



School Development Plan 2023-2024

Values and Beliefs Statement

Our school is a community in which everyone is valued and has a part to play.

Our students deserve the best throughout their school career.

We believe that all of our students will make progress and become more independent so that they can take a valued role in society.

It is our job to deliver the highest quality, most inspirational and enjoyable educational experience possible.

Oakland's School - Outstanding lesson document September 2022

Aspect	All lessons across the school;	SLD pupils	PMLD pupils	ASD pupils
Planning	<ul style="list-style-type: none"> Are part of a well-designed sequence of learning, evident from medium term plan and lesson outline planning. Lesson outlines/delivery plans develop over time during the term according to pupil progress The planning file is available in the classroom has been shared with the support staff. Support staff are deployed to support learning. 	A series of brief lesson delivery plans showing the activities and how they develop over the term.	Lesson delivery plan shows perhaps only one or two lessons, designed to be repeated and modified during the term according to pupil progress.	Lesson delivery plan indicates a clear lesson routine and may have a series of lesson delivery plans or one lesson designed to be repeated and developed, according to the needs for the group
AFL	<ul style="list-style-type: none"> Lesson targets have been developed in line with IEP targets and the subject being delivered. Targets are sufficiently challenging to enable pupils to make outstanding progress. Support staff know and understand pupil targets, and can assess pupils progress against those targets. Targets are communicated to pupils in an appropriate way. Assessment is evident throughout the lesson. Evidence is collected and pupil progress noted and recorded using school systems by all the staff. 	Targets may be communicated to pupil through use of; visual schedules, symbolised written targets. Pupils will be reminded of targets during the lesson.	Sensory cues used to communicate activities to pupils	Visual schedules and single symbols used throughout the lesson
Teaching Methods	<ul style="list-style-type: none"> Teaching and communication strategies are precisely matched to pupil needs as indicated in in their ILPs. All staff are expert in using the range of teaching strategies needed by pupils to facilitate learning and progress. Naturally occurring opportunities are used to teach English, maths and ICT and for the functional use of those skills. 	Makaton Visual cues AACs Appropriate level of verbal language Modelling PECs Use of smart board Opportunities for functional use of literacy, numeracy and ICT	Sensory cues Intensive Interaction AACs Touch cues Objects of reference Makaton (some individuals) Experiential and coactive exploration	TEACCH; Schedules work systems, independent work area, independent tasks PECs Intensive Interaction Sensory diets Visual activities Practical functional activities Repetition
Inspiration	<ul style="list-style-type: none"> Activities are carefully selected because they are enjoyable, interesting and motivate the pupils to engage with the learning. Activities are appropriate to the pupil's age and interests. Pupils interests are used to engage them either as part of the work, in systems or as motivators. Where interests are immature 	Variety of engaging structured learning activities Multisensory opportunities may be	Use of multisensory strategies	Highly structured practical tasks Calm learning environment

	<p>these are used sparingly and only with them. Work is in place to encourage a widening of interests.</p> <ul style="list-style-type: none"> • Relationships are positive and support pupil motivation and engagement • Pace of learning is appropriate and differentiated to pupil ability to engage. 	<p>used to engage pupils and provide concrete experience to support learning</p> <p>Whilst acknowledging the need for 'take up time' and processing time, in individual situations – lessons should have enough variety and interest to keep students engaged.</p>	<p>Pace might well be slower in PMLD lessons, but only when pupils are showing signs of engagement.</p>	<p>Targeted use of sensory experiences</p> <p>Predictable routines and staff responses</p> <p>Pupils need a moderated pace to allow for slow processing time especially in language</p>
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School Development Plan 2023-2024

Core targets

Meet the special educational needs of all pupils throughout the school through delivery of outstanding classroom practice

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
Develop a high quality therapy service to meet the speech and language and occupational therapy needs of all pupils consistently	ThC	Dec 23	Costs are in staff calculator	Team of 6 FTE therapists are appointed and maintained (either directly employed or through agency) under the guidance of a coordinator	<ul style="list-style-type: none"> All students have been assessed against the wave model Sufficiency of therapy time is assessed Governors are aware of therapy strategy and policy Parents are aware of therapy model Quality assurance in place
	HT	Dec 23	Utilize LA therapy funding/ catchup and PPG funding and teaching budget	Caseloads reviewed in summer term for September timetabling	
	HT	Apr 23		Design and implement a quality assurance system	
	HT	June 23		Implement performance management	
	ThC	June 23		Alterations to be made in September timetabling to streamline group therapy according to therapists' feedback	
	HT	Feb 24		Therapists training needs identified and plan made	
Develop classroom practice so that fidelity is achieved within each department	HT	May 2023	TLR3	<p>Develop a role for a teaching coach to work alongside ECT's , support unqualified teachers in training, and teachers with identified development areas on moving to Oaklands. Advertise and appoint.</p> <p>Training plan designed in 22-23 is fully utilised in appraisals and design of CPD</p>	<ul style="list-style-type: none"> All lessons delivered are at least good The proportion of outstanding lessons is maintained both during expansion and staff turnover ECTs and unqualified teachers are supported and confident

