



School Development Plan 2020-2021

'Making the most of everyday'

Quality of Education- Intent

Goal	Responsibility	Milestones	Achieved	Monitoring
Devise clear progression guides for each curriculum area.	Carol and Lottie	<ul style="list-style-type: none"> - EHCP and Subject Leaders to research the skills and knowledge progression of their curriculum area. - EHCP and Subject Leaders to link in with other curriculum leads in a variety of other school settings to share best practice. - EHCP Leads to share ongoing progress and updates with the link governor. - EHCP and Subject Leads to draft progression guides to support planning, assessment and teaching from EYFS – KS5 and share within their curriculum team for feedback and ensure curriculum alignment. - Department Leads to support EHCP and Subject Leaders with the development of the progression guides and ensure they align and progress the primary / secondary and Post 16 curriculums. - DL's to feedback progress of the curriculum teams to the SLT via termly SLT meetings. - EHCP and Subject Leaders to lead training for teachers to support implementation of the progression guides. - EHCP and Subject Leads to review the impact of the progression guides. - Progression strategies to be shared and presented to the link governor and / or the governing board to ensure governors maintain curriculum oversight. - EHCP and Subject Leads to make relevant changes and adaptations to the progression strategies and to embed into the everyday working practices for the following academic year. 	<p>Dec 20</p> <p>Ongoing</p> <p>Ongoing</p> <p>March 20</p> <p>Termly</p> <p>Termly</p> <p>Term 5</p> <p>June 21</p> <p>June 21</p> <p>July 21</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor:</p> <p>Neil</p>

Resource Requirements	Impact
Staff meeting time	<p>EHCP and Subject Leaders will be clear of the progression of skills and knowledge within their curriculum area.</p> <p>Class teachers will use the progression guides to easily identify learner's next steps.</p>

DL Time	Class teachers will have an awareness of the learning journey each learner will embark on within each curriculum area.
Inset days	Learners will receive a personalised curriculum which focuses on their next steps of development.
Governor time	Department Leaders will have an oversight of the progression of learning within their department's curriculum. Governors will have an awareness of the progression of learning within their link curriculum area.

Quality of Education- Intent

Goal	Responsibility	Milestones	Achieved	Monitoring
<p>To ensure Routes for Learning, MAPP, The Engagement Scales and the Baytree Curriculum will complement one another to identify learners next steps and evidence progress</p>	<p>Ed / Aline</p>	<ul style="list-style-type: none"> - HT and DHT to create overarching curriculum Intent, Implementation and Impact (III) documents detailing how the various systems align to ensure learners receive a personalised curriculum. - HT and DHT will work closely with IT Lead to create a bespoke Baytree assessment programme (on Excel) to track progress through routes for learning, engagement scales, MAPP and pupil progress meetings from EYFS – KS5. - HT and DHT to provide a teacher training session following the III documents on the implementation, alignment and expectations of the different systems. HT and DHT to provide additional training and support as identified. - EHCP Leads will provide teacher training sessions to teachers focussing on the progression of each curriculum area through the key stages. - EHCP and Subject Leads will provide whole school training workshops focussing on the progression of each curriculum area through the key stages. - Each learner will be provided a personalised individual progress document which identifies the different systems appropriate for that learner. - Class teachers will complete the relevant pupil assessments as outlined within the RAP. - HT will create midpoint and end of year progress report which will be feedback to the governing board. 	<p>Oct 20</p> <p>Nov 20</p> <p>Nov 20</p> <p>Nov/Dec 20</p> <p>Nov/Dec 20</p> <p>Jan 21</p> <p>End of Term 3 / 6</p>	<p>SLT Lead</p> <p>Ed / Aline</p> <p>Governor: Neil</p>

Resource Requirements	Impact
EHCP lead time HT and DHT time Teacher CPD meeting time INSET curriculum training days	<ul style="list-style-type: none">- Class teachers will be confident in utilising the various systems to identify individual learner's next steps.- Class teachers will be clear of the sequential acquirement of skills within each curriculum area.- Learner's individual progress documents will detail and evidence the learning journey each learner has embarked on and clearly identifies individualised next steps and evidences learner's progress.

