> <p>Ensure computing coverage relates to Curriculum Knowledge and Skills Overview (KSO)</p> <p>Ensure LOs focus on the skills rather than the final outcome</p> <p>Record and evidence cross curricular computing                      SF and IT technician:</p> <ul style="list-style-type: none"> <li>• Support members of staff who are not confident in using technology – CPD sessions (taking photos, accessing photos &amp; printing)</li> <li>• Support members of staff who are not as confident in accessing / planning / delivering / assessing computing as a subject</li> <li>• Support staff in creating cross-curricular learning opportunities that cover the three strands within computing.</li> </ul>	<p>SF                      +                      MF</p>		<p>Evidence of good and outstanding progress &amp; planning.</p> <p>Most staff to confidently access technology, support and challenge children's abilities and understanding.</p> <p>Computer and technology being used across the school by all staff effectively.</p>	<p>Head                      SF                      Link                      Governor</p>

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Aims	Actions	Who?	Cost / Time	Success Criteria	Monitor When? Who? How?
<p style="text-align: center;"><u>E-safety</u></p> <p>To ensure online safety is taught effectively across the school and the key rules are reinforced through displays and the website</p>	<p>Staff meeting on resources and websites to use to teach online safety</p> <p>Monitor planning</p> <p>Participate in Safer Internet Day 8<sup>th</sup> Feb 2022</p> <p>E-safety display in school – up on website</p> <p>Deliver E-safety information session for parents/carers (Autumn term) - up on website</p> <p>Create half termly Safety Day link to PHSE in school and create a parents link.</p> <p>New eSafety rules to be created and displayed</p>	<p>SF + Head</p>		<p>Staff and children are aware of online safety</p> <p>Display Created</p> <p>Website updated</p> <p>Parents are kept informed of the importance of online safety and are supported when required</p>	<p>SF Head e-safety coordinator (MS) Link Governor</p>
<p>Ensure that Computing equipment across the school is maintained in good order and updated as required in order to deliver the curriculum</p>	<p>Rolling programme of updating Computing hardware across the school in place (see MF's separate report).</p> <p>Continue Rolling programme of updating Computing hardware across the school in place (see MF's separate report)</p> <p>Working with current budget ensure all classrooms have at least one up to date running computer.</p>	<p>MF</p>	<p>Cost of MF (10 hours per week)</p> <p>Cost of new hardware</p>	<p>Computing equipment across the school is in good working order.</p>	<p>Head</p>
<p>Ensure that both KS1 and KS2 Sensory rooms and equipment maintained in good order and updated as required in order to deliver the curriculum</p>	<p>SF to ensure both rooms are timetabled fairly and that all classes are accessing the resource consistently and appropriately.</p>	<p>SF</p>		<p>All classes using sensory rooms to provide learning opportunities for all children.</p>	<p>Head SF Link Governor</p>
<p>Ensure all apple devices are logged in and using the same account.</p>	<p>MF to recall all school apple devices and set up one Woolgrove email account to manage all devices and apps.</p>	<p>MF</p>	<p>Cost of MF (10 hours per week)</p>	<p>All apple devices logged into same account and easier to manage.</p> <p>Ensure safety and not using gmail accounts.</p>	<p>Head SF Link Governor</p>

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Aims	Actions	Who?	Cost / Time	Success Criteria	Monitor When? Who? How?
Deliver staff training to support computing usage to support learning and assessment	SF to provide training to staff that wish to participate to be able to use ipads to take photos as evidence, safely manage and store images and then be able to print them off.	SF		All staff to have access to guide to be able to effectively use iPads to support and record learning and assessment within school.	Head SF Link Governor
Share good practice within learning pathways	Class teachers who are confident teaching computing to share good practice and resources within their learning teams.	All staff		Computing embedded with curriculum and provided through differentiated cross-curricular links.	Head SF Link Governor
Ensure all classes have at least one scheduled slot in the Sensory Room and with the iPads	Simon to contact all teaching staff to ensure each class has at least one session in the sensory room and with the iPads	All Staff		Sensory room and iPads are being used consistently by all classes.	Head SF Link Governor





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<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>Provide bikeability sessions in the Spring term for Level 1 and Level 2 ability pupils</p> <p>Oranginse and run Y6 activity weeks including Wymondley Woods residential for Formal pupils</p>	<p>RP North Herts Disability Sports Association</p> <p>RP/Class teams</p>	<p>Autumn term</p> <p>Please see School Sports Premium document:</p> <p>Evidencing the Impact 2021-2022</p> <p>Summer term</p>	<p>Improved opportunities for pupils to develop key core skills linked to fine and gross motor control</p> <p>Increase in pupil confidence and skill when riding a bike/tricycle</p> <p>Opportunities for pupils to experience a range of adventurous activities</p>	<p>RP</p>
<p><b>Key indicator 5:</b> Increased participation in competitive sport</p>	<p>Provide opportunities for pupils, where appropriate, to experience and participate in competitions and festivals with pupils in special and mainstream schools:</p> <ul style="list-style-type: none"> <li>- Liaise with PE leads from local special schools cluster</li> <li>- Arrange timetable of fixtures</li> <li>- Attend fixtures</li> </ul> <p>Membership of the North Herts School Sports Partnership (NHSSP)</p> <p>Provide opportunities for INTRA school competitions and festival:</p> <ul style="list-style-type: none"> <li>- Plan and lead whole school competitions days e.g. "bouncathon" mini marathon etc</li> </ul> <p>Establish links with The Valley School PE dept providing opportunities for G&amp;T pupils to engage in competitive matches/Skills sessions</p>	<p>RP Relevant staff Physical development team</p> <p>RP/Valley School PE lead</p>	<p>Please see School Sports Premium document:</p> <p>Evidencing the Impact 2021-2022</p>	<p>Pupils have identified as part of a team</p> <p>Opportunities for pupils to engage with pupils and staff from other local provisions</p>	<p>ONGOING RP</p>

