



# School Development Plan 2019-20

# 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.

## Oaklands School; Our strengths

We understand our students needs and always plan to meet those needs.

We have high expectations and promote independence.

We deliver highly individual and personalised learning programmes to all our students.

We use a range of communication techniques according to our student's needs.

We communicate with parents and carers and include parents in planning.

We liaise with a range of professionals commissioned to work in our school and ensure that therapy is delivered to meet student needs.

We reflect carefully on our curriculum and approaches to ensure all students needs are met.

We have amazing facilities for learning including 2 swimming pools, sports hall, food technology room, DT room, art rooms, library, outdoor learning and exercise areas, enhanced ICT facilities.

We offer work experience, job coaching and a vocational curriculum pathway for students who need it.

We teach skills in the community.

Our staff are helpful and dedicated. Teamwork is strong and supportive.

We welcome and support staff well, and are building a strong team of staff for the future of our school.

Our staff have specialist training and skills in a wide range of subjects and approaches.

We provide the resources our students need.

Our training programmes are designed well so that staff can develop the skills they need.

We have an efficient and helpful administrative team to support everyone so that education staff can concentrate on their classroom roles.

We have an increasingly effective site team to support us managing facilities through a help desk.

We understand our students needs and cultures.

We employ staff who have special needs and adapt job descriptions to facilitate employment.

## Oakland's School - Outstanding lesson document

Aspect	All lessons across the school;	SLD pupils	PMLD pupils	ASD pupils
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Are part of a well-designed sequence of learning, evident from medium term plan and lesson outline planning.</li> <li>• Lesson outlines/delivery plans develop over time during the term according to pupil progress</li> <li>• The planning file in the classroom has been shared with the support staff.</li> <li>• Support staff are deployed to support learning.</li> </ul>	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.
<b>AFL</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Support staff know and understand pupil targets, and can assess pupil's progress against those targets.</li> <li>• Targets are communicated to pupils in an appropriate way.</li> <li>• Assessment is evident throughout the lesson. Evidence is collected and pupil progress noted and recorded using school systems by all the staff.</li> </ul>	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.
<b>Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Teaching and communication strategies are precisely matched to pupil needs as indicated in their ILPs.</li> <li>• All staff are expert in using the range of teaching strategies needed by pupils to facilitate learning and progress.</li> <li>• Naturally occurring opportunities are used to teach English, math's and ICT and for the functional use of those skills.</li> </ul>	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
<b>Inspiration</b>	<ul style="list-style-type: none"> <li>• Activities are carefully selected because they are enjoyable, interesting and motivate the pupils to engage with the learning.</li> <li>• Activities are appropriate to the pupil's age and interests.</li> </ul>	Variety of engaging structured learning activities. Multisensory opportunities may be	Use of multisensory strategies	Highly structured practical tasks. Calm learning environment.

	<ul style="list-style-type: none"> <li>• Pupils interests are used to engage them either as part of the work, in systems or as motivators. Where interests are immature these are used sparingly and only with them. Work is in place to encourage a widening of interests.</li> <li>• Relationships are positive and support pupil motivation and engagement</li> <li>• Pace of learning is appropriate and differentiated to pupil ability to engage.</li> </ul>	<p>used to engage pupils and provide concrete experience to support learning 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 Predictable routines and staff responses.</p> <p>Pupils need a moderated pace to allow for slow processing time especially in language.</p>
<p><b>Classroom management</b></p>	<ul style="list-style-type: none"> <li>• All of the time available is used fully for learning activities.</li> <li>• Resources are well designed and selected. There are sufficient resources so that pupils do not need to wait for a turn.</li> </ul>	<p>Some pupils may need movement breaks, sensory activities, and reward time planned as part of a lesson.</p> <p>Teachers should use real artefacts where possible.</p>	<p>The need for personal care, change of position or medical intervention is managed so that this does not impact on learning of the individual or the group.</p> <p>Teachers should use real artefacts where possible.</p>	<p>The use of time to prepare pupils for learning for instance through use of sensory diet programmes may take part of the lesson.</p> <p>An emphasis on visual materials. A multisensory approach. Pupils with sensory overload may need very neutral resources in limited quantity at one time. Care is taken to avoid sensory input which pupils may find difficult, especially smell and taste.</p>

## Evaluation of Core Targets in the School Development Plan for 2018-19

What we will do to achieve it	KPI	Impact evaluation	Next steps
<b>Successfully relocate to new building</b>			
<p>Health and safety assessments and systems to be operational.</p>	<p>Building risk assessments in place for classroom, and sports areas.</p> <p>Specialist room risk assessments in place</p>	<p>Risk assessments were requested and put in place on move to the new school. They are displayed in all specialist teaching areas, and entered on a risk assessment register. Staff are familiar with the risks associated with different specialist rooms.</p> <p><i>At present risk assessments relating to the building remain incomplete as a result of overload on the site team because of issues with the building.</i></p>	<p>Plan needed for completion</p>
<p>Staff recruitment in place in line with expansion.</p>	<p>Emergency plans in place including fire evacuation and lockdown, assist call systems operational.</p> <p>Staff training and drills have been carried out (using 2 INSET days as planned)</p>	<p>The emergency plan is in place and staff training took place during the set up days in September. Fire drills have taken place and staff and students now know the procedures. There have been issues with the padlocks used on external gates becoming jammed. There was also some confusion caused when students set off the alarms and announcements were made to halt evacuation. This issue has now been addressed and a meeting was held with staff to ensure that everyone understands the procedures.</p> <p><i>A lockdown drill has not yet taken place.</i></p>	<p>Alternate padlocks are being ordered for trial.</p> <p>Lockdown drill needed, to be</p>

<p>Establish school in the community in its new location</p> <p>Prepare pupils for school move so that they feel confident</p>	<p>Access systems in place, with all staff in receipt of appropriate cards.</p> <p>Recruitment timetable in place in line with staff department and age preferences</p> <p>Class lists with staffing available</p>	<p>It is noted that while the call assist system and procedure designed around it work well the majority of the time, there have been numerous occasions where the system has failed and where equipment has been found to be faulty. A process of termly checks to individual call assist buttons has been designed and implemented. A system for regularly checking the class system may also be needed. At present the system remains under the 12 month defect period.</p> <p>All processes regarding access cards which are used for sign in, movement through the building, identity and accessing printing and photocopying were ready and distributed for September. There is some feeling on staff that more doors need access control. There is also some frustration regarding the length of time controlled doors remain open, and recent issues with staff fixing doors open and causing risk to students. I do feel that staff and students will become familiar with the system in time.</p> <p>Staff have also expressed frustration at needing to queue on arrival and have asked if it is possible to have a second tap point. This has been investigated and we have established that it is not possible.</p> <p>Staff were asked for department preferences during an individual consultation interview which took place in December 2017. The recruitment plan was produced following consultations and was used to drive very successful recruitment of all the staff needed for September 2018. The class and staff lists were available on time as usual. The plan for some staff starting work</p>	<p>scheduled during March</p> <p>Consider a termly check system for classroom call points.</p>
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	<p>Staggered new staff start dates where possible.</p> <p>For induction and staff development see actions under leadership</p> <p>Hold open events for local residents</p> <p>Hold recruitment open event</p> <p>Hold tour events for new families</p> <p>All pupils to make visits to the new site during their outings</p> <p>School sports day to be held at new school/site tours for families</p> <p>Pupils have opportunity to swim in new school during summer term</p> <p>Transition day takes place in new school</p>	<p>ahead of September was successful in decreasing the number of completely new staff. It was particularly successful where teachers were able to spend time in class before they took up posts.</p> <p>Our open events were well attended and everyone attending them expressed positive views about the school. Notable we have had no complaints from local residents.</p> <p>Our recruitments events appeared successful and we did receive job applications as a result of the events.</p> <p>We offered tours to parents at our sports day event which was held on site. This resulted in the highest ever attendance of a school event with more that 50% parents attending. Parents in particular have expressed how delighted they are with the new building.</p> <p>All class groups were encouraged to use their community visit times to visit the new building during the summer term, and did so. We were not able to use the swimming pools however because of issues with the hoisting systems in school.</p> <p>The transition day did indeed take place at the new school and included students starting at Oaklands in September. There is a real mix of feedback from different staff groups regarding the transition day with most reporting success, and more senior staff reporting it being a challenging day.</p>	
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Launch communication systems in the new building which ensure that everyone is fully informed and supported			
	<p>Introduce departmental daily briefing (5 minutes) at start of each day.</p> <p>Review meetings schedule ahead of school move</p> <p>Increase use of staff emails so that meeting minutes are e-mailed weekly.</p> <p>Introduce a termly staff newsletter to contain HR/wellbeing/fundraising news</p> <p>Introduce staff notice boards in each zone in the new building to be updated throughout week</p>	<p>Daily briefings are now working well. It did take a couple of changes to the time of meetings before staff felt their work was not interrupted by the need to meet.</p> <p>The meetings schedule was reviewed and changed with a new system introduced in September and some changes made after the first full term. There remains some pressure from staff to return to full staff meetings and a feeling that staff do not know all the students in the school. We are keeping this under review.</p> <p>We have increased use of e mail, and most staff appear to be happy with this, although we are aware that some staff still do not check e mails. We make sure that information e-mailed is also mentioned in morning briefings. Department meetings are handwritten and are not being e mailed out. Many staff indicated that this is the case, a few have reported feeling they do want the minutes e-mailed.</p> <p><i>The planned staff newsletter has not happened. The HR manager is now too busy to be able to take on this task.</i></p> <p>There are noticeboards in the staff suite outside the staffroom and by the Head of School office. There are also electronic screens in reception and at the top of the main staircase. These give the weekly diary. Staff report they would prefer</p>	<p>Keep information flow under review</p>

	<p>Use of text service for deadlines for work tasks e.g. target tracking</p> <p>Wellbeing group meeting half termly and arranging regular events at least termly</p> <p>Staff wellbeing policy developed</p>	<p>the screens to be kept up to date through the week. The Assistant Heads have reported that they do not need or want noticeboards in their zones.</p> <p>This suggestion, made by teachers, was not put into place following a discussion with teachers. Senior leaders felt that sending deadlines for workload by text would be invasive and compromise work life balance. <i>I note however that this year teachers have requested more reminders by e mail.</i></p> <p>The wellbeing groups met once during the Autumn term, and has met this term. The group have made some suggestions and organized social events. At a recent staff questionnaire most but not all staff were aware of the group.</p> <p><i>The policy has not been written</i></p>	
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**To develop leadership skills across all levels of staff to maintain the quality of classroom practice in our growing school**

