



Woolgrove School

SCHOOL DEVELOPMENT PLAN

2024 - 2025

LIVE, LAUGH & LEARN TOGETHER



ONE YEAR OVERVIEW PRIORITIES – 2024/25

Curriculum

- To ensure that a broad and balanced curriculum is being offered across all pathways.
- To update SKOs/planning as necessary

Assessment

- To implement the baseline guidance to ensure accurate baselines for all children
- To continue to implement the revised PTS system and change if necessary
- To continue to implement system for EHCP process for IPMs, Display targets and Pupils views / All about me booklets
- To ensure consistency in assessments across the school
- To continue to implement the new assessment system, Solar
- To support all staff to record evidence electronically and for this to be shared with parents

Life Skills (inc. RSE, PSED)

- To continue to develop staff confidence in the setting of life skills homework
- To continue to monitor the evidence to ensure it shows the skill that is being learnt rather than the outcome
- To continue to monitor the evidence to ensure it shows the skill that is being learnt rather than the outcome.
- RSE - To raise awareness of different family units – LGBTQI+
- To consolidate the new approach to teaching and learning about puberty across the school.

Expressive Arts and Design

- To continue to raise the profile of EAD across the school e.g. displays, RAH trip
- To ensure that the National Plan for Music requirements are met within the limitations of timetabling and budget
- 2 teachers to start the 2 year Teacher-Artist Exchange (funded by LHF) to develop in-house art expertise (Sept 24)
- To ensure that staff have the confidence to plan and deliver the Art curriculum

Understanding the World

- To continue to monitor planning and assessment of UW to ensure coverage and consistency across pathways.
- Embed the new assessment system across the school and work with staff to identify and resolve any difficulties to create a system that works for everyone
- To develop our existing resources list to include ideas for activities, links to topics and a bank of potential trips. Make sure resources are more accessible.
- Hold an 'outdoor learning day' to raise the profile of outdoor spaces around school and their value in supporting children's learning

Computing and technology

- Ensure all T&L is at least good
- Ensure that Computing equipment across the school is maintained in good order and updated as required in order to deliver the curriculum
- Ensure technology is adequate for new assessment system and support all staff
- Ensure all adults complete self-audit and receive appropriate training.
- Ensure E-Safety is covered at least once per half in all classes.

Communication and Literacy

Communication

- To develop staff skills to meet the needs of the Gestalt Language Processors.
- To increase signing skills, use of core boards and personalised communication boards across the school and at home.
- To continue deliver training in cued articulation, WOPS, making and using communication books, the effective use of communicate in print and using talkers/ AAC devices.
- To develop strategies to increase attention and listening skills for all children and increase staff knowledge of different approaches.
- To support teachers and purchase resources to continue to develop exciting activities and opportunities to develop language skills

Literacy

- To continue to promote and support the effective teaching of reading, phonics and spellings across school
- To ensure a consistent approach to handwriting/mark making throughout the school and to improve handwriting and mark making across all subjects
- To effectively use the new assessment system to analyse progress of all pupils in literacy, developing actions to raise attainment.
- To raise staff knowledge and confidence when using ICT to support pupils' literacy skills.

Maths

- To analyse the implementation of the maths curriculum to ensure units have fair coverage and good/outstanding progress is achieved.
- To effectively use the new assessment system to be able to analyse progress in specific groups and efficiently capture evidence.
- To develop staff confidence in selecting and using to most appropriate manipulatives or scaffolds for a range of concepts.

Down's Syndrome

To increase the subject knowledge of staff to enhance their confidence and ability to appropriately address the needs of children with Down's Syndrome including See & Learn resources/weekly creative club.



MAIN PRIORITIES (Continued)

Outreach

- Deliver the required number of commissioned sessions for DSPL 1 and 5, keeping DSPL1 & 5 management groups updated through regular meetings
- Work in partnership with Greenside School to jointly provide outreach to DSPL 2
- Ensure staff knowledge and expertise is up-to-date relating to SEND for Nursery to secondary pupils
- Implement systems and procedures in-line with Local Authority requirements
- Continue to ensure outreach runs an efficient, high-quality service

Leadership and Management, including Trust Board

- Ensure that the Board has a full complement of members and trustees according to requirements of funding agreement and succession planning is in place
- Continue to develop effective monitoring and liaison between governors and subject leads / staff
- Work with HCC to consider ways to support increased demand for pupil places
- To ensure a programme of supervision is in place to support the Head/SLT
- Continue to develop middle leaders through supportive roles e.g. ECT induction tutors/mentors, outreach opportunities

To work in partnership with:

- Special School and Alternative Provision Heads (SAP). Woolgrove head teacher = vice chair of SAP from Sept 2023 and chair from Sept 2025
- HfL on a range of issues incl. committees linked to LA SEND area Ofsted improvement plan, needs led funding and Outreach
- Parents/carers: curriculum evenings, behaviour solution circles, coffee mornings, FoW (Friends of Woolgrove)
- Other special schools – within Herts and Eastern region
- Letchworth Heritage Foundation (LHF) Cultural Programme
- DSPL 1, 2 and 5 – Woolgrove staff to support with /deliver area training to mainstream schools through outreach and main school
- The Valley School for secondary transition
- North Herts Schools Sports Partnership
- Local community – Letchworth Heritage Foundation Letchworth Partnership, Jackman's, Letchworth mainstream heads
- Other external agencies/professionals including HCC, HfL, SEA, CAT team, advisory teachers, EP, SALT etc
- Federation of Leaders in Special Education (FLSE) – head teacher is Herts representative on executive committee

Autism/ADHD/Sensory

- 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.
- To increase the subject knowledge of staff to enhance their confidence and ability to appropriately address the needs of children with Autism and ADHD and to provide training for staff.e.g.sensory integration

Premises

- Resubmit CIF roof bid

Physical Development

- **Key indicator 1:** To promote the engagement of all pupils in regular physical activity
- **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement
- **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport
- **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils
- **Key indicator 5:** Increased participation in competitive sport

Wellbeing – Staff and Pupils

- To promote and implement wellbeing for all staff at all levels
- Liaise with Mental Health Link Governor on a regular basis to monitor and review provision/impact
- To liaise and engage with mental health support teams e.g. MHST and SEMH and special schools network
- To ensure and monitor the use of Therapeutic thinking tools for supporting behaviour to identify and share strategies to support positive behaviour and mental well-being in specific pupils in line with Herts Steps
- To develop and implement the Woolgrove Positive behaviour curriculum
- Work with professionals to provide mindfulness sessions/opportunities for Woolgrove pupils



LIVE, LAUGH & LEARN TOGETHER



VISION

To provide a caring, nurturing and supportive environment where individuality is valued and all children reach their full potential.

Working in partnership with families we put children's needs at the centre of everything we do to provide a personalised and ambitious learning experience. We:

Provide a **safe**, nurturing and stimulating environment for every child



Support and **celebrate** every child and their abilities.



Prepare every child with the essential **skills** for future life.



Develop every child's interaction and **communication** skills



Create a welcoming community that offers support, advice and **learning**.



