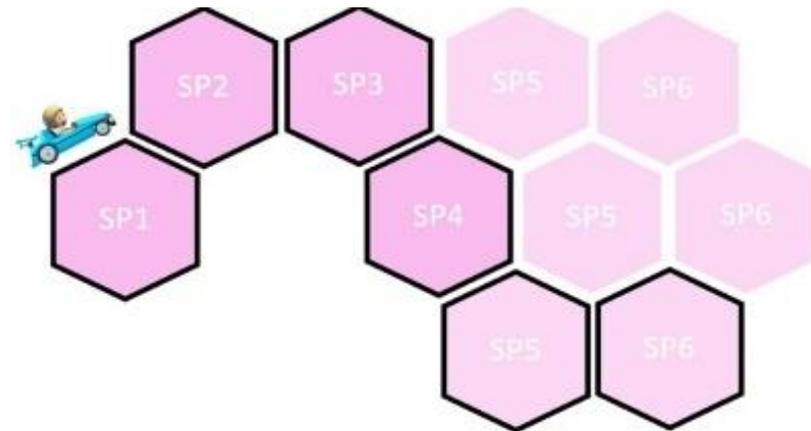




Overley Hall
School

Improvement Planning



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Section 1

Introduction

The children and young people at Overley Hall have severe and complex needs. Autism, attachment disorder, sensory processing difficulties and learning disabilities. All present significant barriers to learning. These difficulties often include the child/young person experiencing high levels of anxiety and frustration due to complications with communication and/or regulation. Low self-esteem or lack of confidence may also be experienced following difficulties in succeeding in a mainstream community. The young person may also have difficulties with trust issues. Furthermore, the challenges to socially conform can interfere with a child's ability to access inclusive opportunities such as being part of a class or school community. It is therefore imperative that emphasis is placed on identifying such barriers which obstruct our learners' learning processes. By diminishing the impact of such barriers and ensuring cultural capital, our principal aim is to ensure the children and young people can develop their life outcomes whilst enjoying our curriculum offer. We strive to develop 'voice' and liberty to maximise independence in their future life as adults.

School Improvement Plan

Our Mission Statement

Overley Hall School is always striving to reach higher levels of service within our unique and specialist industry. We demand dedication, passion and an absolute commitment to advancing current knowledge in response to latest research. Internal reflective systems secure the success of our service, ensuring best practice cascades throughout, in pursuit of excellence whilst amplifying our impact.

Our very special happy school is fuelled through a combination of nurture and therapeutic approaches, with a passion for achieving best outcomes relating to emotional wellbeing and mental health; delivered through a wealth of experience and with professionalism.

Overley Hall School is committed to specialising in the field of Autism, Trauma, and Learning Disabilities. Each individual learner is always at the centre of everything we do.

H	High reaching
A	Approachable
P	Professionalism
P	Positive outcomes
Y	Young people come first

Section 2 Background information contextualising School Improvement Planning

Glossary and acronyms

AA	Attention Autism
AH	Assistant Head
BMI	Body Mass Index
C of E's	Calendar of Events
CP	Clinical Psychologist
CPD	Continuous Professional Development
CPG	Continuum, Prompt, Generalisation, Assessment System
DFE	Department for Education
DH	Deputy Head
DHP	Deputy Head Pastoral
EHCP	Education, Health, Care Plan
EM	Emotional Wellbeing
EMT	Education Management Team
IEP	Individual Education Plan
ISS	Independent School Standards
KS	Key Stage
LA	Local Authority
LM	Learning Mentor
MER	Monitoring, Evaluation and Review
MH	Mental Health
MM	Middle Management
NC	National Curriculum
Ofsted	Office for Standards in Education
OT	Occupational Therapy/Therapist
PM	Performance Management
PSHE	Personal Social Health Education
QA	Quality Assurance
SaLT	Speech and Language Therapy/Therapist
SCERTS	Social, Communication, Emotional, Regulation & Transactional Support
SEF	Self-Evaluation Framework
SEN	Special, Educational Needs
SP	Signposts
SIP	School Improvement Plan
SIPO	School Improvement Partner and Officer
SL's	Senior Leaders
SLT	Senior Leadership Team
SWOT	Strengths, Weaknesses, Opportunities and Threats
V4L	Vehicles for Learning
VIF	Sixth Form

Section 3

Priorities for

improvement

Present

Ofsted inspected Overley Hall School as part of its standard inspection which took place 28th February to 2nd March 2023. This inspection was led by His Majesty’s Inspector (HMI) Helen Forrest and was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school’s suitability for continued registration as an independent school. Overley Hall School was rated as ‘Good’ overall. See in more detail below.

‘For many pupils attending Overley Hall School, it is a life-changing experience. Staff give pupils another chance to succeed in education after previous negative experiences....’ Ofsted 2023

History

Overall effectiveness as judged by Ofsted at previous inspection was ‘Good’ and took place on 9th July 2019

Overall effectiveness	Good
Quality of teaching, learning and assessment	Good
Effectiveness of leadership and management	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Sixth Form provision	Good

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 (‘the independent school standards’) and associated requirements and no action plan is required.

Section 3 Priorities for improvement

The Ofsted report stated that the school had the following strengths:

-  For many pupils attending Overley Hall School, it is a life-changing experience. Staff give pupils another chance to succeed in education after previous negative experiences.
-  Leaders ensure that thorough initial assessments identify pupils' needs.
-  Staff also ensure they find out what interests and motivates each pupil.
-  Leaders and staff use this information to develop a tailored curriculum.
-  Pupils' personal development is the driving force of the curriculum offer.
-  Pupils receive high-quality input to develop their communication skills. This ensures that their voice is heard throughout the learning process.
-  Staff have high expectations of pupils' behaviour. Over time, many pupils' behaviour is transformed.
-  There is a carefully planned program for careers which includes opportunities for work experience for those students in the sixth form. Leaders ensure they consider pupils' and students' interests as well as introduce them to a wider range of possibilities. Pupils' personal development is at the heart of all work in the school.
-  There is an ambitious vision for pupils at this school. Leaders, including the proprietor, aim to ensure that pupils have the best opportunities to develop personally and academically.
-  Leaders have developed a curriculum which builds pupils' knowledge and skills.
-  Developing pupils' communication skills is a high priority throughout the school. Leaders provide pupils with a range of communication aids to support their learning in all lessons.
-  Safeguarding is a high priority at this school.
-  Careful observation of learners to ascertain their anxieties and triggers. Help identify the barriers to learning and enable appropriate actions to avoid any unnecessary confrontation

Section 3

The inspection identified the school as good but to be even better the school would benefit from working on the following areas:

What does the school want to do to improve further?

Further strengthening teaching and learning so that all pupils, including those in the sixth form achieve best possible outcomes by making sure:
(Quoted from OFSTED report)

-  In some subjects, learning for a small number of pupils does not always build on what they already know. This means that these pupils do not achieve as well as they could. Leaders should ensure that staff's subject knowledge of the sequence of progression in these subjects is secure so that all pupils achieve the best possible outcomes.

-  In some subjects, the specific knowledge that leaders want pupils to learn is not explicit. Leaders rely to some extent on staff identifying what is relevant and is most appropriate for the pupils individually. This risks pupils not learning what is most important in that subject area. Leaders should ensure there is a clear agreement on the knowledge pupils should learn for each subject.

This improvement plan is primarily focused on addressing the issues and securing the identified improvement within the next 12 months. The school's aim is that the overall effectiveness of the school should be 'outstanding' at the next standard inspection.

