



School Development Plan 2021-2022

'Making the most of everyday'

Quality of Education- Intent

Goal	Responsibility	Milestones	Achieved	Supporting
<p>Devise clear progression strategies for all curriculum areas which clearly identifies the pathways for learning to ensure the sequential acquirement of knowledge and skills individual learners will require for their next steps.</p>	<p>Department Leads</p>	<ul style="list-style-type: none"> • Number and Reading Progression Documents to be shared with all Class teachers and trialled to support in the creation of Termly Targets (Term 2) • Feedback to be collected and relevant changes and adaptations made the Number and Reading progression documents. • 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 21</p> <p>Jan 21</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>May 22</p> <p>June 22</p> <p>July 22</p> <p>July 22</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor:</p> <p>Neil</p>

Resource Requirements	Impact
<p>Staff meeting time</p> <p>DL Time</p> <p>Inset days</p> <p>Governor time</p>	<ul style="list-style-type: none"> • EHCP and Subject Leaders will be clear of the progression of skills and knowledge within their curriculum area. • Class teachers will use the progression guides to easily identify learner's next steps. • Class teachers will have an awareness of the learning journey each learner will embark on within each curriculum area. • Learners will receive a personalised curriculum which focuses on their next steps of development. • 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	Supporting
Finalise, publish and implement the progressive reformed Baytree Curriculum	Aline	<ul style="list-style-type: none"> • DHT to ensure curriculum overview document reflects Baytree School progressive curriculum from EYFS – KS5 • DHT to share Curriculum Overview document with SLT and Class Teachers. • DHT to share with governors • DHT to ensure document is uploaded onto the school website • All EHCP/subject leads to finalise all curriculum III documents and share with DHT • All III documents to be uploaded onto the school website. • All EHCP/subject leads to finalise curriculum continuums and share with DHT. • All continuums to be uploaded onto the school website • All EHCP/subject leads to complete progression documents • Progression documents to be shared with curriculum teams • Progression documents to be finalised. • Department leads to monitor implantation of curriculum within their department. • Curriculum teams to meet regularly to review curriculum documents in line with the RAP. • EHCP/subject leads to research and link with other SEND schools to review Baytree Curriculum. • EHCP/subject leads to lead curriculum training for teachers, support staff and governors. • EHCP/subject leads to map out how their curriculum progresses from EYFS – KS5 • EHCP/subject leads to lead on curriculum days/weeks for their subject area across the school. 	<p>Term 2 – ongoing. Ongoing Term 2</p> <p>Term 2</p> <p>Term 2 Term 2 Term 2 Term 2</p> <p>Jan 21 March 21 Ongoing</p> <p>Termly</p> <p>Ongoing CPD</p> <p>Term 3</p> <p>Termly</p>	<p>SLT Lead</p> <p>Ed</p> <p>Governor:</p> <p>Neil</p>

		<p>Creation of Bespoke Baytree Curriculum web page (for staff) which will store all curriculum documents:</p> <ul style="list-style-type: none"> • Baytree Overview document • III EHCP/subject lead documents • Continuums • Learner assessment and progress tracker EYFS – KS5 <p>(HT/DHT to work with web design company to create)</p>	<p>Created and in place for Sept.22</p>	
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Resource Requirements	Impact
<p>Teacher curriculum time Teacher subject leader time Additional curriculum allocated if identified Department lead meeting time SLT meeting time INSET training time Governor time</p>	<ul style="list-style-type: none"> • All learners have a bespoke and personalised curriculum which is reflective of learners EHCP outcomes and curriculum • Baytree Curriculum is reviewed and updated • Website reflects the Baytree Curriculum offer for families, professionals and school staff • EHCP/subject leads to work collaboratively in curriculum teams • EHCP/subject leads to have a good knowledge and understanding of their subject area from EYFS – KS5 and how it progresses.

