Highshore School

School Development Plan 2022 –23

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.

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.**

Assessment/EHCP

SC/PIT, team

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.

Outcomes are linked to EHCP outcomes.

Assessment is more streamlined across the school.

Assessment is more streamlined across the school.

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.

Teaching & Learning

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.

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.

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.

Communication, Self Help Skills, Independence

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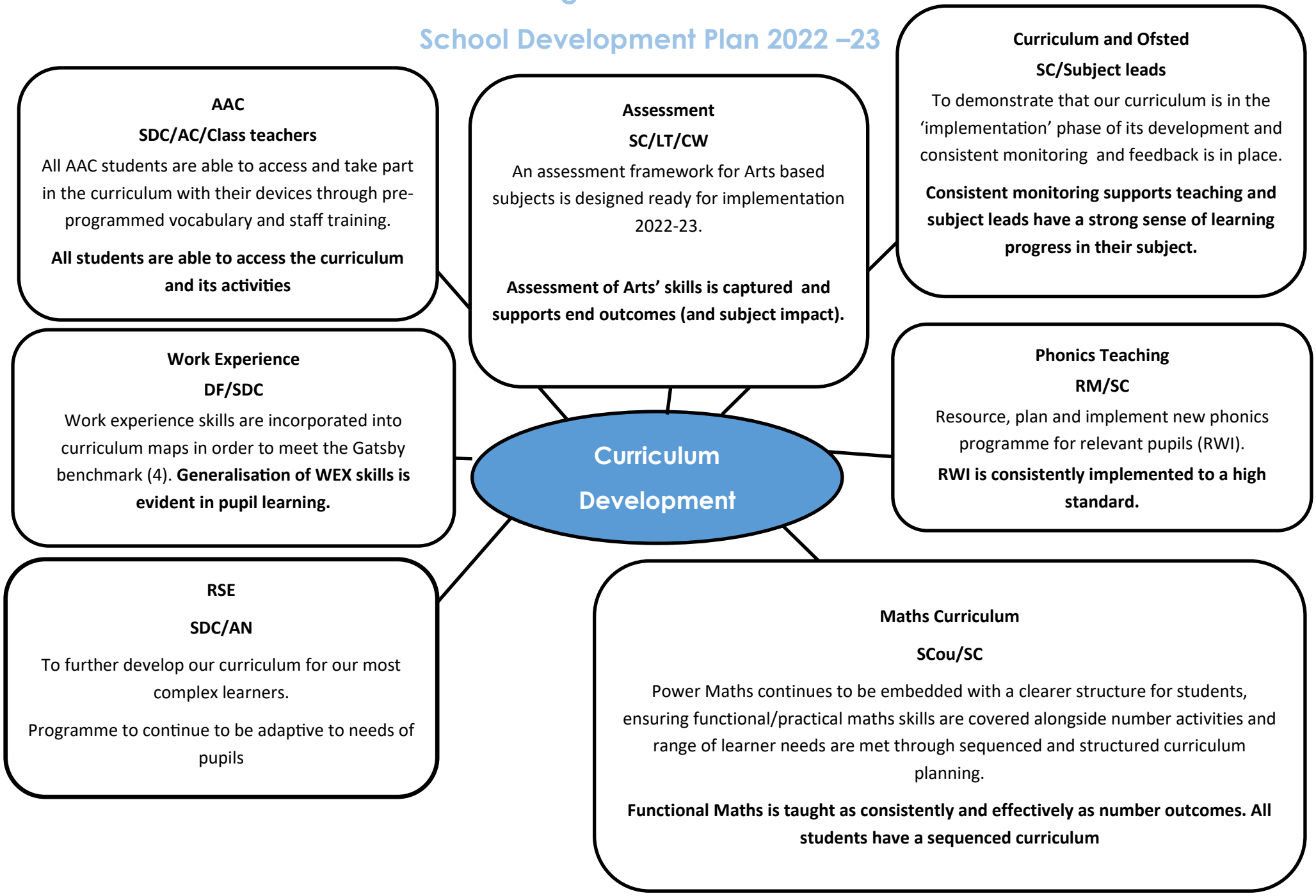