The School's Self Evaluation (SEF) will be key to identifying the schools progress, strengths, weaknesses, and future aspirations. Other important documents where performance will be identified include a variety of quality assurance audits and the termly head teacher's reports. For a really triangulated approach, the following documents are read in conjunction with School Improvement Planning. These include:

-  School Self Evaluation documentation
-  Quality Assurance Documentation, Head Teachers Reports, SAS Meeting Reports and Minutes
-  Curriculum Policy
-  Assessment Analysis
-  School Performance Management Targets

It is also important to consult any audits/minutes from all scrutiny and support (SAS) meetings of which there are various types: Full SAS, Working

parties that feed into SAS, including Business & Finance, Sixth Form, Health and Safety, Therapy and Clinical, School Improvement; for more information about governance please see the governance *information* on the website www.overleyhall.com in the 'About us' section. The Proprietor, Directors, Head Teacher, senior leaders, and middle managers will prioritise actions that will have a direct and significant impact on addressing the recommendations identified in the Ofsted inspection report and focused on through the school improvement.

Section 3

Steps towards plan

-  The plan will be prepared following extensive school self-evaluation in conjunction with the various working groups. It will be presented and agreed by all working groups. Discussions will also take place with the school improvement partner who will provide advice as to how the monitoring support, scrutiny and evaluation can be more focused to enable greater impact or developments moving forward.
-  Sixth Form/Vocational and Therapy/Clinical development targets will be closely linked to the SIP and focused to in support of agreed areas, example: Sixth form will link to Personal Development Areas and Quality of Education and Therapy & Clinical will link their development targets in support of Behaviour and Attitudes and the Quality of Education.
-  The SIP 2023/2024 will be agreed by the SAS Board.
-  School Improvement objectives will be shared with teachers and tutors and stakeholders.
-  Appropriate targets will be incorporated into performance management targets to ensure maximum school improvement.

Priorities for further development across 2023/2024 as agreed at Full SAS Board Meeting Feb 2024

We intend to further develop the following areas:

-  Look closely at the Curriculum Maps, with greater emphasis on Green Band, Bronze and Magenta to ensure our higher ability learners are further challenged to reach their full potential.

-  Ensure planned subject themes provide natural progression routes for each curriculum area and opportunity to revisit throughout the key stage.
-  Creating a 'teaching group' for more able learners to access English and Maths with peers of similar ability.
-  Broaden the qualifications offer to offer specifications which will further stretch the more able learners.
-  Sequential Planning ensuring planning for progression and understanding of how we are moving children forwards to better enable us to celebrate the progress made. This also enable us to further plan for progress building on new skills and knowledge.
-  Planning format and assessment systems
-  Individualised staff training to promote further school improvement.
-  Develop the environment for children with SEND by further developing sensory facilities, water experiences, therapy dogs/ponies, outdoor access and activity, further implementation of the independent living Suite, further curriculum development, calendar of events, classroom space, physical work out / gym equipment.
-  Seek external accreditations to further network, offer challenge but also to celebrate current practice linked to our SEND offer, our Emotional well being offer and our healthy schools offer; use these experiences to learn, strengthen, celebrate.
-  Understanding of intent, implementation, and impact to build confidence during deep dives by further developing the ambassadors for subjects.
-  Developing a model for Overley's Teaching and Learning to develop further understanding and that everybody's role is within the model.
-  Further implementation of PACE, Makaton, Talking Mats, Social Stories
-  Continuing to develop pupil voice.
-  Streamlining documentation ensuring progress and reviews are working documents whilst maintaining a balanced and healthy workload for staff.
-  Sharing responsibilities and upskilling of staff to ensure best outcomes for the service, a more shared approach to management.
-  Establishing a more inclusive offer where a greater breadth of learning ability and needs can be met; updating & implementing the Access Plan
-  Strategies to enhance and maintain effective and solution focused communication between parents and stakeholders.
-  Safeguarding policies and procedures to further develop practice linked to Prevent, CSE, Contextual Safeguarding, Counter bullying.

Priorities for further development across 2024/2026

-  Developing to become a centre of excellence for particular focus on autism, learning difficulties and attachment.
-  Building of Well-being Centre
-  Extending school building to create more classrooms, 1:1 therapy base, drama room, office space, more WC's, showers and changing rooms.
-  Create a school reception and conference room.
-  Extend learner numbers by four (register)
-  Embedding the Education Model where pupil voice can be seen in abundance and documentation continues to develop to a standard that immersively captures voice, educational guidance, breadth, and sequential journeys.
-  Ensure the website continues to represent and celebrate the practice at Overley Hall in an accessible way.

As agreed in SAS Board Meeting Feb 2024

Section 4 Monitoring, evaluation and review of this plan Monitoring led by Head Teacher and supported by the SAS Board

	What	Where	When	How often
1	Annual audit of school performance – completed by HT as part of a collaborative approach with staff from across school	SMT	Last month of the term	Termly
2	SIP – challenge and support visits	School	As arranged	Twice per term
3	School improvement meetings (SIM)	School	First Monday of each month	Monthly during term time
4	Interim SAS visits and SAS working groups	School	Half termly	Once per half term
5	Termly Governance Report to be completed by HT and presented to the Governance Body (SAS Board)	SAS Meetings	Once per term towards the end of the term	Termly
6	Quality Assurance visits by authorities/CCRAG Deep Dives with specific Focus	School	Ongoing	Termly usually
7	Accreditations undertaken	Specific Departments	2023/2024	Ongoing

Monitoring led by School Leadership team (Education Management Team (EMT)): BDo, DMa, RHa, MPe, LDe, SMO and LHy

	What	Who	When
1	Quality of Teaching and Learning	EMT	Termly
2	Behaviour Management, reporting, analysis	RHa, DMa, BDo	Last week of each half term
3	Learning walks with specific focus	EMT	First, third and fifth week of each half term

Leadership and Management – Good to outstanding

1.1 Work collaboratively with internal and external stakeholders to seek recognition in being a center of excellence for people with autism, attachment and learning disabilities. Undertake external accredited awards.	1.2 To evaluate & reflect on all data to assess the strengths and weakness of the school and to coordinate the direction of school development to enable us to reach outstanding ratings.	1.3 Create a training schedule that is more accessible but also involves a sequential plan of development needs related to teaching and learning whilst also highlighting relevant qualifications that support school improvement areas.	1.4 To ensure the health and wellbeing of all stakeholders is paramount to everyday practice where policy and procedure celebrate and highlight our implementation and Impact. Undertake external accreditations linked to health & wellbeing.	1.5 a) To embed our educational model and curriculum policy across school whilst enabling a fluent and immersive design and approach. 1.5 b) Immerse our offer with inclusive opportunities	1.6 Ensure website and marketing highlight the inspirational service we provide, sharing access for those in need of such a specialist provision. 1.7 Design, plan and get planning permission for increasing the school size to increase registration by four and create a number of purpose-built rooms and facilities.
1.8 Analysis of assessment data across the year to bridge and gaps.	1.9 To create and implement a reading policy to demonstrate our sequential approach to developing reading	1.10 Create a ‘teaching group’ and timetable lessons for learners of similar ability, providing opportunity for focused learning and development of core and non-core subjects	1.11 Embark on Externally Accredited Awards to further challenge our provision; for these awards to provide opportunity for scrutiny in a desire to further improve standards across our SEND offer, our Wellbeing Offer and our Health offer. To also use such awards to share and celebrate good practice.		

