

Rathore School

School Development Plan 2017 - 2020

Full Report

Background Information

Rathore School Background Information

Rathore School is situated on 7 acres in Carnagat overlooking Newry city. Our school caters for pupils with severe learning difficulties from 3 – 19 years old. Some pupils may have additional medical, physical or sensory difficulties. We currently have 25 classes in total located throughout the main body of the school, five mobile classrooms and two new purpose built extensions which opened in September 2016. There are also outdoor and indoor play areas, a soft play room and a multi-sensory room for educational purposes.

The school has a large staff team who work collaboratively with outside agencies to ensure that pupils' needs are met i.e. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychology, Clinical Psychology, Music Therapist, Social Workers and other Health and Social Services agencies. A number of other people including the secretaries, building supervisors, school meals staff, cleaners, bus drivers and bus escorts also make valuable contribution to the school community,

Extra-curricular opportunities are provided for pupils to participate in a wide range of activities outside of the school/classroom including hydrotherapy, swimming, gym, athletics, football, dance and music.

The school is in the process of developing strong links with local schools to promote and develop integration and social interaction opportunities. The local community supports the school in various ways including fundraising. Rathore School is a member of the Newry and Mourne Area Learning Community. School also engages in a Shared Education Partnership project with St. Mary's High School, Newry. As pupils near the end of their school career we develop links, in consultation with parents, with the local Adult centres, F.E. Colleges, employers and careers officers so that the most appropriate placement can be secured for each pupil as he/she leaves school to begin adult life.

SDP Regulations

School Ethos

1: A statement and evaluation of the ethos of the school.

Summary/Assessment

Vision:

Our school aspires to nurture and develop a community of life-long learners. We strive to provide a safe, secure and fun learning environment in which we can inspire each pupil to thrive, grow and achieve their highest potential in life.

Motto:

Together We Can

Mission Statement:

At Rathore School we aim to;

- provide a positive, secure and happy learning environment where everyone matters and in which pupils learn to value themselves, others and their community;
 - work together to enhance the lives of our pupils to feel cared for, valued and respected;
 - provide a stimulating, accessible and appropriate curriculum recognising that everyone is a learner and that every experience is a learning opportunity;
 - encourage independence through supportive and effective learning and teaching aiming to develop confidence, self-esteem and holistic well-being of all;
 - work in partnership with parents, carers, schools, local businesses and other professionals to strengthen curriculum and community links;
- promote a culture of appreciation, acceptance, diversity, equality, honesty and high expectations for all within our school community.

To achieve this, the school provides a broad curriculum that will enable the pupils to develop individual skills and abilities to the highest level possible. Individual Education Plans and planned learning experiences place emphasis on the development of communication, social, life, vocational and leisure skills and make full use of the Northern Ireland Curriculum. Pupils are valued, encouraged and supported to acquire new knowledge and skills and to strive to be the very best that they can be.

Ethos and Environment:

Warm and welcoming atmosphere

Respect for every child

Child focused

Safe learning environment

High levels of pastoral care

Positive attitudes

Strong community feel

Dedicated staff

Please refer to supporting documents
School Vision - Final.docx

Evaluation

During the ETI inspection (November 2015) "The staff are very committed to the welfare of the pupils and to developing their confidence and self esteem" and "pupils stated that they feel safe and well-cared for in school and are aware of what to do if they have any worries about their safety or well-being."

There was strong support from all stakeholders that school has a welcoming, caring ethos which was evident from school surveys (June 2017):

Pupils:

98% feel they liked staff and staff liked them.

Parents:

100% feel that school respects diversity and welcomes members from all communities.

100% feel that staff encourage pupils to do their best.

97% feel they are always made to feel welcome in school.

Governors:

100% feel welcomed, valued and respected in school.

100% feel staff respect pupils.

Therapists:

100% feel that school provides a safe and stimulating environment.

100% feel that staff provide an environment that supports, challenges and stimulates learning.

Support Staff:

94% feel that all staff ensure that the pastoral care, health and educational needs of all pupils are met.

Teaching Staff:

100% feel that they have a good relationship with pupils.

100% feel that staff have realistic high expectations for all pupils.

Please refer to supporting documents
Comprehensive Whole School Survey Report.docx

Priority Areas for Improvement

Improvements identified from ETI inspection and whole school surveys are:

Health and welfare of staff and pupils

Staff attendance

Communication

Behaviour Management

Curriculum Review

2a: Learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT)

Summary/Assessment

At Rathore School we adhere to and supplement the statutory requirements of the N.I. Curriculum. Each area of the curriculum is planned through a thematic based approach with learning objectives detailed in termly schemes of work, half termly planners and termly IEPs for each pupil. In developing IEPs, teachers refer to the prescribed requirements of the curriculum, the individual needs of the pupil and educational objectives outlined in their statement of special educational needs. IEPs also take account of the assessment tools used to record and track pupil progress e.g. Quest or Q Skills. Pupils in Post 16 adhere to a tailored programme with an emphasis on functional life skills and this is reflected in their IEP pro forma.

Teachers lead class teams to apply a range of learning and teaching strategies which are outlined in the 'Learning and Teaching/ Assessment Policy'.

Class teams also engage in baseline assessments at the beginning of term one as well as formative and summative assessments throughout the school year. Assessment information is recorded and detailed in pupils' 'Assessment File' which is standardised in content throughout the whole school. Teachers also formally record pupil progress using Quest and Q Skills online software time yearly e.g. December and May.

Please refer to supporting documents
Learning and Teaching Policy Jan 2017.doc
Assessment File Final pro forma.doc

Evaluation

The ETI inspection in November 2015 stated that "the majority of the learning and teaching observed was good or better. In the most effective practice, well-planned and resourced lessons are skilfully presented in a stimulating learning environment." Also "in the best practice in literacy, the pupils benefit from well-planned paired and group work, to support their progress in writing, talking and listening, and reading skills." There was also evidence that "information and communication technology (ICT) is used effectively to enhance pupil's learning experiences in some classes."

Learning and teaching is monitored through PRSD and class observations carried out by the SLT. Oral and written feedback is provided to teachers.

The Vice Principal is responsible for Induction and Beginning Teachers programme and observes learning and teaching for new teachers, provided feedback and support.

Curriculum leaders conducted classroom observations for their curriculum area in March 2017 and provided feedback to all teaching staff.

Teaching staff participate in sharing of good practice sessions with an agreed focus on a termly basis using video evidence/ photos/ resources.

SLT lead a regular review of IEPs, with teaching staff completing a review pro forma.

IEPs are evaluated as class teams on a termly basis.

Minutes recorded from SLT meetings, departmental meetings, teacher meetings, class team meetings and curriculum leader meetings.

To further support this evidence the following statements were taken from the whole school survey:

Pupils:

79% like reading in school

89% like using the computer in school.

Parents:

100% feel that the teaching in school is good or better.

94% feel that the work their child is asked to do is matched to his/ her ability.

Governors:

90% agree that subject leaders are aware of their role in bringing about improvement.

Teaching Staff:

95% agree that evaluation of IEPs and planners are used to inform future learning and teaching.

95% agree that standards of teaching in Literacy are high.

100% agree that standards of teaching in Numeracy are high.

100% agree that ICT is used effectively to support learning and teaching.

Please refer to supporting documents
Curriculum Leaders Sep 17.docx
PRSD Reviewer Reviewee 2017 18.doc
PRSD forms.doc
IEP Review Oct 17.docx

Priority Areas for Development

Develop the use of Quest and Q Skills online software to track pupil progress for all pupils.

Build capacity through continued staff development in Literacy, Numeracy and ICT.

Continue to develop shared resources (both online and in resource library) in Literacy, Numeracy and ICT for use throughout whole school.

2b: Providing for the special, additional or other individual educational needs of pupils

Summary/Assessment

In Rathore School, all staff are committed to providing for the special, additional or other individual educational needs of pupils.

Classes are generally organised and grouped according to chronological age, however there are some exceptions to ensure that the individual needs of pupils are met e.g. additional support classes. Staff are deployed based on the needs of pupils within school.

All staff receive high levels of training to allow them to develop the skills and knowledge to provide high levels of education for pupils and to meet the aims outlined in the school's mission statement. Training within the past year has included a six session bespoke training programme for all staff delivered by Middletown Centre for Autism with a number of Rathore staff as co-trainers. Staff have also availed of training in Mindfulness and Stress Management, Mini Me Yoga, workshops provided by school therapists, iPad training, Mathematics and Play, etc.

In October 2017, Rathore School registered as a nurture school with the aim of having nurture rooms set up and staff training in the nurture programme by September 2018. These nurture rooms will replace the current provision in 'additional support' classes.

According to the school census in October 2017 there are 180 pupils in school, 48% (86 pupils) of which have a diagnosis of ASD, 13% (23 pupils) with a diagnosis of Downs Syndrome and 59% with speech and language difficulties. Understanding the needs of pupils is key to school development planning, curriculum planning and assessment practice, school resourcing and professional development of staff.

Please refer to supporting documents
Rathore School Training Proposal.docx

Evaluation

The report following ETI inspection in November 2015 stated that "In a minority of lessons there was a lack of effective strategies to support children with challenging behaviour which impacted on the ability of other children in the classroom to engage in the learning activities."

Paperwork completed through annual review, transition meetings and transfer review meetings.

Review of Autism Policy, Positive Approaches to Managing Challenging Behaviour Policy and Administration of Medication Policy.

Behaviour recording sheets.

During the survey in June 2016, it was also noted that:

Parents:

98% felt that the school is good at promoting positive behaviour.

98% agree that the school encourages their child's personal and social development.

Teaching Staff:

95% agree that the school is well resourced for learning and teaching

100% agree that the school supports pupils with challenging behaviours

Therapists:

100% agree that the school supports pupils on with ASD/ PMLD/ challenging behaviours.

Please refer to supporting documents
ABC Incident Recording Sheet.doc
Daily Behaviour Record.doc
non RPI Incident Report Form.doc
Behaviour Policy Jun 17.docx
1 Hourly Behaviour Record.doc
Blank CFAAG Risk Assessment.doc
RPI Incident Report Form.doc

Priority Areas for Development

Development of nurture classroom environments.

Consistency in provision for pupils with ASD and speech and language difficulties.

Review of behaviour management team and positive approaches to managing challenging behaviour.

