



2021–2022 Strategic Development Plan Review

OVERVIEW

Every year we work on targets within four key areas:

Quality of Education

Leadership and Management

Personal Development

Behaviour and Attitudes

This document outlines the outcomes for the school community from the targets we set ourselves during the last academic year.

QUALITY OF EDUCATION

TARGETS

- To continue to develop the curriculum offer within the learning approaches
- To transition all provision plans to EfL
- Ensure new staff are supported to meet the high standards that FAW require

OUTCOMES

There has been a strong focus on the secondary curriculum and preparing for adult life. This has progressed further in the Formal Learning Approach, with a more mainstream approach to teaching curriculum areas. Structured and Practical have started to build in more work focused activities and continue to work on this.

We have our own forest school area on site which is used by pupils to enhance their learning experiences. The Outdoor Learning Area has evolved and grown. Apple Tree Yard provides pupils with the opportunity to learn new skills and generalise skills. The outdoor learning environment has supported pupil wellbeing and engagement, which remains high through the day. Bespoke timetables have been established to

support pupils who are finding it hard to learn in the classroom setting. A new BTEC vocational studies at EL3 was launched and has allowed pupils to design, create and sell their own products at a local market. The new RSHE curriculum incorporates the real dangers that our pupils face in their lives; road safety; gang awareness; STI nurse visits; and Magistrate and PCSO visits.

All provision plans have been transferred to EfL. The initial template was revised and now all plans are being laid out and structured across each learning approach in a consistent way. Across each learning approach evidence is captured against individual targets and being reviewed through parent consultations and summative judgements of progress made by pupils.

New teachers have been supported through mentoring, LAL input, training and developmental observations. This year we have implemented the Early Career Framework for our ECTs. This is a statutory professional development programme which is training embedded as a central aspect of induction. Five Acre Wood School has joined with Thames

Gateway Teaching Hub School who are the Appropriate Body. Two members of staff have joined the bespoke training regarding the Role of a Mentor and Induction Tutor. The decision to supplement the Early Career Framework was made as the framework has a focus upon mainstream practice. Although the pedagogy within the framework is rich, we felt that additional support around teaching in a SEN school was imperative for our ECTS. Therefore, training is run every week, which coincides with ECT's directed time. The training is reflective of termly self-evaluations, termly formal observations, weekly mentor meetings and any additional

feedback we receive via our ECT TEAMs page. There are also weekly drop ins, carried out by the mentor. This is informal but builds towards training and further discussion within the weekly mentor sessions.

Formal observations are completed each term. These are carried out by the Induction Tutor and either a Learning Approach Lead or Assistant Head Teacher from the Learning Approach. The lesson is assessed against Teaching Standards which is shared with teachers via Lessons Learned. There are feedback sessions each term which the teacher has an opportunity to focus on targets.

The ITT follows the Core Content Framework which preludes the Early Career framework. Our mentors meet weekly with ITT students, this follows the weekly key observation as three targets are set. The ITT students that we have in schoolwork alongside an experienced teacher who can support through taking the opportunity to pick up on incidental to classroom practice. The mentor works closely with the link tutor at Canterbury Christ Church when carrying out formal observations.

All development documents are accessible to SLT and HR and headlines are shared with SLT at Operation Meetings.

PERSONAL DEVELOPMENT

TARGETS

- To re-establish pupil voice opportunities
- To place a specific focus on pupil independence
- To build on pathways to employment and adulthood

OUTCOMES

The reintroduction of a student council has been trialled at our Snodland satellite provision. It has been established comprising of representatives from every class. There is a head boy and girl. Pupils have contributed ideas and have ownership of specific responsibilities across the school. One member of staff has taken on responsibility for pupil wellbeing and is meeting individual pupils following a referral process. There is a variety of teacher and self-referral pathways including the use of QR codes.

SLT discuss wellbeing concerns in operational meetings and the support that is in place and the impact of this. Class teams work closely with therapy and SLT to ensure that pupil wellbeing is at the heart of our approach.

