



# School Development Plan 2020-21

# 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.

# At Oaklands we put the students at the centre of all we do, and therefore

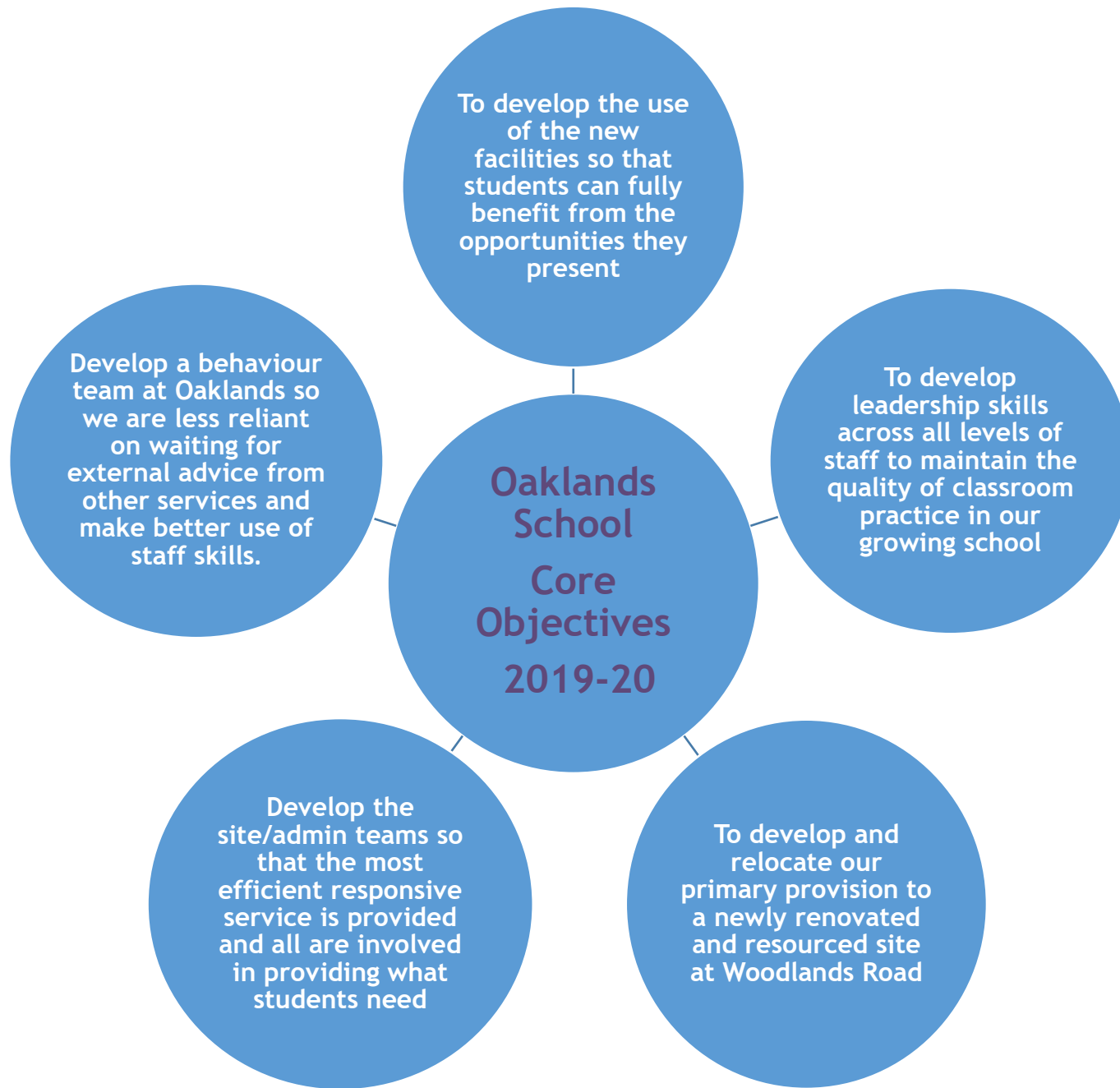
- We promote independence.
- We teach communication skills and use students communication modes.
- We know our students well and we listen to their opinions. Their needs come first.
- We ensure that all of our students at each ability have equal opportunities to learn what is relevant for them.
- We have high expectations.
- We promote safeguarding and high quality pastoral care and emotional wellbeing.
- We ensure physical and personal care needs are met.
- We are excellent role models, demonstrating respect and a high standard of cooperation and behaviour. We help each other.
- Where necessary we apply fair, firm boundaries to ensure students are safe and that they can access learning and the community. We are consistent and predictable.
- Our EYFS curriculum enables early development, communication and play skills.
- Our curriculum prepares young people for their adult lives including skills for work and life, to enable them to contribute to their communities.
- We value and reflect our student's diverse cultures in our planned curriculum.
- We deliver through personalised and differentiated approaches.
- We are reflective, analytical and inventive to find an approach that works for every student.
- We are flexible and ready to change the way we work to meet student needs.
- We work closely with parents, families and therapists.

- We work in teams both in the classroom, in departments and across the school. We support each other in our daily tasks and to develop skills. **We are welcoming to new staff and appreciate each other.**
- We design, deliver and receive meaningful, relevant professional development opportunities.
- We provide learning opportunities outside the classroom and in the community.
- **We ensure we have the resources required to meet student's needs. If necessary we apply for additional funding, or raise funds ourselves.**
- **We look after our school environment** and equipment, making sure it is safe and remains in excellent condition.
- We encourage students to develop interests and aspirations.
- We set targets, track progress, analyse data to identify areas we need to improve on and celebrate success.
- We track student attendance, investigate absence and support families in need.
- **We support families at point of application, providing timely information and advice.**
- **We support families at point of admission, ensuring we have all the information we need so that student needs are met immediately.**
- **We support families when they are experiencing challenge, we ensure they have the information they need to contact additional agencies when they need to.**
- **We look after student's private information.**
- **We provide good food and nutrition ensuring dietary needs are met.**
- **We work hard to ensure equipment is in good order and that all statutory processes are in place.**
- We aim to provide enjoyment and fun.

## Oaklands School - Outstanding lesson document

Aspect	All lessons across the school;	SLD students	PMLD students	ASD students
<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 student progress.</li> <li>• The planning file available 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 student 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 students to make outstanding progress.</li> <li>• Support staff know and understand student targets and can assess student's progress against those targets.</li> <li>• Targets are communicated to students in an appropriate way.</li> <li>• Assessment is evident throughout the lesson. Evidence is collected and student progress noted and recorded using school systems by all the staff.</li> </ul>	Targets may be communicated to student through use of; visual schedules, symbolised written targets. Students will be reminded of targets during the lesson.	Sensory cues used to communicate activities to students.	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 student needs as indicated in their ILPs.</li> <li>• All staff are expert in using the range of teaching strategies needed by students 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 students to engage with the learning.</li> </ul>	Variety of engaging structured learning activities.	Use of multisensory strategies	Highly structured practical tasks. Calm learning environment.

	<ul style="list-style-type: none"> <li>• Activities are appropriate to the student's age and interests.</li> <li>• Students 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 student motivation and engagement.</li> <li>• Pace of learning is appropriate and differentiated to student ability to engage.</li> </ul>	<p>Multisensory opportunities may be used to engage students 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 students are showing signs of engagement.</p>	<p>Targeted use of sensory experiences Predictable routines and staff responses.</p> <p>Students 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 students do not need to wait for a turn.</li> </ul>	<p>Some students 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 students for learning, for instance, use of sensory diet programmes may take part of the lesson.</p> <p>An emphasis on visual materials. A multisensory approach. Students with sensory overload may need very neutral resources in limited quantity at one time. Care is taken to avoid sensory input which students may find difficult, especially smell and taste.</p>



# Evaluation of Core Targets for 2019-20

What we will do to achieve it	KPI	Impact Evaluation	Next steps
<b>To develop leadership skills across all levels of staff to maintain the quality of classroom practice in our growing school</b>			
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	The Assistant Head was appointed for New Oaks primary as planned despite delays in the opening and relocating of the primary school, this has enabled expansion to 3 class groups from September on site at Gresham Road, providing access to a small group of children who have PMLD.	Head Teacher will be based at Woodlands Road for one day per week from September 2020
	Appoint permanent Assistant Head for Syon department	Recruitment was held for the Assistant Head position in Syon and Jim Marshall who had been in temporary post was appointed permanently following a rigorous selection process. This appointment has provided consistency and continuity. See Syon department evaluation.	
	Head Teacher and Deputy Head Teacher spending one full day each weekly at New Oaks	This target was not carried through as a result of delayed building and the fact that primary classes have remained at Gresham Road this academic year.	
To support all school leaders in developing skills	Provide external coaching for 6-month period	An external leadership coach was appointed for an initial 6-month period to provide support to leaders, including the new Assistant Heads. All have benefited in personal development. The period of coaching has been extended beyond 6 months to support 2 leaders who were not in post/school during the initial period and to provide a group coaching approach looking at the effectiveness of Assistant Heads in school.	