QUALITY OF EDUCATION **EXPRESSIVE ARTS - £700**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<p>To ensure pupils experience a wide range of styles, genres and musical experiences during their time from Reception to Year 6, despite being taught by different teachers</p> <p>Offer training and support to help teachers embed music in every classroom and upskill teachers to teach music</p>	<ul style="list-style-type: none"> <li>Review curriculum plans, focusing on listening tracks, development of skills and opportunities for musical experiences</li> <li>Specific staff training for each pathway</li> <li>Staff meeting time/team meetings to review topics/share knowledge for next unit</li> <li>Observe music across the school to ensure curriculum coverage and identify support</li> <li>Deep Dive towards the end of the year – music focus to look for evidence</li> </ul>	<p>Liz &amp; Annie – staff meetings/ surgeries</p> <p>Liz &amp; Annie observations</p> <p>Liz, Annie with Lisa and Vicky to deep dive</p>	<ul style="list-style-type: none"> <li>Liz/ Annie to meet with teachers half-termly to collect feedback</li> <li>Liz/Annie to meet at the end of the school year to review curriculum</li> <li>Cover/additional pay for Subject Leader time and regular end of unit/end of term review meeting</li> </ul>	<ul style="list-style-type: none"> <li>Progress, feedback from class teachers, class engagement, observations of teachers/ music teachers show impact</li> <li>Class teachers feel supported and confident to teach music</li> <li>Full music curriculum coverage across the school</li> <li>Deep dive showing coverage and progression through evidence</li> </ul>	<p>Liz/Annie to monitor planning</p> <p>Liz /Annie to meet with teachers</p> <p>Liz/ Annie to meet to review at the end of the year</p>
<p>To explore new approaches and equipment that would further support and enhance the music curriculum to help further engage Pre-formal learners and some of our more formal learners</p>	<ul style="list-style-type: none"> <li>Attend courses (such as various courses run by Musical Futures) that provide new, well tested approaches which could motivate less engaged formal learners</li> <li>Research technology that could be used to support music making with formal groups (e.g. Music apps, Ableton Live, Garageband) and access to space on iPads/computers to save projects and programmes/apps</li> <li>Visit schools to observe good practice/ resources especially SLD music</li> </ul>	<p>Liz and Annie</p> <p>Other teachers that need CPD (if appropriate)</p> <p>ICT: Annie and Liz with Simon and Matt</p>	<ul style="list-style-type: none"> <li>Liz&amp; Annie to attend courses, adapt and feed ideas into MTPs and disseminate with staff</li> <li>Other staff to attend courses if relevant for CPD</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge/skills gained from CPD fed into music teaching</li> <li>New technology in use in some formal classes</li> <li>Good practice observed and informing teaching</li> </ul>	<p>Annie and Liz to monitor coverage on courses and music technology</p>
<p>To finalise the Music assessment criteria and to develop a sustainable way to help teachers to assess music work</p>	<ul style="list-style-type: none"> <li>Review criteria lists already created</li> <li>Music criteria added to Classroom Monitor</li> <li>Look at how class teachers can best assess music in a sustainable way (Look at options including observation forms, subject PTS forms, individual children PTS forms, any other options)</li> </ul>	<p>Liz and Annie</p> <p>Matt</p>	<ul style="list-style-type: none"> <li>Planning time</li> <li>Cover/additional pay for Subject Leader time</li> <li>Time for a review meeting</li> </ul>	<ul style="list-style-type: none"> <li>Criteria informs future planning/shows progress</li> <li>Assessment sheets are workable and sustainable</li> <li>Evidence of music found in each child's work folder</li> </ul>	<p>Liz and Annie to monitor assessment processes and look at evidence in files</p>
<p>To consider how Music, Art and Drama can contribute to the recovery curriculum being put in place at Woolgrove following COVID-19</p>	<ul style="list-style-type: none"> <li>Research the benefits of the arts on mental health/find out about good practice in other settings and share findings with teachers/TAs</li> <li>Review current EAD curriculum and add/highlight to teachers what could be used to support children</li> <li>To look at class based/whole school EAD projects that could support children as they work through issues that have arisen through COVID</li> </ul>	<p>Liz, Annie</p>	<ul style="list-style-type: none"> <li>Time for research and review of curriculum</li> <li>Time allocated in a staff meeting</li> <li>Cost for materials for EAD events /cover for staff to run events and/or visiting artists</li> </ul>	<ul style="list-style-type: none"> <li>EAD used as a vehicle to help children as they work through COVID issues</li> <li>Additional class-based activities/whole school EAD projects part of the 2021-22 recovery curriculum</li> </ul>	<p>EAD team monitor EAD events, equipment/ materials liaise with SLT and teachers about any projects</p>