Quality of Education- Implementation

Goal	Responsibility	Milestones	Achieved	Monitoring
Devise continuum documents for the core curriculum areas to identify implementation of the curriculum areas and strands.	Lottie / Carol	<ul style="list-style-type: none"> - DL's will devise a template for the continuum documents. - DL's to discuss with Curriculum Leads the expectations of information within the continuum document i.e. identified key learning concepts and progression of those skills – Broad continuum of progress. - DL's to work alongside the Reading Lead to finalise the Reading Continuum. This will be shared with the HT / DHT and SIP prior to being distributed to leads as an exemplar. - EHCP Leads to devise draft continuum documents and review with the curriculum teams and DL's in curriculum team meetings. - EHCP Leads to share progress and development with the link Governor. - Share continuum documents for professional development for all teachers in teachers meeting to inform their individual pupil curriculum planning. - Share continuum documents with SLT in SLT meeting time and Governors in Governors curriculum meeting to inform their oversight of the school curriculum. 	<p>Dec 20</p> <p>Dec 20</p> <p>Dec 20</p> <p>End of term 4</p> <p>Ongoing</p> <p>End of term 5</p> <p>End of term 5</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor:</p> <p>Neil</p>

Resource Requirements	Impact
<p>Meeting time</p> <p>Curriculum Lead time</p> <p>DL time</p> <p>SLT and Governor meeting time</p>	<p>Class teachers will be clear on the continuum of skills within core areas.</p> <p>Core Curriculum Leads will be able to talk confidently about the continuum of skill acquisition.</p> <p>Will give Governors a clear overview of the core curriculum.</p> <p>Clear identification of learners personalised curriculum and support the identification of next steps.</p>

Quality of Education- Implementation

Goal	Responsibility	Milestones	Achieved	Monitoring
Through implementation of key documents, ensure a whole school approach and understanding of the reading curriculum will be evident across all Key Stages.	Kim	<ul style="list-style-type: none"> - EHCP Lead to develop and finalise the reading continuum document overview which will clearly identify the implementation of key concepts and strands of reading. - EHCP Lead to develop and finalise the reading progression guide to ensure the sequential progression of knowledge and skills for individual learners. - EHCP Lead to deliver reading training with particular focus of phonics to teachers and support staff. - EHCP Lead to ensure reading SOW and yearly overviews are reviewed and updated from EYFS – KS5 and reflect a progressive reading curriculum which meets the needs of the learners at Baytree. - EHCP Lead to meet with link governor to review and discuss the implementation of a reading progression guide and continuum document. - EHCP Lead to deliver training on phonics/reading to teachers and all staff to ensure there is an understanding of phonics/reading for both sensory and subject specific learners at Baytree. - EHCP Lead to deliver report to school leaders on the development of the reading curriculum and the impact this has had for the learners at Baytree. - EHCP Lead to work alongside SIP during a planned 'deep dive' into reading/phonics. - DL's to provide Reading EHCP Lead with support and training on lesson observations and how to provide meaningful and relevant feedback. EHCP Lead to moderate planning and observe reading sessions across Baytree in line with RAP. Providing class teachers with personalised feedback. - EHCP Lead to lead on internal moderation and external moderation for reading. EHCP Lead and HT to review end of 	<p>Dec 20</p> <p>Dec 20</p> <p>Dec 20</p> <p>March 21</p> <p>Ongoing</p> <p>April 21</p> <p>June 21</p> <p>TBC</p> <p>TBC</p> <p>July 21</p>	<p>SLT Lead</p> <p>Carol / Lottie</p> <p>Governor: Neil</p>

		year reading progress data for whole school, key stage and identified cohorts. Reviewing the impact on pupil progress of the curriculum developments and the implementation of the key documents.		
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Resource Requirements	Impact
<p>EHCP lead time – additional subject leader time has been provided (½ day fortnight)</p> <p>HT time</p> <p>Governor time</p> <p>DL time</p> <p>INSET, teacher meeting</p> <p>Coaching training for DLs</p> <p>In-house Lesson observation training</p>	<p>The Baytree reading curriculum is progressive across all Key Stages and meets the needs of all learners.</p> <p>Key documentation, including the reading continuum and progression guide are in place and are utilised by class teachers.</p> <p>All staff will be confident in the delivery of learner’s individualised reading curriculums including phonics programmes.</p> <p>All learners will receive a personalised progressive reading curriculum.</p> <p>The Reading EHCP Lead will be able to speak confidently about the Baytree Reading curriculum to peers and governors.</p> <p>All staff will have an awareness and understanding of the intent and implementation of the Baytree Reading curriculum for sensory and subject specific learners.</p>