<p>To support teachers in leading their teams</p>	<p>Design and deliver training for teachers on their role in appraising support staff</p> <p>Deliver this training to all teachers and add it to the teacher induction programme</p>	<p>Teachers received planned training and report that it was useful and provided them with good tips, however they report that more training would be beneficial. It is noted that new teachers may not have received any training in leading a team as mainstream teacher training does not assume the size of team teachers work with in a special school environment. Senior leaders noted an improvement in the quality of appraisals following training and that teachers were more confident than previously carrying out the process, needing less advice and support. Some support staff report they find it difficult being appraised by the class teacher they work with; however, it was a minority.</p>	<p>Include training for teachers in appraising support staff in teacher induction programme.</p> <p>Include strategies for building positive teamwork and dealing with issues that arise.</p>
<p>Expand teacher training scheme to include new PGCE route for support staff who already have a degree</p>	<p>First candidate/s identified 2019-2020</p> <p>Promote training route for 2020 start date</p>	<p>The alternate route to QTS was trialed and remains in process. It has been extremely difficult to deliver, demanding weekly lesson observations and coaching from a member of SLT, timetable changes and us needing to lend the teacher to another school one full day per week at the school's expense to provide the teaching experience required. This route might work better once the primary school is in full operation, but at present the challenge of providing teaching experience in two consecutive primary key stages has challenged us too much to repeat.</p>	
<p>Further develop the appraisal system for support staff so that their development needs are met.</p>	<p>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 more clearly defined</p>	<p>The support staff skills checklist has been developed as planned. The response from staff however is inconsistent, some support staff and teachers reporting that there is greater clarity, that the system is working well and that the follow up to issues raised during appraisals has improved. Awareness of the changes which have been made to checklists and the next steps information that has</p>	<p>As the school expands it is clearly important to continue to brief teachers and staff on the appraisal systems and ensure everyone is aware of additions.</p>

<p>Improve analysis of individual training needs by creating an explicit link to staff appraisal</p>	<p>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</p> <p>Create a spreadsheet to record support staff achievement of their appraisal targets to inform planning for CPD</p>	<p>been added does not appear to be consistent across all departments. One group of teachers reported still feeling confused as to different support staff roles.</p> <p>A spreadsheet approach to monitoring staff skills from skills checklists was tried but in a school with such a large staff group it proved too large and time consuming an approach. Monitoring through lesson observations and staff suggestions during support and development meetings is proving more effective. Assistant Heads and teachers know their staff teams well and are able to respond to training needs.</p>	<p>As the school develops and expands more, department specific training will be needed.</p>
<p>To raise the profile of School Governors in our larger staff group.</p>	<p>Stakeholder Governor appointed for a period of one year to explore staff and parent views.</p> <p>Governor questionnaires for staff, parents and carers</p> <p>Governors making regular contributions to the school newsletter</p>	<p>The Governor was appointed and has undertaken a range of activities. Some staff elected to meet individually which produced some useful feedback on a range of issues. Staff groups report they have noticed a greater Governor presence in school, others note that they are not aware of Governors. Noting which staff group the latter report was from may reflect that the Governor activities were mainly in 2019 and many staff have joined us in the new academic year.</p> <p>We do not think staff received a questionnaire.</p> <p>Governors have produced contributions for some newsletters, it has not been regular.</p>	<p>It will be important to maintain the greater Governor presence, perhaps a cycle of annual consultations?</p>

	<p>Reinstate Governor photo board in reception areas at both sites</p> <p>Ensure Governor presence at main school events including parent's evenings, school performances, sports days.</p>	<p>We have not managed to identify where on site to re-introduce a Governor photo board. The design of the reception area does not produce wall space for this, and alternate location in school is being considered.</p> <p>Governors have attended a range of school events which has raised Governor awareness of how the school operates and enabled communication with students and families. There have been positive comments from families regarding meeting Governors. Newer staff who joined the school in September 2019 are less aware of governor presence.</p>	<p>Identify locations and order board.</p>
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<p>Shop is fully open providing retail experience to a wide group of students</p>	<p>Lunchtime cycling taking place at least 2 days per week</p> <p>Enhanced menu of lunchtime clubs in place with activities appropriate for the full age and ability range</p> <p>Retail trainer job description (GOC target)</p> <p>Retail trainer appointed (GOC staff)</p> <p>Sixth Form students accessing retail education on Weds and on other days by rotation</p>	<p>the use of school bikes. Unfortunately, the unfinished shed became unstable during storm Ciara and has had to be discarded.</p> <p>Lunch clubs are in place. There are a minimum of 3 clubs daily and on one day there are 5 clubs. Some staff comment that increased staffing is needed to enable lunch clubs to go ahead, and there is some lack of consistency in understanding of what is planned. Our planned staff ratio enhancement was the employment of play workers, and this recruitment has been particularly difficult.</p> <p>The role of retail trainer was a difficult piece of recruitment and the first appointed person resigned owing to family circumstances. However, the current post holder is now consistent and this is providing Sixth Form students with excellent opportunities to develop customer service skills, skills handling money and using a till. Ben is in fact an Oaklands employee as opposed to a GOC employee.</p>	
<p>Café is fully operational on 5 days per week including opening to local residents</p>	<p>Café manager job description (GOC staff)</p> <p>Café manager appointed (GOC staff)</p> <p>Sixth form students running café on Weds</p> <p>Booking system in place for Oaklands class groups to use cafe</p>	<p>Sixth Form students have really benefited from working in the café on Wednesdays where they are able to trial working in a catering environment. Our appointed café manager has moved from the catering industry and this is enabling industry standards to be understood.</p> <p>There are increasing issues with the number of school students accessing the café associated with the number of students and staff who can be</p>	

<p>Horticulture facility is fully operational and in use at least 3 days per week</p>	<p>Trial opening café at lunchtimes to staff</p> <p>Horticulture tutor engaged 3 days per week (GOC staff 2 days, Sixth Form one day)</p> <p>Potting shed complete with work benches and appropriate tool storage</p> <p>Horticulture equipment purchased</p>	<p>accommodated at one time and the space needed for vocational students to be able to clear and clean tables.</p> <p>The horticulture area is now in good use. Budgetary restrictions lead to us limiting the appointment of a tutor to GOC, however Sixth Form teachers have been able to deliver horticulture well.</p>	
<p>OT room set up and in full use</p>	<p>OT job description</p> <p>OT appointed</p> <p>OT programmes delivered and staff trained using OT room facilities</p>	<p>The work to appoint an OT was not successful because, despite several attempts we received no applicants at all for the role. Issues relating to OT in school have eased somewhat with the LA move to a different therapy provider. Some parts of the planned role have been reallocated in a job description for a SENCO. The OT room is still not being fully utilized.</p>	<p>Training needed for use of OT room.</p>
<p>Sports facilities fully utilized to deliver OT sensory programmes</p>	<p>Sensory circuits designed and supervised using the sports hall every morning</p> <p>Sensory programmes closely matched to facilities (running track, play equipment, outdoor gym, indoor gym, OT room) timetabled throughout the day</p>	<p>Sensory circuit work is happening daily in the sports hall and is widely accessed by students with this need. Some activities are also available throughout the day in the OT room.</p> <p>Issues with the previous provider and a change in commissioned provider by the LA have caused significant delay in the development of OT programmes. A more stable service has been in place since October. It will take at least 12 months for our systems to catch up with missed therapy and missing programmes.</p>	

<p>Hydrotherapy pool in use</p>	<p>Manual handling plans in place for all PMLD students to access pool</p> <p>Increase manual handler hours to support use of hydro pool</p>	<p>The hydrotherapy pool has been in use for PMLD students since the Spring. Unfortunately, the LA declined to fund hydrotherapy and continue to decline. Students have benefitted from accessing the pool.</p>	<p>Short training available in use of a hydrotherapy pool through neuro therapy company.</p>
<p>Develop use of sensory rooms for educational purposes</p>	<p>Training for staff on how to programme projectors in sensory rooms</p>	<p>Following training there has been better and more focused use of sensory rooms.</p>	
<p>Conversion of Science space (not needed) into ICT resource</p>	<p>Plans for installation and conversion complete with costings</p> <p>Alterations to electric/data commissioned</p> <p>Installation of computers</p> <p>Room timetabled for use</p>	<p>The conversion of the Science space to create an ICT room has had a very significant impact on access to ICT learning and also access to the library.</p>	
<p>Develop the use of the music room and recording facilities so that a range of musical opportunities are available for all</p>	<p>Recruit music teacher with both music teaching and music technology ability</p> <p>Designs for recording equipment drawn up and ordered</p> <p>Recording equipment installed</p> <p>Training for support staff in use of recording equipment as required</p>	<p>Sixth Form students produced their first CD in the Autumn term in time to sell it at Christmas events.</p> <p>Training will be taking place second half Spring term.</p>	<p>A wider group of staff need to become actively involved in this project.</p>

<p>Develop use of lunch service as a life skills opportunity</p>	<p>Proposal for new annual cycle of school performances to SLT</p> <p>Design and introduce communication systems for use at lunch counter</p> <p>Training for kitchen staff in use of lunchtime communication</p> <p>Training for school staff in lunchtime communication systems</p>	<p>A system has been designed and is securely in place within the Kew department. It will be rolled out across the whole school in the next cycle.</p>	<p>SMSA staff also need training in Makaton and PECs.</p>
<p>Further increase job coaching capacity to reflect expanded Sixth Form</p>	<p>Job description for employer engagement officer (joint appointment with GOC)</p> <p>Engagement officer appointed</p> <p>Move to formal job coach caseload model with all students able to access work experience allocated time on a rolling programme</p> <p>Establish links with external vocational companies e.g. Dynamic Training, Sparkes</p>	<p>Employer engagement officer was appointed on the third advertisement and is in post. There were unexpected issues with the expansion of the job coaching team which have been addressed by relocating the team within the building to a larger room.</p> <p>A more formal caseload model has been put into place this academic year, however there are perceived issues with working with autistic and less cognitively able students.</p> <p>Work has been initiated with Sparkes company through which work placements can be purchased. Delays in their finding placements means that it remains difficult to evaluate the success, however the approach has somewhat reduced the challenge of identifying placements. There is a need to move towards a system responding better to student needs in line with school values.</p>	<p>Further development and training needed to ensure equality of opportunity</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</p>	<p>Identify who the key members of the behavior team should be</p> <p>Consultation to be held with educational psychology at onset of design work</p>	<p>The result of early work was the decision that a behaviour team would consist of the full class team involved in working with the student and one person with behaviour expertise outside the team to take an “expert outside view”. Initially AC and MS took the external role. In hindsight we elected to use the two busiest people in the school, and this has meant that only a limited number of teams have been formed. We recognize that now we understand how a team approach can work that the group providing the external view needs to be widened. Teachers have suggested that assistant heads should take this role.</p>	
<p>Use existing PCC meetings to identify students who need a formal behavior plan</p>	<p>Consider designing a behaviour job description/employing a behaviour specialist or psychologist</p>	<p>A purposeful decision was taken not to appoint any particular member of staff into a behavior role as there would then be a tendency for staff to feel that behaviour management was a specific job and not part of everyone’s role.</p>	
<p>Develop a consistent formal recording system</p>	<p>Add behaviour team to pupils causing concern (PCC) agendas</p> <p>Formulate criteria for behaviour team involvement</p>	<p>PCC meetings have been used to identify concerns around student behaviour, however more often concerns are raised through incident recording between meetings.</p> <p>The criteria used for identifying students to be the focus of behaviour team work was that the student’s behaviour was causing either risk or lack of engagement in learning. Identification is either through incident recording or through progress tracking.</p>	