				Continued use of both support and development meetings with Assistant Heads and lesson observation by SLT focusing on classroom practice	<ul style="list-style-type: none"> • Training is targeted to the needs of each department
A review takes place to ensure that strategies to meet the needs of young people who do not have autism are met across provisions	HOS HT AH S&R	Oct 23 June 23 Nov 23	In CPD budget	Training for key staff in meeting needs of children with Downs Syndrome Classes are formed for children who are not autistic and may not benefit from an ASD specific approach. Training developed for parents	<ul style="list-style-type: none"> • Interventions to the specific needs of young people with Downs Syndrome are understood by class teams and therapists • Staff have had access to relevant training in meeting needs of the young people in their class group • Provision becomes increasingly tied to assessment and learning style.
Access to community based learning is assured for all pupils at each stage of their school career	AHs CTs PMLD teacher HT	Dec 23 July 23 July 2 July 23	In dept budgets In dept budgets	A bank of community based locations and destinations is re-established for teaching staff to access when planning community based learning Community based learning is identified in appropriate schemes of work matching topic in primary phase and key stage 3, and supporting life skills, travel and employment in key stages 4 and 5 Training for staff in how to support travel training Schemes of work developed to support the development of behaviour appropriate to accessing the community for any class and/or individuals not ready for immediate community access <i>See also parental engagement target</i>	<ul style="list-style-type: none"> • Large majority pupils access community regularly to work towards targets in their EHCPs (at least 80%) • Minority pupils unable to access throughout the year as a result of vulnerable health are able to access community in summer term • Minority pupils whose challenging behaviour poses a risk to safety in the community have structured programme to enable them to work towards community access within agreed timescales. • Outings policy updated to reflect changes

Transition is strengthened by more detailed handovers and planning	AHs	May 23		Review equipment needs as soon as places allocated in school (Feb 23)	<ul style="list-style-type: none"> Equipment is in place for all pupils new to school. Equipment related admission delays are avoided All teachers and therapists have met with previous teachers and/or therapists prior to admission
	Ahs	April 23	(Large equipment is funded by SEN)	Place orders/panel applications and applications by Easter in year preceding admission where specialist equipment is needed.	
	ThC	June 23		Contact made between special school therapists in feeder schools to ensure programmes are available for review at admission	
Curriculum facility for cooking and art is reinstated at new oaks	HOS	April 23		Timetable communicated	<ul style="list-style-type: none"> Cooking and art taking place weekly in lodge room already fitted for this purpose

Increase parental engagement and support

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
Increase parental engagement in the EHCP process	SH Chairs SH Review chairs	Dec 23 April 23		Parents events to inform parents how annual reviews work and how they can best participate Parent training events for understanding school and therapy reports Parent event around preparing for adulthood Parents specifically requested to return parent contribution form ahead of reviews	<ul style="list-style-type: none"> The number of parents attending annual reviews in person increases to pre pandemic levels The number of parental contribution forms completed for annual reviews increases to 50% initially
Support parents as their children join Oaklands so that they can join a community of parents	FSW Ahs AH	June 23 Jun 23 Sept 23		Admissions form has questions added about parental interest in engaging with events, training, and other parents Survey is designed and sent to all existing parents Parent who do not respond to survey are called by family support workers to explore in person. Contacts are shared	<ul style="list-style-type: none"> All parents are asked for their willingness and interest in meeting and contact with other parents Where parents want to do so contact details are shared. Parents are in contact with other parents in their child's department
Strengthen relationships with parents who find engaging with school more difficult	FSW	July 2023		Hard to reach parent group identified by SLT and class teams Caseloads created for family support workers contact	<ul style="list-style-type: none"> Contact is made with "hard to reach" parents who have rarely engaged with school. Understanding is improved around reasons some parents do not get more involved.

					<ul style="list-style-type: none"> • Parental engagement is increased •
Identify volunteers, including parent volunteers	JM FSWs	Sept 23 June 23	£400 for DBS	<p>Advert for volunteers placed locally, on school website and in school newsletters</p> <p>Open event organised to raise awareness of need for volunteers</p> <p>Volunteer screening/selection/DBS undertaken</p> <p>Volunteer induction developed</p>	<ul style="list-style-type: none"> • Parents and volunteers attending regularly to support swimming and outings. • • Each PMLD class base and class with more than one wheelchair users has a regular volunteer supporting
Re explore establishing provision after school or at weekends	HT FSW DCortes HT HR	Sept 23 Dec 23 Dec 23 Feb 23		<p>Survey parents of children across all age groups in terms of their interest in facilities for after school or weekend activities</p> <p>Detailed staff and facilities plan developed and costed</p> <p>Report to be published on school website</p> <p><i>If there is both parental interest and funding available progress to staff consultation on interested in working additional hours</i></p>	<ul style="list-style-type: none"> • There is a clearly researched plan which indicates parent interest in activities for pupils outside school operational hours • Plans are costed and sources of funds available investigated

Oaklands develops and retains a highly skilled, consistent and motivated staff team who support our pupils, families and each other

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
Oaklands staff are represented by a staff wellbeing group that actively works to support staff wellbeing in school	HR Ahs/HOS	Apr 23 Apr		Staff representatives identified in each department agenda slot at department meetings	<ul style="list-style-type: none"> Wellbeing group attended by a representative from each department Staff events in each half term Wellbeing budget utilised by wellbeing team according to staff preference
workload is effectively supported and managed for all staff including teacher and senior leaders	HT HOS HT HT HOS	June 23 Apr 23 Sept 23 Apr 23 Sept 23		<p>Assistant heads are released from tutoring a class group (from September 2023)</p> <p>Duties required during PPA time are more effectively communicated and protected in a clear policy shared with required with other agencies</p> <p>Time to liaise with therapists and other professionals is identified in directed time</p> <p>Freedom to undertake PPA duties off site where teachers are up to date</p> <p>Timetables block PPA time, especially in afternoon sessions</p>	<ul style="list-style-type: none"> Duties required during PPA time are more effectively communicated and protected Teachers are protected from attending meetings with other agencies unrelated to their classroom roles Curriculum teams have support staff members in all curriculum teams including the primary school Resource staff workloads regularly monitored Termly review of sufficiency and quality of planning requirement to ensure teachers and senior leaders

