

School Development Plan 2022-2025

Target: Brookfields distributed leadership model will be highly effective at all levels.

Outcome 22/23: The new Leadership team will facilitate an increased consistency in the high standards of teaching expected at Brookfields.

Actions 2022-2023	Who by and when?	Cost	Outcome
<ul style="list-style-type: none"> • The Brookfields Rainbow will be created and introduced to staff • Highly effective CPD training programme designed in response to identified staff needs put into place • Training delivered to timetable • Confidence/competence audits will be introduced. • Staff ‘champions’ – find out what skills do staff have that we can share with others? • SLT will analyse the audits and develop Term 2 and 3 of the CPD programme. • Training for teachers on appraisal process and support for how to evidence progress against targets. • CPD and training/ support in place to enable staff to trust in their ability to teach in order 	<p>SLT Sept 2022</p> <p>SLT Sept 2022</p> <p>CBE/JCK to monitor</p> <p>SLT/Teachers Oct 2022 TA’s Nov 2022</p> <p>SLT Sept 2022 reviewed Oct half term Dec, Feb half term, Easter and July for 2023/4</p> <p>CBE/EBT Dec 2022 and half termly thereafter</p>	<p>Cost associated with SLT and Teacher time</p> <p>Additional printing costs</p> <p>External trainers: £5000 External CPD £20,000 Teaching and Learning Platforms £4,000 p/yr</p> <p>Bluesky Costs £1926 pa</p>	<ul style="list-style-type: none"> • Brookfield's Rainbow standards are evident in consistent practise across all classes, showing strong, shared values, policies and practice. • Staff confidence will match classroom practice • Measurable impact including pre and post training audit, learning walks and questionnaires identify that the training has an impact • New Career Stage Expectations matrix will be in place for Sept 2023, linked to Rainbow Standards • Staff at all levels will demonstrate self – efficacy, agency and impact • Consistently high standards of teaching (evidenced by peer observations, 360 reviews and teaching audit)

<p>to build skills in a way that is appropriate for pupils – pupils first</p> <ul style="list-style-type: none"> • Moderation of BlueSky information • New Career Stage Expectations matrix will be Created • Peer support and peer observations will be established • Shared drive/onedrive will be curated • Link with Accessit established and training for staff in delivered • Whole school SDP updates termly. 	<p>September 2023</p> <p>January 2023</p> <p>MSY/SLT and Subject/Pathway Leads By April 2023</p>	<p>Accessit Cost £1038 pa</p>	<ul style="list-style-type: none"> • Rainbow audit to be evident as part of Teacher professional development cycle • All teachers will be clear about Career Stage Expectations • Peer observations and collaborative planning will evidence a common understanding of expectations • The shared drive will be readily accessible to all staff • All Teachers/SLT / ELT successfully complete the appraisal cycle and meet all targets. • Appraisal process and pay progression evidence is moderated by Governors.
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Outcome 23/25: All teachers will have effective skills, knowledge, competence and confidence to teach all curriculum subjects within their pathway.

Actions 2023-2025	Who by and when?	Cost	Outcome
<ul style="list-style-type: none"> • Pathways will be defined • New 'Pathways' are understood and in place • 'Curriculum for each will be clear and accessible including Frameworks, reading spine • Resources will be ordered and catalogued 	<p>SLT Nov/Dec 2023</p> <p>SLT/ELT May 2023</p> <p>SLT/Teachers/Pathway Leads July 2023</p> <p>ELT July 2023</p>	<p>Cost associated with SLT and Teacher time</p>	<ul style="list-style-type: none"> • Learning walks, audits and QA observations demonstrate impact of collaboration and shared understanding of expectations • All curriculums available and easy to find