2c: Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils

Summary/Assessment

Health and Well-Being

Following a Post Inspection Action Plan on Health and Well-Being (Pupils and Staff) there have been extensive programmes and opportunities developed within school to promote welfare. School has undertaken a complete review of healthy eating with the development of a Healthy Eating Policy which was written and agreed through school consultation and shared with the whole school community. Parents received a copy of the Healthy Eating policy in September 2017 and members of the school council are working towards a Healthy Schools award. Staff have also consulted with school meals staff to ensure consistency in the healthy school approach. Pupils are encouraged to drink water throughout their school day.

School received funding through the Newry and Mourne Extended Schools Programme to encourage healthy options at break time and therefore each class is allocated a budget to provide free fruit to pupils. Pupils also use this as an opportunity to practice mathematics and financial capability by purchasing fruit from a mobile fruit van which visits weekly. School also installed a healthy school compliant vending machine which is located in Post 16. This can be used by pupils to consolidate learning in the area of money as well as making healthy snack choices.

There have been a variety of training programme undertaken by staff to promote the well-being of pupils as well as their own well-being e.g. mindfulness, MiniMe Yoga, Stress Management, ASD and Anxiety, Behaviour Management, etc. Training has enable staff to help pupils overcome barriers to their learning as well as promoting their own understanding of well-being. Staff have been offered the opportunity to engage in school bootcamps and pilates sessions to promote their own health.

Child Protection

Rathore School has a safeguarding team made up of the Principal, Designated Teacher, Deputy Designated Teachers and members of the Board of Governors responsible for Safeguarding. The Principal and Designated Teacher also meet regularly with a member of the safeguarding service from the Education Authority. All policies related to Child Protection are in line with DE Circular DE 2017/04. The school policy on Safeguarding and Child Protection is shared with new parents, students, volunteers and staff when required and with parents on a two yearly cycle. School child protection leaflets are sent home alternate years. The policy is available to download in a range of language from the school website. Child Protection training is carried out every two years by the Designated Teacher and as part of induction for new staff. Other safeguarding policies e.g. Pastoral Care, Anti-Bullying, etc are to be reviewed regularly. Child protection is on every agenda for weekly SLT meetings and also for Board of Governor meetings. Staff work closely with all related external agencies e.g. social services, IDCahms, adoption services, etc.

Attendance

Pupil attendance is generally good, taking into account the complex medical needs of some pupils. Home/ school diaries are used to monitor pupil attendance with detachable school absence sheets at the back to allow parents to notify school of reasons for absence. Pupil attendance is monitored through SIMS and the Principal works collaboratively with the Education Welfare Service, Education Authority when pupil attendance falls below 85% without good reason. Staff attendance is also monitored regularly and Governors informed of long term staff absences or referrals to Occupational Health. All staff complete return to work interviews with the Principal. For request of leave, appropriate forms must be completed and authorised by the Principal following guidance from Human Resources, Education Authority.

Positive Behaviour

School recently reviewed behaviour management strategies within school and a policy on 'Promoting Positive Approaches to Managing Challenging Behaviour' was agreed in June 2017 and shared with all staff. The policy is also available to download in a variety of languages on the school website. The school also has a Behaviour Management Team to support pupils and staff:

- Miss Caroline Currie - Lower Primary (J1 - J6)
- Ms Michelle King - Upper Primary and Multi-Sensory (J7 - J9, A1 and A2, M1 - M4)
- Mr Pat Mathers - Post Primary (S1 - S5)
- Mr Gavin Murphy - Post 16

All members of the team have received training by IABA in Positive Approaches to Managing Challenging Behaviour. There is a referral process in place for support from the team who meet on the last Thursday of every month and are available for staff support every Tuesday afternoon. Data recording sheets are also standardised and completed by staff. The behaviour team also train staff in behaviour management strategies and liaise with the Behaviour Support Team, Education Authority and IDCahms.

Please refer to supporting documents

Behaviour Policy Jun 17.docx

Healthy Eating Policy Jun 17.docx

Health and Well-Being Survey October 2017.pdf

Evaluation

During the ETI inspection in November 2015, the following it was reported that "the school has comprehensive arrangements in place for safeguarding pupils" and that "pupils stated that they feel safe and well-cared for in school and are aware of what to do if they have any worries about their safety or well-being."

School conducted a whole school survey in June 2017 during which the ethos was evaluated by all stakeholders as part of the consultation process for the School Development Plan. There was strong support from the whole school community that the school provides a warm, welcoming and supportive environment.

In a staff survey, 100% of both teaching and non-teaching staff agreed or strongly agreed that all staff ensure that the pastoral care, health and educational needs of all children are met effectively.

In a parental survey, 100% of parents felt satisfied that the school provides a safe and stimulating environment.

In September 2017, staff completed a 'Staff Well-Being Survey' which stated that:

85% felt their health and well-being was very good / excellent

90% acknowledged they had access to training opportunities in health and well-being

87% felt motivated in their current role within school

Feedback from well-being training programmes has also been largely positive with staff keen to implement strategies.

Staff attendance from August 2017 - October 2017 was 96% for teaching staff and 97% for non-teaching staff.

98% of parents felt that the school is good at promoting positive behaviour.

100% of Governors and therapists agreed that staff deal effectively with behavioural issues in school.

Challenging behaviour incidents will be recorded using updated recording sheets and reported to Governors on a termly basis.

Please refer to supporting documents

Daily Behaviour Record.doc

Blank CFAAG Risk Assessment.doc

non RPI Incident Report Form.doc

1 Hourly Behaviour Record.doc

RPI Incident Report Form.doc

Behaviour Referral Sheet.doc

ABC Incident Recording Sheet.doc

Priority Areas for Development

Review and development of PE throughout the school.

Continued staff development in behaviour management.

Development of 2 nurture rooms and whole school approach to nurture school ethos.

Monitoring, review and evaluation of data in behaviour management incidents.

Promote staff well-being and healthy work/ life balance.

2d: Providing for the professional development of staff

Summary/Assessment

The school provides extensive and effective assessment in staff development. The School Development Plan identifies priorities for training through the use of staff audits, staff review, curriculum leader audits and PRSD. Staff Development also takes account of objectives outlined in ISEF and ESaGS documents. School also complies with statutory training programmes e.g. Child Protection, medical training, manual handling, Team Teach, etc.

Staff development is planned and delivered through the following:

- School Development Days/ Baker Days
- Sharing of good practice sessions
- School inset sessions led by external agencies/ school staff
- Curriculum leader review sessions
- Whole school training delivered by Middletown Centre for Autism
- Attendance at external training programmes
- Attendance at cluster groups

Staff who attend training are provided with opportunities to disseminate to their colleagues and share resources and training materials on Fronter 'Staff Development Room'.

Beginning Teachers are supported by the Vice Principal, with opportunities to attend relevant training programmes, observe learning and teaching in other classrooms within the school, set targets and review progress regularly.

Evaluation

The ETI inspection report in November 2015 stated the need "to enable and empower the members of staff with relevant expertise and experience to manage the provision effectively and to give advice and support throughout the school."

An audit of staff development was conducted in April 2016 for both teaching and non-teaching staff to identify priority areas for training.

In a whole school survey in June 2017, 95% of teaching staff agreed and strongly agreed that they have benefited from staff development over the past 3 years.

Attendance registers, evaluation forms and records of staff development are maintained in Staff Development folders.

Please refer to supporting documents
Staff Training Audit 2016.docx
Rathore SDDs 2017 18.docx
staff training teachers audit.docx

Priority Areas for Development

Continued professional development in line with School Development Plan.

Training opportunities with other special schools to promote collaborative working.

Capacity building through ASD core development team to provide training for staff and parents.

2e: Managing attendance and promoting the health and well-being of staff

Summary/Assessment

The Board of Governors and SLT are committed to providing a caring and supportive school environment which recognises that staff well-being is essential to ensure consistency in staff attendance and delivery of educational programmes to pupils.

The Principal liaises regularly with the Health and Welfare team, Education Authority to ensure that appropriate information is communicated to staff and support systems offered. In light of critical incidents the Critical Incidents Team, Education Authority are notified and invited to attend school to support staff where appropriate.

The Principal and SLT ensure that all staff are treated fairly, consistently and sensitively. Any staff who experience absence due to sickness have a return to work meeting with the Principal to ensure that their well-being is maintained and supported.

Staff well-being is also promoted by:

- Regular communication as a class team, department and whole school
- Contribution to school development plan and school improvement through working groups and workshops
- Regular updates to school life through school website and mobile app
- Celebrate their achievements and encourage their professional development
- Mindfulness taster session for teaching staff
- Whole school training on "Stress Management"
- Regular food and drink provided at inset sessions, end of term
- Open door policy by the Principal
- Whole school team building events e.g. bowling
- Staff bootcamp/ pilates sessions after school.

Please refer to supporting documents

Pilates poster Mar 17.docx

Employee Wellbeing & Stress Management in Schools August 17.ppt

Stress & Wellbeing.pdf

Rathore Bootcamp Poster.png

Rathore Bootcamp 2017.png

Carecall is changing - NICS.pdf

Return to work interview.doc

Evaluation

Health and Safety Policy

Review of Critical Incidents Policy

Vice Principal to attend 2 day Critical Incidents Training in November 2017

Increase in staff attendance from August 2017 - October 2017: 96% teaching staff and 97% non-teaching staff.

Results of the 'Staff Well-Being Survey' in September 2017 indicated that:

90% of staff agreed that they had opportunities to talk to management one to one

75% agreed that there were sufficient methods in place to communicate change

87% felt trusted to perform their role on a day to day basis.

Please refer to supporting documents
Health and Well-Being Survey October 2017.pdf

Priority Areas for Development

Develop a staff Health and Well-Being team.

Link with local health authorities to offer regular health checks for staff.

Whole school mindfulness training.

Training for staff as ambassadors in Mini Me Yoga and Functional Reflexology.

2f: Promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies

Summary/Assessment

At Rathore School we seek to promote ongoing communication and partnership between home and school which is essential to promote consistency for pupils in their learning. We endeavour to provide parents with greater understanding of their child's learning needs and to encourage open and honest exchange of information between home and school.

We have an open door policy in which parents can speak to the Principal, Vice Principal or class teacher, providing there is no disruption to class teaching. Parents may contact the class teacher by telephone before 9am and after 3pm every day or arrange to make an appointment to meet with the teacher or Principal. In September 2016, we introduced new comprehensive home/ school diaries to encourage home/ school communication. Feedback from both parents and staff was extremely positive.

Through funding from Newry and Mourne Extended Schools, we were able to appoint a Parent Liaison Teacher, Miss Michelle King, in April 2017. Miss King is also supported by the Principal in her role. As well as accessing funding through Getting Ready to Learn to promote parent partnerships, Miss King and the Principal also established a PTA in June 2017 who will meet on a half termly basis. The PTA plan to fund raise for school improvement and improve links between parents and school.