Quality of Education – Good to outstanding

2.1 Teaching staff to develop self-reflective approaches for personal practice, using relevant teaching and learning models to adapt, triangulate and further develop pedagogy and outcomes.	2.2 Further embed the ‘Needs based curriculum’ where documentation celebrates success and seamless educational therapeutic approach.	2.3 a) Expand the qualification offer for KS4 & KS5 learners. 2.3 b) Establish a cognitively similar teaching group where the focus is on Green Band, Bronze or above led by teachers.			
2.4 Teaching documentation to continue developing to a standard that captures Pupil Voice, Educational Guidance, breadth, and sequential journey.		2.5 Move learning on when pupils are secure in their understanding; demonstrating a higher level of teaching, where responses are scaffolded using questions and well-resourced communication opportunities.			
2.6 Detailed documentation that captures and embeds sequential movement between or within each Engagement quality as outlined through the continuum for learning.	2.7 Continuing the development of Reading across school; offering appropriate reading strategies and a language rich curriculum which promotes communication at all times.	2.8 Continue developing implementation, where teaching demonstrates adaptive and responsive practice. They will adopt more functional/real-life vehicles where appropriate.			

Behaviour and Attitudes – Sustain outstanding

3.1 Embedding the presence of ‘pupil voice’ as highlighted within the ‘Education Model’ through documents and practice.	3.2 Applying systems & strategies to improve health and wellbeing across the school using accreditation(s) to guide.	3.3 Using data analysis and reflective practice, reduce the impact of incidents and possible further trauma.	3.4 Build a Wellbeing Centre on-site that promotes positive, physical, and mental health; To include hydro-pool & gym.	3.5 Create and utilise a functional Technology Room and Lounge.
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Personal Development – Good to outstanding

4.1 Being better prepared for adult life by ensuring teaching embraces more functional learning opportunities that promote independence, voice and decision making, enabling greater freedom and participation in adult life. Learners of all abilities achieve best outcomes academically, improving their depth of knowledge and skills	4.2 Focus on developing successful learning experiences for all learners to help further develop a greater level of self-awareness and acceptance of their similarities and differences to others.	4.3 Continue to support and guide the development of staff’s knowledge and skills in relation to vision, aspirations, and learner outcomes. Develop working groups and use group performance management to develop.	4.4 Develop emotional wellbeing, health, and social skills through introducing evidence-based ‘Gaming’ to our curriculum offer.
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One Page School Improvement Plan (SIP) 2022/2024

Section 5

School Improvement Plan 2022 to 2024

Target	Action and Process	Timescale	Materials	Monitoring the process who is responsible	Outcome/ Indicator
<p>1.1 To work collaboratively with internal and external stakeholders to seek recognition in being a center of excellence for people with autism, attachment and learning disabilities.</p>	<p>Internal -Annual SWOT analysis followed by action planning. -A minimum of two rounds of observations to be carried out and self-evaluation to be updated. -Create procedure for developing ‘pupil voice’, listen and respond – analyse feedback and take findings to SAS/action if necessary. -Create effective systems for improving communication, sharing practice, networking; regular meetings and developing effective systems for cascading information. -Weekly training for staff across all roles – training schedule in line with SIP and vision (Intervention/Safeguarding (Prevent, filtering and monitoring, online, contextual, Child Sexual Exploitation), subject specific/Autism/SEND/Attachment/Curriculum/Education Model/Role development/Emotional Wellbeing/Digital game-based learning). -Upskilling and further development of hierarchy across school – further development of Education Management Team (EMT), roles of tutors, Senior (HLTA’s) & teachers as subject specific practitioners. -Development of more ‘school specific’ handbook Further develop the school website, using it as a tool to share our good practice on a regular basis. -Continue to prioritise staff and learner wellbeing – seeking greater impact. -Ensure all members of staff follow a progression route to become as effective in their role as possible and as knowledgeable and skillful as they can be – offering quality and individualized training. -Leaders to have high expectations of all and hold staff to account where necessary, offering praise and remuneration where appropriate. -Link Performance Management (PM) targets SIP targets, use one page PM format to record meetings, two meetings per year. Use EMT to assist. -School improvement partner close working to help implement training, measure impact of training, advise/inform HT</p>	<p>July 23 – July 24</p>	<p>SWOT SE Doc</p> <p>A Pupil Voice section on the website and in the curriculum Policy/Analysis of feedback</p> <p>Procedure for cascading info. Training lists</p> <p>Triangulation SIP/PM Targets/Self evaluation</p> <p>Plan for SIP Job descriptions</p> <p>Handbook/SEN D Info Report</p> <p>Website Audits of websites</p> <p>Performance targets</p>	<p>Responsible person – BDo</p> <p>SMo (SIP) SAS (LHy) EMT</p>	<p>Success will be when senior leaders work collaboratively with internal and external stakeholders who view and judge the school as a center of excellence for people with autism, attachment and learning disabilities.</p> <p>Indicators:</p> <p>Judged outstanding for:</p> <ul style="list-style-type: none">  Quality of Education  Personal Development  Behaviour and Attitudes  Leadership and Management  Sixth Form <p>Authorities continuing to want to place with us.</p> <p>Consultation arriving from a larger number of authorities.</p> <p>Greater number of placing authorities</p> <p>Full to capacity in school at the end of the academic year 23 and 24 with a waiting list</p>