Woolgrove pupils would like adults to:

- "Listen, talk, teach and show children how to do things"
- "Make our learning fun and exciting"
- Help us to be "Happy, safe, behave"



QUALITY OF EDUCATION Communication– £1,500 + £200 (signalong)

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<p>To develop staff to enable them to fully meet the communication needs of all the pupils within their classes.</p> <p>Ensuring staff are confident to plan and deliver exciting activities to meet needs of Gestalt Language Processors, Signers, and children who use other AAC as well as the verbal children.</p> <p>To support parents to be able to meet the communication needs of their children.</p> <p>Training to be provided as and when needed from SALT to staff.</p>	<p>Investigate more information around GLP and then develop and deliver more training on GLP and develop the use of communication boards to support the Gestalt Language Processing children</p> <p>To develop and deliver training for the use of core boards to staff and parents</p> <p>To deliver a minimum of one signing workshop per term for parents and other schools and the 7 week signing course for staff, other schools and parents .</p> <p>To deliver signing training to MSA's, parents and staff and outside schools.</p> <p>To run a sibling signing sessions at least once per year.</p> <p>Deliver a termly Friday training session on signing.</p> <p>Monitor lessons and evidence to enable feedback and sharing of good practice</p> <p>To organise the SALT team to deliver training in cued articulation.</p> <p>To develop strategies to increase attention and listening skills for all children and increase staff knowledge of different approaches.</p> <p>To purchase resources to continue to develop exciting activities and opportunities to develop language skills</p> <p>To deliver at least one coffee morning over the year for parents to talk with SALT.</p> <p>Set up a staff sharing of good practice meeting either in a solution circle style or on Friday training session.</p>	<p>Communication team or SALT</p>	<p>Supply cost</p> <p>Cost of resources for Sign along courses £200</p> <p>Cost of resources to support teaching of Curiosity approach, Attention Autism, and communication sessions</p>	<p>Staff, parents, MSAs and siblings given opportunities to attend signing training. Open to local schools to off- set costs.</p> <p>Staff to be confident in a range of strategies to support communication.</p> <p>To share good practice and for other staff to magpie ideas and strategies from one another to enhance their teaching and understanding of communication.</p> <p>To ensure all who support a child can be consistent and provide support with their communication.</p>	<p>When- Throughout year 2024-2025</p> <p>How – training evaluations. Monitoring of lessons.</p> <p>Who – SLT and communication team</p>



<p>To increase the Augmentative Communication systems used across the school to develop children's communication skills.</p>	<p>To trial the use of sound buttons with some children to record a message home / record a message for school/news with some non-verbal pupils and measure impact.</p>	<p>Communication Team and Class teachers</p>	<p>Buttons already purchased</p>	<p>Sound buttons being used with some children and the success of these being evaluated before making a decision to roll out for all non-verbal children.</p>	<p>Review to be made after official trial and staff / children/ parent feedback sought</p>
<p>To develop strategies to increase attention and listening skills for all children and increase staff knowledge of different approaches.</p>	<p>To make interactive books for all the classes using sound buttons. If needed</p>	<p>Communication team- Emma</p>	<p>Supply cost for release time</p>	<p>To enhance children's opportunities to communicate and to encourage home involvement.</p>	<p>Feedback from staff/ monitor impact in class communication team</p>
	<p>Deliver training on the Curiosity approach. Deliver Neli training to staff</p>	<p>Communication team or SALT</p>	<p>Potential supply cost to create resources for meeting</p>	<p>Staff to be confident in a range of strategies to support communication. Children can be confident and effective users of their devices.</p>	<p>Lesson drop ins, learning walks, observations. Monitoring wellcomm assessments packs being used/ requested.</p>
	<p>To continue to ensure teachers and TAs complete Wellcom assessment materials and know how these can be used as an alternative to Blank Level for the youngest/most complex needs</p>	<p>All staff, SLT, and communication team.</p>		<p>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.</p>	<p>Summer 2025 SALT Lit & comm. team</p>
				<p>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</p>	
<p>To increase awareness of up to date research and interventions for staff and parents.</p>	<p>To provide updates and information in paper form/ email/ parent mail on new and useful information to support communication at Woolgrove (such as recent training in Gestalt language processing).</p>	<p>SLT liaison and communication team/ admin staff</p>	<p>Potential supply cover</p>	<p>To increase understanding and possible approaches that can be used to support the children at Woolgrove in school and at home with communication.</p>	<p>Communication team, monthly, brief liaisons with slt for any new and useful techniques/ research.</p>
	<p>To create blank level grid for classes and blank level assessment grade sent home so staff and parents/ carers can question child at appropriate level.</p>	<p>Communication team- Emma</p>	<p>Potential supply cover</p>	<p>As above</p>	
	<p>To create gestalt language simplified poster to encourage staff and support GLP</p>	<p>Communication team- Emma</p>			



QUALITY OF EDUCATION Literacy – £1,500

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
Continue to promote the effective teaching of literacy with particular emphasis on reading, phonics and spelling across the school.	<ul style="list-style-type: none"> Ensure baseline assessments are used. Monitor progress from starting points. (1/2 day each term) Review current resources, organise and purchase any additional resources needed including levelling and new distributing reading books. (1 ½ days) <p>Phonics</p> <ul style="list-style-type: none"> Deliver phonological awareness training and ensure whole-class phonic teaching is carried out as per the timetable. Monitor delivery of quality phonic sessions. (1/2 day) Ensure all classes have relevant resources for pupils to refer to during lessons to aid retention and independence Monitor use of Twinkl/active phonics as part of teaching phonics/spelling. (1/2 day) <p>Reading</p> <ul style="list-style-type: none"> Monitor and observe reading ensuring reading targets are updated and is carried out frequently Carry out monitoring with Literacy Governor and provide regular updates (1/2 day) Update reading assessment resource pack to help staff assess pupils' reading targets. (1 day) <p>Literacy</p> <ul style="list-style-type: none"> Organise staff training for sensory stories. (1/2 day) Review literacy books on current long-term plans to ensure appropriate coverage (avoid duplication of texts) across the school. (1/2 day) 	Literacy Subject Leads SK/LC	Resources £250 Cost of SL x 5.5 days	<ul style="list-style-type: none"> Increased pupil engagement in phonics Increased pupil progress in reading and phonics/spelling demonstrated through reading and writing Staff confidence raised 	<ol style="list-style-type: none"> Initial monitoring by end of Autumn term, reviewed by end of Spring and Summer term. Monitored by Subject Leads Monitoring of timetables, lessons and work scrutiny. Learning walks, observations.



Ensure frequent, high-quality mark-making and handwriting sessions are being delivered across the school.	<ul style="list-style-type: none"> • Ensure baseline assessments are used. Monitor progress from starting points. • Monitor the use of 'Handwriting without Tears' across the school. Replenish resources. • Ensure mark making/handwriting is timetabled by each class appropriately with links to other subject areas including opportunities through Play and Learn. • Encourage high-quality, interesting whole-class teaching of mark-making and handwriting sessions across all pathways, incorporating a range of resources including ICT. • Investigate OT training and resources to aid progress of mark making/handwriting across the school. 	Literacy Subject Leads SK/LC	<p>Resources £250</p> <p>Cost of SL x 2 day</p>	<ul style="list-style-type: none"> • Increased engagement and delivery of sessions. • Improved teaching/staff confidence and knowledge • Progress in mark making and letter formation for individual pupils, evident through work and assessment data 	<ul style="list-style-type: none"> • By end of Spring term. • Monitor by Subject Leads through timetables, work scrutiny / observations, learning walks.
Promote high expectations of attainment in 'writing' across the whole school, enabling pupils to write for a range of purposes.	<ul style="list-style-type: none"> • Carry out regular monitoring through work scrutiny, learning walks and observations. 	Literacy Subject Leads SK/LC	<p>Cost of x 1 SL days to monitor, plan and provide training</p>	<ul style="list-style-type: none"> • Increased pupil engagement and progress 	<ul style="list-style-type: none"> • By end of autumn term and review by end of summer term. • Monitored by Subject Leads • Monitoring of timetables, lessons, work scrutiny, displays and learning walks, observations.
Research and incorporate additional ICT to support the literacy	<ul style="list-style-type: none"> • Investigate possible ICT equipment/apps such as keyboards, Clicker and speech-to-text functions to aid pupils in literacy 	Literacy Subject Leads SK/LC/SF	<p>£800</p> <p>Cost of 2 x SL days</p>	<ul style="list-style-type: none"> • Increased pupil progress and participation. 	<ul style="list-style-type: none"> • By end of Summer term.



