School Development Plan

2019 - 2022

Strategic Priorities

1: Quality of Education
1. To ensure a fit for purpose, personalised curriculum is in place for all learners
2. To review and implement an effective, rigorous and robust individualised assessment system
3. To develop and embed a total communication approach across school
4. To ensure outstanding teaching and learning throughout school
5. To develop the depth and range of extracurricular opportunities available to learners at lunchtime, social times and after school
6. To develop the outdoor space to ensure maximum outcomes for learners

2: Behaviour and Attitudes
1. To ensure a whole school focus on Wellbeing and Mental Health for staff and learners
2. To work collaboratively with health providers
3. To support parental involvement with their child's learning

3: Personal Development
1. To promote effective physical development for learners
2. To embed individual learning plans across the curriculum, personalised through EHC plan targets

4: Leadership and Management
1. To review the effectiveness, roles and responsibilities of the leadership structure
2. To establish and embed outstanding provision in the school for autism
3. To develop an effective professional development structure for all staff
4. To ensure effective and robust safeguarding processes are in place across school
5. To enhance the Governor role and impact governing body

5. Finance and Administration
1. To develop an effective business plan to secure a strong and stable financial future
2. To review current working patterns and whole school staffing structure to ensure effective and efficient use of staffing
3. To develop the ICT infrastructure across the school to ensure maximum outcomes for learners

School Development Plan 2019-22

Newfield
Inspire | Support | Achieve | Together

Strategic Priority 1: Quality of Education

1. To ensure a fit for purpose, personalised curriculum is in place for all learners
2. To review and implement an effective, rigorous and robust individualised assessment system
3. To develop and embed a total communication approach across school
4. To ensure outstanding teaching and learning throughout school
5. To develop the depth and range of extracurricular opportunities available to learners at lunchtime, social times and after school
6. To develop the outdoor space to ensure maximum outcomes for learners

Core strategies and actions	Lead	Cost	Impact	Monitoring Who? When?	Progress and evaluation RAG
1.1 To ensure a fit for purpose, personalised curriculum is in place for all learners (Equality Duty)					
• To devise and implement a purposeful and inspiring specialist curriculum which meets the needs of all our learners; promotes individual interests, independence and enrichment. (This will include the implementation of a relevant and agreed Assessment Framework for all learners) **(Research link: Rochford review, Barry Carpenter, Peter Imray, Andrew Colley)** • Incorporating an integrated and functional approach to meeting needs in the curriculum based on individual need and aspirational objectives in each child's EHCP • Audit and ensure EHCP outcomes developed at the end of Key Stage are substantial, quality assured and have multi-disciplinary input where appropriate	RR/HW HW/ VC AHTs DHTs		• Learners access a needs led curriculum pathway based on need, age and individual EHCP outcomes • Learners access varied and imaginative resources and learning activities to promote their progress and engagement • Non-subject specific learners access a relevant and engaging personalised curriculum • Learner communication improves due to curriculum delivery that promotes their skills to develop • Learners in Post-16 are effectively equipped for their transition to adult life	HT DHTs Ongoing monitoring Termly Governors reports Termly Curriculum	Curriculum working parties established for specific groups of learners eg autism / PMLD / SLD. Staff have researched curriculums and begun design In SEND – HW AR paperwork has been reviewed and developed in line with LA paperwork. A