Communication, Self Help Skills, Independence

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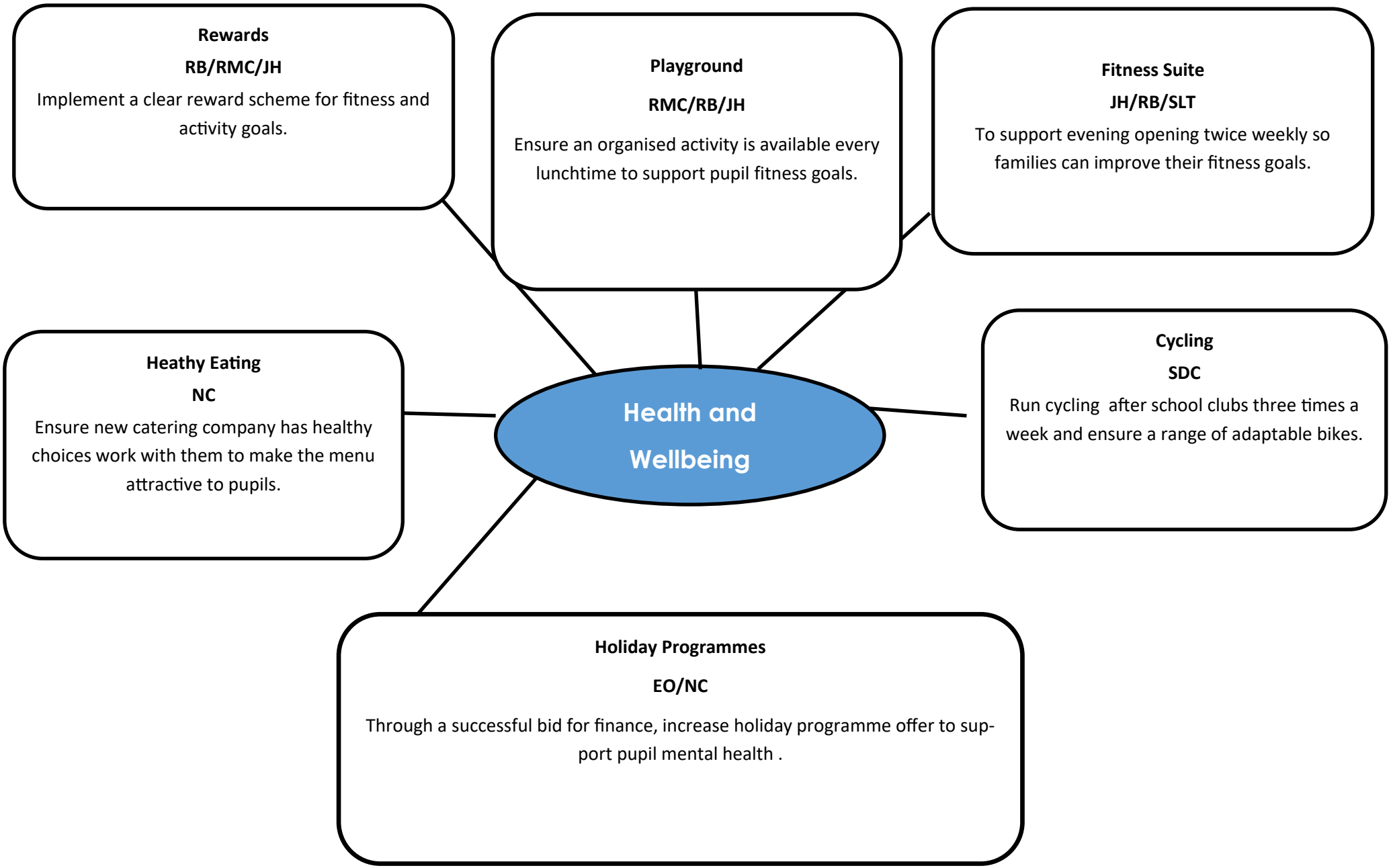