The new school website has also been important in promoting links with parents. In September 2017, a new mobile phone app was also launched to promote school. The website and app are updated regularly by the Vice Principal and statistics show high volume of usage in terms of 'hits'.

Rathore School is part of the special schools, Southern Region, cluster group which meet monthly to promote collaborative working and sharing of good practice. The schools are planning a joint School Development Day in February 2018 and a joint Musical Programme for pupils in March 2018 in Armagh Theatre. We are also part of a Shared Education Project with St. Mary's High School, Newry, a member of the Newry and Mourne ALC and a member of the Newry and Mourne Extended Schools group. Rathore School Principal is also a member of the Education Committee for CCEA.

School facilitates a large number of student and volunteer placements which are organised and monitored by the Vice Principal.

We have strong links with local businesses through Team Enterprise, work experience opportunities, educational visits, businesses who visit school through community links, etc. We also link with businesses i.e. Tesco's, to discuss Learning for Life and Work and Employability with post primary pupils.

Pupils from Post 16 attend Southern Regional College for accredited programmes and benefit hugely from not only the programmes but social interaction opportunities.

Please refer to supporting documents
Parental Engagement Coordinator Roles and Responsibilities Feb 17.doc
GRtL Application Form 17-18 Rathore School.docx
Initial Meeting Letter.doc
Parental Engagement Action Plan.doc

Evaluation

The report by ETI in November 2015 stated that "post-sixteen pupils are aware of career pathways, including further education, training and employment and have opportunities which are linked to their interests and abilities for appropriate work experience, both in school and in local businesses." Also "there is good use made of external support agencies to enhance learning opportunities, particularly to support pupils while on work experience."

In the pupil survey conducted in September 2017, several pupils from Post 16 stated that Southern Regional College was their favourite thing in school.

In the whole school survey the following supported strong external links:

Governors:

100 of Governors felt that the school has good links with parents.

100% of Governors felt that the school is valued and respected in the local community.

Parents:

89% felt that links between school and the local community are good.

80% felt that pupils are given the opportunity to make a positive contribution to both the school community and wider community.

Teaching Staff:

85% felt that pupils are given the opportunity to make a positive contribution to both the school community and wider community.

Review of action plans from Area Learning Community.

Review of Shared Education Partnership action plan.

Review of Getting Ready to Learn Action Plan.

Priority Areas for Development

Parent workshops and training programmes.

Continued development of PTA.

Links with other local schools to promote integration opportunities for pupils.

2g: Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

Summary/Assessment

ICT is integral to learning and teaching within Rathore School. We have two curriculum leaders in ICT, Mrs Joanne Matthews, Primary and Mrs Lisa Linton, Post Primary. Each is responsible for leading learning and teaching, managing resources, auditing and promoting staff development, attending cluster meetings and reviewing ICT throughout the school. Both teachers also write and share schemes of work for ICT which are used by teaching staff to ensure progression for pupils.

Each classroom is resourced with an interactive whiteboard or smart board, 2 iPads, a laptop and/ or PC. In some rooms apple TV is also being piloted. In May 2017, the school also planned and resourced an ICT suite which is maintained by the curriculum leaders and timetabled for use. All teachers received training in how to use and maintain the ICT suite. Two large smart boards which are mobile and omni vista projectors are also timetabled for use throughout the school. Two large mobile multi-sensory trolleys are used between the multi-sensory classes.

There has been extensive staff development offered in the use of ICT. An audit of staff needs was conducted in September 2016 with staff who were deemed highly efficient, training staff who felt less confident in the use of ICT. This ensured that both teaching and non-teaching staff were training others and helped to raise staff competency in the use of ICT.

In September 2017, Capita supported the school by installing new MERUS and WAP to allow more efficient wifi coverage. This encouraged class teams to use ICT within their classrooms much more effectively.

Upon completion of a review of planning and assessment in 2016 it was agreed that Using ICT would be assessed in line with the requirements outlined in Q Skills assessment tools. Using ICT was included in pupil IEPs and assessed using Quest and Q Skills. Rathore School also piloted the online software for Quest and Q Skills in June 2017 and are planning training and implementation by December 2017.

Curriculum leaders in ICT attend ICT conferences and training throughout the school year.

School has a website and mobile phone app which is managed by the Vice Principal.

Fronter was used to create "Rathore Staff Room" which allows all teaching staff to upload their administration, therefore promoting collaborative working and allowing curriculum leaders and SLT to monitor the quality of planning and assessment.

The ICT and E-Safety Policy was reviewed and shared with the school community in May 2017.

Please refer to supporting documents
Quest Online Recording 2017.docx
Quest Teacher Guide.docx
ICT training May.docx
Fronter M&E.docx
Q Skills Online Recording 2017.docx
Who to seek help from.docx
ICT and E-Safety Policy May 2017.doc

Evaluation

Based on the ETI report in November 2015, it was stated that "Information and communication technology (ICT) is used effectively to enhance pupils' learning experiences in some classes. The school has identified appropriately the need to plan strategically for the development of pupils' competence in their use of ICT."

In the pupil survey conducted in September 2017, a small number of pupils reported that using the computer was their favourite thing in school.

Evidence from the whole school survey reported that 100% of teaching staff agreed or strongly agreed that ICT is used effectively to support learning and teaching.

Review of ICT and E-Safety policy.

Pupil progress in Using ICT recorded on IEPs and Quest/ Q Skills online.

Priority Areas for Development

Whole school implementation of Quest and Q Skills online.

Introduction of more apple TVs across school.

Continued professional development in use of ICT to enhance learning and teaching.

Review of ICT suite.

School Finances and other Resources

3a: The schools current financial position and its use to support learning and teaching, continuing professional development and school leadership and management

Assessment

Rathore School has a partially delegated budget and does not fall under LMS regulations at this time. The Education Authority, Southern Region, has financial responsibility for the cost of staffing and running of the school.

The school budget for 2017/ 18 is unknown as yet.

The budget and additional allocations are used to finance the educational resources, exam fees, transport costs, furniture and fittings, cleaning requisitions, maintenance costs, classroom resources and the costs associated with the day to day running of school e.g. oil, electricity, waste disposal, telephone bill, etc.

Priority Areas for Development

Set up and furnishing of two nurture classroom, one primary nurture class and one secondary nurture class.

3b: The planned use of the schools projected resources during the period covered by the plan in support of actions to bring about improvement in standards

Assessment

The budget used during the SDP period 2017 - 2020 will be used to ensure that the curriculum for the individual needs of pupils is resourced as well as costs covered for utilities, maintenance and day to day costs. The Principal and Vice Principal liaise with Education Authority regularly to keep a record of all finances.

School also manages a private gift account which is funded by contributions from the local community. This is used throughout the year to provide gifts and treats at Christmas and Easter, school outings, visits from theatre companies and shows, etc. The private gift account is regularly audited.

In a time of financial uncertainty and budget cuts, the challenge will be to keep costs to a low in order to ensure that there is adequate funding for all areas of school improvement which have been identified.

In October 2017, school set up a PTA which plan to fundraise for school projects throughout the school year. The PTA have identified a multi-sensory studio as a possibility for fundraising.

Please refer to supporting documents
pta contact list.docx
Class Requisitions 2017.docx

Priority Areas for Development

Set up and furnishing of two new nurture classrooms.

Review of school targets

4: An assessment of the extent to which the school has met its key targets or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises

Assessment

Following ETI report in November 2015, post inspection action plans were written in the following areas from April 2015 - June 2017:

- Leadership and Management
- Learning and Teaching
- Assessment
- Health and Well-Being of Pupils and Staff

All actions plans were monitored, reviewed and evaluated and shared with the school community. A copy of completed action plans is attached.

Curriculum leaders in the following areas also provided action plans:

- Language and Literacy
- ICT
- Mathematics and Numeracy
- Multi-Sensory Approaches

All leaders monitored, reviewed and evaluated their action plans for 2016/ 17. These were shared with all staff. Completed action plans with written evaluations are available in the SDP file.

Objectives outlined in all action plans were met and success criteria achieved.

Please refer to supporting documents

Multi Sensory Action Plan 2016.doc

ICT Action Plan.doc

Post Inspection Action Plans Completed Reports June 2017.pdf

Maths Action Plan.doc

Literacy Action Plan 2016.doc

Priority Key Priorities to be carried forward to next year

School plan to continue to develop the following key areas:

- Leadership and Management
- Learning and Teaching
- Assessment
- Health and Well-Being of Pupils and Staff

Curriculum leaders will also continue to plan for school improvement in the following areas:

- Language and Literacy
- ICT
- Mathematics and Numeracy
- Multi-Sensory Approaches
- Provision for Pupils with ASD
- Nurture Classroom
- Behaviour Management

School context

5: An assessment of the challenges and opportunities facing the school

Assessment

Through consultations, audits, community links, reviews of practice etc the following challenges and opportunities have been identified:

Challenges:

Increase in pupil numbers

Number of temporary staff both teaching, non-teaching and cleaning staff

Increase in complexity and severity of challenging behaviour of some pupils

Balancing pressure on workload with staff morale when in formal intervention process

Managing the change in culture and expectation through the appointment of a new SLT structure

Ensuring that communication is effective for all members of the school community

Building parental links

Uncertainty of financial arrangements

Changes within the Education Authority

Providing out of classroom learning experiences limited by transport costs

Lack of appropriately resources outdoor play and leisure areas e.g. playground equipment

Pressure on therapy teams due to increasing caseloads and staff shortages.

Opportunities:

The school has a clear vision agreed through extensive consultation with whole school community

Warm, welcoming ethos

Staff well-trained and supportive of pupils' holistic needs

Support for pupils with challenging behaviour through Middletown Centre for Autism and school Behaviour Management Team

Pupils happy in school and enjoying their learning

Commitment from SLT to pupil and staff health and well-being

Excellent accommodation including two new purpose built extensions opened in September 2016

Strong whole school focus on Safeguarding and Child Protection

Experienced and supportive Board of Governors

Support from Education Authority, Southern Region

Support from CCEA

Shared Education Partnership with St. Mary's High School, Newry

Member of Newry and Mourne Extended Schools learning community

Member of Newry Area Learning Community

Strong and supportive links with ETI

Strong links with other special schools, local schools and colleges.

Please refer to supporting documents
Comprehensive Whole School Survey Report.docx

Priority Areas for Development

Introduction of 2 nurture classes for September 2018.

Development of age appropriate outdoor play areas and playgrounds.