					are confident in time management strategies
Communication is effective for all staff groups	HT HOS HT Site and HR teams	May 23 Sept 23 Feb 23 March 23		Annual staff consultation on effectiveness and sufficiency of meetings in both schools. Results of consultation to result in alternation to meeting schedule for 2023-24 Staff reminded of meetings planned and location of information immediately in SDP event Action progress board in New Oaks staffroom to update staff regarding their requests and works in process Action progress boards for recruitment news on both sites.	<ul style="list-style-type: none"> All staff understand how to access the information they need to do their jobs Timely information is available to staff about requests made on helpdesk or in consultation
INSET days are effectively used to provide both training and preparation times	HT	Sept 23		Teachers have a preparation day on the first day of each term. Support staff have 2 occasional days and receive 12 twilight training events as a result An optional additional day is available to work on the first day or either term 2 or 3 support staff who prefer a flexible day off during the year.	<ul style="list-style-type: none"> Training time is increased through reintroduction of occasional days for support staff (from sept 23) Class preparation day is allocated termly for teachers on the first day of each term (from sept 23) Support staff have flexibility to take one or two occasional days

Site and facilities improvements are costed and considered within budget availability.

As the new school development plan is written we do not have information about funds available for capital projects. The following is a list of projects we would like to pursue should fund allow. All need to be costed by end May 2023 to enable prioritization and scheduling for summer closure period. All projects are suitable for fundraising should any team be willing to undertake.

Improvement item	Estimate cost	Expected impact	Priority (year 1,2,3)
Developments in DT room including additional large machinery and subsequently needed additional extraction		Extends range of tasks it is possible for students to undertake, especially in line with a vocational curriculum.	Year 1
Microwave (new Oaks)		Facilitate staff breaks within limited timescale	Year 1
Air fryer (admin)			
Replace broken toaster (High oaks)		Facilitate staff breaks within limited timescale	Year 1
Fencing in courtyard to create outside area for Kew rooms 4 & 6 See Kew department targets		Address health and safety issue to divide challenging incidents from College students entrance	Year 1
Additional hoists	£9.000 per room or area		
Additional automatic doors in all areas accessed by wheelchair users			
Remove broken fence between Kew playground and Kew 1 outside space		Remove unsafe fencing, increase inclusion for Kew pupils	Year 1
Cubicles added to Richmond small hygiene room to provide additional toilets for students		More appropriate personal care facility and protected toilet space for staff	Year 1
Library area for New oaks		Meet basic curriculum needs for reading	Year 1

Scope to convert all 5 Kew group rooms to sensory calming spaces			
Decommission Kew sensory room, covert for one to one intervention work			Year 1
Summer shade for main playground at Gresham Road			Year 1
Additional play equipment for Richmond			
Additional play equipment for primary			
Additional play equipment for main playground at high oaks			
Conversion area behind old lodge at new oaks to a play area		Outdoor play is facilitated	
Replacement of doors to older lodge at New Oaks		Enables staff to concentrate on classroom learning and children's engagement in Rosemary class is increased	
Addition of fob access to old lodge			
Fob access for door from new Oaks reception to main playground		Risks of children running out are reduced, staff better utilized during transitions and lunch period, education for children at these times increased. Reduction in time lost bringing children back into the building. Receptionist does not need to leave her desk at regular intervals during the day.	Priority 1
Additional ventilation/heating to osterley, music room and first floor admin areas		Rooms remain useable during summer temperature conditions, costs of hired air conditioning avoided, costs of additional heaters avoided.	
Additional wall pump heater/coolers to 3 classes on main corridor and Bumblebees classrooms at new Oaks		Further closure of classes during cold and/or hot weather is avoided.	

New Oaks

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
To embed a finalised, whole school curriculum	MA/ JM/ KS leads	July 2023		<p>7-year topic cycle to replace current key stage model.</p> <p>Whole school INSET in the prior term to brainstorm and plan for the term ahead. Planning meeting for summer term topic to take place with teachers initially with support staff welcome to attend.</p> <p>Summer term INSET to organise Autumn 23 topic will include all staff.</p> <p>KS leads to plan and organise the structure of learning across all phases.</p> <p>Cross curricular links to topic with meaningful activities to be delivered in class.</p>	<ul style="list-style-type: none"> Whole school topics (cross phase) to be delivered termly.
	KS leads	July 2023	£1k	Each topic to be concluded with a theme day.	<ul style="list-style-type: none"> Topic related theme days.
	Curric teams	May 2023	£500	KS noticeboards celebrating the topic and associated learning.	<ul style="list-style-type: none"> Visual displays of topic around the school.
To embed visual and communication strategies across the school	MA/JM Class teachers SaLT OT	April 2023		<p>Proforma in each class advising of pupils' communication needs to be displayed in the classroom visibly.</p> <p>Class teachers to meet with their SaLT for agreement</p>	<ul style="list-style-type: none"> Communication profile for each class in continuous use.