All pupils have an additional area

that has been added to provision plans which are not part of the statutory process. Pupils are being set outcomes for either independence (year 8 and below) or Preparing for Adulthood (years 9 and above). The exception to this are the sensory learning approach where an additional area has been developed as personal learning journey targets. These tie into to the 5 pillars of the sensory curriculum and enable the sensory learning approach to have a single format which captures progress. Curriculum developments within learning approaches have reflected the change in assessment focus towards EHCP outcomes and personalised learning goals for pupils.

Preparing for Adulthood is a specific area of the curriculum within the secondary formal learning approach at Snodland. Pupils from year 8 onwards have the opportunity of accessing 1 day a week with a focus on preparing for adulthood. This is a combination of work experience and work-related learning, careers information, PSHE, accessing the community and life skills (home cooking and home maintenance). Employment pathways are being linked between the provision at

Snodland and pathways that can be offered at Grow 19 to provide opportunities to pupils within hospitality, horticulture and construction/maintenance.

Pupils have been offered workshops or/and independent career guidance: one to one career interviews – CXK; employability workshops x 6 including mock interviews - DWP/ Job Centre Coach; Apprenticeship Workshops x 2 delivered by The Education People Kent Apprenticeship Team. Students have also participated in KCC road safety webinar ' Deadly Distractions'.

Initial meetings have taken place to develop a bespoke careers page linked with Live Live Learn for pupils, staff and parents. The template is available (not published) and now the content just needs tweaking and adapting to suit our setting

100% of pupils within the functional learning approach have accessed community learning including the use of public transport. Within the timetable a minimal of 50% of lessons take place in the community. Furthermore, 30% of this is weekly work experience, based around future pathways for

pupils when transitioning into Post 19. 85% of pupils within functional approach have attended this weekly work experience and work-related placement. These have included 'CommuniGrow', 'Tutsham Farm', 'Little Fant Farm', Snodland station group and the local allotment. 2 pupils have volunteered weekly at the Demelza shop distribution centre. 14 pupils within the approach can volunteer at the

Maidstone market stall which is run entirely by them.

A partnership has been created with Mid Kent College to ensure that pupils are able to transition into mainstream vocational learning: 2 pupils in the Mid Kent pathway are accessing a multi skills mainstream course within the college. 1 pupil within the Mid Kent pathway is attending GCSE Mathematics and GCSE English targeted sessions.

All pupils along with their parents moving into year 14 have had the opportunity to discuss onward pathways and next steps. There has been targeted work for pupils to build on skills for employment to include real life skills such as First Aid, Food and Hygiene, ASDAN Road awareness and employability.

BEHAVIOUR AND ATTITUDES

TARGETS

- To improve attendance following the pandemic
- To continue to support pupil behaviour through learning approaches

OUTCOMES

The attendance tracking process has been streamlined. Wellbeing calls have been made when there are attendance dips, initially by class teacher and followed up by TEAM and assistant heads. There have been door knocks when pupils have not been seen for a while; providing lateral flow tests if needed. Attendance is reviewed

with each teacher within pupil progress meetings and weekly attendance is reviewed with Assistant Heads. A new system has been introduced to send alerts to parents for unreported absence through Arbor. There have been engagement timetables in place for individual pupils aimed at increasing attendance and participation in school.

A positive environment checklist was promoted and reviewed, with an action plan formulated across all classes. This resulted in all classes focusing on ensuring a positive learning environment for their pupils. A triage and referral system has been launched for staff to refer pupils if they are concerned with

behaviour or emotional wellbeing, with support offered by the Assistant Head Teacher. Alongside this, staff have regular drop ins from PROACT SCIPrUK® instructors offering advice and support around gateways to behaviour and looking at the functions of the behaviour.

There has been a focus on Readiness for Learning. Several classes have accessed the Power of You training led by the Therapy team to focus on engagement for learning.

PSP's are reviewed with Assistant Head Teachers at Pupil Progress Meetings to ensure consistency and progress.