• Restructuring of subject co-ordination to ensure fit for purpose curriculum management across both schools • Reviewing curriculum offer to consider different learning pathways for learners according to need • Thematic curriculum, supported with a range of resources, to enhance the delivery of themes across all abilities • Develop experiential curriculum to provide a broad, relevant and person-centred offer • Review use of all interventions and create a clear rationale for use of shared spaces to promote learner progress and engagement for curriculum delivery (Research link: EEF - https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/measuring-impact/) • Ensure a robust and rigorous approach to monitoring and evaluating the effectiveness of interventions • Appropriate accreditation pathways are in place for learners at Key Stage 4 and Post 16	HW RR/HW Teachers HR/ JR. AHTs LT/LH Assessment Lead Assessment Lead ??		• Staff appraisal reflects the objective to enhance personalised opportunities that are appropriately differentiated to meet individual needs • Interventions are successful in ensuring outstanding pupil outcomes and address the personal needs of learners • Internal and external learning environments promote effective learning and engagement opportunities for personalised learning are maximised • Staff expertise is effectively deployed to support a wide range of learning opportunities • All relevant SMSC aspects are embedded into the curriculum	coordinators termly Review of lesson planning and EHCPs Annual Reviews	workshop to support improved setting of outcomes is planned for Autumn 2020 – JR Pupil groupings organised into specific pathways ready for the implementation of curriculum in SEND - HW
1.2 To review and implement an effective, rigorous and robust individualised assessment system (Equality Duty)					
• Develop and implement a suite of assessment frameworks to monitor learner progress aligned to their holistic and personalised curriculum pathway • Develop partnerships with other schools to ensure robustness of assessment data and allow for effective moderation and calibration • Ensure teachers are instrumental in monitoring learner's progress • Ensuring learners' subject and non-subject specific attainment is moderated internally and externally via effective collaboration to promote consistency of	Assessment Lead RR DHTs AHT DHT		• Learners make expected or better progress in a range of areas • Learners make good and better progress against their long-term outcomes and this is clearly communicated to parents/carers • Where learners fail to make less than expected progress and attainment, they are quickly identified and allocated appropriate resources to make improvements • Learners benefit from accurate interrogation of assessment information to make good and better	SLT monitor on an on-going basis presented to governors termly Evidence	AHT trained in Engagement Profile ready to disseminate to staff - HW

School Development Plan 2019-22

Newfield
Inspire | Support | Achieve | Together

understanding of learners' attainment among staff • Develop and embed the use of the Evidence for Learning App to capture evidence of progress **(Research link: Case study http://www.theteachercloud.net/evidence/casestudy_scips#.XbICzGZ7m00)** • To ensure an effective system of quality assurance is in place to track and quality assure pupil progress	RR/ LH/ DHT Assessment Lead		• progress • Holistic learner progress is captured, measured, recorded, reported and celebrated with parents/carers in accessible ways with learners and their families	for Learning monitored at Annual Reviews	

1.3 To develop and embed a total communication approach across school (Research link: EVANS, L. (1982). Total Communication. Washington, D.C., Gallaudet College Press.)

• • Ensure Communication opportunities are embedded in all lessons across all aspects of the school day • Ensure Learners communication skills make good and better improvements • Collaborative working with Speech and Language Therapy to positively impact on the communication outcomes for learners • Ensure School staff (in all roles) are well-equipped to support the communication needs of all learners through appropriate training, including refresher opportunities for staff in new roles/ other areas of school • Ensuring Parents/carers are able to access training and support to communicate effectively with their learners at home **(Research link: https://www.thecommunicationtrust.org.uk/)** • Working collaborative working with Occupational Therapists to support switch access for learners • Ensuring appropriate software, hardware and accessibility options sourced and provided in classrooms • Develop the use of Augmentative and Alternative Communication (AAC) systems for all appropriate learners and ensure staff are fully trained in the use of them **(Research link: RICHARD DRESSLER, LAUREN**	LH/ VC LH/VC SaLT VC/ LH RR LH/ VC LH LH/ LTeese LH	Training time and meeting time £2000	• Learners' communication long-term outcomes are achieved • Prioritisation of Communication development of learners by all staff • Staff are confident and effective in enabling the communication of learners • Parents/carers feel confident in communicating with their child at home • Learners are able to communicate effectively with others when out in their local community • Audit current provision to assess accessibility of learning for individual learners with significant VI • Ensure staff are trained to specifically meet the additional needs of learners with VI • Ensure appropriate resources are sourced and provided in classrooms • Teaching staff working closely and collaboratively with in house QTVI to ensure the correct resources are available and they are consistently utilised • Promoting specialist skills and techniques to support learners with VI	Communication outcomes monitored termly Professional development impact monitored on an on-going basis Collaborative working evaluated by partners	**LH has been delivering MAKATON training remotely to SEND teachers and EHCAs during Summer 2020 - JR**