<p>Introduce behaviour team meetings</p>	<p>Design a variety of behaviour recording resources to be used during both assessment and strategy analysis stages of work.</p> <p>Staff training for recording behaviour</p>	<p>A wide range of proformas have been used by behaviour teams during early work. These have not yet been collated into a pack.</p> <p>Training took place during a series of teacher meetings following an external course which one teacher attended. The recording system she designed was trialed, however in general we have found it more successful to design individual recording systems according to the student behaviour presentation.</p>	
<p>Involve the whole school community</p>	<p>Investigate online systems for behaviour recording</p> <p>Observations also taking place by behaviour team members</p> <p>Parent meetings held regarding behaviour at onset of work</p> <p>Meetings take place to consider behaviour recording and design behaviour strategies</p> <p>Post programme recording to capture success of new strategies</p>	<p>We have not seen any system which we feel would be suitable to meet the highly complex needs at Oaklands. Our approach is in line with our wider determination to respond to individual needs rather than adopt any one strategy to “fit all”.</p> <p>Behaviour team work begins with observations of the student by the external team member allocated followed by focused discussion with the full team.</p> <p>Much of the behaviour team work carried out has been as a result of discussions during annual reviews or parent’s evenings. We have not so far held meetings solely regarding behaviour team work.</p> <p>Behaviour team meetings were used to discuss appropriate means of recording behaviour on an individual basis. This enabled very focused recording and analysis. The approach was time consuming in terms of analysis in some cases.</p>	

	<p>Training available on INSET menu regarding challenging behaviour and behaviour analysis</p>	<p>Some groups of support staff would have liked to be included in sessions, some who have not been involved in a behaviour team approach remain confused what the plan is about. We note that the majority of work has focused on autistic young people and we have recently considered trialing with students in other departments.</p> <p>The work of behaviour teams has been highly successful in reducing undesired behaviour, reducing risk and identifying successful strategies to design a PHP. This approach is time intensive and the number of students involved has been small.</p>	<p>Further training will be planned, excel spreadsheet skills are needed for the analysis work.</p>
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To develop and relocate our primary provision to a newly renovated and resourced site at Woodlands Road

<p>Ensure new facilities are planned for students SEN</p> <p>Transition plan for current students, staff and families</p>	<p>Attendance at site and development meetings</p>	<p>AC, NC, NK and RJ have continued to attend site and planning meetings throughout the project. However, in March 2019 we were informed that the company appointed by Hounslow to undertake the building work had gone into receivership and consequently work on site stopped and did not re-start until August 2019. The direct result was a delay in relocating and expanding our primary school. Many planned tasks have therefore not been undertaken. When we have achieved tasks we will evaluate.</p>	
<p>Curriculum is developed and ready for Y2 to open</p>	<p>Identification of outdoor equipment, furniture, resources</p>	<p>The primary team have identified a range of new external equipment and this has been agreed and will be purchased and fitted as part of the project.</p>	
	<p>Equipment and furniture on order</p>	<p>The primary team have begun the process of planning for furniture ordering this academic year so that orders will be ready for the end of March.</p>	
	<p>Visits to new site</p>	<p>So far only key staff have visited site, it is not yet safe for a wider group to do so.</p>	
<p>Ensure staff team are available for expansion</p>	<p>Open event for current parents prior to relocation</p>		
	<p>Closure days for health and safety training and class preparation and set up</p>		
	<p>Curriculum team set up with support staff membership (e.g. 3 staff)</p>		

<p>Safeguarding systems in place at primary site</p> <p>External support services commissioned and in place</p>	<p>Medium term plans developed</p> <p>Assessment proformas reviewed and finalized</p> <p>Induction programme for New Oaks staff including EYFS awareness</p> <p>Recruit teachers</p> <p>Recruit support staff</p> <p>Identify minibus drivers, offer MIDAS training</p> <p>Identify paediatric first aiders, first aid training</p> <p>Recruitment of nursery staff</p> <p>Support plan for NQTs</p> <p>Links with other primary schools including offer of observations to mainstream staff</p> <p>Safeguarding training for MA</p> <p>Mentoring in DSO role</p> <p>Healthcare assistant</p> <p>Therapy</p>	<p>Medium term plans are in place. These are considered to be live documents which will be added to over time. The EYFS curriculum has been highly successful and this provision too was awarded an outstanding grade by Ofsted in June 2019.</p> <p>Primary staff have been trained for paediatric first aid as planned, and two staff members have also undertaken pediatric manual handling training. The Assistant Head is also undertaking Safeguarding training which remains in progress.</p> <p>Most of the recruitment for the primary school will be taking place this Spring and Summer, commencing with a staff consultation in March.</p> <p>Therapy has been allocated to the primary classes for October 2020.</p>	
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**Develop the site and 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</p>	<p>Site and Admin staff to attend part of staff induction programme</p> <p>Identified Admin staff to attend Makaton training</p> <p>Site and Admin staff to attend team teach training</p> <p>Introduce weekly admin meeting</p>	<p>New staff have all attended pre-employment induction with school education staff and this has raised awareness of the different roles in school.</p> <p>Some administrative staff have attended some education training sessions including Makaton training</p> <p>A regular admin meeting is happening and this is a positive means of ongoing evaluation of the team's work. Useful suggestions have been generated, some of which have been adopted and others are waiting for the new school business manager on his arrival.</p>	
<p>Prepare for operating on two sites</p>	<p>Additional administrative officer/receptionist for New Oaks appointed</p> <p>Caretaker for New Oaks site appointed</p> <p>Grounds person for New Oaks site appointed</p> <p>ICT apprentice appointed</p> <p>Catering operations for New Oaks designed</p> <p>Catering staff for New Oaks appointed</p>	<p>The appointments of staff for the two site operation have all been postponed owing to the building delay.</p>	

<p>Develop clear staff structure so that line management and accountabilities are clearly understood</p>	<p>Ensure statutory processes completed for new site (Fire/Security/RA/Pool/ICT/Voice)</p> <p>Staff structure in SDP</p> <p>Probationary and Appraisals system up to date</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>The staff structure is published annually in the SDP and therefore is transparent and available to all. Probationary and appraisal processes were undertaken in 2018-19 and are currently up to date. This improved our ability to hold some staff to account and address issues during probationary period.</p> <p>Training took place during the year for all line managers in HR processes including recruitment, probation and appraisal systems. There have however been some staff appointed since the training took place and such training needs to be repeated.</p>	<p>HR training for AS, TH and PJ needed, possibly include LS from GOC at the same time and any new Assistant Heads/Head of School</p>
<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>Aim to provide a good quality catering function for staff and students that achieves a balanced budget for 19/20.</p> <p>Ensure the service across both sites achieves a Good Food standards and hygiene rating</p>	<p>The catering service has not achieved a balanced budget. One main contributory factor is the much reduced take-up of staff hot meals. There may be a number of reasons for this including notably the fact that when asked ahead of the move to the new building, staff indicated they would prefer to purchase sandwiches and paninis than hot meals. The take up of such products in the school shop has been very successful. Although it was our original intention for the kitchen staff to make the products sold in the shop on site, staff are happier with the products we are currently selling. There are significant issues with the service of hot meals to a staffroom remote from the kitchen and safety issues associated with staff carrying such hot meals</p>	

<p>Ensure a high quality resilient ICT service across both sites</p>	<p>Ensure a high quality resilient ICT service across both sites</p> <p>Develop service level agreement for site/ICT services with KPIs and provide termly monitoring and reporting</p>	<p>this distance. It is probable that it is not possible for the school meals service to produce a balanced budget and that we should focus on the quality of student meals and the benefits of this part of their day.</p> <p>Owing to the building delay we are not yet operating on two sites, however our ICT apprentice has begun his training and work is on track to develop the larger service.</p>	
<p>Ensure all required risk assessment and review processes are securely in place</p>	<p>All statutory risk assessments to be complete and risk assessment register updated</p>	<p>It would be fair to state that there was a delay in the risk assessment and documentation being put in place on move to the new school site and completing such presented a challenge within appointed staffing.</p> <p>Risk assessment were completed within the first academic year and approved by Governors who were instrumental in driving the completion.</p>	



## Autism Department Evaluation of Targets 2019-20

Targets	Action	Impact evaluation
<p>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.</p>	<p>Brief discussion of AG with AC re home visits (home visit form, details of discussions, Home Visits School Policy)</p> <p>Home visit form from Autism Department designed by AG and discussed with YR7's CT Sonia Lopez</p> <p>Letters offering home visits to the parents of YR7 students/new students sent, agreeing on the day and time of the visit</p>	<p>Most visits have taken place in January 2020 due to staffing issues (need for cover, high level of staff absence in the winter term). Two/three more visits are still to take place.</p> <p>The impact has been; Improved and more efficient communication and relationship between the class staff and parents</p> <p>More consistent behaviour management both at school and at home</p> <p>The parents feel more confident and knowledgeable to deal with issues they raised regarding their child</p> <p>Increased parents' understanding of the needs of their child and ways of supporting them to achieve their EHCP targets, including self-care.</p>
<p>To achieve an advanced level of the National Autistic Society accreditation.</p>	<p>Liaising with Nikki Kennedy, Autism Accreditation Adviser for the last 12 months leading to the NAS visit</p> <p>Completing and submitting the paperwork needed for the NAS re-accreditation application and advanced application</p> <p>Discussions with MS re the application</p> <p>Meeting with the CT's involved in the NAS visit and Autism Champion re the details of the visit and preparation needed, November 2019</p>	