<ul style="list-style-type: none"> • Heads of subject will work with teaching staff to develop skills, knowledge, competence and confidence. • Maths and English 'spines' will be completed and in place • All subject-specific lesson planning will reflect the content of the new English and Maths teaching spines. • Standardisation of planning across pathways will enable planning pro-formas to be created • Training and support will be provided to staff as appropriate • Targeting and tailoring of the pathways will be discussed with pupils and families where appropriate • Where appropriate discussion with pupils about Pathways/Outcomes and destinations will take place • Teachers will identify their training needs in line with the school's and their own priority areas for development as part of the ongoing appraisal process across the year. • Clear policies and processes will be in place for all staff • Audit in place to capture staff confidence and wellbeing in response to all the changes 	<p>From May 2023 onwards</p> <p>MBN/GCS January 2023 Subject Leads/Pathway Leads and Teachers July 2023</p> <p>Subject Leads/Pathway Leads and Teachers July 2023 As above via the Meeting and Training programme SLT/Teachers at AR's and Pupil Progress Evenings throughout the year</p> <p>SLT by July 2023</p> <p>CRS and CBE Nov every yr</p>	<p>Yearly Welbee Audit £292 pa</p>	<ul style="list-style-type: none"> • Resources will be appropriate and reflect pathway progression • Planning pro-formas will support staff to identify the key elements to their planning which enable optimal learning to take place. • Staff will demonstrate a clear understanding where pupils have come from, going to after • Pupils and their families will report high levels of satisfaction with school and the progress their child has made. • Outcomes / destination of pupils will be reflected in the planning for them • Rainbow audit to be evident as part of Teacher professional development cycle • Information that focuses on successes and positives, as well as providing points for improvement and why/where to go for help will be available • Staff will have increased clarity about their own role • Induction for all new staff consistently translates into improvements in the teaching of the curriculum.
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Target: The newly reviewed curriculum through sequential and coherent planning, will provide the right level of challenge and stretch for all pupils.

Outcome 2022-23 Assessment in all Pathways will be through appropriate frameworks, which provide guidance as well as accurate tools for reporting effectively to stakeholders

Actions	Who by and when?	Cost	Outcome
<ul style="list-style-type: none"> • Consultation about what pathway is for each pupil and what the criteria is. • SLT & ELT to communicate to all stakeholders with clarity about what Pathways are and how the assessment will establish the focus of the curriculum covered within a Pathway • Clear aspirations for each pathway • Communication, Independence and Engagement aspirations for each pathway will be clearly defined • Provide Training on communication styles in the class for support staff and delegate responsibility for ensuring equipment is available and staff are using Makaton. • Training will be provided for all staff about Pathways • Audit understanding of all staff • Liaise with the wider Multi-disciplinary team about Pathways and how their input will be incorporated into the Curriculum for each Pathway. • Working Group established to ensure that we are effectively teaching pupils who may not 'fit' exactly the intended cohort within any one Pathway. 	<p>SLT with ELT and Teachers by Dec 2022</p> <p>SLT January 2023</p> <p>Sp&LT team, MBN/WRR Sept/Oct/Nov and half termly thereafter</p> <p>January 2023 CBE in Spring Term Meeting with MDT (date tbc)</p> <p>SLT and all teachers July 2023</p>	<p>Cost associated with SLT and Teacher time</p>	<ul style="list-style-type: none"> • All leaders will know and be able to evidence if their subject, pathway or age phase learning is effective and be able to articulate and plan for areas that need developing • All staff will understand the different methods of assessment and use each appropriately • Pupil progress will accelerate • Baseline Assessments and Summative assessments will demonstrate appropriate rates of progress for the Formal Curriculum Pathway • Destinations are aspirational and appropriate measured on an individual basis • All staff will actively participate in the appraisal system and targets reflect School Development and personal development priorities. • Subject leads will know the pupils who need interventions and will provide them in a timely and effective fashion

<ul style="list-style-type: none"> Discuss whether pupils on Individual timetables can have their needs met effectively and if not, work to move to a more appropriate destination in consultation with parents/ carers and MDT 	SLT with Govs/Teachers and families as appropriate		<ul style="list-style-type: none"> Clear process will be in place to identify these pupils efficiently to enable their learning to be maximised
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Outcome 2022-2024: Pupils will make outstanding progress against EHCP targets, demonstrating high levels of independence (appropriate to their SEND) inside and outside the classroom.