Communication, Self Help Skills, Independence

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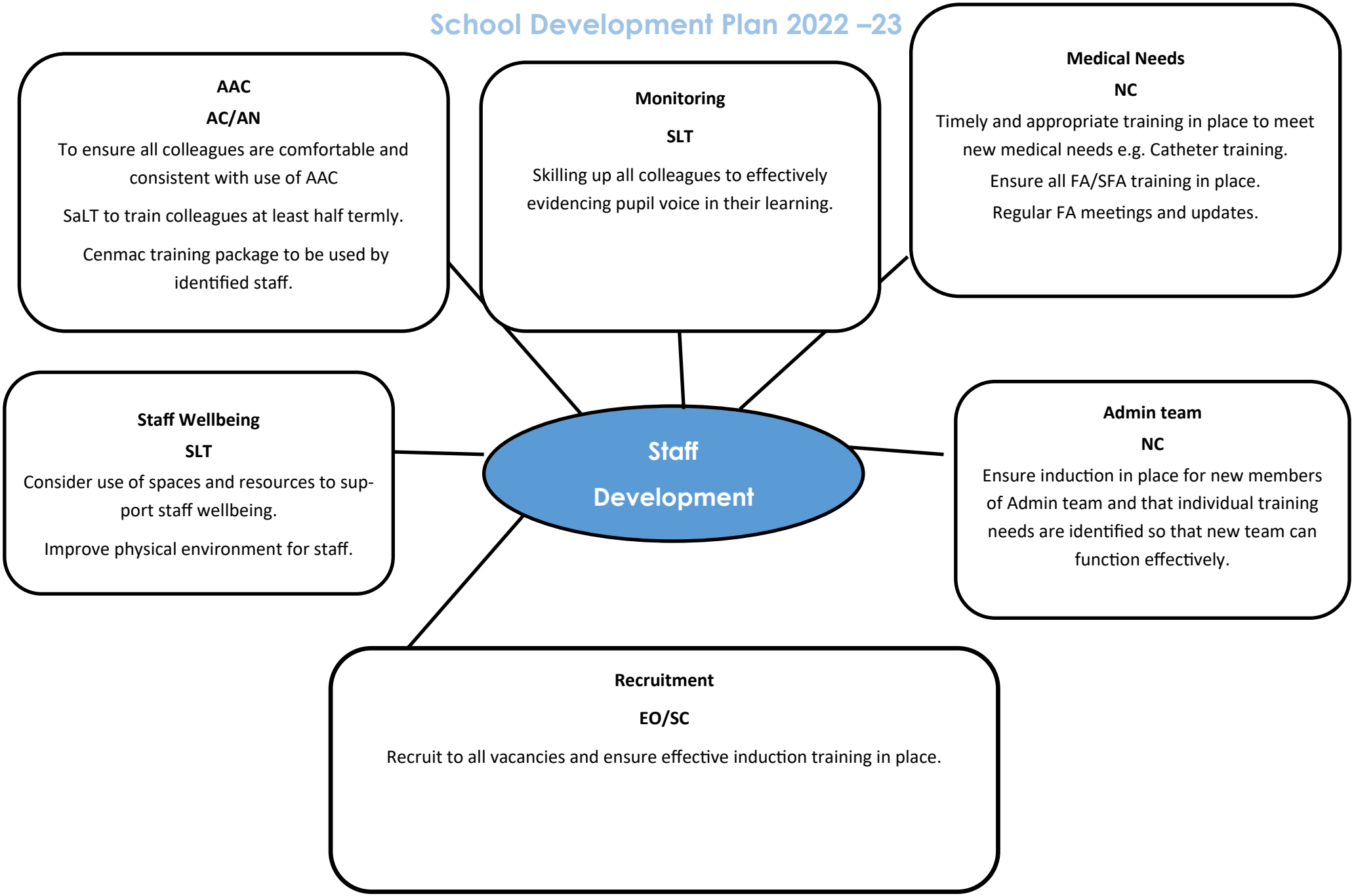