				Proforma to also advise of which form of visuals the student uses	
				Students having their communication aids with them at all times	
	MA/JM Class teachers SaLT	April 2023		Set of objects used for objects of references available in each relevant classrooms. Schedules for relevant pupils with either objects of references/ photos/ symbols/ words visible and in use at all times by students to support transitions Transition visuals used by staff across the school.	Visual strategies to be embedded into classroom practice.
	MA	Sept 2023		Regular refreshers of strategies e.g. Makaton, PECS, TEACCH, Team teach Plan role specific training in smaller groups (multiple trainings take place for different groups)	<ul style="list-style-type: none"> Friday INSETs to incorporate role specific training needs
Embed outdoor learning	MA/JM Class teachers	April 2023		Lesson observations/ Learning walks INSET training on effective outdoor learning	<ul style="list-style-type: none"> Class planning to identify outdoor learning opportunities

Central Services Department

Oaklands School's Central Services Support is focused on delivering the best outcomes for students, school improvements are costed and kept within budget limits

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
Maintain, develop and maximise the use of School Buildings.	SBD, Site Team	Mar 24	Costs are as defined in Budget – based on funding	<p>Establish a costed 3/5 year decoration and upgrade plan to ensure buildings are retained in best order.</p> <p>Organise a meeting to discuss issues re frequency of decoration attention according to facility use and student needs</p>	<ul style="list-style-type: none"> • Quotes are taken for redecoration/ reflooring / carpeting for sample areas • 3/5-year plan produced allocating all areas to coming years for summer upgrades • Sum in budget for decoration • Planned decoration for current year takes place
Site and facilities improvements are costed and considered within budget availability. (See table below)	SBD, Site Team & Staff	May 23	Costs to be as defined in Budget – based on funding	<p>Requested improvements costed by end May 2023 to enable prioritization and scheduling for summer closure period.</p> <p>(All projects are suitable for fundraising should any team be willing to undertake). (See table below)</p>	<ul style="list-style-type: none"> • Improvement projects accomplished (See table below)
Improve reporting of faults and breakages	Staff & Site Teams	Ongoing 23/24	N/A	<p>Install a reporting board at Woodlands road and utilise the recruitment board at Gresham road to brief staff on fault report and action taken.</p> <p>Enhance the use of the helpdesk for feedback on issues raised where possible.</p>	<ul style="list-style-type: none"> • system of "fault report and action" to be introduced so staff can see which issues have already been reported on the helpdesk • staff briefed on " fault report and action" process • increased efficiency and speed of repairs achieved
Maintain, develop and maximise the use of School IT infrastructure.	SBM, ICT team	Mar 24	(See detail in ICT strategic	Review established and costed 3-year ICT strategy and development plan to ensure spend is targeted	<ul style="list-style-type: none"> • Equipment reaching end of life cycle replaced

			Development Plan)	<p>towards enhancing the school staff and students' performance.</p> <p>Organise review meetings to discuss issues, strategy and implementation, review against SDP and changing/ emerging student needs</p> <p>Apply security fixes and patches to ensure GDPR compliance</p>	<ul style="list-style-type: none"> • All systems are kept up to date and minimal ICT downtime • Training arranged for staff • Review meetings held between SBD, ICT team and SLT, ICT Curriculum lead • Servers update termly • No GDPR compliance failures as a result of non-updates
Develop the staff wellbeing group to reflect full staff ideas	HR, SLT	June 23	£2000 – refer to School Welfare Budget	Consult with Staff and SLT regularly regarding ideas pertaining to staff wellbeing and the organization of wellbeing events	<ul style="list-style-type: none"> • Regular meetings held with staff to discuss ideas • Wellbeing noticeboards regularly updated • Events held for staff each term
Review and refresh mentoring strategy for newly appointed staff	HR, HOS	Apr 23	refer to School Budget	<p>Review Mentoring policy in line with any changes to strategy</p> <p>Identified Mentors for all new staff</p> <p>Arrange meeting for mentors</p>	<ul style="list-style-type: none"> • Formal review takes place with focus group • Mentors assigned to all new staff • HOS liaises with HR and mentoring sessions take place (over lunch breaks)
Ensure that Oaklands staff have the support they need to best support students and develop their skills and careers	SLT, SBD & All Central Services Team Leaders	Mar 24	Refer to CPD budget	<p>Utilise a comprehensive costed plan to identify training requirements of all staff roles</p> <p>Provide opportunities for identified staff to visit other schools in line with their appraisal targets</p> <p>Ensure monitoring of newly appointed staff via probation/review meetings</p> <p>Review communication so that all staff are regularly updated with developments in school between full staff meetings</p>	<ul style="list-style-type: none"> • Training plan in place • Training identified and arranged e.g. courses, webinars, visits to other schools / organisations with similar facilities) • Training delivered on summer term INSET programme to all staff • Agendas for department meetings include updates on school development plan progress
Ensure that Oaklands remains financially secure to provide the best for our students	SBD, Finance Officer, HR	Mar 24	refer to School Budget	<p>Appoint a corporate fund raiser</p> <p>Ensure Income is generated by letting the building</p>	<ul style="list-style-type: none"> • Fund raiser appointed • 2-year fund raising plan produced • Lettings facilities advertised to the community • Increased revenue from Lettings • Annual Lettings report produced

Improve Budgeting and Forecasting	SBD, Finance Officer, HT, Budget Holders	May 23 Mar 24	N/A	<p>Ensuring that the budget reflects the needs of the SDP.</p> <p>Assist budget holders to achieve best value, maximise use of budget and avoid unnecessary orders</p>	<ul style="list-style-type: none"> • Finance available for all key SDP items • Cost centre postings are crosschecked to ensure they match up with the CFR • Reduction of underspend/overspend of budget cost centres • Additional training for budget holders • All budget holders receive half termly update on balances
Enhance document management capabilities	Admin, Site Team	Dec 23	Refer to School Improvement budget	<p>Improve document archiving and retrieval systems</p> <p>Ensure all documents are in box files and filed away correctly</p> <p>Review the usage of the archive room and find possible alternative storage method.</p>	<ul style="list-style-type: none"> • Explore companies for scanning all documents
Ensure that Student Folders are managed properly in line with GDPR requirements	Admin	Dec 23	n/a	<p>Ensure student folders are up to date with correct information</p> <p>All documents to be labelled correctly and accessible to all teaching staff</p>	<ul style="list-style-type: none"> • Regular checks • Document saved with correct heading
Review relevant Catering Policies	Catering	Termly	n/a	Ensure that all relevant policies and risk assessments are reviewed regularly	<ul style="list-style-type: none"> • Policies and Risk Assessments up-to-date.