QUALITY OF EDUCATION **MATHS - £250**

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"> Subject leaders to complete a deep dive into maths where planning, delivery and assessment is monitored closely Prompt feedback to be given through discussion and written evidence Monitored in the Autumn and summer term to ensure targets are being worked met/worked upon 	SLs carry out joint deep dive	SL time – x2	<ul style="list-style-type: none"> Pupils' needs are met and progress is evident throughout the maths areas Differentiation evident through planning to stretch more able and support most complex Pupils make good/outstanding progress Improved planning across school which shows cohesion and consistency New teaching ideas implemented throughout school Consistent and appropriate use of manipulatives to support understanding 	<p>SLT and maths leaders to take part in work scrutiny and learning walks in Autumn and Summer terms</p> <p>Assessment data to be analysed termly by maths SLs and assessment leads</p> <p>Identify areas of focus through data analysis.</p> <p>Ensure the Units are being followed appropriately and staff are aware of the process when reaching summer 1 and 2 to ensure units have appropriate progress and coverage.</p>
Continuing professional development of joint SLs and staff	<ul style="list-style-type: none"> To ensure staff use the new assessment system to efficiently capture evidence of learning in maths. To attend training or relevant updates in subject, including the new assessment system. 	<p>SL to provide training for new staff on how to capture evidence effectively.</p> <p>SLs to meet and work together during deep dives</p> <p>SLs working in conjunction with CPD lead to find appropriate courses</p>	Course costs £100	<ul style="list-style-type: none"> SLs show a deep understanding of outstanding practice in specialist setting Have a clear aim of what maths at Woolgrove should look like across all pathways and effective ways to evidence maths – using digital profiles for EYFS semi 1 	<p>SLs monitor appropriate courses that are available</p> <p>SLs to develop expectations of evidence and deliver training one howe to achieve this.</p>



Embed maths curriculum within the new assessment system	<ul style="list-style-type: none"> • Monitor and review curriculum and its impact through, discussion, data drops and solution circles if needed. • Develop Solar skills to be able to refine and identify key groups and areas across the school that need support. • Adjust measure targets, specifically money, to have smaller steps of progress. • Monitor and assess effectiveness of 'stepping stone' approach to achieving EHCP target 	SLs, Inco and assessment lead	Non contact time training 1 x half morning	<ul style="list-style-type: none"> • SLs have a clear understanding of what the data reflects about the subject within the school and how the curriculum is being implemented • SLs have a deep understanding of how to use Solar in order to understand areas of strength and development with the subject • Core groups identified as making poor/good or accelerated progress • Identify units in supplementary that highlight slow progress 	<p>SLs, Inco and Assessment lead, termly</p> <p>SLT feedback from data analysis and PP meetings - termly.</p> <p>Staff meeting discussions and feedback on curriculum.</p>
To maintain, organise and categorise whole school resources	<ul style="list-style-type: none"> • Maintain organisation of maths resource cupboard to ensure efficiency when selecting resources to teach concepts. • Monitor use of manipulatives and scaffolds to ensure the CPA approach is used across the school. 	All teachers / SLs	SL time to monitor	<ul style="list-style-type: none"> • Teachers demonstrate knowledge of the most effective ways to teach concept with the appropriate selection of manipulatives or scaffolds • Teachers know where to find a range of resources to facilitate learning if they are not using class based resources. 	<p>Informal discussion between SLs and staff team</p> <p>Learning walks and work scrutinies completed by SLs highlighting use of resources.</p>



QUALITY OF EDUCATION Understanding of the World (UW) - £400

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<ul style="list-style-type: none"> Monitor coverage of Understanding the World to ensure progression across topics and inclusion of new themes <i>Past and Present; People, Places and Communities; The Natural World</i> and OL as well as consistency of provision across classes with shared planning. 	<ul style="list-style-type: none"> Planning scrutiny Work scrutiny Learning walks with pupil discussion 	Subject leads and deputies	3 x half day cover per SL or deputy for each term that planning scrutiny, work scrutiny and learning walks are carried out. Ideally termly.	<ul style="list-style-type: none"> a) Planning scrutiny provides evidence of planning <i>Past and Present; People, Places and Communities; and The Natural World</i>. including OL in all classes. b) Planning scrutiny demonstrates that topic choices provide varied opportunities for children to practise skills and knowledge. Work scrutiny provides evidence of planning <i>Past and Present; People, Places and Communities; and The Natural World</i>. including OL in all classes. (over course of year) as well as consistency of provision between partner classes. Work scrutiny and pupil discussion shows that outdoors and environment areas are being used to support cross-curricula links. 	Subject leads and deputies when non-contact time given. Ideally termly.
<ul style="list-style-type: none"> Embed the new assessment system across the school and work with staff to identify and resolve any difficulties to create a system that works for everyone 	<ul style="list-style-type: none"> Work Scrutiny (As above) Staff meeting or virtual questionnaire to ask staff how they find using the new system and identify any difficulties that need addressing. 	<p>Subject leads and deputies</p> <p>All staff contribute to anything they would like to see changed.</p>	1x staff meeting or time for subject leads/deputies to create questionnaire and relevant time to allow staff to complete.	<ul style="list-style-type: none"> Work scrutiny shows new marking slip being used and demonstrates variety of evidence and progress towards objectives over the course of the year. Issues with new marking slip are identified and viable solutions to solve those difficulties are implemented. 	Subject leads and deputies when non-contact time given. Ideally termly. Staff meeting ideally in spring term once work scrutiny has been carried out and staff have had time to try new system.



<ul style="list-style-type: none"> Improve accessibility and use of UW resources by continuing to develop a document listing location, activity ideas and trips. 	<ul style="list-style-type: none"> Ensure resources are stored in appropriate places (books, classroom resources and visuals moved to working staffroom when possible and outdoor resources moved to outdoor classroom once secure) Ask staff to contribute to a list of successful trips including any useful contact information or specific instructions. Use work scrutiny, planning scrutiny and staff meeting time to add activity suggestions to the existing list of resources. 	<p>Subject leads and deputies</p> <p>All staff</p>	<p>. -½ day for SLs and deputies to organise equipment</p> <p>1x staff meeting for staff to contribute ideas to trips and activities.</p> <p>Cost of additional storage for OL resources- new boxes for kits and trolley for transporting equipment in Environment area.</p>	<ul style="list-style-type: none"> Resources will be easily located in school and planning/work scrutiny will show evidence of resources being used. Work scrutiny/ planning scrutiny will demonstrate greater variety of trips. Activities contributed by staff will be evident in resources document. 	<p>Subject leads and deputies to audit (Autumn – Spring term) and maintain throughout. Staff meeting ideally early in the year so ideas can be used for planning throughout the year.</p>
<ul style="list-style-type: none"> Raise the profile of outdoor learning by holding an Outdoor Learning Day 	<ul style="list-style-type: none"> Use existing resources and planning ideas to help staff plan to take their classes outside for the day. Choose one day (23rd May official outdoor learning day) to take learning outside for the day. Report to parents using photos/videos. 	<p>Subject leads</p>	<p>Cost of additional resources for outdoor activities eg. Compost and seeds for growing.</p>	<ul style="list-style-type: none"> Classes will be asked to take their learning outside for one day. This can be using their regular planning or by choosing to plan some special outside activities eg. Camp fire, pond dipping, trip etc. depending on class abilities. Classes will be asked to photograph/video their activities for the day to be consolidated into a simple presentation that can be shown to children/families. 	<p>Subject leads to liaise with SLT to organise</p>