Continue to promote well-being of pupils and staff during a time of change.

Fundraising through PTA for whole school projects.

Develop learning opportunities for post primary pupils through Shared Education Partnership Programme with St. Mary's High School.

Promote a consistent and positive approach to managing pupils with challenging behaviour.

Consultation Arrangements

6: The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan

Arrangements

The Board of Governors work closely the SLT in Rathore School to implement surveys to consult with all stakeholders in preparation for devising the School Development Plan. Surveys were completed in June 2017 by pupils, Governors, teaching staff, non-teaching staff, parents and therapists. With the exception of pupil surveys, all others were offered and completed electronically with a significant return from all stakeholders. Results of the survey were collated and shared with the whole school community, a copy of which is also available for download on the school website.

Governors also met with key curriculum leaders in June 2017 to get an overview of action plans, current position and future plans. It was also an opportunity to recognise and celebrate the work by staff in their areas of school improvement. This process received positive feedback both by Governors and curriculum leaders.

Formal Intervention Process is an agenda item on every Board of Governors' meeting during which Post Inspection Action Plans are reviewed and updated. The school Principal reports back to Governors on school visits from ETI, feedback and suggestions for improvement. Lead Governors are identified for the four key action plans:

- Learning and Teaching - Mrs Flo McCall
- Leadership and Management - Mr John Campbell
- Health and Well-Being (Pupils and Staff) - Mr Brendan Connell
- Assessment - Mr John McCaul

Governors meet with staff/ SLT/ curriculum leaders through attendance at meetings for action plan updates.

Governors received a copy of ISEF Governors' document and discussed objectives during a Board of Governors' meeting (May 2017).

Governors also attend whole school events to talk to members of the school community and discuss school improvement e.g. coffee morning, religious services, Christmas shows, etc.

The plan also takes account of circulars, advice and guidance from Department of Education (DE). DE guidance is shared with Governors and minuted at Board of Governor meetings.

Please refer to supporting documents

Lead Governors for Post Inspection Action Plans 17.docx

Governor Review Meeting June 2017.docx

Comprehensive Whole School Survey Report.docx

Governor Review Meeting Curriculum Leaders.docx

Priority Areas for Development

Action Plans 2017 - 20

- Learning and Teaching inc. ICT/ Language and Literacy/ Mathematics and Numeracy
- Leadership and Management
- Health and Well-Being (Pupils and Staff)
- Assessment

The School Development Plan and supporting Action Plans

7a: The schools key priorities of the plan, based on the departments priorities for education

Summary of priority areas for development

Action Plans 2017 - 20

- Learning and Teaching inc. ICT/ Language and Literacy/ Mathematics and Numeracy
- Leadership and Management
- Health and Well-Being (Pupils and Staff)
- Assessment

Planned Objectives

Monitoring and Evaluation Systems for 2016/ 17 and 2017/ 18 will outline processes for school self-evaluation.

Learning And Teaching

Development in ICT, Language and Literacy, Mathematics and Numeracy, Provision for Pupils with ASD, Provision for Pupils with Multi-Sensory Needs

Staff development programmes

Creating shared resources both online and within staff development room

Dissemination of training to all staff

Develop opportunities for play-based learning and learning outdoors/ leisure

Promotion of shared education opportunities.

Leadership and Management

Senior Leadership training programme with Nichola Lynagh, Leon Educ

Develop role of curriculum leader in self-evaluation and monitor and evaluation systems within school

Completion of ISEF with all SLT, teaching staff and Governors to be shared with school community

Health and Well-Being (Pupils and Staff)

Review of Physical Education programmes throughout whole school

Promotion of activities to promote staff well-being and improve staff attendance

Joint School Development Day with other special schools with a focus on staff welfare

Opportunities through Extended School for the promotion of physical activities for pupils

Review of Healthy Eating.

Assessment

Ongoing training and support for temporary teachers and staff

All pupil details on Quest and Q Skills online

Staff training by CCEA on Quest and Q Skills software

All pupil assessment information transferred and recorded online

Review of assessment practice

Assessment exemplification

Governors to track progress of 4 identified pupils throughout the school year.

Please refer to supporting documents

M and E Evaluation Systems 2017 18.docx

M and E Evaluation Systems 2016 17.docx

7b: Planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in communication, using mathematics and using ICT

Summary of priority areas for development

Action Plans 2017 - 20

- Learning and Teaching inc. ICT/ Language and Literacy/ Mathematics and Numeracy
- Leadership and Management
- Health and Well-Being (Pupils and Staff)
- Assessment

Planned Objectives

See action plans.

7c: The actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and the final dates for completion

Summary of priority areas for development

Action Plans 2017 - 20

- Learning and Teaching inc. ICT/ Language and Literacy/ Mathematics and Numeracy
- Leadership and Management
- Health and Well-Being (Pupils and Staff)
- Assessment

Planned Objectives

See action plans.

7d: The financial and other resources available to the school to be used in support of the actions identified at the sub-paragraph (c) to achieve the outcomes at sub-paragraph (b)

Summary of priority areas for development

Staff development

Curriculum development

SLT development programme

PTA - parental engagement co-ordinator funded by Newry and Mourne Extended Schools learning community

Resources for core curriculum areas i.e. ICT, Language and Literacy and Mathematics and Numeracy

Play and leisure resources

Support from Behaviour Support Service, EA to establish nurture classrooms.

Planned Objectives

Financial plans and related resources are outlined in action plans.

7e: The arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan

Summary of priority areas for development

The School Development Plan and related action plans outline and identify the individuals/ teams responsible for implementing, monitoring, reviewing and evaluating each success criteria and action to be taken. Review of action plans will be conducted termly by the Principal and curriculum leaders at teacher meeting with updated plans being shared with non-teaching staff at class team meetings. Lead Governors will be invited to attend action plan review meetings.

Formal Intervention Process is an item on every Governors' meeting agenda and the Principal will lead regular reviews of action plans.

Lead Governors will have opportunities throughout the school year to attend SLT/ teacher/ curriculum leader meetings to monitor, review and evaluate action plans. They will also meet with key curriculum leaders in June of each year to have a formal review meeting during which school progress is discussed and future plans for school improvement shared.

Please refer to supporting documents

Governor Review Meeting June 2017.docx

Governor Review Meeting Curriculum Leaders.docx

Lead Governors for Post Inspection Action Plans 17.docx

Planned Objectives

To attend termly action plan review meetings.

Regular updated on action plans provided by the Principal at Board of Governors' meetings.

Lead Governors to meet with curriculum leaders both formally and informally.

Formal Intervention Process to remain an item of every Board of Governors' meeting agenda.

Governors to raise their profile within the school community.

Action Plans

Areas for Improvement:

Following a general inspection in November 2015 it was reported that there was a need to provide effective strategic leadership, including the rigorous monitoring and evaluation of the quality of learning and teaching to inform the school's development planning process and to bring about better educational outcomes for the pupils. In a follow up inspection, October 2017, ETI reported that leadership and management within the school was good with some aspects better than good. They recognised that strategies to monitor and evaluate the quality of provision had been embedded.

Where are we now? (with reference to areas for improvement noted above):

Members of SLT have completed some staff development training courses led by Shane Comer, EA in Action Planning and Managing Challenges within School. One member of SLT has returned from maternity leave in September 2017. Curriculum leaders have been reviewed in August 2017.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Leadership, Management and SLT Development Develop the role of curriculum leaders through staff development opportunities and leading sessions on sharing of best practice. Continue to promote curriculum leader cluster meetings with Southern Regional special schools with a focus on outcomes outlined in ISEF. Devise School Development Plan 2017 - 20 and associated action plans taking into account whole school consultation. Develop the role of lead Governors for action plans. Develop leadership skills of SLT through a bespoke SLT development programme. Develop school management teams in Behaviour Management and ASD Provision.</p>	<p>1. Provision for Learning - Curriculum leaders to continue to develop in their role as 'lead expert' in their curriculum area and encourage a culture of best practice therefore providing pupils with improved educational experiences and high quality learning and teaching. Curriculum leaders to monitor, review and evaluate planning in their key areas therefore ensuring consistently high educational standards for all pupils. 2. Strategic Planning for Improvement - All staff involved in the School Development Planning for 2017 - 20 through consultation workshops therefore assuming ownership and responsibility for actions outlined for school improvement. This will ensure that all staff feel valued in their input and promote collaborative working and a whole school team approach. School Development Plan will promote and encourage school improvement to ensure a high quality of educational</p>	<p>1. Curriculum leaders (where appropriate) to meet with curriculum leaders from other schools with a focus on outcomes outlined in ISEF. 1. Curriculum leaders engage in classroom observations to observe current practice and facilitate observations within their classrooms to showcase best practice. 1. Curriculum leaders to attend training relevant to their curriculum area (where appropriate). 1. Curriculum leaders to update standardised curriculum leaders files termly and review planning for learning and teaching in their area. 2. Curriculum leaders to write specific action plans for their area of curriculum development. 2. Whole school consultation on School Development Planning based on outcomes of whole school survey results.</p>	<p>1. Training costs and sub cover (£180 per day). Sub cover to release teaching staff for classroom observations (£180 per day). Printing costs for planners/ timetables/ schemes of work. 2. Printing costs for School Development Planning workshop and action plans. 3. Cost of SLT training sessions by Leon Educ, 4 x £200. Costs for ASD Management Team; Boardmaker cds £200 x 2, Resources for Attention Autism £500, PEP-3 assessment toolkit £500.</p>	<p>Curriculum leaders for 2017/18 reviewed and updated (see attached document).(Completed - 24/08/2017) Cluster meetings agreed with other special schools and disseminated to all curriculum leaders (see attached document). (Ongoing - 07/09/2017) Curriculum leaders' audit completed by all leaders.(Completed - 29/09/2017) Whole school consultation on School Development Planning (see attached PowerPoint and documents).(Completed - 05/10/2017) Curriculum leader files submitted and monitored by SLT. (Completed - 20/10/2017) Senior Leadership Training session with Nichola Lynagh, Leon Educ (see attached document).(Completed - 27/11/2017) Parental consultation for SDP (see attached document).(Completed - 29/11/2017)</p>	<p>1. Staff development training records and attendance sheet. (02/11/2017 13:09:11) 1. Curriculum leader classroom observation records. (02/11/2017 13:09:38) 1. SLT monitor, review and evaluate curriculum leader files termly. (02/11/2017 13:10:26) 1. Minutes of cluster meetings with other curriculum leaders. (02/11/2017 13:10:46) 1. Updated curriculum leader audit. (02/11/2017 13:11:00) 2. Whole school development planning consultation forms. (02/11/2017 13:11:35) 2. Curriculum action plans written and reviewed by curriculum leaders. (02/11/2017 13:12:11) 3. Minutes of Board of Governor meetings and records of pupil progress reviews. (02/11/2017 13:12:46) 3. Minutes from SLT meetings. (02/11/2017 13:13:03) 3. Minutes from Behaviour Management and ASD team meetings. (02/11/2017 13:13:33)</p>	<p>niamh.henderson_5316519 katie.mcgauley_5316519 louise.dickson_5316519 tracey.mcentee.1_5316519 deirdre.mcgrath_5316519 nicola.mccrory_5316519 eadaoin.mcanulty_5316519 gavin.murphy_5316519 dolores.morgan_5316519 lisa.linton_5316519 ella.rooney_5316519 lorna.fitzpatrick_5316519 james.o'hare_5316519 louise.murphy_5316519 ciara.quinn_5316519 eimear.malone_5316519 caroline.currie_5316519 martina.mcareavey_5316519 noeleen.lavery_5316519 louise.quinn_5316519 laura.kane_5316519 patricia.deeney_5316519 michelle.barden_5316519 kerry.fearon_5316519</p>	<p>Term 2017/2018 to -1/0 Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018</p>