Communication, Self Help Skills, Independence

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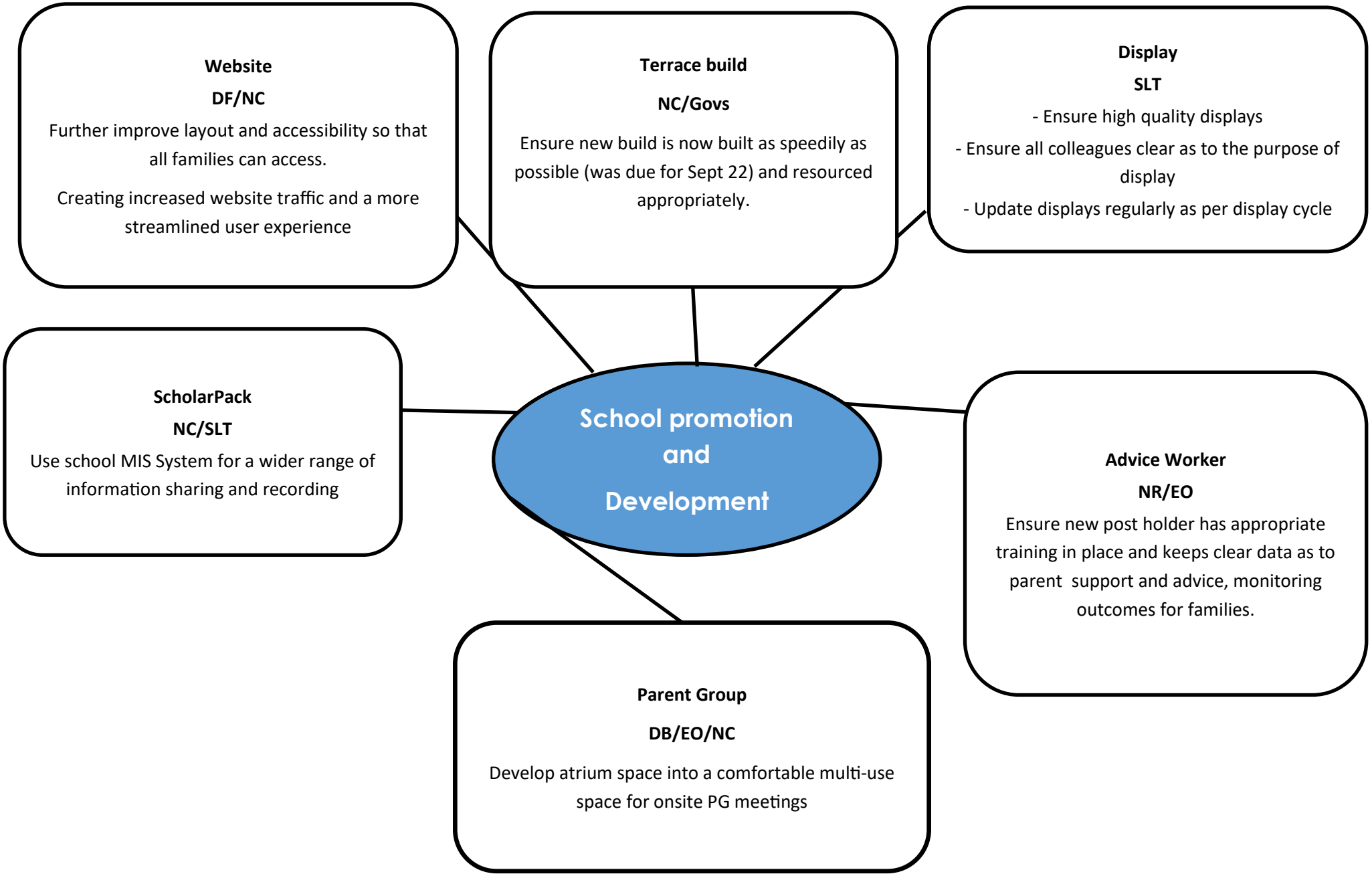