QUALITY OF EDUCATION **Computing and Technology - £500**

Aims	Actions	Who?	Cost/Time	Success Criteria	Monitor: When? Who? How?
Ensure all teaching and learning of computing is at least good and ensure all children make at least good progress	<ul style="list-style-type: none"> Robust monitoring of computing; Learning Walk, deep dive: planning, PTS & evidence scrutiny Ensure computing coverage relates to Curriculum Knowledge and Skills Overview (KSO) Ensure LOs focus on the skills rather than the final outcome Record and evidence cross curricular computing SF and BeeBug technician: Support members of staff who are not as confident in accessing / planning / delivering / assessing computing as a subject Support staff in creating cross-curricular learning opportunities that cover the three strands within computing. 	SF + BeeBug Support	BeeBug Support Time	<p>Evidence of good and outstanding progress & 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>	Head SF Link Governor
<p>E-safety</p> <p>To ensure online safety is taught effectively across the school</p> <p>E-Safety to be covered at least once per half term</p> <p>Offer E-Safety session to parents and offer signposting throughout the year</p>	<ul style="list-style-type: none"> Whole school to participate in Safer Internet Day Tuesday 11th Feb 2025 – Woolgrove to be included on Safer Internet website. Ensure all classes participate in an E-Safety session once per half term Simon to remind staff to cover E-Safety once per half term and lead staff training in the run up to Safer Internet Day. Deep Dive: Monitor planning & outcomes Deliver E-safety information session for parents/carers – share on school website; Work with BeeBug to offer training/support online. Previous years uptake in person was poor. Encourage classes to make E-Safety artwork to be displayed around the school and online. 	SF, Head, Class teams, Parents, BeeBug Support	BeeBug Support Time	<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>Parents/carers eSafety session delivered</p>	SF Head e-safety coordinator Link Governor
Ensure that Computing equipment across the school is maintained in good order and updated as required in order the deliver the curriculum	<ul style="list-style-type: none"> Rolling programme of updating Computing hardware across the school in place (BeeBug to conduct audit of current stock and advise where and when to update). Working with current budget ensure all classrooms have at least one up to date laptop and mobile device ready to be used for new assessment system. 	MF	<p>BeeBug Support Time</p> <p>Cost of new hardware</p>	Computing equipment across the school is in good working order.	Head



Ensure that both KS1 and KS2 Sensory rooms and equipment maintained in good order and updated as required in order the deliver the curriculum	SF to ensure both rooms are timetabled fairly and that all classes are accessing the resource consistently and appropriately.	SF		All classes using sensory rooms to provide learning opportunities for all children.	Head SF Link Governor
Deliver staff training to support computing usage to support learning and assessment	SF to send out staff questionnaire to gauge confidence and share what skills staff would like to improve. SF to plan training sessions – either whole school or bespoke to each class team	SF		All staff comfortable and confident in using technology to support and record learning. All staff confident in using new assessment tool.	Head SF Link Governor
Share good practice within learning pathways	SF to share feedback from 2023-2024 computing deep dive and identify areas of strength/good practice. 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
Whole school to transition to new assessment system.	Solar to provide training to all staff on using the new assessment tool – phased training; Teachers, Support Staff SLT/MF/SF to support all members of staff using Solar: ongoing	All Staff Solar Team	Solar time	All classes confidently using Solar in class.	SLT SF Link Governor
Support Staff Audit of confidence using technology	All support staff to complete self audit on using technology around school. Simon to support/encourage all support staff to complete audit. Tailor bespoke training for support staff from areas highlighted in the audit	SF SLT		All staff confident in using a range of technology across the school	Head SLT SF



QUALITY OF EDUCATION **PHYSICAL DEVELOPMENT:BUDGET: £15,660 – linked to Sports Premium Report**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity	<ul style="list-style-type: none"> Replace and update PE/Sports resources as appropriate linked to termly topics Provide activities and resources for pupils to engage and play with during playtimes Provide lunchtime clubs run by outside agencies e.g HDSF, Hitchin football club etc Ensure all classes access daily workouts/movement breaks/ yoga sessions as appropriate All classes to access half termly Yoga sessions with Yoga Jane 	Richard FSW/PSW SLT PD team RP, class staff, Anne, MSAs PSW Physical Development learning team	See Sport Premium Funding Plan Ongoing Ongoing	Increased engagement and access for pupils in outside areas of the school High quality and engaging resources to support physical development of pupils in PE lessons Engaged and happy pupils. Decrease in playground incidents (CPoms logs) Increased opportunities for pupils to develop fine and gross movement skills	RP AUTUMN 2024 SPRING 2025 SUMMER 2025 Observation during lessons, playtimes Photo evidence of pupils engagement Decrease in playground incidents
	<ul style="list-style-type: none"> Liaise with Hitchin Town football club re: lunchtime club Organise Spring term cycling sessions with HDSF Ensure that provision is in place for individual pupils who are identified as requiring movement/sensory breaks 	RP Class staff RP and MT	Ongoing	All pupils engage in daily physical activity Benefit to health, fitness and well being of pupils	RP/MT Autumn 20224
	<ul style="list-style-type: none"> Continue to provide swimming sessions for all Woolgrove pupils 	RP/Swimming team	Swimming pool hire/parental voluntary contributions	Pupils gain confidence in the water, develop an awareness of water safety. Begin to develop the ability to swim using a recognisable stroke	RP AUTUMN 2024 SPRING 2025 SUMMER 2025

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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>To establish and maintain links with local clubs</p> <ul style="list-style-type: none"> - Make contact with local clubs - Create a clubs link page on school website - To link with clubs, where appropriate to run lunchtime/ curriculum based sessions <p>Liaise with other local special schools/schools to organise themed sports events</p>	<p>RP/MT Herts Disability Sports Foundation</p> <p>Club contacts</p> <p>Special School PE leads</p>	<p>See Sport Premium Funding Plan</p>	<p>Improved opportunities for pupils to develop key core skills linked to fine and gross motor control</p> <p>Increased pupil experience in a range of different sports</p> <p>Increased engagement in out of school activities</p>	<p>ONGOING RP/MT</p>
<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Provide opportunities for pupils to engage in intra school sport competitive events each term</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"> - Liaise with PE leads from local special schools cluster - Arrange timetable of fixtures - Attend fixtures <p>Membership of the North Herts School Sports Partnership (NHSSP)</p> <p>Establish links with The Valley School PE dept providing opportunities for pupils to engage in competitive matches/Skills sessions</p>	<p>RP/MT</p> <p>Special School PE leads</p>	<p>See Sport Premium Funding Plan</p>	<p>Pupils have identified as part of a team Opportunities for pupils to engage with pupils and staff from other local provisions</p>	<p>ONGOING RP/MT</p>