Woolgrove School Development Plan 2021 - 2022

QUALITY OF EDUCATION Life Skills, including PSED, RSE and Food Technology - £500

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<p>To continue to develop staff confidence in the setting of life skills homework</p> <p>To monitor the evidence provided through photographic evidence to ensure it shows the skill that is being learnt rather than the outcome.</p>	<ul style="list-style-type: none"> <li>Create a bank of life skills homework sheets that can be updated and shared with all teachers/parents</li> <li>Monitor life skills homework on a termly basis and through deep dives</li> <li>Monitor evidence on a termly basis through deep dives and book scrutiny.</li> </ul>	Catherine/Louise	Louise and Catherine to meet	<p>All staff to feel confident in delivering life skill lessons to children through a holistic way of teaching.</p> <p>All staff to feel confident at setting and monitoring life skills homework</p> <p>Evidence to show skill being learnt in children's folders where photographic evidence is provided.</p>	<p>Ongoing</p> <p>Catherine and Louise</p> <p>Work and homework scrutiny</p>
<p>To develop a central record of details of off-site trips linked to developing life skills</p> <p>Pupils will develop skills in school until it is safe to continue trips in the community</p>	<ul style="list-style-type: none"> <li>Create database for offsite trips and learning objectives</li> <li>All staff trained to use Evolve</li> </ul>	<p>Catherine/Louise</p> <p>Richard</p>	<p>Louise and Catherine to meet</p> <p>Half day out</p>	<p>Staff to feel confident and to have a base record of places to take children to develop their life skills outside of the school environment</p>	<p>Ongoing</p> <p>Autumn term 2021</p>
<p>To develop links within the local community</p> <p>To invite local businesses into school (virtually) if necessary</p>	<ul style="list-style-type: none"> <li>Contact local businesses to ensure links are strong and signpost trips to all staff</li> <li>Plan a subject day and whole school involved</li> </ul>	<p>All staff</p> <p>Louise/Catherine</p>	£200	<p>Opportunities are provided for children to maximise their understanding and development</p> <p>Opportunities for pupils to develop their character and cultural capital</p>	<p>Ongoing</p> <p>Autumn Term 2021</p>
<p>To ensure planning for Life Skills, including PSED, RSE and Food Technology, shows an appropriate amount of coverage from the skills and knowledge overviews</p>	<ul style="list-style-type: none"> <li>Monitor life skills planning on a termly basis</li> <li>Monitor class timetable and links to life skills through cross circular subjects/lessons</li> <li>Observe life skills PSED and Food technology lessons</li> </ul>	Louise and Catherine	Day out Louise and Catherine to meet	<p>Life skills are being taught throughout the pathways in a varying way</p>	<p>Spring term</p> <p>Learning walks/drop ins</p> <p>Book /planning scrutiny- ongoing</p>
<p>To monitor teaching, learning and progress in Life Skills, including PSED, RSE and Food Technology in the formal curriculum pathway</p>	<ul style="list-style-type: none"> <li>Monitor progress of life skills area of Classroom Monitor</li> <li>Develop assessment criteria on classroom monitor to clearly reflect the teaching and ability of the formal learner</li> </ul>	Louise and Catherine	Day out Louise and Catherine to meet	<p>Staff are delivering a broad range of skills.</p> <p>Pupils are making progress in their independence</p> <p>Staff are assessing using Classroom Monitor</p>	<p>Spring term</p> <p>Learning walks</p> <p>Book /planning scrutiny- ongoing</p> <p>Classroom Monitor checks</p>

## Woolgrove School Development Plan 2021 - 2022

<p>To ensure the correct equipment is available during life skills lessons inc Food Tech</p>	<ul style="list-style-type: none"> <li>• Monitor the stock in Food tech rooms</li> <li>• Purchase new equipment for food technology</li> <li>• Purchase new equipment for fizzy hands activities</li> </ul>	<p>Louise and Catherine</p>	<p>£300</p>	<p>To allow staff to teach effectively and to allow children to access the resources needed within their learning.</p>	
<p>To ensure that opportunities are being given and taught explicitly for pupils to develop their character through life skills lessons</p>	<ul style="list-style-type: none"> <li>• Monitor to assessment of 'the characteristics of learning' of marking slips and well being scales</li> <li>• Monitor the standard of evidence across the pathways for life skills</li> </ul>	<p>Louise and Catherine</p>		<p>To allow pupils regular opportunities to develop their character</p> <p>To allow staff to develop their understanding of cultural capital and how this can be planned into lessons and assessment.</p>	<p>Work scrutiny</p> <p>Deep dives</p>

QUALITY OF EDUCATION **Assessment**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To continue to develop and implement the Classroom Monitor system	Deliver training for new teachers to ensure assess their class using the system and print reports to share at parents evening and monitor attainment and progress of their class.	Assessment lead	Staff meeting time. Team meeting time  2021-2022	Class teachers using the system to record assessments, inform planning, add evidence, and monitor progress	Termly /monthly monitoring  Assessment lead SLT Subject Leaders  Checking planning, assessment records, PTS' Well being plans
	Deliver training for TAs on Classroom monitor to increase their understanding of assessment and next steps for children	Assessment lead		Subject Leaders/ working groups able to monitor teaching and learning and progress and identify strengths and areas of development in their subject.	
	Deliver training to Subject groups and Teachers to support them to monitor attainment and progress, identify strengths and areas of development.	Assessment Lead		Evidence recorded and shared with parents as part of the EHCP process.	
	Develop a system for teachers to record evidence to be shared with parents at the EHCP meetings	Assessment lead / Inco		Assessment informing planning for all teachers	
	Continue to Monitor planning to ensure that class teachers are using the assessment information to inform planning	SLT HoD		EHCP targets taken from classroom monitor.	
	To continue to develop the use of classroom monitor to inform EHCP targets.	Inco Class teachers Assessment Lead		Sensory profile completed for all children and wellbeing plans written which incorporate this information	
	To implement regular Assessment Solution circles to support Teachers with assessing, using assessment to inform planning, target setting and baselining and to support TA's with marking/observations	Assessment Lead / Subject Leaders			
	Deliver training and support Teachers to complete the sensory profile on classroom monitor and use this information to inform wellbeing plans and sensory diet programmes	Assessment lead Inco ASD Lead Behaviour Lead			
	Investigate and develop an interoception section for the Sensory profile	ASD Lead		Assessments developed and uploaded onto Classroom Monitor to support teaching, learning, assessment and target setting for children who may have difficulties progressing through the SEN toolkit assessment	
	Research and develop further ASD assessments – triad of impairment and in particular communication that can be used to support the assessments of children and target setting				
To develop the use of interventions to improve progress.	Share the Teaching, Learning and Assessment booklet to support teachers understanding about different methods, interventions and approaches to support pupils learning such as helicopter stories, identiplay, intensive interaction, tac pac etc	Assessment Lead / Subject leads	2021-2022 Cost of producing booklet.	Booklet produced to support Teachers and TAs to understand, Why and How and Impact of interventions / approaches.	Assessment Lead / SLT Termly Drop in to team meeting discussions. Monitoring records