Newfield
Inspire | Support | Achieve | Together

BLAND, & MEGHAN BAUMGARTNER. (2016). The Benefits of Alternative and Augmentative Communication: A Quality of Life Issue. Internet Journal of Allied Health Sciences and Practice. 14.) • Develop provision for learners with Visual Impairments (VI) to ensure enhanced access to the full curriculum offer	TD		• Training sessions/further information provided for parents/carers to enable them to support the VI development of their child at home. • Achieve the vision friendly award		TD is working towards the award and has developed Positive Looking elements of her own CPD to further the work enhancing offer for VI learners. TD has developed and set up a VI room in school - JR

1.4 To ensure outstanding teaching and learning throughout school (Equality Duty)

• To improve whole school teaching, learning and monitoring strategies through, ongoing department monitoring, lesson observations, professional partners – informal peer lesson observations, discussing, identifying and disseminating good practice (SSAT Effective observation of teaching and learning for school improvement) • To identify professional development pathways for staff based on monitoring activity and whole school priorities • To implement whole school and cross phase collaboration to ensure learning opportunities are highly engaging and inclusive for all learners • To review and develop planning formats through school to ensure learning opportunities are personalised, differentiated, engaging and build upon learners' knowledge and interests	RR RR/ DHTs DHTs DHT		• Learners are able to communicate effectively with others when out in their local community • Lessons demonstrate a blended pedagogy which is differentiated and personalised to meet learners' needs and improve pupil outcomes • Learning opportunities are evident throughout the school day including start of session, breaks, lunchtimes etc. • Monitoring of planning is consistent and reflects the aims of the learning and the individual needs of learners • Monitoring of progress ensures all learners are progressing within targeted planned interventions and the impact • Learners have greater access to focused interventions leading to higher achievement and	Termly monitoring Reports to Governors Evaluation from Professio	During summer 2020 a range of CPD has been offered to teachers and EHCAs working at home to enhance their CPD, including online refresher training from the M&H team in

Newfield
Inspire | Support | Achieve | Together

			demeanour • All colleagues are confident to share expertise and to reflect on and enhance practice • All staff ensure rich opportunities for high quality engagement with all learners • Planning ensures learning opportunities for all learners is matched to their needs and development • The school's assessment and reporting systems accurately reflects learners' outcomes • Agreed planning formats are implemented consistently across the school • All planning evaluates student prior learning and informs future steps for learning	nal Development Planning monitoring termly	school - JR

1.5	**To develop the depth and range of extracurricular opportunities available to learners at lunchtime, social times and after school**				
• Extend opportunities for children to engage in activities at social times and after school	Lead to be identified		• Increased opportunity and participation in extracurricular activities		Spring 2020 - Some lunchtime clubs established in both parts of the school – mainly for the older children.

1.6 To develop the outdoor space to ensure maximum outcomes for learners (Research link: curriculum for excellence through outdoor learning (Scottish Government Doc.)					
• Ensure the school is effectively resourced to meet all needs • Audit outdoor provision opportunities for all learners to ensure appropriate access which will enable learners to	RR Working group		Pupils regularly access activities that promote their social development and are active communicators with others	Grant and fundraising applications	

School Development Plan 2019-22

Newfield
Inspire | Support | Achieve | Together

further develop their physical skills. • Outdoor provision is developed to provide a safe, fully inclusive space where pupils feel valued and safe to explore their surroundings and develop their physical skills • A maintenance plan is in place to ensure the outdoor space is attractive and well maintained • Appropriate grants and fundraising identified to consolidate on going opportunities for developing and maintaining the outdoor space. • Frameworks such as Learning Outside the Classroom (LotC) and Forest Schools are scoped and developed to provide scaffolding for developing outdoor provision and activities related to this.	BT + working groups BT CR To be identified		Pupils play skills develop in line with expectation and is promoted to do so by the resources available to them Pupils make progress with physical skills and outdoor resources promote this Pupils mental health and well-being is promoted through developing enjoyment of being in outdoor spaces	monitored by governors Working group feedback to SLT and governors

Newfield — Inspire | Support | Achieve | Together

School Development Plan 2019-22

2: Behaviour and Attitudes

1. To ensure a whole school focus on Wellbeing and Mental Health for staff and learners
2. To work collaboratively with health providers