	<p>Liaising with the Communication Team re further developing effective and preferred communication of their choices during lunch.</p> <p>Liaising with other teachers across different departments re communication at lunch</p> <p>Supporting and liaising with the Communication Team to prepare symbols needed for students to communicate their choice during lunch</p> <p>Learning walk with MS across departments in December 2019 (Primary, Kew, Sixth Form and Complex Needs) in preparation for the NAS visit</p> <p>Preparation for the mock NAS visit of Nikki Kennedy in January 2020 (timetabling her visit, liaising with the CT's involved), shared learning walk and feedback.</p> <p>Giving the CT's feedback after the mock visit.</p> <p>Making a timetable for Nikki Kennedy and Lana, the assessment moderator, prior to their visit</p>	
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## Complex Needs Department Evaluation of Targets 2019-20

Targets	Action	Impact evaluation
<p>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.</p>	<p>Writing was trialed in the Summer term 2019.</p> <p>Speaking and Listening was trialed Spring 2020.</p>	<p>Staff noted, although it created complications with staffing and student ratios, grouping allowed for extended periods of time of specific targeted work.</p> <p>All three streamed lessons were observed and overall there was positive feedback on lesson structure and delivery. All three group's lessons were observed and received 'outstanding'.</p> <p>Sample case studies reveal accelerated progress with .2 p level increase when compared with previous year.</p>

## Richmond Department Evaluation of Targets 2019-20

Targets	Action	Impact evaluation
<p>Medium term plans to be written for sensory curriculum</p>	<p>Long term and medium term plans devised and written.</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>Medium term plans have been completed for the year.</p> <p>There is a small amount of work to continue so that medium term plans are completed for the entire rolling programme.</p> <p>This more detailed planning has enhanced the content of lessons which are increasingly outstanding. New teachers are also provided with better guidance for how to meet students' needs during their first term as they build expertise.</p>

## Sixth Form Osterley and Crane - Evaluation of Targets 2019-2020

Targets	Action	Impact evaluation
<p>Evaluate the benefits of existing link courses with other colleges.</p> <p>Decide criteria for links for 2019 - 2020.</p>	<p>Visited West Thames and Richmond</p> <p>High Oaks are providing better vocational options on site at Gresham Road.</p> <p>The Skills Centre offers carpentry and bricklaying but the tutor has left. Other tutors were not as skillful with SEN students.</p>	<p>We will continue providing information about other colleges to students and families via parents' events such as parents' evening and Connexions.</p> <p>Vocational options have been expanded to accommodate the 6 classes.</p> <p>We are no longer spending money on link courses which we can use on developing other courses.</p>
<p>Explore whether GOC can provide a link course.</p>	<p>Spoke to GOC they are not set up yet to offer a link.</p> <p>Vocational offer is similar to Sixth Form - we need something different</p>	<p>GOC may develop a course suitable for sixth form students but not for 2019-2020.</p> <p>Subject to approval students with a place at GOC could take part in enrichment day for the second half of the Summer term as appropriate.</p>
<p>Develop an expanded vocational curriculum that supports 6 classes with a variety of needs.</p>	<p>Teacher met to discuss developing new vocational areas and discussed requirements.</p> <p>Curriculum teams currently writing MTP.</p>	<p>The vocational curriculum now includes:</p> <ul style="list-style-type: none"> <li>-Library skills</li> <li>-Cleaning team</li> <li>-Cooking for others</li> <li>-Leaflet delivery</li> <li>-PECS making service</li> <li>-Our Barn gardening</li> <li>-SEN Farm gardening</li> </ul> <p>(Previous vocational areas - DT, Horticulture at school, café, recycling, make and sell)</p> <p>There are a wide range of skills being developed during the vocational sessions which complement the work experience placements.</p>

## Cognitive Curriculum Team Evaluation of Targets 2019-20

Targets	Action	Impact evaluation
<p>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>	<p>All ICT, Maths and Science MTPs in KS3 and 4 were updated ahead of each term on a regular termly cycle to include a bank of activities at P level bands, for each IEP area (Cognitive, Communication, Creative/Physical/Sensory, Independence and SEMH).</p> <p>Increased resource information was added to these MTPs</p>	<p>This is enabling staff to see how student IEP targets in their classes can be worked on through the vehicle of the curriculum MTP topics.</p> <p>MTPs have improved usability and effectiveness with regard to teachers writing modules personalised to the needs of their classes.</p>
<p>To continue to increase successful uptake of homeworking activities across the school.</p>	<p>Parent workshops on homeworking for parents were held.</p> <p>Homeworking targets were scrutinized across the ASD Department.</p>	<p>Parents attending have a greater understanding of how to help their young person with homeworking based on IEP targets.</p>
<p>Making the best use of resources, equipment and facilities.</p>	<p>Resource Support was provided for ICT, Maths and Science through;</p> <p>ICT-based Resources, particularly chooseitmaker.</p> <p>ICT training for Induction and parent sessions.</p>	<p>Staff and parents attending training sessions or receiving incidental support are more confident in using ICT resources in the cognitive areas of the curriculum.</p>

## Communication Team Evaluation of Targets 2019-20

Targets	Action	Impact evaluation
<p>To implement the Oaklands Reading Scheme as a way of developing reading skills for students working above P7 level across the school.</p>	<p>Reading records have been produced which allow staff to document evidence of reading skills developed at each level.</p> <p>Baseline data has been collected. Students in one KS4 class and one KS5 class are accessing weekly guided reading sessions. Selected KS3 students from Syon and Kew are accessing weekly guided reading sessions on a trial basis with the purpose of developing the use of the reading scheme with students working at or above P7 who use AAC and/or have limited verbal language.</p>	<p>Students accessing the sessions are making progress with reading which is evidenced in the reading records. Students in Syon and Osterley are aware of their levels, are able to choose books and can be involved in reflecting on their progress with reading skills where appropriate.</p> <p>Work towards achieving this target across the school needs to continue next year.</p>
<p>To continue to develop use of the library, including establishing a system for students to take library books home</p>	<p>The library is now being used as part of the Sixth Form vocational options, as well as for some work experience placements.</p> <p>A parents' event was held. Home reading records have been developed. Students in Syon and Osterley with a signed home/school agreement form are now able to take one reading scheme book and one other resource.</p>	<p>The library is now manned by students every Monday and Wednesday as part of their vocational training, instead of being self-service. This also gives students across the school the opportunity to develop their communication and independence skills within a meaningful environment. Students running the library have had the opportunity to develop skills across a range of tasks appropriate to their needs.</p> <p>This has created a homeworking link that supports students' progression through the reading scheme levels.</p>
<p>To continue to develop and resource English and Humanities curriculums on a rolling basis</p>	<p>SL has been responsible for updating and resourcing Humanities MTPS, resources have been purchased for Christianity topic and Judaism topic, powerpoints and choosetmaker activities have also been produced.</p> <p>AS has been responsible for updating and resourcing English MTPS, resources have been purchased for 'Drama and Roleplay'.</p>	<p>Medium term planning now directly refers to available resources in its suggested activities. This means that there is more consistency in the learning being delivered across each key stage.</p>

## SEMH Team Evaluation of Targets 2019-20

Targets	Action	Impact evaluation
<p>To review, update and resource the PSHEC curriculum for Key stages 3, 4 and 5</p>	<p>Long term and medium plans reviewed and updated for Key stages 3, 4 and 5.</p> <p>Audit carried out of existing PSHEC resources for Key stages 3-5.</p> <p>Existing resources re-organized, new resources ordered and centrally stored. Old/out of date resources discarded.</p> <p>Resources inventory and signing in/out system established. ‘SoSafe’ training undertaken by SEMH curriculum team leader and teacher.</p> <p>Internal ‘SoSafe’ training delivered to Sixth Form staff.</p>	<p>New long term and medium term plans in place that meet the needs of our students through topics and themes that are meaningful and relevant.</p> <p>Improved resources to support the delivery of high quality PSHEC lessons, accessible for all teachers.</p> <p>New social relationships programme (‘SoSafe’) delivered to Sixth Form students, focusing on safe relationships specific to their needs.</p>
<p>To establish the two sensory rooms as functioning areas that can be used for purposeful sensory and learning experiences</p>	<p>Internal INSET on use of the sensory rooms delivered to teaching staff.</p> <p>Induction INSET on use of the sensory rooms delivered to new staff.</p> <p>External training on use of sensory rooms projector software delivered to selected staff.</p> <p>Custom made class activities for floor projector created.</p> <p>Sensory resources boxes created for both sensory rooms and new hand held sensory resources ordered.</p> <p>Logging in/out and report book systems created for both sensory rooms.</p>	<p>Members of staff who use the sensory rooms are now trained in using the sensory room equipment correctly and meaningfully, according to the needs of their students.</p> <p>Timetabled lessons in place for use of both sensory rooms. Students accessing the sensory rooms receive planned experiences that relate to their IEP targets.</p> <p>Staff expertise is in place that enables bespoke activities for the floor projectors to be created for individual students and classes.</p>

## Creative, Physical and Sensory Evaluation of Targets 2019-20

Targets	Action	Impact evaluation
<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> <p>Assess impact of implementation of new resources and clubs on students' lunchtime experience.</p> <p>Assess impact of implementation of new resources and clubs at lunchtime on student ability to attend afternoon lessons.</p>	<p>Curriculum team staff compiled list of what resources the school already has available.</p> <p>Particular items identified for specific students.</p> <p>Students baselined Summer 2019 and reassessed Spring 2020 regarding student lunchtime experience.</p> <p>Students baselined Summer 2019 and reassessed Spring 2020 regarding student attendance in afternoon lessons. Case studies reveal significant improvements in lesson 4 performance in terms of engagement, and while lesson 5 engagement levels are not maintained they remain better than those recorded prior to lunchtime activities were introduced.</p>