Quality of Education- Implementation

Goal	Responsibility	Milestones	Achieved	Supporting
Adapt the EYFS curriculum offer to align with the national changes and ensure progressive and challenging for all learners.	Kim	<ul style="list-style-type: none"> Learners starting in reception will complete the 'reception baseline assessment' within the first 6 weeks of starting school. Year 2 learners who are able to access phonics will take part in this year's Phonics screening. Adaptations will be made to ensure all learners can access the test. Teachers and HLTA's who are new to reception will receive training to ensure their knowledge is up to date with the new EYFS framework. Teachers delivering phonics screening to year 2 learners will receive adequate training annually. Teachers delivering phonics screening to year 1 learners will receive adequate training annually. EYFS Lead will work alongside SEND EYFS leads across North Somerset to create an updated version of the developmental early years' outcomes tracker and assessment tool. The new shared DEYO will ensure consistency in assessing learner's development from 0-5 and will thus be reflected in their EHCPS upon arriving at Baytree School. EYFS lead will review EYFS pupil progress tracker to be updated to reflect the changes in the new Early Years Foundation Stage statutory framework 2021 EYFS lead and class teachers to ensure timetables reflect changes in EYFS framework and ensure curriculum coverage for EYFS/KS1. 	<p>Oct 2021</p> <p>Nov 2021</p> <p>Jan 2022</p> <p>Oct 2021</p> <p>April 2022</p> <p>Dec 2021</p> <p>Feb 2022</p> <p>Oct 2021</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor:</p> <p>Neil</p>

		<ul style="list-style-type: none"> • The EYFS lead to work alongside department team to redevelop early years/KS1 framework overview and planning format in accordance with national curriculum guidance. • EYFS/KS1 department to develop cross-curricular learning opportunities for all learners. • EYFS lead and department team to develop outdoor learning provision for EYFS/KS1. 	<p>July 2022</p> <p>Ongoing</p> <p>Ongoing</p>	
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Resource Requirements	Impact
<ul style="list-style-type: none"> - Department Lead time - Department team meetings - Training for new EYFS/KS1 teachers and HLTA - Annual phonics screening training - Department meeting time with other SEND schools - Department lead to meet with IT support to create an updated EYFS learner progress tracker. 	<ul style="list-style-type: none"> • Where appropriate, year one and year two learners will participate in national phonics screening. • Teachers will feel confident in delivering EYFS/KS1 curriculum that is comprehensive and progressive. • Wider opportunities for learners to access peer-to-peer learning opportunities. • Close working partnership with springboard to support learners transition from nursery to school and ensuring information shared is relevant and meaningful. • The EYFS learner tracker will be completed and in line with government guidance.

Quality of Education- Implementation

Goal	Responsibility	Milestones	Achieved	Supporting
<p>Continue to develop the 14-19 curriculum to ensure progressive and Individualised focussing on pathways to adulthood and the skills required for post Baytree including the introduction of 'Year 14' moving on curriculum.</p>	<p>Lottie</p>	<ul style="list-style-type: none"> • Review long term planners and SOW to ensure learning is built upon throughout the curriculum. • Ensure there is evident progression of the curriculum between KS4 and KS5. Identify progression within the preparing for adulthood areas. • Ensure accreditation is linked to LTPs and SOW. • Review and modify KS3 curriculum to ensure learners are equipped with the necessary skills for 14-19 curriculum • Develop and implement a year 14 bespoke Timetable highlighting access to next step developments- Work Experience / College access / Interests- linked to pathways to adulthood • Identify and implement any bespoke accreditation pathways, e.g. City of Guilds AAC • Careers Lead to provide opportunities for all KS4/5 learners Carers Guidance to ensure varied experiences of WEX building towards a preference. • Liaise with other School settings to benchmark and critique the curriculum. • Upskill KS4/5 team to be confident in 'talking the curriculum', the links to the preparing for adulthood objectives and the relationship with learners MTO and LTOs. • Link in with North Somerset transition Fayre with learners and parents to signpost towards services. • Staff in KS4 and 5 to complete mental capacity training 	<p>Oct 21</p> <p>Oct 21</p> <p>Nov 21 Jan 22</p> <p>Nov 21</p> <p>Feb 22</p> <p>Ongoing</p> <p>Ongoing</p> <p>Nov 21</p> <p>Nov 21</p> <p>Feb 22</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor: Neil</p>