## Woolgrove School Development Plan 2021 - 2022

	Refine and fully implement the referral and monitoring system for interventions where targets are identified by the class teacher and regularly reviewed to measure the impact of the intervention.	Assessment Lead / Intervention Leads / SLT	2021-2022	Referral form developed. Targets monitored half termly and impact recorded. Interventions monitored.	from referral forms and intervention records
	Develop feedback to parents from interventions and ensure they are fully informed	Intervention Leads / SLT	2021-2022	Process developed to ensure Parents receive feedback about how their child is progressing in intervention sessions	
To ensure consistency in assessments across the school	Develop a moderation programme to ensure consistency of assessments across the school.	Assessment Lead/ Subject leaders	Staff meeting time. 2021-2022	Consistency of assessments across the school. Staff understanding of the Bands and Learning Objectives within them increasing.	Termly Assessment Lead Subject Leaders
	To improve the moderation recording so it accurately reflects discussions and is an accurate record of the process	Assessment Lead		Moderation timetable in place to support teachers' judgements and ensure consistency across all subjects	Moderation records
	Staff meeting to focus termly on moderation across classes of different curriculum areas	Assessment lead Class teacher Subject Leaders		Clear and accurate moderation records being used.	
	Staff to attend moderation sessions with other special schools / mainstream settings. Links to continue to be developed with other Special Schools to moderate work.	Assessment Lead / SLT Outreach	Cost of attending FLSE moderations	Moderation with other schools taking place at least annually to validate judgements	
To develop and implement support / intervention groups for pupils where necessary after the return to school following on from lockdown / covid 19	All children to be fully baselined within the first few weeks of the Autumn term	All staff	September 2021	Accurate starting points identified for all pupils. Regression and progress identified	Half termly
	Regression / progress to be identified and analysed and a recovery curriculum to be designed to support the identified pupils needs	Literacy and Maths leads Assessment lead	September 2021	Interventions planned and delivered to enable children to make progress following their return to school	All staff Work scrutiny and assessment monitoring
	Wellbeing scales to be used consistently across the school to identify wellbeing concerns following the return to school	All staff	Autumn 2021		
	Recovery curriculum to be monitored for impact within the classroom and modified as necessary	All staff	2021-2022		
To monitor the progress of pupils across the school	Adjust progress group criteria in light of findings from the previous year.	Assessment Lead	2021-2022	Any Areas of Development identified and Strengths across the school. Any differences in progress across groups identified and this information is used to inform provisions and future SDP	Termly Assessment lead SLT Subject Leaders
	Identify which progress groups (Set target for progress across the academic year) child is in within the school	SLT Class teachers			
	Pupil progress meeting to discuss individuals' progress towards meeting the target and identify any areas of development	Assessment lead			
	Deliver training to enable Subject leaders to monitor progress and attainment	Assessment lead			
	Monitor attainment and progress of key groups and identify any trends, areas of development or strengths.	Class teachers			
To implement new systems and procedures for EHCPs in line with Local Authority requirements	Deliver training to teachers to allow implementation of new systems for annual reviews	Louise INCo	Training session for teachers	Teachers confident to use new systems to complete EHCP annual review documents	INCo/ Head teacher

## Woolgrove School Development Plan 2021 - 2022

To gather data on outcomes from EHCPs	Provide format for teachers to use as part IPM process to provide data on all outcomes.	Louise INCo	Teacher time	Data provided during IPM process on all outcomes per pupil to state if 'met', 'partially met' or 'not met' and reason given, including next steps	INCo/ Head teacher
To continue to monitor IPMs and display targets for all pupils	To undertake termly IPM monitoring and drop ins to provide evidence of outcomes being met and outcomes being displayed and used alongside the pupils	Louise INCo	Monitoring sessions	To monitor all IPMs termly (see IPM monitoring) To regularly check display targets are being updated	INCO/Deputy Head