## New Core Targets for 2020-2021

Targets for improvement	What we will do to achieve it	KPI	Target date	Who?	Budget	
<b>To develop leadership skills across all levels of staff to maintain the quality of classroom practice in our growing school</b>	Specific leadership training for everyone in leadership role	External provider to deliver training on leadership skills	July 2020	MS	In CPD budget	
		Coaching and mentoring training	October 2020	MS	In CPD budget	
	Review the role of middle leaders	Focused meeting to discuss increased opportunities	April 2020	AC		
		Increase opportunities for middle leaders to organize events/visits/reviews	By Dec 2020	AC		
	Review support and development framework for support staff	Training to support staff on supporting students during specialist sessions including art, music, swimming	By Dec 2020	MS		
		Focused meeting in each department, led by Assistant Heads, leading to development of guidance for support and development meetings	April 2020	Asst heads		
		Guidance document/crib sheet	May 2020	MS		
		Used in Summer term meetings	June 2020	Teachers		
		Where relevant for skills development, peer observations at all levels within departments	Focus for observations identified during support and development meetings	June 2020	Teachers	

		Observations with identified focus and discussion following the session	Dec 2020	Asst Heads	
	Opportunities for teaching assistants to lead in class	Consultation for TAs whether they want to be timetabled to lead in class (this has been suggested by TAs)	May 2020	AC	
	Streamline CPD processes so that there are 3 CPD coordinators	CPD moves to Heads of School from Summer 2020 and identification of how CPD coordination will work in support services	April 2020	MS/ HOP/appointed member of support team	
		CPD coordinators working together to analyze training requirement on annual/termly basis	June 2020		
	Review meetings as school grows	Evaluate all meetings with a view to making any necessary changes for new school year	June 2020	AC/OO	
		Meeting schedules in new staff handbook	Sept 2020	AC	
	Increase mental health first aiders to 2 on each site	3 more staff to undertake mental health first aider training	July 2020	AC/RK	
		Raise awareness of mental health first aid	April 2020	RK	
		Training available to all staff in recognizing, avoiding and managing stress both in and out of work	Dec 2020	CPD co-ordinators	

	Continue to raise staff awareness of Governor involvement	Remind staff of availability of Governor minutes  Governor minutes in staff shared posted following meetings  Agenda item regarding staff Governor representatives from both sites	March 2020  Ongoing  Summer term meeting	PJ  PJ  NC/AC	
<b>Develop the site/admin teams so that the most efficient responsive service is provided and all are involved in providing what students need</b>	Review staff structure to ensure it is fit for next stage of development/operating on two sites  Decision regarding continuation of SLA to Great Oaks College	Meetings with all site and admin members regarding roles  Benchmarking with equivalent specialist organisations  Review of job descriptions, responsibilities and grades  Changes to roles made at annual appraisals  New support team roles associated with providing services on second site designed  Adverts and appointments  Induction and training for new site  Policies in place and up to date	April 2020  April 2020  April 2020  May 2020  April 2020  June/ Sept 2020  June/ Sept 2020  June 20	OO  OO  OO/ PJ/AS  OO  OO/PJ/AS  OO/RK/AS  OO/PJ/AS  TH	<b>In line with staffing calculator</b>

	Ensure highest food hygiene rating achieved in school kitchens	Time for policy work to be identified and deployed	May 20	OO/TH	
		Staff meeting to discuss issues and possibilities	May 20	TH	
	Review staff food service	Staff questionnaire reveals satisfaction	Nov 2020	OO	
		Comparison of available in house or externally provided services evaluated	June 2020	OO/TH	
	Design catering service to Woodlands Road Site	Catering service in place and operating Operating fully	September 2020	OO/TH	
			September 2020		
	Interconnectivity achieved between both sites		June 20	RJ	
	New website in place representing the full new organization on two sites, two schools.	Website content written and approved	June 20	AC/HOS/ Asst Heads	
		Additional photography & images selected	July 20	RJ	
		Website live	October	RJ/CPD coordinator	
		Training in website management	Sept 20	MA/RJ	
		Parent launch event	Feb 21	SLT/RJ	
		Website consistently up to date	May 21	PJ	

	Increase use of e mail, website and parent texts for communication	Admin team to produce parent communication proposal plan	June 20	PJ	
		Communication section to be added to school website and parent's admissions packs, leaflet for existing parents	May 20	OO/WS/RJ	
	Move towards cashless operations	Investigate means of operating a cashless operation at Woodlands Road	July 20	OO/WS/RJ	
		Consider till at reception desk at both sites	July 20	OO/WS	
		Use BACs payments throughout organization as main payment	May 20	AS	
	Design quickest between site in person response	Purchase school bike/scooter and cycle safety equipment			
<b>To review and develop our secondary and sixth form curriculum to ensure that it best prepares all of our students for adulthood</b>	Evaluation of current practice	Peer review takes place	Feb 2020	AC/LG/JM	
		Lesson observation	July 2020	SLT	
		Focused SLT meeting	April 2020	AC	
		Plan in place for curriculum review	May 2020	MS	
	Develop work experience opportunities so that all/ almost all students can access work experience placements in the community	Training in work related learning and job carving for classroom staff and job coaches.	April 2020	AC/LG	
		Parents events regarding criteria for employer based placements (dress code, attendance, punctuality)	June 2020 & Sept 2020	LS & job coaches	

		Introduction of new parent/student agreement/contract regarding work placement	June 2020 & Sept 2020	LS & job coaches	
		Awareness raising staff meetings in INSET time lead by employer engagement officer and job coaches	Sept 2020	MS	
		New role for specialist job coach to work with autistic students on employer premises. JD, PS, advertised, interviewed appointed.	Sept 2020	LS/AC	
		Also see department targets and independence curriculum team targets			
	Ensure teaching of personal care and hygiene is embedded in the timetables day where required	Lesson planning should account for need for flexibility at beginning/end of timetabled learning for personal care training programmes to be carried out according to individual needs	March 2020	Teachers	
	Increase allocated swimming time for classes where students are being taught to dress	Priorities to be set during timetabling for classes where students have IEP targets around dressing.	Sept 2020	MS	
	Increase opportunities for life skills learning on outings	Review of outings and use of minibuses with a view to decreasing use of minibuses and replace with increased use of specific public transport training, walking & Increase availability of buses to PMLD groups	April 2020	AC/SLT	
		Update outings policy in light of changes	June 2020	AC	

		New timetable reflects altered approach	Sept 2020	MS	
		Staff training regarding life skills approach on outings in departments	Sept 2020	MS	
		More outings to be delivered in small groups	June 2020	Teachers	
		Redevelop outing planning so that travel learning is identified	June 2020	MS	
		Investigate price of school people carrier/s to replace some of the buses over time	May 2020	OO	
	Increase lunchtime social opportunities	Increase number of play workers to one per department	Sept 2020	Asst Heads	
		Play workers providing structured menu of activities daily	Sept 2020	Asst Heads	
		Staff awareness raising of lunch activities, added to daily briefing	March 2020	Asst Heads	



<p><b>To continue to develop use of a wide range of specialist strategies, including behaviour strategies so that our student's needs are met</b></p>	<p>Lesson planning to include planned time for delivery of individual programmes (physiotherapy and OT)</p>	<p>Add planned time for individual programmes to lesson outlines for class based teacher taught lessons)</p>	<p>March 2020</p>	<p>Teachers</p>	
		<p>Update planning proforma</p>	<p>July for Sept 20</p>	<p>MS</p>	
	<p>Increase individual programming so that one student's behaviour needs do not disrupt class learning</p>	<p>Review use of group rooms so they are increasingly used for individual programmes</p>	<p>March 2020</p>	<p>Asst heads</p>	
	<p>Increase skills in behaviour analysis</p>	<p>Training for teachers in using ICT to analyse recorded behaviour</p>	<p>May 2020</p>	<p>MS/TC</p>	
	<p>Introduce behaviour impact analysis approach to gather evidence for 1:1 applications</p>	<p>Training for teachers in collecting impact evidence</p>	<p>May 2020</p>	<p>MS/AG</p>	
	<p>Continue behaviour team approach, involving a wider group of people in leading teams as required</p>	<p>Assistant Heads and experienced teachers appointed through PCC meetings to lead behaviour team work</p>	<p>Dec 2020</p>	<p>MS/HOP/ Asst Heads</p>	
	<p>Introduce lego therapy and keyboarding without tears, use of eye gaze technology</p>	<p>See communication curriculum team plan &amp; Richmond department plan</p>			
	<p>Continue to deliver wide range of strategies</p>	<p>Induction programme operating termly for all new staff</p>	<p>Ongoing</p>	<p>MS/HOP</p>	

		Two-day INSET provides menu of strategy training (PECs, TASSELS, Core boards, behaviour)	Autumn term 2020	MS/HOP	
		Additional staff trained as Makaton tutors	Summer 2020	NC/MS	
<b>To develop and relocate our primary provision to a newly renovated and resourced site at Woodlands Road</b>	Building renovation completed according to school needs	Attendance RDD and site meetings	Feb-May	AC/OO/NC/AS/RJ	In staff calculator
	Agree student numbers with Hounslow SEN	Meeting held with LA and student numbers agreed	End Feb 20	AC	
	Appoint Head of School	JD and PS written, advert placed, shortlisting and interviews held	March 20	AC	
	Staff model and operational timings for EYFS unit	Staff model in place, document produced describing staff structure	March 20	AC	
		Letter to current parents	May 20	AC	
		Parent information updated	May 20	MA	
		Prospectus produced	May 20	AC/MA	
	Staff consultation to identify existing Oakland staff who would prefer to transfer to primary department on relocation	Consultation to all staff regarding interest in working in primary school, meeting and written expression of interest/application	March 20	AC	
	Staff informed formally and new contract prepared	April 20	MA/RK		

	Remainder staff recruited so that primary school is fully staffed to September opening	Recruitment plan produced, recruitment process carried out, staff appointed as required	May 20	AC	
	Design roles for administrative officer and site staff	Job descriptions and PS documents in place. Roles added to recruitment spreadsheet.	March 20	OO/AS/PJ	
		Adverts placed, shortlisting and interviews take place for staff to be in role by May half term	March/May 20	OO/AS/PJ	
	Furniture ordered and on site	Meeting regarding furniture	Feb 20	AC/MA	
		Orders placed for delivery during May/June	April 20	MA/WS/OO	
	ICT refitted in all classrooms needed for September 2020	Classroom smartboards fitted, tested, operational	June 20	RJ/AQ	
	Sensory rooms operational	Rooms refitted, tested, operational	June 20	RJ/AQ	
	Open days for staff and parents	Open days advertised in school newsletter and through personal invitations to students starting in September.	June 20	MA/MA	
		Open days held and well attended.			