	<p>External <u>Parents/Guardians/Family/Carers</u> -Providing clear lines of communication via: Support and Scrutiny Group/Prospectus/Parents section on website/What’s happening at school/Learners Prospectus/Listen to the feedback from parents and responding/feedback from stakeholders/Collating array of feedback and analysing, action if necessary, report to SAS/Policy in line with Independent School Standards/Open door policy/Use the feedback provided by Quality Assurances visits, deep dives, inspections/audits to improve further our performance. -Termly Newsletters/Two Head Teachers Reports per year/Termly Calendar of Events and parent friendly ‘hang on your fridge’ version/Termly updates on progress/Development of knowledge (training) x3 per year (Autism/Intervention/school focus) -Offer two parents’ day/evenings per year, coupled with SWOT followed up by the update of the SIP where appropriate -Weekly calls made by tutors/Weekly snap shots -Implement a Parent Policy -Encouraging/welcoming opportunities to alongside similar school to moderate and network, share training etc. -Provide regular opportunities for parent courses and opportunities to see the support/interventions used in school -Raise the schools’ profile by gaining accreditations and sharing them on our website and paperwork – using this journey to improve our service and celebrate the good work we do here at Overley Hall School. -Creating systems to further enhance relationships and understanding of service with Wellingtonia management and staff.</p> <p><u>Authority/Other provisions</u> -Quality Assurance documentation to be of the highest quality, share their findings with stakeholders. Use each QA as an opportunity to grow, measure our impact and share with stakeholders. -Working closely with other SEND schools (moderation/joint training/development) -Effective marketing/sharing the schools’ vision to other similar schools -Redesigning the website and ensuring it is kept current -Welcoming visits and using Consultation Visits as an opportunity to promote Overley Hall School</p>		<p>Parent Policy</p> <p>QA documentation Logs Training Power Points and Supporting Evidence</p> <p>Quality Assurance audits</p> <p>Website</p>		<p>Positive feedback about the website</p> <p>Positive & constructive feedback from Quality Assurance visits, deep dives, other inspections.</p> <p>Positive feedback from parents, and carers.</p>
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<p>1.2 To evaluate and reflect on all data to assess the strengths and weakness of the school. To coordinate the direction of school developments to enable us to reach outstanding ratings.</p>	<p>Data to be evaluated and reflected on:</p> <p>Learners Behaviour, safeguarding, signpost subjects, integrated subjects, formal and informal assessment, curriculum design, health indicators such as BMI, medication changes, work experience opportunities and progression, transitions including any data in connection with alternative provision or college, communication, emotional , social, engagement, prompting/independent thinking, curiosity, ability to transfer skills or knowledge, qualifications gained, progress towards outcomes (EHCP long term and IEP short term & post Overley outcomes set in first three months of placement), School council minutes, attendance.</p> <p>Staff Observations, performance against targets, accreditations and qualifications gained, training undertaken, behaviour management through Behaviour Watch, duties expected and performance/attitude, SWOTs, attendance.</p> <p>Senior Leaders SIP, Ofsted, Safeguarding, QA audits, audits of curriculum/safeguarding/H & S/attendance/Policy/HT Reports/school, staff turn, meeting deadlines, Complaints/feedback/assessment, carrying out role, SWOTs, training matrix ensuring training supports the school’s vision and direction, providing support and performance management, assuring the independent school standards, working with professionalism.</p> <p>Therapy Individual reports for annual reviews, development planning, policy, measuring impact, providing the support, and training required to ensure intervention is embedded throughout our education offer.</p> <p>Middle and senior Managers, SWOTs Audits (KS2, KS3, KS4, KS5) and KS5 Development Plan Induction, SMSC, RSHE and Calendar of Events, SEND, H & S, SWOTs</p> <p>SAS Board Oversight of senior leadership, policy and procedure, audits of the website</p> <p>-DSLs Chronology, files, reports of safeguarding, reports of low-level safeguarding, communication and recording of details, ensuring policy and procedure are fitting and adhered to, training (drip feed and substantial)</p>	<p>July 23 – July 2024</p>	<p>Audit plan and reported on through the HT’s Report</p> <p>School Self Evaluation to be updated at least twice per year.</p> <p>SIP to be evaluated.</p> <p>Head Teachers Reports X2 per year</p>	<p>HT SAS EMT SIP</p>	<p>Success will be when all areas of the school are being evaluated through rigorous and robust agreed methodology to support further development and bridge gaps. Just as important, findings will also be used to help identify areas of achievement enabling the sharing of good practice and celebration.</p> <p>Direct and indirect indicators of success include:</p> <ul style="list-style-type: none"> Supporting documents as outlined Minutes from SAS meetings Informed action plans Informed School Self Evaluation Head Teacher Reports -Evidence Files complete with supporting documentation, indexed according to the audit design Progress and Impact Reports Supervisions & observations Performance Management Observing via activities such as Open Day, Sports Day, assembly participation, vocational opportunities, café experiences, work experience level of challenge, reduction in level of support, ability to communicate, reduction in behaviour intensity/frequency, improved relationships, general wellbeing etc.
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<p>1.3 Create a training schedule that is more accessible but also involves a sequential plan of development, specifically focused on improving the quality of teaching and learning.</p>	<p>Schedule to include the following but not exclusively:</p> <ul style="list-style-type: none"> • Curriculum vision, policy, and procedure. • An introduction to independent school standards and standards set by DFE and OFSTED, and also our Mission Statement • Education model, school structure, vision • Development areas (Phonics/Reading/Subject knowledge) whole school and for departments/Key Stages, and individuals • Quality of teaching • Personal development towards agreed specific qualifications including L3/L4/L5/L6 qualifications. • Subject knowledge for all and specific for individuals • Learning & assessment • Bridging the gap • Key stage development • Moderation • Networking • Safeguarding and safeguarding supervision • Behaviour management to enable better access to the curriculum. • Health and wellbeing • Wellbeing sessions. Team bonding <p>Initial meeting should discuss the following:</p> <ul style="list-style-type: none"> - ISS standards - School needs and vision - School development in line with SIP and to reach standards of excellence. - Teaching quality roadmaps - Establishing agreed policy - Maintaining or developing standards - Bridging gaps - Sharing and networking – good practice - Upskilling staff 	<p>To be published September 2023 and adhered to throughout the year 23/24.</p> <p>Completed matrix by Dec 24</p>	<p>Minutes Schedule</p> <p>Training Matrix including outlined training.</p>	<p>HT EMT SIP Guests</p>	<p>Success will be when a comprehensive training schedule is in place in addition to the existing matrix and the induction training. A training schedule which develops knowledge and skills in such a way that develops the quality of teaching and learning, supports school improvement and our quest to achieve an ‘outstanding’ rating for Teaching and Learning.</p> <p>Indicators of success include:</p> <ul style="list-style-type: none"> -Head Teachers Report -Minutes of SAS -Training Power Point Presentations -Records of training -Feedback from training
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<p>1.4</p> <p>To ensure the health and wellbeing of all stakeholders is paramount to everyday practice where policy and procedure celebrate and highlight our implementation and impact.</p> <p>‘Health is a state of complete physical, mental, and social well-being. It encompasses a person’s overall well-being. It includes physical, mental, and social aspects of life such as the ability to perform daily activities maintain relationships, and cope with stressors’.</p> <p>WHO</p>	<p>Ensure there is a clear vision for promoting health via policy and procedure. Policy should include detail linked to environment and practice. Our definition of health</p> <p>Our policy should consider outcomes for learners, family, and staff.</p> <p>Outcomes must include but not exclusively:</p> <ul style="list-style-type: none"> Obesity reduction by monitoring BMI across school Heights and weights, measurements Our offer for physical/cardio activity/exercise Health (physical, emotional, mental) to be signposted and measured. Create a monitoring system across school that identifies sugar & fat intake. To ensure ‘healthy living’ is part of our PSHE curriculum. Logs of teeth brushing & general cleanliness etc. Individual programmes (gym/foot spa/sensory integration) for maintaining or improving health. Measure, evaluate, reflect on how food offered at Overley ensures a healthy lifestyle. Ensure one-page profiles are capturing health and medical needs <p>Establish a team who will promote health. Their responsibility will be to create a policy and procedure for across the provision and communication of intention/vision. Ensure any actions are added to the SIP to be actioned or create an action plan for further developing our health offer.</p> <p>Calendar of Events adopted as a vehicle for promoting health and/or wellbeing.</p> <p>‘Vehicles for Learning’ to include the development of health and/or wellbeing (PE & PSHE)</p> <p>Behaviour Watch to be and filled throughout the year, timelines to be included highlighting changes in weight, BMI, dental appointments, optician/audiology appointments, height changes, medication changes, psychology reports carried out, CAHMs appointments etc.</p>	<p>By Dec 2024</p>	<p>Policy and procedure</p> <p>Action Plan</p> <p>Signposting</p> <p>Vehicles for learning</p> <p>Calendar of Events Autumn, Spring and Summer across 22 - 24</p>	<p>HT EMT</p> <p>Team of staff from across school and the wider service</p>	<p>Success will be when the health and wellbeing of all stakeholders is being seen as paramount and when everyday practice is yielding positive results.</p> <p>Indicators of success will be:</p> <ul style="list-style-type: none"> Obesity is reduced, with more BMI’s falling with normal ranges. A reduction in those who are clinically measured as being underweight with more falling within normal ranges of BMI. There is clear evidence of planning for developing the health and wellbeing practice at Overley through C of E’s, V4L Active Health Records logging data and practice offered. Greater positivity and engagement More success socially and improvement in self esteem
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<p>1.5 a) To embed our educational model and curriculum policy across school whilst enabling a fluent and immersive design and approach.</p>	<p>Provide training and follow up sessions on the following, but not limited to:</p> <ul style="list-style-type: none"> ✿ Vision ✿ Pedagogy ✿ Intent of our curriculum ✿ The Education Model ✿ Routes for progression ✿ Sequential planning and signposting ✿ Vehicles for learning, signposting subjects and integrated subjects ✿ Diving Deep and Implementation ✿ Impact ✿ What is our Curriculum Design? ✿ Role of the Coordinator ✿ Subject Knowledge ✿ -Deep diving <p>Use moderation activities to ensure gentle ‘peer on peer’ support is offered. Ensure education model and policy is fluently implemented.</p> <p>Audit signposting and vehicles for learning termly to ensure vision and models are fully being implemented and pupil voice is evident.</p> <p>Moderate ‘Progress and Impact Reports’ and supporting evidence to ensure:</p> <ul style="list-style-type: none"> ✿ Reporting is quality and directly linked to the signpost ✿ Evidence of learner work is directly linked to the signpost and sequentially displayed to show the progression outlined through the routes for progression ✿ Ensure CPG scoring is reliable and evidence has captured judgements ✿ Pace is appropriate, work is challenging and offering quality opportunities for learning and engagement ✿ Evidence shows pupil voice from planning, delivery and is evident in outcomes reached. <p>We will also audit integrated subjects through vehicles and evidence collated. We will be looking for:</p> <ul style="list-style-type: none"> -Quality opportunities offered through the implementation of the curriculum policy -Assessment of integrated subjects show progression. -Subjects are being introduced as vehicles and delivered thematically. <p>Audit two files (Teaching and Evidence)</p> <p>Each tutor and specialist teacher and therapist will be asked to prepare and deliver a short presentation to describe their impact on one young person in their charge towards the end of each term.</p>	<p>Delivered and recapped prior to Dec 2022 – Dec 2023</p> <p>Round 2 Dec 23-Dec 24</p>	<p>Training PP and documents</p> <p>Moderation format</p> <p>Audit format</p> <p>Moderation format</p> <p>Audit</p>	<p>HT SIP EMT</p>	<p>Success will be when evidence supports our educational model and curriculum policy is immersively being applied and supporting outstanding impact and personal development.</p> <p>Supporting evidence will include:</p> <ul style="list-style-type: none"> - CPG analysis - IEP analysis - Audits - Observations
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<p>1.5 b) Immerse our offer with inclusive opportunities.</p>	<p>Putting the child at the centre of all planning, be creative in ways to negate the impacts of being a student in a small, independent special school by planning inclusive opportunities to further provide real-life experiences. Opportunities which may provide:</p> <ul style="list-style-type: none">  Social interaction opportunities to mix with neurotypical YP, real life learning with indirect support.  Vocational & Academic opportunities to gain knowledge and skills in areas we are unable to provide and which they aspire to  Physical & therapeutic experiences, Overley may be unable to provide.  Opportunities to experience clubs/social experiences beyond our offer.  Technology fitting of age <p>To ensure those young people who may in the future return to a less supported school/ or onto a mainstream college, are given the opportunity to build the skills necessary to be successful in the next potential placement. Addressing the barriers to their future success and providing them with opportunity to learn from their mistakes, in a safe manner.</p> <p>At the end of Year 9, 10, 11 & 12 EMT & tutor to explore possibilities for individuals, their need for inclusion, the type of inclusive provision required reduce the likelihood of failure for that learner.</p> <p>Explore inclusive opportunities such as the following may offer: Work experience, College, Alternative Provisions, Community Shopping, Youth Clubs, Sports venues, Schools etc.</p>	<p>Jul 2024</p>	<p>Alternative Placement Audits</p> <p>Risk Assessments</p> <p>Transition plans</p> <p>Careers advisor to be involved</p>	<p>EMT Tutor CMc Parents Learners Authority</p>	<p>Success will be when the team are planning to ensure we are preparing the young person well for the next anticipated stages of their lives. When it is anticipated that young people may/are moving onto to a service which provides less support than Overley does, we ensure they are given every opportunity to develop their skills through real-life experience, with Overley staff addressing the difficulties and the barriers to success through planned learning back at Overley. When our transition planning includes thinking about how we are preparing young people well to be successful in a less supported establishment.</p>
<p>1.6 Ensure website and marketing highlight the inspirational service we provide, sharing access for those in need of such a specialist provision.</p>	<p>Break up Curriculum Policy to smaller parts for easy reading. Work with HR and website designer to create a website which meets the needs and aspirations of the school and wider provision.</p> <p>Gather a working party from a range of stakeholders to contribute to the array of website content.</p> <p>Carry out audits of documentation displayed on the website to ensure it meets Independent School Standards, is current, informative, relevant but also aspirational.</p>	<p>Dec 2023</p> <p>Termly</p>	<p>Working party</p> <p>Audit format required</p>	<p>LHy, DMa, MPe, LDe</p>	<p>Success will be when the website meets Independent School Standards, is current, informative, relevant but also aspirational for a range of stakeholders including:</p> <ul style="list-style-type: none"> - Parents & guardians - Prospective parents - Authorities - Staff - Learners - DFE/OFSTED - Networking others <p>We wish to:</p> <ul style="list-style-type: none"> - Share information. - Share our vision. - Share achievement. - Offer an interactive design