Resource Requirements	Impact
KS4/5 staff meeting time DL time Accreditation training: AQA, DofE, City of Guilds etc. Mental capacity training	<ul style="list-style-type: none"> • All learner's transition to a planned, personalised and appropriate destination agreed within a multi-disciplinary approach. With the learners voice and choice at the centre! • Benchmarked against other school settings including Curriculum coverage / destinations / MTOs • KS4 / 5 talk the curriculum • MTO's MAPP data show progress • A comprehensive Carers programme available to all learners evident within the Gatsby benchmarking.

Quality of Education- Impact

Goal	Responsibility	Milestones	Achieved	Supporting
<p>Prioritise raising standards with learners SEMH. This will be a key focus for next academic year and be reflected within the School Development Plan.</p>	<p>Ed</p>	<ul style="list-style-type: none"> • Class teachers to implement a whole school topic 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 for the first 2 weeks of term 1. • Alongside the wellbeing lead, produce a schedule of initiatives to be implemented throughout the academic year aimed at promoting learners wellbeing. • Actively promote learner voice in initiatives implemented through Baytree School Council, Joint School Council (with Herons Moor) and through PSHE curriculum. • 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. • Exploring use of small groups and 1-1 intervention to support those identified as off track. • Identify (if any) training needs of staff identified to lead targeted intervention groups and 1:1 intervention. • 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. • Whole school events and other initiatives will continue to be planned and implemented throughout the year to develop learners SEMH – organised by either subject lead or department leads. • Class teachers to complete MAPP assessments in line with the teacher expectations document. (Term 3/6) 	<p>Sept 21</p> <p>Oct 21</p> <p>X2 termly</p> <p>Oct 21</p> <p>Nov 21</p> <p>Nov 21</p> <p>Ongoing</p> <p>Ongoing</p> <p>(End of Term 3/6)</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor:</p> <p>Neil</p>

		<ul style="list-style-type: none"> • 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 3/6) • 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. • 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. 	Ongoing	
			Jan 22	
			Feb 22	
			Feb 22	
			Feb 22	
			July 22	

Resource Requirements	Impact
Class Teacher Time HT Time Staff and governor meeting time Intervention sessions (17K catch up premium)	<ul style="list-style-type: none"> • All learners SEMH will have been prioritised and reflected within progress against their personalised SEMH medium term outcome. • All learner's SEMH and 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. • Learners voice will be evident in the initiatives implemented and learners will review impact.

Quality of Education- Impact

Goal	Responsibility	Milestones	Achieved	Supporting
Implement use of The Engagement Model to ensure progress is being captured for the Sensory Learners	Ed	<ul style="list-style-type: none"> Class Teachers to identify all learners accessing the Sensory Curriculum and therefore progress against MTO's will be assessed against the Engagement Model. Support from SLT to ensure teachers feel confident about which learners will access the Engagement Model – using the criteria to support this. Dedicated Staff meeting time to ensure Class teachers feel confident in assessing learners against the Engagement Model. Class Teachers to assess MTOs using the engagement scales at the end of each term. Internal moderation as part of RAP to ensure teacher assessments are accurate and consistent. Individualised teacher feedback provided. External moderation as part of RAP to ensure consistent high expectations. Pupil progress meetings with Class Teachers and HT to triangulate MAPP assessments / Running Records / Engagement Model assessments. Identify intervention for learners appearing 'off track'. HT to report progress captured by the engagement model and feedback to Governors. X2 annually 	<p>Sept 21</p> <p>Ongoing</p> <p>Oct 21</p> <p>Termly</p> <p>See RAP</p> <p>See RAP</p> <p>Ongoing</p> <p>Jan / July 22</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor:</p> <p>Neil</p>

Resource Requirements	Impact
<p>Class teacher time</p> <p>Subject lead time</p> <p>DHT time</p>	<ul style="list-style-type: none"> Learners are identified to follow the appropriate curriculum. Class Teachers feel confident in identifying which learners are utilising the Engagement Model and accessing them appropriately. Learners following the Sensory Curriculum are assessed using the appropriate systems that identify progress and next steps of learning.

