



<b>ASPECT: CURRICULUM</b>	<b>OVERALL TARGET:</b> To improve the overall access to the curriculum for all pupils in order to improve attainment and standards	<b>LEAD PERSON:</b> <b>GEOFF FITZPATRICK</b>
<b>Action plans and supporting evidence</b>	<b>Objectives and Intended Outcomes</b>	
<ul style="list-style-type: none"> <li>• School Development Plan</li> <li>• School website</li> <li>• Inclusion Quality Mark</li> <li>• Rights Respecting School Award</li> <li>• Rochford Recommendations</li> <li>• Curriculum maps</li> <li>• Theme Maps</li> <li>• NAS Access Planning Document</li> </ul>	<ul style="list-style-type: none"> <li>• Restructuring of subject co-ordination to ensure fit for purpose curriculum management across split-site</li> <li>• Reviewing curriculum offer to consider individualised learning pathways for pupils according to need (notion of a 'concentric' curriculum starting with 'self' and the outward looking)</li> <li>• Thematic curriculum, supported with a range of resources, to enhance the delivery of themes across all abilities – considering coverage and balance over time with potential for themed days or half days to release time for other essential child needs (e.g. therapy needs)</li> <li>• Review use of sensory studio and create a clear rationale for use of the sensory studio to promote pupil progress and engagement for curriculum delivery</li> <li>• Review opportunities for promotion of British Values through teaching and learning activities</li> <li>• Continuing to develop the English curriculum (long term planning )to ensure pupils' communication is integral to the delivery of the subject and effectively delivered across the curriculum</li> <li>• Developing accreditation routes Post 16</li> <li>• Reviewing of Assessment for Learning to include potential for extending EYFS Learning Journey Logs throughout school and implement the Rochford Review recommendations</li> <li>• Introduction of Learning Journals throughout school</li> <li>• Ensuring teachers are aware of the current and target level for their students and they are instrumental in monitoring progress of pupils in their class.</li> <li>• Promote and develop individualised assessment pathways</li> <li>• Further development of the 'Responding to Pupils' Work Policy is shared</li> <li>• Ensuring pupils' work is moderated internally and externally via special school's network to promote consistency of understanding of pupils attainment levels among staff</li> <li>• Developing an E Portfolio as a resource to support staff within school (and other schools) to make consistent judgments about pupil assessment</li> <li>• Developing Pupil Voice in Assessment for Learning</li> <li>• Further enhancing the opportunities provided for pupils with PMLD to make and demonstrate progress</li> <li>• PMLD champions developing a suite of activity suggestions and a bank of videos recognising and celebrating progress</li> <li>• Mentoring and coaching by experienced teacher/HLTA to support in class</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use of specialist assessment resources such as 'Sounds of Intent' and 'Routes for Learning' to support enhanced opportunities for learners with PMLD to make improved progress</li> </ul>
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<b>ASPECT: PHYSICAL ENVIRONMENT</b>	<b>OVERALL TARGET:</b> To improve the overall access to the physical environment in order to improve attainment and standards	<b>LEAD PERSON: GEOFF FITZPATRICK</b>
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<b>Action plans and supporting evidence</b>	<b>Objectives and Intended Outcomes</b>
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<ul style="list-style-type: none"> <li>• School Development Plan</li> <li>• Premises</li> <li>• Environment audit</li> <li>• Asset Management Plan</li> <li>• Health and Safety Audit</li> </ul>	<p><b>AUTISM</b></p> <ul style="list-style-type: none"> <li>• Ensuring design brief accurately reflects practical needs of ASD population to ensure comfortable, sensory-friendly accommodation</li> <li>• Autism friendly design and building specification</li> <li>• Environmental audit</li> <li>• Clear building 'sign-posting' and communication</li> <li>• Successful occupancy and commissioning of the new school</li> <li>• Meeting targeted deadlines in the overall building schedule</li> <li>• Membership of the LA Steering Group and the Design Group</li> </ul> <p><b>MAIN BUILDING</b></p> <ul style="list-style-type: none"> <li>• Refurbishment of existing building and vacated classrooms (opportunities to redefine and configure existing usage)</li> <li>• Grounds development to allow pupils to engage in physical activity to incorporate new site and school</li> <li>• Development of outside accessible learning for recreation and horticulture</li> <li>• Development of the Sensory Garden and Outdoor learning Pod 'room'</li> <li>• The level access garden will be situated to the rear</li> </ul>
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<b>ASPECT: INFORMATION</b>	<b>OVERALL TARGET:</b> To improve the overall access to information in order to improve attainment and standards	<b>LEAD PERSON: GEOFF FITZPATRICK</b>