**Staff and Pupil Wellbeing**

<p><b>1. Leadership and Management (1), Monitoring Impact (9)</b></p> <p>To promote and implement the DFE Education Staff Wellbeing charter;</p> <p>Liaise with Mental Health Link Governor on a regular basis to monitor and review provision/impact</p> <p>To liaise and engage with mental health support teams e.g. MHST and SEMH and special schools network</p> <p>To ensure and monitor the use of whole class well-being plans and Individual Risk Reduction plans to identify and share strategies to support positive behaviour and mental well-being in specific pupils in line with Herts Steps</p> <p>Gain NHS Mental Health Kite Mark</p> <p>To develop and embed the role of MHST worker in school to support pupils and families mental health and behaviour.</p> <p>To further develop this role to support staff and provide well being sessions for staff</p>	<p>Displays poster, signpost as necessary, attend relevant training Complete termly staff wellbeing survey in order to monitor staff wellbeing</p> <p>Meetings as appropriate</p> <p>Attendance at meetings</p> <p>Ensure regular monitoring of well-being plans, pupil support folders</p> <p>Complete RAG rated self assessment for Mental Health Kite Mark. Complete application for Kite Mark</p> <p>Attendance in PALMS MHST engagement meetings. Liaise with EMHP key worker Ruth to identify what support can be offered and when Identify families for referral Monitor interventions and impact of sessions</p>	<p>RP/SLT</p> <p>RP, AL</p> <p>RP/LB/EG/HERTS STEPS TEAM</p> <p>RP/AL SLT</p> <p>RP/AL/EG SLT</p>	<p>ONGOING</p> <p>ONGOING</p> <p>ONGOING</p> <p>Half termly monitoring schedule</p> <p>AUTUMN/SPRING</p> <p>ONGOING</p>	<p>Staff wellbeing prioritised and promoted</p> <p>Governors informed and practice monitored</p> <p>Meeting minutes, attendance</p> <p>Well being plans become “working documents” to reflect changing needs/strategies of complex pupils</p> <p>Key areas for development will be identified. Application to gain Mental Health Kite-Mark</p> <p>Parents and pupils gain support and strategies</p>	<p>ONGOING</p> <p>ONGOING</p> <p>ONGOING</p> <p>Half termly monitoring schedule</p> <p>ONGOING</p>
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## Woolgrove School Development Plan 2021 - 2022

<p><b>2. Ethos and Environment (2)</b></p> <p>Continue to develop areas within and outside of the school to promote pupil and staff well being</p> <p>To listen to and measure pupil voice through pupil well being survey</p>	<p>Identification of calm spaces, breakout areas (e.g. tents) for pupils to access when needed</p> <p>key strategies/interventions on pupil well-being plans to support early identification</p> <p>Calm spaces on playgrounds for pupils to use if anxious/upset or just wanted quiet time</p> <p>Design and carryout pupil well being survey</p>	<p>All staff-based on needs of pupils</p> <p>Class teachers/SLT</p> <p>SLT/Emma G (EG)</p> <p>RP/AL,EG, LB</p>	<p>ONGOING £TBC</p> <p>TERMLY</p>	<p>Woolgrove to be able to offer a safe, nurturing environment that is pro-active in supporting and responding to the emotional needs of all pupils</p> <p>Pupils feel safe and happy at School</p> <p>Pupil voice heard and well being measured</p>	<p>SLT/PSW</p>
<p><b>3. Staff Development (7)</b></p> <p><b>4. Identifying Need (8)</b></p>	<p>To continue to work with PSW and Art therapist to ensure development of role in identifying and providing targeted support to vulnerable pupils:</p> <ul style="list-style-type: none"> <li>- Development and monitoring of referral system</li> <li>- Regular meetings to monitor impact of interventions</li> </ul> <p>To continue develop the role of staff "listening ears" to support the well being of all staff</p> <p>Maintain the Staff Well-Being Board in the staffroom to sign post services, support etc for maintaining a healthy work/life balance</p>	<p>RP/SLT/ EG</p> <p>RP/EG</p> <p>Class staff</p> <p>AL Lorna Janet</p> <p>RP/AL Lorna Janet</p>	<p>ONGOING</p> <p>ONGOING</p> <p>ONGOING</p> <p>ONGOING</p>	<p>Vulnerable pupils will be identified by class teachers as requiring additional support/intervention. Intervention by PSW will be effectively monitored in order to show impact on pupil well-being</p> <p>Staff will feel supported and have an opportunity to share worries, concerns etc</p>	<p>RP/SLT</p> <p>PSW</p> <p>SLT/ AL Janet Lorna</p>

QUALITY OF EDUCATION **R.E. - £100**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To monitor the teaching and recording of RE evidence and the assessment of RE progress.	Whole school moderation	Subject leader /ARR lead		Evidence of range of work and activities across the school Consistent recording of evidence and successful moderation of work.	By Summer term / subject leader time
To monitor the delivery of whole school and class worship and assemblies either face to face or virtually depending on the current Covid guidelines.	Monitoring of whole school assembly themes. Monitoring of planning to include daily worship in class	Subject leader / Head		Evidence of consistency in whole school and class worship.	By Summer term / subject leader time
To assess and monitor the current resources available in school to deliver RE lessons.	Resources to be checked and additional resources ordered.	Subject leader	£100	Resource boxes complete.	By Spring term / subject leader time
To encourage visits and visitors either face to face or virtually, depending on the current Covid guidelines.	Monitor planning and displays.	Subject leader		Evidence of visits and visitor sessions across the school.	By Spring term / subject leader time