Teacher and governor time	<ul style="list-style-type: none">• The Engagement Scales are utilised consistently and provide accurate progress data.• Those identified as 'off track' in any area are provided with individualised intervention.
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Leadership and Management

Goal	Responsibility	Milestones	Achieved	Supporting
<p>Curriculum teams to be led by the Department Leads through designated Teacher Meeting Time to ensure the continued development of the curriculum.</p>	<p>Department Leads</p>	<ul style="list-style-type: none"> • To support the development of the curriculum areas and progress of agreed action plans, EHCP and subject leads are to meet in curriculum teams, led by identified DL- outlined within the RAP. • Fortnightly DL meetings to review progress of the curriculum teams. • Curriculum team trackers set up identifying milestones for EHCP/subject leads • Curriculum EHCP/subject leads to lead subject training for teachers, support staff and governors on the development of their EHCP/subject curriculum area. • Department leads to feedback to SLT on their Curriculum Teams with achievements, areas of concern and forward planning using the curriculum team tracker. • Finalised progressive curriculum Feedback to Governors. • DL to support EHCP/subject leads to identify possible CPD opportunities that will further develop their subject knowledge and enable them to enhance learning opportunities for learners as well as remaining up to date with current government guidelines. 	<p>Ongoing</p> <p>Ongoing</p> <p>Nov 21</p> <p>By end of July 22</p> <p>Ongoing</p> <p>July 22</p> <p>Ongoing</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor:</p> <p>Nick</p>

Resource Requirements	Impact
<p>Staff meeting time- clearly stated in termly RAP.</p> <p>Inset training days</p> <p>EHCP/Subject lead time</p> <p>Additional EHCP/Subject lead time where identified and agreed</p> <p>DL time</p> <p>Fortnightly DL meetings</p> <p>Access to relevant CPD networks/links</p>	<ul style="list-style-type: none"> - EHCP/subject leads will feel supported and confident in their ability to develop their area of the curriculum. - EHCP/Subject leads will have access to a termly tracker so that they are clear of expectations and upcoming deadlines. - DL's will be able to track their teams progress as well as their upcoming deadlines and will be able to provide any support or encouragement needed. - SLT will have a clearer picture of those on track and those that may require support, such as additional time out of class to ensure deadlines are met and progress is made. - SLT and governors will have an oversight of the whole school curriculum as well as the ongoing curriculum. - Everyone within the Curriculum Team will have a clear overview of all Curriculum areas within their team. - 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	Supporting
Governors monitoring role to be implemented and findings to be reported back to Effectiveness Board Meetings.	Ed School Governors EHCP Leads	<ul style="list-style-type: none"> Develop a clear and concise monitoring schedule to encompass all elements of Governors monitoring obligations. Devise a report template for Governors to adapt and utilise to report back the Governing Board. All Governors to be allocated an SDP or Curriculum area to actively oversee with a School Leader or EHCP / Subject Lead to support and liaise with. All Governors to be allocated an area of Governor Responsibility to actively oversee with a School Leader to support and liaise with. Governors to meet with respective School Leaders and EHCP / Subject Leads to provide appropriate support and challenge. Governors to detail findings within a report and share at the appropriate Governing Board. Governors to provide ongoing challenge and support for one another. A Governors training day to be arranged for School Leaders (potentially external experts) to update Governors on specific developments. 	July 21 July 21 Sept 21 Sept 21 Ongoing Ongoing Ongoing Jan 22	SLT Lead Aline Governor: Nick

Resource Requirements	Impact
Staff and Governor meeting time INSET day HT / DHT time Training events (costs TBC)	<ul style="list-style-type: none"> Governors will actively support school leaders in the identification and delivery of school priorities aligned to core vision and values. Governors will have a clear overview of their areas of responsibilities and feed this back to Governing Board. Governors will challenge and support one another and all tiers of school leadership to ensure continuous school improvement.