3. To support parental involvement with their child's learning					

Core strategies and actions RAG	Lead	Cost	Impact	Monitoring Who? When?	Progress and evaluation RAG
2.1 To ensure a whole school focus on Wellbeing and Mental Health for staff and learners (Equality Duty) (Research link: Mental health and wellbeing provision in schools, DFE)					
• To develop the work of the Well-being warriors within school • Leaders consider teacher workload and staff wellbeing • School completes Wellbeing Award for Schools (WAS) in conjunction with SIG 7 colleagues • School embeds an ethos that encourages all stakeholders to develop their understanding of mental health and wellbeing issues • Resources which promote good mental health, including the role of the school counsellor, are reviewed and updated • Staff are developed and supported to manage their own mental health and wellbeing • All learners' needs are addressed to the highest standard throughout the day, in order to facilitate improved well-being, health and readiness to learn • Education staff work collaboratively with social care and health colleagues, to ensure holistic working for each individual • Areas are created in school for learners to reflect and practice mindfulness relaxation techniques • Development of outdoor spaces to enable learners to take time out, have learning breaks and exercise in open spaces • Develop provision to ensure mental health needs are	JR DHTs JR JR SR/AB/HT Wellbeing Warriors Teachers JR RR/CR RR/CR	 £1000 £500 £100 £5k £10k+	• Staff and Learners are supported to build resilience and enjoy good mental health • Learners who are struggling will be quickly identified and have access to skilled support • Learners are emotionally well and able to learn and achieve • Behaviour is excellent across the school • Reduction in either severity or frequency of incidents/accidents based on audit and analysis of data • Learners develop techniques to promote their own recovery from negative emotions • Teaching staff directed hours are shared with staff to ensure clarity • Paperwork and monitoring systems are reviewed to ensure minimal duplication and less workload for staff • Effective pastoral support is in place to ensure	External moderation via WAS June 2020 Resources sourced and in place by March 2020 Wellbeing activities taking place by May 2020 SLT – lesson observations by Summer 2020 EHCP at AR – ongoing	Newfield successfully accredited for the Wellbeing Award for Schools in June 2020 in recognition of the work the school does on supporting mental health and wellbeing of pupils, families and staff – see report – The strength of this aspect was particularly apparent during the COVID pandemic where school was able to support people and develop their resilience in extremely challenging circumstances - JR

Newfield
Inspire | Support | Achieve | Together

met, e.g. yoga for special needs. **(Research link: Yoga in Schools Impact Evaluation Report, Tameside health and wellbeing programme, May 2017)** • Develop staff understanding of sensory engagement for mental wellbeing for learners with PMLD **(Research link http://www.thesensoryprojects.co.uk/sensory-engagement-for-mental-well-being)**	HW HW/JR/ SR	£500		Governors monitoring progress with funding bids and outdoor space – July 2022 SLT Curriculum review by Spring 2020 Staff training by April 2020	

2.2 To work collaboratively with health providers (Equality Duty)

• Work collaboratively with the CCG and health care providers to ensure the Commissioned Service is relevant and fit for purpose • Develop and deliver an exemplary model of Special School Nursing to meet the needs of learners with SEND within BwD via a hub nursing team based at Newfield • Develop, in collaboration with special school nursing leads and private providers, functional provision to meet learners' medical needs in school • Regular meetings with the Nursing lead in school • Develop ways to fully integrate therapy needs into daily routines and curriculum offer	JR/SBF JR/SBF JR/SBF JR JR/HW/ AG/Lou T Teachers		• Learners and families have a service commissioned and provided to meet their needs • Learners achieve positive health outcomes • Learners with significant health needs are able to attend school supported by well-trained staff when they are well enough • Learners who experience ill-health resulting in them not being able to attend school have their learning supported when they are at home or in hospital • Families feel well-supported resulting in improved well-being for learners	CCG/SLT/ Governors ongoing JR/RR/SBF ongoing Weekly meetings, ongoing feedback	**Newfield has since Jan 2020 finally had a full complement of nurses following an extended period of issues with LCFT not fully staffing provision.** **Nurses carry out daily rounds of classrooms and are working with classes better – this**