Actions	Who by and when?	Cost	Outcome
<ul style="list-style-type: none"> Review clear rationale on what data we collect to make judgements on pupil progress Attend meetings and training relevant to their Pathways Job level checklists/Timeline for Earwig expectations. Ensure Earwig frameworks are broken down in to appropriate Small Steps Regularly assess learning using Earwig in order to inform planning. Track EHCP outcomes to ensure effective target setting Moderate assessment: quality of video/photo, accuracy of description, accuracy of evidence of learning / progress. 	JCK start Oct 22-ongoing All teachers Jan 23 CBE Sept 22 JCK and Subject Leads Oct 22 All teachers Sept 22-ongoing JCK and Subject Leads Nov 22 SLT/ELT half termly Sept 22 onwards	Cost associated with SLT and Teacher time Earwig Costs £2228 pa	<ul style="list-style-type: none"> Summative assessment will evidence consistent and secure progress for learners on the Formal Curriculum Pathway EHCP moderation will demonstrate appropriate rates of progress for all other learners EHCP moderation will demonstrate efficacy of planning and assessment

<ul style="list-style-type: none"> • Attend Termly meetings to address pupils of concern and ensure rapid progress to be get back in line with expected progress. • Provide Assessment training (Induction / level 1 = how and why we assess learning, level 2 = what does good assessment look like at Brookfields on Earwig, level 3 = how to plan and assess individual • Clarify number of targets needed in target breakdown. • Moderate uploads from support staff. • Meet assessment deadlines for EHCPs. • Present information about pupils who are not making expected progress and outline the next steps in collaboration with line managers to ELT/SLT termly. • Complete ½ termly PLPs • Prepare assessment evidence for external moderation • Attend training/train others on how to triangulate planning, teaching, assessment. • Attend training/train others on SMART target setting. • Set targets with multi-professional team. Workshop with ELT on talking through destinations for all learners in their class in order to become fluent • Planning of Educational Visits to clearly link to PLPs. 	<p>Teachers and ELT half termly</p> <p>SLT Oct 2022 and regularly as identified on Meeting and Training Programme</p> <p>SLT Sept 2022</p> <p>Teachers-regularly Teachers in line with the EHCP requirements Teachers and ELT</p> <p>Teachers by each Half term SLT</p> <p>Teachers as per the M and T programme</p>		<ul style="list-style-type: none"> • All staff will be able to articulate how we assess learning for their class and how this informs planning. • All staff will be fluent in pupils' PLPs and know where to go for information relating to learning outcomes. • All staff have training and can actively contribute to evidencing learning (including uploading videos to Earwig, and in some cases, completing annotations)
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<ul style="list-style-type: none"> • Ensure communication aids /resources are available on all Educational Visits • Prepare timely summaries to support transition of pupils to new classes in September. • External moderation with other Special Schools (BASS?) of assessment (and curriculum?) 			<ul style="list-style-type: none"> • All staff are experts in supporting pupils in their class to communicate independently at the appropriate level (including use of AAC). • Leavers will complete first year at destination (e.g. college) – evidence collected 22/23 and 23/24 onwards • Judgements will be moderated as secure by other professionals (therapists, Ed Psych, special schools).
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Target: By 2025 Therapeutic Thinking will be embedded into the school and visible to all in the school Vision, Ethos, Policy and practice.

Outcome 2022-2024: Pupils will demonstrate an increased ability to regulate requiring less adult intervention.

Actions	Who by and when?	Cost	Outcome
<ul style="list-style-type: none"> • Training for writing of plans – examples of good plans • Do plans • Moderation meetings scheduled – staff bring in example plan and discuss with each other experts • Plans reviewed by ‘experts’ • Hold regular drop in sessions - for trouble shooting 	<p>TST Training 11.10.22</p> <p>Teams by 21.10.22</p> <p>TST Nov 2022</p> <p>In place TST Nov2022</p>	<p>Cost associated with SLT and Teacher time</p> <p>External moderation Training by AWM £500</p>	<ul style="list-style-type: none"> • Moderated Therapeutic Thinking plans will be in place for all pupils who are unable to follow Part 1 of the Whole School Behaviour Policy (ACTION: appropriately detailed, signed off by AHT and family) • External Auditor will moderate implementation of Therapeutic Thinking across the school.