Richmond Department

Intent	Who	Target date	Identified budget	Implementation	Key Performance Indicators
Introduce a 4 year rolling Topic cycle <i>(To roll out Sep 2023)</i> for children with Profound and Multiple Learning difficulties in Richmond department	BN	21/04/23		Topics will reflect the 4 main areas of Oaklands Sensory Assessment; PSHEC, Sensory development, Communication and ECT.	<ul style="list-style-type: none"> • Draft Topic cycle ready to share with teachers for group scrutiny. Richmond teachers to share E.B.I's
	BN	05/05/23		<ul style="list-style-type: none"> • Vocational learning opportunities will be delivered to all students in KS4&5 	<ul style="list-style-type: none"> • Final Topic cycle ready
	BN	05/05/23		<ul style="list-style-type: none"> • RSE themes will be embedded into the topic cycle and be cross referenced in MTP's 	<ul style="list-style-type: none"> • BN to share/present to AC,MS and Governors (if required)
	BN, class teachers	25/05/23		<ul style="list-style-type: none"> • Lessons/planning in the topic cycle will provide a framework for integrating therapy and education 	<ul style="list-style-type: none"> • Richmond teachers complete Autumn 2023 MTP's
	BN, class teachers	16/06/23		Engagement profile will continue to be used as a way to monitor pupil progress and support assessment	<ul style="list-style-type: none"> • Richmond teachers complete Spring 2024 term MTP's
	BN, class teachers	31/06/23		<ul style="list-style-type: none"> • To review the curriculum and amend to ensure the breadth and depth of learning is clear across the department. (Termly feedback meeting) 	<ul style="list-style-type: none"> • Richmond teachers complete Summer 2024 MTP's
		31/06 – 19/07		<ul style="list-style-type: none"> • BN to attend RSE training for children with PMLD/CLDD • BN to attend PAN London PMLD group to share best practice, be aware of new initiatives, pedagogy and research 	<ul style="list-style-type: none"> • Curriculum teams to resource Autumn topics • Topic cycle will include ideas for curriculum/community visits. Curriculum enables appropriate challenges for all learners whilst offering a broad and balanced experience

To engage back into the community	BN	Ongoing		To review logistics, management and staffing of groups going on visits.	<ul style="list-style-type: none"> Ideas for community visits shared on topic cycle All pupils have access to community based learning There are related school based activities in place for pupils not attending outings
	BN	05/05/23		<ul style="list-style-type: none"> To review learning opportunities and alternative activities for those not attending community visits 	
	JF/EG	31/06-19/07		<ul style="list-style-type: none"> To review how pupil progress is recorded when on community visits explore opportunities to engage with volunteers to assist with outings <p>Research and invest in a small selection of protective clothing (Poncho's) for outdoor learning and community visits.</p> <p>Consult with Richmond staff on willingness to drive school minibuses</p> <ul style="list-style-type: none"> 	
To ensure ALL children have opportunities to swim weekly	BN	July 23		<ul style="list-style-type: none"> All send Letter to parents informing of weekly swimming sessions / permission sought Students requiring Manual Handling input to be assessed by Manual Handling trainer and MH plans to be updated 	<ul style="list-style-type: none"> All students for whom permission has been given, to access swimming weekly.

Sixth Form

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
To enhance and develop our Careers, employment and work experience offer within the Sixth Form.	AJ/MA	September 2023		<p>Work with West London Careers Hub and Social Finance. to increase our contacts with employers, businesses and agencies to offer support for our job coaches and refine our Careers offer.</p> <p>Organize a Careers Week</p> <p>Organize employer visits during the year</p> <p>Invite parents to employer events Trainings delivered and meetings with external speakers, businesses and agencies for staff, parents and students.</p> <ul style="list-style-type: none"> • Support and development for the Job Coaches from West London Careers Hub <p>Report employer work using Instagram and school website</p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Job coaches have increased support • Staff and pupils have meaningful encounters with employers in the local area • Brand awareness of Oaklands School in terms of online presence (LinkedIn to raise awareness of job coaches work), school website and develop network with businesses and organisations as a well as alumni to reconnect with the school to raise its profile
To develop parental engagement with school's processes for student outcomes	AJ and Sixth Form team & MA	October 2023		<p>Work West London Careers Hub, Sixth Form teachers and family to increase connectivity with parents</p> <ul style="list-style-type: none"> • Parent events for sixth form parents regarding planning for post 19, employment and training. • 	<ul style="list-style-type: none"> • Increased parental engagement in planning for young people's futures • • Parents have access to timely information regarding transitions at age 19 • Reduction in incidence of parents missing deadlines for post 19 applications •

					<ul style="list-style-type: none"> Young people have increased opportunities outside school for independence
To improve the consistency between end of KS4 assessment (P levels and beyond P8) in Syon and KS5 baselining (M levels)	AJ & AG	End of the Summer 2023		<p>AG and AJ meeting with the middle leaders to discuss ways of making the KS4 curriculum more functional</p> <p>Learning Walks and observations on areas of the English and Maths Curriculum.</p> <p>Training for KS4-5 teachers in baselining for M levels and use of SOLAR.</p> <p>Develop the understanding of the curriculum for all Key Stage 4 and 5 teachers.</p>	<ul style="list-style-type: none"> Increased understanding o adult core curriculum Reduce level differences at post 16 transition