LEADERSHIP AND MANAGEMENT

TARGETS

- To work with KCC to build capacity within the school
- To revisit FAW visions and values through working with James Kerr and establish a 'commitment culture' with Professor Damien Hughes
- To continue to focus on behaviour, mindset and wellbeing of staff
- To work with 'Performance Now' to support employee engagement

- To ensure new staff have the mentoring and training needed to successfully fulfil and develop in their role to a high standard
- To continue to integrate systems across the school sites

OUTCOMES

There have been regular meetings with the Area Education Officer, resulting in:

- a new temporary 2 classroom building to facilitate increase in classes until a derelict building on

the site is demolished and rebuilt. This will provide two classrooms, a sensory integration room and outside learning spaces in September 23

- three classrooms secured for this 22-23 academic year- 2 in St Katherine's School and 1 in Holmesdale School

Discussions will continue as a 6th form centre needs to be provided as year group numbers continue to increase

Working with James Kerr (it was felt that working with one consultant would be beneficial), all staff teams had open and honest discussions with members of SLT focusing on a 'Planting trees that you will never see'. From this, three trademark behaviours have emerged; Every Moment Matters; Pupils First; and Together Stronger.

As new staff join us, they are 'spotlighted' and supported to understand their profiles. Staff are becoming more aware of the way in which their colleagues work, and this has supported team working. All staff have access to the 'Mindflick' app, which provides support around understanding their own behaviour and mindset, and how best to approach those with a differing profile. Wellbeing plans have been promoted to staff to facilitate their understanding and accountability for their own wellbeing. Through the spotlight network, a leader from Coutts Bank, has worked with several staff teams focussing on their behaviours and mindset, resulting in improved teamwork. Five admin managers have received executive coaching from staff at Coutts, resulting in improved confidence, increased ability to deal with difficult situations and better team working. SLT have been working with Mindflick to develop a bespoke coaching framework, resulting in facilitation of staff taking ownership and accountability for their

decisions and actions.

Following several discussions with a consultant, around employee engagement strategies, the FAWard Thinkers have been established and Pulse 1:1 has been introduced. Whilst many staff choose not to interact with Pulse 1:1, several staff have been using it to comment on workload and wellbeing. By using this tool, staff have been supported by HR and SLT, when previously they may not have communicated this. The FAWard Thinkers have a mandate to try to solve issues and are supported by SLT.

The introduction of a Teaching Assistant Lead Practitioner team (TALP) has had a positive impact on the TA and STA workforce. There is a member of TA lead practitioner for each Learning Approach. This team is managed by Lead Practitioner. A system has been developed and shared with teachers which gives clear guidance regarding the support available to STAs and TAs. In the first instance, teachers are expected to manage the training of their TAs through input into each Learning Approach training and weekly class team meeting. If they feel that their TAs needs further support a referral system has been developed so that teachers can access the correct route of support. There is a specific email address which the referral forms are sent and then triaged by the Lead TALP. Once an agreed support package

has been agreed between the teacher and TA, support is recorded as targets to meet and an action plan. This is reviewed at around six weeks to evaluate progress against the STA/TA standards. These have been reviewed and shared with all staff. The TALP share termly reports with Learning Approach Leads to highlight training needs. Feedback has been gathered from TAs receiving this additional support and, overall, has been positive. As this is a new support system in school, it is under constant review for improvements and feedback is welcomed. All new STAs and TAs have induction training and follow up support from the TALP team.

A designated non- class-based teacher continues to support ITT's, Apprentices and ECT's. New teachers are very successfully mentored and coached by the Learning Approach leads and teaching colleagues.

Arbor has been embedded into the school systems and is successfully used for admin purposes, behaviour reporting, school meals and attendance. SAMS has been introduced in HR for all staff information. Evidence for Learning has been introduced across the school and is being used successfully in EYFS, Sensory, Structured and Practical. It has become apparent that we need a more robust way to assess progress; B Squared has been purchased in order to add to our basket of indicators.