<p>New staff have quality induction programme during their first term in post.</p>	<p>Full induction programme to be delivered every term for coming years during expansion phase</p> <p>Identify staff able to deliver induction training. Staff to attend summer induction sessions</p> <p>Introduce shadow training so that quality is assured/all trainers are observed delivery training</p>	<p>Our induction programme, which has always been well received, has now moved to a termly delivery. This means that staff starting a job during an academic year will have an induction programme within a term of starting and also that any staff who miss a session can attend it the following term. Feedback in a recent staff questionnaire was exceptionally positive. Staff able to deliver induction training have been identified so that the extra work created by repeating inductions during the year can be distributed more widely. This “shadow training”</p>	
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<p>Design and implement mentoring framework</p>	<p>Carry out investigation with existing staff of the nature of mentoring needs of new staff.</p> <p>Design mentoring framework</p> <p>Identify mentors for September 2018</p> <p>Training for mentors has taken place</p> <p>Mentor supervision in place</p> <p>Evaluation of mentoring</p>	<p>is in process. The next step is for the additional trainers to be observed delivering the training.</p> <p>Some support staff are reporting that team teach training is still taking too long from when staff start work. <i>3 additional trainers have now been qualified which will enable this to happen.</i></p> <p>A consultation was held last academic year into the nature of mentoring and staff views were used to relaunch mentoring. Staff felt that the role of the mentor was largely to do with supporting new staff to become familiar with school and make social contacts. Most information is now communicated to staff through the handbook, pre induction and induction programmes and through support and development meetings. Each zone now has a mentor with all mentors being volunteers to the role. A meeting for mentors was held rather than training. Because of the identified nature of mentoring it was and is unclear what training might be appropriate. Supervision has not been put into place at this point.</p> <p>We realize we have little knowledge of the role mentors are actually having “on the ground” despite designing the role of mentors according to support staff own ideas one group have indicated that “formal” mentoring is missing. One group also felt that mentors needed more guidance. Questionnaire to staff who started in September regarding mentoring. This was sent out on 02.02.19. The result indicates that all new staff knew who their mentor was, a very small number had used a mentor for information, another small number felt that social events would enhance the experience joining the school.</p>	
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<p>Establish regular cycle of peer observations including all levels of staff, linked to appraisal system</p> <p>Include increased opportunities to observe classroom practice for newly appointed staff and apprentices</p> <p>Bespoke training package for each department in school.</p> <p>Extend sharing good practice sessions to all staff</p>	<p>All staff to have an opportunity to observe a peer on an annual cycle</p> <p>Focus on peer observation is identified during support and development meeting</p> <p>Observation sheet is produced for observers to complete which identifies what has been learned and is then discussed in next support and development meeting</p> <p>Include peer observation in probationary process</p> <p>Appraisal policy is updated to reflect development of practice</p> <p>Training package/record in place</p>	<p>Attempts to organize peer observations across the whole school have been tried several times over the past two years, with no model consistently working. The main barrier is capacity to cover staff while they observe because of the knock on effect of staff absence. One of the attempts was for class groups to organize with another group for greatest flexibility.</p> <p>The teachers who undertake support and development meetings with support staff report that report that support staff were not particularly keen to undertake peer observations. Teachers on the other hand report they are keen to observe their peers</p> <p>On evaluation at senior leaders level it is felt that staff do not <i>all</i> have a need to observe peers and that a better approach would be for peer observations to be identified among other means of support during staff appraisals and linked to staff development targets set.</p> <p>Peer observations are already used as part of some induction programmes.</p> <p>The update to the appraisal policy was delayed last term because school governors wanted an investigation into the rigor of support staff appraisals carried out. This was completed and discussed at the recent staffing committee (held on 31.01.19) the policy update will now follow.</p> <p>Training records are now in place on the SIMS information system which enables us to track the training each staff member has received. Some staff have expressed an interest in seeing their</p>	<p>We need to make it clearer to teachers and Assistant Heads that peer observations can be arranged as needed and do not need sanctioning by HOS or DHT or HT</p> <p>Appraisal policy to be updated now following Governor approval.</p>
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<p>Develop middle leadership tier in line with expanded school</p> <p>Senior Leadership structure and job descriptions reviewed in line with school expansion</p> <p>Establish Head of School Role in new school</p>	<p>Individual staff training records completed</p> <p>INSET training plan reflects cycle of training in line with needs</p> <p>Sharing good practice sessions available to all staff.</p> <p>New middle leader role to be established in PMLD practice, and in EYFS</p> <p>New middle leaders have access to appropriate ML training</p>	<p>own training records. <i>This will be introduced immediately so that at the next appraisal the staff members training record will be printed and used for discussion during meetings.</i></p> <p>The development of INSET training events is now based on summaries of staff appraisals and performance management systems. This year a workshop style 2-day INSET was offered which enabled a wide range of training to be offered to meet the increasingly diverse training needs of staff working with students with different SEN. The training was partly funded by selling some training places to other schools. This year staff were allocated to training according to the needs of their departments, our knowledge of their skills and their previous training record. Some support staff felt they would have liked to choose according to their interests. This would be difficult to achieve in such a complex model; however, we will bear it in mind in future events.</p> <p>Sharing good practice sessions were offered as part of the Tuesday INSET plan identifying it as essential training so that all staff could be involved.</p> <p>The review of middle leadership day identified a fifth curriculum leadership role instead of a PMLD role. The EYFS curriculum has been developed largely by the senior teacher with her staff and this has worked well.</p> <p>This year there are 3 middle leaders new to their roles. All have either already had access to training, or have training booked.</p>	
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	<p>Forge subject support groups with partnership schools/other local specials?</p> <p>New structure in SDP Head of School appointed</p> <p>Changes to JDs and responsibility for development activities made</p> <p>Head of School recruitment</p> <p>Head of School induction carried out</p> <p>Head of School undertaking all aspects of job description in High Oaks</p>	<p>This task has not been addressed because the partnership work took a focus on preparation for Ofsted on changes of Heads in 3 schools.</p> <p>The Head of School role was advertised as planned, and Mairead Standring was appointed. She took up the post a term early to work on the transition to new school, however the absence of one of the Assistant Heads did mean that full use could not be made of this planned time.</p> <p>Changes to roles in the senior leadership team are taking some time to process as new roles emerge. We are currently working with an external leadership coach to support this process.</p>	
<b>To increase analysis of pupil progress so that it is the basis for curriculum development</b>			
<p>Further Develop use of SOLAR</p> <p>Evaluate SOLAR recording with teachers to identify potential further uses.</p>	<p>Evaluate SOLAR recording with teachers to identify potential further uses.</p>	<p>Teachers meeting were used to evaluate the use of SOLAR over the first year, and potential uses. Discussions on SOLAR recording were included in the curriculum team review day. It should be noted that teachers who had previously needed to produce evidence sheets pre SOLAR see the benefits in time saving.</p>	

<p>Ongoing training for support staff</p>	<p>Develop a WOW area on SOLAR for unplanned progress.</p> <p>Develop EYFS area on SOLAR</p> <p>Investigate means of recording progress in behavior</p> <p>Additional SOLAR training for support staff</p> <p>Curriculum review day to explore strategies with SLT &amp; ML</p>	<p>Teachers felt that creating an area to record unexpected progress would be aspirational however on investigation it was not possible for the software to do this; it can only record progress against planned assessment statements.</p> <p>The EYFS area of SOLAR has been activated selecting from a choice of prepopulated statements, and has been in use since September.</p> <p>IEPs have been loaded onto SOLAR and have been in use since Easter. This is supporting closer analysis of IEP progress and simplifying the process of evidencing that progress.</p> <p>Support staff have received additional training in use of SOLAR. Some staff felt that further SOLAR training would be better delivered in smaller groups. It was noted that because the training took place during the summer term that new staff have not been trained. Support staff access to and contribution to SOLAR is still limited and varied across the school. Teachers report that it is difficult to find time within support staff working hours for them to contribute directly on to SOLAR, but indicate that the handwritten progress slips are uploaded onto SOLAR by teachers. Teachers remain the main contributors and users of SOLAR and this is in line with their role. There remains enthusiasm from all levels of support staff for understanding and contributing to assessment which we need to retain and utilize.</p>	<p>Investigate alternate digital means of recording unexpected progress.</p> <p>SOLAR training to regular induction and INSET menu.</p>
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<p>Analysis of pupil progress is used to evaluate medium and long term curriculum development</p>	<p>Process for termly review of IEP progress established as basis for review of medium term plans</p>	<p>Middle leaders have begun to collect centrally a record of IEP progression school wide. Teachers are now using a 4 level scoring protocol to indicate how much progress has been made towards targets so that we are now able to report summative full school success in achievement of IEP targets.</p> <p>There is a very strong feeling from the middle leader group who undertook this work that the success of IEP achievement is not easy to link to the development of medium, term planning because of the nature of targets set, and these being of necessity determined by the targets in EHCPs.</p>	
<p><b>To work with families and the wider community to increase educational opportunities for our pupils.</b></p>			
<p>Make increased use of the school website to highlight homework for all groups of pupils.</p> <p>Monitor effectiveness of homework.</p>	<p>Create a dedicated homework area on the website</p> <p>Produce “a parent’s guide to homework”</p>	<p>There is now a dedicated homework area on the website. In the previous academic year when new homework was uploaded the older tasks were being removed. This meant that there was only a small quantity of homework on the website at any time. This year a more detailed area has been created which is full of ideas and links to useful resources parents can access such as suitable games for I pads, and sports clubs and activities which are appropriate for students with special needs. The process of creating homeworking ideas and activities is ongoing. We do acknowledge that on our move to the new school curriculum teams are now increasingly busy setting up and managing the new facilities.</p> <p>The planned parents’ guide to homeworking has not been produced as a separate document. Curriculum leaders feel that the homeworking</p>	