<p>1.7 Design, plan and get planning permission for increasing the school size to enable us to increase our registration by four and create several purpose-built rooms.</p>	<p>Discuss vision with BMT. Provide a presentation on the need for a substantial extension to be able to accommodate:</p> <ul style="list-style-type: none"> ✿ 1 medium size with a quiet room to accommodate a new class of four young people. ✿ X2 smaller classrooms to be used to provide learning environments for individual or paired work. These rooms will also be used when there is dysregulation to ensure the learning of all is not affected. ✿ x1 medical surgery, which means we can reinstate our WC facility. ✿ X1 large room with natural sections for a 1:1 therapy room coupled with use as a Gaming Room ✿ X1 large room for drama/dining/assemblies/parents' venues ✿ X1 room for showers and changing. ✿ X1 disabled toilet (separate room to the disabled toilet) ✿ X1 room for gym equipment ✿ X1 large office 	<p>By Dec 2024</p> <p>To commence build by July 2025 with a completion date of December 2025</p>	<p>Plans</p>	<p>ABr BDo BMT EMT</p>	<p>Success will be when we have agreed to the proposal. Agreed the usage. Had architect designs agreed. Planning permission passed.</p> <p>Success will be when work has commenced by July 25 and completed by Dec 25. Furnishing added with the opening date of April 26.</p>
<p>1.8 Analysis of assessment data across the year to bridge and gaps.</p>	<p>Collect CPG data twice per year for Signposted Subjects</p> <p>Collect IEP CPG progress twice per year.</p> <p>Analyse both sets of data.</p> <p>Create Bridging the Gap Action Plans, update previous.</p> <p>Monitor the effectiveness of the outlined strategies</p>	<p>Feb & July</p>	<p>Assessment Spreadsheet IEP progress Format Time</p> <p>Action Plan and time to share results with staff</p>	<p>BDo</p> <p>As above</p> <p>As above</p> <p>As above with staff</p> <p>Coordinators</p>	<p>Success will be when children are progressing within expected range or above; when underperformance is recognised, and strategies agreed to ensure gaps are reduced.</p>
<p>1.9 To create and implement a reading policy to demonstrate our sequential approach to developing reading.</p>	<p>Networking/establishing resources/liasing with Speech and Language Therapist</p> <p>Training provided across the Autumn Term 2022 with a focus on developing a policy for Overley Hall and how to sequentially develop early reading to competency through the development of a curriculum map. Ensure policy is supported by Phonics Policy.</p> <p>Organising our resources to enable all to access, collectively write the policy.</p> <p>Assign responsibility of a reading coordinator and develop role.</p> <p>Embed the policy across the year 2022/2023; the general cross curricular curriculum offers; within literacy sessions; within top up sessions with Coordinator</p>	<p>Sept/Oct 2022</p> <p>Nov 22</p> <p>Nov 22</p> <p>Sept 22 Across 22/23</p>	<p>Research. Agree phonics programme.</p> <p>CPD schedule</p> <p>Gather all reading schemes. Timetable</p>	<p>EMT BDo, MPE, LHy, SMO</p> <p>BDo SMo, MPE SMo</p> <p>BDo</p>	<p>When staff are being guiding by a policy to help their learners to progress in their ability to read independent of their initial starting point.</p> <p>When staff can confidently discuss how they plan to develop their learners reading and confidently provide deep dive responses with confidence.</p>