Quality of Education- Impact

Goal	Responsibility	Milestones	Achieved	Monitoring
Utilising the Schools allocated 'Catch Up' premium, provide the appropriate intervention to support learners whose progress was affected by Covid-19	Ed	<ul style="list-style-type: none"> - Class teachers to implement a recovery curriculum with a focus on supporting learner's mental health and wellbeing, re-establishing friendship groups and routines as well as identifying gaps in learner's knowledge and understanding. - Class teachers to re-baseline learners using MAPP and identify those on track / off track / exceeding their Medium Term Outcomes by their next annual review. - Review the staffing structure to identify opportunities for targeted intervention for learners identified as off track. Exploring use of small groups and 1-1 intervention. - Identify (if any) training needs of staff identified to lead targeted intervention groups and 1:1 intervention. - HT to produce a pupil progress report indicating the impact of Covid-19 on learner's progress and identifying the targeted intervention / resources required. - Targeted intervention delivered through small groups / 1-1 intervention / identified resources. Progress will be recorded and the sessions evaluated to ensure they continue to deliver expected impact. - Systematic observations carried out in-line with the RAP to ensure high standards of teaching and learning. (See RAP) - Class teachers to complete MAPP assessments in line with the teacher expectations document. (Term 2/4/6) - HT alongside EHCP Leads to review and scrutinise MAPP data after each assessment to identify pupils who will require extra support and intervention. (End of Term 2/4/6) - Class teachers to meet with the HT for pupil progress meetings (in line with the teacher expectations document) where the learner's progress and impact / identification of intervention can be discussed. 	<p>Sept – Oct 2020</p> <p>Oct 2020</p> <p>Nov 2020</p> <p>Nov 2020</p> <p>Nov 2020</p> <p>January 2021</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor:</p> <p>Neil</p>

		<ul style="list-style-type: none"> - HT to create mid-point pupil progress report and feedback progress including impact of interventions to the governing body. - HT to feedback findings from pupil progress report to EHCP/Subject Leads and Class teachers through dedicated meeting time. - EHCP/Subject Leads to adjust action plans and priorities according to actions/next steps identified within the midpoint pupil progress report. - EHCP/ Subject Leads/ Class teachers deliver identified actions. - HT to create end of year pupil progress report and feedback progress including impact of interventions to the governing body. 	<p>Feb 2021</p> <p>March 2021</p> <p>March 2021</p> <p>Ongoing</p> <p>July 2021</p>	
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Resource Requirements	Impact
<p>Class Teacher Time</p> <p>HT Time</p> <p>Staff and governor meeting time</p> <p>Intervention sessions (17K catch up premium)</p>	<ul style="list-style-type: none"> - Learners identified as off track due to Covid-19 will be identified and the relevant intervention / resources sourced to support catch up of learning. - All learner's progress is closely monitored. - Learners who appear off-track are identified and supported with targeted intervention. - Learner's progress data is scrutinised to identify strengths and areas of development. - All school leaders including governors have an awareness of pupil progress.

Quality of Education- Impact

Goal	Responsibility	Milestones	Achieved	Monitoring
Improved progress in learner's communication and independence skills will be evident through a whole school focus.	EHCP Leads Claire Burgess Clare Dover	<ul style="list-style-type: none"> - Independence and communication to raise the profile and importance of these subject areas as our 'Golden Threads' running across the school. - Through MAPP baselining in Term1 individual learners and /or key stages will be identified whether off track in communication and/or independence and needing additional support through targeted intervention. - Independence and Communication Lead to work with HT/DHT to identify where support is needed and identify what is needed to raise progress of communication and independence from EYFS – KS5 for either individual learners and/or key stages. - Independence and Communication Leads to create an action plan to identify actions needed to improve progress of their area across the school. - Independence and Communication Leads will meet with teachers in term 2, 4 and 6 to review progress and provide support and guidance with planning, resourcing and identifying where learners and/or key stages are making progress or continue to be off track. - Independence and Communication Leads will lead training sessions for teachers in subject areas to support teachers' understanding of key concepts, knowledge and progression of skills. - Independence and Communication Lead to systematically observe teaching from EYFS – KS5 in line with RAP and provide feedback to teachers on progress and areas for improvement. Training to be provided on giving feedback if identified as need. - HT to meet x3 with teachers during pupil progress meetings to identify where learners are making progress or continue 	<p>2020/21</p> <p>October/Nov 2020</p> <p>Nov 2020</p> <p>Nov 2020</p> <p>End of Term 2, 4, 6</p> <p>Term 2 – ongoing</p> <p>In line with RAP</p> <p>In line with RAP</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor:</p> <p>Neil</p>