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
	provision. 3. Capacity Building - Governors will become more actively involved and knowledgeable in pupil learning and progress therefore maintaining high expectations for all pupils. SLT will become more effective in its role of leading school development which will help to build staff confidence and promote a culture of high standards for all pupils. Pupils will have a more enriched and individualised educational programme through SLT monitoring progress and learning opportunities.	3. Development of Associate SLT member/s throughout the school year. 3. Lead Governors to meet twice per year with curriculum leaders for updates on school improvement. 3. School Management Teams for Behaviour and Autism to be implemented with regular meetings, specific roles and responsibilities and opportunities to monitor, review and evaluate school provision in their area. 3. SLT to participate in an SLT training programme by Leon Educ to enhance leadership skills.				declan.larkin_5316519 sarah.kitson_5316519 pat.mathers_5316519 kelly.o'hare_5316519 lisa.mcardle_5316519 sinead.o'grady.1_5316519 helen.cousins_5316519 joanne.matthews_5316519 helen.entwistle_5316519 claire.mcclelland_5316519 michelle.king_5316519	

Areas for Improvement:

In ETI report, November 2015, it was stated that all staff need to discuss and agree a clear assessment system to inform planning for learning throughout the school and to assess the progression and attainments of pupils. In a follow up inspection in October 2017 there was clear evidence of a whole school approach to assessment which met the needs of pupils.

Where are we now? (with reference to areas for improvement noted above):

There is a standardised and consistent form of assessment throughout the whole school. Pupil progress is recorded and tracked using Quest and Q Skills recording sheets, IEPs, classroom observations, photographic and video evidence, samples of work and individual pupil assessment files. Rathore School has piloted CCEA software programmes for Quest and Q Skills in June 2017. Some pupils with ASD (J5) have been assessed through the use of PEP-3 assessment.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Quest and Q Skills Development Update Learning and Teaching/ Assessment Policy to include any new assessment strategies e.g. software use. Quest and Q Skills workshops to support temporary staff who are assessing pupils. Termly departmental review of IEPs. Teachers trained on the use of Quest and Q Skills software. Whole school use of Quest and Q Skills software to track pupil progress. Review of assessment tools for Post 16 provision.</p>	<p>1. Strategic Planning - The SLT will have access to all pupil assessment information recorded electronically on CCEA Quest and Q Skills online software allowing them to plan for improvements and staff development. 2. Monitoring Progress - All members of staff, both permanent and temporary, will be trained to use Quest and Q Skills effectively ensuring a class team approach to assessment and recording of pupil progress. IEPs will be more individualised, taking account of pupils' strengths and areas for development across the cross curricular skills. All pupil assessment information will be recorded on Quest and Q Skills online to ensure that information is shared within class and between classes improving the transition of pupils. Governors will identify pupils across the school to monitor pupil progress using information stored online. This will allow for better educational outcomes for pupils</p>	<p>1. All members of SLT to register for access to Quest and Q Skills online software provided by CCEA. 1. Review of Learning and Teaching/ Assessment Policy to include use of CCEA Quest and Q Skills software. Policy to be shared with whole school community. 2. All pupil assessment information to be recorded and uploaded to Quest and Q Skills online software. Whole school pupil assessments to be conducted twice throughout the school year (Dec and May). 2. All teaching staff to be trained in using Quest and Q Skills software. Training to be disseminated to whole class teams. 2. Board of Governors to identify 4 pupils across the school to track progress twice throughout the school year at Governor meetings. 3. All pupils with a diagnosis of ASD and</p>	<p>1. All teaching staff to review Learning and Teaching/ Assessment policy following consultation with staff teams. 2. Training for Quest and Q Skills software to be provided by Andrew Douglas, CCEA. Printing cost for assessment reports which will be stored in pupil assessment files. 3. Cost of purchasing PEP-3 assessment toolkit £550. Sub cover to allow cluster with other special schools, 2 days x £180 each. 4. Cost of photocopying for IEP review documentation.</p>	<p>Staff within Primary classrooms trained in the use of PEP-3 by Middletown Centre for Autism.(Completed - 25/08/2017) Teaching staff completed a review of IEPs at a departmental meeting led by SLT. (Completed - 18/10/2017) All teaching staff trained on Quest and Q Skills online by Andrew Douglas, CCEA (see attached PowerPoint). (Completed - 08/11/2017)</p>	<p>1. Learning and Teaching and Assessment policy reviewed. (02/11/2017 12:09:08) 2. Attendance sheets for staff training on Quest and Q Skills. (02/11/2017 12:09:42) 3. Attendance sheets for staff training on PEP-3 assessment. (02/11/2017 12:10:18) 1. Minutes of SLT meetings in which assessment is discussed. (02/11/2017 12:10:51) 2. Pupil information recorded on Quest and Q Skills online. (02/11/2017 12:11:18) 1. Assessment files monitored by SLT twice per year. (02/11/2017 12:11:43) 4. Departmental minutes of IEP review and completed documentation. (02/11/2017 12:12:10) 2. Minutes from Board of Governor Meetings during which pupil progress is tracked and monitored. (02/11/2017 12:12:53) 3. Completed PEP-3 assessments for pupils with ASD. (02/11/2017 12:13:39) 3. Minutes from cluster</p>	<p>dolores.morgan_5316519 james.o'hare_5316519 ciara.quinn_5316519 caroline.currie_5316519 martina.mcareavey_5316519 joanne.matthews_5316519 michelle.king_5316519</p>	<p>Term 2017/2018 to -1/0 Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018</p>

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
	<p>through rigorous tracking of progress.</p> <p>3. Planning for learning - Pupils will be much more engaged and motivated in their learning as lessons are differentiated to take into account varying abilities of pupils within a class.</p> <p>4. Practice - Through regular reviews of IEPs, pupil learning will be more specific and child-centred. Sharing of IEPs within class teams will ensure a collaborative approach to pupil learning, providing them with consistently high standards in their education.</p>	<p>under the age of 8 years old are to be assessed using the PEP-3 assessment tool. Results to be shared with parents and whole class team.</p> <p>3. Assessment curriculum leaders to cluster with other special schools to discuss assessment frameworks for Post 16 pupils. A draft framework to be piloted in Post 16 classrooms.</p> <p>4. SLT to lead departmental review of IEPs on a termly basis. All teaching staff to complete IEP review documentation.</p>			<p>meetings with a focus on assessment for pupils within Post 16 classes. (02/11/2017 12:14:03)</p>		

Areas for Improvement:

The ETI report in November 2017 stated that information and communication technology (ICT) was used effectively to enhance pupils' learning experiences in some classes, The school identified appropriately the need to plan strategically for the development of pupils' competence in their use of ICT.

Where are we now? (with reference to areas for improvement noted above):

The school has invested heavily in ICT resources within 2016/17. There is a fully functional ICT suite which is timetabled for use by specific classrooms. All classes have a minimum of two iPads for use with pupils. An ICT staff audit has been completed and a programme of ICT training for staff development has been delivered. ICT is included and assessed on pupil ICT and through Quest and Q Skills online software. School continues to use Fronter to encourage the use for administration purposes and for monitoring, review and evaluation by SLT.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Development of ICT Staff development opportunities for ICT for both teaching and non-teaching staff. Additional ICT resources to be made available to classes. ICT to be used consistently across the whole school to enhance and extend learning. Create links with external agencies to support ICT use i.e. AMMA centre. Focus on E-Safety for post primary pupils.</p>	<p>1. Learning and Teaching - Pupils' ICT skills will be enhanced through an enriched ICT programme which is stimulating and motivating. Pupils will have access to a wide range of ICT resources which will further increase their ICT capacity and extend their learning and teaching experiences. Pupils' achievements will be shared to a wider audience using the information TV which will promote a culture in which success is celebrated and encouraged. 2. Capacity Building - Staff will have greater knowledge and confidence in using a range of ICT resources which will assist the planning of appropriate learning and teaching activities for pupils, increasing pupil progress. 3. Leadership and Management - Curriculum leaders will have better understanding of school resources available, the C2k network system and staff needs in order to plan, review and evaluate progress in ICT ensuring</p>	<p>1. All classes to be responsible for updating the school information TV on a weekly rota basis.</p> <p>1. All teachers will receive an additional iPad for class based use.</p> <p>1. Pilot the use of apple TV in 6 classrooms throughout the school.</p> <p>1. Post primary classes to link with external ICT provision through AMMA centre to provide an ICT enriched programme.</p> <p>1. Post primary pupils to attend a workshop on E-Safety delivered by PSNI.</p> <p>2. All teachers to attend training on the features of an iPad and Book Creator app.</p> <p>2. Curriculum leaders to attend C2k manager training to develop knowledge on the C2k network.</p> <p>2. Relevant staff to attend a personalised ICT training programme, implemented and delivered over a 5</p>	<p>1. Cost of iPad per classroom 25 x £200. Cost of apple TVs 6 x £120. Cost to repair Omni Vista machine £170. 2. Sub cover for C2k training £180 per day. Printing costs for training programmes. 3. Printing costs for troubleshooting booklet and audit.</p>	<p>Information tv timetable updated and shared. (Ongoing - 01/09/2017)</p> <p>All teaching staff completed iPad and Book Creator training. (Completed - 13/09/2017)</p>	<p>1. Information tv timetable. (10/11/2017 11:51:35)</p> <p>1. Attendance register at E-Safety workshop. (10/11/2017 11:51:57)</p> <p>2. Attendance register at staff training. (10/11/2017 11:52:17)</p> <p>2. Minutes from teacher meetings. (10/11/2017 11:52:50)</p> <p>2. Minutes from curriculum leader cluster meetings. (10/11/2017 11:53:09)</p> <p>3. Completed audits. (10/11/2017 11:53:24)</p> <p>3. Board of Governor minutes. (10/11/2017 11:53:59)</p> <p>1. Pupil progress in Using ICT assessed using Quest and Q Skills. (10/11/2017 11:55:06)</p> <p>1. Schemes of work and planners. (10/11/2017 11:55:24)</p>	<p>lisa.linton_5316519 james.o'hare_5316519 caroline.currie_5316519 joanne.matthews_5316519</p>	<p>Term 2017/2018 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018</p>

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
	consistency in provision for all pupils and greater educational success.	1. Teachers to avail of training on ideas for developing ICT skills within the classroom e.g. word processing. 2. Complete audit of whiteboards and their use for education to be completed. 3. Staff to complete an audit relating to ICT skills and competencies. 3. Troubleshooting for common ICT issues to be developed and shared with all pupils and staff.					