Personal Development

Goal	Responsibility	Milestones	Achieved	Supporting
Develop an after school provision to enhance extra-curricular opportunities for all learners	Kate / Aline	<ul style="list-style-type: none"> Leads to review parent feedback around after school provision Leads to develop action plan about what extra-curricular activities could run at Baytree and how this will be staffed and resourced. Ensure extra-curricular activities are planned to support and enhance learners provision from EYFS – Post 16. Activities for learners from EYFS – Post 16 are progressive. Leads actively engage outside providers to provide meaningful extra-curricular activities which are of interest to learners. Leads to map out what provision will look like across the year from EYFS - Post16 School Business manager to support with allocation of sports premium to support implementation of activities: staffing and resources Review impact of extra-curricular activities through parent and learner evaluations. Development of joint/shared extra-curricular activities between Baytree and Herons Moor where the need is identified. 	Term 2 Term 2 Term 2 Term 2 Ongoing Term 2 Term 3 End of year Ongoing	SLT Lead Ed Governor: Sarah R

Resource Requirements	Impact
DHT/Physical lead time School Business time	<ul style="list-style-type: none"> Learners are provided with an engaging and enriching after school provision which enhances Baytree School Provision

	<ul style="list-style-type: none">• Robust plan, policy and procedures in place to support after school provision working practices.• After school provision is mapped out from EYFS – POST 16 to show progression across the key stages• After school provision offers a full timetable of activities and sessions for learners• Subject lead has engaged and is working with varied outside providers which offers a wide after school offer
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Personal Development

Goal	Responsibility	Milestones	Achieved	Supporting
Map learners across the curriculum access to Keeping safe / Safeguarding inc RSE. Ensure all have appropriate access and develop curriculum accordingly.	Aline	<ul style="list-style-type: none"> Relationships, sex and health curriculum is mapped across EYFS – KS5 DHT to provide RSE training to all teachers from EYFS – KS5 DHT to research and source additional KS training to support curriculum DHT to create learner access resources/curriculum to RSE/safeguarding – sensory learners & subject specific learners. DHT to ensure SOW are updated and reflect changes to the RSE DHT to provide training for teachers/staff for peer on peer abuse and how this is reflected in the curriculum. DHT to provide training for teachers/staff on consent/sexual violence and how this is reflected in the curriculum. DHT to liaise with outside professionals to support in class – North Somerset Trusted Relationships training. DHT to link in online SEND well-being/mental health DHT to ensure the curriculum is responsive to KCSIE and other safeguarding/RSE documents. School Council leads to meet with school council to discuss if they feel safe in school – what makes them feel safe/would make them feel safer? – led through Healthy Schools DHT to lead training with all staff on appropriate language to use when supporting learners Learners complete annual questionnaire 	Term 1 Term 2/3 Ongoing Term 1 – ongoing CPD schedule CPD schedule Ongoing Ongoing Termly Term 2 – ongoing	SLT Lead Ed Governor: Sarah R

Resource Requirements	Impact
DHT time	<ul style="list-style-type: none"> All learners have access to resources which reflect KCSIE and enable them to have a voice. Learners feel safe and have trusted adults they can talk to and ask for support

Curriculum development	<ul style="list-style-type: none">• Learners have a robust school council which is representative of the whole school community• Staff feel confident and understand peer on peer abuse and sexual abuse and harassment guidance.• All staff have had training and understand the use 'inappropriate and over familiar' language when working with learners• All SOW and curriculum documents for RSE are updated and reflect KCSIE and current guidance• Learners questionnaire feedback indicates learners feel safe and can identify a trusted adult
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Behaviour and Attitudes