QUALITY OF EDUCATION **EXPRESSIVE ARTS AND DESIGN - £750 + £200 (Music)**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To increase the level of teaching and value placed on EAD across the school.	<ul style="list-style-type: none"> Introduce the new assessment criteria created for Art and Music and support staff in using this to inform planning and areas to cover. Provide staff training for everyone through staff meetings and those who need additional support with planning as needed. To share research to support the importance of the subject so that staff are clear of the importance and the benefits e.g. treasure baskets. Model lessons and observe lessons to ensure staff are teaching at an appropriate level for children and using appropriate assessment criteria. Monitor planning, observe EAD sessions and look at evidence in folders. The organisation of whole school events to raise the profile of EAD across the school. Art displays around school and an EAD spot in the newsletter/on the website to highlight what is happening across the school and celebrate children's achievements in these areas. 	<p>Liz, Heidi</p> <p>Liz, Heidi, Lisa</p> <p>Liz, Heidi</p> <p>Liz (Music), Lisa/Heidi (Art)</p> <p>Liz, Heidi, Lisa</p> <p>Liz, Heidi, Lisa</p> <p>Liz, Heidi, Lisa</p>	<p>-Preparation time</p> <p>-Time allocated in Staff meetings</p> <p>-Time for targeted individual/small group support</p> <p>-Cover/time available to observe in classes and monitoring of planning/work</p> <p>- money for resources which support good teaching and learning</p> <p>- money for boards to display art work</p>	<ul style="list-style-type: none"> The new assessment criteria will be being used. Staff training will have taken place. Staff will feel more confident about teaching EAD subjects and why it is important. EAD will be evident and celebrated across the school. Planning and observations will show that staff are teaching at an appropriate level. Assessment will be taken from the appropriate document (EYFS or topic based criteria) LTP and Skills and Knowledge documents will be updated. 	<p>-Review progress at the end of each term.</p> <p>- Deep dive in the Spring term</p> <p>-Observations of lessons in the Spring/ Summer term</p>



To ensure that the National Plan for Music requirements are met within the limitations of timetabling and budget	<ul style="list-style-type: none"> Continue to build on the success and develop singing groups on a Thursday morning, providing regular opportunities for performances and opportunities to perform in and out of school. 	Liz	<ul style="list-style-type: none"> - Time to prepare resources, for correspondence and trip planning Bus Driver and cover where necessary to allow correct number of staff to support on trips - Time in staff meeting 	<ul style="list-style-type: none"> Singing groups are successful and perform regularly in and out of school. a list of singing assessment criteria has been developed to add to Solar (assessment tool) a bank of songs has been created for staff to access New songs introduced into assemblies a school ensemble has been introduced all children have had at least one opportunity to perform. A larger number of children have taken part in a series of sessions on a specific instrument Live music sessions/assemblies have taken place staff have been made aware of the requirements of the National Plan for Music. 	Review in Summer term
	<ul style="list-style-type: none"> Develop singing across the school to ensure it is a key part of the curriculum. 	Liz, class teachers			
	<ul style="list-style-type: none"> To develop and run a school ensemble 	Liz			
	<ul style="list-style-type: none"> To review and ensure that all children are given an opportunity to be involved in a performance within the year. 	Liz			
	<ul style="list-style-type: none"> To review and explore possibilities for children in different year groups to be provided with opportunities to develop a skill on a specific instrument for a number of weeks. 	Liz			
	<ul style="list-style-type: none"> To explore possibilities in order to provide all children an opportunity to hear a live music performance. (both children/adults within school and inviting visitors in) 	Liz			
	<ul style="list-style-type: none"> Share in a staff meeting about the National Plan for Music so that staff are familiar with the requirements and what their role is within the classroom. 	Liz			
	<ul style="list-style-type: none"> Presentation to the governors. Discussion of budget and space needed for continued provision in the future. 	Liz/Lisa			

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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 continue to monitor the evidence to ensure it shows the skill that is being learnt rather than the outcome.</p>	<ul style="list-style-type: none"> Monitor life skills homework on a termly basis and through deep dives. Provide help and advice as and when required Monitor evidence on a termly basis through deep dives and book scrutiny. 	Life skills team	Subject leader time required	<ul style="list-style-type: none"> Provide help and support as required to enable all staff to feel confident in delivering life skill lessons to children through a holistic way of teaching. Provide help and support as required to enable all staff to feel confident at setting homework at the beginning of each half term. This homework should focus on a skill that can be used at home. Evidence to show skill being learnt in children's folders where photographic evidence is provided and through use of hot and cold outcome sheets 	<p>Ongoing</p> <p>Life skills team</p> <p>Work and homework scrutiny</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	<ul style="list-style-type: none"> Monitor life skills planning on a termly basis Monitor class timetable and links to life skills through cross circular subjects/lessons 	Life skills team	Subject leader time required	<ul style="list-style-type: none"> Life skills are being taught throughout the pathways in a varying way Evidence in children's folders to reflect coverage of skills and knowledge overviews. Evidence from children's folders will show progression as children move up through the school 	<p>Spring term</p> <p>Folders /planning scrutiny- ongoing</p>
To ensure the correct equipment is available during life skills lessons including Food Technology	<ul style="list-style-type: none"> Purchase new equipment for Food Technology 	Life skills team	£100	<ul style="list-style-type: none"> Classes will use their own box of equipment for Food Technology lessons Class teachers to be responsible for their own box of equipment - ask subject leader to order specific equipment when items get broken 	Ongoing
To promote teeth cleaning in school	<ul style="list-style-type: none"> Purchase toothbrushes once a term for each class. Purchase toothpaste – mint, unflavoured and flavoured for each class as specified by class teacher 	Life skills team	£200	<ul style="list-style-type: none"> Children to have new toothbrushes each term Children to use their choice of toothpaste when cleaning teeth Children to clean their teeth in school on a daily basis as and when possible 	Ongoing
To ensure that opportunities are being given and taught explicitly for pupils to develop their character through life skills lessons	<ul style="list-style-type: none"> Monitor to assessment of 'the characteristics of learning' of marking slips and well-being scales Monitor the standard of evidence across the pathways for life skills 	Life skills team		<p>To allow pupils regular opportunities to develop their character</p> <ul style="list-style-type: none"> To allow staff to develop their understanding of cultural capital and how this can be planned into lessons and assessment. 	<p>Work scrutiny</p> <p>Deep dives</p>



RSE To raise awareness of different family units – LGBTQI+	<ul style="list-style-type: none"> Purchase story books about a range of different family units. Create a bank of resources on the server 	Life skills team	£200	<ul style="list-style-type: none"> Each class to have access to a range of LGBTQI+ story books 	
RSE – Puberty To consolidate the new approach to teaching and learning about Puberty across the school.	<ul style="list-style-type: none"> To re-visit whole school professional development – puberty, incl focus on consent. To improve parental engagement in a variety of ways. (Send a Puberty PowerPoint to all parents re: Facts about Puberty and copy of the Curriculum. Offer practical support to parents by signposting them to Twinkl and offering to provide resources on request. Re-visit Parent Information Session – puberty, incl focus on consent.) 	<p>Kimberley</p> <p>Kimberley</p>	<p>Friday training slot Spring '24</p> <p>Summer '24</p> <p>Autumn '24</p> <p>Spring/Summer '24</p>	<ul style="list-style-type: none"> All staff continue to feel more confident when discussing, supporting and teaching aspects of puberty. Positive communication between home and school re: puberty, parents feeling confident, supported and able to request support in the form of resources and advice. 	<p>Feedback from staff</p> <p>Feedback from parents and staff.</p>
	<ul style="list-style-type: none"> To make provisions accessible for all pupils at the point of menstruation. To continue PSW groups – Emotions Groups and Girls' Puberty Group and begin to assess their impact. 	<p>Kimberley, with Anne L, Sarah, PSW</p> <p>PSW</p>	<p>Ongoing</p> <p>Weekly intervention slots</p>	<ul style="list-style-type: none"> All toilets accessed by girls in Years 4-6 to have a sanitary bin, communication aids and a basket containing sanitary pads. Children being more aware of their emotions, related to puberty, and feeling better equipped at dealing with them. Girls' feeling more prepared, including practically, for menstruation before onset. 	<p>PSW - to check each term - the presence of bins and keeping basket supplies replenished etc</p> <p>Feedback from PSW and staff via intervention forms</p>
	<ul style="list-style-type: none"> To organise a NSPCC PANTS Week for all children. Email parents to inform. 	Kimberley and Class teachers	Off-timetable lessons	<ul style="list-style-type: none"> The implementation of NSPCC Pants Week. Children growing in confidence with regards to keeping themselves safe and sharing concerns. Teachers feeling encouraged and supported with ideas and resources 	Photos and/or feedback from chn and teachers.
	<ul style="list-style-type: none"> To ensure the PSED policy reflects the importance of the Puberty Curriculum. To implement any government changes and keep staff up-to-date and informed. 	<p>Life Skills Team</p> <p>Kimberley</p>	<p>Autumn '24</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Updated policy will be include changes and additions that have been made and will be available to all. Puberty education will reflect any and all government changes. Staff will feel confident in their knowledge of changes and updates. 	<p>PSED / RSE policy</p> <p>Implementation and feedback</p>