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<b>Action plans and supporting evidence</b>	<b>Objectives and Intended Outcomes</b>	
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<ul style="list-style-type: none"> <li>• School Development Plan</li> <li>• School Website</li> <li>• Leading Parent Partnership Award</li> <li>• ICT</li> <li>• Well-Being Plans</li> <li>• Education Health care Plans</li> <li>• Evidence for Learning</li> <li>• Rights Respecting School Award</li> <li>• Annual Reviews, PCPs, PSPs</li> <li>• NAS Accreditation Report</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing Wellbeing plans</li> <li>• Reviewing headings for EHCPs linked to planning and curriculum delivery</li> <li>• Implementation of Personalised learning pathways</li> <li>• Embedding a firm understanding and implementation of high quality practice which meets every individual's physical and physical therapy needs, in collaboration with therapists, nursing and colleagues</li> <li>• Further staff professional learning opportunities through a training matrix according to roles and responsibilities</li> <li>• Auditing of practice and regular termly review</li> <li>• Monitoring that all pupils physical needs are addressed to the highest standard throughout the day, in order to facilitate improved well-being, health and readiness to learn</li> <li>• Supporting young people and parents to have high expectations and aspirations for their young people, and articulate these</li> <li>• Working collaboratively with social care and health colleagues, to ensure holistic working for each individual</li> <li>• Continuing to work with the LA on regular review of the EHCP process</li> <li>• Developing and delivering an exemplary model of Special School Nursing to meet the needs of children with SEND within BwD via a hub nursing team based at Newfield</li> <li>• Developing, in collaboration with special school nursing leads and private providers, functional provision to meet children's medical needs in school,</li> <li>• Development of a phone support line for parents</li> <li>• Weekly meetings with the Nursing lead in school</li> <li>• Continuing to develop ways to fully integrate therapy needs into daily routines and curriculum offer</li> <li>• To develop a bespoke program of PSHE/Sex Education in conjunction with the nursing team and school counselor to promote safe behaviours.</li> <li>• Ensuring that the wider community, who are not necessarily involved with Newfield, are aware of the school and the work that we do.</li> <li>• Develop training programs to include parents and carers of children throughout the borough</li> <li>• Develop training programs to support professionals throughout the borough in areas of SEN expertise.</li> <li>• Further development of an holistic approach to meeting children's and family's needs</li> <li>• Further ensuring EHCPs and Annual Reviews are cascaded to AHTs to ensure a wider understanding of process and purpose</li> <li>• Social Care reviews taking place in school with parental/carers agreement - working towards enabling an on-site social worker/CSO</li> </ul>	
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<b>Procedures for Monitoring Actions/Impact</b>	
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<ul style="list-style-type: none"> <li>• Termly Monitoring and Evaluations</li> <li>• SLT meetings and minutes</li> <li>• Staff briefings and workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Governor Committee Meetings and reports</li> <li>• Link Governor meetings – critical partner</li> <li>• Head teacher Report to Governors</li> </ul>
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- CPD records
- National standards and accreditations (LPPA, RRSA, NAS, IQM)
- Website updates and Blog
- Local Authority audits
- Risk assessment
- Pupil audit and outcomes
- School Council
- RRSA Steering Group

- 'RAG' testing School Development Plan
- Membership of Local School Improvement Group
- Membership of the North West Special School Assessment Group
- Networking
- School Strategic 5 year Plan
- Parent/Carer Questionnaire outcomes
- Staff Questionnaire outcomes
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## Equality Duty

Newfield School complies with the general and specific duties of the Equality Act (2010).

In accordance with the duty we publish information that demonstrates that we have due regard to the need to;

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

These specific duties have been considered in relation to all our policies and procedures in school. Our objectives will be reported on and published as part of the Governance public documents available for inspection under the Freedom of Information Regulations and Data Protection duties and in the school newsletter to parents.

Our Equality Objectives are set, reviewed and published annually in our School Development Plan.

See also

National Curriculum 2014

SEN Code of Practice

Local Offer

SEND Report