					has improved relationships and parents report feeling well supported – see WAS report. DHT meets weekly with SSNT and managers to ensure continued high provision. Staff have extensive training to support medical needs. Newfield has developed a level 2 EHCA role to carry out more demanding medical procedures- Trachy support etc - JR
2.3 To support parental involvement with their child's learning (Equality Duty) (Research link: Goodall, J. and Vorhaus, J., with the help of Carpentieri, J.D., Brooks, G., Akerman, R. and Harris, A. (2011), Review of Best Practice in Parental Engagement: Practitioners' Summary. Research report DFE-RR156. Department for Education.					
• To develop family/school partnerships • To further enhance the use of 'Evidence for Learning' app to enable parents to send information into school; as well as receiving information. • School staff continuing to liaise with multi-disciplinary teams to ensure that families receive the appropriate resources to support their child at home. • The further development of an holistic approach to meeting learners' and family's needs • Develop of parent/carer in-school workshops – to include	DHT LH/ Teachers Teachers JR/LT	£???	• Parents and carers are fully informed of their child's progress and well-being • Parents and carers are actively involved in their child's learning • 'Hard to reach parents' become more engaged with school • Attendance at parent consultations and annual reviews is above 95% • Accreditation via LPPA – reviewed tri-annually	JR – LPPA reaccredit ation Nov 2022 DHTs Spring 2021 JR ongoing via AR	Newfield was successfully re-accredited by LPPA in September 2019. Parents report feeling well supported, particularly during the COVID period summer 2020 - JR

Newfield
Inspire | Support | Achieve | Together

invitations to spend time working with learners in class on specific areas of need					JR/DHTs monitored annually in July
• Develop action plan for 'hard to reach' parents	JR/AHTs	£100			
• Undertake 'Leading Parent Partnership' self-audit and develop action plan based on findings in preparation for re-accreditation.	JR				RR July 2020 LPPA external reaccreditation Nov 2022
• Consider the need for a family liaison role in school to meet growing demand for school-home support (Research link: GOODALL, JANET, & VORHAUS, JOHN. (2011). Review of best practice in parental engagement. Department for Education.)	JR RR/DHTs/ Govs	£800 £???			Governors July 2021

3: Personal Development
1. To promote effective physical development for learners
2. To embed individual learning plans across the curriculum, personalised through EHC plan targets
3. To develop the effectiveness of the student voice
4. To develop links between the school and the local community

Core strategies and actions RAG	Lead	Cost	Impact	Monitoring Who? When?	Progress and evaluation RAG
3.1 To promote effective physical development for learners (Equality Duty)					
• Physical development opportunities are embedded in lessons and across all aspects of the school day for all learners as part of new curriculum developments • Ensuring Staff are well trained to support the physical development of all learners; including those with significant needs e.g. MOVE training (Research link: http://www.complexneeds.org.uk/modules/Module-2.1-Planning-to-meet-needs/All/m05p115c.html) • Maintain collaborative working with physiotherapists, occupational therapists and swimming teacher which positively impacts on the physical development outcomes of learners. • Training sessions/further information provided for parents/carers to enable them to support the physical development of their child at home.	HW/VC AG/ Lou T DHTs JR		• Long-term outcomes for physical skills are achieved by all learners • Parents/carers are more confident in supporting the development of physical skills at home. • All learners are more independent due to increased skills • Learners with significant physical difficulties and limited movement are supported to maintain good health due to high quality interventions	SLT via lesson obs July 2020 SLT – assessment and observation July 2020 JR via AR and EHCP – ongoing RR, annual parent feedback in July	MOVE continues to be developed with outstanding session observed by SLT during Spring 20. DHT liaises with therapists and has maintained this during COVID period – school recognises need for extensive, intensive work to develop and support physical needs on return to school - JR
3.2 To embed individual learning plans across the curriculum, personalised through EHC plan targets					
• SMART, child centred, personalised targets are integrated are fully integrated from EHC Plans in to each child's daily curriculum	DHTs		• Child centred curriculum develops. Learners meet targeted, personalised expectations • Accurate identification of outcomes identified	LA and RR ongoing RR by	DHT / AHT's monitor and evaluate AR