Areas for Improvement:

According to the ETI report in November 2015, in the best practice in Literacy, the pupils benefitted from well-planned paired group work to support their progress in writing, talking and listening and reading skills. There had been a recent focus on developing a range of reading materials throughout the school. Class teachers monitored their achievements and outcomes by tracking their progress against their Literacy target on each IEP; this information was not however used to inform planning for the school overall.

Where are we now? (with reference to areas for improvement noted above):

School has currently two curriculum leader for Language and Literacy, one Primary teacher and one Post Primary teacher. Both leaders have a clear outline of their roles and responsibilities and have a standardised curriculum leaders' file. Literacy resources were purchased last school year and are organised and timetabled throughout the school. There has been a sharing of good practice session completed by all teaching staff in promoting Literacy throughout the school.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Developing Language and Literacy including Communication Reading schemes to be reviewed and organised according to reading ability. Review of the Literacy loan system across the whole school. Consistent approach in pre-writing and sensory literacy across the whole school.	1. Learning and Teaching - Pupils will have access to reading materials appropriate to their age and ability which will help to support and encourage pupil progress. Pupils will be able to access a wide range of resources to promote their Literacy skills and encourage high levels of engagements through stimulating Literacy activities. Pupils will have access to a rich and varied pre-writing and sensory Literacy curriculum which will take into account individual need of pupils and therefore promote pupil progress.	<p>1. Arrange training for staff relating to Literacy and Communication skills.</p> <p>1. Conduct an audit of sensory and pre-writing resources and staff skills.</p> <p>1. Curriculum leaders will monitor, review and evaluate current reading schemes and develop a banded reading scheme across the school.</p> <p>1. Lead a sharing of good practice session for Literacy and Communication for teaching staff.</p> <p>1. The current use of Literacy resources will be reviewed and evaluated with appropriate changes to the lending system being ammended if necessary.</p>	1. Cost of additional reading schemes and support materials £300. Photocopying for resource and staff audit.	<p>Teaching staff agree a whole school PRSD target focusing on Communication strategies. (Completed - 20/09/2017)</p> <p>Training for non-teaching staff by Aoife McCaffrey (Speech and Language Therapist) on Promoting Communication Skills for Pupils with SEN (see attached PowerPoint). (Completed - 16/11/2017)</p> <p>Sharing of good practice session for teaching staff - PECS/ Communication boards. (Ongoing - 22/11/2017)</p> <p>Sharing of good practice session for teaching staff on communication strategies (see attached document).(Completed - 22/11/2017)</p>	<p>1. Minutes of teacher meetings. (10/11/2017 13:46:36)</p> <p>1. Attendance register for staff training. (10/11/2017 13:46:49)</p> <p>1. Staff and resource audits. (10/11/2017 13:47:05)</p> <p>1. Sharing of good practice feedback. (10/11/2017 13:47:19)</p> <p>1. Pre-writing and sensory audits. (10/11/2017 13:47:43)</p> <p>1. Minutes from Literacy cluster meetings. (10/11/2017 13:48:02)</p> <p>1. Pupil progress in Communication using Quest and Q Skills. (10/11/2017 13:48:32)</p> <p>1. Learning walks feedback - term 1. (10/11/2017 13:49:00)</p>	caroline.currie_5316519 kerry.fearon_5316519 michelle.king_5316519	<p>Term 2017/2018 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018</p>

Areas for Improvement:

ETI reported in their inspection report November 2015 that the majority of learning and teaching observed was good or better. In the most effective practice, well-planned and resourced lessons were skilfully presented in a stimulating learning environment. Activities were relevant engaging and practical with the learning supported well by classroom assistants. In the less effective practice, the pace was slow, learning activities were insufficiently differentiated and there were limited opportunities to consolidate learning. In a follow up inspection in October 2017, 90% of lessons observed were deemed to be of a very high standard and all lessons observed were effective in meeting pupils' needs.

Where are we now? (with reference to areas for improvement noted above):

Learning and teaching in school is now of a very high standard. There is a focus on practical based learning with opportunities for pupils to consolidate and generalise their skills. Pupils are involved in the learning process and there is evidence of staff development having a positive impact on learning opportunities. SLT have rigorous systems in place to regular monitor, review and evaluate learning and teaching throughout the school. Pupils are engaged in their learning and recent surveys indicate that the school community deems standards of learning and teaching to be high.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Learning and Teaching Establish a culture of capacity building in which staff are encouraged to share best practice and encourage the sharing of effective resources and learning and teaching skills. Develop a whole school approach to providing individualised communication strategies for pupils. Develop a whole school approach to learning and teaching in ICT. Encourage self-review and evaluation through a number of both formal and informal monitoring strategies. Develop strategies to help pupils manage their behaviour effectively taking into account their varying needs.</p>	<p>1. Learning and Teaching - Pupils will have access to activity based learning opportunities tailored to their individual needs, age and interests to ensure that they are engaged and motivated in their learning. Curriculum leaders will support staff in sharing best practice to encourage high levels of learning and teaching opportunities for all pupils. Staff will have access to training opportunities, both internal and external, to allow them to teach pupils with SEN effectively ensuring that's pupils' holistic needs are met and provided pupils with positive learning experiences. Collaborative working with therapy teams by all staff will ensure a consistency in approach for pupils and sharing of expertise to allow individual needs to be met and engagement in appropriate learning programmes. 2. ICT (see ICT action plan) - Pupils will be developing ICT skills through appropriate practical based classroom activities.</p>	<p>1. Collaborative targets set between therapists and class team and detailed on pupil IEP (where appropriate).</p> <p>1. Curriculum leaders to plan sharing of best practice sessions in which teachers will observe best practice in their curriculum area.</p> <p>1. Monthly multi-disciplinary team meetings between therapists and Principal.</p> <p>1. Planners to be reviewed by curriculum leaders on a termly basis to monitor activity based learning.</p> <p>1. Post Primary pupils to engage in a Shared Education Partnership Programme with St. Mary's High School, Newry.</p> <p>1. Staff training on a range of SEN strategies throughout the year and opportunities to disseminate training.</p> <p>2. Development of whole school use of interactive SMART boards and ICT suite.</p>	<p>1. Cost of class based requisitions for learning and teaching resources £50 per pupil. Sub cover for sharing of best practice £180 per day. Rebound therapy training for two staff members £500. TEACCH training for two staff member £2500. 2. ICT resources £1000. 3. Cost of photocopying for behaviour incident sheets and recording forms.</p>	<p>Whole school training on Prepare, Capture and Engage from Middletown Centre for Autism (see attached PowerPoint and documents).(Completed - 25/08/2017)</p> <p>PECS awareness training for teaching staff.(Completed - 04/10/2017)</p> <p>Behaviour Training overview for teaching staff.(Completed - 11/10/2017)</p> <p>Initial Shared Education Partnership meeting with St. Mary's Hgh School.(Ongoing - 25/10/2017)</p> <p>Effective Communication Strategies training for classroom assistants led by Speech and Language therapists. (Ongoing - 16/11/2017)</p> <p>Sharing of good practice session for teaching staff on use of communication strategies (see attached document).(Completed - 22/11/2017)</p>	<p>1. Monitoring of curriculum leader files by SLT. (03/11/2017 12:57:59)</p> <p>1. Sharing of best practice observation sheets. (03/11/2017 12:58:18)</p> <p>1. Records of staff development training. (03/11/2017 12:58:33)</p> <p>1. Agendas for multi-disciplinary team meetings. (03/11/2017 12:58:56)</p> <p>1. Review of pupils' IEP targets. (03/11/2017 12:59:13)</p> <p>1. Minutes from SEP meetings and evaluation of SEP programme. (03/11/2017 12:59:45)</p> <p>2. Review of planners and ICT targets on pupil IEPs. (03/11/2017 13:00:07)</p> <p>2. Quest/ Q Skills online to monitor and track pupil progress. (03/11/2017 13:00:35)</p> <p>3. Minutes, referrals, recommendations and data collection records from behaviour management team meetings. (03/11/2017 13:01:14)</p> <p>3. Board of Governors agenda and minutes. (03/11/2017 13:01:31)</p>	<p>niamh.henderson_5316519 katie.mcgauley_5316519 louise.dickson_5316519 tracey.mcentee.1_5316519 deirdre.mcgrath_5316519 nicola.mccrory_5316519 eadaoin.mcanulty_5316519 gavin.murphy_5316519 dolores.morgan_5316519 lisa.linton_5316519 ella.rooney_5316519 lorna.fitzpatrick_5316519 james.o'hare_5316519 louise.murphy_5316519 ciara.quinn_5316519 eimear.malone_5316519 caroline.currie_5316519 martina.mcareav_5316519 noeleen.lavery_5316519 laura.kane_5316519 patricia.deeney_5316519 michelle.barden_5316519 declan.larkin_5316519 sarah.kitson_5316519</p>	<p>Term 2017/2018 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018</p>

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
	<p>All staff to use appropriate resources and learning methods to provide pupils with ICT enriched educational experiences. 3. Behaviour Management - Pupils will be supported in having their behavioural needs met therefore will be in a state of learning readiness throughout their school day. Whole school approach to managing challenging behaviour will ensure consistency, creating safe, secure learning environments for all pupils.</p>	<p>2. Staff training on a range of ICT resources and strategies to support learning.</p> <p>3. Development of a Behaviour Management Team.</p> <p>3. Ongoing behaviour training for staff.</p> <p>3. Review of behaviour data collection forms.</p> <p>3. Termly reporting of behaviour incidents to Governors.</p>				<p>pat.mathers_5316519 kelly.o'hare_5316519 sinead.o'grady.1_5316519 helen.cousins_5316519 joanne.matthews_5316519 helen.entwistle_5316519 claire.mcclelland_5316519 michelle.king_5316519</p>	

Areas for Improvement:

Although the ETI report from November 2015 did not make specific reference to Mathematics and Numeracy it did state that the majority of learning and teaching observed was good or better and that in the most effective practice, well-planned and resourced lessons were skilfully presented in a stimulating learning environment. In relation to curriculum leaders, the report stated that they did not have clear agreement on, nor understanding of their roles and responsibilities, and were not enabled to take appropriate action when required.