Goal	Responsibility	Milestones	Achieved	Supporting
Department Leads to monitor, evaluate and review incidents of challenging behaviour and meet termly with class teams in their department to RAG rate/evaluate previous strategies and further develop proactive strategies to reduce these incidents.	Aline	<ul style="list-style-type: none"> • PROACTSCIPr-UK instructors to complete annual instructor training – HT to step down as instructor. • 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: development of 2 bespoke courses for staff; Keeping safe course and person specific course. • Introduction of department behaviour meetings to review and analysis learner behaviours and develop strategies to support them. • Introduction of termly feedback to SLT to discuss behaviour trends within departments. • Behaviour lead to review termly feedback to analysis trends and impact of training and curriculum for learners. • Behaviour lead to feedback to Governors 3 x a year on behaviour trends, incidents and accidents. • Review sensory diets and impact on incidents of challenging behaviour. • Resource sensory diets to ensure individual learner needs can be met to reduce incidences of challenging behaviour. • Behaviour lead to meet with link governor to review. • DHT to review Behaviour, teaching and learning policy and Positive handling policy to be reviewed in line with Government Guidance and PROACTSCIPr-UK/Baytree values and guidelines. • Review training package to support staff understanding – mapped throughout the year. 	<p>June 2022</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1 – ongoing</p> <p>Term 1 – ongoing</p> <p>Termly</p> <p>Term 2/4/6</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 2/4/6</p> <p>Term 1 – ongoing</p> <p>Ongoing</p>	<p>SLT Lead</p> <p>Ed</p> <p>Governor:</p> <p>Sarah R</p>

		<ul style="list-style-type: none"> All staff to access training on emotional regulation and trauma informed practise and how to use these tools to support learners – in line with staff CPD training programme. 2 new instructors are trained to lead whole school training in PROACTSCIPr-UK alongside Behaviour lead 	Ongoing	
			Completed July 2022	

Resource Requirements	Impact
DHT time PROACTSCIPr-Uk training time Training costs incl recertification for DHT and Instructor Course costs x2 Instructor time DL time PL time	<ul style="list-style-type: none"> Robust training package developed which is responsive to individual learners needs at Baytree School led by instructors. Bespoke training package developed: Keeping safe and learner specific Reduction in incidents of challenging behaviour. Reduction in incidents of self-injurious behaviour. Staff feel confident in proactively supporting learners with challenging behaviour and incidents of self-injurious behaviour. Learners will have personalised sensory diet resources to enable them to be 'ready to learn' and manage their behaviours. Streamlined and clear reporting process in place. Governors have access to an overview of behaviour at Baytree and support provided by teams.

Behaviour and Attitudes

Goal	Responsibility	Milestones	Achieved	Supporting
Actively ensure high levels of attendance for all learners.	Ed	<ul style="list-style-type: none"> • Develop an Attendance action plan. Identify all learners attending less than 90% and alongside Class teachers identify proactive strategies to support increasing attendance. • All learners unable to attend fulltime school provision as advised by Health Professionals devise bespoke home learning sessions. • All learners requiring long term hospital admission provided with hospital visits and if appropriate learning sessions. • Revisit all learners on part time contracts termly and meet alongside parents and other professionals to evaluate the effectiveness reissue/adjust and incorporate input from the outreach team as appropriate. • Share the attendance action plan with the Governing Board. • Monitor the action plan and review the actions and effectiveness on attendance rates. • Continue to liaise with Educational Welfare Officer for advice and support concerning pupils attendance rates. • Evaluate attendance action plan and feedback annual attendance rates with the Governing Board. 	<p>Nov 21</p> <p>Sept 21</p> <p>If required</p> <p>Oct 21</p> <p>Nov 21</p> <p>Ongoing</p> <p>Ongoing</p> <p>July 22</p>	<p>SLT Lead</p> <p>Aline</p> <p>Governor:</p> <p>Sarah R</p>

Resource Requirements	Impact
<p>HT Time</p> <p>Teachers meeting time</p> <p>Governors meeting time</p>	<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.

Purchase EWO allocation of time	<ul style="list-style-type: none">• All learners unable to attend due to health reasons will be provided with appropriate home learning opportunities.• Attendance is closely monitored and learners and their families are provided with the necessary support to ensure regular school attendance.
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