<p>Increase awareness of school processes regarding pupil concerns.</p> <p>Raise awareness of Gresham Road community about the work of the school</p>	<p>Design permanent resources for fun and functional activities to do at home</p> <p>Introduce a simple evidence sheet for parents to complete to report on work done at home.</p> <p>Compare progress made by those pupils whose parents attended homework events, and those who did not.</p> <p>Use staff meeting time to highlight PCC monitoring systems.</p>	<p>area on the website does fill this purpose, and we agree.</p> <p>Homeworking parent's events have continued regularly with at least one event per term, with events regarding how to use I pads successfully for educational purposes being the most popular.</p> <p>The evidence sheet for parents to record homeworking activities has yet to be rolled out and it remains difficult for us to fully understand how many parents do undertake homeworking tasks with their children.</p> <p>Our comparison of progress made by students whose parents have attended homeworking events reveals that while we can demonstrate that the children whose parents attended homeworking events did all make median or upper quartile progress in English and Math's, that the number making upper quartile progress is actually lower in this group than across the school as a whole. We would also have to acknowledge that the fact a parent did not attend an event is not a clear indication that they are not doing homework with their children at home, nor in itself does attendance at an event mean that they do.</p> <p>In response to support staff feedback that they did not know about PCC meetings awareness raising activities took place, and scheduled meetings are now announced as a trigger for staff who may wish to bring issues to an assistant head's attention before a meeting. In explaining the purpose of meetings we did stress to staff that they should never save a concern about a student until a monthly meeting is taking place, and that they should always report all concerns</p>	
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	<p>Newsletter for residents, including an invitation to open event.</p> <p>Develop contacts within local residents for shopping/gardening/dog walking vocational opportunities.</p> <p>Advertise community use of café</p>	<p>on the day that concern occurs. We are confident of our staff judgement.</p> <p>A newsletter was produced for residents in the lead up to our move to Gresham Road and a local residents open evening was held. This was planned to be a one off event so that local people who might be curious about the building in their neighbourhood were able to see the result of the long building project. We plan to produce further newsletters when there is a reason to do so, such as when we are ready for café customers from the community, rather than a regular event.</p>	
<b>Develop primary provision from 2018</b>			
<p>Admissions process is successful; two class groups established.</p> <p>EYFS curriculum ready for delivery</p>	<p>Attendance of appropriate panels.</p> <p>Pupil applications assessed and places offered.</p> <p>Home/previous placement visits carried out.</p> <p>Welcome event for primary families.</p> <p>.</p> <p>Recruitment of senior teacher, teacher appointed.</p>	<p>HT attended primary panels in January 2018. The process was found to be significantly different from the function of panels for secondary and sixth form transfer, and these panels do not result in potential pupils being identified for the school. In the event no actual applications for pupils were received until May. The HT made all the assessment visits during June, July, and some home visits during August. The majority of children for whom applications were received already had places at other schools and the result was a lot of time wasted at such a busy time which coincided with final preparations for relocating. It remains unclear why this situation occurred, although early years teams have reported that they were not aware Oaklands primary provision was opening. The HT is discussing this issue with the LA.</p> <p>Recruitment was successful for a senior teacher who began curriculum development work and</p>	

	<p>Identified class bases resources for primary children.</p> <p>Resources matched to initial curriculum themes.</p> <p>Baseline assessments of primary pupil's/priorities meetings held.</p> <p>Curriculum development team identified.</p> <p>Curriculum development event held.</p> <p>Long and medium term plans in place for minimum first year</p> <p>Moderation of EYFS in place (with Linden Bennett?)</p>	<p>resource identification before taking up the post in September.</p> <p>Oaklands primary classes opened in September 2018 with only 4 children and at present there are 8 children on role in 2 classes. The classrooms are already models of good practice, and resource development is ongoing. Prospective parent's events are very well attended by local parents interested in places next academic year. In year applications continue to arrive and are assessed on receipt by the EYFS teacher.</p> <p>The slow start has had advantages for the school team as it has enabled curriculum development and staff training for this new area of work. The pupils on role are making excellent progress against their starting points.</p> <p>We have some concerns that all of the applications received are for pupils with ASD, and this make class groups challenging for next academic year because it is not advisable for there to be ASD and PMLD children in the same class group.</p> <p>Links have been made with both Linden Bennet and with hounslow Town, our closest mainstream school which also has an SEN unit.</p>	
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# Evaluation of Targets in the School Development Plan for 2018-19

## School Departments

### Complex Needs Department

Targets	KPI	Impact evaluation	Next steps
<p>To embed the new curriculum and assent tools within the new school building and expand to all PMLD classes.</p>	<p>All new Teachers in the Department are trained in the delivery of Oakland Sensory Curriculum</p> <p>All staff in the department to be aware of the sensory curriculum and SOLAR.</p> <p>Ensure all staff are able to use equipment in the black out and main sensory rooms.</p> <p>Train staff in the safe use of the hydro therapy pool and receive training from Physiotherapists in how best to support general and planned hydrotherapy programs.</p>	<p>Students will be receiving a high quality education from confident and competent staff in which they are able to access learning according to their individual need.</p> <p>Support staff have been shown how the sensory curriculum works and how to use SOLAR</p> <p>Students are accessing the rooms effectively within their day to day education as a tool to support their learning</p> <p>There have been ongoing issues with staff receiving training from physios. It has been established that no physiotherapy hours have been commissioned either to produce plans for hydrotherapy nor to train staff. Despite long negotiations this is not expected to change.</p>	<p>MTP to be written on a four year rolling basis to ensure students within the department have access to a variety of different experiences.</p> <p>Department staff to be involved in writing MTP for department.</p>

	<p>Ensure all classes are fully resourced so that all students are able to access learning suitable to their needs and that their personal care needs can be met effectively</p> <p>Ensure that they eye Gaze is used effectively within each room to support the development of communication.</p>	<p>There have been issues with the temperature in the Hydro pool since moving into the building.</p> <p>Students have access to resources to support the development of their senses, physical development, their understanding of cause and effect and the development of their communication and independence skills.</p> <p>Some staff have been trained and are confident in using the eye gaze and have made programs for the students. We will have access to the eye gaze software on the help kidz learn website</p>	<p>Defect to be fixed and staff to be confident in facilitating hydrotherapy/swimming sessions.</p> <p>Resources to be made that are relevant to eye gaze</p>
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## Sixth Form

Targets	KPI	Impact evaluation	Next steps
<p>To make a successful transition to the new school building, ensuring the Sixth Form Department is established, a varied curriculum is in place and learners make outstanding progress.</p> <p>To develop a new 6<sup>th</sup> Form curriculum to include Functional Skills, Life Skills and Vocational Courses as well as other curriculum areas, to provide a progression route to College courses.</p>	<p>All classes and areas are fully set up and resourced and continue to be developed. Students are settled and the overall system is working.</p> <p>Long term and medium term plans have been developed to provide new curriculum opportunities. NOCN have accepted the school for accreditation for this year. Staff have started to learn their new roles.</p>	<p>This has been completed and the areas are continuing to be developed and improved.</p> <p>The fundamentals are in place and students are carrying out vocational activities in the new facilities.</p>	<p>Develop the vocational and life skills curriculum and ensure all staff are trained to deliver.</p> <p>Some areas need to be completed (horticulture, OK café) and other vocational areas to be developed.</p>

## ASD Department

targets	KPI	Impact evaluation	Next steps
<p>To ensure a smooth and successful transition to the new school building. So students continue to make outstanding progress.</p>	<p>Transition plan in place for students within the department.</p>	<p>Transition plan was carried out during the summer term 2018. Students within the department made a smooth transition over to the new site in September.</p>	<p>Transition visits to be arranged for new students starting in September during the summer term 2019.</p>
<p>All classrooms set up and equipped ready for September</p>	<p>All areas will be resourced and running efficiently and effectively and students are making progress.</p>	<p>All four classrooms were fully furnished and resourced ready for the students to begin in September.</p>	<p>Staff to ensure classrooms continue to be resourced adequately.</p>
<p>Cygnets Programme is established as part of department practice</p>	<p>Course runs and is attended  Parent feedback is received and used in running the second cohort.</p>	<p>This did not take place.</p>	<p>Parents identified for pilot course summer term 2019.</p>

# Evaluation of Targets in the School Development Plan for 2018-19

## Curriculum Teams

### Independence Curriculum Team

Targets	KPI	Impact evaluation	Next steps
<p>To continue to review and update the curriculum for Vocational, Food Technology and PSHEC each term on a regular termly cycle.</p> <p>Middle leaders to evaluate the impact of medium term planning</p>	<p>Continue Medium term plans review and development through a regular termly cycle.</p> <p>Reviewed MTPs to include increased resource information.</p> <p>Curriculum resources prepared in previous term by curriculum team members.</p> <p>Resource room organised by curriculum topic by curriculum team members</p> <p>Progress sheets reviewed termly</p> <p>Termly learning walks carried out by middle leaders</p> <p>Middle leaders will give a termly feedback session to subject coordinators/teachers</p>	<p>Medium Term Plans (MTPs) have been updated to a new format with greater focus on activities/resources for learning at different levels mapped to IEP areas. Food Tech MTPs are being reviewed and converted to the new format on a termly cycle. These have placed a greater focus on independence, supporting teachers to encourage individually-focused cooking as opposed to group cooking. Vocational MTPs are on constant rotation between classes so are being updated at a rate of 2 MTPs in each term. PSHEC curriculum is now within the remit of the Social and Emotional curriculum team.</p> <p>Quality assurance has been carried out of teachers' IEP target sheets. Independence targets are the most frequently selected for these for Food Technology and Vocational. Target sheets show that students make good progress towards their Independence</p>	<p>Development of a more progressive Food Tech curriculum with a clearer resource focus for each MTP.</p> <p>Develop model to improve collaboration across curriculum teams through teachers meeting in key stages to discuss upcoming medium term plans to ensure planning is relevant to all key stages.</p> <p>Continue to review, convert and update Food Technology MTPs on termly cycle and Vocational at a rate of 2 MTPs per term.</p> <p>More learning walks carried out in Vocational activities. Continued learning walks in food tech.</p>

	<p>Examples of quality assurance</p>	<p>targets in these areas. This is reflected in IEPs where cooking/vocational activities are frequently given as examples of IEP progress. Learning walks have been frequently conducted in Food Technology.</p> <p>Middle leaders have analysed data on student IEP progress across the school through 'emerging to secure' model.</p>	<p>Teacher INSET on how to support cooking for independence using an individual-focused approach.</p> <p>Target tracking policy is being reviewed with the goal to develop a system for evaluating efficacy of medium term planning through IEP progress.</p>
<p>To continue to increase successful uptake of homeworking activities across the school.</p>	<p>Termly Parent workshops for targeted parents' groups.</p> <p>Resources are produced and available for parents. Website and newsletter will contain half termly challenges.</p> <p>Homeworking targets in home school books.</p> <p>Information on the number of homeworking resources produced each term.</p>	<p>Termly homeworking workshops have taken place.</p> <p>Homeworking activities for Independence are featured in the newsletter as the end of each half term.</p> <p>A simplified format for homeworking targets has been created to allow targets to be glued directly into homeworking section of school planner.</p>	<p>Termly Parent workshops for targeted parents' groups to continue.</p> <p>Resources to continue being produced and available for parents on website and newsletter.</p> <p>Quality assurance of homeworking targets to ensure that they are being communicated effectively.</p>
<p>Resources and equipment for the new school</p>	<p>Resources will provide increased access to the curriculum in the new school.</p> <p>Resources will be efficiently organised, stored, accessed and maintained at the new school.</p>	<p>A number of 'flipbook' recipes have been created and are available to teachers on the shared drive. These are differentiated at 3 levels: P3-P5, P6-P8, Beyond P8. These are suitable for use across key stages.</p> <p>Audit of resource needs was carried out during transition to new building. Prioritised need highlighted as equipment resourcing of the Food Technology room (Autumn 2018).</p>	<p>Increase the number of flipbook recipes to create a recipe library resource. Support teachers to access.</p> <p>A greater focus on equipment for new vocational areas e.g. shredder for office skills, Hoover cleaning.</p>