School Development Plan 2019-22

Newfield
Inspire | Support | Achieve | Together

• The annual review system is reviewed to ensure it is efficient and provides accurate, SMART targets for all learners • A system to capture the impact of personal development strategies demonstrated on a day to day basis (case studies) • To promote effective social development for learners through the development some social communication groups (Research link: RUNCHAROEN, S. (2014). The Development of Social Interaction of Children with Autism in Inclusive Classrooms. Procedia - Social and Behavioral Sciences. 116, 4108-4113.)	JR DHTs VC/LH		• and implemented for each child • Case studies completed for all learners in school and become integral working documents that capture 'soft' data and impact • Intervention and provision match need	September 2020 RR/ Governors September 2021 DHTs / Governors September 2020	targets prior to meeting in collaboration with teachers - HW AR paperwork has been reviewed and developed in line with LA paperwork. A workshop to support improved setting of outcomes is planned for Autumn 2020. Development of personalised curriculum is ongoing – JR Case studies have been researched by teachers ready for implementation - HW
3.3 To develop the effectiveness of the student voice					
• The student council develops the strong voice it has and allows the voice of all learners to be heard • Continue to work towards targets set through the Rights Respecting School Award	SR JR	 £800	• Learners' voice is heard, listened to and acted on • RRSA continues to influence and permeate school curriculum and outcomes	External moderation every 3 years – June 2020	This will be a feature on return to school September 2020 – RRSA was due for re-accreditation May 2020 but UNICEF are not doing this remotely, therefore

Newfield
Inspire | Support | Achieve | Together

Core strategies and actions	Lead	Cost	Impact	Monitoring Who?	Progress and evaluation RAG
					this is on hold - JR
3.4 To develop links between the school and the local community					
• Develop and build on links with local schools to ensure collaborative learning between students • Develop confidence and expertise among staff to provide outreach support for schools • Develop local community groups awareness of the school and begin to develop sustainable links • Develop a Parent Teacher Friends Association • Develop role of the volunteer to support school and develop community relations	AHTs AHTs AHTs JR JR	£4k travel	• School delivers outstanding outreach to support other school • Learners access other schools and experience peer to peer interaction and learning • Community links complement and add to the value of the curriculum • PTFA is active in fundraising and creating peer support for parents • Volunteers are active in supporting school	DHTs Sept 2020 SLT April 2021 Governors by June 2020 SLT/ Governors March 2020	Newfield has taken part in the LA linking school project, 2019-20 and will continue 20-21 - JR

School Development Plan 2019-22

Newfield — Inspire | Support | Achieve | Together

4: Leadership and Management

1. To review the effectiveness, roles and responsibilities of the leadership structure
2. To establish and embed outstanding provision in the school for autism
3. To develop an effective professional development structure for all staff
4. To ensure effective and robust safeguarding processes are in place across school
5. To enhance the Governor role and impact of the governing body

Core strategies and actions	Lead	Cost	Impact	Monitoring Who?	Progress and evaluation RAG

					When?	
4.1 To review the effectiveness, roles and responsibilities of the leadership structure (Research link: Successful School Leadership, Education Development Trust)						
• Clear lines of accountability for leadership team are in place • Roles and responsibilities are reviewed and a more efficient, structure is implemented providing improved value for money. • Ongoing leadership CPD opportunities to be available for middle leaders to develop skills and management strategies • Promote and extend culture of 'Everyone a Leader' throughout the school which is clearly linked to teacher appraisal	RR RR / DHT RR / DHT RR / DHT		• Leaders set high expectations and relationships between leaders, staff and learners support the progress of learners at school • All staff have clear expectations and understanding of their roles and areas of leadership, and each other's • Strengthened leadership skills of leaders positively impact upon the effective management of the school	RR RR / SLT RR / SLT	Roles and responsibilities of SLT were reviewed and implemented Jan 20 - JR	
4.2 To establish and embed outstanding provision in the school for autism (Equality Duty)						
• Embed ASD training matrix to ensure staff are well-equipped to carry out their role at whatever level they are working at in both the School for Autism and the Main School • Scope and develop a CPD offer to other schools within the Borough or within the Autism Accreditation network • Develop further collaborative work with parents/carers to enable them to have the best understanding of how their child's autism affects them and to empower them with tools to support their child • Working collaboratively with multi-agency partners to ensure the workforce are equipped to understand and respond to the challenges faced by ASD learners e.g.	VC / JN VC / JN VC / JN VC / JN		• Learners access a high quality, ASD friendly learning environment that impacts positively on their emotional well-being • Parents/Carers are empowered to support their child and can continue the implementation of programmes and targets at home • ASD focussed CPD supports learners in the borough and contributes to the development of the whole school portfolio (Target 1c) • Learners make good and better progress against their long-term outcomes and this is clearly communicated to parents • Partnerships with multi-agency partners impact	VC / JN VC / JN VC / JN VC / JN		