		Site risk assessments	July 20	AS/OO	
	Health and safety processes compliant.	Site documentation in place	July 20	AS/OO	
	Risk assessments in place for site and educational facilities	Fire evacuation designed and included in staff handbook	July 20	OO/AC	
	Staff handbook available for Woodlands Road staff	Handbook written, copied, available and distributed	Sept 20	AC	
		INSET days set for 2020-21	March 20	AC	
	Training in operation at new school	Classroom set up day allocated	March 20	AC	
		Operational training day designed (fire evacuation, lockdown, operation of staff assist, telephones and ICT)	Sept 20	HOP	

## Richmond Department Targets 2020-21

Targets for improvement	What we will do to achieve it	Target date	KPI	Budget
<p>Develop the use of ICT Equipment to support learning</p>	<p>Ian Beam ICT training and implement ideas within planning and lessons</p> <p>ICT consultancy to prescribe switches and equipment to individual students</p> <p>Audit current equipment across the department and purchase needed ICT equipment</p> <p>Eye Gaze training: create a master trainer?</p> <p>Hydro pool: create a video/manual of how to work equipment</p> <p>Sensory Room: create a video/manual of how to work equipment</p>	<p>Feb 2021</p>	<p>All students' ICT needs will be assessed and they will be prescribed specific ICT equipment</p> <p>All staff will be confident in using a range of ICT equipment</p> <p>Students will have access to a range of exciting ICT equipment and in turn their cognition and ICT levels will increase</p> <p>Staff will be able to use and create eye gaze programs to support learning and communication</p> <p>Students will be able to access a sensory session within the Hydrotherapy pool</p> <p>All staff will be able to use the sensory room as a learning tool to support students' understanding of cause and effect and to develop their vision skills</p>	<p>£2100 Ian Beam in CPD budget</p> <p>£1500 equipment</p>

<p>Create a PMLD/Multi-sensory Curriculum Group so that curriculum development can be maximized and whole school events will be more appropriate for the Richmond Department</p>	<p>Group of support staff List of Goals and Actions</p> <p>Identify who will lead the team</p>	<p>March 2020</p> <p>May 2020</p>	<p>A PMLD Curriculum Team will be up and running</p> <p>Students will have access to a wider range of resources in the area of ICT</p> <p>Students will have better access and engagement within whole school events and curriculum days</p>	
<p>Medium term plans to be written for sensory curriculum</p>	<p>Long term and medium term plans devised and written.</p> <p>Time out to write the plans</p>	<p>July 2020</p>	<p>Students will have access to a varied curriculum over a seven-year period</p> <p>The curriculum will be engaging and meaningful for the students</p> <p>There will be opportunities and examples to differentiate up to support learners working towards P4</p>	<p>5 days of teacher time in staffing using cover supervisor</p>

## Syon Department Targets 2020-21

Targets for improvement	What we will do to achieve it	Target date	KPI	Budget
Syon to run extended whole department Collective Worship sessions once a week, themed to relevant aspects of the terms curriculum	Syon Department to plan Collective Worship as a department.	February 2020	Staff to observe current engagement levels	
	Assess most relevant topic to meet student needs.	March 2020	Staff to deliver appropriately planned Collective Worship sessions.	
	Baseline students' specific area of development	March 2020	All staff will feel confident in delivering Collective Worship.	
	Trial in Summer Term	Summer Term 2020	All students to be able to access rewarding Collective Worship lessons.	
	Asses students' progress in specific area of development	Summer Term 2020		
	Develop cycle of assembly topics with relevant planning for Autumn 2020	Summer Term 2020		
Link Functional English and Maths to the Food Tech and Vocational taught in KS4.	Review current timetable	April 2020	Functional Maths and English planned in order to promote learning needed in current Food Tech. and Vocational lessons.	
	Observe Functional Maths and English being taught	April 2020		
	Assess where Functional Maths and English could fit into timetable	April 2020	All students receiving support to develop their Life Skills.	
	Trial new Functional Maths and English	Summer Term 2020		
	Teach from Autumn 2020	Autumn 2020		

## Kew Department Targets 2020-21

Targets for improvement	What we will do to achieve it	Target date	KPI	Budget
<p>To further 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.</p>	<p>List strategic actions Make a form for parents with areas where they need support and advice in and ask them to complete it before the home visit and after the visit to find out if they feel more confident in dealing with issues after the visit.</p> <p>Visits to be offered only on the day that is most suitable for the daily running of the Kew 3 class to avoid a negative impact of the staff class being absent in the class.</p> <p>Time limit for the home visit, e.g. the visit should not be longer than 1 hour and should be finished by 5pm at the latest.</p>	<p>September 2020</p> <p>Most home visits to be completed by the end of Autumn term</p>	<p>Form is ready to be used during home visits. It's clear if the home visit and advice offered increased the parent's confidence in supporting their child at home.</p> <p>Home visits are agreed on with the interested parents and staff follow Home Visits policy.</p> <p>Home visit feedback forms are completed and demonstrating increased parental confidence in supporting their children in the areas requested.</p>	
<p>To further develop activities offered to students at leisure time.</p>	<p>Assess all students with autism in the department and group them depending on their stage of play development (exploratory play, cause-and-effect play, toy play/'functional play', physical play/rough-and-tumble-play and social play).</p> <p>Brain storm play activities in each group. Purchase necessary equipment/toys/other resources.</p> <p>The play worker to receive appropriate training in developing play skills for children with autism.</p>	<p>By the May half Term</p> <p>By the end of Summer Term.</p>	<p>All students are grouped into 'play groups'. Logistics of the location of some play planned, e.g. messy/exploratory play.</p> <p>List of leisure activities ready. Necessary play equipment/toys purchased.</p>	<p>£500 for play resources</p> <p>Cost in CPD budget</p>



## Sixth Form Osterley and Crane Targets 2020-2021

Targets for improvement	What we will do to achieve it	Target date	KPI	Budget
Further Develop use of SOLAR to include the LASER unit life skills descriptors.	Enter the LASER unit life skills descriptors onto SOLAR.  Teachers to upload evidence for LASER units.	September 2020 for entering units.  December 2020 for entering evidence.  June 2021 for accreditation.	LASER descriptors on SOLAR.  LASER accreditation accepted using SOLAR evidence.	ADMIN TIME to load onto SOLAR
Explore an accelerated Maths group for gifted and talented (Entry 2 and above) timetabled appropriately.	Timetable consultation.  Discussion with teachers.  Identify students.  Initial baseline.  Identify Maths strand.	October 2020.	Baseline student levels.  Students will have improved confidence and make good progress.  Re-assess following a term of accelerated lessons.	
Develop taster days for Year 13 students at appropriate colleges.	Contact colleges to arrange taster days Identify students.	July 2020 to have days in the diary.	Students will be informed of options post 6 <sup>th</sup> form.	Estimated £1000 in college link budget

## New Oaks Targets 2020-21

Targets for improvement	What we will do to achieve it	Target date	KPI	Budget
<p>Assessment recording tools finalised for EYFS</p>	<p>Free trials of other assessment tools to determine which one is best suited to record EYFS learning 'in the moment'</p> <p>Separate assessment tool for ASD and PMLD classes needed</p>	<p>April 2020</p>	<p>Identified assessment tools for each department: ASD and PMLD</p> <p>Staff to begin using them in class from Summer term 2020.</p>	
<p>Curriculum to be developed for KS2</p>	<p>MTPs to be written</p> <p>Planning and assessment proformas reviewed and finalized</p> <p>Assessment tools finalised</p>	<p>Feb 2021</p>	<p>MTPs for the first term in place for teacher to use</p> <p>MTPs for the first year written</p> <p>Topic cycle prepared</p> <p>KS2 assessment procedures handbook available to CT</p>	

## Cognitive Curriculum Team Targets 2020-21

Targets for improvement	What we will do to achieve it	Target date	KPI	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.	All ICT, Maths and Science MTPs in KS3 and 4 will be updated ahead of each term on a regular termly cycle to include a bank of activities at P level bands, for each curriculum area IEP area.	February 2021	Reviewed MTPs to include increased resource information including where to find them  Curriculum resources prepared in previous term by curriculum team members.	
The cognitive team has now been asked to also update Functional Maths and Functional ICT MTPs (for the Crane classes only) in Key Stage 5.	All Functional Maths and Functional ICT MTPs for the Crane classes in Key Stage 5 will be updated ahead of each term on a regular termly cycle to include a bank of activities at M/Entry level bands, for each curriculum area IEP area.	February 2021	MTPs have improved usability and effectiveness.	
Making the best use of resources, equipment and facilities.	Resource support will be provided for ICT, Maths and Science through;  ICT-based Resources, particularly chooseitmaker  ICT training  Re-auditing and restocking of the Maths and Science resources	February 2021    February 2021	Staff will be making and using more ICT-based learning resources of greater quality in teaching Maths, Science and ICT.   Resources will be efficiently organised, stored, accessed, used and maintained.	£5000