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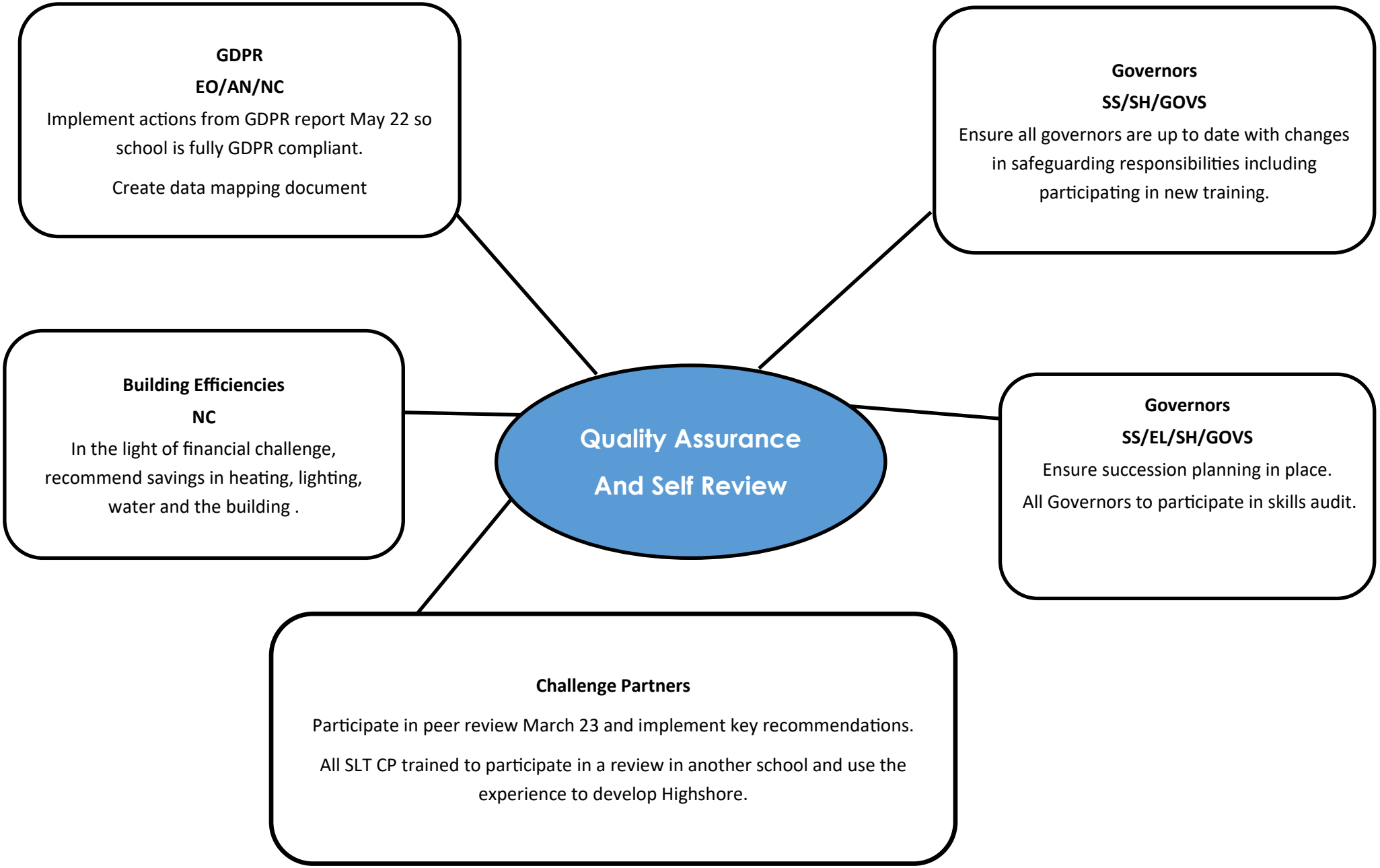

Highshore School

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