Newfield
Inspire | Support | Achieve | Together

• clinical psychology, University of Birmingham • **Ensuring practice reflects most recent developments in understanding of ASD through empirically based approaches, developing assessment to provide a measure of effective progress for learners on the autism spectrum** • **Conduct peer-led reviews of practice across the provision to ensure consistency and continuity of approach**	VC / JN VC / JN		• on teacher practice to improve outcomes for learners • **Teachers and staff, in both schools, participate in professional learning opportunities to understand and implement a range of approaches to meet the needs of learners**	VC / JN VC / JN	

4.3   To develop an effective professional development structure for all staff (Research link)

• **Streamline current training structure to ensure essential training is completed and remaining training time focuses on teaching and learning** • **Ensure staff development meetings are meaningful, impactful and effective** • **Implement professional appraisal structure for all staff (Research link: Professional Standards for Teaching Assistants)** • **Ensure all staff have opportunity to access good quality CPD** • **Develop and establish 'professional partner' approach for teacher development (Research link: MARTIN, G. A., & DOUBLE, J. M. (1998). Developing Higher Education Teaching Skills Through Peer Observation and Collaborative Reflection. Innovations in Education & Training International. 35, 161-170.) or similar 'practitioner based' professional learning opportunities for staff utilising resources within school** • **Engage in reflective practice through research driven school improvements in partnership with our school alliances**	JR / HW DHT DHT RR / DHT HW / DHT HW / DHT RR RR / CR / DHT		• **Staff at all levels are aware of and maintain a high level of professional expectation regarding practice and conduct** • **Staff Development sessions allow for the sharing and dissemination of staff training and to showcase development work in key areas e.g. autism; engagement etc** • **Case Studies demonstrate impact of CPD and evidence of pupil progress and achievements** • **In-house training ensures that staff are skilled to meet the range of needs of learners across the school** • **Resources are efficiently deployed for learners due to cost-effective methods of delivering training in-house** • **The schools outward facing approach to staff development results in learners benefitting from innovative and more diverse practice** • **Develop confidence and expertise in staff to provide outreach work to other schools e.g.,**		Teachers have been encouraged to visit other settings and a number have done this ,Autumn/Spring 19-20, bringing new ideas and implementing them into school - JR

Newfield
Inspire | Support | Achieve | Together

• Develop an agreed pricing/marketing structure and identify the key staff to deliver training • Establish an understanding of the 'market' in the Borough for Newfield-led SEND CPD • Develop key staff through the Specialist Leaders in Education initiative • Measuring the impact of in-house training on potential outcomes for learners	CR / DHT RR HW / DHT		• SLEs • Learners are supported by appropriately trained and resourced whole school staff to meet growing and changing needs of learners over time		
4.4 To ensure effective and robust safeguarding processes are in place across school (Equality Duty)					
• Review the need for a home school liaison position in school • Ensure attendance monitoring is effective and maintains a high profile in school • Ensure a system of signing in to the school building for staff is in place • Issue all staff with ID badges and ensure they are worn at all times • Update all policies and procedures in line with PREVENT guidelines in collaboration with the LSCB, Governors and all staff/parents/carers • Embed and review E-Learning Modules as essential part of competencies-based staff requirement to include PREVENT/Radicalisation, Child Sexual Exploitation and basic modules 1 and 2 for Safeguarding Children. • Implement and deliver Safeguarding workshops to parents/carers to include E safety, PREVENT, Domestic Violence, CSE, and Substance Abuse	RR / JR CR / DHT CR / BT BT / DHT JR JR JR JR		• Learners are safeguarded proactively by all staff in school • Parents/carers have advanced knowledge and understanding of broader safeguarding issues to protect their child and family		School has invested in electronic signing in system across school, ensuring safeguarding and monitoring of attendance etc Safeguarding signage and ID was improved Spring 20. Whole school safeguarding training from external provider took place March 20. E-learning modules on safeguarding are completed by all staff - JR
4.5. To enhance the Governor role and impact of the governing body					
• Strengthen the strategic leadership capacity of the	RR		• School governance to be judged as outstanding through self-review	RR	