<p>1.10 Create a ‘teaching group’ and timetable lessons for learners of similar ability, providing opportunity for focused learning and development of core and no-core subjects.</p>	<p>Share the vision for establishing a higher ability teaching group (Green, Bronze, and above Banded students) with EMT and Tutors. (Follow qualification specification and Curriculum Mapping)</p> <p>Research appropriate syllabi/qualifications which each chosen to provide shared objectives for those students working between Entry 1 and Entry 3. Involve teachers in this quest. Specifications for November 2023</p> <p>Select young people with EMT and timetable for sessions ideally to be slotted into the mornings.</p>	<p>Sept 23-Nov 23</p>	<p>Timetable for staff and learners</p> <p>Specifications for Maths and English</p>	<p>BDo EMT Tutors Teachers</p>	<p>Success will be when we have a shared vision for offering challenging work to a group of learners daily for English and Maths in the first instance. Trial the vision before introducing non-core curricular subjects. Ensure tutors continue to offer the full curriculum through vehicles for learning and measured against signposts.</p>
<p>1.11 Embark on externally Accredited Awards to further challenge our provision; for these awards to provide opportunity for scrutiny in a desire to further improve standards across our SEND offer, our Wellbeing offer and our Health offer. To use such awards to share and celebrate good practice. Use to upskill EMT.</p>	<p>Select suitable Awards which support the further development of our offer of:</p> <ul style="list-style-type: none">  SEND  Emotional Wellbeing  Communication  Health  Safeguarding  Curriculum <p>Select three awards for 2024 and three to commence Sept 2024 and three for September 2025.</p> <p>Use performance management to assign responsibilities to member of the EMT according to their specialisms, roles, and interests:</p> <ul style="list-style-type: none">  SEND - LDe  Emotional Wellbeing - RHa  Communication – RHa & KJo  Health – DMA & MPe  Safeguarding - BDo  Curriculum – BDo  Behaviour/Menal Health – RHa  Inclusion – DMA & MPe  Autism or Learning Disability – LDe & BDo <p>SEND Award Evidence our commitment to achieving the send inclusion award. Ensure policy and procedure is compliant and promotes an inclusive ethos. Leadership and vision is strong as regards SEND, expectations are high of all.</p>	<p>September 23</p> <p>September 22</p> <p>September 25</p> <p>Complete by September 24</p>	<p>Action plans and portfolio of evidence for each award.</p> <p>LDe & EMT</p>	<p>EMT</p>	<p>Success will be when EMT members are coordinating their award as part of performance management. The process supports school improvement which in turn maximises outcomes for all. In the areas of</p> <ul style="list-style-type: none">  Health  SEND and inclusion.  Emotional Wellbeing and Mental Health.

	<p>Teaching and learning are strong and continues to improve. Target setting is strong. Pupil voice is supported, developed, and valued. Parent voice is supported and valued. Training is tailored and targeted and provided to maximise our SEND offer.</p> <p>Emotional Wellbeing Awards Create a strategy for EW&MH for Overley Hall School</p> <p>Evidence how the school is committed to promoting and protecting emotional wellbeing and mental health (EM&MH) by achieving the Wellbeing Award for Schools</p> <ul style="list-style-type: none"> - The award process is reviewed by EMT & working group and formally adopted and budgeted for - A working group is established. - Reflect on our current provision offers – all staff, other stakeholders – analyse feedback – involve all throughout the award. - Create an action plan specifically to achieve the award. - Evaluate where we are up to regularly (monthly) <p>Share the vision for promoting and protecting emotional wellbeing and mental health with all stakeholders including the learners where appropriate.</p> <ul style="list-style-type: none"> - Ensure the vision permeates throughout all policies and relevant procedures. - Carry out a SWOT – reflect, and action – create a strategy for EW & MH. - Ensure our policy addresses our strategy – share with stakeholders. <p>Further develop the positive culture which regards EW&MH as the responsibility of all.</p> <ul style="list-style-type: none"> - Share how EW&MH can impact on progress, how it is everybody’s responsibility – ensure there is a shared accountability framework. Gently remove the stigma attached to ‘mental health’. - Reflect on the extent to which the whole-school community feels comfortable talking about and taking responsibility for EW&MH – action. <p>Actively promote the EW&MH of staff</p> <ul style="list-style-type: none"> - The EW&MH of staff are integrated into the school’s vision. - Vision consider how stress levels and positive wellbeing interventions are actively sought. 	<p>Complete by September 24</p>	<p>RHa & EMT</p>		
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	<ul style="list-style-type: none"> - Appraisals/supervision/performance management includes a consideration of EW&MH - Reflect on the quality of support we put in to support staff. <p>Prioritise professional learning and staff development on EW&MH.</p> <ul style="list-style-type: none"> - Assess the strengths and weaknesses in understanding – reflect and identify training required – make CPD program required – implement. <p>Reflect on how the school monitors the extent to which the whole-school community feels engaged with the school’s approach to EW&MH. Network with schools and specialist services to further support EW&MH.</p> <p>Healthy Schools Award The school has a clear vision and strong ethos for developing and maintaining good physical, emotional and social wellbeing for learners and staff. A working group is created and meet regularly. To ensure school works closely with care and catering staff to establish goals. Adopt the three-pillar approach. 1) Communication 2) Feedback 3) Flexibility Measure impact Celebrate and share</p>	Complete by September 24	DM, MPE & EMT		
<p>2.1 Teaching staff to develop self-reflective approaches for personal practice, using relevant teaching and learning models to adapt, triangulate and further develop pedagogy and outcomes.</p>	<p>To implement training schedule to ensure staff adopt and maintain self-reflective teaching. Models and training to include:</p> <ul style="list-style-type: none"> - The Education Model - Diving for depth model - Teaching theories - Vision Flower and Curriculum Intent - Embedding planning documentation - Embedding the role of the coordinator - Subject specific training - Peer to peer observations - Staff presenting back and helping towards training schedule. - Moderation - Possible networking opportunities 	July 23	<p>Training Schedule</p> <p>Training PowerPoints and resources.</p>	BDo DMA, MPE LHy	<p>Success will be when staff are accurately self-assessing practice which highlights personal development.</p> <p>Indicators of success will include:</p> <ul style="list-style-type: none"> - Feedback - Presentations - Observations - Work scrutiny