## Communication Team Targets 2020-21

Targets for improvement	What we will do to achieve it	Target date	KPI	Budget
To implement the Oaklands Reading Scheme as a way of developing reading skills for students working at P7/M7 and above across the school.	Collect feedback and evidence of reading progress from class teams trialing the scheme with students who have limited speech.	March 2020	Evidence of progress with reading skills. Feedback which will inform the adaptations we need to make to the texts.	Access it licence renewal £800 from communication budget     £500 from communication budget to purchase new reading scheme materials.
	Deliver training to teachers	End of March 2020	Teachers will have an understanding of the Oaklands Reading Scheme and how to use it.	
	Establish use of the reading scheme as an expectation for students working at P7/M8 and above within curriculum planning at all key stages.	September 2020	Use of the reading scheme will be indicated within current medium term plans (KS5) or in a separate MTP (KS3 and KS4)	
	Reallocate books from the 'phonics' section across the reading scheme levels.	September 2020	Phonics books will have been reallocated across the reading scheme levels.	
	Continue to develop the range of texts available at each level, including texts that have been adapted to allow non-verbal students to demonstrate the necessary reading skills at each level.	February 2021	A wider range of level 1, 2 and 3 texts will be available. Adapted texts will be available at each level.	
Review the planning for English at Key Stages 3 and 4 to include the following 'essential skills' sessions in addition to topic-based lessons where appropriate:  Lego/construction therapy	AS to attend lego-based therapy training course	By July 2020	A member of the communication team will be trained in lego-based therapy.	Cost of £230 plus VAT in CPD budget
	Create/update medium term plans for lego/construction therapy, handwriting without tears,	By July 2020	Medium term planning for all essential skills sessions will be in place for KS3 and KS4.	

<p>(speaking and listening)</p> <p>Keyboarding without tears (writing)</p> <p>Oaklands Reading Scheme (reading)</p>	<p>keyboarding without tears and guided reading</p> <p>Create/purchase resources for lego/construction therapy and keyboarding without tears</p> <p>Liaise with SLT regarding timetabling of sessions where specific facilities are required (e.g. keyboarding)</p> <p>Training for teachers in using lego-based therapy. Training for new teachers in using reading schemes. Refresher training for teachers in Handwriting/Keyboarding without tears.</p> <p>Termly learning walks to observe progress in these sessions</p>	<p>By July 2020</p> <p>By July 2020</p> <p>Beginning of Autumn term 2020</p> <p>Ongoing</p>	<p>Differentiated lego/construction therapy sets will be available for use. Visual resources will be available in a shared folder for class teachers to adapt. Adapted keyboards and keyboard dividers will be available.</p> <p>Keyboarding without tears will be timetabled for each KS3 and KS4 class group.</p> <p>Where appropriate, students in KS3 and KS4 will be accessing a weekly lego/construction therapy session and a weekly guided reading session within English lessons. Handwriting without tears sessions will continue as before.</p> <p>Observation notes from learning walks.</p>	<p>£200 for lego/other construction materials. £150 for adapted keyboards.</p>
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## Independence Team Targets 2020-21

Targets for improvement	What we will do to achieve it	Target date	KPI	Budget
Create two on-site life skills rooms (kitchen and bed/living room) that offer a realistic domestic setting in which to teach students domestic life skills	Set design brief for kitchen room including cabinets, fitted appliances, plumbing in for washing/drying facilities etc. Offer to contractors for tender.	July 2020	Kitchen fitters are booked for installation in summer holidays. Kitchen available to use in September.	£5000
	Buy sofabed/sofa-armchair and bedding for bed/living room.	July 2020	First 'taster' bed-changing lessons are able to take place at end of summer term.	£1000
	Washing and drying facilities are installed (also clothes airers)	Dec 2020	Life skills 'laundry' lessons are able to begin in January.	£1000
	Further sundries purchased for bed/living room are purchased	Feb 2021	Room can be 'converted' from bedroom (changing linen) to living room (hoovering, dusting) etc.	£200
	Further sundries purchased for kitchen	Feb 2021	Kettles, toaster, microwave etc. enable students to cook snacks and drinks in a domestic environment	£200
Develop a progressive and structured life skills curriculum at KS4 and KS5 that makes use of new school facilities, is successfully embedded in LASER accreditation, and supports a range of needs.	Consider using SOLAR to track life skills progress	July 2020	Possible September start for SOLAR life skills tracking	N/A
	Conduct full review of LASER with teachers. Liaise with great Oaks and other Colleges regarding progression routes within accreditation	July 2020	Potential purchase of more LASER life skills units	TBC
	Life Skills learning walks	July 2020 / Ongoing	Learning walks show how LASER / Life Skills is being delivered across key stages and need groups. With particular focus on	N/A

	<p>New MTPs for activities delivered in the new Life Skills rooms e.g. ‘bed-changing’ to incorporate new skill-learning opportunities e.g. bed-changing, laundry,</p>	Dec 2020	<p>meaningful activities for lower ability.</p> <p>Planning and timetabling in place to deliver activities in life skills rooms.</p>	N/A
	<p>New progressive and structured life skills KS4 and KS5 curriculum is in place with LASER accredited units embedded within long/medium term planning.</p>	Feb 2020	<p>All new planning is in place. Curriculum teams have created resources which are readily available in life skills rooms as per the Food Technology model.</p>	Using curriculum time for printing, laminating etc.

## Creative, Physical and Sensory Team Targets 2020-21

Targets for improvement	What we will do to achieve it	Target date	KPI	Budget
To set up lunchtime clubs targeted to push gifted and talented students.	Identify potential students	March 2020	Correct student identified	
	Based line those students	April 2020	Accurate assessment of their current levels in given area	
	Run clubs	Summer & Autumn 2020	Students are regularly attending and making significant progress	
	Assess impact	Spring 2021	Students to have made greater progress during the period they were in the clubs compared to the same period last year.	
More closely target lunch clubs so that all abilities of students have access over time		Feb 2021	Ensure that attendance of lunch clubs is understood across the school	

## SEMH Team Targets 2020-21

Targets for improvement	What we will do to achieve it	Target date	KPI	Budget
To introduce and embed the 'SoSafe' programme across the school, in line with the new Relationships and Sex Education (RSE) policy	MS and NK to deliver training on the 'SoSafe' programme to all relevant staff over two INSET sessions	April 2020	All staff involved in delivering 'SoSafe' will have sufficient knowledge and understanding of the programme	
	Organise a parents' event(s) to share information about the programme	May 2020	Parents fully aware of the 'SoSafe' programme and any concerns discussed and resolved	
	Prepare a bank of resources for each department to enable full delivery of the programme	December 2020	Resources in place to enable full delivery of the programme	
To continue to refine and resource the PSHEC curriculum, with a particular focus on PMLD and including the sensory rooms	Continue to review, update and write new medium term plans in line with the new long term plans	Ongoing	Medium term plans in place for PSHEC that meet the learning needs of all students	£1000
	Purchase new resources identified	April 2020	New resources for PSHEC identified and purchased	
	Continue to develop resources for both sensory rooms, including student/class specific activities for floor projectors	January 2021	Increased range of activities available in sensory rooms, matched to student targets and school curriculum.	



# Staff Responsibilities- Senior Leadership Team

Please note staff roles are correct at Feb 2020, and may change during the school development planning year Please note these are job overviews. All staff have a detailed job description as well.

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>• 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>• 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 Mairead Standring		Head of School New Oaks Primary to be appointed for April/ September 2020		
<ul style="list-style-type: none"> <li>• Deputise for Head Teacher</li> <li>• Strategic development of High Oaks</li> <li>• Monitoring standards of teaching and learning inc lesson obs</li> <li>• Assessment, data and accreditation within High Oaks</li> <li>• Organisation of curriculum including timetables</li> <li>• Line manage Assistant Heads in High Oaks Secondary including performance management, probationary, support and development</li> <li>• Staffing, staff attendance, management of absence, daily cover and supply budget</li> <li>• Support for students and families</li> <li>• Chair some annual reviews</li> <li>• DSL for High Oaks, safeguarding processes</li> <li>• Transitions to and from High Oaks</li> </ul>		<ul style="list-style-type: none"> <li>• Deputise for Head Teacher</li> <li>• Strategic development of New Oaks</li> <li>• Monitoring standards of teaching and learning inc lesson obs</li> <li>• Assessment and data within New Oaks</li> <li>• Organisation of curriculum including timetables</li> <li>• Line manage senior staff and teachers including performance management, probationary, support and development</li> <li>• Staffing, staff attendance, management of absence, daily cover and supply budget</li> <li>• Support for students and families</li> <li>• Chair some annual reviews</li> <li>• DSL for New Oaks, safeguarding processes</li> <li>• Transitions to and from New Oaks</li> </ul>		
Assistant Head Richmond, Nickyie Thomas (vac from April 2020)	Assistant Head Kew Agnes Gretschel	Assistant Head Syon Jim Marshall	Assistant Head Sixth Form Liz Gibb	Assistant Head New Oaks 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 wk cycle)</li> <li>• Carryout probationary process with new staff</li> <li>• NQT induction</li> <li>• PMLD curriculum team</li> <li>• CPD</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>• Department budget</li> <li>• Providing support and development framework to teachers (3 wk 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 wk cycle)</li> <li>• Carry out probationary process with new staff</li> <li>• NQT induction</li> <li>• Lunch 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 wk 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 wk 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
Ruth Price	vacancy	Tom Campion	vacancy	Matthew Sheath
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	Primary Teachers	Subject Teachers
Anna Sainsbury	Adam West	Jack Francis	Matthew Sheath	Maryam Asghar	Joanne Kenny Vacant from April
Jim Marshall	Sonia Lopez	Susanna Ramos	Tom Campion	Rebecca Varlet-Mathon	Hannah Saunders
Nina Kresnik	Agnes Gretschel	Nickyie Thomas To April 2020	Audrey Steenbeeke	Aga Szacilo	Cormac O Donnell
	David Cortes (agency teacher)	Nancy Beesley	Agnieszka Fraczek- Piechniak		Lynsey Walker
			Ruth Price	Bronwyn Carden (from September 2020)	Edison Carolino
			Lidia Kloskowska (agency teacher)		