Where are we now? (with reference to areas for improvement noted above):

We currently have two curriculum leaders for Mathematics and Numeracy across both Primary and Post Primary classes. Curriculum leaders monitor planning, learning and teaching, assessment and resources in their area. A large number of maths resources have been purchased by school in 2016/17 and this are organised and distributed on a rota basis by curriculum leaders.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
Developing Mathematics and Numeracy Staff to complete a review of Mathematics and Numeracy throughout the whole school. Learning and teaching resources to be uploaded and accessible to staff using Fronter VLE to encourage sharing of good practice. Staff development in areas of Mathematics to be encouraged and training offered.	1. Monitor and Review - Through a process of monitoring and evaluation, maths resources will be used more effectively by staff to support practical based maths activities in class. Learning for pupils will be more functional, meaningful and engaging which will encourage pupil progress. 2. Learning and Teaching - Delivery of new and exciting Numicon ideas will engage pupils in their learning. Increase in staff competence will result in higher quality learning experiences for all pupils.	1. Distribution of evaluation and review sheets to be completed by all staff. 2. Classroom assistants to receive Numicon refresher training. 2. Numicon file to be created on Fronter to include a range of ideas and resources for using Numicon for learning and teaching.	1. Photocopying cost for evaluation sheets £25. 2. Cost of training for classroom assistants £400.		1. Review of maths resources documents. (22/11/2017 11:44:51) 1. Minutes of teacher meetings. (22/11/2017 11:45:06) 1. Minutes from departmental team meetings. (22/11/2017 11:45:21) 1. Curriculum leaders' files. (22/11/2017 11:45:37) 2. Information uploaded on Fronter. (22/11/2017 12:47:16) 2. Staff attendance record for training. (22/11/2017 12:47:48) 2. Pupil assessment files. (22/11/2017 12:48:02)	katie.mcgauley_5316519 james.o'hare_5316519 eimear.malone_5316519 caroline.currie_5316519 lisa.mcardle_5316519	Term 2017/2018 to -1/0 Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018

Areas for Improvement:

The ETI report in November 2015 commented that provision for learning in the most effective practice was well-planned and resourced and lessons were carefully presented in a stimulating learning environment. In the less effective practice, the pace was slow, learning activities were insufficiently differentiated and there were limited opportunities to consolidate learning. The planning system did not appropriately match the needs of all pupils nor guide teachers.

Where are we now? (with reference to areas for improvement noted above):

Planning for pupils within the multi-sensory department takes account of pupils needs in that whole school themes are stimulating and appropriate and IEP formats are consistent with the Quest and Q Skills assessment tools. All pupils are assessed using Quest for Learning and Q Skills where appropriate.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Developing Multi-Sensory Approaches Develop opportunities for pupils to learn and consolidate skills relating to cause and effect. Develop a bank of resources relating to appropriate and common themes taught within the multi-sensory classes. Pupil observations to be recorded using Quest and Q skills online.</p>	<p>1. Learning and Teaching - Development of multi-sensory areas within classroom and multi-sensory rooms will provide pupils with appropriate learning and teaching activities to promote learning and improve educational experiences. Appropriate resources will allow teachers to access learning and teaching materials so that they can plan for and implement a range of stimulating teaching activities. Pupils will have opportunities to develop their multi-sensory skills through a range of resources therefore expanding their learning opportunities. Pupil progress will improve through a breadth of learning experiences in which they are stimulated appropriately. 2. Capacity Building - To develop links with Multi-Sensory teachers in other special schools so that current provision can be reviewed. This will improve Multi-Sensory provision within our school and promote pupil progress.</p>	<p>1. All projected costs for multi-sensory equipment to be reviewed and equipment researched.</p> <p>1. Complete an audit of multi-sensory resources and equipment.</p> <p>1. Create and develop an online staff folder on Fronter for Multi-Sensory related information and resources.</p> <p>1. Curriculum leader to meet H. Cousins for an update on progress in Multi-Sensory approaches.</p> <p>1. Identify pupils to pilot a new Multi-Sensory programme and communicate to whole school.</p> <p>1. Provide adequate resources to EYP classroom for Multi-Sensory use.</p> <p>2. Link with curriculum leaders in Multi-Sensory across the special schools in the Southern Region through email, meetings and/or telephone calls.</p>	<p>1. Liaise with PTA to discuss fundraising. Projected cost of Multi-Sensory studio approx. £40000. Thematic resources £300. Multi-sensory projector wheels £200.</p>	<p>Met with Helen Cousins to discuss progress in 2016/17.(Completed - 01/09/2017)</p>	<p>1. Teacher meeting minutes. (10/11/2017 12:58:13)</p> <p>1. Class team minutes. (10/11/2017 12:58:23)</p> <p>1. Teacher planning and pupil IEPs. (10/11/2017 12:58:41)</p> <p>1. Completed audits. (10/11/2017 12:58:54)</p> <p>2. Minutes of Multi-Sensory cluster minutes. (10/11/2017 12:59:31)</p>	<p>louise.dickson_5 316519 caroline.currie_5 316519</p>	<p>Term 2017/2018 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018</p>

Areas for Improvement:

Although not specific to pupils with ASD, the inspection report from November 2015 did report that in a minority of lessons there was a lack of effective strategies to support children with challenging behaviour which impacted on the ability of other children in the classroom to engage in learning activities.

Where are we now? (with reference to areas for improvement noted above):

In September 2016 Rathore School successfully achieved a whole school referral from Middletown Centre for Autism. School received a year of extensive support from Middletown staff in areas such as staff/ parent development, visual strategies, play and leisure opportunities, PEP-3 assessment, class based observations, etc. During intervention we established an ASD core development group consisting of teachers, classroom assistants and therapy staff led by Helen Cousins. The core group have continued and meet on a monthly basis.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Provision for Pupils with ASD To continue to develop a core team for ASD provision. Staff to assess pupils with ASD using the PEP-3 assessment tool to inform learning and teaching. Staff to engage in staff development opportunities to further develop their understanding of ASD. Focus on development and play opportunities across the whole school. Introduction of planning for transition and appropriate sharing of information,</p>	<p>1. Leadership and Management - The development of the core team will ensure that improvements in provision for pupils with ASD are planned, monitored and reviewed therefore improving educational outcomes for pupils. Sub groups within the team will ensure that key strengths and expertise across the whole staff team are being utilised to ensure high standards of provision. Implementation of policies through extensive consultation will ensure consistency in approach across the whole school therefore providing pupils with enriched educational opportunities and support pupil progress. 2. Capacity Building - Through a range of staff development opportunities staff will be equipped with the skills and knowledge to teach pupils with ASD therefore impacting positively to educational programmes and pupil progress. Training staff to support pupils with</p>	<p>1. Development of a core ASD team and sub groups who will meet with the Principal on a monthly basis.</p> <p>1. Play and Leisure Policy, ASD Policy and Transition Policy to be agreed through consultation and ratified by the Board of Governors. Policies to be shared with whole school community.</p> <p>1. Sub groups to lead staff development, monitoring of resources and implementation of appropriate programmes throughout the school.</p> <p>2. Appropriate training to support pupils with ASD to be planned throughout the school year.</p> <p>2. Play and Leisure curriculum leaders to monitor and review play throughout the whole school.</p> <p>2. Staff to continue to capacity build with Attention Autism Training, upskilling all staff and continuing to build on resources.</p> <p>3. Staff teams to</p>	<p>1. Resources for Attention Autism £500, 2 x Boardmaker CDs £400, photocopying costs for master cues, photocopying of school policies for consultation. 2. Training costs and sub cover release £180 per day, play and leisure resources £500. 3. PEP-3 assessment tool kit £600, photocopying costs.</p>	<p>Curriculum leader for ASD provision reviewed, Helen Cousins.(Completed - 24/08/2017)</p> <p>Handover meeting from Lorna Fitzpatrick, Middletown to core development group (see attached documents). (Completed - 25/09/2017)</p> <p>Monthy core development group meetings with Principal. (Ongoing - 28/09/2017)</p> <p>All picture/ word cues agreed, standardised and a master copy available to all staff. (Completed - 26/10/2017)</p>	<p>1. Minutes from ASD team meetings. (03/11/2017 14:35:08)</p> <p>1. Agreed policies for Play and Leisure, ASD and Transition. (03/11/2017 14:35:40)</p> <p>1. Minutes from staff meetings. (03/11/2017 14:35:54)</p> <p>2. Staff development attendance sheets. (03/11/2017 14:36:15)</p> <p>2. Monitoring and review of curriculum leaders' files. (03/11/2017 14:36:36)</p> <p>2. Review of play and leisure throughout school. (03/11/2017 14:36:53)</p> <p>3. Results of PEP-3 assessments and IEP targets. (03/11/2017 14:37:18)</p> <p>3. Pupil progress on Quest and Q Skills online. (03/11/2017 14:37:35)</p> <p>3. Transition meeting records. (03/11/2017 14:37:51)</p> <p>3. Board of Governors minutes. (03/11/2017 14:38:21)</p>	<p>ella.rooney_5316519 james.o'hare_5316519 caroline.currie_5316519 sinead.o'grady.1_5316519 helen.cousins_5316519 claire.mcclelland_5316519</p>	<p>Term 2017/2018 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018</p>

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
	<p>ASD to learn through play and leisure will encourage pupils to be motivated, engaged and enthused in their learning. 3. Transition - Through completion of appropriate assessments and transition records, pupil information will be shared throughout the school ensuring seamless transition between classes and key stages. This will impact positively on pupil behaviour as staff will be familiar with and able to embed differentiated programmes for all pupils with ASD taking into account their individual needs.</p>	<p>assess pupils with ASD under 8 years old using PEP-3 assessment tool.</p> <p>3. Staff teams to work collaboratively with therapists on targets set from PEP-3 scores.</p> <p>3. Staff to agree a consistent approach for transitioning including communication passports.</p>					

Areas for Improvement:

In the November 2015 inspection report it stated that the school had identified the need to provide more opportunities for regular and frequent physical activity and to consistently promote healthy eating to encourage pupils to adopt healthy lifestyles.