**QUALITY OF EDUCATION Sensory and Autism - Budget: £1,500**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To provide a personalised curriculum for pupils with Autism and Autistic tendencies to address their barriers to learning and increase their social, emotional and mental health wellbeing.	Ensure that the class wellbeing or Individual Risk Reduction plans reflect the needs of children with sensory needs.	Staff HoDs Mental Health and Wellbeing Lead	Staff meetings and non contact time to write Wellbeing plan/ Individual Risk Reduction plans	<ul style="list-style-type: none"> <li>Pupils with sensory needs are identified by class teachers. Support and intervention will have a positive impact on pupil well-being and ability to access curriculum and activities offered.</li> </ul>	SLT Autumn half term 2021
	To ensure that the equipment required to address sensory needs is available. Ear defenders, fiddle toys, etc in class sensory boxes.	Autism Lead/Deputy Staff HoDs.	£1,500	<ul style="list-style-type: none"> <li>Pupils with sensory needs are provided with appropriate equipment</li> </ul>	Autism Lead/Deputy Autumn half term 2021
To increase the subject knowledge of staff to enhance their confidence and ability to appropriately address the needs of children with Autism	Teaching and non teaching staff to receive formal training/ informal training - staff meetings.	Autism Lead/Deputy CPD lead	Cost of training and cover for staff	<ul style="list-style-type: none"> <li>Increased staff confidence in providing a suitable environment and proactive strategies to enable pupils with Autism to thrive.</li> </ul>	Autism Lead/Deputy and CPD lead Spring 2022
To ensure the continued use of communications aids such as communication books.  To roll out the use of vocabulary boards across the school	To monitor the use of communication aids across the school through learning walks.  To liaise with SaLTs to roll out the use of vocabulary boards across the school	Autism Lead/Deputy Staff HoDs.  Autism Lead/Deputy CPD lead	Time to monitor  Time to create resources	<ul style="list-style-type: none"> <li>Pupils with communication needs are identified by class teachers. Communication aids have a positive impact on pupil communication, well-being and ability to access curriculum and activities offered.</li> </ul>	Autism Lead/Deputy and CPD lead Spring 2022
To monitor the the use of TACTouch in all pre-formal classes	Teaching staff to receive training as appropriate Monitor TACPAC sessions on timetable	LB	Termly monitoring schedule	<ul style="list-style-type: none"> <li>Increase staff confidence in developing communication and touch with pre-formal learners</li> </ul>	Autism Deputy- Spring Term 2021

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<p>To work with the nominated link Governor for Autism and SLT to maintain and enhance the School Environment to meet the needs of children with Sensory needs.</p>	<p>To maintain an autism friendly environment across the school.          To ensure that communication aids are available as appropriate.          To ensure that paperwork reflects the practice taking place in classes.          To ensure that staff training has a consistent impact across the school when communication with pupils with Autism and dealing with behaviour.</p>	<p>SLT          Autism Lead/Deputy          Link Governor for Autism          Behaviour lead          CPD lead</p>	<p>SLT learning walks           Meetings with Link Governor for Autism</p>	<ul style="list-style-type: none"> <li>• Environment remains uncluttered</li> <li>• Staff confident with appropriate visual and verbal communication</li> <li>• Paperwork reflects practice</li> <li>• Strategies derived from training such as TEACCH and SERTS are disseminated and is used consistently across school</li> </ul>	<p>SLT – ongoing          Autism          lead/Deputy          Link Governor</p>
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LEADERSHIP AND MANAGEMENT

Aims	Actions	Who?	Cost / Time	Success Criteria	Monitor When? Who? How?
To ensure that all middle leaders/ learning teams are able to fulfil their roles effectively and understand the expectations of the revised Ofsted Education Inspection Framework (EIF) from September 2021	Head/SLT to re-deliver training to all staff on the revised Ofsted EIF Use of HIP visits to focus on continuing to develop subject leaders and subject deep dives SLT to continue to support new and existing SLs	SLs/SLT/head/ HIP	Staff meeting and SL non-contact time	All subject leaders/learning teams will be able to carry out their role of monitoring and developing their subject across the school in line with expectations of the revised Ofsted EIF.  Staff are aware of the expectations of the newly revised EIF.	Head/SLT/HIP Termly
To ensure that relevant middle leaders successfully complete their NPQML leadership course	HT/DHT meet regularly with middle leaders to review progress of course Middle leaders carry out their NPQML projects successfully	MLs/HT/DHT	Meeting and supervision time	Successful completion and pass of the NPMQL course by identified middle leaders	Head//DHT Termly

**Governors**

Aims	Actions	Who?	Cost / Time	Success Criteria	Monitor When? Who? How?
To continue to work effectively and flexibly in light of the post Covid 19 situation e.g. face to face meetings but revert to virtual GB meetings if required.  Ensure that the Governing Body are trained in Governance and areas of specialism including Induction of new governors.  Ongoing recruitment drive for new governors	Keep abreast of national school developments including catch up funding, remote home learning, wellbeing etc.  Relevant HFL training courses  Establish current and future governors vacancies taking into account skill gaps	Head and all governors  Clerk  Head and all governors	As required	All governors are fulfilling their roles effectively.  All governors to attend HFL complimentary training courses as a minimum  To achieve a full complement of governors with a range of experience and skills	Full Governing Body including Chair and Vice
<b>GOVERNANCE</b> To ensure that each committee works more effectively – linked to the SDP	Production of an action plan per committee. Agenda item for first meeting of year.	Each committee	Meeting time + additional time as necessary	Governors will have a clear understanding of the strengths and areas of development in all aspects of the school.	Governors Head