## Communication Team

targets	KPI	Impact evaluation	Next steps
<p>Middle leaders to evaluate the impact of medium term planning.</p>	<p>Progress sheets reviewed termly.</p> <p>Termly learning walks carried out by middle leaders.</p> <p>Middle leaders will give a termly feedback session to subject coordinators/teachers.</p> <p>Examples of quality assurance.</p>	<p>During the curriculum day with Senior Leaders, it was decided that we would move to grading IEP targets using ‘emerging, developing, secure’ when evaluating them at the end of each term. Data was collected on a spreadsheet and collated in order to see trends in attainment between key stages and departments, however it was not possible to track which specific subjects each target had been worked on in, making it difficult to link to medium term planning.</p> <p>We have since moved to keeping IEPs on SOLAR and tracking target progress half-termly using ‘emerging, developing, secure’ and introduced specialist teacher target tracking. There is more work to be done in this area.</p>	<p>Establish whether the reporting features on SOLAR can be customized so that we can run half-termly reports and see student names against data. If this is not possible, we may need to return to keeping a spreadsheet.</p>
<p>To continue to increase successful uptake of communication homeworking activities across the school.</p>	<p>Termly Parent workshops for targeted parents’ groups.</p> <p>Homeworking targets in home school books.</p> <p>Information on the number of homeworking resources produced each term.</p> <p>Up to date spread sheet reflecting students’ main communication methods used both within home and at school.</p> <p>Termly parent workshops for targeted parent groups.</p>	<p>Communication team homeworking event was delayed because the library shelving did not arrive until November. It has been scheduled for February and will target parents of students who are interested in taking library books home.</p>	<p>Homeworking event will take place in February</p> <p>Design a home/school agreement for parents to sign regarding care of library books</p> <p>Design reading records to be filled by students at home.</p>

<p>To continue to review and update the curriculum and resourcing for English and Humanities, with a specific focus on the English long term plan, and on identifying appropriate phonics programmes and reading schemes for use across a range of needs.</p> <p>To establish a stocked and functional library within the new school building, which is accessible to and maintained by students.</p>	<p>Resources are produced and available for parents. Website and newsletter will contain half termly challenges. Long term plans Medium term plans reviewed and developed through a regular termly cycle.</p> <p>Information obtained on the requirements of the library for use across a range of needs.</p> <p>Well-stocked and organised library which is available for use by class groups.</p> <p>Where this is a realistic outcome, students will be able to locate books in the library with minimal support.</p> <p>The library will be kept tidy and well organised by</p>	<p>English long-term plan was rewritten based on changes to the KS3 and 4 national curriculums. Topics involving classic texts were made more thematic. We created our own reading scheme levels, including a phonics section, which contain books from a range of schemes because there was no one specific approach that worked across the whole school. A document was produced which outlines each level. Boxes were created for each Humanities subject across KS3 and KS4. These have been clearly labelled with the year, term and topic name. Curriculum team staff are auditing and stocking boxes on a rolling basis for upcoming topics.</p> <p>We researched, purchased and implemented 'Accessit' library cataloguing software. All library resources have been barcoded and catalogued. Books are classified using a colour coded system so that students working at P4 level upwards are able to return them to shelves with the appropriate support. There is an online catalogue which can be accessed remotely, featuring a 'visual search' function. The library was initially opened on a self-service basis but proved to be tricky for many</p>	<p>Roll out the reading scheme as a whole school approach to teaching students to read where appropriate. To include: Producing reading scheme and phonics reading records to track students' progress up the levels. Incorporating reading schemes into medium term planning for reading for students who are working at P7 and above. Producing adapted reading scheme texts for non-verbal students to use.</p> <p>The library needs to remain open to all during consistent hours each day, which will need to be taken into consideration when ICT is being timetabled for September 2019 if there is not yet a separate ICT space.</p>
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	<p>students on work experience placements.</p>	<p>classes. The model was evaluated and a new system put in place whereby each sixth form class runs the library one morning per week. Training was delivered to the nominated staff and students from each class. This will be repeated on a termly basis so that different students get the opportunity to work in the library.</p>	<p>Continue to train sixth form students and staff to issue and return books on a rolling termly basis. This might also need to be a consideration when 6<sup>th</sup> form lessons are timetabled in September 2019.</p> <p>The library map needs to be updated so that students can see where their book is when looking on the catalogue.</p>
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## Cognitive Curriculum Team

Targets	KPI	Impact evaluation	Next steps
<p>To continue to review and update the curriculum for ICT, Maths and Science each term on a regular termly cycle.</p> <p>Middle leaders to evaluate the impact of medium term planning.</p>	<p>Continue Medium term plans review and development through a regular termly cycle.</p> <p>Reviewed MTPs to include increased resource information.</p> <p>Curriculum resources prepared in previous term by curriculum team members.</p> <p>Resource room organised by curriculum topic by curriculum team members.</p> <p>Progress sheets reviewed termly.</p> <p>Termly learning walks carried out by middle leaders.</p> <p>Middle leaders will give a termly feedback session to subject coordinators/teachers.</p> <p>Examples of quality assurance.</p>	<p>All MTPs are now being updated ahead of each term on a regular termly cycle to include a bank of activities at each P level (P3 - P4, P 5 - 6, P 7 - 8, Beyond P8) for each curriculum area (Cognitive, Communication, Creative/Physical/Sensory, Independence and SEMH). This is enabling staff to see how selected IEP targets in those domains for each student in their classes can be integrated into the MTP topics.</p> <p>Curriculum resources continue to be prepared before the start of the next term by curriculum team members.</p> <p>Reviewed MTPs are starting to include increased resource information.</p>	<p>Reviewed MTPs to include increased resource information including where to find them.</p> <p>Update completed cognitive MTPs at the end of each term based on evaluation of their usability and effectiveness.</p>

<p>To continue to increase successful uptake of homeworking activities across the school.</p>	<p>Termly Parent workshops for targeted parent's groups.</p> <p>Resources are produced and available for parents. Website and newsletter will contain half termly challenges.</p> <p>Homeworking targets in home school books.</p> <p>Information on the number of homeworking resources produced each term.</p>	<p>Two Parent workshops were held by the cognitive team about homeworking in relation to the student IEPs and how ICT could help.</p> <p>The simplified homeworking sheet for students and their families is starting to be put in the home school diaries.</p>	<p>The simplified homeworking sheet for students and their families to be put in the home school diaries.</p>
<p>Resources and equipment for the new school.</p>	<p>Resources will provide increased access to the curriculum in the new school.</p> <p>Resources will be efficiently organised, stored, accessed and maintained at the new school</p>	<p>Maths equipment was ordered for each class in secondary and 6<sup>th</sup> form for the new school, based on the profile of assessed levels in each class as shown in Solar. This was delivered in the form of a class-based Maths box. Resources were ordered for Science based on the MTPs.</p> <p>Re-auditing and restocking of the cognitive team learning resources now based in the Maths and Science cupboards is ongoing as is the ICT resources.</p>	<p>Re-auditing and restocking of the cognitive team learning resources now based in the Maths cupboard (and Class Maths boxes) and the Science cupboard.</p> <p>Re-auditing of the ICT learning resources on computers and iPads.</p> <p>Survey of ICT resource use, student and staff needs, and curriculum needs in order to order appropriate software and apps.</p>

## Creative, Physical and Sensory Curriculum

Targets for improvement	KPI	Actions	Impact evaluation
<p>To continue to review and update the curriculum for Art, DT, Music and PE each term on a regular termly cycle.</p> <p>Middle leaders to evaluate the impact of medium term planning</p>	<p>Work a term ahead to make sure all resources and plans are updated for staff</p> <p>Middle leaders will quality assure a sample of target progress sheets from within their curriculum areas on a termly basis - comparing progress recorded on target sheets to evidence recorded on SOLAR (subject specific targets) or to termly IEP evaluations.</p> <p>Middle leaders will carry out learning walks within their curriculum areas</p> <p>Middle leaders will feed back to teachers based on above actions and discuss next steps for MTP and module planning.</p>	<p>Continue Medium term plans review and development through a regular termly cycle.</p> <p>Reviewed MTPs to include increased resource information.</p> <p>Curriculum resources prepared in previous term by curriculum team members.</p> <p>Resource room organised by curriculum topic by curriculum team members</p> <p>Progress sheets reviewed termly</p> <p>Termly learning walks carried out by middle leaders</p> <p>Middle leaders will give a termly feedback session to subject coordinators/teachers</p>	<p>Medium term plans have reviewed on a termly cycle. Subject leads have had the opportunity to develop their planning with other teachers in the Creative, Physical and Sensory Team in order to generate plans that reflect the different needs of our students.</p> <p>Medium term plans have more detailed notes and links to online resources for the topics being taught</p> <p>Medium Term plans updating has coincided with the curriculum team producing resources in order for class teacher to teach their lessons more effectively.</p> <p>Subject Leads have arranged relevant storage space in order to make teaching the different topics easily.</p> <p>IEP progress in non-core subject lessons has been reviewed at half term in order for the class teacher to assess over all progress.</p> <p>Lessons have been attended by Middle Leader, where the focus has been on how IEP progress is embedded in non-core subjects</p> <p>Feedback has been given on how teachers can further develop IEP progress in the</p>

		Examples of quality assurance	lesson, without detracting from the subject specific content of the lesson  Notes from lesson feedback sessions have been kept.
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## Core Targets for 2019-20

Targets for improvement	What we will do to achieve it	KPI	Target date	Who?	Budget
To develop leadership skills across all levels of staff to maintain the quality of classroom practice in our growing school	Continue the expansion of the senior leadership team in line with expansion and move to operating on two sites	Appoint Assistant Head for New Oaks primary	September 2019	AC	In staff calculator
		Appoint permanent Assistant Head for Syon department	May 2019	AC	In staff calculator
		Head teacher and Deputy Head teacher spending one full day each weekly at New Oaks	October 2019 (on relocation)	AC/NC	
	To support all school leaders in developing skills	Provide external coaching for 6 month period	Jan 2019	AC	£5000 in CPD budget
		Design and deliver training for teachers on their role in appraising support staff.	May 2019	NC	
	To support teachers in leading their teams	Deliver this training to all teachers and add it to the teacher induction programme	Autumn term 2019	NC	
		Expand teacher training scheme to include new PGCE route for support staff who already have a degree	First candidate/s identified 2019-2020	March 2019	AC
		Promote training route for 2020 start date	Nov 2019	AC	