<p>2.2 Further embed the 'Needs based curriculum' where documentation celebrates success and seamless educational therapeutic approach.</p>	<p>To implement training schedule to ensure staff adopt and maintain self-reflective teaching. Channels to develop target will include:</p> <ul style="list-style-type: none"> - The Education Models - Diving for depth model - Teaching theories - Vision Flower and Curriculum Intent - Embedding planning documentation - Embedding the role of the coordinator - Subject specific training - Peer to peer observations - Teaching observations - Staff presenting back and helping towards training schedule. - Moderation (Progress and Impact Reports and IEP Progression and Assessment) - Annual Reviews and Termly Updates 	<p>July 2023</p>	<p>Training PowerPoints and resources. Relevant documentation</p>	<p>BDo DMa, MPe LDE & RHa LHy Coordinators</p>	<p>Success will be when staff are evidencing the needs of learners within planning and teaching where direct links can be made to EHCP/IEP/Therapy Reports/post admission review/annual education review.</p>
<p>2.3 a) Expand the qualification offer for KS4 & KS5 learners</p>	<p>Research and select the most appropriate specifications which can be taught to a group and the qualification offered at an appropriate level (Entry 1, 2 or 3). Qualifications should be selected to provide skills and knowledge which will maximise voice and liberty. They may be functional and applicable to real life situation. Further specifications selected around non-core subjects – Possibly AQA Unit Awards from Entry 1 to 3.</p>	<p>Planning created to offer specifications selected.</p>	<p>November 23 start. September 24</p>	<p>PSm PTR MRo – Art Geog – PSm History – PSm</p>	<p>Success will be when our qualification offer has increased, and learners are gaining functional skills and further knowledge to help them develop independence in the next stage of their lives.</p>
<p>2.3 b) Establish a cognitively similar teaching group where the focus is on Green Band, Bronze or above led by teachers.</p>	<p>To ensure best possible outcomes monitor and track:</p> <ul style="list-style-type: none">  Progress and Impact Reports  Progress of learners  Observations / measure performance through Performance Management  Planning  Assessment data  Quality of evidence  Behaviour/attention/dynamics of the group <p>Ensure themes selected half termly support increasing depth of knowledge and growing skills. Ensure the Curriculum bands are progressive in their design and content. Ensure more able learners are given every opportunity to expand their knowledge and skills across all curriculum areas relevant to their key stage.</p>	<p>Collection of data</p>	<p>Jan 24 – July 24</p>	<p>EMT</p>	<p>Success will be when quality teaching and learning is challenging our more able learners; where evidence of progression is rich and bountiful, and assessment clearly demonstrates learning</p>

<p>2.4 Teaching documentation to continue developing to a standard that immersively captures Pupil Voice, Educational Guidance, breadth, and sequential journeys.</p>	<p>Provide training and follow up sessions on the following, but not limited to:</p> <ul style="list-style-type: none"> - Vision - Pedagogy - Intent of our curriculum - The Education Model - Routes for progression - Sequential planning and signposting - Vehicles for learning, signposting subjects and integrated subjects - Diving Deep and Implementation - Impact - What is our Curriculum Design? - Role of the Coordinator - Subject Knowledge -Diving for Depth Model 	<p>Delivered and recapped prior to Dec 2022 – September 23 and then evaluated and repeated to bridge any gaps in knowledge or skills for staff.</p> <p>Share with parents.</p> <p>Updates provided throughout the year as felt necessary; top ups or new changes will be shared.</p>	<p>PP Curriculum Policy</p> <p>All relevant documentation which informs teaching</p>	<p>Coordinators and teaching staff</p>	<p>Success will be when teaching documentation evidently highlights pupil voice, educational guidance, breath and the sequential journey and there is a trail of evidence.</p>
<p>2.5 Move learning on when pupils are secure in their understanding; demonstrating a higher level of teaching, where responses are scaffolded using questions and well-resourced communication opportunities.</p>	<p>Develop and introduce new teaching documentation that ensures a sequential learning process can take place, whilst ensuring less workload; format which helps staff identify next steps and where to move onto.</p> <p>Introduce ‘Diving for Depth’ Model, training, and new lesson observation sheet which encourages questioning and scaffolding responses.</p> <p>Ensure staff understand how they can move a child on, what the next steps of learning are.</p> <p>Questioning the progress made by a pupil or lack of, holding staff to account if necessary.</p> <p>Following a lesson observation question what the plan is to move each child on. Go back the following week and expect to see the children being given opportunity to progress.</p> <p>Making sure the staff understand the curriculum maps. Staff planning the next steps in their planning.</p>	<p>Across 2022/2023/2024</p>	<p>Curriculum maps</p> <p>Observation report</p> <p>Creating time to feedback</p> <p>Training</p> <p>Build into EFL.</p>	<p>BDo EMT</p>	<p>Success will be when staff are applying the education model across their teaching and planning.</p>

<p>2.6 Detailed documentation that captures and embeds sequential movement between or within each Engagement quality as outlined through the continuum for learning.</p>	<p>Develop and introduce new teaching documentation that ensures a sequential learning process can take place, whilst ensuring less workload; format which helps sequential movement and Quality.</p> <p>Introduce ‘Diving for Depth’ Model, training, and new lesson observation sheet which encourages engagement/interest, sequential planning and appropriate assessment.</p> <p>Moderation meetings – assessing staff knowledge and encouraging gentle challenge around assessment decisions.</p> <p>Training as above.</p>	<p>Across 22/23/24</p>	<p>Curriculum policy and documentation to support teaching and learning</p>	<p>Teaching staff</p>	<p>Success will be when documentation captures accurate engagement assessment.</p>
<p>2.7 Continuing the development of Reading across school; offering appropriate reading strategies and a language rich curriculum which promotes ‘communication’ at all times.</p>	<p>Networking</p> <p>Liaising with Speech and Language Therapist</p> <p>Training provided across the Year 2022/23/24 with a focus on developing a policy for Overley Hall and how to sequentially develop early reading to competency through the development of a curriculum map.</p> <p>Establishing our resources including Phonics Scheme.</p> <p>Organising our resources to enable all to access.</p> <p>Assign responsibility of a English Coordinator.</p> <p>Collaboratively update policy.</p> <p>Continue to embed the policy across the year 2022/23/24.</p> <p>Embed the development of reading through work carried out:</p> <ul style="list-style-type: none"> • Within the tutor group and the general cross curricular offer • Within literacy sessions • Through staff training • Training schedule to include language rich priorities linked to pupil voice model (maximising liberties) 	<p>Sept 22 to July 24</p>	<p>Discussion visiting a similar school.</p> <p>BDo to liaise with SMO (SIP). Research. CPD schedule</p> <p>Training materials</p>	<p>BDo RHa EMT</p> <p>Coordinators</p> <p>Tutors</p>	<p>Success will be when lessons are maximising opportunities for reading and language development. When coordinators are in place and confidently encouraging reading and language development that promotes communication development.</p>