QUALITY OF EDUCATION **Assessment**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To implement Solar, the new assessment system to enable Teachers and Support staff to record evidence electronically and for this to be shared with parents	<ul style="list-style-type: none"> Modify new assessment system to categorise into Core and Foundation subjects to make it easier for staff to access Develop the new target setting system to enable personalised challenging targets to be set all pupils Deliver training for teachers and support staff to ensure assess their class using the system Set up parent access once staff are confident to record and assess. Deliver training to Subject groups and Teachers to support them to monitor attainment and progress, identify strengths and areas of development. Develop a system for teachers to record evidence to be shared with parents at the EHCP meetings 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	<p>Staff meeting time.</p> <p>Team meeting time</p>	<ul style="list-style-type: none"> Class teachers using the system to record assessments, inform planning, add evidence, and monitor progress Subject Leaders/ working groups able to monitor teaching and learning and progress and identify strengths and areas of development in their subject. Evidence recorded and shared with parents as part of the EHCP process. Assessment informing planning for all teachers 	<p>Termly /monthly monitoring</p> <p>Assessment lead SLT Subject Leaders</p> <p>Checking planning, assessment records, PTS'</p>



To ensure consistency in assessments across the school	<ul style="list-style-type: none"> Implement the baseline booklet to ensure accurate baselines. Monitor baselines and targets. Implement the moderation programme to ensure consistency of assessments across the school. Staff meeting to focus termly on moderation across classes of different curriculum areas 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	<p>Staff meeting time.</p> <p>Cost of FLSE and attending meetings</p>	<p>Consistency of assessments across the school. Staff understanding of the Ranges and Learning Objectives within them increasing.</p> <p>Moderation timetable in place to support teachers' judgements and ensure consistency across all subjects</p> <p>Clear and accurate moderation records being used.</p> <p>Moderation with other schools taking place at least annually to validate judgements</p>	<p>Termly</p> <p>Assessment Lead</p> <p>Subject Leaders</p> <p>Moderation records</p>
To carry out statutory assessments and reporting	<ul style="list-style-type: none"> To complete the baseline for Reception children To complete assessment input on SIMS for statutory reporting. To complete the phonics check for Year 1 and Year 2 pupils To train staff to complete the assessments 	<p>Assessment lead</p> <p>Class teachers</p> <p>Head (to check)</p>	Team meeting time	All statutory assessments provided to LA/Department of Education	Summer term



Staff and Pupil Wellbeing - £2000

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
1. Leadership and Management (1), Monitoring Impact (9) To promote and implement Staff wellbeing Liaise with Mental Health Link Governor on a regular basis to monitor and review provision/impact To liaise and engage with mental health support teams e.g. MHST and SEMH and special schools' network To ensure and monitor the use of Therapeutic Thinking tools for supporting behaviour to identify and share strategies to support positive behaviour and mental well-being in specific pupils in line with Herts Steps To continue to work with MHST to provide early support/intervention for pupils/families To continue to develop and promote the role of Mental Health Lead across the school	Displays poster, signpost as necessary, attend relevant training Complete termly staff wellbeing survey in order to monitor staff wellbeing Liaise with Mental Health Link Governor on a regular basis to monitor and review provision/impact Ensure regular monitoring of RRP plans, pupil support folders Attendance in PALMS MHST engagement meetings. Identify families for referral Monitor interventions and impact of sessions Richard/Anne to attend MHL refresher training (Autumn 2024) Richard to attend MHL conference (Autumn 2024)	RP/SLT RP, AL RP/ HERTS STEPS TEAM RP/AL SLT RP/AL/PSW SLT	ONGOING ONGOING ONGOING Half termly monitoring schedule ONGOING Cost of DP Attendance at relevant courses	Staff wellbeing prioritised and promoted Governors informed and practice monitored Meeting minutes, attendance Well being plans become "working documents" to reflect changing needs/strategies of complex pupils Targeted early support is provided for pupils/families as needed Key areas for development will be identified. Application to gain Mental Health Kite-Mark	ONGOING ONGOING ONGOING Half termly monitoring schedule ONGOING Autumn 2024 ONGOING



<p>2. Ethos and Environment (2)</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>To develop the Woolgrove School Positive behaviour Curriculum</p> <p>To liaise with professionals to provide opportunities for Woolgrove pupils to develop mindfulness, and support mental health and wellbeing</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 wellbeing survey</p> <p>Staff INSET to plan/gain feedback about the proposed curriculum Liaison with other local Special Schools/Therapeutic Thinking Herts</p> <p>Work with Sadie Centre (Letchworth) to develop a mindfulness programme to support identified pupils.</p>	<p>All staff-based on needs of pupils</p> <p>Class teachers/SLT</p> <p>RP</p> <p>RP/Behaviour team/Woolgrove staff</p> <p>RP PSW</p>	<p>ONGOING £TBC</p> <p>Autumn/Summer</p> <p>Spring</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>Needs of individual pupils met. Raised awareness of mental health and wellbeing</p>	<p>SLT/PSW</p> <p>Richard</p> <p>SLT/PSW Behaviour team</p> <p>RP/SLT Behaviour team</p>
<p>3. Staff Development (7)</p> <p>Targeted Support (11)</p> <p>4. Identifying Need (8)</p>	<p>To continue to work with PSW to ensure development of role in identifying and providing targeted support to vulnerable pupils:</p> <ul style="list-style-type: none"> - Development and monitoring of referral system - Regular meetings to monitor impact of interventions <p>To review and 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/PSW</p> <p>RP/PSW</p> <p>Class staff</p> <p>RP/AL</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/</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 of assessment of RE progress	Whole school moderation	Subject leader	£100	Evidence in children's work folders and activities recorded by photographs. Consistent recording of evidence across the school and successful moderation of work	By Summer time / subject leader time
To monitor the delivery of whole school and class worship, including assemblies.	To monitor assemblies. Time for possible whole school assemblies in the hall or shared RE assemblies with partner classes once half termly. Monitoring of planning, including daily worship in class	Subject leader/ Head teacher		Evidence of consistency in whole school and class worship- assemblies taking place.	By Spring term
To access and monitor current resources available in school to be able to deliver effective RE lessons.	Resources to be checked and additional resources ordered if needed.	Subject leader		Resource boxes complete.	By end of spring term
To encourage face to face school visits to places of worship and related learning opportunities.	Monitor planning and displays	Subject leader		Evidence of visits and visitors across the school.	By the end of Summer term
To encourage outside visitors to teach pupils about their beliefs and how they live their lives because of what they believe.	Monitor planning and displays	Subject leader			



