



Mapledown School

2020-2023

Vision and School Development Plan

School Vision, written in collaboration with whole school priorities identified within last Ofsted and SEF process, and taking in to account the impact of the COVID-19 pandemic. Three-year overview plan aimed at making the Vision a reality. Detailed plans, focusing on four key growth areas. Supporting action plans 2020-21 with achievable goals aimed at moving towards to the final Vision. Future action plans added annually.

Working and Learning Together

Growth area 1

Recognising and providing the support each student needs to be motivated to learn, empowering independence, through creating a curriculum which meets the individual needs of all learners.

2020-21

*A transitional recovery curriculum is in place to support all students returning to full time school following the Spring/Summer terms' partial closures

*Teachers and support staff engage in curriculum development via working parties

*The curriculum working parties work towards a broad and balanced curriculum which is ambitious

*Every student receives a high quality education through clear curriculum intent and effective implementation

*Learning zones' priorities are shared with all staff and developed over time:

- LZ1: contributes to the development of PD curriculum to ensure PD and health are used as vehicles to teach key functional skills and work with the zone staff to plan and deliver appropriate lessons

- LZ2: contributes to the development of the curriculum to improve teaching and learning through the use of ASC specific frameworks (SCERTS), and work with the zone staff to plan and deliver appropriate lessons

- LZ3: contributes to the development of a tiered curriculum providing students teaching and learning opportunities to enhance opportunities, experience and access for all students, and work with the zone staff to plan and deliver appropriate lessons

*The work on the curriculum impacts on the quality of the teaching delivered, both at school and online during the COVID pandemic

*The curriculum developed contributes well to students' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development

*Google classrooms is set up for all classes, teachers provide blended learning opportunities which reflects the school curriculum and promotes at least the maintenance of students' skills (if at home) and progress.

2021-22

* The curriculum is finalised and implementation started.

*Each Learning zone has key identified teaching staff who can be used to help the zone assess the pupils ensuring they have resources required to reduce the barriers to learning. These key staff members are able to recognise key barriers and help other staff members to understand why they have barriers and how best to overcome them. They have expertise in supporting children with physical needs, communication needs learning styles, and multi sensory impairments.

*Key staff members lead workshop and training sessions to share their expertise and lead the zone to be highly effective.

*All staff are able to complete task analysis and work out ways to support learning for the pupils in their class.

* Specialist equipment is prioritised and budgeted for effectively

2022-23

*The curriculum is fully implemented and its impact demonstrates sustained students' progress in all areas

*Further assessment frameworks deriving from the new curriculum is developed.

*Teachers are able to assess pupils effectively in collaboration with other professionals. They can create programs of study which address recognised barriers to learning. They are able to share this information effectively within teams, across school and beyond if and when necessary.

* Teachers are aware of and able to access and use technologies which remove barriers to learning.

* Teachers use research to further develop their understanding of how pupils learn. They contribute to research.

*Staff support families by sharing their understanding of the pupils and giving advice to families which enable the pupils to be more independent at home

* Support staff are able to support pupils with intelligent assistance due to their understanding of learning and physical difficulties.

Ensuring that all staff have opportunities to develop their skills and use their expertise to expand possibilities for each student by providing inspirational opportunities.

2020-21

- * Teachers are developing a range of skills to meet the needs of their pupils
- * Mentoring and support given to graduates and undergraduates leading classes
- * Some teachers have attended PODD training and are developing their understanding and use of the system in their classes. Small groups of children have their own PODD books. Some classes use aided language displays within their sessions. Teachers are able to support parents in the use of PODD at home
- * All staff provide enough resources for all pupils in sessions therefore reducing the amount of time pupils wait in sessions. Resources are appropriate and use current technology, ensuring appropriate access.
- * Total communication available as needed : Objects of Ref, signs, symbols-core vocab shared with all staff for consistency
- * Teachers create learning environments which best suit the pupils in their class eg ladders and bars to assist with standing in classes for pupils who are learning to stand/walk, visual timetables for pupils who require a visual prompt, role play areas linked to topics which are inspirational and motivating for pupils
- * Specific teaching and learning training undertaken by staff - All staff have access to training on observing learning and assessing progress
- Communication-some staff have access to 2 day PODD training while others receive 2 hour introduction, MOVE is further developed and embedded

2021-22

- * Teachers have a range of skills to meet the learning needs of their class. They are developing expertise and working together in Learning zones or strands to deepen their understanding of how children in their class learn. There are working parties which share ideas and use research to good effect in the classroom. These approaches can be observed both in class sessions and generalised outside of specific taught sessions.
- * Teachers from LZ3 can access the PMLD network
- * Support staff enhance and support teachers by attending additional training and using new skills in the classroom . They share information obtained at training with their team and other classes which may benefit
- * Lessons are inspirational and motivating to pupils and are pitched at the correct level for the pupils.
- * The quality of opportunities is outstanding. Staff are able to support pupil learning by using appropriate approaches in activities outside of the classroom.
- * Specific teaching and learning training undertaken by staff P.E.C.S, PODD and PBS training, Eye gaze technology- IT- teachers have access to switch access and progression workshops, eye gaze workshops
- * Specific additional opportunities available to pupils as before plus
- * Eye gaze trials , laptops/tablets for pupils for writing

2022-23

- * All teachers have a range of skills to meet the different learning needs in their class. They are able to lead learning and share their expertise with professionals from other settings. They are able to lead training and have used research to inform practice
- * All support staff have a range of skills and are able to support teachers in empowering independence
- * Some support staff have developed their expertise and are able to lead learning for specific groups of pupils
- * Lessons and general school experience is inspirational and motivating to the pupils
- * Induction for new staff is detailed and effective at enabling staff to recognise and find ways of reducing barriers to learning for the pupils in their class
- * Specific teaching and learning accreditation obtained by staff PECS. accredited trainer, PODD accredited trainer, PBS trainer, Eye gaze technology

Growth area 3

Assessing, setting refined and challenging targets consistently and tracking students' progress effectively, celebrating their achievements with parents and carers, and guiding families to be successful.