Where are we now? (with reference to areas for improvement noted above):

Staff attendance is improving for both teaching and non-teaching staff. There is a whole school Healthy Eating policy which was developed through consultation and shared with the whole school community. School continues to provide fresh fruit for pupils through funding from the Newry and Mourne Extended Schools scheme. All pupils engage in healthy snacks at school (with the exception of those requiring specialised diets).

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Health and Well-Being Develop programmes for both pupils and staff to develop emotional and physical well-being. Link with external agencies to develop a culture in which all members of the school feel supported in their well-being and are provided with outlets to manage stress. Staff and pupils to be equipped with a range of strategies to maintain a healthy body and mind. Liaise with the Health and Welfare staff within the Education Authority to promote open lines of communication.</p>	<p>1. Ethos - Staff will have an opportunity to develop self-awareness in helping to build a whole school culture in which everyone is a contributor and feels values and respected. Communication across the whole school will be developed to ensure that there are effective two-way processes in place which will enable staff to feel informed and fully included in school life. This will have a positive impact on staff morale, staff attendance and pupils' educational experiences. 2. Staff Development - Staff provided with training, knowledge and skills to promote healthy lifestyles for pupils and for themselves therefore encouraging a whole school approach to health and well-being. A consistent approach will ensure that pupils are supported in overcoming barriers to their learning and therefore will have high educational attainments. 3. Promotion of Healthy Lifestyles -</p>	<p>1. Identify representatives for classroom assistants who will communicate regularly with SLT.</p> <p>1. Regular meetings with staff; SLT/ teachers weekly meetings, classroom assistants/ whole school monthly meetings, curriculum leaders half termly meetings, half termly departmental team meetings.</p> <p>1. School information regularly updated on school website and mobile phone app.</p> <p>1. SLT accessible to staff to offer pastoral support when needed.</p> <p>1. Staff to engage in team-building activities throughout the school year.</p> <p>1. Whole school training on promoting a positive school culture.</p> <p>2. Pupils to engage in a wide range of physical activities through a well-planned and age appropriate PE programme across the whole school.</p>	<p>1. Promoting a Positive School Culture Training, Leon Educ - £450.00. School mobile phone app provided by Web Anywhere £900. Cost of termly team building activities £500 per term. 2. Stress Management Training, Spiral Well-Being - £650, Mini Me Yoga Training £60 per staff member, Functional Reflexology Training x 4 staff members £760. 3. Funding for fresh fruit from school from Newry and Mourne Extended Schools £1112.50.</p>	<p>All staff received training on Stress Awareness (see attached PowerPoint). (Completed - 24/08/2017)</p> <p>56 staff members trained on Mini Me Yoga.(Completed - 21/09/2017)</p> <p>Whole school team building exercise to local bowling alley. (Completed - 05/10/2017)</p> <p>A six week fitness bootcamp arranged for all staff every Monday from 3.00 - 4.00pm (see attached document). (Ongoing - 16/10/2017)</p> <p>Whole school training on Promoting a Positive Culture (see attached PowerPoint). (Completed - 19/10/2017)</p> <p>All staff received information on Stress Awareness Day provided by Health and Welfare, EA (see attached documents). (Completed - 01/11/2017)</p> <p>5 members of staff trained on Functional Reflexology (see attached document). (Completed - 10/11/2017)</p>	<p>1. Staff training attendance records. (03/11/2017 11:25:18)</p> <p>1. Agendas and minutes of staff meetings. (03/11/2017 11:25:34)</p> <p>1. Statistics generated from school website/ mobile app traffic. (03/11/2017 11:26:09)</p> <p>2. Planners and IEPs to reflect use of strategies to promote well-being. (03/11/2017 11:26:55)</p> <p>2. Staff and pupil attendance records. (03/11/2017 11:27:07)</p> <p>3. Minutes from school council meeting. (03/11/2017 11:27:27)</p> <p>3. Review and evaluation of fresh fruit for school programme. (03/11/2017 11:27:48)</p> <p>2. Staffing to be minuted at Board of Governor meetings. (03/11/2017 11:29:08)</p>	<p>dolores.morgan_5316519 james.o'hare_5316519 ciara.quinn_5316519 caroline.currie_5316519 declan.larkin_5316519 joanne.matthews_5316519 helen.entwistle_5316519 michelle.king_5316519</p>	<p>Term 2017/2018 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018</p>

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
	<p>Encouraging a whole school approach to healthy eating and dental hygiene will have a positive impact on both pupil and staff attendance and pupils' learning experiences. Pupils will have the skills to make good choices in life to maintain a healthy mind and body which will help them access learning.</p>	<p>2. Staff training on a range of strategies to promote staff and pupil well-being e.g. yoga, reflexology, etc.</p> <p>2. Whole school training on Stress Management and Awareness.</p> <p>3. Develop a teeth-brushing programme across the whole school, liaising with the local community dental hygienist.</p> <p>3. Engage in fresh fruit for schools programme, encouraging pupils to incorporate fruit into their daily diet.</p> <p>3. School council to work towards a Healthy Schools Award for recognition of healthy lifestyles within school.</p>		<p>Health and well-being team established with both teaching and non teaching staff.(Ongoing - 22/11/2017)</p> <p>Applied for "Safe School" status with ONUS organisation for domestic violence (see attached documents). (Ongoing - 29/11/2017)</p> <p>Motivational talk from Banjo Bannon to pupils re: his expedition on Mount Everest. (Completed - 04/12/2017)</p> <p>Anita Kavanagh, dental hygienist, to review teethbrushing programme with teaching staff. (Completed - 06/12/2017)</p> <p>Three teaching staff trained on "Helping Hands" programme delivered by Women's Aid (see attached documents).(Ongoing - 01/02/2018)</p>			

Areas for Improvement:

The ETI report in November 2015 stated that there were a minority of lessons observed in which there was a lack of effective strategies to support children with challenging behaviour which impacted on the ability of other children in the classroom to engage in the learning activities. It also stated that the staff are very committed to the welfare of the pupils and to developing their confidence and self esteem. The school makes good use of relevant agencies to contribute to the holistic development of the pupils.

Where are we now? (with reference to areas for improvement noted above):

School currently has two additional support classes for pupils with challenging behaviour. A number of pupils have been successfully re-integrated back into the main body of the school from September 2016 onwards. Criteria for additional support is unclear as is the duration that additional support is required. There are 9 pupils within the additional support classes for 2017/18.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
<p>Nurture Classroom Environments Plan, set up and implement environmental changes in additional support classrooms to facilitate nurture classrooms which will be fully functional by September 2018. Train appropriate staff members on the nurture environment and disseminate to whole school. Assess potential pupils to access nurture provision and agree on recording pro formas and record keeping.</p>	<p>1. Environmental Changes - Classrooms will be furnished as nurture classrooms which will ensure that pupils' social and emotional needs are met within the school environment. This will have a positive impact on pupils' ability to learn as stress and anxiety will be greatly reduced. 2. Staff Development - A whole school approach to the nurturing environment will ensure consistency across all classrooms, this will ensure that pupils' holistic needs are met and that expectations for meeting their needs are set at whole school level. Staff training and professional development will ensure that they are confident in providing a nurturing environment and that they are able to implement the approach for all pupils. All pupils will have a school environment in which they feel valued, respected and supported. 3. Assessment and</p>	<p>1. Plan nurture room classroom, organise and furnish appropriately.</p> <p>1. Principal to link with Barbara Curran, Behaviour Support, to gather information regarding nurture provision.</p> <p>1. Register as a nurture school through the appropriate website.</p> <p>1. Staff to be allocated to existing additional support classrooms.</p> <p>2. Staff to visit Lisanally School to observe nurture provision.</p> <p>2. Two teaching staff to be trained on the Nurture Environment.</p> <p>2. Whole school inset training on the nurturing environment.</p> <p>3. Agree pro formas for recording information on nurture provision.</p> <p>3. Assess potential pupils using Boxall Assessment.</p> <p>3. Inform parent via parent information session, website and</p>	<p>1. Classroom furniture £1000. 2. Sub cover for visit to Lisanally School £1000, nurture training x 2 staff members £600, photocopying for whole school training £100. 3. Photocopying for Boxall assessment and record keeping £200.</p>	<p>Principal met with Barbara Curran, Behaviour Support Service.(Completed - 22/09/2017)</p> <p>Principal to meet with additional support team re: nurture information. (Completed - 11/10/2017)</p> <p>Principal met with Barbara Curran re: environmental classroom changes. (Completed - 27/10/2017)</p> <p>Principal to meet with Barbara Curran re: administration for nurture classroom (see attached documents). (Completed - 01/12/2017)</p> <p>3 members of staff to visit Lisanally Special School nurture rooms. (Ongoing - 08/12/2017)</p>	<p>1. Minutes of class team meetings. (16/11/2017 17:52:13)</p> <p>1. Minutes from teacher meetings. (16/11/2017 17:52:30)</p> <p>1. Minutes from meetings with Barbara Curran. (16/11/2017 17:53:07)</p> <p>2. Account of visits to Lisanally School. (16/11/2017 17:53:25)</p> <p>2. Attendance record for staff training. (16/11/2017 17:53:54)</p> <p>3. Completed Boxall assessment records. (16/11/2017 17:54:10)</p> <p>3. Pupil assessment files. (16/11/2017 17:54:23)</p> <p>3. Nurture recording formats and sheets. (16/11/2017 17:54:43)</p>	<p>caroline.currie_5316519 lisa.mcardle_5316519 michelle.king_5316519</p>	<p>Term 2017/2018 to -1/0</p> <p>Action Plan Dates Start Date: 1/9/2017 End Date: 29/6/2018</p>

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials staff/costings	Current Position	Monitoring & Evaluation	Staff/lead Responsibility	Timescale / Resources
	<p>Administration - Agreeing a set criteria and form of assessment will ensure that the nurture classrooms are providing adequate educational provision for those pupils for who it is most appropriate. There will be a positive impact on the emotional well-being of pupils which will expand their educational opportunities. A standardised method of administration will promote a consistent approach for all pupils, maximising the impact of the nurturing environment.</p>	<p>mobile phone app.</p>					