		<p>to be off track and provide feedback to independence/communication leads.</p> <ul style="list-style-type: none"> - Independence and Communication Leads will present action plan and progress to governors and actions moving forward for September 2021. - Independence and Communication Leads to review MAPP data of identified learners and/or key stages in term 3 and 6. - Independence and Communication Leads will liaise with multi professionals and/or therapists. 	<p>Final gov board meeting</p> <p>Term 3/6</p> <p>Nov 2020 - ongoing</p>	
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Resource Requirements	Impact
<p>Class teacher time</p> <p>Subject lead time</p> <p>DHT time</p> <p>Teacher and governor time</p> <p>CPD time</p>	<p>Independence and communication profile as 'Golden Threads' will be raised throughout the school community.</p> <p>Learners and /or key stages progress deemed as off track will be closely monitored.</p> <p>Teachers will understand knowledge, skills, progression and concepts of independence and communication which will impact on quality of planning, teaching and learning.</p> <p>EHCP Lead will be confident in supporting teachers and leading their curriculum area.</p> <p>EHCP Lead will have a broad understanding of their curriculum area from EYFS – KS5.</p> <p>Governors have an awareness of progress made and impact for learners and next steps for curriculum area.</p>

Leadership and Management

Goal	Responsibility	Milestones	Achieved	Monitoring
Re-structure the curriculum system with the implementation of curriculum teams to ensure the continued development of the curriculum priorities.	Carol / Lottie	<ul style="list-style-type: none"> - EHCP and Subject Leads will be allocated to new created Curriculum Teams. - DHT to hand over curriculum overview responsibilities to DL's. - Curriculum teams to use a Curriculum Team Tracker to log goals, actions and monitor progress of the curriculum developments within the team. The curriculum trackers will be utilised to support feedback to SLT and Governors. - Curriculum Teams to use Microsoft Teams to share documents and use as a discussion tool to support leaders, draw on expertise from other EHCP Leads and ensure quality control. - Curriculum Leads to lead a training session on the development of their EHCP curriculum area during teacher meeting time. - EHCP Leads to deliver Inset training for all staff on the developments and expectations on their curriculum areas. - Termly teacher meetings with Curriculum Teams to discuss actions, ensure coverage across all Key Stages and monitor progress overseen by the DL's. - Term 1,3,5 Curriculum Team meetings utilised to review action plans. - Termly SLT meetings to feedback on Curriculum Teams with achievements, areas of concern and forward planning using the curriculum team tracker. 	<p>Sept 20</p> <p>End of term 2</p> <p>Feb 21</p> <p>On going</p> <p>Dec 20</p> <p>April 21</p> <p>Termly</p> <p>Oct / Feb May 21</p> <p>Termly</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor:</p> <p>Nick</p>

Resource Requirements	Impact
Staff meeting time	DL's to support EHCP and Subject Leads to develop their curriculum areas.

Inset training days

DL's will have oversight of the curriculum and will be able to speak confidently about the primary and secondary curriculums.
Senior leaders and school governors will have oversight of the whole school curriculum and have an awareness of the ongoing curriculum developments.
Everyone in the Curriculum Team will have a clear overview of the Curriculum Teams areas.
All curriculum areas are aligned to ensure all learners receive a broad and balanced curriculum.
All Learners will receive an enhanced tailor-made curriculum which will ensure they make best possible progress.