QUALITY OF EDUCATION **Sensory and Autism/ADHD - 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.	<p>Ensure that the class Individual Risk Reduction plans reflect the needs of children with sensory needs.</p> <p>To ensure that staff understand the value of workstations, individual timetables etc to support the needs of Pupils with Autism.</p>	Autism Lead Team Staff HoDs Mental Health and Wellbeing Lead Link Governor for Autism	Staff meetings and non contact time to write Individual Risk Reduction plans	<ul style="list-style-type: none"> 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. 	Autism Lead Team SLT Half Termly
To provide correct provision and equipment for individuals with Autism and/or ADHD	<p>To ensure that the equipment required to address sensory needs is available.</p> <p>Autism Lead Team to conduct an audit of current provisions in classrooms and in stock cupboard – Order new where needed.</p> <p>After initial settling in weeks, Autism Team to conduct the following audits;</p> <p>Autism Lead Team to conduct audit of which classes need new partition boards and screens – Order new where needed.</p> <p>Ensure all classes have resourced Sensory boxes – Order new where needed.</p>	Autism Lead Staff HoDs. Link Governor for Autism	£1,500	<ul style="list-style-type: none"> Pupils with sensory needs are provided with appropriate equipment 	Autism Lead Team Class teams
To increase the subject knowledge of staff to enhance their confidence and ability to appropriately address the needs of children with Autism and ADHD and to provide training for new staff.	<p>Teaching and non-teaching staff to receive formal training/ informal training - staff meetings.</p> <p>To ensure new and existing staff are trained in foundations of understanding Autism and/or ADHD – Sensory integration session.</p> <p>Autumn Term whole school training on Sensory Integration.</p> <p>To source training around ADHD to be shared with whole school – either via a supplier or Autism leads delivering training.</p>	Autism Lead/Deputy CPD lead Herts Communication and Autism Team (CAT Team) Link Governor for Autism	Friday afternoon training and inset day	<ul style="list-style-type: none"> Increased staff confidence in providing a suitable environment and proactive strategies to enable pupils with Autism to thrive. Increase staff understanding around Sensory integration and how best to support all children. Understanding of strengths and needs of pupils with Autism and ADHD is developed within new and existing staff Increase staff understanding around ADHD and how best to support all children. 	<p>Autism Lead and CPD lead</p> <p>Autism Lead team to meet with CAT Team</p> <p>Autism walk with CAT Team</p>



To ensure the continued use of communications aids such as communication books and vocabulary boards, SERTS etc	To monitor the use of communication aids across the school through learning walks.	Autism Lead and communication led/Deputy Staff HoDs. Link Governor for Autism	Time to monitor	<ul style="list-style-type: none"> 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. 	Autism Lead and communication led/Deputy Termly
To work with the Communication and Autism Team and SLT to maintain and enhance the School Environment to meet the needs of children with Autism and Sensory needs.	<p>To maintain an autism/ADHD friendly environment across the school. To ensure that communication aids and other visuals are available as appropriate. To ensure that paperwork reflects the practice taking place in classes.</p> <p>To ensure that staff training has a consistent impact across the school when communication with pupils with Autism/ADHD and dealing with demand avoidance behaviour.</p>	SLT Autism Lead Link Governor for Autism Behaviour lead CPD lead Communication and Autism team (CAT Team)	<p>Regular contact with Sharon Coubray and the Autism and communication Team</p> <p>Meetings with Link Governor for Autism</p> <p>Regular joint school focused learning walks</p>	<ul style="list-style-type: none"> Environment remains uncluttered Staff confident with appropriate visual and verbal communication Paperwork reflects practice Strategies derived from training such as TEACCH and SERTS are disseminated and is used consistently across school (where appropriate). 	SLT – ongoing Autism lead Link Governor/CAT team



LEADERSHIP AND MANAGEMENT, INCLUDING GOVERNORS

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<ul style="list-style-type: none"> Continue to increase the liaison between governors and subject leads 	<ul style="list-style-type: none"> Use teachers' directed time (14/11 + 6/1 inset day) to enable governors to meet with their counterpart subject leads to discuss SDP priorities and share information 	Subject gobs and subject lead teachers	2 x 1 hours	Governors are up-to-date with current subject priorities, running of the school and can carry out their monitoring role effectively	Head/curriculum chair governor – by Feb 2025
<ul style="list-style-type: none"> Ensure that we have a full complement of governors, members and trustees as per our new structure 	<ul style="list-style-type: none"> Proactive approach to canvas suitable candidates to see if they would take on the role of member, trustee, etc. 	Governors, head teacher	As necessary	Academy has required number of members, trustees, governors etc to carry out its functions effectively.	Chair of governors – by summer 2025
<ul style="list-style-type: none"> Succession plan for key governor roles (e.g. chair, vice chair) is in place 	<ul style="list-style-type: none"> Open discussions about key governors' future plans and plan for replacing them implemented 	Chair/Vice Chair All governors	Meeting time	Governors are aware of the plans of key governors and a succession plan is in place to ensure continuity of roles	Chair of governors – by summer 2025
<ul style="list-style-type: none"> Continue to develop middle leaders through relevant opportunities 	<ul style="list-style-type: none"> Middle leaders offered opportunities for development e.g. ECT induction tutors/mentors, coaching, outreach opportunities, etc 	Head and SLT	Non contact time for meetings, training etc	Middle leaders are taking on a range of leadership roles across the school	Head – end of summer 2025
<ul style="list-style-type: none"> Work with HCC to consider ways to support increased demand for pupil places 	<ul style="list-style-type: none"> Meetings with HCC SEN School Planning to discuss potential ways to meet increased demand e.g. satellite classes or additional building 	Head/SBM and feedback to Governors	Meeting time and site visits	School may have a plan in place to increase pupil numbers in the future	Head/SBM – end of summer term
<ul style="list-style-type: none"> To ensure a programme of supervision is in place to support the Head/SLT 	<ul style="list-style-type: none"> Meeting with Liz Stratton, consultant to discuss supervision and SLT inset day 	Head/SLT	Supervision costs) plus ½ day inset day plus travel	Head and SLT have a programme of planned supervision/wellbeing support in place	Head/SLT – by end of summer term



QUALITY OF EDUCATION Down's Syndrome - £150

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To increase the subject knowledge of staff to enhance their confidence and ability to appropriately address the needs of children with Downs Syndrome.	Teaching and non teaching staff to receive formal training/ informal training - staff meetings.	Downs Syndrome Lead		<ul style="list-style-type: none"> Increased staff confidence in providing a suitable environment and proactive strategies to enable pupils with Downs Syndrome to thrive. 	Downs Syndrome Lead Spring 2025
To ensure the continued use of See and Learn packs for pupils.	To monitor the use of See and Learn across the relevant classes. Ensure pupils are working on the correct Phrases set. To model and support the use of See and Learn on the IPads for relevant pupils.	Downs Syndrome Lead		<ul style="list-style-type: none"> Pupils who require the See and Learn programme are identified by class teachers. See and Learn programme has a positive impact on pupil reading and ability to access the curriculum. 	Downs Syndrome Lead / subject leader time Autumn 2024 and Summer 2025
To assess and monitor the current resources available in school for pupils with Downs Syndrome.	Resources to be checked and additional resources ordered.	Downs Syndrome Lead	£100	<ul style="list-style-type: none"> Pupils with Downs Syndrome are provided with appropriate equipment 	By Spring term / subject leader time
To have a weekly club for pupils at lunchtime. This will involve signing, drama and dancing.	To offer the pupils a club on a Monday lunchtime for 20 minutes that will give them the opportunity to sing, dance and act.	Down Syndrome Lead to set up resources and timetable Pastoral Support Worker to run the club with a TA.		<ul style="list-style-type: none"> Pupils are provided with the opportunity to socialise and engage in activities that they find motivating. This should support the development of their speech and language. 	Downs Syndrome Lead / subject leader time Autumn 2024 and Summer 2025