LEADERSHIP AND MANAGEMENT

Aims	Actions	Who?	Cost / Time	Success Criteria	Monitor When? Who? How?
<p><u>STANDARDS</u> To continue to play a more active role in monitoring and improving the school</p>	<p>Re-introduction of face to face monitoring of teaching and learning (SDP focussed) as regulations allow e.g governors' monitoring mornings</p> <p>Reallocate curriculum and link role governors – monitor areas they are responsible for through liaison with staff, visits and meetings</p> <p>Governors to provide written reports of their visits/findings and feed back to the rest of GB.</p>	<p>3 x mornings Clerking for Governors</p> <p>Non-contact time for staff and subject leaders</p>		<p>Governors will work in partnership with the school's leadership team to further strengthen our delivery of the curriculum through the critical friend role and by encouraging new approaches and strategies for teaching and learning</p> <p>Governors will hold the school to account for pupil progress, allocation of funding including Catch Up, and in the common aim of achieving outstanding</p>	<p>Governors Head SLT HIP</p>
<p>Understand the new OFSTED inspection framework (Sept 2021)</p>	<p>All Governors to familiarise themselves with the new OFSTED framework and identify changes. Any gaps in training which are identified to be fed back to the clerk who can assist in identifying training.</p>	<p>All Governors and Clerk</p>	<p>As required</p>	<p>Governors will fully understand the framework.</p>	<p>Governors / Head</p>

QUALITY OF EDUCATION **Down's Syndrome - £100**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To monitor practice of personal books, conversation diaries and peer role models for children with Down Syndrome across the school and provide update training as required	Staff to start using these practices with support of lead teacher  Staff meeting /Friday training updates as necessary	Lead teacher /		Staff feedback on successful use, progress of children	Ongoing
To continue use of see and learn intervention programme for cohort of children with Down Syndrome where possible, and monitor use of the programme by class teams	DS lead to continue intervention, and check in / support class teams	Lead teacher		Daily use of the programme and positive staff feedback of its use	Ongoing
To begin drama club for children with DS and others to allow opportunities to excel in drama, singing and performing arts	Share research, organise with SLT club starting, monitor impact	Lead teacher / SLT / support staff		Drama club started and children attending, positive feedback from parents and staff	Autumn term
To continue to monitor data across the cohort and make comparisons with 2018-9 data to monitor impact of interventions, and raise awareness of other areas of need that DS lead may need to focus on	Analysis of data in summer term	Lead teacher / ARR lead		Evidence of improved speaking and listening data in cohort	In Summer term

QUALITY OF EDUCATION **EYFS / PRE-FORMAL DEPT – £2500**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To continue to develop the use of the Outdoor Learning area to ensure that the EYFS curriculum is available in all learning environments and children are able to access PAL and AD activities indoors and outdoors across all classes	Increase pulling and pushing toys. Purchase additional bikes and scooters, brushes to clean the area	HoD Class teams.	Total – £600 (Bike £186.00 scooter - £95.00 Wheelbarrow £67.00 Strollers £103)	Outdoor area being used during continuous provision and children able to work indoors and outdoors to develop skills across the curriculum  Improved gross motor skills, evident in assessments of Physical Development (PD) and Handwriting.	Summer 2022 HoD / SLT – Work monitoring - Observations of children completed accessing PAL activities outside.
	Purchase games and toys / diggers and bark chips for digging areas to be used in outdoor areas	HoD	£500		
	To purchase gazebos to provide shelter in Red and Cone outdoor area to enable this to be used in all weathers	HoD class teachers	£200		
	Increase suitable outdoor clothing that can be used to support children to access the outdoor area in all weathers.  (encourage parents to provide as part of the uniform and purchase additional all in one overall to be used e.g.. Wetplay Kids Waterproof Dungarees RAIN Over Trousers Boys Girls Childs Children's £11.95 each from Amazon)	Class teams / HoD	£250		
Implement loose part play across early years classrooms (starting in blue class who could then share practice)	Purchase small parts for loose play and storage. Teachers to research good practise and how to implement the programme Blue team to monitor the impact on children's language skills, problem solving and creativity Teachers to attend training on loose parts through ABC conference when / if possible	Class teams / HoD	£200 And training costs	Observations of improved creative language, problem solving and play skills through children engaging in loose parts play.	Summer 2022 HoD / SLT – Work monitoring - Observations of children completed accessing PAL activities outside.
To improve the facilities and environment to maximise learning opportunities.	To purchase a book rack to make books more accessible in the reading area in Blue class	Class teams / HoD	£100	Improved access to books for the children in Blue class	Summer 2022 HoD / SLT – Work monitoring - Observations of children completed accessing LAP activities outside.
	Improve resources and equipment in all classes		£1000	Improved learning opportunities in all classes	

QUALITY OF EDUCATION **SEMI-FORMAL/FORMAL DEPT – £2500**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<p>To develop the use of any available outdoor learning area to ensure that Play and Learn opportunities are available to semi – formal children.</p>	<p>To increase the confidence and skills of teachers in providing Play and Learn activities in available outside spaces by teacher discussion or observation of the practice of other teachers.</p>	<p>HOD Class teachers</p>	<p>Time to observe</p>	<p>Evidence of Play and Learn planned activities are being set up in available and outdoor areas are being consistently used during small group work to develop skills across the curriculum.</p>	<p>Summer 2022 HoD / SLT – Work monitoring - Observations of children accessing Play and Learn (PAL) activities outside.</p>
	<p>Purchase tuff spots and stands as required.  Purchase games toys and equipment as required to enhance provision.</p>	<p>HoD Class teams.</p>	<p>£500</p>		
	<p>To purchase gazebos as required to provide shelter in outdoor area to enable this to be used in hot or wet weathers</p>	<p>HoD Class teams.</p>	<p>£300</p>		
	<p>To purchase a range of sizes of waterproof trousers to support children to access the outdoor area in all weathers.  To encourage parents to provide waterproof coats and wellington boots.  To provide storage containers for the wellington boots as required so they are no in corridors.</p>	<p>HoD Class teams.</p>	<p>£200</p>		
<p>To provide reading sheds in outside areas.</p>	<p>Purchase reading sheds as required for available outside areas to provide a robust reading space in outside areas.</p>	<p>Class teams / HoD</p>	<p>£700</p>	<p>Observations of improved opportunities to read outside.</p>	<p>Summer 2022 HoD / SLT – Work monitoring - Observations of children accessing reading activities outside.</p>