School Development Plan 2019-22

Newfield
Inspire | Support | Achieve | Together

governing body • **Strengthen the monitoring capacity of the governing body** • **Ensure that the Governing Body has the skills and resources to both carry out its statutory functions and support the school leaders in achieving the key priorities for the School** • **Increase Governor understanding of what makes an effective special school curriculum** • **Increase Governor participation in discussion of and interrogation of reports produced by HT/SLT, Subject Leads and external advisors in order to ensure Governors are effectively evaluating impact and holding School to account for progress**	RR / JN RR / RR/ HW RR	• **Governors able to monitor progress of SDP more effectively** • **Monitoring of school activity through increased presence in school** • **Governors establish professional working relationship with school subject leads, understand what priorities are and how they are to be addressed; able to then monitor implementation and understand where these have been effective/challenge appropriately where they have not** • **Collectively Governors are able to effectively interrogate the data and reports provided**	

5. Finance and Administration

1. To develop an effective business plan to secure a strong and stable financial future
2. To review current working patterns and whole school staffing structure to ensure effective and efficient use of staffing
3. To develop the ICT infrastructure across the school to ensure maximum outcomes for learners

Core strategies and actions	Lead	Cost	Impact	Monitoring Who? When?	Progress and evaluation Next Steps / Outcomes RAG
5.1 To develop an effective business plan to secure a strong and stable financial future (Additional Development Plan)					
• To review the structure of the school day to ensure maximum learning time and ensuring efficient wellbeing for students • To review current working patterns to ensure effective and efficient use of staffing • Implement five-year strategic plan • Continue budget profiling to producing a finance plan to ensure stability, viability and sustainability including a 3-year plan • Ensure finance systems are fit for purpose with accountability to governing body, as school responds to austerity and changes in funding in the context of the expanding school site and number on roll. • Explore and develop income generation opportunities to include development of a marketing strategy identifying main training streams based on demand in collaboration with partners.	SLT and AHT CR CR CR	£0	• School is financially sustainable long term to ensure high quality education and care for learners • Staff feel valued and have stability as the staffing structure meets the needs of the school • Governors are confident and well-informed to formulate strategy with the schools SLT and deploy resources to ensure exemplary provision for the learners • Staff to learner ratio's facilitate high standards of education, safety and care within an agreed set of finance resources • To ensure the school is effectively resourced to meet all needs • Financial stability ensures long-term viability of the school offer and staffing establishment	Termly development days to review current staffing	
5.2 To review current working patterns and staffing to ensure effective and efficient use of staffing (Research link:					

Newfield
Inspire | Support | Achieve | Together

(https://schools-financial-benchmarking.service.gov.uk/BenchmarkCharts/GenerateFromAdvancedCriteria)				
• **Review of support staff roles to ensure it effectively meets the needs of the new curriculum** • **Review support staff roles to offer career progression opportunities** • **Review the effectiveness, roles and responsibilities of the admin and site teams** • **Review the effectiveness of the current whole school catering arrangements**	DHT CR CR and BT		• **Learners needs are met at all times throughout the school day** • **Consistent delivery of curriculum throughout the day, particular at the start and end of the day** • **Increased capacity for retention of staff** • **Catering arrangements ensure value for money and provide compliance with all associated health and safety legislation** • **The administration team provides value for money, eliminate duplication of work and have a clear understanding of roles and responsibilities** • **The site team provides value for money, eliminate duplication of work and have a clear understanding of roles and responsibilities**	
5.3 To develop the ICT infrastructure across the school to ensure maximum outcomes for learners				
• **All Learners are able to access appropriate ICT equipment** • **All staff are able to access appropriate ICT equipment** • **ICT infrastructure is fit for purpose and meets the needs of the new curriculum**	BT		• **ICT infrastructure meets the demands of the new curriculum** • **Communication outcomes for all children improve** •	

Newfield
Inspire | Support | Achieve | Together