QUALITY OF EDUCATION **DEPARTMENT 1 DEPT – £3000**

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	<ul style="list-style-type: none"> To provide resources / shed to increase literacy and maths activities outside Purchase games and to be used in outdoor areas To improve resources to promote physical development and problem solving skills Purchase an additional trampoline for Gold class outdoor area Purchase loose parts equipment <ul style="list-style-type: none"> Conkers Pine cones Wooden family sets Plastic fish bowls for storage Wooden blocks Plastic leaves Wooden curtain rings Guttering tyres Counting tree rings 	HoD Class teams.	£2000	<p>Outdoor area being used during continuous provision and children able to work indoors and outdoors to develop skills across the curriculum</p> <p>Improved gross motor skills, evident in assessments of Physical Development (PD) and Handwriting.</p>	<p>Summer 2025 HoD / SLT</p> <p>Work monitoring</p> <p>Observations of children completed accessing PAL activities outside.</p>
To improve equipment within classrooms to maximise learning during play and learn	To purchase a role-play and small world equipment for classes to increase role-play opportunities, speaking and listening opportunities	HoD	£500	Improved Role-play area and equipment	Learning walks



QUALITY OF EDUCATION **DEPARTMENT 2 (Shape) – £3000**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To develop the use of available outdoor learning areas to ensure that high quality Play and Learn opportunities are available to semi – formal children.	To increase the confidence and skills of teachers in providing Play and Learn activities in available outside spaces. Focusing on developing role play opportunities in outside areas for play and learn	HOD Class teachers Deputy	Time to observe/learning walk Staff meeting/Friday training £500	Evidence of Play and Learn - planned activities are being set up, labelled and available. All learning spaces are being consistently used during small group work to develop skills across the curriculum. The development of role play resources to encourage communication opportunities.	Spring and Summer 2025 / SLT – Work monitoring - Observations of children accessing Play and Learn (PAL) activities outside.
	In discussion with staff identify and purchase necessary items to support the engagement in PAL outside.	HoD Class teams.	£300		
To continue to develop the pupil integration into society through trips and experiences.	Encourage staff to plan more immersive and regular trips where pupils are involved in local communities. Work alongside the behaviour team to ensure pupil management allows trips to continue. To fund trips where contributions maybe minimal.	Class teams / HoD	£500	More regular trips Behaviour outside of school is managed effectively to ensure broad experiences can be undertaken. Children recall and discuss their experiences Children activities reflect their experiences with detail	Summer 2025 HoD / SLT – Informal discussion with CTs and pupil voice throughout the year. Work monitoring – activities related to experiences.
To improve the facilities and environment in the main playground to enhance play and communication.	To purchase toys that facilitate role play and communication	HoD/ SLT / Class teams	£500	Improved play and learning opportunities in main playground and increased co operative social interaction and communication.	Summer 2025 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 Develop uniformity in appearance – labels, displays, timetables, communication books etc	Class teams / HoD	£500 HOD training	High quality teaching and learning is observed facilitated by a wide range of resources.	Summer 2025 HoD / SLT – Department meetings Work monitoring - Observations of teaching and learning and environment .
To support all staff members in understanding the changes to the curriculum, assessment and expectations of the department	To ensure staff are confident and understand the curriculum and assessment. To ensure staff follow policy and procedures for each aspect throughout the school day To ensure staff meet the needs of their pupils.	Class teams/ Teachers HOD	Monitoring/ training management time	Staff wellbeing is high Pupils wellbeing and involvement is high Pupils make good to outstanding progress Policies and procedures are adhered to.	HOD - SLT ongoing
To develop and enhance links with The Valley to ensure a smooth transition for all pupils.	Continue to develop links with appropriate staff members at the Valley. Invite The Valley where possible to special events, such as shows.	HOD	Management time	A clear plan is developed that identify what is working well within the department and areas to focus on throughout the year. Successfully move Hexagon and Star into the new build	Pupil progress HOD monitoring SLT monitoring



OUTREACH - £150

Aims	Actions	Who?	Cost / Time	Success Criteria	Monitor When? Who? How?
To deliver the required number of commissioned sessions for DSPL 1 and 5	<ul style="list-style-type: none"> Monitor the number of referrals, including training, delivered in DSPL1 and 5 and update the database appropriately Complete termly casework studies. Provide regular updates to DSPL1 & 5 lead heads and DSPL1 & 5 managers through DSPL meetings. Deliver termly reports to County lead. 	SK SK/Head SK	Staff time / travel costs	<ul style="list-style-type: none"> Required number of outreach sessions, including training sessions, are delivered in DSPL1 & 5 each term/year 	SK Monitor every half term through database
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"> Monitor the number of referrals delivered in DSPL2 and ensure Woolgrove deliver 50% of commissioned sessions and deliver planned training sessions to DSPL2 schools. Attend meetings with Greenside Outreach Lead to discuss outreach provision Greenside to share data with LA and DSPL2 lead. Woolgrove to provide a report of our share to county lead. 	SK SK/Head SK	Staff time / travel costs	<ul style="list-style-type: none"> 50% of required number of outreach sessions are delivered by Woolgrove in DSPL 2 each term/year 	SK Monitor every half term through database
To continue to ensure outreach runs an efficient, high-quality service	<ul style="list-style-type: none"> Visit exemplary Nurseries and SLD settings to observe good practice Outreach teachers to attend appropriate training courses to ensure they have up-to-date knowledge of how best to support pupils with SEND from Nursery to Secondary Continue to work with other professionals including ISL Advisory Teachers and behaviour service Identify key areas for training for schools and ensure training courses and resources are up-to-date Provide newsletters and updates to mainstreams schools in these areas about our service 	SK SK/ZT/FS SK SK SK	Staff time/ Courses/ Resources/ books £400	<ul style="list-style-type: none"> Outreach staff knowledge increased through discussions, research and training. Good or excellent feedback from pupil evaluations Good or excellent feedback from training courses 	SK End of Summer Term Ongoing throughout the year
To implement new systems and procedures in-line with Local Authority requirements	<ul style="list-style-type: none"> Continue to provide a 'blended service approach' to ensure effective use of time Attend regular meetings with Herts outreach providers and ISL lead Attend Triage meetings with other professionals when appropriate Share received referrals with ISL Lead Advisory teachers to avoid duplication Continue to work with other professionals to share information about specific pupils. 	SK	Staff time/travel costs	<ul style="list-style-type: none"> Monitor feedback from evaluations and adjust accordingly Monitor feedback from evaluations Regular meetings attended and new initiatives implemented. 	SK Ongoing



Subject leader “Learning Teams” 2024 - 2025

Communication	Literacy	Maths	Physical Development (PE)	Life Skills, including PSED and Food Technology	Understanding the World (science, geography and history)	Expressive Arts and Design (music and art)	Computing and Technology
<i>Vicky Litchfield</i> Emma Collins Link Governor = Kate Firth	<i>Sharon Knight</i> Laura Claxton Simon Fawcett/ Annie Thorn Link Governors = Kate Firth	<i>Julian Wild</i> Amy Miller Link Governor = Ben Hurworth	<i>Richard Pritchard</i> <i>Mark Turner</i> Sharon Knight & Laura Claxton (gross/fine motor skills) Link Governor = Julian Ekiert	<i>Sharon Streater</i> Catherine Holmes Link Governor= Katie Fuller	<i>Janine Budd</i> Emma Quilty Link Governor = Stephen Simms	<i>Liz Sterling (music)</i> <i>Heidi Rowe (art)</i> Lucy Mitchell-Dwelly Lisa Hall Link Governor = Kate Firth	<i>Simon Fawcett</i> Link Governor = Stephen Simms

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

Autism – Sharon Streater and Simon Fawcett (joint leads)

Safeguarding/Wellbeing– Richard Pritchard (lead) with Anne Linnell (FSW) and Hannah Wright (PSW) Link Governor= Stephen Simms/John Hayes

Down Syndrome– Meghan Porter

R.E. –Mark Turner Link Governor = Stephen Simms

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

SpLD – Sharon Knight