<p>2.8 Continue developing implementation, where teaching demonstrates adaptive and responsive practice. They will adopt more functional/real-life vehicles where appropriate.</p>	<p>Training schedule which includes opportunities for discussions around adaptive and responsive practice and more functional / 'real-life'.</p> <p>Teaching observations</p> <p>Work scrutiny – Vehicles for Learning; Teaching observations; Sequential Signposts; Learner work; displays.</p> <p>For KS4 & 5, The Moving On curriculum and OCR Life and Living Diploma.</p>	<p>2022 - 2024</p>	<p>PP</p> <p>Observation Records Scrutiny records</p> <p>Specifications</p>	<p>SL's Coordinators</p>	<p>Success will be when teaching highlights adaptive responses to learner's needs and interests. Staff having valid reason behind selection of targets and delivery and how such practice will benefit adult life.</p>
<p>3.1 Embedding the presence of 'pupil voice' as highlighted within the 'Education Model' through documentation and practice.</p>	<p>Audit teaching files and Evidence Files this will enable us to look for pupil voice through:</p> <ul style="list-style-type: none"> - Planning – Vehicles for learning - Progress and Impact Reports - Learners work both Signposted and Integrated evidence - IEP Progress Reports, supporting evidence and progress. - One-page profiles - PEN Portraits <p>Audit therapy reports and evidence.</p> <p>Audit displays</p> <p>Audit the quality of teaching and learning – through observations.</p> <p>Analysis of termly staff presentations given by relevant leading staff describing how they have adopted the models, strengths, and weaknesses.</p>	<p>July 2023</p>	<p>Audit formats</p> <p>Teaching and Evidence folders</p> <p>Observation forms</p>	<p>BDo, MBa DMa Coordinators</p>	<p>Success will be when pupil voice is driving the quality of education forward as indicated by our Education Model. When all audits highlight and capture the needs and the voice of the learner, whilst working to maximise liberties. Where planning and delivery clearly and visibly link and include specialist guidance; where practice is shaped and delivered flexibly according to children's ever-changing need and interests. Where learners are building their knowledge and skills based on what they can already do, but where their holistic needs are equally being addressed.</p>
<p>3.2 Applying systems and strategies that enable improved health and wellbeing across the school.</p>	<p>Establish a working group.</p> <p>Brainstorm definition of 'health' and 'wellbeing' and areas we will work on developing.</p>		<p>Minutes of Meeting</p> <p>Brainstorm</p>	<p>BDo/DMa/M Ba/MPe/LDe/ LTh to start</p> <p>Representatives from across all</p>	<p>Success will be when the health and wellbeing of all stakeholders is being seen as paramount and when everyday practice is yielding positive results.</p> <p>Indicators of success will be:</p>

	<p>Create an action plan (smart)</p> <p>Implement action plan.</p> <p>Measure changes brought about and record in Health and Wellbeing tab of BW</p> <p>Analyse and evaluate data.</p> <p>Creating a group of coordinators; ensuring staff leading subjects such as PE/PSHE are supporting all staff across school to improve health and wellbeing.</p> <p>Linking & networking with Therapy/Clinical by delegating objectives for their Development Plan; Therapy team working collaboratively with school Coordinators</p>		<p>Action Plan Procedure written</p> <p>Logs/Health Records Analysis Evaluated Action Plans</p>	<p>departments of Overley Hall</p>	<ul style="list-style-type: none"> ✿ An increased percentage of learners BMI & weight falls within healthy ranges ✿ There is clear evidence of planning for developing the health and wellbeing practice through the work of the working group ✿ Active BW Health Records are consistently used for logging data and practice offered; where data can be accessible and analysed ✿ When Therapy Development Plans links and support process ✿ Where there is clear vision and a commitment to further promoting Health and wellbeing across the school
<p>3.3</p> <p>Using data analysis and reflective practice, reduce the impact of incidents and possible further trauma.</p>	<p>Hold fortnightly meetings to collectively (all DSL's plus therapy representative) reflect on behaviour data collected from Behaviour Watch. Identify possible trends. Discuss and decide if further action is required. As required discussions will include Clinical Psychology, SaLT, OT, Pastoral Deputy, Wellbeing Manager and our Behaviour Specialist & Deputy Head.</p> <p>Ensure data is graphically represented and easy to analyse.</p> <p>Gather feedback from those providing debriefs to staff and/or learners. Do this fortnightly and discuss at meeting with DSLs. Do Debriefs consider reflective questioning?</p> <p>Share findings termly with staff team and via HT Report to SAS Board.</p> <p>Organise further training if necessary.</p>	<p>Fortnightly</p> <p>Fortnightly</p> <p>Fortnightly</p> <p>Termly</p>	<p>Minute Action Plan if necessary</p> <p>Behaviour data</p> <p>Minute</p> <p>Report</p> <p>Training PP</p>	<p>BDo DMA/MPe LDe or RHa LRo if available</p>	<p>Success will be when data analysis and reflective practice reduces the <u>impact</u> of incidents and possible further trauma.</p>

<p>3.4 Build a Wellbeing Centre on-site that promotes positive, physical and mental health.</p>	<p>Brainstorm what we should include in our Wellbeing Centre with therapy department and SL's. Involve pupil voice when considering resources.</p> <p>Discuss and agree at BPM. Ensure vision is agreed. Funds secured.</p> <p>Establish site for project. Plan and design</p> <p>Plans drawn up - architect.</p> <p>Following planning permission, commence build.</p> <p>Create policy and procedure for use/Risk Assessment.</p> <p>Organise staffing, Establish timetable</p>	<p>22 - 24</p>	<p>Plans agreed and shared</p>	<p>ABr EMT BMT</p>	<p>Success will be when there is an on-site Wellbeing Centre available to support good physical wellbeing and mental health.</p>
<p>3.5 Create and utilise a functional Technology Room and Lounge.</p>	<p>Establish a functional food technology suite with adjoined lounge for the development of functional independent living skills.</p> <p>Design, share vision with BPT and secure funding.</p> <p>Build and resource.</p> <p>Timetable, develop procedure, implement, ensure facility is used routinely.</p>	<p>July 2022</p> <p>July 2022</p> <p>Sept 2022</p> <p>Sept 23 – September 24</p>	<p>Design</p>	<p>BDo</p> <p>BPT</p> <p>Maintenance</p> <p>DMa/MPe</p>	<p>Success will be when we have a functional facility for cookery, D&T and developing independent living skills. A centre for vocational skill development.</p>
<p>4.1 Being better prepared for adult life by ensuring teaching embraces more functional learning opportunities that promote independence, voice and decision making, enabling greater</p>	<p>Frequent staff training around policy, teaching strategies, etc. See training schedule.</p> <p>Introducing 'Moving On' qualification across Key Stage 5.</p> <p>Continue to offer Diploma in Life and Living Skills.</p> <p>Further develop work experience opportunity and utilisation of functional technology and lounge suite.</p> <p>Embed Education Model and Curriculum Policy where emphasis further promotes engagement, decision-making, voice and communication.</p> <p>Adopting sequential signposting to promote independence thought and vocational skills</p>	<p>Introduce Sept 22</p> <p>Across 22/23</p> <p>Across 22/23</p> <p>Across 22/23</p>	<p>Share specification and expectation</p> <p>Continue to build on previous experience (timeline)</p> <p>Planning</p>	<p>PSm</p> <p>DMa/LDe</p> <p>DMa</p> <p>BDo</p> <p>BDo</p>	<p>Success will be when teaching embraces more functional learning opportunities and when learners leave us better prepared for adult life. Where they can live with a greater level of independence and voice.</p>