<ul style="list-style-type: none"> ○ On different days to enable Part time staff to access ● Shared completed WS Behaviour Policy <ul style="list-style-type: none"> ○ Paper copy for each class ○ Includes glossary for shared understanding of terms acronyms ○ Includes a how to use and when to plan ● Programme for Team teaching sessions with 'Experts' with live support/feedback ● Collaborative teaching/planning discussions and peer observations ● For subconscious behaviour and PASD pupils – regulation skills, training and resources - OT – weighted equipment training ● Ensure technology audio recording and subtitles means teachers can access training in own time – part time staff/agency <ul style="list-style-type: none"> ○ Create resource for all ● Regular H&S training 'James' friendly reminders ● Engagement with pro-social older learners to consider if they can highlight what would help. How to make pupils feel 'more grown up' ● Ensuring pupils are in correct class/pathway/curriculum ● Heads of KS/Pathway to check Therapeutic Plans at regular intervals ● Audit of staff confidence and skills to monitor effectiveness of training 3x per year 	<p>TST Nov 2022</p> <p>SLT/ELT Jan 2023</p> <p>TST/EDE ongoing</p> <p>JGG/TST Termly from Sept 22 Teachers</p> <p>ELT/SLT review regularly and at least half termly and at AR of EHCP where this will be discussed</p>	<p>External Training Costs</p>	<ul style="list-style-type: none"> ● Reduced frequency of dangerous behavioural incidents (fixed term suspensions) ● Increased staff confidence in working therapeutically ● Pupils will practice appropriate techniques to support self-regulation, demonstrating self-control and positive attitudes to learning ● Curriculum will be appropriate for all pupils irrespective of level of need ● Behaviour audits – data ● Learning to Learn assessments – physical and emotional <ul style="list-style-type: none"> ● Reduced frequency of 6th form learners "opting out" reflected in Attendance data ● Pupils reporting increased enjoyment ● Practise reflects planning to improve pupils' ability to regulate. Planning reflects aspirational expectations. ● Pupils will demonstrate an ability to ask for support
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<ul style="list-style-type: none"> • Moderation of Therapeutic plans which are shared with parents/carers • Canvass families thoughts and feelings about therapeutic thinking through questionnaires and focus group • Use Earwig – modelling therapeutic approaches captured on video and shared with families • Monitor amount of support given to families through FSW, Pastoral lead • Create Dashboard for tiers of intervention. <ul style="list-style-type: none"> • Regular review of pupils using Therapeutic Thinking Support Plans • Review of numbers of families accessing Clinic for support on Behaviour <ul style="list-style-type: none"> • Delivery of courses for Parents/Families on having a child with special needs • Monitor Behaviour and engagement of all classes across Pathways-summarise trends 	<p>TST to sign off TP's as they are written before sharing with families</p> <p>Teachers as appropriate</p> <p>March 2023 SLT November 2022</p> <p>TST half termly</p> <p>March 2023/ September 2023/ Oct 2023 and half termly going forwards</p> <p>JGG half termly</p>		<ul style="list-style-type: none"> • PLP's and EHCP Targets become more focused on curriculum commensurate to their need and less about regulation • High engagement with families in using the approach at home • Alternative provision placements are attended • Plans are created, updated and closed in a timely manner • Rainbow audit and further staff development requested or reduction when staying with same pathway • Downward trend in requirement of small gardens and break out spaces for specific children and amount of time used • Increasing numbers 'signed off' from TST case load • Support given to families is increasingly proactive rather than re-active • Decreasing reactive support within specific classes as independence and self-regulation increases. • Lower staffing ratios in classes for pupils on the formal pathway
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