	Further develop the appraisal system for support staff so that their development needs are met.	Divide the current generic support staff skills checklist into two separate documents to make the difference between the roles of the learning support Assistant and the role of the teaching Assistant are more clearly defined	September 2019	MS	
		Add examples to the skills checklist so that it is clearer to staff how to develop skills in their roles, and prepare for career development	September 2019	MS	
	Improve analysis of individual training needs by creating an explicit link to staff appraisal	Create a spreadsheet to record support staff achievement of their appraisal targets to inform planning for CPD	June 2019	MS/AHs	
	To raise the profile of School Governors in our larger staff group.	Stakeholder Governor appointed for a period of one year to explore staff and parent views.	March 2019	N Carrier	
		Governors questionnaires for staff and parents and carers	June 2019	N Carrier	
		Governors making regular contributions to the school newsletter	March 2019	N Carrier	
		Reinstate Governor photo board in reception areas at both sites	April 2019	EH	
		Ensure Governor presence at main school events including parent's evenings, school performances, sports days.	ongoing	Governing Body	

<p>To develop the use of the new facilities so that students can fully benefit from the opportunities they present</p>	Develop a lunchtime play team to support lunchtime activities	Design part time play worker job description	April 2019	JM	In staff calculator
		Play-workers appointed for lunchtime roles	June 2019	JM/LB	
		Play resources in place with appropriate external storage	June 2019	JM	Using grant awarded Jan 2019
		Training in the importance of play added to INSET menu	June 2019	NC	
		External cycle store in place	June 2019	WA	£ 5000
		Lunchtime cycling taking place at least 2 days per week	September 2019	JM	
		Enhanced menu of lunchtime clubs in place with activities appropriate for the full age and ability range	Summer term 2019	Asst. Heads	
	Shop is fully open providing retail experience to a wide group of students	Retail trainer job description (GOC target)	End March 2019	RM	In GOC staff calculator for cross charging 2 days per week
		Retail trainer appointed (GOC staff)	May 2019	RM/AC/LB	
		Sixth form students accessing retail education on Weds and on other days by rotation	Ongoing	LG/job coaches	
	Café is fully operational on 5 days per week including opening to local residents	Café manager job description (GOC staff)	June 2019	RM	In GOC staff calculator to be cross charged 2 days a week
		Café manager appointed (GOC staff)	September 2019	RM/NC/LB	
		Sixth form students running café on Weds	Ongoing		

		Booking system in place for Oaklands class groups to use cafe	May 2019	LG	
		Trial opening café at lunchtimes to staff	September 2019	RM/LG	
	Horticulture facility is fully operational and in use at least 3 days per week	Horticulture tutor engaged 3 days per week (GOC staff 2 days, sixth form one day)	September 2019	Appointed café manager	
		Potting shed complete with work benches and appropriate tool storage	April 2019	RM/LB	
		Horticulture equipment purchased	Ongoing	WA	
				TC/ appointed tutor	Within independent team budget
	OT room set up and in full use	OT job description	End Feb 2019	AC	In staff calculator
		OT appointed	April 2019	AC/LB	
		OT programmes delivered and staff trained using OT room facilities	October 2019	OT	
	Sports facilities fully utilized to deliver OT sensory programmes	Sensory circuits designed and supervised using the sports hall every morning	June 2019	OT	
		Sensory programmes closely matched to facilities (running track, play equipment, outdoor gym, indoor gym, OT room) timetabled throughout the day	October 2019	OT	
	Hydrotherapy pool in use	Manual handling plans in place for all PMLD students to access pool	September 2019	NB/SH	

		Increase manual handler hours to support use of hydro pool	April 2019	AC	
	Develop use of sensory rooms for educational purposes	Training for staff on how to programme projectors in sensory rooms	Summer 2019	NC	
	Conversion of Science space (not needed) into ICT resource	Plans for installation and conversion complete with costings	April 2019	RJ	£25,000 in ICT budget
		Alterations to electric/data commissioned	June 2019	RJ	
		Installation of computers	July 2019	RJ	
		Room timetabled for use	Sept 2019	MS	
	Develop the use of the music room and recording facilities so that a range of musical opportunities are available for all	Recruit music teacher with both music teaching and music technology ability	May 2019	AC/LB	
		Designs for recording equipment drawn up and ordered	May 2019	TC/ Music teacher	
		Recording equipment installed	July 2019	Music teacher	
		Training for support staff in use of recording equipment as required	September 2019	Music teacher/ NC	
		Proposal for new annual cycle of school performances to SLT	June 2019	Music teacher/ TC/MS/ Hannah	

	Develop use of lunch service as a life skills opportunity	Design and introduce communication systems for use at lunch counter	May 2019	RP	
		Training for kitchen staff in use of lunchtime communication	May 2019	NC/RP	
		Training for school staff in lunchtime communication systems	May 2019	NC/RP	
	Further increase job coaching capacity to reflect expanded sixth form	Job description for employer engagement officer (joint appointment with GOC)	April 2019	AC/RM	
		Engagement officer appointed	June 2019	AC/LB	
		Move to formal job coach caseload model with all students able to access work experience allocated time on a rolling programme	June 2019	LG	
	Establish links with external vocational companies e.g. Dynamic Training, Sparkes	Feb 2019	RM/LG		

<p>Develop a behavior team at Oaklands so we are less reliant on waiting for external advice from other services and make better use of staff skills.</p>	Set up formal behavior team format	Identify who the key members of the behavior team should be.	April 2019	AC	
		Consultation to be held with educational psychology at onset of design work	April 2019	NC	
		Consider designing a behaviour job description/employing a behaviour specialist or psychologist	April 2019	AC/NC	
	Use existing PCC meetings to identify students who need a formal behavior plan	Add behaviour team to PCC agendas	May 2019	NC	
		Formulate a criteria for behaviour team involvement	May 2019	AC/NC	
	Develop a consistent formal recording system	Design a variety of behaviour recording resources to be used during both assessment and strategy analysis stages of work.	May 2019	Identified team	
		Staff training for recording behaviour	June 2019	NC	
		Investigate online systems for behaviour Recording	June 2019	MS	
		Observations also taking place by behaviour team members	June 2019	Identified team	
	Introduce behaviour team meetings	Parents meetings held regarding behaviour at onset of work	June 2019	Identified team	
	Meeting take place to consider behaviour recording and design behaviour strategies				

		Post programme recording to capture success of new strategies	October 2019	Identified team	
	Involve the whole school community	Training available on INSET menu regarding challenging behaviour and behaviour analysis	Autumn 2019	NC	
To develop and relocate our primary provision to a newly renovated and resourced site at Woodlands Road	Ensure new facilities are planned for students SEN	Attendance of site and development meetings	Ongoing	NSK/AC/NC/MA	
	Transition plan for current pupils, staff and families	Identification of outdoor equipment, furniture, resources	May 2019	Primary team	£50K
		Equipment and furniture on order	June 2019	MA/NSK	
		Visits to new site	September 2019	MA	
	Curriculum is developed and ready for Y2 to open	Open event for current parents prior to relocation	Sept 2019	MA	
		Closure days for health and safety training and class preparation and set up	Sept 2019	AC/NC	£2,000 in staff calculator
		Curriculum team set up with support staff membership (e.g. 3 staff)	April 2019	MA	
		Medium term plans developed	July 2019	MA	
	Ensure staff team are available for expansion	Assessment proforma's reviewed and finalized	Sept 2019	MA	
		Induction programme for new Oaks staff including EYFS awareness	June 2019	MA/NC	

		Recruit teacher	July 2019	AC/LB	
		Recruit support staff	July 2019	NC/LB	
		Identify minibus drivers, offer MIDAS training	June 2019	NC	
		Identify paediatric first aiders, first aid training	June 2019	MA/NC	
		Recruitment of nursery staff	Dec 2019	NC/MA/LB	
		Support plan for NQTs	Sept 2019	MA	
		Links with other primary schools including offer of observations to mainstream staff	May 2019	MA	
	Safeguarding systems in place at primary site	Safeguarding training for MA	June 2019	NC	
		Mentoring in DSO role	September 2019	NC	
	External support services commissioned and in place	Healthcare assistant	September 2019	AC	
		Therapy	September 2019	AC	

<p>Develop the Site/Admin teams so that the most efficient responsive service is provided and all are involved in providing what students need</p>	Increase understanding of student needs	Site and Admin staff to attend part of staff induction programme	Sept 19	NSK/NC	<p>Staff costs in staff calculator</p>
		Identified Admin staff to attend Makaton training	Sept 19	RK	
		Site and Admin staff to attend team teach training	Sept 19	NSK/RK/NC	
		Introduce weekly admin meeting	Feb 19	RK	
	Prepare for operating on two sites	Additional administrative officer/receptionist for new oaks appointed	Jul 19	RK	
		Caretaker for new oaks site appointed	Jul 19	WA/NK	
		Groundsperson for new oaks site appointed	Jul 19	WA/NK	
		ICT apprentice appointed	Jun 19	RJ/NK/MS	
		Catering operations for new oaks designed	May 19	WA/NK	
		Catering staff for new oaks appointed	Jul 19	CW/WA/NK	
		Ensure statutory processes completed for new site (Fire/Security/RA/Pool/ICT/Voice)	Aug 19	WA/NSK	
	Develop clear staff structure so that line management, and accountabilities are clearly understood	Staff structure in SDP	Feb 2019	AC	
		Probationary and Appraisals system up to date	Apr 19	NSK/RK	
		Apr 19	NSK/RK		

	<p>Ensure the provision of a high quality facilities service</p> <p>Aim to provide a good quality catering function for staff and students</p>	<p>Staff development target set during appraisal system and consistently monitored</p> <p>Ensure all managers receive training in basic management of people processes and systems.</p> <p>Aim to provide a good quality catering function for staff and students that a plan that achieves a balanced budget for 19/20.</p>	<p>Oct 19</p> <p>Jul 19</p> <p>Sep 19</p>	<p>NC/NSK</p> <p>CW/WA</p> <p>CW/WA</p>	
	<p>Ensure a high quality resilient ICT service across both sites</p>	<p>Ensure the service across both sites achieves a Good Food standards and hygiene rating</p> <p>Ensure a high quality resilient ICT service across both sites</p>	<p>Sep 19</p> <p>Dec 19</p>	<p>RJ/NSK</p> <p>WA/RJ/NSK</p>	
	<p>Ensure all required risk assessment and review processes are securely in place</p>	<p>Develop service level agreement for site/ICT services with KPIs and provide termly monitoring and reporting</p> <p>All statutory risk assessments to be complete and risk assessment register updated</p>	<p>April 20</p>	<p>WA/NSK</p>	

# Departmental Targets 2019-2020

## Autism Department Targets

Targets for improvement	What we will do to achieve it	KPI	Target date	Who?	Budget
To support parents and/or carers with their children's communication and behaviour management through focused home visits for the new YR7 students and students with a high level of challenging behaviour.	Parents of the new YR7 students will be offered home visits in the second half term of the autumn term.	Letters offering home visits sent to the new YR7 parents before the end of the first half term.  Form outlining what's the focus of the home visit ready.  Staff familiar with the Home Visits Policy.	By the end of the autumn term.	AG and CT/TA	
To achieve an advanced level of the National Autistic Society accreditation.	Looking at the advanced level NAS accreditation criteria.  Identifying areas for improvement and liaising with the middle leaders and facilities team to agree on the work that needs to be done.  Looking at the dining hall from the communication point of view - how is this	Action plan in place to address all areas for improvement.  Staff involved in the preparation for accreditation aware of the targets.	By the end of the summer term 2019.  NAS assessor coming in February 2020.	AG and other AHT's Curriculum Team Leaders MS to support AG	