2020-21

- *All staff use accurate observational skills. They are developing their understanding of how pupils learn and what are the barriers to their learning.
- *Classes which have similar pupils share information and resources. Resources are carefully considered and provide motivation for the pupils.
- *Teachers share their observations with support staff. Support staff make regular observations which are used to assist in assessment.
- *All staff record evidence of progress on Earwig and use the evidence to build a picture of progress over time.
- * Learning zone 3 classes provide a learning environment which enable multi sensory teaching approaches and begin to use aided communication to support the pupils' communication needs.
- * Learning zone 2 promotes and implements a systematic approach to behaviour tracking and analyses to limit the impact of dysregulation. Behaviour support and de-escalation techniques ensure students manage their behaviour and well-being is promoted and raised as a result.
- *Learning zone 1 monitors the positive impact of the use of PD and health when teaching key functional and social skills through careful use of observations, target setting and assessment.
- * KPLTs: leaders assist teachers to ensure that all targets set are challenging and realistic and enable students better access to the curriculum, and are designed to diminish the difference in attainment between groups of students.
- * All annual reviews show videos and photos of pupils achieving. An increasing number of parents engage with the virtual consultations and meetings set up during the COVID pandemic.
- *Families are supported with transitions earlier to avoid late or inappropriate post 19 placement

2021-22

- *KPLTs: zone leads assist teachers to ensure that all targets set are challenging and realistic and enable students better access to a curriculum designed to diminish the difference in attainment between groups of students.
- *Each learning zone has key identified teaching staff who can be used to help the zone assess the pupils ensuring they have resources required to reduce the barriers to learning. These key staff members are able to recognise key barriers and help other staff members to understand why they have barriers and how best to overcome them. They have expertise in supporting children with physical needs, communication needs and learning styles, multi sensory impairments.
- *Key staff members lead workshop and training sessions to share their expertise and lead their zone to be highly effective.
- *All staff are able to complete task analysis and work out ways to support learning for the pupils in their class.
- * Specialist equipment is prioritised and budgeted for effectively
- *Communication books and folders are used at home, therapists and teachers meet regularly with parents to provide updates and reviews of progress.
- * Parents Podd workshop delivered Autumn and Spring term.
- * Parents monthly Podd coffee mornings
- * Teachers attend switch access and progression workshop
- * Eye gaze technology developed for pupils with physical difficulties
- * Move and signs and symbol workshop for parents

2022-23

- * All students' KPLTs are written with the same rigour and consistency by all teachers, recorded in Earwig to enable the smallest steps of progress to be detailed and evidenced.
- * Teachers use research to further develop their understanding of how pupils learn. They contribute to research.
- *Staff support families by sharing their understanding of the pupils and giving advice to families which enable the pupils to be more independent at home
- *Parents/carers attend switch access workshop and use switches at home
- * Eye gaze workshops
- * Early reading and writing workshops for parents
- * Adult literacy classes provided for parents and carers

Strengthening the knowledge and skills of the Governing body so that they can offer ongoing challenge and support to the school.

2020-21

- * Governors are familiar with the SDP
- * Governors fully understand the schools' strengths and areas for development highlighted in the SDP and SEF
- * Governors work effectively with leaders to communicate the vision, ethos and strategic direction of the school, and support the development of a culture of ambition
- * Governors have a sound understanding of the quality of teaching, learning and assessment in the school
- * Governors ensure that the assessment information from leaders provides them with sufficient and accurate information to ask questions about outcomes for pupils
- * Governors hold the school to account for the effectiveness of the actions that leaders take to secure and sustain improvements to teaching, learning and assessment
- * Governors hold the school to account for monitoring the progress of groups of pupils to ensure that none falls behind and underachieve
- * Governors provide a balance of support and challenge to leaders, understanding the strength and areas needing improvement in the school
- * Governors evaluate how the school is using pupil premium
- * Governors undertake regular focused monitoring visits to the school
- * Governors engage with parents, carers, staff, other agencies, and the wider community to support all pupils.

2021-22

- *As year 1 +
- * Governors challenge the school to improve identified areas of teaching, learning and assessment, and to share good practice
- * Governors support and challenge the school to promote pupils' self-confidence, self-awareness and understanding of how to be a successful learner
- * Governors support and challenge the school leadership team to ensure systematic and consistent support for pupils' personal development, behaviour and welfare, so that all pupils have an equal opportunity to thrive and learn in an atmosphere of respect and dignity of challenge

2022-23

- *As year 1+2 +
- * Governors understand the standards of achievement in the school and the progress all pupils make (including all groups of pupils within the school, this includes the 6th Form)
- * Governors use their understanding to support and challenge the school leadership team to raise standards
- * The Governing Body engages in good succession planning to ensure its future strength and effectiveness