Leadership and Management

Goal	Responsibility	Milestones	Achieved	Monitoring
Actively oversee the development of the quality of education at Baytree School	Ed School Governors EHCP Leads	<ul style="list-style-type: none"> - Senior Leaders and school governors to attend relevant Ofsted curriculum training events. - HT to conduct regular supervision with DL's to 'Check in' and support with progress of priorities and curriculum developments. (Ongoing) - DL's to oversee the curriculum teams, DL to meet termly with the curriculum teams to provide support / guidance and to check progress on action plans. - DL's to feedback progress of the curriculum teams to the SLT via termly SLT meetings. - Senior Leaders and EHCP Leads to visit other school settings to observe a range of curriculums in action. (Ongoing) - DL's and DHT to update Governors on progress to the curriculum and quality of education through impact reports and verbal updates at Effectiveness Governing Boards. (X3 yearly). - EHCP and Subject Leaders to present to Governors on their curriculum area. - Governors to meet regularly with EHCP Leads and Subject Leaders for updates on progress of developments and provide feedback to the board. (x3 a year) 	<p>March 21</p> <p>Weekly</p> <p>Termly</p> <p>Termly</p> <p>Ongoing</p> <p>Effectiveness Boards</p> <p>April 21</p> <p>Ongoing</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor:</p> <p>Nick</p>

Resource Requirements	Impact
Staff and Governor meeting time INSET day	<ul style="list-style-type: none"> - Ensure curriculum best practice is brought back to the school. - DL's to support EHCP and Subject Leads develop their curriculum areas. - DL's will have oversight of the curriculum and will be able to speak confidently about the primary and secondary curriculums.

<p>HT / DHT time</p> <p>Training events (costs TBC)</p>	<ul style="list-style-type: none">- Senior Leaders and school governors will have oversight of the school curriculum and have an awareness of the desired intent / implementation / impact of the curriculum areas and the identified next steps and areas of development.
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Personal Development

Goal	Responsibility	Milestones	Achieved	Monitoring
<p>Whole school focus on Emotional Well-Being for learners and staff. Deputy Head and School Nurse to lead on this and to continue to develop action plan through the well-being support group and the ongoing implementation of The Recovery Curriculum.</p>	<p>Aline / Kirsty</p>	<p>Staff</p> <ul style="list-style-type: none"> - DHT and Health Lead to continue to develop the profile of emotional well-being and resilience for staff by the creation of well-being group and form an action plan which will be reviewed termly. - DHT to share action plan for staff and learners. - DHT/HL to ensure all staff are aware of support package available to them and how to access it and review effectiveness of it. - DHT to review supervision package from clinical psychologist and other identified staff (DHT, HT, HL) and how this will be developed to continue to be effective in supporting staff. - DL's and HL to attend coaching training to enable them to support staff effectively through supervision. DHT to research and find training course. - Healthy Schools Lead (Sara) will send out well-being questionnaire to staff x2. - Healthy Schools Lead to create action plan for staff well-being in line with well-being group as part of Healthy Schools training course. - DHT/HL to attend North Somerset Mental Health meetings to network, have access to resources and training opportunities. - Teachers to have training on the impact of and how to write and support learners' well-being, mental health, life skills, independence and communication through social stories. - All staff to complete up to date training on ACE'S and trauma informed practise through self-directed training created by 	<p>Ongoing</p> <p>Oct 2020 - ongoing</p> <p>Term 1 – ongoing</p> <p>Term 2 – ongoing</p> <p>Term 3</p> <p>Term 1 – ongoing</p> <p>In line with course expectations 3 x year</p> <p>Term 2/3</p>	<p>SLT Lead</p> <p>Ed</p> <p>Governor:</p> <p>Sarah R</p>