	<p>environment promoting communication?</p> <p>Autumn lessons observations to take into account the class meeting the criteria for the advanced NAS accreditation.</p> <p>Resource Assistant to be involved in resources making.</p>				
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## Complex Needs 2019-2020

Targets for improvement	What we will do to achieve it	KPI	Target date	Who?	Budget
To trial and develop grouping by cognitive ability of Syon classes in identified core subject area, in order to specifically target areas of low progress.	Design and introduce ability groupings strategy	Models designed and discussed with department teachers and support staff	June 2019	JM	
		Assessment levels collected for new Y7 cohort	June 2019	JM	
		Initial groups set	July 2019	JM	
		Model in place on timetable	Sept 2019	JM	
		End of term assessment/evaluate through comparison of summer term progress	Dec 2019	Teachers	
		Department evaluation of model	Jan 2019	Full depart staff	

## Richmond Department

Targets for improvement	What we will do to achieve it	KPI	Target date	Who?	Budget
Medium term plans to be written for sensory curriculum	Long term and medium term plans devised and written.	MTP to be written on a four year rolling basis to ensure students within the department have access to a variety of different experiences.	September 2019	A.S/MS	£1000 for resources linked to MTP

## Sixth Form

Targets for improvement	What we will do to achieve it	KPI	Target date	Who?	Budget
Evaluate the benefits of existing link courses with other colleges. Decide criteria for links for 2019 -2020.	Visit existing college link courses. Analyse the needs for next year.	Decision will have been reached about which college links for 2019-2020.	June 2019	LG	
Explore whether GOC can provide a link course.	Visit GOC college to discuss.	Decision will have been reached about which GOC link for 2019-2020	June 2019	LG	
Develop an expanded vocational curriculum that supports 6 classes	Department teachers to meet and discuss requirements.	Curriculum will have been written and extended.	Ready for September 2020	LG TC AG	

with a variety of needs.	Curriculum teams to help with MTP.			MS	
Explore other options eg: leisure for high needs groups.	Investigate the options available for high needs groups for vocational.	Leisure option will have been organized.	Ready for September 2020	LG	

# New Curriculum Team Targets for 2019-2020

## Independence team

Targets for improvement	What we will do to achieve it	KPI	Target date	Who?	Budget
To continue to review and update the curriculum for Vocational and Food Technology on a termly cycle	Start work on resources for the next term's MTP at the beginning of each term.	Food Technology MTPs are reviewed, converted and updated on a termly cycle. Vocational MTPs at a rate of 2 MTPs per term.	Feb 2020	Curriculum team	
	Teachers to meet in key stages to discuss upcoming medium term plans to ensure planning is relevant to all key stages.	Teachers to meet each term in key stages to support	Feb 2020	Teachers	
	Carry out learning walks for quality assurance.	More learning walks carried out in Vocational activities. Continued learning walks in food tech.	Feb 2020	Curriculum lead	
	Target tracking policy to be reviewed with the goal to develop a system for evaluating efficacy of medium term planning through IEP progress.	A model to track IEP progress and link to medium term planning is in place.	July 2019	Middle leaders	
To develop a progressive Food Tech curriculum with a	Review of Food Tech LTPs across all key stages.	LTPs reflect a progression through key stages from basic skills towards independent meal-making.	Feb 2020	Curriculum team	

clearer resource focus for each MTP.	MTPs to be resource focused so that students cook a variety of different foods throughout different key stages.	MTPs have a clear link to a specific resource e.g. KS5 'Italian' module links to resources for pasta bake and lasagne.	Feb 2020	Curriculum team	
	Create flipbook recipes which are clearly linked to specific MTPs. resource. Support teachers to access.	A virtual/physical library of flipbook recipes is beginning to be created. Teachers access these resources as evidenced in learning walks.	Feb 2020	Curriculum team	
	Teacher INSET on how to support cooking for independence in Food Tech using an individual-focused approach.	Food Tech INSET delivered to all teachers.	Feb 2020	Curriculum lead	

## Communication Team

Targets for improvement	What we will do to achieve it	KPI	Target date	Who?	Budget
To implement the Oaklands Reading Scheme as a way of developing reading skills for students working above P7 level across the school.	Identify a relevant training course in supporting reading development for a teacher in the curriculum team to attend if possible. AS is an NQT and may have had relevant training recently which could be utilized	Oaklands reading scheme is being used to teach reading consistently across the school.	End of Spring term	RP	e.g. £500 in team budget
	Design reading records for each reading scheme level - with a focus on the necessary skills or understanding which need to have been demonstrated in order for a student to progress to the next level We will ask trainee teachers to be involved in this if they would like to as they may have had recent relevant training.	Reading records demonstrate progress made against key skills at the end of each reading level.	End of Spring term	RP, LT	Curriculum team time
	Create a guidance sheet for teachers on adapting texts to specific communication needs so that non-verbal students are able to demonstrate the skills and understanding to progress through the levels where this is appropriate.	Adapted texts have been produced by teachers where necessary and handed back to the library for cataloguing when they are no longer needed.	End of Spring term	RP, LT	
	Incorporate use of the reading scheme texts into the medium term planning for English		Summer term	RP, LT, AS	

To continue to develop use of the library, including establishing a system for students to take library books home	Deliver targeted training for Osterley and Syon departments.	Staff working in Osterley and Syon have been trained in supporting reading development using the Oaklands Reading Scheme.	End of Spring term	RP, LT	
	Collect baseline data showing which scheme level each student is beginning at and their reading P Level. Collect data again at the end of summer term. Compare progress in reading for specific students to the same period of time last year	Baseline data is available. Data collected at the end of each term shows an increase in reading progress compared with the same periods in the year before.	End of summer term	RP	
	Parents event to be held in February, targeting specific classes.	Parents will be more aware of the library facility. Parents will be able to support their students to use the library catalogue to search for books from home.	February 2019	RP, LT	Class cover for LT
	Design a home/school agreement for parents to sign regarding responsibility for loss or damage of library books. Design a home/school reading record with spaces for both parents and students to write comments	Students from some classes will be regularly taking books home and written feedback will be available in some reading records.	Summer term 2019	LT, AS	Renewal of accessit license £800
	Order and catalogue new social stories, multilingual books and comics. Continue to adapt books, including advanced fiction titles for Syon classes.	The library will continue to offer a diverse range of text suitable for the varied needs of students across the school	Ongoing	RP, LT, AS	£1000 in curriculum team budget
	Train new sixth form students and staff to run the library on a termly basis	The library will be manned by Key Stage 5 students at consistent times each day.	Termly	RP or LT	

To continue to develop and resource English and Humanities curriculums on a rolling basis	Update library map so that shelf locations are shown for each title in the catalogue	The library map will be up to date and locations will be available to view on the remote catalogue. Students will be able to navigate the library shelves to find the titles they are looking for with increasing independence.	Summer term	Curriculum team	
	Update medium term plans on a termly basis. Medium term plans to be available each half term so that resources can be prepared for the following half term.	Medium term plans will be available half a term in advance. Resources will be prepared and available at the beginning of each term.	Ongoing	RP, LT, AS	
	Order and replace objects for Humanities curriculum boxes. Create lists of items in each box. Produce the corresponding symbols to be kept in each box.	Resources will be available for teachers to use at the start of each term.	Ongoing	Curriculum team	£300 in curriculum team budget
	Create Digital Folders for each English and Humanities topics through which communicate in print and other resources can be shared between teachers.	There will be a bank of shared digital resources for KS3/KS4 English and Humanities topics available to teachers.	Ongoing	Curriculum team	

## Social Emotional & Mental Health

Targets for improvement	What we will do to achieve it	KPI	Target date	Who?	Budget
To review, update and resource the PSHEC curriculum for key stages 3,4 and 5	Review and update the PSHEC long term plans for key stages 3, 4 and 5	Long term plans for key stages 3,4,5 reviewed and updated	Feb 2019	MS, NK	£600
	Review and update the PSHEC medium term plans on a termly basis	Medium term plans reviewed and developed through a regular termly cycle.  Reviewed MTPs to include increased resource information.	Ongoing	MS, NK	
	Audit and inventory of centrally held PSHEC resources	Curriculum resources ordered and prepared in previous term	Ongoing	Curriculum team	
	Order new resources where needed for upcoming term	SEMH store cupboard organised by topic, with resource boxes itemized and labelled	May 2019	Curriculum team	
To establish the two sensory rooms as functioning areas that can be used for	Teaching staff to attend school INSET training on using a sensory room	All teaching staff have an overview of how to use the sensory rooms for purposeful activity.	Feb 2019	Teachers	

purposeful sensory and learning experiences	Attend training on using the specialist computer programs so that curriculum based sensory experiences can be created. Knowledge and skills to be cascaded to teaching/support staff throughout the school (INSET sessions) so that topic based sensory programs can be developed.	A range of topic based interactive sensory programs created and available to be used for cross-curricular learning.	Nov 2019	MS, NK	£400
	Manage the sensory rooms through weekly equipment checks. Create a system for logging faulty equipment so that it can be quickly repaired	Both sensory rooms are used regularly and kept in good working order. System in place for logging and repairing faulty equipment/damage.	June 2019	Curriculum team	

## Cognitive Curriculum Team Targets 2019-20

Targets for improvement	What we will do to achieve it	KPI	Target date	Who?	Budget
To continue to review and update the curriculum for ICT, Maths and Science in Key Stages 3 and 4 each term on a regular termly cycle.	<p>Work a term ahead to make sure all resources and plans are updated for staff</p> <p>Update completed cognitive MTPs at the end of each term based on evaluation of their usability and effectiveness.</p>	<p>Reviewed MTPs to include increased resource information including where to find them</p> <p>Curriculum resources prepared in previous term by curriculum team members.</p> <p>MTPs have improved usability and effectiveness.</p>	February 2020	Cognitive Team	Cost of Mondays Curriculum Team time.
To continue to increase successful uptake of homeworking activities across the school.	Parent workshops on homeworking for parents, termly if possible.	<p>Parents understand how to help their young person with homeworking based on IEP targets.</p> <p>Homeworking targets in home school books each term.</p>	February 2020	David F Audrey S	Cost of teacher cover 3x Friday mornings