Syon Department

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
To improve teaching and learning for students with complex needs.	HOS/AHT Teachers HOS AHT	End of the Summer 2023	Cpd budget 0 0	Training to be provided in teaching strategies for young people with specific learning needs (non asd CLASSES) in place by an external provider. Lesson observations in Syon will focus on staff using specialist-teaching techniques. Training in Visual impairment awareness Training for lunchtime classroom assistants.	Staff are confident using teaching strategies identified for children in their classes. Teachers demonstrate greater awareness of the needs of a specific groups of students/ all SEN are met Social, emotional and mental health needs of a specific group of students are met better. Syon staff more aware of the needs of all groups of students during leisure time and in class.
To improve the consistency between end of KS4 assessment (P levels and beyond P8) in Syon and KS5 baselining (M levels).	Curric team leads AHTs AG & AJ	End of the Summer 2023 End of the Summer 2023		AG and AJ meeting with the middle leaders to discuss ways of making the KS4 curriculum more functional. Lesson observations in Syon will focus on monitoring more functional English and Maths. Training in place.	KS4 planning includes increased functional tasks English and Maths resources available reflecting functional curriculum Training for KS4 teachers in Syon about baselining using M levels. Syon teachers have improved understanding of the curriculum and assessment in KS5.

Kew

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
To increase the provision for complex ASD pupils in line with the change of cohort.(reduced upper ability range)	HOS HOD Site manager Class teachers	May 23 End May23 Sept 23	SEE CORE TARGET RE BUILDING DEVELOPMENT	Additional teacher identified for second complex ASD class Planning and design for sensory learning space finalised after consultation with allied health professional, parents and educators Outdoor sensory space constructed (see core target regarding building development) Kew 1 (KS3) and Kew 2 (KS4) relocated to new classes	Increased utilization of outdoor learning space Progress for p3/p4 learners is sustained and increased Increased communication skills Decreased distress and dysregulation based incidents
To improve regulation and engagement so enable pupils to access learning activities	HOD with kew team	Summer term Sept 23 Current pupils July 2023 For new students by end October 2023		Training in understanding autism and behaviour Design a behaviour team model to provide support to class teams in analyzing behaviour and engagement Design and individualised programme plan , matched to EHCP outcomes so classroom staff have access to accurate information	Educators demonstrate greater awareness of SEN of all pupils Incidents of dysregulated behaviour decreases Pupil progress is maintained and increased

<p>To review the current long term plans and consider introduction of alternate 5-year Topic cycles (<i>To roll out Sep 2023</i>) for pupils across KS3 and KS4</p>	<p>AHT with MLs</p>			<p>Focussed meeting of curriculum team leaders to review curriculum content and delivery</p> <p>Consideration of re development of long term planning and/or content of medium term plans</p> <p>Reevaluation of subjects taught on timetable</p>	<p>Increased engagement from students</p>
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Key stage 1 & 2

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
To create and develop a whole school topic based curriculum.	Curriculum leads	March 2023	Key stage 1 & 2 budget	Discussions take place including all staff groups regarding appropriate topics using INSET time	Long term planning in place.
		April 23		Middle leaders and teachers to create medium term plans.	Full staff have had opportunity to share ideas and feel involved in curriculum development
		July 23		Long term plan produced on a seven-year basis to ensure our students do not cover the same topic twice while in primary school.	pupils gain increased subject based knowledge and experience
		Sept 2023		Curriculum teams re-established and commence resource preparation tasks	resources are available termly to support learning at each key stage
		Dec 23		Topic boxes produced to support topic based learning	.
	HOS/AHT	Oct 23		Lesson observations focusing on topic based learning	
To develop high standards of practice across the key stage.	Curriculum leads	Oct 2023	Key stage 1&2	<p>Learning walks and observations</p> <p>Audit of visual and communication strategies</p> <p>Support for ECTs</p>	Improved consistency of practice across all key stages

Cognition Team

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
To continue to develop the Science curriculum in KS3/4	SAH	Dec 23	£1200 (Science Museum Outreach visits or equivalent.)	<ul style="list-style-type: none"> . Educational visit ideas linked to topic areas to be added to the bottom of medium term plans. . Dates of possible SEND friendly trips to be collected at the start of the academic year. . Survey staff by October half term about classes who could access a trip to a museum. . Trips booked for spring/summer term based on staff feedback. 	<ul style="list-style-type: none"> - Educational visits to Science related locations to be organised for all departments as part of the curriculum. - Outreach opportunities/external visitors organised for students unable to access outside opportunities.
	JRG	Sep 23	£400	<ul style="list-style-type: none"> . Cognition curriculum team to create activity/instruction kits to match purchased resources. . Team lead to purchase resources for under resourced topic areas/replace perishable or used topic resources (for example more chemicals for chemical reactions, new bulbs for electricity.) . New storage boxes to be labelled and filled in Science cupboard. . Sign in/out system to be put in place for Science resources. Access to cupboard monitored. . Expected standard of resources cupboard to be prominently displayed on cupboard doors. Regular checks to take place to ensure this is being followed. 	<ul style="list-style-type: none"> - Science cupboard storage overhaul to be completed including: <ul style="list-style-type: none"> . Sign In/Out system for resources in place and monitored . Key only access to cupboard in place and monitored . New resources purchased to provide for students of higher ability (beyond P8) . Boxes labelled and organised
To develop the KS4 Maths	LK	Dec 23	£400	<ul style="list-style-type: none"> . New storage boxes to be labelled and filled in Maths cupboard with updated resources for higher ability (beyond P8) students. 	<ul style="list-style-type: none"> - Maths cupboard storage overhaul to be completed including:

curriculum to ensure quality teaching of functional skills in preparation for Sixth Form.				<p>. Sign in/out system to be put in place for Maths resources. Access to cupboard monitored.</p> <p>. Expected standard of resources cupboard to be prominently displayed on cupboard doors. Regular checks to take place to ensure this is being followed.</p>	<p>. Sign In/Out system for resources in place and monitored</p> <p>. Key only access to cupboard in place and monitored</p> <p>. New resources purchased to provide for students of higher ability (beyond P8)</p> <p>. Boxes labelled and organised</p>
	SAH	Sep 23		<p>. Curriculum leader will review/rewrite medium term plans to ensure functional skills activities examples are present for every ability and every topic.</p> <p>. Resources will be ordered to facilitate inclusion of real world objects within lessons.</p>	<ul style="list-style-type: none"> - KS4 curriculum planning to be developed to ensure inclusion of functional skills and activities for every year/topic.
To create regular, relevant 'Cognition' content for school website.	SAH	Feb 24		<p>. One session per term of curriculum time to be devoted to video content creation in liaison with Robert.</p> <p>. Video views to be monitored to ensure target is worthwhile and to monitor impact.</p> <p>. Curriculum audited to assess which topics need content making, and which content we already have.</p>	<ul style="list-style-type: none"> - Every topic for the year will have at least 1 associated video on the school website for students to access from home. - New videos are uploaded regularly (once per term.)

Communication Team

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
Improve success of the Phonics and Comprehension reading scheme.	AS/Communication team	Sept 2023	£800 to renew Accessit Library License	Create story mat boards, talking mats, sequencing resources and differentiated comprehension questioning booklets for at least 5 books per 6 Levels on the reading scheme.	Staff are confident delivering phonics approach
	AS	July 2023	£500 to purchase library books.	Create sound flashcards and tricky/high frequency flashcards for home use.	Pupils reading levels identified earlier to establish appropriate reading level on scheme sooner
	AS	July 2023		Observe reading scheme sessions.	Pupils have access to enhanced resources to support reading
	AS	July 2023		Identify initial starting level and end of year level.	Parents understand school reading strategies and how to support their children at home with reading activities
	AS	July 2023		Compare how many sounds/high frequency words were recognised at the start/end of the year. Continue to review data of Comprehension and Phonics reading scheme	Pupils are able to attend reading activities during lunch breaks
	AM and SR	March 2023	Cover would be needed for one lunchtime duty a week.	Create Accessit card accounts for students regularly taking books home and monitor Home Reading Record books.	
	AM and SR	October 2023		Phonics Parent Workshop on phonemes, digraphs and segmenting/blending techniques.	
	AS	May 2023		Induction Phonics training for new staff. Trial of guided reading lunch club	

To develop the KS4 English curriculum to ensure quality teaching of functional skills in preparation for Sixth form.	AS/AM/SR	September 2023	£400 to purchase resources	<p>Medium term plans will be reviewed or rewritten to ensure that functional activities are available.</p> <p>Identify if all termly topics are appropriate on the Year 1 and Year 2 cycles.</p> <p>Liaise with/observe other SLD schools to find out about their KS4 English curriculum.</p> <p>Resources ordered suitable for topics.</p>	<ul style="list-style-type: none"> • KS4 curriculum is increasingly functional • • All pupils in KS4 have access to resources for functional reading

HTAAC

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
Identify students for Grid 3 software	SALT team HTAAC team	Annually	2,500	<ul style="list-style-type: none"> SALT to assess students who are appropriate for Grid 3 Grid 3 training for staff Observation Referral checklist 	<ul style="list-style-type: none"> Staff will be confident in using grid 3 software and identifying potential students for SALT to assess All pupils who need an AAC are provided with appropriate assessment and teaching
Enhance effective use of the ICT suite and ICT lessons	ICT team	Annually	2,000- Budget will be used for acquiring IPADs currently £350 Larger keyboard for ICT room- £20 Licenses for different websites- £500	<ul style="list-style-type: none"> Training for staff Maintaining good order of the classroom Observation Research into new platforms for ICT 	<ul style="list-style-type: none"> Up to date and working equipment for the ICT suite Staff are increasingly able to use updated technology during teaching
Create sensory room guide and maintain good	HTAAC team	Sensory room guide- December 2023	1,000 To be used for maintenance	<ul style="list-style-type: none"> Training for staff Observation 	<ul style="list-style-type: none"> Staff will be confident in sensory room delivering activities Keeping up to date with sensory room and routinely assessing equipment works

practice in sensory room		-Annually			<ul style="list-style-type: none"> Assess activities for handbook
Increase the use of and effective implementation of switch operated resources.	HTAAC team	Switch operated toy handbook Academic year 2023-2024 -Annually	<p>1,000-Topic overview change in Richmond department will require new switch operated equipment such as switch operated cameras £170</p> <p>Switch operated equipment range from 60 to 100 pounds.</p> <p>Increasing the different types of switches such as grasp switches for students £160</p>	<ul style="list-style-type: none"> More liaisons with SALT on types of resources and training around switches Research into effective use of switch operated activities Attend assistive technology conference for updated research/products Questionnaire Order more switches and switch operated toys/activities 	<ul style="list-style-type: none"> Staff will be confident in using a range of switch operated equipment and toys Development of handbook with instructions on how to use switches with suggested activities HTAAC cupboard to be in good working order Continue to build on AAC cupboard to have more resources to distribute to classes