		<p>DHT/HL to enable them to understand and support needs of learners.</p> <ul style="list-style-type: none"> - PROACTSCIPr-UK Instructors to update training package to include Trauma training. To be delivered to staff through both the Introductory (to all new staff) and Refresher Course (annually). - PROACTSCIPr-UK instructors to provide half termly self-directed training for staff on PROACTSCIPr-Uk and well-being on actions identified for learners, to be completed in class teams. <p>Learners</p> <ul style="list-style-type: none"> - Health Lead and identified senior support staff member to train this academic year to give staff knowledge and understanding of how to support learners manage their mental health and well-being. - DHT to reflect and review the impact of Recovery Curriculum during term 1 and how elements of this can be implemented throughout the academic year. This will be fed into Baytree's overarching Curriculum document. - DHT to liaise with therapists to provide targeted support for identified learners. - DHT to ensure single point of access referrals are made timely when additional support is identified as being needed from other professionals. - Targeted intervention delivered through small groups / 1-1 intervention / identified resources. Progress will be recorded and the sessions evaluated to ensure they continue to deliver expected impact. - DHT to complete SDQ questionnaire for CLA through welfare call to identify strengths and difficulties and where targeted intervention is needed through the PEP x3 year. 	<p>ASAP</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Nov 2020</p> <p>Ongoing</p> <p>ongoing</p> <p>Term 2 - 6</p> <p>As needed</p> <p>July 2021</p>	
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		<ul style="list-style-type: none"> - DHT to create training package for sensory processing to enable staff to identify needs and implement actions/activities/resources to support learners. - DHT/HL to report to governors on impact of well-being action group and training provided to staff and identified actions moving forward. 		
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Resource Requirements	Impact
DHT time HL time Healthy schools lead time DL time for training Training courses: Mental Health First Aid, Coaching PROACTSCIPr-UK instructors time to develop training package	<ul style="list-style-type: none"> - Learners will receive the support they need in a timely manner. - Staff well-being is raised as identified through action plan sent out by Healthy Schools Lead. - Clinical psychologist training package reviewed and updated accordingly. - HL and support staff member feel confident through the Mental Health First Aid training to support needs of learners. - Staff have access and are aware of package of support. - Healthy Schools Lead completes training and feels confident to share findings and actions. - HL/DL to have completed coaching training to enable them to support staff. - Targeted intervention groups have impact on learner's well-being and welfare. - A clear package of supervision is created.

Personal Development

Goal	Responsibility	Milestones	Achieved	Monitoring
Map learners across the curriculum access to Keeping safe / Safeguarding inc RSE. Ensure all have appropriate access and develop curriculum accordingly.	Aline	<p>All staff have read and understand the DFE 'Relationships, Sex and Health education' guidelines.</p> <p>DHT to provide primary and secondary framework for teachers and review and update SOW's accordingly.</p> <p>DHT to provide training for staff teams on RSE framework for primary and secondary learners.</p> <p>DHT to research training opportunities for teachers and support staff on how to implement and embed the RSE curriculum for SEND learners.</p> <p>RSE curriculum embedded across the school from EYFS – KS5 and teachers/staff understand expectations of the framework/curriculum.</p> <p>DHT to liaise with North Somerset's Trusted Relationship programme and attend training/network meetings.</p> <p>DHT to update Baytree Safeguarding Policy to ensure learners have access to it through personalised curriculum and teaching.</p> <p>DHT to review and update safeguarding practise/policies and procedures across school to ensure they are robust.</p> <p>Teachers to provide sessions on safeguarding within RSE curriculum supported by KCSIE and Baytree Safeguarding Policy.</p> <p>All learners have access to appropriate curriculum resources to enable them to understand how to keep safe and how/who to ask for support and help.</p> <p>DHT to review RSE and Safeguarding policies in line with Governor policy schedule.</p>	<p>Nov 2020</p> <p>Term 2</p> <p>Term 3</p> <p>Ongoing</p> <p>March 21</p> <p>X3 year</p> <p>Nov 20</p> <p>Term 2</p> <p>Curriculum time</p> <p>Annual</p>	<p>SLT Lead</p> <p>Ed</p> <p>Governor:</p> <p>Sarah R</p>

Resource Requirements	Impact
DHT time	<p>All staff understand requirements of RSE curriculum for learners.</p> <p>All learners have access to adapted RSE/safeguarding curriculum to support their understanding of keeping safe and trusted relationships.</p>

Curriculum development	Staff feel confident in providing a relevant and appropriate RSE curriculum for learners. RSE curriculum is embedded across Baytree. Policy will reflect identified needs of learners and staff across Baytree.
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Behaviour and Attitudes