<p>Making the best use of resources, equipment and facilities.</p>	<p>Re-auditing and restocking of the cognitive team learning resources now based in the Maths cupboard (and Class Maths boxes) and the Science cupboard.</p> <p>Re-auditing of the ICT learning resources on computers and iPads.</p> <p>Survey of ICT resource use, student and staff needs, and curriculum needs to underpin ordering appropriate software and apps.</p>	<p>Resources will be efficiently organised, stored, accessed and maintained.</p> <p>Resource cupboards organised by curriculum topic by curriculum team members.</p> <p>Staff will be making the best use of resources, equipment and facilities.</p>	<p>February 2020</p>	<p>Cognitive Team</p>	<p>£6000</p>
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## Creative, Physical and Sensory Curriculum 19-20

Targets for improvement	What we will do to achieve it	KPI	Target date	Who?	Budget
<p>To provide creative, physical and sensory lunchtime activities and resources for students of all abilities. So that students can have a rewarding lunchtime and are focused for afternoon lessons.</p>	<p>Audit what is currently available to students at lunchtime</p> <p>Survey staff and students about resources and clubs that may be available to enhance students' lunchtime experience</p>	<ul style="list-style-type: none"> <li>• Assess impact of implementation of new resources and clubs on students' lunchtime experience</li>   <li>• Assess impact of implementation of new resources and clubs at lunchtime on student ability to attend afternoon lessons</li>   <li>• Compare results from surveys and evidence collect to assess impact</li> </ul>	<p><b>March 2019</b></p>	<p><b>JM</b></p>	<p><b>£5000</b></p>
			<p><b>May 2019</b></p>	<p><b>JM</b></p>	
			<p><b>June 2019</b></p>	<p><b>JM</b></p>	

# Staff Responsibilities- Senior Leadership Team

Please note staff roles are correct at Feb 2019, and may change during the school development planning year

Executive Head Teacher: Anne Clinton	
<ul style="list-style-type: none"> <li>• Senior Leadership Team</li> <li>• Leadership and strategic direction</li> <li>• School expansion</li> <li>• Responsible for Health and Safety</li> <li>• Oversight of safeguarding</li> <li>• Oversight of pastoral care of staff and families</li> <li>• Monitoring standards of teaching and learning including lesson observations</li> <li>• School Budget</li> <li>• Liaison with LEA</li> <li>• Liaison with therapy providers and school therapists</li> </ul>	<ul style="list-style-type: none"> <li>• School admissions</li> <li>• Oaklands Governing Body and Great Oaks Board, Governors and Board Committees</li> <li>• Liaison with outside agencies</li> <li>• School Development Plan</li> <li>• School Evaluation</li> <li>• Performance Management SLT and oversight of full staff team</li> <li>• Recruitment</li> <li>• Chair some annual reviews</li> </ul>

Deputy Head Teacher: Nicola Christie	
<ul style="list-style-type: none"> <li>• Senior Leadership Team</li> <li>• Deputise for Head Teacher</li> <li>• Oversight assessment and data</li> <li>• Lesson observations and some performance management reviews</li> <li>• Timetables for 2018</li> <li>• Safeguarding</li> <li>• DSO for both Oaklands School and Great Oaks College</li> <li>• Family support service</li> <li>• Coordinate PCC meetings</li> <li>• Behaviour across Oaklands and Great Oaks College</li> <li>• CPD</li> <li>• Chair some annual review</li> </ul>	<ul style="list-style-type: none"> <li>• New school developments</li> <li>• Recruitment with HT</li> <li>• Staffing levels in primary and GOC including supply budget</li> <li>• Line manage Assistant Heads in New Oaks department and Great Oaks College including support and development and performance management and Management of Absence process.</li> <li>• Makaton training</li> <li>• Team teach trainer</li> <li>• Internal verifier</li> </ul>

## Head of School High Oaks Secondary

- Deputise for Deputy and Head Teachers
- Strategic development of High Oaks
- Monitoring standards of teaching and learning inc lesson obs
- Assessment, data and accreditation within High Oaks
- Organisation of curriculum including timetables
- Line manage Assistant Heads in High Oaks Secondary including performance management, probationary, support and development
- Staffing, staff attendance, management of absence, daily cover and supply budget
- Support for pupils and families
- Chair some annual reviews
- Deputy DSO for High Oaks, safeguarding processes
- Transitions to and from High Oaks

HOS functions in Primary department covered by Deputy Head during 2019/20

Assistant Head Richmond, Nickyie Thomas	Assistant Head Kew Agnes Gretschel	Assistant Head Syon <i>Covered by Jim Marshall</i>	Assistant Head Sixth Form Liz Gibb	Assistant Head of EYFS Maryam Asghar
<ul style="list-style-type: none"> <li>• Member of SLT</li> <li>• Deputise for other senior leaders as required</li> <li>• Department meetings</li> <li>• Departmental organisation</li> <li>• Pastoral support of staff and families, liaison with social care</li> <li>• Monitoring department planning and assessment</li> <li>• Department budget</li> <li>• Providing support and development framework to teachers (3 week cycle)</li> <li>• Carryout probationary process with new staff</li> <li>• NQT induction</li> </ul>	<ul style="list-style-type: none"> <li>• Member of SLT</li> <li>• Deputise for other senior leaders as required</li> <li>• Department meetings</li> <li>• Departmental organisation</li> <li>• Pastoral support of staff and families, liaison with social care</li> <li>• Monitoring department planning and assessment</li> <li>• Accreditation at key stage 4</li> <li>• Department budget</li> <li>• Providing support and development framework to teachers (3 week cycle)</li> <li>• NAS accreditation</li> <li>• Work experience student/volunteers</li> <li>• Carryout probationary process with new staff</li> <li>• NQT induction</li> </ul>	<ul style="list-style-type: none"> <li>• Member of SLT</li> <li>• Deputise for other senior leaders as required</li> <li>• Department meetings</li> <li>• Departmental organization</li> <li>• Pastoral support of staff and families, liaison with social care</li> <li>• Monitoring department planning and assessment</li> <li>• Accreditation at key stage 4</li> <li>• Department budget</li> <li>• Providing support and development framework to teachers (3 week cycle)</li> <li>• Carry out probationary process with new staff</li> <li>• NQT induction</li> <li>• Lunchtime clubs and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Member of SLT</li> <li>• Deputise for other senior leaders as required</li> <li>• Department meetings</li> <li>• Departmental organization</li> <li>• Pastoral support of staff and families, liaison with social care</li> <li>• Monitoring department planning and assessment</li> <li>• Department budget</li> <li>• Providing support and development framework to teachers (3 week cycle)</li> <li>• Carry out probationary process with new staff</li> <li>• NQT induction</li> <li>• Accreditation at KS5</li> <li>• PPG funding</li> </ul>	<ul style="list-style-type: none"> <li>• Member of SLT</li> <li>• Deputise for other senior leaders as required</li> <li>• Primary school team meetings</li> <li>• Pastoral support of staff and families, liaison with social care</li> <li>• Monitoring department planning and assessment</li> <li>• Department budget</li> <li>• Providing support and development framework to teachers (3 week cycle)</li> <li>• Carry out probationary process with new staff</li> <li>• NQT induction</li> <li>• EYFS curriculum</li> <li>• Safeguarding at new oaks</li> </ul>

## Middle Leadership Team

Communication Team	Cognitive Team	Independence/Life Skills Team	Creative and physical team	Social Emotional and Mental Health
<b>Ruth Price</b>	<b>David Fettes</b>	<b>Tom Campion</b>	<b>Jim Marshall</b>	<b>Matthew Sheath</b>
Curriculum Team leader. Curriculum team budget and resources. Leads on curriculum management and medium term planning.  TLR for coordination of specialist assistant team.	Curriculum Team leader. Curriculum team budget and resources. Leads on curriculum management and medium term planning.	Curriculum Team leader. Curriculum team budget and resources. Leads on curriculum management and medium term planning.	Curriculum Team leader. Curriculum team budget and resources. Leads on curriculum management and medium term planning.	Curriculum Team leader Curriculum team budget and resources. Leads on curriculum management and medium term planning.

## Class Teachers

Syon	Kew	Richmond	Sixth Form	Subject Teachers
Anna Sainsbury	David Fettes	Sonia Lopez	Matthew Sheath	Joanne Kenny
Louise Twigg	Ruth Price	Aga Szacilo	Tom Campion	Hannah Saunders
	Nina Kresnik	Susanna Ramos	Audrey Steenbeeke	Cormac O Donnell
			Agnieszka Fraczek-Piechniak	Lynsey Walker

## Specialist Assistant Roles

Jayanthi Naresh	Cover Supervisor	Provide cover for absent teachers Deliver lessons planned by teachers
Carissa Phipps Colette Gazdag	Job coaches	Setting up work placements Risk assessing placements Supervising and job coaching students on placements.

Lynda Birch Caroline Franks Claire Cook	Specialist TA for Communication	Delivery of SALT programmes to individual students identified by therapists or teachers. Organisation of communication resources including manufacture of PECs materials. Provision of advice to colleagues on communication programmes.
Sara Shelly Nicky Winfield Bronwyn Carder	Specialist TA for Occupational Therapy	Delivery of OT programmes to individual students identified by therapists or teachers Organisation of OT resources Provision of advice to colleagues on OT programmes.
Nancy Beesley Sophie Carswell Sarah Hawes	Specialist TA manual handling	Assess students manual handling needs Produce written programmes indicating safe practice. Train individual staff teams in manual handling for individual students. Occasional full staff training. Review handling plans. Maintain equipment and equipment itinerary.
Cara Shelly	Autism champion	To support practice with autistic pupils across the school. To advise on and produce visual resources. To advise parents including meeting with them and visiting home. To monitor and advise on classroom structure.
Sarah Hawes	Senior TA	Manual handler. MOVE coordinator.
Family Support	Muna Ali	Available to advice and support parents where needed e.g. transport applications, referrals to social care, identifying clubs and sources of support, after school care. Parents events