## Specialist Roles

Jayanthi Naresh	Cover Supervisor	Provide cover for absent teachers. Deliver lessons planned by teachers.
Carissa Phipps Colette Gazdag Yanna Gancheva	Job coaches	Supervising and job coaching students on placements.
Lynda Birch  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.
Bronwyn Carder until July 2020	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 Aga Scazilo	manual handler trainers	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, High Oaks	To support practice with autistic students 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.
Muna Ali	Family Support	Available to advise 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>• Oversee support staff team and model best example of practice</li> <li>• Support student 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 students</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 students in line with their plans</li> <li>• Provide supervision during breaks</li> <li>• Contribute to report writing and meetings related to student care and progress as needed</li> <li>• Support students in developing ICT skills</li> <li>• Prepare learning materials</li> <li>• Use communication strategies as identified in ILPs and SALT programmes</li> <li>• Care for students 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 student learning under the direction of the teacher</li> <li>• Assist students who have personal care needs</li> <li>• Assist students who have physical needs</li> <li>• Assist with physiotherapy programmes under the direction of physiotherapists</li> <li>• Provide support to students during curriculum activities</li> <li>• Record progress</li> <li>• Provide supervision during breaks</li> <li>• Use communication strategies as identified in ILPs and SALT programmes</li> <li>• Report and record student progress.</li> <li>• Follow health and safety procedures and report issues promptly</li> <li>• Contribute to meetings</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, at their own pace over time.</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>

TEACHING ASSISTANTS	LEARNING SUPPORT ASSISTANTS	SSLA's
Amita Joshi	Angele Bedi-Leblanc	Angela Newman
Caroline Burns	Anne Urzedowska	Basra Mohamud
Claire Jones	Anouska Jade Bullock	Charlotte Wales
Chloe Greenwood	Antonina Sarria	Chelsea McGill
Denise Humby	Celine Gomes	Christine Lock
Diana Onyemaechi	Cheyenne McLaughlin	Israa Alfarhood
Edward Speechley	Chris Cole	Julie Watts
Henrietta Edomioya	Deepmala Malhi	Mamie Malundama
Jessica Lucas	Denise Bridgman	Martha Sarpong
Lorraine Henderson	Eyoko Ngani	Naila Ali
Nadia Bensabra	Francesco Valentino	Natalia Gouveia-Law
Paige Marie Wornes	Gabrielle Simon	Pauline Redding
Peter Mwesigye	Godfrey Akiti	Pooja Sharma
Reem Sayad	Jasmine Dover	Samina Ghauri
Renu Dhillon	Kalyani Sudhagar	Shukria Hassan
Richard Gammans	Lucyna Czyz	Surinder Matharoo
Roger Albright	Ludmila Abid	Tanzeela Arif
Sana Arshad	Malika Salman	
Susan Thomas	Nicola Kent	
2:1 Vacancy - Eligio (agency worker)	Rachel Cunningham	
	Rebecca Hicks	
<b>APPRENTICES</b>	Rebecca Wollinger	<b>SPORTS AND PLAY WORKERS</b>
Carolyn Adam	Roseanna Shefford	Manpreet Kaur
Charlotte Fox Clinch	Salma Miyanji	Faiza Qureshi
Charlotte Taylor	Samantha Milstead (to April)	
Denise Marriott	Sara White	
Georgina Meer	Sofia Gothberg-Saied	
Mary Scott	Sonia Sharma	<b>RELIEF SSLA's</b>
Mikaela Santos	Soraj Grewal	Kim Fox Clinch
Novia Sungeelee	Surat Kaler	Kamaljit Kaur
Oscar McGill	Sylwia Gora	Jatinder Lal
Wilma Joao	Sylvia Mazarrotto	Katrin Bajja
	Toni Bennett	

	RELIEF LEARNING SUPPORT ASSISTANTS	RELIEF MINI BUS DRIVERS
	Asia Dimitrova	
	Catherine Dwyer	
	Christine Lock	Kamaljit kaur
	Jolie Iley	
	Mariette Labelle	
	Tabassam Sohotey	Jatinder Lal
	Tanzeela Arif	RELIEF SSLA's
		Pauline Redding

# Central Services Team

<b>School Business Manager</b> Ohifeme Ohiosimuan	<b>HR Manager</b> Rany Kalsi	<b>ICT Manager</b> Richard Jenkins	<b>Apprentice IT Engineer</b> Mohamed Guled
<p>Control and management of all school finances and associated operations.                      To lead on the maintenance and development of all facilities, resources and premises, to meet the educational requirements of the school.                      Manage the school lettings contract and/or any future arrangements regarding lettings.                      Provide an efficient service to Great Oaks College according to the service level agreement.</p>	<p>End to end management of recruitment process                      Management of employee lifecycle:                      Pre-employment processes/checks                      Administer probation process                      Return to work interviews                      Maintains staff records                      Maintains single central record                      Staff calculator                      Liaison with staff absence insurance scheme                      Administration for training, maintaining training records                      Liaison with LA HR advisory Service                      HR policies                      Monitors and reports on staff attendance                      Organizes and administers management of absence process                      Supply agencies/bank staff team bookings                      Liaison with apprenticeship providers                      Monthly payroll/HR returns                      Maintain register of prospective employees                      Support and advise line managers with HR processes</p>	<p>ICT infrastructure                      Provides support to education and administrative staff                      Hardware and software                      ICT budget                      Some staff training                      Development of ICT strategy                      Research and new technologies</p>	<p>Assist with the maintenance and management of the schools IT and building control systems                      Support IT manager to develop and improve the school's IT provisions                      To complete Infrastructure Technician Apprenticeship</p>

Senior Site Manager Ali Said		Site Manager Fadeel Cornelius		Senior Cook Anthony Heusner	
Line manages site team Health and safety processes Cleaning Liaison with lettings company Day to day operation and security of site Statutory testing and maintenance Reports to Governors Health and safety Committee/premises committee		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		Menu design/recipe development Preparation and responsibility for producing healthy, nutritionally balanced meals. Special requirements e.g. 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.	
Facilities Team					
Ben Hodges	Shop Assistant	Mon - Friday	11.00am to 3pm		
Ben Mohsen	Janitor	Mon & Thurs	3pm to 5pm		
Katie Courtney	Janitor	Tue, Wed, Fri	3pm to 5pm		
Christopher Brooks	Gardener	Mon to Weds	2pm to 4pm		
Anthony Cleminson	Facilities Management Assistant	Mon to Fri	3pm to 5pm		
Anita Skenfield	Meeting Room Assistant	Mon to Fri	07.30am to 10.00am		
Rebecca Holmes	Facilities and Laundry Assistant	Mon to Fri	11.45am to 2.15pm		
Amritpal Marwah	Facilities Assistant - Traffic Management	Mon to Fri	8.45am to 10.15am		
Karim Jaffer	Facilities Assistant - Traffic Management	Mon to Fri	2.45pm to 4.15pm		
Eugene Wong	Site Assistant	Mon to Fri	11am to 3pm		
Varunan Balasundaram	Weekend Premises Assistant	Sat to Sun	11am to 6.30pm		
Kitchen Team					
Debra Harty	Senior Kitchen Assistant	Mon - Fri	8.30am to 2.30pm		
Lynette Wall	Kitchen Assistant	Mon - Fri	12pm to 2.30pm		
Karamjit Dhillon	Catering Assistant	Mon - Fri	12pm -2.30pm		



## Administration Team

Receptionist Sajel Darbar	School/HR Administrator Emily Hamilton	PA to Executive Head Teacher & Admin Manager Piera Jalan	Finance Officer Wendy Stowell	Data Assistant Helen Gething
<p>Telephone and reception service to the school. Greeting all visitors, managing sign in and out procedures and visitor badges. Inputting school registers on Sims and calling parents re absence. Ordering &amp; Distributing Stationery/stock. Updating school meals information on ParentPay and ensuring payments are made. Taking &amp; distributing school uniform orders. Incoming post/packages. Manage the office email account. Other Administrative tasks.</p>	<p>Administrative duties for school. Administration of annual reviews HR administration Overseeing Reception. Examination administration and entries. DofE invigilator Dealing with queries from parents and professionals. Enter &amp; maintain SIMS data for students for School Census. Create and maintain student files. (Electronic &amp; Paper). All School Administration Training of new admin/reception staff</p>	<p>Overseeing Annual Review Input CASPA data for student progression Maintain SIMS data for students for School Census. Monitor student attendance, prepare PCC data, &amp; Liaise with SLT &amp; LA regarding concerns. PA duties for HT and DHT. Co-ordinate &amp; manage the day to day business of the HT including diary, emails, and correspondence. Admin &amp; filing for HT Liaise with SEN and Prospective Parents re School Placements. Point of contact for Governors/Board members. Liaise with Governors regarding policies and meetings. Clerk Meetings and produce minutes. Manage Policy Review Cycle. Arrange Governors visits.</p>	<p>Assisting the SBM with financial duties. Responsible for all purchasing functions including obtaining quotations and ensuring best value. Responsible for supplier invoice payments and cheque runs. Chasing income and sales invoices. Responsible for implementing the fundraising plan which includes contacting potential sponsors, applying for grants, supporting the school with fundraising events.</p>	<p>Data Entry Typing minutes. Reviews &amp; letters Filing and scanning Assisting the admin and finance team with administrative tasks Assisting and supporting the admin team to ensure that all student data and records are accurate and up to date.</p>