Independence Team

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
Implementation of newly developed Vocational and Life Skills curriculum in KS5 and KS4	MS/NK	Sep 23		Training on Vocational and Life Skills for teachers and support staff to be done on regular basis as part of INSET and induction	<ul style="list-style-type: none"> Consistency of delivery of functional life skills and vocational lessons is achieved across key stage 4 and 5 Teachers have access to detailed planning to inform their classroom practice Curriculum resources are reliably available to all groups
	NK	Begin by May 23	Cover	Learning walks and lesson observations of Vocational and Life Skills across the school – cover needed for when learning walks and observations are taking place	
	YM	July 23		New MTP plans for Life Skills and Vocational to be developed for the academic year 2023 – 2024.	
	NK/OT	Apr 23	£2000	Working with OT to ensure appropriate resources are ordered for students with mobility difficulties.	
	ST	Ongoing	£1000	Maintaining the existing resources in Food Technology room, ensuring the perishable and consumable items are replenished regularly. Ensuring the cupboard spaces are maintained and the resources for Vocational and Life Skills are in working order and accessible to staff.	
	YM/JP	Ongoing			
Development of new target tracking system for Life Skills and Vocational Curriculum	NK/YM	Sept 23	N/A	<p>First Skills Set sheets to be trialed in Summer term in selected classes across the key stages</p> <p>Target tracking system is designed and implemented</p> <p>Training for support staff in how to use assessment and tracking systems</p>	<p>Developing Skills Set Sheets</p> <p>Ensuring that the students' progress from basic to more advanced skills throughout key stages</p>

					<p>Teachers have access to previous assessment when planning teaching practical skills</p> <p>Pupil progress is accelerated</p>
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Physical Curriculum Team

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
To develop community links enabling students to access areas with families outside of school	HS	Jan '24		<p>Each class to visit 2 outside gyms in parks in the local area over 1 term during their PE lessons</p> <p>Information on suitable destinations to be distributed, with relevant risk assessments</p>	All pupils in Syon, Kew and sixth form access sports activities in the local community twice per term.
To develop a bank of resources parents/carers can use at home during holidays to keep young people active during the week and holidays.	HS	Sept '24	£200 – laminating sheets, Velcro	<p>Develop a series of workout booklets that can be signed out of the library for young people to do at home.</p> <p>Invite parents in to do a family workout as part of 'get active week'</p> <p>Trial families doing an after school block for a ½ term to do the session together.</p> <p>downloadable workouts on the website in CiP and photos of exercise</p>	Pupils engaging in additional physical activities outside school
Build further CPD for staff involved in PE.	HS	July 24		<p>Explore free possibilities for staff to go to CPD, observe PE lessons at other schools – within our peer support schools</p> <p>Research courses for staff to develop PE teaching skills</p> <p>Coaches to deliver a half term of a sport for the teacher to then be able to carry it on after.</p>	Staff more confident delivering sports curriculum activities

			£500 in physical curriculum budget		
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Creative Curriculum Team

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
Further development of videos available online for students, parents/ carers (Educational and artistic outcome).	COD RV EC KP	Ongoing target		<p>Identify more topics that can be covered through videos. Video work scheduled on action plan over the year</p> <p>Awareness to be raised when videos are uploaded to the websites. Articles in newsletters, notes sent home to parents carers</p> <p>Ways in which video outcomes can be shared with a wider audience (parents/ carers etc.) to be identified and explored</p> <p>Formal review of use being made of video lessons takes place including both in school use and at home use</p>	<p>Increased awareness of videos available</p> <p>Increased use of videos by families at home</p> <p>Increased use of videos as part of lessons in school.</p>
Training takes place to enable a wider group of staff to become involved in video production and editing.	COD RV	Training date TBC, Summer term 2023		RV to deliver training on video editing/ expectations for filming. Timetable of training to be set out and included in INSET planning	Training delivered to staff using equipment and software acquired
Continue to develop the use of specialist equipment/ technology in Creative	COD RV EC KP	Ongoing target, Review of Long term/ medium		<p>COD, EC, and KP to carry out review of long term and medium term plans to explore potential new topic plans.</p> <p>New specialist equipment/technology to be acquired and used in delivering new topics.</p>	Good work around video making with students continues – using the specialist recording equipment acquired

curriculum subjects.		term plans July 2023		Formal review of long term/ medium term plans to include more opportunities for use of new specialist equipment and technology within lessons and as artistic creative outcome.	
Improve knowledge and awareness of expectations in specialist subject lessons.	COD EC RP	EC to deliver training summer 2023 COD training date		EC will deliver training on supporting students in Music COD will deliver training on supporting students in Art and DT	Support staff and teachers more aware of specialist subject knowledge and expectations in lessons
Continue effective running of specialist lunch time clubs.	COD EC KP	Review April 2023 Ongoing target		COD, EC and KP to carry out formal review of the effectiveness of the lunch time clubs, and make improvements to club procedures where necessary.	Lunch time clubs will be attended consistently by appropriate staff and students

Therapy Team

Intent (targets)	Who	Target date	Identified budget	Implementation	Key performance indicators
A cohesive therapy team is established with combined working of SALT and OT	HT	Apr 23	Staff calculator	Therapy team coordinator is appointed	Coordinator establishing team work across OT and SALT teams
	TC	July 23		Standard operational procedures created for the therapy team	Consistency of practice is improved

	TC	July 23		Assessment batteries are created for both OT and SALT	
Increased internal and external training of therapists within the team on a termly basis takes place				<p>External trainings identified</p> <p>Training requirements identified in support and development meetings</p> <p>Training plan produced for each therapist in team</p>	Cohesive training strategy for therapists team established in line with school CPD policy
Ensure all students make good progress across the curriculum	Therapy team	Sept 23		<p>Work planner identifies prioritized pupils</p> <p>Work planner for second year of operation in place for new school year 2023-24</p>	<p>Increased proportion of pupils have detailed programme delivered by class team</p> <p>60 - 80% of students have received full assessment and are accurately placed on the wave model</p>
				Therapy assistants are allocated students to see on a 1:1 basis by the therapy team	
To raise the profile of the school in the community				Support training for parents by the therapy team conducted twice termly on each site	Parents understanding of child's therapy needs increased
				Parent support group created alongside family support with termly meetings	

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