# Classroom Support Roles

Teaching Assistants	Specialist Teaching Assistants	Learning Support Assistants	Apprentices
<ul style="list-style-type: none"> <li>• Work in a class team under the direction of a teacher</li> <li>• Support pupil learning</li> <li>• Assist with the delivery of lessons and use plans developed by the teacher to deliver lessons to individual and small groups of pupils</li> <li>• Report on and record progress</li> <li>• Assist in creating and maintaining a purposeful and orderly learning environment</li> <li>• Provide personal care to pupils in line with their plans</li> <li>• Provide supervision during breaks</li> <li>• Contribute to report writing and meetings related to pupil care and progress as needed</li> <li>• Support pupils in developing ICT skills</li> <li>• Use ICT skills in their everyday work</li> <li>• Prepare learning materials</li> <li>• Use communication strategies as identified in ILPs and SALT programmes</li> <li>• Care for pupils who are sick or in distress</li> <li>• Follow health and safety procedures and report issues promptly</li> <li>• Follow positive handling plans using identified strategies to keep everyone safe</li> <li>• Attend and contribute to meetings</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the duties of a Teaching Assistants, specialist teaching assistants have an identified additional role associated with one of the following;</li> <li>• SALT</li> <li>• MOVE</li> <li>• ICT</li> <li>• Work experience</li> <li>• Occupational therapy.</li> <li>• Moving and handling</li> <li>• Autism champion</li> </ul> <p>These staff have a supervisory role within their specialisms for other support staff and an advisory role to teachers.</p>	<ul style="list-style-type: none"> <li>• Support pupil learning under the direction of the teacher</li> <li>• Assist pupils who have personal care needs</li> <li>• Assist pupils who have physical needs</li> <li>• Assist with physiotherapy programmes under the direction of physiotherapists and/or MOVE Co-ordinator</li> <li>• Provide support to pupils during curriculum activities</li> <li>• Provide supervision during breaks</li> <li>• Use communication strategies as identified in ILPs and SALT programmes</li> <li>• Report and record pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Apprentice Teaching Assistants are undergoing a two/three year programme of training and preparation to become Teaching Assistants, learning support assistants or job coaches</li> <li>• During their two year training they will gradually move from assisting experienced Teaching Assistants in the full range of duties to being able to take responsibility for these tasks.</li> <li>• Apprentices also attend a twilight training session once per week and work towards level 2 and 3 qualifications in learning support.</li> </ul>

<b>Teaching Assistants</b>	<b>Learning Support Assistants</b>	<b>Lunch Time Staff</b>
Lorraine Henderson	Sylwia Gora	Christine Lock
Jacqui Wordsworth	Sofia Gothberg-Saied	Natalia Gouveia-Law
Ben Hodges	Anne Urzedowska	Samina Ghauri
Adam West	Nicola Kent	Naila Ali
Amita Joshi	Jack Hassan	Pauline Redding
Denise Humby	Antonina Sarria	Pooja Sharma
Susan Thomas	Malika Salman	Surinder Matharoo
Shaza Aminuddin	Jasmine Dover	Mamie Malundama
Roger Albright	Sara White	Shukria Hassan
Peter Mwesigye	Chloe Greenwood	Tabby Sohotey
Jessica Lucas	Chris Cole	Monika Dines
Richard Gammans	Claire Jones	Julie Watts
Nadia Bensabra	Samantha Milstead	Charlotte Wales
Simab Khan	Roseanna Shefford	Angela Newman
Renu Dhillon	Paige Marie Wornes	Kim Fox Clinch
Sarah May	Henrietta Edomioya	Israa Alfarhood
Edward Speechley	Rachel Cunningham	Tanzeela Arif
	Tracy Santos	Kamaljit Kaur
<b>Apprentices</b>	Ludmilla Abid	Chelsea McGill
Diana Onyemaechi	Soraj Grewal - 1:1	Martha Sarpong
Charlotte Taylor	Rebecca Hicks	Fatoumata Sise
Carolyn Adam	Kalyani Sudhagar	Basra Mohamud
Yosef Bassiouni	Luke Williams	
Wilma Joao	Rebecca Wollinger	
Deepmala Malhi	Alice Canning	
Georgina Meer	Denise Bridgman	
Mikaela Santos		
Mary Scott		

	<b>Relief Learning Support Assistants</b>	<b>Relief Mini Bus Drivers</b>
	Tabby Sohotey	Pauline Redding
	Jolie Iley	Monika Dines
	Godfrey Akiti	
	Mariette Labelle	

	Catherine Dwyer	
	Surat Kaler	
	Tabassam Sohotey	
	Anouska Jade Bullock	

## Central Services Team

HR Manager Lindsey Banks	Facilities Manager Wendy Angell	ICT Manager Richard Jenkins
<p>End to end management of recruitment process</p> <p>Management of employee lifecycle:</p> <p>Pre-employment processes/checks</p> <p>Administer probation process</p> <p>Return to work interviews</p> <p>Maintains staff records</p> <p>Maintains single central record</p> <p>Staff calculator</p> <p>Liaison with staff absence insurance scheme</p> <p>Administration for training, maintaining training records</p> <p>Liaison with LA HR advisory Service</p> <p>HR policies</p> <p>Monitors and reports on staff attendance</p> <p>Organizes and administers management of absence process</p> <p>Supply agencies/bank staff team bookings</p> <p>Liaison with apprenticeship providers</p> <p>Monthly payroll/HR returns</p> <p>Maintain register of prospective employees</p> <p>Support and advise line managers with HR processes</p>	<p>Line manages site and catering team</p> <p>Health and safety processes</p> <p>School minibuses</p> <p>Cleaning</p> <p>Catering</p> <p>Liaison with lettings company</p> <p>Day to day operation and security of site</p> <p>Statutory testing and maintenance</p> <p>Reports to Governors Health and safety Committee/premises committee</p>	<p>ICT infrastructure</p> <p>Provides support to education and administrative staff</p> <p>Hardware and software</p> <p>ICT budget</p> <p>Some staff training</p> <p>Development of ICT strategy</p> <p>Research and new technologies</p>

Site Manager Fadeel Cornelius		Cleaning Team Leader Krzysztof Pabis	Chef Manager Cassie Williams
<p>Health and Safety Team member  Health and safety checks relating to fire, water, heating, ventilation and emergency lighting  Cycle of checks and records  Site security, locking and unlocking site  Minibus checks and refueling  Gritting as required  Refuse and recycling  Supervision of contractors on site  Repairs and maintenance  Caretaker supplies  Termly cleaning of white room and ball pool  Weekly cleaning of spa pool  Supervision of cleaning contract and janitors team</p>		<p>To ensure cleanliness is maintained throughout the school on a daily basis  Cleaning own area and checking the standards of the cleaning team  Recruitment, training and instruction of cleaning staff  To review work schedules ensuring spaces cleaned are equally distributed within the cleaning team  To maintain expertise in cleaning methods, equipment and standards to ensure ongoing improvement and maintenance of cleaning standards  To ensure cleaning materials are used appropriately, in accordance with manufacturer's instructions and COSHH regulations  To be aware of their responsibilities for H&amp;S generally and the team as a whole  Is responsible for stock levels of cleaning materials and site consumables  To ensure tools and equipment are in good working order, reporting any faults as and when they occur  To report any defects relating to the building or building fabric as found to the Facilities Manager</p>	<p>Menu design/recipe development  Preparation and responsibility for producing healthy, nutritionally balanced meals.  Special requirements eg allergy/ethnic/dietary preferences/puree etc  Attending to and supervising the delivery of the daily food service in dining and Tree Tops Café.  Monitor the service and our food offering  Provisioning procurement (with budgeting, stock/waste control and supplier liaison) for all services.  Lead the catering team including staff development, training, induction and performance reviews.  Overseeing compliance with hygiene standards, legal and regulatory requirements and achieving food standard recognition.</p>
Facilities Team			
Ben Mohsen	Janitor	Mon & Thurs	3pm to 5pm
Katie Courtney	Janitor	Tue, Wed, Fri	3pm to 5pm
Christopher Brooks	Gardener	Mon-Weds	3pm to 5pm
Anthony Cleminson	Facilities Management Assistant	Mon-Fri	3pm to 5pm
Anita Skenfield	Facilities and Café Assistant	Mon - Fri	7.15am to 9.45am

Rebecca Holmes	Facilities and Laundry Assistant	Mon - Fri	11.45am to 2.15pm
Sarah Theobald	Facilities Assistant - Pool Attendant and Cleaner	Mon - Fri	8.30am to 4.30pm
Amritpal Marwah	Facilities Assistant - Traffic Management	Mon - Fri	8.45am to 10.15am
Karim Jaffer	Facilities Assistant - Traffic Management	Mon - Fri	2.45pm to 4.15pm
Eugene Wong	Site Assistant	Mon - Fri	11am to 3pm
<b>Cleaning Team</b>			
Sarah Theobald	Cleaner	Mon - Fri	6pm to 10pm
Khadra Abdullah	Cleaner	Mon - Fri	6pm to 10pm
Maciej Kopacki	Cleaner	Mon - Fri	6pm to 12pm
Shazia Bibi	Cleaner	Mon - Fri	6pm to 10pm
Hamdi Sheikh	Cleaner	Mon - Fri	6pm to 12pm
<b>Kitchen Team</b>			
Debra Harty	Senior Kitchen Assistant	Mon - Fri	8.30am to 2.30pm
Lynette Wall	Kitchen Assistant	Mon - Fri	12pm to 2.30pm

## Administration Team

Receptionists Sajel Darbar	Administrator & Senior Receptionist Emily Hamilton	PA to Executive Head Teacher & Admin Manager Rany Kalsi	Finance Officer Wendy Stowell	Governors Liaison Clerk Emily Hamilton
<ul style="list-style-type: none"> <li>• Telephone and reception service to the school.</li> <li>• Greeting all visitors, managing sign in and out procedures and visitor badges.</li> <li>• Inputting school registers on Sims and calling parents re absence.</li> <li>• Updating school meals information on ParentPay and ensuring payments are made.</li> <li>• Taking &amp; distributing school uniform orders.</li> <li>• Incoming post/packages.</li> <li>• Manage the office email account.</li> <li>• Administrative tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative duties for school.</li> <li>• Overseeing Reception.</li> <li>• Collection of monies.</li> <li>• Examination administration and entries.</li> <li>• Ordering &amp; Distributing Stationery/stock.</li> <li>• Assisting HR, Finance &amp; Head Teachers PA with all administrative duties.</li> <li>• Dealing with queries from parents and professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review administration.</li> <li>• Enter &amp; maintain SIMS data for students for School Census.</li> <li>• Create and maintain student files. (Electronic &amp; Paper).</li> <li>• Input CASPA data for student progression</li> <li>• Monitor student attendance, prepare PCC data, &amp; Liaise with SLT &amp; Local Authority regarding concerns.</li> <li>• PA duties for HT and DHT.</li> <li>• Co-ordinate &amp; manage the day to day business of the HT including diary, emails, and correspondence.</li> <li>• Admin &amp; filing for HT</li> <li>• Liaise with SEN and Prospective Parents re School Placements.</li> </ul>	<ul style="list-style-type: none"> <li>• Assisting the SBM with financial duties.</li> <li>• Responsible for all purchasing functions including obtaining quotations and ensuring best value.</li> <li>• Responsible for supplier invoice payments and cheque runs.</li> <li>• Chasing income and sales invoices.</li> <li>• Responsible for implementing the fundraising plan which includes contacting potential sponsors, applying for grants, supporting the school with fundraising events.</li> </ul>	<ul style="list-style-type: none"> <li>• Point of contact for Governors/Board members.</li> <li>• Liaise with Governors regarding policies and meetings.</li> <li>• Clerk Meetings and produce minutes</li> <li>• Manage Policy Review Cycle</li> <li>• Arranges Governors visits.</li> </ul>