## AAC AC/SDC/AN

For all staff to have a high knowledge of how to support students with AAC within the school, including programming and maintaining devices within their lessons and ensuring all students have access to their communication devices at all times.

All students are able to take part purposefully in curriculum lessons.

All students are able to take part purposefully in curriculum lessons.

#### Library RM

Library is accessible for all students and library lessons have a clear structure to embed a love of reading across the school.

Library lessons are purposeful with a clear intent.

#### **Work Experience**

#### **DF/Subject leads**

Skills to support work experience are incorporated into all subject areas to support generalisation.

WEX skills is incorporated into all curriculums, developing generalisation opportunities.

# School Development Plan 2022 –23

#### **Complex Learners**

#### **SDC/Subject leads**

For complex learners to have a clear sequence of skills and outcomes in all curriculum maps and planning, monitored termly. All students have a sequenced curriculum.

# SC/PIT, team SS tracker is used across the who

SS tracker is used across the whole school for Areas of need. New Maths/Literacy assessments are used and work with SS tracker to put online.

Assessment/EHCP

Outcomes are linked to EHCP outcomes.

Assessment is more streamlined across the school.

Assessment is more streamlined across the school.

# Monitoring

#### **PIT TEAM**

Monitoring of core subjects extends to include routine book looks, observations and student voice with a focus on school priorities in each subject.

Monitoring supports teachers in developing their practice through a consistent cycle.

# **Teaching & Learning**

# Differentiation

#### SC/Subject leads

All staff are aware of the 3 cohorts of learners (Complex, Less Complex, More Able) and ensure that within their class or subject, outcomes and strategies are appropriate to a range of learners.

All learners have a purposeful and specific learning intention that is meaningful to them.

#### Phonics

#### **RM/CLASS TEACHERS**

RWI is embedded as part of the school reading offer and carried out effectively by required staff. Monitoring is carried out by the Literacy lead.

The reading offer includes a systematic, highly effective Phonics program.

# School Development Plan 2022 –23

#### AAC

#### **SDC/AC/Class teachers**

All AAC students are able to access and take part in the curriculum with their devices through preprogrammed vocabulary and staff training.

All students are able to access the curriculum and its activities

# Work Experience DF/SDC

Work experience skills are incorporated into curriculum maps in order to meet the Gatsby benchmark (4). **Generalisation of WEX skills is evident in pupil learning.** 

#### **RSE**

#### SDC/AN

To further develop our curriculum for our most complex learners.

Programme to continue to be adaptive to needs of pupils

#### **Assessment**

#### SC/LT/CW

An assessment framework for Arts based subjects is designed ready for implementation 2022-23.

Assessment of Arts' skills is captured and supports end outcomes (and subject impact).

# Curriculum Development

# Curriculum and Ofsted SC/Subject leads

To demonstrate that our curriculum is in the 'implementation' phase of its development and consistent monitoring and feedback is in place.

Consistent monitoring supports teaching and subject leads have a strong sense of learning progress in their subject.

# Phonics Teaching RM/SC

Resource, plan and implement new phonics programme for relevant pupils (RWI).

RWI is consistently implemented to a high standard.

#### **Maths Curriculum**

#### SCou/SC

Power Maths continues to be embedded with a clearer structure for students, ensuring functional/practical maths skills are covered alongside number activities and range of learner needs are met through sequenced and structured curriculum planning.

Functional Maths is taught as consistently and effectively as number outcomes. All students have a sequenced curriculum

# School Development Plan 2022 –23

## Rewards RB/RMC/JH

Implement a clear reward scheme for fitness and activity goals.

#### Playground

#### RMC/RB/JH

Ensure an organised activity is available every lunchtime to support pupil fitness goals.

#### **Fitness Suite**

#### JH/RB/SLT

To support evening opening twice weekly so families can improve their fitness goals.

# Heathy Eating

#### NC

Ensure new catering company has healthy choices work with them to make the menu attractive to pupils.

# Health and Wellbeing

#### Cycling

#### SDC

Run cycling after school clubs three times a week and ensure a range of adaptable bikes.

#### **Holiday Programmes**

#### EO/NC

Through a successful bid for finance, increase holiday programme offer to support pupil mental health .

# School Development Plan 2022 –23

## AAC AC/AN

To ensure all colleagues are comfortable and consistent with use of AAC

SaLT to train colleagues at least half termly.

Cenmac training package to be used by identified staff.

#### Monitoring

#### **SLT**

Skilling up all colleagues to effectively evidencing pupil voice in their learning.

#### **Medical Needs**

#### NC

Timely and appropriate training in place to meet new medical needs e.g. Catheter training.

Ensure all FA/SFA training in place.

Regular FA meetings and updates.

#### **Staff Wellbeing**

#### SLT

Consider use of spaces and resources to support staff wellbeing.

Improve physical environment for staff.

## Staff

**Development** 

#### Admin team

#### NC

Ensure induction in place for new members of Admin team and that individual training needs are identified so that new team can function effectively.

#### Recruitment

#### EO/SC

Recruit to all vacancies and ensure effective induction training in place.

# School Development Plan 2022 –23

# Website DF/NC

Further improve layout and accessibility so that all families can access.

Creating increased website traffic and a more streamlined user experience

#### Terrace build

#### NC/Govs

Ensure new build is now built as speedily as possible (was due for Sept 22) and resourced appropriately.

#### **Display**

#### SLT

- Ensure high quality displays
- Ensure all colleagues clear as to the purpose of display
- Update displays regularly as per display cycle

### ScholarPack NC/SLT

Use school MIS System for a wider range of information sharing and recording

School promotion and

**Development** 

#### **Parent Group**

#### DB/EO/NC

Develop atrium space into a comfortable multi-use space for onsite PG meetings

#### Advice Worker NR/EO

Ensure new post holder has appropriate training in place and keeps clear data as to parent support and advice, monitoring outcomes for families.

# School Development Plan 2022 –23

## GDPR EO/AN/NC

Implement actions from GDPR report May 22 so school is fully GDPR compliant.

Create data mapping document

### Governors SS/SH/GOVS

Ensure all governors are up to date with changes in safeguarding responsibilities including participating in new training.

#### **Building Efficiencies**

#### NC

In the light of financial challenge, recommend savings in heating, lighting, water and the building .

Quality Assurance
And Self Review

# Governors SS/EL/SH/GOVS

Ensure succession planning in place.

All Governors to participate in skills audit.

#### **Challenge Partners**

Participate in peer review March 23 and implement key recommendations.

All SLT CP trained to participate in a review in another school and use the experience to develop Highshore.

# School Development Plan 2022 –23

Initial	Staff Name
AC	Andrea Curling
AN	Ali Naqvi
DB	Don Burford
DF	Dominic Fryer
DHT	Deputy Headteacher
EL	Emily Luke
EO	Eileen Ollieuz
GOVS	Governors
JH	Joanne Hemsley
LT	Lee Traquair
NR	Nicky Rolfe
PIT	Pupil Intervention Team
RB	Raph Baptiste
RM	Rosie Molloy
RMC	Rob Macdonald
SC	Sam Croyle
SCou	Stephanie Cousins
SDC	Sarah di Campo
SH	Shane Holland
SLT	Senior Leadership Team
SS	Sally Smith

Abbreviations	Definition
AAC	Augmentative and Alternative Communication
EHCP	Education Health and Care Plan
GDPR	General Data Protection Regulation
RSE	Relationships and Sex Education