## Woolgrove School Development Plan 2021 - 2022

To improve the facilities and environment in the main playground to enhance play and communication.	To purchase toys and games to improve resources and equipment in the outside large playground.	HoD/ Head/ PE subject leader/ Class teams	£500	Improved play and learning opportunities in main playground and increased co operative social interaction and communication.	Summer 2022 HoD / SLT – Observations of the children in the playground and CPOMS.
To improve the facilities and environment in all classes to maximise learning opportunities.	To improve resources and equipment in all classes	Class teams / HoD	£300	Improved learning opportunities in all classes	Summer 2022 HoD / SLT – Work monitoring - Observations of teaching and learning and environment .

**OUTREACH**

Aims	Actions	Who?	Cost / Time	Success Criteria	Monitor When? Who? How?
To deliver required number of sessions to schools in DSPL 1	<ul style="list-style-type: none"> <li>Monitor number of referrals, including training, delivered in DSPL1 and update database regularly</li> <li>Provide DSPL1 lead head and DSPL1 manager with database reports. Provide regular updates on the outreach service through DSPL meetings.</li> <li>Deliver termly reports to County</li> <li>Provide newsletters and updates to mainstreams schools in DSPL about our service</li> </ul>	<p>SK</p> <p>SK/Head</p> <p>SK</p> <p>SK</p>	Staff time / travel costs	<ul style="list-style-type: none"> <li>Required number of outreach sessions, including training sessions, are delivered in DSPL1 each term/year</li> </ul>	<p>SK</p> <p>Monitor every half term through database</p>
To work in partnership with Greenside School to deliver 50% of required number of sessions to schools in DSPL 2	<ul style="list-style-type: none"> <li>Monitor number of referrals delivered in DSPL2 and ensure Woolgrove deliver 50% of them</li> <li>Attend regular meetings with Greenside Outreach Lead to discuss outreach provision</li> <li>Greenside to share data with LA and DSPL2 lead</li> </ul>	<p>SK</p> <p>SK</p> <p>SK/Head</p>	Staff time / travel costs	<ul style="list-style-type: none"> <li>50% of required number of outreach sessions are delivered by Woolgrove in DSPL 2 each term/year</li> </ul>	<p>SK</p> <p>Monitor every half term through database</p>
To establish provision for secondary schools within DSPL1, ensuring all secondary schools are informed about our service	<ul style="list-style-type: none"> <li>Meet with secondary schools to carry out an audit of SEN needs.</li> <li>Observe SEN pupils in secondary schools to build awareness of the key needs and demands at secondary level.</li> <li>Attend meetings to ensure schools are aware of our service and to gather information about possible issues and provide support where appropriate.</li> </ul>	<p>SK</p> <p>SK</p> <p>SK</p>	Staff time/travel costs Courses/ Resources/ books £300	<ul style="list-style-type: none"> <li>Increased awareness and uptake of outreach service at secondary school level.</li> <li>Outreach staff knowledge increased through observations, discussions, research and training.</li> </ul>	<p>SK</p> <p>End of Spring Term</p> <p>Ongoing throughout the year</p>
To implement new systems and procedures in-line with Local Authority requirements as per the new SLA agreement	<ul style="list-style-type: none"> <li>Provide a 'blended service approach' through a combination of virtual and face-to-face sessions.</li> <li>Provide regular 'advice sessions' on an un-named pupil basis.</li> <li>Attend regular meetings with Herts outreach providers and ISL lead.</li> </ul>	SK	Staff time/travel costs	<ul style="list-style-type: none"> <li>Monitor feedback from evaluations and adjust accordingly</li> <li>Monitor feedback from evaluations</li> <li>Regular meetings attended and new initiatives implemented.</li> </ul>	<p>SK</p> <p>Ongoing</p>

**Subject leader “Learning Teams” 2021 - 2022**

<b>Communication</b>	<b>Literacy</b>	<b>Maths</b>	<b>Physical Development (PE)</b>	<b>Life Skills, including PSED and Food Technology</b>	<b>Understanding the World (science, geography and history)</b>	<b>Expressive Arts (music and art)</b>	<b>Computing and Technology</b>
<i>Vicky Litchfield</i> Emma Collins	<i>Sharon Knight</i> <i>Vicky Litchfield</i>  Laura Claxton	<i>Julian Wild</i>  Heidi Rowe	<i>Richard Pritchard</i> <i>Mark Turner</i>  Sharon Knight (gross/fine motor skills)	<i>Catherine Holmes</i> <i>Louise Baldwin</i>	<i>Janine Budd</i> <i>Jo Chrysandreas</i>	<i>Annie Watkins</i> <i>Liz Sterling</i>  Emma Quilty	<i>Simon Fawcett</i>  Lisa Hall

**Early Years** – Vicky Litchfield (lead) and Kimberley Potts (deputy)

**Autism** – Sue Pitchers (lead) and Louise Baldwin (deputy)

**Mental Health** – Richard Pritchard (lead) with Anne Linnell (FSW) and Emma Goddard (PSW)

**Down Syndrome** – Meghan Porter

**R.E.** – Sue Pitchers

**Assessment** - Vicky Litchfield (lead) and Julian Wild / Simon Fawcett (deputies)