<p>Department Leads to monitor, evaluate and review incidents of challenging behaviour and meet termly with class teams to RAG rate/evaluate previous strategies and further develop proactive strategies to reduce these incidents.</p>	<p>Aline</p>	<ul style="list-style-type: none"> • PROACTSCIPr-UK instructors to complete annual instructor training. • PROACTSCIPr-UK Introductory and Foundation training package updated in line with national and Government updates and for all new staff. • PROACTSCIPr-UK annual refresher training package updated in line with national and Government updates for current staff. • Introduction of termly team self-directed training created by PROACTSCIPr-UK instructors to enhance training package available to staff and staff understanding of PROACTSCIPr-UK/Baytree values. • All staff to access online training on emotional regulation, ACE's, trauma informed practise and how to use these tools and training to support learners. • DHT to review Behaviour, Teaching and Learning policy to ensure up to date and reflects the core proactive values of Baytree School. • DHT to evaluate and streamline the recording and reporting process at Baytree School. • DHT to update class behaviour recording format to ensure it provides opportunities for staff to discuss and develop proactive strategies. • HT, DHT, DL's to lead class behaviour meetings termly to review incidents and discuss proactive strategies and interventions needed. • DHT to review class behaviour meeting feedback to identify actions and areas of further training needed. • DHT to review class behaviour RAG rating and feedback to ascertain staffing and learner needs. 	<p>June 2021</p> <p>Sept 20</p> <p>Sept 20</p> <p>Term 2 – 6</p> <p>Term 3</p> <p>Term 2</p> <p>Oct 20</p> <p>Sept 20</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>SLT Lead</p> <p>Ed</p> <p>Governor:</p> <p>Sarah R</p>
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		<ul style="list-style-type: none"> • PL to liaise with Sensory Processing OT to provide sensory diet training/support for class teams and/or individual learners. • DHT to create reporting format for Governors to provide overall feedback on accidents/incidents and behaviour incidents. • DHT to evaluate and have an overview of all behaviour incidents across the school and DHT/HT/DL to provide support to teams where identified. • DHT to report to governors every meeting on accident/incident and behaviour incidents and identified actions/priorities to reduce incidents. 	<p>Term 1</p> <p>Term 2</p> <p>Termly</p> <p>Termly</p>	
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Resource Requirements	Impact
<p>DHT time</p> <p>PROACTSCIPr-Uk training time</p> <p>Instructor time</p> <p>DL time</p> <p>PL time</p>	<p>Robust training package in place at Baytree School for instructors, staff and learners.</p> <p>Reduction in incidents of challenging behaviour.</p> <p>Reduction in incidents of self-injurious behaviour.</p> <p>Staff feel confident in proactively supporting learners with challenging behaviour and incidents of self-injurious behaviour.</p> <p>Learners will have personalised sensory diet resources to enable them to be 'ready to learn' and manage their behaviours.</p> <p>Streamlined and clear reporting process in place.</p> <p>Governors have access to an overview of behaviour at Baytree and support provided by teams.</p>

Behaviour and Attitudes

Goal	Responsibility	Milestones	Achieved	Monitoring
Actively support all learners to return to full time school provision	Ed	<ul style="list-style-type: none"> • Class teachers to discuss with families for a September return to full time school provision. • Where a learner has been absent from March 20 class teachers will work with families to devise personalised transition plans to support learners back to full time school provision. • Class teachers will ensure all learners have access to full time learning, providing individualised home learning packages for those on phased returns. • Class teachers will complete with families, the learner's personalised return to school provision plans detailing learning expectations in school and in the home. • Class teachers will review the school provision plans at least termly with families to actively encourage a return to full time school provision. • Learner's attendance below 90% will be identified and an action plan will be drawn up with identified actions to increase school attendance. • Where necessary an EWO will be accessed to provide support for school and families to ensure a return to school for identified learners. • Learners requiring AGPs will receive home learning sessions x3 weekly whilst they are unable to return to the school environment. • HT will attend weekly meetings alongside Health colleagues to ensure a safe return to school provision for learners requiring AGPs. • HT and School Health Lead to work through action plan regarding AGP's. 	Sept 20 Sept 20 Sept 20 Oct 20 Termly Jan 21 If required From Sept 20 Weekly Dec 20	SLT Lead Aline Governor: Sarah R

		<ul style="list-style-type: none"> • HT will monitor pupil's attendance and provide a report to Governors x3 annually. • Learners having prolonged hospital stays will be provided with a learning resource pack, which will be changed periodically. 	<p>End of Term 2/4/6</p> <p>Ongoing</p>	
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Resource Requirements	Impact
HT Time Teachers meeting time Governors meeting time Purchase EWO allocation of time	<ul style="list-style-type: none"> - Full time school provision is available for all learners. - All learners unable to initially return to full time school provision will be provided the necessary phased return to ensure a successful transition back to full time school provision. - All learners will be provided with a full timetable of learning opportunities. - Attendance is closely monitored and learners and their families are provided with the necessary support to ensure regular school attendance.